



# Key Stage 3 Assessment Papers

## ENGLISH LANGUAGE

### Year 7 Live Pilot: Paper 1 “*The Boy in the Striped Pyjamas*”

The English team at AQA recognises the importance of supporting schools in tracking students’ progress in Key Stage 3. We are therefore keen to make these pilot assessment papers available to you as an integral part of planning and preparation to teach our newly reformed GCSE English Language specification, for first teaching from 2015, and first assessment in 2017.

This paper has been co-designed alongside the GCSE paper. It assesses the same Assessment Objectives in the same sequence, and in similar ways to the assessment strategy set out in the GCSE paper. As a result, it has the following advantages:

- it will allow you to build familiarity in your students so that they are well practised in the skills needed to succeed at GCSE
- it will help you to become confident in the assessment sequence and how progression works across both papers
- it uses the same principles of mark scheme so that you can gain an insight into its design and application
- in that the same questions in the same sequence will assess the same AOs, you can gain precise and diagnostic evidence of students’ progress – in essence, key **formative** insights into how secure students are in their skills development.

#### **Some notes about live pilot status:**

This cover sheet sets out ways that you can provide us with feedback throughout the pilot stage of development. We are keen to hear from you about your experience, as well as the experience of students in taking the assessments. We appreciate that the paper can be used in flexible ways too, and so would like to hear about how you have integrated it into your curriculum provision.

We will take account of all the feedback provided when we develop the next set of papers. In order to clarify how outcomes of papers can provide secure **summative reporting**, we intend to set up an Assessment Panel to further establish thinking and policy in this area. The Panel will be made up of assessment experts and examiners from AQA, as well as be open to subject stakeholders and schools. Please indicate your interest to join this panel on the feedback sheet.

#### **Specific notes about this Year 7 Paper 1**

- The choice of text fits in with the intended length of extract that will be used in GCSE papers, though is intended to be on a topic and theme that will interest readers in Year 7.
- We have looked to provide sufficient support for it to work as an unseen extract, for example, by setting out an explanation at the start and through some detailed notes as a glossary.
- It is a 21<sup>st</sup> century example of prose fiction. In a GCSE live series, this would mean that texts on Paper 2 would be selected from the 20<sup>th</sup> and 19<sup>th</sup> centuries to meet the requirements of DfE criteria. In this case though, we have been more flexible, making use of texts available to us within the timescale of the pilot, and have used 21<sup>st</sup> and 19<sup>th</sup> century extracts to complement it on this occasion. In future KS3 papers however, we will observe the same strict time period criteria and required combinations.
- In that this Year 7 Paper is likely to be the first introduction to the AOs and assessment strategy for students, we have looked to maintain the integrity of the GCSE sequence and weighting of assessment, but provided additional support, more so than on Year 8 and Year 9 papers – either breaking down assessments into more manageable chunks, or providing additional scaffolds to support students' responses. This is a key aspect of progression through the papers in the KS3 suite.

### **Feedback on the Paper:**

We would welcome your feedback.

Please use the link below to provide feedback or to let us know if you are interested in taking part in our KS3 Assessment Panel.

{[Click here for feedback form](#)}



# Key Stage 3 ENGLISH LANGUAGE

## Provisional Year 7

Paper 1 Explorations in creative reading and writing

---

Duration (1 hour 45 minutes)

### Materials

For this paper you must have:

- **Source A** – Provided as a loose insert.

### Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes on this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must **not** use a dictionary.

### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for **Section A** and 40 marks for **Section B**.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on your **reading** in **Section A**.
- You will be assessed on the quality of your **writing** in **Section B**.

### Advice

- You are advised to spend about 15 minutes reading through the source and all five questions you have to answer.
- You should make sure you leave sufficient time to check your answers.

Forename:

Surname:

School

**Section A: Reading**

Answer **all** questions in this section.  
You are advised to spend about 45 minutes on this section.

0	1
---	---

Read again the first paragraph of the source, **lines 1-7**.

List **four** things from this part of the text about Shmuel's life before the soldiers came.

**[4 marks]**

- A. \_\_\_\_\_  
\_\_\_\_\_
- B. \_\_\_\_\_  
\_\_\_\_\_
- C. \_\_\_\_\_  
\_\_\_\_\_
- D. \_\_\_\_\_  
\_\_\_\_\_

0	2
---	---

Look in detail at each example a, b, c, and d from the source.

How does the writer use language in each example to show Shmuel's feelings?

**[8 marks]**

- a) Lines 1 to 3: "Before we came here I lived with my mother and father and my brother Josef in a small flat above the store where Papa makes his watches."

---

---

---

---

---

---

---

---

---

---

- b) Line 5: "I had a beautiful watch that he gave me but I don't have it any more."

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

c) Line 9: 'They took it from me,' said Shmuel.

---

---

---

---

---

---

---

---

---

---

---

---

---

d) Line 11: 'The soldiers, of course,' said Shmuel as if this was the most obvious thing in the world.

---

---

---

---

---

---

---

---

---

---

---

---

---

a. Think about the order in which each of these events happen in the text. Put 1 next to the first event which happens, then 2 etc.

	Shmuel describes how he lived in one room		Shmuel tells Bruno he had to move
	Shmuel describes his old life		Bruno tells Shmuel how he had to move
	Bruno tells Shmuel about the doors on the train		Shmuel describes his armband
	Bruno describes his father's armband		Shmuel describes being on the train

b. Why do you think the writer structures the events in this order?

[illegible]





Lots of students have written reviews about this novel. One student wrote, “I like the way the writer shows the relationship at this point between the boys; how they find themselves in a similar situation, but have very different experiences.”

In your response, you could:

- [20 marks]**

[illegible]





**Section B: Writing**

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

0	5
---	---

Your teacher needs examples of creative writing to add to a whole school wall display. A group of students in your class will select which ones to choose.

**Either:**

Describe a time in your life when you felt scared, lonely or uncertain about something.

**Or:**

Write a description suggested by this picture:



(24 marks for content and organisation  
16 marks for technical accuracy)  
**[40 marks]**







---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

END OF QUESTIONS



**There are no questions printed on this page**

**DO NOT WRITE ON THIS PAGE  
ANSWER IN THE SPACES PROVIDED**

**There are no questions printed on this page**

**DO NOT WRITE ON THIS PAGE  
ANSWER IN THE SPACES PROVIDED**

Acknowledgement of copyright holders and publishers

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

Source Photo: © Alkina Tiptyashina/Thinkstock

Copyright © 2014 AQA and its licensors. All rights reserved.