



# Key Stage 3 Assessment Papers

## ENGLISH LANGUAGE

### Year 8 Live Pilot: Paper 1 “*Boy*”

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 8 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 8.
- 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.
- The text selected for this pilot paper is 20<sup>th</sup> century prose fiction, though strictly speaking, it is an example of autobiography. In our GCSE series, autobiography will be assessed on Paper 2 as high-quality, literary non-fiction. In that this is a pilot paper, we have used an existing bank of texts available to us. In future Key Stage 3 papers, we will observe the text combinations and placements established in the GCSE papers.

## **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 8

Paper 1 Explorations in creative reading and writing

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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
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Read again the first part of the source, **lines 1 to 4**.

List **four** things from this part of the text about the sweet shop.

**[4 marks]**

A. \_\_\_\_\_

\_\_\_\_\_

B. \_\_\_\_\_

\_\_\_\_\_

C. \_\_\_\_\_

\_\_\_\_\_

D. \_\_\_\_\_

\_\_\_\_\_

Her name was Mrs. Pratchett. She was a small skinny old hag with a moustache on her upper lip and a mouth as sour as a green gooseberry. She never smiled. She never welcomed us when we went in, and the only times she spoke were when she said things like, 'I'm watchin' you so keep yer thievin' fingers off them chocolates!' Or 'I don't want you in 'ere just to look around! Either you *forks* out or you *gets out*'.<sup>1</sup>

How does the writer use language here to describe Mrs. Pratchett?

- words and phrases
- language features and techniques
- sentence forms.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.











[illegible]

**Turn over for the next question**

**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.

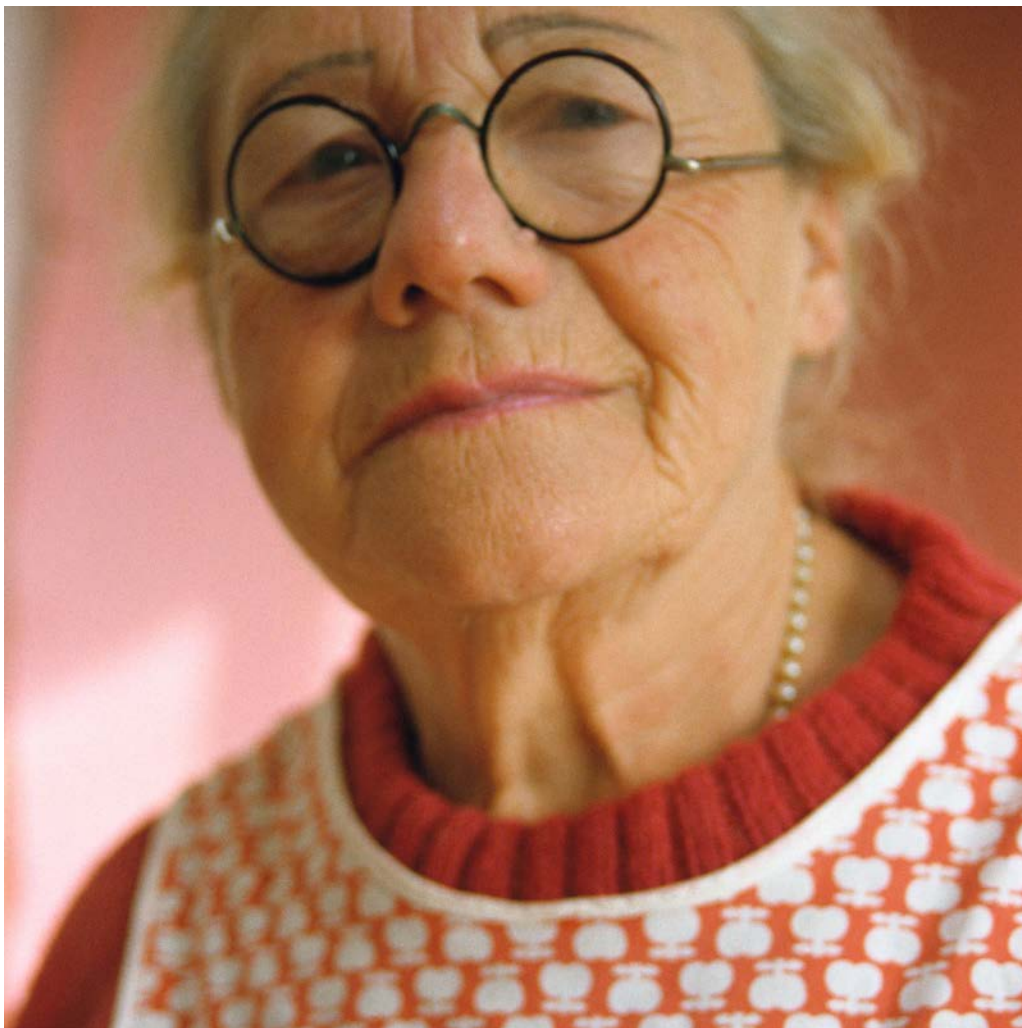
You should leave enough time to check your work at the end.

0	5
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A local author is leading a new initiative in your neighbourhood to get young people writing creatively. She wants to select the best ones to put into an anthology of stories.

**Either:**

Write a story in which this character features:



**Or**

Write a story about a character who plays a trick or practical joke on someone.

(24 marks for content and organisation)

16 marks for technical accuracy)

**[40 marks]**



[illegible]



[illegible]

**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**

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