



# Key Stage 3 Assessment Papers

## ENGLISH LANGUAGE

### Year 7 Live Pilot: Paper 2 “*Living Dolls*” and “*The Watercress Girl*”

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 2

- The choice of texts fits in with the intended length of extracts that will be used in GCSE papers, though these are intended to be on a topic and theme that will enable readers in Year 7 to achieve appropriately.
- We have looked to provide sufficient support for these to work as unseen extracts, for example, by setting out an explanation at the start and through some detailed notes as a glossary.
- The texts are 21<sup>st</sup> Century non-fiction (Journalism) and 19<sup>th</sup> Century literary non-fiction (a report). In a GCSE live series, this would mean that the source text on Paper 1 would be 20<sup>th</sup> Century fiction to meet the requirements of DfE criteria. You will note from the text used on Paper 1 that we have not stuck to this for this first pilot paper. 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 an early introduction to the AOs and assessment strategy, we have looked to maintain the integrity of the GCSE sequence and weighting of assessment, but provided additional support – either breaking down assessments into more manageable chunks, or providing additional scaffold to support students' responses for example, the grid on question 4. 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 2 Writers' viewpoints and perspectives

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Duration (1 hour 45 mins)

### Materials

For this paper you must have:

- **Source A and Source B** – 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.

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Read again **source A**, from **lines 1 to 18**.

**Choose four statements below which are TRUE.**

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

- a. Amber sleeps with a poster of Miley Cyrus above her bed. ☐
- b. Amber likes watching music videos on YouTube most of all. ☐
- c. Amber's favourite boy-band is JLS. ☐
- d. Amber keeps her stone collection in a glittery pink box. ☐
- e. Amber has fabric flowers in her hair. ☐
- f. Amber's life is not like other little girls' lives. ☐
- g. Amber is less interested in the beauty pageants than her mother. ☐

**[4 marks]**

Use details from **both** sources. Write a summary of the differences between Amber and the Watercress Girl.

- how they look and dress
- how they spend their time
- how you think they feel about their lives.

**[8 marks]**

[illegible]



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You now need to refer **only** to **source B**.

How does the writer use **language** to describe the Watercress Girl?

**[12 marks]**

[illegible]





0 4

For this question, you need to refer to the **whole of source A** together with the **whole of source B**.

Compare how the writers convey Amber's and the Watercress Girl's different experiences of childhood.

You should complete the planning grid below to help you answer the question:

	Source A	Source B
School/ Work		
Interests/ Hobbies		
Family		
Attitude		
Lifestyle		

Use the ideas and the quotations from the grid to write your response to the question.

**[16 marks]**

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## 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.

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The following statement was made on a local radio programme:

'Beauty contests and talent competitions are a good idea because they give young children confidence and something to aim for.'

Write a letter to the radio station in which you argue for or against the opinion expressed in the statement.

[24 marks for content and organisation]

16 marks for technical accuracy]

**[40 marks]**

[illegible]







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END OF QUESTIONS



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