AQA

GCSE

English Language

8700/1

Paper 1 Explorations in creative reading and writing

1 hour 45 minutes

Materials
For this paper you must have:
• Source A – printed within the question paper.

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.
This novel is set in London during the Blitz. In this extract, Arthur Rowe goes to a village fête and is reminded of his childhood.

Arthur Rowe looked wistfully over the railings — there were still railings. The fête called him like innocence: it was entangled in childhood, with vicarage gardens and girls in white summer frocks and the smell of herbaceous borders and security.

Arthur Rowe came along the railings, hesitantly, like an intruder, or an exile who has returned home after many years and is uncertain of his welcome.

He was a tall stooping lean man with black hair going grey and a sharp narrow face, nose a little twisted out of the straight and a too sensitive mouth. His clothes were good but gave the impression of being uncared for; you would have said a bachelor if it had not been for an indefinable married look . . .

‘The charge,’ said the middle-aged lady at the gate, ‘is a shilling, but that doesn’t seem quite fair. If you wait another five minutes you can come in at the reduced rate. I always feel it’s only right to warn people when it gets as late as this.’

‘It’s very thoughtful of you.’

‘We don’t want people to feel cheated — even in a good cause, do we?’

‘I don’t think I’ll wait, all the same. I’ll come straight in. What exactly is the cause?’

‘Comforts for free mothers — I mean mothers of the free nations.’

Arthur Rowe stepped joyfully back into adolescence, into childhood . . .

He came to these fêtes every year with an odd feeling of excitement — as if anything might happen, as if the familiar pattern of life that afternoon might be altered for ever. The band beat in the warm late sunlight, the brass quivered like haze, and the faces of strange young women would get mixed up with Mrs Troup, who kept the general store and post office, Miss Savage the Sunday School teacher, the publicans’ and the clergy’s wives. When he was a child he would follow his mother round the stalls — the baby clothes, the pink woollies, the art pottery, and always last and best the white elephants. It was always as though there might be discovered on the white elephant stall some magic ring which would give three wishes or the heart’s desire, but the odd thing was that when he went home that night with only a second-hand copy of The Little Duke, by Charlotte M. Yonge, or an out-of-date atlas advertising Mazawattee tea, he felt no disappointment: he carried with him the sound of brass, the sense of glory, of a future that would be braver than today.

**wistfully:** feeling or showing a sad longing especially for something in the past

**herbaceous:** relating to herbs; leafy

**shilling:** old British currency

**Mazawattee:** one of the most important and well known tea firms of the late 19th century
1. Read again from lines 10 - 17. List four things from this part of the text the reader learns about the féte. (4 marks)

A. __________________________________________________________________________
   __________________________________________________________________________
B. __________________________________________________________________________
C. __________________________________________________________________________
D. __________________________________________________________________________

2. Look in detail at this extract from lines 1 to 9 of the source:

How does the writer use language here to describe Arthur Rowe?
You could include the writer’s choice of:

- words and phrases
- language features and techniques
- sentence forms. [8 marks]

3. You now need to focus on the whole of the source.
This text is from a novel.

How has the writer structured the text to interest you as a reader?
You could write about:
- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the extract develops
- any other structural features that interest you [8 marks]
4. Focus this part of your answer on the second half of the source, from lines 18 – 29.

A student, having read this section of the text said: “The writer shows the importance of childhood memories to Arthur Rowe.”

To what extent do you agree?

In your response, you could:
- write about your own impressions of the characters
- evaluate how the writer has created these impressions
- support your opinions with quotations from the text.

[20 marks]
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.

5. You are going to enter a creative writing competition.
Your entry will be judged by a panel of people of your own age.

Either:
Write a description suggested by this picture:

Or:
Write the opening part of a story that is set in a fairground

(24 marks for content and organisation
16 marks for technical accuracy)

[40 marks]
1. Read again from lines 10 - 17. List four things from this part of the text about that the reader learns about the fête.
(4 marks)

AO1:
- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts.

Give 1 mark for each point about the city at night:
- Responses must be drawn from lines 10 to 17 of the text
- Responses must be true statements from the extract
- Responses must relate to the fête.
- Candidates may quote or paraphrase – each is acceptable
- A paraphrased response covering more than one point should be credited for each point made.

Note: The indicative content must not be treated as exhaustive and reference must be made to the selected section of the text.

2. Look in detail at this extract from lines 1 to 9 of the source:

How does the writer use language here to describe Arthur Rowe?

You could include the writer’s choice of:
- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

AO2
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

This question assesses Language ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms

<table>
<thead>
<tr>
<th>Level</th>
<th>Skills Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4 Perceptive, detailed</td>
<td>Shows detailed and perceptive understanding of language</td>
</tr>
<tr>
<td>7-8 marks</td>
<td>* Analyses the effects of the writer’s choices of language</td>
</tr>
<tr>
<td></td>
<td>* Selects a range of judicious quotations</td>
</tr>
<tr>
<td></td>
<td>* Uses sophisticated subject terminology accurately</td>
</tr>
<tr>
<td>Level 3 Clear, relevant</td>
<td>Shows clear understanding of language</td>
</tr>
<tr>
<td>5-6 marks</td>
<td>* Clearly explains the effects of the writer’s choices of language</td>
</tr>
<tr>
<td></td>
<td>* Selects a range of relevant quotations</td>
</tr>
</tbody>
</table>
This text is from a novel.

How has the writer structured the text to interest you as a reader?

You could write about:
- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the extract develops
- any other structural features that interest you

[8 marks]

AO2
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

This question assesses how the writer has structured a text. Structural features can be: at a whole text level eg. beginnings / endings / perspective shifts; at a paragraph level eg. topic change / aspects of cohesion; and at a sentence level when judged to contribute to whole structure

<table>
<thead>
<tr>
<th>Level</th>
<th>Skills Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>Shows detailed and perceptive understanding of structural features</td>
</tr>
<tr>
<td>Perceptive, detailed</td>
<td>Analyses the effects of the writer’s choice of <em>structural</em> features</td>
</tr>
<tr>
<td>7-8 marks</td>
<td>Selects a range of judicious examples</td>
</tr>
<tr>
<td></td>
<td>Uses a range of subject terminology appropriately</td>
</tr>
<tr>
<td>Level 3</td>
<td>Shows clear understanding of <em>structural</em> features</td>
</tr>
<tr>
<td>Clear, relevant</td>
<td>Clearly explains the effects of the writer’s choice of <em>structural</em> features</td>
</tr>
<tr>
<td>5-6 marks</td>
<td>Selects a range of relevant examples</td>
</tr>
<tr>
<td></td>
<td>Uses subject terminology accurately</td>
</tr>
<tr>
<td>Level 2</td>
<td>Shows some understanding of <em>structural</em> features</td>
</tr>
<tr>
<td>Some, attempts</td>
<td>Attempts to comment on the effect of <em>structural</em> features</td>
</tr>
<tr>
<td>3-4 marks</td>
<td>Selects some relevant examples</td>
</tr>
</tbody>
</table>
4. Focus this part of your answer on the second half of the source, from line 18 – 29.

A student, having read this section of the text said: “The writer creates a distinct feeling of suspense. The reader is left short of breath by the end of the passage.”

To what extent do you agree?

In your response, you could:
• write about your own impressions of the characters
• evaluate how the writer has created these impressions
• support your opinions with quotations from the text.

[20 marks]
| Level 1 | Simple, limited 1-5 marks | In this level there will be **simple** personal comment | • Simple evaluative comment on the text  
• Offers simple example from the text which may explain view  
• Simple mention of writer’s methods  
• Simple references or textual details |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 0</td>
<td>No marks</td>
<td>No relevant comments offered in response to the statement, no impressions, no evaluation.</td>
<td></td>
</tr>
</tbody>
</table>
## AO5 Content and Organisation

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical textures to support coherence and cohesion of texts.

<table>
<thead>
<tr>
<th>Level 4</th>
<th>19 – 24 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Upper Level 4</td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>Lower Level 4</td>
</tr>
<tr>
<td><strong>Upper Level 4</strong></td>
<td>22-24 marks</td>
</tr>
<tr>
<td><strong>Lower Level 4</strong></td>
<td>19 – 21 marks</td>
</tr>
</tbody>
</table>

**Content**
- Communication is convincing and compelling throughout
- Tone, style and register assuredly matched to purpose, tone and audience; manipulative, subtle and increasingly abstract
- Extensive and ambitious vocabulary with sustained crafting of linguistic devices

**Organisation**
- Highly structured and developed writing, incorporating a range of integrated and complex ideas
- Fluently linked paragraphs with seamlessly integrated discourse markers
- Varied and inventive use of structural features

<table>
<thead>
<tr>
<th>Level 3</th>
<th>13 – 18 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Upper Level 3</td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>Lower Level 3</td>
</tr>
<tr>
<td><strong>Upper Level 3</strong></td>
<td>16 – 18 marks</td>
</tr>
<tr>
<td><strong>Lower Level 3</strong></td>
<td>13 – 15 marks</td>
</tr>
</tbody>
</table>

**Content**
- Communication is consistently clear and effective
- Tone, style and register consistently match purpose, tone and audience
- Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices

**Organisation**
- Writing is engaging with a range of detailed connected ideas
- Coherent paragraphs with integrated discourse markers
- Effective use of structural features

<table>
<thead>
<tr>
<th>Level 2</th>
<th>7 – 12 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Upper Level 2</td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>Lower Level 2</td>
</tr>
<tr>
<td><strong>Upper Level 2</strong></td>
<td>10 – 12 marks</td>
</tr>
<tr>
<td><strong>Lower Level 2</strong></td>
<td>7 – 9 marks</td>
</tr>
</tbody>
</table>

**Content**
- Communication is mostly successful
- Sustained attempt at to match purpose, form and audience; some control of register
- Conscious use of vocabulary with some use of linguistic devices

**Organisation**
- Increasing variety of linked and connected ideas
- Some use of paragraphs and some use of discourse markers
- Some use of structural features

<p>| <strong>Content</strong> | Communicates with some success |
| <strong>Organisation</strong> | Some linked and connected ideas |
| <strong>Content</strong> | Attempts to match purpose, form and audience; attempts to control of register |
| <strong>Organisation</strong> | Attempts to write in paragraphs with some use of discourse markers, not always appropriate |
| <strong>Content</strong> | Attempts to use of structural features |</p>
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Upper Level 1</th>
<th>Content</th>
</tr>
</thead>
</table>
|         | 4 – 6 marks   | • Simple success in communication of ideas  
|         |               | • Simple awareness of purpose, form and audience; limited control of register  
|         |               | • Simple vocabulary, simple linguistic devices |
| **Organisation** |               | **Content** |
|         |               | • One or two relevant ideas, simply linked  
|         |               | • Random paragraph structure  
|         |               | • Evidence of simple structural features |

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Lower Level 1</th>
<th>Content</th>
</tr>
</thead>
</table>
|         | 1 – 3 marks   | • Communicates some meaning  
|         |               | • Occasional sense of purpose, form and/or audience  
|         |               | • Simple vocabulary |
| **Organisation** |               | **Content** |
|         |               | • One or two linked ideas  
|         |               | • No paragraphs  
|         |               | • Limited or no evidence of structural features |

| Level 0 | No marks | Candidates will not have offered any meaningful writing to assess  
|---------|----------|--------------------------------------------------|
|         |          | Nothing to reward  

**AO6 Technical Accuracy**
Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

| Level 4 | 13 – 16 marks | Sentence demarcation is consistently secure and accurate  
|---------|---------------|--------------------------------------------------|
|         |               | • Wide range of punctuation is used with a high level of accuracy  
|         |               | • Uses a range of sentence forms for effect  
|         |               | • Uses Standard English consistently and appropriately with secure control of complex grammatical structures  
|         |               | • High levels of accuracy in spelling, including ambitious vocabulary  
|         |               | • Extensive and ambitious use of vocabulary  

| Level 3 | 9 – 12 marks | Sentence demarcation is mostly secure and accurate  
|---------|-------------|--------------------------------------------------|
|         |             | • Range of punctuation is used, mostly with success  
|         |             | • Uses a variety of sentence forms for effect  
|         |             | • Mostly uses Standard English appropriately with mostly controlled of grammatical structures  
|         |             | • Generally accurate spelling, including complex and irregular words  
|         |             | • Increasingly sophisticated use of vocabulary  

| Level 2 | 5 – 8 marks | Sentence demarcation is usually secure  
|---------|------------|--------------------------------------------------|
|         |            | • Some control of a range of punctuation  
|         |            | • Attempts a variety of sentence forms  
|         |            | • Some use of Standard English with some control of agreement  
|         |            | • Some accurate spelling of more complex words  
|         |            | • Varied use of vocabulary  

| Level 1 | 1 – 4 marks | Occasional use of sentence demarcation  
|---------|------------|--------------------------------------------------|
|         |            | • Some evidence of conscious punctuation  
|         |            | • Simple range of sentence forms  
|         |            | • Occasional use of Standard English with limited control of agreement  
|         |            | • Accurate basic spelling  
|         |            | • Simple use of vocabulary  

| Level 0 | No marks | Candidates spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning  
|---------|----------|--------------------------------------------------|
|         |          | Nothing to reward  

Candidates spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.