TURTON PAPER F

Please write clearly in block capitals.

Centre number | | | | | | Candidate number | | | | |

Surname _____

Forename(s) _____

Candidate signature _____

GCSE
ENGLISH LANGUAGE
(8700)

Paper 1 Explorations in creative reading and writing

Time allowed: 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 of 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 the quality of 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.

Source A

In this extract from a short story, 'The Thing in the Forest' by A.S Byatt, two little girls have been evacuated to the countryside during the Second World War.

The two little girls had not met before, and made friends on the train. They shared a square of chocolate, and took alternate bites at an apple. One gave the other the inside page of her *Beano*. Their names were Penny and Primrose. Penny was thin and dark and taller, possibly older, than Primrose, who was plump and blonde and curly. Primrose had bitten nails, and a velvet collar to her dressy green coat. Penny had a bloodless transparent paleness, a touch of blue in her fine lips. Neither of them knew where they were going, nor how long the journey might take. They did not even know why they were going, since neither of their mothers had quite known how to explain the danger to them. How do you say to your child, I am sending you away, because enemy bombs may fall out of the sky, because the streets of the city may burn like forest fires of brick and timber, but I myself am staying here, in what I believe may be daily danger of burning, burying alive, gas, and ultimately perhaps a grey army rolling in on tanks over the suburbs, or sailing its submarines up our river, all guns blazing? So the mothers (who did not resemble each other at all) behaved alike, and explained nothing, it was easier. Their daughters they knew were little girls, who would not be able to understand or imagine.

The girls discussed on the train whether it was a sort of holiday or a sort of punishment, or a bit of both. Penny had read a book about Boy Scouts, but the children on the train did not appear to be Brownies or Wolf Cubs, only a mongrel battalion of the lost. Both little girls had the idea that these were all perhaps *not very good children*, possibly being sent away for that reason. They were pleased to be able to define each other as 'nice'. They would stick together, they agreed. Try to sit together, and things.

The train crawled sluggishly further and further away from the city and their homes. It was not a clean train – the upholstery of their carriage had the dank smell of unwashed trousers, and the gusts of hot steam rolling backwards past their windows were full of specks of flimsy ash, and sharp grit, and occasional fiery sparks that pricked face and fingers like hot needles if you opened the window. It was very noisy too, whenever it picked up a little speed. The engine gave great bellowing signs, and the invisible wheels underneath clicked rhythmically and monotonously, tap-tap-tap-CRASH. The window-panes were both grimy and misted up. The train stopped frequently, and when it stopped, they used their gloves to wipe rounds, through which they peered out at flooded fields, furrowed hillsides and tiny stations **whose names were carefully blacked out**, whose platforms were empty of life.

The children did not know that the namelessness was meant to baffle or delude an invading army. They felt – they did not think it out, but somewhere inside them the idea sprouted – that the erasure was because of them, because they were not meant to know where they were going or, like Hansel and Gretel, to find the way back. They did not speak to each other of this anxiety, but began the kind of conversation children have about things they really disliked, things that upset, or disgusted, or frightened them. Semolina pudding with its grainy texture, mushy peas, fat on roast meat. Listening to the stairs and the window-sashes creaking in the dark or the wind. Having your head held roughly back over the basin to have your hair washed, with cold water running down inside your **liberty bodice**. Gangs in playgrounds. They felt the pressure of all the other alien children in all the other carriages as a potential gang. They shared another square of chocolate, and licked their fingers, and looked out at a great white goose flapping its wings beside an inky pond.

Glossary:

[1] **whose names were carefully blacked out** – during the Second World War, place names on stations and road signs were blacked out so that, if the enemy invaded, they would find it harder to know where they were

[2] **liberty bodice –** a kind of vest once worn by girls and women

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 part of the Source from **lines 1 to 4.**

List **four** things you learn about the girls. **[4 marks]**

1 _____

_____

2 _____

_____

3 _____

_____

4 _____

_____

0 2 Look in detail at this extract from **lines 4 to 14** of the Source:

> Primrose had bitten nails, and a velvet collar to her dressy green coat. Penny had a bloodless transparent paleness, a touch of blue in her fine lips. Neither of them knew where they were going, nor how long the journey might take. They did not even know why they were going, since neither of their mothers had quite known how to explain the danger to them. How do you say to your child, I am sending you away, because enemy bombs may fall out of the sky, because the streets of the city may burn like forest fires of brick and timber, but I myself am staying here, in what I believe may be daily danger of burning, burying alive, gas, and ultimately perhaps a grey army rolling in on tanks over the suburbs, or sailing its submarines up our river, all guns blazing? So the mothers (who did not resemble each other at all) behaved alike, and explained nothing, it was easier. Their daughters they knew were little girls, who would not be able to understand or imagine.

How does the writer use language here to describe the shepherd and his animals?

You could include the writer's choice of:

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

[8 marks]

0 3 You now need to think about the **whole** of the **Source**.

This text is from the opening of a short story.

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]

0 4 Focus this part of your answer on the second half of the source, from **line 15 to the end**. A student, having read this section of the text said "the writer is successful in creating a detailed and interesting scene for the reader. It is like watching a film of what is happening."

To what extent do you agree?

In your response, you could:

- write about your impressions of the scene
- evaluate how the writer has created these impressions
- support your opinions with quotations from the text.

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[20 marks]

Section B: Reading

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 class is compiling an anthology of writing about journeys which will be put on the school website.

Either:

Write a description suggested by this picture: