



AQA GCSE English Language **Hybrid Exam Paper and Student Answer Booklet**

Practice Paper 1

Student name:

You will also need an insert.

Time allowed: **2 hours and 10 minutes**

Instructions to candidates:

Answer all the questions in the spaces provided.

Write your answers in black ink or ball-point pen.

Cross out any work you do not wish to be marked.

| For Examiner use | |
|------------------|------|
| Question | Mark |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| | |
| Total | |

Section A: Reading
Answer all questions in this section

You are advised to spend 1 hour and 25 minutes on this section

1. Read again Source A, from lines 10 – 30

Choose four statements below which are TRUE.

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

- A. The girl is eight years old
- B. The girl sells flowers
- C. The girl has lots of friends
- D. The girl does not seem to know what a park is
- E. The girl has had a happy childhood
- F. The girl knows her way around London
- G. The girl seems more like a woman than a child
- H. The girl eats meat on Sundays

4 marks

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2. You need to refer to **Source A and Source B** for this question. Use details from **both** sources.
Write a summary of the similarities between **the impact poverty has on the children** in both sources.

8 marks

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3. You now need to refer only to **Source B**.

How does the writer use language to describe the divisions in society?

There is no such thing as an equal life chance in Britain. This will not be news to the former free school meals child now scrubbing toilets for a minimum wage, or to the Eton alumni born to sit in Downing Street. The system is rigged – and it is rigged in favour of the ones who don't need the advantage. That is the greatest irony of inequality and education: the school system is both the emancipation of the working class and confirmation of its place. Austerity's architects could never have thought that growing inequality – where the elite have seen their [fortunes rocket](#) as the poorest suffer – would do anything but worsen this.

As further evidence of this, the [educational “achievement gap” between richer and poorer children is widening](#), as of this year. Only one in three disadvantaged pupils is hitting the government's GCSE pass target – compared with over 60% of their richer peers. And the education system literally divides children along class lines – our schools are among the [most socially segregated](#) in the developed world. We group together children of immigrants: 80% are taught in schools with “high concentrations” of other immigrant or disadvantaged pupils. Poorly educated parents – defined as those who don't have five good GCSEs – see their kids taught together, shut away from advantaged children. Meanwhile, private schools continue to let privilege buy privilege. The best comprehensives and academies practice [social selection by stealth](#), siphoning out the poor kids on free school meals.

12 marks

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Star Equivalency

4. For this question you need to refer to the whole of Source A and the whole of Source B.

Compare how the two writers have conveyed their different attitudes to child poverty.

In your answer you could:

- Compare their different attitudes
- Compare the methods they use to convey those attitudes
- Support your ideas with references to both texts

16 marks

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NOT FOR EXAM USE

Star Equivalency

NOT FOR EXAM USE

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Section B: Writing

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

Choose one of the following questions.

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.

6.

Either:

“The fact that child poverty is not yet a thing of the past is a huge worry for the future of our society. We should all do more to ensure that every child, no matter the background, has a fair start in life.”

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

Or:

Write a description suggested by this picture:



24 marks for content and organisation

16 marks for technical accuracy

40 marks

NOT FOR EXAM USE

Star Equivalency

NOT FOR EXAM USE

Star Equivalency

NOT FOR EXAM USE

Star Equivalency

END

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