STUDENT QUESTION AND ANSWER BOOKLET

AQA-style Paper 1 - A choice of futures

GCSE English Language | 8700/1 · 2026 question approach

Standard time	With approved 25% extra time
1h 45m	**2h 11m 15s**

80 marks | Section A: 40 marks | Section B: 40 marks

Independent Exam Stash practice paper. All questions, tasks and indicative teacher guidance are original. This is not an official AQA or Eduqas paper and is not endorsed by either board.

Read the source guide on the following page before you start. You need the original Eduqas source file(s) alongside this booklet. Source texts are linked separately and are not reproduced here.

Use the printed reading references specified in each question. The original Eduqas questions, instructions and timings do not apply to this practice paper.

This 80-mark practice set uses only original printed lines 32-74 of the linked Eduqas June 2024 fiction source (approximately 630 words). The questions follow the AQA Paper 1 skills, mark allocations and 2026 question approach. The original Eduqas questions, timings and instructions do not apply. This paper has not been trialled or standardised by an awarding body; do not use official grade boundaries to assign it a GCSE grade.

Name: _____

Class / date: _____

Answer all Section A questions and the Section B task(s) as directed. Write in this booklet. Use your agreed access arrangements and leave time to check your writing.

Source guide

Source A: Alice and Jack on the farm - Eduqas June 2024 fiction selection

Official Eduqas C700U10-1A resource booklet, PDF pages 2-3, ORIGINAL PRINTED LINES 32-74 ONLY. Line numbers refer to the printed text, not PDF line extraction.

Open the original Eduqas source file

Reading instructions

You need the linked Eduqas source booklet open beside this question paper and the answer booklet or separate paper for your answers.

Source A for this paper is ONLY the section from original printed line 32 to original printed line 74, inclusive. Read this selection carefully before answering. Do not read lines 75-83 for this practice task.

Keep the original printed line numbers: do not renumber the selection from 1. The first selected line is printed line 32, beginning with the passing of time; the last selected line is printed line 74, ending with the youngest Paget son’s aptitude for farming.

Context: Alice lives on a farm in Australia with her father, Jack. His sister had argued that Alice should grow up in town, but Alice stayed with him.

Answer all questions in Section A and ONE of the two writing tasks in Question 5.

Suggested allocation: about 15 minutes reading, then about 45 minutes answering Section A and 45 minutes on Section B. These are planning suggestions, not separate timed sections.

For Question 1, shade one circle inside a box for each item. If you change your answer, cross out the whole box clearly and shade the new choice.

Section A - Reading

Question 1 | 4 marks

Read the first part of the selected Source A, original printed lines 32-38. Answer all four questions below. Shade one circle inside a box for each question. Each correct answer is worth 1 mark.

1(a) How did Jack's sister respond to his success in raising Alice?

- ○ A. She praised him frequently and enthusiastically.
- ○ B. She was privately disappointed and praised him reluctantly.
- ○ C. She refused to meet him again.

1(b) Where did Jack take Alice each morning?

- ○ A. To visit her aunt.
- ○ B. To work in the fields.
- ○ C. To school in town.

1(c) What does the passage tell us about collecting Alice after school?

- ○ A. Jack always arrived on time.
- ○ B. Jack usually sent another farmer.
- ○ C. Jack often forgot when work was busy.

1(d) Who chose the clothes Jack bought for Alice?

- ○ A. Jack's sister.
- ○ B. Alice herself.
- ○ C. Alice's teacher.

Section A - Reading

Question 2 | 8 marks

Look in detail at original printed lines 46-55. How does the writer use language to show Alice's response to the possibility of art school? Support your analysis with short references to this part of the source. You could consider particular words and phrases, language features, and sentence forms.

Section A - Reading

Question 3 | 8 marks

You now need to think about the whole of OUR selected source: original printed lines 32-74. How has the writer structured this selection to create tension about Alice's future? You could consider what is established at the beginning, how the focus or pace changes, and the effect of the ending.

Section A - Reading

Question 4 | 20 marks

Focus this part of your answer on the later part of OUR selected source, original printed lines 59-74. “Jack’s answer appears to give Alice freedom, but the writing shows how difficult it will be for her to use that freedom.” To what extent do you agree and/or disagree? Evaluate the impressions the writer creates, comment on the methods used, and support your judgement with references to this part of the source.

Question 4 continued

Section B - Writing

Question 5 | 40 marks

Section B: Writing. You are advised to spend about 45 minutes on this question, including planning and checking. Choose ONE task. EITHER write a description of a place where somebody is about to make an important decision, using the picture as a starting point. You may use your imagination: you do not have to describe the exact scene in the picture. OR write the opening of a story in which somebody is offered an unexpected opportunity. You do not need to write a complete story. (24 marks for content and organisation; 16 marks for technical accuracy.)



Original Exam Stash writing stimulus. Use the image as a starting point for your imagination.

Planning space (not marked)

Question 5 - write your answer

Question 5 continued

STUDENT QUESTION AND ANSWER BOOKLET

AQA-style Paper 2 - Beyond the finish

GCSE English Language | 8700/2 · 2026 question approach

Standard time	With approved 25% extra time
1h 45m	2h 11m 15s

80 marks | Section A: 40 marks | Section B: 40 marks

Original Exam Stash questions and indicative teacher guidance. This is an independent practice paper, not an AQA or Eduqas publication or endorsement. Open both linked sources before starting. The source texts remain in their original publicly available Eduqas PDFs and are not reproduced here.

Read the source guide on the following page before you start. You need the original Eduqas source file(s) alongside this booklet. Source texts are linked separately and are not reproduced here.

Use the printed reading references specified in each question. The original Eduqas questions, instructions and timings do not apply to this practice paper.

Full-source practice: use the complete Sally Minty-Gravett article and Arthur Payne account identified below, approximately 635 and 528 body words respectively. The question sequence, marks and suggested time follow AQA Paper 2's 2026 approach. The linked texts have no printed line numbers, so our questions use the paragraph guide below. This reference adaptation is deliberate; the questions have not been standardised by an awarding body. Do not convert these practice marks into a GCSE grade using past grade boundaries.

Name: _____

Class / date: _____

Answer all Section A questions and the Section B task(s) as directed. Write in this booklet. Use your agreed access arrangements and leave time to check your writing.

Source guide

Source A: Sally Minty-Gravett and Channel swimming - Lucy Griffiths

Eduqas GCSE English Language Component 2, June 2024, resource material: read the complete newspaper article on PDF pages 2-3. Its body has nine paragraphs. A1-A5 are on PDF page 2; A6-A9 are on PDF page 3. On page 2, A2 is the tall paragraph to the right of the photograph. Read that paragraph before the full-width paragraph beneath the photograph.

Open the original Eduqas source file

A1: The opening news paragraph reports Sally's latest record, her age, the crossing's distance and its duration.

A2: The paragraph beside the photograph describes Sally's lifelong relationship with sea swimming, her childhood experience of pools and the sensations of entering and leaving cold water.

A3: The next full-width paragraph traces her childhood swimming milestones and increasing competitive ambition.

A4: The paragraph about the Windermere race explains her coach's encouragement, training and first Channel crossing.

A5: The final paragraph on PDF page 2 recalls the fog and her feelings when the first crossing ended.

A6: The opening paragraph on PDF page 3 summarises later crossings, a storm, the two-way swim and her MBE.

A7: Sally explains the mental strategies she uses and how she feels while swimming.

A8: The next paragraph describes the planned retirement crossing, the favourable day and the welcome in France.

A9: The closing paragraph considers a possible future crossing, other activities she wants to learn and her willingness to return to swimming.

Source B: Captain Matthew Webb's Channel crossing - Arthur Payne

Eduqas GCSE English Language Component 2, June 2024, original question booklet: read only the complete Arthur Payne account on PDF page 3. The introductory two-line context is not B1. The four body paragraphs beneath it are B1-B4. Ignore the original questions on PDF pages 2 and 4.

Open the original Eduqas source file

B1: The first body paragraph describes preparations, Webb's departure, his appearance and initial swimming pace.

B2: The next paragraph follows the afternoon and evening, including dolphins, darkness and a sting.

B3: The third paragraph describes the approach to France, fatigue, the turning tide and the loss of hope.

B4: The final paragraph follows the exhausted swimmer towards shore, the crowd's response, his arrival and the assistance he receives.

Reading instructions

Use 1 hour 45 minutes as the standard practice time. For an approved 25% extra-time arrangement, the calculated total is 2 hours 11 minutes 15 seconds. Your centre confirms the arrangement used by an individual pupil.

Allow about 15 minutes to read the sources. Spend about 45 minutes answering Questions 1-4 and about 45 minutes on Question 5, including planning and checking.

Answer all five questions. Write in the answer booklet or on separate paper. The original Eduqas questions and its two-hour timing do not apply to this paper.

Source A is the modern article on PDF pages 2-3 of the separate resource booklet. Source B is the nineteenth-century account on PDF page 3 of the original question booklet. These are two different downloads.

For references in our questions, number Source A's nine body paragraphs A1-A9 and Source B's four body paragraphs B1-B4 in their printed reading order. Do not count headings, introductions, bylines, page numbers or copyright footers. Use the descriptive paragraph guide provided with each source.

Section A - Reading

Question 1 | 4 marks

Read Source A, paragraphs A1-A2 only. Choose FOUR statements below which are true. Shade the circle beside each of your choices. Choose a maximum of four statements; clearly cancel any choice you change.

- ○ A. Sally's latest crossing set a world record.
- ○ B. Sally had completed only one Channel crossing before the swim reported here.
- ○ C. Sally was 65 when she completed the crossing reported here.
- ○ D. Sally learnt to swim in one of Jersey's indoor swimming pools.
- ○ E. Sally regards sea swimming as more than a casual pastime.
- ○ F. Sally finds winter sea swimming wholly unpleasant.
- ○ G. When she first tried a swimming pool, Sally still preferred open water.
- ○ H. The latest crossing reported here was a 42-mile swim.

Section A - Reading

Question 2 | 8 marks

Refer to Source A and Source B. Both swimmers receive help or encouragement from other people. What can you infer about the differences between the support the swimmers receive? Support your ideas with evidence from both sources.

Section A - Reading

Question 3 | 12 marks

Read Source A, paragraph A2 only, beside the photograph on PDF page 2. How does Griffiths use language to show how intensely Sally experiences sea swimming? Support your response with relevant examples from this paragraph.

Section A - Reading

Question 4 | 16 marks

Refer to the whole of Source A and the whole of Source B. Compare how the writers convey their different attitudes towards the dangers and rewards of Channel swimming. In your answer, you could compare their attitudes, comment on the methods they use to convey those attitudes, and support your response with references to both texts.

Question 4 continued

Section B - Writing

Question 5 | 40 marks

Section B - allow about 45 minutes, including planning and checking. A local council is discussing how to spend its sports budget. One resident argues: ‘Public money should help more people enjoy everyday sport, rather than pay for a few people to chase sporting records.’ Write a speech for a community meeting in which you argue your view. You may agree, disagree or develop a qualified position. You do not need to refer to either reading source.

Planning space (not marked)

Question 5 - write your answer

Question 5 continued

TEACHER GUIDANCE

AQA-style Paper 1 - A choice of futures

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Source guide

Source A: Alice and Jack on the farm - Eduqas June 2024 fiction selection

Official Eduqas C700U10-1A resource booklet, PDF pages 2-3, ORIGINAL PRINTED LINES 32-74 ONLY. Line numbers refer to the printed text, not PDF line extraction.

Open the original Eduqas source file

Downloaded from WJEC's freely accessible public past-paper service and verified 15 November 2026. The cover classifies the source as 20th-century literature. No author or original literary title is stated in the source booklet; none is invented here. The adapted passage and board layout remain external and are not reproduced in this resource.

Reading instructions

You need the linked Eduqas source booklet open beside this question paper and the answer booklet or separate paper for your answers.

Source A for this paper is ONLY the section from original printed line 32 to original printed line 74, inclusive. Read this selection carefully before answering. Do not read lines 75-83 for this practice task.

Keep the original printed line numbers: do not renumber the selection from 1. The first selected line is printed line 32, beginning with the passing of time; the last selected line is printed line 74, ending with the youngest Paget son's aptitude for farming.

Context: Alice lives on a farm in Australia with her father, Jack. His sister had argued that Alice should grow up in town, but Alice stayed with him.

Answer all questions in Section A and ONE of the two writing tasks in Question 5.

Suggested allocation: about 15 minutes reading, then about 45 minutes answering Section A and 45 minutes on Section B. These are planning suggestions, not separate timed sections.

For Question 1, shade one circle inside a box for each item. If you change your answer, cross out the whole box clearly and shade the new choice.

Using this guidance

These are original indicative marking notes, not an official AQA mark scheme or a standardised assessment. Credit valid alternative interpretations supported by the specified selection.

Read the whole response, select the best-fitting band, then decide the mark within that band. A strong performance in one bullet does not automatically determine the whole answer. Award 0 for nothing relevant.

Questions 1-4 total 40 marks; Question 5 totals 40 marks, split AO5 24 and AO6 16. No grade conversion is provided.

The 2026 approach includes four 1-mark multiple-choice items for Question 1, a single structural effect in Question 3, a defined extract range and agreement and/or disagreement in Question 4, and an imaginative picture description or narrative opening in Question 5.

For the first reading of the selected passage, the teacher may give the original contextual sentence printed above. The source itself remains in its publisher's PDF; the learner needs it alongside this paper.

Question 1 | 4 marks | AO1

Read the first part of the selected Source A, original printed lines 32-38. Answer all four questions below. Shade one circle inside a box for each question. Each correct answer is worth 1 mark.

Correct answers: 1(a) B; 1(b) C; 1(c) A; 1(d) B. Award one mark per correct selection. No mark for an item with multiple uncancelled selections.

All answers come from original printed lines 32-38. They assess straightforward comprehension, not interpretation of later events.

Question 2 | 8 marks | AO2

Look in detail at original printed lines 46-55. How does the writer use language to show Alice's response to the possibility of art school? Support your analysis with short references to this part of the source. You could consider particular words and phrases, language features, and sentence forms.

Explore the interplay of possibility, excitement, financial doubt and difficulty speaking about the future. Relevant evidence is at lines 48-50 (successive possibilities and her immediate response), lines 50-52 (money and her reaction to praise), and lines 53-55 (questions followed by her physical response and the short statements of silence).

Explain how the language creates these impressions. Do not give marks for identifying a technique without explaining its effect in context. Strong responses may explore whether the excitement is being restrained by practical concern, uncertainty, or both.

Credit accurate alternative readings supported from the specified lines. Use the four 2-mark AO2 bands and best fit; do not expect a fixed list of devices or number of quotations.

Marks	Indicative standard
0	Nothing relevant to the question.
1-2	Simple, relevant comment with a reference or example; effects may be asserted rather than explained.
3-4	Some explanation of relevant choices and effects, supported by appropriate examples.
5-6	Clear, developed explanation of how the writing achieves the specified effect, using well-selected references.
7-8	Perceptive, detailed analysis of choices and their effects, supported by precise, judicious references.

Question 3 | 8 marks | AO2

You now need to think about the whole of OUR selected source: original printed lines 32-74. How has the writer structured this selection to create tension about Alice’s future? You could consider what is established at the beginning, how the focus or pace changes, and the effect of the ending.

At lines 32-45 the account moves quickly through years of apparently successful family life, largely from Jack’s perspective. This establishes an arrangement that seems secure.

Lines 46-58 introduce art school and shift towards Alice’s hopes and the teacher’s judgement. The new possibility threatens the earlier stability.

At lines 59-68 the narrative slows to a meal and hesitant conversation: speech, pauses and reactions postpone a clear resolution.

Lines 69-74 move into Alice’s understanding of what her departure could mean and end on a possible farming successor. This leaves competing futures in play rather than resolving her decision.

Explain how sequencing, changes of focus, pace or viewpoint produce tension. Language analysis alone does not answer this structural question. Credit other well-supported structural interpretations. Apply the four 2-mark AO2 bands by best fit.

Marks	Indicative standard
0	Nothing relevant to the question.
1-2	Simple, relevant comment with a reference or example; effects may be asserted rather than explained.
3-4	Some explanation of relevant choices and effects, supported by appropriate examples.
5-6	Clear, developed explanation of how the writing achieves the specified effect, using well-selected references.
7-8	Perceptive, detailed analysis of choices and their effects, supported by precise, judicious references.

Question 4 | 20 marks | AO4

Focus this part of your answer on the later part of OUR selected source, original printed lines 59-74. “Jack’s answer appears to give Alice freedom, but the writing shows how difficult it will be for her to use that freedom.” To what extent do you agree and/or disagree? Evaluate the impressions the writer creates, comment on the methods used, and support your judgement with references to this part of the source.

A response may agree, disagree or qualify the statement. There is no preferred position. A strong judgement weighs both what Jack says and what Alice perceives.

Lines 59-64: the domestic setting and hesitant exchange can suggest Alice’s existing role and difficulty introducing change. They do not prove that Jack has explicitly forbidden her to leave.

Lines 65-68: his physical reactions and troubled behaviour may complicate the apparent permission in his brief reply. Consider how the contrast between speech and behaviour shapes the reader’s judgement.

Lines 69-74: Alice imagines the consequences of leaving and an alternative involving a farming successor. The narrative is filtered through her understanding, so a nuanced response can distinguish her interpretation from a directly stated command by Jack.

Judge the evaluation across the answer, including how methods support the judgement. Use best fit across the four 5-mark AO4 bands. Credit supported alternatives and do not insist on agreement or on covering every idea here.

Marks	Indicative standard
0	Nothing relevant to the question.

Marks	Indicative standard
1-5	A simple judgement with limited textual support; little explanation of how the writing shapes the response.
6-10	Some supported evaluation, with some explanation of relevant writing choices.
11-15	Clear, sustained evaluation of the statement, with developed explanation of methods and well-selected references.
16-20	Convincing, perceptive evaluation of the statement, with detailed consideration of methods and judicious evidence.

Question 5 | 40 marks | AO5:24 / AO6:16

Section B: Writing. You are advised to spend about 45 minutes on this question, including planning and checking. Choose ONE task. EITHER write a description of a place where somebody is about to make an important decision, using the picture as a starting point. You may use your imagination: you do not have to describe the exact scene in the picture. OR write the opening of a story in which somebody is offered an unexpected opportunity. You do not need to write a complete story. (24 marks for content and organisation; 16 marks for technical accuracy.)

Mark the chosen response independently of Section A. It need not retell the source or use its characters. Treat the two options as equally valid.

AO5 (24 marks): judge the effectiveness of communication for the chosen description or narrative opening; appropriateness and control of tone, viewpoint and vocabulary; development of selected details; and purposeful organisation. Do not require a complete plot for the narrative opening.

AO6 (16 marks): judge sentence control and variety, grammar, punctuation and spelling separately from AO5. Reward accuracy and deliberate variation, not a count of unusual words or techniques.

Use the original practice band summaries below as indicative guidance and moderate against the current official writing criteria. This guide has not been standardised by AQA.

AO5 indicative bands

Marks	Indicative standard
0	No relevant response.
1-6	Simple communication with limited development or organisation.

Marks	Indicative standard
7-12	Some successful communication and development, with some organisation and appropriate choices.
13-18	Clear, effective and developed communication, with controlled organisation and vocabulary.
19-24	Compelling, convincing communication, developed detail and assured, purposeful organisation and language.

AO6 indicative bands

Marks	Indicative standard
0	No creditable technical control.
1-4	Limited control of sentences, grammar, spelling and punctuation.
5-8	Some secure control, with some sentence variety; errors remain evident.
9-12	Generally accurate and controlled sentences, grammar, spelling and punctuation, with effective variety.
13-16	Consistently secure, deliberate control of varied sentence structures, grammar, spelling and punctuation.

TEACHER GUIDANCE

AQA-style Paper 2 - Beyond the finish

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80 marks | Section A: 40 marks | Section B: 40 marks

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Use the printed reading references specified in each question. The original Eduqas questions, instructions and timings do not apply to this practice paper.

Full-source practice: use the complete Sally Minty-Gravett article and Arthur Payne account identified below, approximately 635 and 528 body words respectively. The question sequence, marks and suggested time follow AQA Paper 2's 2026 approach. The linked texts have no printed line numbers, so our questions use the paragraph guide below. This reference adaptation is deliberate; the questions have not been standardised by an awarding body. Do not convert these practice marks into a GCSE grade using past grade boundaries.

Source guide

Source A: Sally Minty-Gravett and Channel swimming - Lucy Griffiths

Eduqas GCSE English Language Component 2, June 2024, resource material: read the complete newspaper article on PDF pages 2-3. Its body has nine paragraphs. A1-A5 are on PDF page 2; A6-A9 are on PDF page 3. On page 2, A2 is the tall paragraph to the right of the photograph. Read that paragraph before the full-width paragraph beneath the photograph.

Open the original Eduqas source file

A1: The opening news paragraph reports Sally's latest record, her age, the crossing's distance and its duration.

A2: The paragraph beside the photograph describes Sally's lifelong relationship with sea swimming, her childhood experience of pools and the sensations of entering and leaving cold water.

A3: The next full-width paragraph traces her childhood swimming milestones and increasing competitive ambition.

A4: The paragraph about the Windermere race explains her coach's encouragement, training and first Channel crossing.

A5: The final paragraph on PDF page 2 recalls the fog and her feelings when the first crossing ended.

A6: The opening paragraph on PDF page 3 summarises later crossings, a storm, the two-way swim and her MBE.

A7: Sally explains the mental strategies she uses and how she feels while swimming.

A8: The next paragraph describes the planned retirement crossing, the favourable day and the welcome in France.

A9: The closing paragraph considers a possible future crossing, other activities she wants to learn and her willingness to return to swimming.

A twenty-first-century newspaper article by Lucy Griffiths, as selected for Eduqas's June 2024 examination. The booklet does not state its exact first publication date. The article includes events after 2016 and is the modern source in this officially designated nineteenth- and twenty-first-century paper. Source checked 15 November 2026; approximately 635 body words, excluding heading, introductory byline and footers.

Source B: Captain Matthew Webb's Channel crossing - Arthur Payne

Eduqas GCSE English Language Component 2, June 2024, original question booklet: read only the complete Arthur Payne account on PDF page 3. The introductory two-line context is not B1. The four body paragraphs beneath it are B1-B4. Ignore the original questions on PDF pages 2 and 4.

Open the original Eduqas source file

B1: The first body paragraph describes preparations, Webb's departure, his appearance and initial swimming pace.

B2: The next paragraph follows the afternoon and evening, including dolphins, darkness and a sting.

B3: The third paragraph describes the approach to France, fatigue, the turning tide and the loss of hope.

B4: The final paragraph follows the exhausted swimmer towards shore, the crowd's response, his arrival and the assistance he receives.

A nineteenth-century eyewitness account of Webb's 1875 Channel crossing, attributed to Arthur Payne, who was in the support boat. Eduqas supplies the historical context immediately above the extract. Source checked 15 November 2026; approximately 528 body words, excluding the contextual introduction and footer.

Reading instructions

Use 1 hour 45 minutes as the standard practice time. For an approved 25% extra-time arrangement, the calculated total is 2 hours 11 minutes 15 seconds. Your centre confirms the arrangement used by an individual pupil.

Allow about 15 minutes to read the sources. Spend about 45 minutes answering Questions 1-4 and about 45 minutes on Question 5, including planning and checking.

Answer all five questions. Write in the answer booklet or on separate paper. The original Eduqas questions and its two-hour timing do not apply to this paper.

Source A is the modern article on PDF pages 2-3 of the separate resource booklet. Source B is the nineteenth-century account on PDF page 3 of the original question booklet. These are two different downloads.

For references in our questions, number Source A's nine body paragraphs A1-A9 and Source B's four body paragraphs B1-B4 in their printed reading order. Do not count headings, introductions, bylines, page numbers or copyright footers. Use the descriptive paragraph guide provided with each source.

Using this guidance

This set uses the full modern article and full nineteenth-century account already selected by Eduqas. It is not a shortened-source version. Both source downloads must be available to pupils; Source B is printed in the original question booklet, not in the separate resource booklet.

Before using the paper, check that pupils can locate A1-A9 and B1-B4 using the descriptive guide. These are our paragraph references, not line numbers printed by either board. The contextual introduction to Source B is outside B1.

Questions and indicative content were written independently. Eduqas's original tasks and marking instructions should not be used to mark these AQA-style questions.

Credit alternative interpretations when they answer the question and are supported by the specified source. The guidance gives possibilities, not a compulsory answer list. A few strong, precisely supported observations may be worth more than many undeveloped points.

Read each extended response as a whole, choose the best-fitting band for the assessed skill, then decide the mark within that band. Keep Q2 inference separate from Q3 language analysis and Q4 comparison of perspectives and methods.

Keep student question papers separate from this guidance. Any published classroom version should retain the source credits and links, the paragraph-reference explanation, the independent-resource label and the approved-arrangements wording.

No GCSE grade conversion is supplied. The paper has not undergone AQA standardisation, awarding or accessibility approval; use the marks to identify strengths and next steps in learning.

Question 1 | 4 marks | AO1

Read Source A, paragraphs A1-A2 only. Choose FOUR statements below which are true. Shade the circle beside each of your choices. Choose a maximum of four statements; clearly cancel any choice you change.

Correct selections: A, C, E and G. Award one mark for each correct selection, up to four. No credit for B, D, F or H. Mark the pupil's final, uncancelled choices; the task requires no more than four.

Evidence: A1 establishes a new record and her age; A2 distinguishes a deep commitment from a hobby and states her preference after trying a pool. The false choices contradict the number of crossings, the lack of childhood pools, her enjoyment of cold-water sensations and the stated 21-mile distance.

For classroom self-marking, require the pupil to identify their final four choices before revealing the key. If marking a script completed under formal examination conditions with more than four choices, use the centre's current AQA marking instructions rather than inventing a penalty from this indicative guide.

Question 2 | 8 marks | AO1

Refer to Source A and Source B. Both swimmers receive help or encouragement from other people. What can you infer about the differences between the support the swimmers receive? Support your ideas with evidence from both sources.

This is a synthesis and inference question about support, not a comparison of the writers' language. Bring details from the two sources together to infer differences in the kind, purpose or urgency of the help.

One possible contrast: A4's coach recognises Sally's potential and encourages a future ambition; B4's helpers physically support Webb after he can no longer stand. This can suggest long-term confidence-building compared with immediate assistance prompted by severe exhaustion.

Another possible contrast: A8's welcome and champagne are part of an enjoyable, successfully completed crossing; B4's cheering and song occur while Webb is still struggling towards the shore. This can suggest a celebration of an assured arrival compared with encouragement during a precarious final effort. Credit other accurate, supported distinctions.

Do not infer that Sally had no support boat or that Webb received no encouragement before swimming: the extracts do not establish those absences. Acknowledging a shared feature can help explain a difference, but the response must answer the stated focus.

Indicative bands: 1-2 marks for relevant information with little inference; 3-4 for some supported interpretation of differences; 5-6 for clear inferences that bring both texts together; 7-8 for precise, insightful synthesis of differences, grounded in well-selected details. Award 0 if there is nothing relevant. Judge quality across the response, not a fixed number of points.

Question 3 | 12 marks | AO2

Read Source A, paragraph A2 only, beside the photograph on PDF page 2. How does Griffiths use language to show how intensely Sally experiences sea swimming? Support your response with relevant examples from this paragraph.

Keep the analysis within A2. Explore the contrast between a casual activity and an essential part of Sally's identity, the presentation of an encounter with the natural environment, and the combination of cold conditions with pleasurable bodily sensations.

Possible word-level evidence includes the escalating positive adjectives invigorating and exhilarating, the bodily sensation conveyed by tingle and the emphatic closing phrase I live for it. Credit supported interpretations of other word choices or sentence patterns. Explain how these choices communicate intensity; simply identifying a technique does not do so.

The first-person words belong to Sally's quoted speech. Griffiths's journalistic choice is to select and frame that direct speech. Credit answers that recognise either voice accurately; do not require technical discussion of attribution for a high mark.

Indicative bands: 1-3 for basic comments linked to some relevant wording; 4-6 for some explanation of effects; 7-9 for clear, developed analysis using precise examples; 10-12 for insightful analysis of how language builds the intensity of the experience. Award 0 for no relevant material. The photograph itself is not language evidence for this question.

Question 4 | 16 marks | AO3

Refer to the whole of Source A and the whole of Source B. Compare how the writers convey their different attitudes towards the dangers and rewards of Channel swimming. In your answer, you could compare their attitudes, comment on the methods they use to convey those attitudes, and support your response with references to both texts.

Compare the perspectives rather than merely listing what happened to the swimmers. Griffiths gives prominence to fulfilment, identity, achievement across a lifetime and continuing possibilities. Payne admires endurance but repeatedly brings the possibility of failure and physical harm into view. Both accounts value the achievement; a perceptive comparison need not invent a complete opposition.

Source A possibilities: the record is established at the start, so the retrospective interview is not chiefly concerned with whether Sally will succeed. A2 and A7 foreground her own enjoyment and mental strategies. Fog and a storm in A5-A6 acknowledge difficulty within a larger affirmative account. A8-A9 end with welcome, freedom and future interests.

Source B possibilities: the first-person observer tracks time, distances and a falling stroke rate, making physical decline measurable. B2 briefly raises the possibility of abandonment; B3 narrows the apparent chance of success. B4's weakening body and last approach make the eventual arrival costly, while the crowd and patriotic song create a public dimension to the reward.

Reward comparisons of these choices and their effects: retrospective interview versus unfolding eyewitness narrative; selected direct speech versus collective observation; personal satisfaction versus a publicly witnessed feat; an open future versus a climactic rescue and arrival. There is no requirement to give the same method a name in each text.

Indicative bands: 1-4 for simple relevant comparison; 5-8 for some explanation of attitudes and how they are conveyed; 9-12 for a clear, sustained comparison of perspectives with explained methods; 13-16 for an insightful, developed comparison that integrates precise

evidence and the effects of the writers' choices. Award 0 for no relevant response. A response confined to one source cannot demonstrate a developed comparison.

Question 5 | 40 marks | AO5:24 / AO6:16

Section B - allow about 45 minutes, including planning and checking. A local council is discussing how to spend its sports budget. One resident argues: ‘Public money should help more people enjoy everyday sport, rather than pay for a few people to chase sporting records.’ Write a speech for a community meeting in which you argue your view. You may agree, disagree or develop a qualified position. You do not need to refer to either reading source.

Assess the writing as a speech addressing a community audience. Any defensible position is acceptable. Reward developed reasons, purposeful examples, awareness of competing needs and a coherent line of argument. Pupils may consider access, facilities, health, ambition, inspiration, cost or fairness, but none of these topics is compulsory.

AO5, 24 marks: judge communication, audience, purpose, register, development and organisation. Indicative bands: 1-6, a simple or fragmentary position with limited development; 7-12, some shaped argument and awareness of audience but uneven control; 13-18, a clear, developed and persuasive argument with purposeful organisation; 19-24, an assured, engaging argument that develops its ideas convincingly and controls its effects throughout.

AO6, 16 marks: judge sentence control, grammar, punctuation and spelling independently. Indicative bands: 1-4, frequent errors and limited control; 5-8, some accurate sentence patterns and punctuation with variable security; 9-12, generally secure accuracy and a purposeful range of structures; 13-16, sustained technical control, flexible sentence choices and highly secure accuracy. Occasional slips do not automatically rule out the top band.

Award 0 in either assessment objective if there is no relevant evidence for it. Choose a best-fit band, then place the response within that band. Do not award marks by counting rhetorical devices, paragraphs or impressive words. These original notes support classroom moderation; they do not constitute an official or standardised mark scheme.