Questions:

1. What is Mr Evans' occupation? (1)

   ____a shopkeeper (do not accept councillor on its own)_____

2. Which word from the list below best describes Carrie and Nick's feelings towards Mr Evans in paragraph 2? (1)
   a. Frightened
   b. Curious
   c. Indifferent
   d. Uncertain

Nick is not frightened but Carrie is a little bit. Nick seems intrigued by Mr Evans' false teeth. So uncertain is the word which best describes both their feelings.

3. Select a detail from lines 6-11 and explain in a sentence why it supports your answer to Question 2. (2)

   Detail: _ e.g. 'although Carrie was a little frightened, she didn't show it, and Nick wasn't frightened at all.' Or 'You can't really be scared of someone whose teeth might fall out,' _____

   Explanation: _e.g. As Carrie is frightened but doesn't show it and Nick is not frightened this suggests that they are uncertain as to what to make of Mr Evans. Nick appears to be intrigued and amused by his false teeth.

   NB. If the detail and explanation successfully supports their answer to Q2, award the marks, even if their answer to Q2 is incorrect

   _____

4. Re-read lines 1-5, explain **in your own words** the character of Mr Evans. Include three separate points. (3)

   Award 1 mark for each point which are written in their own words along the lines of:

   - He is described as a fearsome monster
   - He is an angry man who shouts at and is rude to his customers and is mean and aggressive towards his sister, despite his respectable job.
   - He has quite a frightening and disgusting appearance.

Take 1 mark off if direct quotations from the text are used.

5. In line 28, why doesn't Mr Evans 'fly into a rage'? Explain in your own words. (2)

Award an answer along the lines of:

Mr Evans does not 'fly into a rage' because he is so surprised that Nick has been bold enough to answer back to him and is not afraid of him. Mr Evans might be developing a level of respect for Nick.

To achieve 2 marks, candidates need to refer to both Mr Evans being surprised and Nick not being afraid of him.

6. Using quotations from lines 6-29, explain how the writer makes Mr Evans such a vivid and interesting character. Use quotations from the text to support your answer. (4)

1 mark for each relevant quotation up to a maximum of 2.

1 mark for each valid explanation.

If the candidate makes 3+ points with relevant quotations but without explanations they may be awarded up to 3 marks.

e.g. Mr Evans is a vivid and interesting character as he is described as both comical and frightening. His false teeth 'that clicked when he talked' encourage the reader and Nick and Carrie to laugh at Mr Evans. However, his smile is also described as a 'grin a tiger might give before it pounced on its prey.' This makes him sound frightening and menacing as if he might attack the children like a wild animal.

Candidates might also refer to the following:

- Mr Evans is intimidating and shouts at the children: 'Sit down, then, finish your breakfast, what are you waiting for?
- Mr Evans is harsh and rude to the children as he implies that they are weak and will wet the bed: 'Not too much of a babby, I hope. No wet beds. That I won't stand!'

7. Find three quotations from the text that give us an insight into Nick's character in this extract. Write out the quotations below, explaining what each one suggests about Nick's character. (6)

Detail 1: 'He was frightened of Ogres and spiders and crabs and cold water and the dentist and dark nights, but he wasn't often frightened of people.' OR 'That's a rude thing to mention,' he said in a clear, icy voice that made Carrie tremble.' This shows

that Nick is a brave boy as he is not afraid of Mr Evans and he is bold enough to answer back to him or challenge him. NB. These could be separated into 2 separate details: 1 to show that Nick is brave and the other to show that he is bold.

Detail 2: 'You don't mind Language, do you? I mean, I don't know the deaf and dumb alphabet.'

This shows that Nick is quite clever and quick thinking as he sarcastically answers Mr Evans in order to mock him or make fun of him.

Detail 3: ''A Captain,' Nick said. 'Captain Peter Willow.'

This shows that Nick is a proud character and he is particularly proud of his father as he is keen to make Mr Evans aware of his status as a captain in the Navy.

8. Why does the writer use the metaphor of 'bright squirrel eyes' to describe Miss Evans in line 45? Explain your answer, referring to other details from the text to support your ideas. (6)

Answers should make at least 2 separate points which are each supported with a quotation from the text and an explanation of what it shows the reader about Miss Evans

1 mark – very basic answer that only makes one fairly superficial point.

2 marks – 1 relevant point supported with 1 relevant quotation or 2 relevant points without quotations.

3 marks – 3 relevant points made with no quotations. 2 relevant points made with minimal supporting quotations. 1 good point made with a relevant quotation and clear explanation.

4 marks – 2 good points made with relevant supporting quotations but no explanation. 1 good point with relevant quotations and a detailed explanation. 3 + good points made with supporting quotations but no explanation.

5 marks – 2+ good points made with relevant supporting quotations and some clear but brief explanation.

6 marks – 2+ good points made with at least 2 relevant supporting quotations and a detailed explanation of each point.

Answers may cover the following points or something similar:

- Miss Evans is alert and frightened of Mr Evans and what he might do next just like a squirrel is alert to the danger of a predator ('watching the door as if she were scared he'd come back and catch her.')
- Miss Evans is vulnerable to attack as she is being compared to a small wild animal who would be defenceless to a large predator ('Councillor Samuel Isaac Evans was a bully. He bullied his sister.')
- This metaphor could also refer to Miss Evans' shock that she has been bold enough to laugh ('Hand to her mouth, bright squirrel eyes watching the door')
- The adjective 'bright' and the comparison to a squirrel could suggest that Miss Evans is an intelligent women as squirrels are often thought of as clever creatures.

Section B Writing Task Mark Scheme

1. **Spelling / Vocabulary** **(Max 5)**	**4-5**	To reach top of band: ▪ Varied and ambitious vocabulary used confidently and fluently. ▪ Spelling generally correct with very occasional errors spelling uncommon / complex words (Max 1) ▪ Simple words spelled correctly.
	2-3	To reach top of band: ▪ Vocabulary deliberately and successfully chosen for effect ▪ Spelling generally accurate with some errors (e.g. phonetically plausible words) No more than four a page.
	0-1	▪ Limited vocabulary, repetition of words etc. ▪ Poor spelling of simple words
2. **Paragraphing / Syntax & Punctuation / Structure** **(Max 7)**	**6-7**	To reach top of band: ▪ Use of simple and complex sentences is effective and controlled ▪ Punctuation consistently accurate and effective including use of advanced punctuation (semi-colons, colons). Acknowledge ambition ▪ Sentence openings are varied for effect ▪ Material is clearly controlled and sequenced taking account of the reader's likely reaction ▪ Paragraphs used accurately and intelligently
	3-5	To reach top of band: ▪ Simple and complex sentences are clear and provide emphasis ▪ Punctuation used to provide emphasis or clarity ▪ Some variation of sentence openings ▪ Material is structured clearly and effectively managed across the text N.B. Remember that they have been asked to write an opening rather than a whole story. ▪ Paragraphs clearly structure main ideas
	0-3	▪ Simple sentences dominate the writing ▪ Even simple sentences not correctly demarcated ▪ Little or no variation of sentence openings ▪ Structure is problematic / confusing / lacking ▪ Little or no use of paragraphing
3. **Originality / imagination /**	**10-13**	To reach top of band: ▪ Imaginative interpretation of essay title; essay is not predictable ▪ Convincing, individual voice or point of view established and mostly sustained throughout ▪ Appropriate and effective use of a range of stylistic devices which take reader into account

audience & purpose **(Max 13)**	**5-9**	To reach top of band: ▪ Relevant ideas and material developed with some imaginative detail ▪ Clear viewpoint established with some elaboration ▪ Attempt to use a range of stylistic devices; these may be slightly forced or inappropriate for the task and reader. ▪ NB: something that sounds pre-prepared is likely to fall into this band, although not always depending on how successfully it is adapted and how skilled a writer the candidate is.
	0-4	▪ Simplistic interpretation of essay title; essay is short and predictable ▪ Narration is unclear and muddled ▪ Little or no attempt to use stylistic devices or show awareness of reader