

GCSE ENGLISH LANGUAGE

The Daydreamer (Year 8)

TEST PAPER

1 hour 45 minutes



INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Answer all questions in Section A.

Select one title to use for your writing in Section B.

Write your answers on a separate sheet.

You are advised to spend your time as follows:

- Section A - about 10 minutes reading
- about 50 minutes answering the questions

- Section B - about 10 minutes planning
- about 35 minutes writing

INFORMATION FOR CANDIDATES

Section A (Reading): 40 marks

Section B (Writing): 40 marks

The number of marks is given in brackets at the end of each question or part-question.

Section A: 40 marks

Read carefully the passage below. Then answer all the questions which follow it.

When Peter Fortune was ten years old grown-up people used to tell him he was a 'difficult' child. He never understood what they meant. He wasn't dirtier or more stupid than anyone he knew. His name was easy to say and spell. His face, which was pale and freckled, was easy enough to remember. He went to school every day like other children and never made that much fuss about it.

5 He was only as horrid to his sister as she was to him. As far as Peter was concerned, he was really quite easy. What was difficult about him?

Now, grown-ups like to think they know what's going on inside a ten-year-old's head. And it's impossible to know what someone is thinking if they keep quiet about it. Grown-ups knew that something was going on inside that head, but all they saw was a boy staring at the blue sky without
10 blinking, a boy who did not hear you when you called his name. At school he often left his body sitting at its desk while his mind went off on its journeys.

Not long after his tenth birthday he was entrusted with the mission of taking his seven-year-old sister, Kate, to school. Peter and Kate went to the same school. It was a fifteen-minute walk or a short bus ride away. Usually they walked there with their father who dropped them off on his way
15 to work. But now the children were thought old enough to make it to school by themselves on the bus, and Peter was in charge.

It was only two stops down the road, but the way his parents kept going on about it, you might have thought Peter was taking Kate to the North Pole. He was given instructions the night before. When he woke up he had to listen to them over again. Then his parents repeated them all through
20 breakfast. As the children were on their way out the door, their mother, Viola Fortune, ran through the rules one last time. Everyone must think I'm stupid, Peter thought. Perhaps I am. He was to keep hold of Kate's hand at all times. They were to sit downstairs, with Kate nearest the window. They were not to get into conversations with lunatics or wicked people. Peter was to tell the bus conductor the name of his stop in a loud voice, without forgetting to say 'please'. He was to keep his
25 eyes on the route.

Peter repeated this back to his mother, and set off for the bus stop with his sister. They held hands all the way. Actually, he didn't mind this because the truth was he liked Kate. He simply hoped that none of his friends would see him holding a girl's hand. The bus came. They got on and sat
30 downstairs. It was ridiculous sitting there holding hands, and there were some boys from the school about, so they let go of each other. Peter was feeling proud. He could take care of his sister anywhere. She could count on him. Suppose they were alone together on a mountain pass and came face to face with a pack of hungry wolves, he would know exactly what to do. Taking care not to make any sudden movement, he would move away with Kate until they had their backs to a large rock. That way the wolves would not be able to surround them.

35 Then he takes from his pocket two important things he has remembered to bring with him – his hunting knife and a box of matches. He takes the knife from its sheath and sets it down on the grass, reading in case the wolves attack. They are coming closer now. They are so hungry they are drooling and growling and baying. Kate is sobbing, but he cannot comfort her. He knows he has to concentrate on his plan. Right at his feet there are some dry leaves and twigs. Quickly and skilfully
40 Peter gathers them up into a small pile. The wolves are edging closer. He has to get this right. There is only one match left in the box. They can smell the wolves' breath – a terrible rotten meat stench.

He bends down, cups his hand and lights the match. There is a gust of wind, the flame flickers, but Peter holds it close in to the pile, and then first one leaf, then another, then the end of a twig catch fire, and soon the little pile is blazing. He piles on more leaves and twigs and larger sticks. Kate is getting the idea and helping him. The wolves are backing off. Wild animals are terrified of fire. The flames are leaping higher and the wind is carrying the smoke right into their slobbering jaws. Now Peter takes hold of the hunting knife and . . .

Ridiculous! It was daydreams like this could make him miss his stop if he wasn't careful. The bus had come to a halt. The kids from his school were already getting off. Peter leaped to his feet and just managed to jump to the pavement as the bus was starting off again. It was more than fifty yards down the road when he realised he had forgotten something. Was it his satchel? No! It was his sister! He had saved her from the wolves, and left her sitting there. For a moment he couldn't move. He stood watching the bus pull away up the road. 'Come back,' he murmured. 'Come back.'

One of the boys from his school came over and thumped him on the back.

'Hey, what's up? Seen a ghost?'

Peter's voice seemed to come from far away. 'Oh, nothing, nothing. I left something on the bus.' And then he started to run. The bus was already a quarter of a mile away and beginning to slow down for its next stop. Peter sprinted. He was going so fast that if he spread his arms far apart, he would probably have been able to take off. Then he could skim along the top of the trees and . . .

But no! He wasn't going to get his sister back. Even now, she would be screaming in terror.

Some passengers had got off, and the bus was moving away again. He was closer than before. The bus was crawling behind a lorry. If he could just keep running, and forget the terrible pain in his legs and chest, he would catch up. As he drew level with the bus stop, the bus was no more than a hundred yards away.

'Faster, faster,' he said to himself.

A kid standing by the bus shelter called out to Peter as he passed. 'Hey, Peter, Peter!'

Peter didn't have the strength to turn his head.

'Can't stop,' he panted, and ran on.

'Peter! Stop! It's me. Kate!'

Clutching at his chest, he collapsed on the grass at his sister's feet.

'Mind that dog mess,' she said calmly as she watched her brother fighting for his breath. 'Come on now. We'd better walk back or else we are going to be late. You'd better hold my hand if you're going to stay out of trouble.'

So they walked to school together, and Kate very decently promised – in return for Peter's Saturday pocket money – to say nothing about what had happened when they got home.

(adapted from *The Daydreamer* by Ian McEwan)

Read lines 1-6

A1. List 3 reasons why Peter did not think that he was 'difficult'. [3]

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Read lines 7-11

A2. What do you find out about Peter in these lines? [2]

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Read lines 12-25

A3. How does the writer create the impression that Peter's parents have tried to prepare him for taking his sister to school? [4]

You should think about:

- *what happens in these lines*
- *any advice or instructions given to Peter*
- *the way Peter's parents behave towards him*

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Read lines 26-34.

A4. In these lines Peter starts to daydream. Write down the sentence which shows Peter's attention has drifted from his task. [1]

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Read lines 35-47

A5. In Peter's daydream he imagines he is a hero who protects his sister. How does the writer create this impression? [4]

There is plenty of evidence you could include in your answer. Three examples are included below to help you begin.

- 'He knows he has to concentrate on his plan'
- 'Quickly and skilfully Peter gathers them up...'
- 'He has to get this right.'

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Read lines 48-53

A6.

(a) What has happened in these lines? [2]

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(b) What do you think about Peter at this point in the story? [2]

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Read lines 54-65

A7. How does the writer make these lines seem dramatic? [5]

To answer this question you need to track through the set lines carefully and select evidence which you can use to explain how the writing is dramatic.

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Read lines 66-75

A8. List two phrases which suggest that Peter is exhausted from running: [2]

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A9. What impressions do you get of Kate in these lines? [5]

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For the final two questions use your knowledge of the whole passage

A10. What are your thoughts and feelings about Peter in this extract? [5]

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A11. Do you think Peter's parents were right to trust him to take his sister to school? Explain your answer using evidence from the text. [5]

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Section B: 40 marks

In this section you will be assessed for the quality of your story writing skills. 24 marks are awarded for the way in which you put together and develop your story; 16 marks are awarded for your use of vocabulary and the accuracy of your writing.

Try to choose a title that appeals to you and that you think you can write about.

Spend a few minutes planning your work – you may wish to think about how your story will begin and end and which characters will be involved.

When you have finished writing your story try to leave time to check your work and correct any errors.

Choose one of the following titles for your writing:

[40]

Either

(a) Write about an unforgettable journey.

Or

(b) Write a story which begins:

I couldn't believe I had forgotten to ...