



Paragraph No.	
1	<p>It was the second to last week of the first half-term of the school year, of James' first half-term at a new school. He'd not enjoyed a great start to life in his new surroundings. Joining the single-form primary school at the start of Year 6 had left him with the same feeling you get in musical chairs when you realise you don't have a seat.</p>
2	<p>The move was his parents' decision. The family had "come into some money" after his paternal grandmother, known to him as Granma, had passed away. Once the family's grief had eventually subsided, his parents had spoken of how "Every dark cloud has a silver lining" and - before he knew it - they'd declared that they were leaving their noisy terraced house in the city for a semi-detached one in the leafy suburbs – meaning he'd be changing school. His protestations proved futile as they were apparently outweighed by the better schools that he could attend and the bigger home they could all enjoy.</p>
3	<p>Since making the move, James had tried to brand himself in what he thought was an appealing way. Upon meeting his new peers, he'd said that everybody at his old school simply called him "J" and he'd made grand claims about his footballing prowess that he'd then struggled to live up to during break and lunchtime kickabouts. Now, six weeks on, nobody was calling him by his preferred name, he spent lunchtimes eating alone in the canteen, and he found himself routinely picked last for football, perceived more as a burden than a teammate.</p>
4	<p>Annoyingly, his younger brother, Andrew, appeared to be doing much better in Year 4 and his seemingly effortless success only served to compound James' misery. Andrew had already been absent at home during lots of evenings as many of his new classmates were keen to invite him round for supper. Whilst James had to pester the other Year 6 students to include him in anything, the rest of Year 4 liked Andrew so much that they were desperate to spend even more time with him after school. James' parents reassured him that it wasn't unusual for it to take time to settle into a new place and to make friends, and they sought to console him with the fact that next year he'd be starting secondary school, meaning everything would change again anyway. However, the ease with which his little brother had acclimatised and his fast-approaching eleventh birthday meant that he was becoming more - rather than less - anxious. In all seriousness, how many of his new schoolmates would show for his upcoming party? It had disaster written all over it. No, drastic action was definitely needed.</p>
5	<p>That was how he'd ended up with Paul and Matt (the two most popular boys in his year group), spray cans of paint in each of their hands defacing the school sign with a mixture of fashionably cool words and naughty swear words designed to reflect their rebellious audacity. He'd finally got their attention a few days before by falsely boasting about how he thought graffiti was "no big deal" and regaling them with stories about how he'd done it all the time where he used to live. Consequently, they'd finally become interested in him. When</p>

<p><b>6</b></p>	<p>they then suggested they do it together after school on Friday and on the school sign no less, he'd thought that he had the ticket to popularity that he'd craved so badly.</p> <p>On the evening, it had all been going so well. By the time they'd got back from buying the paint at the nearby bike shop, everyone else had gone and the coast was clear. After thirty minutes of spraying, laughing, encouraging one another to be bolder and bolder, and more spraying, the three of them had left convinced they'd committed the perfect crime. What they hadn't banked on was the curtain twitching of Mrs Reynolds from her living room directly opposite the school sign and the very lengthy phone call between her and the Headmaster which followed immediately afterwards.</p>
<p><b>7</b></p>	<p>On the following Monday, James was the first of the three to be told to go and see Mr Reeves, the Headmaster. His teacher, Ms Drummond, hadn't said what it was about, but her manner was cold and there wasn't any of her characteristic warmth in her voice.</p>
<p><b>8</b></p>	<p>The walk to Mr Reeves' office was peculiar: the corridor seemed to be getting bigger and bigger and he felt smaller and smaller. When he finally arrived, even the Headmaster's assistant – who'd been so welcoming just six weeks ago – was aloof and uncommunicative, simply informing him that Mr Reeves shouldn't be too long.</p>
<p><b>9</b></p>	<p>Twenty minutes later, James found himself making the return trip to his classroom. His bottom lip was all aquiver, he felt hotter, and he could feel moisture forming in the corner of his eyes. How was he going to get through the remainder of the day knowing that his parents were due to be "informed straightaway"? He felt like a prisoner on death row counting down to his imminent execution.</p>

1.

a) **Based on paragraph 1**, which of the six statements below are true? Circle the three correct ones.

(3 marks)

- a. James is really enjoying school.
- b. James has just joined a new school
- c. It is nearly the end of the school year.
- d. James is not enjoying school
- e. James is in Year 5.
- f. It is nearly the end of the first half-term

b) What do you think is meant by the description of James having “the same feeling you get in musical chairs when you realise you don’t have a seat” **at the end of paragraph 1**? Circle the option below which you feel offers the best answer.

(1 mark)

- a. James has found things unpredictable.
- b. James has found things to be chaotic.
- c. James is not very good at party games.
- d. James has felt left out.

*For  
examiners'  
use only*

Q. 1 total

Questions continue on the next page.

2.

- a) **Look at paragraph 2. In your own words**, explain how James' grandmother can be viewed as the cause of the family's recent move from the city to the suburbs.

(2 marks)

---

---

- b) **Paragraph 2** includes the metaphor "Every dark cloud has a silver lining". Think about the situation in which this has been mentioned and **explain what the phrase means with reference to specific words within the quotation.**

(2 marks)

*For example, if we were explaining the metaphor "Laughter is the best medicine", we might mention how laughter, like medicine, is good for us, and will make us feel better.*

---

---

---

- c) **Towards the end of paragraph 2**, it is mentioned that James' protests were metaphorically "outweighed" by reasons for moving house. **Explain** what is meant by this.

(1 mark)

---

---

Q. 2 total

Questions continue on the next page.



4.

- a) **Based on the last sentence in paragraph 3**, how do you think James would be feeling emotionally six weeks into his time at the new school?

(1 mark)

---

- b) **In paragraph 4**, the passage mentions that James had to “pester the other Year 6 students to include him in anything”. What does the word “pester” suggest about the way that James asked them to be involved?

(1 mark)

---

- c) **Basing your answer on paragraph 4, use your own words** to explain why James’ brother has been absent during a lot of the evenings.

(1 mark)

---

- d) **Using paragraph 4**, identify two things which James’ parents say to him in order to make him feel better.

(2 marks)

---

---

- e) **Look towards the end of paragraph 4. Using your own words**, explain why James thinks his upcoming birthday party is going to be a disaster.

(1 mark)

---

---

Questions continue on the next page.

For  
examiners’  
use only

Q. 4 total

5.

a) **Look at paragraph 5 again.** Which of the statements given below are true? Circle the three correct ones.

(3 marks)

- a. James did not think that graffiti was a serious crime.
- b. All of three of the boys were involved in defacing the school sign.
- c. James told Paul and Matt about other times that he had done graffiti in the past.
- d. James had finally made genuine friends who liked him for his true self.
- e. The boys didn't write anything offensive on the school sign.
- f. James used his claims about graffiti to make himself more popular.

b) **Paragraph 5** states that some of the words which were written on the school sign were designed to reflect the boys' "rebellious audacity". **Using your own words**, write what this means.

(2 marks)

---

---

---

---

Question 5 continues on the next page.



- c) **In the last sentence of paragraph 5**, the passage mentions how James thought that he “had the **ticket** to popularity that he’d craved so badly”. Identify the type of figurative device which has been used in this quotation and explain its meaning.

(2 marks)

Type of figurative device (e.g. metaphor, personification, or simile):

---

Effect:

*For example, if we said that somebody was “on the right path” we might explain by saying that it means they are going the right way and should get to the desired destination if they keep following the route shown to them by the pathway.*

---

---

---

---



**Questions continue on the next page.**

**Q. 5 total  
(includes  
previous  
page)**

6.

a) **Based on your reading of paragraph 6**, circle the four correct statements in the list below.

*(4 marks)*

- a. The boys were spraying graffiti on the school sign for half an hour.
- b. The boys spent hours defacing the school sign.
- c. The boys bought the paint at a local shop.
- d. There were very few other people around.
- e. The boys were confident that nobody had seen them.
- f. A local resident telephoned the Headmaster.
- g. The boys didn't communicate with each other whilst spraying.
- h. The boys tried to be as quick as possible.

b) **Paragraph 6** mentions that Mrs Reynolds shared a "very lengthy phone call" with the boys' Headmaster. List three things which you think she might have mentioned to him during their telephone conversation.

*(3 marks)*

---

---

---

---

Q. 6 total
------------

**Questions continue on the next page.**

**For  
examiners'  
use only**

7.

- a) **Look at paragraph 7.** On the following Monday, who informed James that he needed to see the Headmaster?

(1 mark)

---

- b) **Using evidence (quotations) from paragraph 7,** explain why James might be worried by the way in which this person speaks to him when instructing him to see the Headmaster.

(4 marks)

---

---

---

---

---

---

Q. 7 total

**Questions continue on the next page.**

**For  
examiners'  
use only**

8.

- a) **In paragraph 8**, the passage states that “the corridor seemed to be getting bigger and bigger and he felt smaller and smaller”. **Using your own words**, explain how you think James felt at this moment.

*(2 marks)*

---

---

---

- b) **Based on paragraph 8, use your own words** to describe how the Headmaster’s assistant behaves towards James.

*(2 marks)*

---

---

---

Q. 8 total

**Questions continue on the next page.**

9.

**Empathy and creative writing question.** Write a continuation of the story that starts from the point that the school day ends. What is James thinking as he walks home after school knowing that his parents are already aware of his involvement in the graffiti? What do his parents say and do when he sees them that evening? How does he react to them and what does he feel?

You will be rewarded for:

- Sensitive insights into James' **thoughts and feelings** throughout
- Imaginative use of vocabulary, including similes, metaphors and personification
- Varied use of sentence and paragraph structure
- Accurate spelling, punctuation, and grammar

(30 marks)

Use the space below to **PLAN** your response **briefly** before you start.

**You may wish to use the starter sentence in italics below.**

*James' walk home that day was completely unlike any other he had experienced during that first half-term at the new school...* (continue on from here)

---

---

---

---

---

---

---

---





10.

- a) **Look at paragraph 9.** Find three physical signs that James is feeling upset at this point and list them below. **You may use quotations for this question.**

(3 marks)

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

- b) **Read the last sentence of paragraph 9.** For this question you must identify the type of figurative device used and **explain in detail** what it shows about how James is feeling

(3 marks)

Type of figurative device (e.g. metaphor, simile, or personification):

---

Explanation of how it shows what James is feeling:

*For example, if we were explaining how someone "felt they had won the lottery", we might mention how they felt incredibly excited about the future and thought their life was about to become much easier and more enjoyable.*

---

---

---

Q. 10  
total

**END OF EXAMINATION**



