

### Question style for secure mock 2019 to June 2022

This table provides an overview of the question style used in the 2019 secure mock, November 2019, November 2020, the 2020 secure mock, the November 2021 exam series and the June 2022 exam series. Overviews of sample assessment materials, specimen papers, secure mock and June 2017 to summer 2019 are also available. The questions are abbreviated.

#### Paper 1

Q	Secure mock 2019	November 2019	November 2020 (titled June 2020)	Secure mock 2020	November 2021	June 2022
	'Hard Times' by Charles Dickens.	'North and South' by Elizabeth Gaskell.	'Dracula' by Bram Stoker.	'Dr Heidegger's Experiment' by Nathaniel Hawthorne.	'Lady Audley's Secret' by Mary Elizabeth Braddon	'Oliver Twist' by Charles Dickens
1	From lines 1–5, identify a word or phrase which shows what sort of a laugh Mr Bounderby had.	From lines 6–8, identify the phrase that explains how long it will be before the soldiers arrive.	From lines 2–4, identify a word or phrase which shows Count Dracula is older than the narrator.	From lines 1–3, identify a word or phrase which shows that Doctor Heidegger's study is not modern.	From lines 1–4, identify a word or phrase which shows that the extract takes place as the sun is setting.	From lines 3–4, identify a word or phrase which shows why Oliver was feeling stupefied.
2	From lines 1–13, give two things that the reader learns about Bounderby's appearance.	From lines 1–8, give two ways in which the mood of the crowd is shown.	From lines 17–20, give two ways in which the narrator finds the landscape attractive.	From lines 1–11, give <b>two</b> curious or unusual things that are in the study.	From lines 10–14, give two things that the reader learns about Lucy's early life.	From lines 8–11, give two things that the reader learns about the weather that night.
3	In lines 20–41, how does the writer use language and structure to show how	In lines 16–33, how does the writer use language and structure to show the thoughts and feelings	In lines 24–38, how does the writer use language and structure to show the narrator's	In lines 21–41, how does the writer use language and structure to engage the reader in what	In lines 28–42, how does the writer use language and structure to show Sir Michael's thoughts	In lines 21–34, how does the writer use language and structure to describe what happens as

	Bounderby describes his childhood?	of Miss Hale and Mr Thornton?	thoughts and feelings about the Count?	happens the moments before Doctor Heidegger performs his experiment?	and feelings about Lucy?	they arrive at the house?
4	In this extract, there is an attempt to make the reader laugh at Mr Bounderby rather than sympathise with him. Evaluate how successfully this is achieved.	In this extract, there is an attempt to create a sense of growing tension. Evaluate how successfully this is achieved.	In this extract, there is an attempt to create an atmosphere of suspense. Evaluate how successfully this is achieved.	In this extract, there is an attempt to create a sense of mystery. Evaluate how successfully this is achieved.	In this extract, there is an attempt to show the relationship between Lucy and Sir Michael. Evaluate how successfully this is achieved.	In this extract, there is an attempt to create tension. Evaluate how successfully this is achieved
5	Write about a time when somebody or something made you laugh.	Write about a time when you had the courage to fight for something that you believed in.	Write about a time when you visited a place that was new to you.	Write about a time in your life when something unexpected happened.	Write about a time when you, or someone you know, felt positively about another person.	Write about a time when you, or someone you know, stood up for something important.
6	Write about your childhood.	Write about when you were part of a crowd.	Write about when you, or someone you know, experienced something that was amazing or surprising.	Write about a place that holds special memories for you.	Write about your most treasured memory.	Write about a time when the weather was memorable.

Paper 2

Q	Secure mock 2019	November 2019	November 2020 (titled June 2020)	Secure mock 2020	November 2021	June 2022
	Extract from 'A Just and Lasting Peace' by Barack H. Obama (2009) and extract from 'Written in History: Letters that Changed the World', an anthology of letters.	Extract from 'Hidden Figures: The Untold Story of the African American Women Who Helped Win the Space Race' by Margot Lee Shetterly (2016) and extract from 'The Diary of a Young Girl' by Anne Frank (published in 1947).	Extract from 'Collision Course: The Olympic Tragedy of Mary Decker and Zola Budd' by Jason Henderson (2016) and extract from 'The First Four Minutes' by Roger Bannister (1955).	Extract from 'Written in History: Letters that Changed the World', an anthology of letters (letter by Che Guevara) and extract from 'The Penguin Book of Modern Speeches', an anthology of speeches (speech by Tony Blair).	Extract from 'Down and Out in Paris and London' by George Orwell (1933) and extract from 'Channel 4's 'Dispatches' uncovers the hidden reality of the working homeless' by Datshiane Navanayagam (2018).	Extract from 'In the Footsteps of Scott' by Robert Swan (1987) and extract from 'Up: My Life's Journey To The Top of Everest' by Ben and Marina Fogle (2018).
1	From lines 6–8, identify two features of the wars the speaker mentions in his speech.	From lines 4-7, identify two details of the sign.	From lines 6–11, identify two reasons why Mary Decker falls.	From lines 2–3, identify two things the writer, Che Guevara, says he remembers.	From lines 1–4, identify two feelings the writer has about poverty.	From lines 1–3, identify two things that happen as Swan tows his sledge.
2	From lines 14–20, identify two things the speaker says about war.	From lines 16-19, give two ways the women react to the sign.	From lines 17–21, give two ways the writer describes the impact of the fall on Mary and Zola.	From lines 26–31, give two ways the writer, Che Guevara, describes his feelings.	From lines 8–16, give two things the person in the extract is unable to do because of his situation.	From lines 7–11, give two feelings the writer has following the accident.
3	Analyse how the writer uses language and structure to interest and engage readers.	Analyse how the writer uses language and structure to interest and engage readers.	Analyse how the writer uses language and structure to interest and	Analyse how the writer uses language and structure to	Analyse how the writer uses language and structure to interest and engage the reader.	Analyse how the writer uses language and structure to interest and engage the reader.

			engage the reader.	interest and engage the reader.		
4	From lines 12–14, identify one activity the men have been involved in.	From lines 10-15, identify one thing Jewish people are not allowed to do.	From lines 5–10, identify one feeling Sir Roger Bannister has after the race.	From lines 3–4, identify one thing the speaker says the conference audience needs to do.	From lines 7–10, identify one feature of the places where the writer lived.	From lines 1–5, identify one detail about the ladders.
5	From lines 22–24, identify one thing the soldiers did.	From lines 26-28, identify one thing the writer has heard about Westerbork.	From lines 22–24, identify one thing an athlete needs.	From lines 17–21, identify one thing the speaker says is happening in Mozambique.	From lines 16–19, identify one feeling the writer had when she lived in hotels.	From lines 7–8, identify one action completed by the sherpas.
6	In this extract, the writer attempts to show the importance of a positive event. Evaluate how successfully this is achieved.	In this extract, the writer attempts to show the treatment of Jewish people. Evaluate how successfully this is achieved.	In this extract, the writer attempts to present failure as something positive. Evaluate how successfully this is achieved.	In this extract, the writer attempts to engage the conference audience. Evaluate how successfully this is achieved.	In this extract, the writer attempts to show the negative impact of homelessness. Evaluate how successfully this is achieved.	In this extract, the writer attempts to create a feeling of tension. Evaluate how successfully this is achieved.
7a	The two texts show people’s experiences of war. What similarities do these experiences share in these extracts?	The two texts show the experiences of certain groups of people. What similarities do these groups share in these extracts?	The two texts show events at the Olympic Games. What similarities do these events share in these extracts?	The two texts show the points of view of Che Guevara and Tony Blair. What similarities do the men share in these extracts?	The two texts show personal experiences of poverty. What similarities do these experiences share in these extracts?	The two texts show events that can happen to explorers. What similarities do the explorers, Robert and Ben, share in these extracts?
7b	Compare how the writers of Text 1 and Text 2 present ideas and perspectives about war and peace.	Compare how the writers of Text 1 and Text 2 present ideas and perspectives about discrimination.	Compare how the writers of Text 1 and Text 2 present ideas and perspectives about taking part in	Compare how the writers of Text 1 and Text 2 present ideas and perspectives about change.	Compare how the writers of Text 1 and Text 2 present ideas and perspectives about experiencing difficulties.	Compare how the writers of Text 1 and Text 2 present ideas and perspectives about danger.

			international competitions.			
8	Write an article for the travel section of a newspaper about a place, or places, you would like to travel to.	Write the section for the guide with the title 'Stress-free Settling In'.	Write a review of an interesting or exciting event you have seen.	Write an article for a magazine about the importance of hopes for the future.	Write the text for a speech you will give to your peers persuading them to volunteer with a charity.	Write an article for a magazine about travelling to different places.
9	Write the text for a speech you will give to your peers about the importance of friendship.	Write a letter to the newspaper giving your views.	Write an article for a magazine in which you express your views on competition.	Write a letter to the Headteacher or Principal explaining what you have achieved.	Write an article for a newspaper with the title 'Celebrate the good things in life!'	Write a letter to the Headteacher or Principal giving your thoughts.