

Harry Potter and the Philosopher's Stone – chapter 4

“Hagrid,” he said quietly, “I think you must have made a mistake. I don’t think I can be a wizard.”

To his surprise, Hagrid chuckled. “Not a wizard, eh? Never made things happen when you was scared or angry?”

Harry looked into the fire. Now he came to think about it... every odd thing that had ever made his aunt and uncle furious with him had happened when he, Harry, had been upset or angry... chased by Dudley’s gang, he had somehow found himself out of their reach... dreading going to school with that ridiculous haircut, he’d managed to make it grow back... and the very last time Dudley had hit him, hadn’t he got his revenge, without even realising he was doing it? Hadn’t he set a boa constrictor on him? Harry looked back at Hagrid, smiling, and saw that Hagrid was positively beaming at him.

“See?” said Hagrid. “Harry Potter, not a wizard – you wait, you’ll be right famous at Hogwarts.”

But Uncle Vernon wasn’t going to give in without a fight. “Haven’t I told you he’s not going?” he hissed. “He’s going to Stonewall High and he’ll be grateful for it. I’ve read those letters and he needs all sorts of rubbish – spell books and wands and–”

“If he wants ter go, a great Muggle like you won’t stop him,” growled Hagrid. “Stop Lily an’ James Potter’s son goin’ ter Hogwarts! Yer mad. His name’s been down ever since he was born. He’s off ter the finest school of witchcraft and wizardry in the world. Seven years there and he won’t know himself. He’ll be with youngsters of his own sort, fer a change, an’ he’ll be under the greatest headmaster Hogwarts ever had Albus Dumbled–”

“I AM NOT PAYING FOR SOME CRACKPOT OLD FOOL TO TEACH HIM MAGIC TRICKS!” yelled Uncle Vernon.

But he had finally gone too far. Hagrid seized his umbrella and whirled it over his head, “NEVER –” he thundered, “– INSULT – ALBUS – DUMBLEDORE – IN – FRONT – OF – ME!”

He brought the umbrella swishing down through the air to point at Dudley – there was a flash of violet light, a sound like a firecracker, a sharp squeal, and the next second, Dudley was dancing on the spot with his hands clasped over his fat bottom, howling in pain. When he turned his back on them, Harry saw a curly pig’s tail poking through a hole in his trousers. Uncle Vernon roared. Pulling Aunt Petunia and Dudley into the other room, he cast one last terrified look at Hagrid and slammed the door behind them.

Hagrid looked down at his umbrella and stroked his beard. “Shouldn’ta lost me temper,” he said ruefully, “but it didn’t work anyway. Meant ter turn him into a pig, but I suppose he was so much like a pig anyway there wasn’t much left ter do.” He cast a sideways look at Harry under his bushy eyebrows.

1 What impression do you get of the relationship between **Hagrid and Vernon** in this extract?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
They don't get on/ they don't like each other	<ul style="list-style-type: none"> • "NEVER – " he thundered, " – INSULT – ALBUS – DUMBLEDORE – IN – FRONT – OF – ME!" • "If he wants ter go, a great Muggle like you won't stop him," growled Hagrid.
Vernon doesn't like magic, and doesn't want Harry going to Hogwarts with Hagrid	<ul style="list-style-type: none"> • "Haven't I told you he's not going?" he hissed. • "I AM NOT PAYING FOR SOME CRACKPOT OLD FOOL TO TEACH HIM MAGIC TRICKS!" yelled Uncle Vernon. • "He's going to Stonewall High and he'll be grateful for it. I've read those letters and he needs all sorts of rubbish – spell books and wands and–"

Up to
3 marks

Award 3 marks for **two** acceptable points, at least one with evidence.

Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence.

Award 1 mark for **one** acceptable point.

2 What impression is the reader given about **Hagrid** in this extract?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
He has admiration for Harry	<ul style="list-style-type: none"> • Harry looked back at Hagrid, smiling, and saw that Hagrid was positively beaming at him. • "Harry Potter, not a wizard – you wait, you'll be right famous at Hogwarts."
He is strong-willed/ determined	<ul style="list-style-type: none"> • "If he wants ter go, a great Muggle like you won't stop him," growled Hagrid. • "Stop Lily an' James Potter's son goin' ter Hogwarts! Yer mad. His name's been down ever since he was born.
He has a temper/ gets angry	<ul style="list-style-type: none"> • Hagrid seized his umbrella and whirled it over his head, "NEVER – "he thundered," – INSULT – ALBUS – DUMBLEDORE – IN – FRONT – OF – ME!" • He brought the umbrella swishing down through the air to point at Dudley – there was a flash of violet light, a sound like a firecracker, a sharp squeal, and the next second, Dudley was dancing on the spot with his hands clasped over his fat bottom, howling in pain. • Hagrid looked down at his umbrella and stroked his beard. "Shouldn'ta lost me temper," he said ruefully.

Up to
3 marks

Granny's house

As you step inside the old person's house, a sense of loneliness and neglect seeps into you. The air is stale and musty, and the walls are adorned with faded photos and yellowed newspaper clippings. The floors creak loudly beneath your feet, and the silence is almost oppressive.

In the living room, a faded armchair sits in front of a cold and empty fireplace. You can see an old TV set that hasn't been used in years, and a stack of dusty magazines on the nearby side table. The room is cluttered and disorganised, and you can feel yourself avoiding the piles of old newspapers and knick-knacks scattered around.

The kitchen is cramped and in disarray, with a few dirty dishes piled up in the sink. The countertops are cluttered with old food and dirty utensils, and the fridge has a stale smell emanating from it. You can see a few cans of expired food lying on the shelves, and the grimy stove hasn't been used in a long time.

As you make your way through the house, you notice the walls are lined with old and faded photos of the old person's family and friends. You can see pictures of children and grandchildren, but they all seem to be from years ago. The memories captured in these photos seem to be of a time long gone, and there are no new photos to replace them. In the old person's bedroom, you can see a messy bed with a thin and worn-out blanket, and an old and dusty rocking chair in the corner. You notice a dresser with a few old and frayed clothes hanging from it. You can see an old and broken alarm clock sitting on the bedside table, marking the passage of time, but no one seems to be paying attention to it. As you leave the old person's house, you feel a sense of sadness for the fading memories and loneliness that seem to permeate the space. The house seems to be a relic of a bygone era, and it's clear that no one has been taking care of it for a long time.



3

What impression do you get of Granny's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<p style="text-align: center;">It's run down/ hasn't been looked after/ it has been neglected</p>	<ul style="list-style-type: none"> • a sense of loneliness and neglect seeps into you • the walls are adorned with faded photos and yellowed newspaper clippings. • old TV set that hasn't been used in years, and a stack of dusty magazines on the nearby side table. • The room is cluttered and disorganised, and you can feel yourself avoiding the piles of old newspapers and knick-knacks scattered around • it's clear that no one has been taking care of it for a long time.
<p style="text-align: center;">There's no one living there now/ the house is empty</p>	<ul style="list-style-type: none"> • As you leave the old person's house, you feel a sense of sadness for the fading memories and loneliness that seem to permeate the space • In the living room, a faded armchair sits in front of a cold and empty fireplace. • You can see an old TV set that hasn't been used in years • The countertops are cluttered with old food and dirty utensils, and the fridge has a stale smell emanating from it. • You can see a few cans of expired food lying on the shelves, and the grimy stove hasn't been used in a long time.



**Up to
3 marks**

Award 3 marks for **two** acceptable points, at least one with evidence.

Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence.

Award 1 mark for **one** acceptable point.

The Sun

In the sky, the sun doth rise
 With a warm and golden glow
 Spreading light upon the earth
 And making life below.



The warmth it brings, the light it shines
 Are like a loving embrace
 From the heavens up above us
 To the whole human race.

With every beam, it brings new hope
 And fills our hearts with cheer
 Its radiant heat and brilliant light
 Can dry a single tear.



The sun, a source of endless energy
 A giver of life and light
 A beacon in the darkness
 That guides us through the night.

The sun, a symbol of new beginnings
 A sign of life reborn
 A promise of a brighter future
 And a world that's free from scorn.

So let us bask in its warm embrace
 And feel its rays upon our skin
 For the sun is a symbol of hope and love
 And a reminder of what might have been.

4 What impression do you get of the Sun from this poem?
 Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
It represents new life/ being reborn	<ul style="list-style-type: none"> • A sign of life reborn • A promise of a brighter future • A symbol of new beginnings
It brings happiness/ hope	<ul style="list-style-type: none"> • For the sun is a symbol of hope and love • So let us bask in its warm embrace • A giver of life and light • A beacon in the darkness • With every beam, it brings new hope • And fills our hearts with cheer



**Up to
3 marks**

Award 3 marks for **two** acceptable points, at least one with evidence.

Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence.

Award 1 mark for **one** acceptable point.

Evacuation

During World War II, evacuation was a major operation undertaken by the governments of several countries to protect their civilians from the dangers of war. The evacuation process involved moving millions of people, particularly children, from urban areas to rural areas or other countries considered to be safer.

In Britain, the evacuation of children from major cities such as London, Liverpool, and Birmingham began in September 1939 and continued until the end of the war. Approximately 3.5 million people, mostly children, were evacuated to the countryside or overseas. The operation was dubbed “Operation Pied Piper” and involved the use of trains and buses to transport children to designated reception areas. The evacuees were often placed with families who lived in safer areas.

In Germany, the government also evacuated civilians, particularly children, from major cities such as Berlin and Hamburg. The evacuation was known as “Kinderlandverschickung” and involved transporting children to rural areas or other countries such as Sweden.

In Japan, the government also evacuated civilians, particularly women and children, from major cities such as Tokyo and Yokohama in anticipation of bombing raids by the United States. The evacuation was known as “Tobishima” and involved moving people to the countryside or other countries such as Taiwan.

Overall, evacuation was a significant part of the war effort and saved many lives. However, it also had negative consequences, such as the separation of families and the disruption of education for children. Evacuation during World War II had a significant impact on children. The experience of being separated from their families and relocated to unknown areas had both positive and negative effects on their well-being.

On the positive side, evacuation saved many children’s lives. By moving them out of the cities and away from the danger of bombing raids, children were protected from the physical dangers of war. Many evacuees also experienced a better quality of life in the countryside, with fresh air, open spaces, and healthier food.

However, evacuation also had negative consequences for many children. They often had to leave their families and homes behind, which could cause emotional trauma and anxiety. They were placed with strangers in unfamiliar surroundings, which could be overwhelming and scary. Many children also experienced discrimination and prejudice from their host families, particularly if they were from lower social classes or different ethnic backgrounds.



5 What impression do you get of the impact that evacuation would have had on children?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
They would have been heartbroken at leaving home, family, friends	<ul style="list-style-type: none">• They often had to leave their families and homes behind, which could cause emotional trauma and anxiety.• Many children also experienced discrimination and prejudice from their host families, particularly if they were from lower social classes or different ethnic backgrounds
They might have felt lonely	<ul style="list-style-type: none">• They were placed with strangers in unfamiliar surroundings, which could be overwhelming and scary.
They might have enjoyed living in the countryside	<ul style="list-style-type: none">• Many evacuees also experienced a better quality of life in the countryside, with fresh air, open spaces, and healthier food.



**Up to
3 marks**

Award 3 marks for **two** acceptable points, at least one with evidence.

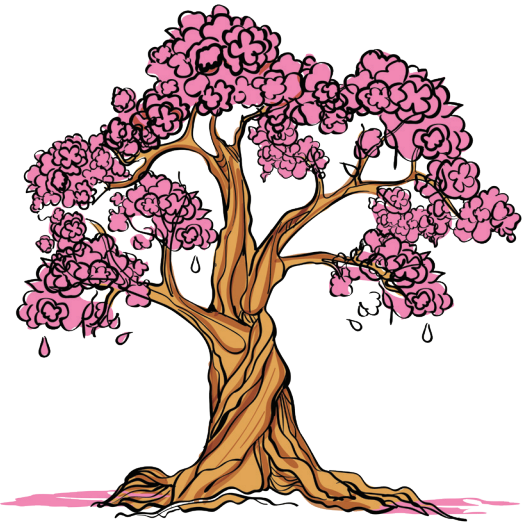
Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence.

Award 1 mark for **one** acceptable point.

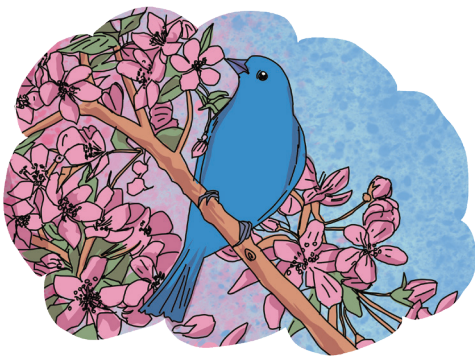
The Secret Garden

Mary had heard about secret gardens in India. She had heard that they were kept locked up and that only very few people were allowed to enter them. She was curious about them, but she had never seen a garden as lovely as the one at Misselthwaite. She had always thought that gardens and flowers were silly things, but now she watched them with great interest. She liked the way the wind made the leaves of the trees dance and the way the sun made the flowers glow. She liked the smell of the earth and the sound of the birds. She even liked the rain, which made the garden smell fresh and alive. She began to spend more and more time in the garden, exploring its paths and corners. She discovered new flowers and plants and learned their names. She found a robin that became her friend and followed her everywhere she went. She felt happy and free in the garden, as if she had found a secret place where she belonged.

One of the strange things about the garden was that it had been left to itself for ten years. The bulbs in the borders were full of weeds and grass had grown up to cover the paths. Mary had never seen such a place. She liked it very much. She ran around the garden, over old paths and through the long grass. She saw trees with branches that looked like arms and legs, and bushes that reminded her of animals. She found a swing hanging from an old tree and jumped on it. It made her feel as if she were flying. She laughed out loud, and the sound echoed through the garden.



As she wandered, she started to notice things she had never seen before. She saw a robin with a red breast, and he watched her curiously. She saw a squirrel dart up a tree, and a rabbit dart into a bush. She saw a patch of earth that had been dug up, and she wondered what it was for. She smelled the sweet scent of flowers she had never smelled before, and she felt the cool shade of trees she had never seen before.



Mary was enchanted by the garden. She felt as if it were a place of magic, a place where anything could happen. She imagined that fairies lived there, and that they came out at night to dance among the flowers. She imagined that the trees whispered secrets to each other, and that the animals were all friends.

For the first time in her life, Mary felt truly alive. She had never been outside for so long or had so much fun. She didn't want to leave the garden, ever.

6

What impression do you get of the relationship between **Mary and the garden** in this extract?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<p>She really liked being in the garden, and the experiences the garden gave her which she hadn't had before when she was in India</p>	<ul style="list-style-type: none"> • She liked the way the wind made the leaves of the trees dance and the way the sun made the flowers glow. • She liked the smell of the earth and the sound of the birds. • She even liked the rain, which made the garden smell fresh and alive.
<p>The garden gave her a place that made her feel like she belonged.</p>	<ul style="list-style-type: none"> • She felt happy and free in the garden, as if she had found a secret place where she belonged. • For the first time in her life, Mary felt truly alive. She had never been outside for so long or had so much fun. She didn't want to leave the garden, ever
<p>The garden made her curious/ felt like it was magical/ The garden made her creative/ imaginative</p>	<ul style="list-style-type: none"> • Mary was enchanted by the garden. She felt as if it were a place of magic, a place where anything could happen. • She imagined that fairies lived there, and that they came out at night to dance among the flowers. • She imagined that the trees whispered secrets to each other, and that the animals were all friends.



**Up to
3 marks**

Award 3 marks for **two** acceptable points, at least one with evidence.

Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence.

Award 1 mark for **one** acceptable point.

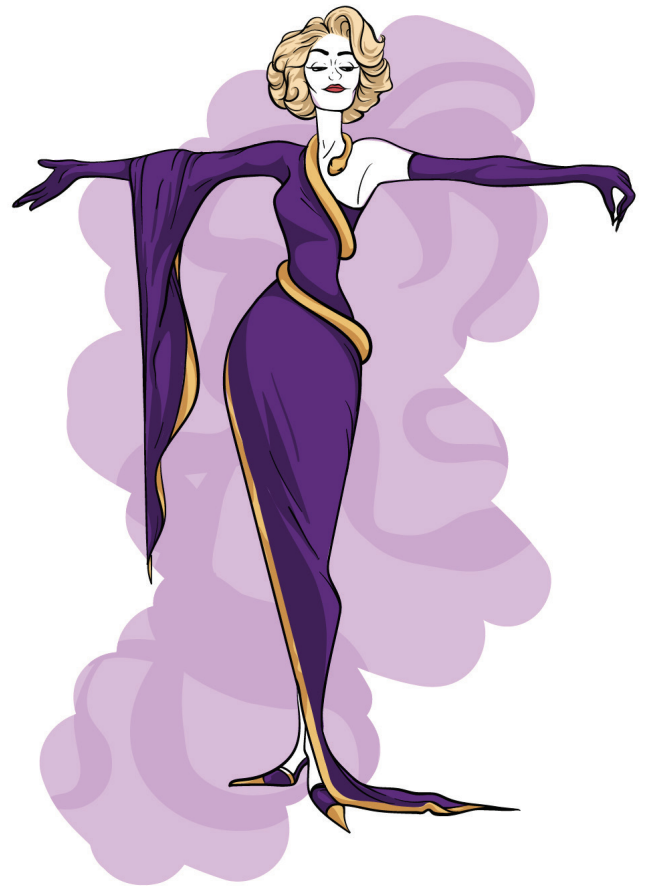
Mrs Dunn

As she walked into the room, her eyes darted around, taking in every detail. Her movements were fluid and graceful, but there was an underlying tension in the way she held herself. She had an awkward smile on her lips, as though she knew something the rest of the world didn't. Her gaze was intense and calculating, as if she were constantly assessing the people around her.

When she spoke, her voice was smooth and honeyed, with just a hint of an accent. She laughed easily, but there was something insincere about it, as though she were using it to manipulate those around her. Her words were carefully chosen, always designed to get what she wanted.

She wore expensive clothing and lavished herself in finery, and her hair was perfectly styled. But there was something about her appearance that seemed too polished, too put-together, as though she were hiding something underneath the surface.

Despite her charm and easy smile, there was a sense of danger about her, a feeling that she was not to be trusted. Her eyes held a hint of malice, as though she were always looking for ways to exploit those around her. Those who crossed her quickly learned to watch their backs, for she was a sly and cunning adversary.



7

What impression does the author give you of Mrs Dunn's character?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<p>That she always had an immaculate appearance/ looked perfect/ dressed well</p>	<ul style="list-style-type: none"> • She wore expensive clothing and lavished herself in finery, and her hair was perfectly styled. • But there was something about her appearance that seemed too polished, too put-together
<p>That she wasn't a nice person/ mean/ sly/ cunning/ calculated/ untrustworthy</p>	<ul style="list-style-type: none"> • She laughed easily, but there was something insincere about it, as though she were using it to manipulate those around her. • Her eyes held a hint of malice, as though she were always looking for ways to exploit those around her. • Those who crossed her quickly learned to watch their backs, for she was a sly and cunning adversary. • Despite her charm and easy smile, there was a sense of danger about her, a feeling that she was not to be trusted.
<p>The garden made her curious/ felt like it was magical/ The garden made her creative/ imaginative</p>	<ul style="list-style-type: none"> • Her movements were fluid and graceful • Her gaze was intense and calculating, as if she were constantly assessing the people around her. • As she walked into the room, her eyes darted around, taking in every detail.
<p>She uses her appearance to hide what her personality is really like/ she is not what she seems</p>	<ul style="list-style-type: none"> • But there was something about her appearance that seemed too polished, too put-together, as though she were hiding something underneath the surface. • She had an awkward smile on her lips, as though she knew something the rest of the world didn't. • Her movements were fluid and graceful, but there was an underlying tension in the way she held herself

Up to
3 marks

Award 3 marks for **two** acceptable points, at least one with evidence.

Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence.

Award 1 mark for **one** acceptable point.

Charlie and the Chocolate Factory

'Oh, what a man he is, this Mr Willy Wonka!' cried Grandpa Joe. 'Did you know, for example, that he has himself invented more than two hundred new kinds of chocolate bars, each with a different centre, each far sweeter and creamier and more delicious than anything the other chocolate factories can make!'

'Perfectly true!' cried Grandma Josephine. 'And he sends them to all the four corners of the earth! Isn't that so, Grandpa Joe?'

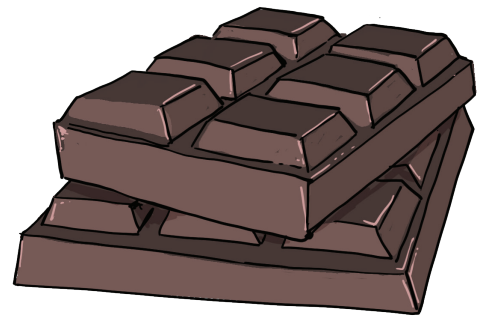
'It is, my dear, it is. And to all the kings and presidents of the world as well. But it isn't only chocolate bars that he makes. Oh, dear me, no! He has some really fantastic inventions up his sleeve, Mr Willy Wonka has! Did you know that he's invented a way of making chocolate ice cream so that it stays cold for hours and hours without being in the refrigerator? You can even leave it lying in the sun all morning on a hot day and it won't go runny!'

'But that's impossible!' said little Charlie, staring at his grandfather.

'Of course it's impossible!' cried Grandpa Joe. 'It's completely absurd! But Mr Willy Wonka has done it!'

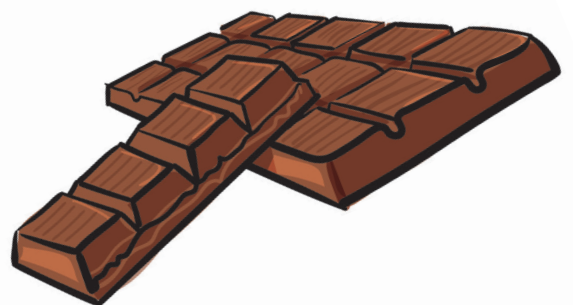
'Quite right!' the others agreed, nodding their heads. 'Mr Wonka has done it.'

'And then again,' Grandpa Joe went on speaking very slowly now so that Charlie wouldn't miss a word, 'Mr Willy Wonka can make marshmallows that taste of violets, and rich caramels that change colour every ten seconds as you suck them, and little feathery sweets that melt away deliciously the moment you put them between your lips. He can make chewing-gum that never loses its taste, and sugar balloons that you can blow up to enormous sizes before you pop them with a pin and gobble them up.



And, by a most secret method, he can make lovely blue birds' eggs with black spots on them, and when you put one of these in your mouth, it gradually gets smaller and smaller until suddenly there is nothing left except a tiny little pink sugary baby bird sitting on the tip of your tongue.'

Grandpa Joe paused and ran the point of his tongue slowly over his lips. 'It makes my mouth water just thinking about it,' he said.



8 What impression do you get of Willy Wonka from Grandpa Joe’s perspective?
Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<p>He is amazing/ astonishing/ outstanding</p>	<ul style="list-style-type: none"> • ‘Oh, what a man he is, this Mr Willy Wonka!’ cried Grandpa Joe. • ‘Did you know, for example, that he has himself invented more than two hundred new kinds of chocolate bars, each with a different centre, each far sweeter and creamier and more delicious than anything the other chocolate factories can make!’ • ‘Of course it’s impossible!’ cried Grandpa Joe. ‘It’s completely absurd! But Mr Willy Wonka has done it!’
<p>He’s creative/ inventive/ one-of-a-kind/ enchanted/ magical/ mysterious</p>	<ul style="list-style-type: none"> • He has some really fantastic inventions up his sleeve, Mr Willy Wonka has! • Did you know that he’s invented a way of making chocolate ice cream so that it stays cold for hours and hours without being in the refrigerator? You can even leave it lying in the sun all morning on a hot day and it won’t go runny!’ • ‘Mr Willy Wonka can make marshmallows that taste of violets, and rich caramels that change colour every ten seconds as you suck them, and little feathery sweets that melt away deliciously the moment you put them between your lips. He can make chewing-gum that never loses its taste, and sugar balloons that you can blow up to enormous sizes before you pop them with a pin and gobble them up. • he can make lovely blue birds’ eggs with black spots on them, and when you put one of these in your mouth, it gradually gets smaller and smaller until suddenly there is nothing left except a tiny little pink sugary baby bird sitting on the tip of your tongue



**Up to
3 marks**

Award 3 marks for **two** acceptable points, at least one with evidence.

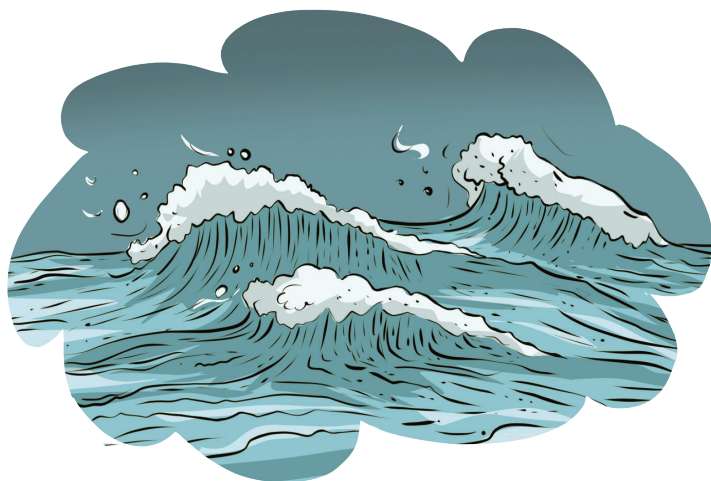
Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence.

Award 1 mark for **one** acceptable point.

The Ocean

The ocean roars with mighty voice,
As waves crash against the shore.
Its salty breath fills the air,
Like a giant beast's mighty roar.

The currents, they dance and sway,
As if the ocean were alive.
Its waters ebb and flow,
As if it had a heart to thrive.



The ocean is a tempestuous soul,
With moods that ebb and flow.
Sometimes she's gentle, sometimes she's fierce,
But her beauty always glows.

So let us honour this great sea,
This wonder of our world.
For she is more than just water,
She's a spirit, wild and unfurled.

The ocean's depths are vast and dark,
As if it held secrets untold.
Its creatures, they swim and play,
As if they had stories to unfold.

The ocean is a living thing,
With a spirit wild and free.
Its power and majesty,
Are wondrous to behold, you'll see.



9

What impression do you get of the ocean from the poem?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
That the ocean has different moods	<ul style="list-style-type: none">• The ocean is a tempestuous soul, With moods that ebb and flow. Sometimes she's gentle, sometimes she's fierce,• She's a spirit, wild and unfurled.
That the ocean can be compared to a living thing/ has qualities compared to a living thing	<ul style="list-style-type: none">• The ocean is a living thing• The currents, they dance and sway, As if the ocean were alive. Its waters ebb and flow, As if it had a heart to thrive.• For she is more than just water
That the ocean is powerful/ strong	<ul style="list-style-type: none">• The ocean roars with mighty voice• Like a giant beast's mighty roar• Its power and majesty, Are wondrous to behold, you'll see.• sometimes she's fierce
That the ocean is vast	<ul style="list-style-type: none">• The ocean's depths are vast and dark, As if it held secrets untold Its creatures, they swim and play, As if they had stories to unfold



Up to
3 marks

Award 3 marks for **two** acceptable points, at least one with evidence.

Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence.

Award 1 mark for **one** acceptable point.

Holes (an extract)

Later that day, the Warden summoned Stanley to her office. Stanley was nervous as he walked into the room, but he tried to keep a straight face and not show any fear.

“Sit down, Stanley,” the Warden said, gesturing to a chair in front of her desk. “I want to talk to you about that fossil you found.”

Stanley sat down and waited for her to continue.

“It’s a very rare fossil,” she said. “And it’s worth a lot of money. I think you know that, don’t you?”

Stanley didn’t know what to say. He had no idea that the fossil was worth anything.

“I’m willing to pay you for it,” the Warden continued. “A fair price, of course. But you have to give it to me.”

Stanley was hesitant. He didn’t want to give up the fossil, but he also didn’t want to anger the Warden. He thought about it for a moment before speaking.

“I don’t know,” he said. “I found it fair and square. It belongs to me.”

The Warden’s eyes narrowed. “You forget where you are, Stanley,” she said. “You’re at Camp Green Lake. You don’t own anything here.”

Stanley was starting to feel trapped. He didn’t know what to do. The Warden leaned in closer to Stanley. “Let me make this very clear,” she said, her voice low and menacing. “If you don’t give me that fossil, there will be consequences. Serious consequences.”

Stanley could feel his heart racing. He didn’t want to get into trouble, but he also didn’t want to give up the fossil. He thought about his options for a moment before speaking.



“I’m sorry, ma’am,” he said, his voice shaking slightly. “But I can’t give you the fossil. It’s mine.”

The Warden sat back in her chair and sighed. “I see,” she said, her tone cold and calculating. “Well, if that’s your final decision, then you leave me no choice. You will be punished for your disobedience.”

Stanley’s heart sank. He had a feeling he wasn’t going to like what was coming next.

10 What impression do you get of the relationship between Stanley and the Warden from this extract?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<p>Stanley is fearful of the Warden</p>	<ul style="list-style-type: none"> • Stanley was nervous as he walked into the room, but he tried to keep a straight face and not show any fear. • but he also didn't want to anger the Warden • "I'm sorry, ma'am," he said, his voice shaking slightly • Stanley was hesitant.
<p>The Warden doesn't like Stanley/ The Warden is nasty/ aggressive</p>	<ul style="list-style-type: none"> • "I see," she said, her tone cold and calculating. "Well, if that's your final decision, then you leave me no choice. You will be punished for your disobedience." • The Warden leaned in closer to Stanley. "Let me make this very clear," she said, her voice low and menacing. "If you don't give me that fossil, there will be consequences. Serious consequences."



**Up to
3 marks**

Award 3 marks for **two** acceptable points, at least one with evidence.

Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence.

Award 1 mark for **one** acceptable point.



**Total
marks**