Paper One: Reading Comprehension

This is a test of reading skills. Students will be asked to read a prose or non-fiction extract and answer different types of questions relating to what they have read. The extract will be about a page in length and there will be around 5-10 questions. Some questions will ask for straight-forward answers (retrieval style questions) while other questions will require students to think more deeply (infer and deduce) about what they have read and respond with an opinion or comment. The number of marks per question is a guide as to how much detail is needed for each question. Students should be using quotations from the extract wherever possible to further demonstrate and support their understanding.

Suggested exam technique:
- Look carefully at the marks on offer for each question.
- Use quotations from the text in your answers, in speech marks “ “.
- Spend at least 2-5 minutes reading the questions before reading the extract.
- Spend 5-15 minutes reading the extract thoroughly and highlighting potential evidence in response to the questions.
- Make sure the extract is read from beginning to end in one go, so that you are able to understand ideas in the context of the whole plot.
- Spend 25-38 minutes answering the questions in full sentences.

Students will not be marked on spelling, punctuation or grammar, but legible handwriting is important.

Paper Two: Poetry Comprehension

Similar to the Reading Comprehension (Paper One), students are given one piece of unseen poetry which may be an entire poem or an extract. This is followed by 5-10 questions. Students are expected to support opinions with reference to the text. Questions will ask students to explain a writer’s ideas and how they use methods to achieve specific effects.

Suggested exam technique:
- Look carefully at the marks on offer for each question.
- Use quotations from the text in your answers, in speech marks “ “.
- Spend at least 2-5 minutes reading the questions before reading the poem.
- Spend 5-10 minutes reading the poem thoroughly and highlighting potential evidence in response to the questions.
- Spend 30-38 minutes answering the questions in full sentences.

Revision of poetic methods should be part of the holiday revision, such as: metaphor, simile, personification, alliteration, rhyme, rhythm, enjambment, etc.

Paper Three: Creative Writing

Students are required to answer one question based on one of the prompts provided. Students are expected to demonstrate their ability to use correct spelling, punctuation, grammar and syntax, and to adapt their writing appropriately to the task. They will be assessed on their ability to use interesting vocabulary and language methods for effect. Candidates should spend 5-10 minutes planning and 35-40 minutes writing.

Suggested exam technique:
- Pick the question that you will be able to answer most confidently.
- You need to pick from either a persuasive/argument question, or a literature review question based on a text you have studied recently.
For the persuasive/argument question, revise and practise use of persuasive methods to engage a reader.
Also, be very clear about the conventions of different writing forms, e.g. letter or article.
For the literature review, you should prepare around ten key quotations from a text you have studied recently to use to support your argument. This could be 'The Giver', 'Holes' or 'Private Peaceful'.
Ensure that you are using a range of sentence structures and punctuation; revise these for confidence (see additional grammar pack).
Build a wide vocabulary by reading regularly over Easter and using a thesaurus to find challenging synonyms.

This revision pack provides revision for all three papers. It is not compulsory for Year 7 students to complete any revision tasks over the Easter holidays.

All completed revision is due the first day back after the Easter holidays, Thursday 20th of April, so teachers can go through work with students to ensure they are adequately prepared for the tests.

All students will go through these papers in class, regardless of whether they have completed them beforehand, so all students will have the opportunity to be properly prepared for their examinations. However, any students who do complete these, will receive specific, targeted feedback from their teacher.

Thank you for your support.
Crabby

She was a bunched and punitive little body and the school had christened her Crabby; she had a sour yellow look, lank hair coiled in earphones and the skin and voice of a turkey. We were all afraid of the gobbilng Miss B; she spied, she pried, she crouched, she crept, she pounced – she was a terror.

Each morning was war without declaration; no one knew who would catch it next. We stood to attention, half-crippled in our desks, till Miss B walked in, whacked the walls with a ruler, and fixed us with her squinting eye. ‘Good a-morning, children!’

‘Good morning, Teacher!’

The greeting was like a rattling of swords. Then she would scowl at the floor and begin to growl ‘Ar Farther …’; at which we said the Lord’s Prayer. But scarcely had we bellowed the last Amen than Crabby coiled, uncoiled and sprang, and knocked some poor boy sideways.

One seldom knew why; one was always off guard, for the punishment preceded the charge. The charge, however, followed hard upon it, to a light shower of angry spitting.

‘Shuffling your feet! Playing with the desk! A-smirking at that miserable Betty! I will not have it. I’ll not, I say. I repeat – I will not have it!’

So we did not much approve of Crabby. And indeed there came the inevitable day when rebellion raised its flag, when the tension was broken and a hero emerged whom we would have gladly named streets after, though we gave him little support at the time …

Spadge Hopkins it was, and I must say we were surprised. He was one of those heavy, full-grown boys, designed for the great outdoors. The sight of him squeezed into his tiny desk was worse than a bullock in ballet-shoes. He wasn’t much of a scholar; he groaned as he worked, or hacked at his desk with a jack-knife. Miss B took her pleasure in goading him, in forcing him to read out loud; or asking him sudden unintelligible questions which made him flush and stumble.

The great day came. Crabby B was at her sourest, and Spadge Hopkins had had enough. He began to writhe in his desk, and kick his boots, and mutter, ‘She’d better look out. ‘Er, – Crabby B. She’d better, that’s all.’ Then he threw down his pen, said, ‘Sod it all,’ got up and walked to the door.

‘And where are you going, young man, may I ask?’ said Crabby with her awful leer.

Spadge paused and looked her straight in the eye. ‘If it’s any business of yourn.’

We shivered with pleasure at this defiance; Spadge leisurely made for the door.

‘Sit down this instant!’ Crabby suddenly screamed. ‘I won’t have it!’
'Ta-ta,' said Spadge.

Then Crabby sprang like a yellow cat, spitting and clawing with rage. She caught Spadge in the doorway and fell upon him. Spadge caught her hands in his great red fists and held her at arm’s length, struggling.

‘Come and help me, someone!’ wailed Crabby. But nobody moved; we just watched. We saw Spadge lift her up and place her on top of the cupboard, then walk out of the door and away. There was a moment of silence, then we all laid down our pens and began to stamp on the floor in unison.

Crabby stayed where she was, on top of the cupboard, drumming her heels and weeping.

Answer the questions below. Remember to answer in full sentences and use quotations to support your understanding.

1. Look at the first sentence.
   Using your own words, write down three details about Crabby’s appearance. (3)

2. (a) Look at lines 3–12.
   Write down two short quotations which show why the class dislikes Crabby. (2)

   (b) Look at lines 15–16.
   What do you learn about Crabby from what she says? (3)

3. Look at lines 20–25.
   What sort of boy is Spadge Hopkins?
   Describe him in your own words. (4)

4. (a) Look at lines 23–26.
   Explain why Spadge Hopkins rebels. (3)

   (b) Look at lines 28–29.
   What does Spadge Hopkins do next? (1)

5. Write down three things which make lines 30–48 funny. Use your own words. (3)

6. Look at the whole passage. Do you feel sorry for Crabby?
   Give three reasons, using short quotations from the passage to explain each. (6)
It Was Long Ago

I'll tell you something, shall I, something I remember?
Something that still means a great deal to me.
It was long ago.

A dusty road in summer I remember,
A mountain, and an old house, and a tree
That stood, you know,

Behind the house. An old woman I remember
In a red shawl with a grey cat on her knee
Humming under a tree.

She seemed the oldest thing I can remember,
But then perhaps I was not more than three.
It was long ago.

I dragged on the dusty road, and I remember
How the old woman looked over the fence at me
And seemed to know

How it felt to be three, and called out, I remember
‘Do you like bilberries and cream for tea?’
I went under the tree,

And while she hummed, and the cat purred, I remember
How she filled a saucer with berries and cream for me
So long ago,

Such berries and such cream as I remember
I never had seen before, and never see
Today, you know.

And that is almost all I can remember,
The house, the mountain, the grey cat on her knee,
Her red shawl, and the tree,

And the taste of the berries, the feel of the sun I remember,
And the smell of everything that used to be
So long ago,

Till the heat on the road outside again I remember,
And how the long dusty road seemed to have for me
No end, you know.

That is the farthest thing I can remember.

It won't mean much to you. It does to me.
Then I grew up, you see.
Answer the questions below. Remember to answer in full sentences and use quotations to support your understanding.

Look again at lines 1 to 12.

1. (a) How old was the speaker when this happened? (1)
    (b) Briefly describe what happened. (1)
    (c) Write down two quotations which make it clear that this is a memory. (2)

Look again at lines 13 to 24.

2. Alliteration is the repetition of a consonant sound and onomatopoeia is the use of a word which creates the sound of the thing it describes.
    (a) Write down an example of each. (2)
    (b) Explain why the poet might have used them. (4)

Look at lines 19 to 30.

3. The poet uses all of the five senses in these lines.
   Find five examples, one for each sense. Use quotations to support your answer. (5)

Look at lines 31 to 36.

4. (a) Write down two quotations which suggest that travelling on 'the road' might have been difficult. (2)
    (b) The last line of the poem suggests a difference between the young child and the grown-up. What does the poem suggest about being a young child? (3)

Look at the poem as a whole.

5. What do you notice about the shape and form of the stanzas? Comment on anything you find interesting. (5)
PAPER THREE: Creative Writing (45 minutes, 25 marks)

Write on any ONE of the following topics. Each question is worth 25 marks. Credit will be given for good spelling, punctuation and presentation, as well as for imaginative and exciting use of vocabulary.

1. Write a story which involves a journey along one of the following:
   - a narrow mountain path
   - an ancient route through the desert
   - a long-distance footpath

2. We are what we eat. Write a speech for your class which explores what you like to eat and drink and what this says about you.

3. Write a story or description entitled ‘The Long Hot Summer’.

4. Write a diary entry about a time when you felt very alone. Describe this time as vividly as you can.

5. EITHER
   
   a) Reading allows you to travel to places you could never hope to visit in real life. Write about a book which has allowed you to do this. Explain what you learnt about this place, real or imagined, and what it added to your enjoyment of the book as a whole.

   OR

   b) Write about a character from a story you have read with whom you felt a close connection. Explain why you felt so close to your chosen character and what this added to your understanding and enjoyment of the story.
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<th>Quality of Written Communication:</th>
<th>1 2 3 4 5 6</th>
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<tr>
<td>- Spelling</td>
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<th>Correct Structure:</th>
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<td>- Relevant focus on the question</td>
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<td>- Clear conclusion</td>
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<th>Textual Knowledge and Quotation:</th>
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<td>- Precise textual knowledge</td>
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<th>Level of Understanding / Analysis / Insight:</th>
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<td>- Interesting ideas and mature interpretation</td>
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<td>- Identification of literary techniques and terminology used</td>
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<td>- Themes, characterisation and narrative structure discussed</td>
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<td>- Effect on the reader acknowledged</td>
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<td>- Authorial purpose considered or attempted</td>
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<td>- The wider context of the text is acknowledged</td>
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Grade:
## Imaginative/Persuasive/Argument writing 2016/17

**Quality of written communication:**
- Spelling (simple / challenging)
- Grammar (correct use of tenses / plural agreement)
- Clear and coherent expression (clear sentences / correct word order)
- Vocabulary (appropriate to task or audience / mature)

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**Structure:**
- Consistent and relevant focus on the question
- Mature / interesting / sensible / realistic plot or idea
- A clear and focused beginning, middle and end
- In paragraphs
  - Varied for effect
- Varied sentences
  - questions, exclamation, simple, compound, complex
- Varied sentence openings (not always using pronouns or ‘the’)
  - conjunctions, adverbs, adjectives, verbs, similes, prepositions

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**Language for effect:**
- Use of literary / persuasive techniques for effect:
  - nouns, verbs, adjectives, adverbs, prepositions, conjunctions
  - imagery: simile, metaphor, personification, senses, onomatopoeia, alliteration
  - rhetorical questions, facts, opinions, statistics, emotive language, repetition, rules of 3, exaggeration
  - Effect on the reader attempted

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**Range of punctuation:**
- , ! ? ‘ ”
- “ correctly punctuated speech
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**Scores:**
- 23-25 A*
- 20-22 A
  - Fluent, excellent writing. Wide vocabulary and clear structure. Punctuation, spelling and sentence structure accurate and varied. Slightly more errors or clumsy construction and may contain a major weakness along the way. Very detailed, dense but straightforward interpretation. Consistent focus on the question but may be mechanical.
- 17-19 B
  - Some errors and less variety of construction. Structurally clear beginning, middle and end. Argument/interesting structure attempted but clumsy. Straightforward but lapses at times. Attempt to focus on the question but could be vague.
- 14-16 C+
  - Inconsistent, some good writing but may be rushed and incomplete or just too similar in style and structure throughout. Basic errors such as confused homophones and lack of varied punctuation or sentences. On task, trying to address the question.
- 12-13 C
  - Some structure but inconsistent. Some big errors or too many basic errors and little variation in expression. Plot is predictable and simple. Generally on task and trying to address the question but contains many inconsistent, weak or vague ideas.
- 10-11 C-
  - Some structure but inconsistent. Too many big errors and many basic errors. Very little variation in expression or vocabulary. Plot is unrealistic and does not relate to the question. Quality of ideas marred with basic errors and poor expression. Trying to write on task but can’t. Vague, some idea but too much simple story telling.
- 9 – 8 D
  - Poor writing skills. A number of grammatical errors and incomplete sentences. Quality of ideas marred with basic errors and poor expression. Some structure but not in paragraphs. No focus on the question. No real attempt to answer the question, re-telling of a story.
- Below 7 U
  - Ungraded.