



Arnold Lodge School

Assessment for Entry into Year 6

Sample English Paper

Part 1 – Comprehension Exercise.

Time allowed – 45 minutes including reading.

Read the extract from “Face” by Benjamin Zephaniah on the next page and answer the following questions. You should answer in full sentences and take note of the number of marks available for each question.

1. Why do you think Zephaniah called this chapter “The Awakening”? (2 marks)
2. Zephaniah uses onomatopoeia to describe the sounds Martin hears – can you identify two examples of onomatopoeia in the text? (2 marks)
3. Why do you think that Martin’s brain is so full of noise and confusion? Use quotations from the text to support your answer. (4 marks)
4. What is the effect of using italics within this passage? Consider the phrases which are written in italics and what ideas the writer is trying to communicate. (4 marks)
5. What does Martin gradually remember? (3 marks)
6. How does the feeling return to Martin’s body? (3 marks)
7. Think of an alternative name for this chapter. Explain why you think this would be a good chapter title. (2 marks)

Total marks: 20

" Face" by Benjamin Zephaniah

The Awakening

Martin began to stir. He woke up slowly. He heard voices close to him. He was still hearing the voices of Mark, Apache and Pete Mosley. There were also the sounds in his brain, buzzing sounds, humming sounds, the sounds of a numbness and dizziness, like a radio in between stations. He kept his eyes closed while he tried to separate the real from the imaginary. Apart from the confusion in his head, he could feel no pain elsewhere on his body - in fact he couldn't even feel his body. He tried to stay calm and attempted to take things step by step. First my right leg, he told himself. He consciously instructed his brain to send a message to his right leg but there was no movement. Now the left leg. The result was the same. He tried his left arm, then his right arm but there was nothing. For a moment he gave in and tried to listen to the conversation taking place around him.

1 told you ages ago, Clive, I don't like this area. I told you - we should have moved up to Upminster long ago. You can't bring your kids up around our end without having to watch them every minute, of the day. The drugs, the violence, the lack of respect.'

It was his mother speaking at his father.

'You and your mates. You don't want to leave because you would miss your mates. Well, where are your mates now? Half of your mates haven't got kids and if they have got them, they don't know where they are most of the time. There's our kid, lying there.'

Martin began to work it all out as his mind cleared. He began to recall the car chase and its last moments when the car overturned. He could remember the first spin of the car like a slow motion replay. He remembered being trapped upside down after the spin and the noise of being hit by another vehicle, but that was all. Now it began to fall into place. The next question on his mind was, what has happened to me? His mother was still talking at his father in the room. She was speaking continuously without a break. Martin began to feel. He actually had a sensation in his fingertips, he began to feel the movement of blood in his veins. He concentrated hard as he tried to move his fingers. Movement was possible but very limited. He was unable to make a fist. As he became aware of his body, he could at least now feel warmth in his limbs. Very slowly, he began to open his eyes. The hospital lights cut in and forced him to close them again.

Part 2 – Writing Exercise.

Time allowed – 30 minutes.

You have 30 minutes to complete a piece of creative writing. You have a choice of **TWO** tasks – only complete **ONE**.

You will be awarded 20 marks for the structure, vocabulary and detail of your writing and 10 marks for spelling, punctuation and grammar. Total marks: 30

ANSWER ONLY ONE QUESTION – A OR B

- A. Write a vivid description of one of your favourite places.
- Write in plenty of detail – adjectives and adverbs will be useful here.
 - Use similes and metaphors.
 - Use your five senses to help describe.
 - Focus on the description rather than telling a story.

OR

- B. Write an article for a children's magazine advising young people how to look after a pet.
- Make sure you provide information which demonstrates you know this subject well.
 - Remember you are writing for a young person so use suitable vocabulary.
 - Your article may include bullet points, sub-headings and an interesting headline.