

Extract 1: Koro and Nani Flowers Argue (slightly abridged)
from *The Whale Rider* by Witi Ihimaera (1987)

That was eight years ago, when Kahu was born, but I remember it as if it was yesterday, especially the wrangling that went on between our Koro and Nani Flowers. The trouble was that Koro Apirana could not reconcile his traditional beliefs about Maori leadership and rights with Kahu's birth. By Maori custom,
5 leadership was hereditary and normally the mantle of prestige fell from the eldest son to the eldest son. Except that in this case, there was an eldest daughter.

In the end, whenever Nani Flowers brought the subject up, Koro Apirana would compress his lips, cross his arms, turn his back on her and look
10 elsewhere and not at her.

I was in the kitchen once when this happened. Nani Flowers was making oven bread on the big table, and Koro Apirana was pretending not to hear her, so she addressed herself to me.

'Thinks he knows everything,' she muttered, tossing her head in Koro Apirana's direction. *Bang*, went her fists into the dough. 'The old paka. Thinks he knows all about being a chief.' *Slap*, went the bread as she threw it on the table. 'He isn't any chief. I'm his chief,' she emphasised to me and, then, over her shoulder to Koro Apirana, 'and don't you forget it either.' *Squelch*, went her fingers as she dug them into the dough.

20 'Te mea te mea,' Koro Apirana said. 'Yeah, yeah, yeah.'

'Don't you mock *me*,' Nani Flowers responded. *Ouch*, went the bread as she flattened it with her arms. She looked at me grimly and said, 'He *knows* I'm right. He knows I'm a descendant of old Muriwai, and *she* was the greatest chief of my tribe. Yeah,' and, *Help*, said the dough as she pummelled it and prodded
25 it and stretched it and strangled it. 'I should have listened to Mum when she told me not to marry him, the old paka,' she said, revving up to her usual climactic pronouncement.

From the corner of my eye I could see Koro Apirana mouthing the words sarcastically to himself.

30 'But *this* time,' said Nani Flowers, as she throttled the bread with both hands, 'I'm *really* going to divorce him.'

Koro Apirana raised his eyebrows, pretended to be unconcerned.

'Yeah, yeah, yeah,' he said. 'Te mea –'

It was then that Nani Flowers added with a gleam in her eyes, 'And then I'll
35 go and live with old Waari over the hill.'

I thought to myself, *Uh, oh, I better get out of here*, because Koro Apirana had been jealous of old Waari, who had been Nani Flowers' first boyfriend, for years. No sooner was I out the door when the battle began. *You coward*, said the dough as I ducked.

Maori: the native people of New Zealand
hereditary: passing from parents to children

Extract 2: The Stranded Whales
from *The Whale Rider* by Witi Ihimaera (1987)

Even before we reached Wainui Beach we could smell and taste the Goddess of Death. The wind was still lashing like a whip at the landscape. The car was buffeted strongly, and Nani Flowers was holding on to her seat belt nervously

5 'It's all right,' Kahu said. 'There, there, Nani.' Suddenly, in front of the car, I could see a traffic officer waving his torch. He told us to drive carefully as earth-moving machinery was digging huge trenches in the sand for the dead whales. Then he recognised me as one of the people who had tried to help. His smile and salute were sad.

10 I drove carefully along the highway. On our right I could see the hulking shapes of the graders, silhouetted against the broiling sky. Further down the beach, at the ocean's edge, were the whales, rocked by the surge and hiss of the sea. The whole scene was like a surreal painting, not nightmarish, but immensely tragic. What had possessed the herd to be so suicidal? The wind
15 hurled sand and mud at the windscreen of the station wagon. We watched in silence.

Then, 'Stop,' Koro Apirana said.

I stopped the station wagon. Koro Apirana got out. He staggered against the onslaught of the wind.

20 'Leave him,' Nani Flowers said. 'Let him be with the whales by himself. He needs to mourn.'

But I was fearful of Koro's distraught state. I got out of the car, too. The wind was freezing. I walked over to him. His eyes were haunted. He looked at me, uncomprehending.

25 'No wai te he?' he shouted. 'Where lies the blame?' And the seagulls caught his words within their claws and screamed and echoed the syllables overhead.

When we turned back to the station wagon I saw Kahu's white face, so still against the window.

'This is a sign to us,' Koro Apirana said again.

graders: machines for flattening ground, like steam-rollers

ISEB Assessments

Year 5 English Test 3

Author: Tom Cross



Please read this information before the test starts:

- 65 marks are available in total.
- You have 10 minutes reading time, 40 minutes to complete section A, 30 minutes to complete section B and 40 minutes to complete section C.

If you have been instructed to take this test in one go, then you have 2 hours to complete it, which includes reading and note-taking time.

- Answer all the questions from sections A and B and one question from section C.
- Vocabulary, spelling, grammar, punctuation and presentation are all important and will be taken into account.

SAMPLE

NOTE TO TEACHERS

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Comparison of Extracts

Source material: Extracts 1 and 2 from *The Whale Rider* by Witi Ihimaera.

Both extracts introduce the reader to aspects of the traditions, beliefs and way of life of the Maori in Whangara.

SECTION 3A: COMPREHENSION

(25 marks)

3A-1 – Reading to Understand

The questions in this section will examine how well you can find information in the text and put it into your answers. You may also be asked to think about how the author has used spelling, vocabulary, grammar and sentence-building. The section carries 10 marks.

Read each question carefully to find out what you are supposed to do. Think about the number of marks available each time. Remember to write in full sentences.

1. Both extracts have some words in Maori. What are they and what do they mean? (1)
2. Which characters appear or are mentioned in both extracts? (2)
3. There are words in both extracts that copy the sound they are describing. Write down one from each extract. (1)
4. What do we learn about Maori leadership from the extracts? (2)
5. Koro speaks in very short sentences in both extracts. Why do you think the author has chosen to do this? (1)
6. How does Nani Flowers behave towards Koro Apirana in each extract? Why do you think she behaves so differently in each case? (3)

3A-2 – Reasoning and Analysis

The questions in this section will ask you to think more deeply about the text, its characters and the language used within it. You may even be asked to comment on facts that are not mentioned directly in the text – but you can work them out by thinking about what you read. The section carries 15 marks.

Read each question carefully to find out what you are supposed to do. Think about the number of marks available each time. Remember to write in full sentences.

1. What do you think the narrator thinks of Koro Apirana? (2)
2. What kind of a person do you think Nani Flowers is? Use the text to support your answer. (4)
3. Although both extracts are from the same book, they are quite different in style. What differences (and similarities) do you notice in the way the two extracts are written? Refer to the text wherever possible to support your comments. (4)

3A-3 – Reading Range

The main purpose of this section is to examine how well you understand who a text is written for and what its purpose is as well as the main features of various types of writing. The section carries 5 marks.

Read the question carefully, find out how you should answer the question from the marks available and then answer in complete sentences.

For whom do you think this story is written? Who might enjoy it? Try to explain your answer briefly. (5)

SECTION 3B: LANGUAGE BASICS

(15 marks)

3B-1 – Sentence Construction

The questions in this section will ask you to think about what makes a sentence work. The section carries 5 marks.

Read the question carefully and answer on a separate sheet.

Re-write the following sentences using connectives in the blank spaces, so that the sentences flow more easily.

1. Koro walked to the bull whale. _____ there was nothing he could do to ease its pain.
2. Nani Flowers took Koro's hand. _____ she stroked his hair back, crooning softly.
3. The waves were washing more and more bodies ashore. _____ with a heave it seemed to have emptied itself completely.
4. The bull whale was huge. _____ the other whales were easy to move.
5. The people had not been able to save the whales. _____ they were upset. (5)

3B-2 – Punctuation

The main purpose of this section is to examine how well you can use various types of punctuation. The section carries 5 marks.

Read the question carefully and answer on a separate sheet.

Re-write the following text, adding apostrophes where you think they are necessary.

We walked to the waters edge. The whales fins were flapping helplessly. We couldnt do much to help. We poured water over their heads. The days work was not over, yet.

"Its getting dark; hurry up!" Koro called. (5)

3B-3 – Accurate and Imaginative Use of Words

The main purpose of this section is to examine how well you can use words correctly as well as your knowledge of words and how they can bring a text to life. The section carries 5 marks.

Read the question carefully and answer on a separate sheet.

Re-write the following text, inserting fitting prepositions in the blank spaces.

Kahu walked _____ the whales. She looked _____ at Koro and then put her hand _____ the large bull whale. She looked deep _____ his eyes before walking _____ the beach to the next whale. (5)

SECTION 3C: COMPOSITION

(25 marks)

The main purpose of this section is to examine how well you can use layout and design as well as write in various different ways. Your use of language, style and structure will be marked as will accuracy of grammar and spellings. The section carries 25 marks.

Read the questions carefully and answer ONE of them. You should aim to write a longer story, so about a page.

1. The Sign
2. Write a story about a time when you were in a really bad mood.
3. The Monkey King
4. Write a story that begins with the following sentence:
The waves beat against the cliff again and again, clawing at it, cracking it, wearing it down slowly.

(25)

ISEB Assessments Year 5 English Test 3 Mark Scheme

Author: Tom Cross



This document consists of a full set of answers to the questions in Year 5 English Test 3.

Total marks: 65

These answers are part of *Year 5 English Test 3.zip*, which also contains:

Year 5 English Test 3.pdf

Year 5 English Test 3 Teacher's Document.pdf

Year 5 English Test 3 Extract.pdf

(the test)

(the teacher's document)

(the extracts)

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Comparison of Extracts

SECTION 3A: COMPREHENSION

3A-1 – Reading to Understand

Question	Answer	Mark	Additional Guidance
1. Words in Maori and translation	Ex1: te mea: yeah Ex 2: no wai te he?: where lies the blame?	1	Half mark per quote and translation.
2. Which characters in both extracts?	- Koro Apirana - Nani Flowers - Kahu - the narrator	2	Half mark per character.
3. Onomatopoeia in both extracts	Ex 1: - bang - slap - squelch - pummelled - throttled - muttered Ex 2: - hiss - scream - echo	1	Half mark per example.
4. What do we learn about Maori leadership?	- passed on in the male line - does not rule by fear - feels connection to nature - mourns the loss of animal life - spiritual guide	2	1 mark per point.
5. Why does Koro use short sentences?	- doesn't waste words - thinks deeply before speaking - when he speaks, he speaks with authority - knows words have power and therefore uses them sparingly	1	Any point.
6. behaviour of Nani Flowers towards Koro – why difference?	Ex1: - Nani is aggressive towards / annoyed with him - feels that he is not being fair with Kahu Ex2: - shows sympathy with him - gives him time and space Difference: - she loves and respects him, so basically sympathetic towards him (Ex2), unless he does something she disagrees with (Ex1)	3	1 mark per point. Pupils must deal with each extract and explain the difference to gain full marks.

3A-2 – Reasoning and Analysis

Question	Answer	Mark	Additional Guidance
1. What does narrator think of Koro?	<ul style="list-style-type: none"> - respects him (he's the chief) - feels close to him ("our Koro") - possibly thinks he can be harsh (ignores Kahu) - fears for him (leaves car to follow him in Ex2) 	2	1 mark per point.
2. What kind of person is Nani Flowers?	<ul style="list-style-type: none"> - spirited / belligerent (how she deals with Koro) - convinced she's right (argues with Koro) - playful (reference to Waari) - cares for Koro (gives him time to mourn) - scared of elemental forces (holds onto seat belt nervously) - fights for what she believes is right (defends Kahu) 	4	1 mark per quote / reference to text. 1 mark per explanation of character from quote.
3. Difference (and similarities) in style between both extracts	Similarities: <ul style="list-style-type: none"> - modern dialogue - Maori language used - use of descriptive techniques Differences: <ul style="list-style-type: none"> - Ex1 dialogue-driven, Ex2 more descriptive - Ex2 has more descriptive techniques and sets mood - Ex1 focuses on personal interaction, Ex2 more on atmosphere 	4	1 mark per brief point or 2 marks for more detailed explanation (involving reference to text).

3A-3 – Reading Range

Question	Answer	Mark	Additional Guidance
Who is the story written for?	Answers will vary. Answers should give some indication of who would enjoy the story (at least age and gender) and why	5	Reward clarity of expression and use of story to support arguments.

SECTION 3B: LANGUAGE BASICS

3B-1 – Sentence Construction

Question	Answer	Mark	Additional Guidance
Add connectives	<p>Answers will vary. Possible answers are:</p> <ol style="list-style-type: none"> 1. Koro walked to the bull whale. However, there was nothing he could do to ease its pain. 2. Nani Flowers took Koro’s hand. In addition she stroked his hair back, crooning softly. 3. The waves were washing more and more bodies ashore. Finally, with a heave the sea seemed to have emptied itself completely. 4. The bull whale was huge. In comparison the other whales were easy to move. 5. The people had not been able to save the whales. As a result they were upset. 	5	<p>1 mark per connective used.</p> <p>You may not want to reward the (repeated) use of “then”.</p>

1B-2 – Punctuation

Question	Answer	Mark	Additional Guidance
Insert apostrophes	<p>We walked to the water’s edge. The whales’ fins were flapping helplessly. We couldn’t do much to help. We poured water over their heads. The day’s work was not over, yet. “It’s getting dark; hurry up!” Koro called</p>	5	1 mark per correctly placed apostrophe.

3B-3 – Accurate and Imaginative Use of Words

Question	Answer	Mark	Additional Guidance
Insert prepositions	<p>Answers may vary. One possibility is: Kahu walked to the whales. She looked across at Koro and then put her hand on the large bull whale. She looked deep into his eyes before walking down the beach to the next whale.</p>	5	1 mark per preposition.

SECTION 3C: COMPOSITION

For all titles (25)

Assessment Focus	Marks Available
Language and Style Adjectives and adverbs, similes, metaphors, onomatopoeia and alliteration used to make the experience vivid; sensory and descriptive language; more select vocabulary; emotional, personal style; sentence structure to complement meaning.	10
Creativity Freshness of approach, personal point of view, original interpretation of the topic; focus and freshness maintained throughout.	5
Structure Story has clear beginning, middle and end; story progresses smoothly in the main section; paragraphs used to separate topics and for effect.	5
Accuracy of Language Accurate spellings; correct punctuation and grammar.	5

ISEB Assessments

Year 5 English Test 3

Teacher's Document

Author: Tom Cross



Introduction

This test is the third in a set of three based on extracts from *The Whale Rider* by Witi Ihimaera. Test 3 is based on extracts 1 and 2.

Total marks: 65

Time allocation:

Reading time	10 minutes
Section A	40 minutes
Section B	30 minutes
Section C	40 minutes
Total	2 hours

Each test in the series is designed as a separate form of assessment for year 5 pupils. The tests can be set as exams towards the end of a term, or they can be used in class to teach key, age-appropriate skills building up to Common Entrance.

The tests in this series are based on the same primary source text. The first two tests revolve around different extracts and the third test is based on a comparison of both previous extracts.

All the tests follow the same scheme, with each section bearing the same number of marks throughout, e.g. section A will always carry 25 marks. And each sub-division of a section will ask for the same kind of information, as outlined on the following pages of this teacher's document.

Teachers should feel free to use this resource in whatever way is most appropriate for their scheme of work and particular requirements. It is designed as a support to summative assessment throughout a year, and how pupils take it is subject to the setting teacher's discretion. It can be taken all at once and is designed to take a year 5 pupil 2 hours to complete. Alternatively, it can be split up into its component sections (see the table above for time allocation).

This teacher's document is part of *Year 5 English Test 3.zip*, which also contains:

<i>Year 5 English Test 3.pdf</i>	(the test)
<i>Year 5 English Test 3 Mark Scheme.pdf</i>	(the mark scheme)
<i>Year 5 English Test 3 Extract.pdf</i>	(the extracts)

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Structure of the Tests

SECTION A: COMPREHENSION

This section contains questions designed to assess all aspects of comprehension. All answers contained in the mark scheme for this section are for guidance purposes only. Any other pertinent explanations or appropriate answers that are not contained in the mark scheme should be considered and rewarded appropriately.

The whole section carries 25 marks.

A-1 – Reading to Understand

This section contains questions to assess: information finding; spelling and vocabulary recognition; understanding of author's use of punctuation and syntax.

It carries 10 marks.

A-2 – Reasoning and Analysis

This section contains questions to assess: understanding of purpose and effects of language use; opinions and interpretations in response to text; drawing conclusions and making deductions; evaluating, comparing and contrasting styles of language within a genre.

It carries 10 marks.

A-3 – Reading Range

This section contains questions to assess: identifying audience and purpose of texts studied; evaluating layout and design; recognising language features and literary techniques specific to genres, in a range which includes: narrative, discursive, persuasive, evaluative, descriptive.

It carries 5 marks.

SECTION B: LANGUAGE BASICS

The whole section carries 15 marks.

B-1 – Sentence Construction

This section contains questions to assess: sentence construction: simple, compound, complex; types of sentence: questions, commands, statements and exclamations; first and third person narrative.

It carries 5 marks.

B-2 – Punctuation

This section contains questions to assess: use of punctuation marks; use of speech marks and new paragraphs for speech.

It carries 5 marks.

B-3 – Accurate and Imaginative Use of Words

This section contains questions to assess: accurate and imaginative use of nouns, verbs, adjectives, adverbs, pronouns, prepositions or conjunctions; verb and subject / noun agreement; knowledge of homophones.

It carries 5 marks.

SECTION C: COMPOSITION

This section contains questions to assess: awareness of audience and purpose; appreciation of layout and design; use of literary techniques and language features specific to each genre; writing ability in a range of genres.

It carries 25 marks.

Each test carries 65 marks as a whole. There is a table at the back to convert marks out of 65 into percentages.

Conversion Table

The following table gives a conversion of the marks gained in each paper into percentages, for ease of use. Numbers have been rounded.

mark	%	mark	%	mark	%
1	1.5	23	35.5	45	69
2	3	24	37	46	71
3	4.5	25	38.5	47	72.5
4	6	26	40	48	74
5	7.5	27	41.5	49	75.5
6	9	28	43	50	77
7	11	29	44.5	51	78.5
8	12.5	30	46	52	80
9	14	31	47.5	53	81.5
10	15.5	32	49	54	83
11	17	33	51	55	84.5
12	18.5	34	52.5	56	86
13	20	35	54	57	87.5
14	21.5	36	55.5	58	89
15	23	37	57	59	91
16	24.5	38	58.5	60	92.5
17	26	39	60	61	94
18	27.5	40	61.5	62	95.5
19	29	41	63	63	97
20	31	42	64.5	64	98.5
21	32.5	43	66	65	100
22	34	44	67.5		

Required Print Settings

Both the test and the mark scheme can be printed single-sided or double-sided. They can be printed on A4, or on A3 in booklet form, according to your preference.

Printer settings may vary, so refer to the documentation for your printer to locate its paper size option. To reach the print dialog, go to File>Print.

Acknowledgement

The author is grateful to Andrew Hammond for his conceptual work on section headings, setting the skills to be tested in these assessments and shaping the format of the tests.

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