

Extract 1: Feeding Skellig

from *Skellig* by David Almond, first published in the UK by Hodder Children's, an imprint of Hachette Children's Books, 338 Euston Road, London NW1 3BH

I switched on the torch, took a deep breath, and stepped inside.

The scuttling and scratching started. Something skittered across my foot and I nearly dropped the food. I came to the tea chests and shone the torch behind.

'You again?' he squeaked. 'Thought you'd gone away.'

5 'I've brought something,' I said.

He opened his eyes and looked at me.

'Aspirin,' I said. 'And number 27 and 53. Spring rolls and pork char sui.'

He laughed but he didn't smile.

'Not as stupid as you look,' he squeaked.

10 I held the takeaway tray across the tea chests towards him.

He took it in his hand but he started to wobble and I had to take it back again.

'No strength,' he squeaked.

15 I squeezed between the tea chests. I squatted down beside him. I held the tray up and shone the torch onto the food. He dipped his finger in. He licked his finger and groaned. He stuck his finger in again and hooked a long slimy string of beansprouts and sauce. He stuck his tongue out and licked. He slurped out pieces of pork and mushrooms. He shoved the spring rolls into his mouth. The red sauce trickled down from his lips, down over his chin onto his black jacket.

'Aaaah,' he said. 'Ooooooh.'

20 He sounded like he was loving it, or he was in pain, or both those things together. I held the tray closer to his chin. He dipped and licked and groaned.

His fingers were twisted and stunted. His knuckles were swollen.

'Put the aspirin in,' he said.

I put two aspirin in the sauce and he picked them out and swallowed them.

25 He belched and belched. His hand slipped to his side again.

His head slumped back against the wall.

'Food of the gods,' he whispered. '27 and 53.'

30 I put the tray down on the floor beside him and shone the torch on him. There were hundreds of tiny creases and cracks all over his pale face. A few fine colourless hairs grew on his chin. The red sauce below his lips was like congealed blood. When he opened his eyes again, I saw the tiny red veins like a dark net across the whites of his eyes. There was a smell of dust, old clothes, dry sweat.

ISEB Assessments Year 6 English Test 1

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, B and C.
- Vocabulary, spelling, grammar, punctuation and presentation are all important and will be taken into account.

SAMPLE

NOTE TO TEACHERS

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Feeding Skellig

Source material: Extract 1 from *Skellig* by David Almond

Michael has just moved to a new house and in the dilapidated garage filled with bric-a-brac he finds a strange man. Although the man is hostile, he is also weak and in need of care. Michael asks him how he can help and the man asks for aspirin and numbers 27 and 53 – dishes from the local Chinese takeaway.

SECTION 1A: COMPREHENSION

(25 marks)

1A-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, including the number of marks available. Answer in proper sentences.

1. Where in the garage is the old man hidden? (1)
2. What is number 27 and what is number 53? (1)
3. Name two things that are in number 53? (2)
4. The author uses the word 'squeaked' when writing about the way the old man speaks (lines 4, 9 and 12). What does this word suggest about the way the old man's voice sounds? (2)
5. Describe IN YOUR OWN WORDS what the face of the old man looks like. (2)
6. The sentences in lines 13 to 17 are all short. Why do you think the author has written them like this? (2)

1A-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 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 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. What do you think runs across Michael's foot (line 2)? Explain your answer briefly. (1)
2. What do you notice about the words 'I held the takeaway tray across the tea chests towards him' (line 10)? (1)
3. The author has used a number of words, like 'squeaked', that mirror sounds.
 - (a) Write down two such words from the extract (apart from 'squeak'). (2)
 - (b) For each of the words you have written down explain what it means and why you think the author has used it. (2)
4. Why do you think the author spends so much time (lines 14–19) describing the man eating his meal? (2)
5. What does the sentence 'He sounded like he was loving it, or he was in pain, or both these things together' (lines 20–21) tell us about the man? (2)

1A-3 – Reading Range

The questions in this section will examine how well you understand who the text is written for and its purpose. The section carries 5 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. The man in this extract remains mysterious. What elements in this extract add to an atmosphere of mystery? (3)
2. How old do you think Michael is? Explain your answer briefly. (2)

SECTION 1B: LANGUAGE BASICS

(15 marks)

1B-1 – Sentence Construction

The main purpose of this section is to examine how well you can use different sentence types and constructions depending on what you are trying to say. The section carries 5 marks.

Read the question carefully and answer on a separate sheet.

In the following extract the author wants to persuade people to buy Chinese food from him, but the language he has used is not very persuasive! Re-write the passage and make any changes you think are necessary to make it sound more persuasive to the reader.

The food from Deng Xiao's is quite good. There are many different dishes, both starters and main courses. You can mix different meats and sauces. Apparently our food is also very varied and spicy. For your next evening out you might want to come to Deng Xiao's Chinese Restaurant.

(5)

1B-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 playscript, so that it becomes normal prose which contains direct speech.

MICHAEL: I'll try to get you some more food tomorrow.

OLD MAN: Don't worry about me. I'll be fine.

MICHAEL: I doubt it. When I come again shall I bring you more aspirin?

OLD MAN: Yes. And 27 and 53. Food of the gods.

(5)

1B-3 – Accurate and Imaginative Use of Words

The questions in this section will ask you to show that you can use words accurately and imaginatively to bring a sentence to life. The section carries 5 marks.

Read each question carefully and then write out the whole sentence on your answer sheet.

In the following passage there are a number of mistakes and some words don't match up. Re-write the sentences so that the words agree and the passage makes sense.

Michael bends down to the old man. He looks at her carefully and nod slowly. He then points to some strange boxes and asks him about their.
'None of them are mine,' he squeaks, knotting he hands. (5)

SECTION 1C: COMPOSITION

(25 marks)

The questions in this section will examine how well you can write in various different ways, using exciting language and thinking carefully about layout and structure. You will also be marked on spelling, grammar and handwriting. The section carries 25 marks.

Read the questions carefully and answer BOTH of them.

1. Imagine you are Michael. You are trying to persuade the old man to see the doctor who comes to check up on your baby sister every day. Write what you might tell Skellig, bearing in mind that he is obviously wary of people and wants to be left alone to die in peace. (15)
2. Write a short descriptive piece about your favourite food. Your aim should be to describe it as vividly as possible, so remember to appeal to the reader's sense of taste and smell. (10)

ISEB Assessments Year 6 English Test 1 Mark Scheme

Author: Tom Cross



This document consists of a full set of answers to the questions in Year 6 English Test 1.

Total marks: 65

These answers are part of *Year 6 English Test 1.zip*, which also contains:

Year 6 English Test 1.pdf

(the test)

Year 6 English Test 1 Teacher's Document.pdf

(the teacher's document)

Year 6 English Test 1 Extract.pdf

(the extract)

SAMPLE

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Feeding Skellig

SECTION 1A: COMPREHENSION

1A-1 – Reading to Understand

Question	Answer	Mark	Additional Guidance
1. Where is old man hidden?	behind the tea chests	1	
2. What is number 27 and 53?	- no. 27: spring roll - no. 53: pork char sui	1	Numbers must be allocated to correct food for full marks.
3. Two things in no. 53?	- pork - mushrooms - beansprouts - sauce	2	1 mark per ingredient.
4. What does 'squeaked' suggest about man's voice?	- high-pitched - short sounds - quite quiet - grates, has not been used often	2	1 mark per point.
5. What does face look like in own words?	In words of extract: - creased and cracked - pale - fine colourless hairs on his chin - red veins across the whites of his eyes	2	1 mark per point. Must be in own words to gain full marks.
6. Why sentences in lines 13 to 17 short?	- shows how slowly man eats, with lots of pauses - man can only do little things at one time in short bursts - shows breathlessness of man eating: a tumble of sentences - lists events as though happening quickly one after the other	2	1 mark per brief point or 2 marks for more detailed explanation.

1A-2 – Reasoning and Analysis

Question	Answer	Mark	Additional Guidance
1. What runs across Michael's foot?	<ul style="list-style-type: none"> - insect, arachnid or mouse - something that moves lightly and quickly ('skittered') 	1	Explanation should refer to inference from 'skittered'.
2. What do you notice about line 10?	<ul style="list-style-type: none"> - words start with the same letters/sounds - repeat 't' sound - it's alliteration 	1	Any point.
3. (a) Write down two onomatopoeic words	<ul style="list-style-type: none"> - scuttling - scratching - groaned - slurped - slumped 	2	1 mark per word.
(b) What do they mean and why are they used?	<p>[in the same order as above]</p> <ul style="list-style-type: none"> - run with short quick steps: shows nervous movements and thus builds tension - nails moving against hard surface: sets eerie atmosphere - make a deep sound: shows that man cannot speak and conveys pain and pleasure - eats with loud sucking sound: shows his hunger and lack of manners - fall heavily and limply: shows how weak man is, cannot hold head up 	2	1 mark for explanation of meaning and effect.
4. Why man eating meal described in such detail?	<ul style="list-style-type: none"> - shows that it takes a long time - shows how starved man is - is important to man - is the only thing man and Michael share - is the beginning of a bond between the man and Michael 	2	1 mark per brief point or 2 marks for more detailed explanation.
5. What do lines 20–21 (loving it, in pain or both) tell us about the man?	<ul style="list-style-type: none"> - he has not eaten for a long time and it is both painful and paradisiacal for him - he is extremely weak and pleasure also brings pain - cannot express himself articulately yet - he is absolutely overwhelmed by the sensations 	2	1 mark per brief point or 2 marks for more detailed explanation.

1A-3 – Reading Range

Question	Answer	Mark	Additional Guidance
1. What elements add mystery to the story?	<ul style="list-style-type: none"> - strange sounds as Michael enters - shining torch – suggests it is dark - something skittering across his foot - twisted and stunted fingers: deformity of man - strange food - strange way the man speaks - his appearance – sauce like blood, blood-shot eyes 	3	1 mark per element.
2. How old is Michael?	<ul style="list-style-type: none"> - about 10–12 - curious about what is going on, but not scared - adventurous - helpful and not scared of strange happenings - not yet world-wise or preoccupied with himself 	2	1 mark per brief point or 2 marks for more detailed explanation.

SECTION 1B: LANGUAGE BASICS**1B-1 – Sentence Construction**

Question	Answer	Mark	Additional Guidance
Re-write to make persuasive	Answers will vary. Look for use of pronoun to involve reader (we, you), rhetorical questions, repetition, groups of three, emotive appeal, reference to children, presenting opinion as facts, commands and exhortations, persuasive connectives such as 'surely', 'everyone knows'.	5	1 mark per technique used up to a maximum of 3. 2 marks for overall success of piece at persuading prospective customers.

1B-2 – Punctuation

Question	Answer	Mark	Additional Guidance
Re-write playscript into direct speech	Answers will vary, depending on where the attribution (if any) is placed. New speech must start on new line.	5	1 mark per correctly punctuated speech up to a maximum of 4. 1 mark for interesting transposition into prose (choice and location of attribution).

1B-3 – Accurate and Imaginative Use of Words

Question	Answer	Mark	Additional Guidance
Word agreement	Michael bends down to the old man. He looks at her him carefully and nods slowly. He then points to some strange boxes and asks him about their them . 'None of them are is mine,' he squeaks, knotting he his hands.	5	1 mark per correction.

SECTION 1C: COMPOSITION

1. Michael tries to persuade Skellig to see the doctor (short persuasive piece) (15)

Assessment Focus	Marks Available
Language and Style Formal language, more select vocabulary, detached style, persuasive techniques. Sentence structure to complement meaning.	5
Genre Uses conventions of persuasive writing: biased presentation of facts, pre-empting counter-arguments, examples, direct address to audience.	4
Structure Extract has clear beginning, middle and end; arguments progress smoothly in the main section, paragraphs used to separate observations.	3
Accuracy of Language Accurate spellings; correct punctuation and grammar.	3

2. Short descriptive piece about favourite food (10)

Assessment Focus	Marks Available
Language and Style A range of literary techniques used (e.g. similes, metaphors, onomatopoeia, alliteration) to make the experience vivid; sensory language; descriptive language; more select vocabulary; emotional, personal style; sentence structure to complement meaning.	4
Creativity Freshness of approach, personal point of view, original interpretation of the topic, focus maintained throughout piece.	2
Structure Extract has clear beginning, middle and end; description follows a logical progression; paragraphs used to separate topics or for effect.	2
Accuracy of Language Accurate spellings; correct punctuation and grammar.	2

ISEB Assessments Year 6 English Test 1 Teacher's Document

Author: Tom Cross



Introduction

This test is the first in a series of three based on extracts from *Skellig* by David Almond. Test 1 is based on extract 1 of 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 6 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 6 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 6 English Test 1.zip*, which also contains:

<i>Year 6 English Test 1.pdf</i>	(the test)
<i>Year 6 English Test 1 Mark Scheme.pdf</i>	(the mark scheme)
<i>Year 6 English Test 1 Extract.pdf</i>	(the extract)

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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 schemes 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 use 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, 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.