

# ISEB Assessments

## Year 8 English Test 2

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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'Dulce et Decorum Est' by Wilfred Owen (1920)

Bent double, like old beggars under sacks,  
Knock-kneed, coughing like hags, we cursed through sludge,  
Till on the haunting flares we turned our backs  
And towards our distant rest began to trudge.  
5 Men marched asleep. Many had lost their boots  
But limped on, blood-shod. All went lame; all blind;  
Drunk with fatigue; deaf even to the hoots  
Of tired, outstripped Five-Nines that dropped behind.

10 Gas! GAS! Quick, boys! — An ecstasy of fumbling,  
Fitting the clumsy helmets just in time;  
But someone still was yelling out and stumbling,  
And flound'ring like a man in fire or lime...  
Dim, through the misty panes and thick green light,  
As under a green sea, I saw him drowning.

15 In all my dreams, before my helpless sight,  
He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace  
Behind the wagon that we flung him in,  
And watch the white eyes writhing in his face,  
20 His hanging face, like a devil's sick of sin;  
If you could hear, at every jolt, the blood  
Come gargling from the froth-corrupted lungs  
Obscene as cancer, bitter as the cud  
Of vile, incurable sores on innocent tongues, —  
25 My friend, you would not tell with such high zest  
To children ardent for some desperate glory,  
The old Lie: Dulce et decorum est  
Pro patria mori.

**'Dulce et Decorum Est'**

Source material: 'Dulce et Decorum Est' by Wilfred Owen.

***The passage is a poem written during the First World War (1914–1918) about a gas attack. Wilfred Owen fought in the war himself, so would have witnessed the events he is describing.***

**SECTION 2A: COMPREHENSION**

(25 marks)

**2A-1 – Reading to Understand**

*The main purpose of this section is to assess your ability to retrieve information from the text, your knowledge of vocabulary and your thoughts about the author's use of punctuation and sentence construction. The section carries 8 marks.*

*Read the questions carefully, deduce how you should answer each question from the marks available and then answer in complete sentences.*

1. Describe IN YOUR OWN WORDS two things the soldiers suffer from as they return to base. (2)
2. What do you think "Five-Nines" (line 8) are? Explain your answer briefly. (1)
3. Explain the effect of the punctuation and the use of capital letters in line 9. (2)
4. Owen uses very graphic language to show the effect of a gas attack, like in lines 21–22 ("blood / Come gargling from the froth-corrupted lungs"). Describe, IN YOUR OWN WORDS, what is happening to the soldier in these lines. (3)

**2A-2 – Reasoning and Analysis**

*The main purpose of this section is to assess your ability to understand how language is used by the author, your response to the extract as well as your ability to make deductions from a given text. The section carries 12 marks.*

*Read the questions carefully, deduce how you should answer each question from the marks available and then answer in complete sentences.*

1. Owen uses alliteration to make his account more vivid. Write down one example and explain its effect. (2)
2. Why do you think the author has capitalised the word “Lie” (line 27)? (1)
3. Explain in what way the following words from lines 9–11 are effective on their own and in combination with the others: “fumbling”, “clumsy” and “stumbling”. (3)
4. The author uses a number of literary techniques to make his account more engaging.
  - (a) Name three different techniques the author uses and give an example from the text for each one. (3)
  - (b) For each of the three techniques you have chosen, explain in what way each one is effective. (3)

**2A-3 – Reading Range**

*The main purpose of this section is to assess your ability to identify the audience, purpose, layout and language features of a text. The section carries 5 marks.*

*Read the questions carefully, deduce how you should answer each question from the marks available and then answer in complete sentences.*

1. Who do you think the poem is written for? Explain your answer with reference to the text. (2)
2. Do you think Owen wants to shock or warn? Use at least one quote to support your arguments. (3)

## SECTION 2B: LANGUAGE BASICS

(15 marks)

### 2B-1 – Sentence Construction

*The main purpose of this section is to assess your ability to use different sentence types and constructions depending on the content of the text. The section carries 5 marks.*

*Read the question carefully and answer on a separate sheet.*

Re-write the following sentences so that you use connectives to order sentences and help the flow of the passage.

We waited a whole week at base camp. We went up to the front line trenches, where we would spend the next week. We had all had to check our kit to make sure everything was in good working order. The whole week in the front line we waited nervously for the order to attack. No order came. We marched back to the second line of trenches. It was much more relaxed here. We were still on constant alert, as you could never know when the Hun might attack and we might be posted to the front line. (5)

### 2B-2 – Punctuation

*The main purpose of this section is to assess your ability to use various types of punctuation correctly. The section carries 5 marks.*

*Read the question carefully and answer on a separate sheet.*

Copy the text below and add the missing punctuation marks where required.

We lined up for inspection Charlie Ginger and Woody. The sergeant looked closely at every detail buttons boots and bayonets. Woe betide the private whose buttons or boots didn't shine he would spend the next day cleaning the latrines. (5)

**2B-3 – Accurate and Imaginative Use of Words**

*The main purpose of this section is to assess your ability to 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 questions carefully and answer on a separate sheet.*

1. In the following passage the author has used two similes that are not very exciting. Try to think of more original ones.

The sky was as red as blood as he ran like the wind, trying to escape from the enemy. (2)

2. In the following passage the author has used a number of homophones incorrectly. Note these down, explain what each one means and write the word that should have been used next to your explanation.

The guns fired at the same thyme, felling the men, before they new what was happening. They didn't even have a chance to say there last prayers. (3)

**SECTION 2C: COMPOSITION**

(25 marks)

*The main purpose of this section is to assess your appreciation of layout and design as well as the conventions of various literary genres and your use of these. In addition, your use of language, style and structure will be assessed as will accuracy of grammar and spellings. The section carries 25 marks.*

*Read the questions carefully and answer BOTH of them. In response to each question you should write about half a page.*

1. Design a poster warning against the dangers of a gas attack and the importance of carrying a gas mask at all times. Your drawings do not have to be accurate and you do not have to use colour (though you can indicate which colours you would use), but you should show that you can use text and layout effectively to get your message across. (10)
2. Write a short extract – for a newspaper or magazine – in which you report on fighting action in the First World War. You may choose to use some information from Owen's poem. (15)

# ISEB Assessments Year 8 English Test 2 Mark Scheme

Author: Tom Cross



This document consists of a full set of answers to the questions in Year 8 English Test 2.

Total marks: 65

These answers are part of *Year 8 English Test 2.zip*, which also contains:

*Year 8 English Test 2.pdf*

(the test)

*Year 8 English Test 2 Teacher's Document.pdf*

(the teacher's document)

*Year 8 English Test 2 Extract.pdf*

(the poem)

SAMPLE

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**‘Dulce et Decorum Est’**

**SECTION 2A: COMPREHENSION**

**2A-1 – Reading to Understand**

<b>Question</b>	<b>Answer</b>	<b>Mark</b>	<b>Additional Guidance</b>
1. Two things soldiers suffer from	<ul style="list-style-type: none"> <li>- weight of kit</li> <li>- tired / weak / aching legs</li> <li>- coughing</li> <li>- tired / worn out</li> <li>- bloody feet</li> </ul>	2	1 mark per point.  Must be in own words to gain full marks.
2. What are Five-Nines?	ammunition shells (five-nine refers to their calibre: 5.9 inches)	1	Accept any answer that is sensible.
3. Use of punctuation in line 9	<ul style="list-style-type: none"> <li>- exclamation marks convey urgency / surprise</li> <li>- capitals mirror panic / surprise / urgency</li> <li>- dash shows pause of shocked surprise</li> <li>- punctuation breaks up flow reflecting panic / slow dawning of situation</li> </ul>	2	1 mark per point made.
4. Explain what is happening in lines 21–22 in own words	<ul style="list-style-type: none"> <li>- spitting out blood (“blood / Comes”)</li> <li>- choking on his own blood, it is in the back of his throat, making a noise there (“gargling”)</li> <li>- the lungs are slowly dissolving (“froth-corrupted”)</li> </ul>	3	1 mark per element.  Must be in own words to gain full mark.

## 2A-2 – Reasoning and Analysis

Question	Answer	Mark	Additional Guidance
1. Alliteration and effect	<ul style="list-style-type: none"> <li>- “bent double ... beggars”: heavy weight of “b” matches their burden</li> <li>- “Knock-kneed”: thin “n” sound shows uncertainty of tread</li> <li>- “coughing ... cursed”: “k” sound resembles hacking of cough</li> <li>- “watch ... white ... writhing”: whisper of astonishment, mumbling of terror</li> <li>- “devil’s sick of sin”: sharp, aggressive sound, mirrors the bite of the gas</li> </ul>	2	<p>1 mark for identifying alliteration.</p> <p>1 mark for explaining effect.</p>
2. Capitalisation of Lie	<ul style="list-style-type: none"> <li>- it is more than just an ordinary lie, it’s a maxim or motto</li> <li>- shows dominance of the lie</li> <li>- it’s what the whole poem (and the war) revolves around</li> </ul>	1	Any point.
3. Effectiveness of “fumbling”, “clumsy” and “stumbling”	<ul style="list-style-type: none"> <li>- “fumbling” suggests they are not practised or are panicked</li> <li>- “clumsy” could also mean the soldiers, not just the helmets; suggests makeshift equipment, not made for soldiers’ ease or comfort</li> <li>- “stumbling” shows the slow, tripping movements of the gassed</li> <li>- all three have “um” (assonance) and “l” (alliteration) sound, making them dark and awkward – lumbering and clumsy</li> <li>- stumbling and fumbling rhyme, bracketing the image</li> </ul>	3	<p>1 mark per point made.</p> <p>To gain full marks pupils must have discussed words separately and together.</p>



## 2A-3 – Reading Range

Question	Answer	Mark	Additional Guidance
1. Who is the poem written for?	<ul style="list-style-type: none"> <li>- a friend</li> <li>- someone who believes it is good to die for your country</li> <li>- the general public to show them the horror of war</li> <li>- young men going to the front; to show them what they are fighting for is a sham</li> </ul>	2	<p>1 mark per point and explanation.</p> <p>2 marks for a point with a more detailed explanation.</p>
2. Does Owen want to shock or warn the reader?	<p>shock:</p> <ul style="list-style-type: none"> <li>- graphic descriptions</li> <li>- focus on one person dying</li> <li>- casual way they deal with corpse</li> </ul> <p>warning:</p> <ul style="list-style-type: none"> <li>- direct address to reader</li> <li>- focus on new type of weapon</li> <li>- reference to the “old Lie”</li> </ul>	3	<p>1 mark per point made, up to 2 points.</p> <p>Candidates do not have to make a balanced argument.</p> <p>1 mark for apt quote.</p>

## SECTION 2B: LANGUAGE BASICS

## 2B-1 – Sentence Construction

Question	Answer	Mark	Additional Guidance
Re-write using connectives	<p>Answers will vary.</p> <p>One possibility is:</p> <p>We waited a whole week at base camp. <b>Finally</b>, we went up to the front line trenches, where we would spend the next week. <b>Beforehand</b>, we had all had to check our kit to make sure everything was in good working order. The whole week in the front line we waited nervously for the order to attack. <b>Fortunately</b>, no order came. <b>So</b>, we marched back to the second line of trenches. It was much more relaxed there. <b>However</b>, we were still on constant alert, as you could never know when the Hun might attack and we might be posted to the front line.</p>	5	<p>1 mark per appropriate connective.</p> <p>No marks should be awarded for combining sentences using conjunctions.</p>

**2B-2 – Punctuation**

Question	Answer	Mark	Additional Guidance
Add correct punctuation	We lined up for inspection: Charlie, Ginger and Woody. The Sergeant looked closely at every detail: buttons, boots and bayonets. Woe betide the private whose buttons or boots didn't shine! or . He would spend the next day cleaning the latrines.	5	1 mark per correct punctuation mark.  Marks may be deducted for blatantly wrong punctuation (e.g. latrine's).

**2B-3 – Accurate and Imaginative Use of Words**

Question	Answer	Mark	Additional Guidance
1. More exciting similes	Answers will vary.	2	1 mark per good attempt.
2. Homophones	thyme (a spice) – time new (opposite of old) – knew there (a distant place) – their	3	Half a mark per homophone spotted.  Half a mark per correct (brief) explanation.

**SECTION 2C: COMPOSITION**

## 1. Poster (10)

<b>Assessment Focus</b>	<b>Marks Available</b>
Genre Use of imperatives; emotional appeal; shortened language; clear sentence structure; address to reader.	5
Structure Clear headers; catchy main message; pictures, bullet points; clear layout; concise and efficient use of text.	5

## 2. Short Newspaper Article on Fighting Action in the First World War (15)

<b>Assessment Focus</b>	<b>Marks Available</b>
Language and Style Formal language; more select vocabulary; detached style; emotional and descriptive language where appropriate; sentence structure to complement meaning.	4
Genre Use of conventions of journalistic writing: passive voice where appropriate, testimonials, direct speech, opening paragraph answers some questions but raises others and invites the reader to read on.	5
Structure Extract has clear beginning, middle and end; report progresses smoothly in the main section; paragraphs used to separate observations.	3
Accuracy of Language Accurate spellings; correct punctuation and grammar.	3

# ISEB Assessments

## Year 8 English Test 2

### Teacher's Document

Author: Tom Cross



## Introduction

This test is the second in a series of three based on an extract from *War Music* by Christopher Logue and 'Dulce et Decorum Est' by Wilfred Owen. Test 2 is based on 'Dulce et Decorum Est'.

Total marks: 65

Time allocation:

<b>Reading time</b>	10 minutes
<b>Section A</b>	40 minutes
<b>Section B</b>	30 minutes
<b>Section C</b>	40 minutes
<b>Total</b>	2 hours

Each test in the series is designed as a separate form of assessment for year 8 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 two primary source texts. The first test revolves around the extract from *War Music*, and the second test around 'Dulce et Decorum Est'. The third test is based on a comparison of the two.

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 8 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 8 English Test 2.zip*, which also contains:

<i>Year 8 English Test 2.pdf</i>	(the test)
<i>Year 8 English Test 2 Mark Scheme.pdf</i>	(the mark scheme)
<i>Year 8 English Test 2 Extract.pdf</i>	(the poem)

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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 8 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 12 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.