

Extract 1: The Whale is Hungry  
from *Just So Stories* by Rudyard Kipling (1902)

In the sea, once upon a time, O my Best Beloved, there was a Whale, and he ate fishes. He ate the starfish and the garfish, and the crab and the dab, and the plaice and the dace, and the skate and his mate, and the mackerel and the pickereel, and the really truly twirly-whirly eel. All the fishes he could find in all the sea he ate with his mouth – so! Till at last there was only one small fish left in all the sea, and he was a small 'Stute Fish, and he swam a little behind the Whale's right ear, so as to be out of harm's way. Then the Whale stood up on his tail and said, 'I'm hungry.' And the small 'Stute Fish said in a small 'stute voice, 'Noble and generous Cetacean, have you ever tasted Man?'

10 'No,' said the Whale. 'What is it like?'

'Nice,' said the small 'Stute Fish. 'Nice but nubbly.'

'Then fetch me some,' said the Whale, and he made the sea froth up with his tail.

15 'One at a time is enough,' said the 'Stute Fish. 'If you swim to latitude Fifty North, longitude Forty West (that is Magic), you will find, sitting on a raft, in the middle of the sea, with nothing on but a pair of blue canvas breeches, a pair of suspenders (you must not forget the suspenders, Best Beloved), and a jack-knife, one shipwrecked Mariner, who, it is only fair to tell you, is a man of infinite-resource-and-sagacity.'

20 So the Whale swam and swam to latitude Fifty North, longitude Forty West, as fast as he could swim, and on a raft, in the middle of the sea, with nothing to wear except a pair of blue canvas breeches, a pair of suspenders (you must particularly remember the suspenders, Best Beloved), and a jack-knife, he found one single, solitary shipwrecked Mariner, trailing his toes in the water.  
25 (He had his Mummy's leave to paddle, or else he would never have done it, because he was a man of infinite-resource-and-sagacity.)

30 Then the Whale opened his mouth back and back and back till it nearly touched his tail, and he swallowed the shipwrecked Mariner, and the raft he was sitting on, and his blue canvas breeches, and the suspenders (which you must not forget), and the jack-knife – He swallowed them all down into his warm, dark, inside cupboards, and then he smacked his lips – so, and turned round three times on his tail.

cetacean: a whale

jack-knife: a large knife with a folding blade (like a large penknife)

suspenders: straps for holding up trousers; braces

sagacity: having good judgement, wise

Extract 2: The Mariner Reaches England  
from *Just So Stories* by Rudyard Kipling (1902)

So the Whale swam and swam and swam, with both flippers and his tail, as hard as he could for the hiccups; and at last he saw the Mariner's natal-shore and the white-cliffs-of-Albion, and he rushed half-way up the beach, and opened his mouth wide and wide and wide, and said, 'Change here for  
5 Winchester, Ashuelot, Nashua, Keene, and stations on the Fitchburg Road;' and just as he said 'Fitch' the Mariner walked out of his mouth. But while the Whale had been swimming, the Mariner, who was indeed a person of infinite-resource-and-sagacity, had taken his jack-knife and cut up the raft into a little square grating all running criss-cross, and he had tied it firm with his  
10 suspenders (now you know why you were not to forget the suspenders!), and he dragged that grating good and tight into the Whale's throat, and there it stuck! Then he recited the following Sloka, which, as you have not heard it, I will now proceed to relate –

15 'By means of a grating  
I have stopp'd your ating.'

For the Mariner he was also an Hi-ber-ni-an. And he stepped out on the shingle, and went home to his mother, who had given him leave to trail his toes in the water; and he married and lived happily ever afterwards. So did the Whale. But from that day on, the grating in his throat, which he could neither  
20 cough up nor swallow down, prevented him eating anything except very, very small fish; and that is the reason why whales nowadays never eat men or boys or little girls.

The small 'Stute Fish went and hid himself in the mud under the Door-sills of the Equator. He was afraid that the Whale might be angry with him.

25 The Sailor took the jack-knife home. He was wearing the blue canvas breeches when he walked out on the shingle. The suspenders were left behind, you see, to tie the grating with; and that is the end of that tale.

jack-knife: a large knife with a folding blade (like a large penknife)

suspenders: straps for holding up trousers; braces

sagacity: having good judgement, wise

# ISEB Assessments

## Year 3 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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## Comparing the Two Extracts

Source material: Extracts 1 and 2 from *Just So Stories* by Rudyard Kipling

***Both extracts together tell nearly the whole story of ‘How the Whale got his Throat’.***

### 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 12 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. Apart from the Mariner, which person is mentioned in both extracts? (1)
2. What does the Whale do in both extracts? (1)
3. Which two items does the Sailor leave behind? (1)
4. What do you think the “blue canvas breeches” would be called nowadays? (1)
5. What do you think were the most important words in both extracts? Explain your point of view briefly. (4)
6. The author sometimes uses furnishings to describe places or things. Can you find an example of this in each extract and explain what the author means in each case? (4)

### 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 8 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. In both extracts the author repeats some words in the same sentence. List one time when this happens and explain what effect this has. (2)
2. Why do you think the author writes so many words with capital letters at the beginning (e.g. Whale, Man, Mariner)? (1)
3. The author refers to the reader directly a number of times (e.g. extract 1, line 17 and extract 2, line 10). What effect does this have? (1)
4. Do you think the 'Stute Fish told the Whale to eat a man on purpose, thinking the man would stop the Whale eating everything up? Try to briefly explain your answer. (4)

### 3A-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. Which of the following categories best fits the story? Write down your choice and then try to give some reasons for your answer.  
Fairy Tale  
Science-fiction  
Fantasy  
Fable  
Myth  
Historical fiction (1)
2. Who do you think this story is written for? Who might enjoy it? Try to explain your answer briefly. (4)

**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 each question carefully and then write out each sentence so that it makes proper sense on your answer sheet.*

Combine each pair of sentences using a conjunction (like *and*, *or*, *but*, *so*, or *for*) so that they form one sentence. See if you can use any conjunction only once!

1. The Whale could not find anything to eat. He swam around looking for food.
2. The Mariner stepped out of the Whale's mouth. He set his foot on dry land.
3. The 'Stute Fish could hide. He could face the anger of the Whale.
4. The Sailor could not swim. He could sail.
5. The Sailor dipped his toes in the water. His mother had allowed it. (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 sentences, putting speech marks (" ") around the words actually being said,

*e.g. Look! the Fish said. There's the Whale. → "Look!" the Fish said. "There's the Whale."*

1. Please don't eat me, the starfish begged.
2. The Whale laughed, You will be so munchy and crunchy, I have to eat you.
3. But I am spiny and bony, the starfish argued.
4. Is that so? the Whale mused. In that case I may need a tin opener.
5. I have heard, the starfish advised, that there are tin openers a few thousand miles to the south. (5)

### 3B-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.*

Add adjectives to the following sentences to make them more lively.

1. The \_\_\_\_\_ fish swam as quickly as it could to escape from the Whale.
2. The crab scuttled underneath the \_\_\_\_\_ log.
3. The Whale's skin was \_\_\_\_\_.
4. The Sailor clung to his \_\_\_\_\_ raft.
5. The \_\_\_\_\_ seaweed swayed in the waves. (5)

### SECTION 3C: COMPOSITION

(25 marks)

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

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

1. An Underwater Adventure
2. Write a story about a time when you saw an animal that really impressed you.
3. Write a story that begins with the following sentence: 'The wind blew hard into the sails, threatening to rip them to pieces.'
4. If I Were a Fish

(25)

# ISEB Assessments Year 3 English Test 3 Mark Scheme

Author: Tom Cross



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

Total marks: 65

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

*Year 3 English Test 3.pdf*

(the test)

*Year 3 English Test 3 Teacher's Document.pdf*

(the teacher's document)

*Year 3 English Test 3 Extract.pdf*

(the extracts)

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## NOTE TO TEACHERS

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## Comparing the Two Extracts

## SECTION 3A: COMPREHENSION

## 3A-1 – Reading to Understand

Question	Answer	Mark	Additional Guidance
1. Which person apart from Mariner mentioned in both extracts?	his mother / mummy	1	
2. What does Whale do in both extracts?	- swim and swim - opens his mouth	1	Any point.
3. Which two items does the Sailor leave behind?	- the suspenders - the raft	1	Half a mark per item.
4. What are blue canvas breeches called nowadays?	jeans	1	
5. Most important words and why?	Answers will vary. Some suggestions: - jack-knife: the Mariner uses it to cut up the wood - the suspenders: constantly referred to, Mariner uses them to tie the grating together - the Whale: one of the main characters; the story is about it - the Mariner: he beats the Whale - the 'Stute Fish: he starts the adventure	4	1 mark per brief point and explanation or 2 marks for more detailed explanation.  Words must be in both extracts.
6. Furnishings used in descriptions. What are they and what do they mean?	Use of furniture: - "inside cupboards" (Ex 1) - "Door-sills of the Equator" (Ex 2) what they mean: - stomach, guts, intestines / insides - the lowest part, the bottom of the sea	4	1 point per use of furniture up to a maximum of 2.  1 point per explanation.

**3A-2 – Reasoning and Analysis**

Question	Answer	Mark	Additional Guidance
1. Repetition: name an instance and explain effect	instances: - “swam and swam” (Ex 1, line 20) - “back and back and back” (Ex 1, line 27) - “swam and swam and swam” (Ex 2, line 1) - “wide and wide and wide” (Ex 2, line 4) effect: - shows that it is being done for a long time - underlines the action	2	1 mark for quote.  1 mark for explanation.
2. Why words capitalised?	- they are mythical beings - they are the first of their kind - they are the important characters in the story	1	Any point.
3. Effect of direct address to reader	- draws reader in - makes reader feel more involved - is like telling a story to someone - it’s as though the story was written especially for the reader	1	Any point.
4. Did 'Stute Fish set the Whale up?	yes: - fish hides afterwards, so feels guilty - knew man was resourceful and wise - he suggests that the whale should eat a man - he would otherwise have been next on the whale’s menu - his name suggests that he is clever and has been thinking ahead no: - he warned the whale that man might be tricky - could not know what man was going to do - hides only because whale might feel he is responsible	4	1 mark per brief point and explanation or 2 marks for more detailed explanation.

## 3A-3 – Reading Range

Question	Answer	Mark	Additional Guidance
1. What type of story?	- fairy tale - fable - myth	1	Any one of these is acceptable.
2. Who is story written for?	Answers will vary. Answers should give some indication of who would enjoy the story (at least age and gender) and why.	4	Reward clarity of expression and use of story to support arguments.

## SECTION 3B: LANGUAGE BASICS

## 3B-1 – Sentence Construction

Question	Answer	Mark	Additional Guidance
Join sentences with conjunctions	Answers may vary. 'Standard' version is: 1. The Whale could not find anything to eat, <b>so</b> he swam around looking for food. 2. The Mariner stepped out of the Whale's mouth, <b>and</b> set his foot on dry land. 3. The 'Stute Fish could hide, <b>or</b> he could face the anger of the Whale. 4. The Sailor could not swim, <b>but</b> he could sail. 5. The Sailor dipped his toes in the water, <b>for</b> his mother had allowed it.	5	1 mark per successful combination.  Half to 1 mark may be deducted if conjunctions are repeated.

**3B-2 – Punctuation**

Question	Answer	Mark	Additional Guidance
Speech marks around direct speech	1. "Please don't eat me," the starfish begged. 2. The Whale laughed, "You will be so munchy and crunchy, I have to eat you." 3. "But I am spiny and bony," the starfish argued. 4. "Is that so?" the Whale mused. "In that case I may need a tin opener." 5. "I have heard," the starfish advised, "that there are tin openers a few thousand miles to the south."	5	1 mark per direct speech punctuated correctly with speech marks

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

Question	Answer	Mark	Additional Guidance
Add adjectives	Answers will vary.	5	1 mark per adjective  You may choose to award only half a mark for commonplace words

**SECTION 3C: COMPOSITION**

For all titles (25)

Assessment Focus	Marks Available
Language and Style Adjectives and adverbs used to bring scenes to life; interesting choice of verbs; focus on details and feelings; characterisation through action; mixture of dialogue, action and description.	10
Creativity Freshness of approach, personal point of view, originality in interpretation of the topic, focus and freshness maintained throughout.	5
Structure Plot coherent and flows logically; story has clear beginning, middle and end.	5
Accuracy of Language Accurate spellings, correct punctuation and grammar; neat and joined-up handwriting.	5

# ISEB Assessments

## Year 3 English Test 3

### Teacher's Document

Author: Tom Cross



## Introduction

This test is the third in a set of three based on extracts from *Just So Stories* by Rudyard Kipling. Test 3 is based on extracts 1 and 2.

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 3 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 3 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 3 English Test 3.zip*, which also contains:

<i>Year 3 English Test 3.pdf</i>	(the test)
<i>Year 3 English Test 3 Mark Scheme.pdf</i>	(the mark scheme)
<i>Year 3 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 12 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 8 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.