

ISEB Assessments

Year 7 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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Marley's Ghost

Source material: Extract 1 from *A Christmas Carol* by Charles Dickens.

The passage picks up the story just after Ebenezer Scrooge, a miser, has received a shock due to his door-knocker transforming into the ghostly face of his deceased business partner, Jacob Marley.

SECTION 1A: COMPREHENSION

(25 marks)

1A-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. What do you think the author means by "Marley's pigtail" (line 7)? (1)
2. Name one part of a hearse the author mentions in the passage. (1)
3. What is striking about Scrooge's apartment? (2)
4. Find synonyms for the following words in the passage:
startled (line 1)
relinquished (line 3)
irresolution (line 5)
resounded (line 10) (4)

Extract 1: Marley's Ghost
from *A Christmas Carol* by Charles Dickens (1843)

To say that he was not startled, or that his blood was not conscious of a terrible sensation to which it had been a stranger from infancy, would be untrue. But he put his hand upon the key he had relinquished, turned it sturdily, walked in, and lighted his candle.

5 He *did* pause, with a moment's irresolution, before he shut the door; and he *did* look cautiously behind it first, as if he half-expected to be terrified with the sight of Marley's pigtail sticking out into the hall. But there was nothing on the back of the door except the screws and nuts that held the knocker on, so he said "Pooh, pooh!" and closed it with a bang.

10 The sound resounded through the house like thunder. Every room above, and every cask in the wine-merchant's cellars below, appeared to have a separate peal of echoes of its own. Scrooge was not a man to be frightened by echoes. He fastened the door, and walked across the hall, and up the stairs; slowly too, trimming his candle as he went.

15 You may talk vaguely about driving a coach-and-six up a good old flight of stairs, or through a bad young Act of Parliament; but I mean to say you might have got a hearse up that staircase, and taken it broadwise, with the splinter-bar towards the wall and the door towards the balustrades: and done it easy. There was plenty of width for that, and room to spare; which is perhaps the
20 reason why Scrooge thought he saw a locomotive hearse going on before him in the gloom. Half-a-dozen gas-lamps out of the street wouldn't have lighted the entry too well, so you may suppose that it was pretty dark with Scrooge's dip.

Up Scrooge went, not caring a button for that. Darkness is cheap, and Scrooge liked it. But before he shut his heavy door, he walked through his
25 rooms to see that all was right. He had just enough recollection of the face to desire to do that.

Sitting-room, bedroom, lumber-room. All as they should be. Nobody under the table, nobody under the sofa; a small fire in the grate; spoon and basin ready; and the little saucepan of gruel (Scrooge had a cold in his head) upon
30 the hob. Nobody under the bed; nobody in the closet; nobody in his dressing-gown, which was hanging up in a suspicious attitude against the wall. Lumber-room as usual. Old fire-guard, old shoes, two fish-baskets, washing-stand on three legs, and a poker.

Quite satisfied, he closed his door, and locked himself in; double-locked
35 himself in, which was not his custom. Thus secured against surprise, he took off his cravat, put on his dressing-gown and slippers and his night-cap, and sat down before the fire to take his gruel.

hearse: the coach used to carry the coffin at a funeral
dip: a cheap type of candle

1A-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. What is the effect of the italics used in lines 5 and 6? (1)
2. What strikes you about the way the author has adapted the saying of his day “you can drive a coach-and-six through an Act of Parliament” (meaning the laws are so badly worded that it is easy to escape punishment) in lines 15 and 16? (1)
3. Do you think Scrooge is scared? Use short quotes from the passage to support your arguments. (4)
4. The author uses a number of literary techniques to build up tension in the sixth paragraph (lines 27–33).
 - (a) Name three different techniques the author uses and give an example from the text for each one. (3)
 - (b) Explain in what way each of the three techniques you have chosen is effective. (3)

1A-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. *A Christmas Carol* is subtitled “A Ghost Story of Christmas”. What elements of a ghost story can you identify in the passage? (3)
2. In what way does the passage not adhere to the genre of a ghost story? (2)

SECTION 1B: LANGUAGE BASICS

(15 marks)

1B-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.

In the following extract the author has tried to create an exciting piece of writing that is meant to build tension. Change the sentence construction and paragraphing so that the reader feels the tension. (Try not to change the main words, although you may have to leave some out or add some!)

Scrooge looked at the door and looked again. The knocker had changed and now staring at him was no longer a knocker but the face of Jacob Marley, although Marley was dead. Scrooge moaned as the knocker stared at him with piercing eyes, the whole face glowing an eerie greenish light like decaying flesh. Scrooge's teeth chattered and his hands shook as he gazed at this supernatural apparition.

(5)

1B-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 they are required.

Scrooge a tight-fisted hard-working miser of a man never greeted anybody on the street. He spent his days and evenings alone which is how he preferred it. Although he had been friendly in his youth all traces of this were now wiped away.

(5)

1B-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. *A Christmas Carol* was first published in 1843. Write down three words from the extract that point to this being an older text and explain briefly what the words mean. (3)
2. In the following passage the author has used “got” and “get” a lot (all instances have been underlined). Replace these words with more interesting verbs (you may have to change some sentences or words slightly for this).

When Scrooge got to his front door, he got out the key from his pocket. The key did not fit and he didn't get why. But things were about to get even stranger. (2)

SECTION 1C: 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. Shortly after the passage you have read, Marley's ghost appears to Scrooge. Write a short description of the ghost and Scrooge's reaction to it. You do not have to copy Dickens's style (but you can certainly try, if you so wish), but you should try to build up suspense and convey a feeling of terror appropriate to a ghost story. (15)
2. Do you think a ghost story is a fitting type of story for Christmas? Write a brief argument for or against this issue, using evidence from the passage, where applicable. (10)

ISEB Assessments Year 7 English Test 1 Mark Scheme

Author: Tom Cross



This document consists of a full set of answers to the questions in Year 7 English Test 1.

Total marks: 65

These answers are part of *Year 7 English Test 1.zip*, which also contains:

Year 7 English Test 1.pdf

(the test)

Year 7 English Test 1 Teacher's Document.pdf

(the teacher's document)

Year 7 English Test 1 Extract.pdf

(the extract)

SAMPLE

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Marley's Ghost

SECTION 1A: COMPREHENSION

1A-1 – Reading to Understand

Question	Answer	Mark	Additional Guidance
1. What is Marley's pigtail?	a hairstyle, a type of ponytail	1	
2. part of a hearse	- door - splinter-bar (the crossbar in front of the carriage, supporting the springs)	1	1 mark for either.
3. What is striking about Scrooge's apartment?	- only has three rooms - sparsely furnished - sounds like poor man's quarters - run-down / worn-out	2	1 mark per point made.
4. Synonyms	Answers will vary. Some suggestions: startled: shocked, alarmed, taken aback, amazed relinquished: left, given up irresolution: hesitation, not being able to make up his mind, uncertainty resounded: echoed, reverberated, boomed	4	1 mark per synonym.

1A-2 – Reasoning and Analysis

Question	Answer	Mark	Additional Guidance
1. Italics in lines 5 and 6	<ul style="list-style-type: none"> - emphasise that Scrooge carried out the actions / contrast between how he feels and putting on a brave show - slows down story (draws out the 'did') and thus builds tension 	1	Any point.
2. How "coach-and-six" is written	<ul style="list-style-type: none"> - has used juxtaposition of "good old" and "bad young" - brings in staircase to build up image of hearse preceding Scrooge - showing off, as not really relevant to story - using it humorously 	1	Any point.
3. Do you think Scrooge is scared?	<p>No:</p> <ul style="list-style-type: none"> - turns key "sturdily": suggests he is not nervous - says "pooh, pooh!": suggests that he does not take incident seriously - walks slowly: suggests ease and nonchalance - undressing and sitting by fire to eat: everyday activities suggest he is not affected by happenings <p>Yes:</p> <ul style="list-style-type: none"> - he is startled and experiences a terrible sensation - the emphasised "did"s suggest nervous action - "pooh, pooh!" more self-reassurance than real conviction - checks that all is all right: suggests that he is still apprehensive - double-locks himself in: not usual so shows fear 	4	2 marks per explanation of point with supporting quote to a maximum of 4.

<p>4. Literary techniques to build tension in sixth paragraph (a) Name three</p>	<ul style="list-style-type: none"> - short sentences: "All as they should be." - short elements of sentences (heavy punctuation): "Sitting-room, bedroom, lumber-room" - repetition: "nobody" / "lumber-room" - list of objects: old fire-guard, old shoes ... poker" - atmospheric adjectives: "suspicious" 	<p>3</p>	<p>1 mark per technique and quote.</p> <p>Candidates must name techniques to gain full mark.</p>
<p>(b) Explain effect</p>	<p>[In the same order as above]</p> <ul style="list-style-type: none"> - force reader to draw breath more often and thus mirrors nervousness of Scrooge - shows hectic (breathless) search - repetition of "nobody" suggests that there must be (or will be) someone there / some rooms are mentioned twice, mirrors hectic search of Scrooge and that he wants to make absolutely sure - list ending on poker – a possible weapon – suggests that Scrooge might soon have to defend himself; list shows that Scrooge expects something unexpected everywhere - "suspicious" of a dressing gown intimates that not all is as it should be 	<p>3</p>	<p>1 mark per explanation of point and quote.</p>

1A-3 – Reading Range

Question	Answer	Mark	Additional Guidance
1. Elements of a ghost story	<ul style="list-style-type: none"> - Scrooge startled and terrified - ghost suddenly disappears (head of Marley not on back of door) - mention of funerary objects (the hearse) - locking of doors against the supernatural - checking room for intruders - dark interiors, weak candlelight 	3	1 mark per point made.
2. What does not conform to the ghost story genre?	<ul style="list-style-type: none"> - text does not seriously set out to frighten - narrator too friendly and chatty - humour - too roundabout way of narration: focus is not on terror of protagonist 	2	1 mark per point made.

SECTION 1B: LANGUAGE BASICS

1B-1 – Sentence Construction

Question	Answer	Mark	Additional Guidance
Re-write to create more tension	Answers will vary. Look for short sentences, isolation of onomatopoeia for emphasis and use of paragraphs to highlight moments. Capital letters are also a possibility, although these should be used judiciously.	5	<p>1 mark for effective use of paragraphs.</p> <p>1 mark for emphasising onomatopoeia.</p> <p>1 mark for short sentences.</p> <p>2 marks for overall success of piece at building tension.</p>

1B-2 – Punctuation

Question	Answer	Mark	Additional Guidance
Add correct punctuation (commas)	Scrooge, a tight-fisted, hard-working miser of a man, never greeted anybody on the street. He spent his days and evenings alone, [or –] which is how he preferred it. Although he had been friendly in his youth, all traces of this were now wiped away.	5	1 mark per correct punctuation mark.

1B-3 – Accurate and Imaginative Use of Words

Question	Answer	Mark	Additional Guidance
1. Words that suggest the text was written long ago	relinquished – to leave (would not now be used of a key) irresolution – hesitance pigtail – a hair fashion not used now trimming – to prepare a candle by pressing down the wax and shortening the wick coach-and-six – carriage with six horses broadwise – sideways on splinter bar – supporting bar of the carriage locomotive – steam-powered engine gas-lamps – lamps fuelled by gas lumber-room – room for wood or other domestic items gruel – oat porridge washing-stand – a basin for doing the washing in cravat – a kind of tie no longer in common use	3	1 mark per word and definition. No mark for “dip” or “hearse” as in the glossary.
2. Replace get and got with more interesting verbs	Answers may vary. One example is: When Scrooge arrived at got to his front door, he got out removed the key from his pocket. The key did not fit and he didn't get understand why. But things were to get become even stranger.	2	Half a mark for each replacement.

SECTION 1C: COMPOSITION

1. Creative Piece on the Appearance of Marley's Ghost (15)

Assessment Focus	Marks Available
Language and Style A range of literary techniques used (e.g. similes, metaphors, onomatopoeia, alliteration) to make the experience vivid and to build up tension; sensory language; descriptive language; more select vocabulary; emotional, personal style; sentence structure to complement meaning.	6
Creativity Freshness of approach, personal point of view, original interpretation of topic; focus maintained throughout.	3
Structure Extract has clear beginning, middle and end; story progresses smoothly in the main section; paragraphs used to separate topics or for effect.	3
Accuracy of Language Accurate spellings; correct punctuation and grammar.	3

2. Argument for whether a Ghost Story is fitting for Christmas (10)

Assessment Focus	Marks Available
Language and Style Good understanding of question; style appropriate to task; effective use of language; focus maintained; point(s) pertinent to question.	3
Genre Use of examples to support point of view, specific reference to text or other relevant illustration, drawing on personal experience.	3
Structure Essay has clear beginning, middle and end; argument progresses smoothly in the main section; paragraphs used to separate points or examples.	3
Accuracy of Language Accurate spellings; correct punctuation and grammar.	1

ISEB Assessments Year 7 English Test 1 Teacher's Document

Author: Tom Cross



Introduction

This test is the first in a series of three based on extracts from *A Christmas Carol* by Charles Dickens. 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 7 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 7 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 7 English Test 1.zip*, which also contains:

<i>Year 7 English Test 1.pdf</i>	(the test)
<i>Year 7 English Test 1 Mark Scheme.pdf</i>	(the mark scheme)
<i>Year 7 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 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.