

Section One: Vocabulary.

The end of year exam will check the students' knowledge and understanding of the texts we have studied, by asking questions using associated vocabulary and literary terminology. The final section will ask students to express their point of view on a particular aspect of one of the texts studied; this could be an essay on character or theme.

Section One - Vocabulary:

Five marks. Checks knowledge of texts and associated vocabulary. In this section, students will use their knowledge of the texts to judge which answer best fits the word given, or, give an example of how a word is represented in a text they have studied. The words chosen will have been studied in class.

Read the following questions and **circle the answer(s) you think are correct.**

Question One:

Which of the following would be the best example of **oppression**?

- A) Bibi having to stay indoors unless she is with an adult
- B) Mrs Beaver not being able to take her sewing machine with her

Question Two:

Which of the following would **NOT** be an example of **betrayal**?

- A) Rashida sharing her water with Jamal and Bibi
- B) Edmund telling the White Witch about his siblings
- C) Mr Tumnus reporting Lucy to the White Witch

Question Three:

Give an example of **sacrifice** in The Lion, the Witch and the Wardrobe?

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Question Four:

Give an example of an **aspiration** in one of the books we have read?

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Question Five:

Which of the definitions below best fits the word **compassion**?

- a) The feeling of being part of a community of people
- b) The feeling of sympathy and desire to help those in need
- c) The feeling of being in love with another person

The KS3 booklet that was given to students in January contains some activities on pages 14-19. Some of these will have been done in class but all can be helpful for revision of the key words, characters and themes. There are definitions of the key vocabulary in there to support work at home.

Section Two: Knowledge of Language Change.

Section Two: Knowledge of language change.

Five marks; this section will as a series of questions to test the student's understanding of how language changed over time, and the reasons behind these changes. This is all information they will have been taught in the opening weeks of term, during the timeline unit. You can test their knowledge using the questions below, which reflect the style of question the students will see in the exam.

Please note, the questions in the exam will only cover Old English and the Middle Ages.

OLD ENGLISH

1. Name three of the **invaders** who came to England and caused language to change:

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2. What **language(s)** did the invaders bring with them?

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MIDDLE ENGLISH

3. Why did the English language **change very little** in the Middle Ages?

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4. What was **invented** in 1476 that led to the standardisation of words and spellings?

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5. What is the title of the series of stories by Geoffrey Chaucer and why were they significant?

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THE ROMANTICS

6. What did the Romantics feel strongly about – both in terms of positive feelings, and negative feelings?

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7. What was happening in the world in the 19th century that influenced the Romantic movement?

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8. Name three Romantic poets and for extra points, a poem by each.

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Section Three: Terminology.

Five marks. This section asks students to identify literary devices (which they will be used to from KS2 and their studies this year.)

You may wish to use this opportunity to discuss the effect of the writer's choice of words, e.g. 'the writer may have wanted the reader to understand/picture/feel/empathise...' The students will recognise this as part of a SWAN paragraph, which is explain in the KS3 booklet.

Read the passage below and answer the questions that follow.

In the field at the end of the farm, sheep stood at the gate as if waiting in line at the post office. Their cloud-coats were matted with mud and the flat brown colour camouflaged them so they were barely distinguishable from the ground below. All of a sudden, a shrill whistle sounded across the breeze and an old sheepdog, racing so fast his black and white coat was a grey blur, pounded across the farmyard and down the lane to the gate. Like children in a classroom when the bell sounds, the sheep began milling about restlessly, then moved together until they seemed to become one. The sheepdog nimbly and deftly manoeuvred them towards the pen like a filthy cotton wool ball that had been used to clean the muddy scraped knees of a young rugby player.

Question One:

Which of the descriptions below contain a simile?

- A) As if waiting in line at the post office
- B) In the field at the end of the farm
- C) The frenzied whirlwind of mud and paws

Question Two:

Underline the adverb(s) in the following sentence:

The sheepdog nimbly and deftly manoeuvred them towards the pen like a filthy cotton wool ball that had been used to clean the muddy scraped knees of a young rugby player.

Underline the adjective(s) in the following sentence:

- A) All of a sudden, a shrill whistle sounded across the breeze and an old sheepdog, racing so fast his black and white coat was a grey blur, pounded across the farmyard and down the lane to the gate.

Question Three:

Write out an example of a compound sentence from the passage.

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Question Four:

Choose one of the verbs below and explain its effect on the reader:

A) **pounded** across the farmyard

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B) the sheep began **milling** about restlessly

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C) Their cloud-coats were **matted** with mud

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Section Four: Characters and Themes.

Twenty marks. Checks knowledge and understanding of characters and themes, and offers opportunity to express opinions and point of view on the novel The Lion, the Witch and the Wardrobe and Boy Overboard.

In this section, students will be asked to write a short essay response to a question about the characters and themes of the novels they have read. They need to choose one question to answer.

There will be a planning grid to help them write their response.

Answer ONE of the following questions. You should aim for one side of A4 – one paragraph for each novel. Plan your answer using the grid before you start writing.

EITHER

1. How do Jamal and Edmund show **loyalty**? Write a comparison of the two boys.

OR

2. How do the two texts we have studied (The Lion, the Witch and the Wardrobe and Boy Overboard) link to the genre of **fantasy**?

Planning Grid

EITHER

3. When comparing Bibi and Edmund, who do you think is most **antagonistic**?
Write a comparison of the two characters.

OR

4. What do the two texts we have studied (The Lion, the Witch and the Wardrobe and Boy Overboard) have to say about **friendship**?

Planning Grid

EITHER

5. Compare how Jamal and Peter show a sense of **aspiration**.

OR

6. What do the two texts we have studied (The Lion, the Witch and the Wardrobe and Boy Overboard) have to say about **hope**?

Planning Grid
