



Bishop Challoner School

English

Sample Questions for Year 8 (12+)

(Current Year 7)

Instructions:

- Write your name clearly on the top of each sheet of paper
- You must start Section B on a new sheet of paper
- Answer ONE question in Section A and ONE question in Section B
- There are 25 marks available for Section A and 25 marks for Section B
- You are reminded of the need for good English and clear presentation in your answers
- Write in black or blue pen.

Advice:

- You are advised to spend 30 minutes on Section A and 30 minutes on Section B
- Remember: we are interested in reading imaginative and engaging responses as well as the accuracy of your spelling, punctuation and grammar.

Section A (25 marks)

This is your reading comprehension section.

Read the passage below from William Golding's 1954 novel, 'Lord of the Flies'. It tells the story of a group of young boys who find themselves alone on a deserted island.

Answer the questions which follow. Look carefully at how many marks each question is worth as this will give you an indication of how much you should write.

"Isn't there a ship, then?"

Inside the floating cloak he was tall, thin, and bony; and his hair was red beneath the black cap. His face was crumpled and freckled, and ugly without silliness. Out of this face stared two light blue eyes, frustrated now, and turning, or ready to turn, to anger.

"Isn't there a man here?"

Ralph spoke to his back.

"No. We're having a meeting. Come and join in."

The group of cloaked boys began to scatter from close line. The tall boy shouted at them.

"Choir. Stand still!"

Wearily obedient, the choir huddled into line and stood there swaying in the sun. Nonetheless, some began to protest faintly.

"But Merridew. Please, Merridew... can't we?"

Then one of the boys flopped on his face in the sand and the line broke up. They heaved the fallen boy to the platform and let him lie. Merridew, his eyes staring, made the best of a bad job.

"All right then. Sit down. Let him alone."

"But Merridew."

"He's always throwing a faint," said Merridew.

This last piece of shop brought sniggers from the choir, who perched like black birds on the criss-cross trunks and examined Ralph with interest. Piggy asked no names. He was intimidated by this uniformed superiority and the offhand authority in Merridew's voice. He shrank to the other side of Ralph and busied himself with his glasses.

Merridew turned to Ralph.

"Aren't there any grown-ups?"

"No."

Merridew sat down in a trunk and looked round the circle.

"Then we'll have to look after ourselves."

Secure on the other side of Ralph, Piggy spoke timidly.

"That's why Ralph made a meeting. So as we can decide what to do."

"We've heard names. That's Johnny. Those two - they're twins, Sam'n Eric. Which is Eric-? You-? No - You're Sam-"

"I'm Sam."

"n I'm Eric."

"We better all have names," said Ralph, "so I'm Ralph."

"We've got most names," said Piggy. "Got 'em just now".

"Kids' names," said Merridew. "Why should I be Jack? I'm Merridew."

Ralph turned to him quickly. This was the voice of one who knew his own mind.

Answer ALL of the following 10 questions, based on the extract:

1. Describe, in your own words, what Jack Merridew looks like. (3 marks)
2. What does his appearance suggest about his character? Support your ideas with evidence from the text. (2 marks)
3. The choir boys are described as ‘being perched like black birds’. Why is this an effective simile? (2 marks)
4. How do you think Piggy feels towards Jack Merridew? Give a quotation. (2 marks)
5. How do you think Piggy feels towards Ralph? Give a quotation. (2 marks)
6. Who do you think has the role of leader amongst the boys? Why? (2 marks)
7. In approximately 50 words, summarise Piggy’s role in this extract. (3 marks)
8. What, in your opinion, is the benefit of having so much dialogue in a text? (2 marks)
9. The verb ‘heaved’ is used to describe the way the boys move the fallen boy. Give another verb that could replace it. (2 marks)
10. What sort of person do you think Jack Merridew is? Write about your impressions of his character. Consider what he says, what he does, how he acts and responds towards others, and how others respond towards him. Use quotations from the text to support your answer. , makes this a good opening to a children's book? (5 marks)

SECTION B (25 marks)

This section tests your creative skills and accuracy in spelling, grammar and punctuation. We are keen to read engaging responses that show real care when developing **character, place and mood**.

When marking your work, we will be interested to see whether you can:

- Use words (i.e. verbs, adjectives, adverbs) to create mood and atmosphere
- Punctuate and paragraph your writing correctly.
- Vary the length and range of your sentences.

Do NOT try to develop a huge plot in such a short period of time. It is far better to work on the three components bullet-pointed above.

Select **ONE** of the tasks below:

1. 'The family has kept this secret for years'. Write a story using this as your opening or closing sentence.

OR

2. Using the image below as a prompt, write a description of a person who has an experience of being isolated and cut off from other people. Focus on using emotive language and gripping the reader's attention.

