



ARGENT

EDUCATION

Introduction

Thank you for using an Argent Education resource. All resources are designed by experienced and qualified teachers. Our resources are designed not just to familiarise a child with assessment requirements but to aid learning.

Each resource will contain answers at the back of the document but will also include a step-by-step process to help develop the skills required to excel in the examinations.

We recommend you read through the whole paper with your child making particular note of the marks each question is worth. Discuss with your child the time allowed for the paper and how best to approach the questions. It is not necessary to answer the paper in reverse order, although some children prefer to do this, but they should leave more time for multiple answer questions.

It is a good idea to get your child used to working in timed conditions but you may wish to give them a bit longer for the first assessment. Once they have answered the questions (encourage them to answer all, even if it is an educated guess). This builds the habit of ensuring no questions are left out.

Once they have completed the paper go through the answers with them and ask them what questions they found straight forward and difficult. This should give you an idea of where to focus.

Finally, as you mark the paper (it's a good idea to go through it together) we recommend you use the guided stages to break the questions down. You need not do this for each question, but it's a good idea to use them for the questions that were found difficult. This is to help your child access the 'zone of proximal development', which is crucial for knowledge acquisition. We believe knowing the answer is not helpful if the child doesn't know *why* it's the answer. This should help your child's development and preparation.

We hope you find this resource useful. We have more developed resources available for purchase on our website. Should you have any questions do not hesitate to contact us.

Good luck!



Brain Warm Up

Can you name four days of the week beginning with T?

The Test (Comprehension and Creative Writing)

Time: 40 minutes + 10 minutes reading time

The Runaway Train

Sophie and Michael sprinted down the hillside. 1

The hill had become a slippery slide that sloped towards the sea. Michael tried his best to watch his footing but couldn't help but stumble through the undergrowth. Thick brambles snatched at his trousers and he nearly lost his shoes twice. This will be very hard to explain to mum, he thought. 5

Sophie was now far ahead of him, leaping like a gazelle over the thicket beneath her feet. She was always the better runner, Michael reflected. She was only a year older than him but he was very small for his age.

"Wait for me!" he shouted between ragged breaths.

Without turning back Sophie shook her head and pointed to the left, towards 10
the valley below.

Squinting through his glasses he saw the train puffing along. It was a sleek, majestic old engine that pulled two beautifully painted carriages. The smoke chugged from the funnel, little white clouds that floated gently up and then disappeared. It would have been a wonderful sight, thought Michael, were it not so terrifying. 15

The sight of the train gave them renewed strength and they ran even faster towards the stretch of railway at the base of the hill.

Michael saw the four workmen bent over the tracks. They were wearing bright orange overalls, white helmets that shone in the sun and ear defenders. They had no idea the train was coming. 20

Sophie was shouting at the top of her lungs. "Move! Move! The train is coming!"

"It's no use! They can't hear you because they have their ear-defenders on" Michael panted. "We have to warn them!"

Michael couldn't hear what Sophie replied because the sound of the fast approaching train filled the valley.

End of the written component. Please turn over for the questions

Section 1

(1) Write down **three** things we learn about Michael in this passage (3 marks)

(2) Find:

a metaphor (1 mark)

a simile (1 mark)

an example of **sibilance (a type of alliteration that creates a hissing sound)** (1 mark)

(3) Explain what is meant by the following phrases

“between ragged breaths” (2 marks)

“stumble through the undergrowth” (2 marks)

Guided Answers:

Below you will find the answers to each question. It is recommended that the guided questions be used (or adapted) to provide guidance to the right answer. The questions in **bold** should be asked. You need not do this for each question, but you may find it useful to do so.

Brain Warm Up

“Tuesday, Thursday, Today, Tomorrow”

Question 1

3 separate points = 3 marks

Guided Point 1 (GP1) – Locate the lines that describe Michael. Re-read the section underlining the points that give us information about what he is doing. **What does this tell us about Michael?**

GP2 – Compare Michael to Sophie. **How is he different to her? What does this tell us about Michael?**

GP3 – Focus on lines 7, 8, 12,

Answer: He is small for his age, he is not a fast runner, he wears glasses

Question 2

1 mark = 1 correct answer each

Metaphor

GP1 – ask “**what do you think a metaphor is?**” A metaphor is a writing device where one object is described as something else, which is not literally true e.g. “the warrior is a rock”

GP2 – direct your child to descriptions of objects in the passage and discuss the language used

GP3 – focus on the description of the train (lines 12-14)

Answer: “The smoke chugged from the funnel, **little white clouds**”

Simile

GP1: ask “**what do you think a simile is?**”. A simile is a writing device that compares one object to another to make the description more vivid e.g. as strong as a lion.

GP2: Look for descriptions of objects or characters that use the word **like** or **as**

GP3: Focus on the descriptions of Sophie

GP3: Read lines 6 – 8.

Answer: leaping **like** a gazelle

Sibilance

GP1: Find and underline examples of alliteration in the passage

GP2: The hissing sound is usually formed by ‘s’ sounds

GP3: Look at line 2

Answer: slippery slide that sloped towards the sea

Question 3

2 Marks = point and explanation

“between ragged breaths”

GP1: Ask your child to focus on the words they first understand: usually **“breaths”**.

Ask them to think about the way people may breathe in different circumstances

GP2: Focus on **“between”** and **“ragged”**. If something was described as **“ragged”** does it sound like something which is in good condition or poor condition? What might this say about the way Michael is breathing?

GP3: What **connectives** can we use to help maximise both marks in our explanation?

Because, therefore etc

Answer: This phrase means that Michael is trying to speak while out of breath because he is running (any other response which accurately explains the phrase with a justification should also be awarded two marks)

“stumble through the undergrowth”

GP1: Again, focus on those words your child already understands: usually **“through”** and **“stumble”**. Give clues for either of these if your child needs a hint with either of these

GP2: **“Undergrowth”** can be trickier so it may be useful to guide your child back to the setting (see line 1). If it is on a hillside, what might the ground be like? Why would it be making Michael **“stumble”**? What does it tell us if he is going **“through”** it?

GP3: What does growth suggest, in “**undergrowth**”? Does it mean something which is man made or natural? Place all of the points together and your child should be able to build an image of what Michael is doing. (Also, remember connectives such as “because” with two mark questions)

Answer: **This phrase means that Michael is having difficulty running because he trips through the tall grass (or vegetation, plants) on the hillside** (any other response which accurately explains the phrase with a justification should also be awarded two marks)

Question 4

1 mark = accurate identification of the word

GP1: Read the selected lines underlining the words that are known to be correct and circle the words which may be incorrect

GP2: Pronounce phonetically each of the words which may be wrong. Try to see if any of the words sound ‘off’

GP3: Focus on line 14

Answer: The incorrect spelling is **gentley**. It should be spelt **gently**. Note that this question is only worth one mark so there is no need to provide the correction. If the question were worth 2 marks then the correct spelling ought to be given

Question 5

With regards to creative writing the exam paper for each school will differ slightly in the area of focus. There are some common themes, as presented in the question. It's a good habit to ensure that at least each of these areas are covered in the response. One way to assess progress is as follows:

Inventiveness: This is a hint that if the story stands out, marks will be awarded. A few ways a story can stand out is to introduce unexpected events which do not detract from the story itself. For example, having Sophie take out a smart phone and signal an 'SOS' with the light, to attract the driver's attention would be good development. Equally, having Michael roll himself into a ball and roll down the hill to warn the railway engineers in time, also is striking. More creative solutions, such as having a UFO beam up the engineers just in time, might work but would require a very careful introduction!

An inventive story will also keep the reader's attention throughout. The story is leading to an exciting development, so the conclusion should be as equally exciting. For that reason, it is important to plot carefully. It should not end too abruptly but extended through the use of detailed descriptions of events.

Sophistication: Think of this instruction as an invitation for your child to show off their skills! Generally, examiners will be looking at competent use of the following:

- Similes
- Metaphors
- Alliteration
- Dialogue

- Symbolism
- Onomatopoeia

The key to writing well is good plotting and good paragraph structure. A useful technique (borrowed from Stephen King) is ADD. **A**ction, **D**ialogue, **D**escription. It could be useful to guide your child to describe an action, have the characters react to it through dialogue and then describe the result using some of the devices described above.

Spelling, Punctuation and Grammar (SPaG): Whereas inventiveness and sophistication help a piece of writing stand out, SPaG is basic, expected requirements of a child sitting the 11+ examination. It doesn't matter how brilliant the story is, if the writing contains lots of spelling mistakes and poor sentence construction, it will not pass.

Spelling: There will be an expectation that straightforward words are spelt correctly

Punctuation: It will be expected that there will be good use of full stops, commas, capital letters, apostrophes etc

Grammar: The writing should be kept within the same tense as the stimulus and written in the third person. There should be a variety of sentence lengths and standard sentence construction should be used

It is crucial that your child leaves enough time to read through their writing to proof read and make corrections. It can be tough to do this at the end of the test as they will no doubt be tired, so it's a good idea to build it into their homework and classwork, so it becomes a second habit.

Marking: Marking pieces of creative writing can be more difficult than comprehension pieces and the weighting for each part varies between schools. We have taken a general approach to balance the marking.

| Criteria | Marks |
|--|-----------|
| Inventiveness | 5 |
| <ul style="list-style-type: none"> No striking developments or features/ abrupt ending | 0 marks |
| <ul style="list-style-type: none"> Few striking developments or features/abrupt ending | 1-2 marks |
| <ul style="list-style-type: none"> Some striking developments, which expand partly on the narrative | 3 marks |
| <ul style="list-style-type: none"> Evidence of <i>consistent</i> developments which are striking | 4 marks |

| | |
|--|--|
| <p>and expand the narrative in an interesting way</p> <ul style="list-style-type: none"> • Clear evidence of <i>consistent</i> and <i>skilful</i> introduction of developments which are striking and build upon the narrative in an interesting way | <p>5 marks</p> |
| <p style="text-align: center;">Sophistication</p> <ul style="list-style-type: none"> • No evidence of the devices listed above. No evidence of descriptions or plotting • Some limited evidence of a few devices used to a limited effect. Some descriptions and plotting evidence • Clear evidence of at least 3 devices listed above. Description is evident in parts and rudimentary but clear evidence of plotting | <p>0 marks</p> <p>1-2 marks</p> <p>3 marks</p> |

| | |
|--|--|
| <ul style="list-style-type: none"> • Clear evidence of sophisticated use of devices. Descriptions are vivid and there is a clear, logical development of the plot. The piece enhances the stimulus text | <p>4-5 marks</p> |
| <p style="text-align: center;">SPaG</p> <ul style="list-style-type: none"> • Frequent spelling mistakes, even of common words that inhibit the flow and understanding of the piece. Frequent punctuation errors, either through omission or misplacement. Poor grammar evident throughout, inhibiting understanding • Regular spelling mistakes are evident and detract somewhat from understanding. Punctuation errors are common but some evidence of good use elsewhere. Evidence of grammar mistakes but some evidence of correct usage | <p>5 marks</p> <p>0 marks</p> <p>1-2 marks</p> |



| | |
|--|-----------|
| <ul style="list-style-type: none"> • Evidence of a few spelling errors, focused on longer, more difficult words. Generally good grammar with the odd mistake. Good punctuation with few errors | 3 marks |
| <ul style="list-style-type: none"> • Good spelling is evident throughout including more complex words. Good evidence of clear punctuation which is accurate and in places, sophisticated. Grammar is good throughout with few, if any, errors | 4-5 marks |

The Argent Education Approach:

We believe that examination resources should go beyond questions and answers. We aim to provide affordable resources that allow young people to learn through the process. We base this on the pedagogical developments of Vygotsky and the ‘zone of proximal development’. The focus is on providing sufficient support for students to learn, but not so much to reduce the challenge.

In addition to resources, we also provide tuition by qualified and experienced teachers as well as cost-effective exam revision seminars.

Notice: This resource is for the sole use of the purchaser and may not be copied or transferred electronically to third parties. All characters in the above story are fictional and any resemblance to individuals is purely coincidental.