

**Oldham Hulme Grammar School English Entrance Exam**

**Paper 1 Mark Scheme**

1. What do Gabriel and Coriander see coming out of the study window?  
(1 mark)

**Gabriel and Coriander see a green light coming out of the study window.**

2. What slithers into the water near the steps?  
(1 mark)

**A rat slithers into the water near the steps.**

3. How do Coriander and Gabriel manage to get into the house?

**Tick one.**

They break down the door

They use the spare key

They climb through the study window

(1 mark)

4. Decide whether the following statements are true or false

	True	False
Gabriel and Coriander have a close bond	x	
Gabriel and Coriander travel to the old house on foot		x
Coriander is pleased to see her old house again		x

(3 marks)

5. Using information from the paragraph that begins ‘It was hard to believe’ (L16) explain how the house has changed.

(2 marks)

- **The house used to be ‘a place of excitement, of happy comings and goings’ = 1 mark**
- **‘Now it felt abandoned and haunted’ = 1 mark**
- **Candidates must have both points to gain 2 marks.**
- **Candidates may use quotations, or their own words e.g. busy/full of people instead of ‘happy comings and goings’ or lonely instead of ‘abandoned’, or a combination.**

6. Look at the paragraph beginning, ‘If ever a house could feel sorry for itself..’ (L31). Write down **three** other words or phrases that tell us the house has not been properly cared for.

(3 marks)

**1 mark each for the following up to a maximum of 3 marks**

- **brought low by grime and neglect.**
- **(It smelt) musty**
- **(it was clear that) no one had swept or cleaned here (since Hester had gone).**

7. Coriander tells us that she ‘had known the house all my life’(L34). Choose **one** word from the same paragraph that shows that Coriander knows the house.

(1 mark)

**The word that tells us Coriander knows the house is ‘familiar’.**

8. The last paragraph in the passage (beginning L34) describes a tense and exciting moment.

Write down two words or phrases from the same paragraph which are tense or exciting and explain how the writer uses language to make them sound tense and exciting.

(4 marks)

**One mark for any two of the following:**

- **Suddenly to our consternation, the study door burst open**
- **My heart near failed me**
- **I was sure that someone had heard us and was coming to see what was going on.**
- **We stayed rooted to the spot, hardly daring to breathe**

- before slipping up the stairs, as quiet as a cat.

**One mark for any reasonable comment on how the writer uses language to make these phrases tense or exciting to a maximum of two e.g.**

- The word ‘suddenly’ and word/verb ‘burst’ is dramatic and tense because the characters think they have been found out/surprised
- ‘My heart near failed me’ tells us that Coriander is shocked/tense/frightened and makes the readers wonder what will happen next
- The simile ‘as quiet as a cat’ reminds us that Coriander and Gabriel are on a secret adventure and we don’t want them to be discovered.

**Do not award a mark for comments that are entirely general such as:**

- This sounds tense and/or exciting
- Stands out
- Makes us want to read on
- Creates an image in our mind.

9. Write down the meaning of the following words from the passage. (They are underlined in the passage).

1 mark for each correct meaning as follows:

Abandoned (L18): **alone/lonely/neglected**

Thwarted (L24): **prevented/ stopped/got in the way**

Emerged (L39): **came out/appeared/entered**

(3 marks)

10. What have you learned about the character of Gabriel from the passage?

You must use at least two appropriate adjectives (describing words) and support each one with evidence (quotations) from the passage to support your opinion.

(4 marks)

**Award one mark for each appropriate adjective to a maximum of 2 for example:**

- **Brave/courageous/powerful/a leader**
- **Adventurous**

- **Caring/reassuring/sympathetic/understanding/loyal**
- **Clever/cunning/ quick-thinking**
- **Curious**
- **Observant**
- **Careful**

**Award one mark for each quotation which supports a relevant point about the character of Gabriel for example:**

- **‘Gabriel quickly put out our lantern and we moved the boat away from the water gate to have a better look’ for clever/quick-thinking**
- **‘Hell’s bells, what was that?’ said Gabriel, turning round’ for curious/quick-thinking**
- **“‘The sooner we find Hester, the sooner we can be out of here,’ whispered Gabriel” for caring/understanding**
- **‘Gabriel carefully put it in the door and turned it’ for careful/courageous/a leader**
- **‘Gabriel ... squeezed my arm’ for reassuring/caring**
- **‘slipping up the stairs, as quiet as a cat’ for cunning/quick-thinking/careful**

11. After reading the passage would you like to read the rest of the story, ‘I, Coriander’? Explain why or why not.

(2 marks)

- **1 mark for an appropriate answer to the question: I would/would not like to read the rest of the story.**
- **1 mark for any appropriate and specific explanation**
- **Do not award a mark for an entirely general explanation e.g. to find out what happens next (to find out whether Gabriel and Coriander escape/rescue Hester is acceptable).**

Total: 25 Marks

## Paper 2 Mark Scheme

**There will be 20 marks for content and organisation and an additional 5 marks for spelling, punctuation and grammar (Sp&G)**

Band	Skills
Band 5 17-20 marks  ‘interesting to read’ ‘fully appropriate’	<b>Communication</b> <ul style="list-style-type: none"> <li>• Communicates in a way which is interesting to read</li> <li>• Form, content and style are appropriate for the task e.g. a letter format and formal style are used for a formal letter</li> <li>• Evidence of crafting e.g. in techniques such as the rhetorical question and exaggeration</li> <li>• Range of vocabulary</li> </ul> <b>Organisation of Ideas</b> <ul style="list-style-type: none"> <li>• Ideas are well structured</li> <li>• Uses linked paragraphs</li> </ul>
Band 4 13-16 marks  ‘clear’	<b>Communication</b> <ul style="list-style-type: none"> <li>• Communicates in a way which is clear and increasingly successful</li> <li>• Form, content and style becoming increasingly appropriate for the task</li> <li>• Some evidence of crafting</li> </ul> <b>Organisation of Ideas</b> <ul style="list-style-type: none"> <li>• Paragraphs usually sensible</li> <li>• Well thought out ideas in sentences</li> </ul>
Band 3 9-12 marks  ‘some success’	<b>Communication</b> <ul style="list-style-type: none"> <li>• Communicates ideas with some success</li> <li>• Form, content and style shows awareness of task</li> <li>• Beginning to vary vocabulary</li> </ul> <b>Organisation of Ideas</b> <ul style="list-style-type: none"> <li>• Ideas are reasonably well organised</li> <li>• Tries to write in paragraphs</li> </ul>
Band 2 5-8 marks  ‘limited’	<b>Communication</b> <ul style="list-style-type: none"> <li>• Ideas have limited success</li> <li>• Writing not always appropriate for task</li> <li>• Limited vocabulary</li> </ul> <b>Organisation of Ideas</b> <ul style="list-style-type: none"> <li>• Attempts to organise ideas</li> <li>• Paragraphs may not be used</li> </ul>
Band 1 0-4 marks  ‘unsuccessful’	<b>Communication</b> <ul style="list-style-type: none"> <li>• Ideas are not successfully communicated</li> <li>• No sense of awareness of task.</li> <li>• Limited vocabulary</li> </ul> <b>Organisation of Ideas</b> <ul style="list-style-type: none"> <li>• No paragraphs</li> <li>• Ideas are not organised</li> </ul>

## Spelling, Punctuation & Grammar (SpG)

Band	Skills
Band 5 5 marks  'accurate'	<ul style="list-style-type: none"><li>• Uses range of sentences and punctuation with success</li><li>• Accurate spelling and a range of vocabulary</li><li>• Uses standard English throughout</li></ul>
Band 4 4 marks  'control'	<ul style="list-style-type: none"><li>• Writes with control of punctuation and sentence structure</li><li>• Words in common use are spelt accurately</li><li>• Uses standard English</li></ul>
Band 3 3 marks  'usually'	<ul style="list-style-type: none"><li>• Punctuation and sentence construction is usually controlled</li><li>• Words in common use are usually spelt accurately</li><li>• Usually uses standard English</li></ul>
Band 2 2 marks  'some'	<ul style="list-style-type: none"><li>• Some control of punctuation and sentence construction</li><li>• Some accuracy in spelling of words in common use</li><li>• Sometimes uses standard English</li></ul>
Band 1 0-1 mark  'little control'	<ul style="list-style-type: none"><li>• Little control of sentence structure</li><li>• Many errors in spelling and punctuation</li><li>• Does not use standard English</li></ul>