

Hydesville Tower School
English Scholarship Practice Assessment

Section A

1. Award 2 marks for commas, brackets or dashes used to indicate parentheses.
2. Aggressive.
3. The children were spoken to unkindly by Mr Evans.
4. CDAB
5. Inconvenient
6. Accept any answer which alludes to being polite, having manners etc.
7. Hinderance

Section B

Reading Comprehension

Marks awarded for quality of inference, valid focus on task and text.

Awareness of audience and use of direct reference from the text.

1. Any valid response which acknowledges that Mr and Miss Evans are not relations of the children.
2. Any valid response which refers to the text – Mr Evans assumes girls will be quieter, well-behaved, will be afraid of him, will work harder.
3. Any valid response which comments on his behaviour towards the children, sister or women in the shop; the way he speaks to the children; Nick or Carrie's reaction.
4. Any valid response which focuses on the use of the adjective for emphasis or hyperbole, the voice of a child or the idea that Mr Evans poses less of a threat to both of the children if Nick is not scared by him.
5. Any valid response which infers Nick may have wet the bed in the past, he expects to be spoken to politely as this is his experience in the past, he sees no difference between adults and children in the way they should treat each other, he feels Mr Evans has been rude and he is not used to that behaviour. Expect some direct reference to the text and some development of inference.
6. Any valid response which makes direct reference to the text, higher marks awarded for developed inferences, for example using 'because'.

Section C: Writing

Quality of written communication Spellings (simple/ challenging) Grammar (correct use of tenses/ plural agreement) Clear and coherent expression (clear sentences) Vocabulary (appropriate to task or audience)	1-5
Structure Consistent and relevant focus on the question Mature/ interesting/ sensible/ realistic plot or idea. A clear and focused beginning, middle and end. Paragraphs and sentences varied for effect Varied sentence openings	1-5
Language for effect Use of literary techniques for effect, including but not limited to adjectives, verbs and imagery	1-5
Range of punctuation Punctuation used correctly between and within sentences Including correctly punctuated speech	1-5