

Mid Programme Entries 2013

Year 4

ENGLISH

Time allowed: 1 hour and 30 minutes

Instructions

- Answer all the questions on the exam paper
- Write your answers in the space provided
- Read instructions carefully
- Answer each question as clearly and as neatly as possible.

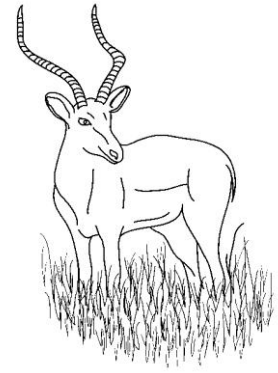
Good Luck!



Extract from *On Foot through Africa* by Ffyona Campell

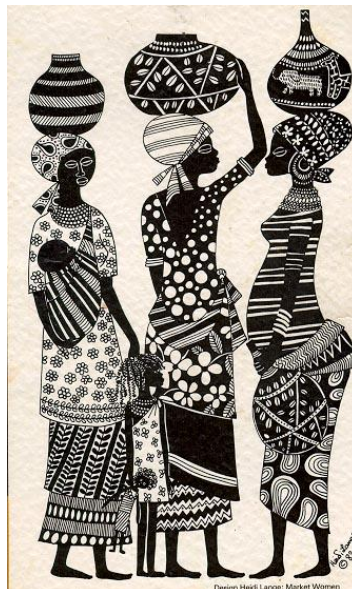
In this extract of travel writing, the writer describes part of her journey through Zaire. Villagers were often hostile, fearing that she was involved in the slave trade. Although she made the journey alone and on foot, she did have two back-up drivers, Blake and Bill, who feature in this passage.

- 1 I was the constant focus of their attention. The boys went ahead through one village and I passed along ten minutes later to find the people still standing together in the centre staring after them. I came behind them, a white, undefended, feeling like a beetle walking into a dawn patrol of ants. An old man broke the silence with a barrage of shrill words. The crowd broke and re-formed around me, their shrill whooping getting louder and louder until it was a throbbing wall of sound. I daren't turn. I walked out of the village and I waved goodbye. Ten minutes later the hill behind was teeming with bands of children, whooping and hollering, their demands growing louder and louder. The tension needed relieving so I turned and smiled. They closed around me, getting excited. The ringleader grabbed at my necklace, demanding to know what it was.
- 2 "It is a present from my husband," I said. "Thank you for escorting me to him – he is waiting ahead." And luckily both of them were.
- 3 Getting into camp was a relief not just because it meant I was safe but because I was not the only thing they were baiting any more.
- 4 A couple of boys would arrive first to watch the camp from a distance. Then more would come, just standing a small distance away. As the group grew, they merged into a crowd and became cocky. There were kids who'd found a new toy, and they loved to bait, to mess with it to see what it would do. They did this to me on the road – imitating me, shouting at me, and then a stone would be thrown. Blake had to defuse this in camp; I had to defuse this on the road. In camp, we could usually get them to leave in the early stages by picking out one and staring at him – this made them very self-conscious and they'd turn and leave.



5 On the road, I would turn around suddenly and growl with my hands out like claws. The children would scatter like impala changing direction. Some would take a look back at a distance and when they saw me laughing, they would laugh too and run back to hold my hand and dance along. But, after a short while, they wanted to do it again – as kids do – and the group would be gradually replaced as I walked through a long village, kids getting bored with it and falling back, to be replaced by new ones who started the baiting again.

6 The young teenage girls were the worst – they imitated my gait and would not respond to my games or return my smiles; they just sniggered. Teenage girls are the same the world over. There were times when I couldn't get the kids to laugh, possibly because I wasn't exuding the right presence. Then the stoning would be vicious. It is humiliating to be stoned, to be physically and symbolically chased out. I couldn't run; I couldn't stop them by stoning them back; I couldn't reason with them; I couldn't often get the adults to help. I was crying inside. Sometimes they hollered like Red Indians, a disorientating sound that made me feel like a hunted animal. I wondered if it was, indeed, a form of hunting. I hummed a Vangelis tune to make me feel like I wasn't actually there, just watching myself in a movie.



Section A – Language (Total 30 marks)

1. List four things the villagers do to the writer. (2 marks)

2. List four things she does to try to stop the problems. (2 marks)

3. Find a simile in paragraph 1. (1 mark)

Why is this effective in presenting the writer’s feelings about the villagers? (1 mark)

4. Look at the sentence beginning “I couldn’t run...” (Paragraph 6).

Which phrase is repeated and why is this effective? (2 marks)

5. What do you notice about the structure of this sentence and its effect? (2 marks)

6. Find single words from the passage which mean the following: (5 marks)

- | | | |
|------------------|--------------------------|-------|
| (In paragraph 1) | <i>high-pitched</i> | _____ |
| (In paragraph 4) | <i>arrogant</i> | _____ |
| (In paragraph 5) | <i>teasing</i> | _____ |
| (In paragraph 6) | <i>manner of walking</i> | _____ |
| (In paragraph 6) | <i>giggled</i> | _____ |

7. Directed writing

Imagine you are one of the children in the village. Write about your impressions of the white woman. Consider:

- How you feel about her presence
- How you and the other children behave towards her
- How she reacts

(15 marks)

Remember you are being assessed on your selection of appropriate details from the text and your development of these.

You should write between 200-250 words.

Section B: Writing Task (20 marks)



Choose **ONE** of the following tasks and write between 250-300 words.

Descriptive

Write the description of a celebration, this can be a birthday party, a family Christmas or a local festival. You will describe what happened and how you felt. You should use:

- The senses
- Imagery (simile, metaphor, personification)
- Descriptive and varied vocabulary
- Paragraphs
- Accurate spelling, expression and grammar

Remember that your choice of vocabulary is very important to the effect you achieve.

Narrative

Write a story that includes an unwanted gift, twin sisters, a hot air balloon and a birthday party.

- Your narrative can be written in either the first person or in the third person.
- Include feelings
- Develop your narrative with a structured plot, leading towards a suitable ending.
- Use accurate spelling, expression and grammar.



This is the end of the exam

1. Explain the meaning of the title and its connection with the story. (2 marks)

2. Look at lines 249-256. Identify one metaphor and comment on the effect on the reader. (3 marks)

Metaphor:

Effect:

3. Look again at lines 249-256. Identify one (complete) simile and comment on the effect on the reader.

(3 marks)

Simile:

Effect:

(Turn page to continue with the longer analytical question)

