

FIRST NAME <hr/>	SURNAME (in capital letters) <hr/>
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THE KING'S SCHOOL

CHESTER



ENTRANCE EXAMINATION

ENGLISH

January 2018

Time allowed: 1 hour

- There are 2 sections. Look at the marks awarded.
 - 25 marks for Section A – Reading skills
 - 25 marks for Section B – Writing section
- You should try to spend 30 minutes on each section
- Section A
 - Read through both the extracts - the speech and the poem.
 - Now read them both through again, this time more carefully. You may write on the texts.
- Section B
 - Make sure that you think and plan your answer before writing

Do not open this paper until you are told to do so.

SECTION A: READING SKILLS

ANSWER **ALL** THE QUESTIONS (25 marks)

Read **EXTRACT 1** – Malala Yousafzai’s speech to the United Nations

1) When was Malala shot? (1 mark)

2) Why was she shot? (1 mark)

3) In your own words, **briefly** explain what Malala is trying to achieve in this speech? (2 marks)

4) Why do you think Malala addresses her audience as “friends” and then later as “brothers and sisters”? (2 marks)

5) Throughout this speech Malala tries to persuade her audience to support her dream with the language she uses.

Copy out 3 short examples of where she uses powerful and persuasive language; then for each one **explain** how these language choices have an impact on the reader and **identify** what persuasive technique she uses. (9 marks)

Example 1 _____

Explanation _____

Example 2 _____

Explanation _____

Example 3 _____

Explanation _____

Read EXTRACT 2 – A poem by Stephen Spender

6) Why did the poet’s parents not want him to play with these other children?
(2 marks)

7) Why do you think the poet describes the other children as behaving
“Like dogs to bark at our world”? (line 10) *(2 marks)*

8) Considering the whole poem and the way the poet reflects on his
childhood experiences, what do we learn about his different feelings
towards what happens?

Use **words** and **phrases** from the poem to support your ideas.

(6 marks)

SECTION B: WRITING SECTION

(25 marks)

TASK

Look carefully at the enclosed picture.

Imagine you are looking at this scene.

Write a description suggested by this picture.

Think about:

- What might be heard, seen, smelled and felt in this place.
- The whole image as well as the smaller details.
- You can be imaginative and add details of your own.

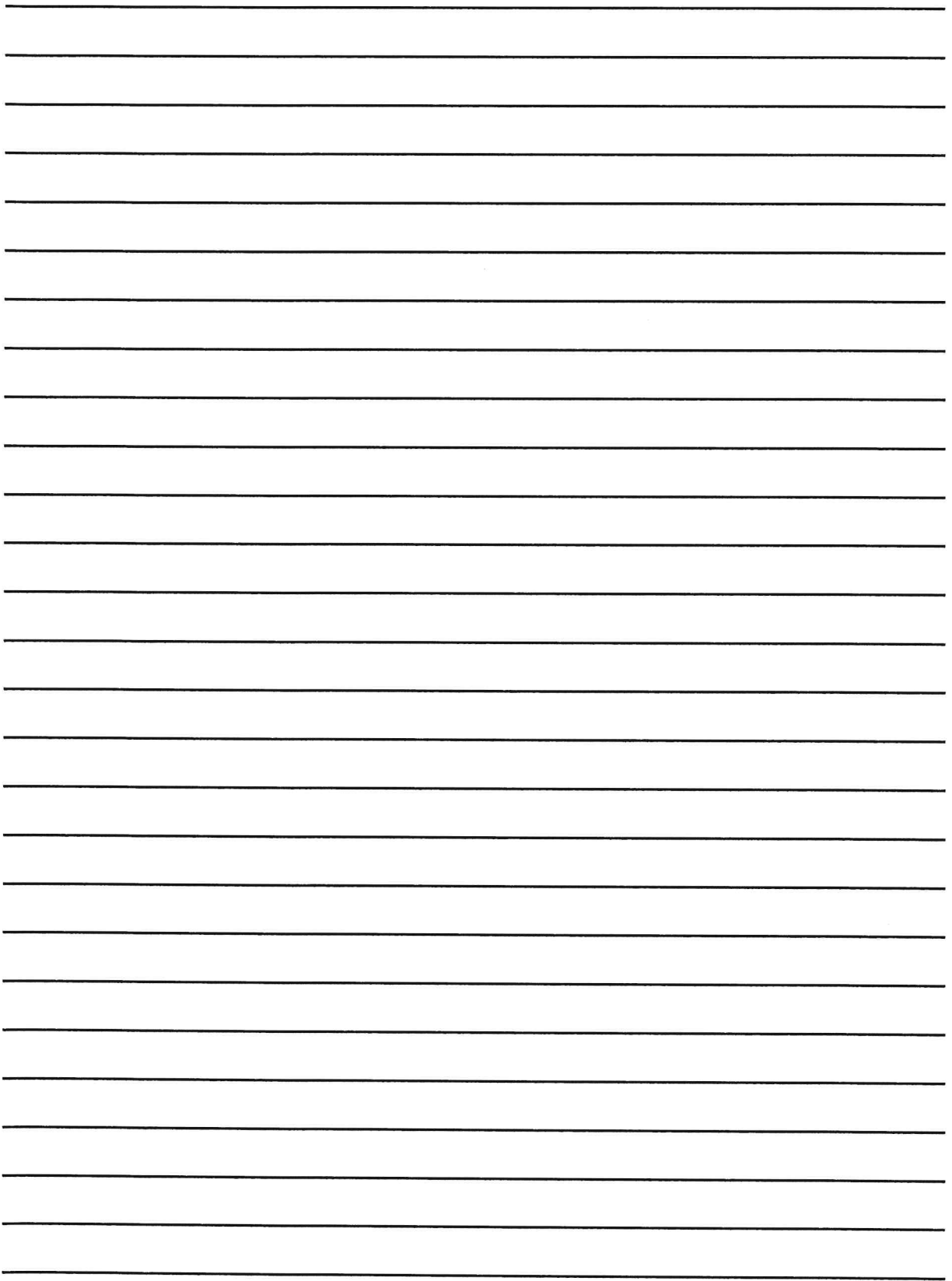
Before you start writing make sure that you **PLAN** your writing carefully.

Write approximately **ONE** side, but you can write more if you wish.

Think carefully about the **words you choose** so that you interest your reader.

Take time to check that you have used **paragraphs, capital letters, and varied punctuation.**

Use this box for your planning



EXTRACT 1 for Section A (Reading Skills)

Malala Yousafzai's speech to the United Nations

Dear Friends, on the 9th of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends too. They thought that the bullets would silence us. But they failed. And then, out of that silence, came thousands of voices. The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power and courage was born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same...

Dear fellows, today I am focusing on women's rights and girls' education because they are suffering the most. There was a time when women social activists asked men to stand up for their rights. But, this time, we will do it by ourselves. I am not telling men to step away from speaking for women's rights rather I am focusing on women to be independent to fight for themselves.

Dear sisters and brothers, now it's time to speak up.

So, today, we call upon the world leaders to change their strategic policies in favour of peace and prosperity.

We call upon the world leaders that all the peace deals must protect women and children's rights. A deal that goes against the dignity of women and their rights is unacceptable.

We call upon all governments to ensure free compulsory education for every child all over the world.

We call upon all governments to fight against terrorism and violence, to protect children from brutality and harm.

We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.

We call upon all communities to be tolerant – to reject prejudice based on cast, creed, sect, religion or gender. To ensure freedom and equality for women so that they can flourish. We cannot all succeed when half of us are held back. We call upon our sisters around the world to be brave – to embrace the strength within themselves and realise their full potential.

Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education for everyone. No one can stop us. We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world.

Because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

Dear brothers and sisters, we must not forget that millions of people are suffering from poverty, injustice and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright peaceful future.

So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons.

One child, one teacher, one pen and one book can change the world.

Education is the only solution. Education First.

EXTRACT 2 for Section A (Reading Skills)

A poem by Stephen Spender

My parents kept me from children who were rough
and who threw words like stones and who wore torn clothes.
Their thighs showed through rags. They ran in the street
And climbed cliffs and stripped by the country streams.
5 I feared more than tigers their muscles like iron
And their jerking hands and their knees tight on my arms.
I feared the salt coarse pointing of those boys
Who copied my lisp behind me on the road.
They were lithe⁽¹⁾, they sprang out behind hedges
10 Like dogs to bark at our world. They threw mud
And I looked another way, pretending to smile,
I longed to forgive them, yet they never smiled.

Glossary:

⁽¹⁾lithe – agile (able to move quickly)

PICTURE for Section B: Writing Section

