

Year 5 English Sample Paper

Comparative Text

Read the stories below then answer the questions that follow.

Extract A: The Little Mermaid by Hans Christian Anderson

“We have given our hair to the witch,” said the other earnest mermaids intervening, “to obtain help for you, that you may not die to-night. She has given us a knife: here it is, see it is very sharp. Before the sun rises you must plunge it into the heart of the prince; when the warm blood falls upon your feet they will grow together again, and form into a fish’s tail, and you will be once more a mermaid, and return to us to live out your three hundred years before you die and change into the salt sea foam. Haste, then; he or you must die before sunrise. Our old grandmother moans so for you, that her white hair is falling off from sorrow, as ours fell under the witch’s scissors. Kill the prince and come back; hasten: do you not see the first red streaks in the sky? In a few minutes the sun will rise, and you must die.” And then they sighed deeply and mournfully, and sank down beneath the waves.

The sombre little mermaid drew back the crimson curtain of the tent, and beheld the fair bride with her head resting on the prince’s breast. She apprehensively bent down and kissed his fair brow, then looked at the sky on which the rosy dawn grew brighter and brighter; then she glanced at the sharp knife, and again fixed her idle eyes on the prince, who whispered the name of his bride in his dreams. She was in his thoughts, and the knife trembled in the hand of the little mermaid: then she flung it far away from her into the waves; the water turned red where it fell, and the drops that spurted up looked like blood. She cast one more lingering, half-fainting glance at the prince, and then threw herself from the ship into the sea, and thought her body was dissolving into foam. The sun rose above the waves, and his warm rays fell on the cold foam of the little mermaid, who did not feel as if she were dying. She saw the bright sun, and all around her floated hundreds of transparent beautiful beings; she could see through them the white sails of the ship, and the red clouds in the sky; their speech was melodious, but too ethereal to be heard by mortal ears, as they were also unseen by mortal eyes. The little mermaid perceived that she had a body like theirs, and that she continued to rise higher and higher out of the foam. “Where am I?” asked her, and her voice and intonation sounded ethereal, as the voice of those who were with her; no earthly music could imitate it.

“Among the daughters of the air,” answered one of them. “A mermaid has not an immortal soul, nor can she obtain one unless she wins the love of a human being. On the power of another hangs her eternal destiny. But the daughters of the air, although they do not possess an immortal soul, can, by their good deeds, procure one for themselves. We fly to warm countries, and cool the sultry air that destroys mankind with the pestilence. We carry the perfume of the flowers to spread health and restoration. After we have striven for three hundred years to all the good in our power, we receive an immortal soul and take part in the happiness of mankind. You, poor little mermaid, have tried with your whole heart to do as we are doing; you have suffered

and endured and raised yourself to the spirit-world by your good deeds; and now, by striving for three hundred years in the same way, you may obtain an immortal soul.”

Extract B: The Snow Queen by Hans Christian Anderson (First Story)

Once upon a time there was an aloof, wicked sprite, indeed he was the most mischievous of all sprites. One day he was in a very good mood, for he had made a mirror with the power of causing all that was good and beautiful when it was reflected therein, to look poor and mean; but that which was good-for-nothing and looked ugly was shown magnified and increased in ugliness. In this mirror the most beautiful landscapes looked like boiled spinach, and the best persons were turned into frights, or appeared to stand on their heads; their faces were so distorted that they were not to be recognised; and if anyone had a mole, you might be sure that it would be magnified and spread over both nose and mouth.

"That's glorious fun!" said the sprite. If a good thought passed through a man's mind, then a grin was seen in the mirror, and the sprite laughed heartily at his clever discovery. All the little sprites who went to his school--for he kept a sprite school--told each other that a miracle had happened; and that now only, as they thought, it would be possible to see how the world really looked. They ran about with the mirror; and at last there was not a land or a person who was not represented distorted in the mirror. So then they thought they would fly up to the sky, and have a joke there. The higher they flew with the mirror, the more terribly it grinned: they could hardly hold it fast. Higher and higher still they flew, nearer and nearer to the stars, when suddenly the mirror shook so terribly with grinning, that it flew out of their hands and fell to the earth, where it was dashed in a hundred million and more pieces.

And now it worked much more evil than before; for some of these pieces were hardly so large as a grain of sand, and they flew about in the wide world, and when they got into people's eyes, there they stayed; and then people saw everything perverted, or only had an eye for that which was evil. This happened because the very smallest bit had the same power which the whole mirror had possessed. Some people even got a splinter in their heart, and then it made one shudder, for their heart became like a lump of ice. Some of the broken pieces were so large that they were used for window panes, through which one could not see one's friends. Other pieces were put in spectacles; and that was a sad affair when people put on their glasses to see well and rightly. Then the wicked sprite laughed till he almost choked, for all this tickled his fancy. The fine splinters still flew about in the air.

Answer the following questions by choosing the letter of the best answer.

1 What literary genre was used in both extracts?

A. Autobiography

- B. Fiction
- C. Anecdote
- D. Non-fiction

Poetry

Read the poem below then answer the questions that follow.

Stopping by Woods on a Snowy Evening by Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

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Answer the following questions by choosing the letter of the best answer.

7 The setting of the poem is

- A. In the woods on a bright, snowy afternoon.
- B. In a village on a dark, snowy evening.
- C. By a frozen lake on a bright, snowy afternoon.
- D. In the woods on a dark, snowy evening.

Summary Sentences

Read the article below then answer the questions that follow.

The Special Olympics: Building Champions and Having Fun!

A The Special Olympics helps people with intellectual disabilities learn and compete in sports. They work with athletes in 170 countries. When a person has an intellectual disability, their brain works differently than most people's brains. They may learn differently or more slowly. They might communicate differently. Sometimes they need special coaching for activities like sports. However, just like anyone else, they enjoy playing sports and games and having fun!

B The Special Olympics started with a summer camp more than 60 years ago. In 1962, a woman named Eunice Kennedy Shriver started a sports camp. The camp was meant for kids and teens in Washington D.C. with intellectual disabilities. Shriver knew it was important for people with intellectual disabilities to have a chance to play and compete in sports. Her sister, Rosemary, was intellectually disabled, and they had played sports together as children.

C Shriver wanted more kids with intellectual disabilities to have fun together and learn how to play sports. With the help of experts, the camp was a success. A year later, there were more camps like this all around the US. Almost 800 children and teenagers with intellectual disabilities took part. Soon, people all over the U.S. wanted to help people with intellectual disabilities play sports. These people came together and created the Special Olympics organisation. Today, the Special Olympics holds thousands of sports competitions for people with intellectual disabilities. More than 5 million people all over the world take part in them!

D Some of the Special Olympics competitions are big and others are small. The biggest competition in the U.S. is called the National Games. This competition happens every year in a different U.S. state. Each state sends a group of athletes to compete. Some athletes even come from other countries. It is very exciting to be chosen as a Special Olympics athlete!

E To become a Special Olympics athlete, people with intellectual disabilities can find the local Special Olympics organisation in their state. These local groups have trainings and competitions. Anyone with intellectual disabilities, from age 2 to 99, can take part in them. Athletes aged 8 and older can take part in various competitions to be picked for the Special Olympics National Games!

F In July 2010, the Special Olympics National Games took place in Lincoln, Nebraska. Nebraska was very proud to host the Special Olympics. Many Nebraskans volunteered to help. The event was five days long, and there were more than 30,000 people involved. Some were athletes. Others were parents, coaches, volunteers, and fans. There were competitions in 19 different Olympic-type sports. These sports included golf, basketball, powerlifting, swimming, soccer, gymnastics, and volleyball. The opening ceremony was even streamed live on television!

G The quilt was made to honour the 2010 Special Olympics in Lincoln, Nebraska. It has one square, or quilt block, for each state in the U.S. Each quilt block was designed by a Special Olympics athlete from that state. All fifty blocks were sewn together in a big fabric rectangle, which became the top layer of the quilt. The quilt was a raffle prize to raise money for the

Special Olympics. Projects like these help keep the Special Olympics programs and events free for the athletes and their families.

Answer the following questions by choosing the correct letter that matches the description. Take note that the letters can be repeated accordingly.

Which paragraph...

_____ **13** refers to a notable person who consulted with professionals to provide and create accessible camp programs for people with disabilities?

_____ **14** introduces a notable person that sparked the idea of a global movement of people creating a new world of inclusion and community, where every single person is accepted and welcomed, regardless of ability or disability?

_____ **15** explains that people with mental disabilities involve problems with general mental abilities that affect their intellectual and adaptive functioning?

_____ **16** explains the following requirements needed to be eligible to participate in a notable event?

_____ **17** states the motivation of a famous individual to expand access to sports for people with disabilities?

_____ **18** refers to the rise of a certain organisation that creates a better world by fostering the acceptance and inclusion of all people through the power of sports, people with intellectual disabilities discover new strengths and abilities, skills and success?

Evaluation

Read the extracts below then answer the questions that follow.

<p>A. A declarative sentence is a sentence that makes a statement, provides a fact, offers an explanation, or conveys information. These types of sentences are also known as declarative statements. A declarative sentence is the most common type of sentence in the English language. Sentences written in the declarative form are written in the present tense and</p>	<p>C. An exclamatory sentence, also known as an exclamation sentence or an exclamative clause, is a statement that expresses strong emotion. Typically, in English grammar, exclamatory sentences end with an exclamation mark—also called an exclamation point. While exclamatory sentences are appropriate in casual settings, avoid</p>
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	<p>usually end with a period. Normally, the subject comes before the verb. You might use this type of sentence to give information to coworkers or just in informal conversation. This is a common type of sentence, so it is one you might use often during your day. For example, "I just woke up," or "I have to get coffee before work today," are both declarative sentences that you could use daily.</p>		<p>using exclamatory sentences in all types of formal writing, including academic writing.</p> <p>Use exclamatory sentences to highlight urgency. This sentence can deliver information, similar to the declarative type, but the exclamation point can suggest that your message is emotional, so it can capture your audience's attention. For example, when communicating with a teammate, you may write, "The client has moved the deadline to tomorrow!" in a chat.</p>
<p>B.</p>	<p>An imperative sentence is a sentence that expresses a direct command, request, invitation, warning, or instruction. Imperative sentences do not have a subject; instead, a directive is given to an implied second person. For example, the sentence, "Wash the dinner plates," commands the implied subject to wash the dishes.</p> <p>Consider using imperative sentences when delivering instructions when you're composing an email or developing training programs. For instance, to show an employee how to use their login credentials for the company's database, you can write, "Click the link to create a new username and password." Compile imperative sentences together to communicate to your audience that you're requesting them to take specific actions. They can also understand that following your request is essential to achieving the desired result.</p>	<p>D.</p>	<p>An interrogative sentence is a sentence that asks a question. A sentence written in the interrogative form can be direct or indirect, begin with or without pronouns, and feature yes/no interrogatives, alternative questions, or tag questions. Interrogative sentences often start with interrogative pronouns and end with a question mark. Question words, typically "wh" words, include "who," "what," "when," "where," "why," "which," "whose," and "whom." You can also use auxiliary verbs in interrogative sentences, such as "Did she mean to sound so angry?" Here, "did" is an auxiliary verb (or helping verb), transforming the sentence "she meant to sound so angry" into a question.</p>

Answer the following questions by choosing the correct letter that matches the description. Take note that the letters can be repeated accordingly.

Which extract...

19.	refers to a type of statement that asserts the truth or falsehood of something and ends with a full stop or a period?
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Non-Fiction

Read the article below then answer the questions that follow.

From Fabrics to Computers: A History of Cloth and Binary Code

Did you know that modern computer coding was inspired by an 1804 invention for weaving fabric? Before the 1800s, weaving patterned fabric was very expensive and time-consuming, because it had to be done entirely by hand. In order to produce such fabrics, master weavers employed trained apprentices to painstakingly lift a different selection of warp threads for each and every row of weaving. The result of this work was an array of fashionable and sought-after patterned fabrics. However, the time and expertise that went into these fabrics made them so expensive that only the wealthiest people could afford them. Most people wore clothing made from simple, single-colour fabric.

Then, in 1804, a French silk weaver named Joseph-Marie Jacquard invented a machine to automate the weaving of patterns in cloth. The machine used a series of “punch cards” that were encoded with the information for weaving a pattern. This eliminated the need for a separate person to manually lift threads and create the design. Each punch card had holes that corresponded to the threads that needed to be lifted in a row of weaving. Thousands of punch cards were strung together in order into a set and then fed through Jacquard’s machine. The machine was attached to the top of a weaving loom. A set of hooks on the machine would “read” the punch cards: where there was a hole, a hook would pass through and lift the correct thread; if there was no hole, the corresponding hook would be stopped and the thread would remain in its original position. The punch cards used a kind of code called binary code. The code was binary because the machine was responding to only two commands - either punched hole or no punched hole.

By using binary code to automate looms - allowing people to program machines to execute actions - the Jacquard machine represented a fundamental change in how humans interacted with machines. It enabled weaving looms to be operated by less-skilled factory workers and the fabric to be woven more than 20 times faster. The invention revolutionised fabric weaving and made a wider variety of fashionable fabrics available to more people. It had ripple effects across the world economy, from fashion to factories to shipping. By the 1830s there were more than 7,000 Jacquard machines operating in England alone! Simply by changing the sets of punch cards, a Jacquard loom could produce an unlimited number of

different fabric patterns. The card sets were so valuable that there were even incidents of them being stolen by competing companies.

In the 1830s, British mathematician Charles Babbage was fascinated by the binary code in Jacquard's punch cards. (He even kept a woven portrait of Jacquard at home, a design woven with a set of 24,000 punch cards.) He believed a punch card system could be used to make mathematical tables (needed for engineering, navigation, and science). He began working on a machine that would do this, calling it an Analytical Engine. His friend, Ada Lovelace went even further, observing that such an analytical engine could be used not only for mathematics, but for automating and manipulating any data. She proposed that combinations of the two numbers in a binary code could be used to represent other variables, such as letters, symbols, or even musical notes! Their combined vision of how the tasks a machine performed could be changed by using different sets of punch cards served as a cornerstone in the development of computers over the next century.

Punch cards were used in several fields of data processing over the next several decades, including government processing of census data. Then, in the 1960s and 1970s, as data-encoding methods changed, the binary format came back in a new form, without punch cards. The American Standard Code for Information Interchange (ASCII) is a binary-based code that uses patterns of 0s and 1s to encode different characters. Because ASCII was standardised, different makes and models of computers were able to exchange information directly, instead of having to "translate" data into new formats at each new machine. ASCII soon became the coding basis for digital computers, and is still used today.

The history of patterned fabric is echoed by Knauer's use of binary code in his design. Quilts are textiles created by sewing together three layers of fabric. The top layer is often made of smaller pieces or blocks of fabric sewn together to form a larger design or pattern. Quilters often include messages and motifs in the design of a quilt's top layer that have special meaning to them or to the person for whom the quilt is made. Knauer's quilt includes a secret message for the viewer, conveyed in binary code.

In each quilt block, Knauer used squares of white fabric to represent alphabet letters in ASCII binary code. In the blocks with vertical stripes, such as the top left hand block, a white square in the top row stands for 1. A white square in the bottom row stands for 0. Thus, that block in the quilt corresponds to 0101-0011, which is the letter "S" in ASCII binary code. Each of the sixteen blocks in the quilt stands for a letter in the sentence "Smart is beautiful." Knauer encoded this message to his daughter in the quilt to communicate that intelligence is a more beautiful human quality than physical appearance. By communicating this message in cloth, Knauer's work connects modern, digital programming to the revolutionary work of inventors and mathematicians of the past.

What message would you hide in a quilt, and to whom would you give it?

Answer the following questions by choosing the letter of the best answer.

25 The machine Joseph-Marie Jacquard invented was

- A. To automate the production of flour and other foods.
- B. To automate the processing of data in maths.
- C. To automate the weaving of patterns in cloth.
- D. To automate the processing of census data.



Scholarly