Surname	First Name:
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Christ's Hospital Admissions Tests 2015-16

Year 9 ENGLISH



CHARLES

You have 60 minutes to do this test plus 10 minutes reading time. Spend about 30 minutes on each section. Check your work carefully if you have time.

For marker's use only			
Section A	+ Section B	+ SPG	= Total
Special points to note			

Section A Read the passage and answer the questions that follow.

CHARLES

The day Laurie started kindergarten he renounced dungarees with bibs and started wearing blue jeans and a belt. I watched him go off with the older girl next door, seeing clearly that an era of my life was ended, my sweet-voiced nursery-school tot replaced by a long-trousered loudmouth who forgot to wave goodbye to me.

He came home the same way, the door slamming open and his cap on the floor. His voice had suddenly become raucous: 'Isn't anybody *here?'* At lunch he spoke insolently to his father, spilled his sister's milk and remarked piously that his teacher said we were not to take the name of the Lord in vain.
'Did you learn anything?' his father asked.
'I didn't learn nothin'.'
'*Anything*, said his father.
'The teacher spanked a boy though,' he said, enthusiastically.
'What did he do?' his father asked. 'Who was it?'
'It was Charles,' he said. 'For being fresh.'

Next day Laurie remarked at lunch: 'Well, Charles was bad again. Today Charles hit the teacher.'
'Good heavens,' I said, mindful of the Lord. 'I suppose he got spanked again?'
'Sure did,' said Laurie. 'Look up,' he said. I did. 'Look down,' he said. I did. 'Look at my thumb. Gee, you're dumb!' And he began to laugh insanely.

On Wednesday he reported that Charles had bounced a see-saw on to the head of a little girl and made her bleed. The teacher made him stand inside all through break. On Thursday he kept pounding his feet on the floor; he had to stand in the corner during story time. On Friday he threw chalk at another boy and he was deprived of blackboard privileges. On Saturday I remarked to my husband. 'Do you think kindergarten is unsettling for Laurie? All this toughness, and bad grammar, and this Charles sounds like a bad influence.'

The next week, Charles apparently continued on his errant path. 'Hi Pop, y'old dust mop!' Laurie exclaimed, before launching into a tale of how Charles had to stay after school for yelling. On the Wednesday of that week: 'You know what Charles did today? He told a little girl to say a word and she said it and it was so bad the teacher washed her mouth out with soap and Charles laughed.'
'What word?' his father asked unwisely.
Laurie said, gleefully: 'I'll have to whisper it, it's so bad.'
His father's eyes widened. On Friday morning we learned that Charles abandoned the girl and said the same word himself, four times, having his own mouth washed out on each occasion.

By that second weekend Charles had become an institution in our family. The baby was 'being a Charles' when he cried all afternoon. Laurie 'did a Charles' when he filled his wagon full of mud and pulled it through the kitchen. Even my husband, when he caught his elbow in the telephone cord and pulled a vase of flowers off the table, said: 'Looks like Charles has been to visit.'

When the parent-teacher conference came around, I desperately wanted to go just so I could catch a look at Charles – not to mention his mother! I scanned every comfortable matronly face, trying to determine which one held the secret of Charles. But none of the parents had a haunted look, and noone looked haggard enough to be Charles's mother. No-one stood up and apologized for their child's behaviour. Noone beat their breast or threw themselves on the floor in despair at what the teacher was telling them. 'She must have stayed away,' my husband said.

Afterwards, I identified Laurie's kindergarten teacher. She had a plate with a cup of tea and a piece of chocolate cake. I had a plate with a cup of tea and marshmallow cake. We manoeuvred up to each other cautiously.
'I've been so anxious to meet you,' I said. 'I'm Laurie's mother.'
'We're all *so* interested in Laurie,' she said.
'Well he certainly likes it here,' I said. 'He talks about it all the time.'
'He had a little trouble adjusting,' she said, 'and he has had a few lapses. But I'm sure he'll adjust soon.'
'Laurie usually adjusts quickly,' I said. 'I suppose this time it's Charles's influence.'
'Charles?'
'Yes, I said, laughing. 'You must have your hands full, with Charles!'
'Charles?' she said. 'We don't have any Charleses in the kindergarten.'

Shirley Jackson (adapted)

1. Reread the first paragraph. (4 marks)

Using your own words write down two things the narrator feels have changed in her son's behaviour once he starts kindergarten. Write down how her son was 'before' and 'after'.

A) BEFORE _____

AFTER _____

B) BEFORE _____

AFTER _____

2. Reread the second paragraph. (4 marks)

In paragraph 2 different words are used to describe the way Laurie speaks. Choose a word from the list to match each definition below.

Raucous insolently piously enthusiastically

A) With energy and cheerfulness _____

B) Harsh, grating _____

C) In a holy way (or appearing so) _____

D) Cheekily, impertinently _____

3. Reread paragraphs 3, 4 and 5. (8 marks)

In your own words list four of the things Charles does to get into trouble at school.

A) _____

B) _____

C) _____

D)_____

There are several hints in this part of the story that Laurie may be naughtier than his mother thinks he is. **In your own words** write down two things about Laurie that give these hints. Explain why they suggest that it is he and not 'Charles' who is naughty.

E)_____

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F)_____

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4. Reread paragraph 7. (8 marks)

When Laurie's mother is at the parents' meeting she looks around for someone who might be Laurie's mother.

Pick out four words or phrases that indicate what qualities she is looking for in the people she looks at. Then explain each phrase using your own words.

A) _____

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B)
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C)_____

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D) _____

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5. Thinking about the whole passage (12 marks)

At different stages in the story we can work out what Laurie's parents feel about 'Charles' and the situation in the kindergarten class from things that Laurie's mother says.

A) Read each of these quotations and explain clearly in your own words what his mother thinks or feels at that moment. Give as much detail as you can, and remember you may have to 'read between the lines'.

On Saturday I remarked to my husband. 'Do you think kindergarten is unsettling for Laurie?'

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By that second weekend Charles had become an institution in our family…

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When the parent-teacher conference came around, I desperately wanted to go just so I could catch a look at Charles – not to mention his mother!

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B) At the end of the story Laurie's mother discovers that there is no such boy as Charles. Write a two or three sentences explaining how this changes your understanding of everything that has happened in the story.

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6.

Reviewing the passage as a whole, a reader might have mixed feelings towards Laurie's mother and father.

In a paragraph of your own words, write down the reasons why a reader might understand why they do what they do and sympathize with them. Be sure to quote words and phrases from the passage to prove your points.

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In a paragraph of your own words, write down the reasons why a reader might feel that Laurie's parents get what they deserve at the end of the passage. Be sure to quote words and phrases from the passage to prove your points.

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SECTION B

Imagine you are Laurie, grown up. Many years after the events described in the passage your own child is going to kindergarten and it makes you remember the events of the passage.

You sit down with your own son or daughter to give them some advice about how they should behave when they go to school.

Write down what you say to your child. In your writing you should:

- Reminisce about your own first days at school and say what you learned from it
- Create a convincing 'voice' for a grown-up Laurie talking to his child
- Use lively language to express ideas.

You should aim to write around 2 sides.

PLANNING SPACE

END OF PAPER