ST. FRANCIS' COLLEGE
SAMPLE ENTRANCE EXAMINATION PAPER (for entry into Year 9)
MARKING INFORMATION

All questions are marked positively not negatively. For example, if a girl gets all of Section A wrong, her score for it would be 0 rather than -20.

SECTION A: Tests knowledge of spelling, vocabulary, punctuation and grammar. Not all of these will be tested in any one paper but candidates should be prepared for questions that cover these areas. Candidates could be asked to correct errors in a piece of writing. In this case all errors would be weighted equally in terms of marks.

SECTION B: Tests comprehension skills. There will be a short prose extract or a poem followed by a series of questions. These questions will test the ability to understand meaning and analyse the effects of a writer's choice of language. Marks are awarded for the content of the answer and for the quality of the candidate's writing.

For the sample paper's question 3 might include reference to:
The college is formal and traditional. This is suggested by the term 'Senior Common Room' and the way in which most of the characters are referred to by their role within the college: Librarian, Chaplain etc.

The college is hierarchical and not very welcoming. These ideas are suggested by the fact that no one has bothered to find out the names of the two 'young Fellows'.

Hospitality is poor overall, as the room is cold and the dinner has been of a poor standard. These points could also indicate that the college is struggling financially.

There is a sinister, rather secretive atmosphere created by the use of darkness in the description of the room and by the way the college members separate into two distinct groups. We are told that Horley and Grinstead were 'occupying the shadows' and speaking 'quietly'. It is as if they do not wish to be overheard.

Credit would also be given for pointing out that it is a university college with a strong focus on the academic and the serious for topics of social conversation.

SECTION C: Tests the candidate's ability to write an extended piece of prose. There will be a choice. In her answer the candidate must make sure that she is writing appropriately to the question. For example, a piece of **descriptive** writing should not be a **story**.

Marks are awarded for the quality of the content, and for the quality of written communication. The marks for QWC are awarded separately from the marks for content. Fewer marks are awarded for QWC than for content to ensure that those girls who have difficulty with spelling and punctuation are not disadvantaged.

Marks are awarded on a 'best fit' principle: candidates do not have to meet all of the criteria for a grade to be awarded a mark within that grade.

A***Content:** Engaging style, strong personal style, successfully uses a range of techniques (such as metaphors), clearly planned, effective structure, impressive range of vocabulary, appropriate to task, has a sense of audience, originality of approach

A* **QWC:** impressive use of a range of sentence structures, achieves a very high level of accuracy in terms of spelling and punctuation, very secure use of paragraphing, mature and very clear handwriting, very high standard of presentation

A **Content:** very good effort made to match vocabulary and style to the task, some good use of techniques (such as metaphors), good effort to plan and to use structure for effect, good vocabulary, touches of originality

A **QWC:** good variety of sentence structures, high level of accuracy in terms of spelling and punctuation, good use of paragraphing, very good handwriting, high standard of presentation

B **Content:** good effort made to match vocabulary and style to the task, some use of techniques (such as metaphors), effort made to plan and to use structure for effect, some elements of good vocabulary

B **QWC:** some variety of sentence structures, generally good level of accuracy in terms of spelling and punctuation, generally accurate use of paragraphing, good handwriting, good standard of presentation

C **Content:** some sense of how to match vocabulary and style to the task but not always consistently successful, attempts to use techniques (such as metaphors), reasonably well planned, vocabulary generally used accurately but mainly of a basic level, underdeveloped

C **QWC:** accurate spelling of most commonly used words, generally uses capital letters and full stops accurately, attempts to use a variety of sentences structures, some correct use of paragraphing, clear handwriting, reasonable standard of presentation

D **Content:** vocabulary and style not always appropriate to the task, unplanned/not well planned, basic level of vocabulary, underdeveloped or uncontrolled

D **QWC:** spelling of simple words generally accurate, uses punctuation but frequently inaccurately, poor paragraphing/no paragraphing, handwriting sometimes illegible, poor standard of presentation

E **Content:** material not always relevant to the task, inappropriate style, poor vocabulary, significantly short work

E **QWC:** inaccurate spelling and punctuation hinders comprehension, significant elements of illegibility, very poor standard of presentation