Independent Schools Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

ENGLISH

LEVEL 2

PAPER 1

Monday 4 November 2013

Please read this information before the examination starts.

- You have 1 hour 15 minutes which includes reading and note-making time.
- The paper is divided into two sections.
- Answer **all** the questions in Section A and **one** question from Section B.
- Remember to write **Level 2** at the top of your answer page.
- Vocabulary, spelling, grammar, punctuation and presentation are important and will be taken into account.

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LEVEL 2

SECTION A: LITERARY PROSE

Read the passage below entitled* Crabby*, and then answer all the questions which follow, using complete sentences.

The marks at the end of each question are a guide as to how much you should write in your answers.

Crabby

She was a bunched and punitive little body and the school had christened her Crabby; she had a sour yellow look, lank hair coiled in earphones and the skin and voice of a turkey. We were all afraid of the gobbling Miss B; she spied, she pried, she crouched, she crept, she pounced – she was a terror.

Each morning was war without declaration; no one knew who would catch it next. We stood to attention, half-crippled in our desks, till Miss B walked in, whacked the walls with a ruler, and fixed us with her squinting eye. 'Good a-morning, children!'

'Good morning, Teacher!'

The greeting was like a rattling of swords. Then she would scowl at the floor and begin to growl 'Ar Farther …'; at which we said the Lord's Prayer. But scarcely had we bellowed the last Amen than Crabby coiled, uncoiled and sprang, and knocked some poor boy sideways.

One seldom knew why; one was always off guard, for the punishment preceded the charge. The charge, however, followed hard upon it, to a light shower of angry spitting.

'Shuffling your feet! Playing with the desk! A-smirking at that miserable Betty! I will not have it. I'll not, I say. I repeat – I will not have it!'

So we did not much approve of Crabby. And indeed there came the inevitable day when rebellion raised its standard, when the tension was broken and a hero emerged whom we would have gladly named streets after, though we gave him little support at the time …

Spadge Hopkins it was, and I must say we were surprised. He was one of those heavy, full-grown boys, designed for the great outdoors. The sight of him squeezed into his tiny desk was worse than a bullock in ballet-shoes. He wasn't much of a scholar; he groaned as he worked, or hacked at his desk with a jack-knife. Miss B took her pleasure in goading him, in forcing him to read out loud; or asking him sudden unintelligible questions which made him flush and stumble.

The great day came. Crabby B was at her sourest, and Spadge Hopkins had had enough. He began to writhe in his desk, and kick his boots, and mutter, 'She'd better look out. 'Er, – Crabby B. She'd better, that's all.' Then he threw down his pen, said, 'Sod it all,' got up and walked to the door.

'And where are you going, young man, may I ask?' said Crabby with her awful leer.

Spadge paused and looked her straight in the eye.

'If it's any business of yourn.'

We shivered with pleasure at this defiance; Spadge leisurely made for the door.

'Sit down this instant!' Crabby suddenly screamed. 'I won't have it!'

'Ta-ta,' said Spadge.

Then Crabby sprang like a yellow cat, spitting and clawing with rage. She caught Spadge in the doorway and fell upon him. Spadge caught her hands in his great red fists and held her at arm's length, struggling.

'Come and help me, someone!' wailed Crabby. But nobody moved; we just watched. We saw Spadge lift her up and place her on top of the cupboard, then walk out of the door and away. There was a moment of silence, then we all laid down our pens and began to stamp on the floor in unison.

Crabby stayed where she was, on top of the cupboard, drumming her heels and weeping.

1. Look at the first sentence.
   Using your own words, make three different points about Crabby's appearance. (3)

2. Look at lines 5–14 where the writer uses some interesting imagery.
   Write down two examples and explain why they are effective. (6)

3. Look at the first 16 lines.
   Make three comments about Crabby's teaching style.
   Use brief quotations to support your answer. (6)

4. Look at lines 17–28.
   There are several reasons why Spadge Hopkins rebels against Crabby.
   Give four reasons, using your own words to explain them. (4)

5. How does the writer create humour in the extract as a whole?
   Refer closely to the writing, using at least three examples to explain your ideas. (6)

(25)

TURN OVER FOR SECTION B

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TURN OVER FOR SECTION B

SECTION B: WRITING TASK

Write on any ONE of the following topics.

Each one is worth 25 marks.

Credit will be given for good spelling, punctuation and presentation as well as for using a wide range of vocabulary.

1. The Decision

   Was there a time when you faced a difficult choice? Write an article for your school magazine describing your decision.

2. Imagine that you have been asked to write a letter to be sent to new pupils starting at your school next September. You should inform them about your school and advise them how to make the most of the first few weeks.

3. Write a speech to be delivered to your class in which you explain your views on ONE of the following topics:
   - Winning and Losing
   - What makes a good friend
   - Relatives

4. **EITHER**

   (a) Is there a character in a book who stirs up strong feelings in you?

   By considering different moments in the story, explain how and why this character makes such an impact on you.

   OR

   (b) Many writers use places as important elements in a story.

   Referring to your own reading, explain how a particular place contributes to your understanding and enjoyment of the story.

(Total marks: 50)

The passage is from *Cider with Rosie* by Laurie Lee, published by Hogarth Press. Reprinted by permission of The Random House Group Limited ©.