Independent Schools Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

ENGLISH

LEVEL 2

PAPER 2

Tuesday 5 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: POETRY

The Meadow Mouse

In a shoe box stuffed in an old nylon stocking
Sleeps the baby mouse I found in the meadow,
Where he trembled and shook beneath a stick
Till I caught him up by the tail and brought him in,
Cradled in my hand,
A little quaker, the whole body of him trembling,
His absurd whiskers sticking out like a cartoon mouse,
His feet like small leaves,
Little lizard-feet,
Whitish and spread wide when he tried to struggle away,
Wriggling like a minuscule puppy.

Now he's eaten his three kinds of cheese and drunk from
his bottle-cap watering-trough –
So much he just lies in one corner,
His tail curled under him, his belly big
As his head, his bat-like ears
Twitching, tilting toward the least sound.

Do I imagine he no longer trembles
When I come close to him?
He seems no longer to tremble.

But this morning the shoe-box house on the back porch is empty.
Where has he gone, my meadow mouse?
My thumb of a child that nuzzled in my palm? –
To run under the hawk's wing,
Under the eye of the great owl watching from the elm tree,
To live by courtesy of the shrike*, the snake, the tom-cat.

Theodore Roethke

*Shrike = bird which eats insects, reptiles and small mammals

The Meadow Mouse by Theodore Roethke is reproduced with kind permission of Faber and Faber Ltd.©

Read the poem* The Meadow Mouse *printed opposite and answer the questions below, using complete sentences.

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

1. Where is the mouse at the beginning of the poem and how has he been caught? (2)

2. Which details from lines 1–19 show that the speaker cares very much about the mouse? (4)

3. Look at lines 6–11.
   How does the poet use language and imagery to create a vivid impression of the mouse? (6)

4. Look at lines 20–25.
   How does the speaker respond to the disappearance of the mouse?
   Use brief quotations to support your ideas. (6)

5. Referring closely to the poem as a whole, to what extent do you sympathise with the speaker's actions?
   Give your reasons. (7)

(25)

TURN OVER FOR SECTION B

SECTION B: WRITING TASK

Write imaginatively 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 imaginative and exciting use of vocabulary.

1. 'The room was so quiet that I noticed the clock ticking.'
   Write a story which opens with this sentence.

2. Losing something loved.

3. Write a story or description using one of the following titles:
   - Saying Goodbye
   - The Person in the Queue
   - Through the Window

4. The Photograph.

(Total marks: 50)

Q.	Answer	Mark	Additional Guidance
6.	sense of loss/distress/confusion/grief – 'Where has he gone ...?' feels the mouse belongs to him/sense of responsibility – 'my meadow mouse' feels as if he is its father – 'My thumb of a child'/'nuzzled in my palm' fears the mouse is in danger – 'under the hawk's wing'/'Under the eye of the great owl'/mention of other predators, the shrike, snake and tom-cat	3 + 3	1 mark for each feeling up to 3 marks 1 mark for each quotation up to 3 marks
Total		**25**	

PAPER 2

SECTION A: POETRY

LEVEL 2

Q.	Answer	Mark	Additional Guidance
1.	in a shoe box trapped under a stick and picked up by the tail and carried in by hand	2	1 mark for each
2.	'shoe box' and 'nylon stocking' 'Cradled' 'three kinds of cheese' 'bottle-cap watering-trough' 'he no longer trembles/When I come close'	4	1 mark for each quotation
3.	descriptive language – 'trembling'; 'absurd whiskers'; 'feet,/Whitish and spread wide' imagery – 'A little quaker' 'whiskers sticking out like a cartoon mouse' 'His feet likes small leaves' 'Little lizard-feet' 'Wriggling like a minuscule puppy'	3 + 3	1 mark for each quotation up to 3 marks 1 mark for discussing each quotation, up to 3 marks

Q.	Answer	Mark	Additional Guidance
4.	sense of loss/distress/confusion/grief – 'Where has he gone ...?' feels the mouse belongs to him/sense of responsibility – 'my meadow mouse' feels as if he is its father – 'My thumb of a child'/'nuzzled in my palm' fears the mouse is in danger – 'under the hawk's wing'/'Under the eye of the great owl'/mention of other predators, the shrike, snake and tom-cat	**3 + 3**	1 mark for each response up to 3 marks 1 mark for each discussed quotation, up to 3 marks
5.	*Could argue either way or give a balanced view:* *sympathise*: provides food and shelter may have rescued the mouse carries him protectively observant and admiring of the mouse/ makes him sound precious wants to be trusted by the mouse and to act like a father figure to him feelings of concern and fear over loss of mouse *do not sympathise:* removes him from his home in the meadow motives are selfish as ignored wish of mouse to escape if the 'stick' were his he may have captured the mouse rather than rescued it holds him roughly 'by the tail' laughs at the mouse's 'absurd whiskers' 'like a cartoon mouse' mouse is passive and afraid, wants to escape: speaker is cruel cares more about his own feelings than the welfare of the mouse	**2 + 2 + 2 + 1**	2 marks for each point supported by a convincing reason/ quotation extra mark for overall high quality of answer

Q.	Answer	Mark	Additional Guidance
5. contd.	tries to dominate the mouse like a possession, denies him freedom indignant/distressed feelings at end of poem irrational as mouse would have always faced predators in the wild		
Total		**25**	