Independent Schools Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

ENGLISH

LEVEL 2

PAPER 2

Tuesday 28 January 2014

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

It Was Long Ago

I'll tell you something, shall I, something I remember?
Something that still means a great deal to me.
It was long ago.

A dusty road in summer I remember,
A mountain, and an old house, and a tree
That stood, you know,

Behind the house. An old woman I remember
In a red shawl with a grey cat on her knee
Humming under a tree.

She seemed the oldest thing I can remember,
But then perhaps I was not more than three.
It was long ago.

I dragged on the dusty road, and I remember
How the old woman looked over the fence at me
And seemed to know

How it felt to be three, and called out, I remember
'Do you like bilberries and cream for tea?'
I went under the tree

And while she hummed, and the cat purred, I remember
How she filled a saucer with berries and cream for me
So long ago,

Such berries and such cream as I remember
I never had seen before, and never see
Today, you know.

And that is almost all I can remember,
The house, the mountain, the grey cat on her knee,
Her red shawl, and the tree,

And the taste of the berries, the feel of the sun I remember,
And the smell of everything that used to be
So long ago,

Till the heat on the road outside again I remember,
And how the long dusty road seemed to have for me
No end, you know.

That is the farthest thing I can remember.
It won't mean much to you. It does to me.
Then I grew up, you see.

Eleanor Farjeon

The poem is from *Blackbird Has Spoken: Selected Poems for Children* with kind permission of David Higham Associates.

LEVEL 2

Read the poem* It Was Long Ago *printed opposite and answer all 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.

Look again at lines 1 to 12.

1. (a) How old was the speaker when this happened? (1)

   (b) Briefly describe what happened. (1)

   (c) How does the poet emphasise the fact that this is a memory from long ago? (2)
   Use quotations from the poem to support your answer.

Look again at lines 13 to 24.

2. How does the use of sound help to make the description vivid in these lines? (4)

Look at lines 25 to 36.

3. (a) What devices does the speaker use to express her strong feelings about this memory in lines 25 to 30? (4)

   (b) How does the mood of the poem change in lines 28 to 36 and how does the speaker make you understand this? (4)

Look at the poem as a whole.

4. What do you notice about the way the stanzas are structured?
   Comment on anything you find interesting. (5)

5. What impressions do you get of 'the road' the child is travelling, and what could it represent? (4)

(25)

PLEASE 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 imaginative and exciting use of vocabulary.

1. Write a story which involves a journey along one of the following:

   - a narrow mountain path
   - an ancient route through the desert
   - a long-distance footpath

2. *Every day she sat alone by the upstairs window …*

   Continue this story in any way you wish.

3. Write a story or description entitled 'The Long Hot Summer'.

4. The Joke

   Write a story with a joke at its centre.

(Total marks: 50)

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LEVELS 1 AND 2

MARK SCHEME

This is a suggested, not a prescriptive, mark scheme.

Spring 2014

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PAPER 2

SECTION A: POETRY

LEVEL 2

Q.	Answer	Mark	Additional Guidance
1. (a)	'not more than three'	1	
(b)	speaker is travelling along a hot dusty road when she sees an old lady with a cat	1	
(c)	*possible quotations include:* 'something I remember' 'Something that still means a great deal to me' 'It was long ago.' 'the oldest thing I can remember' 'But then perhaps I was not more than three' repetition of 'remember'	2	1 mark for each quotation
2.	*use of sound:* alliteration: 'dragged on the dusty road' onomatopoeia: 'dragged' 'hummed' 'purred' direct speech: 'Do you like bilberries and cream for tea?' repetition: 'I remember'; 'bilberries and cream … berries and cream …'; 'Such berries and such cream' assonance: 'Do you …'; 'cream for tea … cream for me' sound used by poet: to recreate sounds of the past, allow reader to hear what speaker heard; make a distant memory more real; emphasise the hard nature of travelling in the heat …	4	four brief points supported by quotation or fewer ideas explored in more detail

Q.	Answer	Mark	Additional Guidance
3. (a)	*possible answers include:* use of listing: 'The house, the mountain, the grey cat …' items in list grow in length/nature: 'the house' v 'the taste of the berries' use of enjambement: lines 25 to 33 repetition of 'remember' appealing to the senses: 'the taste … the feel … the smell …' polysyndeton: 'And ... And ... And' triadic structure leading to climax (see above) word choice: 'everything that used to be' long sentence, as if the memory rolls on	**4**	four brief points supported by quotation or fewer ideas explored in more detail
(b)	*mood changes:* from nostalgic, happy, positive, enthusiastic … to sad, melancholy, negative, regretful … *poet conveys change:* return to the 'heat' and 'dusty road' use of full stops at end of lines/stanzas: slows pace down; stops enthusiastic tone; suggests speaker is suddenly more reticent use of short sentences: 'It does to me.'; slows pace; suggests reticence use of contrast: 'It won't mean much to you. It does to me.'; adds tension; as if speaker feels listener doesn't understand/care; adds bitterness; 'Then I grew up': the end of childhood	**4**	up to 2 marks for identifying shift in tone, up to 3 marks for showing how poet conveys this change (1 + 3 or 2 + 2)

Q.	Answer	Mark	Additional Guidance
4.	*possible answers include:* 3 line stanzas – speaker was 3 years old when this happened little variation in rhyme – suggesting the tedium of the long road long lines (1st and 2nd) – mirror the long dusty road; reflect vivid nature of memory short lines (3rd) – memories are short snatches of past; adds more poignant note as if speaker suddenly less willing to remember enjambement – sudden bursts of excitement as speaker remembers full stops at end of lines/stanzas: slow poem down; adds poignant tone; shows memory is over/past is over	**5**	up to 2 marks for each comment accept any sensible ideas
5.	*references to poem include:* 'A dusty road' 'I dragged on the dusty road' 'the heat on the road outside' 'the long dusty road seemed to have for me/ No end' *it could suggest:* road could symbolise speaker's childhood road as a metaphor for life childhood was difficult, unhappy, lonely, a struggle … child found the world threatening, uncaring, hostile … child felt small and vulnerable, was keen to grow up, keen to leave childhood behind … the memories are vivid, however	**4**	accept any sensible ideas mark on merit
Total		**25**	