



13 + Entrance Examination

Paper 5

English

Total marks: 60

Time allowed: 1 hour 15 minutes

Full name

Reading Passage

The following extract is taken from 'Little Women' by Louisa May Alcott (published 1869). In this passage, Amy gets into trouble at school.

'I just wish I had a little money,' said Amy one day, as if to herself, yet hoping her sister would hear.

'Why?' asked Meg kindly.

'I need it so much. I'm dreadfully in debt.'

5 'In debt, Amy? What do you mean?' And Meg looked sober.

'Why, I owe at least a dozen **pickled limes**, and I can't pay them, you know, till I have money, for Mother forbade my having anything charged at the shop.'

10 'Tell me all about it. Are limes the fashion now?' And Meg tried to keep her countenance, Amy looked so grave and important.

'Why, you see, the girls are always buying them, and unless you want to be thought mean, you must do it too. It's nothing but limes now, for everyone is sucking them in their desks in school time, and trading them off for pencils, bead rings, paper dolls, or something else, at **recess**. If one girl likes another, she gives her a lime. If she's mad with her, she eats one before her face, and doesn't offer even a suck. They treat by turns, and I've had ever so many but haven't returned them, and I ought for they are debts of honor, you know.'

20 'How much will pay them off and restore your credit?' asked Meg, taking out her purse.

'A quarter would more than do it, and leave a few cents over for a treat for you. Don't you like limes?'

'Not much. You may have my share. Here's the money. Make it last as long as you can, for it isn't very plenty, you know.'

25 'Oh, thank you! It must be so nice to have pocket money! I'll have a grand feast, for I haven't tasted a lime this week. I felt delicate about taking any, as I couldn't return them, and I'm actually suffering for one.'

30 Next day Amy was rather late at school, but could not resist the temptation of displaying, with pardonable pride, a moist brown-paper parcel, before she consigned it to the inmost recesses of her desk. During the next few minutes the rumor that Amy March had got twenty-four delicious limes (she ate one on the way) and was going to treat circulated through her 'set', and the attentions of her friends became quite overwhelming. Katy Brown invited her to her next party on the spot. Mary Kingsley insisted on lending her her watch till recess, and Jenny Snow, a satirical young lady, who had basely twitted Amy upon her limeless state, promptly buried the hatchet and offered to furnish answers to certain

appalling sums. But Amy had not forgotten Miss Snow's cutting remarks about 'some persons whose noses were not too flat to smell other people's limes, and stuck-up people who were not too proud to ask for them', and she instantly crushed 'that Snow girl's' hopes by the withering telegram, 'You needn't be so polite all of a sudden, for you won't get any.'

A distinguished personage happened to visit the school that morning, and Amy's beautifully drawn maps received praise, which honor to her foe rankled in the soul of Miss Snow, and caused Miss March to assume the airs of a studious young peacock. But, alas, alas! Pride goes before a fall, and the revengeful Snow turned the tables with disastrous success. No sooner had the guest paid the usual stale compliments and bowed himself out, than Jenny, under pretense of asking an important question, informed Mr. Davis, the teacher, that Amy March had pickled limes in her desk.

Now Mr. Davis had declared limes a contraband article, and solemnly vowed to publicly **ferrule** the first person who was found breaking the law. This much-enduring man had succeeded in banishing chewing gum after a long and stormy war, had made a bonfire of the confiscated novels and newspapers, had suppressed a private post office, had forbidden distortions of the face, nicknames, and caricatures, and done all that one man could do to keep half a hundred rebellious girls in order. Boys are trying enough to human patience, goodness knows, but girls are infinitely more so, especially to nervous gentlemen with tyrannical tempers and no more talent for teaching than **Dr. Blimber**. Mr. Davis knew any quantity of Greek, Latin, algebra, and ologies of all sorts so he was called a fine teacher, and manners, morals, feelings, and examples were not considered of any particular importance. It was a most unfortunate moment for denouncing Amy, and Jenny knew it. Mr. Davis had evidently taken his coffee too strong that morning, there was an east wind, which always affected his **neuralgia**, and his pupils had not done him the credit which he felt he deserved. Therefore, to use the expressive, if not elegant, language of a schoolgirl, 'He was as nervous as a witch and as cross as a bear'. The word 'limes' was like fire to powder, his yellow face flushed, and he rapped on his desk with an energy which made Jenny skip to her seat with unusual rapidity.

'Young ladies, attention, if you please!'

At the stern order the buzz ceased, and fifty pairs of blue, black, gray, and brown eyes were obediently fixed upon his awful countenance.

'Miss March, come to the desk.'

recess = break time

ferrule = strike

Dr. Blimber = a Dickens character

neuralgia = headache

Section A

You should spend approximately 45 minutes on Section A.

Read the passage carefully and then answer the following questions. Answer in full sentences unless directed to do otherwise. The marks at the end of each question are a guide as to how much you should write. Detailed answers will be rewarded.

1. Look carefully at **lines 1-18**. Identify and quote four details about how and why Amy has got into debt.
(4 marks)

2. Look again at **lines 1-10**. In your own words, explain Meg's changing reactions to her sister's confession.
(3 marks)

3. Paying close attention to the words in bold, explain what the following quotations tell you about Amy's feelings.
 - a. 'Amy looked so **grave** and important' (**line 10**)
 - b. 'I felt **delicate** about taking any' (**line 26**)(4 marks)

4. Look at **lines 30-38**. Using evidence from the text, explain the impression that Amy's limes make on her classmates .
(4 marks)

5. Consider **lines 51-75**. Explain how the author uses words, phrases and/or language techniques to convey the personality of Mr Davis. Use evidence from the text to support your answer.
(6 marks)

6. Consider the whole passage. Explain how the author uses words, phrases, language techniques and/or structural techniques to create narrative

tension. Use evidence from the text to support your answer. Make sure you do not repeat ideas you have already used.

(9 marks)

Section B

You should spend approximately 30 minutes on Section B.

- Answer ONE of the following questions all of which are worth 30 marks.
- Remember to plan and check your work carefully.
- Credit will be given for presentation and accurate spelling, punctuation and grammar as well as a wide range of appropriate vocabulary.

EITHER

1. Write about a time when you fell out with a friend. Write about a particular moment/episode and your feelings about what happened in detail. Try to make your writing as vivid and interesting as you can.

OR

2. 'School rules are necessary: without them school would not be safe.' Write an article for your school newspaper arguing either for or against this point of view.

OR

3. Describe a memorable teacher. Make your writing as vivid and interesting as you can.

OR use the following prompt as the basis of a short story

4. Contraband

Mark Scheme - Section A (30 marks)

1. Do **not** give credit for copying of whole passages from the extract. Quotation must be specific and precise. Give one mark for any of the following up to a total of **4 marks**:
 - a. Amy owes 'at least a dozen pickled limes'.
 - b. She can't pay for them 'till I have money'.
 - c. Her mother forbade her 'having anything charged at the shop'.
 - d. Amy doesn't 'want to be thought mean' by her friends.
 - e. Amy has 'had ever so many but haven't returned them'.
 - f. Amy feels she has to repay her friends because 'they are debts of honor'.

2. Reward candidates for clear and accurate explanations of the following ideas in their own words. Do **not** give credit for direct quotation from the passage.
 - Meg is caring when Amy first wishes for money (**1 mark**).
 - Then Meg is serious when she learns that Amy is in debt (**1 mark**).
 - Finally, Meg is amused but tries to hide it from her sister when she learns that Amy just owes treats to her friends (**1 mark**).

3. Give credit for clear and accurate definitions of the emboldened words with some explanation of how they relate to Amy's feelings. For example:
 - a. The word **grave** means serious or solemn. This suggests that Amy takes the matter very seriously even though it seems funny to her older sister.

(2 marks)

 - b. In this context, the word **delicate** means that something is awkward and embarrassing. This suggests that Amy feels embarrassed to take the limes when she isn't able to repay her friends.

(2 marks)

4. Give credit for clear explanation of any of the following ideas up to a total of **4 marks**. One mark may be awarded for a relevant quotation, but the second mark should only be awarded for clear explanation.

- The news that Amy has limes spreads quickly amongst her friends as it takes only a 'few minutes' for the 'rumour' to circulate. **(2 marks)**
- Amy's friends immediately start making a big fuss of her, presumably hoping to flatter her into sharing her limes as it says, 'the attentions of her friends became quite overwhelming'. **(2 marks)**
- Katy Brown attempts to bribe Amy by inviting her 'to her next party on the spot'. **(2 marks)**
- Similarly, Mary Kingsley attempts to put Amy into her debt by 'insisting on lending her her watch till recess'. **(2 marks)**
- Jenny Snow tries to make amends with Amy for teasing her when she had no limes. She also tries to bribe Amy by offering to give her the 'answers to certain appalling sums'. **(2 marks)**

5. Give credit for thoughtful and accurate analysis up to a total of **6 marks**. Credit should be given for clear explanation of ideas, relevant quotations and the use of technical language. For example (other ideas are also valid):

- The writer uses verbs **(1 mark)** to show how strongly Mr Davis enforces discipline in his class. The verb 'suppressed' **(1 mark)** suggests that he uses considerable force to ensure that the girls follow his rules. **(1 mark)**. *Other interesting verb choices include: vowed, forbidden etc.*
- The writer uses a metaphor **(1 mark)** to compare Mr Davis' management of his class to 'a long and stormy war' **(1 mark)**. This suggests that Mr Davis regards his pupils as the enemy. It also connotes ideas of violence and injury, implying that Mr Davis' strict discipline hurts his pupils **(1 mark)**.
- The writer uses similes **(1 mark)** to imply that Mr Davis is extremely temperamental and volatile. For example 'like fire to powder' **(1**

mark) implies that Mr Davis has an explosive temper that can be set off very easily (**1 marks**). *There are other interesting examples.*

6. Give credit for thoughtful and accurate analysis up to a total of **9 marks**. Credit should be given for clear explanation of ideas, relevant quotations and the use of technical language. For example (other ideas are also valid):

- The writer uses sensory description (**1 mark**) to raise the narrative tension. For example, the description of the 'moist brown-paper parcel' (**1 mark**) hidden in Amy's desk helps the reader to visualise the limes and hints at the enjoyment of the girls when they finally share the treat. This increases the reader's anticipation as it encourages them to sympathise with Amy's excitement (**1 mark**).
- The writer uses foreshadowing (**1 mark**) to foretell what will come later in the narrative. For example, 'But, alas, alas! Pride goes before a fall, and the revengeful Snow turned the tables with disastrous success.' (**1 mark**). Revealing in advance that Amy will be punished for the limes only heightens the reader's anticipation to find out what will happen to her (**1 mark**).
- The writer uses characterisation (**1 mark**) to build the tension. For example, the writer introduces the character of Mr Davis and details why, 'It was a most unfortunate moment for denouncing Amy' (**1 mark**). The reader knows in advance that Mr Davis is a cruel and angry teacher so will expect Amy's punishment to be severe, heightening their sympathy for her (**1 mark**).

Mark Scheme - Section B (30 marks)

The following mark scheme has been broken down into specific skills in order to provide candidates and parents with a checklist to work on. However, please be aware that schools tend not to mark in this atomised way, instead using a series of holistic descriptors and a 'best fit' approach to determine a mark.

Content (up to 6 marks - 2 per descriptor)	Marks
Writing is assuredly matched to the task.	
Writing sustains the reader's interest throughout.	
Content demonstrates a range of complex and interesting ideas.	
Organisation (up to 6 marks - 2 per descriptor)	Marks
Writing follows a clear and deliberate structure. If the piece is a narrative, it should contain a clear narrative arc with a narrative hook, rising tension, a climax and a resolution. Descriptive and persuasive pieces should also have a strong sense of organisation.	
Writing makes deliberate and effective use of paragraphs to aid coherence and cohesion.	
A range of discourse markers (linking words and phrases) are seamlessly integrated into the piece to aid coherence and cohesion.	
Register (up to 6 marks - 2 per descriptor)	Marks
Writing is appropriately formal, using standard English throughout.	
Ambitious vocabulary is used appropriately for the context.	
Writing demonstrates command of a range of complex sentence structures.	
Language techniques (up to 6 marks)	Marks
Writing makes effective use of a range of appropriate language techniques. Descriptive and narrative pieces make apt and original use of figurative and sensory language etc. Persuasive pieces demonstrate a sophisticated grasp of rhetorical techniques such as questions, repetition, hyperbole, contrast etc.	
Technical accuracy and presentation (up to 6 marks - 2 per descriptor)	Marks

Sentence demarcation is consistently secure, and a range of ambitious punctuation (: ; ") is used, mostly with success.	
Complex and irregular words are spelt accurately with only rare errors.	
Handwriting is legible throughout, and neat presentation contributes to an impressive piece of work.	
Section B total:	