



13 + Entrance Examination

Paper 4

English

Total marks: 60

Time allowed: 1 hour 15 minutes

Full name

Reading Passage

The following extract is taken from 'Three Men in a Boat' by Jerome K. Jerome (published 1889). In this passage, the narrator begins to worry that he may be ill.

There were four of us—George, and William Samuel Harris, and myself, and Montmorency. We were sitting in my room, talking about how bad we were—bad from a medical point of view I mean, of course. We were all feeling seedy, and we were getting quite nervous about it.

- 5 Harris said he felt such extraordinary fits of giddiness come over him at times, that he hardly knew what he was doing; and then George said that *he* had fits of giddiness too, and hardly knew what *he* was doing. With me, it was my liver that was out of order. I knew it was my liver that was out of order, because I had just been reading a **patent liver-pill circular**, in which
10 were detailed the various symptoms by which a man could tell when his liver was out of order. I had them all.

- It is a most extraordinary thing, but I never read a patent medicine advertisement without being impelled to the conclusion that I am suffering from the particular disease therein dealt with in its most virulent
15 form. The diagnosis seems in every case to correspond exactly with all the sensations that I have ever felt.

- I remember going to the British Museum one day to read up the treatment for some slight ailment of which I had a touch—hay fever, I fancy it was. I got down the book, and read all I came to read; and then, in an unthinking
20 moment, I idly turned the leaves, and began to indolently study diseases, generally. I forget which was the first distemper I plunged into—some fearful, devastating scourge, I know—and, before I had glanced half down the list of '**premonitory** symptoms,' it was borne in upon me that I had fairly got it.

- 25 I sat for awhile, frozen with horror; and then, in the listlessness of despair, I again turned over the pages. I came to typhoid fever—read the symptoms—discovered that I had typhoid fever, must have had it for months without knowing it—wondered what else I had got; turned up St. Vitus's Dance—found, as I expected, that I had that too,—began to get
30 interested in my case, and determined to sift it to the bottom, and so started alphabetically—read up ague, and learnt that I was sickening for it,

and that the acute stage would commence in about another fortnight. Bright's disease, I was relieved to find, I had only in a modified form, and, so far as that was concerned, I might live for years. Cholera I had, with
35 severe complications; and diphtheria I seemed to have been born with. I plodded conscientiously through the twenty-six letters, and the only malady I could conclude I had not got was housemaid's knee.

I felt rather hurt about this at first; it seemed somehow to be a sort of slight. Why hadn't I got housemaid's knee? Why this **invidious**
40 reservation? After a while, however, less grasping feelings prevailed. I reflected that I had every other known malady in the pharmacology, and I grew less selfish, and determined to do without housemaid's knee. Gout, in its most malignant stage, it would appear, had seized me without my being aware of it; and zymosis I had evidently been suffering with from
45 boyhood. There were no more diseases after zymosis, so I concluded there was nothing else the matter with me.

I sat and pondered. I thought what an interesting case I must be from a medical point of view, what an acquisition I should be to a class! Students would have no need to 'walk the hospitals,' if they had me. I was a hospital
50 in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a
55 hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I have since been induced to come to the opinion that it must have been there all the time, and must have been beating, but I cannot account for it. I patted myself all over my front, from what I call my waist up to my head, and I went a bit round each
60 side, and a little way up the back. But I could not feel or hear anything.

patent liver-pill circular = an advertisement for liver medication

premonitory = warning

invidious = unfair

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 again at **lines 1-4**. In your own words, explain the topic of conversation as well as the thoughts and feelings of the four companions.
(3 marks)

2. Look carefully at **lines 5-11**. Identify and quote four details about the companions' ill health.
(4 marks)

3. Paying close attention to the words in bold, explain what the following quotations tell you about the narrator's attitude to his health.
 - a. 'without being **impelled** to the conclusion' (**line 13**)
 - b. 'in its most **virulent** form' (**lines 14-15**)(4 marks)

4. Look again at **lines 17-24**. Using evidence from the text, explain how the narrator learns of his terrible ill health.
(4 marks)

5. Consider **lines 25-37**. Explain how the author uses words, phrases, language techniques and/or structural techniques to convey the narrator's attitude to his health. 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 humour. 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 believed something that was not true. 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. 'Advertising can be harmful to young people.' Write a letter to a company of your choice persuading them to change their advertising to make it less harmful to young people. You could consider writing to a company that promotes fast food, energy drinks or any other product that has an impact on young people.

OR

3. Describe a museum, art gallery, library or other visitor attraction. Make your writing as vivid and interesting as you can.

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

4. The Illness

Mark Scheme - Section A (30 marks)

1. 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.

The four companions are talking about how bad their health is (**1 mark**). They are all feeling unwell (**1 mark**) and they are starting to get anxious about their poor health (**1 mark**).

2. 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. Harris has 'extraordinary fits of giddiness'.
 - b. George also has 'fits of giddiness'.
 - c. The narrator has a 'liver that was out of order'.
 - d. The narrator knows that his liver is out of order because he has 'all' of 'the various symptoms' listed in a 'patent liver-pill circular'.
3. Give credit for clear and accurate definitions of the emboldened words with some explanation of how they relate to the narrator's feelings. For example:
 - a. The word **impelled** means being forced to do something. This suggests that the narrator feels he is made to believe that he is sick against his will.

(**2 marks**)
 - b. The word **virulent** means extremely harmful. This suggests that the narrator believes that he is suffering from a very severe illness / has the worst possible case of each illness from which he suffers.

(**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 narrator learns about his health because he is very interested in ailments. This is evident because he goes 'to the British Museum ... to read up the treatment for ... hay fever'.

(2 marks)

- The narrator learns of his terrible health without meaning to because he reads about it 'in an unthinking moment' / 'idly', suggesting that he didn't properly consider the consequences of reading about more illnesses.

(2 marks)

- The narrator learns of his terrible health with a kind of enthusiasm as he 'plunged into - some ... devastating scourge' which suggests that he read about it energetically.

(2 marks)

- The narrator jumps to conclusions about his terrible health very quickly as he decides he has one ailment before he has 'glanced half down the list' of symptoms.

(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 a very long sentence (**1 mark**) to suggest that the narrator is unusually anxious about his health . The narrator describes reading about 'typhoid fever', 'St Vitus's Dance' and 'ague' without stopping (**1 mark**). The long sentence makes each illness pile one upon the next, suggesting that the narrator is carried away by exploring all of his possible ailments (**1 mark**).
- The writer uses nouns (**1 mark**) to imply that the narrator has very strong feelings. For example, 'horror' / 'listlessness' / 'despair' (**1 mark**) shows that the narrator suffers intense feelings of fear / hopelessness (**1 mark**) about his health.
- The writer uses verbs (**1 mark**) to suggest that the narrator is keen to discover all of his illnesses. He 'turned', 'discovered', 'wondered' and 'determined' (**1 mark**), suggesting that he put a lot of effort into

discovering these illnesses and perhaps enjoyed the activity (1 marks).

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 hyperbole/exaggeration (1 mark) to create humour. For example, the narrator claims 'I was a hospital in myself.' (1 mark). This is an exaggerated claim as no student doctor could really learn all of medical knowledge from one patient so this creates humour (1 mark).
- The writer uses rhetorical questions (1 mark) to create humour. For example, the narrator asks, 'Why hadn't I got housemaid's knee?' (1 mark). This is amusing because the narrator sounds upset to be missing out on this ailment / it is a ridiculous idea that he could have housemaid's knee because he is not a housemaid (1 mark).
- In addition, the writer uses a series of short sentences (1 mark) to create humour. For example, 'I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all.' (1 mark) The short sentences add to the sense of drama at this moment and convey the narrator's anxiety. It is funny as it is obviously impossible that his heart has stopped beating (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:	

We hope you found this exam paper useful. All papers are developed and written by our experienced qualified teachers. If you need further support please reach out to enquiries@owltutors.co.uk and we will be happy to help.