



**16 Plus**

**Paper [ 3 ]**

**English**

**Total marks: [ 100 ]**

**Time allowed: 60 minutes**

**Information for candidates**

- You have 60 minutes.
- Dictionaries are not allowed.
- You are advised to spend 35 minutes on section one (including 5 minutes reading time), and 25 minutes on section two.
- There are 100 marks available.

**Full name** \_\_\_\_\_

## Section One: Comparative Essay

Read the following poems and answer the question that follows:

### Poem One

#### **The Pike** by Theodore Roethke

The river turns,  
Leaving a place for the eye to rest,  
A furred, a rocky pool,  
A bottom of water.

The crabs tilt and eat, leisurely,  
And the small fish lie, without shadow, motionless,  
Or drift lazily in and out of the weeds.  
The bottom-stones shimmer back their irregular striations,  
And the half-sunken branch bends away from the gazer's eye.

A scene for the self to abjure!  
And I lean, almost into the water,  
My eye always beyond the surface reflection;  
I lean, and love these manifold shapes,  
Until, out from a dark cove,  
From beyond the end of a mossy log,  
With one sinuous ripple, then a rush,  
A thrashing-up of the whole pool  
The pike strikes.

### Poem Two

#### **Pike** by Ted Hughes

Pike, three inches long, perfect  
Pike in all parts, green tigering the gold.  
Killers from the egg: the malevolent aged grin.  
They dance on the surface among the flies.

Or move, stunned by their own grandeur,  
Over a bed of emerald, silhouette  
Of submarine delicacy and horror.  
A hundred feet long in their world.

In ponds, under the heat-struck lily pads -  
Gloom of their stillness:  
Logged on last year's black leaves, watching upwards.  
Or hung in an amber cavern of weeds

The jaws' hooked clamp and fangs  
Not to be changed at this date;  
A life subdued to its instrument;  
The gills kneading quietly, and the pectorals.

Three we kept behind glass,  
Jungled in weed: three inches, four,  
And four and a half: fed fry to them -  
Suddenly there were two. Finally one

With a sag belly and the grin it was born with.  
And indeed they spare nobody.  
Two, six pounds each, over two foot long.  
High and dry in the willow-herb -

One jammed past its gills down the other's gullet:  
The outside eye stared: as a vice locks -  
The same iron in his eye  
Though its film shrank in death.

A pond I fished, fifty yards across,  
Whose lilies and muscular tench  
Had outlasted every visible stone  
Of the monastery that planted them -

Stilled legendary depth:  
It was as deep as England. It held  
Pike too immense to stir, so immense and old  
That past nightfall I dared not cast

But silently cast and fished  
With the hair frozen on my head  
For what might move, for what eye might move.  
The still splashes on the dark pond,

Owls hushing the floating woods  
Frail on my ear against the dream  
Darkness beneath night's darkness had freed,  
That rose slowly towards me, watching.

How do the poets present the pike in these poems? (50 marks)

You could think about

- The character of the pike
- Where it lives and what imagery is used to describe this
- The form and structure of the poems

## Section Two: Writing

Write a story which centres around an animal. The animal can be real or imaginary.

You should try to

- create an atmosphere in your writing which enables the reader to imagine they are there with you
- use ambitious vocabulary and punctuation

There are up to 50 marks available for your piece of writing.



### Section One: Mark Scheme

To mark an essay at this level, first decide on a band which matches the description, then decide whether the writing is at the top of bottom of that band.

Band/ marks	Description
6 – 45-50 marks	A critical response with a well-structured argument which explores themes and ideas and makes strong comparisons between the poems. The candidate uses quotations and explains their effect on the reader. There is specific subject terminology used such as metaphor, personification etc. Spelling, punctuation and grammar (SPaG) is almost always accurate.
5 – 40-45 marks	This response will use a good range of quotations and subject terminology but might not always be accurate in terms of the effect on the reader. There is some comparison between the poems but this is not sustained throughout. Some brief themes and overall ideas will be explored. SPaG has some errors but these are infrequent.
4 – 35-40 marks	A band 4 response will use some subject terminology but this might be limited to two or three occasions. There will be occasional comparisons between the poems. There will be no overall exploration of themes or ideas, but rather a sense that the candidate sees these poems as pieces of isolated writing. SPaG has fairly frequent errors.
3 – 30-35 marks	At this level, the candidate has achieved a pass, but they may have struggled with the timing or understanding the poems in their entirety. There will be comments on both poems but little to no comparison. SPaG has frequent errors. Quotations and subject terminology are present briefly.
2 – 20-30 marks	This level suggests the candidate will need help in achieving well post-16 in their English studies. They make no reference to the overall ideas or themes and may have partly misunderstood the poems. There is some use of quotations and some indication they may just need more time.

	SPaG has many errors but the response can still be understood.
1 – under 20 marks	A brief response which indicates the candidate has misunderstood the poems and has made some incorrect comments on them (for example, not realising they are about fish). This level is indicative of someone who is not suitable for post-16 study of English. There will be frequent errors of SPaG which make the writing difficult to understand.
0	Nothing written/ nothing to mark.

## Section Two: Mark Scheme

To mark a piece of writing at this level, first decide on a band which matches the description, then decide whether the writing is at the top of bottom of that band.

Band/ marks	Description
6 – 45-50 marks	An outstanding piece of writing which achieves the aims suggested: the reader has a clear sense of the animal, both character and looks, and this is accompanied by ambitious vocabulary and punctuation, alongside high-level phrasing and challenging concepts. Spelling, punctuation and grammar (SPaG) is almost always accurate.
5 – 40-45 marks	An excellent piece of writing which mostly maintains a clear picture of the animal and allows the reader to imagine they are present. Sometimes there are lapses in focus and clarity. There may be some use of imagery but this is not present throughout. SPaG has some errors but these are infrequent.
4 – 35-40 marks	The candidate has tried to create an image of an animal but this may be basic or difficult to understand. There may be some unusual events which are hard to believe, suggesting a lack of imagination. Largely, the piece is written in a straightforward, undemanding style. SPaG has fairly frequent errors.
3 – 30-35 marks	The candidate has achieved a pass, and has written a story which is understandable and uses basic, straightforward English

	throughout. SPaG has frequent errors. The animal may be described in quite basic terms, and may not be given a character.
2 – 20-30 marks	This candidate has not passed the exam, and has written a response which does not address the bullet points in the question. There is some use of narrative but the story is hard to follow and may contain errors of chronology or character. SPaG has many errors but the response can still be understood.
1 – under 20 marks	A short response which appears to be about an animal but may have been a previously memorised piece of writing. There will be frequent errors of SPaG which make the writing difficult to understand.
0	Nothing written/ nothing to mark.

*Poems are reproduced for educational purposes only.*

