



11+ English Entrance Examination Sample paper mark scheme

QUESTION	MARK SCHEME	MARKS
<p>1. Comprehension</p> <p>(a) Why does the cottage door shake? (1 mark)</p> <p>(b) During what season is the passage set? (1 mark)</p> <p>(c) How many other people, apart from Ellen, live in the cottage? (1 mark)</p> <p>(d) How do you know? Please find a quotation to support your view (1 mark)</p> <p>(e) Why does Ellen tidy herself up? Is it to:</p> <p style="padding-left: 20px;">i) prepare for all the guests who have come to visit</p> <p style="padding-left: 20px;">ii) not allow her appearance to be an excuse to accuse her</p> <p style="padding-left: 20px;">iii) make herself more attractive to the handsome man (1 mark)</p> <p>- Please circle the most correct answer.</p>	<p>1 a) The handsome man is pounding on the door. (accept similar)</p> <p>b) Autumn</p> <p>c) 1 (accept no other figure)</p> <p>d) there are 'two beds in the corner of the room' (accept no other quotation)</p> <p>e) ii</p>	<p>(5)</p>
<p>2. Language analysis. Focusing on the handsome man, name the techniques and explain the effects of the following quotations:</p> <p>(a) 'His ridged cheekbones, arched eyebrows and pointed beard gave him a determinedly devilish aspect that Ellen found rather appealing.' (3 marks)</p> <p>(b) '...his eyes – the kind of eyes that seemed to be all pupil, cold, black forest pools.' (3 marks)</p> <p>(c) 'His voice sounded like a hammer striking an anvil.' (3 marks)</p>	<p><i>In this question, it is important to award the full range of marks, with the third mark in each part of the answer as a reward for extended, excellent answers.</i></p> <p>a) 'ridged', 'arched' and 'pointed': adjectives (1 mark) and / or the fact that all of the adjectives are to do with sharp angles, suggesting a 'sharp' character, either acutely intelligent or evil or both.</p> <p>Accept alliteration (1 mark) in 'determinedly devilish': adds to the sense that this is a not just an 'evil' character but a seductive, handsome one, 'devilish' having the connotation of 'naughty' or 'tricksy' more than plain horrid.</p> <p>'rather appealing': the language indicates that she likes him – reward any candidate who spots the discomfiting quality of this (easier to hate him if</p>	<p>(12)</p>

	<p>he is ugly etc.). Reward any candidate who picks up on the odd contrast of this, or the way it complicates our attitude to the handsome man (1 mark).</p> <p>b) All pupil – one mark for hyperbole / exaggeration – one mark for giving a sense of his hypnotic power Black forest pools – one mark for metaphor. Two for: indicating their depth and mystery, and temperature</p> <p>c) Like a Hammer striking an anvil – simile (one mark). Two marks for: it rings out, cold and clear, possibly metallic as in hard, and, importantly, loud.</p> <p>d) The overall impression is obviously of an authoritative, but dark and cruel man who is used to wielding power over others. The shock is that he is good-looking to Ellen. Candidates can gain marks for linking his appearance (vast ruff, hat with huge feathers) to his authority.</p> <p>1 mark: limited, straightforward answer. May say that he is ‘like the devil’ 2 marks: confident answer: lists two adjectives and tries to explain them, linking his appearance to his dark and troubling nature 3 marks: sophisticated answer: may give contrasting adjectives, and bring out the contrasts between his handsome face and dark clothing, and even darker eyes etc. Some may hint at his mildly absurd outfit.</p>	
3.	<p>3 (a) ‘His smugness showed so plainly on his face, Ellen thought for a moment he might take a bow.’</p> <p>Marks for - Explaining ‘smug’ (self-satisfied etc. Award approximations). The handsome man comes across as sanctimonious and self-satisfied, especially as he has just given a supposed witty riposte to her simple plea that she weaves, and then replies that she is weaving a ‘web of lies and deceit’.</p>	(6)

	<p>'take a bow' would indicate that he is so happy with his own words that he might get applause for it, which indicates that he thinks highly of himself and his own wit.</p> <p>1 mark for a straightforward answer: he is smug, or self-satisfied 2 marks for a confident answer that answers both parts of the quotation 3 marks for a sophisticated answer that does all of the above.</p> <p>(b) 'His eyes roamed greedily over her, as though searching for something.'</p> <p>1 mark for a straightforward answer: he is searching for something 2 marks for a confident answer that answers both parts of the quote. He is certain that he will find physical evidence of her devilry, meaning he is suspicious, but also of her character 3 marks for a sophisticated answer that does all of the above, plus: the way his eyes roamed 'greedily' over her indicate a suspicious and self-righteous quality of an interrogator. He is scrutinising her in an uncomfortably intrusive manner, adding to his repellent qualities.</p>	
<p>4. Based on the meaning in the passage, what is the meaning of the following words?</p> <p>a) Absurd b) Covenant c) Afflicted d) Diverse e) Subdued</p>	<p>a) Absurd = ridiculous / silly. Accept 'illogical'. NOT 'stupid'. b) Covenant = agreement, pact, deal c) Afflicted = hurt / put upon / attacked d) Diverse = varied, different e) Subdued = quiet, dimmed, muted</p> <p>Do accept approximations to the above (i.e. give credit to an intelligently worked-out answer)</p>	(5)
<p>5. In lines 20-21, there is a 'taller, thinner companion' with the handsome man. Using quotation to support your view, what do you think his job is?</p>	<p>4 (a) correct quotation: 'In one hand he was clutching a Bible. In the other a noose.' (1 mark) He is a hangman. (1 mark)</p>	(4)

	<p>Give a further mark for correct explanation that indicates that a biblical passage would be read out at her execution or for what a noose is. (1 mark)</p> <p>b) candidates could be given marks for saying:</p> <ul style="list-style-type: none"> - the descriptions are short, or abrupt. - the focus on the two key objects, the bible and the noose, make him menacing (also because he is given very little to indicate his humanity). The only two adjectives, 'tall' and 'thin' add to the sense of his menace, with a feeling that he is devoid of any other warmer qualities. 	
<p>6. In your own words, and based on the context of the passage, explain why the writer has written the following:</p> <p>a) 'There was a titter from one of the children in the crowd.' (2 marks)</p> <p>b) 'So, if you find what you are looking for, I am damned. And if you don't find it, I am damned for concealing it? How clever! And I thought I was meant to be the tricky one.' (3 marks)</p> <p>c) '<i>Remember. She has to remember. Get away! Get away... even if they get me.</i>' (3 marks)</p>	<p>4 a)</p> <p>1 mark: The child is laughing because Ellen has just ridiculed the villager for his absurd (silly) accusation that she could turn the milk sour. 1 more mark: this undermines both the villagers and the handsome man (shows their accusations to be groundless)</p> <p>4 b) two marks for: Ellen is caught by an <i>unfair</i> paradox (damned if you do, damned if you don't). one mark for: it is unfair.</p> <p>Two further marks for: the writer has written it to show how impossible it is to use reason against an unreasonable and unfair accusation, & how the 'tricky' or nasty one is therefore the accuser. The accuser is the 'evil' one.</p> <p>4 c) 1 mark for correctly identifying that she has a child that she cares about – one so young that she is almost a baby. 1 more mark for the desperation indicated by the repetition of the word 'remember', especially because the child is so young, and may not do, or panic, or freeze. 1 more mark for empathy: Candidates may explain that there is much desperation, fear and pain in this line because it is a mother's fears for her child, and everything hangs on whatever instructions have been given to her.</p>	(8)
7. Creative writing question	(see separate mark scheme below)	30

Question 7

This is a creative writing question

Now imagine that you are the little girl, hiding in a secret passage beneath the floorboards, when the handsome man arrives. Writing in the 3rd person ('she' ... etc.), and in the past tense, write about:

- Her thoughts and feelings
- Her surroundings
- What she can see and hear, and sense above her

20 marks will be given for your ability to use **sensory language** as well as **similes, metaphor** and **personification**. An expressive vocabulary, varied sentence types and clear paragraphing will also be rewarded.

10 marks are for accuracy, so please make sure that your spelling, punctuation and grammar are as good as you can make them.

Begin after the following sentence: *'Hidden beneath the floorboards, the little girl could just make out the....'*

(30 marks in all)

Content and Style (out of 20)

Reward candidates for the quality, rather than quantity, of their writing.

Answers should be largely descriptive, focusing on the detail of what the young girl sees, and her feelings. Narrative pieces must be sensible and contain some descriptive detail (as outlined in the question).

<i>Outstanding</i> 20, 19	<ul style="list-style-type: none"> • Excellent focus on the task; writing shows flair and is enjoyable • The tone, mood and atmosphere are controlled successfully • Consistently impressive vocabulary • Outstanding figurative and sensory language • Convincing and sustained characterisation
<i>Convincing</i> 18, 17, 16	<ul style="list-style-type: none"> • Good focus on the task; writing is strong • Tone, mood and atmosphere are largely sustained • Carefully considered vocabulary • Sustained figurative and sensory language • Clear characterisation
<i>Competent</i> 15, 14, 13, 12	<ul style="list-style-type: none"> • Competent focus on the task • Generally varied and convincing tone, mood and atmosphere • Competent choice of vocabulary mixed • Figurative and sensory language are attempted with some success

	<ul style="list-style-type: none"> • Some attempt at characterisation, but may be unconvincing, or, at the bottom of the band, contradictory
<i>Straightforward</i> 11, 10, 9, 8	<ul style="list-style-type: none"> • Variable focus on the task; writing is straightforward • Attempt to create tone, mood and atmosphere • Straightforward choices of vocabulary • Little effective figurative or sensory language • Straightforward characterisation
<i>Limited</i> 7, 6, 5, 4, 3	<ul style="list-style-type: none"> • Limited attempt to focus on the task • Limited control over tone, mood and atmosphere is limited • Basic or repetitive vocabulary • No effective imagery or sensory language. • Limited characterisation
2, 1	<ul style="list-style-type: none"> • Little content that can be rewarded

Spelling and grammar (out of 10)

Reward candidates for the quality, rather than quantity, of their writing.

Answers should be largely descriptive, focusing on the detail of what the young girl sees, and her feelings. Narrative pieces must be sensible and contain some descriptive detail (as outlined in the question).

<i>Outstanding</i> 10, 9	<ul style="list-style-type: none">• Highly secure punctuation, spelling and grammar• Vocabulary choice is ambitious and accurate• Sentence structures are varied successfully• Paragraphs used for effect
<i>Convincing</i> 8, 7	<ul style="list-style-type: none">• Mostly secure punctuation, spelling and grammar• Vocabulary choice is expressive and mostly accurate

	<ul style="list-style-type: none">• Sentence structures are varied, mostly successfully• Some paragraphing for effect
<i>Competent</i> 6, 5, 4	<ul style="list-style-type: none">• Punctuation, spelling and grammar errors do not impede understanding• Vocabulary choice is competent, less expressive• Some variation of sentences attempted• Paragraphing, but not for effect
<i>Straightforward</i> 3,2	<ul style="list-style-type: none">• Punctuation, spelling and grammar errors may impede understanding• Vocabulary choice is unimaginative• Sentence structures are unvaried or lacking correct punctuation• Some paragraphing
<i>Limited</i> 1	<ul style="list-style-type: none">• Significant punctuation, spelling and grammar errors• Limited choices of vocabulary• Issues with sentence structures impede understanding• Little or no paragraphing