



CATERHAM
SCHOOL

**13+ ENTRANCE EXAMINATION IN ENGLISH
SPECIMEN PAPER**

Section A: Comprehension

(45 minutes)

Section B: Writing

(30 minutes)

Section A: Comprehension

Read the passage below and answer the questions which follow. The passage is taken from 'I'm the King of the Castle' by Susan Hill.

1 The cornfield was high up. He stood in the very middle of it, now, and the sun came
2 glaring down. He could feel the sweat running over his back, and in the creases of
3 his thighs. His face was burning. He sat down, although the stubble pricked at him,
4 through his jeans, and looked over at the dark line of trees on the edge of Hang
5 Wood. They seemed very close – all the individual branches were clearly outlined.
6 The fields around him were absolutely still.

7 When he first saw the crow, he took no notice. There had been several crows. This
8 one glided down into the corn on its enormous, ragged black wings. He began to be
9 aware of it when it rose up suddenly, circled overhead, and then dived, to land not
10 very far away from him. Kingshaw could see the feathers on his head, shining black
11 in between the butter-coloured corn-stalks. Then it rose, and circled, and came down
12 again, this time not quite landing, but flapping about his head, beating its wings and
13 making a sound like flat leather pieces being slapped together. It was the largest
14 crow he had ever seen. As it came down for the third time, he looked up and noticed
15 its beak, opening in a screech. The inside of its mouth was scarlet, it had small
16 glinting eyes.

17 Kingshaw got up and flapped his arms. For a moment, the bird retreated a little way
18 off, and higher up in the sky. He began to walk rather quickly back, through the path
19 in the corn, looking ahead of him. Stupid to be scared of a rotten bird. What could a
20 bird do? But he felt his own extreme isolation, high up in the cornfield.

21 For a moment, he could only hear the soft thudding of his own footsteps, and the
22 silky sound of the corn, brushing against him. Then, there was a rush of air, as the
23 great crow came beating down, and wheeled about his head. The beak opened and
24 the hoarse caaw came out again and again, from inside the scarlet mouth.

25 Kingshaw began to run, not caring, now, if he trampled the corn, wanting to get
26 away, down into the next field. He thought that the corn might be some kind of crow's
27 food store, in which he was seen as an invader. Perhaps this was only the first of a
28 whole battalion of crows, that would rise up and swoop at him. Get on to the grass
29 then, he thought, get on to the grass, that'll be safe, it'll go away. He wondered if it
30 had mistaken him for some hostile animal, lurking down in the corn.

31 His progress was very slow through the cornfield, the thick stalks bunched together
32 and got in his way, and he had to shove them back with his arms. But he reached
33 the gate and climbed it, and dropped on to the grass of the field on the other side.
34 Sweat was running down his forehead and into his eyes. He looked up. The crow
35 kept on coming. He ran.

Questions

1. How does the writer present the crow between lines 7-16? You should consider the appearance and the behaviour of the crow, and should use quotations from the text to support your answer.
(6 marks)
2. In the extract as a whole, explain **in your own words** how Kingshaw's thoughts and feelings change.
(4 marks)
3. How does the writer use language, imagery and structure to create a tense and exciting piece of writing? You must use quotations to support your analysis and should be as technical as you can be.
You may wish to write about:
 - The behaviour of Kingshaw
 - The use of varied sentence structure
 - Any other valid ideas(15 marks)

Section B: Writing

Describe a situation where you (or your character) has to overcome a difficult experience or challenge.

- You can use the comprehension passage as inspiration, but do not steal the ideas or lift lines from the passage.
- Make sure that you describe the experience in lots of detail, choosing your words carefully and creating vivid images for the reader. Beware of introducing too many characters or including too much action or dialogue which might detract from the description.
- Aim to write about between one and two sides, depending on the size of your handwriting.
- This piece could be real or made up.

Up to 20 marks are available for the content of your work: this means the ideas, narrative and creativity.

Up to 5 marks are available for the accuracy and written style of your work (spelling, punctuation and grammar).

(Total: 25 marks)

You can plan your ideas in the box below.