

# HIGHGATE

**11+ test for entry: Example Paper D, with answers**

## ENGLISH

**Time allowed: 45 minutes**

- **Questions 1-4 (comprehension and analysis):** 30 minutes, including the time you take to read the passage
- **Question 5 (creative writing):** 15 minutes, including the time you take to check your answer to ensure accuracy in spelling, punctuation and grammar

Name	
Current school	

Teacher use only	Qu. 1-4 (out of 15)	Qu. 5 (out of 10)	Qu. 5 SPAG (out of 5)

Read the passage and answer the questions that follow.

*In this extract, a young boy called Tom is staying with his Aunt and Uncle. Unable to sleep, he explores their house at midnight and finds a strange door, on the other side of which he finds a garden.*

There is a time, between night and day, when landscapes sleep. Only the earliest riser sees that hour; or the all-night traveller, letting up the blind of his railway carriage window, will look out on a rushing landscape of stillness, in which trees and bushes and plants stand immobile and breathless in sleep - wrapped in sleep, as the traveller himself wrapped his body in his coat or his  
5 rug the night before.

This grey, still hour before morning was the time in which Tom walked into his garden. He had come down the stairs and along the hall to the garden door at midnight; but when he opened that door and stepped out into the garden, the time was much later. All night - moonlit or swathed in darkness - the garden had stayed awake; now, after that night long vigil, it had dozed  
10 off.

The green of the garden was greyed over with dew; indeed, all its colours were gone until the touch of sunrise. The air was still, and the tree shapes crouched down upon themselves. One bird spoke; and there was a movement when an awkward parcel of feathers dislodged itself from the tall fir tree at the corner of the lawn, seemed for a second to fall and then at once was swept up  
15 and along, outspread, on a wind that never blew, to another, farther tree: an owl. It wore the ruffled, dazed appearance of one who has been up all night.

Tom began to walk round the garden, on tiptoe. At first he took the outermost paths, gravelled and box edged<sup>1</sup>, intending to map for himself their farthest extent. Then he broke away impatiently on a cross path. It tunnelled through the gloom of yew trees arching overhead from  
20 one side, and hazel nut stubs from the other: ahead was a grey green triangle of light where the path must come out into the open again. Underfoot the earth was soft with the humus<sup>2</sup> of last year's rotted leaves. As he slipped along, like a ghost, Tom noticed, through gaps in the yew trees on his right, the flick of a lighter colour than the yew: dark - light - dark - light - dark ... The lighter colour, he realised, was the back of the house that he was glimpsing, and he must be passing  
25 behind the line of yew trees that faced it across the lawn.

1. Box edged – with a box hedge running around the boundary on each side where it meets the lawn
2. Humus – the part of soil that consists of dead plants that have begun to decay

Spend 30 minutes on Questions 1-4 (comprehension and analysis), including the time you take to read the passage.

**Re-read the opening paragraph (lines 1 to 5).**

1. Who does the writer say is awake at this time?  
**(2 marks)**

1 mark for each of the following. Precise quotation or paraphrase required:

- the earliest riser
- the all-night traveller, accept just 'traveller'

Do not accept Tom (as his name is not used in the set paragraph)

**Re-read the second paragraph (lines 6 to 10).**

2. Give a quotation that suggests the garden is quiet.  
**(1 mark)**

Precise quotation only, one of the following (key word in italics):

- "the grey *still* hour"
- "it had *dozed* off"

Do not accept an answer that does not demonstrate selection e.g. quoting a long chunk of text without identifying the relevant part.

**Re-read the third paragraph (lines 11 to 16).**

3. a. Give a quotation that shows you the bird looks ungraceful or moves ungracefully.  
b. Explain *how* your quotation shows this. Consider the meaning of the words and their associations.  
**(5 marks)**

*Any reasonable precise quotation that shows the bird looks ungraceful or moves ungracefully is acceptable. Some of these suggestions are better choices than others, but all are valid:*

- "an awkward parcel of feathers": 'awkward' means that the owl is ungainly, it seems to be an odd shape/stick out; 'parcel' is an off metaphor for a bird, suggesting it looks like a bundle of feathers all wrapped up, rather than a living creature.
- "dislodged itself": 'dislodged' suggests it's having to awkwardly push itself out of position.
- "seemed for a second to fall": 'falling' isn't graceful – it's the opposite of what we expect a bird to do, which is fly, and it suggests it looks like it lacks control.

- “at once was swept up and along”: “swept” means the owl is being pushed along; it is passive and suggests that the owl isn’t controlling its own movements.

- “It wore the ruffled, dazed appearance of one who has been up all night” (*a candidate could pick part of this quotation*): *the candidate may identify the personification here and its effect*; ‘ruffled’ suggests the bird’s feathers are in disarray; ‘dazed’ suggests the bird has a bewildered look about it; ‘appearance of one who has been up all night’ suggests that the owl’s feathers are in disarray (like a bedraggled person), that the bird looks unkempt, exhausted and neglectful of its appearance.

Do not accept “one bird spoke”, as it doesn’t suggest awkwardness.

Top band	Middle band	Lower band
Identifies a reasonable and precise quotation. Explains its meaning and uses associations to show how the effect is achieved.	Identifies a reasonable and precise quotation. Makes some attempt to show how it achieves its effect.	Identifies a reasonable and precise quotation.

**Re-read the final paragraph (line 17 to the end).**

4. What does the writer want you to feel about the garden? Use quotations to explain your ideas and remember to consider the meanings of words and their associations.

You could think about:

- Tom’s reaction to the garden.
- The atmosphere created by the description.

**(7 marks)**

*Possible content:*

- It’s strange/special. Tom walking “on tiptoe”, “He slipped along, like a ghost” – as if he doesn’t want to make a sound/disturb it.
- Tom’s excitement, as he “broke away impatiently”.
- The darkness/ slightly threatening nature of the garden: “tunnelled through the gloom of yew trees arching overhead from one side”, the “rotted leaves”.
- The slightly unearthly light: “a grey green triangle of light” , “the flick of a lighter colour than the yew: dark - light - dark - light - dark ...”

Top band	Middle band	Lower band
- Two or more apt quotations analysed with detail. - A convincing attempt to show the impact of these quotations through associations of words as they are used in the extract and their effect on the reader. - A sense of the strange and perhaps a little disturbing mood that is created.	- Two or more apt quotations - Some exploration of their associations. - Some attempt to explain how the reader feels about the garden	Just a relevant quotation, or a general description and no quotation.  Describes the garden in a general way, but with a little nuance, or a general description supported by a quotation.

**Spend 15 minutes on Question 5 (creative writing), including the time you take to check your answer to ensure accuracy in spelling, punctuation and grammar.**

5. Write a short description of a person or animal waking up in a strange place. Do not describe yourself. Your description could be real or imaginary.

You should try to make it clear:

- Where your person or animal is
- What the place is like
- How the person or animal feels

You might like to:

- Use the senses
- Use a simile or a metaphor

**(10 marks for content, 5 marks for spelling, punctuation and grammar.)**

	Top band	Middle band	Lower band
<b>SPaG</b> (Spelling, punctuation and grammar)	Accurate SPaG, including a range of sentence structures and appropriate punctuation.	Mostly secure spelling and grammar, including secure use of sentences.	Insecure spelling and grammar including insecure use of sentences.
<b>Structure and purpose</b>  Do not penalise the candidate if they have just written an opening/ developed first paragraph.	A clear sense of purpose – waking (although may veer slightly into narrative) and also consistent voice; a strong structure, with a clear sense of opening or ending; sentence variety for effect.	Some sense of purpose – waking (although may veer into narrative); some sense of opening and ending.	Very limited awareness of title; little sense of structure.
<b>Creativity and innovative use of language</b>	Ambitious and engaging use of language and creative devices.	Some engaging use of language and creative devices.	Very limited attempt to use language and creative devices.

**End of Paper**