

# HIGHGATE SCHOOL



## Entrance Test for Admission to Year 9 (13+)

# English

**Time allowed: 1 hour**

- Part 1 (comprehension and analysis): 40 minutes
- Part 2 (creative writing): 20 minutes

Make sure you check your work thoroughly for mistakes in spelling, punctuation and grammar. You will be penalised for poor presentation.

<b>Name</b>		<b>Candidate number</b>
<b>Current School</b>		

Marker use only	Part 1 (out of 30)	Part 2 (out of 20)	Total (out of 50)	Grade/%

**Part 1 – Read the attached passage and answer the following questions on the sheet. Use full sentences for your answers.**

*On a peaceful and sunny day, the alarm is sounded: nuclear bombs have hit Germany and Russia. Sarah runs home from school to shelter from the impending counter-attack on England.*

1 It was such a perfect day, a promise of summer with cloudless blue skies. Swallows were nesting below the eaves of the caretaker's cottage and out on the sports field Year Nine were playing cricket and tennis. Everyone thought, when the alarm bell rang, that it was just another practice. But the bombs had fallen on Hamburg and Leningrad, the headmaster  
5 said, and a full-scale nuclear attack was imminent. Those within walking distance of the school must go home immediately. The rest should return to the main assembly hall and stay there.

Sarah ran through a town gone mad with panic. The traffic had stopped ... cars and lorries parked all along the narrow high street. Men and women, crazy with fear, looted the  
10 shops for supplies. Police sirens sounded and on the housing estate they were tearing doors from their hinges to board up the windows. Sarah's school shoes pounded along the pavements, up the hill past the District Hospital, leaving the town behind. A stitch in her side and her lungs heaving for breath made her stop and look back.

She saw the streets spread out beneath her, the river estuary shining silver in the  
15 distance, white piles of the nuclear power station on the opposite bank, and the Cotswold hills beyond. She had to remember it ... Gloucestershire green in the sunlight, a blackbird singing and the wind blowing warm through her hair. With all her senses she had to remember it, all the scents and sights and sounds of a world she might never see again. The roadside was lacy with cow-parsley and May had covered the hedges with sweet white  
20 blossoms. Cattle grazed in the fields. A kestrel hovered and the woods were dreamy with bluebells. She heard a cuckoo calling through the silence. She heard the others running along the roadway ahead. Their voices called to her.

"Hurry up! You haven't time to stop!"

Sarah covered two miles in twenty minutes.

25 Scattered houses marked the village outskirts, with Monday washing billowing in the gardens. And over the hill the church bell tolled. Sarah's home was in a hollow, two renovated cottages made into one. There were lawns in front and borders bright with flowers and an orchard at the back. She entered through the kitchen. Buster barked and wagged his tail in greeting but she paid him no heed. She went into the living room where  
30 her stepmother was nailing a blanket over the window.

"Is it true?" Sarah gasped.

"Don't ask stupid questions!" Veronica snapped.

But the nuclear war was a thousand miles away. Hamburg was in Germany, Sarah said, and this was England. She could not believe that anyone would drop atomic bombs on  
35 England. They already had, Veronica informed her. The BBC had stopped transmitting a few minutes ago, and Radio Bristol reported London had been hit.

From *Children of the Dust*, by Louise Lawrence

**SPEND NO LONGER THAN 40 MINUTES ON THIS PART OF THE PAPER, INCLUDING THE TIME YOU TAKE TO CHECK YOUR ANSWERS.**

1. Read lines 1-7. Explain how Louise Lawrence hooks the reader into the story. Use quotations to support your ideas.


(5 marks)

2. Read lines 8-13. Choose two phrases which suggest that Sarah is not in control of her actions.

1.
2.

(2 marks)

3. (a) Read lines 8-22. Describe how the writer contrasts the behaviour of the people and the animals. You should think about **structure** and **word choice**. Use quotations to support your ideas.


(6 marks)

(b) Explain why she does this.


(2 marks)

4. Read lines 14-22. Explain how the writer effectively conveys Sarah's thoughts and feelings when she stops running. Use quotations to support your ideas.


(5 marks)

5. Explain how the writer builds tension throughout the whole passage. Provide quotations to support your ideas. You should think about **structure** and **word choice**.


(7 marks)

6. Fill in the following grid by using the words taken from the passage in a new sentence. The new sentence should show that you understand what the word means and that you can use it correctly.

Imminent (line 5)	
Renovated (line 27)	
Transmitting (line 35)	

(3 marks)







