
ENGLISH

1111/01

Paper 1

For Examination from 2014

SPECIMEN MARK SCHEME

1 hour plus 10 minutes' reading time

MAXIMUM MARK: 50

This document consists of **8** printed pages.

Section A: Reading

Question number	1		
<p>(a) Why was her mother important in the choice of instrument that Tine Thing Helseth decided to play?</p> <p>(b) Write one thing which helped Tine Thing Helseth to develop her trumpet playing.</p> <p>(c) Give one piece of evidence from the text to show that Tine Thing Helseth's career has been a worldwide success.</p>			
Part	Mark	Answer	Further Information
(a)	1	She wanted to play the trumpet because her mother played it.	
(b)	1	Ole Edvard Antonsen / a very strong wind and brass band tradition in Norway / played in a school band / grew up in a musical home	
(c)	1	recent global tour (a recital at Carnegie Hall)	NOT: one of the most accomplished players of her generation
Total	3		

Question number	2		
Give the meaning of each of these words <u>as it is used in the passage</u> . In each case give one word or short phrase.			
Part	Mark	Answer	Further Information
(a)	1	skilful / talented / capable / proficient / competent	NOT: successful / achieved / does well at
(b)	1	gained / helped her to achieve / enabled her to get	NOT: got / worked for / achieved
(c)	1	what was possible / possible ability / what she might aim for / signs of talent / true capacity	NOT: 'ability' or 'talent' on their own
(d)	1	custom / habit / convention / institution / tradition / culture / history / background	NOT: past
Total	4		

Question number	3		
Add the missing punctuation to these sentences.			
Part	Mark	Answer	Further Information
	2	<p>'I can play the violin and cello,' said Anna. 'Do you like music?'</p> <p>'I love listening to music, although I can't play an instrument,' said Jack.</p>	<p>Award 2 marks if 11–14 of the missing punctuation marks are in the correct place.</p> <p>Award 1 mark if 6–10 of the missing punctuation marks are in the correct place.</p> <p>Award 0 marks if 0–5 of the missing punctuation marks are in the correct place.</p>
Total	2		

Question number	4		
Rewrite this sentence, adding a relative clause with further information from the passage.			
Part	Mark	Answer	Further Information
	1	e.g. Tine Thing Helseth, who released two discs on the Simax label, plays the trumpet. Or Tine Thing Helseth plays the trumpet, which she began to learn at the age of seven.	Correct punctuation must be used
Total	1		

Question number	5		
Combine these three sentences into <u>one</u> complex sentence.			
Part	Mark	Answer	Further Information
	1	e.g. Tine Thing Helseth recorded a CD which sold very well, so she received an award.	Accept any suitable connective including e.g. since, as. The sentence must make sense in the context of the passage.
Total	1		

Question number	6		
Complete this sentence, using <u>two different forms</u> of the same verb.			
Part	Mark	Answer	Further Information
	1	These days, brass bands <i>are becoming</i> more and more popular in Norway, and it looks as if they <i>will become</i> even more so.	Accept: are growing / will grow / have become / will become
Total	1		

Question number	7		
Read this information from a website about jazz dance.			
Part	Mark	Answer	Further Information
(a)	4	<p>One mark for each of the following up to a maximum of 4 marks:</p> <p>1 individual style 2 originality 3 energy 4 strong background in ballet 5 grace and balance 6 ability to interpret and execute moves 7 make unique moves 8 can do fancy footwork 9 can leap / turn</p>	
(b)	4	<p>4 marks – well-organised, accurate sentences</p> <p>3 marks – mostly well-organised, accurate sentences</p> <p>2 marks – some inaccuracies in organisation and a range of grammatical errors in sentences</p> <p>1 mark – mostly lifted from text and noticeably over length</p> <p>0 marks – summary includes no relevant points and / or incoherent sentences.</p>	
Total	8		

Section B: Writing

Write a letter to a friend, telling them about a new interest you have taken up. Try to convince your friend to take up your interest, too.

You will need to consider:

- **what the interest is, e.g. sport, music etc.**
- **why you enjoy the interest**
- **how your friend might get involved.**

Purpose and Audience	Text Structure	Sentence Structure	Punctuation	Spelling
The tone is appropriate to the ideas and is sustained. Ideas and content are developed in detail to create a clear and consistent relationship between the writer and reader. 6/7	Material presented coherently with introduction and conclusion and in an effective order that establishes the text type. Well crafted paragraphs contribute to the control of the text. 6/7	Fluent, beginning to use a range of structural features for effect. Control of complex sentences and the position of the clauses to focus attention although may not always be consistent. 6/7	Uses a range of punctuation correctly and with confidence. Secure use of commas to mark clauses. 5	Uses virtual correctness over a range of vocabulary, including more complex and difficult words. 4
The tone is appropriate for purpose and is largely sustained. Relevant ideas and content are chosen and developed with some detail. 4/5	The material is generally coherent and in sensible order, with an attempt at an introduction and a conclusion. Paragraphs are used to structure the text and are generally helpful. 4/5	Uses a range of sentence structures with some confidence. 4/5	Uses full stops correctly. Some range of punctuation as needed, used correctly, but generally limited. 4	A few spelling errors, mostly of more difficult words. 3
Writer's tone is established but lacks detail. Some awareness of audience may be shown, though not consistently. 2/3	The material is clear but not developed coherently and may be presented in a random order. There may be an attempt at an introduction and/or a conclusion. Paragraphs may not be shown. 2/3	Limited or partially effective use of complex structures. Mostly simple compound structures based on a variety of connectives including – <i>and</i> , <i>but</i> , <i>so</i> . 2/3	A number of errors including occasional full stop (evidence of comma splicing). 2/3	A number of errors OR spells simple vocabulary correctly. 2
Little understanding of the purpose or audience of the text. 1	Little understanding of how to present a text. 1	Sentence structure often grammatically incorrect. 1	Sentences rarely correctly marked. A generally very erratic use of punctuation marks. 1	Many errors including a range of simple words. 1

Award 0 where performance fails to meet the lowest description.

Award 0 for 20 words or fewer.

Between 21 and 60 words award a maximum of 10 marks and no more than 2 marks per strand. You need not count the words unless you think there will be fewer than 60. In normal-sized handwriting 60 words will be approximately 8 lines.

*If the response is completely off topic, award 0 for **Purpose and Audience**; other strands to be marked as normal.*

*Additional guidance: for top marks in **Purpose and Audience** and **Sentence Structure** the candidate must show an ability to manipulate language to the intended purpose. Sound, accurate language, though rather flat, is placed in the second band.*