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**ENGLISH**

**1111/01**

Paper 1

**For Examination from 2014**

SPECIMEN MARK SCHEME

**1 hour plus 10 minutes' reading time**

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**MAXIMUM MARK: 50**

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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)	<b>NOT:</b> one of the most accomplished players of her generation
<b>Total</b>	<b>3</b>		

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	<b>NOT:</b> successful / achieved / does well at
(b)	1	gained / helped her to achieve / enabled her to get	<b>NOT:</b> got / worked for / achieved
(c)	1	what was possible / possible ability / what she might aim for / signs of talent / true capacity	<b>NOT:</b> 'ability' or 'talent' on their own
(d)	1	custom / habit / convention / institution / tradition / culture / history / background	<b>NOT:</b> past
<b>Total</b>	<b>4</b>		

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>
<b>Total</b>	<b>2</b>		

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.  <b>Or</b> Tine Thing Helseth plays the trumpet, which she began to learn at the age of seven.	Correct punctuation must be used
<b>Total</b>	<b>1</b>		

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.
<b>Total</b>	<b>1</b>		

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.	<b>Accept:</b> are growing / will grow / have become / will become
<b>Total</b>	<b>1</b>		

<b>Question number</b>	<b>7</b>		
<b>Read this information from a website about jazz dance.</b>			
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
<b>(a)</b>	4	<p><b>One</b> 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>(b)</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>	
<b>Total</b>	<b>8</b>		

**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.*