
ENGLISH

1111/01

Paper 1

April 2016

MARK SCHEME

Maximum Mark: 50

This document consists of **9** printed pages and **1** blank page.



CAMBRIDGE
International Examinations

Section A: Reading

Question number	1		
(a) What are the best conditions for growing the cacao tree? (b) Why was Cortez surprised when he searched Montezuma’s palace? (c) How did the chocolate drink of the Maya and Aztecs differ from the chocolate drink brought back to Europe?			
Part	Mark	Answer	Further Information
(a)	1	high rainfall / high (year round / constant) temperatures / humidity	2 out of 3 points are needed.
(b)	1	The Aztec treasury was full of cacao (beans). <u>not gold or silver</u>	Responses must refer to lack of gold / silver or <u>only</u> cacao (beans).
(c)	1	The Maya mixed the cacao beans with maize and chilli peppers to create a spicy bitter sweet drink.	Accept Maya and Aztec mixture <u>was spicier</u> and <u>more bitter</u> Or European was <u>less</u> so
Total	3		

Question number	2		
Give the meaning of each of the following words as it is used in the passage. In each case, give one word or short phrase. (a) civilisation (b) pounding (c) reserved (d) prized			
Part	Mark	Answer	Further Information
(a)	1	(group of) people, society, nation, culture, tribe, community	
(b)	1	thumping, beating, hammering, hitting, bashing, pulverising, pommelling, battering	Needs suggestion of repeated heavy blows , not the result of such.
(c)	1	kept, set aside, put by, held <u>back</u> , saved, withheld, restricted, retained, stored	
(e)	1	valued, rated, coveted, treasured, worshipped, regarded	
Total	4		

Question number	3		
Add the missing punctuation to these sentences.			
Would you like a chocolate asked Sumita Joseph shook his head Ive eaten far too much pasta he groaned I dont think I can eat another thing			
Part	Mark	Answer	Further Information
	2	<p>‘Would you like a chocolate?’</p> <p>asked Sumita. Joseph shook</p> <p>his head. ‘I’ve eaten far too</p> <p>much pasta,’ he groaned. ‘I</p> <p>don’t think I can eat another</p> <p>thing.’</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> <p>Accept single or double speech marks, but they must be at line level.</p> <p>Question marks, full stops and commas must be inside the speech marks, if directly underneath credit the speech marks only.</p> <p>If two punctuation marks are offered where there should be one (e.g. a comma and a question mark), it is wrong.</p> <p>Ignore any random extra punctuation in the wrong place.</p> <p>Accept exclamation mark instead of full stop after ‘thing’.</p> <p>The final full stop may be inside or outside the speech marks. (international usage)</p>
Total	2		

Question number	4		
Rewrite this sentence, adding a relative clause with further information from the passage. <u>The Maya lived in Central America.</u>			
Part	Mark	Answer	Further Information
	1	E.g. The Maya, who made a drink from cacao beans, lived in Central America.	Any suitable sentence based on information from the text is acceptable. The relative clause requires further information from the passage.
Total	1		

Question number	5		
Combine these three sentences into one complex sentence. Do <u>not</u> use <i>and</i> or <i>but</i>. The Aztecs had ceremonies. They drank xocolatl. Xocolatl was made from cocoa beans.			
Part	Mark	Answer	Further Information
	1	E.g. The Aztecs had ceremonies where they drank xocolatl, which was made from cocoa beans.	Accept any appropriate alternatives. The sentence must make sense in the context of the passage. Accept small changes or slips that do not affect the structure.
Total	1		

Question number	6		
Complete this sentence, using <u>two different</u> forms of the same verb.			
Part	Mark	Answer	Further Information
	1	find found	Both needed for mark. Accept any other appropriate verbs. discover / discovered
Total	1		

Question number	7		
<p>Read this extract from ‘River Cottage Veg Everyday’, in which the chef Hugh Fearnley-Whittingstall is talking about the pasta and rice recipes in his book.</p> <p>(a) List all of the suggestions the author makes for helping to enjoy pasta and rice.</p> <p>(b) Using your list write a summary of 80–100 words to make suggestions explaining how to enjoy pasta and rice. Use <u>your own words</u> as much as possible.</p>			
Part	Mark	Answer	Further Information
(a)	4	<p>Rice can act as neutral ballast / flavour carrier.</p> <p>The form (shape) of pasta (is important).</p> <p>Serve pasta with the right sauce (that fits its shape and coats it curves).</p> <p>Be <u>generous</u> with salt <u>when cooking</u> / <u>in water</u>.</p> <p>Cooking time is crucial. Pasta should be cooked ‘al dente’ – just a little resistance.</p> <p>Start testing a minute or two before suggested time (on package) / cooking time.</p> <p>If the pasta is not too soft, it will hold the sauce or dressing well.</p> <p>Remove starch. Rinse rice (before cooking).</p> <p>Simmer rice. Don’t boil.</p>	<p>4 marks for 6+ points.</p> <p>3 marks for 4 or 5 points.</p> <p>2 marks for 3 points.</p> <p>1 mark for 2 points.</p> <p>0 marks for only 1 or no relevant points.</p>

(b)	4	<p>4 marks well-organised, accurate sentences using mainly own words</p> <p>3 marks mostly well-organised, accurate sentences / generally using own words</p> <p>2 marks some inaccuracies in organisation and a range of grammatical errors in sentences / some lifting</p> <p>1 mark many inaccuracies / mostly lifted from text</p> <p>0 marks summary includes no relevant points from list and / or incoherent sentences / totally lifted from passage</p>	<p>For 3 and 4 marks 'accurate' should be interpreted in terms of content and form. At least one relevant point from the mark scheme should be used in 7b.</p> <p>Noticeably under length scripts do not allow scope to demonstrate 'mostly well organised' sentences and therefore are restricted to 2 marks maximum.</p> <p>If over length, deduct one mark.</p>
Total	8		

Section B Writing

As part of a school project on food, your teacher has asked you to explain how important food is in your life.

You could include some of the following in your explanation:

- your own personal likes and dislikes
- how important a healthy diet is to you
- what your involvement is in the growing, preparation and cooking of food
- how important food is for special family events and festivals.

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

Award 0 where performance fails to meet the lowest criteria.

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.*

