
ENGLISH

1111/01

Paper 1

For Examination from 2012

SPECIMEN MARK SCHEME

1 hour 10 minutes

MAXIMUM MARK: 50

This document consists of **5** printed pages and **1** blank page.

Question	1		
Part	Mark	Answer	Further Information
(a)	1	(the iconic) red-eyed (tree frog)	
(b)	1	slighter and / or smaller	
(c)	1	surroundings / (the influence of) environment(al factors) / temperature / humidity	
Total	3		

Question	2		
Part	Mark	Answer	Further Information
(a)	1	calm / peaceful / not easily provoked Do not accept: serene.	
(b)	1	thinking about / contemplating / pondering	
(c)	1	characteristic / individual / unique / striking	
(d)	1	blowing up / distending / dilating / swelling / pumping up / puffing up	
Total	4		

Question	3		
Part	Mark	Answer	Further Information
	2	<p><u>"I</u> would like to buy a tree frog<u>,"</u> said the customer<u>.</u></p> <p><u>"A</u>re you looking for something unusual<u>?"</u> asked the pet retailer<u>.</u> <u>"W</u>e have some interesting captive-bred specimens<u>."</u></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>Comma, question mark and full stop must be inside the speech marks.</p> <p>Accept single or double speech marks.</p>
Total	2		

Question	4		
Part	Mark	Answer	Further Information
	1	e.g. Green tree frogs, <i>which have a distinctive song</i> , live in the United States.	
Total	1		

Question	5		
Part	Mark	Answer	Further Information
	1	e.g. Green tree frogs make good pets <i>although they are most active in the evenings</i> .	Accept any suitable connective including e.g. since, as. The sentence must make sense in the context of the passage.
Total	1		

Question	6		
Part	Mark	Answer	Further Information
	1	When the writer began to keep tree frogs, he <i>kept</i> the large and placid White's; now he is more experienced, he <i>keeps</i> the iconic red-eyed tree frog.	both needed for mark Accept any other suitable verb.
Total	1		

Question	7		
Part	Mark	Answer	Further Information
(a)	6	Dragon-flies – top of wall Toads – among brambles Geckos – in cracks (high up the wall) Crane-flies – among the leaves Moths – (withered) plaster Beetles – all over the place; everywhere	
Total	6		

Question	7		
Part	Mark	Answer	Further Information
(b)	2	2 marks – summary including at least 4 points in mostly well-organised, accurate sentences. 1 mark – summary including 1–3 points in mostly well-organised, accurate sentences. or 4 or more points with some inaccuracies in organisation and sentences. or 4 or more points, mostly lifted from text and noticeably over length. 0 mark – summary includes no relevant points and / or incoherent sentences.	
Total	2		

Section B: Writing (Information Texts)

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PURPOSE AND AUDIENCE	TEXT STRUCTURE	SENTENCE STRUCTURE	PUNCTUATION	SPELLING
<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 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 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 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 conclusion.</p> <p>Paragraphs are used to structure the text and are generally helpful.</p> <p>4/5</p>	<p>Uses a range of sentence structures with some confidence.</p> <p>4/5</p>	<p>Uses full stops correctly. 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.</p> <p>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.</p> <p>There may be an attempt at an introduction and/or a conclusion.</p> <p>Paragraphs may not be shown.</p> <p>2/3</p>	<p>Limited or partially effective use of complex structures.</p> <p>Mostly simple or compound structures based on a variety of connectives including – <i>and, but, 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 description.

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