
ENGLISH

1111/02

Paper 2

October 2015

MARK SCHEME

Maximum Mark: 50

This document consists of **7** printed pages and **1** blank page.



Section A: Reading

Question number	1		
(a) What type of story is this? (b) Give a reason from the passage to support your answer.			
Part	Mark	Answer	Further Information
(a)	1	autobiography / writing about herself / memoir / own real life /	
(b)	1	In 1st person / uses 'I' / we know her thoughts	No mark for (b) if (a) is incorrect. No quotations.
Total	2		

Question number	2			
Look at lines 5 to 15. How is Mr Chong described? (a) Write <u>one</u> phrase in your own words to describe him. (b) Give a brief quotation from these lines to support your answer.				
Part	Mark	Answer		Further Information
	2	Phrase	Quotation	Accept deaf as another synonym is hard to find.
		hard of hearing / deaf eccentric / strange / unusual / weird / curious / erratic / idiosyncratic / odd / peculiar understands music poor eyesight / weak vision enthusiastic / encouraging / passionate	Content removed due to copyright restrictions	No mark for (b) if (a) is incorrect. The mark for the phrase can be awarded even if the quotation is missing or incorrect. The mark for quotation cannot be awarded if it does not justify the response given. Do not accept elderly / ancient / old or weak.
Total	2			

Question number	3		
(a) Look at lines 10 to 22. In your own words, describe Amy. (b) Give a brief quotation from these lines to support your answer.			
Part	Mark	Answer	Further Information
	2	uncaring / unworried / casual / lacks pride / doesn't want to learn / carefree lazy / idle / slothful / loafer dishonest / deceitful / fraud (Do not accept bad / horrible) imaginative / fantasist / airhead	Content removed due to copyright restrictions
Total	2		

Question number	4		
<p>Before the day of the talent show, how did Amy’s parents feel about her performing?</p> <p>(a) Write <u>one</u> brief phrase in your own words.</p> <p>(b) Give a brief quotation from the passage to support your answer.</p>			
Part	Mark	Answer	Further Information
	2	<p>proud / pleased / delighted / excited</p> <p>confident / optimistic / very happy / enthusiastic / high expectations</p>	<p>Content removed due to copyright restrictions</p>
Total	2		

Question number	5		
In your own words, give <u>two</u> descriptions of the atmosphere in the audience during the performances before Amy played.			
Part	Mark	Answer	Further Information
	1 1	supportive / encouraging / admiring / empathetic / eager to see performers doing well / noisy / thrilled / happy / enthusiastic / amazed / interested / appreciative	Do not accept excited or they were clapping, or sympathetic.
Total	2		

Question number	6		
(a) Give <u>two</u> brief quotations which describe how Amy feels immediately before she starts playing and after she finishes.			
(b) Why does the writer create this contrast in Amy's feelings?			
Part	Mark	Answer	Further Information
(a) (i)	1	Content removed due to copyright restrictions'	Must be quotations. If candidates put 2 answers for each point, only mark the first answer given in (i) and (ii).
(a) (ii)	1	Content removed due to copyright restrictions	If candidates put 2 answers for each point, only mark the first answer given in (i) and (ii).
(b)	1	To show Amy realised she should have worked properly to succeed / she should have tried to learn / she shouldn't have wasted the opportunity / to show she had been out of touch with reality / had thought she was better than she was / to show her disappointment	Must be specific to the question. NOT generalisations such as 'to show the difference' or 'to make it interesting'.
Total	3		

Question number	7		
Give <u>three</u> words or brief phrases from the passage which the writer uses to show how the audience responded to Amy’s performance.			
Part	Mark	Answer	Further Information
	3	Content removed due to copyright restrictions	Accept only the first answer on each line.
Total	3		

Question Number	8		
<p>Explain what <u>effect</u> the writer is trying to create by using the words highlighted in bold in these sentences:</p> <p>(a) Content removed due to copyright restrictions</p> <p>(b) Content removed due to copyright restrictions</p>			
Part	Mark	Answer	Further information
(a)	2	Content removed due to copyright restrictions	Dictionary explanations gain 1 mark, e.g. (a) screeched or (b) charmed.
(b)	2	Content removed due to copyright restrictions	
Total	4		

Section B: Writing

Recovering from a disappointment is important at the end of this passage. Write a story in which getting over a disappointment is important in changing a character's life. Try to show how the emotions and feelings of your character change.

Content and Audience	Text Structure	Sentence Structure	Punctuation	Vocabulary	Spelling
Character development is more complex and believable. The reader's response to different parts of the story is well-controlled. 6/7	Ideas are organised into a planned and coherent story, including an effective opening and satisfying conclusion. Well-crafted paragraphs contribute to controlling the pace of the story. 5	Fluent, wide range of sentence structures, some used for effect. Some control of complex sentences and the position of clauses to focus attention. 5	Uses a range of punctuation correctly and with confidence. Secure use of commas to mark clauses. 5	Vocabulary is adventurous, precise and used effectively to create a strong image. 4	Virtual correctness over a range of vocabulary used including more complex and difficult words. 4
The changes in setting and atmosphere are not always convincing but do evoke a response from the reader. Development of the characters are shown through actions and reactions. 4/5	Ideas are developed from a sensible opening but may not reach an effective conclusion. Within paragraphs, sequences of events are developed around a main sentence or theme. 4	Uses a wide range of sentence structures with some confidence. 4	Uses full stops correctly. Some range of punctuation as needed used correctly. General range limited. 4	Some evidence of an emerging vocabulary and efficiency in the choice of words to convey detail. 3	A few spelling errors, mostly of more difficult words. 3
A plain story which focuses on either character or action but has little sense of atmosphere. Some awareness of the audience. 2/3	The opening, development and conclusion of the story are logically related and mostly well-paced. Paragraphs are used but are not consistently helpful. 2/3	Limited or partially effective use of complex structures. Mostly simple or compound structures based on a variety of connectives including <i>and</i> , <i>but</i> , <i>so</i> , <i>because</i> 2/3	A number of errors including occasional full stop (evidence of comma splicing). 2/3	Vocabulary generally used accurately; consists of straightforward words with occasional evidence of careful choice. 2	A number of errors OR spells a simple vocabulary correctly. 2
The story has an attempt at a simple plot. There is an occasional awareness of the audience. 1	Ideas are grouped together, although paragraphs may not be shown. 1	Sentence structure is often grammatically incorrect. 1	Sentences rarely correctly marked. Generally, a very erratic use of punctuation marks. 1	Uses a simple vocabulary accurately but may make errors over more complex words. 1	Many errors including a range of simple words. 1

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 are fewer than 60. In normal handwriting 60 words will be approximately 8 lines.

In text structure, look at the overall quality of the piece to allocate the band. If one aspect of the criteria is weaker than the others, make a reduction of no more than one mark.