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**ENGLISH**

**1111/02**

Paper 2

**April 2016**

MARK SCHEME

Maximum Mark: 50

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This document consists of 8 printed pages.



## Section A: Reading

Question number	1		
(a) From whose point of view does the writer tell the story? (b) Give a reason to support your answer.			
Part	Mark	Answer	Further Information
(a)	1	Rob	
(b)	1	We know what he is thinking and feeling.  OR  His thoughts and actions drive the plot.	Accept any reference to Rob and the plot.  <b>No mark for (b) if (a) is incorrect.</b>  Do not accept quotations.
Total	2		

Question number	2		
What aspects of Rob’s character are shown in the opening <u>three</u> paragraphs? Give a <u>quotation</u> from the passage to support your answer.			
Part	Mark	Answer	Further Information
	2	He is imaginative / artistic. Content removed due to copyright restrictions.  He is observant / focused. Content removed due to copyright restrictions.  He is sensitive. Content removed due to copyright restrictions.  He enjoys drawing / becomes involved. Content removed due to copyright restrictions.	The mark for phrase can be awarded even if the quotation is missing or incorrect.  The quotation must support the aspect chosen.  <b>No mark for (b) if (a) is incorrect.</b>
Total	2		

Question number	3		
<p>What is Rob's attitude to Dan's belief in his ability to drive? Write <u>one</u> phrase in your own words.</p> <p>Give a <u>quotation</u> from the passage to support your answer.</p>			
Part	Mark	Answer	Further Information
	2	<p>He doesn't believe he has any chance of driving. Content removed due to copyright restrictions.</p> <p>He thinks he is over confident / too hopeful. Content removed due to copyright restrictions.</p> <p>He was sarcastic. Content removed due to copyright restrictions.</p>	<p><b>No mark for (b) if (a) is incorrect.</b></p>
Total	2		

Question number	4			
What do you understand about Dan’s character from his response and actions to the cycling route that Rob suggests? Write <u>one</u> phrase in your own words.				
Give a <u>quotation</u> from the passage to support your answer.				
Part	Mark	Answer		Further Information
	2	Phrase	Quotation	The mark for phrase can be awarded even if the quotation is missing or incorrect.  The mark for quotation cannot be awarded if it does not match the phrase given.  <b>No mark for (b) if (a) is incorrect.</b>  The quotation must support the point made.  <b><u>DO NOT</u> accept <u>lazy / careless or reckless on their own.</u></b>
		likes to do things quickly / impatient and go the shortest route / rushes / doesn't stop to think / rather wild / impulsive  thoughtless of Rob’s feelings  He is bossy.	Content removed due to copyright restrictions.	
Total	2			

Question number	5		
Give <u>two</u> descriptions in your own words of Rob's feelings about riding down the track under the barrows.			
Part	Mark	Answer	Further Information
	2	<p>Rob seems to be avoiding the track / is cautious or hesitant.</p> <p>Rob is very upset because Dan has taken the route which was the setting of an accident.</p> <p>He decides this is the chance to get over his feelings about the place.</p> <p>fearful / nervous / scared / apprehensive / traumatised</p> <p>He doesn't like thinking about it.</p> <p>prepared to face his fears</p>	<p>Mark first two responses offered.</p> <p>Check for own words.</p>
Total	2		

Question number	6		
<p>(a) Give <u>two quotations</u> that describe the sensations that Rob feels as he cycles along the Ridgeway.</p> <p>(b) In your own words describe the difference in character which the cycle ride shows between Rob and Dan.</p>			
Part	Mark	Answer	Further Information
(a)	2	Content removed due to copyright restrictions.	
(b)	1	Rob took more care and was more aware of his surroundings as he cycled. Dan cycled mindlessly and dangerously.	Slow / fast comparisons OK  Rob was <u>more</u> careful = 1 mark or vice versa.
Total	3		

Question number	7		
Give <u>three</u> words or phrases from the passage which show the effect of the approaching storm on the landscape. (Lines 45-48)			
Part	Mark	Answer	Further Information
	3	Content removed due to copyright restrictions.	Clauses / sentences are OK if the correct verbs appear.
Total	3		

Question Number	8		
<b>What effect is the writer trying to create by using the words <u>highlighted</u> in bold in these sentences?</b>			
(a) Content removed due to copyright restrictions.			
(b) Content removed due to copyright restrictions.			
Part	Mark	Answer	Further information
(a)	2	<b>ominous:</b> e.g. threatening / menacing (1 mark)  darkening / dark light is threatening him / makes him feel frightened (2 marks)  The light of the storm was threatening and made things like the windshield stand out in an equally threatening way. ( 2 marks)	Allow <b>one</b> mark for the meaning of the word (dictionary definition that fits) and <b>two</b> marks for giving the effect.  NOT eerie
(b)	2	<b>cower:</b> e.g. cringe / crouch down (1 mark)  The downland seemed frightened by the increasing force / power of the wind. ( 2 marks)  To make the wind appear stronger and more threatening (2 marks).	Allow <b>one</b> mark for the meaning of the word (dictionary definition that fits) and <b>two</b> marks for giving the effect.  The focus can be on either the 'downland' or the 'wind'.
Total	4		

## Section B: Writing

**9 Write a story about a character who is trying to improve a talent or develop an interest, for example in art, music, sport or science.**

<b>Content</b> <b>Wc</b>	<b>Text Structure</b> <b>Wt</b>	<b>Sentence Structure</b> <b>Un</b>	<b>Punctuation</b> <b>Up</b>	<b>Vocabulary</b> <b>Uv</b>	<b>Spelling</b> <b>Us</b>
<p>The atmosphere and setting are clearly changed .</p> <p>Character development is more complex and believable.</p> <p>The reader's response to different parts of the story is well controlled.</p> <p>6/7</p>	<p>Ideas are organised into a planned and coherent story, including an effective opening and satisfying conclusion.</p> <p>Well-crafted paragraphs contribute to controlling the pace of the story.</p> <p>5</p>	<p>Fluent, wide range of sentence structures, some used for effect.</p> <p>Some control of complex sentences and the position of clauses to focus attention.</p> <p>5</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>Vocabulary is adventurous, precise and used effectively to create a strong image.</p> <p>4</p>	<p>Virtual correctness over a range of vocabulary used including more complex and difficult words.</p> <p>4</p>
<p>The changes in setting and atmosphere are not always convincing but do evoke a response from the reader.</p> <p>Development of the character(s) is shown through actions and reactions.</p> <p>4/5</p>	<p>Ideas are developed from a sensible opening but may not reach an effective conclusion.</p> <p>Within paragraphs, sequences of events are developed around a main sentence or theme.</p> <p>4</p>	<p>Uses a wide range of sentence structures with some confidence.</p> <p>4</p>	<p>Uses full stops correctly.</p> <p>Some range of punctuation as needed, used correctly.</p> <p>General range limited.</p> <p>4</p>	<p>Some evidence of an emerging vocabulary and efficiency in the choice of words to convey detail.</p> <p>3</p>	<p>A few spelling errors, mostly of more difficult words.</p> <p>3</p>
<p>A plain story which focuses on either character or action but has little sense of atmosphere.</p> <p>Some awareness of the audience.</p> <p>2/3</p>	<p>The opening, development and conclusion of the story are logically related and mostly well-paced.</p> <p>Paragraphs are used but are not consistently helpful.</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</i>, <i>but</i>, <i>so</i>, <i>because</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>Vocabulary generally used accurately; consists of straightforward words with occasional evidence of careful choice.</p> <p>2</p>	<p>A number of errors.</p> <p>OR</p> <p>spells a simple vocabulary correctly.</p> <p>2</p>
<p>The story has an attempt at a simple plot.</p> <p>There is an occasional awareness of the audience.</p> <p>1</p>	<p>Ideas are grouped together, although paragraphs may not be shown.</p> <p>1</p>	<p>Sentence structure is often grammatically incorrect.</p> <p>1</p>	<p>Sentences rarely correctly marked.</p> <p>Generally a very erratic use of punctuation marks.</p> <p>1</p>	<p>Uses a simple vocabulary accurately but may make errors over more complex words.</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 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 a story is not written the Content mark given should be 0.**