
ENGLISH

1111/01

Paper 1

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 task do the dolphins do to help at the research centre?			
(b) Why does Kelly hide scraps of paper at the bottom of the tank?			
(c) What did Kelly teach her calf?			
Part	Mark	Answer	Further Information
(a)	1	They help keep the tanks clean. / They pass litter to the trainers.	Accept any answer that indicates cleaning.
(b)	1	So that she can get lots of / more fish (for one piece of paper / litter). To cheat the system.	Accept any suitable wording.
(c)	1	To save / use one of the fish fed to them as gull-bait / in order to be given more food. Teaches how (technique) to get more food.	Allow how to cheat the system.
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) spots (b) lure (c) tale (d) supports			
Part	Mark	Answer	Further Information
(a)	1	notices / sees / observes / glimpses	
(b)	1	attract / tempt / invite / entice / coax / pull in / bring in	Not trick .
(c)	1	story / account / narrative	
(d)	1	Corroborates/ gives credibility to / provides evidence for / helps prove / upholds / fortifies / underpins / on the side of / sides with / agrees with / confirms	Not helps on own.
			Please note: when multiple answers are given, any incorrect response negates other correct ones.
Total	4		

Question number	3		
Add the missing punctuation to these sentences.			
Part	Mark	Answer	Further Information
	2	<p>‘Do you think dolphins are clever enough to know what we are thinking?’ asked the spectator. The researcher smiled. ‘I don’t know,’ she said. ‘They are certainly intelligent, friendly and playful.’</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 not be at line level.</p> <p>Question marks, commas and full stops must be inside the speech marks.</p> <p>Accept the final full stop either inside / outside the speech marks. If speech marks are in line with other punctuation, credit only the speech marks.</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 extra punctuation in the wrong place.</p> <p>Accept underlining to show where capital letters are placed but nothing else.</p>
Total	2		

Question number	4		
Re-write this sentence adding a relative clause with further information from the passage. Kelly is a clever dolphin.			
Part	Mark	Answer	Further Information
	1	Eg Kelly, who has taught her calf how to gull-bait, is a clever dolphin.	Accept 'which' as well as 'who'. Insist on correct use of commas. Accept any use of 'that' as an alternative to 'which' (if the commas are in place).
Total	1		

Question number	5		
<p>Combine these three sentences into <u>one</u> complex sentence. Do <u>not</u> use <i>and</i> or <i>but</i>.</p> <p>Dolphins live naturally in both rivers and oceans.</p> <p>They are very intelligent and playful.</p> <p>Many dolphins are trained in captivity.</p>			
Part	Mark	Answer	Further Information
	1	Eg Although dolphins live naturally in rivers and oceans, many are trained in captivity because they are very intelligent and playful.	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</u> different forms of the same verb.			
Part	Mark	Answer	Further Information
	1	The trainer threw the first fish, which the dolphin caught in its mouth, but it did not catch the second one.	Accept any other appropriate verbs eg took / take, got / get. Both needed for the mark.
Total	1		

Question number	7			
Read this extract from a conservation website, and then answer the questions.				
(a) Make a list of all the dangers to ocean and river dolphins, and the result of these dangers.				
(b) Using your list, write a summary of 80–100 words to explain some of the danger to dolphins, and the results of these dangers. Use <u>your own words</u> as much as possible.				
Part	Mark	Answer		Further Information
7a	4	DANGERS 1a Getting caught in fishing nets 2a Unsustainable commercial fishing 3a Noise from naval operations and seismic surveys 4a Being struck by ships and other sea vessels 5a Chemical pollution 6a Risk from man-made structures such as dams and barrages	RESULTS 1b The result is drowning 2b Reduction of the dolphins' prey 3b To become stranded on shore / affects their echolocation 4b Serious or fatal injury 5b Threatened 6b Restrict movement	Consider each danger and each result as a separate point, i.e. there are up to 12 points that candidates can list here. A result is credited if it is on its own but do not credit a result if it is linked to the wrong danger. Credit only the danger. 4 marks for 6+ points 3 marks for 4 or 5 points 2 marks for 3 points 1 mark for 2 points 0 marks for only 1 or no relevant points Accept multiple points against 1 bullet.

7b	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 / a range of grammatical errors in sentences.</p> <p>1 mark – many inaccuracies / mostly lifted from text / noticeably over length.</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

Write an article for a magazine called 'Living Earth', about the harm that pollution is causing the planet.

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 a 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 criteria.

Award 0 marks for 20 words or fewer. Between 21 and 60 words, award a maximum of 10 marks and no more than 2 marks per strand.

If the response is completely off topic, award 0 for purpose and audience; the 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 for the intended purpose. Sound, accurate language, though rather flat, is placed in the second band.

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