
ENGLISH

1111/02

Paper 2

For Examination from 2012

SPECIMEN MARK SCHEME

1 hour 10 minutes

MAXIMUM MARK: 50

This document consists of **5** printed pages and **2** blank pages.

Section A: Reading

Question	1		
Part	Mark	Answer	Further Information
(a)	1	Will	
(b)	1	We know what he is thinking and feeling. or It is his thoughts and actions which drive the plot.	
Total	2		

Question	2		
Part	Mark	Answer	Further Information
		Phrase	Quotation
	2	He enjoys reading.	'Will put aside his book'
		He is thoughtful / sensitive to others' feelings / atmospheres.	'Will put aside his book' 'Will paused, frowning' '"Hey", Will said, disturbed.' 'He pulled up his legs to make room.' 'It would have been too much like a reminder.'
		He has a good relationship with his brother James.	'they scuffled together, grinning,'
		He is responsible.	'remembering a duty:'
		He cares about the rabbits.	He came to his favourite rabbit ... affectionately.' Any quotation that supports his care for the rabbits.
		He likes it when it snows.	'I wish it would snow properly.' 'gift he most wished for ... it was snow'
Total	2		

Question	3		
Part	Mark	Answer	Further Information
	2	<p>He is concerned by their behaviour / feels that something is wrong.</p> <p>'Opening doors to fill the feed boxes, Will paused, frowning.'</p> <p>'Hey!' Will said, disturbed. 'Hey James, look at that'</p> <p>'They're all jumpy. Even Chelsea.'</p> <p>'What's the matter with him? And all of them?'</p>	
Total	2		

Question	4		
Part	Mark	Answer	Further Information
	2	<p>He does not notice anything / is not really interested. He gives a practical explanation why they are behaving differently.</p> <p>'They seem alright to me.' / '(James said with) mild interest,'</p> <p>'I dare say your hands smell wrong. You must have touched something they don't like.'</p>	
Total	2		

Question	5		
Part	Mark	Answer	Further Information
	2	<p>Any two points from the following:</p> <p>Crowded: There are a lot of children / the house seems too small.</p> <p>Noisy: there is a lot of noise. / loud radio in kitchen / the arguing that goes on amongst the children / mother shouted / both of them shouted</p> <p>Helpful: The children are helpful to their mother. / Gwen is helping her mother in the kitchen. / Will and James are just off to do some chores.</p> <p>Quiet areas: the window seat / where Will is reading.</p>	
Total	2		

Question	6		
Part	Mark	Answer	Further Information
(a)	2	1. the radio, Gwen's singing / mother red-faced over the oven 2. silence / cold and hard frozen ground	
(b)	1	To give a sense of noise, warmth and the security of the house compared with the threatening silence and cold outside. Or similar explanation.	
Total	3		

Question	7		
Part	Mark	Answer	Further Information
	3	Any three of the following: restless and/or uneasy rustling to and fro [whole phrase needed] (eyes blank and) terrified jumpy cringed (into the corner) leapt back in alarm [whole phrase needed] moving distractedly [whole phrase needed] (strange) frightened (wide eyes)	
Total	3		

Question	8		
Part	Mark	Answer	Further Information
(a)	2	personification of the snow being sorry for its poor effect or display	
(b)	2	The music seems as if it is growing out of the radio. in order to fill or inflate the kitchen with sound	
Total	4		

Section B: Writing (Fiction Text)

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CONTENT AND AUDIENCE	TEXT STRUCTURE	SENTENCE STRUCTURE	PUNCTUATION	VOCABULARY	SPELLING
<p>The atmosphere and setting are clearly changed by the weather.</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 style="text-align: right;">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 style="text-align: right;">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 style="text-align: right;">5</p>	<p>Uses a range of punctuation correctly and with confidence.</p> <p>Secure use of commas to mark clauses.</p> <p style="text-align: right;">5</p>	<p>Vocabulary is adventurous, precise and used effectively to create a strong image.</p> <p style="text-align: right;">4</p>	<p>Virtual correctness over a range of vocabulary used including more complex and difficult words.</p> <p style="text-align: right;">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 style="text-align: right;">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 style="text-align: right;">4</p>	<p>Uses a wide range of sentence structures with some confidence.</p> <p style="text-align: right;">4</p>	<p>Uses full stops correctly. Some range of punctuation as needed, used correctly.</p> <p>General range limited.</p> <p style="text-align: right;">4</p>	<p>Some evidence of an emerging vocabulary and efficiency in the choice of words to convey detail.</p> <p style="text-align: right;">3</p>	<p>A few spelling errors, mostly of more difficult words.</p> <p style="text-align: right;">3</p>
<p>A plain story which focuses on either character or action but has little sense of atmosphere.</p> <p>Some awareness of audience</p> <p style="text-align: right;">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 style="text-align: right;">2/3</p>	<p>Limited or partially effective use of complex structures. Mostly simple or compound structures based on a variety of connectives including <i>–and, but, so, because</i></p> <p style="text-align: right;">2/3</p>	<p>A number of errors including occasional full stop (evidence of comma splicing).</p> <p style="text-align: right;">2/3</p>	<p>Vocabulary generally used accurately; consists of straightforward words with occasional evidence of careful choice.</p> <p style="text-align: right;">2</p>	<p>A number of errors OR spells a simple vocabulary correctly.</p> <p style="text-align: right;">2</p>
<p>The story has an attempt at a simple plot with some reference to weather conditions.</p> <p>There is an occasional awareness of audience.</p> <p style="text-align: right;">1</p>	<p>Ideas are grouped together, although paragraphs may not be shown.</p> <p style="text-align: right;">1</p>	<p>Sentence structure often grammatically incorrect.</p> <p style="text-align: right;">1</p>	<p>Sentences rarely correctly marked. Generally a very erratic use of punctuation marks.</p> <p style="text-align: right;">1</p>	<p>Uses a simple vocabulary accurately but may make errors over more complex words.</p> <p style="text-align: right;">1</p>	<p>Many errors including a range of simple words.</p> <p style="text-align: right;">1</p>

Award 0 where performance fails to meet the lowest description.

