
ENGLISH

1111/02

Paper 2

For Examination from 2014

SPECIMEN MARK SCHEME

Maximum Mark: 50

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This document consists of **9** printed pages and **1** blank page.

Section A: Reading

Question number	1		
(a) Who seems to be in charge of this expedition?			
(b) Give a reason to support your answer from the first four paragraphs.			
Part	Mark	Answer	Further Information
(a)	1	Simon	
(b)	1	He knows where to go / he led the others / he told them which way to go / he has been there before / it is his actions which drive the plot.	
Total	2		

Question number	2			
<p>How does Simon show his concern for the safety of the others? Write <u>one brief phrase</u> in your own words. Give a quotation from the passage to support your answer.</p>				
Part	Mark	Answer		Further Information
		Phrase	Quotation	
	1	He gives them advice / explains things / tries to help them / tells them the dangers	'This way' 'There aren't any more brambles' 'Give me one of those bags Mary, you'll need a free hand.' 'Watch out' 'The bridge is tricky' 'I'll take the rucksack first' 'Leave the bags / you'll need your hands to balance' 'Don't look down' 'He led her safely across'	
	1	He leads by example / goes first	'Simon gave one expert heave, and the gate fell back, leaving a space big enough for them.' Simon led them (along) 'This way, ('Simon said, and set off confidently.)' 'When he led the way (out of the clearing).' 'Simon crossed first' 'He went across (like a tight-rope walker) and came back (for the cat basket).' 'He led her safely across'	
Total	2			

Question number	3		
<p>How does Mary react to crossing the bridge?</p> <p>Write <u>one brief phrase</u> in your own words.</p> <p>Give a quotation from the passage to support your answer.</p>			
Part	Mark	Answer	Further Information
	1	She is scared/ frightened/ apprehensive/ feels ill.	The mark for Phrase can be awarded even if the Quotation is missing or incorrect. NOT: 'terrified' (in text)
	1	('Mary looked down and) felt giddy.' 'Can't we wade instead?' (She saw the racing water and) felt her stomach lurch.' (She said) terrified ('I'll fall')	The mark for Quotation cannot be awarded if it does not match the Phrase given.
Total	2		

Question number	4		
<p>How does the cat behave during this journey?</p> <p>Write <u>one brief phrase</u> in your own words.</p> <p>Give a quotation from the passage to support your answer.</p>			
Part	Mark	Answer	Further Information
	1	He does not make a sound / he is quiet / he is asleep / he behaves well / is calm. OR He started to wake up/ move about/ made noises.	The mark for Phrase can be awarded even if the Quotation is missing or incorrect. NOT: obedient / annoyed
	1	'There was no sound from inside.' 'He's just sleeping soundly.' 'Noakes, the cat, had begun to stir.' 'and thump against the sides.'	The mark for Quotation cannot be awarded if it does not match the Phrase given.
Total	2		

Question number	5		
In your own words, give <u>two</u> impressions of what made this journey difficult for Mary and Krishna.			
Part	Mark	Answer	Further Information
	1	Any two points from the following, which can be from the same section: Problems of entry: The high stone wall / grim and forbidding with broken glass / The gate was padlocked and chained. Vegetation and undergrowth: Trees crowded together. / The ground was a tangle of spiky branches that tore at their clothes / No obvious path / Brambles / very narrow and overgrown / nettles / fallen tree / damp and squidgy underfoot.	Any 2 different points can gain the marks, even if they are generalised i.e. ' the bridge is broken'.
	1	Having to carry things: the cat basket / bags of food. The broken bridge: The planks were rotten / the second half almost gone / only a single beam / seeing the racing water underneath / bridge was dangerous / afraid of falling into water / off bridge Physical problems: Krishna and Mary stumbled after him /Simon was going too fast for them / they had no breath to complain.	
Total	2		

Question number	6		
<p>(a) Give <u>two</u> quotations from the first three paragraphs that describe the atmosphere outside the gates inside the gates</p> <p>(b) What effect is created by the writer in showing such a contrast between inside and outside the gates?</p>			
Part	Mark	Answer	Further Information
(a)	2	<p>1. Busy main road/ Cars rushed past/huge lorries, spraying sand/ the noisy road.</p> <p>2. A different world/ a hushed green jungle/ trees crowded together and shut out the sky.</p>	
(b)	1	To give / emphasise a sense of a secret place / a place where no one goes / peaceful after the bustle of traffic. Or similar explanation.	<p>This answer needs to be an explanation rather than just giving evidence.</p> <p>Do not accept answers such as <i>it's noisy outside and quiet inside / they are two different worlds.</i></p>
Total	3		

Question number	7		
Give <u>three</u> words or brief phrases from the passage that show that the place is neglected or uncared for.			
Part	Mark	Answer	Further Information
	3	Any three of the following: Rusty (iron gate) Hinges were broken (The ground was a) tangle of spiky brambles No obvious path (invisible) cobwebs (There was a path now, though very narrow and) overgrown the people went away / (and) never came back The planks were rotten / the second half was almost gone / only a single beam remained Nettles, (tall as they were, whipped their faces)	
Total	3		

Question Number	8		
What effect is the writer trying to create by using the words highlighted in bold below? (a) 'Cars rushed past them and huge lorries, spraying sand and ballast.' (Lines 1/2) (b) '...they could see water beyond, covered in a bright green weed, like a curly mat .' (Line 29/30).			
Part	Mark	Answer	Further information
(a)	2	It is uncontrolled / sand was just flying everywhere / it would cover anyone in its path / it was like rain or water (2 marks) Splashing all over (1 mark)	NOT: like firing bullets / like a machi ne gun
	2	The weed looked solid / gave the impression you could walk on it / you could not see through it (2 marks) Could hardly see the water (1 mark)	NOT: 'like a floor / floor covering'. Too close to text.
Total	4		

Section B: Writing

Different things affect people when they are on a journey. Write a story where your characters have to make a journey to a place that at least one of them has not visited before.

Try to show how the emotions and feelings of your characters change as the journey progresses towards the destination.

Content	Text structure	Sentence structure	Punctuation	Vocabulary	Spelling
<p>Event and character development are 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. 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. 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>Development of the event or 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. 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. 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 the audience.</p> <p>May be thin or list-like.</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</i>, <i>but</i>, <i>so</i>, <i>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;">2/3</p>	<p>A number of errors OR spells simple vocabulary correctly.</p> <p style="text-align: right;">2/3</p>
<p>The story has an attempt at a simple plot. There is an occasional awareness of the 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 is 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 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 will be fewer than 60. In normal-sized handwriting 60 words will be approximately 8 lines.

*If the response is completely off topic, award 0 for **Content**; other strands to be marked as normal.*

*Additional guidance: for top marks in **Content** and **Sentence structure** the candidate must show an ability to manipulate language to the intended purpose. Sound, accurate language, though rather flat, is placed in the second band.*

