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**ENGLISH**

**1111/01**

Paper 1 Non-fiction

**April 2019**

MARK SCHEME

Maximum Mark: 50

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This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which markers were instructed to award marks. It does not indicate the details of the discussions that took place at a markers' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for teachers.

Cambridge will not enter into discussions about these mark schemes.

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This document consists of **10** printed pages.



## Section A: Reading

Question	Answer	Marks
1	<p>Give <u>one</u> word from the first paragraph (lines 1–3) that means lasting.</p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>enduring.</li> </ul>	1

Question	Answer	Marks
2	<p>What does the word <i>vision</i> in the third paragraph (lines 7–11) suggest about Leo's idea?</p> <p>Award <b>1 mark</b> for <b>any one</b> of the following:</p> <ul style="list-style-type: none"> <li>It was fully thought through.</li> <li>It was very clear to him / had a plan / goal / aim.</li> <li>He could imagine / visualise / <u>see</u> the idea.</li> <li>He is ambitious / he had ambition / inventive / forward-looking / innovative.</li> <li>Had a dream NOT 'he was dreaming'.</li> </ul>	1

Question	Answer	Marks
3	<p>What were the main aims that Leo Fender had when he was designing his new guitar?</p> <p>Tick (✓) <u>two</u> boxes.</p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>use electricity</li> <li>be easy to make in large numbers</li> </ul>	2

Question	Answer	Marks
4	<p>Give <u>one</u> word from the sixth paragraph (lines 18–22) that means rapid growth.</p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>boom</li> </ul>	1

Question	Answer	Marks
5	<p>Look at the fifth and sixth paragraphs (lines 15–22).</p> <p>The writer uses language to show that Fender guitars became famous.</p> <p>Give <u>three</u> words or phrases from the text that the writer uses to show this.</p> <p><u>Do not</u> accept complete sentences without showing any understanding of what the key words are.</p> <p>Correct words / phrases, in complete sentences, must be clearly identified by being underlined, placed in inverted commas, or any other appropriate method.</p> <p>Award <b>1 mark</b> for each of the following up to three marks:</p> <ul style="list-style-type: none"> <li>• dynamic duo</li> <li>• legendary</li> <li>• (achieved) cult status</li> <li>• Influenced thousands</li> </ul>	3

Question	Answer	Marks
6	<p>What does the writer suggest might have happened after the sale of the company? Tick (✓) <u>one</u> box.</p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• The quality of the guitars got worse.</li> </ul>	1

Question	Answer	Marks
7	<p>Fender started producing Squier guitars in the 1980s. Give <u>two</u> reasons why the Squier guitar was an attractive purchase at that time.</p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>• affordable / cheaper</li> <li>• quality / reputation</li> </ul>	2

Question	Answer	Marks
8	<p>Give <u>two</u> ways in which the final paragraph (lines 29–30) differs in style from the rest of the text.</p> <p>Award <b>1 mark</b> for any of the following up to two marks:</p> <ul style="list-style-type: none"> <li>• It addresses the reader / uses ‘you’ / second person</li> <li>• It offers an opinion.</li> <li>• simpler vocabulary / language</li> <li>• It uses the future tense.</li> </ul>	2

Question	Answer	Marks
9	<p>The main aim of this text is to provide information. What is another of the writer’s aims? Tick (✓) <u>one</u> box.</p> <p>Award <b>1 mark</b> for either of the following:</p> <ul style="list-style-type: none"> <li>• to show enthusiasm for a brand of guitar</li> <li>• to persuade people to follow their dreams</li> </ul>	1

Question	Answer	Marks
10	<p>Which is the best title for <u>Text A</u>? Tick (✓) <u>one</u> box.</p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• The history of Fender guitars</li> </ul>	1

Question	Answer	Marks
11	<p><b>What layout feature does the writer use to help understanding?</b> Award <b>1 mark</b> for one of the following:</p> <ul style="list-style-type: none"> <li>• subheading(s) / heading(s) / title(s) / subtitle(s)</li> <li>• paragraphs /sections</li> <li>• bold</li> </ul>	<b>1</b>

Question	Answer	Marks
12	<p><b>What is the main idea of the third and fourth paragraphs (lines 8–14)?</b> Tick (✓) <u>one</u> box.</p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• Fisk’s poor reputation is undeserved.</li> </ul>	<b>1</b>

Question	Answer	Marks
13	<p><b>Identify a metaphor used in the third paragraph (lines 8–11).</b></p> <p>Award <b>1 mark</b> for identifying the metaphor:</p> <ul style="list-style-type: none"> <li>• ‘...(ruin the) spell (he was trying to create)...’</li> </ul> <p><b>What is the effect of this metaphor?</b></p> <p>Award <b>1 further mark</b> for an answer correctly describing the effect, e.g.:</p> <ul style="list-style-type: none"> <li>• It compares his music / playing / concert to magic. / It says his music / concert is magical.</li> <li>• It 'shows how mesmerised / captivated / spellbound the audience was'.</li> </ul>	<b>2</b>

Question	Answer	Marks
14	<p><b>Explain using your own words what is suggested by the phrase ‘Eliot Fisk plays like Eliot Fisk’ (line 15).</b></p> <p>Award <b>1 mark</b> for either of the following: Accept a quote if not from the given question.</p> <ul style="list-style-type: none"> <li>• No one else plays like him.</li> <li>• He has a distinctive / unmistakable / unique style.</li> </ul>	<b>1</b>

Question	Answer	Marks
15 (a)	<p><b>The aim of a music reviewer is to express an opinion about a musician or a concert.</b></p> <p><b>List the points from <u>Text B</u> which show that the reviewer considers that Eliot Fisk is an excellent guitarist and a great performer.</b></p> <p>Award <b>3 marks</b> for 6 - 7 points.</p> <p>Award <b>2 marks</b> for 4 – 5 points.</p> <p>Award <b>1 mark</b> for 2 – 3 points.</p> <p>Award <b>0 marks</b> for 0 – 1 point.</p> <p>The explanation may include the following points as phrases (not necessarily complete sentences):</p> <ul style="list-style-type: none"> <li>• Huge stage presence / ‘and owned the hall last night.’</li> <li>• Master of his instrument</li> <li>• Able to ‘coax an incredibly dynamic and / or tonal range out of his guitar’</li> <li>• Not afraid to use it.’ (His dynamic range)</li> <li>• Pours everything into each piece / doesn’t show restraint</li> <li>• Own distinctive style</li> <li>• A recommendation for people to see him in concert</li> <li>• Mistakes do not distract from performance / audience’s enjoyment</li> </ul>	<b>3</b>
15 (b)	<p><b>Write a summary of up to 50 words about why it would be worth going to watch Eliot Fisk play guitar.</b></p> <p><b>Use your own words as far as possible.</b></p> <p>Award <b>2 marks</b> for a response with at least <u>three</u> points and clear understanding, e.g.:</p> <ul style="list-style-type: none"> <li>• Eliot Fisk is a terrific guitar player, who plays in his own way. Fisk can make the guitar produce amazing sounds and he is always willing to give it a go. He is a fantastic showman who creates a spell. (40 words)</li> </ul> <p>Award <b>1 mark</b> for a response with one or two points and little clarity.</p> <p>Award <b>0 marks</b> for a summary made up of points that are not synthesised / includes no points listed.</p> <p>If 3 points are found, ensure that <u>no more than 50 words have been used.</u></p> <p><u>Do not award more than 1 mark where the summary exceeds 50 words.</u></p>	<b>2</b>

**Section B: Writing**

Question	Answer	Marks
16	<p>Write a letter to your Head Teacher giving your opinion on learning music at school.</p> <p>You could include some of the following in your letter:</p> <ul style="list-style-type: none"> <li>• The advantages of music lessons</li> <li>• The disadvantages of music lessons – for example, cost of instruments</li> <li>• Whether the school should invest in music education.</li> </ul>	
16	Content, purpose and audience. (Wa)	<b>8</b>
	Text structure and organisation. (Wt)	<b>7</b>
	Sentence structure and punctuation. (Wp)	<b>7</b>
	Spelling (Ws)	<b>3</b>
		<b>[Total 25]</b>

<b>Content, purpose and audience (Wa)</b> <b>8 marks</b>	<b>Text structure and organisation (Wt)</b> <b>7 marks</b>
<p>The response has relevant ideas and content developed in detail to create a clear and consistent relationship between the writer and reader.</p> <p>The text type is clearly established, e.g. <i>an article, report</i>, etc., and the tone is appropriate to the ideas and is sustained.</p> <p>The vocabulary is well chosen for the purpose.</p> <p style="text-align: right;">7–8</p>	<p>The response is presented coherently and logically to help the development of ideas, usually with an introduction and conclusion.</p> <p>Well-crafted paragraphs contribute to the structure of the text.</p> <p style="text-align: right;">6–7</p>
<p>The response has relevant ideas and content which are developed with some detail, and with some awareness of reader.</p> <p>The main features of the text type are evident and the tone is appropriate for the purpose and is largely sustained.</p> <p>The vocabulary is relevant for the purpose.</p> <p style="text-align: right;">5–6</p>	<p>The response is generally coherent and in a logical order with ideas evident, with an attempt at an introduction and conclusion.</p> <p>Paragraphs/sections are evident and help to structure the text.</p> <p style="text-align: right;">4–5</p>
<p>The response includes basic information relevant for the purpose, and some awareness of the reader may be shown.</p> <p>General aspects of the text type are evident and the writer's tone is established.</p> <p>A simple range of vocabulary is relevant to the purpose.</p> <p style="text-align: right;">3–4</p>	<p>The response is clear but not sequenced logically to help the development of ideas.</p> <p>There may be an attempt at an introduction and/or a conclusion.</p> <p>Paragraphs/sections may be used but not consistently.</p> <p style="text-align: right;">2–3</p>
<p>The response has limited relevance to the task.</p> <p>Some elements of the text type are seen and the writer's tone is present but inconsistent.</p> <p>The vocabulary is simple.</p> <p style="text-align: right;">1–2</p>	<p>Some basic sequencing of material grouped by content is evident.</p> <p style="text-align: right;">1</p>
<p>No creditable response.</p> <p style="text-align: right;">0</p>	<p>No creditable response.</p> <p style="text-align: right;">0</p>

<b>Sentence structure and punctuation (Wp)</b> <b>7 marks</b>	<b>Spelling (Ws)</b> <b>3 marks</b>
<p>A range of appropriate and varied sentence structures are used to create effect.</p> <p>The use of sentence features contributes to the overall development of the text.</p> <p>Almost entirely accurate grammar (tenses, agreement, and word order) with some choices to enhance and emphasise meaning.</p> <p>Punctuation is correctly used to enhance the writing.</p> <p style="text-align: right;">6–7</p>	
<p>Appropriate use of sentence structures, with some attempt to create effect.</p> <p>Some sentence features are used to clarify and emphasise meaning.</p> <p>Grammar and punctuation are mostly accurate.</p> <p style="text-align: right;">4–5</p>	<p>Spelling almost completely accurate, with a wide range of words correctly attempted.</p> <p>Polysyllabic, ambitious and more complex, lower frequency words are used successfully.</p> <p style="text-align: right;">3</p>
<p>Limited or partially effective use of complex sentence structures.</p> <p>Mostly simple compound structures based on a variety of connectives.</p> <p>Grammar and punctuation is usually correct; there may be evidence of comma splicing.</p> <p style="text-align: right;">2–3</p>	<p>Spelling is generally accurate over a reasonable range of words.</p> <p>Some polysyllabic and more difficult words in frequent use are spelled correctly.</p> <p style="text-align: right;">2</p>
<p>Simple sentence structures are used successfully.</p> <p>Some correct use of grammar and punctuation, e.g. full stops and capitals.</p> <p style="text-align: right;">1</p>	<p>Simple words are used successfully.</p> <p>There are frequent errors in commonly occurring words.</p> <p style="text-align: right;">1</p>
<p>No creditable response.</p> <p style="text-align: right;">0</p>	<p>No creditable response.</p> <p style="text-align: right;">0</p>