



Cambridge Lower Secondary Checkpoint

CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--



ENGLISH

1111/01

Paper 1 Non-fiction

April 2021

1 hour 10 minutes

You must answer on the question paper.

You will need: Insert (enclosed)

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue **pen**.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to **each** question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The number of marks for each question or part question is shown in brackets [].
- The insert contains the reading passages.

This document has **8** pages.

Section A: Reading

Spend 30 minutes on this section.

Read **Text A**, in the insert, and answer Questions 1–6.

- 1 (a) Look at lines 1–3.
Why does the writer describe his last hours at Lechuguilla as *black*?
- [1]
- (b) What effect does the writer create by using a single-word sentence in the first paragraph?
- [1]
- 2 Give a simile from lines 4–11.
- [1]
- 3 (a) Look at lines 12–16.
What is the phrase *gentle caress* an example of? Tick (✓) **one** box.
- | | |
|-----------------|--------------------------|
| an oxymoron | <input type="checkbox"/> |
| alliteration | <input type="checkbox"/> |
| a euphemism | <input type="checkbox"/> |
| personification | <input type="checkbox"/> |
- [1]
- (b) What does the phrase *gentle caress* tell the reader about the writer's attitude to being in the cave?
- [1]
- (c) The writer is *exhausted at the end of each day* (line 16).
Give **two** pieces of evidence from the text that tell the reader why the writer was so tired.
-
 -
- [2]

- 4 (a) Look at lines 17–22.
What literary techniques does the writer use to show his sense of wonder? Tick (✓) **two** boxes.

comparison

strong adverbs

repetition

sentence length

onomatopoeia

[2]

- (b) Why does the writer use a colon (:)?

.....

[1]

- (c) The reader learns **many things** about the cave in lines 17–22.
What are the first and last things the reader learns about the cave?

•

•

[2]

- 5 Look at lines 23–27.
What is *staggering* about the *idea*? Give **two** things.

•

•

[2]