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**ENGLISH**

**1111/01**

Paper 1

**October 2019**

MARK SCHEME

Maximum Mark: 50

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**Published**

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 an 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 End of Series Report. 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><b>Which phrase in line 1 means alias?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>(using the) stage name (Charles Blondin)'</li> </ul>	1

Question	Answer	Marks
2	<p><b>Give <u>one</u> word from the first paragraph (lines 1–4) that is an example of irony.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>'funambulist'.</li> </ul>	1

Question	Answer	Marks
3	<p><b>Give one word from the first paragraph that is an example of a pun.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>'heights'.</li> </ul> <p><b>Explain in your own words how this pun is effective.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>Heights refers to both the level of achievement / success and the distance above the ground.</li> </ul>	2

Question	Answer	Marks
4	<p><b>Give <u>two</u> words or phrases from the third paragraph (lines 9–14) that are examples of emotive language.</b></p> <p>Award <b>1 mark</b> for <b>each</b> of the following:</p> <ul style="list-style-type: none"> <li>(and Gravelet became ) 'enthralled' (by the tightrope walker).</li> <li>(he felt) 'compelled' (to try to achieve)</li> </ul>	2

Question	Answer	Marks
5	<p><b>What does the phrase ‘... which may have been an understandable reaction, ...’ (lines 15–16) suggest about Gravelet’s father? Tick (✓) <u>one</u> box.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• He felt the danger was acceptable.</li> </ul>	1

Question	Answer	Marks
6	<p><b>Gravelet was given various names during his career. Which was the first name he was given?</b></p> <p>Tick (✓) <u>one</u> box.</p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• The Little Wonder.</li> </ul>	1

Question	Answer	Marks
7	<p><b>Give the <u>one-word</u> metaphor in the last paragraph (lines 27–32).</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• ‘roadblocks’.</li> </ul>	1

Question	Answer	Marks
8	<p><b>Explain in your own words <u>two</u> reasons why local people objected to Blondin’s request to walk across Niagara Falls.</b></p> <p>Award <b>1 mark</b> for <b>each</b> of the following:</p> <ul style="list-style-type: none"> <li>• It would make the Falls seem less beautiful and more like cheap entertainment.</li> <li>• They worry he could die / there might be a <u>terrible</u> accident / injury //it was <u>extremely</u> dangerous.</li> </ul>	2

Question	Answer	Marks
9	<p><b>Look at this phrase ‘... a crowd of 100 000 people witnessed Blondin’s historic triumph.’ (Lines 31–32)</b></p> <p><b>What <u>two</u> things does the phrase above suggest about what people felt about Blondin’s stunt?</b></p> <p>Award <b>1 mark</b> for responses which meet any of the following, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>• It was very risky / he could have died.</li> <li>• It would have been very exciting / amazing / worth watching / entertaining // people wanted to be there / were curious.</li> <li>• He had done something no-one had done before / it made history / broke new ground.</li> </ul>	2

Question	Answer	Marks
10	<p><b>Look at the last paragraph (lines 27–32).</b></p> <p><b>How does the final sentence differ in tone from the rest of the paragraph?</b></p> <p>Award <b>1 mark</b> for either of the following:</p> <ul style="list-style-type: none"> <li>• It’s positive.</li> <li>• It ends happily.</li> </ul>	1

Question	Answer	Marks
11	<p><b>What type of text is this extract an example of? Tick (✓) <u>one</u> box.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• biography.</li> </ul>	1

Question	Answer	Marks
12	<p><b>What are the <u>two</u> main purposes of <u>Text B</u>?</b></p> <p>Award <b>1 mark</b> for <b>each</b> of the following:</p> <ul style="list-style-type: none"> <li>• to persuade tourists to visit the Niagara region</li> <li>• to describe the Niagara Falls area / list all the activities you can do. / to inform people about the Niagara Falls area.</li> </ul>	2

Question	Answer	Marks
13	<p><b>What is the best title for <u>Text B</u>?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• Why you shouldn’t miss Niagara</li> </ul>	1

Question	Answer	Marks
14	<p><b>What does the word <i>thundering</i> (line 4) suggest about Niagara Falls?</b></p> <p>Award <b>1 mark</b> for any of the following:</p> <ul style="list-style-type: none"> <li>• They are noisy / loud.</li> <li>• They are frightening.</li> </ul>	<b>1</b>

Question	Answer	Marks
15	<p><b>What effect does the writer achieve by using the sentence ‘The secret’s out!’? (Line 9)</b></p> <p>Tick (✓) <u>one</u> box.</p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• a sense of discovery.</li> </ul>	<b>1</b>

Question	Answer	Marks
16 (a)	<p><b>List the outdoor activities that you can do if you visit Niagara Falls and the region.</b></p> <p>Award <b>3 marks</b> for 7 – 9 points  Award <b>2 marks</b> for 4 – 6 points  Award <b>1 mark</b> for 2 – 3 points  Award <b>0 marks</b> for 0 –1 point</p> <ul style="list-style-type: none"> <li>• seeing nature</li> <li>• hiking / walking</li> <li>• go to a beach</li> <li>• cycling trails</li> <li>• mountain biking</li> <li>• spas / treatments</li> <li>• water parks</li> <li>• heritage sites / museums</li> <li>• golf</li> </ul>	<b>3</b>
16 (b)	<p><b>Write a summary of up to 50 words about the outdoor activities that you can do when visiting the region of Niagara Falls. Include at least five points from your list. Use your own words as much as possible.</b></p> <p>Award <b>2 marks</b> for 5 or more points  Award <b>1 mark</b> for 2–4 points  Award <b>0 marks</b> for 0–1 point</p>	<b>2</b>

## Section B: Writing

Question	Answer	Marks
<p><b>Notes to markers</b></p> <ul style="list-style-type: none"> <li>• Use the marking grids on the next two pages.</li> <li>• Marking should always begin from the lowest mark in each column and work upward.</li> <li>• A 'best fit' judgement should be made in judging first in which box to place the response and then, within that box, which mark is appropriate.</li> <li>• The lower mark within a box should be given if some of the criteria have been met but not all.</li> <li>• Note on extent: Award <b>0 marks</b> where the performance fails to meet the lowest criteria. Award <b>0 marks</b> for 20 words or fewer. Award a maximum of <b>7 marks</b> for responses of between 21 and 60 words. 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.</li> </ul>		
<p><b>17 Some people think that it is irresponsible to do dangerous or risky activities. Other people think that these activities are exciting and great experiences to have. What do you think?</b></p> <p><b>Write an essay giving your opinion.</b></p>		
17	Content, purpose and audience. (Wa)	8
	Text structure and organisation. (Wt)	7
	Sentence structure and punctuation. (Wp)	7
	Spelling (Ws)	3
		<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>

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