

Grade 11 – Answer Key

Week 1

Section 1: Directed Writing

You are advised to write between 200 and 300 words. Total marks for this part: 30.

- You will be awarded up to 15 marks for following the task instructions.
- You will be awarded up to 15 marks for the language you use.

Task 1

You are walking along a busy road and you see a car drive very close to someone on a bicycle. The car almost knocks the cyclist off the bicycle. You are very concerned about the way that car drivers behave towards cyclists. You decide to write a letter to the Editor of the local newspaper to complain about the problem.

Write your **letter**. You must include the following:

- when and where the incident took place
- what exactly happened, including how the car driver was to blame
- what you think should happen to improve the situation for cyclists on the roads.

Cover all three points above in **detail**. You should make your letter polite and informative.

Start your letter 'Dear Editor', and remember to supply an appropriate ending.

Comments on specific questions

Section 1: Directed Writing

In **Section 1** candidates were asked to write a letter to the Editor of a local newspaper about an incident where a motorist almost knocks a cyclist off a bicycle and to suggest improvements to reduce the chances of further incidents.

Bullet point 1: *'when and where the incident took place'*

Most responses addressed both aspects of this bullet point, with varying degrees of success. Almost all stated when the incident took place with many referencing an exact date/time. The location of the incident was sometimes missed with a surprisingly large minority quoting directly from the question (*'walking along a busy road'*) rather than stating an exact location. Stronger responses set the scene by describing the general context in which the incident occurred, e.g. *during rush hour, at a notorious junction*.

Bullet point 2: *'what exactly happened, including how the car driver was to blame'*

Most responses included a description of the incident as well as how the driver was to blame. Descriptions ranged from a simple lift from the question (*'almost knocked the cyclist off the bicycle'*) to convoluted narratives and back story about the cyclist and/or driver. The driver was often to blame due to inappropriate mobile phone use or alcohol/drug abuse. A sizeable minority included extraneous detail about the car.

Bullet point 3: *'what you think should happen to improve the situation'*

This point was generally answered well with almost all candidates offering at least one simple suggestion, often based around cycle lanes or surveillance cameras. In responses that referenced alcohol/drug abuse or mobile phone use, suggestions to improve the situation often focused on solving these wider issues, with varying degrees of success. Many responses offered several sensible solutions such as creating greater separation between motorists and cyclists, more traffic police and educational campaigns to raise awareness. A number of candidates mentioned the environmental benefits of encouraging cycling, effectively weaving global climate concerns into their response. A very few slightly misunderstood the task and asked the Editor to improve the situation rather than offering their own suggestions.

Most responses were organised into paragraphs, included an appropriate opening and a short overview of the content of the letter; conveying a clear sense of **purpose** and **format**. Most also ended with an appropriate salutation and a concluding sentence (*'I hope you take my ideas into consideration'*, *'Looking forward to your response'*). The majority of responses were also written in a suitable **register**. A small minority of responses, in which register and format conventions were not adhered to, included irrelevant dialogue/details which in turn, affected the overall **tone**. Stronger responses maintained control of **tone** and **purpose** throughout.

A very small minority of responses lost focus on the task and strayed into a narrative of an accident. These included lengthy dialogue and rather gory details.

On occasion, meaning was impeded where candidates used unusual vocabulary incorrectly. Equally, the use of clichéd idioms and memorised sections was rarely successful as it tended to interrupt the flow of candidates' writing.

Task 2: *Describe a place where you go to relax and enjoy some free time.*

The standard of responses varied. Stronger responses tended to include descriptions of a place as well as candidates' response to it, and generally contained lyrical language and a firm grasp of descriptive writing skills. Weaker responses typically described a holiday location, and how the candidate spent their time in this location. This often resulted in a rather list-like response with little actual description.

Argument

Task 3: *Some people say that we learn more outside the classroom than inside it. Do you agree? Give reasons and examples to support your point of view*

This was a fairly popular choice and most candidates demonstrated a solid grasp of appropriate structure; comparing and contrasting opposing viewpoints in clear paragraphs before stating their own position. There were some highly skilled responses with good use of illustrative examples to support a stated viewpoint. A small minority of candidates developed both sides of the argument but neglected to include their own opinion. Some candidates wrote as if they were delivering a debate speech using openers such as, 'For my debate topic today,' and 'I am here to explain why...' This did not necessarily weaken their response.

Task 4: *What are the best and worst things about being a teenager? Give reasons and examples to support your point of view.*

This was a popular choice. Stronger responses delivered a balanced argument, comparing and contrasting the best and worst things with effective use of suitable phrasing (*on the other hand, some might say, we must also bear in mind*). Many candidates displayed great knowledge of the negative sides and cautioned against the risks of teenagers making poor choices. The turbulence of being an adolescent was therefore at the forefront and positives tended to be outweighed by negatives. Weaker responses tended towards uncontrolled rants about lack of agency and a desire to be an adult. This topic clearly evoked strong reactions; most responses were engaged and often passionate without this impacting negatively on structure or tone.

Narrative

Task 5: *Write a story which includes the words: 'Two years after they last saw each other, she was amazed at how confident he seemed.'*

This was a popular choice and almost all candidates were able to integrate the phrase effectively, many choosing to use it as the conclusion to their narrative. Relationship troubles proved a common theme, with stories around painful relationship breakdowns most frequent – here, the phrase was typically used to signal a resolution. Another common theme was that of a shy and socially awkward student later becoming successful. Stronger responses incorporated accurate and consistent use of tenses, a wide and apt vocabulary, and dialogue to good effect. Weaker responses switched between past and present tenses, showed an insecure use of punctuation – often resulting in lengthy sentences, and particularly noticeable with respect to direct speech – all of which impacted on clarity, subsequently imposing a strain on the reader. Candidates are encouraged to consider the plot of their narrative and to make a plan before they start to write: a minority of responses were unfocused and lengthy with little sense of structure.

Task 6: *Write a story in which a promise plays an important part*

Overall, candidates' responses were effectively and appropriately structured around a promise and the important part it played in the narrative. Many candidates chose to use the promise fulfilled (or not) as the conclusion to their narrative. Narratives about footballers were popular, for example a promise to sign for a club. These often lost focus however, incorporating lengthy descriptions of actions within matches. A few responses verged on inappropriate material with the protagonist being subjected to violence or sexual assault due to promises being broken. Candidates are urged to avoid inappropriate subjects. They are also encouraged to consider the narrative arc of their subject before starting to write.

Comprehension

Section 1: Reading for Ideas

Question	Answer	Marks	Not Allowed Responses
1(a)	<p>Identify and write down the advantages of out-of-town shops and shopping, and the advantages of town centre shops and shopping, as outlined in the passage.</p> <p>1 mark for each correct point to a maximum of 12 marks.</p> <p>Advantages of out-of-town shops and shopping.</p>	12	
1	Given point: <i>retail parks provide plenty of parking spaces, which are generally free of charge</i>		
2	Drivers are not faced with (as much / much) congestion / a lot of traffic (on the roads) // there is not (as much) congestion / as much traffic on the roads // the travelling experience is pleasant // customers arrive in a relaxed frame of mind		<i>Not as much congestion / traffic (alone)</i>
3	Many stores // wide range of goods <u>in a single trip</u>		
4	(Shopping) can be done in comfortable temperatures <u>in a mall / under one roof</u> // weather is not an issue / problem <u>in a mall / under one roof</u>		<i>Can be done in comfortable temperatures (alone)</i> <i>Can be done under one roof (alone)</i>
5	Bigger stores // greater variety of goods (for sale)		<i>Lift of lines 14–15</i> <i>'these big stores ... in town' (see point 6)</i>
6	Longer opening hours // open late (into the evening) AND every day Allow lift of lines 14–15 'these big stores ... in town' Note: this is not point 5		
7	(sometimes able to offer) lower prices / cheaper goods		
8	Multi-national companies (are attracted to retail parks)		<i>Lift of lines 24–26</i> <i>'because of ... cheaper'</i>

Question	Answer	Marks	Not Allowed Responses
1(a)	Advantages of town centre shops and shopping		
	9 Given point: <i>if a town is of historical interest, the shops will generate income from tourists</i>		
	10 A town might achieve its own individual character by its <u>type of</u> shops / distinctive (range of) shops // shops can give a town its character // the features of a town are reflected in its type of shops		<i>examples alone</i> <i>Complete lift of lines 30–31 ‘the features of a university town ... to be found there’</i>
	11 Income is derived (for a town) from occasional / planned events // people visit towns for occasional / planned events and spend money in shops there		
	12 <u>Lively / busy / vibrant</u> town(s) (centres) / promote / give the residents a sense of civic pride / pride in their town		<i>Line 36 ‘it’s wonderful ... community’ ‘promote a sense of civic pride’ (alone)</i>
	13 Shoppers / people / you / they / we will (often) spend more than (simply) the price of the items (bought) // Shoppers / people, etc. might go for coffee / meet friends for lunch increasing (local) income		<i>increasing (local) income (alone)</i>
	14 Social dimension // give (people) an opportunity to relax / to take time out (at cafes / restaurants) Allow lift of lines 41–42 ‘many people ... opportunity’		<i>Lift of line 41–42 ‘many people ... relax’ (alone)</i>
	15 Small businesses flourish (in town centres) Allow the lift of line 43 ‘small businesses ... <u>maybe</u> ... flourish’		<i>examples alone</i>
	16 <u>Local</u> people can walk / cycle / take public transport (to do their shopping) // more accessible to <u>local</u> people // it is easier for <u>local</u> people to get there Allow line 47 ‘might be local public transport (such as tram or bus) // there is no need to own / use a car		

Question	Answer	Marks	Not Allowed Responses									
1(b)	<p><u>Summary</u></p> <p>Candidates have now fleshed out their notes into a piece of formal, continuous prose.</p> <p>Candidates are advised to write between 150–180 words including the 10 words given.</p> <p>Marks are awarded for producing a piece of writing which is relevant and coherent.</p> <table border="1" data-bbox="392 663 959 1715"> <thead> <tr> <th colspan="3" data-bbox="392 663 959 719">Summary – Task Fulfilment 10 marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="392 719 528 1245">Band 5</td> <td data-bbox="528 719 608 1245">9–10</td> <td data-bbox="608 719 959 1245"> <p>Excellent understanding of the task demonstrated in an impressive response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All content included is relevant, with no unnecessary details/repetitions <input type="checkbox"/> Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish linking devices </td> </tr> <tr> <td data-bbox="392 1245 528 1715">Band 4</td> <td data-bbox="528 1245 608 1715">7–8</td> <td data-bbox="608 1245 959 1715"> <p>Good understanding of the task demonstrated in a skilful response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Almost all content included is relevant, with only occasional unnecessary details/repetitions <input type="checkbox"/> Generally fluent and coherent presentation of the points, with appropriate linking devices </td> </tr> </tbody> </table>	Summary – Task Fulfilment 10 marks			Band 5	9–10	<p>Excellent understanding of the task demonstrated in an impressive response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All content included is relevant, with no unnecessary details/repetitions <input type="checkbox"/> Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish linking devices 	Band 4	7–8	<p>Good understanding of the task demonstrated in a skilful response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Almost all content included is relevant, with only occasional unnecessary details/repetitions <input type="checkbox"/> Generally fluent and coherent presentation of the points, with appropriate linking devices 	10	
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Question	Answer			Marks	Not Allowed Responses
1(b)	Band 3	5–6	<p>Acceptable understanding of the task demonstrated in a competent response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some of the content included is relevant, with unnecessary details/ additions <input type="checkbox"/> Satisfactory presentation of the points with limited fluency and coherence and occasional misuse of linking devices 		
	Band 2	3–4	<p>Insecure understanding of the task demonstrated in a rather faltering response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content included is of limited relevance, with frequent unnecessary details/repetitions <input type="checkbox"/> Presentation of the points breaks down, with little coherence and lacking linking devices 		
	Band 1	1–2	<p>Very little understanding of the task demonstrated in an incoherent response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content included is of little relevance, with noticeably unnecessary details/ repetitions <input type="checkbox"/> Little attempt to present the points with no concept of linking devices 		

Question	Answer	Marks	Not Allowed Responses
2	Re-read paragraphs 2, and 4, and 5, and give one opinion from each of these paragraphs.		
	Paragraph 2: There is nothing more relaxing than late-night shopping (after a busy day in school or at the office)	1	
	Paragraph 4: (However most) out-of-town retail parks are boring / soulless (because they are identical to each other)	1	
	Paragraph 5: It's wonderful to be part of a happy / settled community	1	

Section 2: Reading for Meaning

Question	Answer	Marks	Not Allowed Responses
3(a)	From paragraph 1 Why did the writer regularly visit Aunt Joan? She lived alone // (the writer thought) she was (often) lonely Allow To keep her company (and chat to her)	1	<i>To chat (alone)</i>
3(b)	In what way does the writer indicate that Aunt Joan was 'frequently confused' (line 1)? (she says that sometimes it was as though / it seemed) she was seeing the world through a mist Allow Lift of lines 2–3 'sometimes she was perfectly rational, while sometimes it was as though she were seeing the world through a mist'	1	

Question	Answer	Marks	Not Allowed Responses
4(a)	From paragraph 2 What two things did Aunt Joan do which showed that she knew she was doing something wrong?		
	(i) (she was examining several items at a stall) glancing nervously over her shoulder (from time to time)	1	
	(ii) stealthily dropped / hid the bracelet / it into her pocket Allow Lift of lines 10–11 'my aunt ... pocket'	1	<i>inclusion of any reference to walking away / haughty expression</i>
4(b)	Aunt Joan attempted to walk away 'with a haughty expression, her head held high' (lines 11–12). Give one word used later in the paragraph which continues this idea. arrogant	1	

Question	Answer	Marks	Not Allowed Responses
5(a)	From paragraph 3 Why does the writer think that the objects in the cupboard 'were clearly unused' (line 18)? (They still had) labels attached (to them)	1	<i>They were cheap / ill-assorted</i>
5(b)	'It had clearly been going on for some time.' (line 20) What does 'it' refer to? Joan / her aunt stealing / shoplifting (things) Allow (the / her) stealing	1	<i>pickpocketing</i>

Question	Answer	Marks	Not Allowed Responses
6(a)	<p>From paragraph 4</p> <p>What mistake did the writer make when Aunt Joan asked her to fetch her spare pair of glasses?</p> <p>she opened the wrong / third drawer (when she'd been told / asked to open the second drawer)</p>	1	<i>She opened another drawer (alone)</i>
6(b)	<p>'It was not intentional but the sight almost paralysed me; for several seconds I thought I would choke.'(lines 24–25) Describe in your own words the writer's reaction to what she saw in the drawer.</p>		
	<input type="checkbox"/> she (almost) couldn't move / was rooted to the spot / froze / was petrified	1	<i>horrified</i>
	<input type="checkbox"/> (and) couldn't / could hardly breathe / swallow // (thought) she might suffocate	1	<i>coughing / spluttering / couldn't speak (alone)</i>

Question	Answer	Marks	Not Allowed Responses
7(a)	<p>From paragraph 5</p> <p>Why did Aunt Joan go into the bedroom?</p> <p>Because the writer / Mary was in the bedroom for a long time // the writer took a long time (to find the glasses) // Aunt Joan / she had waited a long time</p> <p>Allow A long time (had) passed // because of the time / how long the writer / Mary took / was in the bedroom // the writer / Mary was in the bedroom for (quite) a while</p> <p>Note: Look for reference to the passage of time</p>	1	<p><i>Lift of line 28 'I had no concept of time passing' (alone)</i></p> <p><i>To see what the writer was doing (alone)</i></p>
7(b)	<p>'Aunt Joan hissed' (line 30). What emotion do you think she was feeling?</p> <p>anger / fury</p>	1	<p><i>embarrassment / threatened / fear / annoyance / irritation / upset (alone)</i></p>
7(c)	<p>'A promise is a promise, but theft is a crime' (line 36). Explain in your own words why the writer thought she had a 'dilemma'.</p>		
	<p><input type="checkbox"/> she told her aunt / Joan she would keep (what happened) a secret / her secret // she wouldn't say / reveal / tell (what had happened / what she had done) // she made an oath (to her aunt / Joan) // she would keep her word // she wouldn't break her trust</p>	1	<p><i>A secret is a secret (alone)</i></p>
	<p><input type="checkbox"/> (but) her aunt / Joan / she stole (things) / broke the law // what her aunt / Joan / she did was wrong // her aunt / Joan / she would go to gaol</p> <p>Give benefit of the doubt with 'she / her' for Aunt Joan</p>	1	

Question	Answer	Marks	Not Allowed Responses
8	<p>From paragraph 6</p> <p>The writer looked in Aunt Joan's 'bedside cabinet once more, but now it was empty.' (lines 39–40)</p> <p>(i) What was she looking for? (ii) Why was the drawer empty?</p>		
	<p>(i) The jewellery / valuables / (small) fortune in jewellery</p> <p>Allow lift of lines 25–26 'several gold bangles ... necklaces (a small fortune in jewellery)'</p> <p>BUT do not insist on exact number or descriptions</p>	1	<p><i>The stolen goods</i></p> <p><i>(small) fortune (alone)</i></p>
	<p>(ii) Joan / she moved / hid the jewellery / it</p> <p>Allow She had taken the precaution of hiding the jewellery (elsewhere)</p> <p>She / Joan had hidden / moved <u>it</u> / <u>the contents</u> provided 'jewellery' etc. is mentioned in (i)</p>	1	<p><i>The passive (alone), e.g. the jewellery had been moved</i></p>

Question	Answer	Marks	Not Allowed Responses
9	<p>From paragraphs 1–7</p> <p>For each of the words below, circle the letter (A, B, C or D) which has the same meaning that the word or phrase has in the passage.</p>		
9(a)	C (improved)	1	
9(b)	B (wealth)	1	
9(c)	B (threatening)	1	
9(d)	D (foolishly)	1	
9(e)	A (large)	1	

Question	Answer	Marks	Not Allowed Responses
10	<p>Re-read paragraphs 5 and 6, which contain sentences telling us (a) what Joan said and (b) what the writer said. Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the <u>meaning</u> of each sentence as it is used in the passage <input type="checkbox"/> the <u>effect</u> of each sentence as it is used in the passage. <p>Reward any plausible explanations.</p> <p>Candidates should be awarded a mark for an appropriate response to the 'effect' part of the question, even if no mark is scored for the 'meaning' part, and vice versa.</p>		

Question	Answer	Marks	Not Allowed Responses
10(a)	(a) 'They'll take all my pretty things away and then they'll take me away.' (lines 32–33)		
	Meaning: All the jewellery / stolen items / stolen goods / contents of the drawer would be removed and Joan / she would be arrested / put in prison / a home // Joan / she wouldn't be allowed to live on her own	1	<i>'things / possessions' for 'jewellery'</i>
	Effect: the writer / reader / we feel(s) sorry for her / Joan // (to create) sympathy / pity / sorrow (for Joan / her) // she / Joan sounds weak / sad / upset / vulnerable / helpless / pitiful / afraid / desperate Allow any paraphrases which capture the appropriate ideas for both meaning and effect	1	<i>pathetic (text) / worried / she knew what she was doing was wrong / it wasn't just forgetfulness which made her steal</i>
10(b)	'I wonder if it was there in the first place or did I dream the whole thing up?' I said to myself. (line 43)		
	Meaning: the writer / Mary / she thinks she might be / was imagining things / hallucinating // the writer / Mary / she thinks that she didn't really see any jewellery // the writer / Mary / she is confused / not sure whether it really happened	1	<i>'making things up' for the 'dreaming' idea</i>
	Effect: the writer / Mary / she wanted to / was trying to know / to understand what happened // the writer / Mary / she wanted it not to be true // the writer / Mary / she hoped there would be another explanation // the writer / Mary / she hoped / was trying to convince herself that Joan was not a thief / that there was no stolen jewellery Allow any paraphrases which capture the appropriate ideas for both meaning and effect	1	

Oral task

Mark Scheme for Oral English

READING ALOUD	
9 – 10 marks	<ul style="list-style-type: none">• Reads the passage with near perfect pronunciation & very clear articulation.• Reads with fluency & good pace.• Varies the pitch & tone in order to convey the information, ideas & feelings in a passage.
7 – 8 marks	<ul style="list-style-type: none">• Generally clear articulation with occasional errors in pronunciation.• A mainly fluent reading with perhaps some stumbles.• Some variation of pitch & tone for expressive effect, but not always to the passage.
4 – 6 marks	<ul style="list-style-type: none">• Pronunciation of some words is rather inaccurate, but some attempt made to maintain clarity of articulation.• Reading is hesitant or jerky with occasional stumbles.• A slight attempt to achieve expressiveness through variation of pitch & tone.• Uses largely inappropriate variations.
1 – 3 marks	<ul style="list-style-type: none">• Very weak pronunciation & little clarity of articulation.• Very hesitant reading, full of errors.• Reads in a monotone or with inappropriate tones.

Mark Scheme for Oral English (cont.)

CONVERSATION	
16 – 20 marks	<ul style="list-style-type: none">• Gives & develops intelligent personal responses to the theme.• Expresses & develops ideas clearly, succinctly & naturally, using appropriate vocabulary & structures.• Shares ideas & opinions with the examiner, introducing new ideas or initiating discussion of relevant issues.
11 – 15 marks	<ul style="list-style-type: none">• Offers some personal responses to the theme, with some elaboration.• Is generally clear & coherent, using largely appropriate vocabulary & structures.• Responds well to examiner's prompts, but shows less initiative.
6 – 10 marks	<ul style="list-style-type: none">• Gives simple personal responses with little development.• Makes disjointed comments which may be unclear, but with some attempt to use appropriate vocabulary & structures.• Depends heavily on the examiner for encouragement & prompting.
1 – 5 marks	<ul style="list-style-type: none">• Offers hardly any personal response or development.• Offers ideas in disconnected single sentences, phrases or even single words.• Finds it difficult to maintain any sustained interaction, even with repeated prompting.

