Half marks are to be rounded up only after the global mark has been arrived at (e.g., 55½ =56). No marks are to be rewarded if answers are not spelled correctly.

B. Fill in the blanks with quantifiers from the box below.

(1 mark x 5 = 5 marks)

C. Fill in the blanks with a suitable word.

(½ mark x 10 = 5 marks)
Section B – READING COMPREHENSION

Note:
- Markers are reminded not to penalise language errors unless what is written is unintelligible.
- Answers do not have to be in full sentences.
- Unless otherwise instructed, award marks for answers which include the following content which may also be rephrased.

1. Why is this message in the Guinness World Records? (1 mark)
   **It is the oldest in the world.**

2. a. What was Bidder researching when he threw the bottle in the sea? (2 marks)
   **He was researching the patterns of currents.**

   b. From lines 21-26, what was the conclusion of his research? (1 mark)
   **A deep sea current in the North Sea flowed from east to west.**

3. What do these words mean in the text? (5 marks)

   a. speedy (line 2) | fast/quick
   b. batches (line 8) | groups
   c. extracted (line 15) | pulled out/removed
   d. reward (line 27) | prize/present
   e. adrift (line 33) | moving on the water/float

4. What do these words refer to in the text? (2 marks)

   a. it (line 2) | message in a bottle/bottle
   b. his (line 8) | George Parker Bidder
   c. she (line 13) | Marianne Winkler
   d. it (line 30) | the old shilling

5. Are these statements TRUE or FALSE? Underline the correct answer and give a reason. (6 marks)

   a. Marianne Winkler lives on the North Frisian islands. **FALSE because she was on holiday there.**

   b. The Winklers knew immediately that what they had found was very old. **FALSE because it had no date on it.**
c. The message was in English. **FALSE because in was in English, German and Dutch.**

d. At the association, the people were astonished when they received the card by post. **TRUE because there was surprise when the post arrived.**

e. In 1908 a shilling was not a big reward. **FALSE because it was a reasonably handsome reward.**

f. Winkler received a letter of thanks. **TRUE because they sent her a letter saying thank you.**

6. What did the communications officer, do to make sure that Marianne was properly rewarded? (1 mark)

**They went on eBay to get the shilling.**

7. What does “comfortably beat the last record holder” mean? (2 marks)

There is quite a number of years between Marianne’s bottle which was 108 years in the water and the previous record holder which was “only” 99 years in the water.

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**Section C – LITERATURE**

**20 MARKS**

**UNPREPARED TEXT - POETRY**

1. Find a phrase in the second stanza that shows that it is very cold. (1 mark)

   **frozen lake**

2. What figure of speech is found in “dark and deep”? (1 mark)

   **Alliteration**

3. (a) What is the rhyme scheme in the second stanza? (½ mark)

   **aaba**

   (b) What is the rhyme scheme in the last stanza? (½ mark)

   **aaaa**

4. Fill in the blanks. The poem is made up of four stanzas which have four lines each, also known as **quatrains.** (1 mark)

5. (a) Write down the phrase that tells you that the poet is on a long journey.

   **And miles to go before I sleep** (1 mark)
(b) Write about the effect of repetition at the end of the poem. (1 mark)
The repetition at the end of the poem is effective as it brings out clearly the feelings of tiredness and the fact that the journey was a long one.

6. Which two sounds break the silence of the woods? (½ mark x 2 = 1 mark)
   Bells and wind

7. Underline the correct answer. (1 mark)
   “The darkest evening of the year” is a reference to the sense of
   (c) sight

8. Underline the correct answer. (1 mark)
   Which of the following is the best title for this poem?
   (a) The woods on a snowy evening.

9. What is your reaction to the poem? (1 mark)
   ACCEPT any suitable answer.

UNPREPARED TEXT - PROSE 10 marks

1a. Underline the correct answer. (1 mark)
   The passage is written in the:
   (i) first person

1b. This technique is effective because it makes it more real/credible/as if someone is speaking to the reader. (1 mark)

2a. Underline the correct answer. “It was a diet of Latin and stew and rugby …” is an example of:
   (ii) a metaphor (1 mark)

2b. “That I was never, ever going back”. How does this line show the writer’s determination? (1 mark)
   The use of the negative and the stressed words “never, ever” show his strong feelings.

2c. How does the writer feel about school? How does he achieve this effect?
   He does not like school as life at school is very difficult. He gives a long list of uncomfortable things which he has to suffer. (1 mark x 2 = 2 marks)

3. From lines 1 – 7 find two words that show that Basher Beaumont bullied him. (½ mark x 2 = 1 mark)
   terrorised, tormented
4. What feeling is expressed in the phrase “by that time I’d be home, home and free”?
   (1 mark)
   A sense of freedom/relief/happiness.

5. Explain the following line “Then I ran for it. I ran as if bloodhounds were after me”. Why is it effective?
   (2 marks)
   He ran as if dogs were hounding him/running after him. The repetition of “I ran” stresses how fast he ran.

Section D – COMPOSITION

Candidates should be rewarded for relevance and range of ideas. If a composition is deemed to be irrelevant, initially it is to be marked according to the Marking Scheme and then up to 6 marks are to be deducted. Compositions that exceed or do not reach the given word limit should be marked according to the marking grid and then up to 3 marks are to be deducted.

Marking Grid

<table>
<thead>
<tr>
<th>Candidate performance demonstrates:</th>
<th>20 - 25 marks</th>
<th>15 - 19 marks</th>
<th>10 - 14 marks</th>
<th>5 - 9 marks</th>
<th>1 - 4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>hardly any language problems.</td>
<td>a good choice and range of vocabulary.</td>
<td>adequate vocabulary.</td>
<td>limited vocabulary.</td>
<td>very limited vocabulary.</td>
</tr>
<tr>
<td></td>
<td>a very wide range and precision of vocabulary.</td>
<td>reasonably appropriate style.</td>
<td>a fair accuracy in structures and spelling.</td>
<td>lack of communication except in the simplest of terms.</td>
<td>sentences that are almost meaningless with no structure and very poor spelling.</td>
</tr>
<tr>
<td></td>
<td>idiomatic expressions and shows an ability to communicate subtleties of language.</td>
<td>correct sentence structures.</td>
<td>competence in communication.</td>
<td>poor spelling.</td>
<td>very little communication.</td>
</tr>
<tr>
<td></td>
<td>appropriate style.</td>
<td>fluency and coherence.</td>
<td>limited in style.</td>
<td>confused and incoherent structures.</td>
<td></td>
</tr>
</tbody>
</table>

25 MARKS
Essay No. 3 Format of formal email: *Marks should be deducted if candidates do not observe the correct format of email writing – marks to be deducted as laid out below.*

**Format of Email**

<table>
<thead>
<tr>
<th>Subject:</th>
<th>½ mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salutation - Dear</td>
<td>½ mark</td>
</tr>
<tr>
<td>Closing remark - Regards</td>
<td>½ mark</td>
</tr>
<tr>
<td>Name - Sam</td>
<td>½ mark</td>
</tr>
</tbody>
</table>