Section 1: Reading for Ideas

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>Guidance</th>
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<tbody>
<tr>
<td>1(a)</td>
<td><strong>Content Points.</strong></td>
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<td></td>
<td><strong>Passage 1</strong></td>
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<td></td>
<td><strong>Theatre</strong></td>
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<td></td>
<td>Identify and write down the information from the passage which describes the stages in the development of theatre, and the reasons for its continuing popularity in the present day.</td>
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<td></td>
<td>1 mark for each correct point about the stages of development and reasons, up to a maximum of 12 marks.</td>
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<td></td>
<td><strong>Stages in the development of theatre</strong></td>
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<td></td>
<td>Example: <em>In ancient Greece myths / legends narrated by Chorus / chanting</em></td>
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<td></td>
<td>• Actor(s) / acting (introduced) // dramatic impersonation of someone in the storyline.</td>
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<td></td>
<td>• Plots / plays were made more complicated by the addition of a second or even third actor.</td>
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<td>• Plays were performed in honour of the (Greek) gods (at major / spring festival(s))</td>
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<td>• Comedy (introduced)</td>
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<td>• Sub-plot / second(ary) story introduced by Romans (made plays more sophisticated)</td>
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<td>• Throughout Europe travelling actors (entertained) // throughout Europe street actors moved from town to town</td>
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<td>• Permanent theatres / buildings for plays (were built / established)</td>
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<td>• Various forms of theatre developed worldwide / in other countries / in other continents</td>
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<td><strong>Reasons for the continuing popularity of theatre in the present day</strong></td>
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<td>Example: <em>Every performance is different / dynamic</em></td>
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<td></td>
<td>• (Plays / theatre / it offer(s)) relaxation</td>
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<td>• Suspending disbelief / being transported into another life / the story /setting can be / is fascinating</td>
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<td>• Theatre lovers / audience(s) / people enjoy skill of the actor(s)</td>
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<td></td>
<td>• Theatre lovers / audience(s) / people empathise with / relate characters (stories) to own lives // use (characters’) stories to solve problems / make decisions</td>
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</table>
| 1(a)     | • Emotional experience / catharsis is good for mental health / well being  
          • Brings families together  
          • Technological advances / lighting / special effects make theatre a spectacle (as well as a play)  
          • Offers opportunity to be part of a tradition. |       |          |
| 1(b)     | **Summary**  
          Candidates have now fleshed out their notes into a piece of formal, continuous prose.  
          Candidates are advised to write between 150–180 words including the 10 words given.  
          Marks are awarded for producing a piece of writing which is relevant and coherent. | **10** |          |

### Summary – Task Fulfilment 10 marks

| Band | 9–10 | Excellent understanding of the task demonstrated in an impressive response:  
       | 7–8 | Good understanding of the task demonstrated in a skilful response:  
       | 5–6 | Acceptable understanding of the task demonstrated in a competent response:  
       | 3–4 | Insecure understanding of the task demonstrated in a rather faltering response: |
|------|------|----------------------------------------------------------------------------------------------------------------------------------|
| Band 5 | 9–10 | All content included is relevant, with no unnecessary details/repetitions  
          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 | Almost all content included is relevant, with only occasional unnecessary details/repetitions  
          Generally fluent and coherent presentation of the points, with appropriate linking devices |
| Band 3 | 5–6 | Some of the content included is relevant, with unnecessary details/additions  
          Satisfactory presentation of the points with limited fluency and coherence and occasional misuse of linking devices |
| Band 2 | 3–4 | Content included is of limited relevance, with frequent unnecessary details/repetitions  
          Presentation of the points breaks down, with little coherence and lacking linking devices |
### Question 1(b)

**Summary – Task Fulfilment 10 marks (continued)**

<table>
<thead>
<tr>
<th>Band</th>
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<th>Guidance</th>
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</table>
| **Band 1** | 1–2 | Very little understanding of the task demonstrated in an incoherent response:  
• Content included is of little relevance, with noticeably unnecessary details/repetitions  
• Little attempt to present the points with no concept of linking devices |

| Band 0 | 0 | No understanding of the task demonstrated in:  
• A totally irrelevant response  
• Insufficient material to reward |

### Question 2

**Re-read paragraph 4. Identify and write down three opinions from this paragraph.**

[Accept in any order. 1 mark for each correct response]

- (It is this dynamic nature of theatre which means that) live performances are (always) better than films.  
- Theatre acting is (much) more challenging than acting in front of a camera.  
- This makes theatre a more satisfying emotional experience than cinema.  

### Section 2: Reading for Meaning

#### Question 3(a)

**From paragraph 1**

Which **one** feature of the weather was unusual for the time of year?

- (unseasonal) frost (at night)

#### Question 3(b)

**Why did the baby have cold, wet hands when she was in her pram?**

She chewed her gloves.  

— **Marks and Guidance**

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<tbody>
<tr>
<td>1(b)</td>
<td>Summary – Task Fulfilment 10 marks (continued)</td>
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</table>
|          | Band 1 | 1–2   | Very little understanding of the task demonstrated in an incoherent response:  
• Content included is of little relevance, with noticeably unnecessary details/repetitions  
• Little attempt to present the points with no concept of linking devices |
|          | Band 0 | 0     | No understanding of the task demonstrated in:  
• A totally irrelevant response  
• Insufficient material to reward |
| 2        | Re-read paragraph 4. Identify and write down **three** opinions from this paragraph.  
[Accept in any order. 1 mark for each correct response]  
- (It is this dynamic nature of theatre which means that) live performances are (always) better than films.  
- Theatre acting is (much) more challenging than acting in front of a camera.  
- This makes theatre a more satisfying emotional experience than cinema.  
|          |       | 3     | Allow: Own word versions of any opinion.  
Don't allow: Block lift of lines 31–32 Theatre lovers … camera. |
| 3(a)     | From paragraph 1  
Which **one** feature of the weather was unusual for the time of year?  
- (unseasonal) frost (at night)  
|          |       | 1     |          |
| 3(b)     | Why did the baby have cold, wet hands when she was in her pram?  
She chewed her gloves.  
<p>|          |       | 1     | Don't allow: Any reference to cold, rain or dampness. |</p>
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| 4(a)     | From paragraph 2  
The writer 'hated going to the doctor'. Give the one word used in the paragraph which reinforces this idea.  
- endured | 1 | Allow: The use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted.  
Don't allow: More than one word. |
| 4(b)     | Give two reasons why the writer didn't want to go to the doctor.  
[Accept in any order. 1 mark for each correct response]  
- she did not want to bother the doctor (unnecessarily)  
- she did not want to wait in a freezing / cold waiting room // the waiting room would be freezing / cold | 2 | Allow: Lift of 'I felt I was bothering the busy doctor unnecessarily' even though change has not been made from first to third person.  
Allow: Lift of 'the thought of sitting in a freezing cold waiting room with her'.  
Don't allow: Any reference to 'choice between comfort and duty' or 'not my own health in question' in either limb. |
| 5        | From paragraph 3  
'I immediately thought how nice it would be if only I dared'.  
What does this tell you about the writer's character?  
The writer / she is timid / shy / doesn't like to push herself forward | 1 | |
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| 6        | From paragraph 3  
How does Lydia change the writer's outlook?  
She takes control / changes it for the better / makes the writer feel empowered / gives the writer confidence | 1 | |
| 7        | From paragraph 4  
What makes the writer eventually contact the doctor?  
Octavia's temperature was too high / high enough to see the doctor | 1 | |
| 8        | From paragraph 4  
Explain in your own words how the writer thought the doctor's secretary would react when the writer asked 'if the doctor could visit' (lines 23–24).  
She thought:  
• the secretary would be angry  
• the secretary would tell her off / what to do | 2 | Don't allow: Lifting  
Allow: Paraphrases which capture the idea of being annoyed.  
Allow: Paraphrases which capture the idea of expecting a lecture. |
| 9        | From paragraph 5  
There is a contrast created when Octavia 'smiled and wriggled with delight' while the doctor listened to her chest 'for a long time'.  
9(a) Describe how Octavia was feeling: she seemed happy and well  
9(b) Describe how the doctor was feeling: he knew / was afraid something was wrong | |

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### Question 10
From paragraph 5
The writer says ‘I could see that he had not finished, and did not mean what he said.’ What does this tell us about the writer’s reaction to the doctor?
- She thinks that the doctor isn’t telling her everything / the full truth // she doesn’t believe the doctor / she’s not taken in / she’s mistrustful.

**Marks**: 1

### Question 11
From paragraph 6
Why did the writer feel ‘relieved a little’?
- She realised her child wasn’t about to die / it may not be as serious as she fears

**Allow**: Lift of ‘he could not be expecting her to die before next Thursday.’

**Marks**: 1

### Question 12
From paragraph 7
Explain in your own words why the writer says ‘the whole of my former life had been a lovely summer afternoon’ (lines 43–44).
She realises:
- everything before that day was pleasant.
- her life would be more difficult in the future.

**Marks**: 2

### Question 13
From paragraphs 2–6 inclusive
For each of the words or phrases below, circle the option (A, B, C or D) which has the same meaning that the word or phrase has in the passage.

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<tr>
<td>13(a)</td>
<td>C (later)</td>
<td>1</td>
</tr>
<tr>
<td>13(b)</td>
<td>B (at risk)</td>
<td>1</td>
</tr>
<tr>
<td>13(c)</td>
<td>D (realisation)</td>
<td>1</td>
</tr>
<tr>
<td>13(d)</td>
<td>A (amazed)</td>
<td>1</td>
</tr>
<tr>
<td>13(e)</td>
<td>C (gathered)</td>
<td>1</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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| 14       | Re-read paragraphs 5–7, which contain phrases that tell us about the behaviour or feelings of the writer. Explain:  
• the meaning of the phrases as they are used in the passage  
• the effect of the phrases as they are used in the passage.  
The notes below are guidance: reward any plausible explanations.  
Candidates should be awarded marks for an appropriate response to the 'effect' part of the question, even if no marks are scored for the 'meaning' part. |       |       |
| 14(a)    | ‘sat there calmly aware of how innocent she was’ (line 29)  
**Meaning:** the writer was feeling relaxed / not worried about her baby | 1     |       |
|          | **Effect:** conveys a sense of peace / relief | 1     |       |
| 14(b)    | ‘as though they were raindrops on a window pane’ (lines 42–43)  
**Meaning:** crying continuously / her tears are running down her face / she can’t stop her tears flowing / her tears are wet / small / round (like raindrops) | 1     |       |
|          | **Effect:** it stresses the extent of her tears / crying / comparing them to rain (on a window pane) makes it more sad / depressing / it makes us more sympathetic | 1     |       |