



Cambridge International Examinations
Cambridge Checkpoint

CANDIDATE
NAME

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ENGLISH

1111/01

Paper 1

For Examination from 2014

SPECIMEN PAPER

1 hour plus 10 minutes' reading time

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer **all** questions.

You should pay attention to punctuation, spelling and handwriting.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

The total number of marks for this paper is 50.

This document consists of **8** printed pages.

Section A: Reading

Read this extract from an interview in a music magazine.

Born in Oslo, Norway, in August 1987, Tine Thing Helseth began playing the trumpet at the age of seven. She has rapidly made her name as one of the most **accomplished** players of her generation, becoming the *recipient* of a Borletti-Buitoni Trust fellowship in 2009. Her recent global tour culminated in a recital at Carnegie Hall in New York. She has released two discs on the Simax label. The first of these is of trumpet concertos with the Norwegian Chamber Orchestra. It **earned** her a Norwegian *Grammy* for best newcomer in all musical genres. The leader of her own all-female ensemble 'tenThing', she is an ardent champion of new composers.

So, why did you choose the trumpet?

That's easy to answer! My mother plays the trumpet – not professionally, but as a hobby – and I just wanted to do what she did.

When did you decide that you wanted to make a serious career out of it?

When I think back to when I was younger, I seem to remember that I always wanted to do it. Maybe I was naive when I was, say, eight years old and thought I'd be able to play the trumpet for the rest of my life – I didn't know just how much effort it would take to get as far as I wanted to – but I just thought it was the greatest thing to do in the whole world. Of course, in Norway, we have the trumpet soloist Ole Edvard Antonsen, who I've known since I was little, who helped me see my **potential**.

Was your childhood dominated by music?

I grew up in a musical home, but I had a lot of time for other things. We have a very strong **heritage** of wind and brass bands in Norway and I grew up with that. There are a lot of school bands which rehearse in the evening – it's something that is really growing, and a lot of people are becoming members of them. In my school band, we played everything from Mozart to Eric Clapton.

Glossary

recipient – a person who receives something

Grammy – a music award

Now answer the questions in the spaces provided.

- 1 (a) Why was her mother important in the choice of instrument that Tine Thing Helseth decided to play?

..... [1]

- (b) Write one thing which helped Tine Thing Helseth to develop her trumpet playing.

..... [1]

- (c) Give one piece of evidence from the text to show that Tine Thing Helseth's career has been a worldwide success.

..... [1]

- 2 Give the meaning of each of these words **as it is used in the passage**. In each case give one word or short phrase.

(a) accomplished [1]

(b) earned [1]

(c) potential [1]

(d) heritage [1]

- 3 Add the missing punctuation to these sentences.

I can play the violin and cello said Anna do you like
music

I love listening to music although I cant play an
instrument said Jack [2]

- 4 Rewrite this sentence, adding a relative clause with further information from the passage.

Tine Thing Helseth plays the trumpet.

.....
..... [1]

- 5 Combine these three sentences into **one** complex sentence.
Do **not** use *and* or *but*.

Tine Thing Helseth recorded a CD.
It sold very well.
She received an award.

.....
..... [1]

- 6 Complete this sentence, using **two different forms** of the same verb.

These days, brass bands more and more popular in Norway,

and it looks as if they even more so. [1]

7 Read this information from a website about jazz dance.

Jazz dance has become one of the most popular dance styles in recent years, mainly due to its popularity on television shows, in movies, music videos and commercials. People enjoy watching jazz dancers as the dancing is fun and energetic.

Jazz dancing is a form of dance that showcases a dancer's individual style and originality. Every jazz dancer interprets and executes moves and steps in their own way. Jazz dancing is energetic and fun, consisting of unique moves, fancy footwork, big leaps and quick turns. To excel in jazz dance, dancers need a strong background in ballet, as this encourages grace and balance.

Jazz dance classes are casual and relaxed, which is reflected in the clothing worn. A dancer's body lines need to be visible however, so baggy clothes are generally discouraged. Tights and leotards are fine but most jazz dancers prefer to wear jazz or dance pants. Jazz pants are usually bootcut or flared styles, as tight bottoms would restrict ankle movements. Tops usually worn for jazz dance include form fitting tanktops, T-shirts and leotards. Requirements for jazz shoes vary, depending on the class you attend.

A good jazz dance class explodes with energy. With music styles ranging from hip-hop to show tunes, the beat alone will get you moving. Most jazz dance teachers begin with a thorough warm-up. They then lead the class in a series of stretching exercises and isolation movements. Isolations involve moving one part of the body while the rest of the body remains still. Jazz dancers also practise the art of suspension. Suspension involves moving through positions instead of stopping and balancing in them. Most jazz dance teachers will end the class with a short cool down to help prevent muscle soreness.

(a) Make a list of the features of a good jazz dancer.

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[4]

- (b) Using your list, write a summary of 80–100 words to describe a good jazz dancer. Use your own words as much as possible.

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[4]

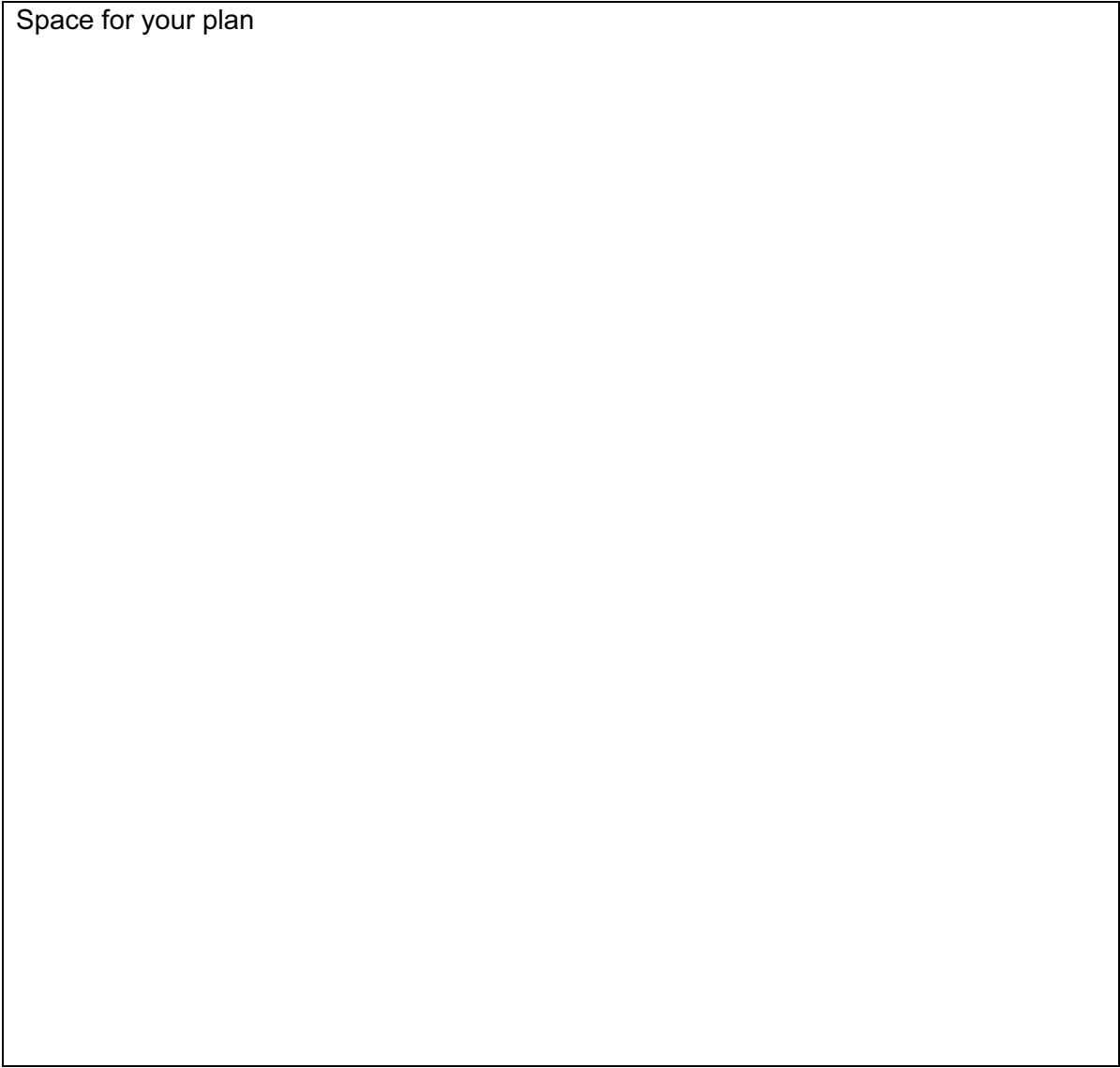
Section B: Writing

- 8 Write a letter to a friend, telling them about a new interest you have taken up. Try to convince your friend to take up your interest, too.

You will need to consider:

- what the interest is, e.g. sport, music, etc.
- why you enjoy the interest
- how your friend might get involved.

Space for your plan



Write your letter on the next page.

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Purpose and audience	[7]	Punctuation	[5]
Text structure	[7]	Spelling	[4]
Sentence structure	[7]		

Copyright Acknowledgements:

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