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**ENGLISH**

**1111/01**

Paper 1 Non-fiction

**For Examination from 2018**

SPECIMEN MARK SCHEME

**1 hour plus 10 minutes' reading time**

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**MAXIMUM MARK: 50**

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This document consists of **10** printed pages and **2** blank pages.

The Cambridge Primary Checkpoint reporting strand and sub-strand is shown for each question.

The Reading reporting strand has four sub-strands:

- Rx Explicit meaning
- Ri Implicit meaning
- Rw Language and structure of a text
- Rv Purpose and viewpoint

The Writing reporting strand has four sub-strands:

- Wa Content/ purpose and audience
- Wt Text structure
- Wp Sentence structure
- Ws Spelling

### Section A

Question	Answer	Marks
1	<p><b>Why was the pottery so important? Give <u>two</u> reasons.</b></p> <p>Award <b>1 mark</b> for <b>each</b> of the following, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>• it was very old / ancient / 12th century</li> <li>• it was valuable / worth a lot</li> <li>• it was rare.</li> </ul> <p>Ri</p>	<b>2</b>

Question	Answer	Marks
2	<p><b>Give <u>one</u> word from the first paragraph which tells you that Mr Kim found the pottery by accident.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• chance.</li> </ul> <p>Rx</p>	<b>1</b>

Question	Answer	Marks
<b>Look at the phrase ‘another day at the office’ (lines 6–7).</b>		
3(a)	<p><b>What does this phrase suggest about Mr Kim?</b></p> <p>Award <b>1 mark</b> for correctly identifying:</p> <ul style="list-style-type: none"> <li>• Mr Kim expected to have a normal working day.</li> </ul> <p><b>Do not accept</b> answers where more than one option has been ticked.</p> <p>Ri</p>	<b>1</b>

Question	Answer	Marks
3(b)	<p><b>Why has the writer put this phrase in inverted commas?</b></p> <p>Award <b>1 mark</b> for any correct/reasonable explanation, e.g.:</p> <ul style="list-style-type: none"> <li>• (because the writer is quoting/using) an idiom / well-known saying / common phrase</li> <li>• it doesn't mean what it says literally</li> <li>• it's not the writer's own words / it is someone else's words.</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• to draw attention to the phrase.</li> </ul> <p>Rw</p>	<b>1</b>

Question	Answer	Marks
4	<p><b>What does the phrase 'hailed up' suggest about Mr Kim's catch (line 10)?</b></p> <p>Award <b>1 mark</b> for an answer that recognises that catch was heavy <b>or</b> difficult to pull up, e.g.:</p> <ul style="list-style-type: none"> <li>• (the catch was) big / weighed a lot</li> <li>• (it was) hard work / an effort / a struggle to pull up.</li> </ul> <p>Ri</p>	<b>1</b>

Question	Answer	Marks
<b>Explain in your own words the meaning of each of the following, as it is used in the text.</b>		
5(a)	<p><b>'Oblivious' (line 13)</b></p> <p>Award <b>1 mark</b> for an answer that recognises that 'oblivious', as it is used in the text, means unaware, e.g.:</p> <ul style="list-style-type: none"> <li>• unconscious / unmindful / ignorant of</li> <li>• not knowing / not realising.</li> </ul> <p>Rx</p>	<b>1</b>
5(b)	<p><b>'examine' (line 18)</b></p> <p>Award <b>1 mark</b> for an answer that recognises that 'examine', as it is used in the text, means inspect, e.g.:</p> <ul style="list-style-type: none"> <li>• investigate</li> <li>• look closely / carefully at.</li> </ul> <p><b>Do not accept</b> 'test', or 'look at' on its own.</p> <p>Rx</p>	<b>1</b>

Question	Answer	Marks
6	<p><b>Explain <u>two</u> ways in which the opening sentence ('This story combines ...') tries to gain the reader's attention. Support each explanation with a different word or phrase from the opening sentence.</b></p> <p>For each way explained, award <b>1 mark</b> for an appropriate explanation and <b>1 further mark</b> for a suitable linked quotation in support, up to a maximum of <b>4 marks</b>, e.g.:</p> <ul style="list-style-type: none"> <li>it refers to the word 'story' / tells you it's a 'story' (1), but doesn't tell you what it is about / makes you feel it can't be true / real (1)</li> <li>it uses dramatic / vivid / descriptive language (1), e.g. 'great mysteries', etc.(1)</li> <li>it suggests an element of magic / other worldliness (1), 'conjuring up', 'visions' etc.(1)</li> <li>it creates a sense of history / the past / exploration (1), e.g. 'ancient sailors', 'discoveries of the sea', 'sailing ships' etc.(1)</li> <li>it refers to wealth / discovering treasure (1), e.g. 'laden with riches' (1).</li> </ul> <p><b>Do not accept</b> quotations without an explanation, or the same quotation more than once.</p> <p>Rw</p>	4

Question	Answer	Marks
7	<p><b>What is the main purpose of <u>Text A</u>?</b></p> <p>Award <b>1 mark</b> for correctly identifying:</p> <ul style="list-style-type: none"> <li>to inform you about an unusual discovery.</li> </ul> <p><b>Do not accept</b> answers where more than one option has been ticked.</p> <p>Rv</p>	1

Question	Answer	Marks
8	<p><b>Identify <u>two</u> features of a newspaper article, as shown in <u>Text A</u>.</b></p> <p>Award <b>1 mark</b> each for any <b>two</b> of the following, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>the story is summarised in the first paragraph</li> <li>there is a <u>headline</u></li> <li>experts are consulted / includes quotes / comments / statements (from experts).</li> </ul> <p><b>Do not accept</b> there is 'heading' as a substitute for headline.</p> <p>Rv</p>	2

Question	Answer	Marks
9	<p><b>What is the main purpose of <u>Text B</u>?</b></p> <p>Award <b>1 mark</b> for an answer that the main purpose of the text is to make the reader want to visit Aruba, e.g.:</p> <ul style="list-style-type: none"> <li>to persuade you / make reader want to go to Aruba</li> <li>to tell the reader how beautiful and exciting Aruba is.</li> </ul> <p>Rv</p>	1

Question	Answer	Marks
10	<p><b>Explain in your own words what ‘a melting pot of cultures’ means (line 5).</b></p> <p>Award <b>1 mark</b> for an answer that recognises ‘a melting pot of cultures’ means people from different backgrounds blending into one community, e.g.:</p> <ul style="list-style-type: none"> <li>people from lots of different countries / who speak different languages / have different beliefs all live together / work together / come together as one / make one community / society.</li> </ul> <p>Ri</p>	1

Question	Answer	Marks
<p><b>Look at the sentence ‘Visit the old stone California Lighthouse ... <u>which is like a sentry</u> ... ’ (lines 9–10).</b></p>		
11(a)	<p><b>What technique is the underlined phrase an example of?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>(a) simile / personification.</li> </ul> <p>Rw</p>	1
11(b)	<p><b>What does the underlined phrase suggest about the lighthouse?</b></p> <p>Award <b>1 mark</b> for an answer that suggests the lighthouse is guarding the island, e.g.:</p> <ul style="list-style-type: none"> <li>protecting the shoreline / keeping unwanted people away.</li> </ul> <p>Rw</p>	1

Question	Answer	Marks
12	<p><b>How does the final paragraph differ in purpose from the rest of the text?</b></p> <p>Award <b>1 mark</b> for an answer that recognises it gives you information about how to get to Aruba, e.g.:</p> <ul style="list-style-type: none"> <li>• it tells you how to get to Aruba</li> <li>• it's all about travel arrangements</li> <li>• the rest of the text tells you what you can do when you get there, this is for before you go</li> <li>• it is more informative and less persuasive.</li> </ul> <p>Rv</p>	1

Question	Answer	Marks
<p><b>A friend is trying to decide where to go on holiday, and has asked you for information about Aruba.</b></p>		
13(a)	<p><b>Complete the fact file below about Aruba, using the information in the text.</b></p> <p>Award <b>3 marks</b> for 7–8 correct facts  Award <b>2 marks</b> for 5–6 correct facts  Award <b>1 mark</b> for 3–4 correct facts  Award <b>0 marks</b> for 0–2 correct facts</p> <p>All facts should be correct and complete to get the mark.</p> <p>Location: southern Caribbean (sea)</p> <p>Length of the island: 32 km / kilometres</p> <p>Temperature: 28–32 °C</p> <p>Rainfall: less than 50 cm / centimetres per year</p> <p>Area of National Park: 32 square km / kilometres</p> <p>Principal city: Oranjestad</p> <p>Location of highest point: (the) northwest</p> <p>Length of coast: 68.5 km / kilometres</p> <p>Rx</p>	3

Question	Answer	Marks
13(b)	<p><b>Summarise why Aruba is a good place to visit. Use <u>up to 30 words</u>.</b></p> <p>The summary will include the following main points:</p> <ol style="list-style-type: none"> <li>1. good climate / sunny and warm</li> <li>2. lots of activities / activities for all the family / range of activities / from beach to museum activities / land and sea activities / places to visit</li> <li>3. now easy to reach / easy access by plane.</li> </ol> <p>Award <b>2 marks</b> for a summary that combines the main points into a coherent summary. The third point may be omitted where the range of activities and places to visit has been more extensively described, e.g.:</p> <ul style="list-style-type: none"> <li>• Aruba is a paradise with a dry climate. There are activities covering a wide range of interests for all the family. Getting to Aruba is easy by plane. [28 words]</li> <li>• Aruba is an exotic paradise. There are activities for families and single people ranging from volleyball on one of the plentiful beaches to visiting attractions in the capital city. [29 words]</li> </ul> <p>Award <b>1 mark</b> for a summary that includes some but not all of the main points.</p> <p>Award <b>0 marks</b> for a summary made up of facts which are not synthesised.</p> <p><b>Do not award</b> more than 1 mark where the summary exceeds 30 words.</p> <p><b>Accept</b> words lifted from the text where they contribute to a cohesive summary.</p> <p>Rx</p>	<b>2</b>

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**Section B: Writing**

Question	Answer	Marks
<p>Notes to markers</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 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>14 Write an article for your school magazine about the importance of school trips and visits.</b></p> <p><b>You could include some of the following in your article:</b></p> <ul style="list-style-type: none"> <li>• <b>the benefits for students of being taken out of the classroom</b></li> <li>• <b>the trips and visits you think would be interesting and enjoyable, and why</b></li> <li>• <b>how visiting other places can help you and your friends develop your understanding of the world.</b></li> </ul>		
14	Content, purpose and audience. (Wa)	<b>8</b>
	Text structure and organisation. (Wt)	<b>7</b>
	Sentence structure and punctuation. (Wp)	<b>7</b>
	Spelling (Ws)	<b>3</b>
		<b>[Total 25]</b>

**Section B: Writing grid**

<b>Content, purpose and audience (Wa)</b> <b>8 marks</b>	<b>Spelling (Ws)</b> <b>3 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, etc.</i>, and the tone is appropriate to the ideas and is sustained.</p> <p>The vocabulary is well chosen for the purpose. 7–8</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. 5–6</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>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. 3–4</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>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. 1–2</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. 0</p>	<p>No creditable response. 0</p>

<b>Text structure and organisation (Wt)</b> <b>7 marks</b>	<b>Sentence structure and punctuation (Wp)</b> <b>7 marks</b>
<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>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>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>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>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>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>Some basic sequencing of material grouped by content is evident.</p> <p style="text-align: right;">1</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>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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