
ENGLISH

0844/01

Paper 1 Non-fiction

For Examination from 2018

SPECIMEN MARK SCHEME

1 hour

MAXIMUM MARK: 50

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: Reading

Question	Answer	Marks
1	<p>Name <u>one</u> thing that affects the taste of cacao beans.</p> <p>Award 1 mark for one of the following:</p> <ul style="list-style-type: none"> • where the tree is grown / where the beans comes from • the age of the tree. <p>Rx</p>	1

Question	Answer	Marks
2	<p>‘This ensures the flavour of the chocolate is <u>consistent over time</u>.’ (lines 8–9) Explain in your own words what ‘consistent over time’ means.</p> <p>Award 1 mark for an answer that recognises ‘consistent over time’ means the flavour does not change, e.g:</p> <ul style="list-style-type: none"> • always the same • never different/changing. <p>Rx</p>	1

Question	Answer	Marks
3	<p>Number these processes from the text to show the correct order.</p> <p>The first process has been numbered for you.</p> <p>Award 1 mark for correctly numbering all the processes:</p> <p>grinding 4 roasting 2 weighing 1 winnowing 3</p> <p>Rx</p>	1

Question	Answer	Marks
4	<p>Give one word from the text to describe how chocolate liquor tastes.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • bitter. <p>Rx</p>	1

Question	Answer	Marks
5	<p>Name two ingredients that are added to the chocolate liquor to make it taste better.</p> <p>Award 1 mark for two of the following:</p> <ul style="list-style-type: none"> • sugar • vanilla • milk. <p>Rx</p>	1

Question	Answer	Marks
6	<p>Why is 'conching' important?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • to improve the texture. <p>Rx</p>	1

Question	Answer	Marks
7(a)	<p>Tick (✓) two boxes to show phrases which use the passive form of a verb.</p> <p>Award 1 mark for each correctly identified phrase, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • 'After the beans have been collected . . .' • '. . . they are transported to chocolate factories'. <p>Boxes 1 and 4 should be ticked.</p> <p>Do not accept answers where more than two options have been ticked.</p> <p>Rw</p>	2

Question	Answer	Marks
7(b)	<p>Why is the passive form of the verb often used in <u>Text A</u>?</p> <p>Award 1 mark for an answer that recognises that using the passive verb focuses on the process (rather than the people doing the process), e.g.</p> <ul style="list-style-type: none"> • to describe the process • the process is more important than who is doing it • it doesn't matter who is doing the process • the object is more important than the subject • the topic is about chocolate, not who is making the chocolate. <p>Rv</p>	1

Question	Answer	Marks
8(a)	<p>Give <u>three</u> connectives used to show time in the text.</p> <p>Award 1 mark for any three of the following:</p> <ul style="list-style-type: none"> • after • next • then • finally. <p>Rw</p>	1
8(b)	<p>Explain why connectives are used to show time in this text.</p> <p>Award 1 mark for an answer that recognises that the purpose of time connectives in this text is to put processes into chronological order, e.g.</p> <ul style="list-style-type: none"> • to sequence events • to show the order in which things happen. <p>Rw</p>	1

Question	Answer	Marks
9	<p>What are the people who teach chocolate-making at the parties called?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • chocolatier(s). <p>Rx</p>	1

Question	Answer	Marks
10(a)	<p>Name <u>one</u> of the chocolate sweets you can make during the party.</p> <p>Award 1 mark for one of the following:</p> <ul style="list-style-type: none"> • (cute) chocolate animals • (crispy) coconut cups • (melt-in-the-middle) chocolate stars. <p>Rx</p>	1
10(b)	<p>Name <u>one</u> of the products you can use to decorate your chocolate sweets.</p> <p>Award 1 mark for one of the following:</p> <ul style="list-style-type: none"> • caramel sprinkles • (chocolate-coated) honeycomb crumbs • (very berry) strawberry curls. <p>Rx</p>	1

Question	Answer	Marks
11(a)	<p>What technique is ‘time will just fly’ an example of?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • (a) metaphor. <p>Rw</p>	1
11(b)	<p>Suggest <u>one</u> reason why time will fly.</p> <p>Award 1 mark for an answer that recognises that time will fly because there is so much to do OR it is so enjoyable, e.g:</p> <ul style="list-style-type: none"> • there are so many activities • children are so busy • children have so much fun • it is so enjoyable. <p>Ri</p>	1

Question	Answer	Marks
12	<p>What does the word ‘crammed’ suggest about the bags?</p> <p>Award 1 mark for an answer that recognises that the the bags are not just full, but packed with treats, e.g:</p> <ul style="list-style-type: none"> • the bags are very full • the bags are overflowing. <p>Ri</p>	1

Question	Answer	Marks
13	<p>Give <u>two</u> examples of alliteration from the text.</p> <p>Award 1 mark for any two of the following:</p> <ul style="list-style-type: none"> • crispy coconut / coconut cups / crispy coconut cups • melt-in-the-middle (chocolate stars) • fantastically fun (parties). <p>Do not accept 'cute chocolate'.</p> <p>Rw</p>	1

Question	Answer	Marks
14	<p>Explain <u>three</u> ways the last paragraph is different from the rest of the text.</p> <p>Award 1 mark each for any of the following differences in relation to purpose, audience or style, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • The first three paragraphs use very descriptive, powerful words and are full of opinions. / The last paragraph uses factual language. • The first three paragraphs use descriptive language but the last paragraph doesn't use descriptive language. • The author is persuading the target audience to have a chocolate party in the first three paragraphs. • The author is giving details (information/facts) about the parties/ appropriate age group and party times in the last paragraph. • The first three paragraphs are directed towards the children. • the last paragraph is giving information directed to parents. <p>Rw</p>	3

Question	Answer	Marks
15	<p>Give <u>two</u> ways these short sentences are similar.</p> <p>Award 1 mark for any two of the following:</p> <ul style="list-style-type: none"> • simple sentences • exclamation marks • the use of first person plural / we / us. <p>Rw</p>	2

Question	Answer	Marks
16(a)	<p>What is the purpose of <u>Text A</u>?</p> <p>Award 1 mark for an answer that recognises the purpose of the first text as explanatory e.g:</p> <ul style="list-style-type: none">• to explain• to describe the process of making chocolate. <p>Rv</p>	1
16(b)	<p>What is the purpose of <u>Text B</u>?</p> <p>Award 1 mark for an answer that recognises the purpose of the second text as persuasive e.g.:</p> <ul style="list-style-type: none">• to persuade• to draw people into having a chocolate party / to make people want to have a chocolate party. <p>Rv</p>	1

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Section B: Writing

Question	Answer	Marks
Notes to markers <ul style="list-style-type: none"> • Marking should always begin from the lowest mark in each column and work upward. • 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. • The lower mark within a box should be given if some the criteria have been met but not all. 		
17 Write a newspaper report for your local newspaper about an incident or event involving chocolate.		
17	Content, purpose and audience. (Wa)	8
	Text structure and organisation. (Wt)	7
	Sentence structure and punctuation. (Wp)	7
	Spelling (Ws)	3
		[Total 25]

Section B: Writing grid

Content, purpose and audience (Wa) 8 marks	Spelling (Ws) 3 marks
<p>The response is wholly relevant with content developed and a wide vocabulary well chosen for the purpose/text type.</p> <p>Features of the text type are clearly established.</p> <p>A clear viewpoint with a consistent, engaging style throughout.</p> <p style="text-align: right;">7–8</p>	
<p>A relevant response that has ideas and content with some detail developed with deliberate choices of vocabulary for the purpose/text type.</p> <p>The main features of the text type are evident</p> <p>A straightforward viewpoint, with a generally appropriate and consistent style, which mostly sustains the reader's interest.</p> <p style="text-align: right;">5–6</p>	<p>Spelling is generally correct throughout. (There may be occasional phonetically plausible attempts at complex words.)</p> <p>Correct spelling of most, not all, polysyllabic words e.g. <i>appear, information, making, possible, probably, wondering.</i></p> <p style="text-align: right;">3</p>
<p>A relevant response with attempts to develop basic information using a simple vocabulary relevant to the purpose/text type.</p> <p>General aspects of the text type are evident.</p> <p>The writer's attitude to the subject may be conveyed, with some attempt to engage the reader.</p> <p style="text-align: right;">3–4</p>	<p>Spelling of common words, including polysyllabic and compound words, is generally accurate, e.g. <i>another, around, because, anything, something.</i></p> <p>Spelling of plurals and some past and present words is generally accurate, e.g. <i>boxes, clothes, told, stopped, wanted.</i></p> <p style="text-align: right;">2</p>
<p>The response includes some material that is relevant to the task.</p> <p>The vocabulary is simple and relevant.</p> <p>Some elements of the text type can be seen, e.g. <i>it is a report not a recount</i></p> <p style="text-align: right;">1–2</p>	<p>Spelling of high frequency words is generally correct, e.g. <i>their/there, when, were, what, some, etc.</i></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>

Text structure and organisation (Wt) 7 marks	Sentence structure and punctuation (Wp) 7 marks
<p>A clear structure with well-organised writing in paragraphs.</p> <p>Chronological or logical links help the development of ideas.</p> <p>Cohesion within paragraphs is achieved using devices such as connectives.</p> <p style="text-align: right;">6–7</p>	<p>The use of complex sentences provides clarity and emphasis, e.g. <i>by positioning of clauses, using a wide range of connectives (although, meanwhile), varying word order or detailed expansion of phrases.</i></p> <p>Grammar is almost always accurate throughout the text.</p> <p>Punctuation is used accurately to demarcate sentences and for speech – <i>errors may occur where structures are ambitious.</i></p> <p>Commas are always used in lists and usually to mark clauses.</p> <p style="text-align: right;">6–7</p>
<p>Paragraphs are used to help structure the text where the main idea is usually supported by following sentences.</p> <p>A logical sequence with attempts to link ideas evident, but not consistent.</p> <p>Some use of organisational devices such as sub-headings, etc.</p> <p style="text-align: right;">4–5</p>	<p>Some complex sentences are used to create effect, such as using expanded phrases to develop ideas (e.g. <i>noun, adverbial, adjectival, and verb phrases</i>), or a range of connectives (e.g. <i>if, so, because, then</i>).</p> <p>Grammar in complex sentences is generally correct in terms of tense and verb form.</p> <p>End of sentence punctuation is nearly always accurate throughout the text. Capitalisation is always correct.</p> <p>Speech marks may be used around words spoken but other speech punctuation may not be accurate.</p> <p>Commas are always used in lists and occasionally to mark clauses.</p> <p style="text-align: right;">4–5</p>
<p>Paragraphs/sections are evident with related points grouped together.</p> <p>Some attempt to sequence ideas logically.</p> <p>Movement between paragraphs or sections may be disjointed.</p> <p style="text-align: right;">2–3</p>	<p>A mix of simple and compound sentences.</p> <p>Compound sentences use simple connectives to join clauses, e.g. <i>and, but</i>.</p> <p>Generally correct grammar, i.e. subject and verb generally agree. Past and present tense of verbs are generally consistent.</p> <p>Demarcation of straightforward sentences is usually correct. Commas are often used in lists.</p> <p style="text-align: right;">2–3</p>
<p>Some basic sequencing of writing which is grouped by content.</p> <p style="text-align: right;">1</p>	<p>Mainly simple sentences.</p> <p>Some variation in sentence openings.</p> <p>Generally correct grammar.</p> <p>Simple sentences are usually demarcated accurately, i.e. capital letters and full stops.</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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