
ENGLISH

1111/01

Paper 1 Non-fiction

For Examination from 2018

SPECIMEN MARK SCHEME

1 hour plus 10 minutes' reading time

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

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

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

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

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

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

| Question | Answer | Marks |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Explain in your own words the meaning of each of the following, as it is used in the text. | | |
| 5(a) | <p>'Oblivious' (line 13)</p> <p>Award 1 mark 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"> • unconscious / unmindful / ignorant of • not knowing / not realising. <p>Rx</p> | 1 |
| 5(b) | <p>'examine' (line 18)</p> <p>Award 1 mark 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"> • investigate • look closely / carefully at. <p>Do not accept 'test', or 'look at' on its own.</p> <p>Rx</p> | 1 |

| Question | Answer | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 6 | <p>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.</p> <p>For each way explained, award 1 mark for an appropriate explanation and 1 further mark for a suitable linked quotation in support, up to a maximum of 4 marks, e.g.:</p> <ul style="list-style-type: none"> 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) it uses dramatic / vivid / descriptive language (1), e.g. 'great mysteries', etc.(1) it suggests an element of magic / other worldliness (1), 'conjuring up', 'visions' etc.(1) it creates a sense of history / the past / exploration (1), e.g. 'ancient sailors', 'discoveries of the sea', 'sailing ships' etc.(1) it refers to wealth / discovering treasure (1), e.g. 'laden with riches' (1). <p>Do not accept quotations without an explanation, or the same quotation more than once.</p> <p>Rw</p> | 4 |

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

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

| Question | Answer | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 9 | <p>What is the main purpose of <u>Text B</u>?</p> <p>Award 1 mark 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"> to persuade you / make reader want to go to Aruba to tell the reader how beautiful and exciting Aruba is. <p>Rv</p> | 1 |

| Question | Answer | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 10 | <p>Explain in your own words what ‘a melting pot of cultures’ means (line 5).</p> <p>Award 1 mark 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"> 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. <p>Ri</p> | 1 |

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

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

| Question | Answer | Marks |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <p>A friend is trying to decide where to go on holiday, and has asked you for information about Aruba.</p> | | |
| 13(a) | <p>Complete the fact file below about Aruba, using the information in the text.</p> <p>Award 3 marks for 7–8 correct facts Award 2 marks for 5–6 correct facts Award 1 mark for 3–4 correct facts Award 0 marks 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>Summarise why Aruba is a good place to visit. Use <u>up to 30 words</u>.</p> <p>The summary will include the following main points:</p> <ol style="list-style-type: none"> 1. good climate / sunny and warm 2. lots of activities / activities for all the family / range of activities / from beach to museum activities / land and sea activities / places to visit 3. now easy to reach / easy access by plane. <p>Award 2 marks 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"> • 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] • 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] <p>Award 1 mark for a summary that includes some but not all of the main points.</p> <p>Award 0 marks for a summary made up of facts which are not synthesised.</p> <p>Do not award more than 1 mark where the summary exceeds 30 words.</p> <p>Accept words lifted from the text where they contribute to a cohesive summary.</p> <p>Rx</p> | 2 |

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Section B: Writing

| Question | Answer | Marks |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------|
| <p>Notes to markers</p> <ul style="list-style-type: none"> • Use the marking grids on the next two pages. • 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. • Note on extent: Award 0 marks where the performance fails to meet the lowest criteria. Award 0 marks for 20 words or fewer. Award a maximum of 7 marks 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. | | |
| <p>14 Write an article for your school magazine about the importance of school trips and visits.</p> <p>You could include some of the following in your article:</p> <ul style="list-style-type: none"> • the benefits for students of being taken out of the classroom • the trips and visits you think would be interesting and enjoyable, and why • how visiting other places can help you and your friends develop your understanding of the world. | | |
| 14 | 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 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</i>, etc., 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> |

| Text structure and organisation (Wt) 7 marks | Sentence structure and punctuation (Wp) 7 marks |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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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