

Stage 8

Paper 1 Non-fiction

Mark Scheme



Section A: Reading

Question	Answer	Marks
1(a)	Award 1 mark for: <ul style="list-style-type: none"> squeezed. 	1
1(b)	Award 1 mark for each of the following, plus 1 mark for each appropriate quotation, up to a maximum of 4 marks : <ul style="list-style-type: none"> by describing the (physical) setting: 'a quiet business park' / 'this very ordinary scene' by describing the people there: 'linger for hours (over a \$1 coffee)' / 'the few people walking by' by describing the area as inexpensive: '(linger for hours over) a \$1 coffee' by describing the area as laid back: 'a quiet business park' / 'this very ordinary scene' / 'linger for hours over a \$1 coffee'. Accept two different ways each with a different quotation.	4
1(c)	Award 1 mark for: <ul style="list-style-type: none"> to emphasise a contrast between the first and second paragraphs. 	1

Question	Answer	Marks
2(a)	Award 1 mark for one of the following: <ul style="list-style-type: none"> emphasises the importance of Steve's job / the reality/fact of what Steve does / the writer thinks this is a really important/impressive job adds excitement / surprise / drama. 	1
2(b)	Award 1 mark for: <ul style="list-style-type: none"> what he is (actually) doing is 'quite extraordinary'. 	1

Question	Answer	Marks
3(a)	Award 1 mark for one of the following: <ul style="list-style-type: none"> 'It is no hyperbole to say...' 'There was nothing like (the Voyager 1 and Voyager 2 missions to the outer planets before they launched in 1977)' 	1
3(b)	Award 1 mark for: <ul style="list-style-type: none"> the computer is weak / slow / has limited / smaller memory (compared to modern computers) / is less powerful. 	1

Question	Answer	Marks
4(a)	Award 1 mark for: <ul style="list-style-type: none"> by using phrases and clauses separated by commas / a complex-compound sentence (made up of phrases and clauses). 	1
4(b)	Award 1 mark for: <ul style="list-style-type: none"> wonder. 	1

Question	Answer	Marks
5	Award 1 mark each for: <ul style="list-style-type: none"> words spoken or written by someone words that usually mean something different. 	2

Question	Answer	Marks
6	Award 1 mark for: <ul style="list-style-type: none"> they agree on everything except one part of it. 	1

Question	Answer	Marks
7	Award 1 mark for: <ul style="list-style-type: none"> (advanced) spacefaring civilisations / extra-terrestrials / aliens. 	1

Question	Answer	Marks
8	Award 1 mark for: <ul style="list-style-type: none"> human beings / Earth. 	1

Question	Answer	Marks
9(a)	Award 1 mark for an explanation that in Hollywood, they make films about space exploration that are based on imagination/ are exciting but not real. And 1 mark for an explanation that in Altadena the type of space exploration they do is real/ not very exciting, but it produces real results that are amazing.	2
9(b)	Award 1 mark for any of the following: <ul style="list-style-type: none"> (people who keep) tissues and tins of peppermints (on their desks) one of the most amazing things in human history (slow, patient science) humdrum. 	1

Question	Answer	Marks												
10(a)	<p>Award 3 marks for 7–9 correct pieces of information, 2 marks for 4–6 pieces, 1 mark for 1–3 pieces:</p> <table><tr><th>Voyager space mission</th><th>Information</th></tr><tr><td>Date of launch</td><td><ul style="list-style-type: none">1977</td></tr><tr><td>Purpose of original mission</td><td><ul style="list-style-type: none">to explore outer planets / a mission of discovery</td></tr><tr><td>Equipment carried on board spacecraft</td><td><ul style="list-style-type: none">computercameragolden disk/record</td></tr><tr><td>Achievements of the mission</td><td><ul style="list-style-type: none">discovery: volcanoes on Ioimage: ‘family portrait’ photograph of our solar systemjourney: travelled further than any other human-made object out to/around the Milky Way</td></tr><tr><td>Current position</td><td><ul style="list-style-type: none">billions of kilometres from Earth/interstellar space /somewhere in the Milky Way</td></tr></table>	Voyager space mission	Information	Date of launch	<ul style="list-style-type: none">1977	Purpose of original mission	<ul style="list-style-type: none">to explore outer planets / a mission of discovery	Equipment carried on board spacecraft	<ul style="list-style-type: none">computercameragolden disk/record	Achievements of the mission	<ul style="list-style-type: none">discovery: volcanoes on Ioimage: ‘family portrait’ photograph of our solar systemjourney: travelled further than any other human-made object out to/around the Milky Way	Current position	<ul style="list-style-type: none">billions of kilometres from Earth/interstellar space /somewhere in the Milky Way	3
Voyager space mission	Information													
Date of launch	<ul style="list-style-type: none">1977													
Purpose of original mission	<ul style="list-style-type: none">to explore outer planets / a mission of discovery													
Equipment carried on board spacecraft	<ul style="list-style-type: none">computercameragolden disk/record													
Achievements of the mission	<ul style="list-style-type: none">discovery: volcanoes on Ioimage: ‘family portrait’ photograph of our solar systemjourney: travelled further than any other human-made object out to/around the Milky Way													
Current position	<ul style="list-style-type: none">billions of kilometres from Earth/interstellar space /somewhere in the Milky Way													
10(b)	<p>Example answer:</p> <p>Since being launched in 1977, the Voyager mission to explore the outer planets has discovered volcanoes on Jupiter’s moon Io, and taken an iconic photograph of our solar system. Carrying a computer, a camera, and a golden record, the spacecraft are now billions of kilometres from Earth, in interstellar space.</p> <p>Award 1 mark for a paragraph with ideas that are connected using basic linking words. Award 2 marks for a paragraph with ideas that are connected using a range of cohesive devices. Do not award more than 1 mark where the summary exceeds 50 words.</p>	2												

Section B: Writing**Notes to markers**

- Use the marking grids on the following 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 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.

	Marks
Creation of texts (Wc)	5
Vocabulary and language (Wv)	3
Grammar and punctuation (Wg)	7
Structure of texts (Ws)	7
Word structure [spelling] (Ww)	3
[Total 25]	

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
[5 marks]	[3 marks]	[7 marks]	[7 marks]	[3 marks]
<p>Content is wholly suitable for the intended audience.</p> <p>Text is written from a clear and well-presented viewpoint. i.e., contains detail that sustains interest with writer's style / personal response which emphasises particular points.</p> <p>Uses relevant features consistently for a chosen purpose to clarify meaning.</p> <p>Some combinations of structural, linguistic and literary features to create a specific effect.</p>		<p>The response is presented clearly and is well-organised using a good range of organisational features accurately.</p> <p>Ideas are developed with chronological or logical links throughout the text from an effective introduction to a successful conclusion.</p> <p>Paragraphs are used successfully to structure the content. There is effective cohesion within and between paragraphs.</p> <p>A good range of sentence openings and connectives are used appropriately to support content.</p>	<p>Grammatical structures are almost always accurate throughout the text. For example:</p> <ul style="list-style-type: none"> a wide range of sentence types are used accurately and effectively to support the text type. detail and shades of meaning conveyed through the grammatical structure of sentences, e.g., controlling the order of clauses in complex sentences. Consistent use of formal and/or informal register according to context, purpose and audience. <p>Punctuation is accurate and used to enhance meaning, for example:</p> <ul style="list-style-type: none"> commas, ellipses, colons, semi-colons, dashes and hyphens are used accurately to clarify and enhance meaning conventions of layout are always applied effectively and consistently e.g., bullet points. 	
[4–5]		[6–7]	[6–7]	

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
<p>Content is suitable for the intended audience.</p> <p>Viewpoints are well-presented and consistent throughout.</p> <p>Uses relevant features consistently for a chosen purpose to clarify meaning.</p> <p>May begin to add structural and literary features in parts of the text.</p>	<p>The response is relevant using a vocabulary accurately for the purpose / text type.</p> <p>Uses language precisely to clarify and extend meaning.</p>	<p>The response is presented clearly and is well-organised using a range of organisational features accurately.</p> <p>Ideas are developed with chronological or logical links throughout the text though there may be some inconsistencies.</p> <p>Paragraphs are used to help structure the text where the main idea is usually supported by following sentences.</p> <p>A range of sentence openings and connectives are used appropriately to support content.</p>	<p>Grammatical structures are mostly accurate throughout the text, e.g.,</p> <ul style="list-style-type: none"> a range of sentence types are used to support the text type. Some detail and shades of meaning through the grammatical structure of sentences, e.g., controlling the order of clauses in complex sentences. Formal and/or informal register is generally used appropriately according to context, purpose and audience. <p>A range of punctuation e.g.,</p> <ul style="list-style-type: none"> commas, ellipses, colons, semi-colons, dashes and hyphens are used mostly accurately to clarify meaning. Conventions of layout are applied consistently e.g., bullet points. 	<p>Spelling is usually correct throughout.</p> <p>There may occasionally be phonetically plausible attempts at complex words.</p> <p>Correct spelling of most, not all, polysyllabic words, e.g., accommodation, appear, information, probably, separate, business, essentially, wondering/wandering.</p>
[3]	[3]	[4–5]	[4–5]	[3]

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
<p>Content is mostly relevant using some literary techniques appropriate to the text type.</p> <p>Main features of the text type, if appropriate, are evident.</p> <p>Viewpoints are generally clear and help engage the reader's interest for the most part.</p>	<p>Creates and controls meaning through precise use of a range and variety of language.</p> <p>Creates effects by using a range of linguistic and literary techniques.</p>	<p>The response is generally well-organised and attempts the use of some organisational features.</p> <p>Some attempt to sequence relevant ideas logically.</p> <p>Paragraphs / sections are evident, though not always consistently or appropriately. Related points are grouped together or linked by time sequencers.</p> <p>Movement between paragraphs or sections, may be disjointed with a limited range of sentence openings and connectives.</p>	<p>Grammatical structures are generally accurate throughout the text, e.g.,</p> <ul style="list-style-type: none"> • Use of some range of sentence types to support the text type. • Some complex sentences attempted to create effect. • Formal and/or informal register is attempted if relevant e.g., depending on target audience <p>Some range of punctuation:</p> <ul style="list-style-type: none"> • e.g., commas, semi-colons, dashes and hyphens) is used accurately to clarify meaning. • There may be evidence of comma splicing. <p>Note: if punctuation is totally lacking and other descriptors met then give the lower mark here.</p>	<p>Spelling of common and some less-common words, including polysyllabic and compound words, is generally accurate, e.g. friend, another, around, because, anything, something.</p> <p>Spelling of plurals and some past and present words is generally accurate, e.g., boxes, clothes, told, stopped, wanted.</p>
[2]	[2]	[2–3]	[2–3]	[2]

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
<p>Some material included that is relevant to the task.</p> <p>The writer's attitude to the subject inconsistently conveyed, with some attempt to engage the reader.</p> <p>Some elements of the text type can be seen; <i>a maximum of 1 mark can be awarded if not the correct genre.</i></p>	<p>Language is simple, relevant and suitable for the text type.</p> <p>Language and meaning of words/phrases is mainly clear, with some errors.</p>	<p>Some attempt to organise the overall text.</p> <p>Some basic sequencing of ideas in relation to the stimulus.</p> <p>Paragraphs / sections are evident with related points grouped together or linked by time sequence.</p> <p>Movement between paragraphs or sections, is disjointed with a very limited range of sentence openings and connectives.</p>	<p>Basic grammatical structures are generally correct, e.g.,</p> <ul style="list-style-type: none"> • subject and verb generally agree • past and present tense verbs are generally consistent. • simple and some compound sentences • some complex sentences may be attempted to expand detail but not always successfully. • Formal and/or informal register may be attempted but not consistently according to context, purpose and audience. <p>Punctuation:</p> <ul style="list-style-type: none"> • Demarcation of straightforward sentences is usually correct. • Commas are used in lists and occasionally to mark clauses. <p><i>Note: learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English.</i></p>	<p>Spelling of high frequency words is generally correct, e.g., their/there, when, were, what, some, etc.</p>
[1]	[1]	[1]	[1]	[1]

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
No creditable response	No creditable response	No creditable response	No creditable response	No creditable response
[0]	[0]	[0]	[0]	[0]

BLANK PAGE