



# **Cambridge Lower Secondary Checkpoint**

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**ENGLISH**

**1111/01**

Paper 1 Non-fiction

**April 2021**

**MARK SCHEME**

Maximum Mark: 50

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## **IMPORTANT NOTICE**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Markers were instructed to award marks. It does not indicate the details of the discussions that took place at a Markers' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the End of Series Report. Cambridge will not enter into discussions about these mark schemes.

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This document has **10** pages.



**Section A: Reading**

Question	Answer	Marks
1(a)	<p><b>Look at lines 1–3.</b></p> <p><b>Why does the writer describe his last hours at Lechuguilla as <i>black</i>?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• It's dark (inside the cave). / There's no light (inside the cave).</li> <li>• It creates a dramatic or stylistic effect / tension</li> </ul>	1
1(b)	<p><b>What effect does the writer create by using a single-word sentence?</b></p> <p>Award <b>1 mark</b> for an answer that recognises the emphasis created, e.g.:</p> <ul style="list-style-type: none"> <li>• It highlights (that the writer is on his own) / emphasises (that the writer is on his own)</li> <li>• Dramatic effect</li> <li>• It provides contrast (to the long sentences before)</li> </ul>	1

Question	Answer	Marks
2	<p><b>Give a simile from lines 4–11.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• (so it looked) as if it were snowing (in Lechuguilla cave.)</li> </ul>	1

Question	Answer	Marks
3(a)	<p><b>Look at lines 12–16.</b>  <b>What is the phrase <i>gentle caress</i> an example of? Tick (✓) <u>one</u> box.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• personification.</li> </ul>	<b>1</b>
3(b)	<p><b>What does the phrase <i>gentle caress</i> tell the reader about the writer's attitude to being in the cave?</b></p> <p>Award <b>1 mark</b> for the idea of:</p> <ul style="list-style-type: none"> <li>• felt safe / felt secure / felt cared for / felt protected / felt reassured</li> <li>• calm / relaxed / peaceful / soothed</li> <li>• comforted / feels comfortable / not comfortable alone</li> </ul>	<b>1</b>
3(c)	<p><b>The writer is exhausted at the end of each day (line 16). Give <u>two</u> pieces of evidence from the text that tell the reader why the writer is so tired.</b></p> <p>Award <b>1 mark</b> for each of the following, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>• the smallest effort causes a caver to burst into a sweat</li> <li>• strenuous (exploration)</li> <li>• the sweating process continued / he's sweating so much / the humidity</li> </ul>	<b>2</b>

Question	Answer	Marks
4(a)	<p><b>Look at lines 17–22.</b>  <b>What literary techniques does the writer use to show his sense of wonder?</b>  <b>Tick (✓) <u>two</u> boxes.</b></p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>• comparison</li> <li>• repetition</li> </ul>	<b>2</b>
4(b)	<p><b>Why does the writer use a colon ( : )?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• to introduce a list / something / a list follows it</li> <li>• to add information/examples.</li> </ul>	<b>1</b>
4(c)	<p><b>The reader learns many things about the cave in lines 17–22.</b>  <b>What are the first and last things the reader learns about the cave?</b></p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>• It's huge / so big / very big            Do not accept big without elaboration.</li> <li>• There is still a lot more to be discovered/mapped.</li> </ul>	<b>2</b>

Question	Answer	Marks
5	<p><b>Look at lines 23–27.</b>  <b>What is staggering about the <i>idea</i>? Give <u>two</u> things.</b></p> <p>Award <b>1 mark</b> for any of the following, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>• The idea that the cave is huge</li> <li>• The idea that the cave is on Earth / close to us / don't know everything about our own planet</li> <li>• The idea that the cave has been undiscovered / recently discovered</li> <li>• Like finding the Grand Canyon</li> <li>• Strange formations</li> </ul>	<b>2</b>

Question	Answer	Marks
6	<p><b>What are the main purposes of <u>Text A</u>? Tick (✓) <u>two</u> boxes.</b></p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>• to describe the writer's personal experience of the cave</li> <li>• to explain what is extraordinary about the cave.</li> </ul>	<b>2</b>

Question	Answer	Marks
7	<p><b>Why is it not possible to build on most of the land in Hong Kong?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• It's hilly/mountainous.</li> <li>• Because most of the land is unsuitable</li> </ul>	<b>1</b>

Question	Answer	Marks
8	<p><b><u>Text B</u> is a newspaper article.</b></p> <p><b>Give <u>three</u> features of a newspaper article used in <u>Text B</u>.</b></p> <p>Award <b>1 mark</b> for any of the following, up to a maximum of <b>3 marks</b>:</p> <ul style="list-style-type: none"> <li>• a headline/title/heading</li> <li>• a catchy headline / catchy title / catchy heading / assonance in the headline / rhyme in the headline</li> <li>• a subheading / subtitle / a strapline</li> <li>• the story is summarised in the first paragraph</li> <li>• quotations / direct speech / interviews / sources</li> <li>• short paragraphs. Do Not Accept paragraphs alone</li> <li>• facts, statistics, information</li> <li>• balance</li> </ul>	<b>3</b>

Question	Answer	Marks
9(a)	<p><b>You need to decide whether it is a good idea to build a city with some facilities underground.</b></p> <p><b>Complete the list below, giving the advantages and disadvantages of underground development, using information from <u>Text B</u>.</b></p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• <i>frees up space on the surface</i></li> <li>• lower maintenance costs</li> <li>• never need to be torn down</li> <li>• (residents are) less likely to object / less likely to see unsightly projects</li> <li>• reduces energy consumption / cooler / less need for air conditioning</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• <i>not suitable for residential development</i></li> <li>• (technically) difficult</li> <li>• time consuming</li> <li>• only a few hectares will be released</li> <li>• costly / high construction costs / expensive.</li> </ul> <p>Award <b>3 marks</b> for 6–8 correct facts.    Award <b>2 marks</b> for 4–5 correct facts.    Award <b>1 mark</b> for 2–3 correct facts.    Award <b>0 marks</b> for 0–1 correct facts.</p>	3
9(b)	<p><b>Summarise the advantages of constructing a city with some facilities underground. Use <u>up to 40 words</u>.</b></p> <p>The summary should include the following <b>5</b> main points:</p> <ul style="list-style-type: none"> <li>• (low) maintenance (costs)</li> <li>• never need to be demolished</li> <li>• (reduced) energy consumption / (reduced) costs / cooler / less need for air conditioning</li> <li>• space freed</li> <li>• residents less likely to object / less likely to see unsightly projects</li> </ul> <p>Award <b>2 marks</b> for a summary that combines the 5 main points into a coherent summary, e.g.:  <i>Underground cities are cheaper to maintain, will not need to be demolished, and can result in reduced energy consumption. Local residents are less likely to complain, and the space released on the surface can be used for housing.</i> (38 words)</p>	2

**Section B: Writing**

Question	Answer	Marks
<b>Notes to markers</b>		
<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.</li> </ul>		
<p>Award <b>0 marks</b> for 20 words or fewer.</p> <p>Award a maximum of <b>7 marks</b> for responses of between 21 and 60 words.</p>		
<b>10</b>	<b>Imagine you have visited a school with some of its facilities underground. Write a recount of your visit.</b>	
<b>10</b>	<b>Content, purpose and audience. (Wa)</b>	<b>8</b>
	<b>Text structure and organization. (Wt)</b>	<b>7</b>
	<b>Sentence structure and punctuation. (Wp)</b>	<b>7</b>
	<b>Spelling (Ws)</b>	<b>3</b>
		<b>[Total 25]</b>

<b>Content, purpose and audience (Wa) 8 marks</b>	<b>Text structure and organisation (Wt) 7 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</i>, etc., and the tone is appropriate to the ideas and is sustained.</p> <p>The vocabulary is well chosen for the purpose.</p>	<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>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.</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>6–7</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.</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>5–6</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.</p>	<p>Some basic sequencing of material grouped by content is evident.</p> <p>1–2</p>
<p>No creditable response.</p>	<p>No creditable response.</p> <p>0</p>

<b>Sentence structure and punctuation (Wp) 7 marks</b>	<b>Spelling (Ws) 3 marks</b>
<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>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>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>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>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>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>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.</p> <p style="text-align: right;">0</p>	<p>No creditable response.</p> <p style="text-align: right;">0</p>