Cambridge Lower Secondary Checkpoint

ENGLISH **1111/01**

Paper 1 Non-fiction **October 2020**

MARK SCHEME

Maximum Mark: 50

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.

[Turn over

Section A: Reading

Question	Answer	Marks
1	**Explain <u>two</u> ways in which the writer tries to get the reader's attention in the first paragraph.** Award **1 mark** for **each** of the following, up to a maximum of **2 marks**: • challenging the reader • use of (rhetorical) questions • use of direct speech / direct address of the reader • pronoun 'you' / second person • repetition	**2**

Question	Answer	Marks
2	**Give <u>one</u> word which shows that nobody knows the exact number of animals dying because of plastic each year.** Award **1 mark** for the following: • estimated.	**1**

Question	Answer	Marks
3	**In your own words, explain why marine animals eat plastic.** Award **1 mark** for the following: • They think it is food / something they will like • Unable to distinguish inedible from edible	**1**

Question	Answer	Marks
4	**Explain in your own words <u>two</u> ways the writer makes this sentence powerful.** Award **1 mark** for each of the following, up to a maximum of **2 marks**: • The writer gives (real) examples / offers detail (of dates and/or places) • It shows that it happens all over the world / referring to different countries • It ends by referring to a 'young' / 'dead whale'. • It gives three examples of whales harmed by plastic in one sentence / rule of three. • The repetition (of the word 'whales') • Uses emotive language	**2**

Question	Answer	Marks
5	**What does the phrase 'inadvertently find their way' (line 15) suggest about the balloons?** Award **1 mark** for **either** of the following: • People don't intend to put them in the sea • They end up there accidentally / somehow / not planned	1

Question	Answer	Marks
6	**Why does the writer include the phrase '…might have taken part in yourself' (lines 16–17)?** **Tick (✓) one box.** Award **1 mark** for the following: • To make readers realise the consequences of their actions.	1

Question	Answer	Marks
7(a)	**Explain in your own words how the writer suggests that eating plastic causes animals to die of hunger.** Award **1 mark** for the following: • It makes them feel full / not hungry.	1
7(b)	**Give one noun phrase which suggests that plastic causes animals to become weak and vulnerable to predators.** Award **1 mark** for the following: • '(become) easy pickings (for bigger creatures/predators)'.	1

Question	Answer	Marks
8	**Explain in your own words what is ironic about the information in this paragraph.** Award **1 mark** for the following: • We end up eating the plastic that we threw away. • It reappears / we think we have disposed of something but we haven't	1

Question	Answer	Marks
9	**How does the final paragraph differ in purpose from the rest of the text?** **Tick (✓) two boxes.** Award **1 mark** for **each** of the following: • It gives practical advice • It encourages readers to be responsible.	**2**

Question	Answer	Marks
10	**What is the best title for Text A?** **Tick (✓) one box.** Award **1 mark** for the following: • Litter in the seas and oceans.	**1**

Question	Answer	Marks
11	**Give a phrase from the first paragraph that tells you that the turtle did not intend to be on the beach.** Award **1 mark** for the following: • '(but that's where one) found itself (on Saturday)'. • washed up	**1**

Question	Answer	Marks
12	**What does the word 'stunned' (line 4) tell you about the effect of cold on the turtle?** Award **1 mark** for the following: • (It's so cold that) it can't move / it can hardly move / immobile / inactive • It is damaging / harmful	**1**

Question	Answer	Marks
13	**Why is the phrase 'the patient' (line 6) in inverted commas?** Award **1 mark** for **either** of the following: • It's not literally a patient • It is treating the turtle as a human.	**1**

Question	Answer	Marks
14	**What effect does the writer create by using these three short sentences?** Award **1 mark** for **either** of the following: • It emphasises their decline • It is dramatic • a desolate tone / sad	**1**

Question	Answer	Marks
15	**What are the main purposes of <u>Text B</u>?** **Tick (✓) <u>two</u> boxes.** Award **1 mark** for **each** of the following: • to suggest why a turtle became stranded • to explain how stranded turtles are treated.	**2**

Question	Answer	Marks
16	**Make a list of what was done to help the turtle after it was found by the tourist on the beach.** • reported / call for help • lifted it / used a stretcher • got it to a treatment centre • warmed it • monitored it • gave antibiotics / gave fluids • got it (s temperature) up to 20 degrees.	**3**

Question	Answer	Marks
17	**Write a summary of up to 40 words about what was done to help the turtle. Include five points from your list. Use your own words as much as possible.** The summary will be in the candidate's own words and will include at least five points from the list in question 16. Award 2 marks for 5 or more points Award 1 mark for 2–4 points Award 0 marks for 0–1 point If 5 points are found, ensure that no more than 40 words have been used. Place a vertical line after the 40th word. Do not award more than 1 mark when the summary exceeds 40 words. After the turtle was found on the beach, a tourist contacted park staff who came and took it to a treatment centre. It was treated with antibiotics and fluids then warmed up gently until its body temperature was 20 degrees. (40 words)	**2**

Section B: Writing

Question	Answer	Marks
Notes to markers		

- 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 of 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.

18	**Write a letter to your local newspaper about the problem of litter in your local area.** **You could include some of the following in your letter:** • **where people drop litter and why they do it** • **what can be done about it by individuals or groups of people** • **why people should take more care of their environment.**	

18	Content, purpose and audience. (Wa)		**8**
	Text structure and organisation. (Wt)		**7**
	Sentence structure and punctuation. (Wp)		**7**
	Spelling (Ws)		**3**
			[Total 25]

Content, purpose and audience (Wa) 8 marks	Text structure and organisation (Wt) 7 marks
The response has relevant ideas and content developed in detail to create a clear and consistent relationship between the writer and reader. The text type is clearly established, e.g. *an article, report*, etc., and the tone is appropriate to the ideas and is sustained. The vocabulary is well chosen for the purpose. 7–8	The response is presented coherently and logically to help the development of ideas, usually with an introduction and conclusion. Well-crafted paragraphs contribute to the structure of the text. 6–7
The response has relevant ideas and content which are developed with some detail, and with some awareness of reader. The main features of the text type are evident and the tone is appropriate for the purpose and is largely sustained. The vocabulary is relevant for the purpose. 5–6	The response is generally coherent and in a logical order with ideas evident, with an attempt at an introduction and conclusion. Paragraphs/sections are evident and help to structure the text. 4–5
The response includes basic information relevant for the purpose, and some awareness of the reader may be shown. General aspects of the text type are evident and the writer's tone is established. A simple range of vocabulary is relevant to the purpose. 3–4	The response is clear but not sequenced logically to help the development of ideas. There may be an attempt at an introduction and/or a conclusion. Paragraphs/sections may be used but not consistently. 2–3
The response has limited relevance to the task. Some elements of the text type are seen and the writer's tone is present but inconsistent. The vocabulary is simple. 1–2	Some basic sequencing of material grouped by content is evident. 1
No creditable response. 0	No creditable response. 0

Sentence structure and punctuation (Wp) **7 marks**	Spelling (Ws) **3 marks**
A range of appropriate and varied sentence structures are used to create effect. The use of sentence features contributes to the overall development of the text. Almost entirely accurate grammar (tenses, agreement, and word order) with some choices to enhance and emphasise meaning. Punctuation is correctly used to enhance the writing. 6–7	
Appropriate use of sentence structures, with some attempt to create effect. Some sentence features are used to clarify and emphasise meaning. Grammar and punctuation are mostly accurate. 4–5	Spelling almost completely accurate, with a wide range of words correctly attempted. Polysyllabic, ambitious and more complex, lower frequency words are used successfully. 3
Limited or partially effective use of complex sentence structures. Mostly simple compound structures based on a variety of connectives. Grammar and punctuation is usually correct; there may be evidence of comma splicing. 2–3	Spelling is generally accurate over a reasonable range of words. Some polysyllabic and more difficult words in frequent use are spelled correctly. 2
Simple sentence structures are used successfully. Some correct use of grammar and punctuation, e.g. full stops and capitals. 1	Simple words are used successfully. There are frequent errors in commonly occurring words. 1
No creditable response. 0	No creditable response. 0

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