



# Cambridge Primary Checkpoint

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## ENGLISH

0844/01

Paper 1 Non-fiction

October 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 **12** pages.

**Section A: Reading**

| Question | Answer  | Marks |
|----------|---|-------|
| 1        | <p><b>Complete the sentence below with one word.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• tallest</li> <li>• largest</li> <li>• biggest</li> </ul> <p><b>Do not accept</b> imprecise or inaccurate answers:</p> <ul style="list-style-type: none"> <li>• oldest</li> <li>• record-breaking</li> <li>• thickest</li> </ul> <p><b>Do not accept</b> extra words such as ‘most tall’ or ‘very big’ as the question asks for <u>one</u> word.</p> | 1     |

| Question | Answer  | Marks |
|----------|---|-------|
| 2        | <p><b>Look at lines 2–9.</b><br/><b>What promise is made?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• (It will be) a trip <u>of</u> a lifetime.</li> <li>• (We guarantee to make this) a trip <u>of</u> a lifetime.</li> <li>• (To make it) a trip <u>of</u> a lifetime.</li> </ul> <p>‘of’ is essential for grammatical sense.</p> <p><b>Do not accept</b> imprecise or incorrect answers:</p> <ul style="list-style-type: none"> <li>• the land will amaze and delight you</li> <li>• lifetime trip</li> <li>• trip <u>for</u> a lifetime</li> </ul> | 1     |

| Question | Answer  | Marks |
|----------|---|-------|
| 3        | <p><b>Look at this sentence: ‘Look around – you are standing among giants!’ (Line 6)</b><br/> <b>The phrase ‘you are standing among giants’ makes you feel that you are in the park.</b><br/> <b>Give <u>two</u> more phrases from <u>Text A</u> that do this.</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>• (By visiting the Redwood Parks with us) you can touch living history</li> <li>• You cannot believe your eyes!</li> </ul> <p><b>Allow <u>one</u> spelling/copying error, e.g. You <i>can not</i> / <i>can’t</i> believe your eyes</b></p> <p>Also <b>allow</b> –</p> <ul style="list-style-type: none"> <li>• be inspired; be amazed!</li> </ul> <p>as this also gives a sense of being in amongst the trees.</p> <p><b>Do not allow</b> –</p> <ul style="list-style-type: none"> <li>• ‘This land of towering giants will amaze and delight you’ – the future tense here does not give the same sense of being in amongst the trees</li> </ul> | 2     |

| Question | Answer   | Marks |
|----------|--|-------|
| 4        | <p><b>Give <u>one</u> word from <u>Text A</u> that shows that Giant Redwoods do well in a part of California.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• thrive</li> </ul> <p><b>Allow</b> the phrase ‘they thrive in’ only if the key word is clearly indicated by underlining / circling / emboldening, etc.</p> <p><b>Do not accept</b> other words / extra words, unless they repeat the stem of the question.</p> | 1     |

| Question | Answer   | Marks |
|----------|--|-------|
| 5        | <p><b>Look at lines 10–18.</b><br/> <b>Which of the phrases below are examples of an opinion?</b><br/> <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>... an area of stunning natural beauty.</li> <li>How incredible is that?</li> </ul> <p>Boxes 2 and 4 should be ticked.</p> <p>Award <b>0 marks</b> where more than two boxes have been ticked.</p> | 2     |

| Question | Answer   | Marks |
|----------|--|-------|
| 6        | <p><b>Look at lines 17–18.</b><br/> <b>What does the writer's use of the word <i>only</i> tell us about the Giant Sequoias?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>(That Giant Sequoias) don't grow anywhere else.</li> </ul> <p><b>Accept</b> any answer that gives the idea that the trees only grow in one particular location, e.g.</p> <ul style="list-style-type: none"> <li>it's the one place that they grow</li> <li>they are solely/exclusively found there (and nowhere else)</li> <li>(the western slope) is the one particular place they will grow</li> </ul> <p><b>Do not accept</b> imprecise or incorrect answers:</p> <ul style="list-style-type: none"> <li>a direct quote of the text: 'these immense trees only grow along the western slope ...Mountains'</li> <li>an answer which paraphrases the text, e.g. 'They only grow on the western slope' UNLESS there is additional information, e.g. 'The trees only grow in the Sierra Nevada Mountains <u>and nowhere else</u>'</li> <li>'They are native to that region' – they could grow elsewhere</li> <li>'They can't/won't grow anywhere else' – they could, but they don't</li> </ul> | 1     |

| Question | Answer   | Marks |
|----------|--|-------|
| 7        | <p><b>Give <u>one</u> difference between the size of a Giant Sequoia and a Giant Redwood.</b></p> <p>Award <b>1 mark</b> for <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• The/Their height/width</li> <li>• The Giant Redwood is taller OR The Sequoia is shorter</li> <li>• The Giant Sequoia is wider / heavier / broader / thicker</li> </ul> <p><b>Allow</b> any comparative statement: e.g. taller than / shorter than / not as tall as.</p> <p>Also <b>allow</b> answers which cover the same difference in two different ways, e.g. Redwoods are taller but Sequoias are shorter.</p> <p>However, <b>do not accept</b> – Comparisons that don't correspond, e.g. 'Giant Redwoods are taller but Giant Sequoias are wider' - the question very clearly asks for ONE difference.</p> <p><b>Do not accept</b> imprecise or incorrect answers:</p> <ul style="list-style-type: none"> <li>• Giant Redwoods are bigger/larger than Giant Sequoias – one is taller, but one is wider</li> <li>• Actual values unless comparison is clear</li> <li>• Giant Sequoias are big in width / Redwoods are tall</li> </ul> | 1     |

| Question | Answer  | Marks |
|----------|---|-------|
| 8        | <p><b>How do you book a place on the trip?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• online (reservations) / on the internet / on a computer.</li> </ul> <p><b>Accept</b> the direct quote 'Reserve your tickets online with Mercury Travel'.</p> <p><b>Do not allow</b> –</p> <ul style="list-style-type: none"> <li>• by visiting Mercury Travel</li> <li>• by using their website. (However, this is neutral when given with a correct answer)</li> </ul> | 1     |

| Question | Answer   | Marks |
|----------|--|-------|
| 9        | <p><b>Look at this sentence: ‘These enormous trees are known as both Giant Redwoods and Coastal Redwoods.’ (Lines 10–11)</b><br/> <b>The word <i>enormous</i> is an adjective describing the huge size of the trees. Give <u>two</u> more adjectives from <u>Text A</u> that describe the size of the trees.</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>• towering</li> <li>• immense</li> <li>• impressive</li> <li>• tallest</li> <li>• largest</li> </ul> <p><b>Allow</b> a short phrase containing the above adjectives only if the key word is clearly indicated by underlining / circling / emboldening, etc.</p> <p><b>Do not allow</b> imprecise or inaccurate answers:</p> <ul style="list-style-type: none"> <li>• Giant (name)</li> <li>• giants (noun, not adjective)</li> <li>• champion (doesn’t suggest size)</li> <li>• dramatic (again, not necessarily size)</li> <li>• staggering (could be weight, but too vague)</li> <li>• enormous (in the stem of the question)</li> </ul> <p>Also <b>do not allow</b> any adjectives that are not in the text.</p> | 2     |

| Question | Answer   | Marks |
|----------|--|-------|
| 10       | <p><b>The writer wants you to remember the name Mercury Travel. Explain how the writer emphasises the name in the text. Give <u>two</u> explanations.</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 writer puts the name / Mercury Travel in bold / highlights the name / uses big/heavy font</li> <li>• the writer repeats the name / uses repetition / mentions the name numerous times / it’s in every paragraph/section</li> <li>• the writer uses dashes / puts dashes around the name (to draw attention to the name)</li> </ul> | 2     |

| Question | Answer  | Marks    |
|----------|---|----------|
| 11       | <p><b>Which of the following is used throughout <u>Text A</u>?</b><br/> <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>• present tense</li> <li>• personal voice.</li> </ul> <p>Boxes 2 and 3 should be ticked.</p> <p>Award <b>0 marks</b> where more than two boxes have been ticked.</p> | <b>2</b> |

| Question | Answer   | Marks    |
|----------|--|----------|
| 12       | <p><b>Which part of a tree is used to produce paper?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• (the) pulp (for making paper)</li> </ul> <p><b>Accept</b> a quote – ‘They provide wood for all sorts of things and pulp for making paper.’ – only if the key word is clearly indicated by underlining / circling / boldening, etc.</p> | <b>1</b> |

| Question | Answer   | Marks    |
|----------|--|----------|
| 13       | <p><b>Give <u>one</u> word from the first paragraph (lines 1–7) that means ‘homes’.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• habitats</li> </ul> <p><b>Allow</b> ‘habitat’ (singular) as being one spelling/copying error.</p> <p><b>Allow</b> the phrase ‘habitats for insects, birds and other animals’ only if the key word is clearly indicated by underlining / circling / boldening, etc.</p> <p><b>Do not accept</b></p> <ul style="list-style-type: none"> <li>• any other words or extra words unless they repeat the stem of the question</li> </ul> | <b>1</b> |

| Question | Answer  | Marks    |
|----------|---|----------|
| 14       | <p><b>Look at this sentence: ‘Trees do the opposite.’ (Line 6)</b><br/><b>Why is a short sentence used here?</b></p> <p>Award <b>1 mark</b> for any of the following:</p> <ul style="list-style-type: none"> <li>• to add emphasis</li> <li>• to make the information stand out</li> <li>• to highlight (the information)</li> <li>• to create (more) impact</li> <li>• to make a (strong) statement</li> </ul> <p><b>Do not accept</b> imprecise or incorrect answers:</p> <ul style="list-style-type: none"> <li>• to make reader understand</li> <li>• to make it more interesting</li> <li>• to create drama / suspense / tension</li> </ul> <p>Also <b>do not accept</b> any answers referring to content.</p> | <b>1</b> |

| Question | Answer  | Marks    |
|----------|---|----------|
| 15       | <p><b>Look at this sentence: ‘There are two main types of tree: deciduous and evergreen.’ (Line 8)</b><br/><b>Why is a colon ( : ) used in the sentence above?</b><br/><b>Tick (✓) <u>one</u> box.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• to add extra information</li> </ul> <p>Box 1 should be ticked.</p> <p>Award <b>0 marks</b> where more than one box has been ticked.</p> | <b>1</b> |

| Question | Answer  | Marks    |
|----------|---|----------|
| 16       | <p><b>Look at the second paragraph (lines 8–14).</b><br/><b>Complete the sentence below with <u>one</u> word from the second paragraph in each gap.</b></p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>• autumn</li> <li>• cold.</li> </ul> | <b>2</b> |



| Question | Answer   | Marks    |
|----------|--|----------|
| 17       | <p><b><u>Text B</u> is a non-chronological report.</b></p> <p><b>Complete the statements below describing how typical features of a non-chronological report work. The first statement has been completed for you.</b></p> <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>technical / subject specific / precise / factual / scientific</li> </ul> <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>formal/impersonal</li> </ul> | <b>2</b> |

| Question | Answer  | Marks    |
|----------|---|----------|
| 18       | <p><b>Look at the last paragraph (lines 15–20).<br/>Give <u>one</u> example of alliteration.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>(The whole) wide world</li> <li>shapes and sizes</li> <li>keep it cool</li> <li>(Tree) crowns come</li> </ul> <p><b>Allow</b> <u>one</u> spelling/copying error, e.g. 'crown_ come'</p> <p><b>Allow</b> a longer phrase or sentence only if the key phrase is clearly indicated by underlining / circling / emboldening, etc.</p> | <b>1</b> |

**Section B: Writing**

| Question  | Answer                                   | Marks |
|---|--|-------|
| <p><b>Notes to markers</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>19 In your class, you've been discussing different ways to be healthy. Now your teacher has asked you to write a leaflet persuading the other children in your school to stay healthy.</b></p> <p><b>Write a text using persuasive language and techniques, explaining why it's important to stay healthy and how to do it.</b></p> |  |       |
| 19  | Content, purpose and audience. (Wa)      | 8     |
|   | Text structure and organisation. (Wt)    | 7     |
|   | Sentence structure and punctuation. (Wp) | 7     |
|   | Spelling (Ws)                            | 3     |
| <b>[Total 25]</b>   |  |       |

| <b>Content, purpose and audience (Wa)</b><br><b>8 marks</b>   | <b>Text structure and organisation (Wt)</b><br><b>7 marks</b>  |
|---|--|
| <p>Material is wholly relevant with content developed and a <i>wide</i> vocabulary well chosen for the purpose / text type, <i>i.e. use of exaggerated language</i></p> <p>Features of the text type are clearly established and used effectively throughout, <i>i.e. presenting opinion as fact.</i></p> <p>Clear viewpoint with a consistent, engaging style throughout, <i>i.e. clear items that do persuade</i></p> <p style="text-align: right;">7–8</p>   | <p>Clear structure with well-organised material within paragraphs and a logical conclusion linked to the purpose.</p> <p>Chronological or logical links between paragraphs help the development of ideas. <i>i.e. paragraph breaks mirror points discussed</i></p> <p>Cohesion within paragraphs is achieved using devices such as connectives, <i>i.e. moreover, as a result</i></p> <p style="text-align: right;">6–7</p>  |
| <p>Relevant material has ideas and content with some detail developed with deliberate choices of vocabulary for the purpose / text type. <i>i.e. two or more points discussed in detail</i></p> <p>Main features of the text type are evident, <i>i.e. clarity of persuasive attempts clear with good attempts to convince beyond simple statements; i.e. present tense predominates e.g. some use of evidence or encouragement, writing is from 1 PoV</i></p> <p>Straightforward viewpoint, with a generally appropriate and consistent style, which mostly sustains reader interest. <i>e.g. emotive statements</i></p> <p style="text-align: right;">5–6</p> | <p>Paragraphs are used to help structure the text where the main idea is usually supported by following sentences, <i>i.e. paragraphs may signal a new point or view</i></p> <p>Logical sequence with attempts to link ideas evident but not consistent. <i>e.g. logical relationship between points</i></p> <p>(Some use of organisational devices, <i>e.g. sub-headings, bullet points etc. used as part of structuring</i>)</p> <p style="text-align: right;">4–5</p> |
| <p>Relevant material with attempts to develop basic information using a simple vocabulary relevant to the purpose/text type. <i>i.e. at least one point made with some elaboration</i></p> <p>Some general aspects of text type are evident, <i>i.e. ideally direct 2<sup>nd</sup> person 'you' and allow generalised 1<sup>st</sup> person 'we' e.g. powerful adjectives intended to persuade, simple rhetorical questions, chatty/informal tone</i></p> <p>The writers' attitude to the subject may be conveyed, with some attempt to engage the reader, <i>e.g. familiar tone, personal preferences stated</i></p> <p style="text-align: right;">3–4</p>     | <p>Paragraphs/sections are evident with related points grouped together by content. There may be some repetition of ideas.</p> <p>Some attempt to sequence relevant ideas logically, <i>e.g. introduction / closing statement may be evident</i></p> <p>Movement between paragraphs or sections, may be disjointed.</p> <p style="text-align: right;">2–3</p>  |
| <p>Some material included that is relevant to the task, <i>i.e. some basic information about keeping healthy</i></p> <p>Vocabulary is simple and relevant.</p> <p>Some elements of the text type can be seen <i>i.e. it has some persuasive elements at some point in the text</i></p> <p style="text-align: right;">1–2</p>  | <p>Some basic ordering - material grouped by content.</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>  |

| Sentence structure and punctuation (Wp)<br>7 marks   | Spelling (Ws)<br>3 marks   |
|--|--|
| <p>Use of complex sentences to provide clarity and emphasis, <i>e.g. 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 punctuation – <i>errors may occur where structures are ambitious.</i></p> <p>Commas are always used in lists and usually to mark clauses. 6–7</p>  |  |
| <p>Some complex sentences are used to create effect, such as using expanded phrases to develop ideas <i>e.g. noun, adverbial, adjectival, and verb phrases</i>, or a range of connectives (<i>e.g. if, so, because, then</i>).</p> <p>Grammar is usually correct in terms of tense and verb form, and generally correct in complex sentences.</p> <p>End of sentence punctuation is nearly always accurate throughout the text. Capitalisation is always correct.</p> <p>Commas are always used in lists and occasionally to mark clauses.</p> <p>(Speech marks may be used around words spoken but other speech punctuation may not be accurate.) 4–5</p> | <p>Spelling is generally correct throughout. (There may occasional be phonetically plausible attempts at complex words.)</p> <p>Correct spelling of most irregular or more uncommon polysyllabic words<br/><i>e.g. appear, information, impossible, probably, wondering, search.</i></p> <p>3</p>  |
| <p>A mix of simple and compound sentences.</p> <p>Compound sentences use simple connectives to join clauses, <i>e.g. and, but</i></p> <p>Generally correct grammar, <i>i.e. subject and verb generally agree. Verb tenses generally consistent. Word order generally accurate.</i></p> <p>Demarcation of straightforward sentences is usually correct. There may be <u>some</u> evidence of comma splicing. 2–3</p>  | <p>Spelling of regular and common irregular words, including some polysyllabic and compound words, is generally accurate, <i>e.g. friend, another, around, because, anything, something</i>,</p> <p>Spelling of plurals and past and present words is generally accurate, <i>e.g. boxes, clothes, told, stopped, wanted, making</i></p> <p>2</p> |
| <p>Some simple sentence structures are used successfully.</p> <p>Some variation in sentence openings.</p> <p>Some correct use of punctuation, such as full stops and capital letters. 1</p>  | <p>Spelling of high frequency words is generally correct, <i>e.g. their/there, when, were, what, some, etc.</i></p> <p>1</p>   |
| <p>No creditable response 0</p>  | <p>No creditable response 0</p>  |