



Cambridge Lower Secondary Checkpoint

ENGLISH

0861/01

Paper 1 Non-fiction

April 2025

MARK SCHEME

Maximum Mark: 50

Published

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.

This document has **10** pages.

Section A: Reading

| Question | Answer | Marks |
|----------|---|----------|
| 1(a) | Award 1 mark for: <ul style="list-style-type: none"> the stars / Milky Way) starlight / light from the stars | 1 |
| 1(b) | Award 1 mark for: <ul style="list-style-type: none"> blazes | 1 |

| Question | Answer | Marks |
|----------|---|----------|
| 2(a) | Award 1 mark for each of the following, up to a maximum of 2 marks : <ul style="list-style-type: none"> Allow a focused example/quote or a technique used Both can apply to 'magical' or both can apply to 'undiscovered world.' | 2 |
| 2(b) | Award 1 mark for: <ul style="list-style-type: none"> There is a mist/haze. misty/hazy | 1 |

| Question | Answer | Marks |
|----------|---|----------|
| 3(a) | Award 1 mark for the correct quotation: <ul style="list-style-type: none"> (wade through) a tide (of wild flowers) Award 1 mark for an appropriate explanation: <ul style="list-style-type: none"> e.g. there are lots of flowers / they are quite deep / high / dense / thick / moving | 2 |
| 3(b) | Award 1 mark for: <ul style="list-style-type: none"> (The writer uses a colon) to start / give / introduce a list (of all the different flowers). | 1 |
| 3(c) | Award 1 mark for: <ul style="list-style-type: none"> mount(s) | 1 |

| Question | Answer | Marks |
|----------|---|----------|
| 4(a) | Award 1 mark for: <ul style="list-style-type: none"> scrutinising | 1 |
| 4(b) | Award 1 mark for: <ul style="list-style-type: none"> reported speech <p>(Box 3 should be selected)</p> | 1 |

| Question | Answer | Marks |
|----------|--|----------|
| 5 | Award 1 mark for: <ul style="list-style-type: none"> (after) washing their hands of us | 1 |

| Question | Answer | Marks |
|----------|--|----------|
| 6(a) | Award 1 mark for: <ul style="list-style-type: none"> to indicate a pause between two actions <p>Box 4 should be selected.</p> | 1 |
| 6(b) | Award 1 mark for: <ul style="list-style-type: none"> short sentence: to describe a short action/event (i.e. the sound of the cuckoo) / to describe what they briefly heard / describes or emphasises. <p>Award 1 mark for:</p> <ul style="list-style-type: none"> long sentence: to describe a much longer action/activity / to describe an on-going activity / to give more detail (about what they are doing, feeling, smelling) | 2 |

| Question | Answer | Marks |
|----------|---|----------|
| 7 | Award 1 mark for: <ul style="list-style-type: none"> It links the two paragraphs / this paragraph to the previous paragraph. <p>Award 1 mark for an answer that conveys the following idea:</p> <ul style="list-style-type: none"> Things are about to change (suddenly) / to get worse (in this paragraph). / It conveys or introduces a contrasting idea. | 2 |

| Question | Answer | Marks |
|----------|--|----------|
| 8 | Award 1 mark for: <ul style="list-style-type: none"> as the air sharpens | 1 |

| Question | Answer | Marks |
|----------|--|----------|
| 9 | Award 1 mark for: <ul style="list-style-type: none"> energetic <p>(Box 4 should be selected.)</p> | 1 |


| Question | Answer | Marks |
|----------|--|----------|
| 10 | Award 1 mark for: <ul style="list-style-type: none"> A (pack) horse which is not yet properly trained / tamed / is uncontrollable / has wild energy (is making the other horses uneasy.) | 1 |


| Question | Answer | Marks |
|----------|---|----------|
| 11 | Award 1 mark for: <ul style="list-style-type: none"> (He's worried) it contains his passport and/or visas/documents (in which case the trip would have to end). | 1 |


| Question | Answer | Marks | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--------|-----------|---|------------------------|---|--|--|--|---|--|--|--|--|-----------------------|--------------------------|---|--------|-----------|---|----------------------------------|--|---|---|---|---|
| 12 | <p>Award 1 mark for each reason up to a maximum of 2 marks and award 1 mark for each <u>appropriate</u> quotation up to a maximum of 2 marks.</p> <p>A valid reason must be given to gain the quotation mark. Any <u>appropriate</u> quotations can be credited if a valid reason has been given. Other appropriate reasons and quotations can be accepted.</p> <p>If 'Yes' is ticked:</p> <table border="1" data-bbox="328 573 1318 1514"> <thead> <tr> <th data-bbox="328 573 823 622">Reason</th> <th data-bbox="823 573 1318 622">Quotation</th> </tr> </thead> <tbody> <tr> <td data-bbox="328 622 823 707">They are camping in a tent which won't give them much protection.</td> <td data-bbox="823 622 1318 707">I open my tent-flap...</td> </tr> <tr> <td data-bbox="328 707 823 824">The land/terrain is impossible/difficult to travel through.</td> <td data-bbox="823 707 1318 824">(The country ahead of us is dangerous, they say), and almost impassable.</td> </tr> <tr> <td data-bbox="328 824 823 1111">There had been a lot of rain that summer. / The ground is very wet/unstable (making it dangerous).</td> <td data-bbox="823 824 1318 1111">The monsoon rains had been heavy that summer. horses struggle (in bog water that is still flowing) / (ominously,) the ground (beneath the leading horseman) gives way... / stallion collapses into a mud hole (and has to force itself up onto its feet again)</td> </tr> <tr> <td data-bbox="328 1111 823 1263">The rangers give warnings / say there are bears</td> <td data-bbox="823 1111 1318 1263">We should have listened to them, of course. / releasing them from any responsibility And there are bears.</td> </tr> <tr> <td data-bbox="328 1263 823 1348">There is no one around to help if they get into trouble.</td> <td data-bbox="823 1263 1318 1348">Once inside the reserve, we will be beyond help.</td> </tr> <tr> <td data-bbox="328 1348 823 1429">The writer suggests more trouble is to come by using the word 'first'.</td> <td data-bbox="823 1348 1318 1429">first hint of trouble</td> </tr> <tr> <td data-bbox="328 1429 823 1514">Unpredictable packhorses</td> <td data-bbox="823 1429 1318 1514">One of our packhorses is still untamed / unsettles the others</td> </tr> </tbody> </table> <p>If 'No' is ticked:</p> <table border="1" data-bbox="328 1617 1318 2020"> <thead> <tr> <th data-bbox="328 1617 823 1666">Reason</th> <th data-bbox="823 1617 1318 1666">Quotation</th> </tr> </thead> <tbody> <tr> <td data-bbox="328 1666 823 1783">Batmonkh is the guide and isn't bothered by anything the rangers say.</td> <td data-bbox="823 1666 1318 1783">listens to them without interest</td> </tr> <tr> <td data-bbox="328 1783 823 1899">The rangers are only saying it's dangerous because they don't want them to go there.</td> <td data-bbox="823 1783 1318 1899">they resent outside intruders in their land</td> </tr> <tr> <td data-bbox="328 1899 823 2020">The horsemen didn't think they were going to be in trouble.</td> <td data-bbox="823 1899 1318 2020">(two men calmly) return with the lost saddlebags / as if their recovery were expected</td> </tr> </tbody> </table> | Reason | Quotation | They are camping in a tent which won't give them much protection. | I open my tent-flap... | The land/terrain is impossible/difficult to travel through. | (The country ahead of us is dangerous, they say), and almost impassable. | There had been a lot of rain that summer. / The ground is very wet/unstable (making it dangerous). | The monsoon rains had been heavy that summer. horses struggle (in bog water that is still flowing) / (ominously,) the ground (beneath the leading horseman) gives way... / stallion collapses into a mud hole (and has to force itself up onto its feet again) | The rangers give warnings / say there are bears | We should have listened to them, of course. / releasing them from any responsibility And there are bears. | There is no one around to help if they get into trouble. | Once inside the reserve, we will be beyond help. | The writer suggests more trouble is to come by using the word 'first'. | first hint of trouble | Unpredictable packhorses | One of our packhorses is still untamed / unsettles the others | Reason | Quotation | Batmonkh is the guide and isn't bothered by anything the rangers say. | listens to them without interest | The rangers are only saying it's dangerous because they don't want them to go there. | they resent outside intruders in their land | The horsemen didn't think they were going to be in trouble. | (two men calmly) return with the lost saddlebags / as if their recovery were expected | 4 |
| Reason | Quotation | | | | | | | | | | | | | | | | | | | | | | | | | |
| They are camping in a tent which won't give them much protection. | I open my tent-flap... | | | | | | | | | | | | | | | | | | | | | | | | | |
| The land/terrain is impossible/difficult to travel through. | (The country ahead of us is dangerous, they say), and almost impassable. | | | | | | | | | | | | | | | | | | | | | | | | | |
| There had been a lot of rain that summer. / The ground is very wet/unstable (making it dangerous). | The monsoon rains had been heavy that summer. horses struggle (in bog water that is still flowing) / (ominously,) the ground (beneath the leading horseman) gives way... / stallion collapses into a mud hole (and has to force itself up onto its feet again) | | | | | | | | | | | | | | | | | | | | | | | | | |
| The rangers give warnings / say there are bears | We should have listened to them, of course. / releasing them from any responsibility And there are bears. | | | | | | | | | | | | | | | | | | | | | | | | | |
| There is no one around to help if they get into trouble. | Once inside the reserve, we will be beyond help. | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Unpredictable packhorses | One of our packhorses is still untamed / unsettles the others | | | | | | | | | | | | | | | | | | | | | | | | | |
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| The rangers are only saying it's dangerous because they don't want them to go there. | they resent outside intruders in their land | | | | | | | | | | | | | | | | | | | | | | | | | |
| The horsemen didn't think they were going to be in trouble. | (two men calmly) return with the lost saddlebags / as if their recovery were expected | | | | | | | | | | | | | | | | | | | | | | | | | |

Section B: Writing


| Question | Answer | Marks |
|---|--------------------------------|-------------------|
| <p>Notes to markers</p> <ul style="list-style-type: none"> • Use the marking grids on the following pages. • Work through the five substrands (Wc, Wv, Ws, Wg, Ww) one at a time. There is a grid for each substrand, with boxes showing the criteria for the lowest mark on the left-hand side of the grid and the highest mark(s) on the right-hand side. • 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. • Award 0 marks where the performance fails to meet the criteria for the 1 mark box in the grid. <p>Note on extent:</p> <ul style="list-style-type: none"> • 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. | | |
| 13 | Creation of texts (Wc) | 5 |
| | Vocabulary and Language (Wv) | 3 |
| | Structure of texts (Ws) | 7 |
| | Grammar and punctuation (Wg) | 7 |
| | Word structure [Spelling] (Ww) | 3 |
| | | [Total 25] |

|  | | | |
|--|---|---|---|
| Creation of texts (Wc) [1] | Creation of texts (Wc) [2] | Creation of texts (Wc) [3] | Creation of texts (Wc) [4–5] |
| <p>Some material included that elaborates on basic information.</p> <p>OR</p> <p>Some elements of the text type can be seen.</p> <p><i>A maximum of 1 mark can be awarded if not the given text type.</i></p> | <p>A relevant response with well-chosen ideas and content. Some ideas and material are developed.</p> <p>Purpose of writing is clear and appropriate to the given text type where some features are evident.</p> <p>A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience.</p> | <p>Relevant material has ideas and content with detail developed.</p> <p>Features of the text type are clear throughout.</p> <p>Consistent viewpoint with detail that sustains interest with writer's style / personal response which emphasises particular points.</p> | <p>Content is clearly aimed at a target audience with a good balance of coverage.</p> <p>Writing is well developed so that features of the text type are used consistently and successfully.</p> <p>A clear, consistent relationship between writer and reader is established and maintained throughout the text.</p> |

|  | | |
|--|--|---|
| Vocabulary and Language (Wv) | Vocabulary and Language (Wv) | Vocabulary and Language (Wv) |
| [1] | [2] | [3] |
| Sometimes uses appropriate vocabulary to convey meaning matched to the context. | Appropriate vocabulary is used that is suitable for the <u>specified</u> text type. Good attempts to use persuasive elements (word/tone/phrases). | Language is wholly relevant to the text type and purpose. Specialised vocabulary is used well, for effect, throughout the text. Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest. |

|  | | | |
|--|---|--|--|
| Structure of texts (Ws) | Structure of texts (Ws) | Structure of texts (Ws) | Structure of texts (Ws) |
| [1] | [2-3] | [4-5] | [6-7] |
| Structure is clear using paragraphs/sections with some attempts to organise the content. | Paragraphs/sections are evident with related points grouped together (and/or linked by time sequence). Some attempts to sequence relevant ideas logically. Cohesion between paragraphs/sections is achieved using devices such as simple connectives to establish links. <i>If either the context or text type is incorrect, the maximum is 3.</i> | Content is organised so that ideas are developed cohesively and logically throughout a piece of sustained writing. Paragraphs/sections are organised to achieve an <u>appropriate effect for the specified text type</u> , where included sentences add clarity to overall text. (There may be some use of organisational devices such as bullets, numbered lists, Q&A style.) | Development of ideas is managed throughout an extended piece of writing. Well-organised ideas in paragraphs and/or sections support overall cohesion and shaping of a text. Logical links between paragraphs help the development of ideas. Cohesion within and between paragraphs is achieved using devices such as connectives. |

| ➔ | | | |
|---|--|---|--|
| Grammar and Punctuation (Wg) | Grammar and Punctuation (Wg) | Grammar and Punctuation (Wg) | Grammar and Punctuation (Wg) |
| [1] | [2-3] | [4-5] | [6-7] |
| <p>Some simple sentence structures are used successfully.</p> <p>Some correct use of punctuation, such as full stops and capital letters.</p> <p>Note: do not discriminate if learners write with good English but there are punctuation errors. If ambitious structures are used, begin marking at 2–3 marks, provided there is variation in sentence openings.</p> | <p>Uses an increasing range of sentence types accurately and may include attempts at complex structures.</p> <p>Use of expanded phrases to develop ideas. For example:</p> <ul style="list-style-type: none"> • noun, adverbial, adjectival, and verb phrases • with a range of connectives. <p>Verb forms are generally used accurately, i.e. subject matches verb, consistency of tense, use of singular and plural.</p> <p>Punctuation is used consistently and accurately, e.g.</p> <ul style="list-style-type: none"> • To demarcate sentences. • Commas are always used in lists and sometimes to clarify meaning in sentences. • Apostrophes correct for possession (sing./plural) • (Direct speech punctuation includes other punctuation alongside speech marks.) <p>Note: if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here</p> | <p>Grammar is almost always accurate throughout the text.</p> <p>For example:</p> <ul style="list-style-type: none"> • simple, compound and complex sentences; multi-clause sentences combine simple sentences and/or re-order clauses • modal verbs • pronouns and possessive pronouns used accurately • adjectives and adverbs used correctly (comparative/superlative) • use of prepositions <p>Punctuation is used accurately to: e.g.</p> <ul style="list-style-type: none"> • demarcate sentences (and for direct speech) • Commas are always used in lists and often to mark clauses in complex sentences. • Use of apostrophes is accurate. | <p>Overall grammar and use of English is fully <u>appropriate for the text type</u>.</p> <p>For example:</p> <ul style="list-style-type: none"> • A variety of simple, compound and complex sentences are chosen for effect. • Relative pronouns may provide detail. <p>Punctuation is used accurately, e.g.:</p> <ul style="list-style-type: none"> • to clarify meaning in complex sentences. <p>(All speech punctuation, reported and direct, is correct).</p> |

|  | | |
|--|--|--|
| Word structure (Ww) (Spelling) | Word structure (Ww) (Spelling) | Word structure (Ww) (Spelling) |
| [1] | [2] | [3] |
| <p>Examples:</p> <p>Spelling of all high frequency words and common polysyllabic words, including compound words, is correct.</p> <p>Spelling of words with common letter strings, but different pronunciations is correct, e.g. <i>through, tough</i>.</p> <p>Spelling of a range of common prefixes and suffixes is correct.</p> <p>Spelling of common homophones is correct.</p> <p>Some correct spelling of long and short vowel phonemes.</p> <p>Spelling of plurals is usually correct, e.g. <i>-s, -es, -y/ies, -f/ves</i>.</p> | <p>Examples:</p> <p>Correct spelling of words with less common letter strings that are pronounced differently, e.g. <i>pour, hour, piece, pie</i>.</p> <p>Some successful attempts to spell exceptions to known spelling rules.</p> <p>Correctly spell words with silent vowels and syllables in a range of polysyllabic words, e.g. <i>library, interest</i>.</p> <p>Spell common homonyms correctly, e.g. <i>wave (gesture), wave (sea)</i>.</p> <p>Spell words with a wide range of prefixes and suffixes, including opposites (un-, im-) correctly.</p> <p>Spell words with double consonants correctly.</p> | <p>Examples:</p> <p>Spell words with different suffixes that sound the same, -tion, -cian.</p> <p>Spell familiar homophones and commonly confused words correctly, e.g., <i>aloud, allowed, desert, dessert</i>.</p> <p>Spell a wide range of words, both regular and exception words, correctly, including words where similar consonant sounds vary, e.g. <i>-ck, -k, -ch, -que, -k</i>.</p> |