

Cambridge Lower Secondary Checkpoint

ENGLISH

1111/01

Paper 1 Non-fiction

April 2020

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and learners, to indicate the requirements of the examination. However, we have not been able to adjust it to reflect the full range of answers that would have been seen as a part of the normal moderation and marking process, and it does not necessarily contain all the possible alternatives that might have arisen.

Cambridge will not enter into discussions about the mark scheme.

This document has **10** pages. Blank pages are indicated.

Section A: Reading

Question	Answer	Marks
1	<p>Look at the heading: ‘The sky’s the limit.’</p> <p>What is the heading an example of? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • an idiom. 	1

Question	Answer	Marks
2	<p>Give <u>one</u> word from the first paragraph (lines 1–7) that tells the reader that the treehouses of Finca Bellavista have little effect on their surroundings.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • nestled. 	1

Question	Answer	Marks
3	<p>Look at the second paragraph (lines 8–13).</p> <p>Which <u>two-word</u> phrase shows that Matt and Erica were not initially looking for rainforest land to buy?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • stumbled on. 	1

Question	Answer	Marks
4	<p>Find examples in the text to support the following ideas.</p> <p>Award 1 mark for each of the following examples, up to a maximum of 3 marks:</p> <p>The writer thinks Matt and Erica’s area of land is beautiful.</p> <ul style="list-style-type: none"> • (this little slice of) paradise <p>The writer feels that the rainforest was under threat.</p> <ul style="list-style-type: none"> • (on the brink of being carved up) (into a timber harvest site) <p>Matt and Erica felt it was their duty to rescue the area.</p> <ul style="list-style-type: none"> • compelled to save this chunk of rainforest 	3

Question	Answer	Marks
5	<p>Give <u>two</u> ways residents can visit each other.</p> <p>Award 1 mark for two of the following:</p> <ul style="list-style-type: none"> • zip wire • bridges • on foot. 	1

Question	Answer	Marks
6	<p>Give <u>one phrase</u> from the first paragraph and <u>one phrase</u> from the last paragraph (lines 27-30), that tell the reader that Finca Bellavista has an independent source of electricity.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • (where) (everything is) solar-powered • (enjoy living) off the grid. 	2

Question	Answer	Marks
7	<p>Look at the last sentence (lines 28-30). Matt Hogan tells the reader that the rainforest is noisy. What does he suggest about the noise?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> The noise is peaceful / pleasant / calming / relaxing / continuous / inescapable / positive / good / tranquil / soothing. 	1

Question	Answer	Marks
8	<p>Give two examples that show the writer feels that Finca Bellavista is a challenging place to live.</p> <p>Award 1 mark for any of the following up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> (though modest!) understandably just a few hardy residents live permanently in their tree houses 'luxury' of indoor plumbing. 	2

Question	Answer	Marks
9	<p>Give two reasons why 'The sky's the limit' is a suitable heading for this article.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> Literal meaning / The houses are built high up in the trees, up in the sky / are not on the ground. It means that everything is possible. 	2

Question	Answer	Marks
10	<p>What evidence in the text suggests the article is aimed at young people? Give <u>two</u> examples.</p> <p>Award 1 mark for any of the following up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • The fact that the writer assumes the reader finds <u>wi-fi access</u> very important ('even, believe it or not, a wi-fi zone!'). • 'really cool', <u>vocabulary used by young</u>. 	2

Question	Answer	Marks
11	<p>Explain how the layout and presentation of the text makes the information easy to read. Give <u>two</u> ways.</p> <p>Award 1 mark for any of the following ideas, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • heading and/or subheading (used to structure the text so you know what you're about to read)/ questions are used as subheadings with the following paragraph answering the question/ questions that organize/ divided in topics and questions/ separate the content in questions • It is structured into short paragraphs. • Each paragraph has a topic sentence. • Important/ relevant/ topic vocabulary is in bold/ highlighted/ key words are marked/ writing key words differently/ emphasizing some words. • spacing between paragraphs. 	2

Question	Answer	Marks
12	<p>Which of the features below show that Text B is more formal than Text A? Tick (✓) two boxes.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • complex vocabulary • passive verb forms. 	2

Question	Answer	Marks
13	<p>Make a list of all the things the writer suggests people could do to live more sustainably.</p> <p>Award 3 marks for 9–12+ points Award 2 marks for 6–8 points Award 1 mark for 3–5 points Award 0 marks for 0–2 points</p> <ul style="list-style-type: none"> • Share transport. • Walk (on short journeys/going to school). • Buy fewer things/toys/gadgets/clothes. • Consume less. • Buy fewer items/things. • Buy/choose things with less packaging. • Use phones/computers/gadgets for longer/don't get rid of gadgets to get the latest model/use possessions for longer. • Recycle things. • Mend broken things if possible. • Use reusable bags/renewable bottles. • Buy local produce. • Switch off lights and electrical devices when not in use/save energy. • Act more responsibility. • Avoid plastic. • Use bamboo/sustainable materials. 	3

Question	Answer	Marks
14	<p>Summarise how people can make their lifestyles more sustainable. Use up to 50 words.</p> <p>Award 2 marks for a summary that combines 4 points from the previous question into a <u>coherent and well-crafted</u> summary, e.g.:</p> <ul style="list-style-type: none">• Teenagers should opt to walk short distances or share transport. They should look after their electronic devices carefully, keeping them for as long as possible, not exchanging them for more fashionable models unless necessary but recycling them. When shopping, they should take their own bags and buy local produce. [49 words] <p>Award 1 mark for a summary that combines 2–3 points from the previous question into a coherent summary.</p>	2

Section B: Writing

Question	Answer	Marks
<p>Notes to markers</p> <ul style="list-style-type: none"> • 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 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. <p>15 Write an article for your school magazine about the advantages and disadvantages of spending time in a remote area, such as a rainforest, mountains or an island, either alone or with other people.</p>		
15	Content, purpose and audience. (Wa)	8
	Text structure and organisation. (Wt)	7
	Sentence structure and punctuation. (Wp)	7
	Spelling (Ws)	3
		[Total: 25]

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Content, purpose and audience (Wa) 8 marks	Text structure and organisation (Wt) 7 marks
<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 style="text-align: right;">7–8</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 style="text-align: right;">6–7</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 style="text-align: right;">5–6</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 style="text-align: right;">4–5</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 style="text-align: right;">3–4</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 style="text-align: right;">2–3</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 style="text-align: right;">1–2</p>	<p>Some basic sequencing of material grouped by content is evident.</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) 7 marks	Spelling (Ws) 3 marks
<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 are 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>