



Cambridge Lower Secondary Checkpoint

ENGLISH

1111/01

Paper 1 Non-fiction

October 2021

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.

This document has **10** pages.

Section A: Reading

Question	Answer	Marks
1	<p>Look at the first paragraph (lines 1–6). Give <u>one</u> adjective that describes dull colours.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • drab. 	1

Question	Answer	Marks
2	<p>Content removed due to copyright restrictions Why does the writer use the short question and answer above?</p> <p>Award 1 mark for an answer that <u>recognises the contrast</u> between the previous sentence and [Content removed due to copyright restrictions], e.g.:</p> <ul style="list-style-type: none"> • to highlight/emphasise the difference between zebras and other mammals • to engage the reader's attention / to talk directly to the reader. 	1

Question	Answer	Marks
3	<p>Lines 3–6 tell the reader about the first and second stages of Caro's research. What does the reader learn about the second stage compared to the first?</p> <p>Award 1 mark for an answer that recognises the different conditions under which the second stage of the research took place, e.g.:</p> <ul style="list-style-type: none"> • He was confined indoors / stayed in one place / to the library. • He was not moving around outside. • Researching not observing 	1

Question	Answer	Marks
4	<p>Content removed due to copyright restrictions What does the phrase above tell the reader about the writer's opinion of safari guides?</p> <p>Award 1 mark for one of the following:</p> <ul style="list-style-type: none"> • Safari guides <u>should know better</u> / not generalise / know all facts • The writer is surprised that they are giving this explanation. 	1

Question	Answer	Marks
5	<p>Give <u>one</u> quotation from the second paragraph (lines 7–11) that tells the reader zebras have stripes in order to send a message to other animal species.</p> <p>Award 1 mark for either of the following:</p> <p>Content removed due to copyright restrictions</p>	1

Question	Answer	Marks
6	<p>The writer uses a long sentence in lines 9–11. Why?</p> <ul style="list-style-type: none"> • The writer wants to give a lot of information and provide details of the reasons why zebras have stripes. • To give ideas and create a list of important details. • A variety of sentence structure 	1

Question	Answer	Marks
7	<p>Content removed due to copyright restrictions</p> <p>How did Caro put himself in danger?</p> <p>Give <u>two</u> examples.</p> <p>Award 2 marks for an answer that recognises the danger Caro has placed himself in, e.g.:</p> <ul style="list-style-type: none"> • He thought he might be attacked by lions / mistaken for a real zebra. • He had no shelter/protection • No way of escaping / away from car • He was walking / on foot. 	2

Question	Answer	Marks
8	<p>Look at the fourth paragraph (line 19). Why has the writer used a short paragraph here in the text?</p> <p>Award 1 mark for an answer that recognises this as a pivotal moment in the text, e.g.:</p> <ul style="list-style-type: none"> to signal the end of one stage of Caro’s research and/or the beginning of another / to indicate a change of location/activity <p>OR</p> <ul style="list-style-type: none"> to show/emphasise that the first stage of the experiment was inconclusive / did not give an answer. 	1

Question	Answer	Marks
9	<p>Why does the writer use a colon in line 24?</p> <p>Award 1 mark for an answer that recognises the way the colon draws the reader’s attention to the conclusion in the second part of the sentence, e.g.:</p> <ul style="list-style-type: none"> to join <u>the</u> two clauses which are very closely related to <u>emphasise</u> the conclusion of the previous sentence. 	1

Question	Answer	Marks
10	<p>Content removed due to copyright restrictions What do the quotations above tell the reader about Caro’s character? Tick (✓) <u>two</u> boxes.</p> <p>Award 2 marks for the following:</p> <ul style="list-style-type: none"> inventive systematic. 	2

Question	Answer	Marks
11	<p>Give <u>two</u> features of a newspaper article used in <u>Text A</u>.</p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> headline / title / heading names of real people/places direct quotations / interview (short) paragraphs factual information/data direct speech expert (others) opinions rhetorical questions. 	2

Question	Answer	Marks
12	<p>What is the main purpose of <u>Text B</u>? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> to advise people how to see a tiger in the wild. 	1

Question	Answer	Marks
13	<p>What does the word <i>blasting</i> (line 5) tell the reader about the way that tigers move through the jungle when there are no trails?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> (tigers move) noisily/destructively. move with force create own path 	1

Question	Answer	Marks
14	<p>What is the main purpose of the third paragraph (lines 7–9)?</p> <p>Award 1 mark for an answer that identifies the comparison being made between tigers and leopards, e.g.:</p> <ul style="list-style-type: none"> to <u>explain/describe</u> the <u>differences</u> between tigers and leopards. 	1

Question	Answer	Marks
15	<p>Look at lines 8–9: ‘... a leopard’s not more than 6 centimetres, and the male’s is wider than the female’s.’ What is this an example of? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> ellipsis. 	1

Question	Answer	Marks
16	<p>Why is the word <i>woo</i> (line 11) in inverted commas (‘ ’)?</p> <p>Award 1 mark for an answer that recognises that this is a way of expressing a sound, e.g.:</p> <ul style="list-style-type: none"> • because this is the actual sound that the deer makes • (an example of) onomatopoeia 	1

Question	Answer	Marks
17	<p>The writer uses the phrase <i>the tiger’s ultimate dish</i> (line 12). What does the phrase above tell the reader?</p> <p>Award 1 mark for an answer that recognises that the phrase refers to the tiger’s preferred choice of food, e.g.:</p> <ul style="list-style-type: none"> • this is the tiger’s favourite food • preferred / most desired prey 	1

Question	Answer	Marks										
18(a)	<p>Complete the table below about tigers, using information from the text.</p> <p>Award 3 marks for 7–8 correct facts.</p> <p>Award 2 marks for 5–6 correct facts.</p> <p>Award 1 mark for 3–4 correct facts.</p> <p>Award 0 marks for 0–2 correct facts.</p> <table border="1" data-bbox="300 607 1347 1171"> <tbody> <tr> <td data-bbox="300 607 823 719">Where are the best places to see tigers in the reserves?</td> <td data-bbox="823 607 1347 719"> <ul style="list-style-type: none"> • <i>jungle trails</i> • waterholes • off the beaten track </td> </tr> <tr> <td data-bbox="300 719 823 797">Which are the best times of day to see tigers?</td> <td data-bbox="823 719 1347 797"> <ul style="list-style-type: none"> • <u>early</u> morning • evening </td> </tr> <tr> <td data-bbox="300 797 823 875">What is the best time of year to see tigers?</td> <td data-bbox="823 797 1347 875"> <ul style="list-style-type: none"> • April – June </td> </tr> <tr> <td data-bbox="300 875 823 954">What are the signs to look for?</td> <td data-bbox="823 875 1347 954"> <ul style="list-style-type: none"> • <u>fresh</u> tracks / <u>fresh/recent</u> paw prints (on top of a wheel mark) </td> </tr> <tr> <td data-bbox="300 954 823 1171">What are the signs to listen for?</td> <td data-bbox="823 954 1347 1171"> <ul style="list-style-type: none"> • <u>alarm calls</u> (of deer) • 'woo' (of deer) • bellow (of sambar) • sounds/noise of elephants • rumble (of elephants) • trumpeting (of elephants) </td> </tr> </tbody> </table>	Where are the best places to see tigers in the reserves?	<ul style="list-style-type: none"> • <i>jungle trails</i> • waterholes • off the beaten track 	Which are the best times of day to see tigers?	<ul style="list-style-type: none"> • <u>early</u> morning • evening 	What is the best time of year to see tigers?	<ul style="list-style-type: none"> • April – June 	What are the signs to look for?	<ul style="list-style-type: none"> • <u>fresh</u> tracks / <u>fresh/recent</u> paw prints (on top of a wheel mark) 	What are the signs to listen for?	<ul style="list-style-type: none"> • <u>alarm calls</u> (of deer) • 'woo' (of deer) • bellow (of sambar) • sounds/noise of elephants • rumble (of elephants) • trumpeting (of elephants) 	3
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18(b)	<p>Summarise what you should do in order to see a tiger in a reserve. Use up to 40 words.</p> <p>The summary should include the following <u>4</u> main points:</p> <ol style="list-style-type: none"> 1. <u>When and where</u> to see tigers only 1 mark for each 2. What signs to <u>look and listen</u> for only 1 mark for each <p>Award 2 marks for a summary that combines the <u>4</u> main points into a coherent summary, e.g.:</p> <ul style="list-style-type: none"> • To see a tiger, go in the early morning or evening from April to June. Jungle trails or waterholes are the best places. Look for fresh tracks and listen for the alarm calls of deer or an elephant trumpeting. (39 words) <p><u>Do Not Award</u> more than 1 mark where the summary exceeds 40 words or where less than 4 correct points are made.</p> <p>Place a vertical line after the 40th word.</p> <p>Accept words lifted from the text where they contribute to a cohesive summary.</p> <p>Award 0 marks for a summary made up of facts that are notes or in a repeated list or where no correct points are made.</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>19 Some people believe that it's wrong to keep animals in captivity in zoos. Others think zoos do valuable conservation work while allowing the public to see unusual or endangered animals.</p> <p>What do you think, and why? Write a balanced argument, giving your opinions.</p>		
19	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
<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, etc.</i>, 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 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>