

Cambridge Lower Secondary Checkpoint

ENGLISH

1111/01

Paper 1 Non-fiction

October 2022

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. Any blank pages are indicated.

Section A: Reading

Question	Answer	Marks
Look at the heading and the first paragraph (up to line 5). TEXT A		
1(a)	<p>What does the phrase <i>junk food</i> (in the heading) mean?</p> <p>Award 1 mark for either of the following:</p> <ul style="list-style-type: none"> Junk means rubbish / trash / bad for you / no value / unhealthy Junk food has high fat / sugar / salt content / high calorific content <p>Accept 'calorie-laden salty and sweet snacks'.</p>	1
1(b)	<p>Why does Professor Martin think that banning junk food would not work?</p> <p>Award 1 mark for either of the following:</p> <ul style="list-style-type: none"> It will make the food more attractive / glamorous / desirable / tempting Accept 'mystique or appeal' It will make them want it more / curiosity / addicted to It will make children devious / will eat it when their parents are not around / will eat it when they can / will try it out if given a chance 	1

Question	Answer	Marks
Look at the second paragraph (lines 6–11).		
2(a)	<p>What does the writer's use of the word <i>temptations</i> tells the reader?</p> <p>Award 1 mark for either of the following:</p> <ul style="list-style-type: none"> It is difficult to resist / appealing / feel like eating it / want to eat it / want it / desperate for / create desire for Children are drawn / attracted to it / curiosity 	1
2(b)	<p>What does the phrase <i>make up for lost time</i> tell the reader?</p> <p>Award 1 mark for either of the following:</p> <ul style="list-style-type: none"> The children ate a large quantity / a lot The children ate faster / speedily / greedily / urgently / vigorously / gobbled down They missed it so take advantage / been denied, now can have 	1
2(c)	<p>What is <i>backfire</i> (line 11) an example of?</p> <p>Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> a metaphor. 	1

Question	Answer	Marks						
Look at the third paragraph (lines 12–18).								
3(a)	<p>Professor Martin suggests how parents can help their children eat healthily. For each of the verbs below, give a suggestion that Professor Martin makes.</p> <p>Award 1 mark for each correct suggestion, up to a maximum of 2 marks:</p> <table border="1"> <tbody> <tr> <td>Persuades</td> <td>Martin encourages her kids to eat nutritious berries.</td> </tr> <tr> <td>Advises</td> <td> <ul style="list-style-type: none"> Give children reasons Offer baked (instead of fried) chips Allow chips but with carrots </td> </tr> <tr> <td>Allows</td> <td> <ul style="list-style-type: none"> Allow children to feel like they have some control Negotiation and / or trade-offs Have fried chips but with carrots Sweets instead of desserts </td> </tr> </tbody> </table>	Persuades	Martin encourages her kids to eat nutritious berries.	Advises	<ul style="list-style-type: none"> Give children reasons Offer baked (instead of fried) chips Allow chips but with carrots 	Allows	<ul style="list-style-type: none"> Allow children to feel like they have some control Negotiation and / or trade-offs Have fried chips but with carrots Sweets instead of desserts 	2
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Allows	<ul style="list-style-type: none"> Allow children to feel like they have some control Negotiation and / or trade-offs Have fried chips but with carrots Sweets instead of desserts 							
3(b)	<p>Why does the writer use informal language at the end of the third paragraph?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> this is <u>how</u> Professor Martin speaks to her children at home to show <u>how</u> a parent speaks to a child / their children / at home. to make it more personal 	1						

Question	Answer	Marks
4	<p>Look at the fourth paragraph (lines 19–22). What does the word <i>swamped</i> tell the reader?</p> <p>Award 1 mark for either of the following:</p> <ul style="list-style-type: none"> It is everywhere / anywhere / surrounded by People can't avoid / escape it There is too much of it / it is overwhelming 	1

Question	Answer	Marks
5	<p>Look at the fifth paragraph (lines 23–26). Which phrase tells us that Professor Martin does control what her children eat?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> Allows 	1

Question	Answer	Marks
6	<p>Look at the sixth paragraph (lines 27–28). What does the last sentence tell us about the writer’s opinion?</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • It shows that the whole issue isn’t worth all the fuss • This isn’t such a big issue • Life is to be enjoyed / not taken too seriously 	1

Question	Answer	Marks
7	<p>What is the main purpose of <u>Text A</u>? Tick (✓) one box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • to persuade parents not to ban junk food. 	1

Question	Answer	Marks
Look at the first paragraph (lines1–4). TEXT B		
8(a)	<p>What does the phrase <i>expensive fashionable diets and fitness trends</i> tell the reader?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • They are gimmicky / short-term / only for now / temporary 	1
8(b)	<p>Give <u>two</u> ways the writer reassures teenagers about having a healthy lifestyle in the first paragraph.</p> <p>Award 1 mark for each of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • The tone / It is positive • The text says ‘It doesn’t have to be complicated’ • The text says ‘It can be incorporated into your daily routine’. • There are several ways (to be healthy) • The text says ‘good news’. • The text says it is difficult as a way of showing they understand. 	2

Question	Answer	Marks
Look at the second paragraph (lines 5–10).		
9(a)	<p>What is the key message? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> It is important to eat a balanced diet. 	1
9(b)	<p>Why has the writer used inverted commas (‘ ’) around <i>low-fat</i>?</p> <p>Award 1 mark for either of the following:</p> <ul style="list-style-type: none"> The aim is to show that these foods are not low-fat / not what they claim to be That the writer doesn't believe they are low in fat 	1

Question	Answer	Marks
10	<p>What language feature is <i>soothing and sound slumber</i> (line 20) an example of in <u>Text B</u>?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> alliteration. <p>Accept sibilance.</p>	1

Question	Answer	Marks
11	<p>What is the main purpose of <u>Text B</u>?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> to advise (teenagers about healthy living / fitness) to persuade (teenagers to be healthy/fit) 	1

Question	Answer	Marks
12	<p>Why does the writer use a colon (:) in the heading in <u>Text B</u>?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> To introduce (a list of) ways teenagers can keep fit / be healthy To list (ways teenagers can keep fit / be healthy) 	1

Question	Answer	Marks
13	<p>Make a list of how the writer suggests that teenagers can improve their health through their diet and sleeping habits.</p> <ul style="list-style-type: none"> • Have a balanced diet • Have a healthy relationship with food • Avoid sugary drinks / processed foods / processed meat / chips • Eat healthy food / high in nutrients / eat nuts / wholegrains / fruits / vegetables / fish • Appreciate your food / sit down at the table. / don't use your phone while eating • Get nine hours / enough sleep per night • Have a routine <u>bedtime</u> / the same <u>bedtime</u> every night • Go to bed early. / At the same time every night / Don't go to bed late. • Don't go to bed late • Don't watch TV / browse your phone in bed • Make sure your bedroom is dark/quiet. <p>Award 3 marks for 7–10 points.</p> <p>Award 2 marks for 4–6 points.</p> <p>Award 1 mark for 2–3 points.</p> <p>Award 0 marks for 0–1 point.</p>	3

Question	Answer	Marks
14	<p>Write a summary of how teenagers can improve their health through their diet and sleeping habits. Include some of the points from your list. Use your own words as much as possible. Write a maximum of 50 words.</p> <p>Award 2 marks for a summary that mentions 4 points from the previous question into a coherent summary, e.g.:</p> <p><i>Teenagers need a balanced diet of healthy, unprocessed foods. They should avoid sugary drinks and sit at a table to eat their meals. Teenagers need nine hours' sleep a night, and they should go to bed at the same time every night in a room that is dark and quiet. [50 words]</i></p> <p>Award 1 mark for a summary that combines 2–3 points from the previous question into a coherent summary.</p> <p>Count if 4 points are made: place a vertical line after the 50th word. <u>Do not credit</u> any point after the line.</p> <p><u>Do not award</u> more than 1 mark where the summary <u>exceeds 50 words</u>.</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 <u>only one or no correct points are made.</u></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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>15 A website for teenagers has posted an article arguing that teenagers today are too interested in fashion and image.</p> <p>Write a response to the article, arguing your point of view.</p> </div>		
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 organization (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 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>

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