



Cambridge Lower Secondary Checkpoint

ENGLISH

0861/01

Paper 1 Non-fiction

October 2023

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 **12** pages. Any blank pages are indicated.

Section A: Reading

Question	Answer	Marks
1(a)	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> a compound-complex sentence <p>Box 4 to be indicated. Award 0 marks where more than one box is indicated.</p>	1
1(b)	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> Understanding the subject of the second and third sentences depends on having read the first sentence. <p>Accept any response that indicates that the subject is missing from the second and third sentences.</p> <p>Accept any response that refers to the actual content, e.g. 'They refer back to Barnaby Smyth in the first sentence and say more about what he is doing without mentioning him.'</p>	1

Question	Answer	Marks
2	<p>Award 1 mark for each of:</p> <ul style="list-style-type: none"> It helps the reader to picture the scene. It directs the reader's attention to where things are (in the room). 	2

Question	Answer	Marks
3(a)	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> (exactly) in sync (with) <p>Excess denies</p>	1
3(b)	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> The sequence/nouns convey(s) the idea of acceleration / increasing speed. 	1
3(c)	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> The writer addresses the reader in the second person. The writer uses the personal pronoun 'you'. <p>Accept 'if you were here' / 'you would believe'. Inverted commas are not necessary.</p>	1

Question	Answer	Marks
4(a)	Award 1 mark for one of the following: <ul style="list-style-type: none"> It gives a definition of 'foley'. It links the title to the text. It begins with 'Welcome'. It introduces the topic. 	1
4(b)	Award 1 mark for: <ul style="list-style-type: none"> has finished giving an example of what a foley artist does. Box 4 to be indicated. Award 0 marks where more than one box is indicated.	1
4(c)	Award 1 mark for each of the following, up to a maximum of 2 marks : <ul style="list-style-type: none"> squeak swish Excess denies	2

Question	Answer	Marks
5(a)	Award 1 mark for: <ul style="list-style-type: none"> and (there are) shoes, shelf upon shelf, hundreds (of them). Excess denies. shoes, shelf upon shelf shoes, hundreds (of them) Also accept different kinds of ground to walk on.	1
5(b)	Award 1 mark for: <ul style="list-style-type: none"> It's very simple / obvious / easy. 	1

Question	Answer	Marks
6	Award 1 mark for: <ul style="list-style-type: none"> It means the sounds he creates seem natural to the audience. / The audience doesn't hear anything artificial in the sounds he has created. / Because it shows he is doing it well when people do not notice it. 	1

Question	Answer	Marks
7	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> • She screams automatically at some things. <p>Box 3 to be indicated. Award 0 marks where more than one box is indicated.</p>	1

Question	Answer	Marks
8	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> • She makes a living by screaming / making loud noises. • She screams a lot. 	1

Question	Answer	Marks
9	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> • a scream's highest/loudest point <p>Accept pitch if it is qualified by a relevant superlative. Do NOT accept pitch on its own.</p>	1

Question	Answer	Marks
10	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> • therapeutic / relaxing effect that screaming has on Ashley. • the unusual / unexpected / extraordinary / remarkable effect on Ashley. 	1

Question	Answer	Marks
11	<p>Award 1 mark for each of the following up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • Neither of them is seen / appears in the films they help to make / they both work behind the camera. • They both have to match sounds to what they see on the screen. • Most people are unaware of them. • They make the film more realistic and believable. • They both work post-production. 	2

Question	Answer	Marks												
12(a)	<p>Award 3 marks for 5–6 correct answers, 2 marks for 3–4 correct answers, and 1 mark for 1–2 correct answers:</p> <table border="1" data-bbox="325 376 1321 958"> <tbody> <tr> <td data-bbox="325 376 783 465">The type of work Ashley used to do</td> <td data-bbox="783 376 1321 465"> <ul style="list-style-type: none"> actor / actress / on-camera performer </td> </tr> <tr> <td data-bbox="325 465 783 555">The work Ashley does now</td> <td data-bbox="783 465 1321 555"> <ul style="list-style-type: none"> scream artist / voiceover actor / voiceover actress </td> </tr> <tr> <td data-bbox="325 555 783 645">At what point in the making of a film Ashley does her job</td> <td data-bbox="783 555 1321 645"> <ul style="list-style-type: none"> after filming is completed / post-production </td> </tr> <tr> <td data-bbox="325 645 783 757">Something Ashley needs to know to do her job</td> <td data-bbox="783 645 1321 757"> <ul style="list-style-type: none"> the different types of scream / how to make screams sound different / what is happening on the screen </td> </tr> <tr> <td data-bbox="325 757 783 913">One reason why Ashley's job is necessary</td> <td data-bbox="783 757 1321 913"> <ul style="list-style-type: none"> because actors could damage their voices / might not be able to make the right sounds with their voice / to protect the actors' voices </td> </tr> <tr> <td data-bbox="325 913 783 958">One example of Ashley's work</td> <td data-bbox="783 913 1321 958"> <ul style="list-style-type: none"> the film Jurassic World in 2015 </td> </tr> </tbody> </table>	The type of work Ashley used to do	<ul style="list-style-type: none"> actor / actress / on-camera performer 	The work Ashley does now	<ul style="list-style-type: none"> scream artist / voiceover actor / voiceover actress 	At what point in the making of a film Ashley does her job	<ul style="list-style-type: none"> after filming is completed / post-production 	Something Ashley needs to know to do her job	<ul style="list-style-type: none"> the different types of scream / how to make screams sound different / what is happening on the screen 	One reason why Ashley's job is necessary	<ul style="list-style-type: none"> because actors could damage their voices / might not be able to make the right sounds with their voice / to protect the actors' voices 	One example of Ashley's work	<ul style="list-style-type: none"> the film Jurassic World in 2015 	3
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12(b)	<p>Award 2 marks for a summary that combines three pieces of relevant information from the table into a coherent summary, e.g.:</p> <ul style="list-style-type: none"> Scream artists are voiceover actors who add their screams to scenes after they have been filmed. Scream artists need to know what different types of scream sound like. Their work is necessary because actors might damage their voice by screaming, or might not be able to make the right sounds. (50 words) <p>Award 1 mark for a summary that includes two pieces of information.</p> <p>Award 0 marks for only one point.</p> <p>Award 0 marks for a summary made up of facts that are notes or in a repeated list.</p> <p>Count if three points are made: place a vertical line after the 50th word.</p> <p>Do not award more than 1 mark where the summary exceeds 50 words.</p> <p>Accept words lifted from the text where they contribute to a cohesive summary.</p>	2												

Section B: Writing**Notes to markers**

- Use the marking grids on the following pages.
- 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.
- 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.

Task

- 13** You have been asked to write an article for your school magazine about a new skill that you have been developing either in school or outside of school.

You should think about:

- what the skill is and how you have been developing it
- where and when you use the skill
- how you could develop the skill further in future.

	Marks
Creation of texts (Wc)	5
Vocabulary and language (Wv)	3
Grammar and punctuation (Wg)	7
Structure of texts (Ws)	7
Word structure [spelling] (Ww)	3
[Total 25]	

Creation of texts (Wc) [5 marks]	Vocabulary and language (Wv) [3 marks]	Grammar and punctuation (Wg) [7 marks]	Structure of texts (Ws) [7 marks]	Word structure (Ww) (spelling) [3 marks]
<p>The writer's attitude to the subject is well established and conveyed in a consistent style throughout which effectively sustains the reader's interest.</p> <p>Features and conventions of the relevant text type, when appropriate, are successfully manipulated for effect throughout.</p> <p>Structural, linguistic and literary features are used in combination to create specific effects.</p> <p>A logical viewpoint is established and sustained throughout. If relevant, multiple viewpoints are expressed clearly.</p>		<p>Grammar is used accurately throughout the text. For example, there is:</p> <ul style="list-style-type: none"> • a wide range of sentence types manipulated and/or adapted for effect. • grammatical features are used effectively to contribute to the overall development of the text. • Consistent use of formal and/or informal register to enhance and emphasise meaning according to context, purpose and audience. <p>Punctuation is accurate:</p> <ul style="list-style-type: none"> • Use of a wide range of punctuation for effect. • Conventions of layout are always applied effectively and consistently e.g., bullet points. 	<p>The response is well-organised using a wide range of organisational features accurately and effectively.</p> <p>Ideas are developed with chronological or logical links throughout the text from an effective introduction to a successful conclusion.</p> <p>Paragraphs are used successfully to structure the content. There is effective cohesion within and between paragraphs.</p> <p>An effective range of carefully chosen sentence openings and connectives are used appropriately to support content.</p>	
[4–5]		[6–7]	[6–7]	

Creation of texts (Wc)	Vocabulary and language (Wv)	Grammar and punctuation (Wg)	Structure of texts (Ws)	Word structure (Ww) (spelling)
<p>The writer's attitude to the subject is conveyed in a generally appropriate and consistent style, which mostly sustains the reader's interest.</p> <p>Main features and conventions of the text type are occasionally manipulated for effect.</p> <p>Some combinations of structural, linguistic and literary features to create a specific effect.</p> <p>A viewpoint is expressed clearly and sustained throughout.</p>	<p>Material is wholly relevant using a specialised vocabulary mostly accurately for the purpose / text type.</p> <p>Conscious language choices are made, which shape the intended purpose and effect on the reader.</p>	<p>Grammar is mostly accurate throughout the text. e.g.,</p> <ul style="list-style-type: none"> • Use a range of sentence types, manipulated and/or adapted for effect. • Use grammatical features to contribute to the overall development of the text. • Formal and/or informal register is generally used appropriately according to context, purpose and audience. <p>Punctuation is mostly accurate:</p> <ul style="list-style-type: none"> • Use a range of punctuation for effect. • Conventions of layout are applied consistently e.g., bullet points. 	<p>The overall response is presented clearly and is well-organised using a range of organisational features successfully.</p> <p>Ideas are developed with chronological or logical links throughout the text with a successful opening and closing.</p> <p>Paragraphs are used to help structure the text where the main idea is usually supported by following sentences.</p> <p>A range of sentence openings and connectives are used appropriately to support content.</p>	<p>Spelling is usually correct throughout. (There may occasionally be phonetically plausible attempts at complex words.)</p> <p>Correct spelling of most, not all, polysyllabic words, e.g., appear, information, probably, separate wandering/wandering, business, essentially, accommodation.</p>
[3]	[3]	[4–5]	[4–5]	[3]

Creation of texts (Wc)	Vocabulary and language (Wv)	Grammar and punctuation (Wg)	Structure of texts (Ws)	Word structure (Ww) (spelling)
<p>Content is suitable for the intended audience.</p> <p>Viewpoints are well-presented and consistent throughout.</p> <p>Uses relevant features consistently for a chosen purpose to clarify meaning.</p> <p>Content may use different characters and voices within the text when relevant.</p> <p>May begin to add structural and literary features in parts of the text.</p>	<p>Material is mostly relevant using a specialised vocabulary accurately for the purpose / text type.</p> <p>Mostly conscious language choices are made, which shape the intended purpose and effect on the reader.</p>	<p>Grammatical structures are generally accurate throughout the text, e.g.,</p> <ul style="list-style-type: none"> • Use of some range of sentence types to support the text type. • Some complex sentences may be attempted to create effect, such as using expanded verb phrases. • Some awareness of formal and/or informal register according to context, purpose and audience. <p>Some range of punctuation: <ul style="list-style-type: none"> • commas, semi-colons, dashes and hyphens are used accurately to clarify meaning. <p>There may be evidence of comma splicing.</p> <p><i>Note: if punctuation is totally lacking and other descriptors met then give the lower mark here.</i></p> </p>	<p>The response is generally well-organised and attempts the use of some organisational features.</p> <p>Some attempt to sequence relevant ideas logically.</p> <p>Paragraphs / sections are evident, though not always consistently or appropriately, with related points grouped together or linked by time sequencers.</p> <p>Movement between paragraphs or sections, may be disjointed with a limited range of sentence openings and connectives.</p>	<p>Spelling of common and some less-common words, including polysyllabic and compound words, is generally accurate, e.g., friend, another, around, because, anything, something.</p> <p>Spelling of plurals and some past and present words is generally accurate, e.g., boxes, clothes, told, stopped, wanted.</p>
[2]	[2]	[2–3]	[2–3]	[2]

Creation of texts (Wc)	Vocabulary and language (Wv)	Grammar and punctuation (Wg)	Structure of texts (Ws)	Word structure (Ww) (spelling)
Some material included that is relevant to the task. The writer's attitude to the subject inconsistently conveyed, with some attempt to engage the reader. Some elements of the text type can be seen; <i>a maximum of 1 mark can be awarded if not the correct text type.</i>	Some language choices are made, which shape the intended purpose and effect on the reader. Creates some effect by using a range of linguistic and literary techniques.	Basic grammatical structures are generally correct, e.g., • subject and verb generally agree. Past and present tense of verbs generally consistent. • A mix of simple and some compound sentences used accurately. Some complex sentences may be attempted to expand detail but not always successfully. • Formal and/or informal register may be attempted but not consistently according to context, purpose and audience. Punctuation: • Demarcation of straightforward sentences is usually correct. • Commas are used in lists and occasionally to mark clauses. <i>Note: learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English.</i>	Some attempt to organise the overall text. Some basic sequencing of ideas in relation to the stimulus. Paragraphs / sections are evident with related points grouped together or linked by time sequence. Movement between paragraphs or sections, is disjointed with a very limited range of sentence openings and connectives.	Spelling of high frequency words is generally correct, e.g., their/there, when, were, what, some, etc.
[1]	[1]	[1]	[1]	[1]
Creation of texts (Wc)	Vocabulary and language (Wv)	Grammar and punctuation (Wg)	Structure of texts (Ws)	Word structure (Ww) (spelling)
No creditable response	No creditable response	No creditable response	No creditable response	No creditable response
[0]	[0]	[0]	[0]	[0]