

Cambridge Lower Secondary Checkpoint

ENGLISH

0861/01

Paper 1 Non-fiction

October 2024

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.

Instructions to Examiners

1. You are required to make annotations on scripts, firstly to help you decide on your assessment, and secondly to show your Team Leader on what that assessment was based.
2. Useful hints for making annotations on RM Assessor:
 - On the Writing task, make your annotations against the first mark. If they 'disappear' for the subsequent marks, you do not need to put them in again.

Section A: Reading**Questions 1–11**

Put a Red Tick for each correct point, on the point or in the right-hand margin. Try not to obscure what the candidate has written.

DO NOT use red crosses.

For Q7a you can use the REP for repetition.

Remember you may use BOD (Benefit of Doubt) and the caret for omission.

Section B: Writing**Question 12**

1. XSP in the left-hand margin for spelling mistakes.
2. XP in the right-hand margin for Full Stops missed.
3. XP in the body of the text for all other punctuation errors.
4. Red Wavy Underline for all Grammar, Style errors and awkwardness of any kind.
5. Red Wavy Vertical Line in either margin for extended areas of error or weak expression.
6. A Red Tick in the body of the text for good Sentence Structure and / or for any rewardable use of apt and correct Punctuation.
7. Use the SEEN annotation to indicate the page(s) for the Writing question has been seen.
8. Do not mark the plan. Anything that is written in the planning section is to be totally ignored. This includes if this is the only attempt for the Question.

Section A: Reading

Question	Answer	Marks
1(a)	Award 1 mark for: <ul style="list-style-type: none"> to introduce the type of weather condition <p>Box 2 to be indicated. Award 0 marks where more than one box is indicated.</p>	1
1(b)	Award 1 mark for one of the following: <ul style="list-style-type: none"> It explains how it is no ordinary bridge / builds on the previous sentence It introduces the opposing/contrasting ideas of the third sentence (to the ideas in the second sentence). The second sentence refers to manmade materials and third sentence introduces opposite idea of natural materials. 	1

Question	Answer	Marks
2	Award 1 mark for one of the following: <ul style="list-style-type: none"> so their villages were not completely cut off / isolated so they could reach the nearest towns 	1

Question	Answer	Marks
3	Award 1 mark for an answer conveying the following idea : <ul style="list-style-type: none"> Anchoring shows the tree has a very strong base (stability) to support the bridge structure / having good foundations. <p>Award 1 mark for an answer conveying the following idea:</p> <ul style="list-style-type: none"> Elasticity shows that the tree/roots can be manipulated/intertwined to be formed into the bridge structure. 	2

Question	Answer	Marks
4(a)	Award 1 mark for: <ul style="list-style-type: none"> trained over (to the other side) Do not allow a complete sentence.	1
4(b)	Award 1 mark for: <ul style="list-style-type: none"> (to) bear loads / hold up (to 50 people) Do not allow a complete sentence.	1

Question	Answer	Marks
5	Award 1 mark for one of the following: <ul style="list-style-type: none"> for <u>emphasis</u> / <u>to emphasise</u> (that sometimes more than one village is needed / that several villages are needed) Do not allow to add more/further information (about who takes care of the bridge) as a comma would also add further information.	1

Question	Answer	Marks
6	Award 1 mark for: <ul style="list-style-type: none"> A 'form of architecture' suggests something made by humans / a man-made construction. Award 1 mark for: <ul style="list-style-type: none"> In the first paragraph it says the bridge 'is constructed – or cultivated – from...' suggesting it is natural / part of nature / it is grown and manipulated rather than constructed by people. N.B. To gain this mark a <u>contrast</u> must be made to the first point. 	2

Question	Answer	Marks
7(a)	<p>Award a maximum of 3 marks as follows:</p> <p>1 correct answer 0 marks 2 correct answers 1 mark 3–4 correct answers 2 marks 5–7 correct answers 3 marks</p> <ul style="list-style-type: none"> • producing their own building material • absorb carbon dioxide • help stabilise the soil / protect against soil erosion • prevent landslides • promote biodiversity / ecosystem • support insects that help with pollination • help animals to thrive / animals do not differentiate between the bridge and natural forest / animals use root bridges to move from one part of the forest to another 	3
7(b)	<p>Award 2 marks for a summary that combines three or more pieces of relevant information from the table into a coherent summary.</p> <p>Example:</p> <ul style="list-style-type: none"> • Tree roots stabilise the soil which prevents landslides and erosion. Insects in trees pollinate other plant species and plants, such as moss, grow on the trees, which absorb carbon dioxide. / Natural root bridges mean that bigger animals can move throughout the forest and increase places where they can find food. <p>Award 1 mark for a summary that includes two pieces of information. Award 0 marks for only one point. 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. Do not award more than 1 mark where the summary exceeds 50 words. Accept words lifted from the text where they contribute to a cohesive summary.</p>	2

Question	Answer	Marks
8	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> • The bridges are part of Khasi culture/history. / culture and history. • Bridges are scientifically important (as they promote biodiversity / improve the environment). 	1


Question	Answer	Marks														
9	<p>Award 1 mark for each reason and a second mark for a matching quotation up to a maximum of 4 marks:</p> <table border="1"> <thead> <tr> <th>Reason</th> <th>Quotation</th> </tr> </thead> <tbody> <tr> <td>Other places are not as wet as Meghalaya so conventional bridges would be okay.</td> <td>Meghalaya includes some of the wettest locations on Earth.</td> </tr> <tr> <td>The bridges take too long to construct/cultivate.</td> <td>Building these bridges takes decades of work. network of roots matures over time ... when stabilized, after about a decade the maturing trees sprout secondary, aerial roots...</td> </tr> <tr> <td><i>Ficus elastica</i> is indigenous to India.</td> <td><i>Ficus elastica</i> – a tree that grows abundantly in the subtropical climate of Meghalaya</td> </tr> <tr> <td>Building the bridges requires skills specific to Khasi culture.</td> <td>Using a method perfected over centuries...</td> </tr> <tr> <td>Maintenance/work takes too much time/manpower.</td> <td>...most bridges require the collective effort of families or even an entire village – sometimes several villages...</td> </tr> <tr> <td>Root bridges do not carry as much weight / are not good for cars or other heavier vehicles. Road bridges carry more weight.</td> <td>A conventional bridge can bear more weight.</td> </tr> </tbody> </table>	Reason	Quotation	Other places are not as wet as Meghalaya so conventional bridges would be okay.	Meghalaya includes some of the wettest locations on Earth.	The bridges take too long to construct/cultivate.	Building these bridges takes decades of work. network of roots matures over time ... when stabilized, after about a decade the maturing trees sprout secondary, aerial roots...	<i>Ficus elastica</i> is indigenous to India.	<i>Ficus elastica</i> – a tree that grows abundantly in the subtropical climate of Meghalaya	Building the bridges requires skills specific to Khasi culture.	Using a method perfected over centuries...	Maintenance/work takes too much time/manpower.	...most bridges require the collective effort of families or even an entire village – sometimes several villages...	Root bridges do not carry as much weight / are not good for cars or other heavier vehicles. Road bridges carry more weight.	A conventional bridge can bear more weight.	4
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Question	Answer	Marks												
10	<p>Award 1 mark for each correct match, up to a maximum of 3 marks.</p> <table> <thead> <tr> <th>Paragraphs</th> <th>Ideas</th> </tr> </thead> <tbody> <tr> <td>Third and fourth</td> <td>conservation of the bridges</td> </tr> <tr> <td>Fifth and sixth</td> <td><i>benefits to the landscape</i> (do not mark: pre-populated answer)</td> </tr> <tr> <td>Seventh</td> <td>the building process</td> </tr> <tr> <td>Eighth</td> <td>the impact of climate change</td> </tr> <tr> <td></td> <td>the benefits to the villagers</td> </tr> </tbody> </table>	Paragraphs	Ideas	Third and fourth	conservation of the bridges	Fifth and sixth	<i>benefits to the landscape</i> (do not mark: pre-populated answer)	Seventh	the building process	Eighth	the impact of climate change		the benefits to the villagers	3
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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">• It is written in the third person.• The tone is impersonal/unemotional.• It uses standard English. / There is no colloquial language or slang.• It uses scientific/technical vocabulary.• There are no contractions.• There are no abbreviations.• Mainly long/complex sentences are used.• There is not much descriptive language.• There are passive forms of verbs.	2

Section B: Writing


Question	Answer	Marks
<p>A website guide to your local area is being created. You have been asked to write an article about a landmark or area that you think is special to be included in the guide.</p> <p>Notes to markers</p> <ul style="list-style-type: none"> • Use the marking grids on the following pages. • Marking should always begin from the lowest mark in each row and work across: start from the left-hand side. • Award 0 marks where the performance fails to meet the lowest criteria. • 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. <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. 		
12	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 For example:</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 (singular/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. 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. For example:</p> <ul style="list-style-type: none"> to 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>. 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. For example:</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, for example <i>through</i>, <i>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, for example <i>-s</i>, <i>-es</i>, <i>-y/ies</i>, <i>-f/ves</i></p>	<p>Examples:</p> <p>Correct spelling of words with less common letter strings that are pronounced differently, for example <i>pour</i>, <i>hour</i>, <i>piece</i>, <i>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, for example <i>library</i>, <i>interest</i>.</p> <p>Spell common homonyms correctly, for example <i>wave (gesture)</i>, <i>wave (sea)</i>.</p> <p>Spell words with a wide range of prefixes and suffixes, including opposites (<i>un-</i>, <i>im-</i>) correctly.</p> <p>Spell words with double consonants correctly.</p>	<p>Examples:</p> <p>Spell words with different suffixes that sound the same, for example <i>-tion</i>, <i>-cian</i>.</p> <p>Spell familiar homophones and commonly confused words correctly, for example <i>aloud</i>, <i>allowed</i>, <i>desert</i>, <i>dessert</i>.</p> <p>Spell a wide range of words, both regular and exception words correctly, including words where similar consonant sounds vary, for example <i>-ck</i>, <i>-k</i>, <i>-ch</i>, <i>-que</i>, <i>-k</i>.</p>