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**ENGLISH**

**1111/01**

Paper 1 Non-fiction

**April 2018**

MARK SCHEME

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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 Principal Examiner Report for teachers.

Cambridge will not enter into discussions about these mark schemes.

**Maximum Mark 50**

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This document consists of **10** printed pages.

## Section A: Reading

Question	Answer	Marks
	<b>How do the heading and subheading help to attract the reader's interest? Comment on the <u>presentation</u> and <u>content</u> for each.</b>	
1a	<b>heading</b> Use of bold letters <b>and</b> mysterious / dramatic wording	<b>1</b>
1b	<b>subheading</b> Use of italics / different fonts <b>and</b> an overview of the content of the article	<b>1</b>

Question	Answer	Marks
2	<b>Find a word in the first paragraph that means falling.</b> Content removed due to copyright restrictions.	<b>1</b>

Question	Answer	Marks
3	<b>How many climbers are there on the mountainside?</b> 3 (climbers)	<b>1</b>

Question	Answer	Marks
4	<b>Look at the second paragraph.</b> <b>Why does the narrator put a stake into the snow?</b> <b>Tick (✓) <u>one</u> box.</b> It gives him some reassurance.	<b>1</b>

Question	Answer	Marks
5	<b>Look at the first three paragraphs. Give <u>three</u> quotes about the wind. For each quote, explain how the wind affects the actions of the climbers.</b>  Content removed due to copyright restrictions.	<b>3</b>

Question	Answer	Marks
6	<b>Who takes over from the narrator to lead the climbers?</b>  Content removed due to copyright restrictions.	<b>1</b>

Question	Answer	Marks
7a	<p><b>Look at the third paragraph.</b></p> <p><b>Which word does the writer use to suggest a place that is high up and lacks space?</b></p> <p>Content removed due to copyright restrictions.</p>	1
7b	<p><b>Which verb does the writer use to suggest caution?</b></p> <p>Content removed due to copyright restrictions.</p>	1

Question	Answer	Marks
8	<p><b>Look at the fifth paragraph.</b></p> <p>Content removed due to copyright restrictions.</p> <p>It's as if they don't care anymore OR The cold is their focus.</p>	1

Question	Answer	Marks
9	<p><b>Look at the fifth paragraph.</b></p> <p><b>Choose the correct option to complete the sentence below.</b></p> <p>Tick (✓) <u>one</u> box.</p> <p>Content removed due to copyright restrictions.</p>	1

Question	Answer	Marks
10a	<p><b>Give a simile from <u>Text A</u>.</b></p> <p>'.....like invisible hyenas'</p>	1
10b	<p><b>Explain the simile in your own words. Give <u>two</u> details.</b></p> <p><b>Accept</b> reference to:</p> <p>loud / mocking sound pain aggression / danger can't be seen</p>	2

Question	Answer	Marks
11	<p><b>What is the main theme of <u>Text A</u>?</b></p> <p>Tick (✓) <u>one</u> box.</p> <p>Box 1 OR 2:            'the challenges of mountaineering'            'the role of teamwork when climbing'</p>	1

Question	Answer	Marks
12	<p><b>Identify <u>three</u> features of <u>Text B</u> that make it persuasive. Give a quote from the text for each feature.</b></p> <p>(rhetorical) questions (directed at the reader)            'Which one's for you?'</p> <p>use of second person / you            'If you've never climbed on ice...'</p> <p>use of imperatives            'Come on one of our adventure holidays'</p> <p>use of attractive / positive / tempting / descriptive language            'sun-drenched'</p> <p>reassurance 'enjoyed by all'</p> <p>special aspects 'unique structures'</p> <p>inclusivity 'open to all abilities'</p> <p>repetition of sentence structures</p> <p>Award <b>1 mark</b> for each correct point with appropriate quote.  <b>Accept</b> any three points with appropriate quotes.</p>	3

Question	Answer	Marks
13	<p><b>Make a list of the differences between an ice climbing holiday and a rock climbing holiday.</b></p> <p>different locations / venues</p> <p>different temperatures / climate / weather</p> <p>'for ice climbing the terrain is never the same twice'</p> <p>Award <b>3 marks</b> for 3 differences</p> <p>Award <b>2 marks</b> for 2 differences</p> <p>Award <b>1 mark</b> for 1 difference</p>	<b>3</b>

Question	Answer	Marks
14	<p><b>Write a summary of <u>up to 50 words</u> about the difference between an ice climbing holiday and a rock climbing holiday. Include all the points from your list. Use your own words as much as possible.</b></p> <p>Award <b>2 marks</b> for a summary that combines all three points from the list into a coherent summary.</p> <p>Award <b>1 mark</b> for a summary that includes fewer than three of the main points.</p> <p>Award <b>0 marks</b> for a summary made up of points that are not synthesised or contains no relevant points at all.</p> <p><b>If 3 points are found, ensure that no more than 50 words have been used.</b></p> <p><b><u>Do not</u> award more than 1 mark where the summary exceeds 50 words.</b></p>	<b>2</b>

## Section B: Writing

Question	Answer	Marks
<p><b>Notes to markers</b></p> <ul style="list-style-type: none"> <li>• Use the marking grids on the next two pages.</li> <li>• Marking should always begin from the lowest mark in each column and work upward.</li> <li>• 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.</li> <li>• The lower mark within a box should be given if some the criteria have been met but not all.</li> <li>• Note on extent: Award <b>0 marks</b> where the performance fails to meet the lowest criteria. Award <b>0 marks</b> for 20 words or fewer. Award a maximum of <b>7 marks</b> 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.</li> </ul>		
<p><b>15 Some people believe that dangerous sports like rock climbing should be banned. Do you agree? Write an essay giving your opinion.</b></p> <p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• <b>examples of dangerous sports</b></li> <li>• <b>reasons why some people take part in dangerous sports</b></li> <li>• <b>reasons why some people feel dangerous sports should be banned.</b></li> </ul>		
15	Content, purpose and audience. (Wa)	8
	Text structure and organisation. (Wt)	7
	Sentence structure and punctuation. (Wp)	7
	Spelling (Ws)	3
		<b>[Total 25]</b>

## Section B: Writing grid

<b>Content, purpose and audience (Wa)</b> <b>8 marks</b>	<b>Text structure and organisation (Wt)</b> <b>7 marks</b>
<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. 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. 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. There may be an attempt at an introduction and/or a conclusion. 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. 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>

<b>Sentence structure and punctuation (Wp)</b> 7 marks	<b>Spelling (Ws)</b> 3 marks
<p>A range of appropriate and varied sentence structures are used to create effect. The use of sentence features contributes to the overall development of the text. Almost entirely accurate grammar (tenses, agreement, and word order) with some choices to enhance and emphasise meaning. 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. Some sentence features are used to clarify and emphasise meaning. 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. 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. Mostly simple compound structures based on a variety of connectives. 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. 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. 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. 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>