

Cambridge Lower Secondary Checkpoint

ENGLISH

0861/01

Paper 1 Non-fiction

April 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. Any blank pages are indicated.

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 – 8b**

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.

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

Section B: Writing**Question 9**

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 extra page for question 9 has been seen.
8. 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"> • marvelled at (<u>only acceptable response</u>) 	1
1(b)	Award 1 mark for: Box 1 to be indicated. <ul style="list-style-type: none"> • to quote exactly what someone has said. Award 0 marks where more than one box is indicated.	1
1(c)	Award 1 mark for: <ul style="list-style-type: none"> • It describes the object as ‘immediately recognisable’. OR <ul style="list-style-type: none"> • It tells us that everybody knew what she was talking about. 	1

Question	Answer	Marks
2(a)	Award 1 mark for: <ul style="list-style-type: none"> • throwaway 	1
2(b)	Award 1 mark for each of the following: Box 2 to be indicated. <ul style="list-style-type: none"> • It offers a clever solution to a problem. Box 4 to be indicated. <ul style="list-style-type: none"> • It serves a useful function. Award 0 marks if more than two boxes are indicated.	2

Question	Answer	Marks
3	<p>Award 1 mark for an idea summarising the second and third sentence and 1 mark for the last sentence up to a maximum of 2 marks.</p> <p><u>The second and third sentences:</u></p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> the sentences give examples of how the (artist suggests) <i>tripods</i> can be used. <p><u>The last sentence:</u></p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> the last sentence draws a general conclusion that <i>other objects</i> can be used for unintended purposes. 	2

Question	Answer	Marks										
4	<p>Award 1 mark for each appropriate quotation up to a maximum of 2 marks, plus 1 mark for each explanation, up to a maximum of 2 marks:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Quotation</th> <th style="width: 50%;">Explanation</th> </tr> </thead> <tbody> <tr> <td>The plastic tripod is very expensive (costing somewhere around \$10 US)</td> <td>It is the pizza that the woman is paying for OR the tripod is actually given away for free.</td> </tr> <tr> <td>It's probably the packaging that makes the tripod so expensive OR It comes packaged with a carry out pizza.</td> <td>The woman pretends that the pizza and the box are packaging for the tripod, whereas the tripod is part of the packaging.</td> </tr> <tr> <td>The pizza and the cardboard box protect the plastic tripod</td> <td>In fact, it is the box and the tripod that protect the pizza</td> </tr> <tr> <td>the pizza and box can be discarded (in some ecologically sound manner)</td> <td>While the box can be recycled, the woman probably eats the pizza herself.</td> </tr> </tbody> </table> <p>Note: If the quotation is incorrect the explanation mark cannot be awarded.</p> <p>Only accept the quotations given; excess denies.</p>	Quotation	Explanation	The plastic tripod is very expensive (costing somewhere around \$10 US)	It is the pizza that the woman is paying for OR the tripod is actually given away for free.	It's probably the packaging that makes the tripod so expensive OR It comes packaged with a carry out pizza.	The woman pretends that the pizza and the box are packaging for the tripod, whereas the tripod is part of the packaging.	The pizza and the cardboard box protect the plastic tripod	In fact, it is the box and the tripod that protect the pizza	the pizza and box can be discarded (in some ecologically sound manner)	While the box can be recycled, the woman probably eats the pizza herself.	4
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Question	Answer	Marks
5(a)	Award 1 mark for each of the following: <ul style="list-style-type: none"> (the) three-legged / speciality <u>item</u> (the little) box-top-propping <u>scaffolds</u> 	2
5(b)	Award 1 mark for one of the following: <ul style="list-style-type: none"> <u>The tripod is short so that it fits between the lid of the box and the pizza, where there is not much space.</u> The tripod is wide so that it supports the box lid. 	1
5(c)	Award 1 mark for one of the following: <ul style="list-style-type: none"> that the object's purpose would not be understood if it is found <i>out of context</i> that the object is functional/<u>efficient</u> not worthy of display <p><u>Do not accept</u> "cheap looking". (Paragraph 7)</p>	1


Question	Answer	Marks
6(a)	Award 1 mark for one of the following: <ul style="list-style-type: none"> We don't know who OR when OR where. Despite having no precise information, the writer knows that these decisions were made. The person, place and time are not important – <u>the important thing is the decision.</u> 	1
6(b)	Award 1 mark for: <ul style="list-style-type: none"> ovoid objects Excess denies. 	1


Question	Answer	Marks
7	Award 1 mark for each of the following ideas, up to a maximum of 2 marks : <ul style="list-style-type: none"> Each of the sentences <u>introduces an idea/topic. / to introduce the paragraphs instead of subheadings.</u> <u>Increases the pace of the text.</u> The reader has to read the rest of the paragraph to understand how the idea/topic relates to the object. The writer makes their opinion known. 	2


Question	Answer	Marks												
8(a)	<p>Award 3 marks for 6–8 pieces of information; 2 marks for 4–5 pieces; 1 mark for 2–3 pieces. 0 marks for 1 piece.</p> <table border="1" data-bbox="300 371 1347 891"> <thead> <tr> <th colspan="2" data-bbox="300 371 1347 421">Pizza saver</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 421 644 618">Appearance Maximum of 3 points allowed.</td> <td data-bbox="644 421 1347 618"> <ul style="list-style-type: none"> • small / squat • white • three-legged / tripod / triangular • not beautiful / cheap looking • spindly legs / tiny feet </td> </tr> <tr> <td data-bbox="300 618 644 667">Material</td> <td data-bbox="644 618 1347 667"> <ul style="list-style-type: none"> • plastic </td> </tr> <tr> <td data-bbox="300 667 644 716">Intended use</td> <td data-bbox="644 667 1347 716"> <ul style="list-style-type: none"> • to protect pizzas </td> </tr> <tr> <td data-bbox="300 716 644 801">Disadvantages of this use</td> <td data-bbox="644 716 1347 801"> <ul style="list-style-type: none"> • cheese sticks to the legs / it. </td> </tr> <tr> <td data-bbox="300 801 644 891">Other uses</td> <td data-bbox="644 801 1347 891"> <ul style="list-style-type: none"> • to keep stacked items apart / spacers • to display objects/eggs </td> </tr> </tbody> </table>	Pizza saver		Appearance Maximum of 3 points allowed.	<ul style="list-style-type: none"> • small / squat • white • three-legged / tripod / triangular • not beautiful / cheap looking • spindly legs / tiny feet 	Material	<ul style="list-style-type: none"> • plastic 	Intended use	<ul style="list-style-type: none"> • to protect pizzas 	Disadvantages of this use	<ul style="list-style-type: none"> • cheese sticks to the legs / it. 	Other uses	<ul style="list-style-type: none"> • to keep stacked items apart / spacers • to display objects/eggs 	3
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8(b)	<p>Award 2 marks for a summary that combines <u>four or more pieces</u> of information, covering both appearance/material and use from the table into a coherent summary.</p> <p>Award 1 mark for a summary that includes four or more pieces of information but <u>does not</u> cover both appearance/material and use.</p> <p>Award 1 mark for a summary that includes any <u>three pieces</u> of information.</p> <p>Award 0 marks for any <u>one</u> or <u>two pieces</u> of information.</p> <p>Award 0 marks for a summary made up of <u>facts that are notes</u> or in a <u>repeated list</u>.</p> <p>Count if four or more points are made: place a vertical line after the 40th word.</p> <p>Do not award more than 1 mark where the summary exceeds 40 words.</p> <p>Accept words lifted from the text where they contribute to a cohesive summary.</p> <p><i>Pizza savers are small tripods made of white plastic that are used to protect pizzas in delivery boxes. However, they can also be used to keep stacked paint palettes apart and to hold eggs while they are being decorated.</i> (39 words)</p>	2												

Section B: Writing


Question	Answer	Marks
<p>Annual School Writing Competition</p> <p><i>‘Small is Beautiful’</i></p> <p>You can win this year’s prize by writing about an object you use at home or in school and is small enough to hold in your hand.</p> <p>Think about:</p> <ul style="list-style-type: none"> • what your object is • how and when you use it • what you like about it. <hr style="width: 30%; margin: 20px auto;"/> <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. 		
9	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)	Creation of texts (Wc)	Creation of texts (Wc)	Creation of texts (Wc)
[1]	[2]	[3]	[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]
<p>Sometimes uses appropriate vocabulary to convey meaning matched to the context.</p>	<p>Appropriate vocabulary is used that is suitable for the <u>specified</u> text type.</p> <p>Good attempts to use persuasive elements (word/tone/phrases).</p>	<p>Language is wholly relevant to the text type and purpose.</p> <p>Specialised vocabulary is used well, for effect, throughout the text.</p> <p>Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest.</p>

			
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.	<p>Paragraphs/sections are evident with related points grouped together (and/or linked by time sequence).</p> <p>Some attempts to sequence relevant ideas logically.</p> <p>Cohesion between paragraphs/sections is achieved using devices such as simple connectives to establish links.</p> <p><i>If either the context or text type is incorrect, the maximum is 3.</i></p>	<p>Content is organised so that ideas are developed cohesively and logically throughout a piece of sustained writing.</p> <p>Paragraphs/sections are organised to achieve an <u>appropriate effect for the specified text type</u>, where included sentences add clarity to overall text.</p> <p>(There may be some use of organisational devices such as bullets, numbered lists, Q&A style.)</p>	<p>Development of ideas is managed throughout an extended piece of writing.</p> <p>Well-organised ideas in paragraphs and/or sections support overall cohesion and shaping of a text.</p> <p>Logical links between paragraphs help the development of ideas.</p> <p>Cohesion within and between paragraphs is achieved using devices such as connectives.</p>

➔			
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, e.g.</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 (sing./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.</p> <p>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 to: e.g.</p> <ul style="list-style-type: none"> 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>.</p> <p>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, e.g.:</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, e.g., <i>through, 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, e.g. -s, -es, -y/ies, -f/ves</p>	<p>Examples:</p> <p>Correct spelling of words with less common letter strings that are pronounced differently., e.g., <i>pour, hour, piece, 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, e.g., <i>library, interest</i>.</p> <p>Spell common homonyms correctly, e.g., <i>wave (gesture), wave (sea)</i>.</p> <p>Spell words with a wide range of prefixes and suffixes, including opposites (un-, im-) correctly.</p> <p>Spell words with double consonants correctly.</p>	<p>Examples:</p> <p>Spell words with different suffixes that sound the same, -tion, -cian.</p> <p>Spell familiar homophones and commonly confused words correctly, e.g., <i>aloud, allowed, desert, dessert</i>.</p> <p>Spell a wide range of words, both regular and exception words correctly, including words where similar consonant sounds vary, e.g. -ck, -k, -ch, -que, -k.</p>

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