
ENGLISH

1111/01

Paper 1 Non-fiction

October 2018

MARK SCHEME

Maximum Mark: 50

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.

This document consists of **9** printed pages.

Section A: Reading

Question	Answer	Marks
1	<p>What is the main reason for the first paragraph of the text? Tick <u>one</u> box.</p> <p>to give a general description of the northern lights</p>	1

Question	Answer	Marks
2	<p>In the first paragraph, what <u>two</u> things does the writer compare the northern lights to?</p> <ul style="list-style-type: none"> • (Flickering) <u>curtains</u> (1 mark) • (Rolling) <u>smoke</u> (1 mark) 	2

Question	Answer	Marks
3	<p>Give a word from the first paragraph that means glowing.</p> <p>luminous</p>	1

Question	Answer	Marks
4	<p>Explain in your own words the meaning of ‘hint’ (line 5), as it is used in the text.</p> <p>a small amount / a little / a bit of / smidgen / an indication / a suggestion / a touch of / a spot</p>	1

Question	Answer	Marks
5	<p>Read the paragraphs headed 'The science behind the northern lights' (lines 6–14). Give <u>two</u> extreme adjectives used for effect by the writer in these paragraphs.</p> <p>huge / incredible</p>	1

Question	Answer	Marks
6	<p>Read lines 6–14 again. Explain in your own words how the writer makes the northern lights seem theatrical. Support your evidence using words and phrases from the text.</p> <p>The writer uses dramatic language / words.</p> <p>There is specific reference to the use of the word 'dramatically'.</p> <p>The speed of them appearing and / or disappearing.</p> <p>Being like a mirage / Sense of illusion / magical</p>	1

Question	Answer	Marks
7	<p>Read the paragraphs headed 'Living legend' (lines 15–22). Give <u>one</u> word that means native.</p> <p>indigenous</p>	1

Question	Answer	Marks
8	<p>The phrase ‘has given rise to as many legends as there have been people watching them’ (lines 15–16) suggests that there are different stories about the northern lights. Give <u>three</u> reasons why you think there are so many different stories.</p> <p>1 because the lights change all the time</p> <p>2 because the lights are fascinating / remarkable / mysterious</p> <p>3 because the lights are difficult to explain / There was no explanation for them for a long time.</p> <p>4 because different cultures / people gave different explanations</p> <p>5 because stories change over time / with repetition</p>	3

Question	Answer	Marks
9	<p>What does the author suggest by using the phrase ‘... you are at the complete mercy of nature’ (lines 23–24)?</p> <p>People can only see the northern lights if nature allows it. / People have no control over the sight.</p>	1

Question	Answer	Marks
10	<p>Look at this phrase: ‘The lights love to play hide and seek.’ (line 24). What is the phrase above an example of? Tick <u>one</u> box.</p> <p>Personification</p>	1

Question	Answer	Marks
11	<p>Text A is an information text, which means it gives factual information about a topic. Give two more features of an information text that are used in Text A.</p> <ul style="list-style-type: none"> • It is written in the third person. • It is written in neutral / formal language. • Subheadings are used. • It does not offer opinions. <p>Accept any two features for 1 mark.</p> <p>9Rv3</p>	1

Question	Answer	Marks
12	<p>What is the main purpose of Text B? Tick one box.</p> <p>to inspire more people to take up stargazing</p>	1

Question	Answer	Marks
13	<p>The writer suggests that it can be difficult to see a meteor shower. Give one phrase from the text that tells the reader this.</p> <p>(If you) get the timing right, (This does require) a little patience (though)</p>	1

Question	Answer	Marks
14	<p>Text A and Text B are about a similar topic. Give <u>two</u> themes that are common to <u>both</u> texts, and describe how the two texts refer to each theme.</p> <p>Theme 1: looking at the night sky / space (1 mark) Text A reference: observing the northern lights Text B reference: stargazing (1 mark for both references)</p> <p>Theme 2: patience (1 mark) Text A reference: you have to be patient with the weather / waiting for the lights to appear Text B reference: getting the timing right to see a meteor shower (1 mark for both references)</p>	4

Question	Answer	Marks
15	<p>Make a list of the suggestions from <u>Text B</u> for making stargazing enjoyable.</p> <ul style="list-style-type: none"> • Go on a clear night. • Go before the moon is full. / Check the new moon dates. • Go in winter. • Get the timing right. • Be patient. / Do not take young children. • Avoid areas with light pollution / towns / street lights. • Wear warm clothes. • Take a hot drink. • Check the Dark Sky Discovery online map. • Avoid sites with hills or trees. • Look for the Andromeda Galaxy. • Use binoculars. <p>3 marks for 9–12 points</p> <p>2 marks for 6–8 points</p> <p>1 mark for 3–5 points</p> <p>0 marks for 0–2 points</p>	3

Question	Answer	Marks
16	<p>Write a summary of up to 50 words about how to make stargazing enjoyable. Include <u>five</u> points from your list. Use your own words as much as possible.</p> <p>The summary should include five points from the list above and be coherent.</p> <p>Award 2 marks for a summary that combines five points from the list into a coherent summary.</p> <p>Award 1 mark for a summary that includes less than five of the main points.</p> <p>Award 0 marks for a summary made up of points that are not synthesised / includes no points listed.</p> <p>If 5 points are found, ensure that no more than 50 words have been used.</p> <p><u>Do not</u> 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 grid

Content, purpose and audience (Wa) 8 marks	Text structure and organisation (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. 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. 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. 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. 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>