



Cambridge Lower Secondary Checkpoint

ENGLISH

0861/01

Paper 1 Non-fiction

October 2025

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 each of the following:</p> <ul style="list-style-type: none"> (more) swiftly (more) breathtakingly <p>Also accept swift / breathtaking</p>	2								
1(b)	<p>Award 1 mark for any of the following, up to a maximum of 3 marks:</p> <table border="1"> <thead> <tr> <th>Grammatical feature used for emphasis</th> <th>Example from the text</th> </tr> </thead> <tbody> <tr> <td>Negative structure</td> <td> <p>All answers need to emphasise speed of development.</p> <p>Some sense of identification is expected.</p> <ul style="list-style-type: none"> <i>nowhere did it take off faster</i> No technology in history / not thirty working cars / not just 700 cars / no less than \$388 million </td> </tr> <tr> <td>Repetition</td> <td> <ul style="list-style-type: none"> just the <u>first four months</u> 700 (cars) / 700 (car factories) more (swiftly) / more (breathtakingly) </td> </tr> <tr> <td>Time adverbial</td> <td> <p>Some sense of identification is expected.</p> <ul style="list-style-type: none"> Within a <u>little over a decade</u> In just the <u>first four months</u> (of 1899) <u>In 1898</u> </td> </tr> </tbody> </table>	Grammatical feature used for emphasis	Example from the text	Negative structure	<p>All answers need to emphasise speed of development.</p> <p>Some sense of identification is expected.</p> <ul style="list-style-type: none"> <i>nowhere did it take off faster</i> No technology in history / not thirty working cars / not just 700 cars / no less than \$388 million 	Repetition	<ul style="list-style-type: none"> just the <u>first four months</u> 700 (cars) / 700 (car factories) more (swiftly) / more (breathtakingly) 	Time adverbial	<p>Some sense of identification is expected.</p> <ul style="list-style-type: none"> Within a <u>little over a decade</u> In just the <u>first four months</u> (of 1899) <u>In 1898</u> 	3
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2	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> fearsome 	1

Question	Answer	Marks
3	<p>Award 1 mark for an answer that effectively explains or summarises the first sentence e.g.</p> <ul style="list-style-type: none"> The first sentence describes / introduces the topic of the paragraph. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> The first sentence states that driving could be a frightening experience. <p>Award 1 mark for an answer that recognises the connection between the rest of the paragraph and the first sentence e.g.</p> <ul style="list-style-type: none"> The rest of the paragraph tells a story <u>illustrating</u> / <u>giving example</u> / <u>evidence</u> of what is said in the first sentence. <p>The second point can be awarded even if the first is not gained.</p>	2

Question	Answer	Marks
4	<p>Award 1 mark for each of the following (in this order):</p> <ul style="list-style-type: none"> reason countryside weather 	3

Question	Answer	Marks
5(a)	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> It gave no protection against wind or dust. 	1
5(b)	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> to go in reverse 	1

Question	Answer	Marks
6	<p>Award 1 mark for each of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • <u>short</u> lines • (words at the end of the lines) rhyme • each line begins with a capital letter • rhythm • enjambement <p>Do NOT accept like a song / stanza / verse or sentences instead of lines.</p>	2

Question	Answer	Marks
7	<p>Award 1 mark for a response which suggests:</p> <ul style="list-style-type: none"> • It is no longer in use / It didn't last (very long as a word) / It died out. <p>Do NOT accept short-lived.</p>	1


Question	Answer	Marks
8	<p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • In some countries there were fewer cars than in some American states. • More cars were being made in America than in the rest of the world. 	2


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9	<p>Award 1 mark for a relevant quotation, and 1 mark for an appropriate explanation:</p> <p>If 'Yes' is ticked:</p> <table border="1" data-bbox="306 443 1340 1048"> <thead> <tr> <th data-bbox="306 443 823 495">Quotation</th> <th data-bbox="823 443 1340 495">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="306 495 823 678">three-quarters of the cars on American roads were Model Ts / first universal car</td> <td data-bbox="823 495 1340 678">To follow the trend. To have what others have. Can get spare parts for it. It must be a good car to be so popular.</td> </tr> <tr> <td data-bbox="306 678 823 792">By 1916 a new Model T cost as little as \$345 / the price fell continuously</td> <td data-bbox="823 678 1340 792">Can afford it. / It's not expensive. / Have money to spend on other things.</td> </tr> <tr> <td data-bbox="306 792 823 907">Ford cut the time it took to produce a Model T / revolutionary method / efficient production line</td> <td data-bbox="823 792 1340 907">Get my car quickly. / Won't have to wait for my car.</td> </tr> <tr> <td data-bbox="306 907 823 958">by keeping the car basic</td> <td data-bbox="823 907 1340 958">Not much will go wrong with the car.</td> </tr> <tr> <td data-bbox="306 958 823 1048">'You can have any colour as long as it's black'</td> <td data-bbox="823 958 1340 1048">I like the colour black. / Black cars look smart.</td> </tr> </tbody> </table> <p>If 'No' is ticked:</p> <table border="1" data-bbox="306 1146 1340 1800"> <thead> <tr> <th data-bbox="306 1146 823 1198">Quotation</th> <th data-bbox="823 1146 1340 1198">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="306 1198 823 1350">a somewhat oddly named vehicle / in a decidedly hit-and-miss manner / unusual lettering of models / always used initials</td> <td data-bbox="823 1198 1340 1350">His cars have dull / boring names. The names of his cars don't mean anything.</td> </tr> <tr> <td data-bbox="306 1350 823 1464">three-quarters of the cars on American roads were Model Ts / first universal car</td> <td data-bbox="823 1350 1340 1464">Not wanting the same car as everyone else. I want to be different.</td> </tr> <tr> <td data-bbox="306 1464 823 1516">by keeping the car basic</td> <td data-bbox="823 1464 1340 1516">The car has no style.</td> </tr> <tr> <td data-bbox="306 1516 823 1630">'You can have any colour as long as it's black'</td> <td data-bbox="823 1516 1340 1630">No choice of colour. Not wanting my car to look like everyone else's.</td> </tr> <tr> <td data-bbox="306 1630 823 1720">Ford cut the time it took to produce a Model T</td> <td data-bbox="823 1630 1340 1720">Suspicion about haste</td> </tr> <tr> <td data-bbox="306 1720 823 1800">cost as little as \$345 / the price fell continuously</td> <td data-bbox="823 1720 1340 1800">Suspicion about sub-standard materials</td> </tr> </tbody> </table>	Quotation	Explanation	three-quarters of the cars on American roads were Model Ts / first universal car	To follow the trend. To have what others have. Can get spare parts for it. It must be a good car to be so popular.	By 1916 a new Model T cost as little as \$345 / the price fell continuously	Can afford it. / It's not expensive. / Have money to spend on other things.	Ford cut the time it took to produce a Model T / revolutionary method / efficient production line	Get my car quickly. / Won't have to wait for my car.	by keeping the car basic	Not much will go wrong with the car.	'You can have any colour as long as it's black'	I like the colour black. / Black cars look smart.	Quotation	Explanation	a somewhat oddly named vehicle / in a decidedly hit-and-miss manner / unusual lettering of models / always used initials	His cars have dull / boring names. The names of his cars don't mean anything.	three-quarters of the cars on American roads were Model Ts / first universal car	Not wanting the same car as everyone else. I want to be different.	by keeping the car basic	The car has no style.	'You can have any colour as long as it's black'	No choice of colour. Not wanting my car to look like everyone else's.	Ford cut the time it took to produce a Model T	Suspicion about haste	cost as little as \$345 / the price fell continuously	Suspicion about sub-standard materials	4
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10	<p>Award 1 mark for each correct match, up to a maximum of 3 marks:</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Paragraph</th> <th style="text-align: left;">Reason for use</th> </tr> </thead> <tbody> <tr> <td><i>Paragraph 1</i></td> <td>to explain a word in the text</td> </tr> <tr> <td>Paragraph 4</td> <td>to introduce a different voice</td> </tr> <tr> <td>Paragraph 6</td> <td><i>to give emphasis</i></td> </tr> <tr> <td>Paragraph 10</td> <td>to add a new topic</td> </tr> <tr> <td></td> <td>to present a list of examples</td> </tr> </tbody> </table>	Paragraph	Reason for use	<i>Paragraph 1</i>	to explain a word in the text	Paragraph 4	to introduce a different voice	Paragraph 6	<i>to give emphasis</i>	Paragraph 10	to add a new topic		to present a list of examples	3
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PUBLISHED**Section B: Writing**


Question	Answer	Marks
<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. 		
11	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, 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. <i>-s, -es, -y/ies, -f/ves</i></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, <i>-tion, -cian</i>.</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. <i>-ck, -k, -ch, -que, -k</i>.</p>

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