
ENGLISH

1111/01

Paper 1 Non-fiction

October 2017

MARK SCHEME

IMPORTANT NOTICE

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 **8** printed pages.

Section A: Reading

Question	Answer	Marks
1 (a)	What kind of place would not be suitable for building a survival shelter? Award 1 mark for any of the following: <ul style="list-style-type: none">• low spots• low ground/valleys• places with dead standing trees.• location too far away from materials needed to build	1
1 (b)	What is the purpose of the lattice? Award 1 mark for the following: <ul style="list-style-type: none">• to hold the outer layer / insulation/foilage in place	1
1 (c)	How may building and spending a night in a primitive shelter be a life-changing experience? Award 1 mark for any of the following: <ul style="list-style-type: none">• helps to overcome fears• helps to gain feelings of freedom• helps to gain confidence	1

Question	Answer	Marks
Give the meaning of each of the following words as it is used in the passage. In each case give one word or short phrase.		
2 (a)	<p>daunting</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • frightening / terrifying / scary / horrifying • overwhelming / intimidating • challenging • off-putting • makes you feel apprehensive 	1
2 (b)	<p>mindset</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • attitude • way of thinking • state of mind / perspective / focus / mentality 	1
2 (c)	<p>key</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • vital / main thing • essential • crucial • <u>most</u> important / priority / fundamental / primary concern 	1
2 (d)	<p>trap</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • (catch and) hold / hold in / inside • keep in / inside / stop from escaping / contain • capture. 	1

Question	Answer	Marks
3	<p>Add the missing punctuation to these sentences.</p> <p>The correct punctuation is:</p> <p>“How do you make a good survival shelter?” asked Harry, looking concerned.</p> <p>“Don’t worry,” said the instructor. “It’s easier than most people think.”</p> <p>Award 2 marks if 11-14 of the missing punctuation marks are in the correct place.</p> <p>Award 1 mark if 6-10 of the missing punctuation marks are in the correct place.</p> <p>Award 0 marks if 0-5 of the missing punctuation marks are in the correct place.</p>	2

Question	Answer	Marks
4	<p>Rewrite this sentence adding a relative clause with further information from the passage.</p> <p>Award 1 mark for a correct and coherent re-write of the sentence which includes a relative clause containing relevant further information, e.g.:</p> <ul style="list-style-type: none"> A survival shelter, which can be a warm, dry place to spend the night, is fairly easy to build. 	1

Question	Answer	Marks
5	<p>Combine these three sentences into <u>one</u> complex sentence. Do <u>not</u> use and or but.</p> <p>Award 1 mark for a single sentence which combines all three coherently without using 'and' or 'but', e.g.:</p> <ul style="list-style-type: none"> While / When Tom was resting inside his shelter, he heard a strange noise coming from outside so he crawled out to see what the noise/it was. Tom was resting inside his shelter when he heard a strange noise coming from outside so he crawled out to see what the noise / it was. 	1

Question	Answer	Marks
6	<p>Complete this sentence, using <u>two different forms</u> of the same verb.</p> <p>Award 1 mark for both of the following:</p> <p>makes or make / made Accept 'should make' for the first part.</p>	1

Question	Answer	Marks
7 (a)	<p>List the things that may pose a threat to Legadema’s survival into adulthood, and say why these may pose a threat.</p> <p>Award 1 mark for each of the following, up to a maximum of 4 marks:</p> <ul style="list-style-type: none"> • <u>Squirrels</u> – screech which <u>alerts</u> other animals (possibly prey and/or predators) to the leopard’s whereabouts • <u>Baboons</u> – can <u>drag</u> adult and cub from their den (in order to kill them) • <u>Hyenas</u> – <u>lurk / lie</u> in wait <u>to kill</u> cubs • <u>Failure to learn skill of how to kill</u> / suffocate prey – lead to starvation • <u>Lack of independence</u> from the mother – won’t become a solitary hunter <p>Award 4 marks for 5 points.</p> <p>Award 3 marks for 4 points.</p> <p>Award 2 marks for 3 points.</p> <p>Award 1 mark for 2 points.</p> <p>Award 0 marks for only 1 or no relevant points.</p> <p>Award marks <u>only</u> if the reason why a threat is posed is given <u>as well</u> as the threat.</p>	4
7 (b)	<p>Using your list, write a summary of 80–100 words to describe what the baby leopard needs to learn, and why, in order to survive in the wild. Use your own words as much as possible.</p> <p>Award 4 marks for well-organised, accurate sentences using mainly own words.</p> <p>Award 3 marks for mostly well-organised, accurate sentences generally using own words.</p> <p>Award 2 marks for some inaccuracies in organisation and a range of grammatical errors in sentences / some lifting.</p> <p>Award 1 mark for many inaccuracies / mostly lifted from text</p> <p>Award 0 marks if summary includes no relevant points from list and / or incoherent sentences / totally lifted from passage.</p>	4

Section B Writing

Question	Answer	Marks
8	<p>Write an article for a school magazine about the benefits of going on trips away from towns and cities.</p> <p>You could include some of the following in your article:</p> <ul style="list-style-type: none"> • the different places people go to when they spend time outdoors • the reasons why people like to spend time outside of towns and cities • the things people should do to keep safe out of town – including the dangers and how to avoid them. 	
8	Purpose and audience	7
	Text structure	7
	Sentence structure	7
	Punctuation	5
	Spelling	4
		[Total 30]

Purpose and Audience Wa	Text Structure Wt	Sentence Structure Un	Punctuation Up	Spelling Us
<p>The tone is appropriate to the ideas and is sustained.</p> <p>Ideas and content are developed in detail to create a clear and consistent relationship between the writer and reader.</p> <p style="text-align: right;">6/7</p>	<p>Material presented coherently with introduction and conclusion and in an effective order that establishes the text type.</p> <p>Well-crafted paragraphs contribute to the control of the text.</p> <p style="text-align: right;">6/7</p>	<p>Fluent, beginning to use a range of structural features for effect.</p> <p>Control of complex sentences and the position of the clauses to focus attention although may not always be consistent.</p> <p style="text-align: right;">6/7</p>	<p>Uses a range of punctuation correctly and with confidence.</p> <p>Secure use of commas to mark clauses.</p> <p style="text-align: right;">5</p>	<p>Uses virtual correctness over a range of vocabulary including more complex and difficult words.</p> <p style="text-align: right;">4</p>
<p>The tone is appropriate for purpose and is largely sustained.</p> <p>Relevant ideas and content are chosen and developed with some detail.</p> <p style="text-align: right;">4/5</p>	<p>The material is generally coherent and in sensible order, with an attempt at an introduction and a conclusion.</p> <p>Paragraphs are used to structure the text and are generally helpful.</p> <p style="text-align: right;">4/5</p>	<p>Uses a range of sentence structures with some confidence.</p> <p style="text-align: right;">4/5</p>	<p>Uses full stops correctly.</p> <p>Some range of punctuation as needed, used correctly, but generally limited.</p> <p style="text-align: right;">4</p>	<p>A few spelling errors, mostly of more difficult words.</p> <p style="text-align: right;">3</p>
<p>Writer's tone is established but lacks detail.</p> <p>Some awareness of audience may be shown, though not consistently.</p> <p style="text-align: right;">2/3</p>	<p>The material is clear but not developed coherently and may be presented in a random order.</p> <p>There may be an attempt at an introduction and/or a conclusion. Paragraphs may not be shown.</p> <p style="text-align: right;">2/3</p>	<p>Limited or partially effective use of complex structures.</p> <p>Mostly simple compound structures based on a variety of connectives including – <i>and</i>, <i>but</i>, <i>so</i>.</p> <p style="text-align: right;">2/3</p>	<p>A number of errors including occasional full stop (evidence of comma splicing).</p> <p style="text-align: right;">2/3</p>	<p>A number of errors OR spells a simple vocabulary correctly.</p> <p style="text-align: right;">2</p>
<p>Little understanding of the purpose or audience of the text.</p> <p style="text-align: right;">1</p>	<p>Little understanding of how to present a text.</p> <p style="text-align: right;">1</p>	<p>Sentence structure often grammatically incorrect.</p> <p style="text-align: right;">1</p>	<p>Sentences rarely correctly marked.</p> <p>A generally very erratic use of punctuation marks.</p> <p style="text-align: right;">1</p>	<p>Many errors including a range of simple words.</p> <p style="text-align: right;">1</p>