



Cambridge Primary Checkpoint

ENGLISH**0844/01**

Paper 1 Non-fiction

April 2021

MARK SCHEME

Maximum Mark: 50

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 End of Series Report. Cambridge will not enter into discussions about these mark schemes.

Section A: Reading

Question	Answer	Marks
1	Look at the introduction (lines 1–3). Give <u>one</u> example of a two-word phrase that rhymes. Award 1 mark for the following: sneak peek.	1

Question	Answer	Marks
Look at lines 4–6.		
2(a)	To get our attention, the writer talks directly to us. Give <u>two</u> more ways that the writer gets our attention. Award 1 mark for any two of the following, up to a maximum of 2 marks: (using) exclamation marks/sentences - similar words such as ‘exclamatory’ are acceptable (using) short sentences / 2 word phrases. - listing examples of funny / crazy / interesting / weird / different types of robots OR the exciting/unusual things the robots can do (using) repetition (using) italics (using) interesting/exciting/powerful adjectives	2
2(b)	What is the name of the event the report is about? Award 1 mark for the following: Revolutionary Robots	1

Question	Answer	Marks
3	Look at lines 7–10. Why are commas (,) used? Tick (✓) <u>one</u> box. Award 1 mark for the following: to add extra details about the exhibition.	1

Question	Answer	Marks
Look at lines 11–16.		
4(a)	What does <i>head</i> mean? Explain in your own words. Award 1 mark for the following: (He/She is) - the person/man in charge - the boss / leader / principal / manager / chief / main person (or close synonym) - the highest rank in the Institute - the person who runs it	1
4(b)	Sometimes a speaker's exact words are used. Sometimes reported speech is used. Give <u>one</u> example of direct speech from the third paragraph. Award 1 mark for any of the following: 'I promise you, you'll have fun here!' (he said.) 'Robots are going to be a big part of our lives,' (he told NfK.) 'You can see how they're helping people already.' Give <u>one</u> example of reported speech from the third paragraph. Award 1 mark for any of the following: (But) he stressed that robots are not just toys.	2
4(c)	Give <u>one</u> example of a passive verb form used in lines 11–16. Award 1 mark for the following: is used	1

Question	Answer	Marks
Look at lines 17–23.		
5(a)	The Lincoln Institute is famous for exhibitions that visitors can take part in. Give <u>one</u> sentence that tells us this. Award 1 mark for the following: It wouldn't be the Lincoln Institute without loads of hands-on activities.	1
5(b)	Explain how we know the writer expects to win the game. Give <u>two</u> ideas. Award 1 mark for any two of the following, up to a maximum of 2 marks: - He uses the phrase 'Believe it or not' (which shows that he thought it was surprising he lost) - He uses the word 'actually' (which emphasizes his surprise that it was Dexter and not him who won) - He uses an exclamation mark (to emphasise his surprise).	2

Question	Answer	Marks
6	In <u>Text A</u>, there are many facts and some opinions. Look at the extracts below from <u>Text A</u>. Which of the extracts below are opinions? Tick (✓) <u>two</u> boxes. Award 1 mark for each of the following: - It was an amazing sight. - I promise you, you'll have fun here!	2

Question	Answer	Marks
Look at lines 1–4.		
7(a)	What is included in the kit to make it more interesting for young children? Award 1 mark for the following: (an/a fun) <u>illustrated story</u> book.	1
7(b)	What comes with the kit to explain how to build the models? Award 1 mark for the following: (a/an 32-page) instruction book(let).	1

Question	Answer	Marks
Look at lines 5–13.		
8(a)	In the story, Ty and Karlie visit a sweet factory. Name <u>two</u> sweets that are made in the factory. Award 1 mark for each of the following: • fruit drops (covered in/with sugar) / sugar coated fruit drops • (delicious) chocolate mice.	2
8(b)	Look at lines 6–10. Give <u>one</u> example of onomatopoeia. Award 1 mark for the following: • zooms.	1
8(c)	Why are the parts in the kit particularly suitable for young children? Award 1 mark for one of the following: • They can (use them to / be used to) make simple models/robots • They can (use them to / be used to) make non-motorised models/robots • They are large/big(ger) • They are colourful / brightly coloured • They're easy to put together	1

Question	Answer	Marks
Look at lines 14–19.		
9(a)	It is impossible to build and play with all the models at the same time. Why? Award 1 mark for answers which convey the sense of re-using the parts and show that candidates understand that each model must be disassembled and the same pieces used to build the next model. For example • The parts <u>must</u> be reused • There aren't enough bricks to make more than 1 model at a time • The pieces are re-used to make different models • You <u>have to</u> change each model into a different model by re-using the same parts. • There is only one set of bricks so they <u>have to</u> be used again for each model • You <u>have to</u> use the same pieces to build every model in turn	1
9(b)	Give <u>one</u> two-word phrase that means 'easy'. Award 1 mark for the following: • a breeze.	1

Question	Answer	Marks
10	The robot-building kit is for young children. Give <u>two</u> quotations that show what age of children the kit is designed for. Award 1 mark for each of the following: • preschool (kids) • (For ages) 3+.	2

Question	Answer	Marks
11	The text is an advert. Who is the advert aimed at? Award 1 mark for either of the following: • parents/carers (of young/preschool children) • (preschool) teachers.	1

Section B: Writing

Question	Answer	Marks
Notes to markers • Marking should always begin from the lowest mark in each column and work upward. • 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 the criteria have been met but not all. 12 <u>Text A</u> is a newspaper report in which the writer recounts a day at an exhibition. You and your class have been on a school trip, and now your teacher has asked you to write a recount for your school newspaper about where you went, what you saw and what you did.		
12	Content, purpose and audience. (Wa)	8
	Text structure and organisation. (Wt)	7
	Sentence structure and punctuation. (Wp)	7
	Spelling (Ws)	3
[Total 25]		

Content, purpose and audience (Wa) 8 marks	Text structure and organisation (Wt) 7 marks
Material is wholly relevant with content developed and a <u>wide</u> vocabulary well chosen for the purpose / text type, e.g. powerful verbs, some imagery. Features of the text type are clearly established, i.e. informal, subjective content and 1st person throughout Clear viewpoint with a consistent, engaging style throughout, i.e. detail, including a personal response, sustains interest 7–8	Clear structure with well-organised material within paragraphs. Chronological or logical links between paragraphs help the development of ideas. i.e. paragraph breaks mirror the chronological order Cohesion within and between paragraphs is achieved using devices such as connectives, i.e. time connectives are essential 6–7
Relevant material has ideas and content with some detail developed (main focus is on the activities undertaken/their experiences) with deliberate choices of vocabulary for the purpose / text type. Main features of the text type are evident, i.e. events in chronological order e.g. some date(s) and/or times should be included Straightforward viewpoint, with a generally appropriate and consistent style, which mostly sustains reader interest. e.g. informal/chatty 5–6	Paragraphs are used to help structure the text where the main idea is usually supported by following sentences, e.g. paragraphs may signal a change in time, place or a new event. Logical sequence with attempts to link ideas evident but not consistent. Some use of organisational devices such as sub-headings, etc. e.g. may include times or sequencing word as part of structuring 4–5
Relevant material with attempts to develop basic information using a simple vocabulary relevant to the purpose/text type. i.e. it MUST be a school trip i.e. setting the scene (who / what / when / where?) is clear. General aspects of text type are evident, i.e. mostly past tense (apart from places / circumstances that are ongoing); mostly 1st person (singular or plural) e.g. date(s) and/or times as part of content. NB the form <u>may</u> be a newspaper report but the main text type MUST be personal recount The writers' attitude to the subject may be conveyed, with some attempt to engage the reader, i.e. some familiar tone / reaction to events/ situation 3–4	Paragraphs/ sections are evident with related points grouped together or linked by time sequence. Movement between paragraphs or sections is sometimes disjointed. Some attempt to sequence <u>relevant</u> ideas <u>logically</u> e.g. introduction or scene-setting /closing statement or personal reflection may be evident. 2–3
Some material included that is relevant to the task, i.e. idea of subject / event – a (school) trip Vocabulary is simple and relevant. Some elements of the text type can be seen, i.e. it must be a recount 1–2	Some basic sequencing of material grouped by content. 1
No creditable response 0	No creditable response 0

Sentence structure and punctuation (Wp) 7 marks	Spelling (Ws) 3 marks
Use of complex sentences to provide clarity and emphasis, e.g. by positioning of clauses, using a wide range of connectives (although, meanwhile), varying word order or detailed expansion of phrases. Grammar is almost always accurate throughout the text. Punctuation is used accurately to demarcate sentences and for speech punctuation – errors may occur where structures are ambitious. Commas are always used in lists and usually to mark clauses. 6–7	
Some complex sentences are used to create effect, such as using expanded phrases to develop ideas e.g. noun, adverbial, adjectival, and verb phrases, or a range of connectives (e.g. if, so, because, then). Grammar in complex sentences is generally correct in terms of tense and verb form. End of sentence punctuation is nearly always accurate throughout the text. Capitalisation is always correct. Speech marks may be used around words spoken but other speech punctuation may not be accurate. Commas are always used in lists and occasionally to mark clauses. 4–5	Spelling is generally correct throughout. (There may occasional be phonetically plausible attempts at complex words.) Correct spelling of most, not all, polysyllabic words e.g. appear, information, making, possible, possible, probably, wondering, search. 3
A mix of simple and compound sentences. Compound sentences use simple connectives to join clauses, e.g. and, but Generally correct grammar, i.e. subject and verb generally agree. Past and present tense of verbs generally consistent. Demarcation of straightforward sentences is usually correct. There may be evidence of comma splicing. NB. If punctuation is totally lacking <u>and</u> other descriptors met then give lower mark here. 2–3	Spelling of common words, including polysyllabic and compound words, is generally accurate, e.g. friend, another, around, because, anything, something, Spelling of plurals and some past and present words is generally accurate, e.g. boxes, clothes, told, stopped, wanted. 2
Some simple sentence structures are used successfully. Some variation in sentence openings. Some correct use of punctuation, such as full stops and capital letters. NB: where more ambitious structures are used with NO simple sentences, begin marking at Box 2 provided 2nd descriptor about variation in sentence openings has been met. Also: learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English. 1	Spelling of high frequency words is generally correct, e.g. their/there, when, were, what, some, etc. 1
No creditable response 0	No creditable response 0