
ENGLISH

0844/01

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 **14** printed pages.

Section A: Reading

Question	Answer	Marks
1	What <u>three</u> jobs did Aztec men do? Award 1 mark for all of the following: • farmer(s) / farming • craftsmen / craftsman • soldier(s) All three needed for one mark.	1

Question	Answer	Marks
2	Explain why the writer is surprised that all Aztec children went to school. Award 1 mark for any of the following: • Girls weren't usually educated. • Girls didn't usually go to school. • At that time, many girls were not educated (only boys).	1

Question	Answer	Marks
3	In school, children were taught the skills they needed for adult life. What else does the text say they studied? Award 1 mark for the following: • religion	1

Question	Answer	Marks						
4	How were the homes of rich Aztecs different from the homes of ordinary Aztecs? Complete the table below. <table><tr><td></td><td>Award 1 mark for the following: - on the edge of the city (not 'on the edge') </td></tr><tr><td>Award 1 mark for the following: (were made of) stone (or 'large stone houses') Accept 'large stone houses'. </td><td></td></tr></table> For the 3rd box, award 1 mark for any one of the given examples in either column. Only award a further mark if both boxes have a corresponding difference: e.g.: several rooms / one big room = 2 marks e.g.: several rooms / no upstairs = 1 mark <table><tr><td>Award 1 mark for one of the following: - several rooms - separate room for bathing - had an upstairs / top floor - walls were decorated </td><td>Award 1 mark for one of the following corresponding difference: - one big room (not 'one big bedroom') - no room for bathing - no upstairs - no decoration </td></tr></table>		Award 1 mark for the following: on the edge of the city (not 'on the edge')	Award 1 mark for the following: (were made of) stone (or 'large stone houses') Accept 'large stone houses'.		Award 1 mark for one of the following: - several rooms - separate room for bathing - had an upstairs / top floor - walls were decorated	Award 1 mark for one of the following corresponding difference: - one big room (not 'one big bedroom') - no room for bathing - no upstairs - no decoration	4
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Question	Answer	Marks
5	What kind of Aztec people wore feathered cloaks? Award 1 mark for the following: • (very / most / only) important people / men / women	1

Question	Answer	Marks
6 (a)	What did the Aztecs think about the colour turquoise? Award 1 mark for one of the following: • It was special. • It was highly regarded / most / highly respected / very important / highly valued.	1
6 (b)	Give evidence from the text to support your answer. Award 1 mark for: • Only the emperor could wear a turquoise-coloured cloak.	1

Question	Answer	Marks
7	Find an example of an opinion in the fourth paragraph. Award 1 mark for the following: • '(There were) astonishingly strict rules (about clothing in Aztec society.)'	1

Question	Answer	Marks
8	Which noun in the fifth paragraph means any food that is eaten regularly? Award 1 mark for the following: • (a) staple	

Question	Answer	Marks
9	‘And the cocoa bean, considered highly valuable by the Aztecs, was made into a chocolate drink.’ (Lines 22–23) Why are commas used in the sentence above? Tick (✓) <u>one</u> box. Award 1 mark for the following: • to add information	1

Question	Answer	Marks
10	In Text A, questions are used as headings. Explain how this helps the reader. Give two ways. Award 1 mark for each of the following, up to a maximum of 2 marks: • They help the reader know what to expect in the next / each paragraph /what each paragraph will be about. • They help the reader find information they are looking for (quickly / easily). • They engage the reader / catch the reader's attention. • They give the topic of the (following/that) paragraph. • They help the reader to locate specific / particular information. • They help the reader to navigate the text.	2

Question	Answer	Marks
11	Which country was Columbus from? Award 1 mark for the following: • Italy	1

Question	Answer	Marks
12	Find an example of a passive verb form in the first paragraph. Award 1 mark for the following: • ‘was taught’. • ‘was (already) populated’ and ‘is (well-)known’. • ‘was born’	1

Question	Answer	Marks
13	There were people in America before Columbus arrived. Which short phrase shows the writer believes everyone knows this? Award 1 mark for the following: • ‘of course’	1

Question	Answer	Marks
14	Tick (✓) <u>one</u> box. The Silk Road was Award 1 mark for the following: • a dangerous route.	1

Question	Answer	Marks
15	‘He was wrong.’ (Line 9) What is the effect of this short sentence? Award 1 mark for one of the following: • It stresses / emphasises how completely wrong Christopher Columbus was. • It adds dramatic effect.	1

Question	Answer	Marks
16	It took a long time for Christopher Columbus to get help to pay for the trip. Which <u>one</u> word in the third paragraph tells us this? Award 1 mark for the following: • ‘finally’	1

Question	Answer	Marks
17	‘At one point, Columbus promised he would turn back in two days if they hadn’t found land. In his journal, however, he wrote that he had no intention of turning back.’ (Lines 15–17) Explain why the writer uses the word <i>however</i> in the second sentence above. Award 1 mark for either of the following: • He tells the men one thing, but writes the opposite in his journal. • ‘However’ shows that what Columbus wrote in his journal opposes/contradicts his promise.	1

Question	Answer	Marks
18	The writer thinks it is amusing that Columbus believed he had arrived in Asia. How does the writer show this? Award 1 mark for any one of the following: • (by adding an) exclamation mark (at the end of the sentence / information) • by emphasising the information (with an exclamation mark)	1

Question	Answer	Marks
Text B is part of a biography.		
19 (a)	What is the purpose of a biography? Award 1 mark for the following: • to tell the reader about someone’s life.	1
19 (b)	Give <u>two</u> features of a biography that are used in Text B. Award 1 mark for any two of the following: • dates (of specific events) • (historical) facts • named person • chronological order • past tense • use of third person • time connectives	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 of the criteria have been met but not all. Please note: there is a difference between expansion notes: i.e. HAS to be achieved e.g. is desirable.		
20 Write an information text about everyday life where you live.		
20	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
The response 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. statements based on fact and not a value judgement. A clear viewpoint with a consistent, engaging style throughout. i.e. detail sustains interest. 7–8	A clear structure with well-organised material in paragraphs. Chronological or logical links between paragraphs help the development of ideas. Cohesion within and between paragraphs is achieved using devices such as connectives. 6–7
A relevant response that has ideas and content with some <u>detail developed</u> with deliberate choices of vocabulary for the purpose/text type. The main features of the text type are evident i.e. range of aspects; impersonal language. A straightforward viewpoint, with a generally appropriate and consistent style, which mostly sustains the reader's interest. 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 / aspect. A logical sequence with attempts to link ideas evident, but not consistent. Some use of organisational devices such as subheadings, etc. 4–5
Relevant material with attempts to develop basic information using a simple vocabulary relevant to the purpose/text type. i.e. setting the scene (what / when / where) with some clear factual data. General aspects of the text type are evident. i.e. 3rd person and location clear. (Allow up to two uses of first P, but generalized plural – we, our -is acceptable.) Present tense desirable The writer's attitude to the subject may be conveyed, with some attempt to engage the reader. e.g. choice of material to add interest. 3–4	Paragraphs/sections are evident with related points grouped together. Some attempt to sequence ideas logically. e.g. introduction /closing statement may be evident. Movement between paragraphs or sections may be disjointed. 2–3
The response includes some material that is relevant to the task. i.e. everyday life today The vocabulary is simple and relevant. Some elements of the text type can be seen, i.e. it must be a report. 1–2	Some basic sequencing of writing which is grouped by content. 1
No creditable response. 0	No creditable response. 0

Sentence structure and punctuation (Wp) 7 marks	Spelling (Ws) 3 marks
The use of complex sentences provides clarity and emphasis, e.g. <i>by positioning of clauses, using a wide range of connectives (although, meanwhile), varying word order or detailed expansion of phrases.</i> Grammar is almost always accurate throughout the text. Punctuation is used accurately to demarcate sentences and for speech – <i>errors may occur where structures are ambitious.</i> Commas are always used in lists and usually to mark clauses. 6–7	
At least two complex sentences are used to create effect, such as using expanded phrases to develop ideas (e.g. <i>noun, adverbial, adjectival, and verb phrases</i>), or a range of connectives (e.g. <i>if, so, because, then</i>). 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 be occasional phonetically plausible attempts at complex words.) Correct spelling of most, not all, polysyllabic words e.g. <i>appear, information, making, possible, probably, wondering.</i> 3
A mix of simple and compound sentences. Compound sentences use simple connectives to join clauses, e.g. <i>and, but</i>. Generally correct grammar, i.e. <i>subject and verb generally agree. Past and present tense of verbs are generally consistent.</i> 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 are met then give the lower mark here. 2–3	Spelling of common words, including polysyllabic and compound words, is generally accurate, e.g. <i>another, around, because, anything, something.</i> Spelling of plurals and some past and present words is generally accurate, e.g. <i>boxes, clothes, told, stopped, wanted.</i> 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 the 2nd descriptor here about sentence openings, has been met. 1	Spelling of high frequency words is generally correct, e.g. <i>their/there, when, were, what, some, etc.</i> 1
No creditable response. 0	No creditable response. 0