
ENGLISH

0844/01

Paper 1 Non-fiction

October 2019

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 an 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 consists of **10** printed pages.

Section A: Reading

Question	Answer	Marks
1	What was Alexander Graham Bell's job? Award 1 mark for the following: • scientist.	1

Question	Answer	Marks
2	Give <u>one</u> word from the first paragraph (lines 1–4) that tells you that Bell was trying different ways of doing something. Award 1 mark for the following: • experimenting.	1

Question	Answer	Marks
3 (a)	What is <i>fast friends</i> in the second paragraph (lines 5–11) an example of? Tick (✓) <u>one</u> box. Award 1 mark for the following: • alliteration.	1
3 (b)	What is the best definition of <i>fast</i> as it is used in the second paragraph? Tick (✓) <u>one</u> box. Award 1 mark for the following: • good.	1

Question	Answer	Marks
4	What was Bell and Watson's aim when they worked together? Award 1 mark for the following: • (They were trying) to produce sounds/the human voice along / over / through the harmonic telegraph (an early machine for transmitting sound) • (They were trying) to create a machine for transmitting sound.	1

Question	Answer	Marks
5	Give <u>one</u> word from the second paragraph that describes the noise that Watson made with the string. Award 1 mark for the following: twanging.	1

Question	Answer	Marks
6	Look at this sentence from the third paragraph: 'The telephone was born!' (Line 7) 'Was born' is a passive verb form. Give <u>two</u> more passive verb forms from the third paragraph. Write only the verb forms, not the whole sentences. Award 1 mark for each of the following: - could be heard - was granted.	2

Question	Answer	Marks
7	How do we know that Bell was in a hurry to be granted a patent for the telephone? Award 1 mark for one of the following ideas: - Bell asked for the patent before he had managed to transmit the first understandable words. - Bell asked for the patent before he had fully developed / successfully created the telephone. (He asked for the patent in September,) it / the patent was issued in March, he transmitted the first understandable words three days later. - He was able to transmit the first understandable words 3 days after the patent was issued.	1

Question	Answer	Marks
8	Name <u>two</u> people who were in the audience when Bell first spoke about his discovery. Award 1 mark for both of the following: - the Brazilian Emperor / Dom Pedro II / The Brazilian Emperor Dom Pedro II / Emperor Dom Pedro II (British physicist) William Thompson.	1

Question	Answer	Marks
9	Look at this sentence: ‘The emperor exclaimed, “My gosh! It talks!” ’ (Lines 20–21) Why are exclamation marks (!) used in the sentences above? Award 1 mark for one of the following: • to express the speaker’s surprise/shock/amazement etc. • to emphasise the information.	1

Question	Answer	Marks
10	Give <u>one</u> word from the fourth paragraph (lines 18–22) which means the same as ‘wonders’. Award 1 mark for the following: • marvels.	1

Question	Answer	Marks
11	Look at this phrase: ‘... the telephone had become a business.’ (Line 23) What does the phrase above mean? Award 1 mark for one of the following ideas: • Bell was / is making money from (the business of) selling telephones. • Making and selling telephones was now a business. • The Bell company was created to sell telephones. • Selling telephones was profitable. • It had started making money. • They were/are selling telephones.	1

Question	Answer	Marks
12	Which of the following are used throughout <u>Text A</u>? Tick (✓) <u>two</u> boxes. Award 1 mark for each of the following: • impersonal voice • chronological order.	2

Question	Answer	Marks
13	<u>Text B</u> is a biography. Which of the following is a typical language feature of a biography? Tick (✓) <u>one</u> box. Award 1 mark for the following: time connectives.	1

Question	Answer	Marks
14	Name <u>two</u> places where Alexander Graham Bell studied. Award 1 mark for each of the following: - Edinburgh - London.	2

Question	Answer	Marks
15	Why do people still argue about who invented the telephone? Award 1 mark for the following: - Other inventors were / Antonio Meucci / was working on similar inventions / machines. OR - Bell was not the only scientist to invent the telephone / some people think Antonio Meucci invented the telephone / it's not certain who invented the phone.	1

Question	Answer	Marks
16	How was Bell rewarded for his work on transmitting speech? Award 1 mark for the following: He was awarded / given / he won the French Volta Prize / (prize) money.	1

Question	Answer	Marks
17	What role did Bell have at the beginning of the twentieth century? Award 1 mark for the following: President of the National Geographic Society.	1

Question	Answer	Marks
18 (a)	Why is a colon (:) used in the line 17? Award 1 mark for one of the following: - to introduce a list / It is used to list / It lists Bell's experiments - a list follows it.	1
18 (b)	Why is a semicolon (;) used in the line 19? Award 1 mark for one of the following: - to join two related sentences - to add further / more / extra information - it is used instead of a connective.	1

Question	Answer	Marks
19	Bell cared about helping people who suffered from physical disabilities. Give <u>two</u> examples from <u>Text B</u> to support this statement. Award 1 mark for two of the following ideas: (he used a system called 'visible speech') (developed by his father) to teach children who could not hear or speak - He founded a school (in Boston) to train teachers of the deaf. - He continued experiments in techniques for teaching speech to the deaf.	1

Question	Answer	Marks										
20	Look at both texts. Number these events about Alexander Graham Bell in the correct order. Award 1 mark for correctly numbering all the events: <table><tr><td>He moved to Canada.</td><td>3</td></tr><tr><td>He met Thomas Watson.</td><td>4</td></tr><tr><td>He was born in Edinburgh.</td><td>1</td></tr><tr><td>He first spoke about his discovery in Boston.</td><td>5</td></tr><tr><td>He started work on the mechanics of speech.</td><td>2</td></tr></table>	He moved to Canada.	3	He met Thomas Watson.	4	He was born in Edinburgh.	1	He first spoke about his discovery in Boston.	5	He started work on the mechanics of speech.	2	1
He moved to Canada.	3											
He met Thomas Watson.	4											
He was born in Edinburgh.	1											
He first spoke about his discovery in Boston.	5											
He started work on the mechanics of speech.	2											

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. • In some boxes, there are additional notes as follows: e.g. means an example / suggestion BUT i.e. means the extra information is necessary for the descriptor to be achieved. 21 Write a biography about someone you know about.		
21	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 an appropriate vocabulary well chosen for the purpose / text type. Features of the text type are clearly established, i.e. <i>3rd person throughout</i>. Clear viewpoint with a consistent, engaging style throughout, i.e. <i>highlighting interesting facts</i>. 7–8	Clear structure with well-organised material within paragraphs. Chronological or logical links between paragraphs help the development of ideas. Cohesion within and between paragraphs is achieved using devices such as connectives, i.e. <i>time connectives to clarify timing</i>. 6–7
Relevant material has ideas and content with some detail developed with deliberate choices of vocabulary for the purpose / text type, i.e. <i>achievements, events described in some detail</i>. Main features of the text type are evident, i.e. <i>chronological order, date(s) essential</i>. Straightforward viewpoint, with a generally appropriate and consistent style, which mostly sustains reader interest, i.e. factual/informative language engages. 5–6	Paragraphs are used to help structure the text where the main idea is usually supported by following sentences, e.g. <i>paragraphs may signal a change in time, place or a new event</i>. Chronological sequence with attempts to link ideas evident but not consistent. Some use of organisational devices such as subheadings, etc., e.g. <i>includes dates as part of structuring if used as a sub-heading</i>. 4–5
Relevant material with attempts to develop basic information using a simple vocabulary relevant to the purpose / text type, i.e. <i>some details are clear beyond who, when, where, etc.</i> General aspects of text type are evident, i.e. <i>mostly past tense; 3rd person, e.g. date(s) as part of content</i>. The writer's attitude to the subject may be conveyed, with some attempt to engage the reader, i.e. <i>why the subject is important / famous</i>. 3–4	Paragraphs / sections are evident with related points grouped together or linked by time sequence. Some attempt to sequence relevant ideas logically, e.g. <i>introduction / closing statement may be evident</i>. Movement between paragraphs or sections may be disjointed. 2–3
Some material included that is relevant to the task, e.g. <i>some basic details about the person</i>. Vocabulary is simple and relevant. Some elements of the text type can be seen, i.e. <i>it must be an impersonal recount about a named person</i>. 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. <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 punctuation – <i>errors may occur where structures are ambitious.</i> 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. <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, search.</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 generally consistent.</i> Demarcation of straightforward sentences is usually correct. There may be evidence of comma splicing. NB: <i>if punctuation is totally lacking and other descriptors met then give lower mark here.</i> 2–3	Spelling of common words, including polysyllabic and compound words, is generally accurate, e.g. <i>friend, 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. <i>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.</i> <i>Also: learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English.</i> 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