



Cambridge Primary Checkpoint

ENGLISH

0844/01

Paper 1 Non-fiction

October 2022

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 **10** pages.

Section A: Reading

Question	Answer	Marks
1	Give <u>one</u> word from the first sentence (lines 1–2) that tells us that the boys lived in the countryside. Award 1 mark for Rural This does need to be spelt correctly. Allow a short quote <u>only</u> if the key word is highlighted. Allow the response given as a full sentence, e.g. "The word is rural".	1

Question	Answer	Marks
2	Look at the first paragraph (lines 1–10). Which of the following is an opinion? Tick (✓) <u>one</u> box. Award 1 mark for: an amazing discovery Box 3 should be ticked Award 0 marks where more than one box has been ticked.	1

Question	Answer	Marks
3	What gives yellow ochre paint its colour? Award 1 mark for: (common/yellow clay containing) iron oxide NB Mentions of sap / water / <i>how</i> it's made negate unless the key words are highlighted.	1

Question	Answer	Marks
4	Look at lines 17–20. How were visitors harming the artwork? Award 1 mark for: The <u>heat</u> from their <u>bodies</u> caused <u>humidity</u> Accept any 'own words' answer that includes all three of the main ideas.	1

Question	Answer	Marks
5	Why has a colon (:) been used in the third paragraph (lines 17–24)? Tick (✓) <u>one</u> box. Award 1 mark for: to add more detail Box 1 should be ticked Award 0 marks where more than one box has been ticked.	1

Question	Answer	Marks
6	How are the paintings in Lascaux Cave protected nowadays? Give <u>two</u> ways. Award 1 mark for any of the following up to a maximum of two marks. (every two weeks the caves are) sprayed with a (suitable) <u>chemical</u> [the inclusion of 'chemical' or synonymous word is required for this mark, e.g. 'special spray', 'a solution'] - The walls are (carefully) cleaned by hand - The (original) cave is no longer accessible to the public / is closed to the public - Air conditioning (was installed)	2

Question	Answer	Marks
7	Why were the copies of the paintings made using the same materials as the originals? Award 1 mark for one of the following ideas: - So that the copies are as similar to / as close to the originals as possible - So the copies look (exactly) the same / have the same design / colour / texture - So that visitors understand/see what the originals are/were (really) like - To make them look realistic / authentic / accurate Answers which refer to the cave rather than the paintings specifically can be allowed, e.g. "To make it look like the original cave". Do not allow answers that refer to preserving the original cave.	1

Question	Answer	Marks												
8	Draw <u>four</u> lines to match each paragraph with its topic. There is one extra topic that you do not need to use. <table border="1"> <tr> <td>First paragraph</td><td></td><td>the events at the time the site was found</td></tr> <tr> <td>Second paragraph</td><td></td><td>the method and materials used in the artwork</td></tr> <tr> <td>Third paragraph</td><td></td><td>the difficulties which soon began to appear</td></tr> <tr> <td>Fourth paragraph</td><td></td><td>the situation at the present time</td></tr> </table> NB If 5 lines are drawn, the maximum that can be awarded is 3, assuming that the 3 answers with single lines are correct.	First paragraph		the events at the time the site was found	Second paragraph		the method and materials used in the artwork	Third paragraph		the difficulties which soon began to appear	Fourth paragraph		the situation at the present time	4
First paragraph		the events at the time the site was found												
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Question	Answer	Marks
9	Give <u>one</u> phrase from the text which explains the meaning of <i>camouflage</i>. Award 1 mark for: (the) use of colour to blend into the background The full quote as shown above is required, but no other words. Allow up to 2 copying errors, e.g. “the <i>uses</i> of colour to blend into a background”. NB The American spelling of ‘color’ should be counted as a copying error.	1

Question	Answer	Marks
10	Give <u>two</u> features that make fish difficult to see from underneath. Award 1 mark for: • (They have) countershading OR • (They have) / a pale underside / a pale underbelly. The mention of ‘a dark top / upper surface’ is neutral when given on same line as the pale answer, as this is synonymous with countershading. Do not accept dark top/upper surface on its own. Award 1 mark for: • (Some give off) light from their abdomen / underbelly / underside. OR • The <u>light</u> from their abdomen / underbelly / underside is blue / is the same shade as the sky.	2

Question	Answer	Marks
11	Give an example of alliteration in the third paragraph (lines 8–14). Award 1 mark for: • (For instance, irregular spots of fish on the) <u>soft</u>, <u>sandy sea</u> (-bottom) Allow any two combinations e.g. soft sandy, sandy sea. Allow ‘work well’ This is not an ideal answer, but is technically an example of alliteration. Do not allow ‘instance irregular’ as alliteration should be repeated consonant sounds for effect.	1

Question	Answer	Marks
12	Explain how a tiger's camouflage works differently from that of a green insect, according to the text. Award 1 mark for: - Answers which suggest it is the stripes which <i>break up the outline</i>, whether these are short quotes or 'own word' responses e.g. "The patterns on a tiger break up the outline of its body" or "(It) breaks up the outline" Award 1 mark for: - Answers which suggest an insect's colour <i>matches</i> its background or surroundings / allows it to <i>blend</i> in, whether these are short quotes or 'own word' responses e.g. "An insect's green colour makes it look similar to the grass" Do not accept answers which simply state what colours/patterns tigers and insects have.	2

Question	Answer	Marks
13	Arctic foxes turn white in winter. What does this tell us about the weather in summer in the Arctic? Award 1 mark for: - There is no snow / It doesn't snow (in the summer) (but there is snow in winter) - There's snow in the winter <u>but none in the summer</u> - It's too warm to snow Do not accept, for example, "It's warmer" without the mention of the lack of snow.	1

Question	Answer	Marks
14	How can some animals change camouflage as they move from place to place, according to the text? Award 1 mark for an answer that <i>combines</i> the ideas of: Either: They (can) change colour Or: They (can) darken or lighten their skin <i>with</i> Either: to match their background/to blend into (a range of) different surroundings Or: in a matter of seconds/(very) quickly For example, “Some animals change the shade of their skin rapidly” / “They can make themselves lighter or darker coloured to match different environments”.	1

Question	Answer	Marks																				
15	Text A is a chronological report. Text B is a non-chronological report. Complete this table of the different features of these two types of reports. Award 1 mark for each blank in the table completed correctly, as below: <table><tr><th colspan="2">Text A: chronological report</th></tr><tr><th>Example</th><th>Feature</th></tr><tr><td>On 12 September, 1940</td><td>dates</td></tr><tr><td>Later Soon after that Since then</td><td><u>time</u> connectives</td></tr><tr><td>showed returned</td><td><u>(regular) (simple) past (tense)</u> <u>verb</u></td></tr><tr><td>was opened; is made; has been sprayed</td><td><u>auxillary / passive (verb form)</u> <u>(voice)</u></td></tr></table> <table><tr><th colspan="2">Text B: non-chronological report</th></tr><tr><th>Example</th><th>Feature</th></tr><tr><td>works blend in</td><td><u>(simple) present (tense) (verbs)</u></td></tr><tr><td><u>Light and shade;OR</u> <u>Blending in; OR</u> <u>All change</u></td><td>subheadings</td></tr></table> NB Only one of the subheadings needs to be accurate. Copying errors in others can be ignored. However, clearly incorrect answers, e.g. “blend in” [which is from the box above] can not be accepted.	Text A: chronological report		Example	Feature	On 12 September, 1940	dates	Later Soon after that Since then	<u>time</u> connectives	showed returned	<u>(regular) (simple) past (tense)</u> <u>verb</u>	was opened; is made; has been sprayed	<u>auxillary / passive (verb form)</u> <u>(voice)</u>	Text B: non-chronological report		Example	Feature	works blend in	<u>(simple) present (tense) (verbs)</u>	<u>Light and shade;OR</u> <u>Blending in; OR</u> <u>All change</u>	subheadings	5
Text A: chronological report																						
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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.		
16 Your teacher has asked you to write a chronological report about a recent event for the school magazine. It could be about: - a school or class trip - a school sports day - a visit to your school from someone important - any other interesting school event. Remember to include features of a chronological report.		

16	Content, purpose and audience. (Wa)	8
	Text structure and organization. (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, <i>i.e. significance of occurrences may be explained; accurate/powerful verbs/adjectives used; vocab relevant to the topic used</i> <i>e.g. sporting words to describe a sports day</i> Features of the text type are clearly established, <i>i.e. 3rd person used throughout; past tense is used consistently</i> Clear viewpoint with an engaging style throughout, <i>i.e. impersonal style used consistently</i> 7–8	Clear structure with well-organised material within paragraphs, <i>e.g. thorough intro – well constructed body – conclusion which summarises or gives most recent developments</i> Chronological or logical links between paragraphs help the development of ideas, <i>i.e. more advanced/specific time connectives</i> Clear cohesion between and within paragraphs is achieved, <i>e.g. conjunctions used to link ideas</i> 6–7
Relevant, well-balanced material with some detail developed with deliberate choices of vocabulary for the purpose / text type. <i>i.e. greater detail about different actions/ occurrences; each 'phase' of the event has suitable weighting; important places/people are made clear</i> Main features of the text type are evident, <i>i.e., events reported in clear chronological order; use of a variety of time connectives; past tense mostly accurate; description is factual; mostly 3rd person (allow up to 3 examples of 1st person plural)</i> Straightforward viewpoint, with a generally appropriate and consistent style, which mostly sustains reader interest. <i>i.e. mostly an impersonal report style used; details added to interest reader</i> 5–6	Paragraphs are used to help structure the text where the main idea is usually supported by 2/3 following sentences: <i>i.e., paragraphs reinforce order of time or events</i> Logical chronological sequence with attempts to link ideas evident but not consistent, <i>i.e., some use of basic time conjunctions/ connectives e.g., closing statement may be evident</i> (There may be some effective use of organisational devices such as sub-headings, <i>e.g., to show different occurrences during the main event</i>) 4–5
Relevant material with attempts to develop basic information using a simple vocabulary relevant to the purpose / text type, <i>i.e. when the event happened is clear; occurrences described but order not always clear e.g. where/who/what is included</i> General aspects of text type are evident, <i>i.e. past tense used; some time connectives; can be 1st person plural (we) or 3rd person (allow up to 3 examples of 1st person singular)</i> The writers' attitude to the subject may be conveyed, with some attempt to engage the reader, <i>i.e. initial info (possibly dates) given to orientate the reader</i> 3–4	Sections are evident with related points arranged together, <i>e.g., paragraphs may be evident but not used well.</i> <u>Some</u> attempt to order relevant ideas, <i>i.e. brief intro followed by 1/2 occurrences</i> Movement between paragraphs or sections, may be disjointed or repetitious <i>e.g., larger time jumps</i> 2–3
Some material included that is relevant to the task, <i>i.e. it is about an event</i> Vocabulary is simple and relevant. Some elements of the text type can be seen, <i>i.e. it must <u>predominantly</u> be a chronological report</i> 1–2	Some basic grouping of material 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, since..., as...), 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 effectively, 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 simple sentences is correct in terms of tense and verb form, and usually correct in complex sentences. End of sentence punctuation is nearly always accurate throughout the text. Capitalisation is always correct. Commas are always used in lists and occasionally to mark clauses. (Speech marks may be used around words spoken but other speech punctuation may not be accurate.) 4–5	Spelling is generally correct throughout, and there is evidence of some ambitious vocabulary, e.g., there may occasional be phonetically plausible attempts at complex words. Correct spelling of most, not all, polysyllabic words e.g. appear, information, possible, impossible, 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 (& present) tense of verbs generally consistent. Demarcation of straightforward sentences is usually correct. There may be <u>some</u> 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 most past tense 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