



Cambridge Primary Checkpoint

ENGLISH

0844/01

Paper 1 Non-fiction

October 2020

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.

This document has **10** pages.

Section A: Reading

Question	Answer	Marks
1	Why do teenagers think they should choose their own bedtimes? Award 1 mark for the following: • (They) know / understand their day / <u>daily</u> timetable / routine best.	1

Question	Answer	Marks
2	Which word in the second paragraph (lines 5–9) means ‘completely certain’? Award 1 mark for the following: • adamant.	1

Question	Answer	Marks
3	How can choosing their own bedtime help a child with their homework? Award 1 mark for answers that acknowledge ONE of the following: • more time (to do homework / study in the evenings) • can choose / adjust a bedtime to fit / manage (the amount of) homework / workload • can go to bed later if they have a lot of school work.	1

Question	Answer	Marks
4	Look at the third paragraph (lines 10–16). Explain how family life improves when a child sets their own bedtime. Award 1 mark for any of the following, up to a maximum of 2 marks: • (more) time to talk (with families) / time with families • better relationship with parents / more trust (between parents and children) • fewer arguments.	2

Question	Answer	Marks
5	Give a phrase from the fourth paragraph (lines 17–20) that means ‘to work well in lessons’. Award 1 mark for the following: (so they can) concentrate appropriately (at school)	1

Question	Answer	Marks
6	Give a fact from lines 17–23. Award 1 mark for one of the following: (Scientific research shows that) children younger than 10 need more than 11 hours sleep (a night to stay healthy and grow) (even) teenagers need 10 hours sleep (a night)	1

Question	Answer	Marks
7	Look at the fifth paragraph (lines 21–24). Give <u>one</u> problem that children experience when they have not had enough sleep. Award 1 mark for one of the following: - bad mood / bad-tempered / grumpy - daily tasks (become) hard / managing each day becomes difficult (get) ill more easily / illnesses / get ill.	1

Question	Answer	Marks
8	Look at the third paragraph (lines 10–16) and sixth paragraph (lines 25–27). Which word used in both paragraphs shows that something could happen as a result of something else? Award 1 mark for the following: if.	1

Question	Answer	Marks
9	Text A is a balanced argument. Explain how the paragraphs of this balanced argument are organised. Award 1 mark for each of the following: - second to fifth paragraphs: for and against (arguments) / pros and cons / the arguments for both sides - last paragraph: summary / conclusion / recommendation / compromise / solution	2

Question	Answer	Marks
10	Complete the chart below to show the language features of a balanced argument. Award 1 mark for each correct answer, up to a maximum of 3 marks. <u>Present tense</u> Award 1 mark for any of the following: Have / make / suggest / think / is / proves / argue / point out / shows / emphasise judge/ say Accept any example of the present tense from the text. <u>Discussion Connectives</u> Award 1 mark for any of the following: - in addition / so / moreover / on the other hand / consequently / in fact Accept any connectives that compare / discuss / argue <u>Those in favour...</u> Award 1 mark for one of the following: - impersonal (voice) - formal tone / formal language - third person	3

Question	Answer	Marks
11	Who is the target audience of Text A? Tick (✓) <u>one</u> box. Award 1 mark for answers that acknowledge any of the following: • everybody	1

Question	Answer	Marks
12	Complete the sentence below with <u>one</u> word from the first paragraph. The _____ of all living things depends on getting enough sleep. Award 1 mark for the following: • survival.	1

Question	Answer	Marks
13	What is the purpose of sleep? Tick (✓) <u>two</u> boxes. Award 1 mark for each correctly identified phrase, up to a maximum of 2 marks: • ‘to get the body ready for daily life’ • ‘to allow the brain to refuel’	2

Question	Answer	Marks
14	Which phrase in lines 11–14 implies that the information is well known? Award 1 mark for the following: • of course.	1

Question	Answer	Marks
15	Identify the features of a non-chronological report present in <u>Text B</u>. Complete the chart using examples from <u>Text B</u>. Award 1 mark for each correct answer, up to a maximum of 3 marks. <u>Subheadings</u> Award 1 mark for: • What happens during sleep? • How much sleep do people need? • Did you know? <u>Technical language</u> Award 1 mark for: • the brain • scientists • (replaces its) chemicals • store information • hallucinate • the body <u>After missing two nights of sleep, a person will have problems thinking and doing things.</u> Award 1 mark for: • (descriptive) factual language • detailed facts • facts and description • fact(s) • (extra) information	3

Question	Answer	Marks
16	Why does the writer use bullet points in the final paragraph (lines 15–24)? Award 1 mark for one of the following ideas: • it's a list (of facts) • to make it easier to read the (different) facts • to make it clearer to see the information/facts • to organise the information/facts • the information/facts are separate from each other	1

Question	Answer	Marks
17	'... the brain needs to spend time in bed and catch its ZZZs.' What is this an example of? Award 1 mark for the following: • personification.	1

Question	Answer	Marks
18	What is the purpose of the dashes (–), used in both texts (<u>Text A</u>, line 8 and <u>Text B</u>, lines 2 and 12)? Award 1 mark for one of the following: • (to) add(s) (extra) information / add extra detail (to a sentence) • (to) separate the main point from extra information / detail(s) • (to) emphasise/amplify the main point	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.		
19 Art and music should <u>not</u> be taught in school. Write a balanced argument discussing this statement.		
19	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, <i>i.e. is each argument supported by evidence, explanation or examples?</i> Features of the text type are clearly established, <i>i.e. consistently 3rd person: either generalized voices and/or passive voice.</i> Clear viewpoint with a consistent, engaging style throughout, <i>i.e. are arguments on each side of the debate, clearly stated?</i> 7-8	Clear structure with well-organised material within paragraphs. <i>i.e. as a refinement of Box 4/5.</i> Chronological or logical links between paragraphs help the development of ideas. <i>i.e. leading to a reasoned conclusion of the argument.</i> Cohesion within and between paragraphs is achieved using devices such as connectives, <i>i.e. connectives show logical relationships, e.g. however, therefore, on the other hand, since.</i> 6-7
Relevant material has ideas and content with some detail developed with deliberate choices of vocabulary for the purpose / text type. <i>i.e. there must be a balance between the two sides of the argument</i> Main features of the text type are evident, <i>e.g. formal / impersonal style; present tense throughout.</i> Straightforward viewpoint, with a generally appropriate and consistent style, which mostly sustains reader interest. <i>i.e. reader must be clear which side (for or against) argues which point.</i> 5-6	Paragraphs are used to help structure the text where the main idea is usually supported by following sentences: <i>e.g. EITHER: arguments for + evidence followed by arguments against + evidence, OR: argument / counter argument one point at a time.</i> Logical sequence with attempts to link ideas evident but not consistent. Some use of organisational devices such as sub-headings, etc. 4-5
Relevant material with attempts to develop basic information using a simple vocabulary relevant to the purpose/text type. <i>i.e. arguments are supported by evidence and/or examples.</i> General aspects of text type are evident, <i>i.e. largely present tense (apart from historical references)</i> The writers' attitude to the subject may be conveyed, with some attempt to engage the reader, <i>i.e. reader must be aware that there are two sides of the argument</i> 3-4	Paragraphs/ sections are evident with related points grouped together <i>e.g. paragraph breaks often show the division between the two points of view</i> Some attempt to sequence relevant ideas logically, <i>e.g. introduction / followed by arguments / 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, <i>i.e. clear statement of issue under discussion.</i> Vocabulary is simple and relevant. Some elements of the text type can be seen, <i>i.e. it must be an argument with some ideas for and/or against the issue.</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. by positioning of clauses, using a wide range of connectives (although, since..., as...), varying word order or detailed expansion of phrases such that 'cause and effect' can be identified 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. 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 and 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