
ENGLISH

Paper 1

MARK SCHEME

Maximum Mark: 50

0844/01

April 2018

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 **12** printed pages.

PRE-STANDARDISATION**Section A: Reading**

Question	Answer	Marks
1	Look at the information in the first paragraph. Where do Emperor penguins live? Tick (✓) <u>one</u> box. Award 1 mark for the following: • Antarctica	1

Question	Answer	Marks
2	Give <u>two</u> words from the second paragraph which tell us how penguins move across land? Award 1 mark for each of the following: • waddle • slide	2

Question	Answer	Marks
3	A penguin has two special features that prevent it from getting too cold. What are the <u>two</u> features? Award 1 mark for each of the following: • (a layer of) fat • air trapped in their feathers / feathers	2

Question	Answer	Marks
4	Find <u>one</u> word in the third paragraph which tells us the purpose of penguins' colouring. Award 1 mark for the following: • camouflage	1

Question	Answer	Marks
5	Look at this sentence: 'They also eat krill (tiny shrimplike animals), squid, shellfish and octopus.' (Line 17) Why is 'tiny shrimplike animals' in brackets? Award 1 mark for any of the following: • because it gives/adds more/extra/non-essential information (about krill) • because it explains the meaning of the word krill • because it explains that krill are tiny shrimplike animals / explains what krill are • It is an explanation (of krill). • because it tells the meaning / definition (of krill) • because it shows the meaning of the word before it	1

Question	Answer	Marks
6	How does a parent penguin bring fish to its young? Award 1 mark for the following: • (in its) mouth / beak	1

Question	Answer	Marks
7(a)	Look at the subheadings in the text. Write a similar subheading that is suitable for the fourth paragraph. Award 1 mark for the following: • Penguin(s') diet / food / nutrition • What penguins eat	1
7(b)	What is the purpose of subheadings in a text like this? Award 1 mark for one of the following: • to inform the reader of the topic of the paragraph / what the paragraph will be about • to help organise the information in the text • to guide the reader to the right / specific/particular information • to help the reader find information faster/easier / so you know where to look for particular information • to give an overview of the paragraph • to categorise information • shows what you will read next • to show what the paragraph is about	1

Question	Answer	Marks
8	Tick (✓) <u>two</u> boxes that we know are true from the passage Award 1 mark for each of the following: • Penguins are finding it harder to locate food. • Penguins from different places eat different food.	2

Question	Answer	Marks								
9	<u>Text A</u> is a non-chronological report. Complete this table of the features of non-chronological reports with examples from <u>Text A</u>. Award 1 mark for each box completed correctly: <table><tr><th>Feature</th><th>Example from the text</th></tr><tr><td>Heading / subheading</td><td>Penguin families</td></tr><tr><td>connectives / conjunctions (1 mark) Accept variations: e.g. 'connectors' / 'linking words'</td><td>but, however, likewise</td></tr><tr><td>Passive verb forms</td><td>(penguins) are found / are declining (in many areas) (1 mark)</td></tr></table>	Feature	Example from the text	Heading / subheading	Penguin families	connectives / conjunctions (1 mark) Accept variations: e.g. 'connectors' / 'linking words'	but, however, likewise	Passive verb forms	(penguins) are found / are declining (in many areas) (1 mark)	2
Feature	Example from the text									
Heading / subheading	Penguin families									
connectives / conjunctions (1 mark) Accept variations: e.g. 'connectors' / 'linking words'	but, however, likewise									
Passive verb forms	(penguins) are found / are declining (in many areas) (1 mark)									

Question	Answer	Marks
10	Look at this sentence: 'Imagine standing high up on a slope, overlooking an ice-filled bay.' (Line 1) What effect is the writer trying to have on the reader? Award 1 mark for the following: The writer wants the reader to: • feel as if they are there / in polar regions / in Antarctica. • imagine / visualise / feel what it would be like if they were there. • to feel how stunning it would be to be there. • to feel they (really) want to be / go there.	1

Question	Answer	Marks
11	Look at this sentence: 'It really is an ice paradise!' (Line 8) Give <u>two</u> ways the writer has emphasised the information in this sentence. Award 1 mark for any of the following up to a maximum of 2 marks: • use of an exclamation mark • use of 'really' / an intensifier • use of a short sentence • use of literary devices, e.g. rhyme (ice / paradise) / metaphor / hyperbole / alliteration	2

Question	Answer	Marks
12	Give an example of each of the following from <u>Text B</u>. Award 1 mark for one of the following: Alliteration • sight and sound • ice-filled ice-cliffs and deep blue icebergs • seabirds soaring (and swooping) • sunsets and sunrises (separated by crimson-streaked skies) • slippery surfaces • streaked skies • ice paradise • conditions can change quickly Award 1 mark for the following: Personification • ... the wind gently kisses (the surface of the water ...)	2

Question	Answer	Marks
13	Name <u>two</u> things the company supplies to make walking easier. Award 1 mark for each of the following: • (trekking / walking / hiking) poles • snowshoes	2

Question	Answer	Marks
14	Give a reason from <u>Text B</u> to explain why it is a good idea to take along the following items when hiking: extra clothing extra supplies. Award 1 mark for each of the following ideas: • The weather might change <u>unexpectedly</u> / <u>quickly</u> / <u>suddenly</u> (so extra clothing may be required). • The weather might suddenly deteriorate/become <u>much</u> colder/worse. • The expedition might be delayed unexpectedly (so extra food / drink might be required). • in case there's a delay caused by an emergency • in the event that the hike takes <u>much</u> longer than expected	2

Question	Answer	Marks
<u>Text B</u> has five paragraphs. The main purpose of the first and second paragraphs is to persuade the reader to go to Antarctica.		
15(a)	What is the main purpose of the third, fourth and fifth paragraphs? Award 1 mark for the following: • to give (specific) information / details (about the hiking trip)	1
15(b)	Explain why the writer has chosen to use questions for sub-headings in this text. Award 1 mark for the following: • because these are the types of questions people thinking of going on the trip would ask • It is the information people considering going on the trip need / want to know. • These are the most commonly asked questions. • The reader will want to know the answers to these questions.	1

PRE-STANDARDISATION**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.		
16 <u>Text B</u> is a persuasive article, persuading people to go on a trip to Antarctica. Write your own persuasive article for a school magazine about a leisure-time activity you really enjoy doing. Try to convince your readers that they would really enjoy doing it too. The activity could be: an individual or team sport a creative activity, such as dancing, painting, playing/listening to music a game, such as a computer game or board game.		
16	Content, purpose and audience. (Wa)	8
	Text structure and organisation. (Wt)	7
	Sentence structure and punctuation. (Wp)	7
	Spelling (Ws)	3
		[Total 25]

PRE-STANDARDISATION

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, i.e. <i>presenting opinion as fact</i>; i.e. <i>use of exaggerated language</i>. Features of the text type are clearly established, i.e. <i>conclusion</i>; e.g. <i>rhetorical questions</i>. Clear viewpoint with a consistent, engaging style throughout, i.e. clear items that do persuade. 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, e.g. <i>moreover</i>, <i>as a result</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>more than one point / argument</i>; i.e. <i>detail of supporting statements is clear</i>; e.g. <i>emotive words</i>. Main features of the text type are evident, i.e. <i>clarity of arguments / persuasive attempts clear</i>; i.e. <i>present tense predominates</i>. Straightforward viewpoint, with a generally appropriate and consistent style, which mostly sustains reader interest, e.g. <i>good attempts to convince beyond simple statements</i>; e.g. <i>emotive statements</i>. 5–6	Paragraphs are used to help structure the text where the main idea is usually supported by following sentences, i.e. <i>paragraphs signal new argument / point or opposing view</i>. Logical sequence with attempts to link ideas evident but not consistent, e.g. logical relationship between points. 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. <i>at least one point made with some elaboration</i>. General aspects of the text type are evident, e.g. <i>powerful adjectives intended to persuade</i>. Allow generalised 1st person 'we'. The writer's attitude to the subject may be conveyed, with some attempt to engage the reader, e.g. <i>some familiar tone such as simple imperative 'you must'; and / or 'have you ever...?'</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, i.e. <i>some information that attempts to persuade</i>, e.g. <i>'it's amazing'</i>. Vocabulary is simple and relevant. Some elements of the text type can be seen, i.e. <i>it is a persuasive text where opening statement is about the subject</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	
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, 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</i>. Past and present tense of verbs are generally consistent. Demarcation of straightforward sentences is usually correct. Commas are often used in lists. N.B. <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
Any simple sentences have generally correct grammar. Some variation in sentence openings. Simple sentences are usually demarcated accurately, i.e. <i>capital letters and full stops.</i> N.B. <i>Where more ambitious structures are used with NO simple sentences, begin marking at Box 2 provided 2nd descriptor here about sentence openings has been met.</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