Cambridge Primary Checkpoint

Cambridge Assessment International Education
Cambridge Primary Checkpoint

ENGLISH **0844/01**

Paper 1 Non-fiction **April 2019**

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.

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PRE-STANDARDISATION

Section A: Reading

Question	Answer	Marks
1	**What is Lewis Clarke's great achievement?** He has become / is the youngest person to trek / walk to the South Pole.	1

Question	Answer	Marks
2	**Give <u>one</u> word and <u>one</u> phrase from lines 4–7 that mean completed.** Award **1 mark** for each of the following: **Word:** finished (not 'finish' or 'finish it') **Phrase:** (it) brought an end to (**not** 'brought to an end' / 'brought an end')	2

Question	Answer	Marks
3	**Using the information in the sentence, explain in your own words, <u>two</u> ways in which Carl Alvey helped Lewis on the journey.** Award **1 mark** for the following idea: He had experience of polar treks. OR He helped Lewis to find his way / navigate. OR He gave Lewis tips/advice about how to survive (the polar conditions) / get through the challenges. Award **1 mark** for the following idea: He was company for Lewis. OR He helped to keep him motivated / cheerful. / He encouraged him. He was / acted as his friend.	2

Question	Answer	Marks
4	**What health problem did being on high ground create for Lewis?** coughing	1

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Question	Answer	Marks
5	**Look at this sentence: 'But the cold itself has not fazed him.' (Lines 11–12)** **Explain in your own words what has not fazed him means.** has not upset / bothered / disturbed / worried / troubled / discouraged / did not make him <u>want</u> to give up	1

Question	Answer	Marks
6	**Give a quotation that shows Lewis's surprise at the effort needed to complete the expedition.** ('I knew it would be hard but) it's harder than I ever thought it would be.'	1

Question	Answer	Marks
7	**Look at this phrase: 'Lewis's record – for the same coast-to-pole route – was previously held by ... (line 22)** **Why are dashes (–) used in the phrase above?** Award **1 mark** for: • to emphasise information (in the middle of the sentence) OR • to add / give more / give extra information (in the middle of the sentence)	1

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Question	Answer	Marks
8	**What will the money that Lewis has collected be used for?** to help young people	1

Question	Answer	Marks
9	**What does the last paragraph in Text A (lines 22–25) do?** It refers back to the information in the headline.	1

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Question	Answer	Marks
10a	**Text A is a news report.** **(a) Name <u>one</u> technique the writer has included in the headline**. **Tick (✓) <u>one</u> box.** alliteration	1
10b	**(b) Give <u>one</u> reason why it is important to have an effective headline.** **Accept** any **one** of the following for **1 mark**. • to grab /engage / attract the reader's attention to the article • to make the reader interested enough to want to read the <u>article</u> • to tell the story of the article in as few words as possible	1

Question	Answer	Marks
11	**Complete the table below so that the features of a journalistic text are matched with an example from Text A. The first one has been done for you.** Award **1 mark** for any of the following: <u>Examples of third person</u> • A 16-year-old boy has become…. • Difficulties encountered for Lewis….. • His only help….. • Mr Fiennes said he had not travelled…. • **Or** any other quote that uses a name (proper noun) or the pronouns he/she/they/him/her/it/them etc. Award **1 mark** for: <u>Feature</u> Reported speech / Indirect speech	2

Question	Answer	Marks
12	**What was Amundsen's role in the 1911 trek?** leader	1

Question	Answer	Marks
13	**What other 'first' did Amundsen achieve after he became the first person to reach the South Pole?** (He was the) first person / man to stand at both ends of the Earth	1

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Question	Answer	Marks
14	**Look at this sentence: 'Amundsen's ability to navigate and survive this trip was a great accomplishment.' (Lines 10–11)** **What does the word survive suggest about this voyage?** It was a dangerous / difficult / hard (journey / voyage / adventure).	1

Question	Answer	Marks
15	**'Amundsen set out on his most famous adventure in 1910: his race to the geographic South Pole against a British team led by Robert Falcon Scott.' (Lines 12–13)** **Why is a colon (:) used in the sentence above?** The second piece of information is related to / expands on / develops the first piece of information.	1

Question	Answer	Marks
16	**What evidence in the text suggests that the team faced unexpected difficulties after they had arrived at base camp?** They were (delayed) in their (base) camp for 10 months / They did not begin their journey to the South Pole for 10 months.	1

Question	Answer	Marks
17	**Tick (✓) <u>two</u> boxes to show which phrases use a passive verb form.** • 'This passage through the ice had been searched for …' • 'The Norwegian flag was triumphantly planted …'	2

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Question	Answer	Marks
18a	**What is the purpose of a biography?** to give information about somebody's life	1
18b	**Give <u>two</u> features of a biography that are used in text B.** Award **1 mark** for any of the following up to a maximum of **2 marks**. third person impersonal voice gives dates and details / facts of real / important events action and / or thought verbs gives details of achievements past tense chronological order formal language	2

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PRE-STANDARDISATION

Section B: Writing

Question	Answer	Marks
	19 Write a report for your school newsletter about a journey that a group of students from your school made recently. **The journey could have lasted one day or many days.** **It could be about:** • **a day trip or residential trip that the school organised** • **a camping adventure that the students organised for themselves** • **a challenging in which the students worked together.**	
19	Content, purpose and audience. (Wa)	**8**
	Text structure and organisation. (Wt)	**7**
	Sentence structure and punctuation. (Wp)	**7**
	Spelling (Ws)	**3**
		[Total 25]

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Content, purpose and audience (Wa) 8 marks	**Text structure and organisation (Wt) 7 marks**
Material is wholly relevant with content developed and a wide vocabulary well chosen for the purpose / text type, e.g. *powerful verbs, some imagery*. Features of the text type are clearly established. If 1st person, some subjectivity, if 3rd person, mainly objective reporting. A clear viewpoint with a consistent, engaging style throughout. Detail sustains reader interest. 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. *time connectives*. 6–7
Relevant material has ideas and content with some detail developed with deliberate choices of vocabulary for the purpose / text type: next, eventually… The main features of the text type are evident, i.e. *chronological order, dates, factual detail.* Straightforward viewpoint, with a generally appropriate and consistent style, which mostly sustains reader interest. 1st or 3rd person acceptable. 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*. Chronological sequence with attempts to link ideas evident but not consistent. Some use of organisational devices such as subheadings, etc., e.g. *may include dates as part of structuring*. 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 (who / what / when / where?) is clear*. General aspects of the text type are evident, i.e. *mostly past tense, chronological order.* The writer's attitude to the subject may be conveyed, with some attempt to engage the reader, i.e. *choice of material to add interest* 3–4	Paragraphs / sections are evident with related points grouped together or linked by time sequence. Some attempt to sequence relevant ideas appropriately e.g. *introduction, chronological sequence, closing statement may be evident*. Movement between paragraphs or sections may be disjointed. 2–3
Some material that is relevant to the task, e.g. *idea of subject / event*. Vocabulary is simple and relevant. Some elements of the text type can be seen, i.e. *it must be a recount.* 1–2	Some basic sequencing of material grouped by content. 1

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No creditable response. 0	No creditable response. 0

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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, meanwhile), 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 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 be occasional phonetically plausible attempts at complex words.) Correct spelling of most, not all, polysyllabic words, e.g. *appear, information, making, 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. Past and present tense of verbs generally consistent*. Demarcation of straightforward sentences is usually correct and commas are often used in lists. 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 some past and present words is generally accurate, e.g. *boxes, clothes, told, stopped, wanted*. 2

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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: leaners 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