

Cambridge Primary Checkpoint

ENGLISH

0844/01

Paper 1 Non-fiction

April 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 **14** pages. Any blank pages are indicated.

Section A: Reading

Question	Answer	Marks
1	<p>Find an example of onomatopoeia in the first paragraph (lines 1–4).</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> zooming. <p>Allow:</p> <p>EITHER: a sentence <u>provided</u> the word ‘zooming’ is underlined / clearly indicated.</p> <p>OR:</p> <p>“The word is zooming” / “It [inferring the example] is zooming”</p> <p>Do not allow:</p> <p>The word written in the wrong tense – zoom, zooms, zoomed – as this is not taken from the text</p>	1

Question	Answer	Marks
2	<p>Give a short quotation from the first paragraph to show that an astronaut’s job is not easy.</p> <p>Award 1 mark for one of the following:</p> <ul style="list-style-type: none"> ‘(But) it can be tough (out there)’ ‘Have you got what it takes (to fly in space)?’ <p>Quotation of the key words must be accurate.</p>	1

Question	Answer	Marks
3	<p>Look at this sentence: ‘If you fly straight up from Earth, you’ll get to space eventually.’ (Line 7)</p> <p>What is the sentence above an example of? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> a conditional. <p>Box 3 should be ticked</p> <p>Do not accept answers where more than one box is ticked.</p>	1

Question	Answer	Marks
4(a)	<p>Look at these <u>two</u> phrases:</p> <p>‘...there’s a blanket of gases (the Earth’s atmosphere) which gets thinner until it fades into nothing.’ (Lines 8–9)</p> <p>‘...scientists have invented an imaginary line – the Karman line – 160 kilometres above the Earth.’ (Lines 10–12)</p> <p>Why have brackets and dashes been used in these phrases?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • to add extra information • provides additional information <p>Accept any sensible response that conveys this idea. It must be clear that these brackets and dashes fulfil the same basic purpose.</p> <p>Do not accept imprecise or incorrect answers:</p> <ul style="list-style-type: none"> • for joining sentences • to give an example • brackets/dashes are more visible – insufficient. <p>Also do not accept answers which refer to actual content, e.g. to talk about the Karman line.</p>	1
4(b)	<p>What effect does the writer achieve by using dashes instead of brackets?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • it makes the information stand out • They highlight the information • To add emphasis • (So that) people will notice it <p>Accept any sensible response that conveys the idea that using dashes emphasises the extra information.</p> <p>Do not accept imprecise or incorrect answers:</p> <ul style="list-style-type: none"> • to make it easier to read/understand • separates information. • dashes are more visible – insufficient • for dramatic effect • it grabs the reader’s attention – not really accurate • the information is more important to know 	1

Question	Answer	Marks
5	<p>What is the main reason most people cannot go into space?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • it's <u>too</u> expensive / spaceships are <u>very</u> expensive / it costs <u>too</u> much money / it's <u>really</u> expensive / it takes <u>a lot</u> of money • they don't have enough money / they can't afford it • You would have to be a billionaire / Because they're not billionaires <p>Accept any sensible answer that conveys this meaning.</p> <p>Accept the quote from the text – (“Not many people have spaceships as) they're the most expensive form of transport (there is.”)</p> <p>Do not accept imprecise or incorrect answers on their own:</p> <ul style="list-style-type: none"> • expensive – need ‘too’ / ‘really’ / ‘very’ • the cost – as above • “Not many people have spaceships” • “The cost of a spaceship” – not really enough 	1

Question	Answer	Marks
6	<p>Give a phrase from <u>Text A</u> that means the same as ‘very low-priced’.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • (They're) dirt cheap. <p>Do not accept</p> <ul style="list-style-type: none"> • Any other, extra words, unless the key phrase is clearly indicated • Just “cheap” – insufficient on its own • dirty cheap (alters meaning) • The full quote – “They're dirt cheap...spacecraft.” – as candidates are asked for a phrase. 	1

Question	Answer	Marks
7	<p>What is the most common way to get a ride into space?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • “work for a government space agency” / be employed by a government space agency. • Become an astronaut <p>Accept the quote - “Government space agencies...astronauts.”</p> <p>Do not accept any of the other options as they are, by implication, less common.</p>	1

Question	Answer	Marks
8	<p>Find a phrase from <u>Text A</u> that means the same as ‘it’s unlikely to happen soon’.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • (so) ‘don’t hold your breath’ <p>Do not accept any other, extra words unless the key phrase is clearly indicated</p>	1

Question	Answer	Marks
9	<p>Look at the lines below from <u>Text A</u>. Which <u>one</u> of them is an example of an opinion? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • ‘... our gorgeous blue planet in the distance’. <p>Box 1 should be ticked.</p> <p>Do not accept answers where more than one box is ticked.</p>	1

Question	Answer	Marks
10(a)	<p><u>Text A</u> is written in an informal style.</p> <p>Complete this table of the features of informal writing with examples from <u>Text A</u>.</p> <p><u>Use of the second person</u></p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • you'll have to / you can go / you could be / of course you do. • Have you got what it takes...? <p>Accept any example of second person use from the text, including the possessive</p> <p>Do not accept</p> <ul style="list-style-type: none"> • answers that are too long so correct response obscured • the single word 'you' / 'your' / 'you'll' / 'you're' <p><u>who's, wouldn't, don't</u></p> <p>Award 1 mark for one of the following three options:</p> <ul style="list-style-type: none"> • contraction(s) / apostrophe <u>of omission</u> / shortened phrase <p>Do not accept</p> <ul style="list-style-type: none"> • shortened words. • Letters missing • Abbreviations <p><u>Use of questions</u></p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • Want to be an astronaut? / An astronaut is someone who flies in space, right? Private jets? <p>Do not accept</p> <ul style="list-style-type: none"> • "Who wouldn't want to float around?" as this is not how it appears in the text. <p>Other examples from the text are possible. If a longer quote is used, use of ellipsis (...) is expected, e.g. "...zooming to work on a speeding rocket?"</p> <p>It is essential that the question mark is included.</p> <p>Allow one minor copying error or omission of a minor word.</p>	3

Question	Answer	Marks
10(b)	<p>Why has the writer chosen to write in an informal style?</p> <p>Award 1 mark for either of the following:</p> <ul style="list-style-type: none"> to entertain / interest <u>the (younger) reader</u> engage / connect with <u>the (younger) reader/audience</u> to grab / keep the (younger) reader's attention to make it more fun to read to make it kid friendly / attractive to a (younger) audience <p>Do not accept</p> <ul style="list-style-type: none"> to persuade the reader / to encourage children to become an astronaut makes it easier to understand 	1

Question	Answer	Marks
11	<p>What kind of book would you find <u>Text A</u> in? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> an information book about astronauts. <p>Box 4 should be ticked.</p> <p>Do not accept answers where more than one box is ticked.</p>	1

Question	Answer	Marks
12	<p>Where is Alan Shepard from?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> (North) America. USA somewhere in America <p>Allow "He was from America" – this is largely the stem of the question added</p> <p>Do not accept</p> <ul style="list-style-type: none"> 'American' on its own. 	1

Question	Answer	Marks
13	<p>Which <u>one</u> of the sentences below about Alan Shepard's first space flight is true? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • 'He flew for less than an hour'. <p>Box 4 should be ticked.</p> <p>Do not accept answers where more than one box is ticked.</p>	1

Question	Answer	Marks
14	<p>What are the names of the two spaceships Alan Shepard flew in?</p> <p>Award 1 mark for <u>both</u> of the following in full, i.e. with the numbers:</p> <ul style="list-style-type: none"> • Freedom 7 • Apollo 14. 	1

Question	Answer	Marks
15	<p>Which of the astronauts in <u>Text B</u> did <u>not</u> walk on the moon?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • (Stuart) Roosa. <p>The spelling <u>must</u> be correct.</p> <p>Do not accept "Stuart" on its own.</p>	1

Question	Answer	Marks
16	<p>Look at lines 13–15. What do we learn about Alan’s character?</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • he was unpredictable/spontaneous/surprising • he had a sense of humour / he was fun(loving) / he was playful <p>Do not accept</p> <ul style="list-style-type: none"> • he liked golf • he was curious <p>Do not accept on their own but neutral with a correct answer</p> <ul style="list-style-type: none"> • he is creative • he was a <u>fun(ny)</u> person / humorous • adventurous <p>Answers must relate to his character rather than what he does.</p>	1

Question	Answer	Marks
17	<p>How did Shepard support space exploration after leaving NASA?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • by raising money (to train student astronauts). <p>Do not accept</p> <ul style="list-style-type: none"> • he trained astronauts. 	1

Question	Answer	Marks
18	<p>What genre is <u>Text B</u>?</p> <p>Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • a biography. <p>Box 2 should be ticked.</p> <p>Do not accept answers where more than one box is ticked.</p>	1

Question	Answer	Marks
19	<p>Explain why Alan Shepard has the reputation of being an exceptional astronaut. Give <u>two</u> reasons.</p> <p>Award 1 mark for any of the following, up to a total of 2 marks:</p> <ul style="list-style-type: none"> • he was the second person in space • he was (chosen to be) the first American in space • he flew alone on his first mission • his first mission was a (great) <u>success</u> / completed (2) <u>successful</u> space missions • he was the commander (on his second space flight) • he was head of the astronaut office. • He went to / walked on the moon <p>Do not accept</p> <ul style="list-style-type: none"> • he was the first person to hit a golf ball on the moon • he was good at science • he was one of the first seven astronauts ... • he was the first person to walk on the moon 	2

Question	Answer	Marks
20	<p>Choose the best heading for the last paragraph of <u>Text B</u>.</p> <p>Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • Life on Earth. <p>Box 3 should be ticked.</p> <p>Do not accept answers where more than one box is ticked.</p>	1

Section B: Writing

Question	Answer	Marks
<p>Notes to markers</p> <ul style="list-style-type: none"> 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. <p>21 Imagine that a team of young explorers from your school has recently returned from a successful trip to explore a remote place somewhere in the world.</p> <p>The place the team explored could be:</p> <ul style="list-style-type: none"> a mountainous region the bottom of a lake or sea a cave system a jungle area. <p>Write a report about the trip.</p>		
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 8 marks	Text structure and organisation 7 marks
<p>Material is wholly relevant with content developed and a <u>wide</u> vocabulary well chosen for the purpose / text type, e.g. powerful verbs, precise technical/scientific vocab</p> <p>Features of the text type are clearly established, i.e. impersonal 3rd person throughout.</p> <p>Clear viewpoint with a consistent, engaging style throughout, i.e. factual detail sustains interest of the chosen audience 7–8</p>	<p>Clear structure with well-organised material within paragraphs.</p> <p>Chronological or logical links between paragraphs help the development of ideas. i.e. paragraph breaks mirror changes in event, topic or time period</p> <p>Clear cohesion within and between paragraphs is achieved using devices such as connectives, e.g. time connectives OR ‘however/therefore’ 6–7</p>
<p>Relevant, well-balanced material with some detail developed with deliberate choices of vocabulary for the purpose / text type, i.e. focus is on factual description e.g. some scientific or technical language may be used i.e. content focuses on the key activities/features of the area explored</p> <p>Main features of the text type are evident, i.e. events in chronological order, impersonal language/mostly impersonal 3rd person used Straightforward viewpoint, with a generally appropriate and consistent style, which mostly sustains reader interest, i.e. tone remains consistent e.g. journalist style is used in a newspaper report / formal expression is used for an impersonal report 5–6</p>	<p>Paragraphs are used to help structure the text where the main idea is supported by at least 2/3 following sentences, e.g. paragraphs may signal a change in time, place or a new event.</p> <p>Logical sequencing of <u>relevant</u> material/ideas is evident but not consistent.</p> <p>(There may be some <u>effective</u> use of organisational devices such as sub-headings, bullet points e.g. to show different events) 4–5</p>
<p>Relevant material shows some appropriate balance of content. There are attempts to develop basic information using a simple vocabulary relevant to the purpose/text type, i.e. setting the scene - where e.g. who, when, what, why is clear.</p> <p>General aspects of text type are evident, i.e. past tense (apart from places/circumstances that are ongoing); can be 1st person plural (we) or 3rd person e.g. there can be 2–3 examples of 1st person singular (I)</p> <p>The writer’s attitude to the subject may be conveyed, with some attempt to engage the reader, i.e. some background to orientate the reader i.e. some personal opinion is allowable 3–4</p>	<p>Sections are evident with <u>related points</u> arranged together.</p> <p>Some attempt to order <u>relevant</u> ideas. e.g. linked by time sequence or topic/content. e.g. introduction / closing statement may be evident.</p> <p>Movement between paragraphs or sections, may be disjointed. 2–3</p>
<p>Some material included that is relevant to the task, i.e. what it is about – exploration trip</p> <p>Vocabulary is simple and relevant.</p> <p>Some elements of the text type can be seen, i.e. it must be a recount / chronological report 1–2</p>	<p>Some basic grouping of material by content. 1</p>
<p>No creditable response 0</p>	<p>No creditable response 0</p>

Sentence structure and punctuation 7 marks	Spelling 3 marks
<p>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.</p> <p>Grammar is almost always accurate throughout the text.</p> <p>Punctuation is used accurately to demarcate sentences and for speech punctuation – errors may occur where structures are ambitious.</p> <p>Commas are always used in lists and usually to mark clauses. 6–7</p>	
<p>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).</p> <p>Grammar in simple sentences is correct in terms of tense and verb form, and usually correct in complex sentences.</p> <p>End of sentence punctuation is nearly always accurate throughout the text. Capitalisation is always correct.</p> <p>Commas are always used in lists and occasionally to mark clauses.</p> <p>(Speech marks may be used around words spoken but other speech punctuation may not be accurate.) 4–5</p>	<p>Spelling is almost always correct throughout. (There may occasionally be phonetically plausible attempts at complex words and ambitious vocabulary.)</p> <p>Correct spelling of most, not all, polysyllabic words e.g. appear, information, making, possible, impossible, probably, wondering, search.</p> <p style="text-align: right;">3</p>
<p>A mix of simple and compound sentences.</p> <p>Compound sentences use simple connectives to join clauses, e.g. and, but</p> <p>Generally correct grammar in simple sentences and phrases, i.e. subject and verb generally agree. Past and present tense of verbs generally consistent.</p> <p>Demarcation of straightforward sentences is usually correct. There may be some evidence of comma splicing.</p> <p><i>NB. If punctuation is totally lacking and other descriptors met then give lower mark here.</i> 2–3</p>	<p>Spelling of common words, including polysyllabic and compound words, is generally accurate, e.g. friend, another, around, because, anything, something,</p> <p>Spelling of plurals and some past and present words is generally accurate, e.g. boxes, clothes, told, stopped, wanted.</p> <p style="text-align: right;">2</p>
<p>Some simple sentence structures are used successfully.</p> <p>Some variation in sentence openings.</p> <p>Some correct use of punctuation, such as full stops and capital letters.</p> <p>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.</p> <p>Also: learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English. 1</p>	<p>Spelling of high frequency words is generally correct, e.g. their/there, when, were, what, some, etc.</p> <p style="text-align: right;">1</p>
<p>No creditable response 0</p>	<p>No creditable response 0</p>

BLANK PAGE