Cambridge Lower Secondary Checkpoint

ENGLISH   **0861/01**

Paper 1 Non-fiction   **April 2023**

MARK SCHEME

Maximum Mark: 50

Published

                                                           [Turn over

Section A: Reading

Question	Answer	Marks
1(a)	Award **1 mark** for: • The park is named after the man who commissioned it. / Count Güell	**1**
1(b)	Award **1 mark** for each of the following ideas: <table><tr><th>The original plan</th><th>What Gaudí created</th></tr><tr><td>a housing estate</td><td>a garden park (modelled on gardens he had seen in England) / a (whimsical) park</td></tr><tr><td>destroyed natural elements/destroyed land</td><td>worked with <u>natural</u> elements</td></tr></table>	**2**

Question	Answer	Marks
2(a)	Award **1 mark** for: • Today's park Allow 'Today's' or 'Today'	**1**
2(b)	Award **1 mark** for: • The writer shows that Gaudí has created a park that is highly decorated / has been made more beautiful.	**1**

Question	Answer	Marks
3(a)	Award **1 mark** for **one** of the following explanations: • (The writer compares the pathways to) the flow of a river. • (The writer compares the pathways to) the movement of a waterfall. • (The writer compares the pathways to) the rush of water through a gorge. • Comparisons/metaphor Award **1 mark** for a related quotation: • <u>weave</u> along • (down) cascading (tiled staircase) • <u>through</u> jagged stone columns Only accept the quotation if it matches a correct explanation.	**2**
3(b)	Award **1 mark** for an idea that expresses the following: • The text has become less formal / is appealing directly to the reader. • The text makes the reader feel as if they are at the park / more involved.	**1**
3(c)	Award **1 mark** for: • explains previous information.	**1**
3(d)	Award **1 mark** for: • It is a translation, so the information is not that important. / The information is not part of the writer's intended message.	**1**

Question	Answer	Marks

4(a)	Award **1 mark** for each of the following:
	
	Explanation:
	• any logical suggestion of something you'd bring to tackle steep inclines and unpaved pathways, e.g., comfortable or walking shoes / water / suitable clothes.
	  Also accept suggestions of preparing level of fitness, physical or mental.
	• any logical suggestion to prepare for the park being very busy, e.g., taking food / looking after possessions / mental preparation.
	
	Quotation:
	• 'Being built on hill / trails feature steep inclines / unpaved pathways.
	  Accept any or all.
	• 'There will always be crowds'.
	
	Only accept the quotation if it matches a correct explanation.
		2

4(b)	Award **1 mark** for: • to advise	**1**

Question	Answer	Marks
5	Award **1 mark** for each correctly matching topic up to a maximum of **3 marks**: First paragraph — Overview of the park Second paragraph — Practical guidance for visitors Third paragraph — Description of main attractions Fourth paragraph — Specific entrance details Fifth paragraph — History of the park	3

Question	Answer	Marks
6	Award **1 mark** for an idea that expresses **one** of the following: Yes: • the structures are creative / imaginative / anything but dull ‘(look like) buildings you’d see in Dr Seuss’s children’s books’ / ‘long wavy stone bench’ • it’s different from other parks. ‘(visitors will be greeted with) one long, wavy stone bench adorned with vibrant mosaics (and equipped with views of the ocean)’ • it’s mainly about looking attractive. ‘(Today it serves as nothing more than to) dazzle visitors with its stately stone columns and beautiful mosaic works’ • it’s very colourful ‘adorned with vibrant mosaics’ No: • it educates visitors ‘learning materials (on Gaudí and the park)’ • it is one of Gaudí’s most important/successful artworks which thousands of tourists visit each year ‘(this is) one of Barcelona’s most popular attractions’ • it brings in a lot of money for Barcelona/Spain as many tourists visit each year. ‘(this is) one of Barcelona’s most popular attractions’ Award one mark for an idea and one mark for a supporting quotation. Only accept the quotation if it matches a correct explanation.	2

Question	Answer	Marks
7	Award **1 mark** for: • tucked into	1

Question	Answer	Marks
8	Award **1 mark** for: • fall into disrepair	**1**

Question	Answer	Marks
9(a)	<table><tr><td colspan="2">Notes about Pocket Parks</td></tr><tr><td>Which areas are used for the parks?</td><td>• waste ground • forgotten spaces</td></tr><tr><td>Who creates the parks?</td><td>• community groups • private entities</td></tr><tr><td>What are the possible purposes of the parks?</td><td>• (small / community) event space • play areas (for children) • meeting (friends) / place to hang out</td></tr><tr><td>What are the possible problems?</td><td>• conflicts (can sometimes arise between different groups). • easier to create than to maintain / they may fall into disrepair.</td></tr><tr><td>What are the advantages to the environment?</td><td>• (help) regulate microclimates • increasing the number of permeable surfaces. • reducing traffic and pollution / improves ecology</td></tr></table> Award 3 marks for 10–12 points. Award 2 marks for 6–9 points. Award 1 mark for 2–5 points. Award 0 marks for 0–1 point.	**3**
9(b)	Answers should include three of the following points: somewhere to eat lunch / small event space / play areas for children / meeting friends / helps to regulate microclimates / increases the number of permeable surfaces / reduces traffic and pollution / improving ecology / rejuvenating waste ground Award **2 marks** for a summary that combines three main points into a coherent answer. Award **1 mark** for a summary that includes 1–2 main points. Example*: Pocket parks can be a quiet place to eat your lunch or meet friends. There can be a play area for young children or even space for small community events. They can also help regulate microclimates.* Do not award more than 1 mark where the summary exceeds 40 words. Accept words lifted from the text where they contribute to a cohesive summary. Award 0 marks for a summary made up of facts that are notes or in a repeated list.	**2**

Section B: Writing

Notes to markers

- Use the marking grids on the following pages.
- 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.
- Note on extent:
  Award **0 marks** where the performance fails to meet the lowest criteria.
  Award **0 marks** for 20 words or fewer.
  Award a maximum of **7 marks** for responses of between 21 and 60 words.
  You need not count the words unless you think there will be fewer than 60. In normal-sized handwriting 60 words will be approximately 8 lines.

Task

What could improve the environment of your area?

Write an article for your school's magazine explaining how this could be done.

	Marks
Creation of texts (Wc)	**5**
Vocabulary and language (Wv)	**3**
Grammar and punctuation (Wg)	**7**
Structure of texts (Ws)	**7**
Word structure [spelling] (Ww)	**3**
	[Total 25]

Creation of texts (Wc)	Vocabulary and language (Wv)	Grammar and punctuation (Wg)	Structure of texts (Ws)	Word structure (Ww) (spelling)
[5 marks]	**[3 marks]**	**[7 marks]**	**[7 marks]**	**[3 marks]**
The writer's attitude to the subject is well established and conveyed in a consistent style throughout which effectively sustains the reader's interest. Features and conventions of the relevant text type, when appropriate, are successfully manipulated for effect throughout. Structural, linguistic and literary features are used in combination to create specific effects. A logical viewpoint is established and sustained throughout. If relevant, multiple viewpoints are expressed clearly.		Grammar is used accurately throughout the text. For example, there is: • a wide range of sentence types manipulated and/or adapted for effect. • grammatical features are used effectively to contribute to the overall development of the text. • Consistent use of formal and/or informal register to enhance and emphasise meaning according to context, purpose and audience. Punctuation is accurate. • Use of a wide range of punctuation for effect. • Conventions of layout are always applied effectively and consistently e.g., bullet points.	The response is well-organised using a wide range of organisational features accurately and effectively. Ideas are developed with chronological or logical links throughout the text from an effective introduction to a successful conclusion. Paragraphs are used successfully to structure the content. There is effective cohesion within and between paragraphs. An effective range of carefully chosen sentence openings and connectives are used appropriately to support content.	
[4–5]		**[6–7]**	**[6–7]**	

Checkpoint Secondary 1 – Mark Scheme
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Creation of texts (Wc)	Vocabulary and language (Wv)	Grammar and punctuation (Wg)	Structure of texts (Ws)	Word structure (Ww) (spelling)
The writer's attitude to the subject is conveyed in a generally appropriate and consistent style, which mostly sustains the reader's interest. Main features and conventions of the text type are occasionally manipulated for effect. Some combinations of structural, linguistic and literary features to create a specific effect. A viewpoint is expressed clearly and sustained throughout. .	Material is wholly relevant using a specialised vocabulary mostly accurately for the purpose / text type. Conscious language choices are made, which shape the intended purpose and effect on the reader.	Grammar is mostly accurate throughout the text. e.g., • Use a range of sentence types, manipulated and/or adapted for effect. • Use grammatical features to contribute to the overall development of the text. • Formal and/or informal register is generally used appropriately according to context, purpose and audience. Punctuation is mostly accurate: • Use a range of punctuation for effect. • Conventions of layout are applied consistently e.g., bullet points.	The overall response is presented clearly and is well-organised using a range of organisational features successfully. Ideas are developed with chronological or logical links throughout the text with a successful opening and closing. Paragraphs are used to help structure the text where the main idea is usually supported by following sentences. A range of sentence openings and connectives are used appropriately to support content.	Spelling is usually correct throughout. (There may occasionally be phonetically plausible attempts at complex words.) Correct spelling of most, not all, polysyllabic words, e.g., appear, information, probably, separate wondering/wandering, business, essentially, accommodation.
[3]	[3]	[4–5]	[4–5]	[3]

Creation of texts (Wc)	Vocabulary and language (Wv)	Grammar and punctuation (Wg)	Structure of texts (Ws)	Word structure (Ww) (spelling)
Content is suitable for the intended audience.

Viewpoints are well-presented and consistent throughout.

Uses relevant features consistently for a chosen purpose to clarify meaning.

Content may use different characters and voices within the text when relevant.

May begin to add structural and literary features in parts of the text. | Material is mostly relevant using a specialised vocabulary accurately for the purpose / text type.

Mostly conscious language choices are made, which shape the intended purpose and effect on the reader. | Grammatical structures are generally accurate throughout the text, e.g.,

• Use of some range of sentence types to support the text type.

• Some complex sentences may be attempted to create effect, such as using expanded verb phrases.

• Some awareness of formal and/or informal register according to context, purpose and audience.

Some range of punctuation: •commas, semi-colons, dashes and hyphens are used accurately to clarify meaning.

There may be evidence of comma splicing.

Note: if punctuation is totally lacking and other descriptors met then give the lower mark here. | The response is generally well-organised and attempts the use of some organisational features.

Some attempt to sequence relevant ideas logically.

Paragraphs / sections are evident, though not always consistently or appropriately, with related points grouped together or linked by time sequencers.

Movement between paragraphs or sections, may be disjointed with a limited range of sentence openings and connectives. | Spelling of common and some less-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]** | **[2]** | **[2–3]** | **[2–3]** | **[2]** |

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Creation of texts (Wc)	Vocabulary and language (Wv)	Grammar and punctuation (Wg)	Structure of texts (Ws)	Word structure (Ww) (spelling)
Some material included that is relevant to the task.	Some language choices are made, which shape the intended purpose and effect on the reader.	Basic grammatical structures are generally correct, e.g., • subject and verb generally agree. Past and present tense of verbs generally consistent.	Some attempt to organise the overall text.	Spelling of high frequency words is generally correct, e.g., their/there, when, were, what, some, etc.
The writer's attitude to the subject inconsistently conveyed, with some attempt to engage the reader.	Creates some effect by using a range of linguistic and literary techniques.	• A mix of simple and some compound sentences used accurately. Some complex sentences may be attempted to expand detail but not always successfully.	Some basic sequencing of ideas in relation to the stimulus.	
Some elements of the text type can be seen; *a maximum of 1 mark can be awarded if not the correct text type.*		• Formal and/or informal register may be attempted but not consistently according to context, purpose and audience.	Paragraphs / sections are evident with related points grouped together or linked by time sequence.	
		Punctuation: • Demarcation of straightforward sentences is usually correct. • Commas are used in lists and occasionally to mark clauses.	Movement between paragraphs or sections, is disjointed with a very limited range of sentence openings and connectives.	
		Note: learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English.		
[1]	**[1]**	**[1]**	**[1]**	**[1]**

Creation of texts (Wc)	Vocabulary and language (Wv)	Grammar and punctuation (Wg)	Structure of texts (Ws)	Word structure (Ww) (spelling)
No creditable response	No creditable response	No creditable response	No creditable response	No creditable response
[0]	**[0]**	**[0]**	**[0]**	**[0]**