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**ENGLISH**

**1111/01**

Paper 1 Non-fiction

**April 2017**

MARK SCHEME

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**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 Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

**Maximum Mark 50**

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This document consists of **8** printed pages.

**Section A: Reading**

Question	Answer	Marks
1 (a)	<b>What did the planets Earth and Mars once have in common?</b>  Award <b>1 mark</b> for any <b>one (or more)</b> of the following: <ul style="list-style-type: none"><li>• water / rivers / deltas.</li></ul>	<b>1</b>
1 (b)	<b>Why are the measurements of the two longest rivers controversial?</b>  Award <b>1 mark</b> for the following: <ul style="list-style-type: none"><li>• The numbers vary according to the resource consulted / measurement used</li><li>• <b>Uncertainty</b> of source</li><li>• If flow and depth are taken into account.</li></ul>	<b>1</b>
1 (c)	<b>What makes it difficult to identify the starting point of both rivers?</b>  Award <b>1 mark</b> for any of the following: <ul style="list-style-type: none"><li>• They are hard to locate / hidden</li><li>• They are in remote locations</li><li>• They require expeditions to find them.</li></ul>	<b>1</b>

Question	Answer	Marks
<b>Give the meaning of each of the following words as it is used in the passage. In each case give one word or short phrase.</b>		
2 (a)	<b>rival</b>  Award <b>1 mark</b> for the following:  <ul style="list-style-type: none"> <li>• compete <u>with</u> / <u>against</u> // compare <u>with</u> / <u>to</u> // challenge // match</li> </ul> The answer <b>must</b> be an appropriate verb.	<b>1</b>
2 (b)	<b>reflect</b>  Award <b>1 mark</b> for the following:  <ul style="list-style-type: none"> <li>• show / demonstrate / match / illustrate / indicate / reveal / represent</li> </ul>	<b>1</b>
2 (c)	<b>account</b>  Award <b>1 mark</b> for the following:  <ul style="list-style-type: none"> <li>• consideration / (the) calculation / the equation</li> </ul>	<b>1</b>
2 (d)	<b>stem</b>  Award <b>1 mark</b> for the following:  <ul style="list-style-type: none"> <li>• originate / derive / begin / start / come / flow</li> </ul>	<b>1</b>

Question	Answer	Marks
3	<p><b>Add the missing punctuation to these sentences.</b></p> <p>Award <b>1 mark</b> for each of the following:</p> <p style="padding-left: 40px;">‘Would you swim in that river?’ asked Karen. David, who was watching the water moving, shook his head. ‘It is very polluted,’ he replied. ‘I have seen dead fish and lots of rubbish floating in it.’</p> <p>Award <b>2 marks</b> if 11-14 of the missing punctuation marks are in the correct place. Award <b>1 mark</b> if 6-10 of the missing punctuation marks are in the correct place. Award <b>zero</b> if 0-5 of the missing punctuation marks are in the correct place.</p>	2

Question	Answer	Marks
4	<p><b>Re-write this sentence adding a relative clause with further information from the passage.</b></p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> <li>E.g. The Amazon, which has a depth about 10 times greater than that of the Nile, is in South America.</li> </ul> <p>Accept any suitable relative clause that makes sense in the context of the text.</p>	1

Question	Answer	Marks
5	<p><b>Combine these three sentences into one complex sentence. Do not use and or but.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>E.g. A man, who was very afraid, watched from his boat as the crocodile moved slowly into the river.</li> </ul>	<b>1</b>

Question	Answer	Marks
6	<p><b>Complete this sentence, using two different forms of the same verb.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>The man <b>hid</b> his canoe behind a tree so that it would be <b>hidden</b> from the river pirates.</li> </ul>	<b>1</b>

Question	Answer	Marks
7 (a)	<p><b>Make notes on the methods which the students intend to use to raise awareness and involve the community in solving the pollution problem.</b></p> <ul style="list-style-type: none"> <li>conduct a survey</li> <li>a clean-up project / clean-up and orientation program</li> <li>collate / collect data</li> <li>chart data</li> <li>draw / write environmental messages on <b>containers / trashcans</b></li> <li>place them (trashcans) near the river</li> <li>design brochures</li> <li>hand out brochures to the community</li> <li>give lectures about the importance of our rivers / show the community findings / solutions</li> </ul> <p>Award</p> <p>4 marks for 6+ points.</p> <p>3 marks for 4 or 5 points.</p> <p>2 marks for 3 points.</p> <p>1 mark for 2 points.</p> <p>0 marks for only 1 or no relevant points.</p>	<b>4</b>

7 (b)	<p><b>Write a summary of 80–100 words using your list to show how students will raise awareness and involve their community in solving the problem of river pollution. Use your own words as far as possible.</b></p> <p>Award <b>4 marks</b> for well-organised, accurate sentences using mainly own words.</p> <p>Award <b>3 marks</b> for mostly well-organised, accurate sentences generally using own words.</p> <p>Award <b>2 marks</b> for some inaccuracies in organisation and a range of grammatical errors in sentences / some lifting.</p> <p>Award <b>1 mark</b> for many inaccuracies / mostly lifted from text</p> <p>Award <b>zero</b> if summary includes no relevant points from list and / or incoherent sentences / totally lifted from passage.</p>	<b>4</b>
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## 8 **Section B Writing**

**Write a report for your school magazine on the environment around your school.**

Purpose and Audience Wa	Text Structure Wt	Sentence Structure Un	Punctuation Up	Spelling Us
<p>The tone is appropriate to the ideas and is sustained.</p> <p>Ideas and content are developed in detail to create a clear and consistent relationship between the writer and reader.</p> <p>6/7</p>	<p>Material presented coherently with introduction and conclusion and in an effective order that establishes the text type.</p> <p>Well-crafted paragraphs contribute to the control of the text.</p> <p>6/7</p>	<p>Fluent, beginning to use a range of structural features for effect.</p> <p>Control of complex sentences and the position of the clauses to focus attention although may not always be consistent.</p> <p>6/7</p>	<p>Uses a range of punctuation correctly and with confidence.</p> <p>Secure use of commas to mark clauses.</p> <p>5</p>	<p>Uses virtual correctness over a range of vocabulary including more complex and difficult words.</p> <p>4</p>
<p>The tone is appropriate for purpose and is largely sustained. Relevant ideas and content are chosen and developed with some detail.</p> <p>4/5</p>	<p>The material is generally coherent and in sensible order, with an attempt at an introduction and a conclusion.</p> <p>Paragraphs are used to structure the text and are generally helpful.</p> <p>4/5</p>	<p>Uses a range of sentences structures with some confidence.</p> <p>4/5</p>	<p>Uses full stops correctly. Some range of punctuation as needed, used correctly, but generally limited.</p> <p>4</p>	<p>A few spelling errors, mostly of more difficult words.</p> <p>3</p>
<p>Writer's tone is established but lacks detail.</p> <p>Some awareness of audience may be shown, though not consistently.</p> <p>2/3</p>	<p>The material is clear but not developed coherently and may be presented in a random order.</p> <p>There may be an attempt at an introduction and/or a conclusion.</p> <p>Paragraphs may not be shown.</p> <p>2/3</p>	<p>Limited or partially effective use of complex structures.</p> <p>Mostly simple compound structures based on a variety of connectives including – <i>and</i>, <i>but</i>, <i>so</i>.</p> <p>2/3</p>	<p>A number of errors including occasional full stop (evidence of comma splicing).</p> <p>2/3</p>	<p>A number of errors</p> <p>OR</p> <p>Spells a simple vocabulary correctly.</p> <p>2</p>
<p>Little understanding of the purpose or audience of the text.</p> <p>1</p>	<p>Little understanding of how to present a text.</p> <p>1</p>	<p>Sentence structure often grammatically incorrect.</p> <p>1</p>	<p>Sentences rarely correctly marked.</p> <p>A generally very erratic use of punctuation marks.</p> <p>1</p>	<p>Many errors including a range of simple words.</p> <p>1</p>

**Guidance for Markers**

**Award 0 where performance fails to meet the lowest criteria.**

**Award 0 marks for 20 words or fewer.**

**Between 21 and 60 words, award a maximum of 10 marks and no more than 2 marks per strand.**

**You need not count the words unless you think there will be fewer than 60. In normal sized handwriting 60 words is approximately 8 lines.**

**If the response is completely off topic, award 0 for Purpose and Audience; the other strands to be marked as normal.**