ENGLISH   **0841/01**

Paper 1   **May/June 2010**

MARK SCHEME

Maximum Mark: 45

This document consists of **16** printed pages.

[Turn over

English mark schemes – Achievement Test

Guidelines for marking test papers

These mark schemes are designed to provide you with all the information necessary to mark the Primary Achievement Tests. As far as possible, the mark schemes give you full guidance regarding acceptable and unacceptable alternative answers and, where appropriate, include examples of student work to illustrate the marking points. However, it is not always possible to predict all the alternative answers that may be produced by students and there could be places where the marker will have to use their professional judgement; in these cases, it is essential that such judgement be applied consistently.

The guidelines below should be followed throughout (**unless the mark scheme states otherwise**).

- A correct answer should always be awarded full marks even if the spelling or grammar is wrong.

- Where more than one mark is available for a question, the mark scheme explains where each mark should be awarded.

- Half marks should not be awarded and at no point should an answer be awarded more than the maximum number of marks available, regardless of the quality of the answer.

- If the student has given more than one answer, the marks can be awarded if all the answers given are correct. However, if correct and incorrect answers are given together marks should not be awarded.

- If the answer line is blank but the correct answer is given elsewhere, e.g. within the question in the usage section, the marks can be awarded provided it is clear that the student has understood the requirements of the question.

- Each question and part question should be considered independently and marks for one question should be allowed unless they are contradicted by working or answers in another question or part question.

- Any legible crossed-out work that has not been replaced can be marked; but if work has been replaced the crossed-out part should be ignored.

- Where students are required to indicate the correct answer in a specific way, e.g. by underlining, marks should be awarded for any unambiguous indication, e.g. circling or ticking.

Each question on the test paper has a box beside it for the teacher to record the mark obtained. It is advisable to use these boxes so that students, and others looking at the test papers, can clearly see where the marks have been awarded.

Finally, it should be noted that marking in red ink and using the mark boxes is an essential requirement for marking the Achievement tests.

A working marksheet, together with instructions for its completion, is included in this mark scheme. A completed copy should be despatched with the moderation sample.

1	Tick (✓) **two** pieces of equipment Maldivian fishermen use to catch fish.	**[1]**

6R3	✓	nylon fishing line
	✓	fine mesh net

ADDITIONAL INFORMATION: both ticks – and no others - must be correct for the mark to be awarded.

2	Put the events of a Maldivian tuna fisherman's day in order by numbering these statements. The first one has been done for you.	**[2]**

6R7   The fisherman:

moves out to sea.	3
catches baitfish on the reef.	2
catches the tuna using a pole and line.	5
leaves home at dawn.	**1**
throws baitfish to the tuna.	4

ADDITIONAL INFORMATION:

Award 2 marks if all of the boxes are correctly numbered.

Award 1 mark if **two consecutive events are correctly sequenced** (excluding numbers 1 and 2). i.e. 2 and 3; 3 and 4; or 4 and 5.

Award 0 marks if, for example, 3 and 5 are correct but 2 and 4 are wrongly positioned as they are not consecutive.

3	This text is an explanation.	[2]
	Identify **two** features of explanatory texts.	

6R14   Accept any two of:

- present tense
- chronological/properly sequenced - the events are described in the order in which they occur
- introductory statement
- mostly factual, few opinions
- gives information
- title describes contents
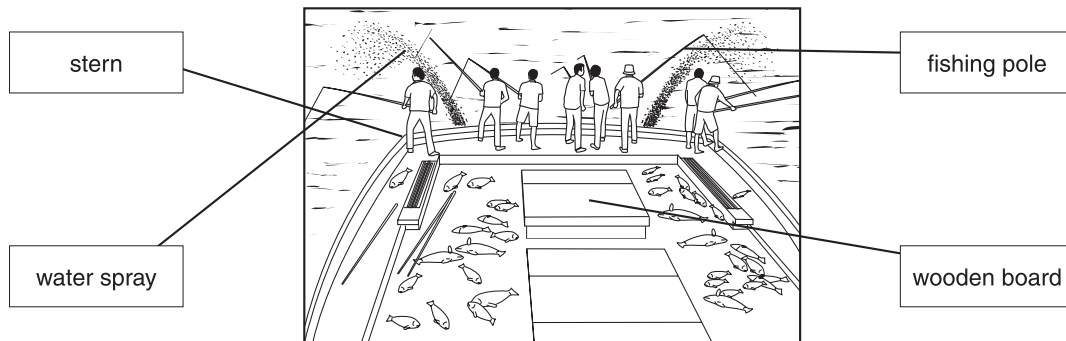- each paragraph marks a phase in the explanation

ADDITIONAL INFORMATION:

Accept additional features that have been taught.

Award 2 marks for two features.

Award 1 mark for one feature.

4	Draw lines to join these labels to the picture of the boat.	[2]

6R3

Award 2 marks if all of the lines are correctly drawn.

Award 1 mark if two or three lines are correctly drawn.

ADDITIONAL INFORMATION:

Lines must reach their target (to within 1mm). 'Bubbles' are not acceptable.

The 'stern' line can be placed anywhere along the back of the boat.

The 'wooden board' line must be placed on either of the central wooden boards.

5	Re-read this sentence from the text.	**[2]**

Once <u>sufficient</u> bait is <u>obtained</u> and stored, the fishing boats move out to sea in search of tuna.

Write other words or phrases that mean the same as the underlined words. Your new words must make sense in the sentence.

6R2   Accept words that can mean the same in this context including:

<u>sufficient</u>: enough, ample, adequate

<u>obtained</u>: found, caught, taken, acquired, got, gathered, collected (word **must** be past tense)

ADDITIONAL INFORMATION: Award one mark for each correct word or phrase.

6	Would you like to be a fisherman from the Maldives?	**[1]**

Use ideas from the text to help explain your answer.

6R4   Accept any answer that uses ideas from the text.

e.g.

- No because I don't like getting up.
- No because I don't like fishing with fishing poles.
- No because the sea can be very dangerous.
- Yes because it would be fun catching fish alongside other fishermen.
- Yes because I would like to learn to catch a big tuna fish.

ADDITIONAL INFORMATION:

Answers must make clear reference to ideas in the text.

It is important that 'Yes' or 'No' is given before the explanation.

Do not accept answers which refer to general knowledge, e.g. Yes because the Maldives is a nice place to live.

Also, do not accept answers which refer to fishing with nets (I like to fish with nets) as the text says they are not used.

7	Compare these texts.	**[1]**
	The information in both texts is the same but the language used is different.	
	Tick (✓) the text you prefer to read.	
	Explain why you chose that text.	

6R14   Accept an answer which refers explicitly to the language used, e.g.

- (Ticked text 1): a reference to language as 'informal'.

- (Ticked text 2): a reference to language as 'formal'.

- (Ticked text 1): The words make it sound more exciting and interesting.

- (Ticked text 1): There are great verbs and chatty language.

- (Ticked text 2): The language is easier so it is easier to understand.

- (Ticked text 2): It is explained better.

ADDITIONAL INFORMATION:

There is no mark for the first part of the question.

Do not award the mark if the answer refers to the amount of information given - there is no

distinction. The answer should refer to the style of the language.

'It is good language' is too vague.

8	Write a summary of the second paragraph. (The paragraph begins with the words **Fishermen in the Maldives….**) Your summary should be between 10 and 20 words long and should tell the reader what the paragraph is about.	[2]

6R13   The summary must contain the information that:

- the fishermen collect baitfish first / use baitfish
- the fishermen's real aim is tuna fishing
- the fishermen come from the Maldives

e.g.

- The tuna fishermen of the Maldives start by catching baitfish.
- Before they set off to catch tuna, the Maldivian fishermen go to a coral reef to catch baitfish.
- It explains that fishermen in the Maldives use pole and line to catch tuna. But first they catch baitfish.
- The fishermen of the Maldives use baitfish to catch tuna.

ADDITIONAL INFORMATION:

Award 2 marks for:

- a summary no longer than 20 words + **all** the required information.

Award 1 mark for:

- a summary no longer than 20 words + missing **one** piece of information.
- a summary between 20 and 30 words + **all** the required information.

Award 0 marks for:

- a summary over 30 words long.
- a summary where **more than one** piece of information is missing.

9	Tick (✓) the best description of **Tuna 'Pole Fishing' in the Maldives.**	**[1]**

6R11	✓	It contains mostly facts.

10	Why do you think it is important that the baitfish are kept alive until they are fed to the tuna?	**[1]**

6R3　　Accept an answer which recognises either of these two facts:

- The fishermen need the baitfish to swim under the boat and attract the tuna.
- They need the baitfish to swim around to camouflage the hooks.

Also accept:

- The moving baitfish make the tuna come near the boat.

ADDITIONAL INFORMATION:

Do not accept answers that just refer to 'swimming' without an explanation.

Do not accept answers that say the tuna will only eat fresh fish / do not like dead fish.

Answers that say 'to attract tuna' are not enough for the mark as the baitfish could be alive or dead to do this.

Writing Task

| 11 | This text explains how tuna are caught in the Maldives. | **[15]** |

Write a text explaining another process you know about.

See table on the next page.

Notes to markers

- Marking should always begin from the lowest mark in each column. ie. from 1 mark and work upwards. Award 0 if 1 mark is not achieved.

- All the statements should be achieved for a student to achieve the mark (i.e. if there are two statements to describe a mark, both statements must be achieved before the mark can be given).

- Stop marking at the first statement in a column that the student fails to achieve and award the mark in the box below.

STRUCTURE		AUDIENCE AND PURPOSE	
Text Structure	**Sentence structure**	**Audience**	**Purpose**
Secure use of text type that establishes content and purpose. Paragraphs are used consistently and contribute to the effectiveness of the text. **4**	Some control of complex sentences and the position of clauses to focus attention. Adverbials and expanded noun phrases are used to engage and interest the reader. **4**	**4**	The tone is appropriate to the ideas and is sustained. Effective use of different styles within the piece for giving information and for explaining. **4**
Paragraphs are used to structure the text and are introduced by topic sentences. The balance of coverage of the ideas is appropriate to the purpose. **3**	Wide range of sentence constructions extend meaning intentionally. Use of expanded phrases and clauses to develop ideas. **3**	A clear and consistent relationship between writer and reader is established and controlled. The reader's interest is engaged by adding or emphasising specific details. **3**	The explanatory purpose is established and maintained. The tone is appropriate and is largely sustained. **3**
Introduction is developed and a conclusion may be in evidence. Ideas within each section are presented clearly. **2**	Variety of connectives including logical (*because, so*) and time related (*then, afterwards*). Commas are sometimes used to mark clause divisions or items in a list. **2**	The writer gives sufficient information for a reader to understand the process or events described. Awareness of audience may be shown through some use of more formal or informal language. **2**	The explanatory text type is largely sustained. Many features of the text type are developed e.g. choice of adjectives and verbs, use of technical vocabulary. **2**
Sustains common conventions of explanatory writing (e.g. written in the third person, present tense, see Mark Scheme Q3 for additional examples). Has an opening statement. **1**	Some attempt to vary sentence openings (e.g. pronouns). Simple sentences are grammatically correct with accurate end of sentence punctuation. **1**	The writer's attitude to the subject is established and maintained. The reader's interest is engaged by choice of detail or humour. **1**	There is some attempt to explain, but it is not sustained. Some expansion of noun phrases adds additional detail. Writing is an explanation. **1**

Stop marking at the first statement in a column that the student fails to achieve and award the mark in the box below.

Award 0 marks where performance fails to meet the lowest description.

12	Tick (✓) the **two** sentences which are correct.	**[2]**

6Ug10   Award one mark for each correct sentence identified.

✓ One fisherman throws the baitfish out to sea.

✓ The fishermen look out for flocks of seabirds.

ADDITIONAL INFORMATION:

Award no mark if more than two boxes ticked.

13	Read this sentence.	**[3]**

The tuna were swimming.

Expand the sentence using the word class shown. The first one is done for you.

6Ug1   Accept any sentence where the part of speech has been successfully added. For example:

Word class	Expanded sentence
adjective	The <u>lazy</u> tuna were swimming.
adverb	The tuna were swimming lazily. / Lazily, the tuna were swimming.
prepositional phrase	The tuna were swimming in the sea.
relative clause	The tuna, who were excited, were eating the baitfish.

Award one mark for each correctly formed sentence which includes the stated part of speech. Do not deduct marks for inaccurate punctuation.

ADDITIONAL INFORMATION:

If **were** is changed to **was,** award marks as long as the verb is consistent within the sentence.

14	Add **one colon** and **one semi-colon** to this passage to make the meaning clearer.	**[2]**

6Ug9   Award one mark for each correctly used punctuation mark.

The Maldivian fisherman has a long day<u>:</u> he is up at dawn catching baitfish<u>;</u> he doesn't return home until after dark when he has prepared the boat for the next day.

ADDITIONAL INFORMATION:

Ignore incorrect capitalisation.

Award no marks if additional punctuation used.

| 15 | Finish the text by writing the passive form of the verb, given in brackets, each time. The first one has been done for you. | **[2]** |

6Ug3   The fish (catch) <u>**are caught**</u> in the open sea. First, they (tricked) **are tricked** into eating the fisherman's hook, then they (pull) **are pulled** onto the deck. Often they (kill) **are killed** when their heads hit the wooden board on the deck of the ship.

Award 2 marks if all three passive verb forms are correct.

Award 1 mark if two verb passive verb forms are correct.

ADDITIONAL INFORMATION:

Allow 'were' instead of 'are' although all verbs must be consistent – either all 'are' or all 'were'.

Verb endings must be accurate: trick**ed**, pull**ed**, kill**ed**.

| 16 | Underline the word or words that have to change to make this sentence show what **might** happen. | **[1]** |

6Ug4   Award 1 mark if <u>will</u> and / or <u>when</u> is underlined.

When the fish are caught they <u>will</u> be sold in the market. **or**

<u>When</u> the fish are caught they will be sold in the market. **or**

<u>When</u> the fish are caught they <u>will</u> be sold in the market.

ADDITIONAL INFORMATION:

No mark is awarded if **any** other words are underlined,

17	Re-write this sentence, changing the subordinate clause.	[1]
	The fisherman was tired because he had been up since dawn.	

6Ug5   Accept any change to the subordinate clause e.g.

- The fisherman was tired because he had been catching fish all day.

- The fisherman was tired until he saw his children.

ADDITIONAL INFORMATION:

Award the mark for any sensible change to the subordinate clause.

The main clause must remain the same. The connective may change as well as the subordinate clause.

Do not accept answers where both clauses have been changed e.g. The lazy fisherman was tired because he had not caught any fish.

18	Put all of this information into a complex sentence. Do **not** use *and* or *but*.	[1]
	Make sure that you use the correct punctuation.	
	The tuna chased the baitfish.	
	The baitfish went under the boat.	
	The fishermen caught the tuna.	

6Ug6   Allow 'tuna' and / or 'baitfish' to be repeated within the new sentence.

6Ug7   There are a number of possible variations including:

- After the tuna chased the baitfish under the boat, the fishermen caught the tuna.

- The fishermen caught the tuna when they chased the baitfish under the boat.

ADDITIONAL INFORMATION:

Award one mark for a complex sentence which includes all the information.

Do NOT award the mark for a comma splice (simply replacing a full stop with a comma).

| 19 | Finish punctuating this dialogue. | [2] |

6Ug8   "Have you seen those seabirds**? "** asked the fisherman**.**

"Yes**,**" replied the captain**, "** we are going there now to look for tuna."

Also accept: "Yes**,**" replied the captain**. "** We are …

However, if a full stop is used then the 'w' must be capitalised as well to gain credit. Also, if the 'w' is capitalised then there must be a full stop.

Award 2 marks if 6 - 7 of the missing punctuation marks are in the correct place.

Award 1 mark if 3 - 5 of them are in the correct place.

ADDITIONAL INFORMATION:

Deduct one mark for two incorrectly placed punctuation marks. This includes marks that are placed vertically in line, e.g. speech marks and demarcating punctuation like full stops and commas.

20	Read this sentence.	[1]
	At dawn, all the fishermen gather near their fishing boats.	
	Re-write it as the opening sentence of a **recount** text.	

6Ug2   The sentence must be in the **first** person and contain the same information.

e.g.

- At dawn I saw all the fishermen gather near their fishing boats.
- At dawn I went with the fishermen to gather near their fishing boats.

ADDITIONAL INFORMATION:

Award 1 mark if the sentence is written in the first person **and** contains the relevant

information:

- dawn
- fishermen
- gather near boats

Accept answers where first person is the plural 'we'.

CAMBRIDGE INTERNATIONAL PRIMARY PROGRAMME
ACHIEVEMENT TEST – ENGLISH PAPER 1
JUNE 2010   0841/01

Please read the instructions printed overleaf before completing this form.

Centre Number					Centre Name	

Candidate Number	Candidate Name	Section A										Total A (max 15)	Section B		Total B (max 15)	Section C									Total C (max 15)	Total Mark (A+B+C) max 45
		1	2	3	4	5	6	7	8	9	10		Structure (max 8)	Audience & Purpose (max 7)		12	13	14	15	16	17	18	19	20		

Teacher completing this form (BLOCK CAPITALS)		Date	
Name of moderator (BLOCK CAPITALS)		Date	

UNIVERSITY *of* CAMBRIDGE
International Examinations

0841/1/CW/S

A. INSTRUCTIONS FOR COMPLETING WORKING MARK SHEET

1. Complete the information at the head of the form.

2. List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet (MS1) at a later stage (i.e. in candidate index number order, where this is known).

3. Enter each candidate's marks on this form as follows:

   a) In the question columns, enter the marks awarded.

   b) In the columns headed 'Total Mark', enter the total mark awarded.

4. Ensure that the addition of marks is independently checked.

5. Both the teacher completing this form and the internal moderator should check the form and complete the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed mark sheet (MS1) to each centre showing the name and index number of each candidate. Transfer the total internally moderated mark for each candidate from this WORKING MARK SHEET to the computer-printed mark sheet (MS1).

2. Despatch the top copy of the computer-printed mark sheet (MS1) to CIE. The deadlines for receipt of this completed document are 15 June for the June examination and 16 November for the November examination.

3. Send samples of the candidates' work covering the full ability range, together with this form and the second copy of MS1, by 15 June for the June examination and 16 November for the November examination.

4. If there are 10 or fewer candidates entering the Achievement Test, send all the scripts for every candidate.

5. If there are more than 10 candidates, send the scripts that contributed to the final mark for the number of candidates as follows. The marks of the candidates' work selected should cover the whole mark range with marks spaced as evenly as possible from the top mark to the lowest mark.

number of candidates entered	number of candidates whose work is required
11-50	10
51-100	15
above 100	20

6. If different teachers have prepared classes, select the samples from the classes of different teachers.

7. CIE reserves the right to ask for further samples of scripts.

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