ENGLISH   **0844/01**

Paper 1   **For Examination from 2014**

SPECIMEN MARK SCHEME   **1 hour**

MAXIMUM MARK: 50

This document consists of **12** printed pages.

[Turn over

Section A: Reading

Question number	1		
What type of fox is the red fox?			
Part	**Mark**	**Answer**	**Further Information**
	1	(largest) vulpine (fox)	
Total	**1**		

Question number	2		
Why is it difficult to use size to tell a male fox from a female fox?			
Part	**Mark**	**Answer**	**Further Information**
	1	(There are) considerable size differences between individuals (in this species)	Accept logical / cohesive variations of this e.g. 'The considerable size differences'; 'The considerable size differences between individuals; 'The considerable size differences make it difficult to use size as a guideline.' Do not accept any references to 'heavy'. Accept synonyms for 'considerable' e.g. 'large'.
Total	**1**		

Question number	3		
Tick (✓) <u>two</u> boxes to show why the fox can move so quickly.			
Part	**Mark**	**Answer**	**Further Information**
	2	Low weight ☑ Moves on its toes ☑	Award 1 mark for each correct tick. Award 0 marks if more than two boxes are ticked.
Total	**2**		

Question number	4	
Rewrite the final paragraph to include the <u>main points</u>, using about 30 words.		

Part	Mark	Answer	Further Information
	2	The summary must contain the information: • small stomach / eats frequently • (fox has) 42 teeth • three different types of teeth / canines + incisors + molars *e.g.* *The fox's smaller stomach means eating more often. When eating, it uses its 42 teeth very effectively: canines to hold the food; incisors to chop and molars to grind.* *or* *The fox needs to eat often, and its 42 teeth help with that. There are three different types and functions: canines to hold; incisors to chop; molars to grind.*	Award 2 marks for: • a summary no more than 33 words + ALL the required information. Award 1 mark for: • a summary no more than 33 words + only 2 points of information. • a summary over 33 words + ALL the required information. Award 0 marks for: • a summary over 40 words long. • a summary where there is 1 or 0 points of information.
Total	**2**		

Question number	5	
Tick (✓) the best description of the text <u>The Red Fox</u>.		

Part	Mark	Answer	Further Information
	1	It contains mostly facts ☑	
Total	**1**		

Question number	6			
Tick (✓) the text you prefer to read. Explain why you chose that text.				
Part	**Mark**	**Answer**		**Further Information**
	1	**If text 1 ticked:**	**If text 2 ticked:**	
		EITHER: - a reference to language as 'formal' OR: - it is very factual which explains what happens clearly OR - style of language is typical of a formal style of writing and sounds as though the writer has a lot of knowledge	EITHER: - a reference to language as 'informal' OR: - the words are very descriptive and fun to read (not just 'fun to read') OR: - uses exclamation mark/ dash/ rhetorical question so it is like a spoken voice (e.g. emphasis on '*really*') OR Uses conversational fillers such as '*Another plus point*' ; '*For starters*'	Do not award the mark if the answer refers to the information given – there is no distinction. The answer **must** refer to the style of the language. Do not accept just 'more interesting' or 'more exciting' on its own.
Total	**1**			

Question number	7	
(a) Give two places in Cotgrave Country Park where visitors might see fish. (b) Cotgrave Country Park offers a range of activities for those visitors who want to keep fit. Name two of these.		

Part	Mark	Answer	Further Information
(a)	1	Give one mark for any two of: • (Grantham) canal • wetlands • lake(s) / Heron Lake	Accept 'conservation area'. Do not accept 'nature trail' or any non-watery places. Note: an incorrect answer negates a correct one. e.g. woodland and lake = 0
(b)	1	Accept any **two** for 1 mark: • walking • running/jogging • orienteering • horseriding	Accept **either** 'running' or 'jogging' – not both.
Total	**2**		

Question Number	8	
Tick (✓) <u>two</u> boxes to show which statements about Cotgrave Country Park are <u>FALSE</u>.		

Part	Mark	Answer	Further information
	2	The park is open overnight. ☑ Vehicles of any size can park there. ☑	Award 1 mark for each. Award 0 marks if more than two boxes are ticked.
Total	**2**		

Question Number	9	
Explain why <u>walkers</u> might experience difficulty during bad weather.		

Part	Mark	Answer	Further information
	1	Low(er) lying paths can get muddy and / or wet.	'paths' is essential for the mark.
Total	**1**		

Question Number	10	

| | | (a) What is the purpose of the subheadings in the text <u>Cotgrave Country Park</u>?
(b) Draw lines to link each paragraph with its main topic described in the boxes. |

Part	Mark	Answer	Further information
(a)	1	Give one mark for any of: • so you know where to look for information. • divides information into parts so it is easier to see. • so it is easier to follow.	
(b)	1	<table><tr><td>1st paragraph</td><td>Variations in size of the fox</td></tr><tr><td>2nd paragraph</td><td>How the fox uses one part of its body</td></tr><tr><td>3rd paragraph</td><td>How the fox moves</td></tr></table>	Award 1 mark for all 3 lines drawn correctly. Accept a clear unambiguous indication of the correct answers. e.g. numbers 1, 2 and 3 written in boxes.
Total	**2**		

Section B: Writing

11   **Write an <u>information fact sheet</u> on an area you know well for visitors who have not been there before.**

See table on the next page.

Notes to markers

- Marking should always begin from the lowest mark in each column. i.e. 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 the mark, both statements must be achieved before the mark can be given).
- Stop the marking at the first statement in a column that the student fails to achieve and award the mark in the box below.

Purpose and Audience	Text Structure	Sentence Structure	Punctuation	Spelling
Writing is well-shaped and wholly appropriate to purpose. Clear viewpoint with a clear and consistent relationship between writer and reader established and controlled. 6				
The text type is used consistently e.g. *features of fact sheet are clear and appropriate to purpose.* Relevant ideas and content chosen to interest the reader e.g. details developed. 5	Well – crafted paragraphs contribute to control of the text e.g. *clear layout of sections* 5	Some complex sentences, which are controlled, including the positioning of clauses to focus attention. Range of connectives may be developed e.g. *'although' 'meanwhile'* 5		
The text type is largely sustained e.g. *features of fact sheet writing clear – there may be some elements of persuasive writing in addition to report writing.* The writer gives sufficient information for a reader to understand the contents e.g. *some detail with adverbials and expanded noun phrases.* 4	Paragraphs are used to help structure the text and there may be evidence of appropriate links / sub-headings / questions and answers. 4	Complex sentences are used to create effect, using expanded phrases to develop ideas e.g. *noun, adverbial, adjectival, and verb phrases.* A wider variety of connectives is used appropriately e.g. *if, because, then.* Sentences are mostly grammatically correct. 4		
Text type is used to convey writer's attitude to the chosen subject e.g. *knowledge and enthusiasm for subject matter.* Some awareness of audience. e.g. *language used is appropriate* 3	Paragraphs sometimes used to sequence ideas. Balance of coverage of ideas is appropriate. 3	Some complex sentences are used to extend meaning but not always successfully. Use of past and present tense is generally consistent. 3		
General aspects of text type are evident e.g. *third person.* Reader given basic information e.g. *relevant statements* 2	Some attempt to sequence ideas logically e.g. *content clear for a fact sheet.* Each section has an opening statement. 2	Some variation in sentence openings e.g. *not always starting with noun or pronoun or other word.* Compound sentences are used but connectives are simple e.g. *'and', 'but', 'so'* 2	Sentences demarcated accurately <u>throughout</u> the text. Commas used in lists and to mark clause divisions. 2	Correct spelling of common words with more than one syllable, including compound words. 2
Some elements of the text type can be seen e.g. *it is a fact sheet.* 1	Ideas grouped together although paragraphs may not be shown. 1	Simple sentences are generally grammatically correct. *'and'* may be used to connect clauses. 1	Straightforward sentences <u>usually</u> demarcated accurately e.g. *full stops, capital letters, question and exclamation marks.* 1	Correct spelling of high frequency words. 1

Award 0 where performance fails to meet the lowest description.
Stop marking at the first statement in a column that the student fails to achieve and award the mark in the box below.

Question Number	12	
Join the underlined word in each of these sentences to match the correct word class.		

Part	Mark	Answer		Further information
	2	The red fox can be found <u>in</u> most parts of Britain.	preposition	Award 2 marks for all 4 lines correctly drawn. Award 1 mark for 2 or 3 lines correctly drawn.
		The method of locomotion used by the red fox enables it to run <u>swiftly</u>.	adverb	
		The red fox has a <u>luxurious</u> coat of fur.	adjective	
		<u>It</u> has a small stomach.	pronoun	
Total	**2**			

Question Number	13	
(a) **Underline the main clause in this sentence.** (b) **Rewrite this sentence. Remember to add punctuation. Do <u>not</u> add or change any words.**		

Part	Mark	Answer	Further information
(a)	1	When eating, <u>it will use its 42 teeth</u>.	Award 1 mark for the correct underlining as shown. No other words should be underlined.
(b)	2	Cotgrave Country Park, which is in Nottinghamshire, has many paths and trails.	Award 1 mark for a correctly embedded clause. Award 1 mark for correctly placed parenthetical commas and the final full stop.
Total	**3**		

Question Number	14	

(a) Change this sentence from the past to the present.

(b) Complete the sentences by writing the passive forms of the verbs given in brackets.

Part	Mark	Answer	Further information
(a)	1	The park **is** open all day and many people **visit**.	
(b)	2	First, the visitors **are driven** to the park by coach.	Award 2 marks for all 3 correct verbs.
		They **are dropped** at the main coach park.	Award 1 mark for 2 correct verbs.
		Each visitor **is escorted** to the entrance of the park by a guide.	Answers must be in the present tense.
Total	3		

Question Number	15	

Correct <u>two</u> mistakes in this sentence. Do <u>not</u> change the meaning.

Part	Mark	Answer	Further information
	1	The woman <u>walks</u> / <u>walked</u> / <u>is walking</u> / <u>was walking</u> very <u>slowly</u> along the edge of the park. OR The <u>women</u> walk very <u>slowly</u> along the edge of the park.	Award 1 mark for <u>both</u> corrections.
Total	1		

Question Number	16		
Choose the type from <u>simple</u>, <u>compound</u> or <u>complex</u> to describe these sentences.			

Part	Mark	Answer		Further information
	1	The red fox is a successful animal.	simple	
		As red foxes are very successful, their numbers are likely to increase.	complex	
Total	**1**			

Question Number	17		
Add <u>two</u> apostrophes to this sentence.			

Part	Mark	Answer	Further information
	1	The park's visitors shouldn't be expected to pay for tickets.	Award 1 mark for correctly placed apostrophes. Award 0 marks if extra apostrophes or other marks are placed.
Total	**1**		

Question Number	18	

Add the missing punctuation to these sentences.

Part	Mark	Answer	Further information
	2	"Did you enjoy your visit to the nature reserve**?** **''** asked my friend**.** "Yes**,** **"** I replied**,** **"** there were lots of things to do."	Also accept: "Yes **,** **"**I replied **.** **"**There were lots of things to do.' However, if a full stop is used then the 't' must be capitalised as well to gain credit. Also: if the 't' is capitalised, then there must be a full stop. Also: the question mark and the comma must be inside the speech marks. 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. Award 0 marks if there are 10 or more punctuation marks.
Total	**2**		

Question Number	19	

Write other words or phrases that mean the same as the underlined words.

Part	Mark	Answer	Further information
	2	Prominent: large / big / noticeable / sticking out Accounts: makes up / represents / is	Award 1 mark for each appropriate word or phrase that retains the sense of the sentence.
Total	**2**		