
ENGLISH

0844/01

Paper 1

October 2015

MARK SCHEME

Maximum Mark: 50

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

Section A: Reading

Question number	1		
What is unusual about the way the fruit grows on the cacao tree?			
Part	Mark	Answer	Further Information
	1	It grows out of the trunk.	Accept a full quote of the second sentence of the second paragraph – but no more . Do not accept “it grows from the branches” on its own.
Total	1		

Question number	2		
What happens to the flavour of the cacao beans during the process of fermentation?			
Part	Mark	Answer	Further Information
	1	Accept one or more of The beans become more edible / less bitter / sweeter / more chocolatey / more yummy / more delicious / yummier / more like chocolate / more tasty / tastier.	Accept any answer that suggests the flavour of the beans are made sweeter or tastier. Do not accept any descriptions of the process; Only allow a longer quotation if it repeats the stem of the question, i.e. ‘The heat of fermentation...more chocolatey’ (the final sentence of the third paragraph). Incorrect answers negate a correct one.
Total	1		

Question number	3		
Number the following processes in the order that they happen.			
Part	Mark	Answer	Further Information
	2	The beans are collected. [2] The beans are fermented. [3] The pods are harvested. [1] The beans are dried. [4]	Award one mark for two correct answers and two marks for four correct answers.
Total	2		

Question number	4		
Rewrite the first paragraph to include all the <u>main points</u> using <u>no more than 30 words</u> .			
Part	Mark	Answer	Further Information
	2	<p>The summary must contain 3 or 4 key pieces of information.</p> <ul style="list-style-type: none"> Chocolate comes from a <i>Theobroma cacao</i> / cacao tree. It is native to Central and South America. It grows throughout the tropics. Most/70% chocolate is now grown in Africa. <p><i>e.g. Chocolate comes from a tree called the Theobroma cacao or just cacao. This tree originated in Central and South America. Most cacao is now grown in Africa. (26 words, 3 points, 2 marks)</i></p> <p><i>e.g. Chocolate comes from a small tropical tree called the cacao tree. It is grown throughout the tropics but mostly in Africa. (21 words, 3 points, 2 marks)</i></p> <p><i>e.g. Chocolate comes from a small tree called 'Theobroma cacao' which is known as cacao. The trees came from Central and South America. Most chocolate is now grown in Africa. (29 words, 3 points, 2 marks)</i></p> <p><i>e.g. Chocolate grows on the cacao tree called 'Theobroma cacao'. 'Theobroma' is Greek for food of the gods. The trees come from Central and South America. (25 words, 2 points, 1 mark)</i></p> <p><i>e.g. Chocolate is grown on small tropical trees called 'Theobroma cacao' or cacao trees. 'Theobroma' means food of the gods. (19 words, 1 point, 0 marks)</i></p>	<p>Answers must be no more than 30 words.</p> <p>All summaries must include the word 'chocolate' as the subject. Answers need to make grammatical sense although punctuation / spelling can have some errors / omissions.</p> <p>Award 2 marks for</p> <ul style="list-style-type: none"> a summary of no more than 30 words + 3 or 4 pieces of the required information. <p>Award 1 mark for</p> <ul style="list-style-type: none"> a summary of no more than 30 words + only 2 points of the required information. <p>Award 0 marks for</p> <ul style="list-style-type: none"> a summary over 30 words. a summary where there are 1 or 0 points of information. the subject 'chocolate' not mentioned anywhere. <p>General grammatical sense must be evident.</p> <p>Also award 2 marks where candidates have included 3 or 4 pieces of information in bullet points which make grammatical sense, within the 30 word limit in total.</p> <p>Do not credit note form.</p>
Total	2		

Question number	5		
Tick (✓) the best description of the text <u>Chocolate</u> .			
Part	Mark	Answer	Further Information
	1	It contains only facts. <input checked="" type="checkbox"/>	
Total	1		

Question number	6						
Tick (✓) the text you prefer to read. Explain why you chose that text.							
Part	Mark	Answer	Further Information				
	1	<table border="1"> <thead> <tr> <th>If Text 1 ticked</th> <th>If Text 2 ticked</th> </tr> </thead> <tbody> <tr> <td> EITHER - a reference to language as formal OR - it is purely factual / typical of report writing OR - more specific / technical language OR - the language is clear / precise and to the point OR - standard English makes it easier to understand. </td> <td> EITHER - a reference to language as informal OR - the words are more descriptive, chatty and fun to read (not just 'fun to read') OR - it is conversational / chatty/like a spoken voice which makes it easier to understand. </td> </tr> </tbody> </table>	If Text 1 ticked	If Text 2 ticked	EITHER - a reference to language as formal OR - it is purely factual / typical of report writing OR - more specific / technical language OR - the language is clear / precise and to the point OR - standard English makes it easier to understand.	EITHER - a reference to language as informal OR - the words are more descriptive, chatty and fun to read (not just 'fun to read') OR - it is conversational / chatty/like a spoken voice which makes it easier to understand.	<p>Answers must match the ticks given.</p> <p>Do not award the mark if the answer refers to the information given – there is no distinction.</p> <p>The answer must refer to the style of the language.</p> <p>Do not accept just 'more interesting' or 'more exciting' or 'simple / straightforward / easy to read / understand' on its own.</p> <p>NB: 'reader friendly' is not equivalent to 'informal' whereas 'friendly language' is.</p>
If Text 1 ticked	If Text 2 ticked						
EITHER - a reference to language as formal OR - it is purely factual / typical of report writing OR - more specific / technical language OR - the language is clear / precise and to the point OR - standard English makes it easier to understand.	EITHER - a reference to language as informal OR - the words are more descriptive, chatty and fun to read (not just 'fun to read') OR - it is conversational / chatty/like a spoken voice which makes it easier to understand.						
Total	1						

Question number	7		
(a) What is another name for an aardvark or 'earth pig'?			
(b) Name <u>two</u> ways in which the aardvark is protected from angry termites.			
Part	Mark	Answer	Further Information
(a)	1	antbear	Do not accept earth pig.
(b)	1	<ul style="list-style-type: none"> An aardvark's thick skin protects it from termite bites. Its nostrils can close to stop termites going up its snout. 	<p>Award 1 mark for answers which refer to the two distinct ways.</p> <p>NB: The question asks for 'the ways'.</p> <p>'thick skin' and 'nostrils' are insufficient for credit to be given.</p> <p>Also allow:</p> <p>Its long, sticky worm like tongue means it can reach the termites without getting too close.</p> <p>Accept both answers on one line provided</p> <ul style="list-style-type: none"> - the second line is blank or - the point about the tongue is added here. <p>Do not accept two correct answers followed by an incorrect one which negates.</p>
Total	2		

Question Number	8		
Tick (✓) <u>two</u> boxes to show which statements are TRUE .			
Part	Mark	Answer	Further information
	2	<p>Aardvarks' burrows often have many different entrances. <input checked="" type="checkbox"/></p> <p>Aardvarks hunt during the night. <input checked="" type="checkbox"/></p>	<p>Award 1 mark for each.</p> <p>Credit responses which are unambiguous, eg: 'Yes' <i>See additional guidance notes.</i></p> <p>Award 0 marks if more than two boxes are ticked.</p> <p>Boxes 2 and 3 should be ticked.</p>
Total	2		

Question Number	9		
Suggest a reason why armvarks have such long, pig-like, noses.			
Part	Mark	Answer	Further information
	1	<p>Accept one or both of the following</p> <ul style="list-style-type: none"> - because they use their noses, (like pigs,) to forage/rummage (in the ground,) looking for food - smelling (sniffing out) their food. 	<p>Accept plausible answers which acknowledge how the armvark uses its snout when looking for food/termite mounds/anthills.</p> <p>NB: looking for food on its own is insufficient.</p>
Total	1		

Question Number	10			
<p>(a) What is the purpose of the sub-headings in the text <u>Aardvarks</u>?</p> <p>(b) In the text <u>Chocolate</u>, paragraphs are used. Draw lines to link each paragraph with its main topic.</p>				
Part	Mark	Answer	Further information	
(a)	1	<p>Organisation/presentation, e.g.</p> <ul style="list-style-type: none"> • so you know where to look for information • divides / organises / separates information into parts so it is <u>easier to see</u> • so it is easier to follow • to show the answers to the most commonly asked questions • to tell the reader what the next paragraph / section is about (not the whole text) • so you know what you're going to read next. 	<p>Do not accept generalisations on their own: e.g. 'to organise the text' / 'so it is easier to see' / 'use' i.e. 'it divides the text' is insufficient.</p> <p>Do not accept vague answers: e.g. so we know what it is about / so you know what you are going to read / so we know what they are talking about.</p>	
(b)	1	1st paragraph, arrow drawn to 4th topic	Where does the cacao tree grow?	<p>Award 1 mark for all 4 lines drawn correctly.</p> <p>Accept a clear unambiguous indication of the correct answers. e.g. numbers 1, 2, 3 and 4 written in boxes.</p>
		2nd paragraph, arrow drawn to 2nd topic	What is the cacao fruit like?	
		3rd paragraph, arrow drawn to to 3 rd	What happens to the cacao fruits after they are picked?	
		4th paragraph, arrow drawn to 1st	What happens to the beans after fermentation?	
Total	2			

Section B: Writing

- 11 Write your own information text for a website about a topic or an activity that you know a lot about.**

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
<p>Writing is well-shaped and <u>wholly</u> appropriate to purpose.</p> <p>Clear viewpoint with a clear and consistent relationship between writer and reader established and controlled. 6</p>				
<p>The text type is used consistently e.g. <i>features of report are clear and appropriate for purpose.</i></p> <p>Relevant ideas and content chosen to interest the reader (some details must be developed appropriately).</p> <p>The order of the given information is supportive for the reader. 5</p>	<p>Well-crafted paragraphs contribute to control of the text i.e. clear logical links between paragraphs.</p> <p>Each section / paragraph has content logically organised 5</p>	<p>Some use of complex sentences is controlled including the position of clauses to focus attention.</p> <p>Range of connectives may be developed e.g. <i>'although' 'meanwhile'.</i> 5</p>		
<p>The text type is largely sustained e.g. <i>features of report writing clear.</i></p> <p>The writer gives sufficient information for a reader to understand the contents.</p> <p>Detail begins to engage, showing greater awareness of the audience. 4</p>	<p>Paragraphs are used to help structure the text, and there may be evidence of appropriate links / sub-headings between paragraphs.</p> <p>4</p>	<p>Some complex sentences are used to create effect, using expanded phrases to develop ideas e.g. <i>noun, adverbial, adjectival, and verb phrases.</i></p> <p>A wider variety of connectives is used appropriately e.g. <i>if, because, then.</i></p> <p>Sentences are mostly grammatically correct. 4</p>		
<p>Text type is used to convey writer's attitude to the chosen subject e.g. <i>knowledge and enthusiasm for subject matter.</i></p> <p>Some awareness of audience. e.g. <i>language used is appropriate for a website young people.</i> 3</p>	<p>Paragraphs used to sequence ideas but not consistently.</p> <p>Balance of coverage of ideas is appropriate. i.e. more than one idea / aspect chosen AND chosen ideas covered fittingly with 'appropriate weighting' OR several ideas with some detail added. 3</p>	<p>Some complex sentences are used to extend meaning but not always successfully.</p> <p>Use of past and present tense is generally consistent.</p> <p>Subject and verb generally agree. 3</p>		
<p>General aspects of text type are evident e.g. <i>3rd person desirable but 1st or 2nd person should refer to generalised participants.</i> (allow up to two 1st person familiar references)</p> <p>NB: 'we' in a general sense is allowed.</p> <p>Reader given basic information e.g. <i>relevant statements</i> 2</p>	<p>Some attempt to sequence ideas logically i.e. no information is assumed in one place before it has been given in another.</p> <p>Each section has an opening statement. 2</p>	<p>Some variation in sentence openings e.g. <i>not always starting with noun or pronoun .</i></p> <p>Compound sentences are used but connectives are simple e.g. <i>'and', 'but', 'so'</i> with generally grammatically correct clauses. 2</p>	<p>Sentences punctuated almost always accurately throughout the text.</p> <p>Commas used in lists and sometimes to mark clause divisions.</p> <p>There may be the occasional capitalisation error. 2</p>	<p>Correct spelling of common words with more than one syllable, including compound words, e.g. anything, something 2</p>
<p>Some elements of the text type can be seen e.g. <i>it is a report (information text) / not a recount or instructions.</i> 1</p>	<p>Ideas grouped together although paragraphs may not be shown. i.e. do not credit random ideas on a topic. 1</p>	<p>Simple sentences are generally grammatically correct.</p> <p><i>'and'</i> may be used to connect clauses. 1</p>	<p>Demarcation of basic sentence structures is usually accurate e.g. <i>full stops, capital letters, question and exclamation marks.</i> 1</p>	<p>Spelling of high frequency words is generally correct. e.g. their, there. 1</p>

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	Cacao is <u>native</u> to Central and South America.	adjective	Award 2 marks for all 4 lines correctly drawn. Award 1 mark for 2 or 3 lines correctly drawn. Award 0 marks for less than 2 or more than 4 lines drawn.
		It is grown <u>commercially</u> throughout the tropics.	adverb	
		<u>Fermentation</u> changes the bitter flavours in the bean into something more edible.	noun	
		<u>It</u> all starts with a small tropical tree.	pronoun	
Total	2			

Question Number	13		
(a) Underline the main clause in this sentence.			
(b) Rewrite this sentence.			
Part	Mark	Answer	Further information
(a)	1	<p>Accept either:</p> <p><u>Finally, the beans are ready to be shipped to a factory</u> where they are turned into chocolate.</p> <p>Or:</p> <p>Finally, <u>the beans are ready to be shipped to a factory</u> where they are turned into chocolate.</p>	<p>Award 1 mark for one of the underlinings as shown.</p> <p>No other words should be underlined.</p>
(b)	2	<p>The beans, which taste very bitter, are left to ferment.</p>	<p>Award 1 mark for a correctly embedded clause.</p> <p>Award a further 1 mark for correctly placed parenthetical commas and the final full stop.</p> <p>No brackets or dashes.</p> <p>NB. No other words should be changed or added.</p> <p>NB: one copying / spelling error allowed as long as the original word is still clear and not changed.</p>
Total	3		

Question Number	14		
(a) Finish this sentence by choosing the correct verb forms.			
(b) Complete these sentences by writing the passive form.			
Part	Mark	Answer	Further information
(a)	1	<p>A hungry aardvark (forage) was foraging in the grasslands when it (find) found a termite mound.</p> <p>A hungry aardvark (forage) is foraging in the grasslands when it (find) finds a termite mound.</p> <p>A hungry aardvark (forage) foraged in the grasslands when it (find) found a termite mound.</p> <p>A hungry aardvark (forage) forages in the grasslands when it (find) finds a termite mound.</p>	<p>Award 1 mark for either of these sentences with both verbs correct.</p> <p>Verbs must be correctly spelt.</p> <p>Do not accept answers where any other words have been changed / omitted.</p>
(b)	2	<p>About 2,000 pods per year are produced by a cacao tree.</p> <p>A lot of monkeys are attracted by the fruit.</p> <p>The flavor of the beans is changed to something more 'chocolatey'.</p>	<p>Award 2 marks for all 3 correct verbs.</p> <p>Award 1 mark for 2 correct verbs.</p> <p>Tenses must be correct – in the present passive.</p> <p>Verbs must be correctly spelt.</p>
Total	3		

Question Number	15		
Correct two mistakes in this sentence. Do not change the meaning.			
Part	Mark	Answer	Further information
	1	<p>The aardvark uses its mighty claws to dig a hole.</p> <p>OR</p> <p>The aardvark used its mighty claws to dig a hole.</p>	<p>Award 1 mark for both corrections.</p> <p>Award 0 marks if any other changes are made.</p> <p>Spelling must be correct.</p>
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 pods are collected and the workers take out the beans.	compound	Award 1 mark for both sentence types correctly identified.
		About 70% of the world's cacao is grown in Africa, where the aardvark comes from.	complex	
Total	1			

Question Number	17			
Add <u>two</u> apostrophes to this sentence.				
Part	Mark	Answer		Further information
	1	Aardvarks' tongues are sticky so that they're able to suck up as many ants as they like.		Award 1 mark for two 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	<p>“Do aardvarks live in England? ” I asked my teacher.</p> <p>“No, ” she replied, “they live in Africa.”</p>	<p>Also accept: “No,”she replied. “They live in Africa.”</p> <p>However, if a full stop is used then the ‘t’ must be capitalised as well to gain credit.</p> <p>Also: if the ‘t’ is capitalised, then there must be a full stop.</p> <p>Also: the question mark, the comma after “No,” (or the full stop) must be inside the speech marks to gain credit.</p> <p>Award 2 marks if 6–7 of the missing punctuation marks are in the correct place.</p> <p>Award 1 mark if 3–5 of them are in the correct place.</p> <p>Award 0 marks if there are 10 or more punctuation marks.</p> <p><i>NB: if a candidate has corrected the ‘l’ of ‘In’ to ‘i’, give credit.</i></p>
Total	2		

Question Number	19		
Write other words or phrases that mean the same as the underlined words.			
Part	Mark	Answer	Further information
	2	<p>Attracts draws/brings/fascinates/interests/ appeals to/tempts/entices/draws in</p> <p>Dispersing scattering/distributing/spreading</p>	<p>Award 1 mark for each appropriate word or phrase that <u>retains the sense</u> of the sentence.</p> <p>Do not accept words that do not retain the sense of the sentence. e.g. 'appeals' on its own.</p> <p>Award 0 marks where an incorrect suggestion negates and acceptable one, e.g. 'draws or teases, scattering or dissolving'.</p>
Total	2		