
ENGLISH

0844/01

Paper 1

April 2016

MARK SCHEME

Maximum Mark: 50

This document consists of **14** printed pages.

Section A: Reading

| Question number | 1 | | |
|--------------------------|----------|--|--|
| What is the dawn chorus? | | | |
| Part | Mark | Answer | Further Information |
| | 1 | <p>(A lot of) birds singing (together) in the early morning / first light .</p> <p>Where a quote is given it should be <u>no more</u> than '(In spring, as the days lengthen) birds burst into song around first light...'</p> <p>OR</p> <p>'...birds burst in to song around first light (in a phenomenon that is known as the 'dawn chorus'.)'</p> <p>BUT NOT BOTH</p> | <p>Answers must include the information:</p> <ul style="list-style-type: none"> • 'birds singing' AND • 'first light' or 'early'. <p>NB: answers must show an understanding of when 'dawn' is.</p> <p>Accept: Birds singing in harmony at first light – harmony is neutral where two required pieces of info are given. However, birds singing in harmony is insufficient. The same is true for 'amazing symphony'.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • any reference to 'spring' or 'days lengthen' on their own. • birds sing throughout the day – this does not answer the question. • 'bird' singular |
| Total | 1 | | |

| Question number | 2 | | |
|---|-------------|-----------------------------------|---|
| How long in the morning can the dawn chorus go on for? | | | |
| Part | Mark | Answer | Further Information |
| | 1 | (around / up to) two <u>hours</u> | Accept the entire first sentence of paragraph 2 (or a paraphrase) but no more. 'hours' is essential for the mark. Do not accept: 'before sunrise and afterwards'; the time is essential for the mark. |
| Total | 1 | | |

| Question number | 3 | | |
|---|-------------|--|--|
| Tick (✓) <u>two</u> boxes to show which statements below are true. | | | |
| Part | Mark | Answer | Further Information |
| | 2 | Bird song can be heard over a greater distance in the early morning. Blackbirds start to sing before wrens. | Boxes 3 and 5 should be ticked. Award 1 mark for each correct tick / unambiguous mark. Award 0 for more than two ticks or unclear marks. |
| Total | 2 | | |

| Question number | 4 | | |
|--|----------|--|---|
| Rewrite the <u>last</u> paragraph to include 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 from the following:</p> <ul style="list-style-type: none"> • songs are learned / not inherited. • (young) birds refine a basic song in the first year / over the next year by listening to adult/mature birds. • some birds / sparrows have one song. • some birds / thrushes/nightingales have several songs. <p>e.g.: <i>Songs are learned. Young birds refine their song over the next year by listening to adult birds. Some birds like sparrows only have one song.</i> (25 words / 3 pieces of info – 2 marks) Or: e.g.: <i>Two months after they hatch, young birds start by practising a basic song. Different birds have different numbers of songs. A sparrow has one song and a thrush has several.</i> (30 words / 2 pieces of info – i.e. sparrow is one, a thrush is another – 1 mark) Or: e.g.: <i>Young birds do not inherit songs. They have to learn them by listening to adult birds. It can take a year to refine a basic song. Thrushes and nightingales learn several songs.</i> (32 words / exceed limit – 0 marks) Or: e.g.: <i>Birds learn a basic song which they improve by listening to adults. This can take a year.</i> (17 words / 2 pieces of info – 1 mark) Or:</p> <ul style="list-style-type: none"> • <i>Birdsong is learned by listening to adult birds.</i> • <i>Takes about a year to refine.</i> • <i>Sparrows have one song.</i> <p>(18 words / bullet points – 1 mark)</p> | <p>Award 2 marks for:</p> <ul style="list-style-type: none"> • A summary no more than 30 words + 3 or 4 pieces of required information. <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • A summary no more than 30 words + only 2 pieces of information. <p>Award 0 marks for:</p> <ul style="list-style-type: none"> • A summary over 30 words. OR • A summary where there is 1 or 0 pieces of information. OR • Unintelligible, nonsensical responses. <p>Note: Summary must have grammatically correct sentence structures (allow 1 grammatically incorrect sentence).</p> <p>There may be punctuation / spelling errors.</p> <p>ALSO: award 1 mark where candidates have included ALL 4 pieces of information in either bullet points or note form within the word limit.</p> |
| Total | 2 | | |

| Question number | 5 | | |
|--|----------|---------------------------|---------------------|
| Tick (✓) the best description of the text <u>The dawn chorus</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 | <p>If Text 1 is ticked:</p> <p>EITHER:</p> <ul style="list-style-type: none"> a reference to the language as 'informal' / 'personal' / 'chatty' / 'friendly' / conversational. <p>OR:</p> <ul style="list-style-type: none"> the words are very descriptive and fun to read (not just 'fun to read'). <p>OR:</p> <ul style="list-style-type: none"> create a picture in my mind and make it easier to understand. <p>OR:</p> <ul style="list-style-type: none"> it uses questions to involve the reader / sound like a conversation. | <p>If Text 2 is ticked:</p> <p>EITHER:</p> <ul style="list-style-type: none"> a reference to language as 'formal'. <p>OR:</p> <ul style="list-style-type: none"> it is very factual. <p>OR:</p> <ul style="list-style-type: none"> the style is typical of factual / report writing. <p>OR:</p> <ul style="list-style-type: none"> the language is clear, precise and to the point. <p>OR:</p> <ul style="list-style-type: none"> a reference to the language as more adult / less childish. | <p>Do not award the mark if the answer refers to the amount of information given – there is no distinction.</p> <p>Answers must match the tick given.</p> <p>Answers must refer to the style of the language.</p> <p>Do not accept just 'more interesting' or 'more exciting' or 'simple', 'easy to read' / 'understand' on its own without further explanation.</p> <p>Do not accept: 'It is just facts' - this refers to content not style.</p> <p>Do not accept references to punctuation on their own, without reference to one of the given descriptors.</p> <p>NOTE: 'reader friendly' is not equivalent to informal, whereas 'friendly language' is.</p> <p>NB incorrect information can negate a correct answer, e.g. 'it is more formal and has more information' gains no marks.</p> |
| Total | 1 | | | |

| Question number | 7 | | |
|---|----------|---|---|
| (a) Why was the nightingale given its name? (b) Nightingales are three colours. Name <u>two</u> of them. | | | |
| Part | Mark | Answer | Further Information |
| (a) | 1 | Accept one of: <ul style="list-style-type: none"> (The word) nightingale means night songstress. Nightingales sing at night /mostly at night / overnight. | Do not accept 'they <i>only</i> sing at night'. |
| (b) | 1 | Any 2 of the following colours: (drab) brown, chestnut, sandy. | If all 3 answers are given, accept the third one as neutral provided it is correct, so 'brown, chestnut, red' = 0 (incorrect 'red' negates). Do not accept simply writing out the whole sentence: 'They have a drab...underbelly.' as the question asks for the colours to be named. Accept a truncated version, e.g. '...brown' on However, a list such as: 'brown plumage, chestnut-coloured tail, sandy underbelly', is acceptable as this shows some selection by the candidate. |
| Total | 2 | | |

| Question Number | 8 | | |
|---|----------|---|--|
| Tick (✓) <u>two</u> boxes to show which statements are FALSE. | | | |
| Part | Mark | Answer | Further information |
| | 2 | Nightingales only sing at night. Nightingales are admired because they are such beautiful-looking birds. | Boxes 1 and 3 should be ticked. Award 1 mark for each correct tick / unambiguous mark. Award 0 for more than two ticks or unclear marks. |
| Total | 2 | | |

| Question Number | 9 | | |
|--|----------|---|---|
| Suggest a reason why the male nightingale wants to avoid attracting unnecessary attention to its nest. | | | |
| Part | Mark | Answer | Further information |
| | 1 | <p>Accept one of the following:</p> <ul style="list-style-type: none"> • they don't want predators to find their nest. • to stop the eggs/chicks/baby birds/offspring being eaten. • to stop eggs being stolen/destroyed. • to keep eggs / young safe (from predators). | <p>Award one mark for responses that match one of the points.</p> <p>However, do not accept imprecise / insufficient answers, e.g:</p> <ul style="list-style-type: none"> • the eggs might get hurt • birds might get scared • protecting territory. <p>Note: an incorrect response negates a correct one:</p> <ul style="list-style-type: none"> • a predator might come or another mate. <p>Do not credit lengthy quotes where the correct answer may be given alongside incorrect information.</p> |
| Total | 1 | | |

| Question Number | 10 | | |
|--|----------|---|---|
| <p>(a) What is the purpose of the <u>sub-headings</u> in the text <u>The dawn chorus</u>?</p> <p>(b) Draw lines to link each paragraph with its main topic described in the boxes.</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 specific information. divides / organises / separates information into parts so it is easier to see. so you can quickly find information / find information more easily. to say what the next section / next paragraph / each paragraph OR section (NOT text) is about. so you know what you're going to read next. | <p>Do not accept generalisations on their own:</p> <ul style="list-style-type: none"> 'to organise the text' 'so it is easier to see / read / follow,' on its own. vague / general answers, e.g.: 'so we know what it is about' or 'so we know what we are going to read' or 'so we know what they are talking about' (these could refer to the whole text not a particular section). 'to look for the information' =0 need 'specific' 'to find information'=0 need 'quickly' / 'more easily'. |
| (b) | 1 | <p>1st paragraph: The nightingale's name.</p> <p>2nd paragraph: The nightingale's song.</p> <p>3rd paragraph: The symbolism of the nightingale.</p> | <p>Award 1 mark for all three lines drawn correctly. Accept a clear unambiguous indication of the correct answers, e.g. numbers 1, 2 and 3 written against each topic.</p> |
| Total | 2 | | |

Section B: Writing

- 11 The reading texts The dawn chorus and The Nightingale are both reports taken from information books.

Write your own report for an information book.

It could be about:

something that changes with the seasons in your country, e.g:

- trees
- weather
- animals

something or someone that is inspired by nature, e.g:

- a piece of music
- a poem
- painting / sculpture
- a book.

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 Wa | Text Structure Wt | Sentence Structure Un | Punctuation Wp | Spelling Ws |
|---|---|---|---|--|
| <p>Writing is well-shaped and wholly appropriate to purpose.</p> <p>Clear viewpoint with a clear and consistent relationship between writer and reader established and controlled.</p> <p>6</p> | | | | |
| <p>The text type is used consistently, e.g.: <i>features of report are clear and appropriate to purpose.</i></p> <p>Relevant ideas and content chosen to interest the reader, e.g.: <i>details developed appropriately.</i></p> <p>The order of the given information is logical and supportive to the reader.</p> <p>5</p> | <p>Well-crafted paragraphs contribute to control of the text, i.e.: <i>clear logical links between paragraphs.</i></p> <p>AND / OR</p> <p>Each section with content logically organised</p> <p>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</i>' '<i>meanwhile</i>'.</p> <p>5</p> | | |
| <p>The text type is largely sustained, i.e.: features of report writing clear.</p> <p>The writer gives sufficient information for a reader to understand the content, e.g.: <i>some engaging detail. 2nd person used sparingly. Link to seasons/nature/given stimulus evident.</i></p> <p>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 <u>expanded phrases</u> to develop ideas, e.g.: <i>noun, adverb, adjective, 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.</p> <p>4</p> | | |
| <p>Text type is used to convey writer's attitude to the chosen subject, e.g.: <i>knowledge and enthusiasm for the subject matter.</i></p> <p>Some awareness of audience, e.g.: <i>language used is appropriate.</i></p> <p>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'.</p> <p>3</p> | <p>Some complex sentences are used to <u>extend meaning</u> but not always successfully.</p> <p>Use of past and present tense is generally consistent.</p> <p>Subject and verb generally agree.</p> <p>3</p> | | |
| <p>General aspects of text type are evident, e.g.: <i>3rd person (allow up to two 1st person references), 2nd person is allowed.</i></p> <p>Reader given basic information, e.g.: <i>statements relevant to what has been introduced in Box1.</i></p> <p>2</p> | <p>Some attempt to order and sequence ideas logically, e.g.: <i>no information is assumed in one place before it has been given in another.</i></p> <p>Each section has an opening statement.</p> <p>2</p> | <p>Some variation in sentence openings, e.g.: <i>not always starting with same noun or pronoun or other word.</i></p> <p>Compound sentences are used but connectives are simple, e.g.: '<i>and</i>', '<i>but</i>', '<i>so</i>' with generally grammatically correct clauses.</p> <p>2</p> | <p>Sentence divisions marked accurately almost always throughout the text.</p> <p>There may be the occasional capitalisation error.</p> <p>Commas always used in lists and sometimes to mark clause divisions.</p> <p>2</p> | <p>Correct spelling of common words with more than one syllable, including compound words, e.g.: <i>anything, something, yesterday.</i></p> <p>2</p> |
| <p>Some elements of the text type can be seen, i.e.: <i>it is a report / not a recount + sufficient information to identify the purpose/stimulus/topic, e.g. weather, seasons.</i></p> <p>1</p> | <p>Evidence of grouping of ideas.</p> <p>1</p> | <p>Simple sentences are generally grammatically correct. '<i>and</i>' may be used to connect clauses.</p> <p>1</p> | <p>Demarcation of basic sentence structures is usually accurate, e.g.: <i>full stops, capital letters, question and exclamation marks.</i></p> <p>1</p> | <p>Generally correct spelling of high frequency words, e.g.: <i>because, there, their.</i></p> <p>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 <u>underlined</u> word of these sentences to match the correct word class. | | | |
| Part | Mark | Answer | Further information |
| | 2 | long: preposition light: noun complex: adjective during: adverb | Award 2 marks for all four lines correctly drawn. Award 1 mark for two or three lines correctly drawn. Award 0 marks for less than 2 or more than 4 lines drawn. Accept an unambiguous indication of the correct response. |
| Total | 2 | | |

| Question Number | 13 | | |
|--|----------|---|--|
| (a) Underline the main clause in this sentence. (b) Rewrite this sentence. Include this clause. | | | |
| Part | Mark | Answer | Further information |
| (a) | 1 | <u>Male robins are distinct from other birds</u> as they have a bright red belly. | Add 1 mark for the correct underlining as shown. No other words should be underlined. |
| (b) | 2 | Harike Lake, which is in India, is a brilliant place to go birdwatching. | Award 1 mark for a correctly embedded clause. Award a further 1 mark for correctly placed parenthetical commas. No brackets or dashes. There should be no additional punctuation. There should be no additional/omitted words. Allow one spelling or copying error. |
| Total | 3 | | |

| Question Number | 14 | | |
|--|----------|---|---|
| <p>(a) Change this sentence from past to present. (b) Complete the sentences by writing the passive forms of the verbs given in brackets.</p> | | | |
| Part | Mark | Answer | Further information |
| (a) | 1 | Some poets think that the nightingale's song is a love song. | <p>Award 1 mark for both correct verbs.</p> <p>Verbs must be correctly spelt. Allow one error in other words, e.g. incorrect apostrophe.</p> <p>No words should be added or omitted or re-ordered.</p> <p>Note: No auxiliary verbs, e.g.: <i>are thinking</i>.</p> |
| (b) | 2 | <p>Worms are eaten / were eaten / will be eaten by birds.</p> <p>Ravens have been kept in the Tower of London since the 17th century.</p> <p>This coming summer Japan will be visited by many migrant birds.</p> | <p>Award 2 marks for all 3 correct verbs.</p> <p>Award 1 mark for two 2 correct verbs.</p> <p>Tenses must be correct as given here.</p> <p>Verbs must be correctly spelled.</p> |
| Total | 3 | | |

| Question Number | 15 | | |
|--|----------|---|---|
| Correct <u>two</u> mistakes in this sentence. Do not change the meaning. | | | |
| Part | Mark | Answer | Further information |
| | 1 | It was the most wonderful sound that he had ever heard. | <p>Award 1 mark for both corrections.</p> <p>Award 0 marks if any other changes are made, e.g.: <i>words / punctuation added or deleted</i>.</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 | <p>He wanted to get up at dawn but he was too tired. (compound)</p> <p>The colourful, exotic bird of paradise sat proudly on the branch of the tree. (simple)</p> | Award 1 mark for both sentence types correctly identified. |
| Total | 1 | | |

| Question Number | 17 | | |
|--|----------|---|---|
| Add <u>two</u> apostrophes to this sentence. | | | |
| Part | Mark | Answer | Further information |
| | 1 | A bird ' s song is different from its call because it ' s longer and has more complex sounds. | <p>Award 1 mark for two correctly placed apostrophes.</p> <p>Award 0 marks if extra apostrophes or other marks are included.</p> |
| Total | 1 | | |

| Question Number | 18 | | |
|---|------|--|--|
| Add the missing punctuation to these sentences. | | | |
| Part | Mark | Answer | Further information |
| | 2 | <p>“Wow <u>!</u> What a beautiful piece of music <u>,</u>” he said <u>.</u></p> <p>“Yes <u>,</u>” she replied. “The flute represents the nightingale.”</p> | <p>The commas must be within the speech marks.</p> <p>Allow an exclamation mark after ‘music’, but no capitalisation of ‘he’.</p> <p>Do not allow a full stop after ‘Wow’.</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> |
| 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>basic: simple, initial, first, easy, preliminary, elementary, rudimentary, uncomplicated, plain.</p> <p>refine: improve (upon/on), develop, extend, make better, elaborate (on), adapt, enhance, polish, perfect (<i>as a verb</i>).</p> | <p>Award 1 mark for each appropriate word that retains the sense of the sentence.</p> <p>Award 0 marks where an incorrect suggestion negates an acceptable one, e.g.: <i>simple, original</i>.</p> <p>Allow a list if both words correct, e.g.: <i>easy, simple</i>.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> for ‘basic’: <i>original, straightforward</i>. for ‘refine’: <i>change, correct, remake, upgrade, practice</i>. |
| Total | 2 | | |