



Cambridge Lower Secondary Checkpoint

CANDIDATE
NAME

CENTRE
NUMBER

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CANDIDATE
NUMBER

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ENGLISH

0861/01

Paper 1 Non-fiction

October 2023

1 hour 10 minutes

You must answer on the question paper.

You will need: Insert (enclosed)

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [].
- The insert contains the reading passages.

This document has **8** pages.

Section A: Reading

Spend 30 minutes on this section.

Read **Text A**, in the insert, and then answer Questions 1–6.

1 Look at the first paragraph (lines 3–5).

(a) What type of sentence is the first sentence? Tick (✓) **one** box.

- a simple sentence
- a complex sentence
- a compound sentence
- a compound-complex sentence

[1]

(b) The reader’s understanding of the second and third sentences relies on the first sentence. How?

..... [1]

2 Look at the second paragraph (lines 6–9). The writer begins three of the sentences with a prepositional phrase. Explain the effect this has.

.....
..... [2]

3 Look at the third paragraph (lines 10–13).

(a) Give **one** phrase that means ‘at the same time as’.

..... [1]

(b) What is the effect of the sequence of nouns *walk ... canter... gallop*?

..... [1]

(c) How does the writer engage the reader in this paragraph?

..... [1]

4 Look at the fourth paragraph (lines 14–19).

(a) Why might the reader expect to see the fourth paragraph at the beginning of the text?

..... [1]

(b) Why has the writer chosen to insert the fourth paragraph at this point in the text?
Tick (✓) **one** box.

The writer

thinks that the reader already knows what foley is.

is about to introduce the reader to a different technique.

wants to explain how sound effects in films are recorded.

has finished giving an example of what a foley artist does.

[1]

(c) One of the themes of the text is sound.
Give **two** onomatopoeic nouns that demonstrate this.

•

.....

•

.....

[2]

5 Look at the fifth paragraph (lines 20–27).

(a) The idea of *lots of different footsteps* (lines 17–18) is repeated in the fifth paragraph.
Give a phrase in the fifth paragraph that repeats that idea.

..... [1]

(b) The writer asks a question and answers it.
What is the writer’s opinion of the answer?

..... [1]

6 Why is Barnaby Smyth happy when an audience is unaware of his work?

..... [1]

Read **Text B**, in the insert, and then answer Questions 7–12.

7 Look at the first paragraph (lines 4–5).
What does Ashley tell the reader about herself? Tick (✓) **one** box.

She only screams when she is frightened.

She changed the way she screamed as an actor.

She screams automatically at some things.

She got her first job only because of her scream.

[1]

8 Ashley uses the phrase *a quieter life*.
Why does that phrase seem surprising?

..... [1]

9 What is Ashley referring to when she uses the word *peak*?

..... [1]

10 Look at the last paragraph (lines 18–20).
What does Ashley emphasise by using a simple sentence?

..... [1]

11 Look at **Text A** and **Text B**. Foley artists and scream artists both add sounds to films at the same stage of production.

Explain **two** other things that a foley artist and a scream artist have in common.

•

•

[2]

12 Look at the second, third and fourth paragraphs (lines 6–17).

(a) Complete the table below using information from these paragraphs.

The type of work Ashley used to do
The work Ashley does now
At what point in the making of a film Ashley does her job
Something Ashley needs to know to do her job
One reason why Ashley’s job is necessary
One example of Ashley’s work

[3]

(b) Summarise what it means to be a scream artist, using information from the table. Use up to 50 words.

.....

.....

.....

.....

.....

.....

..... [2]

Section B: Writing

Spend 30 minutes on this section.

- 13** You have been asked to write an article for your school magazine about a new skill that you have been developing either in school or outside of school.

You should think about:

- what the skill is and how you have been developing it
- where and when you use the skill
- how you could develop the skill further in future.

Space for your plan:

Write your article on the next page.

[25 marks]

