Cambridge Lower Secondary Checkpoint

ENGLISH **0861/02**

Paper 2 Fiction **April 2024**

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Markers were instructed to award marks. It does not indicate the details of the discussions that took place at a Markers' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the End of Series Report. Cambridge will not enter into discussions about these mark schemes.

[Turn over

Instructions to Examiners

1. You are required to make annotations on scripts, firstly to help you decide on your assessment, and secondly to show your Team Leader on what that assessment was based.

2. Useful hints for making annotations on RM Assessor:

   • On the Writing task, make your annotations against the first mark. If they 'disappear' for the subsequent marks, you do not need to put them in again.

Section A: Reading

Questions 1 – 13(b)

Put a Red Tick for each correct point, on the point or in the Right Hand Margin. Try not to obscure what the candidate has written.

DO NOT use red crosses.

Remember you may use BOD (Benefit of Doubt) and the caret for omission.

Section B: Writing

Question 14

1. XSP in the Left Hand Margin for spelling mistakes.

2. XP in the Right Hand Margin for Full Stops missed.

3. XP in the body of the text for all other punctuation errors.

4. Red Wavy Underline for all Grammar, Style errors and awkwardness of any kind.

5. Red Wavy Vertical Line in either Margin for extended areas of error or weak expression.

6. A Red Tick in the body of the text for good Sentence Structure and / or for any rewardable use of apt and correct Punctuation.

7. Use the SEEN annotation to indicate the page(s) for the Writing question has been seen.

8. Do not mark the plan. Anything that is written in the planning section is to be totally ignored. This includes if this is the only attempt for the Question.

Section A: Reading

Question	Answer	Marks
1	Award **1 mark** for: • (he) slips through (a curtained door) Complete sentence only acceptable if phrase is underlined/highlighted.	**1**

Question	Answer	Marks
2	Award **1 mark** for: • to separate clauses / separating out items of information	**1**

Question	Answer	Marks
3	Award **1 mark** for each of: • The man is trying to avoid answering Hector's question. • The man expects Hector to greet him more politely. (Boxes 2 and 4 should be ticked.)	**2**

Question	Answer	Marks
4	Award **1 mark** for: • Hector moves the objects with magic / telekinesis / without touching. • They (his actions) are magic(al) / he has (magical) powers.	**1**

Question	Answer	Marks
5	Award **1 mark** for: • It confirms what Hector thinks about the man's opinion. (The third box should be ticked.)	**1**

Question	Answer	Marks
6(a)	Award **1 mark** for: • to show that he doesn't think they are real magicians / to express irony / his negative opinion of them / he has real powers / to show he is not like them / sarcasm	**1**
6(b)	Award **1 mark** for each of the following ideas, up to a maximum of **2 marks**: • He and the other magicians look the same / appear the same to the public. • He thinks he is better than they are. • He is the only real magician / all the others are fake / only pretending to do magic.	**2**

Question	Answer	Marks
7	Award **1 mark** for: • The audience gave Hector more praise than he deserved. (The second box should be ticked.)	**1**

Question	Answer	Marks
8	Award **1 mark** for each of the following ideas: • Up to this point, the conversation between the two characters has focused on the show/performance. • From here on, the reason for the man's visit is explained / they start talking about the letter/proposition.	**2**

Question	Answer	Marks
9	Award **1 mark** for: • He is excited / eager / enthusiastic. / To emphasise his words/feelings.	**1**

Question	Answer	Marks
10	Award **1 mark** for: Either • the second sentence is a comparison of a doll to the girl in the first sentence Or • the second sentence adds description/detail to the first sentence	**1**

Question	Answer	Marks
11	Award **1 mark** for each reason, up to a maximum of **2 marks**, plus **1 mark** for each appropriate quotation: If 'Yes' is ticked: <table><tr><th>Reason</th><th>Quotation</th></tr><tr><td>Hector addresses her affectionately.</td><td>'It's alright, dearest.'</td></tr><tr><td>She wants to please her father by doing the right thing / Celia trusts her father / she follows her father's instruction.</td><td>'The girl nods gravely and shifts her attention to the watch…'</td></tr><tr><td>He is proud of what his daughter can do.</td><td>'I would like you to show this gentleman what you can do…'</td></tr><tr><td>He trusts his daughter's abilities.</td><td>'He pulls a silver pocket watch on a long chain from his waistcoat and puts it on the table.'</td></tr><tr><td>He doesn't need to explain to his daughter what she has to do.</td><td>'Go ahead.'</td></tr></table>If 'No' is ticked: <table><tr><th>Reason</th><th>Quotation</th></tr><tr><td>He is strict / firm / forceful with her.</td><td>'He takes her by the shoulders and looks her sternly in the eye.'</td></tr><tr><td>Celia appears frightened of what might happen if she disobeys her father / is not sure whether to trust her father / argues with her father.</td><td>The girl's eyes widen. / 'You made me promise' / 'You said no exceptions,' the girl protests.</td></tr><tr><td>She does as she is told.</td><td>'The girl nods gravely and shifts her attention to the watch...'</td></tr><tr><td>He is angry / unhappy.</td><td>'Her father's smile fades.'</td></tr></table>Distinct Reasons from the same box may both be accepted – but both may not be supported by the same Quotation. Accept alternative reasons **if they are in the specified section of text.** Accept alternative quotations **if they support** the reason given.	**4**

Question	Answer	Marks
12(a)	Award **1 mark** for: • (Celia's) brow furrows (over her dark eyes) Complete sentence only acceptable if phrase is underlined/highlighted.	**1**
12(b)	Award **1 mark** for: • She reassembles the watch. / She puts the watch back together again (so that it works) / she mends the watch (after breaking it).	**1**

Question	Answer	Marks
13(a)	Award **1 mark** for: • maintain a sense of mystery or intrigue about him / to make him seem sinister	**1**
13(b)	Award **1 mark** for each reason, up to a maximum of **2 marks**, plus **1 mark** for each appropriate quotation. Accept alternative quotations **if they support** the reason given. **Do Not Accept** as a reason words that are a key part of the quotation. If 'Yes' is ticked: _see table below_ If 'No' is ticked: _see table below_	**4**

If 'Yes' is ticked:

Reason	Quotation
He tries to behave politely / attempts to shake the man's hand.	He turns and extends a hand… / 'Sit, please' Hector says / 'Can I get you a drink?'
He shows off by demonstrating his magic powers.	The door swings open of its own accord / waves his fingers dramatically
He gives reasons/excuses for not performing perfectly in front of the audience.	'Can't be too good if I want them to believe I'm as fake as the rest of them,'
He insists that Celia should show the man her abilities.	'I would like you to show this gentleman what you can do,' Hector says. / He takes her by the shoulders and looks her sternly in the eye.
He acknowledges the man's importance/status.	'This is a very special case,' he says. / 'This gentleman is not just anyone,'
He wants the man to be impressed by Celia.	Hector looks to the man in the grey suit for a reaction.

If 'No' is ticked:

Reason	Quotation
He has made no attempt to tidy up the room before the man's visit.	a cluttered dressing room / His tailcoat has been tossed lazily over a velvet armchair. / a table littered with brushes and tins of greasepaint.
He doesn't greet the man formally.	'You hated it, didn't you?' he asks, without turning away from the mirror'
He appears unconcerned when the man won't shake his hand.	He turns and extends a hand the man in the grey suit does not accept. In response, Hector shrugs…
He doesn't seem to take the man's criticisms seriously.	'Can't be too good if I want them to believe I'm as fake as the rest of them,' Hector says with a laugh.
He appears unconcerned about the man disliking his performance.	'You despised every minute, I can tell,' Hector Bowen says with a laugh'

Section B: Writing

Write a story in which one of the characters has a special power that must be kept secret until the time comes when it is necessary to use it.

Think about:
- who the character is and what the special power is
- when and where they have to reveal the power for the first time
- what happens when they use the power.

Question	Answer	Marks
Notes to markers • Use the marking grids on the following pages. • Marking should always begin from the lowest mark in each **row** and work **across**: **start from the left-hand side.** • Award **0 marks** where the performance fails to meet the lowest criteria. • A 'best fit' judgement should be made in judging first in which box to place the response and then, within that box, which mark is appropriate. • The lower mark within a box should be given if some criteria have been met but not all. **Note on extent:** • Award **0 marks** for 20 words or fewer. • Award a maximum of **7 marks** for responses of between 21 and 60 words. • You need not count the words unless you think there will be fewer than 60. In normal-sized handwriting 60 words will be approximately 8 lines.		
14	Creation of texts (Wc)	**5**
	Vocabulary and Language (Wv)	**3**
	Structure of texts (Ws)	**7**
	Grammar and punctuation (Wg)	**7**
	Word structure [Spelling] (Ww)	**3**
		[Total 25]

Creation of texts (Wc)	Creation of texts (Wc)	Creation of texts (Wc)	Creation of texts (Wc)
[1]	**[2]**	**[3]**	**[4–5]**
Some material included that elaborates on basic information. OR Some elements of the text type can be seen. *A maximum of 1 mark can be awarded if **not** the given text type.*	A relevant response with well-chosen ideas and content. Some ideas and material are developed. Purpose of writing is clear and appropriate to the given text type where some features are evident. A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience.	Relevant material has ideas and content with detail developed. Features of the text type are clear throughout. Consistent viewpoint with detail that sustains interest with writer's style / personal response which emphasises particular points.	Content is clearly aimed at a target audience with a good balance of coverage. Writing is well developed so that features of the text type are used consistently and successfully A clear, consistent relationship between writer and reader is established and maintained throughout the text.

Vocabulary and Language (Wv)	Vocabulary and Language (Wv)	Vocabulary and Language (Wv)
[1]	**[2]**	**[3]**
Sometimes uses appropriate vocabulary to convey meaning matched to the context.	Appropriate vocabulary is used that is suitable for the <u>specified</u> text type. Good attempts to use persuasive elements (word/tone/phrases).	Language is wholly relevant to the text type and purpose. Specialised vocabulary is used well, for effect, throughout the text. Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest.

Structure of texts (Ws)	**Structure of texts (Ws)**	**Structure of texts (Ws)**	**Structure of texts (Ws)**
[1]	**[2-3]**	**[4-5]**	**[6-7]**
Structure is clear using paragraphs/sections with some attempts to organise the content.	Paragraphs/sections are evident with related points grouped together (and/or linked by time sequence). Some attempts to sequence relevant ideas logically. Cohesion between paragraphs/sections is achieved using devices such as simple connectives to establish links. *If either the context or text type is incorrect, the maximum is 3.*	Content is organised so that ideas are developed cohesively and logically throughout a piece of sustained writing. Paragraphs/sections are organised to achieve an <u>appropriate effect for the</u> **specified** <u>text type</u>, where included sentences add clarity to overall text. (There may be some use of organisational devices such as bullets, numbered lists, Q&A style.)	Development of ideas is managed throughout an extended piece of writing. Well-organised ideas in paragraphs and/or sections support overall cohesion and shaping of a text. Logical links between paragraphs help the development of ideas. Cohesion within and between paragraphs is achieved using devices such as connectives.

Grammar and Punctuation (Wg)	Grammar and Punctuation (Wg)	Grammar and Punctuation (Wg)	Grammar and Punctuation (Wg)
[1]	**[2-3]**	**[4-5]**	**[6-7]**
Some simple sentence structures are used successfully. Some correct use of punctuation, such as full stops and capital letters. **Note**: do **not** discriminate if learners write with good English but there are punctuation errors. If ambitious structures are used, begin marking at 2–3 marks, provided there is variation in sentence openings.	Uses an increasing range of sentence types accurately and may include attempts at complex structures. Use of expanded phrases to develop ideas. For example: • noun, adverbial, adjectival, and verb phrases • with a range of connectives. Verb forms are generally used accurately, **i.e. subject matches verb, consistency of tense, use of singular and plural**. Punctuation is used consistently and accurately, e.g. • To demarcate sentences. • Commas are always used in lists and sometimes to clarify meaning in sentences. • Apostrophes correct for possession (sing./plural) • (Direct speech punctuation includes other punctuation alongside speech marks.) **Note**: if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here	Grammar is almost always accurate throughout the text. For example: • simple, compound and complex sentences; multi-clause sentences combine simple sentences and/or re-order clauses. • modal verbs. • pronouns and possessive pronouns used accurately. • adjectives and adverbs used correctly (comparative/ superlative) • use of prepositions Punctuation is used accurately to: e.g. • demarcate sentences (and for direct speech). • Commas are always used in lists and often to mark clauses in complex sentences. • Use of apostrophes is accurate	Overall grammar and use of English is fully <u>appropriate for the text type</u>. For example: • A variety of simple, compound and complex sentences are chosen for effect. • Relative pronouns may provide detail. Punctuation is used accurately, e.g.: • to clarify meaning in complex sentences. (All speech punctuation, reported and direct, is correct).

Word structure (Ww) (Spelling)	Word structure (Ww) (Spelling)	Word structure (Ww) (Spelling)
[1]	**[2]**	**[3]**
Examples: Spelling of all high frequency words and common polysyllabic words, including compound words, is correct. Spelling of words with common letter strings, but different pronunciations is correct, *e.g., through, tough.* Spelling of a range of common prefixes and suffixes is correct. Spelling of common homophones is correct. Some correct spelling of long and short vowel phonemes. Spelling of plurals is usually correct, *e.g. -s, -es, -y/ies, -f/ves*	Examples: Correct spelling of words with less common letter strings that are pronounced differently., *e.g., pour, hour, piece, pie.* Some successful attempts to spell exceptions to known spelling rules. Correctly spell words with silent vowels and syllables in a range of polysyllabic words, *e.g., library, interest.* Spell common homonyms correctly, *e.g., wave (gesture), wave (sea).* Spell words with a wide range of prefixes and suffixes, including opposites (un-, im-) correctly. Spell words with double consonants correctly.	Examples: Spell words with different suffixes that sound the same, -tion, -cian. Spell familiar homophones and commonly confused words correctly, *e.g., aloud, allowed, desert, dessert.* Spell a wide range of words, both regular and exception words correctly, including words where similar consonant sounds vary, *e.g. -ck, -k, -ch, -que, -k.*

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