



Cambridge Lower Secondary Checkpoint

ENGLISH

1111/02

Paper 2 Fiction

April 2020

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and learners, to indicate the requirements of the examination. However, we have not been able to adjust it to reflect the full range of answers that would have been seen as a part of the normal moderation and marking process, and it does not necessarily contain all the possible alternatives that might have arisen.

Cambridge will not enter into discussions about the mark scheme.

This document has **10** pages. Blank pages are indicated.

Section A: Reading

Question	Answer	Marks
1	<p>What does <i>thing</i> (line 1) refer to?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • (a/the) hand. 	1

Question	Answer	Marks
2	<p>Look at the first paragraph of the prologue (lines 1–3).</p> <p>Give <u>three</u> literary features the writer uses to create an atmosphere.</p> <p>Award 1 mark for each of the following, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • simile • short sentences • metaphors • visual imagery • repetition • alliteration • personification • use of pronouns • use of contractions. 	3

Question	Answer	Marks
3	<p>The word <i>surface</i> in line 6 refers to the surface of two different things.</p> <p>What are the <u>two</u> things?</p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • the paper/page the boy is drawing on • (dark) water • his imagination/his mind. 	2

Question	Answer	Marks
4	<p>The prologue warns the reader that something bad will happen.</p> <p>Give <u>two</u> pieces of evidence from the prologue that suggest this.</p> <p>Award 1 mark for each of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • The prologue describes something dead/dead flesh./The hand is dead./‘The hand isn’t attached to anything.’/‘dead on the page’/‘as if it were still alive’ • The boy is being pulled down into dark water./‘unravelling the story that pulls him, down into dark water’ • The hand seems to be warning him./‘beckoning him or warning him’ • The tide waits, ready to turn./‘as the tide waits patiently, ready to turn’. 	2

Question	Answer	Marks
5	<p>Look at lines 9–13 (‘The barber doesn’t...a good place to start.’)</p> <p>Why is the boy glad that the barber is whistling?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • The boy doesn’t want to be engaged in awkward conversation./The boy doesn’t want to talk to/chat with the barber./The barber isn’t talking. 	1

Question	Answer	Marks
6	<p>Look at this sentence: ‘I wonder why she’s buying them...<i>it is so hot.</i>’ (Line 17)</p> <p>Give <u>two</u> ways that the writer uses structure and punctuation to emphasise how hot it is.</p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • dash (accept hyphen) • short phrase (accept short sentence) • italics • lack of a contraction of ‘it is’ • use of ‘so’ (as an adverb) • the information comes at the end of the paragraph. 	2

Question	Answer	Marks
7	<p>Look at this phrase: ‘... I’ve ticked the last two items off my list ...’ (line 19)</p> <p>Which <u>two</u> items does the boy mean?</p> <p>Tick (✓) <u>two</u> boxes.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • having a new hair style • getting a school uniform. 	2

Question	Answer	Marks
8	<p>What does the one-word sentence <i>Anything</i>. tell the reader about the boy’s attitude to Sible Hedingham?</p> <p>Award 1 mark for an answer that gives one of the following ideas:</p> <ul style="list-style-type: none"> • he thinks that there is nothing there to do • he thinks that it is a boring/dull place • he thinks that it is (too/very) quiet • he thinks that nothing happens • he thinks that there is nothing special / new here. 	1

Question	Answer	Marks
9	<p>Give <u>two</u> short phrases from lines 27–31 that express the same idea as something ‘hidden for now’.</p> <p>Award 1 mark for each of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • (smell of something that) wants to be uncovered (from the river) • (something) lurking (there) • under the cover (of shady ash trees). 	2

Question	Answer	Marks
10	<p>Give <u>two</u> quotations from lines 32–45 that tell the reader that the mother is trying to appear happy.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • (she carries on in a) bright/singsong voice • (she) tries to smile/I wish it were a real smile. 	2

Question	Answer	Marks
11	<p>Look at this sentence: 'Her bangles clang and clank in the silence.' (Lines 37–38)</p> <p>Which <u>two</u> language features are used here?</p> <p>Tick (✓) <u>two</u> boxes.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • onomatopoeia • alliteration. 	2

Question	Answer	Marks
12	<p>What promise does the mother want the boy to make?</p> <p>Award 1 mark for either of the following:</p> <ul style="list-style-type: none"> • that he won't do anything that makes him have to change schools again/ makes them have to move to another area • that he will try this time. 	1

Question	Answer	Marks								
13	<p>Give two quotations from the text that tell us that the mother shows the boy affection. Explain each quote in your own words.</p> <p>Give a quotation to support your explanation.</p> <p>Award 1 mark for an explanation and 1 further mark for a correct supporting quotation, e.g.:</p> <table border="1"> <thead> <tr> <th>Quotation</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>'mum keeps touching the back of my now naked neck' 'reaches across to squeeze my arm'</td> <td>She wants to give him courage / encourage him / give him confidence / show him affection.</td> </tr> <tr> <td>'sweetheart'</td> <td>She loves him so she has a name for him.</td> </tr> <tr> <td>'I've explained about dad's work and said that's why we've moved again' 'There's no need to go into details about why you left your last school'.</td> <td>She's protecting him.</td> </tr> </tbody> </table>	Quotation	Explanation	'mum keeps touching the back of my now naked neck' 'reaches across to squeeze my arm'	She wants to give him courage / encourage him / give him confidence / show him affection.	'sweetheart'	She loves him so she has a name for him.	'I've explained about dad's work and said that's why we've moved again' 'There's no need to go into details about why you left your last school'.	She's protecting him.	2
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Question	Answer	Marks
14	<p>The prologue and chapter 1 are written from different viewpoints.</p> <p>Give the viewpoint in each.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • Viewpoint in prologue: third person / a narrator / someone from the outside looking at the boy • Viewpoint in chapter 1: first person / the boy. 	2

Section B: Writing

Question	Answer	Marks
Notes to markers		
<ul style="list-style-type: none"> Use the marking grids on the next two pages. Marking should always begin from the lowest mark in each column and work upward. 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 the criteria have been met but not all. Note on extent: Award 0 marks where the performance fails to meet the lowest criteria. 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. 		
15 Carlos is walking home along a tree-lined road. Darkness is already falling. Soon, the only light will come from street lamps. Apart from Carlos, the road is empty ... or so he thinks. Suddenly, he hears a strange, shrill voice coming from the darkness behind the trees. Continue the story.		
15	Content, purpose and audience. (Wa)	8
	Text structure and organisation. (Wt)	7
	Sentence structure and punctuation. (Wp)	7
	Spelling (Ws)	3
[Total: 25]		

Content, purpose and audience (Wa) 8 marks	Text structure and organisation (Wt) 7 marks
<p>The response is relevant to task/purpose, with an appropriate tone sustained.</p> <p>The response has content and relevant ideas developed in detail, and there is clear consistent engagement with reader.</p> <p>The character, point of view and voice is sustained.</p> <p>Ambitious and occasional sophisticated vocabulary is used accurately.</p>	<p>The ideas are organised into a planned and coherent story, including an effective opening and satisfying closing.</p> <p>Clear well-organised paragraphs are linked to structure the narrative and contribute to controlling the pace of the story.</p>
7–8	6–7
<p>The response is mainly relevant to task/purpose, with clear and appropriate tone.</p>	<p>The ideas are developed into a story from an appropriate opening but may not reach an effective conclusion.</p>
<p>Content and relevant ideas are developed with a clear awareness of audience.</p>	<p>Paragraphs/sections are evident and help to structure the text.</p>
<p>There is some specific, effective vocabulary, relevant to purpose.</p>	4–5
<p>The response has general relevance to task/purpose, with an attempt at chosen tone.</p>	<p>The opening, development and conclusion of the story are logically related.</p>
<p>There are basic ideas with a little development, and the beginnings of awareness of audience.</p>	<p>Paragraphs/sections may be used, but not consistently, accurately or appropriately.</p>
<p>A simple range of vocabulary is relevant to the purpose.</p>	2–3
<p>The response has limited relevance to task/purpose, and tone is present but inconsistent.</p>	<p>Some basic sequencing or outline of story is evident.</p>
<p>There is a limited range of material.</p>	1
<p>A simple, repetitive vocabulary is attempted.</p>	
1–2	
<p>No creditable response.</p>	0
	<p>No creditable response.</p>
0	

Sentence structure and punctuation (Wp) 7 marks	Spelling (Ws) 3 marks
<p>A range of appropriate and varied sentence structures are used to create effect.</p> <p>The use of sentence features contributes to the overall development of the text.</p> <p>Almost entirely accurate grammar (tenses, agreement and word order) with a range of devices to enhance and emphasise meaning.</p> <p>Punctuation is correctly used to enhance the writing.</p> <p style="text-align: right;">6–7</p>	
<p>Appropriate use of sentence structures, with some attempt to create effect.</p> <p>Some sentence features are used to clarify and emphasise meaning.</p> <p>Grammar and punctuation are mostly accurate.</p> <p style="text-align: right;">4–5</p>	<p>Spelling almost completely accurate, with a wide range of words correctly attempted.</p> <p>Polysyllabic and ambitious and more complex, lower frequency words are used successfully.</p> <p style="text-align: right;">3</p>
<p>Limited or partially effective use of complex sentence structures.</p> <p>Mostly simple compound structures based on a variety of connectives.</p> <p>Grammar and punctuation is usually correct; there may be evidence of comma splicing.</p> <p style="text-align: right;">2–3</p>	<p>Spelling is generally accurate over a reasonable range of words.</p> <p>Some polysyllabic and more difficult words in frequent use are spelled correctly.</p> <p style="text-align: right;">2</p>
<p>Simple sentence structures are used successfully.</p> <p>Some correct use of grammar and punctuation, e.g. full stops and capitals.</p> <p style="text-align: right;">1</p>	<p>Simple words are attempted successfully.</p> <p>There are frequent errors in commonly occurring words.</p> <p style="text-align: right;">1</p>
<p>No creditable response.</p> <p style="text-align: right;">0</p>	<p>No creditable response.</p> <p style="text-align: right;">0</p>

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