
ENGLISH

0844/02

Paper 2 Fiction

For Examination from 2018

SPECIMEN MARK SCHEME

1 hour

MAXIMUM MARK: 50

This document consists of **11** printed pages and **1** blank page.

The Cambridge Primary Checkpoint reporting strand and sub-strand is shown for each question.

The Reading reporting strand has four sub-strands:

- Rx Explicit meaning
- Ri Implicit meaning
- Rw Language and structure of a text
- Rv Purpose and viewpoint

The Writing reporting strand has four sub-strands:

- Wa Content/ purpose and audience
- Wt Text structure
- Wp Sentence structure
- Ws Spelling

The curriculum framework code of the learning objective related to each question is also shown, e.g. 6Rx2.

Section A: Reading

Question	Answer	Marks
1	<p>At the beginning of the story, what does the narrator think the crowd of people on the beach are looking at?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • (lots of / a lot of) fish. <p>Do not accept 'the fisherman' or 'the fisherman's boat'.</p> <p>Rx [4Rx1, 5Rx1, 6Rx2]</p>	1

Question	Answer	Marks
2	<p>Why does the crowd create 'a great commotion on the beach'?</p> <p>Award 1 mark for an answer which recognises that the crowd causes a 'great commotion' because of the size of the turtle OR the fact it has been captured, e.g.:</p> <ul style="list-style-type: none"> • there is a huge turtle • a turtle has been caught. <p>Do not accept 'there is a turtle on the beach' without further elaboration.</p> <p>Rx [4Rx1, 5Rx1]</p>	1

Question	Answer	Marks
3	<p>How does the narrator help the reader to understand the size of the turtle?</p> <p>Award 1 mark for an answer that identifies the relevant quotation and links it to deliberate use by the narrator, e.g.:</p> <ul style="list-style-type: none"> • by saying if it had been the right way up, a tall man could have sat on its back without his feet touching the ground • the narrator explains it was so big that if a tall man sat on it, his feet wouldn't touch the ground • he helps the reader to understand by telling you a tall man could go on its back with his feet dangling. <p>Do not accept quotation or paraphrase of the relevant quotation without reference to deliberate use by the narrator.</p> <p>Rx [5Rx2, 6Rx2]</p>	1

Question	Answer	Marks
4	<p>Which <u>two</u> statements about the turtle up to line 31 are <u>TRUE</u>?</p> <p>Award 1 mark each for correctly identifying the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • it is older than anyone there. • its head is moving around. <p>Do not accept answers where more than two options have been ticked.</p> <p>Boxes 1 and 4 should be ticked.</p> <p>Rx [5Rx2, 6Rx2]</p>	2

Question	Answer	Marks
5	<p>Suggest <u>two</u> reasons why the fisherman is holding the rope tightly?</p> <p>Award 1 mark for an answer linked to each of the following reasons, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • to stop the turtle from escaping, e.g.: so the turtle doesn't get away/he thinks the turtle might run away • to show the turtle is his • because he is proud of catching the turtle. <p>Ri [6Ri2]</p>	2

Question	Answer	Marks
6	<p>Give <u>two</u> quotations from lines 1–14 that show the narrator admires the turtle.</p> <p>Award 1 mark for each correct quotation:</p> <p>‘But what a turtle it was’</p> <p>‘(It was a) magnificent creature’</p> <p>Ri [5Ri2, 6Ri2]</p>	2

Question	Answer	Marks
7	<p>Give <u>one</u> word from lines 16–22 which means the same as <u>scared</u>.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • alarmed. <p>Rx [5Rx2, 6Rx2]</p>	1

Question	Answer	Marks
8	<p>What is the narrator’s opinion of what is happening on the beach?</p> <p>Award 1 mark for correctly identifying:</p> <ul style="list-style-type: none"> • The narrator thinks the crowd should show the turtle respect. <p>Do not accept answers where more than one box has been ticked.</p> <p>Box 4 should be ticked.</p> <p>Rv [6Rv7]</p>	1

Question	Answer	Marks
9	<p>Explain in your own words what this sentence means.</p> <p>Award 1 mark for the following point:</p> <ul style="list-style-type: none"> • the crowd stopped / was still. <p>Rw [5Rw2, 6Rw1]</p>	1

Question	Answer	Marks
10	<p>Give <u>three</u> ways the writer builds up tension in these lines.</p> <p>Award 1 mark each for any of the following, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • short sentences • use of 'Suddenly' • use of personification • we don't know who is screaming at first • repetition of the word 'No' • use of hyphens to extend No-o-o-o-o • use of exclamation marks • use of the reactions of the crowd • use of dramatic verbs like 'screamed' / 'froze' • use of dramatic / exciting words like 'high-pitched', 'froze'. <p>Rw [6Rw3]</p>	3

Question	Answer	Marks
11	<p>Why does the writer use the word 'threw' in these lines?</p> <p>Award one mark for correctly identifying:</p> <ul style="list-style-type: none"> • to emphasise that the boy is angry and upset. <p>Do not accept answers where more than one option has been ticked.</p> <p>Box 1 should be ticked.</p> <p>Rw [5Rw1, 6Rw1]</p>	1

Question	Answer	Marks
12(a)	<p>'He stood small and erect, facing the crowd, his eyes <u>shining like two stars.</u>'</p> <p>What is 'shining like two stars' an example of?</p> <p>Award 1 mark for correctly identifying:</p> <ul style="list-style-type: none"> • simile <p>Do not accept answers where more than one option has been ticked.</p> <p>Box 4 should be ticked.</p> <p>Rw [5Rw2, 6Rw2]</p>	1

Question	Answer	Marks
12(b)	<p>Explain in your own words what ‘shining like two stars’ means.</p> <p>Award 1 mark for an answer that recognises ‘shining like two stars’ suggests his eyes are very bright, e.g.:</p> <ul style="list-style-type: none"> • his eyes are flashing • his eyes are glittering. <p>Accept other synonyms for ‘bright’ which are appropriate in the context, i.e. refer to the boy’s eyes being bright, reflecting his passion or anger but not suggesting he is happy. For example, ‘dazzling’ or ‘brilliant’ would be acceptable; ‘twinkling’ would not be.</p> <p>Rw [5Rw2, 6Rw2]</p>	1

Question	Answer	Marks
13	<p>Why is the father embarrassed by his son?</p> <p>Award 1 mark for an answer which recognises that the father is embarrassed for one of the following reasons:</p> <ul style="list-style-type: none"> • his son was shouting at the crowd, e.g.: because the boy is shouting in public/everyone is looking at the boy • he was a child making a scene in front of all the adults, e.g.: he is just a child shouting at grownups/the boy is shouting and is young compared with everyone else • he is making a fuss about an animal, e.g.: it’s just a turtle he is shouting about/the boy’s view is different from everyone else’s. <p>Do not accept ‘the boy is crazy about animals.’ or ‘he was shouting’ without further elaboration.</p> <p>Ri [4Ri2, 6Ri2]</p>	1

Question	Answer	Marks
14	<p>What do these sentences suggest about the way the turtle feels at the end of the story?</p> <p>Award 1 mark for one of the following:</p> <p>The turtle feels:</p> <ul style="list-style-type: none"> • calm/peaceful/less agitated • safe/protected/secure • comforted/looked after/reassured. <p>Ri [6Ri2]</p>	1

Question	Answer		Marks												
15	<p>Explain in your own words <u>two</u> different things you learn about the boy's character from what he does in the story.</p> <p>Award 1 mark for each explanation of an aspect of the boy's character, accompanied by a relevant reference to what he does in the story.</p> <p>The reference may be a direct quotation, a paraphrase or an explanation.</p> <table border="1"> <thead> <tr> <th>Aspect of character</th> <th>Reference to what the boy does in the story</th> </tr> </thead> <tbody> <tr> <td>brave / daring / bold / defiant</td> <td>he stood up to/dared speak to a crowd of adults 'You're horrible and cruel! All of you!' he told a crowd of adults they were cruel</td> </tr> <tr> <td>gentle / caring</td> <td>'Please let him go.' he whispered soft words to the turtle</td> </tr> <tr> <td>passionate</td> <td>the boy dropped to his knees... he flung his arms around the wrinkled neck. he screamed 'You're horrible and cruel! All of you!'</td> </tr> <tr> <td>single-minded / determined</td> <td>he was pulling the man along he stood small and erect he stood his ground in front of the adults</td> </tr> <tr> <td>fearless</td> <td>he is not scared of the turtle he approached the giant turtle he stood up to/dared speak to a crowd of adults</td> </tr> </tbody> </table> <p>Accept other relevant references linked to each aspect of character.</p> <p>Do not accept the same reference more than once.</p> <p>Ri [5Ri1, 6Ri1]</p>		Aspect of character	Reference to what the boy does in the story	brave / daring / bold / defiant	he stood up to/dared speak to a crowd of adults 'You're horrible and cruel! All of you!' he told a crowd of adults they were cruel	gentle / caring	'Please let him go.' he whispered soft words to the turtle	passionate	the boy dropped to his knees... he flung his arms around the wrinkled neck. he screamed 'You're horrible and cruel! All of you!'	single-minded / determined	he was pulling the man along he stood small and erect he stood his ground in front of the adults	fearless	he is not scared of the turtle he approached the giant turtle he stood up to/dared speak to a crowd of adults	2
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Question	Answer	Marks
16	<p>Write <u>one</u> sentence from the text that shows the narrator's opinion of the boy.</p> <p>Award 1 mark for the following sentence:</p> <ul style="list-style-type: none"> • 'He was magnificent!' <p>Accept the sentence without an exclamation mark.</p> <p>Rv [6Rv7]</p>	1

Question	Answer	Marks
17	<p>Give <u>two</u> ways the story would be different if it was written from the point of view of the boy.</p> <p>Award 1 mark each for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none">• “I” would refer to the boy not the narrator• we would know the boy’s feelings/thoughts• the action would be limited to only what involves the boy/you wouldn’t know what happened before the boy arrived.• there would be no description of what the boy looked like• there would be no comments/opinions about the boy. <p>Rv [6Rv7]</p>	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. 		
18 Read the next part of the story.		
<p>All eyes turned to the boy and the now calm turtle. The pair seemed to be caught in silent conversation. The fisherman was having none of it, however. He began pulling the turtle towards the hotel.</p> <p>'Wait,' cried the boy's father.</p> <p>Now continue the story yourself to explain what happens next to the boy and the turtle.</p>		
18	The event described should happen immediately after the extract and should be about the turtle. 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	Spelling (Ws) 3 marks
<p>The content is relevant and developed with imaginative detail using a variety of techniques, e.g. <i>imagery and figurative language</i>.</p> <p>Features of the genre, if required, are clearly established.</p> <p>Uses adventurous and precise vocabulary.</p> <p>Characterisation is shown through actions and reactions during the story.</p> <p>A clear, consistent relationship between writer and reader is established and controlled.</p> <p>Narrative viewpoint is clear, with the style established to engage the reader's interest throughout.</p> <p style="text-align: right;">7–8</p>	
<p>Relevant content with some detail developed using deliberate choices of vocabulary for the task.</p> <p>The main features of the genre are evident.</p> <p>Characters are well described with actions linked to key events.</p> <p>A clear relationship between the writer and the reader is established in parts of the story, which engages the reader.</p> <p>Straightforward viewpoint, with a generally appropriate and consistent style.</p> <p style="text-align: right;">5–6</p>	
<p>Content is straightforward with an appropriate balance, e.g. <i>speech, action and description</i>.</p> <p>Vocabulary is simple, with some choices to create interest.</p> <p>At least one event is described.</p> <p>General features of the genre, if required, are shown.</p> <p>Some attempt is made to engage the reader.</p> <p style="text-align: right;">3–4</p>	<p>Spelling is generally correct throughout. (There may be occasional phonetically plausible attempts at complex words.)</p> <p>Correct spelling of most, not all, polysyllabic words e.g. <i>appear, information, making, possible, probably, wondering</i>.</p> <p style="text-align: right;">3</p>
<p>Ideas are mostly relevant to the narrative, which has a simple plot.</p> <p>The vocabulary is simple and relevant.</p> <p style="text-align: right;">1–2</p>	<p>Spelling of common words, including polysyllabic and compound words, is generally accurate, e.g. <i>another, around, because, anything, something</i>.</p> <p>Spelling of plurals and some past and present words is generally accurate, e.g. <i>boxes, clothes, told, stopped, wanted</i>.</p> <p>Spelling of high frequency words is generally correct, e.g. <i>their/there, when, were, what, some, etc.</i></p> <p style="text-align: right;">2</p> <p style="text-align: right;">1</p>
No creditable response.	No creditable response.
0	0

Text structure and organisation (Wt) 7 marks	Sentence structure and punctuation (Wp) 7 marks
<p>Clear structure with well-organised ideas within paragraphs.</p> <p>Paragraphs are used to structure the narrative e.g. <i>there is an appropriate build up and resolution of the main event</i>, as a refinement of previous box.</p> <p>Chronological or logical links help the development of ideas.</p> <p>Cohesion within paragraphs is achieved using devices such as connectives.</p>	<p>Use of complex sentences to provide clarity and emphasis, e.g. <i>by positioning of clauses, using a wide range of connectives (although, meanwhile), varying word order or detailed expansion of phrases</i>.</p> <p>Grammar is almost always accurate throughout the text.</p> <p>Punctuation is used accurately to demarcate sentences and for speech – <i>errors may occur where structures are ambitious</i>.</p> <p>Commas are always used in lists and usually to mark clauses</p>
6–7	6–7
<p>Paragraphs are used to help structure the narrative, e.g. <i>signal a change in time, place and/or focus on a different character</i>, where the main idea is usually supported by following sentences.</p> <p>Logical sequence with evident but inconsistent attempts to link ideas with fitting openings and closings</p>	<p>Some complex sentences are used to create effect, such as using expanded phrases to develop ideas (e.g. noun, adverbial, adjectival, and verb phrases), or a range of connectives (e.g. <i>if, so, because, then</i>).</p> <p>Grammar in complex sentences is generally correct in terms of tense and verb form.</p> <p>End of sentence punctuation is nearly always accurate throughout the text. Capitalisation is always correct.</p> <p>Speech marks may be used around words spoken but other speech punctuation may not be accurate.</p> <p>Commas are always used in lists and occasionally to mark clauses.</p>
4–5	4–5
<p>Paragraphs/sections are evident with related points together or linked by time sequence.</p> <p>Some attempt is made to sequence relevant ideas logically.</p> <p>Some opening and closing of narrative may be evident.</p> <p>Movement between paragraphs or sections may be disjointed.</p>	<p>A mix of simple and compound sentences.</p> <p>Compound sentences use simple connectives to join clauses, e.g. <i>and, but</i>.</p> <p>Generally correct grammar, i.e. subject and verb generally agree. Past and present tense of verbs are generally consistent.</p> <p>Demarcation of straightforward sentences is usually correct. Commas are often used in lists.</p>
2–3	2–3
<p>Some basic sequencing with story ideas is evident.</p>	<p>Mainly simple sentences.</p> <p>Some variation in sentence openings.</p> <p>Generally correct grammar.</p> <p>Simple sentences are usually demarcated accurately, i.e. capital letters and full stops.</p>
1	1
No creditable response.	No creditable response.
0	0

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