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**ENGLISH**

**1111/02**

Paper 2

**October 2018**

FINAL MARK SCHEME

Maximum Mark: 50

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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 Principal Examiner Report for teachers.

Cambridge will not enter into discussions about these mark schemes.

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

## Section A: Reading

Question	Answer	Marks
1	<p><b>What is the main theme of this extract?</b></p> <p>Award <b>1 mark</b> for <b>any</b> of the following:</p> <ul style="list-style-type: none"> <li>• moving home</li> <li>• travelling/ voyage/ migration</li> <li>• a boat trip</li> <li>• going on a journey</li> </ul>	1

Question	Answer	Marks
2	<p><b>Which <u>one</u> word in the first paragraph suggests that the boat passengers may feel seasick?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• nauseous</li> </ul> <p>Ri [9Ri1]</p>	1

Question	Answer	Marks
3	<p><b>'The mailboat chugged its dogged way ...' (line 4). What does this phrase suggest about how the mailboat moves?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• The boat moves slowly / steadily / stubbornly / determinedly / persistently / tirelessly.</li> </ul>	1

Question	Answer	Marks
4	<p><b>'Her six-year-old brother ...' (line 7). Give <u>two</u> examples that show that Howard is young.</b></p> <p>Award <b>1 mark</b> for <b>each</b> of the following:</p> <ul style="list-style-type: none"> <li>• He is sitting on her lap.</li> <li>• He <u>recently needed</u> / only <u>just stopped asking for a</u> nursemaid.</li> </ul>	<b>2</b>

Question	Answer	Marks
5	<p><b>What does the text tell you about Faith and the snake? Tick (✓) <u>two</u> boxes.</b></p> <p>Award <b>1 mark</b> for <b>each</b> of the following:</p> <ul style="list-style-type: none"> <li>• Faith is aware that the weather will affect it.</li> <li>• Faith worries that the ship's movement will distress it.</li> </ul>	<b>2</b>

Question	Answer	Marks
6	<p><b>The writer mentions a type of bird (gulls) on line 17. What other bird is mentioned in the text?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• osprey</li> </ul>	<b>1</b>

Question	Answer	Marks
7	<p><b>'Behind her, raised voices competed with the keening of the gulls and the <i>phud-phud-phud</i> of the boat's great paddles.'</b> (lines 17–18).</p> <p><b>What language feature is the phrase '<i>phud-phud-phud</i>' an example of?</b></p> <p>Tick (✓) <b>one</b> box.</p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• onomatopoeia</li> </ul>	1

Question	Answer	Marks
8	<p><b>Read lines 17–21.</b></p> <p><b>Which <u>one</u> word indicates disagreement on the mailboat?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• squabbling</li> </ul>	1

Question	Answer	Marks
9	<p><b>Explain in your own words why Myrtle is concerned about her husband's 'papers and projects' (line 29).</b></p> <p>Award <b>1 mark</b> for an answer that conveys the following idea:</p> <ul style="list-style-type: none"> <li>• (She's worried) they're going to get damaged / wet / because of the (bad) weather.</li> <li>• <b>She thinks</b> they're important / the work of an important man.</li> </ul>	1

Question	Answer	Marks
10	<p><b>What does the writer suggest about Uncle Miles by comparing him to ‘a puppy on a rug’? (lines 31–32).</b></p> <p>Tick (✓) <u>one</u> box.</p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• He is carefree.</li> </ul>	<b>1</b>

Question	Answer	Marks										
11	<p><b>Look at the table below about Faith’s father, Reverend Sunderly. Complete the gaps.</b></p> <p>Award <b>1 mark</b> for each quotation / explanation:</p> <table border="1"> <thead> <tr> <th>Quote from the text</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>‘(tall)silent (figure beyond)’</td> <td>He doesn’t talk much.</td> </tr> <tr> <td>‘... his unyielding stare ...’ (Lines 34–35)</td> <td>He looks directly at things. / He’s fully focused. / He won’t be distracted / doesn’t blink / would look at something for a long time / He’s inflexible.</td> </tr> <tr> <td>‘...distancing himself (from the chilly downpour)...’</td> <td>He chooses not to get involved with what’s happening.</td> </tr> <tr> <td>‘He was out of his element ...’ (Line 38)</td> <td>He’s not comfortable in this situation. / He’s out of his comfort zone / not used to the sea.</td> </tr> </tbody> </table>	Quote from the text	Explanation	‘(tall)silent (figure beyond)’	He doesn’t talk much.	‘... his unyielding stare ...’ (Lines 34–35)	He looks directly at things. / He’s fully focused. / He won’t be distracted / doesn’t blink / would look at something for a long time / He’s inflexible.	‘...distancing himself (from the chilly downpour)...’	He chooses not to get involved with what’s happening.	‘He was out of his element ...’ (Line 38)	He’s not comfortable in this situation. / He’s out of his comfort zone / not used to the sea.	<b>4</b>
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Question	Answer	Marks
12	<p><b>‘... wooden features and a mud-brown plait.’ (Line 42)</b> <b>Explain in your own words what this tells us about Faith’s opinion of her appearance.</b></p> <p>Award <b>1 mark</b> for <b>either</b> of the following:</p> <ul style="list-style-type: none"><li>• She thinks she’s plain / ordinary.</li><li>• She doesn’t like her appearance / doesn’t think she looks good / doesn’t think she’s attractive.</li></ul>	<b>1</b>

Question	Answer	Marks		
13	<p><b>Faith and her mother Myrtle are very different in character. Explain in your own words <u>four</u> ways in which their characters differ.</b></p> <p>Award <b>1 mark</b> for <b>any</b> of the following points, up to a maximum of <b>4 marks</b>:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b><u>Myrtle’s character</u></b></p> <p>likes to be noticed /attention seeking            isn’t embarrassed            doesn’t notice resentment            unaware of other’s feelings            confident / extrovert            uses her looks / aware she’s pretty            flirts / manipulates            more selfish            tells people to do things / bossy /            pushy / controlling / determined            takes advantage of other people            resourceful            loud</p> </td> <td style="vertical-align: top; width: 50%;"> <p><b><u>Faith’s character</u></b></p> <p>thinks she’s invisible / self-conscious            embarrasses easily            aware of / sensitive to others            notices resentment            introvert / shy / timid            doesn’t think she’s attractive            is naive            thinks of others / is caring / kind            does as she’s told / compliant / obedient</p> <p>sensitive to people’s feelings</p> <p>quiet</p> </td> </tr> </table>	<p><b><u>Myrtle’s character</u></b></p> <p>likes to be noticed /attention seeking            isn’t embarrassed            doesn’t notice resentment            unaware of other’s feelings            confident / extrovert            uses her looks / aware she’s pretty            flirts / manipulates            more selfish            tells people to do things / bossy /            pushy / controlling / determined            takes advantage of other people            resourceful            loud</p>	<p><b><u>Faith’s character</u></b></p> <p>thinks she’s invisible / self-conscious            embarrasses easily            aware of / sensitive to others            notices resentment            introvert / shy / timid            doesn’t think she’s attractive            is naive            thinks of others / is caring / kind            does as she’s told / compliant / obedient</p> <p>sensitive to people’s feelings</p> <p>quiet</p>	<b>4</b>
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Question	Answer	Marks
14	<p><b>Choose <u>two</u> examples from the text where the writer uses the islands to create atmosphere. For each example, describe the effect this has on the reader.</b></p> <p><b>Award 1 mark for each example, up to a maximum of 2 marks:</b></p> <ul style="list-style-type: none"><li>• mist</li><li>• look like (broken) teeth</li><li>• ghostly</li></ul> <p><b>Award 1 further mark for each effect, up to a maximum of 2 marks:</b></p> <ul style="list-style-type: none"><li>• It creates an atmosphere of mystery / melancholy.</li><li>• It makes the islands seem unpleasant / hostile / inhospitable / depressing / grim / cold / forbidding / dangerous.</li><li>• It makes them seem unreal / scary / haunted / has some secrets.</li></ul>	<b>4</b>

## Section B: Writing

Question	Answer	Marks
<p><b>Notes to markers</b></p> <ul style="list-style-type: none"> <li>• Use the marking grids on the next two pages.</li> <li>• Marking should always begin from the lowest mark in each column and work upward.</li> <li>• 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.</li> <li>• The lower mark within a box should be given if some of the criteria have been met but not all.</li> <li>• Note on extent: Award <b>0 marks</b> where the performance fails to meet the lowest criteria. Award <b>0 marks</b> for 20 words or fewer. Award a maximum of <b>7 marks</b> 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.</li> </ul> <p><b>If the response is not in the form of a letter, this should be reflected in the Text structure section but do not automatically give 0 – reward other criteria appropriately</b></p> <p><b>Do not penalise those who do not include an address</b></p>		
<p><b>15 Write a letter to a friend, describing a difficult journey you had to make.</b></p> <p><b>You could consider:</b></p> <ul style="list-style-type: none"> <li>• <b>where you were going, and why</b></li> <li>• <b>whether you were alone or with people</b></li> <li>• <b>what happened during the journey</b></li> <li>• <b>why it was difficult.</b></li> </ul>		
15	Content, purpose and audience. (Wa)	<b>8</b>
	Text structure and organisation. (Wt)	<b>7</b>
	Sentence structure and punctuation. (Wp)	<b>7</b>
	Spelling (Ws)	<b>3</b>
<b>[Total 25]</b>		

<b>Content, purpose and audience (Wa)</b> <b>8 marks</b>	<b>Text structure and organisation (Wt)</b> <b>7 marks</b>
<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 style="text-align: right;">7–8</p>	<p>The ideas are organised into a planned and coherent letter, including an effective opening and satisfying closing.</p> <p>Clear well-organised paragraphs are linked to structure the letter.</p> <p style="text-align: right;">6–7</p>
<p>The response is mainly relevant to task/purpose, with clear and appropriate tone.</p> <p>Content and relevant ideas are developed with a clear awareness of audience.</p> <p>There is some specific, effective vocabulary, relevant to purpose.</p> <p style="text-align: right;">5–6</p>	<p>The ideas are developed into a letter from an appropriate opening but may not reach an effective conclusion.</p> <p>Paragraphs/sections are evident and help to structure the text.</p> <p style="text-align: right;">4–5</p>
<p>The response has general relevance to task/purpose, with an attempt at chosen tone.</p> <p>There are basic ideas with a little development, and the beginnings of awareness of audience.</p> <p>A simple range of vocabulary is relevant to the purpose.</p> <p style="text-align: right;">3–4</p>	<p>The opening, development and conclusion of the letter are logically related.</p> <p>Paragraphs/sections may be used, but not consistently, accurately or appropriately.</p> <p style="text-align: right;">2–3</p>
<p>The response has limited relevance to task/purpose, and tone is present but inconsistent.</p> <p>There is a limited range of material.</p> <p>A simple, repetitive vocabulary is attempted.</p> <p style="text-align: right;">1–2</p>	<p>Some basic sequencing or outline of a letter is evident.</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>

<b>Sentence structure and punctuation (Wp)</b> <b>7 marks</b>	<b>Spelling (Ws)</b> <b>3 marks</b>
<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>

