

Cambridge Lower Secondary Checkpoint

ENGLISH

0861/02

Paper 2 Fiction

April 2025

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.

This document has **12** pages. Any blank pages are indicated.

Section A: Reading

Question	Answer	Marks
1(a)	Award 1 mark for: <ul style="list-style-type: none"> longingly. 	1
1(b)	Award 1 mark for: <ul style="list-style-type: none"> without a second thought 	1

Question	Answer	Marks
2(a)	Award 1 mark for: <ul style="list-style-type: none"> sprawling faded beauty 	1
2(b)	Award 1 mark for either: <ul style="list-style-type: none"> 'the walled orchard, (like the house,) had been abandoned' / 'the walled orchard growing tangled and wild (until I crept in and started helping myself) 	1
2(c)	Award 1 mark for: <ul style="list-style-type: none"> to emphasise previous information <p>(Box 4 should be selected.)</p>	1

Question	Answer	Marks
3(a)	Award 1 mark for one of the following: <ul style="list-style-type: none"> The house was built at the highest point of the island / on top of the island. / It's on a hill/slope. It has 'far-reaching views'. / You can see for a long way. The (front of the) house faces the village. 	1
3(b)	Award 1 mark for: <ul style="list-style-type: none"> There is too much fruit on the trees. <p>(Box 1 should be selected.)</p>	1
3(c)	Award 1 mark for one of the following: <ul style="list-style-type: none"> The area is sheltered (so the water is calm / 'still and warm'). The area forms part of a cove (so the water is calm / 'still and warm'). 	1
3(d)	Award 1 mark for one of the following: <ul style="list-style-type: none"> jewel golden ruby 	1

Question	Answer	Marks
4	Award 1 mark for the correct quotation: <ul style="list-style-type: none"> (The house, as though) afraid of antagonising it <p>Award 1 mark for an appropriate explanation:</p> <ul style="list-style-type: none"> e.g. The narrator is worried about upsetting/hurting the house / is afraid of the house. / (The narrator thinks/feels) the house has feelings / is sensitive / is afraid of making the house angry 	2

Question	Answer	Marks																																
5	<p>Award 1 mark for each reason and 1 mark for a corresponding quotation, up to a maximum of 4 marks. Quotation cannot be correct if Reason is wrong. Where the Quotation is identical to the Reason give mark for Reason only.</p> <p>If 'Yes' is ticked:</p> <table border="1" data-bbox="320 477 1326 1451"> <thead> <tr> <th data-bbox="320 477 823 528">Reason</th> <th data-bbox="823 477 1326 528">Quotation</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 528 823 611">The narrator expected it to be uncomfortable (but it wasn't).</td> <td data-bbox="823 528 1326 611">should have been (unwelcoming) ... 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6	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> • We don't know who 'them' refers to. • 'Them' implies more than one person (so could be fearful of being outnumbered) • 'Them' implies fears of otherness/unknown. 	1


Question	Answer	Marks
7(a)	<p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • pounded • hammered. 	2
7(b)	<p>Award 1 mark for each of the following up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • short / one-word sentence / one word / one line / one-sentence paragraphs • (multiple) use of spacing (at the end of the text) • repetition (of 'someone' / 'closer') • use of italics (for dramatic effect) 	2


Question	Answer	Marks
8(a)	<p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • By using a short/simple first sentence. • An apple is such an ordinary / unexpected / everyday object to start a story / adventure / journey with. • ‘Stolen’ / ‘Trouble’ / ‘Troublemaker’ makes the reader continue reading to find out why it was trouble. • The fact that it’s a stolen apple adds a bit of intrigue. • The fact that it is a stolen apple introduces the reader to the fact that somebody owns the orchard – possible important future characters. • Any answer which makes a reference to the Garden of Eden / Eve stealing a forbidden fruit / The Bible • In folklore / fairy tales / myths apples are emblematic of misfortune. 	2
8(b)	<p>Award 1 mark for any of the following, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • It is the apple orchard which first attracts the main character to the island / house. / There are repeated references to (how the apple drew the narrator into) the orchard in other paragraphs. • It is the start of the adventure/story • It is the lure of the sweet apples that keep on bringing the main character back to the orchard and ultimately the house. • The apple orchard curls around the house which the main character eventually enters. • The first stolen apple is used as a time reference (‘For almost a year after that first apple’). • The main character comes to the house regularly to eat apples and read books. • Reference to throwing apple cores onto the fire / burning apple cores to keep warm. • The day she hears voices she is feeling sick because she’s eaten so many apples. • Allow an answer – if the candidate has already referred to the biblical story in 8a) – only accept an answer which builds upon but does not repeat: the Garden of Eden / Eve eating a forbidden fruit / The Bible. e.g. In further paragraphs she talks about biting into the apple. 	3


Section B: Writing


Question	Answer	Marks
<p>Notes to markers</p> <ul style="list-style-type: none"> • Use the marking grids on the following pages. • Work through the five substrands (Wc, Wv, Ws, Wg, Ww) one at a time. There is a grid for each substrand, with boxes showing the criteria for the lowest mark on the left-hand side of the grid and the highest mark(s) on the right-hand side. • 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. • Award 0 marks where the performance fails to meet the criteria for the 1 mark box in the grid. <p>Note on extent:</p> <ul style="list-style-type: none"> • 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. 		
9	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) [1]	Creation of texts (Wc) [2]	Creation of texts (Wc) [3]	Creation of texts (Wc) [4–5]
<p>Some material included that elaborates on basic information.</p> <p>OR</p> <p>Some elements of the text type can be seen.</p> <p><i>A maximum of 1 mark can be awarded if not the given text type.</i></p>	<p>A relevant response with well-chosen ideas and content. Some ideas and material are developed.</p> <p>Purpose of writing is clear and appropriate to the given text type where some features are evident.</p> <p>A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience.</p>	<p>Relevant material has ideas and content with detail developed.</p> <p>Features of the text type are clear throughout.</p> <p>Consistent viewpoint with detail that sustains interest with writer's style / personal response which emphasises particular points.</p>	<p>Content is clearly aimed at a target audience with a good balance of coverage.</p> <p>Writing is well developed so that features of the text type are used consistently and successfully.</p> <p>A clear, consistent relationship between writer and reader is established and maintained throughout the text.</p>

		
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. <i>If either the context or text type is incorrect, the maximum is 3.</i>	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 specified 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]
<p>Some simple sentence structures are used successfully.</p> <p>Some correct use of punctuation, such as full stops and capital letters.</p> <p>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.</p>	<p>Uses an increasing range of sentence types accurately and may include attempts at complex structures.</p> <p>Use of expanded phrases to develop ideas. For example:</p> <ul style="list-style-type: none"> noun, adverbial, adjectival, and verb phrases with a range of connectives. <p>Verb forms are generally used accurately, i.e. subject matches verb, consistency of tense, use of singular and plural.</p> <p>Punctuation is used consistently and accurately, e.g.</p> <ul style="list-style-type: none"> 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.) <p>Note: if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here</p>	<p>Grammar is almost always accurate throughout the text. For example:</p> <ul style="list-style-type: none"> 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 <p>Punctuation is used accurately to: e.g.</p> <ul style="list-style-type: none"> 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. 	<p>Overall grammar and use of English is fully <u>appropriate for the text type</u>.</p> <p>For example:</p> <ul style="list-style-type: none"> A variety of simple, compound and complex sentences are chosen for effect. Relative pronouns may provide detail. <p>Punctuation is used accurately, e.g.:</p> <ul style="list-style-type: none"> to clarify meaning in complex sentences. <p>(All speech punctuation, reported and direct, is correct).</p>

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

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