
ENGLISH

1111/02

Paper 2 Fiction

April 2019

FINAL MARK SCHEME

Maximum Mark: 50

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.

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

Section A: Reading

| Question | Answer | Marks |
|----------|---|-------|
| 1 | <p>Give <u>one</u> word from the first paragraph which shows that Charlie walks unsteadily.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • ‘toddled’ | 1 |

| Question | Answer | Marks |
|----------|---|-------|
| 2 | <p>What does the word <i>void</i> (line 6) suggest about Charlie’s situation? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • There is nothing to catch him if he falls. | 1 |

| Question | Answer | Marks |
|----------|--|-------|
| 3 | <p>Explain in your own words <u>two</u> ways in which the black bird behaves like a person.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • It speaks/talks / communicates / suggests something. • It met his eye./It looked at him (intelligently)/watched him. | 2 |

| Question | Answer | Marks |
|----------|---|----------|
| 4 | <p>Look at lines 1–10. Give <u>two</u> short quotations which show how Charlie’s way of looking at things indicates his feelings.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • ‘(teetering precariously) his gaze fixed solemnly/ his gaze fixed solemnly (on the church tower a quarter-mile away)’ • ‘(and the boy’s) eyes widened with delight.’ | 2 |

| Question | Answer | Marks |
|----------|---|----------|
| 5 | <p>Look at lines 11–12. What effect is created by the writer in this paragraph? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • mystery | 1 |

| Question | Answer | Marks |
|----------|--|----------|
| 6 | <p>Look at lines 13–16. What <u>two</u> things does the writer’s use of language in this paragraph tell us about the way David acts?</p> <p>Award 1 mark for any two of the following:</p> <ul style="list-style-type: none"> • panicking • speed / urgency / no time to think • power / strength / in a rough way / aggressively / forcefully • with care / concern / protectively | 2 |

| Question | Answer | Marks |
|----------|---|-------|
| 7 | <p>Look at lines 20–25. What does the limited use of commas and full stops in this paragraph tell us about Charlie? Tick (✓) <u>two</u> boxes.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • He is thinking very quickly. • He is excited. | 2 |

| Question | Answer | Marks |
|----------|--|-------|
| 8 | <p>Look at the two sentences in lines 26–27. Explain in your own words the contrast that the writer is trying to show in these two sentences.</p> <p>Award 1 mark each for the following:</p> <ul style="list-style-type: none"> • The little boy (Charlie) is thinking in a coherent / mature / detailed way / like an adult / He knows what he is trying to say. • but he can only speak like a one-year-old / can't say what he wants to / something else comes out / can't make himself understood | 2 |

| Question | Answer | Marks |
|----------|--|-------|
| 9 | <p>The writer uses irony by saying David thinks ‘it was useless trying to communicate with a one-year-old ...’ (line 28). Explain in your own words why this is ironic.</p> <p>Award 1 mark for either of the following:</p> <ul style="list-style-type: none"> • David doesn't realise that Charlie is trying to communicate with him. • David thinks Charlie can't understand anything but in fact he is very advanced / clever / intelligent. | 1 |

| | Answer | Marks |
|----|--|--------------|
| 10 | <p>Look at lines 31–33. Explain in your own words how David feels at this point in the extract.</p> <p>Award 1 mark for any one of the following:</p> <ul style="list-style-type: none"> • He's shocked / overwhelmed by what has happened / scared / afraid / panicked / traumatized. • He feels like he's drowning. • He's anxious / horrified at what might have happened / disturbed / appalled / worried. | 1 |

| Question | Answer | Marks |
|-----------------|--|--------------|
| 11 | <p>The writer uses the technique of flashback to describe events that have previously happened in the extract. Give <u>one</u> short quotation that shows this.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • 'A year earlier (David's father had woken him with a shout.)' | 1 |

| Question | Answer | Marks |
|-----------------------------|--|----------|
| Look at lines 34–39. | | |
| 12 (a) | <p>Which of David’s actions suggest that he does not want to see his new brother? Give <u>two</u> examples from the text.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • (Not really, David thought,) burying his head (in his pillow.)’ • (David sat up with a) groan...’ | 2 |
| 12 (b) | <p>Give <u>one</u> short quotation from the text which suggests that David is embarrassed by his parents.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • ‘... (grinning and) making inane noises...’ | 1 |

| Question | Answer | Marks |
|----------|--|----------|
| 13 | <p>Look at this sentence: ‘This disturbed Charlie.’ (Line 49) What does <i>this</i> refer to?</p> <p>Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • David’s lack of response | 1 |

| Question | Answer | Marks |
|----------|---|----------|
| 14 | <p>Explain in your own words how the David that Charlie can see in the family pictures seems different from the David that Charlie knows.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • He was happy/happier/calmer/more confident/jovial/smiling/relaxed/having fun/more trusting/less stressed (than he is now). • Accept the converse: 'The David he knows is more nervous.' | 1 |

| Question | Answer | Marks | | | | | | | | | | |
|--|---|-----------|--|--|---|---|------------------------------------|--|---|--------------------------------|--|----------|
| 15 | <p>Look at lines 49–62.</p> <p>Complete the table below to show how Charlie seems much older than a one-year-old child.</p> <p>Award 1 mark for each correct answer, up to a maximum of 4 marks:</p> <table border="1"> <thead> <tr> <th>Quotation</th> <th>How the quotation shows Charlie is like an adult</th> </tr> </thead> <tbody> <tr> <td>'... he tried approaching his parents for answers ...'</td> <td>He wants to understand what's happening around him/ he asks questions/ wants to know about his brother/ is curious Do not accept a response with the word 'answer' unless qualified by one of the above</td> </tr> <tr> <td>'... worrying about his older brother.'</td> <td>He shows concern for other people.</td> </tr> <tr> <td>'... his recent attempt to fly had been a mistake.' / '...nudged his brother past some invisible tipping point...'</td> <td>He can recognise the consequences of his actions.</td> </tr> <tr> <td>'... filled him with remorse.'</td> <td>He feels guilt/sorrow/ shame/ he felt it was his fault/ he had a bad conscience/ regrets his actions Do not accept 'feels bad' 'feels sad' alone</td> </tr> </tbody> </table> | Quotation | How the quotation shows Charlie is like an adult | '... he tried approaching his parents for answers ...' | He wants to understand what's happening around him/ he asks questions/ wants to know about his brother/ is curious Do not accept a response with the word 'answer' unless qualified by one of the above | '... worrying about his older brother.' | He shows concern for other people. | '... his recent attempt to fly had been a mistake.' / '...nudged his brother past some invisible tipping point...' | He can recognise the consequences of his actions. | '... filled him with remorse.' | He feels guilt/sorrow/ shame/ he felt it was his fault/ he had a bad conscience/ regrets his actions Do not accept 'feels bad' 'feels sad' alone | 4 |
| Quotation | How the quotation shows Charlie is like an adult | | | | | | | | | | | |
| '... he tried approaching his parents for answers ...' | He wants to understand what's happening around him/ he asks questions/ wants to know about his brother/ is curious Do not accept a response with the word 'answer' unless qualified by one of the above | | | | | | | | | | | |
| '... worrying about his older brother.' | He shows concern for other people. | | | | | | | | | | | |
| '... his recent attempt to fly had been a mistake.' / '...nudged his brother past some invisible tipping point...' | He can recognise the consequences of his actions. | | | | | | | | | | | |
| '... filled him with remorse.' | He feels guilt/sorrow/ shame/ he felt it was his fault/ he had a bad conscience/ regrets his actions Do not accept 'feels bad' 'feels sad' alone | | | | | | | | | | | |

Section B: Writing

| Question | Answer | Marks |
|--|--|-------|
| 16 Imagine you managed to stop something that could have been dangerous to people from happening. Write a diary entry about it. | | |
| 16 | Content, purpose and audience. (Wa) | 8 |
| | Text structure and organisation. (Wt) | 7 |
| | Sentence structure and punctuation. (Wp) | 7 |
| | Spelling (Ws) | 3 |
| [Total 25] | | |

PRE-STANDARDISATION

| 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 style="text-align: right;">7–8</p> | <p>The ideas are organised into a planned and coherent response, 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> <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 response 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 response 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 response 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> |

| 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> |

