

# Cambridge Lower Secondary Checkpoint

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**ENGLISH**

**1111/02**

Paper 2 Fiction

**April 2022**

MARK SCHEME

Maximum Mark: 50

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## **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.

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This document has **10** pages.





Question	Answer	Marks
4	<p><b>Read the third paragraph (lines 9–12). How does the reader know that Arilou is more important than her attendant? Explain in your own words.</b></p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>• Arilou has lazuli studs in her teeth / Arilou has studs in nearly all of her teeth.</li> <li>• Her attendant has quartz / her attendant only has a few.</li> </ul>	2

Question	Answer	Marks
5	<p><b>‘When asked to leave she stared at them unmoving, her smile baffled but intact ...’ (Lines 16–17) What does the phrase above tell the reader about the attendant’s reaction to being asked to leave?</b></p> <p>Award <b>1 mark</b> for each of the following, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>• She was confused / didn’t understand / she thought it was a strange request.</li> <li>• She knows (her role) is to help her sister / talk for her sister.</li> <li>• She was determined to stay / non-compliance / didn’t want to go.</li> <li>• She was surprised.</li> </ul>	2

Question	Answer	Marks
6	<p><b>Raglan Skein asks ‘Where are you?’ (Line 21) This tells the reader that Raglan knows something about Arilou. What does Raglan know?</b></p> <p>Award <b>1 mark</b> for any of the following:</p> <ul style="list-style-type: none"> <li>• He knows what her special power is</li> <li>• He knows Arilou is travelling outside of her body.</li> <li>• He knows her mind is elsewhere.</li> </ul>	1

Question	Answer	Marks
7	<p><b>Look at these sentences: ‘But these were not words! Prox listened dumbstruck to the sounds falling from Arilou’s drooping mouth.’ (Lines 26–27) Give <u>one</u> word that tells the reader that Prox is surprised.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• dumbstruck.</li> </ul>	1

Question	Answer	Marks
<b>Look at this sentence: ‘It was as if some words had been washed out to sea and rounded smooth and meaningless by the waves.’ (Lines 27–28)</b>		
8(a)	<p><b>What literary technique is used here?</b> Tick (✓) <u>one</u> box.</p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• a simile.</li> </ul>	<b>1</b>
8(b)	<p><b>Explain in your own words what the sentence above means.</b></p> <p>Award <b>1 mark</b> for an answer that recognises any of the following:</p> <ul style="list-style-type: none"> <li>• The form / sound of the words make no sense / are not clear.</li> <li>• Unintelligible / couldn't be understood.</li> </ul>	<b>1</b>

Question	Answer	Marks
9	<p><b>Look at this sentence: ‘Skein had responded to the confidence in Arilou’s voice, and now his tone was that of addressing an adult rather than a child.’ (Lines 40–41)</b> <b>What does this tell the reader about Skein’s attitude to Arilou now?</b></p> <p>Award <b>1 mark</b> for any of the following:</p> <ul style="list-style-type: none"> <li>• He respects Arilou.</li> <li>• He treats her more as an equal.</li> <li>• He takes her more seriously now.</li> <li>• He doesn’t look down on her now / is not condescending.</li> </ul>	<b>1</b>

Question	Answer	Marks														
10	<p><b>Look at lines 46–50. The writer makes Pericold Heights seem unpleasant or unfriendly. Explain <u>two</u> ways the writer does this. Support your answers with examples from the text.</b></p> <p>Award <b>1 mark</b> for each correct explanation, up to a maximum of <b>2 marks</b>.</p> <p>Award a further <b>1 mark</b> for each correct and appropriate quotation, up to a maximum of <b>2 marks</b>. Quotation alone = <b>0 marks</b></p> <table border="1"> <thead> <tr> <th>Explanation</th> <th>Quotation from the text</th> </tr> </thead> <tbody> <tr> <td>The volcano (Mother Tooth) is hostile/angry/warlike</td> <td>‘belligerent’/‘ill-temper’</td> </tr> <tr> <td>The island is desolate / no people live there</td> <td>‘nobody but the birds lived in ...’</td> </tr> <tr> <td>The jungles are smelly</td> <td>‘reeking’</td> </tr> <tr> <td>The jungles / ground are unsafe</td> <td>‘juddering’</td> </tr> <tr> <td>The island is ugly</td> <td>‘like a trodden pie’</td> </tr> <tr> <td>Stormy clouds around Mother Tooth / the volcano make her sound dark and angry</td> <td>‘Storm clouds seemed to form around and above her’</td> </tr> </tbody> </table>	Explanation	Quotation from the text	The volcano (Mother Tooth) is hostile/angry/warlike	‘belligerent’/‘ill-temper’	The island is desolate / no people live there	‘nobody but the birds lived in ...’	The jungles are smelly	‘reeking’	The jungles / ground are unsafe	‘juddering’	The island is ugly	‘like a trodden pie’	Stormy clouds around Mother Tooth / the volcano make her sound dark and angry	‘Storm clouds seemed to form around and above her’	4
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11	<p><b>Explain why the Inspector and Prox might have to stay longer in the village. Give <u>two</u> reasons.</b></p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>• A storm is on its way (this would make the rocks slippery and too dangerous to cross).</li> <li>• They will have to wait for Arilou to return. / It could take some time before Arilou returns.</li> <li>• They hadn’t been able to complete testing Arilou / test her properly.</li> </ul>	2

Question	Answer	Marks
12(a)	<p><b>Whose point of view is the story told from?</b> Tick (✓) <u>one</u> box.</p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• Prox.</li> </ul>	<b>1</b>
12(b)	<p><b>Explain how the reader knows. Give a quotation from the text to support your answer.</b></p> <p>Award <b>1 mark</b> for the following explanation:</p> <ul style="list-style-type: none"> <li>• We know his thoughts / feelings.</li> </ul> <p>Award <b>1 further mark</b> for any one of the following quotations:</p> <ul style="list-style-type: none"> <li>• ‘Prox never understood why ...’</li> <li>• ‘Prox listened dumbstruck ...’</li> <li>• ‘he was just as startled ...’</li> <li>• ‘<i>So much for testing the girl quickly and getting out of here</i>’.</li> <li>• Thought Prox despondently</li> <li>• ‘before Prox realised’</li> <li>• ‘Prox wondered (for a moment)’</li> </ul>	<b>2</b>

Question	Answer	Marks
13	<p><b>The genre of this extract is fantasy.</b> <b>Give <u>two</u> features of the fantasy genre that are used in this text.</b></p> <p>Award <b>1 mark</b> for any of the following, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>• Magical / mystical / unrealistic / supernatural setting.</li> <li>• Imaginary / unusual names.</li> <li>• Character with special skills / gifts / abilities / a character who can do something impossible / superpowers.</li> <li>• Imaginary groups of people i.e. the Lace tribe.</li> <li>• Unusual physical characteristics of the people i.e. their teeth.</li> <li>• Things / elements that do not exist.</li> </ul>	<b>2</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> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>14 Write the beginning of a story with a character who has a special gift or a special power.</b></p> </div>		
<b>14</b>	<b>Content, purpose and audience. (Wa)</b>	<b>8</b>
	<b>Text structure and organisation. (Wt)</b>	<b>7</b>
	<b>Sentence structure and punctuation. (Wp)</b>	<b>7</b>
	<b>Spelling (Ws)</b>	<b>3</b>
		<b>[Total 25]</b>

<b>Content, purpose and audience (Wa)</b> <b>8 marks</b>	<b>Spelling (Ws)</b> <b>3 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 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>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>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>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>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>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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<b>Text structure and organisation (Wt)</b> <b>7 marks</b>	<b>Sentence structure and punctuation (Wp)</b> <b>7 marks</b>
<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> <p style="text-align: right;">6–7</p>	<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>The ideas are developed into a story 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>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>The opening, development and conclusion of the story 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>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>Some basic sequencing or outline of story is evident.</p> <p style="text-align: right;">1</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>No creditable response.</p> <p style="text-align: right;">0</p>	<p>No creditable response.</p> <p style="text-align: right;">0</p>