

Cambridge Lower Secondary Checkpoint

ENGLISH

0861/02

Paper 2 Fiction

April 2023

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 **10** pages. Any blank pages are indicated.

Section A: Reading

Question	Answer	Marks
1(a)	Award 1 mark for: <ul style="list-style-type: none"> metaphor 	1
1(b)	Award 1 mark for one of the following: <ul style="list-style-type: none"> (It shows that he is) very wrinkled / to show how wrinkled he is. (It shows that he is) very skinny/thin / to show how skinny/thin he is. (It shows that he is) old. 	1

Question	Answer	Marks
2(a)	Award 1 mark for each of the following, up to a maximum of 2 marks Quote must come from lines 11–16 <ul style="list-style-type: none"> the sun appeared on the horizon (the sun) pushing itself up rising slow slow First thing in the morning 	2
2(b)	Award 1 mark for: <ul style="list-style-type: none"> omnipotent 	1

Question	Answer	Marks
3	Award 1 mark for the first way: <ul style="list-style-type: none"> the writer uses long / multi-clause sentences Award 1 mark for explanation: <ul style="list-style-type: none"> to create a slow/calm/relaxed mood Award 1 mark for the second way: <ul style="list-style-type: none"> The writer uses (a succession of) short sentences Award 1 mark for explanation: <ul style="list-style-type: none"> To show (Baptiste's) surprise/alarm/shock To show a sense of suspense/urgency/dramatic/intense Award 1 mark for each way and a further mark for the explanation only if the way mark is awarded	4

Question	Answer	Marks
4	Award 1 mark for one of the following: <ul style="list-style-type: none"> '...all sea mossy' '...jook up with anemone / (and) conch shell.' 	1

Question	Answer	Marks
5	Award 1 mark for each of the following ideas: <ul style="list-style-type: none"> The writer uses a short/two-word sentence(s) The writer uses a short/one or two sentence paragraph(s) 	2

Question	Answer	Marks
6(a)	Award 1 mark for each of the following ideas, up to a maximum of 2 marks, 1 from each bullet point <ul style="list-style-type: none"> idea of something happening very quickly / suddenly / overnight / forcefully idea of bright (colours)/(bright) yellow (and pink) appearing everywhere/ colourful/colour filled/exploding with colour 	2
6(b)	Award 1 mark for: <ul style="list-style-type: none"> From that moment <p>These words only</p>	1
6(c)	Award 1 mark for each of the following up to a maximum of 2 marks : <ul style="list-style-type: none"> oxymoron personification 	2

Question	Answer	Marks
7	Award 1 mark for the Explanation and a further mark for the Evidence. <ul style="list-style-type: none"> he's worried she'll tell everyone / she can't keep secrets / she's boastful / talkative person bigmouthed (aunt) <p>"Bigmouthed" as part 1 Explanation answer is wrong because it is a quotation, not an Explanation. It is therefore negated if used again in part 2 as the Evidence.</p>	2

Question	Answer	Marks
8	<p>Award 1 mark for each of the following ideas, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • she calls to him / immediately catches his attention / interacts with him • he is calm/moves slowly • she doesn't disappear immediately / she stays longer / she wants to watch him (again) / he wants to watch her • he realises she is looking at his guitar / wants him to play his guitar • he picks up his guitar slowly • he's beginning to understand her a bit better • neither of them is frightened/scared (of the other) <p>The writing of two correct points on the same line = 2 marks Do not accept curious, water splash and birds squeak</p>	2

Question	Answer	Marks
9	<p>Award 1 mark for a correct answer and another mark for a correct example:</p> <ul style="list-style-type: none"> • Explanation – the writer uses adjectives instead of adverbs / used slang / dialect Example – 'watched her good' / 'slow slow' / 'didn't frighten so bad' • Explanation – the writer uses an unusual / odd / strange example of the past tense Example – he didn't frighten • Explanation – repetition of words / no comma between 'slow slow' Example – 'slow slow' 	2

Question	Answer	Marks
10	<p>Award 1 mark for each of the following up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • Yes, she had risen from the waves, chosen him, a humble fisherman. • Yes, she watched him for some time / like she'd been studying him • Yes, she came back deliberately to find him • Yes, because she is interested in his guitar/music • Yes, taking a long suspicious look at him • No, taking a long suspicious look at him • No, she was only interested in the guitar / the music • No, when she first saw him she immediately swam away <p>First or second encounter may both be referred to.</p>	2

Section B: Writing**Notes to markers**

- Use the marking grids on the following 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 of the criteria have been met but not all.
- Note on extent:

Award **0 marks** where the performance fails to meet the lowest criteria.

Award **0 marks** for 20 words or fewer.

Award a maximum of **7 marks** for responses of between 21 and 60 words.

	Marks
Creation of texts (Wc)	5
Vocabulary and language (Wv)	3
Grammar and punctuation (Wg)	7
Structure of texts (Ws)	7
Word structure [spelling] (Ww)	3
[Total 25]	

Creation of texts (Wc)	Vocabulary and language (Wv)	Grammar and punctuation (Wg)	Structure of texts (Ws)	Word structure (Ww) (spelling)
<p>[5 marks]</p> <p>Content is wholly relevant and conveyed in a consistent style throughout which effectively sustains the reader's interest..</p> <p>Features and conventions of the relevant genre, if appropriate, are successfully manipulated for effect throughout.</p> <p>Narrative viewpoint is well-established with a consistent style and effectively engages the reader's interest throughout.</p> <p>Characters are developed and effectively portrayed with the use of a distinctive voice sustained throughout.</p> <p>[4–5]</p>	<p>[3 marks]</p>	<p>[7 marks]</p> <p>Grammar is used accurately throughout the text. For example, there is:</p> <ul style="list-style-type: none"> • a wide range of sentence types manipulated and/or adapted for effect. • grammatical features are used effectively to contribute to the overall development of the text. • consistent use of formal and/or informal register to enhance and emphasise meaning according to context, purpose and audience. <p>Punctuation is accurate: Use of a wide range of punctuation for effect</p>	<p>[7 marks]</p> <p>The response is well-organised and uses a wide range of organisational features to achieve an effective narrative.</p> <p>Events are logically sequenced throughout the text from an effective opening to a satisfying conclusion.</p> <p>Clear, well-organised paragraphs are used effectively to structure the narrative and control the pace of the story.</p> <p>An effective range of carefully chosen sentence openings and connectives is used to clarify or emphasise narrative detail.</p>	<p>[3 marks]</p>
				[6–7]

Creation of texts (Wc)	Vocabulary and language (Wv)	Grammar and punctuation (Wg)	Structure of texts (Ws)	Word structure (Ww) (spelling)
<p>Content is relevant with imaginative detail and in a generally appropriate and consistent style, which mostly sustains the reader's interest.</p> <p>Main features and conventions of the relevant genre, if appropriate, are occasionally manipulated for effect.</p> <p>Narrative viewpoint is generally well-established with a consistent style and engages the reader's interest throughout.</p> <p>Characters are developed and well-portrayed with the use of a distinctive voice.</p>	<p>Material is wholly relevant using a specialised vocabulary mostly accurately for the genre.</p> <p>Conscious language choices are made, which shape the intended purpose and effect on the reader.</p> <p>Makes conscious use of linguistic and literary techniques to shape meaning and effect.</p>	<p>Grammar is mostly accurate throughout the text. e.g.,</p> <ul style="list-style-type: none"> Use a range of sentence types, manipulated and/or adapted for effect. Use grammatical features to contribute to the overall development of the text. Formal and/or informal register is generally used appropriately according to context, purpose and audience. <p>Punctuation is mostly accurate: Use a range of punctuation for effect.</p>	<p>The overall response is well-organised and uses a good range of organisational features successfully.</p> <p>Events are logically sequenced throughout the text with a successful opening and closing.</p> <p>Clear, well-organised paragraphs are used successfully to structure the narrative and help the pace of the story.</p> <p>A range of sentence openings and connectives are used appropriately to clarify or emphasise narrative detail.</p>	<p>Spelling is nearly always correct throughout. (There may occasionally be phonetically plausible attempts at complex words.)</p> <p>Correct spelling of complex polysyllabic words, e.g., intelligent, initiative, fundamentally, inferiority, paediatrician, accommodation</p>
[3]	[3]	[4–5]	[4–5]	[3]

Creation of texts (Wc)	Vocabulary and language (Wv)	Grammar and punctuation (Wg)	Structure of texts (Ws)	Word structure (Ww) (spelling)
<p>Content is mostly relevant using literary techniques appropriate to the genre.</p> <p>Main features of the genre, if appropriate, are evident.</p> <p>Narrative viewpoint is clear with evidence of a personal style which helps engage the reader's interest.</p> <p>Some characters are developed and portrayed with the use of a distinctive voice.</p>	<p>Material is mostly relevant using a specialised vocabulary accurately for the purpose / genre.</p> <p>Mostly conscious language choices are made, which shape the intended purpose and effect on the reader.</p> <p>Makes some use of linguistic and literary techniques to shape meaning and effect</p>	<p>Grammatical structures are generally accurate throughout the text, e.g.,</p> <ul style="list-style-type: none"> • Use of some range of sentence types to support the text type. • Some complex sentences may be attempted to create effect, such as using expanded verb phrases. • Some awareness of formal and/or informal register according to context, purpose and audience. <p>Some range of punctuation:</p> <ul style="list-style-type: none"> • commas, semi-colons, dashes and hyphens are used accurately to clarify meaning. • There may be evidence of comma splicing. <p>Note: if punctuation is totally lacking and other descriptors met then give the lower mark here.</p>	<p>The text is generally well-organised and attempts to use a range of organisational features to build up the narrative.</p> <p>Events are logically sequenced though there may be some inconsistencies</p> <p>Paragraphs are used to structure the narrative though not always consistently or appropriately.</p> <p>A range of connectives are used appropriately to link narrative detail.</p>	<p>Spelling of common and less common words, including polysyllabic and compound words, is correct, e.g., accurate, present, evidence, making, possible, search</p>
[2]	[2]	[2–3]	[2–3]	[2]

Creation of texts (Wc)	Vocabulary and language (Wv)	Grammar and punctuation (Wg)	Structure of texts (Ws)	Word structure (Ww) (spelling)
<p>General features of the genre, if appropriate, may be present.</p> <p>Narrative viewpoint is not always consistent. Some attempt is made to engage the reader.</p> <p>Some elements of the genre can be seen; <i>a maximum of 1 mark can be awarded if not the correct genre.</i></p>	<p>Some language choices are made, which shape the intended purpose and effect on the reader.</p> <p>Creates some effect by using a range of linguistic and literary techniques.</p>	<p>Basic grammatical structures are generally correct, e.g.,</p> <ul style="list-style-type: none"> subject and verb generally agree. Past and present tense of verbs generally consistent. A mix of simple and some compound sentences used accurately. Some complex sentences may be attempted to expand detail but not always successfully. Formal and/or informal register may be attempted but not consistently according to context, purpose and audience. <p>Punctuation:</p> <ul style="list-style-type: none"> Demarcation of straightforward sentences is usually correct. Commas are used in lists and occasionally to mark clauses. <p>Note: learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English.</p>	<p>Some attempt to organise the overall text</p> <p>Some attempt to sequence relevant ideas logically in relation to the stimulus.</p> <p>Paragraphs / sections are evident with related points grouped together or linked by time sequence.</p> <p>Movement between paragraphs or sections, may be disjointed with a limited range of sentence openings and connective.</p>	<p>Spelling of common words is correct, e.g., their/there, friend, another, around, because, anything, something.</p>
[1]	[1]	[1]	[1]	[1]

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
No creditable response	No creditable response	No creditable response	No creditable response	No creditable response
[0]	[0]	[0]	[0]	[0]

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