

# Cambridge Lower Secondary Checkpoint

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**ENGLISH**

**1111/02**

Paper 2 Fiction

**October 2021**

MARK SCHEME

Maximum Mark: 50

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## **IMPORTANT NOTICE**

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. Any blank pages are indicated.

**Section A: Reading**

Question	Answer	Marks
1(a)	<p><b>Why is ‘Petra’ an unsuitable name for Aunt Petra?</b> Tick (✓) <u>one</u> box.</p> <p>‘Petra’ means rock, but Aunt Petra is...</p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>plump.</li> </ul>	<b>1</b>
1(b)	<p><b>What does the term ‘Aunt Petra’ tell the reader about Petra’s relationship with Nora and her mother?</b></p> <p>Award <b>1 mark</b> for one of the following:</p> <ul style="list-style-type: none"> <li>They are (very) close / firm / good / long-term friends / lifelong / familiar with each other / like family / more like a sister to her mother and more like an aunt to Nora / family friend</li> <li>Petra visited/saw Nora and her mother quite a lot (when Nora was young).</li> <li>Petra is older than Nora.</li> </ul>	<b>1</b>

Question	Answer	Marks
2	<p><b>Look at the first paragraph (lines 1–9).</b> <b>Give <u>one</u> phrase that shows that Petra’s guests did not mix together socially.</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>(and mostly we) keep ourselves to ourselves.</li> </ul>	<b>1</b>

Question	Answer	Marks
3	<p><b>Look at this sentence: ‘When the sun does come out, it does so apologetically, like a ballerina who is unsure of her entrance on stage.’</b> <b>(Lines 11–12)</b> <b>What literary techniques does the writer use in the sentence above? Tick (✓) <u>two</u> boxes.</b></p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>a simile</li> <li>personification.</li> </ul>	<b>2</b>

Question	Answer	Marks
4	<p><b>Look at this sentence: ‘The climate suits me.’ (Lines 12–13)</b> <b>What does the sentence above tell the reader about how Nora is feeling?</b></p> <p>Award <b>1 mark</b> for one of the following:</p> <ul style="list-style-type: none"> <li>• Her mood is grey / dull / dark / gloomy</li> <li>• She is unhappy / sad / down / miserable / serious / sombre / depressed / restless.</li> </ul>	1

Question	Answer	Marks
5	<p><b>Nora calls Petra’s classes her ‘Organised Wellness’. (Line 17)</b> <b>What does the phrase above tell the reader about Nora’s attitude towards Petra’s classes and workshops?</b></p> <p>Award <b>1 mark</b> for one of the following:</p> <ul style="list-style-type: none"> <li>• She doesn’t like/enjoy them / isn’t interested</li> <li>• She thinks they’re too organised / too controlled/forced / orders are given</li> <li>• She doesn’t think they’ll work / doesn’t think the classes will help her (become well).</li> <li>• She doesn’t respect what her aunt is doing / she is disdainful / she thinks they are pretentious</li> </ul>	1

Question	Answer	Marks
6	<p><b>What makes the location of Aunt Petra’s guesthouse especially suitable for people on silent retreats?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• It’s very isolated / remote / unpopulated / no one around to talk to / very quiet / not noisy / peaceful / calm / uncrowded / no busy streets / you can be by yourself / places to walk and reflect</li> </ul> <p><b>Accept</b> any answer that recognises that the house is in a rural area / in the middle of the countryside.</p>	1

Question	Answer	Marks
7	<p><b>Look at lines 30–35. The writer uses two-word phrases to show that the equipment Bill gives Nora to write on is old and worn out.</b> <b>Give <u>four</u> of the phrases.</b></p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>• (a) missing foot</li> <li>• (a) lame calf</li> <li>• (a) yellowed keyboard</li> <li>• (an) arthritic mouse.</li> </ul>	4

Question	Answer	Marks												
8	<p><b>What evidence is there in the text that Nora is staying at Aunt Petra’s guesthouse as a patient rather than a visitor? Complete the table below. Give <u>two</u> explanations in your own words and support each explanation with a quotation from the text. An example has been given.</b></p> <p>Award <b>1 mark</b> for any explanation and <b>1 further mark</b> for an appropriate quotation, up to a maximum of <b>4 marks</b>:</p> <table border="1"> <thead> <tr> <th>Explanation in your own words</th> <th>Quotation from the text</th> </tr> </thead> <tbody> <tr> <td><i>Petra is concerned about her and wants her to join the classes.</i></td> <td><i>Aunt Petra is keen for me to take part in classes and workshops.</i></td> </tr> <tr> <td>Some of the guests are there to be healed / get better / have a quiet time / recuperate</td> <td>People come to (relax, and meditate and) heal.</td> </tr> <tr> <td>Petra seems to think Nora needs to recover mentally / improve her mental health / there’s something wrong inside Nora / Nora’s spirit</td> <td>Spiritual Healing OR Spiritual Healing (this one, she feels, might be especially appropriate).</td> </tr> <tr> <td>Nora’s arm is damaged / Petra has been treating Nora’s damaged arm</td> <td>savage purple scar (on which all her lotions and potions had little effect).</td> </tr> <tr> <td>Petra is concerned about her health/wellbeing / Nora has had an injury.</td> <td>your wounded arm</td> </tr> </tbody> </table>	Explanation in your own words	Quotation from the text	<i>Petra is concerned about her and wants her to join the classes.</i>	<i>Aunt Petra is keen for me to take part in classes and workshops.</i>	Some of the guests are there to be healed / get better / have a quiet time / recuperate	People come to (relax, and meditate and) heal.	Petra seems to think Nora needs to recover mentally / improve her mental health / there’s something wrong inside Nora / Nora’s spirit	Spiritual Healing OR Spiritual Healing (this one, she feels, might be especially appropriate).	Nora’s arm is damaged / Petra has been treating Nora’s damaged arm	savage purple scar (on which all her lotions and potions had little effect).	Petra is concerned about her health/wellbeing / Nora has had an injury.	your wounded arm	4
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Question	Answer	Marks
<b>Look at lines 37–43.</b>		
9(a)	<p><b>Give one word that means ‘walking slowly’.</b></p> <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>plodding</li> </ul>	1
9(b)	<p><b>What contrast is Nora making in lines 39–40?</b></p> <p>Award <b>1 mark</b> for any one of the following:</p> <ul style="list-style-type: none"> <li>old and new</li> <li>using a computer and a quill / a screen and parchment / between typing and writing on parchment</li> <li>modern/contemporary and historical/past times.</li> </ul>	1

Question	Answer	Marks
<b>Look at this sentence: ‘Because this is no fairy tale.’ (Line 44)</b>		
10(a)	<p><b>What techniques does the writer use to emphasise the sentence above? Give <u>two</u> ways.</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>• The writer uses a short/snappy sentence</li> <li>• The writer uses a one-sentence paragraph / a separate paragraph for one sentence / it is placed by itself / one line paragraph</li> <li>• The sentence begins with ‘because’ / with a conjunction/connective</li> <li>• The use of ‘no’ (instead of ‘isn’t a’).</li> </ul>	<b>2</b>
10(b)	<p><b>How does Nora view her life so far?</b></p> <p>Award <b>1 mark</b> for one of the following:</p> <ul style="list-style-type: none"> <li>• It’s not been all happy endings / not a fantasy</li> <li>• It’s not been pretty / sugary / sweet / it has been sad / melancholy / gloomy</li> <li>• It’s not been innocent / she’s done something she’s not proud of / has hidden secrets / is living a lie</li> <li>• Her life has been tough / she’s been through a lot / had difficulties / she has had negative experiences / it’s been messy</li> </ul>	<b>1</b>

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11	<p><b>Nora feels bad about something that has happened in her life. Explain how the reader knows this. Give <u>two</u> explanations in your own words, and support each explanation with a quotation from the text.</b></p> <p>Award <b>1 mark</b> for any explanation and <b>1 further mark</b> for an appropriate quotation, up to a maximum of <b>4 marks</b>:</p> <table border="1" data-bbox="300 499 1347 1267"> <thead> <tr> <th data-bbox="300 499 823 553">Explanation in your own words</th> <th data-bbox="823 499 1347 553">Quotation from the text</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 553 823 667">She's afraid that what she writes can be used as proof (that she's done something wrong)</td> <td data-bbox="823 553 1347 667">We are evidence / we can be used against you</td> </tr> <tr> <td data-bbox="300 667 823 741">She creates a feeling of doom about her writing</td> <td data-bbox="823 667 1347 741">(they form a solemn procession,) like ants plodding towards a cliff edge.</td> </tr> <tr> <td data-bbox="300 741 823 815">She is going to admit something in her writing / tell the truth / come clean</td> <td data-bbox="823 741 1347 815">a confession</td> </tr> <tr> <td data-bbox="300 815 823 920">She knows she has done bad / she has lied / done wrong things / she has regrets / secrets / feels guilty</td> <td data-bbox="823 815 1347 920">I have told a number of lies ... some of them have been significant.</td> </tr> <tr> <td data-bbox="300 920 823 1093">She needs to get something off her chest / to confess / she can't bottle it up / is hiding the truth / wants to explain / there are things people should know</td> <td data-bbox="823 920 1347 1093">Drive me mad ... if I let this go unwritten</td> </tr> <tr> <td data-bbox="300 1093 823 1198">She's going to release / reveal / expose / a secret / hidden memory / emotion</td> <td data-bbox="823 1093 1347 1198">... because something is being unlocked</td> </tr> <tr> <td data-bbox="300 1198 823 1267">She had been injured in the past and wasn't healing</td> <td data-bbox="823 1198 1347 1267">... the savage purple scar...</td> </tr> </tbody> </table>	Explanation in your own words	Quotation from the text	She's afraid that what she writes can be used as proof (that she's done something wrong)	We are evidence / we can be used against you	She creates a feeling of doom about her writing	(they form a solemn procession,) like ants plodding towards a cliff edge.	She is going to admit something in her writing / tell the truth / come clean	a confession	She knows she has done bad / she has lied / done wrong things / she has regrets / secrets / feels guilty	I have told a number of lies ... some of them have been significant.	She needs to get something off her chest / to confess / she can't bottle it up / is hiding the truth / wants to explain / there are things people should know	Drive me mad ... if I let this go unwritten	She's going to release / reveal / expose / a secret / hidden memory / emotion	... because something is being unlocked	She had been injured in the past and wasn't healing	... the savage purple scar...	4
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**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 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>If response is totally off task award 0 for Wa and as appropriate for the other strands</p> <p>Award 0000 if the response is virtually lifted from the text, but reward any original content</p> <p>If there is nothing written on the lined pages 6 and 7, award NR NR NR NR, even if there is something on the plan page (5)</p>		
<p><b>12 Look at this quotation from the text: ‘I want to explain what I did, and with whom. And where, and when and why. What happened, and what happened next.’</b></p> <p><b>Write your own story about someone who is hiding a big secret.</b></p> <p><b>You could continue Nora’s story, or write about yourself or about someone else.</b></p>		
12	Content, purpose and audience. (Wa)	8
	Text structure and organisation. (Wt)	7
	Sentence structure and punctuation. (Wp)	7
	Spelling (Ws)	3
		<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 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>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 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>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 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>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 story 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>

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