

Cambridge Lower Secondary Checkpoint

ENGLISH

1111/02

Paper 2 Fiction

October 2022

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.

Section A: Reading

Question	Answer	Marks
1	<p>Look at lines 1–6. Why is the light weak?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • (It was still) early (in the) morning. 	1

Question	Answer	Marks
2	<p>Give a quotation from lines 1–6 that shows that the man had planned his visit.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • ‘He tried not to think of what he was going to do.’ / ‘He had thought about it enough already.’ / ‘he had <u>chosen</u> the morning for the two mile walk.’ 	1

Question	Answer	Marks
3	<p>The man feels uneasy. Explain how the writer’s use of punctuation in the first paragraph demonstrates this.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • (use of) dashes <p>Do not accept hyphen or other punctuation mark.</p> <p>Award 1 further mark for the following:</p> <ul style="list-style-type: none"> • Makes the text disjointed / disconnected / broken / uneven <p>Do not accept ‘confusion’ or any reference to the man’s emotions and feelings.</p>	2

Question	Answer	Marks
Look at lines 7–10.		
4(a)	<p>Look at this sentence: ‘... his body aching from the labour of the walk.’ (Lines 8–9) Which word below means the same as <i>labour</i> as it is used here? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • effort. 	1
4(b)	<p>What effect does the writer create by using the single-sentence paragraph in line 10?</p> <p>Award 1 mark for one of the following:</p> <ul style="list-style-type: none"> • It emphasises / makes the information stand out / creates a dramatic effect. • It makes the reader realise it is a dramatic/important moment. • It creates a feeling of surprise / shock / suspense / mystery. 	1
4(c)	<p>Explain what the sentence tells the reader about the man.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • He may not be / isn’t a real man / person / human being / he is an alien. • People do not refer to each other as human beings. • It is unusual to call a person a human being. • Human being is a formal/scientific definition. • He has never seen a human being before. 	2

Question	Answer	Marks
5	<p>The man thinks the woman's appearance is unattractive. Give <u>two words or phrases</u> from the text that tell the reader this.</p> <p>Award 1 mark for each of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • tired looking • shapeless (blue dress) • shuffling (movement) • strange / does not look right 	2

Question	Answer	Marks
6	<p>Explain in your own words why the man is unconcerned by the people staring at him.</p> <p>Award 1 mark for one of the following:</p> <ul style="list-style-type: none"> • He believed/knew that the clothes he was wearing were close to what other people were wearing. • The way he looked did not make him look different / stand out from other people. • He was dressed appropriately. • He thinks he looks normal. • He thought there was nothing wrong with his clothes. 	1

Question	Answer	Marks
7	<p>Give one reason the man waits for ten minutes to go into the shop after it had opened. Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • He wanted to appear normal. 	1

Question	Answer	Marks
8	<p>The people of Haneyville are distrustful of newcomers. Give <u>two</u> ways the shopkeeper’s manner reflects this. Support your answer with examples from the text.</p> <p>Award 1 mark for each of the following ideas, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • He is rude / stares at him. • He is unfriendly / cold / quiet / doesn’t make conversation / small talk. • He is cautious / wary / cagey / doubtful / suspicious / questioning. <p>Award 1 further mark for each of the following appropriate explanations or quotations from the text, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • (‘he looked at him for a moment,) a trifle strangely, and said, ‘Yes sir?’ • ‘still staring at him, his look not changed, ‘Yes sir,’ he said again’ • ‘still staring at him, ‘What ring?’ he said’ • ‘looking at it suspiciously ... ‘Where’d you get this?’ • ‘The way the man said it made his breath choke in his throat’ • ‘The man’s face still clouded. ‘How do I know it isn’t stolen?’ • He needed evidence of who he said he was / needed to see the passport before he believed he was who he said he was. 	4

Question	Answer	Marks
Look at this phrase: ... <i>like a ridiculous group of nonsense syllables</i>. (Line 28)		
9(a)	<p>What figurative technique is used in the phrase above?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • simile 	1
9(b)	<p>Explain in your own words what the phrase above means.</p> <p>Award 1 mark for both of the following:</p> <ul style="list-style-type: none"> • What he said made no sense / was not understandable (to him). • The words/language sounded absurd/weird (to him). • gibberish • meaningless sounds 	2

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Question	Answer	Marks
10	<p>Explain why the man feels so relieved in line 40.</p> <p>Award 1 mark for any of the following ideas:</p> <ul style="list-style-type: none"> • He can prove the ring is not stolen. / He has evidence to support himself. • He can prove the ring is his. • He realises that the shopkeeper is not worried about the ring itself but that it has been stolen. • His preparations had been effective. / He had the answers to the questions. 	1

Question	Answer	Marks
11	<p>The shopkeeper and the man selling the ring deceive each other. Explain how.</p> <p>Award 1 mark for each of the following ideas:</p> <ul style="list-style-type: none"> • The shopkeeper told the man his ring was worth \$60 / only gave him \$60 for the ring when it was worth (a lot) more. / the shopkeeper buys the ring for less than its value. • The man told the shopkeeper that his wife had given him the ring but 'he had hundreds of rings just like it.' / He has lots of rings like this – it's not really a gift from his wife. / he lies that his car has broken down. 	2

Question	Answer	Marks
12	<p>Explain why the man feels more confident at the end of the story.</p> <p>Award 1 mark for one of the following ideas:</p> <ul style="list-style-type: none"> • He knows that he can pass as a human being. • He has successfully sold one ring. / He has money. • He was able to successfully carry out the transaction without the shopkeeper being suspicious of him. / He can successfully tell a lie. • He was worried about communicating with the shopkeeper but there wasn't a problem. • He had been planning this for a long time and finally he was successful. • The shopkeeper believes his story. • He got what he wanted. 	1

Question	Answer	Marks
13	<p>The story is told from the point of view of the man who came to Haneyville. Explain how this helps the reader to sympathise with the character.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none">• The reader knows his thoughts/feelings.• The reader can put themselves in the man’s shoes.• The reader recognises how frightened / worried / anxious / afraid / confused the man is.• The reader feels sorry / worried for him.• The reader sees how vulnerable he is.	2

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Question	Answer	Marks
<p>Notes to markers</p> <ul style="list-style-type: none"> • Use the marking grids on the next two 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 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. 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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>14 A young person from another planet comes to your school. Write a story from their point of view.</p> </div>		
14	Content, purpose and audience. (Wa)	8
	Text structure and organisation. (Wt)	7
	Sentence structure and punctuation. (Wp)	7
	Spelling (Ws)	3
		[Total 25]

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 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>

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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>