



Cambridge Lower Secondary Checkpoint

ENGLISH

0861/02

Paper 2 Fiction

October 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 **12** pages. Any blank pages are indicated.

Section A: Reading

Question	Answer	Marks
1	Award 1 mark for: <ul style="list-style-type: none"> the mayor's daughter 	1

Question	Answer	Marks
2(a)	Award 1 mark for: <ul style="list-style-type: none"> to emphasize the importance the speaker gives them (box 4) 	1
2(b)	Award 1 mark for each of the following up to a maximum of 2 marks : <ul style="list-style-type: none"> 'They' refers to everyone they meet / the people they meet. 'Did' refers to (everyone) knowing where to find them or send them. <p>Award 2 marks if both the above points are mentioned, whether separately or as one sentence.</p>	2

Question	Answer	Marks
3(a)	Award 1 mark for: <ul style="list-style-type: none"> The streets are steep / go up and down a lot / go uphill / up a hill. <p>Do not accept 'hilltown' on its own.</p>	1
3(b)	Award 1 mark for each of the following ideas up to a maximum of 2 marks : <ul style="list-style-type: none"> 'Catalogue' indicates that Beamabeth has many charms. Mosca is tired of hearing about them. There are too many charms for Mosca's liking. 	2

Question	Answer	Marks
4(a)	Award 1 mark for: <ul style="list-style-type: none"> It is evening / towards sunset / dusk. 	1
4(b)	Award 1 mark for: <ul style="list-style-type: none"> unfortunate / deserving of sympathy / pitiful / vulnerable / feel sorry for her 	1
4(c)	Award 1 mark for: <ul style="list-style-type: none"> affluent 	1
4(d)	Award 1 mark for: <ul style="list-style-type: none"> She feels bitter / jealous / sour / resentful. <p>Award 1 additional mark for a reference to Beamabeth being the cause (She dislikes Beamabeth. / She's fed up with the compliments of Beamabeth.)</p>	2

Question	Answer	Marks
5	Award 1 mark for two of the following. Quotations are acceptable. <ul style="list-style-type: none"> The footmen want to see what's on Clent's name brooch before deciding how to react / decide how stiffly and respectfully to stand. The footmen choose to take little notice of Mosca. The footmen are surprised that they are allowed to let Clent and Mosca in. (Merited only the briefest) disdainful slither of a glance. 	2

Question	Answer	Marks
6	Award 1 mark for any of the following explanations, plus 1 mark for an appropriate quotation: <ul style="list-style-type: none"> The writer adds noun phrases. ('...her brow small, her nose short, her chin daintily pointed...') The writer uses relative clauses / subordinate clauses. ('that had been trained into a shimmering mass of ringlets' / 'that made her look a bit like a kitten') The writer uses simple conjunctions / connectives to add clauses / using commas to develop a list. ('...but she managed to look natural' / 'She smiled, and her eyebrows rose...') Uses long / complex sentences that contain a great deal of descriptive detail (eg sentences between lines 45 to 50) Many sentences begin with Beamabeth, or her appearance as the subject. (Beamabeth Marlebourne, Beamabeth had, Her skin, Her blue eyes, She smiled, Her expression) <p>Do not allow 'using a lot of commas' by itself.</p>	2

Question	Answer	Marks
7	Award 1 mark for: <ul style="list-style-type: none"> the footman's expression when he invites the visitors in (box 2) 	1

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8	<p>Award 1 mark for each explanation up to a maximum of 2 marks, plus 1 mark for a suitable piece of evidence from the text to support the explanation.</p> <table border="1"> <thead> <tr> <th>Explanation</th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td> Clent addresses Beamabeth using a formal title / does not use her first name / he addresses her politely Do not accept “he calls her ‘ma’am’ / ‘Miss Marlebourne’” as this is evidence not explanation. </td> <td>‘ma’am’ / ‘Miss Marlebourne’</td> </tr> <tr> <td>Clent doesn't protest when he is interrupted by Beamabeth / does what Beamabeth suggests / obeys her</td> <td>‘Clent and Mosca obediently sat’ Clent follows Beamabeth's instructions.</td> </tr> <tr> <td> Clent addresses Beamabeth using very formal language / respectfully And/or Apologises for disturbing Beamabeth </td> <td>‘Rest assured’ / ‘I hope you will forgive me’ / ‘an odious and felonious scheme’ ‘I hope you will forgive me’.</td> </tr> </tbody> </table>	Explanation	Evidence	Clent addresses Beamabeth using a formal title / does not use her first name / he addresses her politely Do not accept “he calls her ‘ma’am’ / ‘Miss Marlebourne’” as this is evidence not explanation.	‘ma’am’ / ‘Miss Marlebourne’	Clent doesn't protest when he is interrupted by Beamabeth / does what Beamabeth suggests / obeys her	‘Clent and Mosca obediently sat’ Clent follows Beamabeth's instructions.	Clent addresses Beamabeth using very formal language / respectfully And/or Apologises for disturbing Beamabeth	‘Rest assured’ / ‘I hope you will forgive me’ / ‘an odious and felonious scheme’ ‘I hope you will forgive me’.	4
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9	<p>If neither box or both boxes are ticked then mark 0</p> <p>Award 1 mark for each explanation, up to a maximum of 2 marks, plus 1 mark for each piece of evidence.</p> <p>If 'Mosca was jealous of Beamabeth even before she met her' is ticked:</p> <table border="1" data-bbox="328 510 1318 1014"> <thead> <tr> <th data-bbox="328 510 823 562">Reason</th> <th data-bbox="823 510 1318 562">Quotation</th> </tr> </thead> <tbody> <tr> <td data-bbox="328 562 823 813">Mosca gets fed up with hearing everyone praise Beamabeth / people's reactions when Beamabeth is mentioned / it's the name they are impressed with</td> <td data-bbox="823 562 1318 813">'completely, utterly out of patience with the catalogue of Beamabeth Marlebourne's charms' / 'Mosca ground her teeth as both footmen went quite cross-eyed with adoration', "It's just the name they're all in love with"</td> </tr> <tr> <td data-bbox="328 813 823 898">Mosca does not accept Clent's description of Beamabeth as 'poor'.</td> <td data-bbox="823 813 1318 898">'Rich,' corrected Mosca.</td> </tr> <tr> <td data-bbox="328 898 823 1014">Mosca hopes that Beamabeth will turn out to be ugly / have a horrible voice.</td> <td data-bbox="823 898 1318 1014">'You'll see her, and she'll have a squint, and a voice like a peeled gull.'</td> </tr> </tbody> </table> <p>If 'Mosca's opinion of Beamabeth changed after she met her' is ticked:</p> <table border="1" data-bbox="328 1115 1318 1740"> <thead> <tr> <th data-bbox="328 1115 823 1167">Reason</th> <th data-bbox="823 1115 1318 1167">Quotation</th> </tr> </thead> <tbody> <tr> <td data-bbox="328 1167 823 1319">Mosca didn't think Beamabeth would be older than her/ Mosca didn't think she would be younger than Beamabeth.</td> <td data-bbox="823 1167 1318 1319">'she had been half expecting to see someone younger'</td> </tr> <tr> <td data-bbox="328 1319 823 1435">Mosca had hoped that Beamabeth would be ugly, but finds she is the opposite</td> <td data-bbox="823 1319 1318 1435">'She was flawless. She was a sunbeam.'</td> </tr> <tr> <td data-bbox="328 1435 823 1520">Mosca had hoped to find fault with Beamabeth, but can't</td> <td data-bbox="823 1435 1318 1520">'Mosca gave up (and got on with hating her).'</td> </tr> <tr> <td data-bbox="328 1520 823 1740">Mosca had hoped that Beamabeth would have a horrible voice / thought Beamabeth would sound more posh / didn't expect Beamabeth to talk the way she does</td> <td data-bbox="823 1520 1318 1740">'her voice soft and carrying more of the local accent than Mosca had expected from anyone in a silk dress' / 'Her tone made her words sound more like an apology'</td> </tr> </tbody> </table>	Reason	Quotation	Mosca gets fed up with hearing everyone praise Beamabeth / people's reactions when Beamabeth is mentioned / it's the name they are impressed with	'completely, utterly out of patience with the catalogue of Beamabeth Marlebourne's charms' / 'Mosca ground her teeth as both footmen went quite cross-eyed with adoration', "It's just the name they're all in love with"	Mosca does not accept Clent's description of Beamabeth as 'poor'.	'Rich,' corrected Mosca.	Mosca hopes that Beamabeth will turn out to be ugly / have a horrible voice.	'You'll see her, and she'll have a squint, and a voice like a peeled gull.'	Reason	Quotation	Mosca didn't think Beamabeth would be older than her/ Mosca didn't think she would be younger than Beamabeth.	'she had been half expecting to see someone younger'	Mosca had hoped that Beamabeth would be ugly, but finds she is the opposite	'She was flawless. She was a sunbeam.'	Mosca had hoped to find fault with Beamabeth, but can't	'Mosca gave up (and got on with hating her).'	Mosca had hoped that Beamabeth would have a horrible voice / thought Beamabeth would sound more posh / didn't expect Beamabeth to talk the way she does	'her voice soft and carrying more of the local accent than Mosca had expected from anyone in a silk dress' / 'Her tone made her words sound more like an apology'	4
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Section B: Writing

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 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. 		
10	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)
<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>[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 are used to clarify or emphasise narrative detail.</p>	<p>[3 marks]</p>
[4–5]		[6–7]	[6–7]	

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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:</p> <ul style="list-style-type: none"> • Use a range of punctuation for effect. 	<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: <i>learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English.</i></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]
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No creditable response	No creditable response	No creditable response	No creditable response	No creditable response
[0]	[0]	[0]	[0]	[0]