

Cambridge Lower Secondary Checkpoint

ENGLISH

0861/02

Paper 2 Fiction

October 2024

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.

Instructions to Examiners

1. You are required to make annotations on scripts, firstly to help you decide on your assessment, and secondly to show your Team Leader on what that assessment was based.
2. Useful hints for making annotations on RM Assessor:
 - On the Writing task, make your annotations against the first mark. If they 'disappear' for the subsequent marks, you do not need to put them in again.

Section A: Reading**Questions 1–8c**

Put a Red Tick for each correct point, on the point or in the right-hand margin. Try not to obscure what the candidate has written.

DO NOT use red crosses.

Remember you may use BOD (Benefit of Doubt) and the caret for omission.

Section B: Writing**Question 9**

1. XSP in the left-hand margin for spelling mistakes.
2. XP in the right-hand margin for Full Stops missed.
3. XP in the body of the text for all other punctuation errors.
4. Red Wavy Underline for all Grammar, Style errors and awkwardness of any kind.
5. Red Wavy Vertical Line in either margin for extended areas of error or weak expression.
6. A Red Tick in the body of the text for good Sentence Structure and / or for any rewardable use of apt and correct Punctuation.
7. Use the SEEN annotation to indicate the page(s) for the Writing question has been seen.
8. Do not mark the plan. Anything that is written in the planning section is to be totally ignored. This includes if this is the only attempt for the Question.

Section A: Reading

Question	Answer	Marks
1(a)	Award 1 mark for one of: <ul style="list-style-type: none"> to catch the reader's interest / attract reader's attention to draw the reader in / plunges the reader straight into the story / brings the reader in close to characters the reader wants to understand more makes the reader curious 	1
1(b)	Award 1 mark for: <ul style="list-style-type: none"> repetition / rule of three / epiphora 	1
1(c)	Award 1 mark for: <ul style="list-style-type: none"> lit up (the sky) Award 0 marks if candidate has written more words.	1
1(d)	Award 1 mark for: <ul style="list-style-type: none"> unique (first box indicated) 	1

Question	Answer	Marks
2	Award 1 mark for each of the following: <ul style="list-style-type: none"> He gets (over) excited / animated. / His arms pinwheeled. (Do not accept <i>stretched</i>) His words defeated him. / He couldn't think of what to say. 	2

Question	Answer	Marks
3	Award 1 mark for one of the following: <ul style="list-style-type: none"> pinwheeled (you can hear him) whirring sawed (with such vigour) Time to land Award 0 marks if candidate has written more words.	1

Question	Answer	Marks
4(a)	Award 1 mark for: <ul style="list-style-type: none"> a (black) streambed / a riverbed Award 0 marks if candidate has written more words.	1
4(b)	Award 1 mark for each of the following: <ul style="list-style-type: none"> Parallel sentences structures. Repetition / repeats sentence openings He uses short sentences. 	2

Question	Answer	Marks																		
5(a)	Award 1 mark for each of the following up to a maximum of 2 marks . Allow quotations from the text, or paraphrases. <table border="1" style="margin-left: 20px;"> <tbody> <tr> <td>yes</td> <td>large windows with great views / large windows with beautiful scenery</td> </tr> <tr> <td>yes</td> <td>homely sofas around a fireplace / a pair of pillowed rustic sofas flanked the flagstone fireplace</td> </tr> <tr> <td>yes</td> <td>a room with (wooden) panelling (smelling of pine) / one (great) (panelled) room smelling of pine.</td> </tr> <tr> <td>yes</td> <td>cosy / comfortable</td> </tr> <tr> <td>no</td> <td>sticky notes everywhere / sticky notes clung to the cabinets</td> </tr> <tr> <td>no</td> <td>used, tattered furniture / battered oak table</td> </tr> <tr> <td>no</td> <td>plumbing doesn't work properly / plumbing quirks</td> </tr> <tr> <td>no</td> <td>(one) great (panelled) room smelling of pine.</td> </tr> <tr> <td>no</td> <td>kitchen reeked/smelled of damp (towels and plaster)</td> </tr> </tbody> </table>	yes	large windows with great views / large windows with beautiful scenery	yes	homely sofas around a fireplace / a pair of pillowed rustic sofas flanked the flagstone fireplace	yes	a room with (wooden) panelling (smelling of pine) / one (great) (panelled) room smelling of pine .	yes	cosy / comfortable	no	sticky notes everywhere / sticky notes clung to the cabinets	no	used, tattered furniture / battered oak table	no	plumbing doesn't work properly / plumbing quirks	no	(one) great (panelled) room smelling of pine .	no	kitchen reeked/smelled of damp (towels and plaster)	2
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5(b)	Award 1 mark for each of the following: <ul style="list-style-type: none"> to present examples (first box indicated) to introduce a list (fourth box indicated) 	2																		


Question	Answer	Marks
6(a)	Award 1 mark for one of the following: (His father says:) <ul style="list-style-type: none"> • (Black) bears / <i>Ursus americanus</i> • There are mammals / <i>Ursus americanus</i> in the area (and his book is about mammals). • (Black) bears / <i>Ursus americanus</i> can smell food from a long way away. 	1
6(b)	Award 1 mark for: <ul style="list-style-type: none"> • The light is powered by hand. / charge it by cranking / turning a handle to charge the light. / You make light by cranking the light yourself. / The torch doesn't use batteries. / He could make his own electrons. 	1


Question	Answer	Marks
7(a)	Award 1 mark for: <ul style="list-style-type: none"> • ('Yank' means / He is woken) suddenly / unexpectedly / roughly / rudely / by force 	1
7(b)	Award 1 mark for: <ul style="list-style-type: none"> • He's easily bored. / He doesn't have a lot of patience. / His enthusiasm doesn't last long. 	1
7(c)	Award 1 mark for: <ul style="list-style-type: none"> • To emphasise the length of time it would take / the duration of a lifetime. 	1


Question	Answer	Marks										
8(a)	Award 1 mark for: <ul style="list-style-type: none"> • to represent the father’s internal monologue / thoughts / feelings • to signify a new chapter/section 	1										
8(b)	Award 1 mark for an answer that conveys one of the following ideas: <ul style="list-style-type: none"> • It tells us about the characters. • It tells us about the relationship between the characters. • It moves the narrative on. • It shows how the characters interact with each other. 	1										
8(c)	Award 1 mark for each reason and 1 mark for matching quotation up to a maximum of 4 marks : <table border="1" data-bbox="328 757 1316 1176" style="margin-left: 20px;"> <thead> <tr> <th data-bbox="328 757 823 808">Reason</th> <th data-bbox="823 757 1316 808">Quotation</th> </tr> </thead> <tbody> <tr> <td data-bbox="328 808 823 891">The writer/father of Robin calls her by a nickname.</td> <td data-bbox="823 808 1316 891">Aly (for Alyssa)</td> </tr> <tr> <td data-bbox="328 891 823 974">They have the same hair colour.</td> <td data-bbox="823 891 1316 974">his wild auburn mop. Her colour (– Aly’s)</td> </tr> <tr> <td data-bbox="328 974 823 1057">They are similar in character / have similar characteristics</td> <td data-bbox="823 974 1316 1057">He was so her.</td> </tr> <tr> <td data-bbox="328 1057 823 1176">She knows him very well / she knows how he thinks.</td> <td data-bbox="823 1057 1316 1176">Alyssa used to say that when he concentrated, you could hear him whirring.</td> </tr> </tbody> </table>	Reason	Quotation	The writer/father of Robin calls her by a nickname.	Aly (for Alyssa)	They have the same hair colour.	his wild auburn mop. Her colour (– Aly’s)	They are similar in character / have similar characteristics	He was so her.	She knows him very well / she knows how he thinks.	Alyssa used to say that when he concentrated, you could hear him whirring.	4
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She knows him very well / she knows how he thinks.	Alyssa used to say that when he concentrated, you could hear him whirring.											

Section B: Writing


Question	Answer	Marks
<p>Notes to markers</p> <ul style="list-style-type: none"> • Use the marking grids on the following pages. • Marking should always begin from the lowest mark in each row and work across: start from the left-hand side. • Award 0 marks where the performance fails to meet the lowest criteria. • 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. <p>Note on extent:</p> <ul style="list-style-type: none"> • 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. 		
9	Creation of texts (Wc)	5
	Vocabulary and Language (Wv)	3
	Structure of texts (Ws)	7
	Grammar and punctuation (Wg)	7
	Word structure [Spelling] (Ww)	3
		[Total 25]

			
Creation of texts (Wc) [1]	Creation of texts (Wc) [2]	Creation of texts (Wc) [3]	Creation of texts (Wc) [4–5]
<p>Some material included that elaborates on basic information.</p> <p>OR</p> <p>Some elements of the text type can be seen.</p> <p><i>A maximum of 1 mark can be awarded if not the given text type.</i></p>	<p>A relevant response with well-chosen ideas and content. Some ideas and material are developed.</p> <p>Purpose of writing is clear and appropriate to the given text type where some features are evident.</p> <p>A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience.</p>	<p>Relevant material has ideas and content with detail developed.</p> <p>Features of the text type are clear throughout.</p> <p>Consistent viewpoint with detail that sustains interest with writer's style / personal response which emphasises particular points.</p>	<p>Content is clearly aimed at a target audience with a good balance of coverage.</p> <p>Writing is well developed so that features of the text type are used consistently and successfully</p> <p>A clear, consistent relationship between writer and reader is established and maintained throughout the text.</p>

		
Vocabulary and Language (Wv)	Vocabulary and Language (Wv)	Vocabulary and Language (Wv)
[1]	[2]	[3]
Sometimes uses appropriate vocabulary to convey meaning matched to the context.	Appropriate vocabulary is used that is suitable for the <u>specified</u> text type. Good attempts to use persuasive elements (word/tone/phrases).	Language is wholly relevant to the text type and purpose. Specialised vocabulary is used well, for effect, throughout the text. Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest.

			
Structure of texts (Ws)	Structure of texts (Ws)	Structure of texts (Ws)	Structure of texts (Ws)
[1]	[2-3]	[4-5]	[6-7]
Structure is clear using paragraphs/sections with some attempts to organise the content.	Paragraphs/sections are evident with related points grouped together (and/or linked by time sequence). Some attempts to sequence relevant ideas logically. Cohesion between paragraphs/sections is achieved using devices such as simple connectives to establish links. <i>If either the context or text type is incorrect, the maximum is 3.</i>	Content is organised so that ideas are developed cohesively and logically throughout a piece of sustained writing. Paragraphs/sections are organised to achieve an <u>appropriate effect for the specified text type</u> , where included sentences add clarity to overall text. (There may be some use of organisational devices such as bullets, numbered lists, Q&A style.)	Development of ideas is managed throughout an extended piece of writing. Well-organised ideas in paragraphs and/or sections support overall cohesion and shaping of a text. Logical links between paragraphs help the development of ideas. Cohesion within and between paragraphs is achieved using devices such as connectives.

➔			
Grammar and Punctuation (Wg)	Grammar and Punctuation (Wg)	Grammar and Punctuation (Wg)	Grammar and Punctuation (Wg)
[1]	[2-3]	[4-5]	[6-7]
<p>Some simple sentence structures are used successfully.</p> <p>Some correct use of punctuation, such as full stops and capital letters.</p> <p>Note: do not discriminate if learners write with good English but there are punctuation errors. If ambitious structures are used, begin marking at 2–3 marks, provided there is variation in sentence openings.</p>	<p>Uses an increasing range of sentence types accurately and may include attempts at complex structures.</p> <p>Use of expanded phrases to develop ideas.</p> <p>For example:</p> <ul style="list-style-type: none"> noun, adverbial, adjectival, and verb phrases with a range of connectives <p>Verb forms are generally used accurately, i.e. subject matches verb, consistency of tense, use of singular and plural.</p> <p>Punctuation is used consistently and accurately.</p> <p>For example:</p> <ul style="list-style-type: none"> to demarcate sentences commas are always used in lists and sometimes to clarify meaning in sentences apostrophes correct for possession (singular/plural) <p>(Direct speech punctuation includes other punctuation alongside speech marks.)</p> <p>Note: if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here</p>	<p>Grammar is almost always accurate throughout the text.</p> <p>For example:</p> <ul style="list-style-type: none"> simple, compound and complex sentences; multi-clause sentences combine simple sentences and/or re-order clauses modal verbs pronouns and possessive pronouns used accurately adjectives and adverbs used correctly (comparative/superlative) use of prepositions <p>Punctuation is used accurately.</p> <p>For example:</p> <ul style="list-style-type: none"> to demarcate sentences (and for direct speech) commas are always used in lists and often to mark clauses in complex sentences use of apostrophes is accurate 	<p>Overall grammar and use of English is fully <u>appropriate for the text type</u>.</p> <p>For example:</p> <ul style="list-style-type: none"> a variety of simple, compound and complex sentences are chosen for effect relative pronouns may provide detail <p>Punctuation is used accurately.</p> <p>For example:</p> <ul style="list-style-type: none"> to clarify meaning in complex sentences. <p>(All speech punctuation, reported and direct, is correct).</p>

		
Word structure (Ww) (Spelling)	Word structure (Ww) (Spelling)	Word structure (Ww) (Spelling)
[1]	[2]	[3]
<p>Examples:</p> <p>Spelling of all high frequency words and common polysyllabic words, including compound words, is correct.</p> <p>Spelling of words with common letter strings, but different pronunciations is correct, for example <i>through</i>, <i>tough</i>.</p> <p>Spelling of a range of common prefixes and suffixes is correct.</p> <p>Spelling of common homophones is correct.</p> <p>Some correct spelling of long and short vowel phonemes.</p> <p>Spelling of plurals is usually correct, for example <i>-s</i>, <i>-es</i>, <i>-y/ies</i>, <i>-f/ves</i></p>	<p>Examples:</p> <p>Correct spelling of words with less common letter strings that are pronounced differently, for example <i>pour</i>, <i>hour</i>, <i>piece</i>, <i>pie</i>.</p> <p>Some successful attempts to spell exceptions to known spelling rules.</p> <p>Correctly spell words with silent vowels and syllables in a range of polysyllabic words, for example <i>library</i>, <i>interest</i>.</p> <p>Spell common homonyms correctly, for example <i>wave (gesture)</i>, <i>wave (sea)</i>.</p> <p>Spell words with a wide range of prefixes and suffixes, including opposites (<i>un-</i>, <i>im-</i>) correctly.</p> <p>Spell words with double consonants correctly.</p>	<p>Examples:</p> <p>Spell words with different suffixes that sound the same, for example <i>-tion</i>, <i>-cian</i>.</p> <p>Spell familiar homophones and commonly confused words correctly, for example <i>aloud</i>, <i>allowed</i>, <i>desert</i>, <i>dessert</i>.</p> <p>Spell a wide range of words, both regular and exception words correctly, including words where similar consonant sounds vary, for example <i>-ck</i>, <i>-k</i>, <i>-ch</i>, <i>-que</i>, <i>-k</i>.</p>

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