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**ENGLISH**

**1111/02**

Paper 2

**April 2018**

MARK SCHEME

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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 Principal Examiner Report for teachers.

Cambridge will not enter into discussions about these mark schemes.

## **Maximum Mark 50**

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This document consists of **10** printed pages.

## Section A: Reading

Question	Answer	Marks
1	<b>How does Stephen refer to his sister and Cordelia?</b>  (the) teenager(s)	1

Question	Answer	Marks
2	<b>What <u>two</u> things did Stephen do to help him study?</b>  He wore his (ravelling) (maroon) sweater. (1 mark)  He stood on his head (so the blood went to his brain). (1 mark)	2

Question	Answer	Marks
3	<b>How does Cordelia react to Stephen's opinion of time?</b> <b>Tick <u>one</u> box.</b>  She is dismissive of it. (Box 2)	1

Question	Answer	Marks
4	<b>Give <u>one</u> quotation from the text which shows that being inside the streetcar was an unpleasant experience.</b>  'muggy with twice-breathed air' / 'muggy' / 'twice-breathed air' OR 'the smell of wool'	1

**FINAL**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
5	<p><b>What do the words <i>glinting as metal</i> (line 11) suggest about Cordelia's character?</b></p> <p>She is a hard / tough character / strong-(willed) / cold(hearted) She has very little sympathy for people.</p>	1

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
6	<p><b>'We're impervious, we scintillate, we are thirteen.' (line 12)</b> <b>What does this quotation suggest about the attitude of the girls?</b></p> <p>They feel invincible / (very) confident / over-confident/ arrogant They think they are very cool / sassy. They feel very grown up / act as though they are older / feel superior</p>	1

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
7	<p><b>What action suggests that the girls rebel against their parents?</b></p> <p>They take off the kerchiefs. / They put the kerchiefs in their pockets.</p>	1

Question	Answer	Marks
8	<p><b>Write <u>three</u> quotations from the seventh paragraph which suggests that the girls have a negative attitude towards some of the women on the streetcar.</b></p> <p>‘we think of them as old’  ‘others are poorer (and have dark shawls around their shoulders)’  ‘others are bulgy/ dumpy/(with) clamped self-righteous mouths’  ‘associate with sales, /with bargain basements’  ‘cheap cloth’  (‘Gaberdine,’ she says,) ‘Ticky–tack.’</p> <p><b>Accept any three quotations for 3 marks.</b></p>	3

Question	Answer	Marks
9	<p><b>‘Then there are the ones who still try for an effect of glamour.’ (Line 23)</b>  <b>Why do these women stand out?</b>  <b>Tick <u>two</u> boxes</b></p> <p>Boxes 3 and 5:  Their make-up seems exaggerated.  Their appearance is unconventional.</p> <p><b>Award 1 mark for each correctly ticked box.</b></p>	2

Question	Answer	Marks
10	<p><b>The narrator wonders what kind of modern art she is drawing on herself lines 36–37.</b>  <b>What does this thought remind her of?</b></p> <p>(It reminds her) of the old ladies / of ladies in the streetcar / of the ladies’ make-up / of those ladies that she liked.</p>	1

## FINAL

Question	Answer	Marks
11	<p><b>'The truth, or whatever would make me look good?' (lines 39–40). One of the themes of this extract is friendship. What <u>two</u> things does this quote suggest about the friendship between the narrator and Cordelia?</b></p> <ul style="list-style-type: none"> <li>• She feels the need to impress Cordelia / feels in competition with Cordelia / feels inferior to Cordelia / they judge each other</li> <li>• They were not always honest / open with each other / didn't always confide in each other.</li> <li>• Their friendship was superficial / they were not true friends.</li> </ul> <p>Award <b>1 mark</b> for <b>each</b> separate idea.</p>	2

Question	Answer	Marks
12	<p><b>What keeps happening to the narrator while she is walking around the town where she grew up?</b></p> <p>She keeps imagining she is seeing Cordelia.</p> <p>She keeps seeing women who look like Cordelia.</p> <p>She keeps expecting to see Cordelia.</p> <p>She constantly thinks of / remembers / is reminded of / has flashbacks of Cordelia.</p>	1

Question	Answer	Marks														
13	<p><b>Explain in your own words how the atmosphere of the neighbourhood has changed. Support your answer with examples from the text.</b></p> <table border="0"> <thead> <tr> <th>Explanations</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>It has become very wealthy looking.</td> <td>It is no longer dowdy, shabby-genteel.</td> </tr> <tr> <td>It looks much brighter/ more vibrant.</td> <td>There are neon lights.</td> </tr> <tr> <td>The buildings are more modern.</td> <td>Old buildings have been restored.</td> </tr> <tr> <td>The buildings are more developed.</td> <td>There are towers of glass.</td> </tr> <tr> <td>It feels less friendly.</td> <td>The buildings are like gravestones of cold light.</td> </tr> <tr> <td>Transport has gone/ lack of life and activity</td> <td>Streetcars no longer run.</td> </tr> </tbody> </table> <p>Award <b>1 mark</b> each for any supported point, up to a maximum of <b>4 marks</b>.</p>	Explanations	Examples	It has become very wealthy looking.	It is no longer dowdy, shabby-genteel.	It looks much brighter/ more vibrant.	There are neon lights.	The buildings are more modern.	Old buildings have been restored.	The buildings are more developed.	There are towers of glass.	It feels less friendly.	The buildings are like gravestones of cold light.	Transport has gone/ lack of life and activity	Streetcars no longer run.	4
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14	<p data-bbox="300 264 1345 342"><b>Explain in your own words how the theme of time is shown throughout the text. Support your answer with examples from the text.</b></p> <table border="1" data-bbox="300 383 1345 1205"> <thead> <tr> <th data-bbox="300 383 874 427">Explanations</th> <th data-bbox="874 383 1345 427">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 427 874 517">The text contains remarks about time; these may be past, present or future.</td> <td data-bbox="874 427 1345 517">Stephen says time is not a line. Time is not a line but a dimension</td> </tr> <tr> <td data-bbox="300 517 874 640">The text refers to what happened in the past Flashbacks are used in the text.</td> <td data-bbox="874 517 1345 640">Are riding on the streetcar <i>Any correct reference to the past.</i></td> </tr> <tr> <td data-bbox="300 640 874 741">The extract moves from past to present/deals with getting older.</td> <td data-bbox="874 640 1345 741">The teenagers – I look like a worn-out thirty-five year old.</td> </tr> <tr> <td data-bbox="300 741 874 808">The narrator talks about the present.</td> <td data-bbox="874 741 1345 808">I'm having that problem now.</td> </tr> <tr> <td data-bbox="300 808 874 909">The narrator looks forward to the future from the past.</td> <td data-bbox="874 808 1345 909">I'm going to have a pet iguana.</td> </tr> <tr> <td data-bbox="300 909 874 1032">The narrator compares the past to the present.</td> <td data-bbox="874 909 1345 1032"><i>Any reference to changes in buildings, street cars or the ladies.</i></td> </tr> <tr> <td data-bbox="300 1032 874 1205">The narrator looks to the future from the present.</td> <td data-bbox="874 1032 1345 1205">She wonders what she would say to Cordelia now.</td> </tr> </tbody> </table> <p data-bbox="331 1234 1313 1267">Award ONE mark for any supported point made, to a maximum of 4 marks.</p>	Explanations	Examples	The text contains remarks about time; these may be past, present or future.	Stephen says time is not a line. Time is not a line but a dimension	The text refers to what happened in the past Flashbacks are used in the text.	Are riding on the streetcar <i>Any correct reference to the past.</i>	The extract moves from past to present/deals with getting older.	The teenagers – I look like a worn-out thirty-five year old.	The narrator talks about the present.	I'm having that problem now.	The narrator looks forward to the future from the past.	I'm going to have a pet iguana.	The narrator compares the past to the present.	<i>Any reference to changes in buildings, street cars or the ladies.</i>	The narrator looks to the future from the present.	She wonders what she would say to Cordelia now.	4
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**FINAL****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>• Scroll to the end of page 8 to ensure you have seen all of the writing; you may need to use full-response view if the candidate has written outside of the given lines/pages.</li> <li>• Ignore the planning – it is not to be marked. If there is nothing on pages 7 &amp; 8, award NR for all strands.</li> <li>• AOs must be annotated before the scripts can be submitted.</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><b>15 Write a story about a person meeting someone who they have not seen for a long time.</b></p> <p><b>You could consider:</b></p> <ul style="list-style-type: none"> <li>• <b>where they meet</b></li> <li>• <b>what memories they have</b></li> <li>• <b>how they have both changed</b></li> <li>• <b>what has happened since they last met.</b></li> </ul> <p><i>Note : candidates do not need to cover all of these bullet points – they are only suggestions.</i></p>		
<b>15</b>	Content, purpose and audience. (Wa)	<b>8</b>
	Text structure and organisation. (Wt)	<b>7</b>
	Sentence structure and punctuation. (Wp)	<b>7</b>
	Spelling (Ws)	<b>3</b>
		<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. The response has content and relevant ideas developed in detail, and there is clear consistent engagement with reader. The character, point of view and voice is sustained. 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. 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. Content and relevant ideas are developed with a clear awareness of audience. 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. 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. There are basic ideas with a little development, and the beginnings of awareness of audience. 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. 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. There is a limited range of material. 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>

**FINAL**

<b>Sentence structure and punctuation (Wp)</b> 7 marks	<b>Spelling (Ws)</b> 3 marks
<p>A range of appropriate and varied sentence structures are used to create effect. The use of sentence features contributes to the overall development of the text. Almost entirely accurate grammar (tenses, agreement and word order) with a range of devices to enhance and emphasise meaning. 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. Some sentence features are used to clarify and emphasise meaning. 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. 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. Mostly simple compound structures based on a variety of connectives. 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. 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. 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. 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>