
ENGLISH

1111/02

Paper 2

October 2019

FINAL 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 an 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 consists of **9** printed pages and **1** blank page.

Section A: Reading

Question	Answer	Marks
1	<p>Give a two-word phrase from the first paragraph (lines 1–6) that shows that Nanima is treasured by her family.</p> <p>Award 1 mark for the following:</p> <p>Content removed due to copyright restrictions</p>	1

Question	Answer	Marks
2	<p>Give two reasons why everyone notices Nanima's arrival in the village.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • Papa drives up tooting his horn. • A noisy welcoming (committee) / everyone rushed into the garden / shouting / waving. 	2

Question	Answer	Marks
3	<p>Content removed due to copyright restrictions</p> <p>What does this description of how Nanima gets out of the car tell us about her?</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • She is large / fat / plus size / overweight / heavy / only just fitted into the car. • She is old / weak. • She is stiff (after travelling for so long) / has difficulty moving. 	1

Question	Answer	Marks
4	<p>Look at the second paragraph (lines 7–11).</p> <p>Give a quotation that tells the reader that mama feels very emotional.</p> <p>Award 1 mark for either of the following:</p> <p>Content removed due to copyright restrictions</p>	1

Question	Answer	Marks
5	<p>Look at the third paragraph (lines 12–17).</p> <p>Why is Nanima confused about Pinky and Baby?</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • because they aren't related to her / her grandchildren • because they're in front of her grandchildren • because (they are at the front and) she doesn't recognize them / know who they are. 	1

Question	Answer	Marks
6	<p>Content removed due to copyright restrictions What does this tell the reader about how Sunil is feeling?</p> <p>Award 1 mark for either of the following:</p> <ul style="list-style-type: none"> • He is upset / about to cry / sad / uncomfortable / overwhelmed / nervous / scared / shy / emotional. • He doesn't like being held by Nanima. 	1

Question	Answer	Marks
7	<p>Content removed due to copyright restrictions Give <u>two</u> ways that the writer uses language and structure to show mama's excitement.</p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • repetition (of (your) Nanima) • short sentences • speaking quickly / no pauses • use of exclamation marks / exclamatory marks 	2

Question	Answer	Marks
Content removed due to copyright restrictions		
8 (a)	<p>Give <u>two</u> ways that the writer uses language in the sentence above to show the strength of Meena's feelings. Support each answer with a quote from the text.</p> <p>Award 1 mark for any supported suggestion and 1 mark for each supporting quotation, up to a maximum of 4 marks, i.e.:</p> <ul style="list-style-type: none"> • Answer: the use of vocabulary / alliteration / metaphor (associated with warm or pleasant things) • Answer: emotive language (shows how overcome she was) • Answer: her detailed description of her grandmother / use of adjectives • Answer: compares her to her mother / remind her of her mother • Answer: the Punjabi language isn't a barrier to understanding • Answer: uses the senses to show the feelings <p>Accept any relevant quote from this sentence that supports a correct answer.</p>	4
8 (b)	<p>How does the writer make the structure of the sentence above show the strength of Meena's feelings?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • by using one long sentence (which shows how many feelings were flooding through her) 	1

Question	Answer	Marks
9	<p>Look at lines 34–36.</p> <p>Meena is not offended when Nanima calls her a <i>junglee</i>. Why?</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> because she knows Nanima thinks it is a good thing / Nanima is complimenting her She likes the word jungle / thinks it's funny / a joke. She likes the idea of being a junglee / likes being wild. Meena wanted to please Nanima / make her laugh / she loves Nanima / to show good will. 	1

Question	Answer	Marks
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10 (a)	<p>What language feature is demonstrated in the above phrase?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> a simile 	1
10 (b)	<p>What does it tell you about the way Sunil can talk?</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> that he just copies / repeats people / words / tries out new words that he isn't very good at talking yet / could not talk fluently He doesn't understand what he's saying. 	1

Question	Answer	Marks
11	<p>Give <u>one</u> word from the eighth paragraph (lines 37–46) that tells the reader that the weather was unusual for the time of year.</p> <p>Award 1 mark for the following:</p> <p>Content removed due to copyright restrictions</p>	1

Question	Answer	Marks
12	<p>Content removed due to copyright restrictions</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> There are so many / a lot of guests. The guests cannot be contained by the house / are uncontrolled. All the guests come out of the house in an uncontrolled manner / filling up the garden / spreading into the garden. 	1

Question	Answer	Marks								
13	<p>What impressions does the reader get of Nanima’s personality?</p> <p>Complete the table below. The first quote has been done for you.</p> <p>Award 1 mark for each correct quote, up to a maximum of 2 marks:</p> <p>Make sure quotations relate to Nanima and not the writer nor the environment</p> <table border="1"> <thead> <tr> <th>Adjective</th> <th>Quote</th> </tr> </thead> <tbody> <tr> <td>affectionate</td> <td>Content removed due to copyright restrictions</td> </tr> <tr> <td>playful</td> <td>Content removed due to copyright restrictions</td> </tr> <tr> <td>exotic</td> <td>Content removed due to copyright restrictions</td> </tr> </tbody> </table>	Adjective	Quote	affectionate	Content removed due to copyright restrictions	playful	Content removed due to copyright restrictions	exotic	Content removed due to copyright restrictions	2
Adjective	Quote									
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playful	Content removed due to copyright restrictions									
exotic	Content removed due to copyright restrictions									

Question	Answer	Marks
14	<p>Look at the eighth and ninth paragraphs (lines 37–50). The narrative changes in these paragraphs.</p> <p>Tick (✓) <u>one</u> box to show how the narrative changes.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> The focus moves away from Nanima. 	1

Question	Answer	Marks								
15	<p>Complete the table below with typical narrative features that are used in the text.</p> <p>Award 1 mark for each correct quote, up to a maximum of 2 marks:</p> <table border="1"> <thead> <tr> <th>Narrative feature</th> <th>Example from the text</th> </tr> </thead> <tbody> <tr> <td>first person</td> <td>Content removed due to copyright restrictions</td> </tr> <tr> <td>time connective phrase</td> <td>Content removed due to copyright restrictions</td> </tr> <tr> <td>direct speech</td> <td>Content removed due to copyright restrictions</td> </tr> </tbody> </table>	Narrative feature	Example from the text	first person	Content removed due to copyright restrictions	time connective phrase	Content removed due to copyright restrictions	direct speech	Content removed due to copyright restrictions	2
Narrative feature	Example from the text									
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time connective phrase	Content removed due to copyright restrictions									
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Question	Answer	Marks
16	<p>Tick (✓) <u>one</u> box below to show the best title for this text.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> A family reunion. 	1

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 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. 		
<p>17 Write about a time when you met someone new who made a strong impression on you.</p>		
17	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 planned and coherent writing, 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 writing.</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 writing 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 writing 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 writing 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>

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>

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