



Cambridge Lower Secondary Checkpoint

ENGLISH

1111/02

Paper 2 Fiction

October 2020

MARK SCHEME

Maximum Mark: 50

IMPORTANT NOTICE

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. Any blank pages are indicated.

Section A: Reading

Question	Answer	Marks
1	<p>Give one word that tells the reader that Priya makes a lot of noise when she first sees Mira.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> Hollering 	1

Question	Answer	Marks
2	<p>Look at lines 2–7.</p> <p>Give a two-word phrase that tells the reader that Mira loses control and starts crying freely.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> suddenly cascade. 	1

Question	Answer	Marks								
3	<p>The way that Priya greets Mira is different from the way that Anjali greets Mira.</p> <p>Complete the table below to describe the different ways.</p> <p>Award 1 mark for an appropriate word and 1 further mark for appropriate evidence that matches the word.</p> <p>For example:</p> <table border="1" data-bbox="300 1442 1347 1783"> <thead> <tr> <th>One word to describe Anjali's greeting</th> <th>Evidence from the text</th> </tr> </thead> <tbody> <tr> <td>Calm/kind/caring/ motherly/warm/ affectionate/friendly/comforting/ welcoming/loving/happy</td> <td>'steps forward' / 'enfolds Mira'</td> </tr> <tr> <td>Formal/gentle/accepting/interested</td> <td>'takes [Mira's] head in her hands and studies [her] face'</td> </tr> <tr> <td>Emotional/happy/loving/welcoming/ heartwarming</td> <td>'tears are rolling down her cheeks'/ 'She smiles at me and kisses my cheek.'</td> </tr> </tbody> </table> <p>Accept other descriptions or relevant evidence from the text, which may be quotations or paraphrases. Ensure that the description and the evidence match</p>	One word to describe Anjali's greeting	Evidence from the text	Calm/kind/caring/ motherly/warm/ affectionate/friendly/comforting/ welcoming/loving/happy	'steps forward' / 'enfolds Mira'	Formal/gentle/accepting/interested	'takes [Mira's] head in her hands and studies [her] face'	Emotional/happy/loving/welcoming/ heartwarming	'tears are rolling down her cheeks'/ 'She smiles at me and kisses my cheek.'	2
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Question	Answer	Marks
4	<p>'Ha! You didn't even recognise me!' (Line 15)</p> <p>Why is it difficult for Mira to recognise Priya?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • She had had her hair cut / She has a new hair style • She has changed (her appearance) / doesn't look like she did before/ looks nothing like she did on Skype 	1

Question	Answer	Marks
'Anyone would think / am the London chick and you are the Hindu princess!' (Lines 16–17)		
5(a)	<p>What do these words tell the reader about the clothes the two girls are wearing?</p> <p>Award 1 mark for an answer that recognises that there is a contrast between the ways the two characters are dressed, e.g.:</p> <ul style="list-style-type: none"> • Priya is dressed in a fashionable/London/non-traditional style, while Mira is wearing traditional Indian clothes • There is a difference/contrast in styles / between the way the two are dressed. • The different styles represent two different cultures. 	1
5(b)	<p>Why has Priya chosen the clothes she is wearing?</p> <p>Award 1 mark for an answer that recognises Priya's desire to impress Mira with her modernity, e.g.:</p> <ul style="list-style-type: none"> • Priya is demonstrating that she is free to make her own choices • Priya is showing that she keeps up with current fashions • Priya wants to impress Mira / to look her best / to fit in with her • Priya wants to honour Mira 	1

Question	Answer	Marks
6	<p>“Is that all you brought?” Priya gasps...’ (Line 24)</p> <p>What is Priya's expectation?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • Priya expected that Mira would bring more luggage/bags/'stuff'/clothes/a (suit)case 	1

Question	Answer	Marks
'My case is missing.' (Line 30)		
7(a)	<p>Why does the writer use a short sentence?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> to emphasise the information/point / for impact/effect/suspense/shock/surprise / to get attention / it is important / make the situation more dramatic 	1
7(b)	<p>How does Mira feel?</p> <p>Award 1 mark for an answer that recognises how the sentence conveys Mira's feelings at losing her luggage, e.g.</p> <ul style="list-style-type: none"> (Mira feels) sad/worried/hopeless/helpless/stressed/upset/fed up/confused 	1

Question	Answer	Marks
8	<p>'Typical!' (Line 31)</p> <p>What does this tell the reader about Anjali's opinion of the situation?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> She isn't surprised. / She expects it / she's annoyed It's very common / normal / happens all the time / the airport always loses luggage 	1

Question	Answer	Marks
9	<p>Look at lines 35–40. Identify <u>two</u> examples of irony.</p> <p>Tick (✓) <u>two</u> boxes.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> 'It'll be a great hardship for her ...' 'That'll be <i>such</i> a chore!' 	2

Question	Answer	Marks
10	<p>Give a quotation from the text that shows that Mira almost begins to cry again.</p> <p>Award 1 mark for either of the following:</p> <ul style="list-style-type: none"> • ‘(I can hear a) wobble in my voice • ‘(and) I swallow hard’. 	1

Question	Answer	Marks
11	<p>Give an example of alliteration from lines 42–48.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • (have the) same silent / repertoire of reprimands. 	1

Question	Answer	Marks
12	<p>Give <u>one</u> word from lines 49–56 that means ‘diving through the air’.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • Swooping 	1

Question	Answer	Marks
13	<p>‘...shaving the air...’ (Line 52)</p> <p>What is the phrase above an example of?</p> <p>Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • a metaphor. 	1

Question	Answer	Marks
14	<p>What <u>two</u> things does the reader learn about Priya’s future intentions?</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • She intends to travel. / She wants to be as free as a bird / be independent / be like Mira • She doesn’t intend to have children. 	2

Question	Answer	Marks
15	<p>‘She quickly turns away...’ (Line 61)</p> <p>Why does she quickly turn away?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none">• She doesn’t want Mira and/or Priya to see her face/sadness/emotion.• She is about to cry (and doesn’t want them to see her).• To hide her feelings/reaction	1

Question	Answer	Marks
16	<p>Whose viewpoint is the story told from?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none">• Mira / Mira’s viewpoint.	1

Question	Answer	Marks																
17	<p>Anjali understands her daughter well. Give <u>two</u> examples of how the reader knows this.</p> <p>Support each part of your answer with quotations from the whole text.</p> <p>Award 1 mark for each relevant point about Anjali and Priya’s relationship, up to a maximum of 2 marks.</p> <p>Award 1 mark for each quotation linked to a relevant point about Anjali and Priya’s relationship, up to a maximum of 2 marks. There are no marks for quotations without a correct point in the first column.</p> <p>E.g. 4 marks:</p> <ul style="list-style-type: none"> Anjali is aware that Priya wants to impress Mira [1] as she says to Mira, ‘all of this is done in your honour’ [1]. She knows what Priya wants to do in the future [1] as she ‘smiles knowingly at Priya’s chatter’ [1]. <table border="1" data-bbox="300 869 1347 1686"> <thead> <tr> <th data-bbox="300 869 823 927">Anjali</th> <th data-bbox="823 869 1347 927">Supporting quotations from text</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 927 823 1003">She understands that Priya wants to impress Mira.</td> <td data-bbox="823 927 1347 1003">(You should know, Mira, that) all of this... is done in your honour.</td> </tr> <tr> <td data-bbox="300 1003 823 1079">They share a joke.</td> <td data-bbox="823 1003 1347 1079">It’ll be a great hardship for her. / I hate shopping.</td> </tr> <tr> <td data-bbox="300 1079 823 1232">She only needs to look at her daughter to communicate. / She can communicate non-verbally with her daughter.</td> <td data-bbox="823 1079 1347 1232">...and shoots her an ‘I’ll deal with you later!’ look.</td> </tr> <tr> <td data-bbox="300 1232 823 1348">She knows about her daughter’s aspirations (but doesn’t take them seriously).</td> <td data-bbox="823 1232 1347 1348">Anjali smiles knowingly at Priya’s chatter. / ‘Never is a very long time’, she says.</td> </tr> <tr> <td data-bbox="300 1348 823 1464">She doesn’t always believe Priya.</td> <td data-bbox="823 1348 1347 1464">‘Anjali smiles knowingly.’</td> </tr> <tr> <td data-bbox="300 1464 823 1581">She knows Priya loves shopping.</td> <td data-bbox="823 1464 1347 1581">‘I am sure Priya won’t mind taking you shopping.’</td> </tr> <tr> <td data-bbox="300 1581 823 1686">She knows Priya can go too far / get carried away.</td> <td data-bbox="823 1581 1347 1686">‘Priya!’ Give Mira a chance to breathe.’</td> </tr> </tbody> </table>	Anjali	Supporting quotations from text	She understands that Priya wants to impress Mira.	(You should know, Mira, that) all of this... is done in your honour.	They share a joke.	It’ll be a great hardship for her. / I hate shopping.	She only needs to look at her daughter to communicate. / She can communicate non-verbally with her daughter.	...and shoots her an ‘I’ll deal with you later!’ look.	She knows about her daughter’s aspirations (but doesn’t take them seriously).	Anjali smiles knowingly at Priya’s chatter. / ‘Never is a very long time’, she says.	She doesn’t always believe Priya.	‘Anjali smiles knowingly.’	She knows Priya loves shopping.	‘I am sure Priya won’t mind taking you shopping.’	She knows Priya can go too far / get carried away.	‘Priya!’ Give Mira a chance to breathe.’	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 of 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. • Ignore anything written in the plan space. 		
<p>18 Write a story about arriving in a new place and meeting someone for the first time.</p>		
<p>You should consider:</p> <ul style="list-style-type: none"> • the place where you both meet • the person – their appearance and their character • what happens after you meet 		
18	Content, purpose and audience. (Wa)	8
	Text structure and organisation. (Wt)	7
	Sentence structure and punctuation. (Wp)	7
	Spelling (Ws)	3
		[Total 25]

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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>

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>