
ENGLISH

0844/02

Paper 2

April 2018

MARK SCHEME

Maximum Mark: 50

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.

This document consists of **15** printed pages and **1** blank page.

PRE-STANDARDISATION**Section A: Reading**

Question	Answer	Marks
1	Look at the first two paragraphs (line 7–12). Which <u>two</u> statements about The Academy for Witches are true? Tick (✓) <u>two</u> boxes. Award 1 mark for each of the following: • It has an outside area. • It has more than one floor.	2

Question	Answer	Marks
‘Sometimes you could see the pupils on their broomsticks flitting like bats ...’ (Line 3)		
2(a)	What is <i>flitting like bats</i> an example of? Tick (✓) <u>one</u> box. Award 1 mark for the following: • simile	1
2(b)	Explain in your own words what <i>flitting like bats</i> means. Think about the kind of movement and the imagery. Award 1 mark for an appropriate explanation of the flitting <u>movement</u>: • for example: sharp / unpredictable / fast movements. Award 1 mark for an appropriate explanation of ‘like bats’: • for example: shadowy / black (like bats) / dark creatures / dark objects.	2

Question	Answer	Marks
3	Look at this phrase: ‘... but usually the place was half hidden in mist, ...’ (Lines 4–5). What atmosphere does the writer create with this description? Award 1 mark for one of the following: • a mysterious / creepy / spooky / ghostly / eerie / scary / chilling atmosphere. • It makes the Academy (look like a) magical (place).	1

Question	Answer	Marks
4	What are the main colours of the Academy’s uniform? Award 1 mark for either of the following: • grey/gray and black. • black and grey/gray.	1

Question	Answer	Marks
5	Give <u>two</u> quotations from the first two paragraphs to show that the writer thinks the Academy looked like a depressing place. Award 1 mark for any of the following, up to a maximum of 2 marks: • (It looked <u>more</u>) like a prison (than a school) • (with its) gloomy grey walls (and turrets) • (Everything about) the <u>school</u> was dark and shadowy.	2

Question	Answer	Marks
6	Why do the teachers get angry with Mildred? Award 1 mark for the following: • She broke/keeps breaking the rules (and annoyed the teachers).	1

Question	Answer	Marks
7	'... but things just seemed to <i>happen</i> whenever she was around.' (Lines 15–16) What does the writer suggest about Mildred's behaviour in this sentence? Award 1 mark for the following: • Mildred wasn't trying / didn't intend to cause trouble / accidentally cause trouble / be naughty / make the teachers angry, (but always did).	1

Question	Answer	Marks
8	In the potion laboratory, why do Mildred's friends <i>keep their distance</i> (line 20)? Award 1 mark for any answer that suggests Mildred is accident prone and / or / so could cause an accident / damage without meaning to, e.g.: • She can mess up spells and can be dangerous. • (She might use the wrong potion and) It could explode / be dangerous. • because they are worried / afraid that she might cause an accident • because she (is clumsy and) might hurt them / cause damage/spill potion on them • She is dangerous (without meaning to be). • They are worried she will cause damage / harm to them. • They are afraid she will accidentally cast spells on them.	1

Question	Answer	Marks
9	Give <u>one</u> word or short phrase from the third paragraph which means the same as scary. Award 1 mark for the following: • hair-raising	1

Question	Answer	Marks
10	From the information given in the third paragraph, why should Mildred be happy to have Maud as a friend? Award 1 mark for answers that recognise one of the following ideas: • She sticks by her through everything /every situation. • She is always there for her. • She is loyal. • She is always by her side /on her side / supports her.	1

Question	Answer	Marks
11	Why was Mildred given a black kitten? Award 1 mark for the following: • It was a (school) tradition. /To keep tradition (going).	1

Question	Answer	Marks
12	Look at this phrase: ‘it’s just a matter of taste’ (lines 30–31). What does <i>taste</i> mean in this phrase? Tick (✓) <u>one</u> box. Award 1 mark for the following: personal preference	1

Question	Answer	Marks
13	Apart from the black kitten, Mildred was given two other objects in her first year at the Academy. What were they? Award 1 mark for both of the following: - a broomstick and - a (spell)book / The Popular Book of Spells / (a three-inch thick volume bound in black leather)	1

Question	Answer	Marks
14	Give <u>one</u> sentence from the text that shows the writer is not confident about Mildred’s chances of graduating from the Academy. Award 1 mark for the following: It did not seem likely that Mildred would ever get that far.	1

Question	Answer	Marks
15(a)	The headmistress is called Miss Cackle. Do you think the name suggests that she is a nice person? Award 1 mark for 'No' ticked, and any explanation that recognises 'cackle' is an unpleasant sound/a witch's laugh/makes her sound like a witch/'cackle' sounds like an evil laugh.	1
15(b)	Find the best word in the text to describe Miss Cackle's character. Award 1 mark for the following: • traditional (headmistress)	1

Question	Answer	Marks
16	This story is told by a narrator. Give <u>two</u> ways the story would be different if it was written from the point of view of Mildred. Award 1 mark for any of the following, up to a maximum of 2 marks: • The story would be told in the first person – ‘I’ / the pronouns would change. • We would know Mildred’s feelings and / or thoughts (including any about herself) including her opinions. • We see things through her eyes. • There would be no description of what Mildred looked like. • There would be no comments (from other people) about Mildred’s capabilities. • There would be no opinions (from other people) about Mildred.	2

Question	Answer	Marks
17(a)	Look at these two phrases from the text: ‘... their gymslips – a different colour for each house – and the school badge ...’ (Lines 10–11) ‘... which she often chewed absent-mindedly (another thing she was told off about) ...’ (Lines 23–24) Why have dashes and brackets been used in these phrases? Award 1 mark for the following: to add extra information/to give more detail	1
17(b)	The writer could have used commas (,) instead of dashes in the phrase above. What effect does using dashes instead of commas have here? Award 1 mark for answers that recognise that information is emphasised with the use of dashes, e.g.: They emphasise the information / make it stand out / highlight the information /make it <u>more</u> visible.	1

Question	Answer	Marks
18	What genre of text is The Worst Witch? Tick (✓) <u>one</u> box. Award 1 mark for the following: fantasy	1

PRE-STANDARDISATION**Section B: Writing**

Question	Answer	Marks
Notes to markers • 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. • In some boxes, there are additional notes as follows: e.g. means an example / suggestion BUT i.e. means the extra information is necessary for the descriptor to be achieved.		
19 Read the paragraph below. <i>Miss Cackle was very angry with Mildred when she saw that she had broken her broomstick. Mildred promised her that she could mend the stick, but what happened surprised everyone!</i> Now continue the story to explain what happened next to Mildred.		
19	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
Content is relevant and developed with imaginative detail using a variety of techniques, e.g. <i>imagery and figurative language</i>. Features of the genre, if required, are clearly established. Uses adventurous and precise vocabulary. Characterisation is shown through actions and reactions during the story. A clear, consistent relationship between writer and reader is established and controlled. Narrative viewpoint is clear, with the style established to engage the reader's interest throughout. 7–8	Clear structure with well-organised ideas within paragraphs. Paragraphs are used to structure the narrative e.g. <i>there is an appropriate build up and resolution of the main event, as a refinement of previous box</i>. Chronological or logical links help the development of ideas. Cohesion within paragraphs is achieved using devices such as connectives. 6–7
Relevant content with some detail developed using deliberate choices of vocabulary for the task. Main features of the genre are evident. Characters are well described with actions linked to key events, i.e. <i>there MUST be something surprising</i>. A clear relationship between the writer and the reader is established in parts of the story, which engages the reader. Straightforward viewpoint, with a generally appropriate and consistent style. 5–6	Paragraphs are used to help structure the narrative, e.g. <i>signal a change in time, place and / or focus on a different character</i>, where the main idea is usually supported by following sentences. Logical sequence with evident but inconsistent attempts to link ideas with fitting openings and closings, i.e. <i>has to be linked to stimulus</i>. 4–5
Content is straightforward with an appropriate balance, e.g. <i>speech, action and description</i>. Vocabulary is simple, with some choices to create interest. At least one event is described, i.e. <i>something happens as she attempts to mend the broomstick</i>. General features of the genre, if required, are shown. Some attempt to engage the reader. 3–4	Paragraphs / sections are evident with related points together or linked by time sequence. Some attempt to sequence relevant ideas logically. Some opening and closing of narrative may be evident. Movement between paragraphs or sections may be disjointed. 2–3
Ideas are mostly relevant to the narrative with a simple plot, i.e. <i>involve Mildred and a broomstick</i>. The vocabulary is simple and relevant. e.g. <i>narrative involves Miss Cackle or it involves Mildred (and Maud) but no broomstick</i> 1–2	Some basic sequencing with story ideas is evident. i.e. <i>does not necessarily match stimulus</i> 1
No creditable response. 0	No creditable response. 0

Sentence structure and punctuation (Wp) 7 marks	Spelling (Ws) 3 marks
Use of complex sentences to provide clarity and emphasis, e.g. by positioning of clauses, using a wide range of connectives (although, meanwhile), varying word order or detailed expansion of phrases. Grammar is almost always accurate throughout the text. Punctuation is used accurately to demarcate sentences and for speech punctuation – errors may occur where structures are ambitious. Commas are always used in lists and usually to mark clauses. 6–7	
Some complex sentences (at least 2 accurate examples) are used to create effect, such as using expanded phrases to develop ideas, e.g. noun, adverbial, adjectival, and verb phrases, or a range of connectives, e.g. if, so, because, then. Grammar in complex sentences is generally correct in terms of tense and verb form. End of sentence punctuation is nearly always accurate throughout the text. Capitalisation is always correct. Speech marks may be used around words spoken but other speech punctuation may not be accurate. Commas are always used in lists and occasionally to mark clauses. 4–5	
A mix of simple and compound sentences. Compound sentences use simple connectives to join clauses, e.g. and, but. Generally correct grammar, i.e. subject and verb generally agree. Past and present tense of verbs generally consistent. Demarcation of straightforward sentences is usually correct. Commas are often used in lists. N.B. If punctuation is totally lacking and other descriptors met then give lower mark here. 2–3	Spelling is generally correct throughout. (There may be occasional phonetically plausible attempts at complex words.) Correct spelling of most, not all, polysyllabic words e.g. appear, information, making, possible, probably, wondering, search. 3
Any simple sentences have generally correct grammar. Some variation in sentence openings. Simple sentences are usually demarcated accurately, i.e. capital letters and full stops. N.B. Where more ambitious structures are used with NO simple sentences, begin marking at Box 2 provided 2nd descriptor here about sentence openings has been met. 1	Spelling of common words, including polysyllabic and compound words, is generally accurate, e.g. friend, another, around, because, anything, something. Spelling of plurals and some past and present words is generally accurate, e.g. boxes, clothes, told, stopped, wanted. 2 Spelling of high frequency words is generally correct, e.g. when, were, what, some, etc. 1
No creditable response. 0	No creditable response. 0