



Cambridge Primary Checkpoint

ENGLISH

0844/02

Paper 2 Fiction

April 2021

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 **8** pages.

Section A: Reading

Question	Answer	Marks
Look at lines 1–9.		
1(a)	Give <u>one</u> phrase that tells us that it is a bright day. Award 1 mark for the following: • ...(and/the) sunlight floods (into my room).	1
1(b)	What are Maisie’s parents planning to do for her birthday? Award 1 mark for either of the following: • (have) a party (in a gazebo) • put up a gazebo / build a gazebo / set up a gazebo	1
1(c)	Give <u>one</u> phrase that tells us that Maisie feels happy. Award 1 mark for either of the following: • (I) can’t stop myself from grinning OR • (Today is going to be the) best day ever.	1
1(d)	What is Maisie’s sister allowed to do that Maisie is <u>not</u>? Give <u>two</u> things. Award 1 mark for each of the following: • go to the shops / stores on her own / alone • stay up late (on her own.) (at night)	2

Question	Answer	Marks
2	Look at lines 10–13. Which word tells us that the writer’s family had a routine at breakfast time at weekends? Award 1 mark for the following: • usually.	1

Question	Answer	Marks
Look at lines 14–17.		
3(a)	Give <u>one</u> word that means ‘going.’ Award 1 mark for the following: heading	1
3(b)	What effect does the writer create by using a short sentence in line 16? Award 1 mark for the following: (it creates) suspense / drama / (a sense of) fear / tension / suspenseful / anxiety	1
3(c)	Look at this phrase: ‘... cooker standing silent ...’ (Line 16) What is the phrase an example of? Tick (✓) <u>one</u> box. Award 1 mark for the following: personification.	1

Question	Answer	Marks
4	Look at lines 18–20. Give <u>one</u> word that means the same as ‘stare’. Award 1 mark for the following: peer.	1

Question	Answer	Marks
5	Look at lines 21–26. What does <i>surface</i> mean? Tick (✓) <u>one</u> box. Award 1 mark for the following: appear.	1

Question	Answer	Marks
Look at lines 27–35.		
6(a)	What is the purpose of the colon (:) in the first sentence of the paragraph? Award 1 mark for the following: • a list comes after it / follows • to introduce / start / begin a list. • To introduce (extra) examples • To separate a list from the rest of the sentence/clause	1
6(b)	What is the purpose of the commas (,) in the first sentence of the paragraph? Award 1 mark for the following: • to <u>separate</u> items (in a list) • to <u>separate</u> the different examples	1

Question	Answer	Marks
7	Explain what the sentence <i>This isn't funny</i> tells us about how Maisie feels. Give <u>two</u> ideas. Award 1 mark for the following idea: • She thinks her family/parents are: playing a game/joke on her / hiding from her / playing hide and seek / trying to prank her. Award 1 further mark for either of the following: • She's getting worried / anxious / uneasy / getting scared / frightened / wants it to end	2

Question	Answer	Marks
8	What do we learn about the relationship between Maisie and Lily in lines 36–39? Give <u>two</u> ideas. Award 1 mark for any of the following, up to a maximum of 2 marks: • They were not very close / don't get on • The older sister finds the younger sister annoying / a nuisance / M gets on L's nerves • Lily likes her privacy / doesn't like anyone coming into her room / little sister disturbing her / interrupting her • Maisie knows it is forbidden to enter / go into Lily's room.	2

Question	Answer	Marks
9	What does the sentence in line 40 tell us Maisie is considering doing? Award 1 mark for either of the following: - going up to / in to Lily's room OR - waking Lily up / disturbing Lily / go to see Lily	1

Question	Answer	Marks
10	Give <u>one</u> two-word phrase from the text that tells us that Lily has a very bad temper. Award 1 mark for either of the following: - her rage OR - positively volcanic.	1

Question	Answer	Marks
11	Maisie believes her life will be better after today. Give <u>three</u> quotations from the text that tell us this. Award 1 mark for any of the following, up to a maximum of 3 marks: ('Maybe now that I'm ten,) Mum and Dad will let me go to the shops' / (Mum and Dad will let me) go to the shops on my own... (L8) ('Maybe now that I'm ten...) '...(or even) stay up late'(just like Lily) (L9) ('Maybe) that will start happening (to me now that I'm ten') (L24–25) ('Now that I'm ten,)... everything might change.'(L25–26)	3

Question	Answer	Marks
12	This story is told from Maisie's point of view. How do we know this? Give <u>two</u> ways. Award 1 mark for any of the following, up to a maximum of 2 marks: (Written in) first person / 1st person pronoun 'I' is used (instead of Maisie) - we know her thoughts/feelings/opinions - we see things through Maisie's eyes. - she does not describe her appearance	2

Question	Answer	Marks
13	Which genre of fiction is this text? Tick (✓) <u>one</u> box. Award 1 mark for the following: mystery.	1

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.		
14 Maisie goes into Lily's room. Lily is not there. Continue the story to explain what happens next.		
14	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. imagery and figurative language. 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 material within paragraphs. Paragraphs are used to structure the narrative e.g. there is an appropriate build up and resolution of the main event, as a refinement of previous box. Chronological or logical links help the development of ideas. Cohesion within and between 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. A clear relationship between writer and 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. signal a change in time, place and/or focus on a different character or event, where the main idea is usually supported by following sentences. Logical sequence with evident but not consistent attempts to link ideas with fitting openings and closings, i.e. has to be linked to the stimulus. 4–5
Content is straightforward with an appropriate balance, e.g. speech, action and description. Vocabulary is simple, with some choices to create interest. At least one event is described, i.e. something happens involving Maisie. There may be an additional character(s), e.g. family, friends (Allow 3 max if Lily is in her room!) General features of the genre, if required, are shown. Some attempt to engage the reader. 3–4	Paragraphs / sections are evident with related points grouped together or linked by time sequence. Some attempt to sequence relevant ideas logically in <u>relation to the stimulus</u>. Also, introduction / closing statement may be evident. i.e. family / parents / sister missing at the start Movement between paragraphs or sections may be disjointed. 2–3
Ideas are mostly relevant to the narrative with a simple plot, i.e. what happens next – either as M enters L's room or after she has been in L's room. Vocabulary is simple and relevant. NB: allow 1st or 3rd person as long as viewpoint consistent (see Box 5/6). 1–2	Some basic sequencing with story ideas evident. 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 – errors may occur where structures are ambitious. Commas are always used in lists and usually to mark clauses. 6–7	
Some complex sentences 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	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
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. NB: ok if present just at the start (as stimulus) and then past Demarcation of straightforward sentences is usually correct. There may be evidence of comma splicing. NB. <i>If punctuation is totally lacking and other descriptors met then give lower mark here.</i> 2–3	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
Some simple sentence structures are used successfully. Some variation in sentence openings. Some correct use of punctuation, such as full stops and capital letters. NB: where more ambitious structures are used with NO simple sentences, begin marking at Box 2 provided 2nd descriptor about variation in sentence openings has been met. Also: learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English. 1	Spelling of high frequency words is generally correct, e.g. their / there, when, were, what, some, etc. 1
No creditable response 0	No creditable response 0