
ENGLISH

0844/02

Paper 2 Fiction

October 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 **13** printed pages.

PRE-STANDARDISATION**Section A: Reading**

Question	Answer	Marks
1	What does ‘the class assembled’ (line 1) mean? Tick (✓) <u>one</u> box. Award 1 mark for the following: The class came together as a group.	1

Question	Answer	Marks
2	What does Miss Honey’s name suggest about her character? Award 1 mark for the following: She’s sweet / nice / kind.	1

Question	Answer	Marks
3	What two objects did Miss Honey check when she came into the classroom? Award 1 mark for the following: A / The jug (of water) and a / the glass (was in its proper place).	1

Question	Answer	Marks
4a	What effect does the short sentence create? Award 1 mark for any of the following: • (to build up a sense of) expectation / tension / nervous / nervousness • to <u>emphasise</u> / <u>highlight</u> the information in the sentence (that they were waiting for someone or something) • (to build) suspense (can be synonymous with ‘tension’) • (effect of) fear /scared /scary • (to create) a dramatic pause	1
4b	The word <i>suddenly</i> comes immediately after the short sentence. What impact does this have? Award 1 mark for one of the following: • It creates drama / excitement. • It breaks the tension or quietness (from the short sentence). • It surprises the reader / makes the reader react. • It shows / emphasises Miss Trunchbull came in quickly / without warning / out of nowhere – this involves the context and not just the meaning of ‘suddenly’. • It shows /emphasises that (although the children were waiting for Miss Trunchbull) they were shocked / surprised by her (sudden / quick) arrival.	1

Question	Answer	Marks
5	Look at lines 5–6. The narrator tells us the children <i>chirruped</i>, which is the pleasant sound birds make. In comparison, we are told Miss Trunchbull <i>barked</i>. Why does the narrator do this? Award 1 mark for one of the following: • to emphasise / show how ferocious / aggressive / angry / nasty / unpleasant Miss Trunchbull sounds (compared to the children) • to contrast the sweetness of the children with the ferociousness / aggression / nastiness of Miss Trunchbull • to show / emphasise how vulnerable the children are (compared to Miss Trunchbull) • to make them seem like opposites • to make the reader have an opposite reaction to the characters • Miss Trunchbull is loud and the children are soft.	1

Question	Answer	Marks
6	Look at lines 7–8. Give <u>two</u> reasons why the children felt uneasy when Miss Trunchbull stood facing them before she started to speak. Award 1 mark for each of the following, up to a maximum of 2 marks. • because she would be enormous / gigantic (compared to them) • because she was standing in an aggressive / angry / threatening pose / way • because she was staring at them intensely / glaring at them • because she was frightening / they were afraid of her • because they expected something bad to happen / her to shout at them	2

Question	Answer	Marks
7	‘Her expression was one of utter distaste.’ (Line 9) Which word below means the same as <i>utter</i> in the sentence above? Tick (✓) <u>one</u> box. Award 1 mark for the following: total	1

Question	Answer	Marks
Look at the eighth paragraph (lines 12–19).		
8a	Find an example of a metaphor in the eighth paragraph. Award 1 mark for the following: (...to put up with a load of) garbage <u>like you</u>	1
8b	‘ ... to save myself from <u>going round the bend</u>.’ (Lines 14–15) ‘Going round the bend’ is an idiom. What does it mean? Tick (✓) <u>one</u> box. Award 1 mark for the following: becoming crazy	1

Question	Answer	Marks
9	Which sentence below about Miss Trunchbull is true? Tick (✓) <u>one</u> box. Award 1 mark for the following: • She plans to get rid of most of the class.	1

Question	Answer	Marks
10	What does the writer compare the sound Miss Trunchbull makes to? Award 1 mark for the following: • (walk through a riding stable when the) horses being fed / horses eating	1

Question	Answer	Marks
11	‘The Trunchbull began a slow march along the rows of desks inspecting the hands.’ (Lines 23–24) Give <u>two</u> ways the narrator makes this seem like a military scene. Award 1 mark for each of the following up to a maximum of two marks: • Miss Trunchbull is like an army officer or someone in charge. • march(ing) • rows (of desks) • inspecting the hands / inspection • The children are like soldiers.	2

Question	Answer	Marks
12	Give one quote from lines 21–25 that shows the writer is suggesting something unpleasant is about to happen. Award 1 mark for the following: • ‘All went well until (she came to a small boy in the second row.)’	1

Question	Answer	Marks
Look at lines 25–31.		
13a	Why is ‘Nigel what?’ written on a new line? Award 1 mark for one of the following: • because a new speaker is speaking • because a new dialogue needs a new line • because Nigel /he has stopped speaking • because Miss Trunchbull / she has started speaking	1
13b	‘That’s it,’ Nigel said. Write the sentence above as reported speech. Award 1 mark for one of the following: • Nigel said that that was it.	1

Question	Answer	Marks
14	Look at lines 26–33. Which sentence below is true? Tick (✓) <u>one</u> box. Award 1 mark for correctly identifying: • The narrator thinks Miss Trunchbull is being unkind.	1

Question	Answer	Marks
15	Give <u>one</u> phrase from lines 31–36 that highlights the difference in size between Miss Trunchbull and Nigel. Award 1 mark for the following: • ‘...(by the Gorgon who) towered (above him)’	1

Question	Answer	Marks
16	Why does Miss Trunchbull stop at Nigel? Award 1 mark for the following: • because his hands were filthy / dirty /unclean	1

Question	Answer	Marks
17	Look at lines 40–45. Explain in your own words what causes Miss Trunchbull’s body and face to start to swell up. Award 1 mark for the following: • She is so enraged / angry / furious / cross (with Nigel’s reply).	1

Question	Answer	Marks
18	Throughout the text, the narrator refers to the headmistress as ‘the Trunchbull’ instead of ‘Miss Trunchbull’. What does the use of <i>the</i> imply about the narrator’s attitude towards the headmistress? Award 1 mark for the following: • to show he disrespects her / he’s being rude about her • She is seen as an object rather than a person. • to dehumanise her, i.e. as a monster, beast, animal • He dislikes her /she is evil in his eyes. 6Ri2	1

Question	Answer	Marks
19	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 Miss Trunchbull. Award 1 mark each for any of the following, up to a maximum of 2 marks: • ‘I’ would be used instead of ‘Miss Trunchbull’ or ‘the Headmistress’ / story would be told in 1st person / first person pronouns used. • The action would be limited to only the parts that involve Miss Trunchbull • We would know Miss Trunchbull’s thoughts and feelings directly. • We wouldn’t know anything about the class or classroom before she entered / The first three sentences would not be have been in the text / The first half of the first paragraph would be missing. • There would be no sympathetic comments or opinions about Nigel, e.g. ‘brave’ / ‘trying not to be scared’. • There would be no description of Miss Trunchbull’s strange habits. • There would be no description of Miss Trunchbull’s physical appearance. • The story would be one-sided. • Miss Trunchbull might be good / make herself seem nice. • The children would be described negatively throughout.	2

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 the criteria have been met but not all. • In some boxes, there are additional notes as follows: <i>e.g. means an example / suggestion BUT i.e. means the extra information is necessary for the descriptor to be achieved.</i>		
20 Imagine you are a new student at the school where Miss Trunchbull is the Headmistress. On your first day, you do something that makes Miss Trunchbull very angry. Write a story about what happened.		
20	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
The 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 ideas 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 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. including 1st meeting and/or 1st day at school. 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, 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. has to be linked to stimulus (1st meeting / day) 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 when characters meet. General features of the genre, if required, are shown. Some attempt is made 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, i.e. school based 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. involve a child and Miss Trunchbull (accept 3rd person narrative). Vocabulary is simple and relevant, i.e. school based 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 punctuation – <i>errors may occur where structures are ambitious.</i> 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. <i>and, but</i>. 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. There may be evidence of comma splicing. N.B. If punctuation is totally lacking <u>and</u> other descriptors met then give lower mark here. 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, e.g. full stops and capital letters. 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 high frequency words is generally correct, e.g. their / there, when, were, what, some, etc. 1
No creditable response. 0	No creditable response. 0