

CANDIDATE
NAME

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CANDIDATE
NUMBER

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ENGLISH

0844/02

Paper 2 Fiction

October 2018

1 hour

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.

Write in dark blue or black pen.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [] at the end of each question or part question.

Suggestions for how long to spend on each section are given in the booklet.

The total number of marks for this paper is 50.

This document consists of **9** printed pages, **3** blank pages and **1** Insert.

Section A: Reading

Spend 30 minutes on this section.

Read the **Text** in the Insert, and answer questions 1–19.

- 1 What does 'the class assembled' (line 1) mean?
Tick (✓) **one** box.

The class took out their books.

☐

The class went outside to play.

☐

The class came together as a group.

☐

The class sang a song.

☐

[1]

- 2 What does Miss Honey's name suggest about her character?

.....

[1]

- 3 What **two** objects did Miss Honey check when she came into the classroom?

•

.....

•

.....

[1]

- 4 'Everyone waited. Suddenly in marched the gigantic figure of the Headmistress in her belted smock and green breeches.' (Lines 3–4)

(a) What effect does the short sentence create?

.....

[1]

(b) The word *suddenly* comes immediately after the short sentence. What effect does this have?

.....

[1]

5 Look at lines 5–6.

The narrator tells us the children *chirruped*, which is the pleasant sound birds make. In comparison, we are told Miss Trunchbull *barked*.

Why does the narrator do this?

..... [1]

6 Look at lines 7–8.

Give **two** reasons why the children felt uneasy when Miss Trunchbull stood facing them before she started to speak.

•

.....

•

..... [2]

7 'Her expression was one of utter distaste.' (Line 9)

Which word below means the same as *utter* in the sentence above?

Tick (✓) **one** box.

near ☐

total ☐

mixed ☐

horrible ☐

[1]

8 Look at the eighth paragraph (lines 12–19).

(a) Find an example of a metaphor in the eighth paragraph.

..... [1]

(b) '... to save myself from going round the bend.' (Lines 14–15)

'Going round the bend' is an idiom. What does it mean?

Tick (✓) **one** box.

becoming crazy

☐

becoming furious

☐

becoming exhausted

☐

becoming embarrassed

☐

[1]

9 Which sentence below about Miss Trunchbull is true?

Tick (✓) **one** box.

She is waiting for the children to sit down.

☐

She agrees with the children's parents.

☐

She feels nervous teaching the class.

☐

She plans to get rid of most of the class.

☐

[1]

10 What does the writer compare the sound Miss Trunchbull makes to?

.....

[1]

11 'The Trunchbull began a slow march along the rows of desks inspecting the hands.' (Lines 23–24)

Give **two** ways the narrator makes this seem like a military scene.

•

•

[2]

- 12** Give **one** quote from lines 21–25 that shows the writer is suggesting something unpleasant is about to happen.

..... [1]

- 13** Look at lines 25–31.

(a) Why is ‘Nigel what?’ written on a new line?

..... [1]

(b) ‘That’s it,’ Nigel said.

Write the sentence above as reported speech.

..... [1]

- 14** Look at lines 26–33.

Which sentence below is true?

Tick (✓) **one** box.

The narrator thinks Nigel is being rude.

☐

The narrator thinks Miss Trunchbull is being patient.

☐

The narrator thinks Miss Trunchbull is being unkind.

☐

The narrator thinks Nigel is being unhelpful.

☐

[1]

- 15** Give **one** phrase from lines 31–36 that highlights the difference in size between Miss Trunchbull and Nigel.

..... [1]

- 16** Why does Miss Trunchbull stop at Nigel?

..... [1]

17 Look at lines 40–45.

Explain in your own words what causes Miss Trunchbull's body and face to start to swell up.

..... [1]

18 Throughout the text, the narrator refers to the headmistress as 'the Trunchbull' instead of 'Miss Trunchbull'.

What does the use of *the* imply about the narrator's attitude towards the headmistress?

..... [1]

19 This story is told by a narrator.

Give **two** ways the story would be different if it was written from the point of view of Miss Trunchbull.

•

.....

•

..... [2]

Section B: Writing

Spend 30 minutes on this section.

- 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 happens.

Ideas to help you:

Character	you Miss Trunchbull others?
Setting	the classroom? Miss Trunchbull's office? somewhere else in the school?
Plot	What do you do? Does it involve other children? What does Miss Trunchbull say to you? How is the situation resolved?

Space for your plan:

Write your story on the next page.

[25 marks]

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