Cambridge Primary Checkpoint

Cambridge Assessment International Education
Cambridge Primary Checkpoint

ENGLISH **0844/02**

Paper 2 Fiction **April 2019**

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.

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PRE-STANDARDISATION

Section A: Reading

Question	Answer	Marks
1	**Where are Barney and his mother at the beginning of the text?** Award **1 mark** for the following: • on a train / inside a train / in a (railway) carriage (at a station)	**1**

Question	Answer	Marks
2	**Give a quote from the first paragraph (lines 1–4) which tells us that Barney was impatient.** Award **1 mark** for the following: • '(and I was) wondering if we'd ever get going'	**1**

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Question	Answer	Marks
3	**Explain what the words *automatically, effortlessly* (line 3) tell the reader about Ma's ability to knit.** **Give <u>two</u> ideas.** Award **1 mark** for each of the following ideas, up to a maximum of **2 marks**: • Ma can knit without thinking about it. • Ma knits like she is a machine / as if it is mechanical. • Knitting is easy for her. • Ma is a good / skilled / excellent / competent / talented knitter.	**2**

Question	Answer	Marks
4	**Give a quote from the first paragraph that shows Ma knits regularly for the family.** Award **1 mark** for the following: • 'Socks for Dad, this time'	**1**

Question	Answer	Marks
5	**Look at the second paragraph. What does Ma mean when she says '…not surprising…under the circumstances'? (Line 6)** **Tick (✓) <u>one</u> box.** Award **1 mark** for the following: • She understands the problem.	**1**

Question	Answer	Marks
6	**Look at these sentences: 'Then she said something that surprised me. "If I drop off to sleep, Barney," she told me, "just you keep your eye on that suitcase, d'you hear?"' (Lines 6–8)** **Give the phrase from the sentences above that means watch.** Award **1 mark** for the following: • 'keep your eye on'	**1**

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Question	Answer	Marks
7	**Look at this phrase: 'All we got in this world is up there in that luggage rack …' (Line 8)** **What does this tell us about Barney's family?** Award **1 mark** for any of the following: • They have few possessions / not many belongings / don't own much / don't have many things. • They are poor. • They are not rich / wealthy.	**1**

Question	Answer	Marks
8	**Look at this phrase: 'I don't want no one pinching it.' (Lines 8–9)** **What is the best word to replace pinching?** **Tick (✓) one box.** Award **1 mark** for the following: • stealing	**1**

Question	Answer	Marks
9	**Give <u>one</u> word from the third paragraph (lines 10–16) that tells us the man closed the carriage door loudly.** Award **1 mark** for the following: • 'slamming'	**1**

Question	Answer	Marks
10	**What did the man do immediately after he sat down?** Award **1 mark** for the following: • He looked at his watch (and opened up his paper).	**1**

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Question	Answer	Marks
11	**In the fourth paragraph (lines 17–22), Barney describes the man as neat.** **Give <u>one</u> example of the man's neatness.** Award **1 mark** for any **one** of the following: • (highly) polished shoes • trim moustache • collar and tie	**1**

Question	Answer	Marks
Give <u>one</u> word from the fifth paragraph (lines 23–27) that means		
12(a)	**untidy** Award **1 mark** for the following: • 'tousled'.	**1**
12(b)	**dirty** Award **1 mark** for the following: • 'grimy'	**1**

Question	Answer	Marks
13	**What does the phrase … *what there was of it* … (line 24) suggest about Barney's grandpa?** Award **1 mark** for the following: • Grandpa / He didn't have much / a lot of hair / was (nearly) bald.	**1**

Question	Answer	Marks
14	**Give the phrase from the text that shows the man knows Barney is looking at him closely.** Award **1 mark** for **one** of the following: • '...(which was when) he caught me staring at him, (and nodded). • "Hope I pass inspection, (son," he said, eyeing me meaningfully)'.	**1**

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Question	Answer	Marks
15	**Give a quote from lines 29 - 33 that shows Ma is tired of Barney's behaviour.** Award **1 mark** for the following: • "How many times have I told you not to stare at people (, Barney)?"	**1**

Question	Answer	Marks
16	**The story is told from Barney's point of view. How do you know?** Award **1 mark** for **one** of the following: • We know Barney's thoughts / feelings / opinions. • It is written in the first person. • We know what he sees / he is telling us how he saw the person. • Barney refers to himself as 'I' or 'my'.	**1**

Question	Answer	Marks
17	**Complete the table below.**	**4**

Figurative language	**Lines**	**Example**
onomatopoeia	1–4 (First paragraph)	**'tick-tacking (away)**
metaphor(s)	23–27 (Fifth paragraph)	'My grandpa was a scarecrow…'
simile(s)	34–36 (Ninth paragraph)	'… his face looked entirely round, like a pink balloon …'
personification	37–38 (Tenth paragraph)	**'The train chuffing (itself) wearily / reluctantly (into slow motion).'**

Question	Answer	Marks
18	**Which text features are used in the text?** **Tick (✓) <u>two</u> boxes.** Award **1 mark** for each of the following, up to a maximum of **2 marks**: • direct speech • personal pronouns	**2**

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Question	Answer	Marks
19	**What genre is 'An Eagle in the Snow'?** **Tick (✓) <u>one</u> box.** Award **1 mark** for the following: • real life story	**1**

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PRE-STANDARDISATION

Section B: Writing

Question	Answer	Marks
20 Now continue the story.		
20	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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PRE-STANDARDISATION

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 developed through actions and reactions throughout 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 (*in terms of content),* within paragraphs. ***e.g. there is an appropriate build up and resolution of the main event*** Paragraphs are well-crafted to structure the narrative***, e.g. variation in length as appropriate – description or action…*** 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 reactions/ actions linked to key events, ***i.e. 'what happens next' with character involvement is clear.*** A clear relationship between writer and reader is established in parts of the story, which engages the reader. Straightforward consistent viewpoint *(1st or 3rd – not both!)* with a generally appropriate and consistent style. 5-6	Paragraphs (*as distinct from just sections)* 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. *(no para = 4 max)* Logical sequence with attempts to link ideas evident but not consistent attempts to link ideas with a fitting opening and closing of the narrative, **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 characters*** *(a meaningful conversation is eligible here)* 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 relation to the stimulus. ***i.e 2 max is available if off-topic.*** Also, introduction /closing statement 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 Barney and Ma/the man on the train at the start*** 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

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PRE-STANDARDISATION

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 and layout – ***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 correct. Speech marks may be used around words spoken but other speech punctuation may not be accurate. Commas are always used in lists, if present, and occasionally to mark clauses. 4-5	Spelling is generally correct throughout. (There may occasional be phonetically plausible attempts at complex words.) Correct spelling of most, not all, polysyllabic words **e.g. *appear, information*, *making, possible, possible, probably, wondering*, *search.*** Spelling must show ambition. 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.*** Demarcation of straightforward sentences is usually correct. There may be evidence of comma splicing. ***NB.** If punctuation is totally lacking **and** 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, ***i.e. more than one,** and* some variation in sentence openings. Some correct use of punctuation, such as full stops and capital letters. **Also: *learners should gain marks for grammatically correct English with punctuation errors rather than lose marks for essentially good English.*** **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* 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

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