Cambridge Assessment International Education
Cambridge Primary Checkpoint

ENGLISH **0844/02**

Paper 2 Fiction **October 2019**

MARK SCHEME

Maximum Mark: 50

Published

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 an 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 consists of **10** printed pages.

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Section A: Reading

Question	Answer	Marks
1	**Give a phrase from the first sentence (line 1) that tells us that the ground was weak.** Award **1 mark** for the following: • (The ground would) give way.	**1**

Question	Answer	Marks
2	**Who is Barney visiting on the day he goes to the chalk pit?** Award **1 mark** for the following: • (his) grandmother.	**1**

Question	Answer	Marks
3	**Barney is not certain that what he has been warned about the chalk-pit is true.** **Give <u>one</u> quote from the first paragraph (lines 1–8) to support this statement.** Award **1 mark** for a relevant **quote**: Either: • '(Barney had a feeling, somewhere in his middle, that it was) <u>probably true</u> (about the ground giving way)' Or: • '(But still, there was a) difference between being told and seeing it happen.'	**1**

Question	Answer	Marks
4	**Give <u>a three-word</u> phrase from the first paragraph that tells us that Barney might be bored.** Award **1 mark** for one of the following: • nothing to do • nowhere to go • nothing to play.	**1**

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Question	Answer	Marks
5	**Look at the second paragraph (lines 9–16).** **Give <u>one</u> word that means 'old and unsteady'.** Award **1 mark** for the following: • rickety	**1**

Question	Answer	Marks
6	**Give <u>two</u> possible reasons from the text why digging at the chalk pit ended.** Award **1 mark** for any of the following, up to a maximum of **2 marks**: • (they became) tired of digging (NB: not just 'tired') • Somebody had told them to stop (before they dug away all the hill / too much of the hill). OR they stopped before they dug away all of the hill / too much of the hill.	**2**

Question	Answer	Marks
7	**Explain in your own words why Barney calls the chalk-pit 'the dump'.** Award **1 mark** for one of the following: • (it's where) people <u>throw</u> their rubbish / unwanted items /old things • It's full of <u>unwanted</u> things. • There's lots of rubbish /trash in it.	**1**

Question	Answer	Marks
8	**Look at this phrase: 'He crawled through the rough grass ...' (Line 17)** **What does the way Barney moved to the edge of the pit suggest?** Award **1 mark** for any of the following: • (he is being) careful (because the ground could give way) • He feels safer. • (he knows) the ground might give way / the ground was unstable • (he shouldn't be there and) he is keeping out of sight / doesn't want to be seen • (he moved) slowly / cautiously • (he is) nervous / afraid (the ground could give way).	**1**

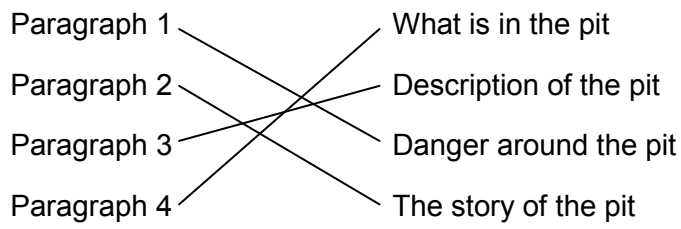
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Question	Answer	Marks
'Some of the trees hung over the edge, holding on desperately by a few roots.' (Lines 20–21)		
9(a)	**What technique is being used in the phrase above? Tick (✓) one box.** Award **1 mark** for the following: • personification.	**1**
9(b)	**What does the phrase above tell us about the trees?** Award **1 mark** for one of the following: • They are unstable / weak / almost falling into the pit. • They could fall /about to fall / about to collapse (into the pit at any time). • They were only just managing to stay put. • They (look like they) are going to fall (into the pit).	**1**

Question	Answer	Marks
10	**Give an example of a simile from the third paragraph (lines 17–24).** Award **1 mark** for the following: • '…(with lines of flint) poking out like bones (in places)'.	**1**

Question	Answer	Marks
11	**Why does the writer use questions in lines 26–27?** Award **1 mark** for one of the following ideas: • to engage / excite / make the reader want to read on / to keep / hook the reader's attention /make it more interesting • to show what Barney is thinking / asking himself • to suggest that Barney has a vivid imagination / creative mind • to show how strange everything looks at the bottom from high up • (to show that) Barney is excited by / interested/ is curious / is astonished about what he can see / what is at the bottom (of the pit).	**1**

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Question	Answer	Marks
12	**Draw lines linking the paragraphs below to their main themes. One has been done for you (para 2)**  Award **2 marks** for 2 or 3 correct lines. Award **1 mark** for 1 correct lines. Award **0 marks** for no correct lines.	**2**

Question	Answer	Marks
13	**Why does Barney want to be in the chalk pit?** Award **1 mark** for **one** of the following: • to get the bicycle • There was a bicycle and he wanted it. • He saw a bicycle that he wanted it. • He wanted the bicycle.	**1**

Question	Answer	Marks
14	**What effect does the writer create by including the two, single-sentence paragraphs in lines 30–31?** Award **1 mark** for one of the following: • to create a powerful / dramatic / exciting / suspense / tense / thrilling effect • to create a shock / shocking / surprising / startling effect • to affect the mood of the text / to add tension / drama / excitement / to show the desperate situation • it's a crucial part (of the story) / it's the climax (of the story) / (they make) the 'problem' stand(s) out • to create a strong impact / grabs the reader's attention.	**1**

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Question	Answer	Marks
15	**Choose the best words below to describe Barney's character. Tick (✓) <u>two</u> boxes.** Award **1 mark** for: • curious and **1 mark** for: • imaginative	**2**

Question	Answer	Marks
16	**Give <u>one</u> sentence from the last paragraph (lines 35–38) that shows Barney is calm in a serious situation.** Award **1 mark** for the following: • 'This is what it's like when the ground gives way,' thought Barney.	**1**

Question	Answer	Marks
17	**What <u>two</u> things happen to soften the final impact of Barney's fall?** Award **1 mark** for any of the following up to a maximum of **2 marks**: • He <u>bumped</u> / <u>bumps</u> into a ledge (of chalk). • He <u>crashed</u> / <u>crashes</u> through some creepers and / or ivy branches. • He <u>landed</u> / <u>lands</u> on a bank of moss.	**2**

Question	Answer	Marks
18	**The text is an extract from 'Stig of the Dump.'** **From the evidence in this extract which genre do you think the story is?** **Tick (✓) <u>one</u> box.** Award **1 mark** for the following: • adventure	**1**

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Question	Answer	Marks
The story is told by a narrator, but it is told from Barney's point of view.		
19(a)	**How do we know it is told from Barney's point of view?** Award **1 mark** for one of the following: • We know what he is thinking. • We know his feelings (and what he wants). • We see everything through his eyes.	**1**
19(b)	**How would the story be different if it were told by Barney?** Award **1 mark** for one of the following: • (use of) 1st person (instead of 3rd person) • (use of) 'I' / 'me' instead of Barney / his name.	**1**

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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: e.g. means an example / suggestion BUT i.e. means the extra information is necessary for the descriptor to be achieved.

20 Barney is unhurt after his fall to the bottom of the chalk-pit. As he lies there he sees a cave in front of him. Read a second extract, describing what else Barney sees:

He lay quiet and looked around. Now that his eyes were used to it he could see further into the dark part of the cave.

There was somebody there!

Or something!

Something, or somebody, had a lot of shaggy black hair and two bright black eyes that were looking very hard at Barney.

'Hello!' said Barney.

Continue the story.

20	The event described should happen immediately after the extract and should be about Barney. 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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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 in the pit involving Barney and, usually, the unknown character*. 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. 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. *involves Barney <u>immediately</u> after he fell*. 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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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*. Demarcation of straightforward sentences is usually correct. There may be evidence of comma splicing. NB. *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, 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

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