
ENGLISH

1111/02

Paper 2 Fiction

For Examination from 2018

SPECIMEN MARK SCHEME

1 hour plus 10 minutes' reading time

MAXIMUM MARK: 50

This document consists of **12** printed pages and **2** blank pages.

The Cambridge Primary Checkpoint reporting strand and sub-strand is shown for each question.

The Reading reporting strand has four sub-strands:

- Rx Explicit meaning
- Ri Implicit meaning
- Rw Language and structure of a text
- Rv Purpose and viewpoint

The Writing reporting strand has four sub-strands:

- Wa Content/ purpose and audience
- Wt Text structure
- Wp Sentence structure
- Ws Spelling

The curriculum framework code of the learning objective related to each question is also shown, e.g. 9Rx2.

Section A

| Question | Answer | Marks |
|----------|---|-------|
| 1 | <p>What helps Meggie get to sleep after a bad dream?</p> <p>Award 1 mark for one of the following points:</p> <ul style="list-style-type: none"> • Mo's calm breathing / being with Mo / her father • the sound of the pages turning / hearing Mo reading a book / her dad turning the pages as he reads. <p>Accept quotations, paraphrases or explanations.</p> <p>Rx [8Rx2, 9Rx1]</p> | 1 |

| Question | Answer | Marks |
|----------|---|-------|
| 2 | <p>'But the figure outside the house was no dream.' (line 6)</p> <p>What effect does the writer create by using this single-sentence paragraph?</p> <p>Award 1 mark for an answer which recognises that the single-sentence paragraph creates a feeling of tension, e.g.:</p> <ul style="list-style-type: none"> • it makes the story exciting • you know it's a dramatic moment • it creates a feeling of fear / suspense in the reader. <p>Do not accept generic answers such as 'it emphasises the paragraph' or 'it makes you want to read on'.</p> <p>Rw [7Rw6, 9Rw2]</p> | 1 |

| Question | Answer | Marks |
|----------|--|-------|
| 3 | <p>Explain in your own words how Meggie’s father looks when his reading is interrupted.</p> <p>Award 1 mark for an answer that explains he looks as if his mind is elsewhere, e.g.:</p> <ul style="list-style-type: none"> • Meggie’s father’s face appears blank • he looks as if he has been lost in the book • he seems a long way away. <p>Do not accept a quotation from the text without an explanation.</p> <p>Rx [8Rx2, 9Rx1]</p> | 1 |

| Question | Answer | Marks |
|----------|--|-------|
| 4(a) | <p>‘Books on the TV set and in the wardrobe, small piles of books, tall piles of books, books thick and thin, books old and new.’ (lines 22–24)</p> <p>Give one way these lines emphasise how many books Mo and Meggie have.</p> <p>Award 1 mark for one of the following ways:</p> <ul style="list-style-type: none"> • repetition (of the word ‘books’) • use of list / lists all the different kinds of books • use of noun phrases to describe all the different books • use of contrasts / adjectives, e.g. ‘old’ and ‘new’ • describes the books without a verb. <p>Rw [7Rw1, 8Rw1, 9Rw1]</p> | 1 |
| 4(b)(i) | <p>Write one quotation from the text that shows a problem caused by the books.</p> <p>Award 1 mark for one of the following quotations:</p> <ul style="list-style-type: none"> • (‘sometimes you) fell over them’ • (‘he) stubbed his toe (on a pile of books’.) <p>Rx [9Rx1]</p> | 1 |
| 4(b)(ii) | <p>Write one quotation from the text that shows a benefit of the books.</p> <p>Award 1 mark for one of the following quotations:</p> <ul style="list-style-type: none"> • (‘they) kept boredom at bay (when the weather was bad’) • (‘They) welcomed Meggie (down to breakfast with invitingly open pages’) <p>Rx [9Rx1]</p> | 1 |

| Question | Answer | Marks |
|----------|---|-------|
| 5 | <p>‘Has he got a hairy face? If so, he could be a werewolf.’ (line 27)</p> <p>What does this quotation show about Mo’s character?</p> <p>Award 1 mark for an answer that recognises that the quotation shows Mo has a sense of humour, e.g.:</p> <ul style="list-style-type: none"> • he is funny • he likes to tease people • he is jokey <p>Ri [7Ri1, 8Ri1, 9Ri2]</p> | 1 |

| Question | Answer | Marks |
|----------|--|-------|
| 6 | <p>How does the mood change when Mo sees the figure standing in the rain (line 31)?</p> <p>Award 1 mark for an answer that recognises the mood becomes serious, e.g.:</p> <ul style="list-style-type: none"> • it becomes grim • it feels anxious / worrying • it’s no longer light-hearted. <p>Rw [9Rw3, 9Rw4]</p> | 1 |

| Question | Answer | Marks |
|----------|---|-------|
| 7 | <p>‘. . . except for the rain falling, murmuring <u>as if the night had found its voice.</u>’ (lines 45–46)</p> <p>What is the underlined phrase an example of?</p> <p>Award 1 mark for correctly identifying:</p> <ul style="list-style-type: none"> • personification. <p>Do not accept answers where more than one option has been ticked.</p> <p>Rw [8Rw4]</p> | 1 |

| Question | Answer | Marks |
|----------|--|----------|
| 8 | <p>Explain in your own words how the writer uses the night and the rain to create atmosphere (lines 40–50).</p> <p>Support your answer with examples from the text.</p> <p>Learners' explanations may include the following points:</p> <ol style="list-style-type: none"> 1. the night is described as coming into the house like an unwanted visitor / an intruder 2. alliteration / 'dark and 'damp' emphasises how unpleasant the night is / creates a gloomy mood 3. when Dustfinger appears from the 'darkness of the yard', it shows just how black and mysterious the night is 4. the use of the word 'threatening' makes the rain sounds like an enemy / someone coming to attack them 5. words used to describe the rain / the sound of the rain ('rushing', 'falling', 'murmuring', 'loud') makes it sound heavy / continuous / overwhelming 6. the description of Dustfinger's drenched coat makes the rain seem relentless / inescapable <p>Award 3 marks for three points or two points with some development, e.g.:</p> <ul style="list-style-type: none"> • It is really dark outside so they can't see Dustfinger (point 3). There are lots of words to describe the rain falling to show how wet and miserable it is (point 5). His coat is so wet he's drowned in the terrible weather (point 6). • The night and the rain are both described as though they are going to come and get Meggie and Mo which creates a tense atmosphere because they seem like victims (points 1 and 4 + development). <p>Award 2 marks for two points or one point with some development, e.g.:</p> <ul style="list-style-type: none"> • The night seems like a bad person coming to get them (point 1) and the rain is really hard and horrible (point 5). • 'Dark and damp' repeats the sound of the letter d, making the night seem really sinister and creating a dangerous atmosphere (point 2 + development). <p>Award 1 mark for one undeveloped point, e.g.:</p> <ul style="list-style-type: none"> • The writer makes the night sound dark and scary (point 1). • When it says the rain is threatening, it is spooky (point 4). <p>Do not accept quotations on their own.</p> <p>Rw [7Rw4, 8Rw4, 9Rw1, 9Rw4]</p> | 3 |

| Question | Answer | Marks |
|----------|--|----------|
| 9 | <p>Which <u>two</u> features from this text suggest that it is from a mystery story?</p> <p>Award 2 marks for correctly identifying:</p> <ul style="list-style-type: none">• a night-time setting• the withholding of information. <p>Do not accept answers where more than two options have been ticked.</p> <p>Rv [8Rv2]</p> | 2 |

| Question | Answer | Marks | | | | | | | | | | |
|----------------------------|---|-------------------|------------------------|-------------------|---|---------|---|----------------------------|---|---------------------------|---|---|
| 10 | <p>Explain in your own words Meggie’s reactions to Dustfinger (lines 34–62).</p> <p>Support your answer with examples from the text.</p> <p>Award 1 mark for each appropriate explanation of a reaction up to a maximum of 2 marks.</p> <p>Award 1 mark for each example linked to a chosen reaction, up to a maximum of 2 marks.</p> <p>E.g. 4 marks</p> <p>The movement in Dustfinger’s rucksack (1) made Meggie curious (1). Also she felt embarrassed (1) at the way he looked at her and she ‘didn’t know where to look’ (1).</p> <p>E.g. 3 marks</p> <p>Meggie was a bit worried (1) because her heart was thumping (1) and she was also worried about what sort of visitor would turn up in the middle of the night (1).</p> <table border="1" data-bbox="308 1032 1326 1565"> <thead> <tr> <th data-bbox="308 1032 715 1084">Meggie’s reaction</th> <th data-bbox="715 1032 1326 1084">Examples from the text</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 1084 715 1240">surprised/anxious</td> <td data-bbox="715 1084 1326 1240">why would he visit in the middle of the night? ‘Meggie’s heart thudded faster than ever’ ‘She followed him anxiously’</td> </tr> <tr> <td data-bbox="308 1240 715 1359">curious</td> <td data-bbox="715 1240 1326 1359">‘What kind of a name was that?’ she’s curious about his appearance / what was in the rucksack / she just stared back</td> </tr> <tr> <td data-bbox="308 1359 715 1478">confused/felt she knew him</td> <td data-bbox="715 1359 1326 1478">the name was strange but it gave her an odd feeling that maybe she had heard it before.</td> </tr> <tr> <td data-bbox="308 1478 715 1565">uncomfortable/embarrassed</td> <td data-bbox="715 1478 1326 1565">by the way he looked at her. ‘didn’t know where to look’</td> </tr> </tbody> </table> <p>Accept other relevant examples from the text, which may be quotations or paraphrases.</p> <p>Do not accept:</p> <ul data-bbox="308 1771 831 1839" style="list-style-type: none"> • the same example more than once. • examples without explanations. <p>Ri [8Ri1, 9Ri1]</p> | Meggie’s reaction | Examples from the text | surprised/anxious | why would he visit in the middle of the night? ‘Meggie’s heart thudded faster than ever’ ‘She followed him anxiously’ | curious | ‘What kind of a name was that?’ she’s curious about his appearance / what was in the rucksack / she just stared back | confused/felt she knew him | the name was strange but it gave her an odd feeling that maybe she had heard it before. | uncomfortable/embarrassed | by the way he looked at her. ‘didn’t know where to look’ | 4 |
| Meggie’s reaction | Examples from the text | | | | | | | | | | | |
| surprised/anxious | why would he visit in the middle of the night? ‘Meggie’s heart thudded faster than ever’ ‘She followed him anxiously’ | | | | | | | | | | | |
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| uncomfortable/embarrassed | by the way he looked at her. ‘didn’t know where to look’ | | | | | | | | | | | |

| Question | Answer | Marks |
|----------|--|----------|
| 11 | <p>What <u>two</u> things do we learn about the past relationship between Mo and Dustfinger?</p> <p>Award 1 mark for each of the following, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • they knew each other a long/very long time ago • they were involved in something that meant they had special names / something mysterious / something Meggie doesn't know about. <p>Ri [8Ri1, 9Ri1]</p> | 2 |

| Question | Answer | Marks |
|----------|--|----------|
| 12 | <p>Write <u>one</u> quotation from the text which could explain why Mo double locked the door.</p> <p>Award 1 mark for the following quotation:</p> <ul style="list-style-type: none"> • '(looking past his visitor) as if he expected to see another figure (emerge from the night.)' <p>Ri [9Ri1]</p> | 1 |

| Question | Answer | Marks | | | | | | | | | | | | | | | | |
|--|--|------------------------------------|--------------------|--------------------------------------|---------------------------------------|--------------------------------------|--|-------------------------|--|---------------------------------|--|------------------------------|---------------------------|------------------------------------|---|--|--------------------------------|---|
| 13 | <p>Explain in your own words how you can tell that Meggie and Mo have a close relationship.</p> <p>Support your answer with examples from the whole text.</p> <p>Award 1 mark for each relevant point about Meggie and Mo's relationship up to a maximum of 2 marks.</p> <p>Award 1 mark for each example linked to a relevant point Meggie and Mo's relationship, up to a maximum of 2 marks.</p> <p>E.g. 4 marks</p> <p>Mo makes time for Meggie (1) because even when Mo didn't believe someone was outside he went to look (1). Mo is able to make Meggie less scared by telling jokes (1) and teases her about it being a werewolf outside (1).</p> <p>E.g. 3 marks</p> <p>Mo is very protective of Meggie (1), he tells her to go back to bed (1) and had previously promised that burglars wouldn't break into the house because there was nothing to steal (1).</p> <table border="1" data-bbox="308 1066 1323 1720"> <thead> <tr> <th data-bbox="308 1066 815 1115">Meggie and Mo's close relationship</th> <th data-bbox="815 1066 1323 1115">Examples from text</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 1115 815 1205">They have the same interest in books</td> <td data-bbox="815 1115 1323 1205">Always reading / house full of books.</td> </tr> <tr> <td data-bbox="308 1205 815 1294">Meggie trusts / relies on her father</td> <td data-bbox="815 1205 1323 1294">Meggie knows Mo will deal with the 'stranger.'</td> </tr> <tr> <td data-bbox="308 1294 815 1384">He is always reassuring</td> <td data-bbox="815 1294 1323 1384">Mo says no burglars would break in, nothing to steal</td> </tr> <tr> <td data-bbox="308 1384 815 1496">He always responds to her needs</td> <td data-bbox="815 1384 1323 1496">Mo goes to investigate stranger even though he does not believe there is a problem</td> </tr> <tr> <td data-bbox="308 1496 815 1552">She knows when he is worried</td> <td data-bbox="815 1496 1323 1552">When Mo sees the stranger</td> </tr> <tr> <td data-bbox="308 1552 815 1641">He shows concern and is protective</td> <td data-bbox="815 1552 1323 1641">Mo does not want her to meet the stranger / tells her to go to bed.</td> </tr> <tr> <td data-bbox="308 1641 815 1720">She can be equally caring and protective of her father</td> <td data-bbox="815 1641 1323 1720">Meggie follows Mo to the door.</td> </tr> </tbody> </table> <p>Accept other relevant examples from the text, which may be quotations or paraphrases.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • the same example more than once. • examples without explanations. <p>Rv [7Rv1, 8Rv1]</p> | Meggie and Mo's close relationship | Examples from text | They have the same interest in books | Always reading / house full of books. | Meggie trusts / relies on her father | Meggie knows Mo will deal with the 'stranger.' | He is always reassuring | Mo says no burglars would break in, nothing to steal | He always responds to her needs | Mo goes to investigate stranger even though he does not believe there is a problem | She knows when he is worried | When Mo sees the stranger | He shows concern and is protective | Mo does not want her to meet the stranger / tells her to go to bed. | She can be equally caring and protective of her father | Meggie follows Mo to the door. | 4 |
| Meggie and Mo's close relationship | Examples from text | | | | | | | | | | | | | | | | | |
| They have the same interest in books | Always reading / house full of books. | | | | | | | | | | | | | | | | | |
| Meggie trusts / relies on her father | Meggie knows Mo will deal with the 'stranger.' | | | | | | | | | | | | | | | | | |
| He is always reassuring | Mo says no burglars would break in, nothing to steal | | | | | | | | | | | | | | | | | |
| He always responds to her needs | Mo goes to investigate stranger even though he does not believe there is a problem | | | | | | | | | | | | | | | | | |
| She knows when he is worried | When Mo sees the stranger | | | | | | | | | | | | | | | | | |
| He shows concern and is protective | Mo does not want her to meet the stranger / tells her to go to bed. | | | | | | | | | | | | | | | | | |
| She can be equally caring and protective of her father | Meggie follows Mo to the door. | | | | | | | | | | | | | | | | | |

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Section B: Writing

| Question | Answer | Marks |
|--|--|-------------------|
| <p>Notes to markers</p> <ul style="list-style-type: none"> • Use the marking grids on the following 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. • Note on extent: Award 0 marks where the performance fails to meet the lowest criteria. Award 0 marks for 20 words or fewer. Award a maximum of 7 marks for responses of between 21 and 60 words. You need not count the words unless you think there will be fewer than 60. In normal-sized handwriting 60 words will be approximately 8 lines. | | |
| <p>14 Write a story which begins with two people waiting for someone.</p> <p>You should consider:</p> <ul style="list-style-type: none"> • the people who are waiting – are they friends, members of a family or do they work together? • the setting – where are they waiting? • what happens when the person they are waiting for arrives or does not arrive? | | |
| 14 | Content, purpose and audience. (Wa) | 8 |
| | Text structure and organisation. (Wt) | 7 |
| | Sentence structure and punctuation. (Wp) | 7 |
| | Spelling (Ws) | 3 |
| | | [Total 25] |

Section B: Writing grid

| Content, purpose and audience (Wa) 8 marks | Spelling (Ws) 3 marks |
|---|--|
| <p>The response is relevant to task/purpose, with an appropriate tone sustained.</p> <p>The response has content and relevant ideas developed in detail, and there is clear consistent engagement with reader.</p> <p>The character, point of view and voice is sustained.</p> <p>Ambitious and occasional sophisticated vocabulary is used accurately.</p> <p style="text-align: right;">7–8</p> | |
| <p>The response is mainly relevant to task/purpose, with clear and appropriate tone.</p> <p>Content and relevant ideas are developed with a clear awareness of audience.</p> <p>There is some specific, effective vocabulary, relevant to purpose.</p> <p style="text-align: right;">5–6</p> | <p>Spelling almost completely accurate, with a wide range of words correctly attempted.</p> <p>Polysyllabic and ambitious and more complex, lower frequency words are used successfully.</p> <p style="text-align: right;">3</p> |
| <p>The response has general relevance to task/purpose, with an attempt at chosen tone.</p> <p>There are basic ideas with a little development, and the beginnings of awareness of audience.</p> <p>A simple range of vocabulary is relevant to the purpose.</p> <p style="text-align: right;">3–4</p> | <p>Spelling is generally accurate over a reasonable range of words.</p> <p>Some polysyllabic and more difficult words in frequent use are spelled correctly.</p> <p style="text-align: right;">2</p> |
| <p>The response has limited relevance to task/purpose, and tone is present but inconsistent.</p> <p>There is a limited range of material.</p> <p>A simple, repetitive vocabulary is attempted.</p> <p style="text-align: right;">1–2</p> | <p>Simple words are attempted successfully.</p> <p>There are frequent errors in commonly occurring words.</p> <p style="text-align: right;">1</p> |
| <p>No creditable response.</p> <p style="text-align: right;">0</p> | <p>No creditable response.</p> <p style="text-align: right;">0</p> |

| Text structure and organisation (Wt) 7 marks | Sentence structure and punctuation (Wp) 7 marks |
|--|---|
| <p>The ideas are organised into a planned and coherent story, including an effective opening and satisfying closing.</p> <p>Clear well-organised paragraphs are linked to structure the narrative and contribute to controlling the pace of the story.</p> <p style="text-align: right;">6–7</p> | <p>A range of appropriate and varied sentence structures are used to create effect.</p> <p>The use of sentence features contributes to the overall development of the text.</p> <p>Almost entirely accurate grammar (tenses, agreement and word order) with a range of devices to enhance and emphasise meaning.</p> <p>Punctuation is correctly used to enhance the writing.</p> <p style="text-align: right;">6–7</p> |
| <p>The ideas are developed into a story from an appropriate opening but may not reach an effective conclusion.</p> <p>Paragraphs/sections are evident and help to structure the text.</p> <p style="text-align: right;">4–5</p> | <p>Appropriate use of sentence structures, with some attempt to create effect.</p> <p>Some sentence features are used to clarify and emphasise meaning.</p> <p>Grammar and punctuation are mostly accurate.</p> <p style="text-align: right;">4–5</p> |
| <p>The opening, development and conclusion of the story are logically related.</p> <p>Paragraphs/sections may be used, but not consistently, accurately or appropriately.</p> <p style="text-align: right;">2–3</p> | <p>Limited or partially effective use of complex sentence structures.</p> <p>Mostly simple compound structures based on a variety of connectives.</p> <p>Grammar and punctuation is usually correct; there may be evidence of comma splicing.</p> <p style="text-align: right;">2–3</p> |
| <p>Some basic sequencing or outline of story is evident.</p> <p style="text-align: right;">1</p> | <p>Simple sentence structures are used successfully.</p> <p>Some correct use of grammar and punctuation, e.g. full stops and capitals.</p> <p style="text-align: right;">1</p> |
| <p>No creditable response.</p> <p style="text-align: right;">0</p> | <p>No creditable response.</p> <p style="text-align: right;">0</p> |

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