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**ENGLISH**

**1111/02**

Paper 2

**April 2017**

FINAL MARK SCHEME

Maximum Mark: 50

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**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 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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This document consists of 7 printed pages and 1 blank page.

**Section A: Reading**

Question	Answer	Marks
1 (a)	<p><b>What genre of fiction is the story?</b></p> <p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>mystery / fantasy / adventure / thriller / suspense.</li> </ul> <p><b>Do not accept</b> myth / legend / science fiction / horror / realistic / narrative.</p>	<b>1</b>
1 (b)	<p><b>Give a quotation from the extract to support your answer.</b></p> <p>Award <b>1 mark</b> for either of the following:</p> <ul style="list-style-type: none"> <li>'Dinah was still a mystery.'</li> <li>'Anglesey Road seemed like the secret passage to a lost world.'</li> <li>Any quotation including 'castles', 'legends', 'wild beasts', 'griffin', 'hoard of gold'.</li> </ul> <p><b>Do not award</b> (b) if (a) is absent or wrong.</p> <p>Supporting quotation must match the genre.</p>	<b>1</b>

Question	Answer	Marks
2	<p><b>In your own words explain how Dinah's first impression of Barry changed.</b></p> <p>Award <b>1 mark</b> for an appropriate explanation and <b>1 further mark</b> for a suitable linked quotation in support, e.g.</p> <ul style="list-style-type: none"> <li>She does not like him for staring at her and glares at him but later feels sorry for him when he is on his own.</li> </ul> <p><b>Give a quotation from the passage to support your answer.</b></p> <p>The mark for explanation can be awarded even if the quotation is missing or incorrect. The mark for quotation cannot be awarded if it does not match the explanation given.</p>	<b>2</b>

Question	Answer	Marks
3	<p><b>In your own words, explain how Barry first felt about Dinah joining his class.</b></p> <p>Award <b>1 mark</b> for an appropriate explanation and <b>1 further mark</b> for a suitable linked quotation in support, e.g.:</p> <ul style="list-style-type: none"> <li>• He hated / despised Dinah (because she took his place at the top of the class) / (because she was better / smarter than him).</li> <li>• resentful / intimidated / jealous / angry</li> </ul> <p><b>Give a quotation from the passage to support your answer.</b></p> <ul style="list-style-type: none"> <li>• ‘and he began to hate Dinah for taking his place away.’</li> <li>• ‘He dreamed that something would happen to her.’</li> <li>• ‘that she would have to go to hospital.’</li> <li>• ‘be called back to wherever she had come from.’</li> <li>• ‘That one day she wouldn’t come to school and everyone would forget that she existed.’</li> </ul> <p>The mark for the quotation cannot be awarded if it does not match the explanation given.</p>	2

Question	Answer	Marks
4	<p><b>In your own words, what do we learn about Dinah’s character while Barry is talking to his mother?</b></p> <p>Award <b>1 mark</b> for an appropriate explanation and <b>1 further mark</b> for a suitable linked quotation in support, e.g.:</p> <ul style="list-style-type: none"> <li>• She is very clever / smart / perfect / knows a lot.</li> <li>• She is very sure of herself and looks like nothing would scare her. / People are a bit wary of her or nervous of her.</li> <li>• She does not talk about herself. / She is good at getting people to talk about themselves.</li> <li>• Dinah likes talking.</li> <li>• Dinah is mysterious / secretive / self-contained.</li> </ul> <p><b>Give a quotation from the passage to support your answer.</b></p> <ul style="list-style-type: none"> <li>• ‘She gets everything right,’ he said, ‘all the time. / There’s nothing she doesn’t know.’</li> <li>• ‘She’s got this look, like she wouldn’t be afraid of anything.’ / ‘And everyone’s a bit afraid of her.’</li> <li>• ‘Dinah was still a mystery.’ / ‘she’d learned so much about him without giving anything away.’</li> <li>• ‘She talked to me today for a long time.’</li> </ul> <p>Supporting quotation must match the point made.</p>	2

Question	Answer	Marks
5	<p><b>Give two impressions in your own words of how the English lesson affected Barry.</b></p> <p>Award <b>1 mark</b> for any of the following, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>Barry had an idea for his story but he couldn't write it down / couldn't focus / concentrate / was distracted.</li> <li>He was aware of Dinah's writing and felt it was amazing. / He admired her. / He changed his opinion of her.</li> <li>Dinah's writing made him lose confidence in himself. / He felt discouraged / depressed. / He felt Dinah's writing was much better than anything he could write / was really good writing.</li> <li>Barry was embarrassed by the teacher's response when he handed in his writing.</li> </ul> <p>Do not allow: 'sad' or 'jealous' alone.</p> <p>Answer should be in own words but allow <b>some</b> use of words from text to make the point.</p>	2

Question	Answer	Marks
6 (a)	<p><b>What actions show Barry is following Dinah 'discreetly'? (Line 40)</b></p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>He stopped, occasionally, to tie a shoelace or look into his bag.</li> </ul> <p>Quotation or own words acceptable.</p> <p>More than one action is required.</p> <p><b>Why is the word 'marched' a good word to use to describe the way Dinah walked home while being followed? (Lines 41 – 42)</b></p> <ul style="list-style-type: none"> <li>It shows she is intent on getting home. / It shows she is confident / determined / focused / purposeful / walks in a military manner.</li> </ul>	2
6 (b)	<p><b>What is Barry's impression of Dinah's home?</b></p> <p>Award <b>1 mark</b> for any of the following:</p> <ul style="list-style-type: none"> <li>It's a strange / scary house. / It's odd / cold. / It has a dark, mysterious garden. / It's sinister. / He pictures wild beasts there.</li> </ul> <p>Quotation or own words acceptable.</p>	1

Question	Answer	Marks
7	<p><b>Give three words or phrases from the passage that show that all the houses in Anglesey Road are in a bad condition.</b></p> <p>Award <b>1 mark</b> for any of the following, up to a maximum of <b>3 marks</b>:</p> <ul style="list-style-type: none"> <li>• (looked) unsafe</li> <li>• loose tiles</li> <li>• crumbling (chimneys)/ crumbling (stone wall)</li> <li>• cracked, moss-covered steps</li> <li>• boarded (up)</li> <li>• due for demolition.</li> </ul>	3

Question	Answer	Marks
<b>What effect is the writer trying to create by using the words highlighted in bold in this sentence?</b>		
8 (a)	<p><b>‘rows of fir and cypress trees <u>pressed</u> about it’ (Line 48)</b></p> <p>Award <b>1 mark</b> for a straightforward, correct attempt at the meaning of the word, e.g.:</p> <ul style="list-style-type: none"> <li>• pushed (alone) / cramped / packed / crowded.</li> </ul> <p>Award <b>2 marks</b> for a meaning more securely embedded in the text, e.g.:</p> <ul style="list-style-type: none"> <li>• pushed up to the house making it dark</li> <li>• an urgent forcing or bearing down on / feeling of claustrophobia.</li> </ul>	2
8 (b)	<p><b>‘with a sinister sort of <u>determination</u>.’ (Lines 48 – 49)</b></p> <p>Award <b>1 mark</b> for a straightforward, correct attempt at the meaning of the word underlined, e.g.:</p> <ul style="list-style-type: none"> <li>• resolution / intention / firmness.</li> </ul> <p>Award <b>2 marks</b> for a meaning more securely embedded in the text, e.g.:</p> <ul style="list-style-type: none"> <li>• The trees had a strong purpose or resolve / intention / persistence / motive.</li> </ul>	2

**Section B: Writing****Write a story in which a new girl or boy arrives at a school.**

Content and Audience Wc	Text Structure Wt	Sentence Structure Un	Punctuation Up	Vocabulary Uv	Spelling Us
<p>The atmosphere and setting are clearly described.</p> <p>Character development is more complex and believable.</p> <p>The reader's response to different parts of the story is well controlled.</p> <p>6/7</p>	<p>Ideas are organised into a planned and coherent story, including an effective opening and satisfying conclusion. Well crafted paragraphs contribute to controlling the pace of the story.</p> <p>5</p>	<p>Fluent, wide range of sentence structures, some used for effect.</p> <p>Some control of complex sentences and the position of clauses to focus attention.</p> <p>5</p>	<p>Uses a range of punctuation correctly and with confidence. Secure use of commas to mark clauses.</p> <p>5</p>	<p>Vocabulary is adventurous, precise and used effectively to create a strong image.</p> <p>4</p>	<p>Virtual correctness over a range of vocabulary used including more complex and difficult words.</p> <p>4</p>
<p>The setting and atmosphere are not always convincing but do evoke a response from the reader.</p> <p>Development of the character(s) is shown through actions and reactions.</p> <p>4/5</p>	<p>Ideas are developed from a sensible opening but may not reach an effective conclusion. Within paragraphs, sequences of events are developed around a main sentence or theme.</p> <p>4</p>	<p>Uses a wide range of sentence structures with some confidence.</p> <p>4</p>	<p>Uses full stops correctly. Some range of punctuation as needed, used correctly. General range limited.</p> <p>4</p>	<p>Some evidence of an emerging vocabulary and efficiency in the choice of words to convey detail.</p> <p>3</p>	<p>A few spelling errors, mostly of more difficult words.</p> <p>3</p>
<p>A plain story which focuses on either character or action but has little sense of atmosphere.</p> <p>Some awareness of the audience.</p> <p>2/3</p>	<p>The opening, development and conclusion of the story are logically related and mostly well paced.</p> <p>Paragraphs are used but are not consistently helpful.</p> <p>2/3</p>	<p>Limited or partially effective use of complex structures. Mostly simple or compound structures based on a variety of connectives including – <i>and</i>, <i>but</i>, <i>so</i>, <i>because</i></p> <p>2/3</p>	<p>A number of errors including occasional full stop (evidence of comma splicing)</p> <p>2/3</p>	<p>Vocabulary generally used accurately; consists of straightforward words with occasional evidence of careful choice.</p> <p>2</p>	<p>A number of errors OR spells a simple vocabulary correctly.</p> <p>2</p>
<p>The story has an attempt at a simple plot. There is an occasional awareness of the audience.</p> <p>1</p>	<p>Ideas are grouped together, although paragraphs may not be shown.</p> <p>1</p>	<p>Sentence structure is often grammatically incorrect.</p> <p>1</p>	<p>Sentences rarely correctly marked. Generally a very erratic use of punctuation marks.</p> <p>1</p>	<p>Uses a simple vocabulary accurately but may make errors over more complex words.</p> <p>1</p>	<p>Many errors including a range of simple words.</p> <p>1</p>

Award 0 where performance fails to meet the lowest criteria.

*Award 0 for 20 words or fewer.*

*Between 21 and 60 words award a maximum of 10 marks and no more than 2 marks per strand. 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.*

*If the response is completely off topic, award 0 for **Content and Audience**; other strands to be marked as normal.*

*Additional guidance: for top marks in **Content and Audience** and **Sentence Structure**: the candidate must show an ability to manipulate language to the intended purpose. Sound, accurate language, though rather flat, is placed in the second band.*

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