ENGLISH	**0844/02**
Paper 2	**October 2016**
MARK SCHEME	
Maximum Mark: 50	

This document consists of **15** printed pages and **1** blank page.

CAMBRIDGE
International Examinations

[Turn over

Section A: Reading

Question number	1	
Read these statements about Lucy. **Tick (✓) two boxes that we know are TRUE from the passage.**		

Part	Mark	Answer	Further Information
	1	She had a bedroom in the attic.	Boxes 1 and 3 should be ticked.
	1	She thought she saw a seal.	Award 1 mark for each correct tick / unambiguous mark. Award 0 marks if more than two boxes are ticked or unclear responses.
Total	**2**		

Question number	2	
What made the girl in Lucy's nightmare look so dreadful?		
Part	**Mark**	**Answer**	**Further Information**

Part	Mark	Answer	Further Information
	1	Award 1 mark for **one** of the following: • She was covered in (slimy shiny) black oil. • She looked like a seal. • She had black, shiny eyes.	Any quotes must be specific and from the 6th paragraph: • (at first) she thought it was a seal OR • it looked like a seal covered with black, shiny oil. Do not accept quotes longer than this. Accept both quotes provided 'But how could it be real?' is excluded. Any mention of 'hand' is neutral: e.g. 'Hand was slimed with black oil'. Do not accept vague answers: e.g. • she looked horrible • she was scary • it was black (insufficient) • it was oil (insufficient).
Total	**1**		

Question number	3	
How did Lucy know that the 'dreaded thing' was not a seal?		
Part	**Mark**	**Answer**
	1	Award 1 mark for **one** of the following: • (she saw) it was a human hand • (she saw) it wasn't a flipper • a human hand was on her shoulder.
Total	**1**	

(The "Further Information" column of this table is blank.)

Question number	4	
Why was it 'almost impossible' to open Lucy's bedroom door?		
Part	**Mark**	**Answer**	**Further Information**
	1	Award 1 mark for **one** of the following: • it was a stiff latch • you had to know a trick to open it. Also accept an answer which describes the trick: e.g. You had to pull the door towards you before you pressed the latch.	Do not accept: 'If you didn't know the trick, it was almost impossible to open the door' – repeats the stem of the question.
Total	**1**		

Question number	5	
Was Lucy frightened when she woke up? **Tick (✓) <u>one</u> box.**		
Part	**Mark**	**Answer**

Part	**Mark**	**Answer**	**Further Information**
	1	Accept '**Yes**' as an answer with the following evidence: • She sat up in bed, panting. Allow: • Lucy had had a nightmare / horrible dream • she was woken by a scream/loud noise • she pulled the bedclothes around her • (she saw) the door was open.	There is no mark for the first part of the question. Do not accept answers where **'No'** has been ticked. NB. 'evidence' does not have to be a direct quote. Answers must be taken from the text. Do not accept imprecise responses: e.g. 'the girl cried words so loud it was almost a scream' moves away from the focus of the question.
Total	**1**		

Question number	6	
What was it that stopped Lucy whimpering?		
Part	**Mark**	**Answer**

Part	**Mark**	**Answer**	**Further Information**
	1	Award 1 mark for **one** or more of the following: • she heard the sound of the door/latch opening **and/or** • the door (suddenly) swung open • the door opened unexpectedly.	Where a quote is given it should be no more than 'Then the latch gave a loud clack, and the door swung open.' Do not accept imprecise answers: e.g. she was scared. The focus of the question is <u>what happened</u> to make Lucy stop whimpering. However, if this is given alongside a correct response, regard it as neutral.
Total	**1**		

Question number	7	

Do you feel sorry for the girl in Lucy's dream?
Tick (✓) <u>one</u> box.

Explain your answer using words and phrases from the passage to support your explanation.

Part	Mark	Answer		Further Information
	2	**Explanation** **1 mark**	**Quotation** **1 mark**	There is no mark for the first part of the question but answers must agree with the choice '**yes**' or '**no**'.
		Yes: She was upset / sad.	(the girl's face) began to cry.	Award **one** mark for each part of the answer.
		Yes: She was dirty.	(the hand)(her hand) was slimed with black oil.	Accept other suitable reasons and supporting quotes but it is important that explanations and quotations match each other.
		Yes: It sounded as though she was in trouble.	(Wake up! Oh, wake up!) 'Oh, please wake up!' *Wake up! On its own is not enough.*	**ONLY** Award one mark for a suitable explanation **mostly in the candidate's own words**. i.e.Award 0 marks for an example such as: Exp: I feel sorry for her because she began to cry (not enough original words) Quote: the girl's face began to cry
		Yes: She was desperate for Lucy to wake up because she wanted help / she was asking for help	(Wake up! Oh, wake up!) 'Oh, please wake up!' *Wake up! On its own is not enough.*	If the explanation is acceptable, award a **further** mark for a matching quote which must be accurate.
		Yes: She sounded frightened or desperate.	(Wake up! Oh, wake up!) 'Oh, please wake up!' *Wake up! On its own is not enough.* AND/OR She cried (those words) so loud it was almost a scream.	A quote on its own is not creditworthy. However, an explanation on its own can gain credit. **Continued overleaf**

			No: She shouldn't have tried to wake Lucy.	The hand began to shake her / 'Wake up! Oh, wake up!'	**Important note:** If, when giving a quote, some 'own words' are used, the selected words for the quotation <u>must</u> be within quotation marks or underlined, i.e. highlighted clearly.
			No: Because she wasn't real.	What a horrible dream.	
			No: Because she is scary	A dreadful thing bending over her	Allow one copying error in quotes.
Total		**2**			

Question number	8	
Why would Lucy have needed binoculars to see the lark?		
Part	**Mark**	**Answer**	**Further Information**
	1	Because the lark was (flying) high / high up / far up / far away / too high / so high in the sky.	Do not accept: • because it was dark./ high in the darkness • because it was up in the sky A long quote, eg.' Glowing flickering body of the lark, far up there, catching the first rays of the sun…' has irrelevant detail that negates.
Total	**1**		

Question number	9	

The writer builds suspense by telling you what Lucy hears, sees and feels. Which do you think is the most important?
Tick (✓) one box.

Explain your answer in your own words.

Part	Mark	Answer			Further Information
	2	**Sense**	**Explanation 1 mark**	**Quotation 1 mark**	There is no mark for the first part of the question but answers must agree with the choice '**yes**' or '**no**'.
		Hearing	The sounds Lucy hears in her dreams are **scary**.	'Creaky stairs', or any noise quote	Award **one** mark for each part of the answer.
		Hearing	The sound Lucy hears gets louder.(not just 'more')	Almost a scream	Accept other suitable reasons but it is important that explanations and quotations match each other. **ONLY** Award one mark for a suitable explanation **mostly in the candidate's own words**.
		Sight	She sees something **scary.**	Dreadful thing bending over her OR not a flipper but a human hand OR black shining eyes	i.e.Award 0 marks for an example such as: Exp: Lucy felt a hand on her shoulder (not enough original words) Quote: a hand was laid on Lucy's shoulder If the explanation is acceptable, award a **further** mark for a matching quote which must be accurate. A quote on its own is not creditworthy. However, an explanation on its own can gain credit. **Continued overleaf**

		Feeling	Something **scary** is touching Lucy when she is asleep.	Hand on her shoulder OR shook her OR the hand began to shake her	**Important note:** If, when giving a quote, some 'own words' are used, the selected words for the quotation <u>must</u> be within quotation marks or underlined, i.e. highlighted clearly. Allow one copying error in quotes.
Total	**2**				

Question number	10	

Who is the point of view character in this story?
Explain how you know.

Part	Mark	Answer	Further Information
	2	Award 1 mark for: Lucy Award a further mark for **one** of: • we can see what is happening in her dream / tells about her dream (what she sees/feels) • we can see what she sees in her dream • we know what she is thinking and /or feeling.	Accept other appropriate reasons. Do not accept: • because it is about her • she is the main character / most mentioned • Lucy is the only character • mostly talks about her • tells about her movements.
Total	**2**		

Question number	11		
(a) Tick (✓) <u>two</u> boxes to show what techniques are being used here. **(b) Explain what ideas you think are being described by the underlined words.**			
Part	**Mark**	**Answer**	**Further Information**
(a)	1	imagery personification	Award 1 mark for **both** boxes ticked. Award 0 marks if any other boxes are ticked or more than 2 boxes are ticked.
(b)	2	There are **two** main ideas: • 'catching the first rays of the sun' means that it is (**nearly) dawn** • 'peered from behind the world' recognises that during the night the sun has been shining on the other side of the world. **Award 2 marks** to answers which give an explanation including both ideas. e.g. It is nearly time for the sun to rise and it looks as though it has been hiding behind the world as it begins to come up. **OR** It is nearly the end of the night and at night time the sun shines on the other side of the world so it now begins to appear. **OR** The birds are up high and catch the first rays of the sun as it comes around from the other side of the world. **Award 1 mark** for answers which only include one idea. e.g. It is time for sunrise. **OR** The lark was flying towards the rising sun. **OR** Early morning light shining on the lark. **OR** The sun has been shining on the other side of the world.	Marks can be awarded separately for each of the two ideas. Award 2 marks for answers that combine these ideas. Do not accept <u>vague</u> answers or answers which are taken <u>directly</u> from the text <u>without explanation</u>: e.g. • it is morning • the sun is shining. • the lark catches the first rays of the sun Do not award 2 marks for answers that are insufficient: e.g. The first sunshine of the morning is shining on the bird from behind the world. – this = 1 mark for the 1st point.
Total	**3**		

Question number	12	

(a) From the evidence <u>in this extract</u>, which genre do you think the story is?

Tick (✓) the correct answer.

(b) Name <u>two</u> general features of the genre you chose for <u>12 (a)</u>.

Part	Mark	Answer	Further Information
(a)	1	horror	
(b)	2	Features of horror stories include: • a familiar setting often becomes unfamiliar/scary • characters could be frightening • an element of shock (not just surprise) • the story often scares its readers • the plot may involve nasty characters and/or monsters etc which need to be overcome • it could be terrifying • there may be gory details, e.g. blood • there could be scary sounds / voices • nightmares • ghosts (as a generic feature).	Award 1 mark for each correct answer. Answers which are correct in addition to those suggested can be awarded the mark. If candidates give the wrong answer for 12 (a), award 1 mark for **two** appropriate features of the genre they identified.
Total	**3**		

Section B: Writing

13 **You have read about Lucy's dream.**
    Write a fantasy story where the main character has a dream.

   Ideas to help you:

Character	You could be the main character or it could be an imaginary person. Who else or what else is in the story?
Plot	What is the main character doing when the story begins? Does something exciting or interesting happen? How are the other characters (if there are any) linked to the events?
Setting	Dreams are often set in strange places. What's odd or interesting about the setting of your dream?

Notes to markers:

- Marking should always begin from the lowest mark in each column, i.e. From 1 mark and work upwards. Award 0 if 1 mark is not achieved.
- All the statements should be achieved for a student to achieve the mark (i.e. if there are two statements to describe a mark, both statements must be achieved before the mark can be given).
- Stop marking at the first statement in a column that the student fails to achieve and award the mark in the box below.

NB: MARK SCHEME FOR WRITING IS SPREAD ACROSS 2 PAGES.

Content Wc	Audience Wa	Text Structure Wt	Sentence Structure Un	Punctuation Up	Vocabulary Uv	Spelling Us
Imaginative detail is developed using a variety of techniques including imagery. During the course of the story, the development of the character(s) is shown through actions and reactions. 5		Paragraphs are used to structure the narrative, e.g. *they successfully signal the build up and resolution of the main event*. Dialogue (if used) is laid out correctly, with new line for each speaker. 5	Some complex sentences show control, including the position of clauses to focus attention. Range of connectives may be developed, e.g. *'although' meanwhile'*. 5			

Characters are well described with actions linked to key events.
 	
Suspense, or excitement, where used, is well built.
 	
4
	A clear, consistent relationship between writer and reader is established and controlled, e.g. *manipulation of language for effect*.
	
	4
		Paragraphs are used to help structure the narrative. e.g. *signaling change of time, place and / or focus on a different character*.
		
		There may be appropriate links between paragraphs, e.g. *good use of time connectives*.
		
		4
			Some complex sentences used to <u>create effect</u> using expanded phrases and clauses to develop ideas; *e.g. noun, adverbial, adjectival and verb phrases*.
			
			A wider variety of connectives is used appropriately, e.g. *'if', 'when', 'because'*.
			
			4
				All end of sentence punctuation is used accurately, including speech punctuation. N.B. Layout is marked in TS.
				
				Clauses are nearly always marked accurately by commas.
				
				There may be some errors where certain more complex devices are used, e.g.
				    colons,
				    semi-colons,
				    ellipses.
				
				4
						Spelling is mostly accurate, including words with complex, regular patterns. Allow plausible attempts at tricky polysyllables. *e.g. realised, interesting, wonderful, position, immediately*.
						
						4

Content	Audience	Text Structure	Sentence Structure	Punctuation	Vocabulary	Spelling
Story shows a good balance of content, e.g. *action, speech (not essential) and description*. Narrative viewpoint is established comfortably within the given genre – fantasy. 3	The reader is engaged by the inclusion of appropriate detail with some control i.e. about a dream/fantasy. Narrative viewpoint must be clear and consistent, e.g. *narrator as on looker (first or third person)*. 3	Paragraphs sometimes used to sequence ideas – but not consistently. Ideas need to be mostly coherent. Ideas are organized simply with a **fitting** opening and closing (i.e. it has to be about a dream/fantasy) 3	Some complex sentences are used to extend meaning but not always successfully. Use of past and present tense is generally consistent. Subject and verb generally agree. 3	Sentences <u>nearly always</u> demarcated accurately including capitalisation. Commas are always used in lists and sometimes to mark clauses. Speech marks, if used, are accurately placed around <u>words</u> spoken, although <u>other</u> speech punctuation may be accurate. 3	Writing is characterised by the use of <u>adventurous and precise</u> vocabulary including the use of appropriate figurative language.. Vocabulary is used effectively to create strong image, e.g. *use of simile or metapho*r. 3	Correct spelling of polysyllabic words that conform to regular pattern. *e.g. making, probably, clapped, possible, possibly*. 3
The story is well placed in its setting; i.e. a dream / fantasy setting is described. At least one dream / fantasy event is described. 2	Some attempt to engage the reader through establishment of mood and feeling. The writer gives sufficient information for a reader to <u>understand</u> the contents / events described. 2	<u>Some attempt</u> to sequence ideas logically; *e.g. content clear.* Openings and closings sometimes evident. 2	Some variation in sentence openings, e.g. *not always starting with the same noun, pronoun or other word*. Compound sentences are used but connectives are simple, e.g. *'and' 'but', 'so'* with general grammatically correct clauses. 2	All sentences mostly demarcated accurately with full stops, question and exclamation marks, i.e. at least half of possible opportunities. Speech marks, if used, may not be accurate. There may be the occasional capitalisation error. 2	Some evidence of specific / expressive vocabulary choices used accurately, e.g. *powerful verbs*. 2	Correct spelling of common words with more than one syllable, including compound words, e.g. *something, anything, yesterday*. 2
The story has a simple plot. involving a dream. 1	The reader is given basic information that is <u>relevant</u> to the narrative. 1	Story ideas are evident. 1	Simple sentences are generally grammatically correct. *'and'* may be used to connect clauses. 1	Straightforward (basic) sentences are demarcated accurately; e.g. *full stops, capital letters, question and exclamation marks*. 1	Simple and generally appropriate vocabulary used – limited in range but relevant, i.e. must relate to stimulus. 1	Correct spelling of high frequency words, e.g. *because, there, their*. 1

Award 0 where performance fails to meet the lowest description.
Stop marking at the first statement in a column that the student fails to achieve and award the mark in the box below.

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