
ENGLISH

0844/02

Paper 2

October 2015

MARK SCHEME

Maximum Mark: 50

This document consists of **11** printed pages and **1** blank page.

Section A: Reading

Question number	1		
Tick (✓) two boxes that we know are TRUE from the passage.			
Part	Mark	Answer	Further Information
	2	<p>The writer has just returned to school. <input checked="" type="checkbox"/></p> <p>The writer is worried about how he appears to others. <input checked="" type="checkbox"/></p>	<p>Award 1 mark for each correct tick.</p> <p>Award 0 marks if more than two boxes are ticked.</p> <p>Boxes 1 and 4 should be ticked.</p>
Total	2		

Question number	2		
What did Rowley do at the lockers to make the writer want to avoid him?			
Part	Mark	Answer	Further Information
	1	<p>Accept one of:</p> <ul style="list-style-type: none"> • Rowley annoyed him. • Rowley used the word 'play' instead of 'hang out'. • Rowley talked in a childish way. 	<p>Do not accept generalised answers, e.g. Rowley was childish.</p> <p>The question refers to Rowley's behaviour <u>at the lockers</u>.</p> <p>Do not accept long quotes '...he did something that really annoyed me.' <u>is acceptable</u>, however, 'Want to come over... say 'hang out', 'not play'' is overlong.</p> <p>Do not accept a direct quote of what Rowley said without further explanation e.g. (He) said 'Want to come over to my house and plaayyy?' is 0 marks on its own. Award one mark where this is accompanied by one of the acceptable answers.</p>
Total	1		

Question number	3		
Why can't he play tricks on his little brother?			
Part	Mark	Answer	Further Information
	1	Accept EITHER because his parents would tell him off OR he wouldn't get away with it/he'd get in big trouble OR his parents protected Manny/treated him like a prince.	Do not accept vague answers such as 'Manny was special'.
Total	1		

Question number	4		
Why does the writer say that it's unfortunate that his dad wakes up at 6:00 in the morning no matter what day of the week it is?			
Part	Mark	Answer	Further Information
	1	Because he likes to sleep in late AND his dad wakes him early (even) at weekends.	A link between 'sleeping late' AND 'waking early' with weekends is essential for the mark to be awarded.
Total	1		

Question number	5		
Was the writer happy that his mother bought him a diary? Give a reason from the passage to support your answer.			
Part	Mark	Answer	Further Information
	1	Accept no as an answer with one of the following phrases <ul style="list-style-type: none"> • This is a JOURNAL, not a diary OR <ul style="list-style-type: none"> • I SPECIFICALLY told her to get one that didn't say 'diary' on it. 	There is no mark for the first part of the question. Do not accept answers where Yes is ticked. 'This was Mom's idea, not mine' is too vague.
Total	1		

Question number	6		
Rowley's mother bought him a book called 'How to Make Friends in New Places'. What does this tell you about Rowley's character?			
Part	Mark	Answer	Further Information
	1	Accept one of: <ul style="list-style-type: none"> • he is really shy • he finds it very difficult to make friends • he does what his mother tells him to. 	Also accept ideas that describe Rowley as 'immature'. Do <u>not</u> accept 'he has no friends'.
Total	1		

Question number	7			
<p>Would you like the writer to be your friend? Explain your answer using words and phrases from the passage.</p>				
Part	Mark	Answer		Further Information
	2	Explanation	Quote	<p>There is no mark for the first part of the question but answers must agree with the choice 'yes' or 'no'.</p> <p>Award one mark for each part of the answer.</p> <p>Accept other suitable reasons / quotes but it is important that explanations and quotes match each other.</p> <p>Award one mark for a suitable explanation <i>mostly</i> in the candidate's own words.</p> <p>Award a further mark for a matching quote which must be accurate.</p> <p>A quote on its own is not credit worthy.</p> <p>However, an explanation on its own can gain credit.</p>
		Yes He sounds very funny/very cool.	'I've been trying to be a lot more careful about image ever since I got to middle school.' OR 'You're supposed to say hang out...'	
		Yes He was friends with Rowley when no-one else was.	'I guess I kind of felt sorry for Rowley.'	
		No He's unkind to his friends.	'...I get to use all the tricks my older brother Rodrick pulls on ME.' OR 'I've been avoiding Rowley since the first day of school, (when he did something that really annoyed me).'	
		No He's always playing tricks.	'You know how I said I play all sort of pranks on Rowley.'	
No He has a bad attitude.	'The only reason I get out of bed at all at weekends is because eventually I can't stand the taste of my own breath anymore.'			
Total	2			

Question Number	8		
What do you think the writer's relationship with Roderick is like?			
Part	Mark	Answer	Further information
	1	Accept answers which suggest that the relationship is not good.	<p>Allow further explanation of the poor relationship, such as</p> <ul style="list-style-type: none"> the writer feels he is a victim for his brother to play tricks on the writer feels bullied by his brother.
Total	1		

Question Number	9		
How do the writer's parents treat him differently from his younger brother?			
Select evidence from the passage to support your answer.			
Part	Mark	Answer	Further information
	2	Explanation	Evidence
		He expects his parents to tell him off, but they never tell Manny off.	As usual I was wrong/Manny never gets in trouble even when he deserves it.
		He would be told off if he did the same thing.	I could never get away with it.
		His parents spoil his little/younger brother (and he is jealous).	They protect him like he is a prince
			<p>Award 1 mark for an answer showing the writer's younger brother is treated more leniently.</p> <p>Award a further mark for supporting <u>evidence</u> from the passage.</p> <p><u>NB. 'Evidence' does not have to be a direct quote.</u></p> <p>Award one mark for a suitable explanation <i>mostly</i> in the candidate's own words.</p> <p>Also, evidence on its own is not creditworthy BUT an explanation on its own can gain credit.</p>
Total	2		

Question Number	10			
What does the writer see as the difference between a journal and a diary? Explain how you know.				
Part	Mark	Answer		Further information
	2	Answer	Explanation / evidence	Award 1 mark for the answer. Award a further mark for a plausible explanation/evidence. NB. Explanation/evidence on its own is not creditworthy. This does not have to be a direct quote. Answers must be from writer's point of view, not general comments about journals and diaries.
		He thinks diaries are for writing 'feelings'.	He doesn't want to do that.	
		He feels that journals are more sophisticated / cool / grown up than diaries.	He doesn't want it to be a diary. OR He refuses to write Dear Diary.	
Total	2			

Question Number	11			
(a) Tick (✓) <u>one</u> box to show what technique is being used here.				
(b) Explain what you think the underlined phrase means.				
Part	Mark	Answer		Further information
(a)	1	Idiom		
(b)	2	e.g. To help, protect or look after (1 mark) someone younger / smaller / less experienced or less strong (1 mark).		Award 1 mark for the idea of helping/protecting someone. Award a further mark for explaining what that person might be like, e.g. smaller, less strong, etc. Answers which only give the second part of the answer, e.g. younger, DO NOT answer the question and so score 0.
Total	3			

Question Number	12		
(a) From the evidence <u>in this extract</u> which genre do you think the story is?			
(b) Name <u>two</u> features of the genre you chose for <u>12 (a)</u> .			
Part	Mark	Answer	Further information
(a)	1	Realistic fiction	
(b)	2	<p>Features of realistic fiction include</p> <ul style="list-style-type: none"> • the characters <u>could</u> be real people • the setting is contemporary / familiar / could or can be real • although the events did not actually happen, they <u>could</u> have • the plot is a familiar theme from everyday life. 	<p>Award 1 mark for each correct answer.</p> <p>Answers which are correct in addition to those suggested can be awarded marks.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • ... are real • ... realistic [as it does not define the feature sufficiently. <p>Also, do not accept</p> <ul style="list-style-type: none"> • ... true for any feature. <p>Answers should be general features. Examples from the text can only be credited when given in addition to a correct answer.</p> <p>If a wrong answer is given in 12a, award 1 mark for two appropriate features of the genre identified.</p>
Total	3		

Section B: Writing

13 Read this introduction to a story.

Tuesday

Today started as usual – Dad woke me up early for school and I grumbled my way downstairs for breakfast. Dad walked me to the bus stop and put me on the school bus. I took my usual seat in the middle of the bus but we had to wait for ages. Then, just as we were about to leave, a boy and girl I'd never seen before came running down the street and jumped on the bus. They just sat at the back of the bus, whispering furiously to each other, without looking at anybody.

Now continue the story yourself to explain what happened next.

Ideas to help you:

Character	There are at least three characters: the narrator, the boy and the girl. Who are they? Are they related?
Setting	Do they stay on the bus? Do they have to get off the bus? Do they get to school?
Plot	Why are these new kids on the bus? What did they have to hide? Why were they whispering and avoiding everyone?

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	AUDIENCE	TEXT STRUCTURE	SENTENCE STRUCTURE	PUNCTUATION	VOCABULARY	SPELLING
<p>Imaginative details developed using a variety of techniques including imagery.</p> <p>During the course of the story, the development of the character are shown through actions <u>and</u> reactions.</p> <p>5</p>		<p>Paragraphs are used effectively to structure the narrative. e.g. <i>they successfully signal the build up and resolution of the main event.</i></p> <p>Dialogue is laid out correctly, with new line for each speaker.</p> <p>5</p>	<p>Some use of complex sentences shows control, including the position of clauses to focus attention.</p> <p>Range of connectives may be developed, e.g. <i>'although', 'meanwhile'.</i></p> <p>5</p>			
<p>Characters are well described with actions linked to key events.</p> <p>Suspense, or excitement, where used, is well built.</p> <p>4</p>	<p>A clear, consistent relationship between writer and reader is established and controlled, e.g. <i>manipulation of language for effect.</i></p> <p>4</p>	<p>Paragraphs are used to help structure the narrative. e.g. <i>signaling change of time, place and/or focus on a different character.</i></p> <p>There may be appropriate links between paragraphs, e.g. <i>good use of time connectives.</i></p> <p>4</p>	<p>Some complex sentences used to create effect using expanded phrases and clauses to develop ideas; e.g. <i>noun, adverbial, adjectival and verb phrases.</i></p> <p>A wider variety of connectives is used appropriately, e.g. <i>'if', 'when', 'because'.</i></p> <p>4</p>	<p>All end of sentence punctuation is used accurately, including speech punctuation.</p> <p>Clauses are nearly always marked accurately by commas.</p> <p>There may be some errors where certain more complex devices are used, e.g. <i>colons, semi-colons, ellipses.</i></p> <p>4</p>		<p>Spelling is mostly accurate, including words with complex regular patterns.</p> <p>Allow plausible attempts at tricky polysyllables e.g. <i>realised, interesting, wonderful, position, immediately.</i></p> <p>4</p>

<p>Story shows a good balance of content, e.g. <i>action, speech (not essential) and description</i>.</p> <p>Narrative is established comfortably within the chosen genre.</p>	<p>The reader is engaged by the inclusion of appropriate detail with some control.</p> <p>Narrative viewpoint must be clear and consistent, e.g. <i>narrator as onlooker (first or third person)</i>.</p>	<p>Paragraphs used to sequence ideas but not consistently.</p> <p>Ideas are organised simply with a fitting opening and closing that are mostly logical.</p>	<p>Some complex sentences are used to extend meaning but not always successfully.</p> <p>Use of past and present tense is generally consistent.</p> <p>Consistent use of pronouns, i.e. not confused e.g. <i>between 1st and 3rd person</i>.</p> <p>Subject and verb generally agree.</p>	<p>Sentences nearly always demarcated accurately, including capitalisation.</p> <p>Commas are always used in lists and sometimes to mark clauses.</p> <p>Speech marks, if used, are accurately placed around words spoken, although other speech punctuation may not be accurate.</p>	<p>Writing is characterised by the use of adventurous and precise vocabulary, including the use of figurative language where appropriate.</p> <p>Vocabulary is used effectively to create a strong image e.g. <i>use of simile or metaphor</i>.</p>	<p>Correct spelling of polysyllabic words that conform to a regular pattern.</p> <p>e.g. <i>making, probably, clapped, possible, possibly</i>.</p>	3	3	3
<p>The story is well-placed in its setting e.g. <i>on the bus to start with</i>.</p> <p>At least one event is described, i.e. it must involve what happens next in the given situation.</p>	<p>Some attempt to engage reader through establishment of mood and feeling.</p> <p>The writer gives sufficient information for a reader to <u>understand</u> the contents/events described.</p>	<p>Some attempt to sequence ideas logically, e.g. <i>content clear</i>.</p> <p>Openings and closings sometimes evident.</p>	<p>Some variation in sentence openings, e.g. <i>not always starting with the same noun, pronoun or other word</i>.</p> <p>Compound sentences are used but connectives are simple, e.g. <i>'and', 'but', 'so'</i>, with generally grammatically correct clauses.</p>	<p>Sentences mostly demarcated accurately with full stops, question marks, i.e. in at least half of possible opportunities.</p> <p>Speech marks, if used, may not be accurate.</p> <p>There may be the occasional capitalisation error.</p>	<p>Some evidence of specific / expressive vocabulary choices used accurately.</p>	<p>Spelling of common words including those with more than one syllable, e.g. <i>yesterday, friend</i>, and including compound words, e.g. <i>anything, something</i>, is generally accurate.</p>	2	2	2
<p>The story has a simple plot i.e. involving an unfamiliar boy and girl.</p>	<p>The reader is given basic information that is <u>relevant</u> to the narrative.</p>	<p>Story ideas are evident and about the given stimulus.</p> <p>NB Does not have to be a diary entry as stimulus is to write a 'story' which <i>may</i> be a diary or not.</p>	<p>Simple sentences are generally grammatically correct.</p> <p>'And' may be used to connect clauses.</p>	<p>Some demarcation of basic sentence structures evident e.g. <i>full stops, capital letters, question and exclamation marks</i>.</p>	<p>Simple generally appropriate vocabulary used – limited in range but relevant. i.e. must relate to the stimulus.</p>	<p>Spelling of high frequency words is generally correct. e.g. <i>because, their, there</i>.</p>	1	1	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.

