
ENGLISH

0844/02

Paper 2

For Examination from 2014

SPECIMEN MARK SCHEME

1 hour

MAXIMUM MARK: 50

This document consists of **9** printed pages and **1** blank page.

Section A: Reading

Question number	1		
Tick (✓) <u>two</u> boxes that we know are TRUE from the passage.			
Part	Mark	Answer	Further Information
	2	He wore a tweed suit. <input checked="" type="checkbox"/>	Award 1 mark for each correct tick.
		His mouth was wide. <input checked="" type="checkbox"/>	
Total	2		

Question number	2		
Why were the people in the district afraid?			
Part	Mark	Answer	Further Information
	1	Because of the thunderstorm	Accept responses referring to how loud / bright the thunder / lightning was / how violent the storm was
Total	1		

Question number	3		
What change took place in the scarecrow when lightning struck him?			
Part	Mark	Answer	Further Information
	1	He came to life.	Accept responses which refer to the effect the lightning had on the scarecrow Answers must be from the text.
Total	1		

Question number	4		
When Jack awoke, he stood up and looked around. Why?			
Part	Mark	Answer	Further Information
	1	He / Jack had heard a voice / someone calling.	Accept he/Jack had heard a noise.
Total	1		

Question number	5		
Did the scarecrow seem calm? Give a reason from the text 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"> • He was shouting • He was waving wildly • He was yelling • He was leaning over at a crazy angle 	Do not accept answers where 'Yes' has been ticked. Accept answers that describe the scarecrow's 'behaviour'.
Total	1		

Question number	6		
Although scarecrows don't usually talk, Jack decided to go and help the scarecrow. What does this tell you about Jack?			
Part	Mark	Answer	Further Information
	1	That he is brave / curious / courageous / inquisitive	Accept: kind / obedient/ courteous
Total	1		

Question number	7			
Do you feel worried about Jack approaching the scarecrow? Explain your answer using words and phrases from the text.				
Part	Mark	Answer		Further Information
	2	Explanation – 1 mark	Quotations – 1 mark	<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 but it is important that explanations and quotations 'match' each other.</p>
		Yes: the scarecrow might be dangerous / mad.	'It isn't every day you find a scarecrow talking to you'	
		Yes: he might be going crazy	'He looks madder than I feel.'	
		Yes: he might be in danger	'It isn't every day you find a scarecrow talking to you.'	
		No: because he is a brave boy	'Jack was curious'	
		No: the scarecrow is not dangerous / frightening	'Jack was curious'	
Total	2			

Question Number	8			
Why did Jack jump away when the scarecrow's leg twitched in his hand?				
Part	Mark	Answer		Further information
	1	<ul style="list-style-type: none"> • Because scarecrows don't usually move • Because he was frightened (to feel the scarecrow move) • Because he didn't expect to feel the scarecrow move • Because he was surprised 		<p>Accept answers that give a clear indication of Jack's surprise / fear / disgust.</p>
Total	1			

Question Number	9		
What do you think the weather was like outside when Jack woke up? Give evidence from the text to support your answer.			
Part	Mark	Answer	Further information
	2	<p>Award 1 mark for a suitable quote that matches the first part of the answer.</p> <ul style="list-style-type: none"> • The storm had cleared away. • Colder than ever • He shaded his eyes 	Accept answers which mention the clearer day / cold in some way / that the storm had cleared.
Total	2		

Question Number	10		
Who do you think is the point of view character in this story? Explain how you know.			
Part	Mark	Answer	Further information
	2	<p>Award 1 mark for identifying a character:</p> <ul style="list-style-type: none"> • scarecrow • Mr Pandolfo's scarecrow • Jack <p>Award a further mark for answers which give supporting information from the passage.</p> <p>e.g. (scarecrow) we follow everything that he does</p> <p>(Jack) we know about his feelings.</p>	Do not accept 'Mr Pandolfo' for the first part of the question.
Total	2		

Question Number	11		
<p>(a) Tick (✓) <u>one</u> box to say which technique is being used here. (b) Explain what you think the underlined phrase means.</p>			
Part	Mark	Answer	Further information
(a)	1	Simile <input checked="" type="checkbox"/>	
(b)	2	<p>There are 2 ideas here: sound / what you see</p> <p>Award 1 mark each for responses referring to:</p> <ul style="list-style-type: none"> the sound of the thunderstorm the appearance of the thunderstorm 	<p>1 mark for suggesting a warlike / violent situation.</p> <p>Only award 2 marks if responses mention both sound and what is seen.</p>
Total	3		

Question Number	12		
<p>(a) From the evidence <u>in this extract</u> which genre do you think the story is? (b) Name <u>two</u> general features of the genre you chose for <u>12(a)</u>.</p>			
Part	Mark	Answer	Further information
(a)	1	Fantasy <input checked="" type="checkbox"/>	
(b)	2	<p>Features of fantasy stories include:</p> <ul style="list-style-type: none"> The characters could all be real people in an imaginary setting. The characters could be imaginary, perhaps with human characteristics. The events could not actually happen. The story can have a contemporary setting or be set in the future or past. 	<p>Award 1 mark for each correct answer.</p> <p>Answers which are correct in addition to those suggested can be awarded the mark.</p> <p>If the wrong answer has been given in part (a), accept any correct features of the genre that has been identified.</p>
Total	3		

Section B: Writing

- 13** Now continue the story yourself to explain what the chief scientist discovers about the creature.

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	PURPOSE AND AUDIENCE	TEXT STRUCTURE	SENTENCE STRUCTURE	PUNCTUATION	VOCABULARY	SPELLING
<p>Imaginative details developed using a variety of techniques e.g. imagery.</p> <p>During the course of the story, the development of the character(s) is shown through actions and reactions.</p> <p>5</p>		<p>Paragraphs are used to structure the narrative e.g. <i>there is an appropriate build up and resolution of the main event.</i></p> <p>Dialogue is laid out correctly, with a new line for each speaker.</p> <p>5</p>	<p>Some use of complex sentences is controlled, 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>Character is 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.</p> <p>4</p>	<p>Paragraphs are used to help structure the narrative.</p> <p>There may be appropriate links between paragraphs.</p> <p>4</p>	<p>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>Sentences are mostly grammatically correct.</p> <p>4</p>	<p>All punctuation is used accurately, including speech punctuation.</p> <p>Clauses are generally marked accurately by commas.</p> <p>There may be some mistakes where certain more complex devices are used, e.g. <i>colons, semi-colons, ellipses, brackets.</i></p> <p>4</p>		<p>Spelling is mostly accurate, including words with complex regular patterns.</p> <p><i>Allow plausible attempts at tricky polysyllables e.g. realised, interesting, wonderful, position, immediately.</i></p> <p>4</p>

<p>Story is well crafted and focuses on either character or action.</p> <p>The story is concluded successfully and without rushing.</p> <p>Narrative viewpoint is established comfortably within the given genre (or 'chosen' if not given); e.g. <i>the given story is fantasy or science fiction but genre could change with subsequent story as per instructions.</i></p>	<p>The reader's response to different parts of the story is well controlled.</p> <p>The reader is engaged by the inclusion of appropriate detail.</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>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>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. e.g. <i>making, probably, clapped, possible, possibly.</i></p>	3	3	3	3
<p>The story is well placed in its setting. e.g. <i>not given but must be clearly evident.</i></p> <p>One event is described.</p>	<p>Some attempt to engage reader.</p> <p>The writer gives sufficient information for a reader to understand 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>Connectives are simple, e.g. 'and', 'but', 'so'.</p>	<p>Sentences <u>neary</u> <u>always</u> demarcated accurately with full stops, capital letters, question and exclamation marks.</p> <p>Speech marks, if used, may not be accurate.</p>	<p>Some evidence of deliberate vocabulary choices used accurately.</p>	<p>Spelling of common words with more than one syllable, including compound words, is generally accurate.</p>	2	2	2	
<p>The story has a simple plot.</p>	<p>The reader is given basic information that is relevant to the narrative.</p>	<p>Story ideas are evident.</p>	<p>Simple sentences are generally grammatically correct.</p> <p>'and' may be used to connect clauses.</p>	<p>Straightforward sentences are demarcated accurately; e.g. <i>full stops, capital letters, question and exclamation marks.</i></p>	<p>Simple generally appropriate vocabulary used – limited in range but relevant.</p>	<p>Spelling of high frequency words is generally correct.</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.**

