Cambridge Primary Checkpoint

ENGLISH	**0844/02**
Paper 2 Fiction	**April 2022**
MARK SCHEME	
Maximum Mark: 50	

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 End of Series Report. Cambridge will not enter into discussions about these mark schemes.

[Turn over

Section A: Reading

Question	Answer	Marks
1	**How does Tom feel when he arrives in the Aztec room? Tick (✓) <u>one</u> box.** Award **1 mark** for: • surprised. Box 4 should be ticked. Award **0 marks** where more than one box is ticked.	**1**

Question	Answer	Marks
2	**How do we know there is a lot to do before the exhibition opens to the public?** Award **1 mark** for: • There were (still) several unpacked/unopened crates and boxes. **Accept:** • '<u>still</u> closed' but not just 'closed' • packed / <u>still</u> not opened **Do not accept:** • just 'crates and boxes' – 'unpacked' is key here. • unloaded	**1**

Question	Answer	Marks
3	**What is the first Aztec object Tom notices?** Award **1 mark** for: • (a model of a twin) pyramid (with a squared-off top). **Accept** the whole sentence in line 4: 'He pointed to a model of a twin pyramid with a squared-off top.' **Do not accept** 'a model'	**1**

Question	Answer	Marks
4	**Why does Tom's dad leave the Aztec room?** Award **1 mark** for: • (He went) to answer a (telephone/phone) call. / There was (telephone) call (for him). **Accept** any response that conveys the above meaning that he was going to answer a call – even if it is not clear that it is a telephone call, i.e. it could be someone calling him to the 'phone. • There was a call for him / he had a call • Someone told him there was a (phone) call for him **Do not accept** imprecise or incorrect answers: • He had work to do in his office • He's in a meeting • A woman appeared and called him • Dr Sullivan said there was a call for him	**1**

Question	Answer	Marks
5	**What is 'It was as if the drum were begging him to play it' (lines 16–17) an example of? Tick (✓) two boxes.** Award **1 mark** for each of the following: • simile • personification. Boxes 1 and 4 should be ticked. Award **0 marks** where more than two boxes have been ticked.	**2**

Question	Answer	Marks
6	**Look at line 19.** **Explain why Tom wants to be alone. Give <u>two</u> ideas.** Award **1 mark** for any of the following up to a maximum of **2 marks**: • He wants to hit/play the drum. • He knows what he is going to do is wrong. / He knew he was breaking the rules. • He is being disobedient / ignoring his father's instructions. / He knew he wasn't allowed to touch anything. / So he doesn't get into trouble. • He doesn't want anyone to disturb/stop him. / He doesn't want anyone to know / see what he is doing. / So he doesn't get caught. Mark each bullet separately: • 1 correct on 1st line = 1 mark; 1 correct on 2nd line = 1 mark (total = 2 marks) • 2 correct on 1st line = 1 mark; 1 or more correct on 2nd line = 1 mark (total • = 2 marks) • 2 correct answers on 1st line = 1 mark; incorrect on 2nd line = 0 mark (total • = 1 mark) – and vice versa • 1 correct + 1 incorrect on 1st line = 0 mark; 1 correct on 2nd line = 1 mark (total = 1 mark) – and vice versa **Do not accept** imprecise or incorrect answers: • He wants to make a storm/rain. • He wants to touch stuff / (Aztec) objects / artefacts • He was curious – not enough? **Also, do not accept** a direct quote from the extract – from lines 15–19	**2**

Question	Answer	Marks
7	**Explain in your own words why Tom is so shocked by what happens when he hits the drum (lines 20–21). Give <u>two</u> ideas.** Award **1 mark** for one of the following about **HOW** he hit the drum. • (although) he hit the drum softly / lightly / daintily • (although) he swung the mallet softly / lightly / daintily. • (although) he hit the drum gently – attempt at own words as 'gently' used with 'swung' Award **1 mark** for one of the following about the extent of the **NOISE** that resulted. • (because) the noise (from the drum) was so/very loud • (because) The noise sounded like thunder. • (because) there was a giant roll of thunder – 'giant' = attempt at own words **Award 2 marks** where both points are given in one sentence: 'Tom was shocked because he had not hit the drum very hard and the noise it made was really loud' **Award 1 mark** where only one part of the sentence is correct: 'He banged the drum and <u>the noise was really loud</u>' '<u>He lightly hit the drum</u> and it made a noise.' **Do not accept a direct quote:** '…he gently swung it down' and '…an enormous roll of thunder exploded…' – There needs to be some attempt at 'own words', e.g. 'erupted' instead of 'exploded' **Also, do not accept** imprecise or incorrect answers: • He was not alone anymore • He'd never seen anything like it before. • There was a blue girl wearing a feathered headdress.	**2**

Question	Answer	Marks
8	**Where is Zuma before Tom sees her?** Award **1 mark** for: • (stuck / trapped / imprisoned) in the drum. **Do not accept** imprecise or incorrect answers: • In prison/jail – too general on its own **Allow:** 'she was in prison in the drum' – 'the drum' is key here.	**1**

Question	Answer	Marks
9	**Look at lines 23–25.** **What does the girl's behaviour tell us about how she feels?** **Tick (✓) <u>one</u> box.** Award **1 mark** for: • grateful. Box 1 should be ticked. Award **0 marks** where more than one box is ticked.	**1**

Question	Answer	Marks
10	**Why did Zuma look nervous? Tick (✓) <u>one</u> box.** Award **1 mark** for: • She is expecting Tlaloc to be angry with her. Box 2 should be ticked. Award **0 marks** where more than one box is ticked.	**1**

Question	Answer	Marks
11	**What brought the rain to an end?** Tlaloc picked up / lifted the (wooden) drum **Accept** any tense as long as the answer has Tlaloc picking up the drum. **Do not accept** imprecise or incorrect answers: • He held the drum – need the action of 'picking up' • Picked up the mallet • 'Tlaloc did' – questions asks **'what'** not **'who'** • Touched the drum. • He picked up the drum – who? Need 'Tlaloc'	**1**

Question	Answer	Marks
12	**Look at lines 35–39.** **Give three words which describe sounds.** Award **1 mark** for each of the following: • roared • creak/loud • jangle. **Accept** answers where the words are either underlined in a phrase OR given within parenthetical commas in a phrase. **Do not accept** any extra words. NB: Spelling errors are allowed as long as words need to be phonically identifiable	**3**

Question	Answer	Marks
13	**Look at this sentence: '"But – it's going to be an adventure!"' (Line 48) This suggests that Tom has been on an adventure before.** **Give another sentence from the text which tells us that Tom has already been on a similar adventure.** Award **1 mark** for: • Tom was pretty sure he knew what was coming next. **Allow** simple copying errors. **Do not accept** any additional / changed / missing words – **'another sentence'** is asked for so no more. e.g. Tom was pretty sure what was coming next = 0 Tom was pretty sure what is happening = 0	**1**

Question	Answer	Marks
14	**Match each verb below with an explanation.** Award **1 mark** for each correct match: • rose – moved up • sailed – moved smoothly • spun – moved quickly. **Do not accept:** • answers where 2 lines are drawn to 1 answer **OR** • answers where 2 lines are drawn from one of the given verbs	**3**

Question	Answer	Marks
15	**The story is told from Tom's point of view.** **How would it be different if Tlaloc was telling it?** Award **1 mark** for any of the following up to a maximum of **2 marks**: • We would know Tlaloc's thoughts and feelings **_(see below)_ / We wouldn't know Tom's thoughts and feelings. • We wouldn't know / have seen what happened before Tlaloc came out of the drum. • The story would have started when / wouldn't have started until Tlaloc came out of the drum. • We wouldn't know what Tlaloc looked like • The story could have started with Tlaloc stuck inside the drum before he came out. • The story started when Tlaloc noticed Zuma had escaped • Tlaloc wouldn't know who Tom is or how Zuma got free • Tlaloc uses 1st person to describe himself / he uses 3rd person to describe Tom **Do not accept** imprecise or incorrect answers: • **'thoughts and feelings' – 'his' or 'Tlaloc's' needed • The beginning would be different – vague • It would be in 1st person – vague • Tlaloc would replace Tom – in the question • We would be stuck inside the drum – insufficient _see 5th bullet for detail_	**2**

Question	Answer	Marks
16	**What genre is the text? Explain how you know.**	**2**
	Award **1 mark** for the genre.	
	• For this extract, both **fantasy** and **adventure** are deemed to be acceptable.	
	Do not accept 'fiction' although it can be seen as neutral where a correct explanation linked to 'fantasy' or 'adventure' is given.	
	Award a **further** mark for the explanation/reason. (even if this is all on 1 line with nothing on the 2nd line)	
	EITHER:	
	For **'fantasy', award 1 mark** for any one of: • because there is magic • there are gods • an imaginary setting • people who couldn't exist in real life = blue people / people who couldn't exist in real life • things happen which couldn't happen (in real life) / accept an example of something that couldn't happen in real life. OR:	
	For **'adventure',** award **1 mark** for any one of: • involves a task / quest / journey • lots of action • may be danger • a hero who has a problem, e.g. a villain, to overcome • an ending where the problem is solved	
	For other chosen genres:	
	Give **0 marks** for the first part – the genre BUT:	
	Allow **1 mark** for any explanation which matches the genre chosen in the first half of the question **and** is compatible with the text **reflecting the information in the text:**	

	For example:
	 • It is a real life story (genre) because Tom could be a real person.
	     = 0 for genre; 1 for explanation.
	 • It is fiction because there is magic
	     = 0 for genre; 1 for explanation.	

	Also, if two correct genres are given, take one as neutral and mark any correct explanation linked to one of them.	
	…and, if 'adventure' and 'fiction' are given, take fiction as neutral.	
	Also, if correct genre and explanation given on 1st line and incorrect info on 2nd line, give credit of 1 mark for 1st line and 0 for 2nd line, i.e. Mark independently.	

Section B: Writing

Question	Answer	Marks
Notes to markers		

- Use the marking grids on the next 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.
- **NO** credit to be given for the plan.

17 What happens next? Continue the story about Tom and Zuma.

- **Where do they go?**
- **Do they find any of the coins?**
- **Do they meet any other characters?**

17	Content, purpose and audience. (Wa)	**8**
	Text structure and organization. (Wt)	**7**
	Sentence structure and punctuation. (Wp)	**7**
	Spelling (Ws)	**3**
		[Total 25]

Content, purpose and audience 8 marks	Text structure and organisation 7 marks
Content is relevant and developed with imaginative detail using a variety of techniques, **e.g. *imagery and figurative language.*** Features of the genre, if required, are clearly established. Uses adventurous and precise vocabulary. Characterisation is shown through actions and reactions during the story. A clear, consistent relationship between writer and reader is established and controlled. Narrative viewpoint is clear with the style established to engage the reader's interest throughout. 7–8	Clear structure with well-organised material within paragraphs. Paragraphs are used to structure the narrative ***e.g. there is an appropriate build up and resolution of the main event, as a refinement of previous box.*** Chronological or logical links help the development of ideas. Cohesion within and between paragraphs is achieved using devices such as connectives. 6–7
Relevant content with some detail developed using deliberate choices of vocabulary for the task. Main features of the genre are evident, e.g. **ideally fantasy** Characters are well described with actions linked to key events. **i.e. need to address the idea of searching for coins with reactions of T & Z** A clear relationship between writer and reader is established in parts of the story, which engages the reader. Straightforward viewpoint, with a generally appropriate and consistent style. 5–6	Paragraphs are used to help structure the narrative, ***e.g. signal a change in time, place and/or focus on a different character or event,*** where the main idea is usually supported by following sentences, Logical sequence with attempts to link ideas evident but not consistent attempts to link ideas with fitting openings and closings, **i.e. has to be linked to the stimulus.** 4–5
Content is straightforward with an appropriate balance, e.g. *speech, action and description*. Vocabulary is simple, with some choices to create interest. At least one event is described, **i.e. something happens involving T & Z linked to the search for coins.** General features of the genre, if required, are shown, **e.g. fantasy (but not required…)** Some attempt to engage the reader. 3–4	Paragraphs/sections are evident with related points grouped together or linked by time sequence. Some attempt to sequence **relevant** ideas logically <u>in relation to the stimulus</u>. Also, introduction/closing statement may be evident. Movement between paragraphs or sections, may be disjointed. 2–3
Ideas are mostly relevant to the narrative with a simple plot. **i.e. involves T & Z continuing the action (from the museum).** Vocabulary is simple and relevant. **NB:** allow 1st or 3rd person as long as viewpoint consistent (see Box 5/6) 1–2	Some basic sequencing with story ideas evident. 1
No creditable response 0	No creditable response 0

Sentence structure and punctuation 7 marks	Spelling 3 marks
Use of complex sentences to provide clarity and emphasis, *e.g. by positioning of clauses, using a wide range of connectives (although, meanwhile), varying word order or detailed expansion of phrases.* Grammar is almost always accurate throughout the text. Punctuation is used accurately to demarcate sentences and for speech punctuation – *errors may occur where structures are ambitious.* Commas are always used in lists and usually to mark clauses. 6–7	
Some complex sentences are used to create effect, such as using expanded phrases to develop ideas *e.g. noun, adverbial, adjectival, and verb phrases, or a range of connectives (e.g. if, so, because, then).* Grammar in complex sentences is generally correct in terms of tense and verb form. End of sentence punctuation is nearly always accurate throughout the text. Capitalisation is always correct. Speech marks may be used around words spoken but other speech punctuation may not be accurate. Commas are always used in lists and occasionally to mark clauses. 4–5	Spelling is generally correct throughout. (There may occasional be phonetically plausible attempts at complex words.) Correct spelling of most, not all, polysyllabic words *e.g. appear, information, making, possible, probably, wondering, search.* 3
A mix of simple and compound sentences. Compound sentences use simple connectives to join clauses, *e,g, and, but* Generally correct grammar, *i.e. subject and verb generally agree. Past and present tense of verbs generally consistent.* Demarcation of straightforward sentences is usually correct. There may be evidence of comma splicing. *NB. If punctuation is totally lacking **and** other descriptors met then give lower mark here.* 2–3	Spelling of common words, including polysyllabic and compound words, is generally accurate, *e.g. friend, another, around, because, anything, something,* Spelling of plurals and some past and present words is generally accurate, *e.g. boxes, clothes, told, stopped, wanted.* 2
Some simple sentence structures are used successfully. Some variation in sentence openings. Some correct use of punctuation, such as full stops and capital letters. **NB:** *where more ambitious structures are used with NO simple sentences, begin marking at Box 2 provided 2nd descriptor about variation in sentence openings has been met.* **Also:** *learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English.* 1	Spelling of high frequency words is generally correct, *e.g. their/there, when, were, what, some, etc.* 1
No creditable response 0	No creditable response 0