

Cambridge Lower Secondary Checkpoint

ENGLISH

1111/02

Paper 2 Fiction

April 2021

MARK SCHEME

Maximum Mark: 50

IMPORTANT NOTICE

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.

This document has **12** pages. Any blank pages are indicated.

Section A: Reading

Question	Answer	Marks
1	<p>Who is the narrator in the story? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • Esperanza. 	1

Question	Answer	Marks
2	<p>The family's hopes of a better house seem unlikely to come true. Give <u>one</u> quotation from lines 1–8 that tells the reader this.</p> <p>Award 1 mark for either of the following:</p> <ul style="list-style-type: none"> • (This was the house) Papa talked about when he held a lottery ticket. • (This was the house) Mama dreamed up (in the stories she told us before we went to bed). 	1

Question	Answer	Marks												
Look at the first and second paragraphs (lines 1–15).														
3(a)	<p>What are the differences between the houses described in each paragraph? Complete the table below with information from the text.</p> <p>Award 1 mark for each correct point, up to a maximum of 3 marks:</p> <table border="1"> <thead> <tr> <th></th> <th>First paragraph</th> <th>Second paragraph</th> </tr> </thead> <tbody> <tr> <td>Rooms</td> <td><i>three washrooms</i></td> <td>Everyone has to share a bedroom. / There is only one washroom/bathroom</td> </tr> <tr> <td>Condition</td> <td>running water / pipes that worked Do not accept reference to trees</td> <td><i>The bricks are crumbling.</i></td> </tr> <tr> <td>Outside</td> <td><i>a great big yard</i></td> <td>There are tight steps in front. / There is no front yard. / There are only four little elms. / There is a small garage. / There is a small yard.</td> </tr> </tbody> </table>		First paragraph	Second paragraph	Rooms	<i>three washrooms</i>	Everyone has to share a bedroom. / There is only one washroom/bathroom	Condition	running water / pipes that worked Do not accept reference to trees	<i>The bricks are crumbling.</i>	Outside	<i>a great big yard</i>	There are tight steps in front. / There is no front yard. / There are only four little elms. / There is a small garage. / There is a small yard.	3
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3(b)	<p>Why has the writer put these paragraphs next to each other? Use your own words.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> The writer is pointing out the contrast/comparison/difference (between the dream house that the family would like and the real house they live in) / the perfect placed next to the not perfect / they are opposites 	1												

Question	Answer	Marks
4	<p>Look at this phrase: ‘... windows so small you’d think they were holding their breath.’ (Line 10)</p> <p>What technique is this an example of?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> Personification. 	1

Question	Answer	Marks
5	<p>Give <u>one</u> quotation from lines 16–20 that tells the reader that Loomis is a dangerous area.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • ('The laundromat downstairs had been boarded up because it had been robbed (two days before) ...') 	1

Question	Answer	Marks
Look at lines 21–24.		
6(a)	<p><i>There is repeated four times in italics.</i></p> <p>What does this tell the reader about the attitude of the nun? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • contempt. 	1
6(b)	<p>The narrator is embarrassed about the house. Give <u>one</u> quotation that tells the reader this.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • '(The way she said) it made me feel like nothing.' 	1

Question	Answer	Marks
7	<p>Look at this sentence: 'But I know how those things go.' (Lines 26–27)</p> <p>What does the narrator mean in the sentence above?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • Esperanza does not believe / have faith in her parents. / she doesn't believe that they will move to a real house. / she doesn't believe they will move out of the house on Mango Street / she knows this will not happen / she knows it's not temporary 	1

Question	Answer	Marks
Look at lines 33–38.		
8(a)	<p>Give <u>one</u> example of each of the following:</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • <i>a metaphor</i> – (my mother’s hair is) the warm smell of bread / (my mother’s hair is) the smell when she makes room for you on her side of the bed • <i>repetition</i> – my mother’s hair / like little (rosettes), like little (candy circles) / the rain / snoring / the smell / warm / holding (you) • <i>alliteration</i> – like little / candy (circles) all curly / pinned it in pincurls / bread before you bake it (accept any two of the ‘b’ words)/ like little rosettes 	3
8(b)	<p>What does the reader learn about the mother’s character?</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • Her mother is comforting / protective / caring / loving / warm / homely / kind / calm / gentle / sweet / attentive / patient / serene / tranquil / devoted / affectionate 	1

Question	Answer	Marks
9	<p>Look at the section of the text under the heading <i>My Name</i> (lines 39–53). Why does Esperanza want to change her name? Give <u>two</u> reasons, using your own words.</p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • Her name is too long. (Do not allow lift ‘Too many letters’) • Her name is negative / has a negative meaning/connotation. (Not just doesn’t like the meaning) Do not allow ‘It means sadness’, ‘it means waiting’ as they are quotes. • It reminds her of sad songs. • It was the same name as her (great)grandmother, (who had an unhappy life). / She does not want to be like her (great)grandmother. / She wants to have a different life (to that of her (great)grandmother). Do not accept the lift ‘It was my great grandmother’s’. • She wants to be herself / She wants a name that suits her/ represents her personality. (Do not accept ‘More like the real me’ lift) 	2

Question	Answer	Marks								
10	<p>Look at lines 45–51. What does this paragraph tell the reader about women’s lives in the past? Complete the table below.</p> <p>Award 1 mark for each correct point:</p> <table border="1" data-bbox="300 465 1347 1059"> <thead> <tr> <th data-bbox="300 465 823 517">Quotation</th> <th data-bbox="823 465 1347 517">What it tells the reader</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 517 823 618"><i>‘... a wild horse of a woman, so wild she wouldn’t marry.’</i></td> <td data-bbox="823 517 1347 618">Women were expected to be obedient / to be forced to marry / they weren’t allowed independence</td> </tr> <tr> <td data-bbox="300 618 823 790"><i>‘... my great-grandfather threw a sack over her head and carried her off.’</i></td> <td data-bbox="823 618 1347 790">Women were treated as if they were objects / things that could be just taken / had no rights / could be abducted / forced into (arranged) marriage / men had power</td> </tr> <tr> <td data-bbox="300 790 823 1059"><i>‘She looked out the window her whole life,’</i></td> <td data-bbox="823 790 1347 1059">Women didn’t have the chance to fulfil their dreams / ambitions / do the things they wanted to do / take an active role / they wanted freedom or emancipation / were passive / restricted / lost their freedom / watched the world go by / brooded on their sadness</td> </tr> </tbody> </table>	Quotation	What it tells the reader	<i>‘... a wild horse of a woman, so wild she wouldn’t marry.’</i>	Women were expected to be obedient / to be forced to marry / they weren’t allowed independence	<i>‘... my great-grandfather threw a sack over her head and carried her off.’</i>	Women were treated as if they were objects / things that could be just taken / had no rights / could be abducted / forced into (arranged) marriage / men had power	<i>‘She looked out the window her whole life,’</i>	Women didn’t have the chance to fulfil their dreams / ambitions / do the things they wanted to do / take an active role / they wanted freedom or emancipation / were passive / restricted / lost their freedom / watched the world go by / brooded on their sadness	3
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11	<p>What genre of story is this text? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for the following:</p> <ul style="list-style-type: none"> • realistic fiction. 	1

Question	Answer	Marks
12	<p>Look at the whole text. Explain <u>four</u> ways that Esperanza wants her life to be different in the future.</p> <p>Award 1 mark for any of the following, up to a maximum of 4 marks:</p> <ul style="list-style-type: none">• She wants to live in a better / newer (not 'new' or 'real' alone) / good house. She is very critical of the house on Mango Street, which she describes negatively.• She wants her family to own a house / She does not want to keep moving all the time.• She wants to live in a better/safer area / does not want to feel embarrassed or ashamed of where she lives.• She wants to be independent / choose her own destiny / wants a different life to that of her great-grandmother / wants to be free to make her own choices / to be free / treated as an individual / wants a better future• She does not want false hopes / to feel disappointed when promises of a better life don't happen/ to be regretful• She wants to change her name / take on a different identity / choose a different name	4

PUBLISHED**Section B: Writing**

Question	Answer	Marks
<p>Notes to markers</p> <ul style="list-style-type: none"> • 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 the criteria have been met but not all. • Note on extent: Award 0 marks where the performance fails to meet the lowest criteria. Award 0 marks for 20 words or fewer. Award a maximum of 7 marks for responses of between 21 and 60 words. 		
<p>13 Something unexpected happens to Esperanza and her family. Continue the story.</p> <p>You could include:</p> <ul style="list-style-type: none"> • What happened to Esperanza and her family • How it changes their lives • How they feel 		
<p>Do not penalise anyone who uses headings in their story, as they appear in the text</p>		
<p>13</p>	<p>Content, purpose and audience. (Wa)</p>	<p>8</p>
	<p>Text structure and organisation. (Wt)</p>	<p>7</p>
	<p>Sentence structure and punctuation. (Wp)</p>	<p>7</p>
	<p>Spelling (Ws)</p>	<p>3</p>
		<p>[Total 25]</p>

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Content, purpose and audience (Wa) 8 marks	Text structure and organisation (Wt) 7 marks
<p>The response is relevant to task/purpose, with an appropriate tone sustained.</p> <p>The response has content and relevant ideas developed in detail, and there is clear consistent engagement with reader.</p> <p>The character, point of view and voice is sustained.</p> <p>Ambitious and occasional sophisticated vocabulary is used accurately.</p> <p style="text-align: right;">7–8</p>	<p>The ideas are organised into a planned and coherent story, including an effective opening and satisfying closing.</p> <p>Clear well-organised paragraphs are linked to structure the narrative and contribute to controlling the pace of the story.</p> <p style="text-align: right;">6–7</p>
<p>The response is mainly relevant to task/purpose, with clear and appropriate tone.</p> <p>Content and relevant ideas are developed with a clear awareness of audience.</p> <p>There is some specific, effective vocabulary, relevant to purpose.</p> <p style="text-align: right;">5–6</p>	<p>The ideas are developed into a story from an appropriate opening but may not reach an effective conclusion.</p> <p>Paragraphs/sections are evident and help to structure the text.</p> <p style="text-align: right;">4–5</p>
<p>The response has general relevance to task/purpose, with an attempt at chosen tone.</p> <p>There are basic ideas with a little development, and the beginnings of awareness of audience.</p> <p>A simple range of vocabulary is relevant to the purpose.</p> <p style="text-align: right;">3–4</p>	<p>The opening, development and conclusion of the story are logically related.</p> <p>Paragraphs/sections may be used, but not consistently, accurately or appropriately.</p> <p style="text-align: right;">2–3</p>
<p>The response has limited relevance to task/purpose, and tone is present but inconsistent.</p> <p>There is a limited range of material.</p> <p>A simple, repetitive vocabulary is attempted.</p> <p style="text-align: right;">1–2</p>	<p>Some basic sequencing or outline of story is evident.</p> <p style="text-align: right;">1</p>
<p>No creditable response.</p> <p style="text-align: right;">0</p>	<p>No creditable response.</p> <p style="text-align: right;">0</p>

Sentence structure and punctuation (Wp) 7 marks	Spelling (Ws) 3 marks
<p>A range of appropriate and varied sentence structures are used to create effect.</p> <p>The use of sentence features contributes to the overall development of the text.</p> <p>Almost entirely accurate grammar (tenses, agreement and word order) with a range of devices to enhance and emphasise meaning.</p> <p>Punctuation is correctly used to enhance the writing.</p> <p style="text-align: right;">6–7</p>	
<p>Appropriate use of sentence structures, with some attempt to create effect.</p> <p>Some sentence features are used to clarify and emphasise meaning.</p> <p>Grammar and punctuation are mostly accurate.</p> <p style="text-align: right;">4–5</p>	<p>Spelling almost completely accurate, with a wide range of words correctly attempted.</p> <p>Polysyllabic and ambitious and more complex, lower frequency words are used successfully.</p> <p style="text-align: right;">3</p>
<p>Limited or partially effective use of complex sentence structures.</p> <p>Mostly simple compound structures based on a variety of connectives.</p> <p>Grammar and punctuation is usually correct; there may be evidence of comma splicing.</p> <p style="text-align: right;">2–3</p>	<p>Spelling is generally accurate over a reasonable range of words.</p> <p>Some polysyllabic and more difficult words in frequent use are spelled correctly.</p> <p style="text-align: right;">2</p>
<p>Simple sentence structures are used successfully.</p> <p>Some correct use of grammar and punctuation, e.g. full stops and capitals.</p> <p style="text-align: right;">1</p>	<p>Simple words are attempted successfully.</p> <p>There are frequent errors in commonly occurring words.</p> <p style="text-align: right;">1</p>
<p>No creditable response.</p> <p style="text-align: right;">0</p>	<p>No creditable response.</p> <p style="text-align: right;">0</p>

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