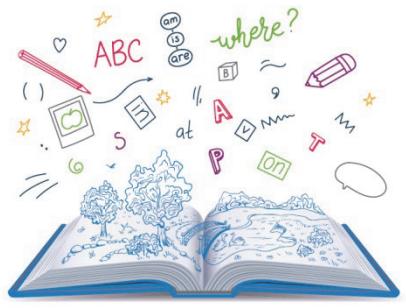




# English

## Stage 4



## Paper 2 Fiction

2024

# Cambridge Primary Progression Test

## Mark Scheme

**Section A: Reading**

Question	Answer	Marks
1(a)	Award <b>1 mark</b> for any of: <ul style="list-style-type: none"> <li>• (the shriek of) the cockerel</li> <li>• the cockerel's shriek</li> <li>• a shriek</li> </ul>	1
1(b)	Award <b>1 mark</b> for each of the following, up to a maximum of <b>2 marks</b> : <ul style="list-style-type: none"> <li>• woke (up)</li> <li>• hit</li> </ul>	2
1(c)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• Jumoke strongly disliked Owolabi.</li> </ul>	1

Question	Answer	Marks
2(a)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• picked out</li> </ul>	1
2(b)	Award <b>1 mark</b> for either of: <ul style="list-style-type: none"> <li>• (she) was humming</li> <li>• was judging</li> </ul> Accept: was picking Do not accept: picking	1
2(c)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• any answer that conveys the meaning 'deep in thought' / daydreaming / her thoughts are far away / distracted / not paying attention</li> </ul>	1
2(d)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• (I crept past the dining room and into the kitchen.) Made it(!)</li> </ul>	1
2(e)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• to create dramatic effect</li> </ul>	1
2(f)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• shocked</li> </ul>	1

Question	Answer	Marks
3(a)	Award <b>1 mark</b> for: <ul style="list-style-type: none"><li>• I am in hot soup(!)</li></ul>	1
3(b)	Award <b>1 mark</b> for: <ul style="list-style-type: none"><li>• She often gets into trouble (or any acceptable answer that conveys this meaning)</li></ul>	1
3(c)	Award <b>1 mark</b> for either of the following: <ul style="list-style-type: none"><li>• at top speed</li><li>• with just the right amount of gusto</li></ul>	1
3(d)	Award <b>1 mark</b> for each of the following, up to a maximum of <b>2 marks</b> : <ul style="list-style-type: none"><li>• snapped</li><li>• muttered</li></ul>	2
3(e)	Award <b>1 mark</b> for: <ul style="list-style-type: none"><li>• (she is fed up with) people/everyone treating her like a child/baby</li></ul>	1
3(f)	Award <b>1 mark</b> for the explanation and <b>1 mark</b> for a relevant quotation (explanation and quotation must match the box ticked), for example:  Yes, because she was going to tell her about her problem / because she trusted her / liked to confide in her / valued her advice/opinion: <ul style="list-style-type: none"><li>• I had been going to tell Joy about my predicament*, but not anymore!</li></ul> No, because she is angry that she tells her off / treats her like a child / because Joy doesn't know everything that is happening to her: <ul style="list-style-type: none"><li>• 'For someone so small, my foot!' / What does my size have to do with anything?' (I muttered angrily to myself). / I was so fed up of being treated like a small girl at home. / When were they going to realize that I was eleven already and no longer a baby? / Besides Joy was not in my school: how would she know if other people got into trouble more than me?</li></ul>	2

Question	Answer	Marks
4(a)	<p>Award <b>1 mark</b> for each explanation, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>• she will have fun there with the other students who are boarding</li> <li>• she will get a good education there / this school will provide her with good opportunities for the future / it's the best school for girls in the country</li> <li>• she wants to make her parents proud</li> </ul> <p>Allow she will get away from the silly problems</p>	2
4(b)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• (I had worked hard for the first time in my life but) I wasn't sure if I had done enough</li> </ul>	1

Question	Answer	Marks												
5	<p>Award <b>1 mark</b> for each correct answer up to a maximum of <b>3 marks</b>.</p> <table> <thead> <tr> <th>Character</th> <th>Relationship</th> </tr> </thead> <tbody> <tr> <td>Owolabi</td> <td>Jumoke feels this person doesn't like some of the things she does.</td> </tr> <tr> <td>Caro</td> <td>Jumoke seems impatient with this person.</td> </tr> <tr> <td>Joy</td> <td>Jumoke wants to be more successful than this person.</td> </tr> <tr> <td>Baba</td> <td>Jumoke and this person have a great relationship.</td> </tr> <tr> <td></td> <td>Jumoke wants to make this person happy.</td> </tr> </tbody> </table>	Character	Relationship	Owolabi	Jumoke feels this person doesn't like some of the things she does.	Caro	Jumoke seems impatient with this person.	Joy	Jumoke wants to be more successful than this person.	Baba	Jumoke and this person have a great relationship.		Jumoke wants to make this person happy.	3
Character	Relationship													
Owolabi	Jumoke feels this person doesn't like some of the things she does.													
Caro	Jumoke seems impatient with this person.													
Joy	Jumoke wants to be more successful than this person.													
Baba	Jumoke and this person have a great relationship.													
	Jumoke wants to make this person happy.													

Question	Answer	Marks
6	<p>Award <b>1 mark</b> for any plausible answer as long as it is supported by the text (reason must match the box ticked), for example:</p> <ul style="list-style-type: none"> <li>• Yes because she seems fun / says funny things – 'I'm in hot soup' / she is independent / has a strong personality</li> <li>• No because she seems naughty and she might get me into trouble – 'For someone so small you get into a lot of trouble'.</li> </ul>	1

**Section B: Writing****Notes to markers**

- Use the marking grids on the following 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.  
You need not count the words unless you think there will be fewer than 60. In normal-sized handwriting 60 words will be approximately 8 lines.

	<b>Marks</b>
Creation of texts (Wc)	<b>5</b>
Vocabulary and language (Wv)	<b>3</b>
Grammar and punctuation (Wg)	<b>7</b>
Structure of texts (Ws)	<b>7</b>
Word structure [spelling] (Ww)	<b>3</b>
<b>[Total 25]</b>	

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
[5 marks]	[3 marks]	[7 marks]	[7 marks]	[3 marks]
<p>A relevant response with well-chosen ideas and content. Some ideas and material are developed in detail.</p> <p>Descriptions of characters include details that help to develop story.</p> <p>Descriptions of settings and characters show detail using enhanced vocabulary to engage the reader.</p> <p>Playscripts are based upon original ideas.</p> <p>Main features of the genre are evident.</p>		<p>Paragraphs and sections are used consistently to organise ideas.</p> <p>Chronological or logical links between paragraphs help the development of ideas.</p> <p>Cohesion between paragraphs is achieved using devices such as connectives to establish links.</p>	<p>Grammar:</p> <p>Uses an increasing range of sentence types accurately.</p> <p>Use of expanded phrases to develop ideas. For example:</p> <ul style="list-style-type: none"> <li>• noun, adverbial, adjectival, and verb phrases</li> <li>• a range of connectives.</li> </ul> <p>Past, present and future verb forms are accurate.</p> <p>Punctuation is used consistently and accurately</p> <ul style="list-style-type: none"> <li>• to demarcate sentences.</li> <li>• Direct speech punctuation includes other punctuation alongside speech marks. <i>(Errors may occur where structures are ambitious.)</i></li> <li>• Commas are always used in lists and often to clarify meaning in sentences.</li> <li>• Apostrophes correct for possession (sing./plural).</li> </ul>	
[4–5]		[6–7]	[6–7]	

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
Develop descriptions of settings and characters in a story.	Specialised vocabulary is used that is suitable for the genre.	Structure is clear using paragraphs /sections with good attempts to organise the content.	Grammar: <ul style="list-style-type: none"><li>Grammatically correct multi-clause sentences using a range of connectives.</li><li>Subject and verb usually agree.</li><li>Past and present tense of regular and common irregular verbs are used accurately and consistently throughout the text.</li></ul> Punctuation: <ul style="list-style-type: none"><li>Full stops, question marks and exclamation marks are used correctly.</li><li>Apostrophes of omission are correct.</li><li>Correct use of speech marks around words spoken.</li></ul>	Spelling of words with common letter strings, but different pronunciations is correct, e.g., through, tough
Write simple playscripts based upon given narrative	Figurative language is developed to include a wider range of descriptive devices such as alliteration and similes.	Ideas set out in a logical sequence, making relationships between them clear.		Spelling of a range of common prefixes and suffixes is correct.
Writing for a given purpose is clear with main features of the genre clearly evident.	Good attempts to use synonyms for overused words.	Links between paragraphs/ sections to help the development of ideas are evident but may not be consistent.		Spelling of common homophones is correct within their grammatical purpose, e.g., they're, their, there.
Use of content and language in writing shows awareness of audience.	Use of adjectives / adverbs that describe shades of meaning.  Sentence openings are varied, using language of time, place and manner.	Logical sequence of events and ideas develop the plot of a story.		Some correct spelling of long and short vowel phonemes.
				Spelling of plurals is usually correct, e.g. -s, -es,-y/ies, and -f/ves.
[3]	[3]	[4–5]	[4–5]	[3]

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
Relevant material has ideas and content appropriate for the genre.  Some general elements of the genre are evident.  The writer's attitude to the subject may be conveyed but shows a limited awareness of the reader.	Some attempt to expand the general vocabulary to match the task with some word choices to create interest including some adventurous choices.  Accurate use of vocabulary includes a variety of appropriate choices to convey meaning that is consistent and effective for the genre.  Choice of words and phrases strengthen the impact of writing.  Figurative language is simple but effective within a narrative.	Paragraphs / sections are generally used to help organise and sequence ideas.  Some attempt to sequence relevant ideas/sections logically.  Within paragraphs /sections there are some links between sentences.	Grammar: <ul style="list-style-type: none"><li>A mix of simple and compound sentences with some variation in sentence openings.</li><li>Successful attempts at compound sentences use simple connectives to join clauses, e.g., and, but.</li><li>Subject and verb agreement and tenses often agree.</li></ul> Punctuation: <ul style="list-style-type: none"><li>Demarcation of straightforward sentences is usually correct.</li></ul> <p><b>Note:</b> if punctuation is totally lacking <u>and</u> other descriptors met, then give the lower mark here.</p>	Spelling of common inflections is usually accurate, e.g. –ing, –ed,  Spelling of common regular and exception words, including polysyllabic and compound words, is generally accurate.
[2]	[2]	[2–3]	[2–3]	[2]

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
Relevant material although some basic information may be inaccurate.  Some elements of the genre can be seen. <i>(A maximum of 1 mark can be awarded if not the given genre.)</i>	Vocabulary is simple and matched to the genre.	Ideas are in sections with an attempt to group related points together.	Grammar: <ul style="list-style-type: none"><li>Some simple sentence structures are used successfully.</li></ul> Punctuation: <ul style="list-style-type: none"><li>Some correct use of punctuation, such as full stops and capital letters.</li></ul> <b>Note:</b> <i>do not discriminate if learners write with good English but there are punctuation errors. If ambitious structures are used, begin marking at 2–3 marks, provided there is variation in sentence openings.</i>	All simple high frequency words are spelt correctly, e.g., that, she, put.  Spelling of high frequency words is generally correct, e.g., their/there, when, were, what, some etc.  There may be some successful attempts to phonetically spell polysyllabic and compound words
[1]	[1]	[1]	[1]	[1]

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
No creditable response	No creditable response	No creditable response	No creditable response	No creditable response
[0]	[0]	[0]	[0]	[0]

**BLANK PAGE**