

English

Stage 4

Stage 4 Paper 1 Mark Scheme

Section A: Reading

Question	1		
Part	Mark	Answer	Further Information
	1	stay healthy / stops you from spreading germs	Award 1 mark for either answer.
Total	1		

Question	2		
Part	Mark	Answer	Further Information
	1	<ul style="list-style-type: none"> • all around us • in the earth • in the air • in water 	Award 1 mark for two correct answers.
Total	1		

Question	3		
Part	Mark	Answer	Further Information
	2	<ul style="list-style-type: none"> • Bacteria and viruses are germs. • Germs are very very small. 	<p>Award 1 mark for each correct tick.</p> <p>Award 0 marks if more than two boxes are ticked.</p>
Total	2		

Question	4		
Part	Mark	Answer	Further Information
	2	<ul style="list-style-type: none"> organisms / living things disease / illness tiny cannot see them infectious 	2 marks for 4/5 points indicated 1 mark for 2/3 points indicated 0 marks for 0/1 points indicated
Total	2		

Question	5		
Part	Mark	Answer	Further Information
	1	It contains mostly facts.	
Total	1		

Question	6			
Part	Mark	Answer		Further Information
	1	If Text 1 is ticked either Reading in sentences is easier to understand. or There is one sentence for each piece of information and this keeps the meaning clearer. or The text gives you advice, but it doesn't tell you what you have to do.	If Text 2 is ticked either It's shorter so I find it easier to read. or It shows the links between the ideas more clearly. or It tells you what you have to do to keep healthy.	There is no mark for the first part of the question but explanations must match the choice made. The answer should refer to the style of the language. Do not accept an opinion like 'more interesting' or 'more fun' or 'easier to read' without some additional explanation.
Total	1			

Question	7		
Part	Mark	Answer	Further Information
(a)	1	splash in the tub	Do not accept an answer which implies that they have to be scrubbed. Accept: 'put it / 'Matey' in the bath'.
(b)	1	It cleans the bath. / There isn't a mark in sight.	Accept: 'the kids are clean'.
Total	2		

Question	8		
Part	Mark	Answer	Further Information
(a)	1	It's more memorable. / It makes it stand out from other adverts. / It's child friendly. / It's fun.	Accept answers which suggest appropriate reasons why a song may be a good way of advertising the product.
(b)	1	Yes I would remember it. / It makes me want to sing the song. / It has good rhymes. No It's patronizing. / It's old fashioned. / It's silly. / It doesn't help me to remember it.	There is no mark for the first part of the question. Accept other answers which articulate a thoughtful response to the song. Do not award marks for I do / don't like it unless an explanation is given.
Total	2		

Question	9		
Part	Mark	Answer	Further Information
	1	parents It talks to the reader as 'you' and about children as 'they'. / It talks about things from a parent's point of view. / It talks about things that parents care about.	There is no mark for the first part of this question. If 'parents' is not ticked, no mark can be awarded. Accept any answer which recognises that the language and content of the text are aimed at parents.
Total	1		

Question	10		
Part	Mark	Answer	Further Information
	1	talking directly to the reader using 2nd person / use of slogans / use of a song to sell the product / gives reasons to buy the product / tells you what the product does / repetition, e.g. 'clean'	Award 1 mark for any feature of a persuasive text.
Total	1		

Question	11		
Part	Mark	Answer	Further Information
	1	to summarise the content of each verse / to help you to remember what the verse was about / to provide a slogan for the product	Accept any for 1 mark.
Total	1		

Section B: Writing (Non-fiction)

12

PURPOSE AND AUDIENCE	TEXT STRUCTURE	SENTENCE STRUCTURE	PUNCTUATION	SPELLING
<p>The text type is largely sustained. Language is strong and positive, <i>e.g. offers reader advice and information.</i></p> <p>The writer gives sufficient information for a reader to understand the contents, <i>e.g. some detail with adverbials and expanded noun phrases.</i></p> <p>6</p>				
<p>Language is appropriate to the text type, <i>e.g. some use of first or second person to engage reader; variety of sentence types and lengths keeps reader's interest.</i></p> <p>There is some attempt to engage the reader with appropriate detail.</p> <p>5</p>	<p>Paragraphs may sometimes be linked.</p> <p>Introduction and conclusion are developed.</p> <p>Balance of coverage of ideas is appropriate.</p> <p>5</p>	<p>Expanded phrases or clauses are used to develop ideas.</p> <p>A range of connectives are used appropriately, <i>e.g. if, then, in addition, moreover.</i></p> <p>5</p>		
<p>Text type is developed to convey writer's attitude to the chosen subject, <i>e.g. knowledge and enthusiasm for subject matter.</i></p> <p>Some awareness of audience shown through use of well-chosen words to convey meaning.</p> <p>4</p>	<p>Paragraphs are generally used to group or to sequence ideas.</p> <p>Each section has an opening statement.</p> <p>If the text is instructional, each point should be separated.</p> <p>4</p>	<p>Variety of sentence structures are connected by wider range of connectives, <i>e.g. or, when, sometimes.</i></p> <p>Use of tense is generally appropriate and consistent.</p> <p>4</p>		
<p>Reader given appropriate information; <i>e.g. the content is all relevant to children.</i></p> <p>Some features of text type are evident, <i>e.g. present tense.</i></p> <p>3</p>	<p>Some attempt to sequence ideas logically can be seen, <i>e.g. content is clear.</i></p> <p>The text begins with an opening statement to engage the reader.</p> <p>3</p>	<p>Some variation in sentence openings is evident, <i>e.g. not always starting with noun phrase or pronoun; e.g. use of adverbials to show sequence.</i></p> <p>3</p>		
<p>Some elements of the text type can be seen, <i>e.g. it is an attempt to give information.</i></p> <p>Vocabulary used is appropriate.</p> <p>2</p>	<p>Ideas are grouped together although paragraphs may not be shown.</p> <p>2</p>	<p>Simple sentences are generally grammatically correct.</p> <p>Three or four different connectives used appropriately, <i>e.g. and, but, because, so.</i></p> <p>2</p>	<p>Demarcation of basic sentence structures is usually accurate, <i>e.g. full stops, capital letters, question and exclamation marks.</i></p> <p>2</p>	<p>Spelling of high frequency words is generally correct.</p> <p>2</p>
<p>Text is non-fiction and uses appropriate sentence types.</p> <p>1</p>	<p>Some evidence of a progression of ideas through the text is shown.</p> <p>1</p>	<p>Simple and compound sentences are used.</p> <p>1</p>	<p>End of sentence punctuation is present in at least 50% of sentences, <i>e.g. full stops, capital letters, question and exclamation marks.</i></p> <p>1</p>	<p>Spelling is phonically sophisticated so that any mis-spelled words are easily decodable.</p> <p>1</p>

Award 0 where performance fails to meet the lowest description.

Section C: Grammar, Punctuation and Vocabulary

Question	13		
Part	Mark	Answer	Further Information
	2	tiny = adjective cause = verb you = pronoun regularly = adverb	Award 2 marks for three or four lines correctly drawn. Award 1 mark for one or two lines correctly drawn.
Total	2		

Question	14		
Part	Mark	Answer	Further Information
(a)	1	Have a shower <u>or</u> a bath every day <u>so</u> you stay clean <u>and</u> healthy.	Award the mark for any two correctly identified connectives. No mark can be awarded if any other words are underlined.
(b)	1	Your skin helps to keep germs out but / although it doesn't cover your whole body. OR Although it doesn't cover your whole body, your skin helps to keep germs out.	Accept any appropriate connective. Do not accept sentences joined with <i>and</i> .
Total	2		

Question	15		
Part	Mark	Answer	Further Information
	1	Frequently washing your hands will help to keep you healthy.	
Total	1		

Question	16		
Part	Mark	Answer	Further Information
(a)	1	I <u>have bought</u> a bottle of Matey for my bath.	Award 1 mark for both words underlined.
(b)	1	I will buy a bottle of Matey for my bath.	Accept: 'I am going to buy a bottle of Matey for my bath'.
Total	2		

Question	17		
Part	Mark	Answer	Further Information
	1	<div> <div>hands</div> <div>go</div> </div> Washing your hand when you gees to the bathroom will keep you healthy.	Award the mark only if both corrections are made.
Total	1		

Question	18						
Part	Mark	Answer	Further Information				
	1	<table><tr><td>Buy Matey bubble bath</td><td>order</td></tr><tr><td>How does it keep your bath clean?</td><td>question</td></tr></table>	Buy Matey bubble bath	order	How does it keep your bath clean?	question	both correct = 1 mark
Buy Matey bubble bath	order						
How does it keep your bath clean?	question						
Total	1						

Question	19		
Part	Mark	Answer	Further Information
	1	Although germs do not always cause disease, it is better to be careful.	
Total	1		

Question	20		
Part	Mark	Answer	Further Information
	1	Tiny germs can spread illness if you're not careful, but they can affect each person's body differently.	both apostrophes correctly placed = 1 mark
Total	1		

Question	21		
Part	Mark	Answer	Further Information
	2	<p>"Do you use bubble bath? _" asked Jo.</p> <p>"Yes_ I do_ _" I replied.</p>	<p>Also accept ... "Yes I do!"</p> <p>Award 2 marks if 4-5 of the missing punctuation marks are in the correct place and in the correct order.</p> <p>Award 1 mark if 2-3 of them are correct.</p> <p>Award 0 marks if there are 6 or more punctuation marks.</p>
Total	2		

Question	22		
Part	Mark	Answer	Further Information
	2	<p>prevent: stop, avoid, nip in the bud</p> <p>requested: asked, called upon, advised</p>	<p>Award 1 mark for each appropriate word or phrase that retains the sense of the sentence.</p> <p>Do not accept words that would change the meaning of the sentence.</p>
Total	2		

Stage 4 Paper 2 Mark Scheme

Section A: Reading

Question	1		
Part	Mark	Answer	Further Information
	1	He was a very young dragon.	Award 1 mark for each correct tick.
	1	He had a pale green belly.	Award no marks if more than two boxes are ticked.
Total	2		

Question	2		
Part	Mark	Answer	Further Information
	1	screamed / ran for their front doors	
Total	1		

Question	3		
Part	Mark	Answer	Further Information
	1	the eerie unknown call of a dragon wailing in distress	<p>Also accept:</p> <ul style="list-style-type: none"> • a dragon's wail • a wail of distress • an unknown call <p>Do not accept any reference to noises made by the aerial, the chimney or the awful crash.</p>
Total	1		

Question	4		
Part	Mark	Answer	Further Information
	1	Any two of: <ul style="list-style-type: none"> • The fence was squashed flat. • The shed was smashed to pieces. • Slates were trickling off the roof. • There was a dragon in the garden. 	
Total	1		

Question	5		
Part	Mark	Answer	Further Information
	1	Yes He seemed to see James and draw courage from him. / He headed for the roof of James's house. / The dragon rubbed his head against the boy's skinny chest. / His huge snouty head turned towards James.	There is no mark for the first part of the question. Do not accept answers where 'No' has been ticked.
Total	1		

Question	6		
Part	Mark	Answer	Further Information
	1	It was his first ever landing. (and he was only a very young dragon.)	
Total	1		

Question	7		
Part	Mark	Answer	Further Information
	1	<p>Yes</p> <p>Explanation He couldn't slow down. / He was going too fast. / He tried to use the roof to slow himself down.</p> <p>Quotation his claws outstretched as if he were trying to grab onto the air to slow himself down / he scorched overhead</p>	<p>Award 1 mark for explanation.</p> <p>Award 1 mark for quotation to support given explanation.</p> <p>Accept other suitable reasons but it is important that explanations and quotations 'match' each other.</p>
	1	<p>Explanation The TV aerial came away from the roof.</p> <p>Quotation the TV aerial was ripped loose</p> <p>Explanation He cried out when he fell.</p> <p>Quotation they heard the eerie unknown call of a dragon wailing in distress</p>	<p>Do not accept answers where 'No' has been ticked.</p>
Total	2		

Question	8		
Part	Mark	Answer	Further Information
	1	tore around / shrieked / rushed at him	
Total	1		

Question	9		
Part	Mark	Answer	Further Information
	2	Lassie grabbed the TV aerial. 2 Lassie wailed in distress. 3 Lassie scorched overhead. 1 Lassie smashed into the next-door-neighbour's garden shed. 5 Lassie balanced on top of the roof. 4	Award 2 marks if all sentences are correctly numbered. Award 1 mark if the two or three sentences are correctly numbered.
Total	2		

Question	10		
Part	Mark	Answer	Further Information
	2	like a great green airship / like falling rain / as if a hurricane had come through it / as if he were trying to grab onto the air	Any two appropriate answers.
Total	2		

Question	11		
Part	Mark	Answer	Further Information
	1	Explanation This part was most interesting because ... / The author described how frightened the dragon was ... / The description of the dragon damaging the roof was very good ... / It was funny when Lassie was feeling proud of himself.	There is no mark for the first part of the question. Accept any suitable explanation but it is important that the explanation given matches the part of the story chosen. Do not accept simple comments like ' <i>It was exciting</i> ' / ' <i>funny</i> ' / ' <i>sad</i> ', etc. without full explanation given.
Total	1		

Question	12		
Part	Mark	Answer	Further Information
	1	Explanation She uses powerful verbs to explain what is happening. / She uses powerful verbs to describe how people move. Quotation as he scorched overhead / James and his dad tore round into the back garden.	Award 1 mark for recognition of the impact of any one or these types of language. Award 1 mark for a quote from the text which matches the explanation. Award 2 marks for an explanation of the impact supported by an appropriate quote from the text.
	1	Explanation She uses precise adjectives to give more information. / She uses precise adjectives to describe what's happening. Quotation like a great green airship / The eerie unknown call of a dragon in distress.	Accept other suitable explanations but it is important that the explanation matches the quotation.
Total	2		

Question	13		
Part	Mark	Answer	Further Information
	1	great green / big belly / panicky puffs	any one = 1 mark
Total	1		

Question	14		
Part	Mark	Answer	Further Information
(a)	1	fantasy or invented world	
(b)	1	The story is about a dragon which is an invented animal.	If candidates give the wrong answer for 14 (a), accept an appropriate reason which matches the text type they identified.
Total	2		

Section B: Writing (Fiction)

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CONTENT	AUDIENCE	TEXT STRUCTURE	SENTENCE STRUCTURE	PUNCTUATION	VOCABULARY	SPELLING
<p>The story is well crafted and uses the information given to produce a satisfying conclusion.</p> <p>5</p>		<p>Paragraphs are appropriately used to help structure the narrative and shape the story.</p> <p>5</p>	<p>Expanded phrases or clauses are used to develop ideas.</p> <p>Mainly logical connectives are used appropriately, <i>e.g. if, then, in addition, moreover.</i></p> <p>Use of past and present tense is generally consistent.</p> <p>5</p>			
<p>The narrative is developed by building on the events that have happened so far, <i>e.g. there may be one or more settings or characters which are purposefully linked.</i></p> <p>4</p>	<p>The reader can identify mood and feeling.</p> <p>Additional details allow the reader to 'see' the characters and settings.</p> <p>4</p>	<p>Paragraphs are sometimes used to sequence ideas.</p> <p>Ideas are organised simply with a fitting opening and conclusion, mostly logical and well-paced.</p> <p>4</p>	<p>Variety of sentence structures are connected by wider range of connectives, <i>e.g. but, so, because.</i></p> <p>4</p>	<p>Commas are always used in lists and sometimes to mark clauses.</p> <p>4</p>		<p>Correct spelling of polysyllabic words that conform to a regular pattern is shown, <i>e.g. making, probably, clapped, possible, possibly.</i></p> <p>4</p>
<p>The story is developed in its setting, <i>i.e. narrative matches setting.</i></p> <p>At least one event is described although detail may be lacking.</p> <p>3</p>	<p>The reader is engaged through one or two additional details.</p> <p>Character's reactions to events are often described, <i>e.g. the pet or its owner's response.</i></p> <p>3</p>	<p>Some attempt to sequence ideas logically is made, <i>e.g. content clear</i></p> <p>Opening and conclusion sometimes evident.</p> <p>3</p>	<p>Some variation in sentence openings, <i>e.g. not always starting with noun or pronoun or other word.</i></p> <p>3</p>	<p>Straightforward sentences demarcated accurately with full stops, capital letters, question and exclamation marks, throughout the text.</p> <p>3</p>	<p>Powerful verbs and specific nouns are used with exciting adjectives and adverbs to create strong images.</p> <p>3</p>	<p>Spelling of common words with more than one syllable, including compound words, is generally accurate.</p> <p>3</p>
<p>The story has a simple plot, <i>e.g. something happens with or to the pet.</i></p> <p>2</p>	<p>Some interesting words are used to describe the setting(s) and character(s).</p> <p>2</p>	<p>Ideas are grouped together.</p> <p>2</p>	<p>Simple sentences are generally grammatically correct.</p> <p>'and' may be used to connect clauses.</p> <p>2</p>	<p>Straightforward sentences are usually demarcated accurately, <i>e.g. full stops, capital letters, question and exclamation marks.</i></p> <p>2</p>	<p>Some evidence of careful vocabulary choices on at least two occasions can be seen.</p> <p>2</p>	<p>Correct spelling of high frequency words is shown.</p> <p>2</p>

The story is about an unusual pet.	The reader is given basic information that is relevant to the narrative, <i>e.g. what kind of pet it is.</i>	Some evidence of a progression of ideas through the text is shown.	Some simple sentences are grammatically correct.	End of sentence punctuation is present in at least 50% of sentences, <i>e.g. full stops, capital letters, question and exclamation marks.</i>	Simple vocabulary is used.	Spelling is phonically sophisticated so that any mis-spelled words are easily decodable.
1	1	1	1	1	1	1

Award 0 where performance fails to meet the lowest description.