Cambridge Assessment International Education

Cambridge Primary Sample Test
For use with curriculum published in September 2020

English Paper 2
Mark Scheme
Stage 5

Section A: Reading

Question	Answer	Marks
Look at the first paragraph (lines 1–4).		
1(a)	**Give <u>one</u> example of a countable noun and <u>one</u> example of an uncountable noun from the first sentence (line 1).** Award 1 mark each for: • countable – eyes / lungs • uncountable – air	**2**
1(b)	**How do we know it is not yet morning? Give <u>two</u> quotations from the paragraph.** Award 1 mark for any two of: • the cool night air • the moon (had forced …) / Moonlight reflected • the forest was dark … • this was the dark before the dawn • the dark (when spirits walked)	**2**
1(c)	**Give <u>one</u> example of an adjective that is being used as a noun in the paragraph.** Award 1 mark for: • (the) dark	**1**

Question	Answer	Marks
Look at the second paragraph (lines 5–9).		
2(a)	**Give <u>one</u> word from the paragraph that means 'looked'.** Award 1 mark for: • peered	**1**
2(b)	**Give a <u>three-word</u> phrase from the paragraph that is an example of rhyme.** Award 1 mark for: • bright, white light	**1**
2(c)	**Which literary technique does the writer use when describing the forest? Tick (✓) <u>one</u> box.** Award 1 mark for: • personification	**1**

Question	Answer	Marks
Look at the beginning of the third paragraph (lines 10–15).		
3(a)	**What is Tam looking at?** Award 1 mark for: • (the folds of) darkness / (on) the far side of the river	**1**
3(b)	**Look at this phrase: *the shadow moved* (lines 14–15).** **Give <u>three</u> verbs from earlier in the paragraph that tell the reader about movement.** Award 1 mark each for the following up to a maximum of three marks: • (was) stirring • twisted • ran • pumping	**3**
3(c)	**The narrator feels nervous.** **Give <u>two</u> quotations from the paragraph that tell us this.** Award 1 mark for any two of: • ' … my palms ran slick with sweat.' • 'I could feel the blood pumping through my hands.' • 'I swallowed hard.'	**2**

Question	Answer	Marks
4	**The writer uses structure to create excitement in lines 16–24.** **How does the writer do this? Give <u>two</u> ways.** Award 1 mark for any two of the following up to a maximum of two marks: • use of short sentences • use of dialogue • use of one-word paragraphs Do **not** accept: • use of verbs • questions • exclamation marks	**2**

Question	Answer	Marks
5	**What does *one* (line 25) [I had never seen one before.] refer to?** Award 1 mark for: • (a) bear	**1**

Question	Answer	Marks
6	**Why did Tam press himself into the rock?** Award 1 mark for: • Tam didn't want the bear to see him. / Tam wanted to remain hidden from the bear. • Tam was afraid (of the bear / of the bear being seen).	**1**

Question	Answer	Marks
7	**Which of the following statements about the bear are true? Tick (✓) <u>two</u> boxes.** Award 1 mark for each of the following up to a maximum of two marks: • Her fur has more than one colour. • Her ears move as she is drinking.	**2**

Question	Answer	Marks
8	**Do you think Tam and Noy are in danger? Tick (✓) <u>one</u> box.** **Explain your answer. Give a quotation from the text to support your answer.** Award **one** mark for the correct response and matching explanation. Award **one** mark for a relevant/corresponding quotation – the quotation must support the response. Yes, because they are very close to the bear. / 'It sniffed the air again, its small round ears twitiching in our direction'. No, because the bear is (too) busy drinking water/can't hear or see them. / 'The bear dropped on all four paws and leant forward into the river' OR 'The thunder from the waterfall drowned our noise.	**2**

Question	Answer	Marks
9	**Tam and Noy are the same age.** **Give <u>one</u> quotation from the text that tells us this.** Award 1 mark for: • We were born the same night (, under the same moon.)	**1**

Question	Answer	Marks
10	**How do you think the villagers will feel towards Tam and Noy if they catch the bear? Why? Explain your answer, giving evidence from the text.** Award 1 mark for a response that conveys the following idea: • The villagers will feel happy / grateful / relieved / proud. Award 1 mark for appropriate evidence from the text to support the response, for example: • The bear had eaten their food/crops and broken into their feed/food store. • The bear had put fear into the village. • No-one had managed to catch the bear.	**2**

Section B: Writing

Question	Answer	Marks

11	Continue the story about Tam and Noy. What happens next?
	
	Ideas to help you:
	
	• Characters Tam?
	                                Noy?
	                                the Chief?
	                                anyone else?
	• Setting the forest?
	                                the village?
	                                anywhere else?
	• Plot Are the boys safe?
	                                Does the bear see the boys?
	                                Does Noy help Tam?
	
	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.
		25

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

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]
Narrative has ideas and content with detail developed using well-chosen choices of vocabulary for the genre. Main features of the genre are clear. Viewpoint is consistent and may include a character's opinions of events / settings / other characters. Writing may develop a given narrative with new scenes/characters. Playscripts include production notes / stage directions.		Content is organised so that ideas are developed cohesively throughout most of a piece of sustained writing. Paragraphs and sections are organised to achieve an appropriate effect for the genre.	Grammar: • Grammar is almost always accurate throughout the text including simple, compound and complex sentences. • Multi-clause sentences combine simple sentences and/or re-order clauses. • Pronouns and possessive pronouns; modal verbs; adjectives and adverbs (comparative/superlative). are all used correctly. Punctuation: • Punctuation is used accurately to demarcate sentences and for direct speech. • Use of apostrophes is accurate. • Commas are always used in lists and often to mark clauses in complex sentences.	
[4–5]		[6–7]	[6–7]	

English Stage 5 Paper 2 Mark Scheme for Progression tests

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
A relevant response with well-chosen ideas and content. Some ideas and material are developed in detail. Descriptions of characters include details that help to develop story. Descriptions of settings and characters show detail using enhanced vocabulary to engage the reader. Playscripts are based upon original ideas. Purpose of writing is clear and appropriate to the given genre where features are clearly evident. A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience.	Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest. Specialised vocabulary is used that is suitable for the genre. Figurative language is developed to include a wide range of devices such as alliteration and similes. Good attempts to use synonyms and adjectives / adverbs for shades of meaning.	Paragraphs and sections are used consistently to organise ideas. Chronological or logical links between paragraphs help the development of ideas. Cohesion between paragraphs is achieved using devices such as connectives to establish links.	Grammar: Uses an increasing range of sentence types accurately, including good attempts at complex structures. Use of expanded phrases to develop ideas. For example: • noun, adverbial, adjectival, and verb phrases • a range of connectives • Past, present and future verb forms accurate. Punctuation: • Punctuation is used consistently and accurately to demarcate sentences. • Direct speech punctuation includes other punctuation alongside speech marks. (*Errors may occur where structures are ambitious.*) • Apostrophes correct for possession (sing./plural). • Commas always used in lists and often to clarify meaning in sentences.	Correct spelling of words with less common letter strings that are pronounced differently. e.g., pour, hour, piece, pie. Some successful attempts to spell exceptions to known spelling rules. Correctly spell words with silent vowels and syllables in a range of polysyllabic words, e.g., library, interest. Spell common homonyms correctly, e.g., wave (gesture), wave (sea). Spell words with a wide range of prefixes and suffixes, including opposites (un-, im-) correctly. Spell words with double consonants correctly.
[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)
A relevant response that elaborates on basic information with some development of essential detail. Writing for a given purpose is clear with main features of the genre clearly evident. Use of content and language in writing shows awareness of audience.	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. Some variation in sentence openings beyond repetition of nouns and pronouns.	Structure is clear using paragraphs /sections with good attempts to organise the content. Ideas set out in a logical sequence, making relationships between them clear. Links between paragraphs/ sections to help the development of a narrative are evident but may not be consistent. Logical sequence of events and ideas develop the plot of a story.	Generally correct grammar: • subject /verb agreement correct past and present tense of regular • common irregular verbs • a mix of simple and compound sentences where compound sentences use simple connectives to join clauses. Punctuation: • Apostrophes of omission are correct. • Full stops, question marks and exclamations marks are used correctly. **Note:** *if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here.*	Spelling of words with common letter strings, but different pronunciations is correct, e.g., through, tough. Spelling of a range of common prefixes and suffixes is correct. Spelling of common homophones is correct within their grammatical purpose, e.g., they're, their, there. Some correct spelling of long and short vowel phonemes. Spelling of plurals is usually correct, e.g. -s, -es, -y/ies, and -f/ves.
[2]	**[2]**	**[2–3]**	**[2–3]**	**[2]**

English Stage 5 Paper 2 Mark Scheme for Progression tests

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
Some basic material included that is relevant to the genre. Some elements of the genre can be seen. (A *maximum of 1 mark can be awarded if **not** the given genre.*)	Vocabulary is simple and relevant.	Paragraphs /sections are generally used to help organise and develop a story.	Grammar: • Some simple sentence structures are used successfully. Punctuation: • Some correct use of punctuation, such as full stops and capital letters. ***Note**: 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.*	Spelling of common inflections is usually accurate, e.g. –ing, –ed, All <u>simple</u> 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]**