English

Stage 5

Paper 2 Fiction

2023

Cambridge Primary Progression Test

Mark Scheme

Section A: Reading

Question	Answer	Marks
1	Award **1 mark** for: • clambered	**1**

Question	Answer	Marks
2(a)	Award **1 mark** for: • mermaids	**1**
2(b)	Award **1 mark** for: • She thinks they look wonderful. Accept any response that conveys the message that the narrator has a positive attitude to the mermaids.	**1**

Question	Answer	Marks
3	Award **1 mark** for each of the following, up to a maximum of **2 marks**: • It describes a time before the present. • It gives background information.	**2**

Question	Answer	Marks
4	Award **1 mark** for: • It brings the reader back to the present. / It grabs the reader's attention.	**1**

Question	Answer	Marks
5(a)	Award **1 mark** for: • Someone who lives on land / someone that does not live in the sea. Accept references to being small provided that the response includes a reference to living on the land.	**1**
5(b)	Award **1 mark** for: • warning the narrator	**1**
5(c)	Award **1 mark** for: • (a) vial	**1**

Question	Answer	Marks
6	Award **1 mark** for: • She is the first mermaid to speak. / She does most of the speaking. / She speaks twice.	**1**

Question	Answer	Marks
7	Award **1 mark** for each of the following, up to a maximum of **2 marks**: • The narrator's face has turned red / has become hot. • She was embarrassed / ashamed (about her weight / not having any robes).	**2**

Question	Answer	Marks
8	Award **1 mark** for any of the following: • The mermaids are speaking at the same time. • It is not important who speaks. • The narrator does not know who is speaking. • It emphasises everyone speaking at once. • It emphasises the speed at which everyone is speaking. • to make an impact • There are lots of mermaids.	**1**

Question	Answer	Marks
9	Award **1 mark** for each of the following, up to a maximum of **2 marks**: • onomatopoeia • alliteration	**2**

Question	Answer	Marks
10	Award **1 mark** for any reference to: • (jagged) rocks / (being uncomfortable on the) rocks	**1**

Question	Answer	Marks
11	Award **1 mark** for any of the following: • mythical creatures / mermaids • made-up names (e.g. Melie, Klydonia) • characters with magical powers • characters that do not exist in the real world (e.g. sorcerers) • character on a quest • unusual / special vocabulary (e.g. vial)	**1**

Question	Answer	Marks
12	Award **1 mark** for each reason and **1 mark** for a matching quotation up to a maximum of **4 marks**: • The mermaids are frightened by the narrator. 'a few mermaids screamed and quickly dove back under the safety of the water' • The mermaids think the narrator is different from them / want her to go away. 'Leave us, landling!' • The mermaids think that the narrator has come to take something of theirs. 'We'll never tell you the location of our castle or give you any jewels…' • The mermaids have been attacked by landlings in the past. 'He sends his apprentices to hunt us for our scales.' • The mermaids think she has come to take over their kingdom. 'We'll never tell you the location of our castle…' / I'm not here for your jewels or to conquer your kingdom!'	**4**

Question	Answer	Marks
13	Award **1 mark** for each reason and **1 mark** for a matching quotation up to a maximum of **4 marks**: • The narrator explains the purpose of her visit / that she does not want to harm the mermaids. 'I'm not here for your jewels or to conquer your kingdom!' • The mermaids begin to feel sorry for her / think she's too weak. 'Too fat? But you look positively malnourished!' / 'Humans are the worst' / 'She'd never survive in the water with so little blubber.' • The mermaids like the narrator's appearance. 'I like her skin, though. It's so brown!' • The mermaids think that they'll get something in exchange. 'We aren't going to give you them for nothing.' / 'So what can you give us in return?'	**4**

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.

	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]**	

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]

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]**

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