English
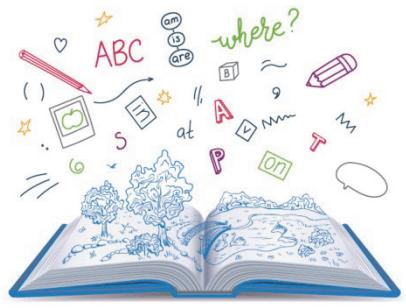
Stage 5

Paper 1 Non-fiction **2022**

Cambridge Primary Progression Test

Mark Scheme

Section A: Reading

Question	Answer	Marks
1	**In which period were the Aztec rulers in power?** Award **1 mark** for: • from the 13th to 16th century • between 13th and 16th centuries • (during the) 13th–16th century. Do **not** accept a single date/century; answer must show the *range* of dates.	**1**

Question	Answer	Marks
2(a)	**Tenochtitlan was very important as a capital city in the 16th century. Give <u>one</u> phrase or quotation from the text that tells us this.** Award **1 mark** for: • (The capital of the Empire) (was called Tenochtitlan, and) it was one of the greatest cities of the world at the time. Do **not** accept just, *The capital of the Empire was called Tenochtitlan*.	**1**
2(b)	**How do you think Mexico City got its name?** Award **1 mark** for: • It's named after the Aztecs because they called themselves 'Mexica'.	**1**

uestion	Answer	Marks
Look at lines 11–15.		
3(a)	**Match the following nouns to their type:** Award **1 mark** for one correct answer. Award **2 marks** for two/three correct answers. learning: abstract noun snake: countable noun rain: uncountable noun	**2**
3(b)	**Give <u>one</u> word that means 'prayed to'.** Award **1 mark** for: • worshipped.	**1**

Question	Answer	Marks
Look at lines 16–20.		
4(a)	**Why do you think Central America was a good place for the Aztecs to live?** Award **1 mark** for: • because they could (easily) grow food / plants / crops there. Accept any suitable response that conveys this meaning.	**1**
4(b)	**How did the Aztecs improve the taste of their food?** Award **1 mark** for: • They added spices/chilli/tomatoes (to it). Accept the quotation, *they often added spices such as chilli, and tomatoes.*	**1**
4(c)	***And*** **and** ***but*** **are examples of connectives used in this paragraph.** **Give** <u>one</u> **example of another connective used in this paragraph.** Award **1 mark** for: • therefore.	**1**

Question	Answer	Marks
5	**Look at lines 21–23.** **Which words does** *it* **replace?** Award **1 mark** for: • (the) Aztec Empire / the Empire.	**1**

Question	Answer	Marks
6	**How does the last paragraph (lines 21–23) link back to the first paragraph?** Award **1 mark** for: • It relates/links back to the Spanish taking over the Empire (in the 16th century). • It talks about / describes / discusses the Spanish taking over the Empire (in the 16th century). • It mentions the Aztecs being defeated by the Spanish. Accept any suitable response that conveys this meaning.	**1**

Question	Answer	Marks
7	**Match the paragraphs to the headings.** Award **1 mark** for one correct answer. Award **2 marks** for two correct answers. Award **3 marks** for three / four correct answers. Paragraph 2 The size of the Aztec Empire Paragraph 3 Aztec religion Paragraph 4 Aztec diet Paragraph 5 The end of the Aztec Empire	3

Question	Answer	Marks
8	**Look at the first paragraph (lines 1–5).** **Why does the writer find Mexico so interesting? Tick (✓) <u>one</u> box.** Award **1 mark** for: • It has many different types of landscape.	1

Question	Answer	Marks
9	**Do you think October is a good month to visit Mexico? Tick (✓) <u>one</u> box.** Award **1 mark** for a relevant explanation. Award **1 mark** for a corresponding quotation – the quotation must support the response.	2

Explanation	Quotation
Yes, because I want to visit the coast / in the winter.	*Visitors tend to go […] to the coasts in winter (October-March).*
Yes, because it's quieter / it's less busy / it's not the main tourist season.	*[…] December to March are some of the busiest months.*
No, because I would prefer to visit in the highlands in the summer.	*Visitors tend to go to the highlands in the summer (April-September).*
No, because it may be wet.	*June to October is generally the rainy season, though how much rain falls varies from place to place.*
No, because it might be too quiet / boring (outside of the tourist season).	*Late winter is the traditional tourist season so December to March are some of the busiest months.*

Question	Answer	Marks
Look at the third paragraph (lines 11–15).		
10(a)	**Find a short phrase which means 'remember'.** Award **1 mark** for: • Bear in mind (that).	**1**
10(b)	**For people who have a limited number of days in Mexico, but want to see several areas, what is the best way to travel?** Award **1 mark** for: • by plane / flying.	**1**

Question	Answer	Marks
Look at the last paragraph (lines 16–19).		
11(a)	**Your friends are visiting Mexico but they do <u>not</u> have a lot of money. Which part of town should they stay in? Explain your answer using evidence from the text.** Award **1 mark** for: • They should stay (in an inexpensive hotel) near/around the main square – the zócalo – or near/around the bus or train station. Award **1 mark** for a suitable explanation: • because those are the cheapest places to stay for tourists.	**2**
11(b)	**'Fewer' is an example of a quantifier.** **Find a quantifier in the last paragraph.** Award **1 mark** for: • many.	**1**
11(c)	***Found* in this paragraph means 'located'.** **Find another word which has the same meaning.** Award **1 mark** for: • lie.	**1**

Question	Answer	Marks
12	**Which organisational feature does the writer use in <u>Text B</u> that is <u>not</u> used in <u>Text A</u>?** Award **1 mark** for: • headings / subheadings / bold text.	**1**

Question	Answer	Marks
13	**What type of text is <u>Text B</u>? Tick (✓) <u>one</u> box.** Award **1 mark** for: • an extract from a holiday guide.	**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.

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14 Write a report for your school magazine. The report should be about a place that young people really like going to. Remember to use the conventions of report writing.

You could write about one of these ideas:

- **a wildlife park or national park**
- **a sports centre**
- **a theme or water park**
- **an idea of your own.**

	Marks
Creation of texts (Wc)	**5**
Vocabulary and language (Wv)	**3**
Grammar and punctuation (Wp)	**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]**
A relevant response with well-chosen ideas and content. Some ideas and material are developed in detail. Main features of the text type are clear. Consistent viewpoint well-presented and justified. A relationship between writer and reader is established and maintained throughout the text.		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 text type.	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)
Purpose of writing is clear and appropriate to the given text type 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 text type. Good attempts to use synonyms 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. Organisational devices evident such as bullets and numbered lists.	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. (E*rrors 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 uses language and features appropriate to the text type. 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 text type. Choice of words and phrases strengthen the impact of writing. 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 ideas are evident but may not be consistent	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 text type but shows a limited awareness of the reader. Some elements of the text type can be seen. (A *maximum of 1 mark can be awarded if **not** the given text type.*)	Vocabulary is simple and relevant.	Some paragraphs/sections evident to help organise and sequence material.	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 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]**

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