



**Cambridge Assessment  
International Education**

**Cambridge Primary Sample Test**  
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**English Paper 2**  
**Mark Scheme**  
**Stage 6**

**Section A: Reading**

Question	Answer	Marks
<b>Look at lines 1–5.</b>		
1(a)	<p><b>Give <u>one</u> word that tells us that the pile of leaves is untidy.</b></p> <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>tumbled</li> </ul> <p>Rv</p>	<b>1</b>
1(b)	<p><b>Which <u>two</u> literary techniques are used in lines 3–4? Tick (✓) <u>two</u> boxes.</b></p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>alliteration</li> <li>simile</li> </ul>	<b>2</b>

Question	Answer	Marks
2	<p><b>Where is Christina when she first sees Uncle Russell?</b></p> <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>in the hall</li> </ul>	<b>1</b>

Question	Answer	Marks
3	<p><b>Give <u>two</u> phrases from the text that tell you that Uncle Russell has been injured.</b></p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>a man on crutches</li> <li>with a flattened broken nose</li> </ul>	<b>2</b>

Question	Answer	Marks
4	<p><b>Give <u>one</u> quote that tells you that Christina has not met Uncle Russell before.</b></p> <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• ‘not unlike she had imagined’</li> </ul>	<b>1</b>

Question	Answer	Marks
5	<p><b>Why has the writer used a colon ( : ) in line 16?</b></p> <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• to introduce an explanation</li> </ul>	<b>1</b>

Question	Answer	Marks
6	<p><b>Give a phrase from the text that shows Christina is slightly afraid of Uncle Russell.</b></p> <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• fierce eyes</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• I shall keep out of his way</li> </ul>	<b>1</b>

Question	Answer	Marks
7	<p><b>Explain how Uncle Russell is rude to Christina. Give two ways.</b></p> <p>Award <b>1 mark</b> for each of the following, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>• He was disappointed / showed his disappointment that Christina wasn't William.</li> <li>• He didn't reply to her / ignored her when she greeted him.</li> <li>• He spoke about her as if she wasn't there.</li> </ul>	<b>2</b>

Question	Answer	Marks
8	<p>Give <u>one</u> phase from lines 23–28 that shows us that Christina is trying to keep away from other people.</p> <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>shrank back</li> </ul>	1

Question	Answer	Marks
<b>Look at lines 29–40.</b>		
9(a)	<p>Give <u>two</u> comparative adjectives.</p> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>prettier</li> <li>bigger</li> </ul>	2
9(b)	<p>Give <u>one</u> example of a passive verb form.</p> <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>had (ever) been given</li> </ul>	1

Question	Answer	Marks
10	<p><b>Flambards seems like a house that is uncared for.</b></p> <p>Give <u>three</u> examples from the text to support this idea.</p> <p>Award <b>1 mark</b> for each of the following, up to a maximum of <b>3 marks</b> provided that 'yes' has been ticked:</p> <ul style="list-style-type: none"> <li>(There are piles of rotted leaves outside.)</li> <li>The wallpaper in the bedroom was faded.</li> <li>The washstand was damaged.</li> <li>The quilt on the bed was falling apart.</li> </ul>	3

Question	Answer	Marks
11	<p><b>How do you think Christina feels about seeing Uncle Russell again? Give <u>two</u> quotations from the text to support your answer.</b></p> <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>nervous / worried / anxious</li> </ul> <p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>'She did not fancy going down to Uncle Russell.'</li> <li>'She took as long as she could about washing and changing.'</li> </ul>	<b>3</b>

Question	Answer	Marks
12	<p><b>Number the following events 1–6 as they happen in the text. The first event has been numbered for you.</b></p> <p>Award <b>1 mark</b> for each of the following, up to a maximum of <b>4 marks</b>:</p> <p>Give:</p> <p>1 mark for 1 correct response.  2 marks for 2 correct responses.  3 marks for 3 correct responses.  4 marks if <b>all</b> responses are correct.</p> <p>Christina sees Flambards for the first time..... 2  Christina greets Uncle Russell.....5  William has an accident.....1  Uncle Russell tells the servant to look after Christina..... 4  Dr Porter arrives with William's carriage..... 6  A servant comes to greet Christina..... 3</p>	<b>4</b>

**Section B: Writing**

Question	Answer	Marks
13	<p><b>Now write the beginning of a story of your own, in which your character arrives at a new place for the first time.</b></p> <p>Who is your main character? Where and when is your story set? What is the new place like? What happens?</p> <p>You only need to write the beginning of the story. It can be any genre you like.</p> <p><b>Notes to markers</b></p> <ul style="list-style-type: none"> <li>• Use the marking grids on the following pages.</li> <li>• Marking should always begin from the lowest mark in each column and work upward.</li> <li>• 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.</li> <li>• The lower mark within a box should be given if some the criteria have been met but not all.</li> <li>• Note on extent: Award <b>0 marks</b> where the performance fails to meet the lowest criteria. Award <b>0 marks</b> for 20 words or fewer. Award a maximum of <b>7 marks</b> 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.</li> </ul>	<b>25</b>

	Marks
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>	

# **Stage 6 Paper 2 Mark Scheme for Progression tests**

<b>Creation of texts (Wc)</b>	<b>Vocabulary and language (Wv)</b>	<b>Structure of texts (Ws)</b>	<b>Grammar and punctuation (Wg)</b>	<b>Word structure (Ww) (spelling)</b>
<b>[5 marks]</b>	<b>[3 marks]</b>	<b>[7 marks]</b>	<b>[7 marks]</b>	<b>[3 marks]</b>
<p>Writing is developed so that features of the genre are clearly established.</p> <p>Content and language is used for a specified audience.</p> <p>A clear, consistent relationship between writer and reader is established and maintained throughout the text.</p> <p>Descriptions of settings, characters and action are engaging and entertaining.</p> <p>Stories may include different viewpoints, e.g., of characters, flashbacks.</p> <p>Playscripts develop characters and settings using appropriate language, directions and notes.</p>		<p>Development of idea(s) is/are managed throughout an extended piece of writing, e.g., linking end to beginning.</p> <p>Well-organised ideas in paragraphs and/or sections support overall cohesion and shaping of a narrative.</p> <p>Chronological or logical links between paragraphs help the development of ideas, e.g., story plotlines</p> <p>Cohesion within and between paragraphs is achieved using devices such as connectives, e.g., time connectives used to support content.</p>	<p>Overall grammar and use of English is appropriate for the genre.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• A variety of simple, compound and complex sentences are chosen for effect.</li> <li>• Relative pronouns may provide detail.</li> </ul> <p>Punctuation is used accurately:</p> <ul style="list-style-type: none"> <li>• to clarify meaning in complex sentences.</li> <li>• All speech punctuation, reported and direct, is correct.</li> </ul>	
<b>[4–5]</b>		<b>[6–7]</b>	<b>[6–7]</b>	

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
<p>Main features of the genre are clear.</p> <p>Narrative has ideas and content with detail developed.</p> <p>Writing may develop a given narrative with new scenes/characters.</p> <p>Viewpoint is consistent and may include a character's opinions of events / settings / other characters.</p> <p>Playscripts include production notes / stage directions.</p>	<p>Material is wholly relevant using a specialised vocabulary accurately for the purpose / genre.</p> <p>Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest.</p>	<p>Content is organised so that ideas are developed cohesively and logically throughout most of a piece of sustained writing.</p> <p>Paragraphs and sections are organised to achieve an appropriate effect for the genre, where included sentences add clarity to overall text.</p>	<p>Grammar is almost always accurate throughout the text, for example:</p> <ul style="list-style-type: none"> <li>• simple, compound and complex sentences; multi-clause sentences combine simple sentences and/or re-order clauses.</li> <li>• modal verbs.</li> <li>• adjectives and adverbs (comparative / superlative).</li> <li>• pronouns and possessive pronouns.</li> </ul> <p>Punctuation is used accurately to:</p> <ul style="list-style-type: none"> <li>• demarcate sentences and for direct speech.</li> <li>• Use of apostrophes is accurate.</li> <li>• Commas are always used in lists and often to mark clauses in complex sentences.</li> </ul>	<p>Spell words with different suffixes that sound the same, -tion, -cian.</p> <p>Spell familiar homophones and commonly confused words correctly, e.g. aloud, allowed, desert, dessert.</p> <p>Spell a range of words, both regular and exception words correctly, including words where similar consonant sounds vary, e.g. -ck, -k, -ch, -que, -k.</p>
[3]	[3]	[4–5]	[4–5]	[3]

## Stage 6 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)
<p>A relevant response with well-chosen ideas and content. Some ideas and material are developed in detail.</p> <p>Purpose of writing is clear and appropriate to the given genre where features are clearly evident.</p> <p>A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience.</p>	<p>Specialised vocabulary is used that is suitable for the genre.</p> <p>Good attempts to use synonyms for shades of meaning.</p>	<p>Paragraphs / sections are evident with related points grouped together and/ or linked by time sequence.</p> <p>Ideas set out in a logical sequence, making relationships between them clear.</p> <p>Links between paragraphs / sections to help the development of a simple narrative may not be consistent.</p>	<p>Uses an increasing range of sentence types accurately, including good attempts at complex structures.</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>• with a range of connectives.</li> </ul> <p>Past, present and future verb forms used accurately.</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>• Apostrophes correct for possession (sing/plural)</li> <li>• Commas are always used in lists and often to clarify meaning in sentences.</li> </ul> <p><b>Note:</b> if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here.</p>	<p>Correct spelling of words with less common letter strings that are pronounced differently., e.g., pour, hour, piece, pie.</p> <p>Some successful attempts to spell exceptions to known spelling rules.</p> <p>Correctly spell words with silent vowels and syllables in a range of polysyllabic words, e.g., library, interest.</p> <p>Spell common homonyms correctly, e.g., wave (gesture), wave (sea).</p> <p>Spell words with a wide range of prefixes and suffixes, including opposites (un-, im-) correctly.</p> <p>Spell words with double consonants correctly.</p>
[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)
<p>Some material included that elaborates on basic information.</p> <p>Some elements of the genre can be seen. (A <i>maximum of 1 mark can be awarded if <b>not</b> the given genre.</i>)</p>	Vocabulary is often well-chosen to convey meaning matched to the genre.	Some basic sequencing of events within sections / paragraphs may suggest a story with a simple plot.	<p>Grammar:</p> <ul style="list-style-type: none"> <li>Some simple sentence structures are used successfully.</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>Some correct use of punctuation, such as full stops and capital letters.</li> </ul> <p><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></p>	<p>Spelling of words with common letter strings, but different pronunciations, e.g., through, tough, is correct.</p> <p>Spelling of a range of common prefixes and suffixes is correct.</p> <p>Spelling of common homophones is correct. Some correct spelling of long and short vowel phonemes.</p> <p>Spelling of plurals is usually correct, e.g. -s, -es, -y/ies, and -f/ves.</p> <p>Spelling of common inflections is correct, e.g. -ing, -ed.</p> <p>Spelling of all high frequency words and common polysyllabic words, including compound words, is correct.</p>
[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]