

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

## English Paper 2

### Mark Scheme

### Stage 5

English\_S5\_02\_MS/6R  
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S5/02 English Stage 5 Paper 2 Mark Scheme From 2020 **Section A: Reading**

Question	Answer	Marks
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Look at the first paragraph (lines 1–4).		
1(a)	<p><b>Give <u>one</u> example of a countable noun and <u>one</u> example of an uncountable noun from the first sentence (line 1).</b></p> <p>Award 1 mark each for:</p> <ul style="list-style-type: none"> <li>• countable – eyes / lungs</li> <li>• uncountable – air</li> </ul>	<b>2</b>
1(b)	<p><b>How do we know it is not yet morning? Give <u>two</u> quotations from the paragraph.</b></p> <p>Award 1 mark for any two of:</p> <ul style="list-style-type: none"> <li>• the cool night air</li> <li>• the moon (had forced ...) / Moonlight reflected</li> <li>• the forest was dark ...</li> <li>• this was the dark before the dawn</li> <li>• the dark (when spirits walked)</li> </ul>	<b>2</b>
1(c)	<p><b>Give <u>one</u> example of an adjective that is being used as a noun in the paragraph.</b></p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> <li>• (the) dark</li> </ul>	<b>1</b>

Question	Answer	Marks
Look at the second paragraph (lines 5–9).		
2(a)	<p><b>Give <u>one</u> word from the paragraph that means ‘looked’.</b></p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> <li>• peered</li> </ul>	<b>1</b>
2(b)	<p><b>Give a <u>three-word</u> phrase from the paragraph that is an example of rhyme. Award 1 mark for:</b></p> <ul style="list-style-type: none"> <li>• bright, white light</li> </ul>	<b>1</b>

2(c)	<p><b>Which literary technique does the writer use when describing the forest? Tick (✓) <u>one</u> box.</b></p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> <li>• personification</li> </ul>	<b>1</b>
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Question	Answer	Marks
<b>Look at the beginning of the third paragraph (lines 10–15).</b>		
3(a)	<p><b>What is Tam looking at?</b></p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> <li>• (the folds of) darkness / (on) the far side of the river</li> </ul>	<b>1</b>
3(b)	<p><b>Look at this phrase: <i>the shadow moved</i> (lines 14–15).</b></p> <p><b>Give <u>three</u> verbs from earlier in the paragraph that tell the reader about movement.</b></p> <p>Award 1 mark each for the following up to a maximum of three marks:</p> <ul style="list-style-type: none"> <li>• (was) stirring</li> <li>• twisted</li> <li>• ran</li> <li>• pumping</li> </ul>	<b>3</b>
3(c)	<p><b>The narrator feels nervous.</b></p> <p><b>Give <u>two</u> quotations from the paragraph that tell us this.</b></p> <p>Award 1 mark for any two of:</p> <ul style="list-style-type: none"> <li>• ‘... my palms ran slick with sweat.’</li> <li>• ‘I could feel the blood pumping through my hands.’</li> <li>• ‘I swallowed hard.’</li> </ul>	<b>2</b>

Question	Answer	Marks
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4	<p><b>The writer uses structure to create excitement in lines 16–24. How does the writer do this? Give <u>two</u> ways.</b></p> <p>Award 1 mark for any two of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> <li>• use of short sentences</li> <li>• use of dialogue</li> <li>• use of one-word paragraphs</li> </ul> <p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• use of verbs</li> <li>• questions</li> <li>• exclamation marks</li> </ul>	2
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Question	Answer	Marks
5	<p><b>What does <i>one</i> (line 25) [I had never seen one before.] refer to?</b> Award 1 mark for:</p> <ul style="list-style-type: none"> <li>• (a) bear</li> </ul>	1

Question	Answer	Marks
6	<p><b>Why did Tam press himself into the rock?</b></p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> <li>• Tam didn't want the bear to see him. / Tam wanted to remain hidden from the bear.</li> <li>• Tam was afraid (of the bear / of the bear being seen).</li> </ul>	1

Question	Answer	Marks
7	<p><b>Which of the following statements about the bear are true? Tick (✓) <u>two</u> boxes.</b></p> <p>Award 1 mark for each of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> <li>• Her fur has more than one colour.</li> <li>• Her ears move as she is drinking.</li> </ul>	2

Question	Answer	Marks
8	<p><b>Do you think Tam and Noy are in danger? Tick (✓) <u>one</u> box.</b></p> <p><b>Explain your answer. Give a quotation from the text to support your answer.</b></p> <p>Award <b>one</b> mark for the correct response and matching explanation.</p> <p>Award <b>one</b> mark for a relevant/corresponding quotation – the quotation must support the response.</p> <p>Yes, because they are very close to the bear. / 'It sniffed the air again, its small round ears twitching in our direction'.</p> <p>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.'</p>	2

Question	Answer	Marks
9	<p><b>Tam and Noy are the same age.</b></p> <p><b>Give <u>one</u> quotation from the text that tells us this.</b></p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> <li>• We were born the same night (, under the same moon.)</li> </ul>	1

Question	Answer	Marks
10	<p><b>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.</b></p> <p>Award 1 mark for a response that conveys the following idea:</p> <ul style="list-style-type: none"> <li>• The villagers will feel happy / grateful / relieved / proud.</li> </ul> <p>Award 1 mark for appropriate evidence from the text to support the response, for example:</p> <ul style="list-style-type: none"> <li>• The bear had eaten their food/crops and broken into their feed/food store.</li> <li>• The bear had put fear into the village.</li> <li>• No-one had managed to catch the bear.</li> </ul>	2

**Section B: Writing**

Question	Answer	Marks
11	<p>Continue the story about Tam and Noy. What happens next?</p> <p>Ideas to help you:</p> <ul style="list-style-type: none"> <li>• Characters Tam? <ul style="list-style-type: none"> <li>Noy?</li> <li>the Chief?</li> <li>anyone else?</li> </ul> </li> <li>• Setting the forest? <ul style="list-style-type: none"> <li>the village?</li> <li>anywhere else?</li> </ul> </li> <li>• Plot Are the boys safe? <ul style="list-style-type: none"> <li>Does the bear see the boys?</li> <li>Does Noy help Tam?</li> </ul> </li> </ul> <p><b>Notes to markers</b> Use the marking grids on the following pages.</p> <ul style="list-style-type: none"> <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>	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
<b>[Total 25]</b>	

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Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)
[5 marks]	[3 marks]	[7 marks]	[7 marks]
<p>Narrative has ideas and content with detail developed using well-chosen choices of vocabulary for the genre.</p> <p>Main features of the genre are clear.</p> <p>Viewpoint is consistent and may include a character's opinions of events / settings / other characters.</p> <p>Writing may develop a given narrative with new scenes/characters.</p> <p>Playscripts include production notes / stage directions.</p>		<p>Content is organised so that ideas are developed cohesively throughout most of a piece of sustained writing.</p> <p>Paragraphs and sections are organised to achieve an appropriate effect for the genre.</p>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>Grammar is almost always accurate throughout the text including simple, compound and complex sentences</li> <li>Multi-clause sentences combine simple sentences and/or re-order clauses.</li> <li>Pronouns and possessive pronouns; modal verbs; adjectives and adverbs (comparative/superlative) are all used correctly.</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>Punctuation is used accurately to demarcate sentences and for direct speech</li> <li>Use of apostrophes is accurate.</li> <li>Commas are always used in lists and often mark clauses in compound sentences.</li> </ul>
[4–5]		[6–7]	

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)
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<p>A relevant response with well chosen ideas and content. Some ideas and material are developed in detail.</p> <p>Descriptions of characters include details that help to develop story.</p> <p>Descriptions of settings and characters show detail using enhanced vocabulary to engage the reader.</p> <p>Playscripts are based upon original ideas.</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>Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest.</p> <p>Specialised vocabulary is used that is suitable for the genre.</p> <p>Figurative language is developed to include a wide range of devices such as alliteration and similes.</p> <p>Good attempts to use synonyms and adjectives / adverbs for shades of meaning.</p>	<p>Paragraphs and sections are used consistently to organise ideas.</p> <p>Chronological or logical links between paragraphs help the development of ideas.</p> <p>Cohesion between paragraphs is achieved using devices such as connectives to establish links.</p>	<p>Grammar:</p> <p>Uses an increasing range of sentence types accurately, including good attempts at complex structures.</p> <p>Use of expanded p to develop idea example:</p> <ul style="list-style-type: none"> <li>• noun, adverbial, adjectival, and verb phrases</li> <li>• a range of connectives <ul style="list-style-type: none"> <li>• Past, present and future verb forms accurate.</li> </ul> </li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Punctuation is used consistently and accurately to demarcate sentences.</li> <li>• Direct speech punctuation includes other punctuation along with speech marks. (E.g. <i>may occur where structures are ambiguous</i>)</li> <li>• Apostrophes correct possession (sing./pl.)</li> <li>• Commas always used in lists and often to clarify meaning in sentences</li> </ul>
[3]	[3]	[4–5]	

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Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)
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<p>A relevant response that elaborates on basic information with some development of essential detail.</p> <p>Writing for a given purpose is clear with main features of the genre clearly evident.</p> <p>Use of content and language in writing shows awareness of audience.</p>	<p>Accurate use of vocabulary includes a variety of appropriate choices to convey meaning that is consistent and effective for the genre.</p> <p>Choice of words and phrases strengthen the impact of writing.</p> <p>Figurative language is simple but effective within a narrative.</p> <p>Some variation in sentence openings beyond repetition of nouns and pronouns.</p>	<p>Structure is clear using paragraphs /sections with good attempts to organise the content.</p> <p>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.</p> <p>Logical sequence of events and ideas develop the plot of a story.</p>	<p>Generally correct grammar: • subject agreement correct and present tense regular</p> <ul style="list-style-type: none"> <li>• common irregular verbs</li> <li>• a mix of simple and compound sentences where compound sentences use simple connectives to join clauses.</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Apostrophes of omission are correct</li> <li>• Full stops, question marks and exclamation marks are used correctly.</li> </ul> <p><b>Note:</b> if punctuation totally lacking <u>and</u> other descriptors met then give the lowest mark here.</p>
[2]	[2]	[2–3]	[2–3]

**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)
<p>Some basic material included that is relevant to the genre.</p> <p>Some elements of the genre can be seen. (A <i>maximum of 1 mark can be awarded if not the given genre.</i>)</p>	<p>Vocabulary is simple and relevant.</p>	<p>Paragraphs /sections are generally used to help organise and develop a story.</p>	<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> do <b>not</b> 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.</p>

[1]	[1]	[1]	
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Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)
No creditable response	No creditable response	No creditable response	No creditable response
[0]	[0]	[0]	