

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

English Paper 2 Mark Scheme Stage 5

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

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

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

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

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

Question	Answer	Marks
8	<p>Do you think Tam and Noy are in danger? Tick (✓) <u>one</u> box.</p> <p>Explain your answer. Give a quotation from the text to support your answer.</p> <p>Award one mark for the correct response and matching explanation.</p> <p>Award one 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>Tam and Noy are the same age.</p> <p>Give <u>one</u> quotation from the text that tells us this.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • We were born the same night (, under the same moon.) 	1

Question	Answer	Marks
10	<p>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.</p> <p>Award 1 mark for a response that conveys the following idea:</p> <ul style="list-style-type: none"> • The villagers will feel happy / grateful / relieved / proud. <p>Award 1 mark for appropriate evidence from the text to support the response, for example:</p> <ul style="list-style-type: none"> • 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	<p>Continue the story about Tam and Noy. What happens next?</p> <p>Ideas to help you:</p> <ul style="list-style-type: none"> • 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? <p>Notes to markers</p> <p>Use the marking grids on the following pages.</p> <ul style="list-style-type: none"> • 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]

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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"> 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. <p>Punctuation:</p> <ul style="list-style-type: none"> Punctuation is used accurately to demarcate sentences and for direct speech. Use of apostrophes is accurate. Commas are always used in lists and often mark clauses in complex sentences.
[4–5]		[6–7]	

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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 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: 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"> • noun, adverbial, adjectival, and verb phrases • a range of connectives <ul style="list-style-type: none"> • Past, present and future verb forms are accurate. <p>Punctuation:</p> <ul style="list-style-type: none"> • Punctuation is used consistently and accurately to demarcate sentences. • Direct speech punctuation including other punctuation along with speech marks. (Ellipsis may occur where structures are ambiguous) • Apostrophes correctly show possession (sing./plural). • Commas always used correctly in lists and often to clarify meaning in sentences.
[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.</p> <p>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"> • common irregular verbs • a mix of simple and compound sentences where compound sentences use simple connectives to join clauses. <p>Punctuation:</p> <ul style="list-style-type: none"> • Apostrophes of omission are correct • Full stops, question marks and exclamations are used correctly. <p>Note: if punctuation is totally lacking and other descriptors are present, then give the lower mark here.</p>
[2]	[2]	[2–3]	[2–3]

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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"> • Some simple sentence structures are used successfully. <p>Punctuation:</p> <ul style="list-style-type: none"> • Some correct use of punctuation, such as full stops and capital letters. <p>Note: do not discount if learners write with good English but there are punctuation errors. 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]	