English

Stage 3

Paper 2 Fiction

2023

Cambridge Primary Progression Test

Mark Scheme
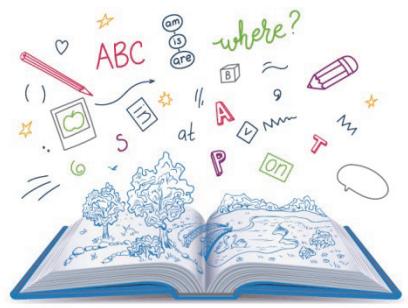
Section A: Reading

Question	Answer	Marks
1	Award **1 mark** for: • unusually (excited).	**1**

Question	Answer	Marks
2	Award **1 mark** for each of the following, up to a maximum of **2 marks**: • (we) would • (do) not / do not	**2**

Question	Answer	Marks
3	Award **1 mark** for: • (He thinks) the dragon might set fire to / burn the bed / eiderdown. Accept any suitable response that conveys the meaning that the bed/eiderdown gets burned.	**1**

Question	Answer	Marks
4	Award **1 mark** for: • (He) swept the curtains apart (with an eager paw).	**1**

Question	Answer	Marks
5	Award **1 mark** for either of the following ideas: • To emphasise the blackness / darkness / how dark/black the sky is / it is • It looks like black ink (in a pen).	**1**

Question	Answer	Marks
6	Award **1 mark** for: • cried (in dismay).	**1**

Question	Answer	Marks
7	Award **1 mark** for any answer which conveys the following idea: • He wants to stop the dragon from making a hole in it / the glass. Accept any answer that conveys the idea of preventing a hole / melting the glass in the window.	**1**

Question	Answer	Marks
8	Award **1 mark** for: • (The dragon looked) a little guilty but not for long.	**1**

Question	Answer	Marks
9	Award **1 mark** for: • cooped up.	**1**

Question	Answer	Marks
10	Award **1 mark** for any answer which conveys the following idea: • There is nothing to burn / damage / set fire to (up there).	**1**

Question	Answer	Marks
11	Award **1 mark** for: • 'I am very sorry,' said Tom.	**1**

Question	Answer	Marks
12	Award **1 mark** for any answer which conveys either of the following ideas: • Tom doesn't want the dragon to leave the bedroom / go out of the window / go up to the roof / Tom wants the dragon to stay in the bedroom. Also accept: The dragon has already gone / is (half) out of the window.	**1**

Question	Answer	Marks
13	Award **1 mark** for: • clinging.	**1**

Question	Answer	Marks
14	Award **1 mark** for: • any adjective that suggests a negative feeling of shock, e.g. shocked, anxious, afraid, frightened. Do not accept positive emotions or surprise.	**1**

Question	Answer	Marks
15	Award **1 mark** for each of the following up to a maximum of **2 marks**: • held (out) • hold (out).	**2**

Question	Answer	Marks
16	Award **1 mark** for each of the following up to a maximum of **2 marks**: • They: pronoun • Round-eyed: adjective Accept any recognisable misspelling of the words.	**2**

Question	Answer	Marks
17	Award **1 mark** for each of the following up to a maximum of **2 marks**: • an interesting or exciting event • use of direct speech between characters	**2**

Question	Answer	Marks
18	Award **1 mark**, up to a maximum of **2 marks**, for any appropriate answer which refers to the text. The explanation must match the chosen option: • Yes: He gives Tom an adventure / a nice surprise / He tries not to set fire to Tom's bedroom or house / He tells Tom about dragons / He makes sure Tom doesn't fall. • No: He is dangerous / He breathes sparks / He nearly sets fire to the eiderdown / damages the window / He scares Tom / He puts Tom in danger. Accept any suitable answer related to events in the text. Do not accept e.g. *I like dragons / dragon stories.*	**2**

Question	Answer	Marks
19	Award **1 mark** for the adjective: • Suggested adjectives: kind, sensible, brave, responsible, careful, cautious Award **1 mark** for any suitable piece of evidence/quotation from the text: • Kind: he doesn't tell the dragon off when it nearly sets fire to the eiderdown / '"I think we'd do better on the floor tonight"' • Sensible: he is trying to stop the dragon damaging things in his room / '"I don't know how I could explain things to Mummy if I get holes burned in my eiderdown"' • Brave: he doesn't make a fuss when he ends up on top of the roof next to the dragon / '"How did we get up here?" he managed to say after swallowing hard.' • Careful/cautious: he doesn't want to hold onto the dragon's tail as it takes him up to the roof / '"Stop," cried Tom in dismay…' • Responsible: because he doesn't know how to explain the damage created by the dragon to his parents / '"I don't know how I could explain things to Mummy if I get holes burned in my eiderdown."' Any wordings that suggest they understood Tom's character.	**2**

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
Develop descriptions of settings and characters in a story. Playscripts are simple and clearly based upon a given narrative. Writing for a given purpose is clear with main features of the genre clearly evident. Use of content and language in writing shows an awareness of audience.		Structure is clear using paragraphs /sections with good attempts to organise the content. Chronological or logical links between paragraphs/ sections help the development of ideas. Logical sequence of events and ideas develop the plot of a story.	Grammar: • Different types of simple sentences are used with appropriate grammar. • Correct multi-clause sentences use simple connectives of time, place and cause. • Subject and verb usually agree, and past and present tense of regular and common irregular verbs are used accurately throughout the text. Punctuation: • End of sentence punctuation is used accurately throughout the text. • Apostrophes of omission are correct. • Correct use of speech marks around words spoken.	
[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
Relevant material has ideas and content appropriate for the genre. Content and language show an attempt to engage the reader but may not always be sustained.	Accurate use of vocabulary includes a variety of appropriate choices to convey meaning that is consistent and effective for the genre. Words and phrases strengthen the impact of writing. Figurative language is simple but effective within a narrative. Sentence openings are varied using language of time, place and manner.	Paragraphs/sections are generally used to help organize and sequence ideas. Within paragraphs / sections there are some links between sentences. Movement between paragraphs or sections may be disjointed.	Grammar: • Simple and compound sentence structures are used to build clear detail. • Subject and verb agreement and tenses are attempted but may be inconsistent. Punctuation: • Demarcation of simple and compound sentences is usually correct with some accurate use of question marks and exclamation marks. • Commas are evident but not always used accurately.	Spelling of words with consonant phonemes correctly, e.g., jar, giraffe, bridge. Polysyllabic words with common prefixes and suffixes are correct. Consistently spell common inflections accurately, e.g., adding –ing, –ed, –s, –es, to verbs and doubling consonants where necessary. Spelling of unfamiliar regular and exception words is generally correct, including compound words.
[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
Some general aspects of genre are evident. Writing shows little elaboration with a limited attempt to engage the reader.	Mostly accurate use of simple vocabulary with <u>some</u> word choices to **provide clarity** and convey meaning appropriate to the genre. Some variation in sentence openings.	Some ideas are in sections with <u>some</u> attempt to group related points together. Some attempt to sequence relevant ideas logically.	Grammar: • Mainly simple sentences. • Some successful attempts at compound sentences using simple connectives to join clauses. Punctuation: • Demarcation of straightforward sentences is usually correct. ***Note:*** *if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here.*	Spelling of common regular words, including polysyllabic and compound words, is generally accurate. Spell common homophones correctly, e.g., to, two, too.
[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 simple ideas appropriate 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.	Some basic sequencing of material. There may be line breaks or time related words or phrases.	Grammar: • Some simple sentence structures are used successfully but often with a repetitive structure. 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.*	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 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]**