

# English

Stage 5

Paper 1 Non-fiction

Cambridge Primary Progression Test

**Mark Scheme**



**2024**

**Section A: Reading**

Question	Answer	Marks
1(a)	Award <b>1 mark</b> for either: <ul style="list-style-type: none"> <li>the titles of books / names of books</li> <li>to start a new sentence</li> </ul>	<b>1</b>
1(b)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>she wrote and illustrated her books / she produced the drawings as well</li> </ul>	<b>1</b>
1(c)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>classic</li> </ul>	<b>1</b>
1(d)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>sell worldwide</li> </ul>	<b>1</b>

Question	Answer	Marks
2	Award <b>1 mark</b> for each explanation, plus <b>1 mark</b> for an appropriate quotation, up to a maximum of <b>4 marks</b> : <ul style="list-style-type: none"> <li>No one would expect / the characters aren't expecting a tiger to come to tea: 'the unexpected arrival (of a handsome stripy tiger)'</li> <li>The characters react in a very calm way (to the tiger's arrival): 'There is no panic...'</li> <li>Sophie is not frightened by the tiger: 'to Sophie's delight rather than terror'</li> <li>The tiger doesn't behave like a wild animal: 'exiting politely'</li> </ul> Accept any other appropriate explanation that matches these quotations.	<b>4</b>

Question	Answer	Marks
3	Award <b>1 mark</b> each for: <ul style="list-style-type: none"> <li>to show the actual words that are spoken</li> <li>to give a quotation from another text</li> </ul>	<b>2</b>

Question	Answer	Marks
4	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>Kerr found her own cats adorable and annoying.</li> </ul>	<b>1</b>

Question	Answer	Marks
5(a)	Award <b>1 mark</b> for each of the following: <ul style="list-style-type: none"> <li>say</li> <li>wear</li> </ul> Do not accept direct copying or quotation from the text.	<b>2</b>
5(b)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>(she) charmed audiences from babies to grandparents (with her humour)</li> </ul>	<b>1</b>

Question	Answer	Marks
6	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>by using her own imagination</li> </ul>	<b>1</b>

Question	Answer	Marks
7(a)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>parents</li> </ul>	<b>1</b>
7(b)	Award <b>2 marks</b> for an answer that recognises the common theme of 'rubbing out', and refers to how this habit changes over time, e.g.: <ul style="list-style-type: none"> <li>In the first paragraph, Kerr describes the way she draws as 'more rubbing out than drawing'.</li> <li>In the final paragraph it explains how she made it easier to rub things out as she got older / she changed from using ink to using crayon and pencil which were easier to rub out.</li> </ul>	<b>2</b>

Question	Answer	Marks
8	Award <b>1 mark</b> for each correct match, up to a maximum of <b>3 marks</b> : <p>Paragraph 1    <b>Why Judith Kerr is famous</b></p> <p>Paragraph 2    What happens in one of Judith Kerr's books</p> <p>Paragraph 3    What other people thought of Judith Kerr's work</p> <p>Paragraph 4    How Judith Kerr was influenced by her pets</p> <p>Paragraph 5    How Judith Kerr's career developed</p> <p>Paragraph 6    <b>Who Judith Kerr wrote her stories for</b></p>	<b>3</b>

Question	Answer	Marks
9	<p>Award <b>1 mark</b> for each reason given for the choice made (child or parent), plus <b>1 mark</b> for an appropriate supporting quotation, up to a maximum of <b>4 marks</b>:</p> <p>A young child</p> <ul style="list-style-type: none"> <li>• Judith Kerr could make children laugh: 'in the talks she gave to very young children, Judith was most amusing' / 'she charmed audiences from babies to grandparents with her humour'</li> <li>• Judith Kerr knew how to keep the audience's attention: 'A lively and inspiring speaker'</li> <li>• Judith Kerr was good at telling stories to children: 'natural storytelling ability' / 'long before she wrote anything down, she told her children stories'</li> <li>• Judith Kerr liked children: 'She never lost her enthusiasm for the children who read her books'</li> <li>• Children love stories: natural storytelling ability'</li> </ul> <p>A parent</p> <ul style="list-style-type: none"> <li>• Judith Kerr offered parents advice: 'parents... came to her talks in the hope – always rewarded – of getting advice about how to turn their own ideas into stories'</li> <li>• Judith Kerr knew how to keep the audience's attention: 'A lively and inspiring speaker'</li> <li>• Judith Kerr could make people laugh: 'she charmed audiences from babies to grandparents with her humour'</li> <li>• Judith Kerr was good at telling stories: 'natural storytelling ability'</li> </ul> <p>Note: Allow any two plausible reasons that do not overlap. Quotations must support the reasons given.</p>	4

**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.

	<b>Marks</b>
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>	

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
<b>[5 marks]</b>	<b>[3 marks]</b>	<b>[7 marks]</b>	<b>[7 marks]</b>	<b>[3 marks]</b>
<p>A relevant response with well-chosen ideas and content. Some ideas and material are developed in detail.</p> <p>Main features of the text type are clear.</p> <p>Consistent viewpoint well-presented and justified.</p> <p>A relationship between writer and reader is established and maintained throughout the text.</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 text type.</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 to mark clauses in complex sentences.</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>Purpose of writing is clear and appropriate to the given text type 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 text type.</p> <p>Good attempts to use synonyms 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>Organisational devices evident such as bullets and numbered lists.</p>	<p>Grammar:</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>a range of connectives</li> <li>Past, present and future verb forms accurate.</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 alongside speech marks. (<i>Errors may occur where structures are ambitious.</i>)</li> <li>Apostrophes correct for possession (sing./plural).</li> <li>Commas always used in lists and often to clarify meaning in sentences.</li> </ul>	<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>
[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)
<p>A relevant response that elaborates on basic information with some development of essential detail.</p> <p>Writing for a given purpose uses language and features appropriate to the text type.</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 text type.</p> <p>Choice of words and phrases strengthen the impact of writing.</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 ideas are evident but may not be consistent</p>	<p>Generally correct grammar:</p> <ul style="list-style-type: none"> <li>• subject /verb agreement correct past and present tense of regular</li> <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 exclamations marks are used correctly.</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>Spelling of words with common letter strings, but different pronunciations is correct, e.g., through, tough.</p> <p>Spelling of a range of common prefixes and suffixes is correct.</p> <p>Spelling of common homophones is correct within their grammatical purpose, e.g., they're, their, there.</p> <p>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>
[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 basic material included that is relevant to the text type but shows a limited awareness of the reader.</p> <p>Some elements of the text type can be seen. (A <i>maximum of 1 mark can be awarded if <b>not</b> the given text type.</i>)</p>	Vocabulary is simple and relevant.	Some paragraphs/sections evident to help organise and sequence material.	<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 <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.</i></p>	<p>Spelling of common inflections is usually accurate, e.g. –ing, –ed,</p> <p>All simple high frequency words are spelt correctly, e.g., that, she, put.</p> <p>Spelling of high frequency words is generally correct, e.g., their/there, when, were, what, some etc.</p> <p>There may be some successful attempts to phonetically spell polysyllabic and compound words.</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]

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