

English

**Mark Schemes**

Cambridge International Primary Achievement Test



UNIVERSITY *of* CAMBRIDGE  
International Examinations

## English mark schemes – Achievement Test

### Guidelines for marking test papers

These mark schemes are designed to provide you with all the information necessary to mark the Primary Achievement Tests. As far as possible, the mark schemes give you full guidance regarding acceptable and unacceptable alternative answers and, where appropriate, include examples of student work to illustrate the marking points. However, it is not always possible to predict all the alternative answers that may be produced by students and there could be places where the marker will have to use their professional judgement. In these cases it is essential that such judgement be applied consistently.

The guidelines below should be followed throughout (unless the mark scheme states otherwise):

- A correct answer should always be awarded full marks even if the working shown is wrong.
- Where more than one mark is available for a question the mark scheme explains where each mark should be awarded.
- Half marks should not be awarded and at no point should an answer be awarded more than the maximum number of marks available, regardless of the quality of the answer.
- If the child has given more than one answer the marks can be awarded if all the answers given are correct. However, if correct and incorrect answers are given together marks should not be awarded.
- If the answer line is blank but the correct answer is given elsewhere, e.g. within the question in the usage section, the marks can be awarded provided it is clear that the child has understood the requirements of the question.
- Each question and part question should be considered independently and marks for one question should not be disallowed if they are contradicted by working or answers in another question or part question.
- Any legible crossed-out work that has not been replaced can be marked; but if work has been replaced the crossed-out part should be ignored.
- Where students are required to indicate the correct answer in a specific way, e.g. by underlining, marks should be awarded for any unambiguous indication, e.g. circling or ticking.

Each question on the test paper has a box beside it for the teacher to record the mark obtained. It is advisable to use these boxes so that students, and others looking at the test papers, can clearly see where the marks have been awarded. It is also useful to use the boxes because it makes the process of entering the data into the analysis tool easier. The page total boxes can be used to aid addition but care must be taken not to accidentally enter these values into the analysis tool.

Finally, it is advisable to use a pen of a different colour to that used by the students so that the marks and comments can be clearly seen. It should also be noted that marking in red ink and using the mark boxes is an essential requirement for the Achievement tests.

# Cambridge International Primary Achievement Test - Paper 1

## Reading comprehension

1 Complete the table to show where each of the creatures lives. [1]

Creature	Where it lives
rhino	
polar bear	
blue whale	

6R15

Creature	Where it lives
rhino	Southern Africa
polar bear	Arctic
blue whale	deep ocean waters

ADDITIONAL INFORMATION: All the answers must be correct for the mark to be awarded. Do not deduct mark for incorrect use of capital letters.

2 How have polar bears adapted to the cold? [1]

6R3 They have developed a thick layer of fatty blubber

3 Why are white rhinos dangerous for tourists? [1]

Tick the best answer.

- The rhinos have a good sense of smell.
- The rhinos charge at the tourists.
- The rhinos charge at the open topped trucks the tourists travel in.
- The rhinos have poor eyesight.

6R3 ✓ The rhinos charge at the open topped trucks the tourists travel in.

4 Why are polar bears dangerous for seals? [1]

6R3 Polar bears eat seals

5 Tick **two** statements which are true about **Biggest of the Big**. [1]

- It is a non-fiction text.
- It is a fiction text.
- It mostly gives opinions about animals.
- It mostly gives facts about animals.

- 6R11 ✓ It is a non-fiction text.  
✓ It mostly gives facts about animals.

ADDITIONAL INFORMATION: Both statements must be ticked for the mark to be awarded.

6 Reread what you are told about blue whales. [2]

**Adult blue whales are about the weight of 25 adult elephants – heavier even than the heaviest dinosaurs. However, although they are so heavy, they are amongst the most beautiful and graceful of all the Earth’s creatures.**

**Blue whales eat during their 4 month long summer feeding season, then live off their fat for the next 8 months. They usually feed at depths of less than 100 metres (330 feet) and their dives last up to about 20 minutes.**

Complete these sentences to summarise the main topic of each paragraph.

The first paragraph is about .....

The second paragraph is about .....

6R13 Accept summary statements which reflect that the first paragraph is about the whales' size or weight and that the second paragraph is about how the whales feed.

Award 1 mark for each correctly completed sentence.

7 Read the paragraphs about blue whales on page 2. [1]

Now read this new paragraph about blue whales.

**Have you ever seen a blue whale? You probably haven't unless you are lucky enough to travel on ships that go way out to sea. Blue whales are happiest when they are in deep, deep water. Do you know why that is? It's because that's where they find their food. And do you know what they eat? Tiny, tiny shrimps called krill.**

Which paragraph do you think is the most interesting to read?

Explain why.

6R14 Either answer is acceptable as long as it is accompanied by a reasonable explanation e.g. the paragraph on page 2 is more interesting because it give more information in a shorter space of time.

... the new paragraph is more interesting because I find the chatty language makes me want to read more.

ADDITIONAL INFORMATION: No mark is available for expressing a preference. Award 1 mark for a reasonable explanation which refers to the language, style or impact of the different paragraphs.

8 **Biggest of the Big** is part of a chapter of a book. Which of these do you think is most likely to be the title of the book? [2]

- Animals of the Arctic
- Danger! Animals!
- How the whale became friends with the polar bear.
- Mammals of the World

Book title: ..... Explain your choice. ....

Suggest the heading of another chapter in the book.

6R13 Book title: Mammals of the World

*Mammals of the World* is the most likely title since the text is about mammals from all over the world.

A wide variety of additional chapters is possible including: *The Smallest of the Small; Mammals of the desert; Living in the sea.*

ADDITIONAL INFORMATION: Award 1 mark for the selection of the title *together with* a reasonable explanation. Award the second mark for a relevant chapter heading.

9 During which part of the year will blue whales **not** be slim? Explain why. [1]

6R3 Blue whales won't be slim just after their summer feeding season because they will have created their layers of fat to live off for the next 8 months.

ADDITIONAL INFORMATION: Award the mark for any recognition of this fact. Accept 'the summer' or 'just after the summer' as long as an explanation is added.

10 From **Biggest of the Big** give one example of each of the following. [3]

Feature	Example
Heading	
Sub-heading	
List	
Fact	
Opinion	

6R15 There is a variety of options available for each answer except the opinion. For example:

Feature	Example
Heading	Blue whales
Sub-heading	Description
List	Seals, fish, birds, small animals
Fact	Polar bears have an excellent sense of hearing
Opinion	Blue whales are among the most beautiful and graceful of all the Earth's creatures.

This is the only possible answer for 'opinion'.

ADDITIONAL INFORMATION: Award 1 mark if three boxes are correctly completed; 2 marks for four boxes and 3 marks for all the boxes.

11

Suggest an alternative word for the word *sharp* in the sentence:

[1]

**White rhinos have very poor eyesight, but they have good hearing and a very sharp sense of smell.**

The new word should fit perfectly into the sentence without changing the meaning or affecting the grammar.

6R14 Acceptable alternatives include: *good, fine, keen,*

ADDITIONAL INFORMATION: The alternative word given must be grammatical in the context so a word like *excellent* or *perfect* would not be appropriate and should not be awarded the mark.

## Writing Task

12

[15]

See table below

### Notes to markers

- Marking should always begin from the lowest mark in each column.
- Stop marking at the first statement in a column that the child fails to achieve.
- All the statements should be achieved for a child to achieve the mark (i.e. if there are two statements to describe a mark, both statements must be achieved before the mark can be given.)



STRUCTURE		AUDIENCE AND PURPOSE	
Text Structure	Sentence structure	Audience	Purpose
<p>Secure use of text type that establishes content and purpose.</p> <p>Paragraphs are used consistently and correctly.</p> <p style="text-align: right;">4</p>	<p>Some control of complex sentences and the position of clauses to focus attention.</p> <p>Adverbials and expanded noun phrases are used to engage as well as inform.</p> <p style="text-align: right;">4</p>	<p>A clear and consistent viewpoint is established and controlled.</p> <p>The reader's interest is fully engaged by the addition or emphasis of specific details.</p> <p style="text-align: right;">3</p>	<p>The tone is appropriate to the ideas and is sustained.</p> <p>Effective use of different styles within the piece for giving details, description and information.</p> <p style="text-align: right;">4</p>
<p>Relationships between paragraphs are clearly linked and give structure to the whole text.</p> <p>The balance of coverage of the ideas is appropriate to the purpose.</p> <p style="text-align: right;">3</p>	<p>Wide range of sentence constructions extend meaning intentionally.</p> <p>Use of expanded phrases and clauses to develop ideas.</p> <p style="text-align: right;">3</p>	<p>Form is consistently adapted for the readership.</p> <p>The tone is similar to that in the model texts.</p> <p style="text-align: right;">2</p>	<p>The informative register is established and maintained.</p> <p>The tone is appropriate and is largely sustained.</p> <p style="text-align: right;">3</p>
<p>Paragraphs may sometimes be used.</p> <p>Ideas within each section are presented clearly.</p> <p style="text-align: right;">2</p>	<p>A variety of appropriate connectives are used to link ideas.</p> <p>Commas are sometimes used to mark clause divisions or items in a list.</p> <p style="text-align: right;">2</p>	<p>The writer's interest in the animal is shared with the reader.</p> <p>Choice of information is appropriate to engage the reader.</p> <p style="text-align: right;">1</p>	<p>The informative register is largely sustained.</p> <p style="text-align: right;">2</p>
<p>Layout and headings are used to clarify organization of text.</p> <p style="text-align: right;">1</p>	<p>A limited number of simple connectives is used.</p> <p>Some attempt to vary sentence openings (e.g. pronouns)</p> <p>Simple sentences are grammatically correct with accurate punctuation.</p> <p style="text-align: right;">1</p>		<p>There is some attempt to inform the reader but the style may not be sustained.</p> <p>The writing is an attempt to inform the reader about real animals.</p> <p style="text-align: right;">1</p>

Award 0 where performance fails to meet the lowest description.

13 Underline all parts of the verb in this sentence. [1]

The rhino was looking threateningly at the jeep.

6Ug1 The rhino was looking threateningly at the jeep.

ADDITIONAL INFORMATION: If additional words are underlined, do not award the mark.

14 Rewrite this sentence in the active voice. [1]

The people were being threatened by the rhino.

6Ug3 The rhino was threatening the people.

15 Match the underlined word in each sentence to the correct word class [2]

The boat ride was <u>exciting</u> .	adverb
The whale dived <u>to</u> the sea floor.	adjective
The <u>bear</u> was sleeping restlessly.	preposition
<u>Yesterday</u> , it rained.	noun

6Ug1 The boat ride was exciting.      adverb  
The whale dived to the sea floor.      adjective  
The bear was sleeping restlessly.      preposition  
Yesterday, it rained.      noun

ADDITIONAL INFORMATION: Award 2 marks if all word classes are correctly identified. Award 1 mark if 2 or 3 word classes are correct.

16 Add the missing punctuation to this dialogue. [2]

**"I think she said that the whale is the most impressive creature I have ever seen."**

**"Do you he replied I thought the rhino was much more impressive."**

6Ug8 "I think," she said, "that the whale is the most impressive creature I have ever seen."

"Do you?" he replied. "I thought the rhino was much more impressive."

ADDITIONAL INFORMATION: Award 2 marks if all four punctuation points have been completed correctly. Award 1 mark if two of the punctuation points are correct.

17 Put all of this information into one sentence. The main focus should be the need for camouflage. [2]

**Polar bears have white fur for camouflage.**

**Polar bears need camouflage for hunting.**

**Polar bears hunt seals.**

6Ug6 There is a wide range of acceptable answers. Possible sentences include:

- Camouflage is important when polar bears hunt seals and their white fur gives them excellent camouflage.
- Polar are camouflaged by their white fur when they hunt for seals.

ADDITIONAL INFORMATION: Award 2 marks for a well constructed complex sentence which emphasises camouflage. Award 1 mark for a well constructed complex sentence which mentions camouflage but where the focus is on white fur or seals.

Do not penalise students for inappropriate punctuation in this question.

18 Add **two** apostrophes to this sentence. [1]

**The blue whales eating habits seem odd to people who cant miss too many meals.**

6Ug8 Accept either

The blue whale's eating habits seem odd to people who can't miss too many meals.

or

The blue whales' eating habits seem odd to people who can't miss too many meals.

ADDITIONAL INFORMATION: Award 1 mark for both correct apostrophes.

19 Change the verbs in this sentence to show that it's only a possibility. [1]

**When we go out in the boat, I will see a blue whale diving and then I'll see it blowing spray.**

6Ug4 **When / if** we go out in the boat, I **might / may / could** see a blue whale diving and then I **might / may / could** see it blowing spray.

ADDITIONAL INFORMATION: Award the mark if both verbs express the conditional. Do not award the mark if the only change to the given sentence is to replace 'when' with 'if'.

20 Underline the main clause in this sentence. [1]

**Blue whales, which are heavier than elephants, are very graceful swimmers.**

6Ug5 Blue whales, which are heavier than elephants, are very graceful swimmers.

ADDITIONAL INFORMATION: Both parts of the main clause must be underlined for the mark to be awarded.

21 Tick the **two** sentences which have correct grammar: [1]

- Blue whales is about the size of 25 elephants.
- Polar bears have an excellent sense of smell.
- The rhinos was worried by all the jeeps.
- The rhinos feeded on the spiky shrubs.
- Blue whales eat in the summer.

- 6Ug10
- Blue whales is about the size of 25 elephants.
  - ✓ Polar bears have an excellent sense of smell.
  - The rhinos was worried by all the jeeps.
  - The rhinos feeded on the spiky shrubs.
  - ✓ Blue whales eat in the summer.

ADDITIONAL INFORMATION: Award the mark if both sentences - and no others - are ticked.

22 Combine this information to make a complex sentence with a relative clause. Punctuate the sentence properly. [3]

**Polar bears eat fish, birds and small mammals.**

**They need to eat a lot in order to survive.**

6Ug7  
6Ug5 There is a number of possible solutions, for example:

- Polar bears, who need to eat a lot to survive, eat fish, birds and small mammals.
- Polar bears, who usually eat fish, birds and small mammals, need to eat a lot to survive.

ADDITIONAL INFORMATION: Award 1 mark for each part of the question: 1 mark for a correctly formed complex sentence; 1 mark for a relative clause; 1 mark for accurate punctuation including commas for marking meaning as well as in lists.