

English

## **Mark Schemes**

Cambridge International Primary Achievement Test November 2006



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. Is the author of the piece likely to be young or old? How do you know? [1]  
Use evidence from the passage itself, not from the illustration.

The author is old.

He lists old artists and composers, not young ones.

He is defending traditional culture and rubbishing modern culture.

Award the mark for any appropriate reason for the author being old - as long as it refers to the text, including the title.

Do not award a mark for an answer that only refers to the picture.

2. List **three** composers and **three** artists that the author admires. [1]

Mozart, Haydn, Tchaikovsky, Monet, Manet, Michelangelo.

Award the mark only if all 6 names are given and correctly spelt.

3. The author gives one example of 'installation art'. What is it? [1]

A pile of bricks on the floor.

4. What does the author mean when he says: [1]

**And don't get me started on street art!**

Accept an answer which recognises the author's dislike of street art.

Do NOT accept an answer which suggests that the author hasn't got enough space to discuss street art, unless it is linked to a recognition of dislike.

5. Reread the first paragraph.

[1]

Young people today don't know what they're missing with their 'youth culture'. They wear crazy clothes and shoddy shoes, they listen to mean, menacing music with a loud and loutish booming bass and as for their art? Art? I don't see how they can call it youth 'culture'. They don't know what culture is.

The author has written paragraphs about music and art.

If the author continued writing, what is the most likely topic for the next paragraph?

Clothes and/or shoes

Fashion

Accept an answer which reflects the fact that clothes and shoes are the missing subjects.

6. Are the following statements from the passage fact or opinion?

[2]

Put a tick (✓) in the correct box

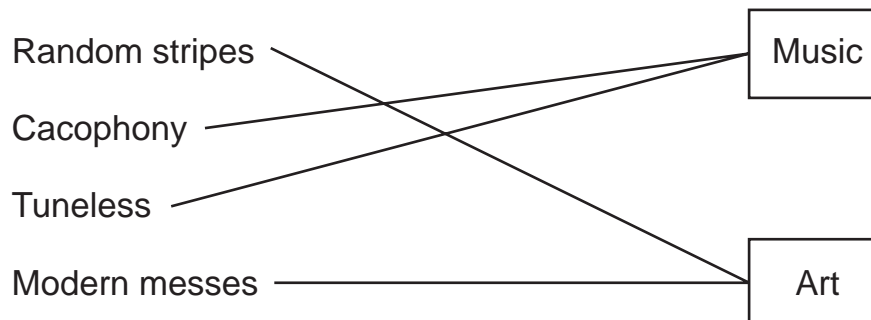
	fact	opinion
Young people don't know what they're missing with their 'youth culture'.		✓
The music lifts your spirits and sings to your soul.		✓
Monet, Manet, Michelangelo. These were artists.	✓	
...and irritating the rest of the world.		✓

Award 2 marks if all the answers are correct.

Give 1 mark for 2 or 3 correct answers.

7. Match the words and phrases with the correct heading.

[1]



Award the mark if all are correctly matched

8. Does the author like mobile phones?

[1]

Explain your answer.

Award the mark for a reasonable explanation showing that the author does not like mobile phones.

There is no mark for the answer 'no' without an explanation.

Example answers include:

No. The phrase 'and don't even get me started on' always introduces a disliked subject

or

No because he mentions them in the paragraph about modern things he hates.

or

No because he doesn't like technology.

**9. (a)** List **two** examples of alliterative phrases.

**[1]**

Award one mark for two alliterative phrases.

There are many possible examples for instance:

- crazy clothes
- shoddy shoes
- melodies of Mozart
- harmonies of Haydn
- moaning into microphones
- tuneless tosh

**9. (b)** Explain why the author uses alliteration.

**[1]**

Award one mark for recognition either that alliteration is often associated with persuasive texts or that it is memorable

Accept answers like:

It makes better images in the reader's head.

He wants to show people so they understand him better.

Do not accept:

It sounds better.

It is more descriptive.

10. Was this piece intended to be written or spoken? [2]

Give **two** reasons to support your answer and give examples from the text.

The piece was intended to be spoken. Reasons can include:

- The existence of non-sentence and sentence fragments e.g. "Monet, Manet, Michelangelo."
- He uses words like "Ah" and "Don't get me started".
- He uses lots of questions.

Award 1 mark for each reason which is supported by examples, up to 2 marks.

If only reasons are given without examples, award 1 mark for 2 good reasons.

Do not award a mark for 'spoken' with no supportive evidence.

11. Is this passage a balanced discussion? [2]

Explain your answer.

No, because:

- he uses biased language
- he only gives one side of the argument
- he rubbishes other opinions

he only gives good points about old culture

Award one mark for an adequate explanation mentioning 1 feature that shows this is not a balanced discussion,

eg No because it is not saying anything good about modern culture.

Award the second mark if additional features of balanced discussions are given in explanation.

## Writing Task

### 12. Old Days and Old Ways

[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
Secure use of text type that establishes content and purpose.  Paragraphs are used consistently.  4	Some control of complex sentences and the position of clauses to focus attention.  Adverbials and expanded noun phrases are used to engage as well as inform.  4	A clear and consistent viewpoint is established and controlled.  The reader's interest is engaged by adding or emphasizing specific details.  3	The tone is appropriate to the ideas and is sustained.  Effective use of different styles within the piece for giving details and for persuasion.  4
Relationships between paragraphs are clearly linked and give structure to the whole text.  The balance of coverage of the ideas is appropriate to the purpose.  3	Wide range of sentence constructions extend meaning intentionally.  Use of expanded phrases and clauses to develop ideas.  3	Form is consistently adapted for the readership.  Awareness is shown that the reader may not agree with the writer's viewpoint and needs to be cajoled.  2	The persuasive purpose is established and maintained.  The tone is appropriate and is largely sustained.  3
Introduction and conclusion are developed.  Paragraphs may be sometimes linked.  Ideas within each section are presented clearly.  2	Mainly logical connectives (e.g. <i>because, so, if...then, in addition, moreover</i> )  Commas are sometimes used to mark clause divisions or items in a list.  2	The writer's viewpoint is established and maintained.  The reader's interest is engaged by choice of detail or humor.  1	The persuasive text type is largely sustained.  Language is strong and positive; short sentences can be used to give emphasis.  2
Simple overall structure includes brief introduction or concluding sentence.  1	Simple and compound/complex sentences used with a variety of simple connectives.  Some attempt to vary sentence openings (e.g. pronouns)  Simple sentences are grammatically correct with accurate punctuation.  1		There is some attempt to persuade the reader, but this is not sustained.  1

Award 0 where performance fails to meet the lowest description.

13. Underline a preposition in the sentence below. [1]

The picture is of a bird on a roof

One mark if either preposition is underlined.

14. Add the missing punctuation to the following dialogue. [1]

"I love youth culture,\_" she sighed.

"Do you like classical things as well?\_" he asked.

or

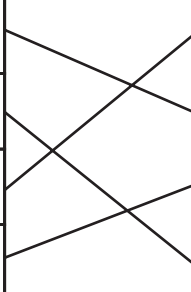
"I love youth culture!\_" she sighed.

"Do you like classical things as well?\_" he asked.

Award 2 marks if all four punctuation marks have been inserted correctly.

Award 1 mark if two or three of the punctuation marks are correct.

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

I <u>hate</u> mobile phones.		noun
They wear <u>crazy</u> shoes.		verb
I love classical <u>music</u> .		adverb
Booms come <u>continually</u> from the headphones.		adjective

Award 2 marks if all word classes are correctly identified.

Award 1 mark if two or three word classes are correct.

16. Rewrite the following sentence in the passive voice: [1]

The boom boom boom of the bass can always be heard.

Accept 'by you' at the end of the answer.

17. Underline the main clause in the sentence below. [1]

If I can find the time, I go to a gallery to see real art.

18. Rewrite the sentences below as a complex sentence with a relative clause. Do not forget the punctuation. [2]

Classical music is real music.

Real music is a pleasure to listen to.

Award 2 marks for a correctly punctuated complex sentence with a relative clause.

Award 1 mark for a complex sentence with a relative clause which is not correctly punctuated.

For example:

Real music, which/that is classical music, is a pleasure to listen to. Or

Classical music, which/that is real music, is a pleasure to listen to. Or

Classical music is real music which is a pleasure to listen to.

19. Change the following sentence to show that it is something that will possibly happen rather than something that will happen. [1]

When/if I see someone painting a picture, I may/might/could go and tell them what I think of it.

20. Add punctuation to the following sentence to show that it is John who is ill. [2]  
Do not change the order of the words.

Award 2 marks if all the punctuation is correct.

"John," said Mary, "is ill."

Award 1 mark for punctuation that shows that the child has understood the task, eg

"John" said Mary "is ill."

"John", said Mary "is ill".

21. Add a colon and a semi colon to complete the punctuation of the following sentence. [1]

Holland produced many fine artists including; Rembrandt, who painted several self portraits; Vermeer whose most famous painting is called *Girl with a Pearl Ear-ring*; and the portrait painter Rubens.

Both punctuation marks are needed to earn the mark

22. Write the information in the three sentences below in one new sentence. [2]

Award two marks only if the complex sentence contains all of the information and is correctly punctuated.

Award 1 mark if the information has been included in a complex sentence, but punctuation is incorrect.

One example sentence could be:

*The woman likes both modern and classical cultures but the grumpy old man only likes the classical and the cheerful young man only likes modern culture.*

## Cambridge International Primary Achievement Test - Paper 2

### Reading comprehension

1. What had happened to the Great Hall? [1]

A dragon had set it on fire / destroyed it / attacked it.

It was burned to embers

2. Here are some events from the story. [1]

Number the events to show the order in which they happened. One has been done for you.

The dragon attacked the Great House	2
The slave stole the goblet	1
Beowulf and his warriors went to attack the dragon	4
The warriors looked for signs that the gods were angry.	3

Award the mark if all events are correctly numbered.

3. Read the following words and phrases from the text [2]

Put a tick (✓) beside the **four** which refer to Beowulf alone.

Put a cross (X) beside those which refer to other people

The mighty Saxon king	✓
One youth	X
A runaway slave	X
The old king	✓
Their grizzled leader	✓
The armourers	X
Unvanquished King	✓
The mounted warriors	X

All answers must be correct for 2 marks.

Award one mark for 2 or 3 correct ticks. Do not award the mark if two or more incorrect boxes are ticked.

4. Read the descriptions below. [1]

Tick the best description of Beowulf at the beginning of the story.

Beowulf is tired because he hasn't slept all night.	
Beowulf is worried because he doesn't know why his Great Hall was set alight.	✓
Beowulf is furious and wants to go and kill the dragon.	
Beowulf is angry with the slave and is trying to hide it	

5. Find a phrase or sentence from the text which explains why people did not believe the youth when he told them what had happened. [1]

He had been known to exaggerate the truth.

Do not award the mark for 'his story was discounted'.

6. Is the runaway slave a bad man or a good man? [1]

Give a reason from the text to justify your answer.

Award the mark if the reason agrees with the answer to the first question e.g.

He's a bad man because: he stole from the dragon; he is reluctant to go and show them where the dragon's cave is.

He's a good man because: he came to give Beowulf the golden goblet in compensation; he wanted to make peace with his gods; he told them where the dragon's cave was.

No mark is available for just saying that the slave is good or bad without a justification or for an irrelevant justification, eg 'He was bad because he slept in the dragon's cave'.

In order to gain the mark, the answer must make close reference to the text.

7. How were the warriors armed in preparation for the battle? [1]

List three things they had.

Three of:

- swords/ blades
- spears
- shields
- helmets

Award 1 mark if any three objects are listed.

Do not award the mark if the answer includes reference to the slave, food or their horses since the question clearly asks about armour.

8. Fill in the missing word and finish each sentence to explain how the slave felt. [2]

Award one mark for each complete sentence. For example:

**When he was hiding behind the gorse bush, he felt** frightened **because** he thought the dragon was going to kill him.

**When he was sitting at the fire eating bread he felt** worried **because** he didn't know whether the people would forgive him.

**When he was sitting at the fire eating bread he felt** warm **because** he was too close to the fire.

Only award the marks if:

- the answers are complete sentences (but forgive grammatical errors)
- the emotions or sensations ascribed to the slave are likely in the context of the episode
- the sentences include an explanation of the emotion.

9. This story has a historical setting. Explain how you know.

[1]

Award the mark for an explanation which includes reference to any of the following:

- The mighty Saxon king
- Great Hall
- The gods
- Sacrifices to appease an angry god
- Given water, bread and a place by the fire
- Runaway slave
- The smiths went to their forges
- Blades and spears. Shields and helmets; goblets; old weapons
- Dragons

10. (a) Underline the word that best describes the mood the author is trying to create.

[1]

Accept either: suspense or tension.

10. (b) Do you think the author is successful at creating the mood?

[2]

Explain your answer, choosing words and phrases from the paragraph.

If part (a) is wrong, award marks for part (b) which explain the answer chosen.

Accept any explanation which

- matches the answer to 10 (a)
- includes words and phrases from the text

Award 1 mark for a simple choice of words and phrases or an explanation to make the point, eg 'it makes the reader wonder about what will happen next'.

Award 2 marks if the writer makes an attempt at analysis of the success of the writer in creating the mood, eg 'He uses adjectives and phrases to describe the setting and the mood like "the warriors made peace with their gods", an "imminent battle" and "with an enemy more powerful."'.



11. Reread the paragraph. [1]

Underline **two** noun phrases which refer to the dragon.

a dragon    the snake-necked one    the scaly monster    the menacing shadow

Award 1 mark for any two.

12. Find these words and phrases in the story. [3]

Suggest alternative words or phrases the author might have used which have the same meaning.

The alternative words or phrases should be relevant to the context, for example:

**lair**: home, cave, den

**armourer**: people who make armour

**scorching**: burning, making fire

Award 1 mark for each word for which the children provide acceptable alternatives.

13. Explain why this paragraph is not part of the previous paragraph or the next paragraph. [1]

The explanation should recognise, for example

- that each paragraph is separated by time
- that a time adverbial at the beginning of a sentence usually means a new paragraph is needed
- that the short paragraph contains an entire journey

Award a mark for an answer which recognises how the paragraphs are structured and linked.

14. Suggest a new title for the story.  
Explain why you chose it.

[1]

Award the mark for answers which are relevant to the story and explanations which clarify the reasoning behind the answer. E.g.

*The Powerful Enemy* because it refers to the dragon they will face.

*The Cursed Goblet.* The goblet was the cause of every bad thing that happened.

Do not award the mark unless the explanation adequately clarifies the suggested title and the title is relevant to the story so far.

## 15. Beowulf and the Dragon

[40]

See table.

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.

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COMPOSITION AND EFFECT		STYLE		VOCABULARY AND SPELLING	
Content	Audience	Style	Text structure & organisation	Vocabulary	Spelling
<p>During the course of the story, the development of the character[s] is shown through actions and reactions.</p> <p>The reader's response to different parts of the story is well controlled.</p> <p><b>4</b></p>	<p>Character development is more complex and believable.</p> <p>Direct and/or reported speech is used to move the story forward.</p> <p>The information the reader has is carefully controlled.</p> <p><b>3</b></p>	<p>Writing is well structured and shows a coherent grasp of the chosen genre.</p> <p>Pace is controlled by careful use of a variety of well constructed, and correctly punctuated, sentences.</p> <p><b>4</b></p>	<p>Ideas are organized into a planned and coherent series of paragraphs.</p> <p><b>4</b></p>	<p>Use of adventurous and precise vocabulary.</p> <p>Attempts to use language effectively to create a strong image (e.g. <i>metaphor – the sea roared</i> or <i>simile – as white as a seagull's back.</i>)</p> <p><b>3</b></p>	<p>Spelling is mostly accurate. This includes words with complex regular patterns. I.e. words with more than one potential problem such as polysyllabic, prefixes, suffixes. E.g. <i>dissatisfy, indescribable, wonderful, position, immediately</i></p> <p><b>2</b></p>
<p>The writing is atmospheric and evokes an intended response from the reader.</p> <p>Suspense, or excitement, where used, is well built.</p> <p><b>3</b></p>	<p>Writing engages reader through establishment of mood and feeling.</p> <p>Narrator's viewpoint is established and controlled.</p> <p>Characters' actions are linked to key events</p> <p><b>2</b></p>	<p>A range of simple and complex sentences are used to create effect or extend meaning.</p> <p><b>3</b></p>	<p>Within paragraphs, sequences of events are developed around a main sentence or theme.</p> <p><b>3</b></p>	<p>A careful choice of noun sometimes replaces noun plus adjective (e.g. <i>Beowulf = the old king; the dragon = the monstrous reptile</i>)</p> <p>Vocabulary is generally used accurately with careful choice of specific words.</p> <p><b>2</b></p>	<p>Spelling is generally accurate. This includes polysyllabic words that conform to regular patterns. (E.g. <i>accuracy, journey, distance, shouted, slowly shaking, possible, possibly,</i>)</p> <p><b>1</b></p>
<p>A well crafted story focuses clearly on either character or action.</p> <p>The story is concluded successfully and without rushing.</p> <p><b>2</b></p>	<p>Characterization is achieved through good description.</p> <p>The story is well placed in its setting.</p> <p>Some evidence of narrator's or character's viewpoint.</p> <p><b>1</b></p>	<p>A wider range of connectives link simple, compound and complex sentences.</p> <p>Variation in sentence beginnings for effect.</p> <p><b>2</b></p>	<p>The opening, development and conclusion of the story are logically related and mostly well paced.</p> <p><b>2</b></p>	<p>Vocabulary is generally used accurately with careful choice of specific words.</p> <p>Expanded noun phrases are used</p> <p><b>1</b></p>	
<p>The story has a simple plot, which includes a battle with a dragon.</p> <p>The ending concludes the story neatly.</p> <p><b>1</b></p>		<p>Simple sentences are grammatically accurate and end of sentence punctuation (!?) is generally accurate.</p> <p>Simple and compound/complex sentences are used.</p> <p><b>1</b></p>	<p>Ideas are grouped together, although paragraphs may not be shown.</p> <p><b>1</b></p>		

Award 0 where performance fails to meet the lowest description.