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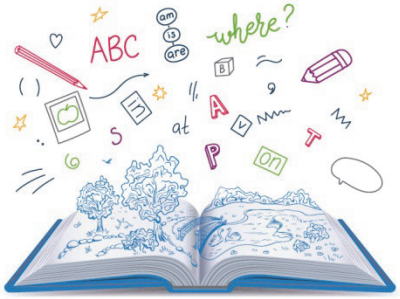

English

Stage 6

Paper 1 Non-fiction

2023

Cambridge Primary Progression Test

Name

Class

Date

1 hour

Additional materials: Insert

INSTRUCTIONS

- Answer **all** questions.
- Write your answer to each question in the space provided.
- You should pay attention to punctuation, spelling and handwriting.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [ ].
- Suggestions for how long to spend on each section are given in the booklet.

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Section A: Reading

Spend 30 minutes on this section.

Read **Text A** in the insert, and answer questions 1–6.

1 Look at the first paragraph (lines 5–9).

(a) Give **one** example of a passive verb form.

..... [1]

(b) How long did it take to build the Titanic?

..... [1]

(c) What does the writer compare the size of the Titanic to?

..... [1]

2 Look at the second paragraph.

(a) Give **one** phrase that means *first trip*.

..... [1]

(b) Which group of passengers on the Titanic would have bought one-way tickets?

..... [1]

3 How does the writer link the ideas between the first and second paragraphs?

..... [1]

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4 Look at the third paragraph.

(a) Give **one** abstract noun from the first sentence.

..... [1]

(b) What does elegant mean? Tick (✓) **one** box.

expensive ☐

stylish ☐

entertaining ☐

sociable ☐

[1]

(c) Give **one** example of a sentence with parenthetic commas (, ,).
Write the whole sentence.

.....

..... [1]

(d) Do you think you would like to have been a second-class passenger on the Titanic? Tick (✓) **one** box.

Yes ☐

No ☐

Give **two** pieces of evidence from the text to support your answer.

Piece of evidence 1: .....

.....

Piece of evidence 2: .....

.....

[2]

5 Look at the fourth paragraph.

(a) The writer uses language that tells us something frightening suddenly appeared. Which verb tells us this?

..... [1]

(b) Give a synonym for *ship*.

..... [1]

(c) How do you think the captain felt when the Titanic hit the iceberg?
Explain your answer giving evidence from the text.

Explanation: .....

.....

Evidence: .....

[2]

6 The information in the final paragraph connects back to the second paragraph. Explain how. Give **one** idea.

.....

..... [1]

Read **Text B** in the insert, and answer questions 7–11.

7 Look at the first paragraph.

(a) Give **one** relative pronoun.

..... [1]

(b) Why was the writer impressed by Paul?

.....

..... [1]

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8 Look at the second paragraph.

(a) Which literary technique is used in this paragraph? Tick (✓) **one** box.

onomatopoeia	☐
personification	☐
rhyme	☐
simile	☐

[1]

(b) Give a synonym for *a very sad event*.

..... [1]

9 Look at the third paragraph.
How can visitors change some of the displays?

..... [1]

10 Look at the fourth paragraph.

(a) Look at the second sentence. Give the subordinate clause.

..... [1]

(b) How does the writer persuade the reader that they should visit the Titanic Quarter? Give **one** idea.

..... [1]

11 Match each idea with the correct paragraph of the text. One example has been done for you.

Idea	Paragraph
Linking the city to the Titanic	2
Getting refreshments	.....
Admiring the appearance of the museum	.....
Discovering how the passengers ate	.....

[2]

Section B: Writing

Spend 30 minutes on this section.

12 You have been on a day trip to a museum with your school.

Write a review of the museum for your school website. Remember to include the features of review writing.

Space for your plan:

Write your review on the next page. [25 marks]

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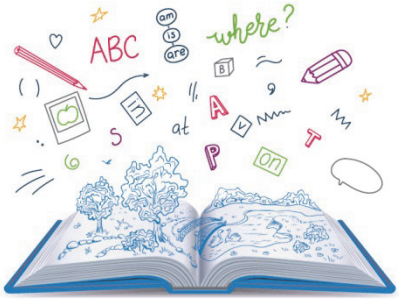

English

Stage 6

Paper 1 Non-fiction

2023

Cambridge Primary Progression Test

Insert

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Text A

The Titanic

The Titanic was the world's largest passenger ship of its time but it sank after hitting an iceberg[1] during its first voyage in 1912.

The Titanic, which was built in Belfast, Northern Ireland, was the most impressive and luxurious ship of her time. She was the biggest, too, measuring 28 metres wide, 53 metres tall and 269 metres long – that's about the length of three football fields! After three years in construction, the ship was ready for the ocean by the end of March 1912.

On 10 April 1912, the Titanic set out on her maiden voyage across the Atlantic Ocean. As she set sail, the Titanic had 900 crew members and over 1300 passengers. These included holiday-makers, businessmen and people who wanted to start a new life in the US.

Life on board the Titanic depended on who you were and how much money you had. Wealthy people travelled in first class, located at the top of the ship. They enjoyed delicious food in an elegant dining room and had access to lots of facilities. Second-class accommodation consisted of cabins with two or four beds, limited storage, a sink and a mirror. Second-class passengers could also enjoy a library and a nice restaurant. The third-class facilities, at the bottom of the ship, were much more basic. Cabins there held up to ten people and food was served three times a day in a simple dining room. The big downside was that all 700 passengers had to share two bathtubs!

Around midnight on day five of her maiden voyage, an iceberg loomed out of the darkness. Too big to quickly change direction, the Titanic scraped along the ice, tearing holes in her side. The captain and crew knew that the collision meant the Titanic would sink in just hours. At around 2 a.m. the vessel broke into two, sending everyone still on board into the freezing water. There were only enough lifeboats to hold around half the people on board. More than 1500 people lost their lives on the Titanic that fateful night.

Glossary

[1]iceberg: a floating mountain of ice

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Text B

The Titanic Quarter – Belfast

Yesterday, I visited the part of Belfast known as the Titanic Quarter, and it was a magnificent experience! My visit started with Paul, who is one of the most well-informed guides I've ever met, and whose knowledge of facts relating to the famous ship is simply remarkable. First of all, he walked our group all around the outside of the beautiful building the Titanic Museum is set in, and explained its architecture and link to the Titanic.

It seems only right that Belfast gets to tell its part in the ship's story. In the museum itself, every little detail from the ship's design to its sinking has been covered. It really immerses you, both in the extent of the human tragedy and the industrial history of the era.

As well as the information boards and films, there are plenty of interactive screens that bring the whole story to life. There's a lot to read – perhaps some of the display boards could have larger print as they're difficult to see if there are too many people around. Among the items on display is the range of tableware that each class of passenger on the ship used.

The Titanic Quarter's definitely worth a visit. The tours are sensibly priced, giving great value for money. Make sure you pop into the restaurant for a bite to eat before you leave. It serves quality local Irish dishes. And if you're anything like me, you'll probably want to go home and watch the Titanic film all over again!

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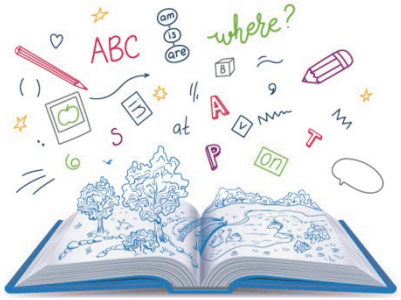

English

Stage 6

Paper 1 Non-fiction

2023

Cambridge Primary Progression Test

Mark Scheme

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Section A: Reading

Question	Answer	Marks
1(a)	Award **1 mark** for: • was built	**1**
1(b)	Award **1 mark** for: • (it took) three years	**1**
1(c)	Award **1 mark** for: • (three) football fields	**1**

Question	Answer	Marks
2(a)	Award **1 mark** for: • (her) maiden voyage	**1**
2(b)	Award **1 mark** for: • People who wanted to start a new life (in the US)	**1**

Question	Answer	Marks
3	Award **1 mark** for any of the following: • The year (1912) used at the end of one paragraph is repeated at the start of the next paragraph. • (The ideas are linked) according to / by time/chronologically Accept any answer that expresses the idea or process of chronology	**1**

Question	Answer	Marks
4(a)	Award **1 mark** for: • life (on board)	**1**
4(b)	Award **1 mark** for: • stylish	**1**
4(c)	Award **1 mark** for: • The third-class facilities, at the bottom of the ship, were much more basic.	**1**
4(d)	Award **1 mark** for each relevant piece of evidence up to a maximum of **2 marks**: For example: Yes • They had cabins with two to four beds • They had some storage • They had a sink • They had a mirror • They could use a library • They could eat in a nice restaurant • They had better facilities/cabins than third-class No • The cabins were smaller / less comfortable than the first-class cabin • Their storage facilities were limited • The dining room was less elegant • They had access to fewer / more basic facilities than first class • The ship sank. The explanation has to match the box ticked.	**2**

Question	Answer	Marks
5(a)	Award **1 mark** for: • loomed (out of the darkness)	**1**
5(b)	Award **1 mark** for: • vessel Do **not** accept 'Titanic'	**1**
5(c)	Award **1 mark** for the explanation and **1 mark** for the corresponding piece of evidence from the text: • I think he felt scared / terrified / horrified / afraid / responsible because he knew the ship was going to sink (in a few hours) and many people/passengers would die. Accept any suitable response based on information from the text.	**2**

Question	Answer	Marks
6	Award **1 mark** for **one** of the following: • The second paragraph is about the ship setting out on its maiden voyage and the final paragraph is about what happened on the ship's maiden voyage. / Both paragraphs are about the ship's maiden voyage. • The information in both paragraphs is about the ship's movements at sea (rather than about the people or life on the ship). • The number of people who died connects back to the number of people on board.	**1**

Question	Answer	Marks
7(a)	Award **1 mark** for **one** of the following: • who • whose	**1**
7(b)	Award **1 mark** for: • The writer was impressed with Paul because he knew so much about the Titanic / he is a very well-informed guide / his knowledge of facts relating to the Titanic is remarkable.	**1**

Question	Answer	Marks
8(a)	Award **1 mark** for: • personification	**1**
8(b)	Award **1 mark** for: • (human) tragedy	**1**

Question	Answer	Marks
9	Award **1 mark** for: • (swiping / touching / pushing buttons on) interactive screens Accept any answer that conveys using the interactive screens.	**1**

Question	Answer	Marks
10(a)	Award **1 mark** for: • giving great value for money.	**1**
10(b)	Award **1 mark** for **one** of the following: • He says it's 'definitely worth a visit'. • The tours are sensibly priced. • The tours are good value for money. • The restaurant sells good quality food.	**1**

Question	Answer	Marks
11	Award **1 mark** for one correct response. Award **2 marks** for two or three correct responses. **Idea** / **Paragraph** Linking the city to the Titanic / 2 Getting refreshments / 4 Admiring the appearance of the museum / 1 Discovering how the passengers ate / 3	**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)**
[5 marks]	**[3 marks]**	**[7 marks]**	**[7 marks]**	**[3 marks]**
Writing is developed so that features of the text type are clearly established. Content and language is used for a specified audience. A clear, consistent relationship between writer and reader is established and maintained throughout the text.		Development of idea(s) is/are managed throughout an extended piece of writing, e.g., linking end to beginning. Well-organised ideas in paragraphs and/or sections support overall cohesion and shaping of a text. Chronological or logical links between paragraphs help the development of ideas. Cohesion within and between paragraphs is achieved using devices such as connectives, e.g., time connectives used to support content.	Overall grammar and use of English is appropriate for the text type. For example: • A variety of simple, compound and complex sentences are chosen for effect. • Relative pronouns may provide detail. Punctuation is used accurately: • to clarify meaning in complex sentences. • All speech punctuation, reported and direct, is correct.	
[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 with detail developed. Main features of the text type are clear. Consistent viewpoint well-presented and justified. i.e. detail sustains interest with writer's style / personal response emphasises particular points.	Material is wholly relevant using a specialised vocabulary accurately for the purpose / text type. Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest.	Content is organised so that ideas are developed cohesively and logically throughout most of a piece of sustained writing. Paragraphs and sections are organised to achieve an appropriate effect for the text type, where included sentences add clarity to overall text. Some use of organisational devices such as bullets, numbered lists.	Grammar is almost always accurate throughout the text. For example: • simple, compound and complex sentences; multi-clause sentences combine simple sentences and/or re-order clauses. • modal verbs. • pronouns and possessive pronouns used accurately. • adjectives and adverbs used correctly (comparative/superlative). Punctuation is used accurately to: • demarcate sentences and for direct speech. • Use of apostrophes is accurate. • Commas are always used in lists and often to mark clauses in complex sentences.	Spell words with different suffixes that sound the same, -tion, -cian. Spell familiar homophones and commonly confused words correctly, e.g., aloud, allowed, desert, dessert. Spell a range of words, both regular and exception words correctly, including words where similar consonant sounds vary, e.g. -ck, -k, -ch, -que,-k.
[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)**
A relevant response with well-chosen ideas and content. Some ideas and material are developed in detail. Purpose of writing is clear and appropriate to the given text type where features are clearly evident. A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience	Specialised vocabulary is used that is suitable for the text type. Good attempts to use synonyms for shades of meaning.	Paragraphs / sections are evident with related points grouped together consistently and/ or linked by time sequence. Good attempts to sequence relevant ideas logically. Cohesion between paragraphs /sections is achieved using devices such as simple connectives to establish links.	Uses an increasing range of sentence types accurately, including good attempts at complex structures. Use of expanded phrases to develop ideas. For example: • noun, adverbial, adjectival, and verb phrases • with a range of connectives. Past, present and future verb forms used accurately. Punctuation is used consistently and accurately • to demarcate sentences. • Direct speech punctuation includes other punctuation alongside speech marks. (*Errors may occur where structures are ambitious.)* • Apostrophes correct for possession (sing./plural) • Commas are always used in lists and often to clarify meaning in sentences. ***Note:*** *if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here.*	Correct spelling of words with less common letter strings that are pronounced differently., e.g., pour, hour, piece, pie. Some successful attempts to spell exceptions to known spelling rules. Correctly spell words with silent vowels and syllables in a range of polysyllabic words, e.g., library, interest. Spell common homonyms correctly, e.g., wave (gesture), wave (sea). Spell words with a wide range of prefixes and suffixes, including opposites (un-,im-) correctly. Spell words with double consonants correctly.
[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 material included that elaborates on basic information. Some elements of the text type can be seen; *a maximum of 1 mark can be awarded if **not** the given text type.*	Vocabulary is often well-chosen to convey meaning matched to the text type.	Structure is clear using paragraphs /sections with some good attempts to organise the content.	Some simple sentence structures are used successfully. 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.*	Spelling of all high frequency words and common polysyllabic words, including compound words, is correct. Spelling of words with common letter strings, but different pronunciations is correct, e.g., through, tough. Spelling of a range of common prefixes and suffixes is correct. Spelling of common homophones is correct. Some correct spelling of long and short vowel phonemes. Spelling of plurals is usually correct, e.g. -s, -es, -y/ies, and -f/ves.
[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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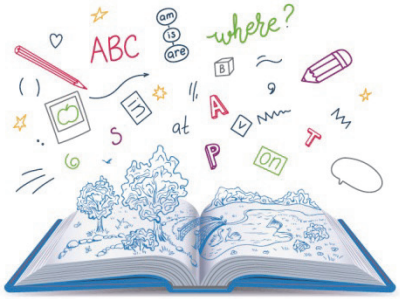

English

Stage 6

Paper 2 Fiction

2023

Cambridge Primary Progression Test

Name

Class

Date

1 hour

Additional materials: Insert

INSTRUCTIONS

- Answer **all** questions.
- Write your answer to each question in the space provided.
- You should pay attention to punctuation, spelling and handwriting.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [ ].
- Suggestions for how long to spend on each section are given in the booklet.

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Section A: Reading

Spend 30 minutes on this section.

Read the **Text** in the insert, and answer questions 1–7.

1 Look at lines 3–14.

(a) Give **one** word that means *held tightly*.

..... [1]

(b) The phrase *danced a shiver across the back of her neck* tells us how Helena feels in front of Mr Westcott. How does she feel?
Tick (✓) **one** box.

cold	☐
nervous	☐
disappointed	☐
jealous	☐

[1]

(c) Mr Westcott's actions are slightly frightening. Give **one** quotation from the text that tells us this.

..... [1]

(d) Look at lines 6–8.
Give **one**:

Preposition: .....

Connective: .....

[2]

(e) Why is an ellipsis (…) used?

..... [1]

2 Look at lines 15–16.

(a) *Jack and Jill went up the hill. Pail of water. Snicker-squawk!* is written on a separate line. Why has the writer done this?
Give **one** reason.

..... [1]

(b) *Mr Westcott's forehead furrowed at the bird*. Why is this sentence on a separate line?
Give **one** reason.

..... [1]

3 Look at lines 17–29.

(a) The table shows what each character thinks about Orbit, the parrot.
Complete the table with the opinion or supporting quotation from the text.

Character	The character thinks that Orbit is …	Quotation from the text
Helena	**i)**	*Except he wasn't just any old bird*
Mr Westcott	just an ordinary bird	**ii)** ....
Miss Westcott	funny and entertaining	**iii)** ....
Helena's father	an embarrassment / a threat	**iv)** ....

[4]

(b) The writer wants us to like Miss Westcott. Give **two** ways the writer shows that she is a nice character.

- .....
- .....

[2]

(c) What literary technique is *close-clipped* an example of?

..... [1]

4 Look at lines 30–38.
The writer uses different words and phrases to describe the sounds that Helena can hear from the street. Give **two** examples.

- .....
- .....

[2]

5 Look at the whole text up to line 38 again. This story is set many years ago.
Give **two** pieces of evidence from the text that show us it is set in the past.

Piece of evidence 1: .....

Piece of evidence 2: .....

[2]

6 Look at lines 39–47.
How does the writer connect the narrative of the past with the present? Give **two** ways.

Way 1: .....

.....

Way 2: .....

.....

[2]

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7 Look at the whole text again. Explain why you think it would be good to have a friend like Helena. Give **two** reasons and **one** piece of evidence from the text to support each reason.

Reason 1: .....

Evidence 1: .....

Reason 2: .....

Evidence 2: .....

[4]

Section B: Writing

Spend 30 minutes on this section.

8 The text in **Section A** features a girl and her bird. Write a story about a character who has recently got a new pet.

Think about these ideas:

- What is the pet?
- How and why did the character get the pet?
- How does the pet affect the character's lifestyle?
- Are the character's relationships with other people affected because of the pet?

Space for your plan:

Write your story on the next page. [25 marks]

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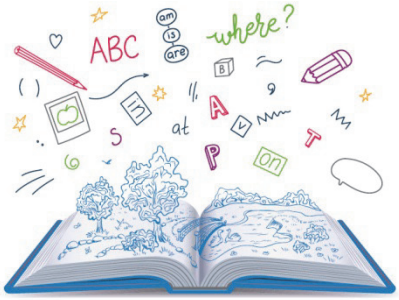

English

Stage 6

Paper 2 Fiction

2023

Cambridge Primary Progression Test

Insert

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Text for **Section A**, an extract from *The House of One Hundred Clocks* by A. M. Howell

Helena grasped the bars of the domed birdcage resting on her lap until her fingers ached. Mr Westcott was staring into the cage with an odd kind of intent that danced a shiver across the back of her neck. His rake-thin frame leaned forward across the desk, his eyes narrowing. 'You omitted to say in your acceptance letter that you were bringing...a...bird,' he said, his cheeks tightening as he glanced first at Helena's father, and then at Helena.

Mr Westcott's sister stood beside him in a high-waisted silk dress the colour of peaches, her gloved hand resting on the back of his chair. They had the same small sapphire blue eyes. Miss Westcott's eyes were crinkling into a smile as they looked at Helena. Mr Westcott's were not.

Helena's skin bristled as she glanced at her father, who was sitting bolt upright in his chair, his shoulders taut.

'Jack and Jill went up the hill. Pail of water. *Snicker-squawk!*'

Mr Westcott's forehead furrowed at the bird.

'Shush,' Helena murmured, reaching through the brass bars and running a finger down her parrot's shimmery green-blue tail feathers. Mr Westcott had called her mother's parrot 'a bird'. Except he wasn't just any old bird. Orbit was a Blue-fronted Amazon. It was important Mr Westcott knew that, but Helena sensed now was not quite the right time to give him a lesson on exotic creatures.

Miss Westcott's eyes twinkled. 'What an amusing parrot,' she said in a sing-song voice.

'My sincere apologies, Mr Westcott. And to you too, Miss Westcott,' Helena's father said, throwing Helena a look which she interpreted to mean, *Keep that parrot quiet or else.* He pulled at his close-clipped beard. 'There was so little time, and you made it clear in your correspondence that you were in urgent need of a timekeeper and clock conservator. Wherever my daughter Helena goes, her parrot goes too.'

Mr Westcott stood up to turn and face a large window, which overlooked Trumpington Street and beyond, to a tapestry of colour blooming behind the railed gardens of a university college. He folded his arms and a small huff expelled from his mouth. Noises from outside carried through the glass. A horse and cart rumbling. The pounding of children's footsteps and peals of laughter. Bicycle bells clamouring. Helena closed her eyes for little more than a blink – long enough to imagine herself outside in the fresh air and out of the oppressive wooden room, where everything seemed dull and dusty.

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‘Oh, brother dearest,’ Miss Westcott said lightly. ‘What harm will a parrot do?’

Helena frowned. Mr Westcott did not seem too fond of birds, but at least his sister was a trifle more amenable. Memories of Orbit’s arrival four years ago sprang into her head. Father had gladly spent more than a month’s wages on the parrot as a birthday present for her mother. The shopkeeper had suggested a fancier (and more expensive) parrot with golden plumage, but Mother would not be dissuaded. ‘Thank you, sir, but I do not desire this parrot for his looks, it is his voice and personality that amuses me. I have a feeling he will be the perfect addition to our small family,’ her mother had said with a broad smile. And she had been right.

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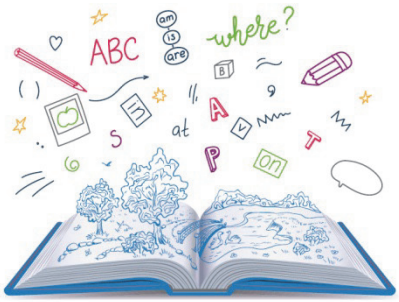

English

Stage 6

Paper 2 Fiction

2023

Cambridge Primary Progression Test

Mark Scheme

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Section A: Reading

Question	Answer	Marks
1(a)	Award **1 mark** for: • grasped	**1**
1(b)	Award **1 mark** for: • nervous	**1**
1(c)	Award **1 mark** for **one** of the following: • (Mr Westcott was) staring (into the cage) with an odd kind of intent • His (rake-thin) frame leaned forward across the desk… • …his eyes narrowing • …his sallow checks tightening (as he glanced…) • (Miss Westcott's eyes were crinkling into a smile as they looked at Helena.) Mr Westcott's were not. • Helena's skin bristled	**1**
1(d)	Award **1 mark** for either of the following: Preposition • in • at Award **1 mark** for either of the following: Connective • as • and	**2**
1(e)	Award **1 mark** for any of the following: • to show that Mr Westcott paused/hesitated while speaking • to show that Mr Westcott was trying to control his emotions / Mr Westcott's dislike of the parrot	**1**

Question	Answer	Marks
2(a)	Award **1 mark** for: • to show that someone new / the bird / the parrot is speaking • to create surprise	**1**
2(b)	Award **1 mark** for any of the following: • to change from dialogue to narrative / to shift attention to Mr Westcott • the next line ('Shush') / the line after this is spoken by a different character • to create suspense / foreboding / tension	**1**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>Award 1 mark for each of the following up to a maximum of 4 marks. Accept any answer that conveys the same idea:

<table>
<tr><th>Character</th><th>The character thinks that Orbit is …</th><th>Quotation from the text</th></tr>
<tr><td>Helena</td><td>i) special / smart / different / unique</td><td>Except he wasn’t just any old bird</td></tr>
<tr><td>Mr Westcott</td><td>just an ordinary bird</td><td>ii) Mr Westcott had called her mother’s parrot ‘a bird’.</td></tr>
<tr><td>Miss Westcott</td><td>funny and entertaining</td><td>iii) ‘What an amusing parrot’</td></tr>
<tr><td>Helena’s father</td><td>an embarrassment / a threat</td><td>iv) ‘My sincere apologies,’ (Helena’s father said,) (throwing Helena a look which she interpreted to mean,) Keep that parrot quiet or else.</td></tr>
</table>

Ignore minor copying errors</td><td>4</td></tr>
<tr><td>3(b)</td><td>Award 1 mark for each of the following:

• Her eyes twinkled
• She had a sing-song voice
• She likes the parrot / Orbit / she thinks Orbit is amusing/entertaining</td><td>2</td></tr>
<tr><td>3(c)</td><td>Award 1 mark for:

• alliteration

Allow any acceptable misspellings as long as word is recognisable</td><td>1</td></tr>
</table>

Question	Answer	Marks
4	Award **1 mark** each for any **two** of the following up to a maximum of **2 marks**: • (a horse and cart) rumbling • (the) pounding (of children’s footsteps) / footsteps • (peals of) laughter • bicycle bells (clamouring)	**2**

Question	Answer	Marks
5	Award **1 mark** for any **two** of the following up to a maximum of **2 marks**: • Helena's father wrote an acceptance letter. • Miss Westcott is wearing (a high-waisted silk dress and) gloves indoors. • The job is for a timekeeper (and clock conservator). • People are travelling by horse and cart. • Mrs Westcott speaks to her brother using old-fashioned language – 'Oh, brother dearest'. Accept any answer that communicates the idea (e.g. Helena's father did not write an email, or Miss Westcott is not wearing modern-day clothes)	**2**

Question	Answer	Marks
6	Award **1 mark** for each of the following, up to a maximum of **2 marks**: • The writer uses events written out of chronological order / uses flashback / uses memories. • The writer explains how the family got the parrot / Orbit in the past. • The writer shows what mother's opinion was of the parrot back then and that it's still true now. • The writer uses narrative past / past perfect tense (had…spent / had suggested / had said / had been right). • 'Memories of Orbit's arrival four years ago sprang into her head' • 'he will be the perfect addition to our small family,' her mother had said with a broad smile. And she had been right.	**2**

Question	Answer	Marks
7	Award **1 mark** for a relevant reason, up to a maximum of **two** reasons. Award **1 mark** for corresponding evidence, up to a maximum of **two** pieces of evidence: • Reason: She likes animals. Evidence: she protects her bird/Orbit; she soothes / says 'shush' to her parrot. • Reason: She is sensitive / perceptive / understands situations and moods. Evidence: she senses it's not a good time to correct Mr Westcott; she understands her father's look. • Reason: She controls her emotions. Evidence: she keeps quiet when Mr Westcott says something horrible about her bird. • Reason: She might be good to play games with. Evidence: she closes her eyes and imagines the outside world. • Reason: She has a good relationship with her father. Evidence: she understood his look / body language; she respects him by keeping quiet. • Reason: she is interesting. Evidence: she owns a parrot. • Reason: She is fun / likes having fun. Evidence: she wants to be outside playing. • Reason: she is clever/intelligent. Evidence: she is a timekeeper / clock conservator. Accept any suitable response based on information from the text.	**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.

	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)**
[5 marks]	**[3 marks]**	**[7 marks]**	**[7 marks]**	**[3 marks]**
Writing is developed so that features of the genre are clearly established. Content and language is used for a specified audience. A clear, consistent relationship between writer and reader is established and maintained throughout the text. Descriptions of settings, characters and action are engaging and entertaining. Stories may include different viewpoints, e.g., of characters, flashbacks. Playscripts develop characters and settings using appropriate language, directions and notes.		Development of idea(s) is/are managed throughout an extended piece of writing, e.g., linking end to beginning. Well-organised ideas in paragraphs and/or sections support overall cohesion and shaping of a narrative. Chronological or logical links between paragraphs help the development of ideas, e.g., story plotlines Cohesion within and between paragraphs is achieved using devices such as connectives, e.g., time connectives used to support content.	Overall grammar and use of English is appropriate for the genre. For example: • A variety of simple, compound and complex sentences are chosen for effect. • Relative pronouns may provide detail. Punctuation is used accurately: • to clarify meaning in complex sentences. • All speech punctuation, reported and direct, is correct.	
[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)**
Main features of the genre are clear. Narrative has ideas and content with detail developed. Writing may develop a given narrative with new scenes/characters. Viewpoint is consistent and may include a character's opinions of events / settings / other characters. Playscripts include production notes / stage directions.	Material is wholly relevant using a specialised vocabulary accurately for the purpose / genre. Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest.	Content is organised so that ideas are developed cohesively and logically throughout most of a piece of sustained writing. Paragraphs and sections are organised to achieve an appropriate effect for the genre, where included sentences add clarity to overall text.	Grammar is almost always accurate throughout the text, for example: • simple, compound and complex sentences; multi-clause sentences combine simple sentences and/or re-order clauses. • modal verbs. • adjectives and adverbs (comparative / superlative). • pronouns and possessive pronouns. Punctuation is used accurately to: • demarcate sentences and for direct speech. • Use of apostrophes is accurate. • Commas are always used in lists and often to mark clauses in complex sentences.	Spell words with different suffixes that sound the same, -tion, -cian. Spell familiar homophones and commonly confused words correctly, e.g. aloud, allowed, desert, dessert. Spell a range of words, both regular and exception words correctly, including words where similar consonant sounds vary, e.g. -ck, -k, -ch, -que, -k.
[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)**
A relevant response with well-chosen ideas and content. Some ideas and material are developed in detail. Purpose of writing is clear and appropriate to the given genre where features are clearly evident. A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience.	Specialised vocabulary is used that is suitable for the genre. Good attempts to use synonyms for shades of meaning.	Paragraphs / sections are evident with related points grouped together and/ or linked by time sequence. Ideas set out in a logical sequence, making relationships between them clear. Links between paragraphs / sections to help the development of a simple narrative may not be consistent.	Uses an increasing range of sentence types accurately, including good attempts at complex structures. Use of expanded phrases to develop ideas. For example: • noun, adverbial, adjectival, and verb phrases • with a range of connectives. Past, present and future verb forms used accurately. Punctuation is used consistently and accurately • to demarcate sentences. • Direct speech punctuation includes other punctuation alongside speech marks. (*Errors may occur where structures are ambitious.)* • Apostrophes correct for possession (sing/plural) • Commas are always used in lists and often to clarify meaning in sentences. ***Note:*** *if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here.*	Correct spelling of words with less common letter strings that are pronounced differently., e.g., pour, hour, piece, pie. Some successful attempts to spell exceptions to known spelling rules. Correctly spell words with silent vowels and syllables in a range of polysyllabic words, e.g., library, interest. Spell common homonyms correctly, e.g., wave (gesture), wave (sea). Spell words with a wide range of prefixes and suffixes, including opposites (un-, im-) correctly. Spell words with double consonants correctly.
[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 material included that elaborates on basic information. Some elements of the genre can be seen. (A *maximum of 1 mark can be awarded if* ***not*** *the given genre.)*	Vocabulary is often well-chosen to convey meaning matched to the genre.	Some basic sequencing of events within sections / paragraphs may suggest a story with a simple plot.	Grammar: • Some simple sentence structures are used successfully. 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.*	Spelling of words with common letter strings, but different pronunciations, e.g., through, tough, is correct. Spelling of a range of common prefixes and suffixes is correct. Spelling of common homophones is correct. Some correct spelling of long and short vowel phonemes. Spelling of plurals is usually correct, e.g. -s, -es, -y/ies, and -f/ves. Spelling of common inflections is correct, e.g. -ing, -ed. Spelling of all high frequency words and common polysyllabic words, including compound words, is correct.
[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]**