

# Mid-point test answers

*The tests and answers have been written by the authors. These may not fully reflect the approach of Cambridge Assessment International Education.*

## Part 1: Non-fiction

### Section A: Reading

Question	Answer	Marks
1	It is NOT sunny for the whole year. <i>Give 1 mark for any explanation of this idea in the learner's own words.</i>	1
2	• simile • It suggests that the islands are rocky / spiky / pointed. <i>Give 1 mark for correct identification of the literary technique and any relevant explanation of what the phrase suggests about the islands in the learner's own words.</i>	1
3	There are pink skies in the morning and in the evening. / The days start and end with pink skies. <i>Give 1 mark for any explanation of this idea in the learner's own words.</i>	1
4	It is more practical / informative / gives details of travel. <i>Give 1 mark for any explanation of this idea in the learner's own words. Do not reward copying from the text.</i>	1
5	to persuade people to visit the Lofoten Islands <i>Give 0 marks if the learner has ticked more than one box. Give 1 mark if an alternative to a tick has been used in the correct box, for example, X.</i>	1
6	<i>Learners' answers may include:</i> • see the mountainous rocks • hike • drive around the seven islands connected by bridges / tunnels • see the pebbly beaches with clear water • see the colonies of birds • see sunrises and sunsets • see the Northern Lights <i>Give 3 marks for 6–7 points from the text. Give 2 marks for 4–5 points from the text. Give 1 mark for 2–3 points from the text. Give 0 marks for 1 or 0 points from the text.</i>	3

Question	Answer	Marks
7	<p>The summary should include five points from Question 6, written in the learner's own words (as far as possible) and be coherent. Words and phrases taken from the text are acceptable where they contribute to a cohesive summary.</p> <p><i>Give 2 marks for a summary that combines five points from Question 6 into a coherent summary. If the summary exceeds 55 words, give 1 mark only.</i></p> <p><i>Give 1 mark for a summary that includes fewer than five points from Question 6.</i></p> <p><i>Give 0 marks for a summary that is not written in (attempted) sentences/prose, or that includes none of the points from Question 6.</i></p>	2

## Section B: Writing

### Creation of texts / Vocabulary and language (maximum of 4 marks)

Descriptors	Marks
<ul style="list-style-type: none"> <li>Content is relevant and developed in detail.</li> <li>The text-type is clearly established with an appropriate tone.</li> <li>Uses a range of well-chosen vocabulary.</li> <li>A clear, consistent relationship between the writer and the reader is established and controlled.</li> </ul>	4
<ul style="list-style-type: none"> <li>Content is relevant, and ideas are developed using some appropriate techniques.</li> <li>The main features of the text-type are evident and tone is appropriate.</li> <li>Vocabulary choices are relevant for the purpose.</li> <li>Some awareness of the reader.</li> </ul>	3
<ul style="list-style-type: none"> <li>Content is straightforward with basic information.</li> <li>General aspects of the text-type are evident and a tone is established.</li> <li>A simple range of vocabulary is relevant to the purpose.</li> <li>Some awareness of the reader may be shown.</li> </ul>	2
<ul style="list-style-type: none"> <li>The response has limited relevance to the task.</li> <li>Some elements of the text-type are seen, but the tone may be inconsistent.</li> <li>Vocabulary is simple.</li> </ul>	1

### Structure of texts / Grammar and punctuation (maximum of 4 marks)

Descriptors	Marks
<ul style="list-style-type: none"> <li>Clear, well-organised paragraphs structure the narrative with logical links.</li> <li>Cohesion is achieved using devices, such as connectives, accurately and consistently.</li> <li>Effective use of a variety of sentence structures, including some complex forms.</li> <li>Structure may be developed to convey shades of meaning and emphasis.</li> <li>Grammar and punctuation, including tenses and speech punctuation, are almost always accurate. <i>(Serious errors may occur where structures are very ambitious.)</i></li> </ul>	4

Descriptors	Marks
<ul style="list-style-type: none"> <li>Paragraphs are used, but not consistently, with some attempt to sequence ideas logically.</li> <li>Movement between paragraphs may be disjointed.</li> <li>Sentence structures are usually simple, but reasonably accurate. Errors arise where complex sentences are attempted.</li> <li>Past and present tenses of verbs are generally consistent, and punctuation is generally correct throughout the text.</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>Paragraphs are used, but not consistently.</li> <li>Some attempt to sequence ideas logically. Some opening and closing of ideas may be evident.</li> <li>Movement between paragraphs may be disjointed.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>Some basic sequencing, with article ideas evident.</li> <li>Mainly simple sentences, with some variation in sentence openings.</li> </ul>	<b>1</b>

**Spelling (maximum of 2 marks)**

Descriptors	Marks
<ul style="list-style-type: none"> <li>Spelling is generally accurate; any errors are in ambitious words.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>Spelling of commonly used words is generally correct.</li> </ul>	<b>1</b>

## Part 2: Fiction

### Section A: Reading

Question	Answer	Marks
<b>1</b>	She didn't speak out loud. / She mimed the words. <i>Give 1 mark for any explanation of this idea in the learner's own words.</i>	<b>1</b>
<b>2</b>	Toby is feeling as if he is under pressure. <i>Give 0 marks if the learner has ticked more than one box. Give 1 mark if an alternative to a tick has been used in the correct box, for example, X.</i>	<b>1</b>
<b>3</b>	onomatopoeia <i>Give 0 marks if the learner has ticked more than one box. Give 1 mark if an alternative to a tick has been used in the correct box, for example, X.</i>	<b>1</b>
<b>4</b>	'agonised' <i>Give 0 marks if more than one word is offered, unless 'agonised' is underlined or ringed.</i>	<b>1</b>

Question	Answer	Marks
5	<ul style="list-style-type: none"> <li>Toby doesn't like Danny and was pleased when he moved schools: to his 'intense relief'.</li> <li>Toby thinks Danny is foolish / childish: 'Toby had laughed ...' / '... daft rules about stupid things. Danny had loved it all'.</li> </ul> <p><i>Give 1 mark for any explanation of this idea in the learner's own words. Give 1 mark for any relevant supporting quotation from the text.</i></p>	2
6	<ul style="list-style-type: none"> <li>The teachers in their silly 'batman gowns'.</li> <li>The posh / elaborate uniform for the boys with 'daft cap'.</li> <li>The petty rules about 'stupid things'.</li> </ul> <p><i>Give 1 mark for each of the above, to a maximum of 2 marks. Single words and very short phrases from the text are acceptable where they support the learner's own words.</i></p>	2
7	<ul style="list-style-type: none"> <li>Short/exclamatory sentences are used to build tension and show that Toby is cross.</li> <li>Repetition of 'I'm...' shows Toby is ignoring his mother and thinking about himself.</li> <li>Repetition of 'Danny...' builds suspense and shows that Toby is preoccupied with Danny.</li> <li>Short sentence to end the text and the word 'dire' build mystery and emphasise the seriousness of the situation as far as Toby is concerned.</li> </ul> <p><i>Give 1 mark each for any of the above ideas in the learner's own words, to a maximum of 2 marks.</i></p>	2

## Section B: Writing

### Creation of texts / Vocabulary and language (maximum of 4 marks)

Descriptors	Marks
<ul style="list-style-type: none"> <li>Content is relevant and developed with imaginative detail.</li> <li>Uses a range of well-chosen vocabulary.</li> <li>Characterisation is shown through actions and reactions during the journal entry.</li> <li>A clear, consistent relationship between the writer and the reader is established and controlled.</li> </ul>	4
<ul style="list-style-type: none"> <li>Content is relevant, and ideas are developed using some appropriate techniques.</li> <li>Vocabulary choices are appropriate and sometimes well-chosen.</li> <li>Characters are described and developed with actions linked to key events.</li> <li>A clear relationship between the writer and the reader is established in parts of the journal entry, which engages the reader.</li> </ul>	3
<ul style="list-style-type: none"> <li>Content is straightforward with an appropriate balance.</li> <li>Vocabulary is sometimes simple, but with some choices to create interest.</li> <li>Some events/feelings are described.</li> <li>Some attempt to engage the reader.</li> </ul>	2
<ul style="list-style-type: none"> <li>Ideas are mostly relevant to the task (for example, a simple plot).</li> <li>Vocabulary is simple.</li> <li>The reader is given basic information that is relevant to the narrative.</li> <li>There is a little awareness of the reader.</li> </ul>	1

**Structure of texts / Grammar and punctuation (maximum of 4 marks)**

Descriptors	Marks
<ul style="list-style-type: none"> <li>Clear, well-organised paragraphs structure the narrative with logical links.</li> <li>Cohesion is achieved using devices, such as connectives, accurately and consistently.</li> <li>Effective use of a variety of sentence structures, including some complex forms.</li> <li>Structure may be developed to convey shades of meaning and emphasis.</li> <li>Grammar and punctuation, including tenses and speech punctuation are almost always accurate. <i>(Serious errors may occur where structures are very ambitious.)</i></li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>Paragraphs are used, but not consistently, with some attempt to sequence ideas logically.</li> <li>Movement between paragraphs may be disjointed.</li> <li>Sentence structures are usually simple, but reasonably accurate. Errors arise where complex sentences are attempted.</li> <li>Past and present tenses of verbs are generally consistent, and punctuation, is generally correct throughout the text.</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>Paragraphs are used, but not consistently.</li> <li>Some attempt to sequence ideas logically. Some opening and closing of ideas may be evident.</li> <li>Movement between paragraphs may be disjointed.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>Some basic sequencing, with journal entry ideas evident.</li> <li>Mainly simple sentences, with some variation in sentence openings.</li> </ul>	<b>1</b>

**Spelling (maximum of 2 marks)**

Descriptors	Marks
<ul style="list-style-type: none"> <li>Spelling is generally accurate; any errors are in ambitious words.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>Spelling of commonly used words is generally correct.</li> </ul>	<b>1</b>

# End-of-year test answers

*The tests and answers have been written by the authors. These may not fully reflect the approach of Cambridge Assessment International Education.*

## Part 1: Non-fiction

### Section A: Reading

Question	Answer	Marks
1	Olympia / Greece <i>Give 1 mark for either of the above. Do not reward 'Mount Olympus'.</i>	1
2	Mount Olympus <i>Give 1 mark for the above. Do not reward 'Olympia' or 'Greece'.</i>	1
3	<i>Learners' answers may include:</i> Events held: <ul style="list-style-type: none"><li>• Ancient: individual events only</li><li>• Modern: team events included</li></ul> Prizes awarded: <ul style="list-style-type: none"><li>• Ancient: winners receive a wreath of olive leaves</li><li>• Modern: winners receive medals (gold, silver and bronze)</li></ul> <i>Give 1 mark for each complete comparison, to a maximum of 2 marks.</i>	2
4	<ul style="list-style-type: none"><li>• They had religious significance.</li><li>• They were linked to Zeus.</li></ul> <i>Give 1 mark for any explanation of these ideas in the learner's own words.</i>	1
5	False; True; False <i>Give 1 mark each for the above, to a maximum of 3 marks. Give marks if an alternative to a tick has been used in the correct box, for example, X.</i>	3
6	<ul style="list-style-type: none"><li>• The focus changes to the modern Olympic Games.</li><li>• It's no longer focused on the ancient Olympic Games.</li></ul> <i>Give 1 mark for either of the above. Do not reward copying from the passage.</i>	1
7	<ul style="list-style-type: none"><li>• 'as a symbol of'</li><li>• 'represent'</li></ul> <i>Give 1 mark each for the above, to a maximum of 2 marks. Give 0 marks if more than two are offered, unless 'as a symbol of' and 'represent' are underlined or ringed.</i>	2
8	<ul style="list-style-type: none"><li>• It links them back to Olympia / Greece / the site of the ancient Olympics where the flame is lit.</li><li>• Because the flame is carried across the world to the location of the games, uniting these countries.</li></ul> <i>Give 1 mark for any explanation of these ideas in the learner's own words.</i>	1