

# Cambridge Secondary 1 Progression Test

## Mark scheme

Cambridge  
Secondary 1

## English

### Stage 8



**Stage 8 Paper 1 Mark Scheme**  
**Section A: Reading**

<b>Question</b>	<b>1</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	The fact that wolf numbers are increasing	
<b>Total</b>	<b>1</b>		

<b>Question</b>	<b>2</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	I thought it was a dog or fox./She now thinks that the wolf was probably more afraid than she was.	Accept any other appropriate response.
<b>Total</b>	<b>1</b>		

<b>Question</b>	<b>3</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	Different treatment                      3 A future together                            4 Scaring each other                           2 An unexpected meeting                    1	
<b>Total</b>	<b>1</b>		

<b>Question</b>	<b>4</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	The text is clearer./It's easier to find information./You can scan the text./They tell you what the topic of each paragraph is about./You can decide if you want to read the article	Accept other suitable answers.
<b>Total</b>	<b>1</b>		

Question	5		
Part	Mark	Answer	Further Information
	1	in the way of/stopping escape	Any word or phrase must fit the meaning of the passage.
	1	shows/exemplifies/is an example of	
Total	2		

<b>Question</b>	<b>6</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
<b>(a)</b>	1	By the end of the next century, in country areas, in the east	Accept any other prepositional phrases from the sentence.
<b>(b)</b>	1	(wolf) packs	
<b>Total</b>	<b>2</b>		

<b>Question</b>	<b>7</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	Later, following her surprise encounter, Ms Versteeg developed an interest in wolves. Later, Ms Versteeg, following her surprise encounter, developed an interest in wolves.	
<b>Total</b>	<b>1</b>		

<b>Question</b>	<b>8</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	to give additional information/to show how she was feeling at the time	Accept other suitable answers.
<b>Total</b>	<b>1</b>		

<b>Question</b>	<b>9</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	2	Wolf numbers are the highest for fifty years. Hunting is less popular, but what are the other reasons for the increase? Holland's experience of wolves is a good guide: there are more nature reserves; there are laws to protect wolves; and people, especially in cities, are less afraid of wolves.	2 marks = all four of the missing punctuation marks are in the correct place.  1 mark = two or three of the missing punctuation marks are in the correct place.  0 marks = only 1 of the missing punctuation marks is in the correct place.
<b>Total</b>	<b>2</b>		

Question	10		
Part	Mark	Answer	Further Information
	1	<ul style="list-style-type: none"><li>• damage attempts to replant forests</li><li>• reduce bird numbers</li><li>• complete for food with livestock (such as sheep and cattle)</li></ul>	Do not accept <i>Red deer have a considerable economic and ecological impact.</i>
	1		
	1		
Total	3		

Question	11		
Part	Mark	Answer	Further Information
	1 1	[any 2 from] <ul style="list-style-type: none"><li>• impact on wildlife other than deer</li><li>• increased losses of livestock</li><li>• attacks on dogs more common</li></ul>	Do not accept <i>Wolves are likely to spread from their area of initial release.</i>
Total	2		

Question	12		
Part	Mark	Answer	Further Information
	1	<u>Past attitudes</u> Wolves traditionally aroused fears in humans. / People used to kill them.	Accept other appropriate ways of phrasing this content.
	1	<u>Present attitudes</u> Negative attitudes have become more positive to wolves.	
	1	<u>Future attitudes</u> Living side by side together	
Total	3		

## Section B: Writing (Non-fiction)

### Question 13

PURPOSE AND AUDIENCE	TEXT STRUCTURE	SENTENCE STRUCTURE	PUNCTUATION	SPELLING
<p>Conventions of text type are secure and consistent and appropriate for purpose and audience.</p> <p>Viewpoint is controlled, with content purposefully developed.</p> <p>6/7</p>	<p>Paragraphs are sequenced effectively, contributing to the overall shape of the text. Links between paragraphs are clear and purposeful.</p> <p>A variety of cohesive devices are used to make links between sentences for the reader.</p> <p>6/7</p>	<p>Sentence structures are generally shaped and positioned for particular effect.</p> <p>6/7</p>	<p>Accurate use of a range of punctuation. Punctuation beginning to be used for effect.</p> <p>5</p>	<p>Spelling is virtually correct over a range of vocabulary used, including more complex and difficult words.</p> <p>4</p>
<p>Conventions of text type are evident and appropriate for purpose and audience.</p> <p>Viewpoint is sustained, with relevant content developed in detail.</p> <p>4/5</p>	<p>Paragraphs are used to organise the text, with some shaping evident. Links between paragraphs are clear.</p> <p>A range of cohesive devices are used to link sentences, generally effectively.</p> <p>4/5</p>	<p>Beginning to use a variety of sentence structures, lengths and types for effect.</p> <p>4/5</p>	<p>Generally accurate use of a range of punctuation to make meaning clear.</p> <p>4</p>	<p>A few spelling errors, mostly of more difficult words.</p> <p>3</p>
<p>Some conventions of text type are evident and generally appropriate for purpose and audience.</p> <p>Viewpoint is generally sustained, with content developed in some detail.</p> <p>2/3</p>	<p>Paragraphs are used to organise the text. Links between paragraphs are usually clear.</p> <p>Some cohesive devices are used to link sentences.</p> <p>2/3</p>	<p>Different sentence structures are used, including complex. Some variety of sentence subjects. A variety of connectives are used to clarify ideas.</p> <p>2/3</p>	<p>A range of punctuation used; errors do not impede meaning.</p> <p>2/3</p>	<p>A number of errors OR simple vocabulary spelt correctly.</p> <p>2</p>
<p>Some awareness of text type and audience may be shown, though not always sustained.</p> <p>There is evidence of a viewpoint but content lacks detail.</p> <p>1</p>	<p>Writing is not consistently organised into paragraphs. Links between paragraphs are not always helpful or clear.</p> <p>Pronouns and/or repeated words are largely used to link sentences.</p> <p>1</p>	<p>Sentence structures are limited or repetitive, with little / partial use of complex structures. Frequent use of simple connectives.</p> <p>1</p>	<p>Some punctuation evident, but a number of errors/omissions.</p> <p>1</p>	<p>Many errors, including a range of simple words.</p> <p>1</p>

**Award 0 where performance fails to meet the lowest criteria.**

**Stage 8 Paper 2 Mark Scheme**  
**Section A: Reading**

Question	1		
Part	Mark	Answer	Further Information
	1	in a forest	
<b>Total</b>	<b>1</b>		

Question	2		
Part	Mark	Answer	Further Information
	1	<ul style="list-style-type: none"> <li>he feels (very) tired/exhausted/lacking in sleep</li> </ul>	Accept other suitable answers.
	1	<ul style="list-style-type: none"> <li>Lack of sleep was telling upon Henry. /He dozed despite himself. / The need for sleep was becoming overpowering./His drowsy senses no longer took note.</li> </ul>	Accept other relevant quotations.
<b>Total</b>	<b>2</b>		

Question	3		
Part	Mark	Answer	Further Information
	1	to make the story sound more interesting and entertaining/so readers don't get bored/tired of reading the same word	Accept other suitable answers.
<b>Total</b>	<b>1</b>		

Question	4		
Part	Mark	Answer	Further Information
	1	<ul style="list-style-type: none"> <li>the brute deliberately stretched himself/like a lazy dog/yawning full in his face</li> </ul>	Accept other suitable answers.
	1	<ul style="list-style-type: none"> <li>the words <i>lazy</i>, <i>stretched</i>, <i>yawning</i> suggest the wolf is relaxed and comfortable/these are not the actions of a fearful animal</li> </ul>	Accept other relevant quotations.
<b>Total</b>	<b>2</b>		

Question	5		
Part	Mark	Answer	Further Information
	1	Henry was in great danger./He could lose his life at any moment.	
<b>Total</b>	<b>1</b>		

Question	6		
Part	Mark	Answer	Further Information
	1	She (opened her mouth and) licked her lips (in anticipation of a good meal).	
<b>Total</b>	<b>1</b>		

Question	7		
Part	Mark	Answer	Further Information
(a)	1	His attitude is matter of fact/detached /almost accepting, as if not personally involved / scared.	Accept other suitable answers.
(b)	1	His attitude is angry/aggressive/ resentful. He becomes cross/angry/ aggressive.	Accept other suitable answers.
(c)	1	He becomes tired. / The wolves are still watching him.	
<b>Total</b>	<b>3</b>		

Question	8		
Part	Mark	Answer	Further Information
	1	The pack is confident it will be able to kill Henry.	
	1	The pack will be able to stop Henry from escaping.	
<b>Total</b>	<b>2</b>		

Question	9		
Part	Mark	Answer	Further Information
	1	The wolf is displaying its teeth / proudly showing them off.	
<b>Total</b>	<b>1</b>		

Question	10		
Part	Mark	Answer	Further Information
	1	The writer uses the word 'desperate' to show Henry was unlikely to succeed.	
<b>Total</b>	<b>1</b>		

Question	11		
Part	Mark	Answer	Further Information
	1	To show that the fear of fire made the wolves keep back.	
<b>Total</b>	<b>1</b>		

Question	12		
Part	Mark	Answer	Further Information
(a)	1	fangs	
(b)	1	gripped	
Total	2		

Question	13		
Part	Mark	Answer	Further Information
	1	'slid up close'	
<b>Total</b>	<b>1</b>		

Question	14		
Part	Mark	Answer	Further Information
	1	Henry shouted angrily at the wolves.	4
		On the second night, more wolves threatened Henry.	3
		Henry saw a score of wolves.	1
		The she wolf and Henry examined each other.	2
<b>Total</b>	<b>1</b>		



## Section B: Writing (Fiction)

### Question 15

CONTENT AND AUDIENCE	TEXT STRUCTURE	SENTENCE STRUCTURE	PUNCTUATION	VOCABULARY	SPELLING
<p>Narrative features (character, plot and setting) managed effectively to engage the reader. Viewpoint is controlled.</p> <p>Literary or linguistic devices are used purposefully.</p>	<p>Paragraphs are sequenced effectively, contributing to the overall shape of the text. Links between paragraphs are clear and purposeful.</p> <p>A variety of cohesive devices are used to make links between sentences clear for the reader.</p>	<p>Sentence structures are generally shaped and positioned for particular effect.</p>	<p>Accurate use of a range of punctuation. Punctuation beginning to be used for effect.</p>	<p>Vocabulary used precisely and imaginatively to clarify and extend meaning.</p>	<p>Spelling is virtually correct over a range of vocabulary used, including more complex and difficult words.</p>
6/7	5	5	5	4	4
<p>Narrative features (character, plot and setting) developed convincingly to be of interest to the reader. Viewpoint is sustained.</p> <p>Literary or linguistic devices are generally effective.</p>	<p>Paragraphs are used to organise the text, with some shaping evident. Links between paragraphs are clear.</p> <p>A range of cohesive devices are used to link sentences, generally effectively.</p>	<p>Beginning to use a variety of sentence structures, lengths and types for effect.</p>	<p>Generally accurate use of a range of punctuation to make meaning clear.</p>	<p>Vocabulary chosen carefully and for effect.</p>	<p>A few spelling errors, mostly of more difficult words.</p>
4/5	4	4	4	3	3
<p>Narrative features (character, plot and setting) are in evidence and of some interest to the reader.</p> <p>Viewpoint is generally sustained.</p>	<p>Paragraphs are used to organise the text. Links between paragraphs are usually clear.</p> <p>Some cohesive devices are used to link sentences.</p>	<p>Different sentence structures are used, including complex. Some variety of sentence subjects. A variety of connectives are used to clarify ideas.</p>	<p>A range of punctuation used; errors do not impede meaning.</p>	<p>Some evidence of vocabulary chosen for effect.</p>	<p>A number of errors OR simple vocabulary spelt correctly.</p>
2/3	2/3	2/3	2/3	2	2
<p>Sufficient information is given for a reader to understand the characters, plot and setting described. Viewpoint is established, but lacks appropriate detail and/or credibility.</p> <p>Literary or linguistic devices are used, but not always successfully.</p>	<p>Writing is not consistently organised into paragraphs. Links between paragraphs are not always helpful or clear.</p> <p>Pronouns and/or repeated words are largely used to link sentences.</p>	<p>Sentence structures are limited or repetitive, with little/partial use of complex structures. Frequent use of simple connectives.</p>	<p>Some punctuation evident, but a number of errors/omissions.</p>	<p>Simple, generally appropriate vocabulary used – limited in range but relevant.</p>	<p>Many errors, including a range of simple words.</p>
1	1	1	1	1	1

**Award 0 where performance fails to meet the lowest criteria.**

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