

Cambridge Secondary 1 Progression Test

Question paper

Cambridge
Secondary 1

1 hour 10 minutes

English Paper 1

Stage 9

Name

Additional materials: None

READ THESE INSTRUCTIONS FIRST

Answer **all** questions in the spaces provided on the question paper.

You should pay attention to punctuation, spelling and handwriting.

The number of marks is given in brackets at the end of each question or part question. The total number of marks for this paper is 50.

Suggestions for how long to spend on each section are given in the booklet.

For Teacher's Use	
Page	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Total	



Section A: ReadingFor
Teacher's
Use

Read this extract from a website article.

The development of the bicycle**The Swiftwalker**

German inventor Karl von Drais is credited with developing the first bicycle, or 'bike' as it is now commonly referred to. His machine, known as the 'Swiftwalker', was introduced in 1817. This early bike had no pedals, and its frame was a wooden beam. It had two wooden wheels with iron rims and leather-covered tyres. As the name suggests, a rider 'walked' the bike, with their feet leaving the ground when going downhill.

The age of the velocipedes

While it might seem simple and obvious now, getting the rider's feet completely off the ground was a major step forward in the development of the bicycle. The rider used pedals attached to the centre of a wheel to propel them. There is a dispute as to who invented the machine that became known as the 'velocipede', but there is no question as to its **impact**.

The velocipedes of the mid-1800s consisted of two wooden tyres, a front fork (the part of a bicycle that holds the front wheel and allows the rider to steer and balance), handlebars for steering, a seat on a wooden frame, and pedals on the front wheel. The velocipede also received a nickname, the 'boneshaker'. Early velocipedes were not equipped for absorbing vibrations, so while riding, cyclists would have felt all the bumps. It was not until the development of the pneumatic (air-filled) tyre in 1888 that this problem was effectively **addressed**. At around the same time, lighter materials began to be used for bicycles, improving the experience of cycling considerably.

Frames and materials

The pneumatic tyre and the chain drive (a chain linking the two wheels to move both wheels together), followed by the introduction of gears, **revolutionised** cycling in the later 1800s. In recent years, there has been a big move forward in the use of new materials for building bicycles.

It was not that long ago that bicycles were made out of cast iron or even wood. Today, they are made from titanium, aluminum, or man-made materials such as carbon fibre. These have helped make bicycle frames lighter and stronger than ever before.

Now answer these questions. Write your answers in the spaces provided.

- 1 List two important changes to bicycles in the 19th century.

1
2 [1]

- 2 Why are headings used in this article?

.....
..... [1]

- 3 Find **three** different words that mean the same as 'bicycle' or 'bike'.

1
2
3 [1]

- 4 Give the meaning of each of these words as it used in the article. In each case give one word or short phrase.

(a) **impact** [1]

(b) **addressed** [1]

(c) **revolutionised** [1]

- 5 Punctuate this text as **one** sentence.

There are many health benefits to be gained from riding a bike improved
cardiovascular fitness increased strength better balance increased flexibility a love of
being outdoors [2]

- 6 Combine these three sentences into **one** complex sentence. Start this sentence with a connective.

Modern bicycles are well made.
They are lighter and faster.
Older bicycles were fun to ride.

.....
.....
..... [2]

- 7 The writer sometimes uses brackets '()' in the article. Explain why the writer does this.

.....
..... [1]

Read this article about track cycling (racing bicycles on an indoor track) and then answer the questions.

For
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Track cycling

It's eight o'clock on a Monday morning and I'm here for my first taste of track cycling. The others in my group have done at least one track session before, and are improving their skills by practising specific techniques such as slipstreaming. This is riding behind another cyclist so the person in front does most of the work!

We collect our track bikes. These specialist bikes have no brakes and the gears are fixed! This means that, once we're cycling, the pedals will always be turning whether our legs want them to be or not. After clipping in both feet to my pedals – while holding on to the barrier – we are told to push off. We do a couple of circuits inside the track to get used to being unable to change gears.

Once we can manage the skill of coming to a complete halt against the barrier without falling over, the coach sends us back out on to the track. He tells us to do a lap on the lowest part (called the blue band) to build up speed. Then we move out of the blue band – after we've checked over our shoulders first!

I bend over the handlebars to be near the brakes, but they don't exist! However, after a few laps I get used to the fact that there are no obstacles, dead ends or traffic lights to worry about. None of us have brakes, so no one in front of me can suddenly slow down. This should mean I can't hit anything or anyone!

After a while, having no brakes is no longer that scary. I'm more concerned about the steep curved sections of the track. Will I have the confidence – and speed – to ride the banked sections at both ends of the arena? They tower over me, pitched at a frighteningly steep angle of 42 degrees. Here goes!

8 Based on the article make a list of at least **four** skills a track cyclist must learn.

- 1
- 2
- 3
- 4 [4]

- 9 Both articles, the website which explains how the bicycle was developed and the newspaper article about track cycling, tell us about the absence of something from bicycles.

(a) Name what the bicycle **does not have**.

In article one (**The development of the bicycle**)

In article two (**Track cycling**) [2]

(b) Using your own words explain what the writer of **Track cycling** is afraid of at the end of the article.

.....

Give a quotation from the article to support your answer.

.....
 [2]

- 10 Which of the two articles is written in a more informal style? Tick (✓) **one** box.

Article one (**The development of the bicycle**)

☐

Article two (**Track cycling**)

☐

Write **one** example from the article to support your answer.

..... [1]

Section B: Writing

For
Teacher's
Use

- 11** Both articles deal with bicycles. Write an article explaining how you would teach someone to do something for the first time, for example learning an outdoor activity (such as riding a bike), playing a musical instrument or something else of your choice.

You could include some of the following in your article:

- the equipment to use
- the best order in which to do things
- how to practise and improve
- the next steps.

Ensure that your readers understand **why** these factors are important.

PLANNING

Write your plan in this box.

Purpose and Audience [7] ☐

Punctuation [5] ☐

Text Structure [7] ☐

Spelling [4] ☐

Sentence Structure [7] ☐

[illegible]

[illegible]

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Copyright Acknowledgements:

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Questions 8 – 13 © <http://www.theguardian.com/environment/bike-blog/2012/aug/23/track-cycling-manchester-velodrome>

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