

Cambridge Secondary 1 Progression Test

Mark scheme

Cambridge
Secondary 1

English

Stage 7



Stage 7 Paper 1 Mark Scheme
Section A: Reading

Question	1		
Part	Mark	Answer	Further Information
	2	They travel far. The female is often bigger than the male.	1 mark for each correct answer
Total	2		

Question	2		
Part	Mark	Answer	Further Information
	1	(icy) polar seas	
Total	1		

Question	3		
Part	Mark	Answer	Further Information
	2	blows a bubble net opens its mouth wide comes up through the middle catches food	4 correct = 2 marks 2 or 3 correct = 1 mark
Total	2		

Question	4		
Part	Mark	Answer	Further Information
	2	The humpback whale is a large creature, which feeds on krill, although these are very small. OR Although the humpback whale is a large creature, it feeds on krill, which are very small.	2 marks for using 'which' and 'although' and the comma after krill 1 mark for using 'which' and 'although' with no comma
Total	2		

Question	5		
Part	Mark	Answer	Further Information
	1	Humpback whales are clever.	
Total	1		

Question	6		
Part	Mark	Answer	Further Information
	1	surfaces	
Total	1		

Question	7		
Part	Mark	Answer	Further Information
	1	As the whale takes in huge mouthfuls of water and food, <u>its throat expands somewhat like a pelican's pouch</u> .	
Total	1		

Question	8		
Part	Mark	Answer	Further Information
(a)	1	relatively	
(b)	1	encircles / surfaces	
Total	2		

Question	9		
Part	Mark	Answer	Further Information
	1	There are many places to dive.	2 correct = 2 marks
	1	Diving qualifications are widely accepted.	1 correct = 1 mark
Total	2		

Question	10		
Part	Mark	Answer	Further Information
	1	(safe) confines	
Total	1		

Question	11		
Part	Mark	Answer	Further Information
	5	Main points: * inspires / challenges / surprises you * sense of achievement * easy / fun to learn * so much to see / types of dives	identification of 4+ of main points use of own words and not copying text too much organisation of ideas accuracy of language (spelling, grammar, punctuation) word length of 70–90 words
Total	5		

Section B: Writing (Non-fiction)

Question 12

PURPOSE AND AUDIENCE	TEXT STRUCTURE	SENTENCE STRUCTURE	PUNCTUATION	SPELLING
<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>6/7</p>	<p>Paragraphs are sequenced, contributing to the overall shape of the text. Links between paragraphs are effective.</p> <p>A variety of cohesive devices are used to link sentences.</p> <p>6/7</p>	<p>Beginning to vary sentence structure for effect, e.g. short sentences for emphasis; expanding verb phrases; order of clauses/phrases.</p> <p>6/7</p>	<p>Generally accurate use of a range of punctuation to make meaning clear, including commas to mark off clauses and phrases.</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>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>4/5</p>	<p>Paragraphs are used to organise the text. Links between paragraphs are clear.</p> <p>Some cohesive devices are used to link sentences.</p> <p>4/5</p>	<p>A range of sentence structures are used, including complex. Some variety of sentence subjects. A variety of connectives are used to clarify ideas.</p> <p>4/5</p>	<p>A range of punctuation is used; errors do not impede meaning. Evidence of commas used correctly to mark clause divisions.</p> <p>4</p>	<p>A few spelling errors, mostly of more difficult words.</p> <p>3</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>2/3</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 largely used to link sentences.</p> <p>2/3</p>	<p>Sentence structures are limited or repetitive, with little/partial use of complex structures. Frequent use of 'and, then, so'.</p> <p>2/3</p>	<p>Some punctuation evident, but a number of errors/omissions, including misuse of commas.</p> <p>2/3</p>	<p>A number of errors OR simple vocabulary spelt correctly.</p> <p>2</p>
<p>Little understanding of conventions of text type, purpose or audience.</p> <p>1</p>	<p>Little understanding of how to structure a text or link sentences/ideas.</p> <p>1</p>	<p>Sentence structures are largely additive, and often grammatically incorrect.</p> <p>1</p>	<p>Generally erratic use of punctuation marks.</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 7 Paper 2 Mark Scheme
Section A: Reading

Question	1		
Part	Mark	Answer	Further Information
	1	<ul style="list-style-type: none">• George• Written in the first person / we know what he is thinking and feeling / etc.	
	1		
Total	2		

Question	2		
Part	Mark	Answer	Further Information
	1	in a street	Accept any clear indication of correct answer.
Total	1		

Question	3			
Part	Mark	Answer	Further Information	
	1	<div>George's mother brushes away a cobweb.</div>	<div>4</div>	1 mark for all events in the correct order
		<div>George is told that he can wash the car.</div>	<div>5</div>	
		<div>George is feeling ill.</div>	<div>2</div>	
		<div>George loses his bike.</div>	<div>1</div>	
		<div>George's mother falls in the rosebush.</div>	<div>3</div>	
Total	1			

Question	4		
Part	Mark	Answer	Further Information
	1	shocked/horrified/appalled/upset/worried	Accept any similar synonym. NOT monstrous
Total	1		

Question	5		
Part	Mark	Answer	Further Information
	1	embarrassed/horrified	Accept any similar synonym.
Total	1		

Question	6		
Part	Mark	Answer	Further Information
	1	'That's all poppycock.'	Accept 'Real men aren't afraid of pink.' OR 'Nothing wrong with it.'
Total	1		

Question	7		
Part	Mark	Answer	Further Information
	1	George thinks that they are (too) old / past it. They're not normal. They don't 'see things' (that are perfectly obvious). They don't understand children.	
Total	1		

Question	8		
Part	Mark	Answer	Further Information
	1	huge/monstrous	Accept big(ger). Must have two synonyms for the mark.
Total	1		

Question	9		
Part	Mark	Answer	Further Information
	1	angry that his bike was stolen	
Total	1		

Question	10		
Part	Mark	Answer	Further Information
	1	He knew she'd blame him / be angry with him / tell him he's stupid. They don't have enough money to afford a new one.	
Total	1		

Question	11		
Part	Mark	Answer	Further Information
	1	not (very) popular	Accept any suitable answer based on the text.
	1	'never has any customers' 'people already have as many smelly candles and bead curtains and wind chimes as they want'	Accept any suitable quotation.
Total	2		

Question	12		
Part	Mark	Answer	Further Information
	1	She's sensitive./ She's fragile./ She's upset/offended.	Accept any similar response.
Total	1		

Question	13		
Part	Mark	Answer	Further Information
	1	For George to emphasise (to his mother that pink is not a suitable colour for an 11 year old boy's bicycle!)	
Total	1		

Question	14		
Part	Mark	Answer	Further Information
	1	'...like a flamingo...'	
Total	1		

Question	15		
Part	Mark	Answer	Further Information
	2	onomatopoeia – yabber-yabber-blah-blah alliteration – Bumper Bowl, barrels of boiling custard, famous for forgetting	Accept any suitable imagery.
Total	2		

Question	16		
Part	Mark	Answer	Further Information
(a)	1	loving/caring/frustrating/ argumentative / he thinks she's odd	Accept any suitable answer.
(b)	1	'George, that was stupid.'/'pulled her out, scratched and bleeding' / 'Then I had to listen...about Being More Careful.' / 'Other people don't do yoga.'	Accept any suitable quote.
Total	2		

Section B: Writing (Fiction)

Question 17

CONTENT AND AUDIENCE	TEXT STRUCTURE	SENTENCE STRUCTURE	PUNCTUATION	VOCABULARY	SPELLING
<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>6/7</p>	<p>Paragraphs are sequenced, contributing to the overall shape of the text. Links between paragraphs are effective.</p> <p>A variety of cohesive devices are used to link sentences.</p> <p>5</p>	<p>Beginning to vary sentence structure for effect, e.g. short sentences for emphasis; expanding verb phrases; order of clauses/phrases.</p> <p>5</p>	<p>Generally accurate use of a range of punctuation to make meaning clear, including commas to mark off clauses and phrases.</p> <p>5</p>	<p>Vocabulary used precisely and imaginatively to clarify and extend meaning.</p> <p>4</p>	<p>Spelling is virtually correct over a range of vocabulary used, including more complex and difficult words.</p> <p>4</p>
<p>Narrative features (character, plot and setting) are in evidence and of some interest to the reader. Viewpoint is generally sustained.</p> <p>Literary or linguistic devices are sometimes used effectively.</p> <p>4/5</p>	<p>Paragraphs are used to organise the text. Links between paragraphs are clear.</p> <p>Some cohesive devices are used to link sentences.</p> <p>4</p>	<p>A range of sentence structures are used, including complex. Some variety of sentence subjects. A variety of connectives are used to clarify ideas.</p> <p>4</p>	<p>A range of punctuation is used; errors do not impede meaning. Evidence of commas used correctly to mark clause divisions.</p> <p>4</p>	<p>Vocabulary chosen carefully and for effect.</p> <p>3</p>	<p>A few spelling errors, mostly of more difficult words.</p> <p>3</p>
<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>2/3</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 largely used to link sentences.</p> <p>2/3</p>	<p>Sentence structures are limited or repetitive, with little/partial use of complex structures. Frequent use of 'and, then, so'.</p> <p>2/3</p>	<p>Some punctuation evident, but a number of errors/omissions, including misuse of commas.</p> <p>2/3</p>	<p>Some evidence of vocabulary chosen for effect.</p> <p>2</p>	<p>A number of errors OR simple vocabulary spelt correctly.</p> <p>2</p>
<p>Some basic attempt to engage, but little understanding of narrative devices or viewpoint</p> <p>1</p>	<p>Little understanding of how to structure a text or link sentences/ideas.</p> <p>1</p>	<p>Sentence structures are largely additive, and often grammatically incorrect.</p> <p>1</p>	<p>Generally erratic use of punctuation marks.</p> <p>1</p>	<p>Simple, generally appropriate vocabulary used – limited in range but relevant</p> <p>1</p>	<p>Many errors, including a range of simple words.</p> <p>1</p>

