

# Cambridge Secondary 1 Progression Test

## Mark scheme

Cambridge  
Secondary 1

## English

### Stage 9



**Stage 9 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	pneumatic tyres, chain drive, (development of) gears	Accept air-filled tyres Must have 2 correct for 1 mark.
<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	To inform the reader what the paragraph is going to be about / To engage/interact with the reader	
<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	swiftwalker / velocipede / boneshaker	All three are needed for one mark.
<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>
<b>(a)</b>	1	outcome / effect / consequence	Accept any appropriate synonyms.
<b>(b)</b>	1	fixed / dealt with / sorted	
<b>(c)</b>	1	changed / transformed / updated	
<b>Total</b>	<b>3</b>		

Question	5		
Part	Mark	Answer	Further Information
	2	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.	Award 2 marks if 4-6 of the missing punctuation marks are in the correct place.  Award 1 mark if 2-3 of the missing punctuation marks are in the correct place.  Award 0 marks if 0-1 of the missing punctuation marks are in the correct place.  Accept a dash instead of a colon after 'bike'.
<b>Total</b>	<b>2</b>		

Question	6		
Part	Mark	Answer	Further Information
	2	Although/While/Despite the fact that modern bicycles are well made, and lighter and faster, older bikes were fun to ride.	Award 1 mark for a suitable connective at the beginning.  Award 1 mark for a complex sentence that holds its meaning.  Accept other suitable examples.
<b>Total</b>	<b>2</b>		

Question	7		
Part	Mark	Answer	Further Information
	1	To provide extra information within the sentence.	Accept other suitable answers.
<b>Total</b>	<b>1</b>		

Question	8		
Part	Mark	Answer	Further Information
	4	slipstreaming / keep pedalling / know how to stop / get used to fixed gear / ride around banked sections / check over shoulders	Accept any four for 1 mark each.
<b>Total</b>	<b>4</b>		

Question	9		
Part	Mark	Answer	Further Information
(a)	2	no pedals / no brakes	Award 1 mark for each answer.
(b)	1	riding the steep/curved/banked sections	Award 1 mark for a relevant quotation.
	1	‘(They tower over me) pitched at a frighteningly steep angle (of 42 degrees.)’	
Total	4		

<b>Question</b>	<b>10</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	Track cycling (Extract two) Use of contractions – we’re / it’s ‘...I can’t hit anything or anyone!’	Quotation needed for the mark. Accept other suitable examples.
<b>Total</b>	<b>1</b>		

## Section B: Writing (Non-fiction)

### Question 11

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 9 Paper 2 Mark Scheme**  
**Section A: Reading**

Question	1		
Part	Mark	Answer	Further Information
	1	Hetty	Accept any sensible answer that recognises that Hetty is the main character.
	1	Her actions are mentioned a lot. She has special abilities.	
Total	2		

<b>Question</b>	<b>2</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	2	'I won't see anything,' he said. 'I never do.'  'I'm not going to laugh at you.' ('Other people do.')	Award 1 mark per quotation. (Accept any appropriate quotation/phrase.)
<b>Total</b>	<b>2</b>		

Question	3		
Part	Mark	Answer	Further Information
	1	quiet/supportive/friendly	Award 1 mark for the quotation.
	1	'He didn't answer.' / 'I'm not going to laugh at you.'	(Accept any appropriate answer.)
Total	2		

<b>Question</b>	<b>4</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	No one else can see what she can see.	
<b>Total</b>	<b>1</b>		

<b>Question</b>	<b>5</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	2	'I won't see anything...I never do.' 'So what's the picture this time?'	
<b>Total</b>	<b>2</b>		

<b>Question</b>	<b>6</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	sensitive/strange/sharing	Award 1 mark for the quotation.
	1	'I don't want you to laugh at me...' 'I'm the only strange person on Mora.' 'You must be able to see it, Tam.'	Accept any suitable response.
<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	She knew he was feigning interest.	
	1	'I haven't finished looking.'	
<b>Total</b>	<b>2</b>		

<b>Question</b>	<b>8</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	Autumn	
	1	steely/still/rocky bar/giant boulders/shingle beach/rocky bluff	
<b>Total</b>	<b>2</b>		

<b>Question</b>	<b>9</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	2	'...in the whispers from the sea;' / '...as though breathed there by the sea/ 'She ran her eye...'/ 'The giant boulders that guarded...'/ '...the sea was unruffled...'	Award 1 mark for each appropriate choice.
<b>Total</b>	<b>2</b>		

<b>Question</b>	<b>10</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	2	'...in this windless calm' '...in this interminable calm' 'undenying calm' 'flags hung limp'	Accept any two.
<b>Total</b>	<b>2</b>		

<b>Question</b>	<b>11</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	crawling	
<b>Total</b>	<b>1</b>		

<b>Question</b>	<b>12</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	Yes / No	Accept any reasonable explanation appropriately related to a Yes / No response.
<b>Total</b>	<b>1</b>		



## Section B: Writing (Fiction)

### Question 13

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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