

# Cambridge Secondary 1 Progression Test

Mark scheme

Cambridge  
Secondary 1

## English

Stage 8

V1



UNIVERSITY *of* CAMBRIDGE  
International Examinations

Stage 8 Paper 1 Mark Scheme  
Section A: Reading

Question	1		
Part	Mark	Answer	Further Information
	1	where the journey began	
<b>Total</b>	<b>1</b>		

Question	2		
Part	Mark	Answer	Further Information
	1	He is one of the greatest adventurers of our time. / The basket / gondola was far from luxurious. / It would have been extremely cramped (living in such a confined space).	
<b>Total</b>	<b>1</b>		

Question	3		
Part	Mark	Answer	Further Information
	1	The route                    3 Background                1 Challenges                 4 Technical details         2	all correct = 1 mark
<b>Total</b>	<b>1</b>		

Question	4		
Part	Mark	Answer	Further Information
	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.	Accept other suitable answers.
<b>Total</b>	<b>1</b>		

Question	5		
Part	Mark	Answer	Further Information
	1	many / lots of / a quantity of / a number of	Word or phrase must fit meaning of passage.
	1	steady / sustained / regular / fixed / stable / without changing	
<b>Total</b>	<b>2</b>		

Question	6		
Part	Mark	Answer	Further Information
(a)	1	round the world / in the 20 <sup>th</sup> century	
(b)	1	hot air balloon	
<b>Total</b>	<b>2</b>		

Question	7		
Part	Mark	Answer	Further Information
	1	Reluctantly, at the end of the trip, Steve Fossett walked away from the balloon. / Reluctantly, Steve Fossett walked away from the balloon at the end of the trip.	Comma must be present.
<b>Total</b>	<b>1</b>		

Question	8		
Part	Mark	Answer	Further Information
	1	to explain what a/the basket is / to give additional information / instead of using commas	Accept other suitable answers.
<b>Total</b>	<b>1</b>		

Question	9		
Part	Mark	Answer	Further Information
	2	Steve Fossett, who was the first person to travel round the world in a hot air balloon, gave a talk today. The things he talked about included: preparation for the trip; getting sponsorship and how he felt afterwards.	<p>2 marks = all four of the missing punctuation marks are in the correct place.</p> <p>1 mark = two or three of the missing punctuation marks are in the correct place.</p> <p>0 marks = only 1 of the missing punctuation marks is in the correct place.</p>
<b>Total</b>	<b>2</b>		

Question	10		
Part	Mark	Answer	Further Information
	3	<ul style="list-style-type: none"> <li>• entered an essentially male-dominated profession / She was a woman.</li> <li>• completed a solo flight (in an open-cockpit biplane)</li> <li>• travelled over a distance of 11 000 miles in nineteen days</li> <li>• not a natural-born pilot</li> <li>• quite inexperienced</li> <li>• traversing deserts, jungles and shark-infested seas without the help of radio or sophisticated navigational aids</li> <li>• courage</li> <li>• determination</li> </ul>	<p>3 marks for 5 reasons  2 marks for 3/4 reasons  1 mark for 2 reasons  0 marks for 1 reason</p>
<b>Total</b>	<b>3</b>		

Question	11		
Part	Mark	Answer	Further Information
	2	<p>(a) travel-stained  (b) bumped down  (c) traversing  (d) epitomised</p>	<p>2 marks for all 4 correct  1 mark for 2/3 correct  0 marks for 1 correct</p>
<b>Total</b>	<b>2</b>		

Question	12		
Part	Mark	Answer	Further Information
	3	<p><b>Steve Fossett</b></p> <ul style="list-style-type: none"> <li>• hot air balloon flight</li> <li>• well-known through many achievements in the field of aviation</li> <li>• used an onboard auto pilot/computer</li> <li>• took place in 2002</li> </ul> <p><b>Amy Johnson</b></p> <ul style="list-style-type: none"> <li>• flight in an open-cockpit biplane</li> <li>• not a natural-born pilot and quite inexperienced</li> <li>• had no sophisticated navigational aids</li> <li>• took place in 1930</li> </ul>	<p>3 marks = any 3 differences (1 mark for each difference given)</p> <p>Do not accept any differences that are not stated in the text or do not relate specifically to the journey.</p>
<b>Total</b>	<b>3</b>		

## Section B: Writing (Non-fiction)

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**

<b>Question</b>	<b>1</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	<b>1</b>	in her grandad's house	
<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>
	<b>1</b>	<ul style="list-style-type: none"> <li>• She does not want to be there. / She wants to be in the sunshine. / She feels the house is dirty.</li> </ul>	Accept other suitable answers.
	<b>1</b>	<ul style="list-style-type: none"> <li>• 'wondering how soon she could leave without seeming rude' / 'she wanted to be out of this sad house' / There were bits all over the rug and dust lay thickly...</li> </ul>	Accept other relevant quotations.
<b>Total</b>	<b>2</b>		

<b>Question</b>	<b>3</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	<b>1</b>	to make the conversation sound more – natural/real/authentic / People shorten words / when they speak.	Accept other suitable answers.
<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>1</b>	<ul style="list-style-type: none"> <li>• '(While Grandad) rattled and clinked (in the kitchen)'</li> </ul>	Accept other suitable answers.
	<b>1</b>	<ul style="list-style-type: none"> <li>• You can imagine the sounds.</li> </ul>	
<b>Total</b>	<b>2</b>		

<b>Question</b>	<b>5</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	<b>1</b>	cushions weren't plumped / bits all over the rug / coffee beaker on her sideboard / dust on the sideboard / house had a smell	Accept other suitable answers.
<b>Total</b>	<b>1</b>		

<b>Question</b>	<b>6</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	<b>1</b>	to show the tension/awkwardness / Grandad isn't very interested / Neither of them really want to talk.	
<b>Total</b>	<b>1</b>		

<b>Question</b>	<b>7</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
<b>(a)</b>	<b>1</b>	flying / Jenna wanting to become a pilot.	
<b>(b)</b>	<b>1</b>	'His head came up.'	Accept: 'He lifted his cup and drank, studying her over the rim'. / paraphrase: His head came up.
<b>(c)</b>	<b>1</b>	On page 2 he is just being polite; on page 3 he is much more interested and the questions are more specific.	Accept other suitable answers.
<b>Total</b>	<b>3</b>		



Question	8		
Part	Mark	Answer	Further Information
	1	She will eventually grow out of the idea.	
	1	She would be more interested in her appearance than the job.	
<b>Total</b>	<b>2</b>		

Question	9		
Part	Mark	Answer	Further Information
	1	to suggest it's obvious what Ned would think / to show she's upset by Ned's attitude	
<b>Total</b>	<b>1</b>		

Question	10		
Part	Mark	Answer	Further Information
	1	The old man set down his cup hard (enough to slop tea in his saucer).	Accept learner's own words or a quote from the text.
<b>Total</b>	<b>1</b>		

Question	11		
Part	Mark	Answer	Further Information
	1	Jenna realises that Grandad is keen to talk.	
<b>Total</b>	<b>1</b>		

Question	12		
Part	Mark	Answer	Further Information
(a)	1	struts	
(b)	1	flimsy	
<b>Total</b>	<b>2</b>		

Question	13		
Part	Mark	Answer	Further Information
	1	(but) it wasn't like last time / It seemed daft to her.	
<b>Total</b>	<b>1</b>		

Question	14		
Part	Mark	Answer	Further Information
	1	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; justify-content: space-between; border: 1px solid black; padding: 2px;"> <span>Girls are not expected to be airline pilots</span> <span>3</span> </div> <div style="display: flex; justify-content: space-between; border: 1px solid black; padding: 2px;"> <span>Nerja</span> <span>1</span> </div> <div style="display: flex; justify-content: space-between; border: 1px solid black; padding: 2px;"> <span>Cicada</span> <span>2</span> </div> <div style="display: flex; justify-content: space-between; border: 1px solid black; padding: 2px;"> <span>Grandad remembers Amy Johnson.</span> <span>4</span> </div> </div>	
<b>Total</b>	<b>1</b>		

## Section B: Writing (Fiction)

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>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 clear for the reader.</p> <p>5</p>	<p>Sentence structures are generally shaped and positioned for particular effect.</p> <p>5</p>	<p>Accurate use of a range of punctuation. Punctuation is beginning to be used for effect.</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) developed convincingly to be of interest to the reader. Viewpoint is sustained.</p> <p>Literary or linguistic devices are generally effective.</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</p>	<p>Beginning to use a variety of sentence structures, lengths and types for effect.</p> <p>4</p>	<p>Generally accurate use of a range of punctuation to make meaning clear.</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>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>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 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 is used; errors do not impede meaning.</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>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>1</p>	<p>Writing is not consistently organised into paragraphs. Links between paragraphs are not always helpful or clear.</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>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>

Award 0 where performance fails to meet the lowest criteria.