

Cambridge Secondary 1 Progression Test

Mark scheme

Cambridge
Secondary 1

English

Stage 9

V1



UNIVERSITY of CAMBRIDGE
International Examinations

Stage 9 Paper 1 Mark Scheme
Section A: Reading

Question	1		
Part	Mark	Answer	Further Information
	1	muscles, nerves and tendons	Also accept: neck, back, shoulders and head region / hands
Total	1		

Question	2		
Part	Mark	Answer	Further Information
	1	to engage the reader / to interact with the reader / to inform the reader what the paragraph is going to be about	
Total	1		

Question	3		
Part	Mark	Answer	Further Information
	1	teenagers / (young) children / pupils / (an 11-year-old) boy	any 3 for 1 mark Do not accept: class / school / mobile-phone users.
Total	1		

Question	4		
Part	Mark	Answer	Further Information
(a)	1	signs / indications / features	
(b)	1	appearing / happening / taking place / developing / being felt / present	
(c)	1	lowering / lessening / decreasing / diminishing	
Total	3		

Question	5		
Part	Mark	Answer	Further Information
	2	When you use a computer, please ensure that you make your seat comfortable; sit upright; angle the screen to suit your height; place a pillow behind your back; place a book under your feet.	<p>Award 2 marks if 4-6 of the missing punctuation marks are in the correct place.</p> <p>Award 1 mark if 2-3 of the missing punctuation marks are in the correct place.</p> <p>Award 0 marks if 0-1 of the missing punctuation marks are in the correct place.</p>
Total	2		

Question	6		
Part	Mark	Answer	Further Information
	2	<p>Although / while / despite the fact that / mobile phones are popular, they can injure the hands when used to text.</p> <p>Despite mobile phones being popular, they can injure hands when used to text.</p> <p>Although they can injure hands, mobile phones are popular because they can be used to text.</p>	<p>1 mark for suitable connective at the beginning.</p> <p>1 mark for complex sentence that holds its meaning.</p> <p>Accept other suitable examples.</p>
Total	2		

Question	7		
Part	Mark	Answer	Further Information
	1	Over-using technology might lead to RSI but it might not.	Accept other answers that suggest the outcome is a possibility.
Total	1		

Question	8		
Part	Mark	Answer	Further Information
	4	<p>Dared to write</p> <ul style="list-style-type: none"> splendid things (about the school) (How) lovely (the) masters (were) spelling mistakes <p>Did not dare to write</p> <ul style="list-style-type: none"> anything horrid (about his school) complaints (to our parents) food was lousy hated a (certain) master (We were) punished spelling correction 	Accept any four for 1 mark each.
Total	4		

Question	9		
Part	Mark	Answer	Further Information
(a)	1	From <i>What is RSI?</i> texting/texts / mobile phones / television / internet	
	1	From <i>Boy</i> letter writing	
(b)	2	<p>He can't write what he wants to write.</p> <p>'There was no way, therefore, that we could ever complain. . . ' / 'that dangerous Headmaster who was leaning over our shoulders . . . '</p>	1 mark for a relevant quotation. Accept other valid alternatives.
Total	4		

Question	10		
Part	Mark	Answer	Further Information
	1	<ul style="list-style-type: none"> • 'Boy' • 'Mind you ...' / 'There was no way ...' / 'lousy' / 'clever fellow' 	Accept other suitable examples.
Total	1		

Section B: Writing (Non-fiction)

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PURPOSE AND AUDIENCE	TEXT STRUCTURE	SENTENCE STRUCTURE	PUNCTUATION	SPELLING
<p>Conventions of text type are used to create impact and engage the reader.</p> <p>Viewpoint is clear and logical.</p> <p>6/7</p>	<p>Overall text is shaped and structured with purpose and audience in mind.</p> <p>6/7</p>	<p>Sentence structures are shaped and crafted so as to contribute to the overall impact of the text.</p> <p>6/7</p>	<p>A range of punctuation is used accurately and for effect.</p> <p>5</p>	<p>Spelling virtually correct over a range of vocabulary used, including more complex and difficult words.</p> <p>4</p>
<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>4/5</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>4/5</p>	<p>Sentence structures are generally shaped and positioned for particular effect.</p> <p>4/5</p>	<p>Accurate use of a range of punctuation. Punctuation is beginning to be used for effect.</p> <p>4</p>	<p>A few spelling errors, mostly of more difficult words.</p> <p>3</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>2/3</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>2/3</p>	<p>Beginning to use a variety of sentence structures, lengths and types for effect.</p> <p>2/3</p>	<p>Generally accurate use of a range of punctuation to make meaning clear.</p> <p>2/3</p>	<p>A number of errors OR simple vocabulary is spelt correctly.</p> <p>2</p>
<p>Some conventions of text type are evident, but not secure.</p> <p>Viewpoint is evident but not controlled.</p> <p>1</p>	<p>Paragraphs are used to organise the text with some links between paragraphs.</p> <p>Some cohesive devices are used to link sentences.</p> <p>1</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>1</p>	<p>A range of punctuation used; errors do not impede meaning.</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	Joe Miles	Accept any suitable quotation such as "because the text says 'Joe Miles – yes, that's me'".
	1	We know what he is thinking and feeling. / It is his thoughts and actions which drive the plot.	
Total	2		

Question	2		
Part	Mark	Answer	Further Information
	2	'far worse' / ('nothing short of) tragic.' / ('the) gory (details.)' / 'it's not a pretty sight.' / ('This is just) awful' / 'never seen so many D's and E's on one page in my entire life' / dire report' / 'nasty report'	3 correct for 2 marks 1/2 correct for 1 mark
Total	2		

Question	3		
Part	Mark	Answer	Further Information
	2	<p>Phrase not very good at school subjects</p> <p>Quotation 'I think I'm pretty intelligent but not when it comes to school subjects.'</p> <p>Phrase observant / notices things</p> <p>Quotation 'Like I'm very observant. I notice things'</p> <p>Phrase worries about what his Mum thinks</p> <p>Quotation 'I could just forget to show it to my Mum.' / 'just dreading the moment when Mum's memory came rushing back.'</p> <p>Phrase gets on well with his Dad</p> <p>Quotation 'He chats with me though. He'll tell me about his day'</p> <p>Phrase confident – even though he has a bad report he is self-confident</p> <p>Quotation 'Actually, I think I'm pretty intelligent. . .'</p>	<p>1 mark for one phrase in own words.</p> <p>1 mark for one quotation to support given phrase</p> <p>Accept other appropriate quotations if they support given phrase.</p>
Total	2		

Question	4		
Part	Mark	Answer	Further Information
	1	<p>He smiled merrily. / He asked Mum if she had had a 'funky' day. / He did what he was told very readily. / He set the table quite superbly.</p>	
Total	1		

Question	5		
Part	Mark	Answer	Further Information
	1	She forgets to ask for his report.	
Total	1		

Question	6		
Part	Mark	Answer	Further Information
	2	time to persuade Dad / keep the matter secret from his Mum / wanted Dad rather Mum to sign the slip	2 marks for 2 points. 1 mark for 1 point.
Total	2		

Question	7		
Part	Mark	Answer	Further Information
	2	<p>Phrase cares about his children.</p> <p>Quotation 'read Claire a bit of a story' / 'He gave me one of the American comics which I collect.'</p> <p>Phrase has a good sense of humour.</p> <p>Quotation 'full of funny stories about the people he'd met. (He'd even mimic their voices.)</p> <p>Phrase works hard</p> <p>Quotation 'About half past seven Dad came home.'</p> <p>Phrase enjoys his work</p> <p>Quotation 'partly owns a shop called Fantasy / Adventure – it really is his pride and joy'</p>	<p>1 mark for one phrase</p> <p>1 mark for one quotation to support given phrase</p>
Total	2		

Question	8		
Part	Mark	Answer	Further Information
	2	<p>She 'used to talk to him while he ate' and he would 'tell funny stories'. Now she 'goes into the kitchen to listen to the radio' and he just 'watches television while he eats.'</p>	<p>2 marks for responses describing the atmosphere with evidence from the passage.</p> <p>1 mark for reasonable response describing the atmosphere without evidence from the passage.</p>
Total	2		

Question	9		
Part	Mark	Answer	Further Information
	2	'(put the report down) a shaken man.' / 'This is just awful (he pronounced.)' / '(Just hold on a minute). Has your mum seen this?'	any two
Total	2		

Question	10		
Part	Mark	Answer	Further Information
	1	'charging about like a rhino with a sore head.' / 'It's as if she's got special antennae.'	
	1	Explanation It shows how angry Joe's Mum would be when she reads his report. / It shows that Joe's Mum can sense when reports are due.	
Total	2		

Question	11		
Part	Mark	Answer	Further Information
	1	to create the effect that he is directly speaking to the reader / in conversation with Mum / to emphasise the point	
Total	1		

Question	12		
Part	Mark	Answer	Further Information
	1	<p>Yes want to find out what happens next / want to find out how his mum will react / want to find out if his mum and dad join forces in their dealing with Joe or become closer or join forces in what kind of punishment he will receive / like the character of Joe / funny/witty, etc. / story seems realistic / can relate to own life</p> <p>No think Joe should not be going behind his Mother's back / Joe should work hard at school / It's not funny that he doesn't work hard at school.</p>	Accept any reasonable explanation appropriately related to a Yes / No response.
Total	1		

Section B: Writing (Fiction)

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CONTENT AND AUDIENCE	TEXT STRUCTURE	SENTENCE STRUCTURE	PUNCTUATION	VOCABULARY	SPELLING
<p>Narrative features (character, plot and setting) crafted to create impact and engage the reader. Viewpoint clearly established and controlled.</p> <p>Literary or linguistic devices deployed for effect.</p> <p>6/7</p>	<p>Overall text is shaped and structured with purpose and audience in mind.</p> <p>5</p>	<p>Sentence structures are shaped and crafted so as to contribute to the overall impact of the text.</p> <p>5</p>	<p>A range of punctuation is used accurately and for effect.</p> <p>5</p>	<p>Vocabulary is 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) managed effectively to engage the reader. Viewpoint controlled.</p> <p>Literary or linguistic devices used purposefully.</p> <p>4/5</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>4</p>	<p>Sentence structures are generally shaped and positioned for particular effect.</p> <p>4</p>	<p>Accurate use of a range of punctuation. Punctuation is beginning to be used for effect.</p> <p>4</p>	<p>Vocabulary is 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) developed convincingly to be of interest to the reader. Viewpoint sustained.</p> <p>Literary or linguistic devices are generally effective.</p> <p>2/3</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>2/3</p>	<p>Beginning to use a variety of sentence structures, lengths and types for effect.</p> <p>2/3</p>	<p>Generally accurate use of a range of punctuation to make meaning clear.</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 is spelt correctly.</p> <p>2</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>1</p>	<p>Paragraphs are used to organise the text with some links between paragraphs.</p> <p>Some cohesive devices are used to link sentences.</p> <p>1</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>1</p>	<p>A range of punctuation is used; errors do not impede meaning.</p> <p>1</p>	<p>Simple, generally appropriate vocabulary is 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.