

Cambridge Secondary 1 Progression Test

Mark scheme

Cambridge
Secondary 1

English

Stage 7

V1



UNIVERSITY *of* CAMBRIDGE
International Examinations

Stage 7 Paper 1 Mark Scheme
Section A: Reading

Question	1		
Part	Mark	Answer	Further Information
	1	They can move quickly and easily.	
	1	They can detect scent very effectively.	
Total	2		

Question	2		
Part	Mark	Answer	Further Information
	1	Feeding / How Komodos feed / Catching their prey / The Komodos' mouth	Accept any suitable word or phrase which focuses on how Komodos eat or feed, or their mouth. Do not accept: Teeth.
Total	1		

Question	3		
Part	Mark	Answer	Further Information
	2	(they use their) teeth / (they have virulent) bacteria (in their mouth) / (they have a) venom gland (for disabling their prey)	3 correct = 2 marks 1/2 correct = 1 mark
Total	2		

Question	4		
Part	Mark	Answer	Further Information
	2	<p>A Komodo dragon is a large lizard, which can grow to a length of 3 metres, so it is one of the world's heaviest living lizards.</p> <p style="text-align: center;">or</p> <p>A Komodo dragon is a large lizard which can grow to a length of 3 metres, so it is one of the world's heaviest living lizards.</p>	<p>2 marks for using 'which' and 'so' and the comma after 'metres'</p> <p>1 mark for using 'which' and 'so' without commas</p>
Total	2		

Question	5		
Part	Mark	Answer	Further Information
	1	You wouldn't expect such a large animal to be able to move so fast.	
Total	1		

Question	6		
Part	Mark	Answer	Further Information
	1	disabling	
Total	1		

Question	7		
Part	Mark	Answer	Further Information
	1	The Komodo dragons' keen sense of smell (if aided by favourable wind) enables them to seek out carrion* up to 8.5 kilometres away.	Accept omission of *.
Total	1		

Question	8		
Part	Mark	Answer	Further Information
(a)	1	usually	
(b)	1	'can' ; average (length)	
Total	2		

Question	9		
Part	Mark	Answer	Further Information
	2	<p>People look up to the dragons.</p> <p>People believe dragons will look after them.</p> <p>The dragons represent knowledge and money.</p>	<p>3 correct = 2 marks</p> <p>1/2 correct = 1 mark</p>
Total	2		

Question	10		
Part	Mark	Answer	Further Information
	1	However	
Total	1		

Question	11		
Part	Mark	Answer	Further Information
	1	<ul style="list-style-type: none"> • identification of four main points 	Main points: <ul style="list-style-type: none"> • Many/most cultures have dragons. • Different cultures perceive dragons differently. • In China and Vietnam dragons are valued and respected / seen as powerful / protectors. • People born in the Chinese year of the dragon are expected to be healthy, wealthy and wise.
	1	<ul style="list-style-type: none"> • use of own words and not copying text too much 	
	1	<ul style="list-style-type: none"> • organisation of ideas 	
	1	<ul style="list-style-type: none"> • accuracy of language (punctuation, spelling, grammar) 	
	1	<ul style="list-style-type: none"> • word length of 70-90 words 	
Total	5		

Section B: Writing (Non-fiction)

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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"> Joanna 	
	1	<ul style="list-style-type: none"> Any suitable reason, such as: We know what she is thinking and feeling. / It is her thoughts and actions which drive the plot. 	
Total	2		

Question	2		
Part	Mark	Answer	Further Information
	1	in front of the town hall	Accept any clear indication of correct answer.
Total	1		

Question	3												
Part	Mark	Answer	Further Information										
	1	<table border="0"> <tr> <td>Joanna sees the dragon.</td> <td style="border: 1px solid black; text-align: center;">2</td> </tr> <tr> <td>Aaron arrives.</td> <td style="border: 1px solid black; text-align: center;">4</td> </tr> <tr> <td>Joanna looks at the clock.</td> <td style="border: 1px solid black; text-align: center;">1</td> </tr> <tr> <td>They walk up the road together.</td> <td style="border: 1px solid black; text-align: center;">5</td> </tr> <tr> <td>A woman takes the dragon away.</td> <td style="border: 1px solid black; text-align: center;">3</td> </tr> </table>	Joanna sees the dragon.	2	Aaron arrives.	4	Joanna looks at the clock.	1	They walk up the road together.	5	A woman takes the dragon away.	3	1 mark for all events in the correct order
Joanna sees the dragon.	2												
Aaron arrives.	4												
Joanna looks at the clock.	1												
They walk up the road together.	5												
A woman takes the dragon away.	3												
Total	1												

Question	4		
Part	Mark	Answer	Further Information
	1	utter amazement / amazed / very surprised	
Total	1		

Question	5		
Part	Mark	Answer	Further Information
	1	(It was) looking carefully / looking with interest (at Joanna) / The dragon was trying to tell her something.	Accept any answer which shows the dragon was very interested in Joanna or trying to connect with her.
Total	1		

Question	6		
Part	Mark	Answer	Further Information
	1	'She reached up to touch it.' / 'Joanna stared back.'	
Total	1		

Question	7		
Part	Mark	Answer	Further Information
	1	thoughts and (silver) sparks	
Total	1		

Question	8		
Part	Mark	Answer	Further Information
	1	scoop	
Total	1		

Question	9		
Part	Mark	Answer	Further Information
	1	She wants to follow the dragon.	
Total	1		

Question	10		
Part	Mark	Answer	Further Information
	1	<ul style="list-style-type: none"> • funny • strange 	
Total	1		

Question	11		
Part	Mark	Answer	Further Information
	1	<p>Character not very reliable</p> <p>Quotation Aaron was <i>always</i> later than they had agreed.</p>	For both marks, the quotation must support the comment about Aaron's character.
	1	<p>Character gets very involved and enthusiastic about things he enjoys</p> <p>Quotation Aaron was still so wrapped up in all the details of his football match that he wasn't paying her much attention. / Matt and I needed to discuss tactics</p>	
		<p>Character sporty / good at sport</p> <p>Quotation he was always chosen to play in the team</p>	
Total	2		

Question	12		
Part	Mark	Answer	Further Information
	1	He would laugh at her. / He would want to hang around and see for himself.	any suitable answer
Total	1		

Question	13		
Part	Mark	Answer	Further Information
	1	to show that Aaron was not paying much attention to his sister / He is still thinking about himself / football.	any suitable answer
Total	1		

Question	14		
Part	Mark	Answer	Further Information
	1	to give/show emphasis / to show the word should be read with a stronger feeling / to make the word important.	
Total	1		

Question	15		
Part	Mark	Answer	Further Information
	1	'(bright eyes) shining like two small bonfires'	
	1	'thoughts like small silver sparks (were flickering across her mind)'	
Total	2		

Question	16		
Part	Mark	Answer	Further Information
(a)	1	impatient / dissatisfied / She wished she could find something she really liked too. / jealous / annoyed	Accept any suitable answer.
(b)	1	She feels she now has something of her own that is important to her.	Accept any suitable answer.
Total	2		

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) 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 are 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>

Award 0 where performance fails to meet the lowest description.