



# English

## Stage 8



## Paper 1 Non-fiction

2025

# Cambridge Lower Secondary Progression Test

## Mark Scheme

**Section A: Reading**

| Question | Answer   | Marks    |
|----------|--|----------|
| 1(a)     | <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>Because it is not a real wall / it's an imaginary wall / they are pretending that a wall is there</li> </ul>  | <b>1</b> |
| 1(b)     | <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>She has hit an obstacle/problem in the class / she finds it impossible to get over her embarrassment / she feels too stupid doing the miming / she finds it hard to carry on</li> </ul> | <b>1</b> |
| 1(c)     | <p>Award <b>1 mark</b> for either:</p> <ul style="list-style-type: none"> <li>shiny</li> <li>red-faced</li> </ul> <p>Accept shiny, red-faced</p>   | <b>1</b> |

| Question  | Answer   | Marks       |           |   |                          |   |                             |          |
|---|--|-------------|-----------|---|--------------------------|---|-----------------------------|----------|
| 2(a)  | <p>Award <b>1 mark</b> for each of the following ideas, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>Explanation: Rae/she was (originally) a dancer (which means she already has the skills to move appropriately as a mime artist)</li> <li>Quotation: 'exaggerated movements' that 'flow effortlessly through ... joints and fingertips' / 'skills of rhythm, movement and articulation'</li> </ul>   | <b>2</b>    |           |   |                          |   |                             |          |
| 2(b)  | <p>Award <b>1 mark</b> for one of the following explanations and <b>1 mark</b> for a matching quotation, up to a maximum of <b>2 marks</b>:</p> <table border="1" data-bbox="304 1282 1330 1536"> <thead> <tr> <th>Explanation</th> <th>Quotation</th> </tr> </thead> <tbody> <tr> <td>People want to do the course very much / the course is very desirable / highly regarded</td> <td>coveted two-day workshop</td> </tr> <tr> <td>The class is fully booked a long time before it takes place</td> <td>Booked up a year in advance</td> </tr> </tbody> </table> | Explanation | Quotation | People want to do the course very much / the course is very desirable / highly regarded | coveted two-day workshop | The class is fully booked a long time before it takes place | Booked up a year in advance | <b>2</b> |
| Explanation   | Quotation  |             |           |   |                          |   |                             |          |
| People want to do the course very much / the course is very desirable / highly regarded | coveted two-day workshop   |             |           |   |                          |   |                             |          |
| The class is fully booked a long time before it takes place                             | Booked up a year in advance  |             |           |   |                          |   |                             |          |
| 2(c)  | <p>Award <b>1 mark</b> for <b>each</b> of the following up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>I'm trapped inside my head panicking (about how awkward I feel)</li> <li>the worry lingers</li> </ul>  | <b>2</b>    |           |   |                          |   |                             |          |

| Question | Answer  | Marks    |
|----------|---|----------|
| 3        | <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>She is not intimidated by being the only child (in the class) / surrounded by adults.</li> </ul> <p>Accept appropriate quotation</p> | <b>1</b> |

| Question | Answer   | Marks    |
|----------|--|----------|
| 4(a)     | Award <b>1 mark</b> for:<br><ul style="list-style-type: none"><li>• performer</li></ul>  | <b>1</b> |
| 4(b)     | Award <b>1 mark</b> for:<br><ul style="list-style-type: none"><li>• (with) no holding back</li></ul> <p>Accept wildest</p>                               | <b>1</b> |
| 4(c)     | Award <b>1 mark</b> for:<br><ul style="list-style-type: none"><li>• sound (rasping like a wildcat)</li></ul> <p>Accept laughing<br/>Accept breathing</p> | <b>1</b> |

| Question | Answer   | Marks    |
|----------|--|----------|
| 5        | Award <b>1 mark</b> for each of the following, up to a maximum of <b>3 marks</b> :<br><ul style="list-style-type: none"><li>• though</li><li>• instead</li><li>• while</li></ul> | <b>3</b> |

| Question                                  | Answer   | Marks                                    |          |             |   |                  |  |              |  |                  |   |   |   |          |
|---|--|--|----------|-------------|---|------------------|--|--------------|--|------------------|---|---|---|----------|
| 6   | Award <b>1 mark</b> for each matching punctuation and function, up to a maximum of <b>4 marks</b> :<br><br><table border="1" data-bbox="304 1282 1330 1738"> <thead> <tr> <th>Punctuation presenting extra information</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td>colon ( : )</td> <td>reader knows that a list of items will follow</td> </tr> <tr> <td>brackets ( ( ) )</td> <td>the information is purely incidental / unimportant</td> </tr> <tr> <td>dashes ( – )</td> <td>emphasises or highlights the information</td> </tr> <tr> <td>semi-colon ( ; )</td> <td>joining one sentence to another when the information is closely related</td> </tr> <tr> <td>quotation marks / inverted commas ( ‘ ’ )</td> <td>showing the reader it is information / direct speech given by someone and repeated word for word.</td> </tr> </tbody> </table> | Punctuation presenting extra information | Function | colon ( : ) | reader knows that a list of items will follow | brackets ( ( ) ) | the information is purely incidental / unimportant | dashes ( – ) | emphasises or highlights the information | semi-colon ( ; ) | joining one sentence to another when the information is closely related | quotation marks / inverted commas ( ‘ ’ ) | showing the reader it is information / direct speech given by someone and repeated word for word. | <b>4</b> |
| Punctuation presenting extra information  | Function   |  |          |             |   |                  |  |              |  |                  |   |   |   |          |
| colon ( : )                               | reader knows that a list of items will follow  |  |          |             |   |                  |  |              |  |                  |   |   |   |          |
| brackets ( ( ) )                          | the information is purely incidental / unimportant   |  |          |             |   |                  |  |              |  |                  |   |   |   |          |
| dashes ( – )                              | emphasises or highlights the information   |  |          |             |   |                  |  |              |  |                  |   |   |   |          |
| semi-colon ( ; )                          | joining one sentence to another when the information is closely related  |  |          |             |   |                  |  |              |  |                  |   |   |   |          |
| quotation marks / inverted commas ( ‘ ’ ) | showing the reader it is information / direct speech given by someone and repeated word for word.  |  |          |             |   |                  |  |              |  |                  |   |   |   |          |

| Question | Answer   | Marks    |
|----------|--|----------|
| 7        | Award <b>1 mark</b> for:<br><ul style="list-style-type: none"><li>• is practising what she has learnt.</li></ul> | <b>1</b> |

| Question                         | Answer   |                                 | Marks |                                  |             |                                 |         |                                 |            |  |          |
|----------------------------------|--|---------------------------------|-------|----------------------------------|-------------|---------------------------------|---------|---------------------------------|------------|--|----------|
| 8                                | Award <b>1 mark</b> for each of the following, up to a maximum of <b>4 marks</b> :<br><br><table border="1"><tr><td><b>Third paragraph feeling:</b></td><td>dread</td></tr><tr><td><b>Fourth paragraph feeling:</b></td><td>reassurance</td></tr><tr><td><b>Fifth paragraph feeling:</b></td><td>release</td></tr><tr><td><b>Sixth paragraph feeling:</b></td><td>acceptance</td></tr></table> | <b>Third paragraph feeling:</b> | dread | <b>Fourth paragraph feeling:</b> | reassurance | <b>Fifth paragraph feeling:</b> | release | <b>Sixth paragraph feeling:</b> | acceptance |  | <b>4</b> |
| <b>Third paragraph feeling:</b>  | dread  |                                 |       |                                  |             |                                 |         |                                 |            |  |          |
| <b>Fourth paragraph feeling:</b> | reassurance  |                                 |       |                                  |             |                                 |         |                                 |            |  |          |
| <b>Fifth paragraph feeling:</b>  | release  |                                 |       |                                  |             |                                 |         |                                 |            |  |          |
| <b>Sixth paragraph feeling:</b>  | acceptance   |                                 |       |                                  |             |                                 |         |                                 |            |  |          |

**Section B: Writing****Notes to markers**

- Use the marking grids on the following pages.
- Marking should always begin from the lowest mark in each column and work upward.
- A 'best fit' judgement should be made in judging first in which box to place the response and then, within that box, which mark is appropriate.
- The lower mark within a box should be given if some criteria have been met but not all.
- Note on extent:  
Award **0 marks** where the performance fails to meet the lowest criteria.  
Award **0 marks** for 20 words or fewer.  
Award a maximum of **7 marks** for responses of between 21 and 60 words.  
You need not count the words unless you think there will be fewer than 60. In normal-sized handwriting 60 words will be approximately 8 lines.

|                                | <b>Marks</b> |
|--------------------------------|--------------|
| Creation of texts (Wc)         | <b>5</b>     |
| Vocabulary and language (Wv)   | <b>3</b>     |
| Grammar and punctuation (Wg)   | <b>7</b>     |
| Structure of texts (Ws)        | <b>7</b>     |
| Word structure [spelling] (Ww) | <b>3</b>     |
| <b>[Total 25]</b>              |              |

| Creation of texts (Wc)   | Vocabulary and language (Wv) | Structure of texts (Ws)   | Grammar and punctuation (Wg)   | Word structure (Ww) (spelling) |
|--|------------------------------|---|--|--------------------------------|
| [5 marks]  | [3 marks]                    | [7 marks]   | [7 marks]  | [3 marks]                      |
| <p>The writer's attitude to the subject is well established and conveyed in a consistent style throughout which effectively sustains the reader's interest.</p> <p>Features and conventions of the relevant text type, when appropriate, are successfully manipulated for effect throughout.</p> <p>Structural, linguistic and literary features are used in combination to create specific effects.</p> <p>A logical viewpoint is established and sustained throughout. If relevant, multiple viewpoints are expressed clearly.</p> |                              | <p>The response is well-organised using a wide range of organisational features accurately and effectively.</p> <p>Ideas are developed with chronological or logical links throughout the text from an effective introduction to a successful conclusion.</p> <p>Paragraphs are used successfully to structure the content. There is effective cohesion within and between paragraphs.</p> <p>An effective range of carefully chosen sentence openings and connectives are used appropriately to support content.</p> | <p>Grammar is used accurately throughout the text.</p> <p>For example, there is:</p> <ul style="list-style-type: none"> <li>• a wide range of sentence types manipulated and/or adapted for effect.</li> <li>• grammatical features are used effectively to contribute to the overall development of the text.</li> <li>• Consistent use of formal and/or informal register to enhance and emphasise meaning according to context, purpose and audience.</li> </ul> <p>Punctuation is accurate:</p> <ul style="list-style-type: none"> <li>• Use of a wide range of punctuation for effect.</li> <li>• Conventions of layout are always applied effectively and consistently e.g., bullet points.</li> </ul> |                                |
| [4–5]  |                              | [6–7]   | [6–7]  |                                |

| Creation of texts (Wc)   | Vocabulary and language (Wv)  | Structure of texts (Ws)   | Grammar and punctuation (Wg)   | Word structure (Ww) (spelling)  |
|--|---|---|--|---|
| <p>The writer's attitude to the subject is conveyed in a generally appropriate and consistent style, which mostly sustains the reader's interest.</p> <p>Main features and conventions of the text type are occasionally manipulated for effect.</p> <p>Some combinations of structural, linguistic and literary features to create a specific effect.</p> <p>A viewpoint is expressed clearly and sustained throughout.</p> | <p>Material is wholly relevant using a specialised vocabulary mostly accurately for the purpose / text type.</p> <p>Conscious language choices are made, which shape the intended purpose and effect on the reader.</p> | <p>The overall response is presented clearly and is well-organised using a range of organisational features successfully.</p> <p>Ideas are developed with chronological or logical links throughout the text with a successful opening and closing.</p> <p>Paragraphs are used to help structure the text where the main idea is usually supported by following sentences.</p> <p>A range of sentence openings and connectives are used appropriately to support content.</p> | <p>Grammar is mostly accurate throughout the text. e.g.,</p> <ul style="list-style-type: none"> <li>• Use a range of sentence types, manipulated and/or adapted for effect.</li> <li>• Use grammatical features to contribute to the overall development of the text.</li> <li>• Formal and/or informal register is generally used appropriately according to context, purpose and audience.</li> </ul> <p>Punctuation is mostly accurate:</p> <ul style="list-style-type: none"> <li>• Use a range of punctuation for effect.</li> <li>• Conventions of layout are applied consistently e.g., bullet points.</li> </ul> | <p>Spelling is usually correct throughout. (There may occasionally be phonetically plausible attempts at complex words.)</p> <p>Correct spelling of most, not all, polysyllabic words, e.g., appear, information, probably, separate wondering/wandering, business, essentially, accommodation.</p> |
| [3]  | [3]   | [4–5]   | [4–5]  | [3]   |

| Creation of texts (Wc)   | Vocabulary and language (Wv)  | Structure of texts (Ws)  | Grammar and punctuation (Wg)  | Word structure (Ww) (spelling)  |
|--|---|--|---|---|
| <p>Content is suitable for the intended audience.</p> <p>Viewpoints are well-presented and consistent throughout.</p> <p>Uses relevant features consistently for a chosen purpose to clarify meaning.</p> <p>Content may use different characters and voices within the text when relevant.</p> <p>May begin to add structural and literary features in parts of the text.</p> | <p>Material is mostly relevant using a specialised vocabulary accurately for the purpose / text type.</p> <p>Mostly conscious language choices are made, which shape the intended purpose and effect on the reader.</p> | <p>The response is generally well-organised and attempts the use of some organisational features.</p> <p>Some attempt to sequence relevant ideas logically.</p> <p>Paragraphs / sections are evident, though not always consistently or appropriately, with related points grouped together or linked by time sequencers.</p> <p>Movement between paragraphs or sections, may be disjointed with a limited range of sentence openings and connectives.</p> | <p>Grammatical structures are generally accurate throughout the text, e.g.,</p> <ul style="list-style-type: none"> <li>• Use of some range of sentence types to support the text type.</li> <li>• Some complex sentences may be attempted to create effect, such as using expanded verb phrases.</li> <li>• Some awareness of formal and/or informal register according to context, purpose and audience.</li> </ul> <p>Some range of punctuation:</p> <ul style="list-style-type: none"> <li>• commas, semi-colons, dashes and hyphens are used accurately to clarify meaning.</li> <li>• There may be evidence of comma splicing.</li> </ul> <p><i>Note: if punctuation is totally lacking and other descriptors met then give the lower mark here.</i></p> | <p>Spelling of common and some less-common words, including polysyllabic and compound words, is generally accurate, e.g., friend, another, around, because, anything, something.</p> <p>Spelling of plurals and some past and present words is generally accurate, e.g., boxes, clothes, told, stopped, wanted.</p> |
| [2]  | [2]   | [2-3]  | [2-3]   | [2]   |

| Creation of texts (Wc)  | Vocabulary and language (Wv)   | Structure of texts (Ws)  | Grammar and punctuation (Wg)  | Word structure (Ww) (spelling)  |
|---|--|--|---|---|
| <p>Some material included that is relevant to the task.</p> <p>The writer's attitude to the subject inconsistently conveyed, with some attempt to engage the reader.</p> <p>Some elements of the text type can be seen; a <i>maximum of 1 mark can be awarded if not the correct text type</i>.</p> | <p>Some language choices are made, which shape the intended purpose and effect on the reader.</p> <p>Creates some effect by using a range of linguistic and literary techniques.</p> | <p>Some attempt to organise the overall text.</p> <p>Some basic sequencing of ideas in relation to the stimulus.</p> <p>Paragraphs / sections are evident with related points grouped together or linked by time sequence.</p> <p>Movement between paragraphs or sections, is disjointed with a very limited range of sentence openings and connectives.</p> | <p>Basic grammatical structures are generally correct, e.g.,</p> <ul style="list-style-type: none"> <li>• subject and verb generally agree. Past and present tense of verbs generally consistent.</li> <li>• A mix of simple and some compound sentences used accurately. Some complex sentences may be attempted to expand detail but not always successfully.</li> <li>• Formal and/or informal register may be attempted but not consistently according to context, purpose and audience.</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Demarcation of straightforward sentences is usually correct.</li> <li>• Commas are used in lists and occasionally to mark clauses.</li> </ul> <p><i>Note: learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English.</i></p> | <p>Spelling of high frequency words is generally correct, e.g., their/there, when, were, what, some, etc.</p> |
| [1]   | [1]  | [1]  | [1]   | [1]   |

| Creation of texts (Wc) | Vocabulary and language (Wv) | Structure of texts (Ws) | Grammar and punctuation (Wg) | Word structure (Ww) (spelling) |
|------------------------|------------------------------|-------------------------|------------------------------|--------------------------------|
| No creditable response | No creditable response       | No creditable response  | No creditable response       | No creditable response         |
| [0]                    | [0]                          | [0]                     | [0]                          | [0]                            |

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