



English

Stage 8

Paper 2 Fiction

2024



Cambridge Lower Secondary Progression Test

Mark Scheme

Section A: Reading

Question	Answer	Marks
1(a)	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> • He could be dangerous. 	1
1(b)	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> • Function: to join two sentences/clauses <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • Effect: to show that there was one uninterrupted action 	2
1(c)	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> • The flame appeared suddenly / quickly / immediately / explosively / violently / forcefully / strongly. 	1

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2(a)	<p>Award up to 4 marks for two explanations and two relevant quotations that support each explanation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Explanation</th> <th style="text-align: center; padding: 5px;">Quotation</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">He uses negative sentences.</td> <td style="padding: 5px;">Certainly not. You don't ask any questions. You don't get any answers.</td> </tr> <tr> <td style="padding: 5px;">He uses short / simple / repetitive sentences.</td> <td style="padding: 5px;">Certainly not. You don't ask any questions. You don't get any answers. Move.</td> </tr> <tr> <td style="padding: 5px;">He speaks aggressively.</td> <td style="padding: 5px;">Certainly not. You don't ask any questions You don't get any answers. Move.</td> </tr> <tr> <td style="padding: 5px;">He gives orders.</td> <td style="padding: 5px;">Move.</td> </tr> <tr> <td style="padding: 5px;">He doesn't use polite forms.</td> <td style="padding: 5px;">Got it?</td> </tr> <tr> <td style="padding: 5px;">He doesn't use Richard's name, only 'you'.</td> <td style="padding: 5px;">You don't stray from the path. You don't even think...</td> </tr> <tr> <td style="padding: 5px;">He interrupts Richard.</td> <td style="padding: 5px;">But - ? Most important of all: no buts.</td> </tr> <tr> <td style="padding: 5px;">He refuses to answer Richard's questions.</td> <td style="padding: 5px;">You don't ask any questions. You don't get any answers.</td> </tr> </tbody> </table>	Explanation	Quotation	He uses negative sentences.	Certainly not. You don't ask any questions. You don't get any answers.	He uses short / simple / repetitive sentences.	Certainly not. You don't ask any questions. You don't get any answers. Move.	He speaks aggressively.	Certainly not. You don't ask any questions You don't get any answers. Move.	He gives orders.	Move.	He doesn't use polite forms.	Got it?	He doesn't use Richard's name, only 'you'.	You don't stray from the path. You don't even think...	He interrupts Richard.	But - ? Most important of all: no buts.	He refuses to answer Richard's questions.	You don't ask any questions. You don't get any answers.	4
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2(b)	<p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • To show Richard obeys the Marquis / to show Richard does as he is told 	1																		

Question	Answer	Marks
3(a)	<p>Award 1 mark for:</p> <ul style="list-style-type: none">• The Marquis: nonchalantly / uncaring / strode <p>Award 1 mark for:</p> <ul style="list-style-type: none">• Richard: nervously / worried / hesitated / stumbled	2
3(b)	<p>Award 1 mark for:</p> <ul style="list-style-type: none">• sputter <p>Award 1 mark for:</p> <ul style="list-style-type: none">• flickering.	2

Question	Answer	Marks																								
4(a)	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> • how far away / far below Richard everything is / how high up Richard is / Richard's surprise 	1																								
4(b)	<p>Award 1 mark for each reason, up to a maximum of 2 marks; award 1 mark for each appropriate quotation:</p> <p>If 'This part of the text shows how frightened Richard is' is ticked:</p> <table border="1"> <thead> <tr> <th>Reason</th><th>Quotation</th></tr> </thead> <tbody> <tr> <td>He is too scared to move/his movements are affected</td><td>Richard froze on the ladder./His hands clamped tightly on the rungs.</td></tr> <tr> <td>He can't see properly/His vision is affected</td><td>They swam in and out of focus beneath him./His eyes hurt.</td></tr> <tr> <td>His breathing changes/He starts to panic</td><td>He started breathing too fast, too deeply</td></tr> <tr> <td>He can't speak properly</td><td>'I...' Richard's throat didn't work.</td></tr> <tr> <td>He can only move very slowly/deliberately</td><td>Richard let go of the rung with his right hand and moved it up eight inches, until it found the next rung.</td></tr> <tr> <td>He is too weak with fear to stand up</td><td>...he stepped over it, and collapsed.</td></tr> </tbody> </table> <p>If 'This part of the text shows how unkind the Marquis is.' is ticked:</p> <table border="1"> <thead> <tr> <th>Reason</th><th>Quotation</th></tr> </thead> <tbody> <tr> <td>He finds Richard's fear funny/amusing/entertaining</td><td>...said an amused voice.../...looking down at Richard, and still smiling...</td></tr> <tr> <td>He shows no sympathy towards Richard</td><td>'Somebody... wasn't listening, was he?'</td></tr> <tr> <td>He doesn't offer to help Richard in any way</td><td>'Of course you can move. Or, if you don't you can stay here...'</td></tr> <tr> <td>He makes fun of Richard/mocks him/shows off</td><td>...he let go of the rungs with both his hands, and waggled his fingers at him.</td></tr> </tbody> </table>	Reason	Quotation	He is too scared to move/his movements are affected	Richard froze on the ladder./His hands clamped tightly on the rungs.	He can't see properly/His vision is affected	They swam in and out of focus beneath him./His eyes hurt.	His breathing changes/He starts to panic	He started breathing too fast, too deeply	He can't speak properly	'I...' Richard's throat didn't work.	He can only move very slowly/deliberately	Richard let go of the rung with his right hand and moved it up eight inches, until it found the next rung.	He is too weak with fear to stand up	...he stepped over it, and collapsed.	Reason	Quotation	He finds Richard's fear funny/amusing/entertaining	...said an amused voice.../...looking down at Richard, and still smiling...	He shows no sympathy towards Richard	'Somebody... wasn't listening, was he?'	He doesn't offer to help Richard in any way	'Of course you can move. Or, if you don't you can stay here...'	He makes fun of Richard/mocks him/shows off	...he let go of the rungs with both his hands, and waggled his fingers at him.	4
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Question	Answer	Marks
5	<p>Award 1 mark for each of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • looking for a step (that wasn't there) • banged his forehead <p>Accept stumbled as he reached</p>	2

Question	Answer	Marks
6	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> • He is astonished by what he sees. 	1

Question	Answer		Marks
	Reason for surprise	Quotation	
7	The Marquis has special equipment to help them on their journey / is well-prepared	...took a small metal object from his pocket.../...a long firework or a flare...	4
	The Marquis appears to have magical powers	He held it in one hand, ran his other hand along it, and the far end erupted...	
	The time of day/the light seems to change suddenly from one moment to the next	how was it daylight? a voice asked, in the back of his head. It had been almost night...	
	One moment they are underground, the next they are high above the ground / Richard can't understand how they find themselves high above the street	...the outside of a very high building (but a few seconds ago he was climbing up the same ladder, and he had been inside...	
	They arrive back at Richard's apartment building by a staircase he has never seen before/that seems to vanish	It had no stairs at the back of it, that he could see...	

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.

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

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>Content is entirely relevant.</p> <p>Features of the relevant genre, if appropriate, are used confidently and consistently throughout.</p> <p>Narrative viewpoint is well-established with a consistent style that engages the reader's interest throughout.</p> <p>Characters are developed and well-portrayed with the use of a distinctive voice.</p> <p>Some combinations of structural, linguistic and literary features to create a specific effect.</p>		<p>The overall text is well-organised and uses a good range of organisational features to build up the narrative.</p> <p>Events are logically sequenced throughout the text from an effective opening to a satisfying conclusion.</p> <p>Clear, well-organised paragraphs are used successfully to structure the narrative and control the pace of the story.</p> <p>A good range of carefully chosen sentence openings and connectives are used to clarify or emphasise narrative detail.</p>	<p>Grammatical structures are almost always accurate throughout the text. For example:</p> <ul style="list-style-type: none"> • a wide range of sentences used accurately, with some evidence of them being manipulated effectively for narrative effect • detail and shades of meaning conveyed through the grammatical structure of sentences e.g., controlling the order of clauses in complex sentences. • Formal and/or informal register is used appropriately and consistently if relevant e.g., depending on the target audience. <p>Punctuation is accurate and used to enhance meaning, for example:</p> <ul style="list-style-type: none"> • commas, ellipses, colons, semi-colons, dashes and hyphens. 	
[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)
Content is suitable for the intended audience.	The response is relevant using vocabulary, accurately, for the purpose / genre.	The text is well-organised and uses a range of organisational features to build up the narrative.	Grammatical structures are generally accurate throughout the text. For example: <ul style="list-style-type: none"> • a range of sentence types are used to support the text type. • Some detail and shades of meaning through the grammatical structure of sentences, e.g., controlling the order of clauses in complex sentences. • Formal and/or informal register is generally used appropriately if relevant i.e. depending on the target audience. 	Spelling is generally correct throughout.
Features of the relevant genre, if appropriate, are clearly established.	Uses language precisely to clarify and extend meaning.	Events are logically sequenced though there may be some inconsistencies	Punctuation is mostly accurate and sometimes used to enhance meaning. For example: <ul style="list-style-type: none"> • commas, ellipses, colons, semi-colons, dashes and hyphens. 	There may occasionally be phonetically plausible attempts at complex words.
Narrative viewpoint is clear with an individual style and generally engages the reader's interest throughout.	Some combinations of structural, linguistic and literary features to create a specific effect.	Clear, well-organised paragraphs are used appropriately to structure the narrative and help the pace of the story.		Correct spelling of nearly all polysyllabic words, e.g., appear, information, probably, separate wondering/wandering, business, essentially, accommodation
Some characters are developed and well-portrayed with the use of a distinctive voice.		A range of sentence openings and connectives are used appropriately to clarify or emphasise narrative detail.		
May begin to add structural and literary features in parts of the text.				
[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 mostly relevant using some literary techniques appropriate to the genre.</p> <p>Main features of the genre, if appropriate, are evident.</p> <p>Narrative viewpoint is generally clear and helps engage the reader's interest for the most part.</p> <p>Characters are generally well-described.</p> <p>Content may have some different voices within the text.</p>	<p>Creates and controls meaning through precise use of a range and variety of language.</p> <p>Creates effects by using a range of linguistic and literary techniques.</p>	<p>The text is generally well-organised and uses some organisational features to build up the narrative.</p> <p>Some attempt to sequence relevant ideas logically in relation to the stimulus.</p> <p>Paragraphs are used to structure the narrative though not always consistently or appropriately.</p> <p>Movement between paragraphs may be disjointed with a limited range of sentence openings and connectives.</p>	<p>Grammatical structures are generally accurate throughout the text. For example, there are:</p> <ul style="list-style-type: none"> • some range of sentence types for narrative effect. • some complex sentences attempted to create detail and convey shades of meaning. • Formal and/or informal register is attempted if relevant e.g., depending on target audience <p>Punctuation is generally accurate and may sometimes be used for effect. e.g.,</p> <ul style="list-style-type: none"> • commas, semi-colons, dashes and hyphens • There may be evidence of comma splicing. <p>Note: if punctuation is totally lacking and other descriptors met then give the lower mark here.</p>	<p>Spelling of common and some less-common words, including polysyllabic and compound words, is correct, e.g., accurate, present, evidence, making, possible, search</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>General features of the genre, if appropriate, may be present.</p> <p>Narrative viewpoint is not always consistent. Some attempt is made to engage the reader.</p> <p>Characters are described in basic detail.</p> <p><i>A maximum of 1 mark can be awarded if not the correct genre.</i></p>	<p>Language is simple, relevant and suitable for the text type.</p> <p>Language and meaning of words/phrases is mainly clear, with some errors.</p>	<p>The text is quite well organised and uses some organisational features appropriately.</p> <p>Paragraphs / sections are evident with related points grouped together or linked by time sequence.</p> <p>Movement between paragraphs or sections, may be 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"> • subject and verb generally agree • past and present tense verbs are generally consistent. • a mix of simple and some compound sentences used accurately for narrative effect • some complex sentences may be attempted to expand detail but not always successfully. • formal and/or informal register may be attempted if relevant e.g., depending on target audience but not consistently. <p>Punctuation:</p> <ul style="list-style-type: none"> • Demarcation of straightforward sentences is usually correct. • Commas are used in lists and occasionally to mark clauses. <p>Note: learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English.</p>	<p>Spelling of common words is generally correct, e.g., their/there, friend, another, around, because, anything, something.</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