

## Stage 8

# Cambridge Lower Secondary Progression Test



**Section A: Reading**

Question	Answer	Marks
1	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>close calls.</li> </ul>	<b>1</b>

Question	Answer	Marks															
2(a)	<p>Award <b>1 mark</b> for each correct answer:</p> <table border="1"> <thead> <tr> <th></th><th>Parts of the house</th><th>The danger faced</th></tr> </thead> <tbody> <tr> <td><b>1</b></td><td>stairs</td><td>trick steps</td></tr> <tr> <td><b>2</b></td><td>floor</td><td>booby-trapped floorboards</td></tr> <tr> <td><b>3</b></td><td>doors</td><td><b>closed by themselves</b></td></tr> <tr> <td><b>4</b></td><td>hallway</td><td>small furry things / animals in cages</td></tr> </tbody> </table>		Parts of the house	The danger faced	<b>1</b>	stairs	trick steps	<b>2</b>	floor	booby-trapped floorboards	<b>3</b>	doors	<b>closed by themselves</b>	<b>4</b>	hallway	small furry things / animals in cages	<b>3</b>
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<b>3</b>	doors	<b>closed by themselves</b>															
<b>4</b>	hallway	small furry things / animals in cages															
2(b)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>that the footwear isn't worn very often / that the dangerous creatures had to wait a long time before the footwear was used.</li> </ul>	<b>1</b>															

Question	Answer	Marks
3(a)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>The grounds of Widget Manor were so overgrown (with trees and bushes that it was impossible to see it until you walked into a wall) / the overgrown trees and bushes acted like camouflage (to make the house seem invisible).</li> </ul>	<b>1</b>
3(b)	<p>Award <b>1 mark</b> for either:</p> <ul style="list-style-type: none"> <li>metaphor</li> <li>personification</li> </ul> <p>Award <b>1 mark</b> for each of the following up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>characteristic of river: 'sweeping (past)' makes the river seem fast / powerful</li> <li>characteristic of river: '(all the) haughtiness of a ... duchess' makes the river seem arrogant / proud / superior / unfriendly / snobbish / cold / uncaring / aloof Accept any other synonym for haughty</li> <li>characteristic of river: 'a diamond-encrusted ...' makes the river seem jewel-like / covered in cold/hard stones / 'a diamond-encrusted duchess' describes the sparkling effect of light reflecting off the water (as if it is jewellery).</li> </ul>	<b>3</b>

Question	Answer	Marks								
4(a)	Award <b>1 mark</b> for: <ul style="list-style-type: none"><li>the potential dangers existing in the house and garden.</li></ul>	<b>1</b>								
4(b)	Award <b>1 mark</b> for a plausible opinion and <b>1 mark</b> for a relevant quotation: <table><tr><th>What mother thinks of daughter</th><th>Quotation</th></tr><tr><td>that she doesn't dress prettily / femininely enough / decoratively</td><td>she'd be called upon to wear actual ribbons</td></tr><tr><td>that she looks too serious/sad</td><td>and smile</td></tr><tr><td>that she acts too seriously / her character is too serious / she doesn't tell jokes</td><td>pretend to be something her mother called 'light-hearted' (, which she could never see the point of)</td></tr></table>	What mother thinks of daughter	Quotation	that she doesn't dress prettily / femininely enough / decoratively	she'd be called upon to wear actual ribbons	that she looks too serious/sad	and smile	that she acts too seriously / her character is too serious / she doesn't tell jokes	pretend to be something her mother called 'light-hearted' (, which she could never see the point of)	<b>2</b>
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5	Award <b>1 mark</b> for each of the following: <ul style="list-style-type: none"> <li>In the fourth paragraph we are told that Emmeline likes being on her own / is used to spending a lot of time on her own. ('then' is used to link this idea to...)</li> <li>In the fifth paragraph Emmeline is not worried / not surprised when (she comes down to breakfast and) her parents are not there.</li> </ul>	<b>2</b>

Question	Answer	Marks
6(a)	Award <b>1 mark</b> for each of the following: <ul style="list-style-type: none"> <li>engrossed</li> <li>fascinating.</li> </ul>	<b>2</b>
6(b)	Award <b>1 mark</b> for each of the following: <ul style="list-style-type: none"> <li>to give the title of a book</li> <li>for emphasis / This is how the words are written on the envelope addressed to Emmeline.</li> </ul>	<b>2</b>

Question	Answer	Marks
7	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>ever so gently.</li> </ul>	<b>1</b>

Question	Answer	Marks
8	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>to indicate the writer's voice.</li> </ul>	<b>1</b>

Question	Answer	Marks
9	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>There is something shocking written / something written that Emmeline doesn't want/expect to read / Emmeline is not used to being addressed in this way (Dearest Emmeline)'</li> </ul>	<b>1</b>

Question	Answer	Marks												
10  continued on the next page	<p>Award <b>1 mark</b> for each correct reason and <b>1 mark</b> for an appropriate quotation up to a maximum of <b>4 marks</b>.</p> <p>If opinion A is ticked:</p> <table><tr><th>Reason</th><th>Quotation</th></tr><tr><td>It's not because the parents don't care, it's just an old house.</td><td>choose to live in a creaky old house / random bits of collapsing masonry / constantly on guard for booby-trapped floorboards  Accept any quotation relevant to the age of the house</td></tr><tr><td>Things don't come out of drains/footwear and attack people.</td><td>to defend herself against whatever might come slithering up the drain / lots of quiet, dangerous, and very patient creatures liked to hide out in abandoned footwear.</td></tr><tr><td>because terrible things don't hide within trees to attack people</td><td>to fight off any unexpected nasties she might find living amid the trees</td></tr><tr><td>Trees don't attack people.</td><td>– or even, perhaps, the trees themselves</td></tr><tr><td>because nobody would want to damage/attack Emmeline with a poisonous/explosive letter</td><td>always carried a pair of thick gardening gloves / Suitably armed, she slowly slit the envelope open, keeping it at all times directed away from her face. / in case the act of opening the envelope released some sort of brain-shredding gas</td></tr></table>	Reason	Quotation	It's not because the parents don't care, it's just an old house.	choose to live in a creaky old house / random bits of collapsing masonry / constantly on guard for booby-trapped floorboards  Accept any quotation relevant to the age of the house	Things don't come out of drains/footwear and attack people.	to defend herself against whatever might come slithering up the drain / lots of quiet, dangerous, and very patient creatures liked to hide out in abandoned footwear.	because terrible things don't hide within trees to attack people	to fight off any unexpected nasties she might find living amid the trees	Trees don't attack people.	– or even, perhaps, the trees themselves	because nobody would want to damage/attack Emmeline with a poisonous/explosive letter	always carried a pair of thick gardening gloves / Suitably armed, she slowly slit the envelope open, keeping it at all times directed away from her face. / in case the act of opening the envelope released some sort of brain-shredding gas	4
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10	<p>If opinion B is ticked:</p> <table><tr><th>Reason</th><th>Quotation</th></tr><tr><td>It's very sensible as a baby to avoid the wild animals her parents bought back.</td><td>she'd learned to walk mostly by avoiding the tentacles, tusks, and whip-like tongues of the various small, furry things in cages</td></tr><tr><td>If there are small, dangerous creatures it's sensible to check they are not hidden in shoes before putting them on.</td><td>she'd long ago grown used to shaking out her boots before she put them on</td></tr><tr><td>There may be things such as wild animals/insects hidden within the trees waiting to attack people.</td><td>to fight off any unexpected nasties she might find living amid the trees</td></tr><tr><td>Animals have been known to come out of drains and might attack people/pets.</td><td>to defend herself against whatever might come slithering up the drain</td></tr><tr><td>It's very practical to carry a life-jacket with her if she is worried about falling in the river.</td><td>never ventured outside without an inflatable life jacket</td></tr><tr><td>She used the same thing for two very different uses.</td><td>on its days off, doubled as a hot water bottle</td></tr><tr><td>She is reading a very practical book.</td><td>Knots and Their Uses, by S. G. Twitchell</td></tr><tr><td>She wasn't worried by her parents' absence and got her book out to read while she waited for them.</td><td>glad to have a few moments of quiet reading time</td></tr><tr><td>She read to the end of her chapter and carefully put in a bookmark before reading the letter.</td><td>finish right to the end of the chapter / She fished around for her bookmark and slid it carefully into place.</td></tr></table>	Reason	Quotation	It's very sensible as a baby to avoid the wild animals her parents bought back.	she'd learned to walk mostly by avoiding the tentacles, tusks, and whip-like tongues of the various small, furry things in cages	If there are small, dangerous creatures it's sensible to check they are not hidden in shoes before putting them on.	she'd long ago grown used to shaking out her boots before she put them on	There may be things such as wild animals/insects hidden within the trees waiting to attack people.	to fight off any unexpected nasties she might find living amid the trees	Animals have been known to come out of drains and might attack people/pets.	to defend herself against whatever might come slithering up the drain	It's very practical to carry a life-jacket with her if she is worried about falling in the river.	never ventured outside without an inflatable life jacket	She used the same thing for two very different uses.	on its days off, doubled as a hot water bottle	She is reading a very practical book.	Knots and Their Uses, by S. G. Twitchell	She wasn't worried by her parents' absence and got her book out to read while she waited for them.	glad to have a few moments of quiet reading time	She read to the end of her chapter and carefully put in a bookmark before reading the letter.	finish right to the end of the chapter / She fished around for her bookmark and slid it carefully into place.	
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**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>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"> <li>a wide range of sentences used accurately, with some evidence of them being manipulated effectively for narrative effect</li> <li>detail and shades of meaning conveyed through the grammatical structure of sentences e.g., controlling the order of clauses in complex sentences.</li> <li>Formal and/or informal register is used appropriately and consistently if relevant e.g., depending on the target audience.</li> </ul> <p>Punctuation is accurate and used to enhance meaning, for example:</p> <ul style="list-style-type: none"> <li>commas, ellipses, colons, semi-colons, dashes and hyphens.</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>Content is suitable for the intended audience.</p> <p>Features of the relevant genre, if appropriate, are clearly established.</p> <p>Narrative viewpoint is clear with an individual style and generally engages the reader's interest throughout.</p> <p>Some characters are developed and well-portrayed with the use of a distinctive voice.</p> <p>May begin to add structural and literary features in parts of the text.</p>	<p>The response is relevant using vocabulary, accurately, for the purpose / genre.</p> <p>Uses language precisely to clarify and extend meaning.</p> <p>Some combinations of structural, linguistic and literary features to create a specific effect.</p>	<p>The text is well-organised and uses a range of organisational features to build up the narrative.</p> <p>Events are logically sequenced though there may be some inconsistencies</p> <p>Clear, well-organised paragraphs are used appropriately to structure the narrative and help the pace of the story.</p> <p>A range of sentence openings and connectives are used appropriately to clarify or emphasise narrative detail.</p>	<p>Grammatical structures are generally accurate throughout the text. For example:</p> <ul style="list-style-type: none"> <li>a range of sentence types are used to support the text type.</li> <li>Some detail and shades of meaning through the grammatical structure of sentences, e.g., controlling the order of clauses in complex sentences.</li> <li>Formal and/or informal register is generally used appropriately if relevant i.e. depending on the target audience.</li> </ul> <p>Punctuation is mostly accurate and sometimes used to enhance meaning. For example:</p> <ul style="list-style-type: none"> <li>commas, ellipses, colons, semi-colons, dashes and hyphens.</li> </ul>	<p>Spelling is generally correct throughout.</p> <p>There may occasional be phonetically plausible attempts at complex words.</p> <p>Correct spelling of nearly 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 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"> <li>• some range of sentence types for narrative effect.</li> <li>• some complex sentences attempted to create detail and convey shades of meaning.</li> <li>• Formal and/or informal register is attempted if relevant e.g., depending on target audience</li> </ul> <p>Punctuation is generally accurate and may sometimes be used for effect. e.g.,</p> <ul style="list-style-type: none"> <li>• commas, semi-colons, dashes and hyphens</li> <li>• There may be evidence of comma splicing.</li> </ul> <p><b>Note:</b> 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 <b>not</b> 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"> <li>subject and verb generally agree</li> <li>past and present tense verbs are generally consistent.</li> <li>a mix of simple and some compound sentences used accurately for narrative effect</li> <li>some complex sentences may be attempted to expand detail but not always successfully.</li> <li>formal and/or informal register may be attempted if relevant e.g., depending on target audience but not consistently.</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><b>Note:</b> learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English.</i></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
[0]	[0]	[0]	[0]	[0]