English

Stage 6

Paper 1 Non-fiction

2025

Cambridge Primary Progression Test

Mark Scheme

Section A: Reading

Question	Answer	Marks
1(a)	Award **1 mark** for: • intense fascination.	**1**
1(b)	Award **1 mark** for: • He had a sense of amazement.	**1**

Question	Answer	Marks
2(a)	Award **1 mark** for: • stunning. Do not accept: incredibly or beautiful	**1**
2(b)	Award **1 mark** for the effect and **1 mark** for the corresponding quotation: <table><tr><th>Effect</th><th>Quotation</th></tr><tr><td>It makes the writing less formal</td><td rowspan="2">so incredibly beautiful / when you look a bit closer</td></tr><tr><td>It brings us into the present</td></tr><tr><td>It introduces a more personal/friendly tone</td><td rowspan="2">you can understand why / when you look a bit closer</td></tr><tr><td>It helps us understand him/Bentley more</td></tr></table>	**2**

Question	Answer	Marks
3	Award **1 mark** for: • they / the snowflakes melted too quickly / they melted before he could draw them Award **1 mark** for: • photos were quicker (so he was able to record the patterns / photograph his first snowflake).	**2**

Question	Answer	Marks
4(a)	Award **1 mark** for: • because the writer is describing repeated / habitual actions (in the past).	**1**
4(b)	Award **1 mark** for each of the following: • preparing to take pictures of snowflakes • collecting information about snowflakes.	**2**

Question	Answer	Marks
5(a)	Award **1 mark** for: • masterpiece of design.	**1**
5(b)	Award **1 mark** for: • unique.	**1**
5(c)	Award **1 mark** for: • tradition.	**1**

Question	Answer	Marks
6(a)	Award **1 mark** for: • In the first sentence: a comma is used to separate items in a list. Award **1 mark** for: • In the second sentence: commas are used like brackets / to introduce additional information / to separate a clause/phrase. Accept: after an adverbial phrase of time	**2**
6(b)	Award **1 mark** for each of the following: • photo • micro.	**2**
6(c)	Award **1 mark** for: • He died (from getting too cold / pneumonia) after walking through a snowstorm. Do not accept: He died of pneumonia	**1**

Question	Answer	Marks
7	Award **1 mark** for each of the following, up to a maximum of **3 marks**: • They are not in time sequence / chronological order (with the other paragraphs). • They are about the album / the photographs / the museum / they are not about Snowflake Bentley. • They are about the present / they are not about the past.	**3**

Question	Answer	Marks
8	Award **1 mark** for any of the following reasons, up to a maximum of **2 marks**, and **1 mark** for any corresponding quotation, up to a maximum of **4 marks**:	**4**

Reason	Quotation
He was able to see their patterns in (more) detail.	his mother … gave him a microscope
He was able to take pictures of them / make records of their patterns.	His father later gave him a camera
He was doing something no one else had ever done before.	the world's first photographic images of snowflakes / he photographed his first snowflake on 15 January 1885
There was a lot of snow where he lived / he had plenty of opportunities to study snow.	Bentley would get upset if he missed a snowstorm (and the opportunity to get more snow crystals for his collection) / whenever a snowstorm arrived he would capture snowflakes
He enjoyed the science / using the equipment.	He would examine the snowflakes with a magnifying glass / uncover the secrets of snow (through methodical persistence) / gave him a camera, which he was able to attach to the microscope. After much experimentation

Accept

He thought they were beautiful/amazing/unique	which he described as 'tiny miracles of beauty'

Accept any other appropriate reason supported by a matching quotation.

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]**
Writing is developed so that features of the text type are clearly established. Content and language is used for a specified audience. A clear, consistent relationship between writer and reader is established and maintained throughout the text.		Development of idea(s) is/are managed throughout an extended piece of writing, e.g., linking end to beginning. Well-organised ideas in paragraphs and/or sections support overall cohesion and shaping of a text. Chronological or logical links between paragraphs help the development of ideas. Cohesion within and between paragraphs is achieved using devices such as connectives, e.g., time connectives used to support content.	Overall grammar and use of English is appropriate for the text type. For example: • A variety of simple, compound and complex sentences are chosen for effect. • Relative pronouns may provide detail. Punctuation is used accurately: • to clarify meaning in complex sentences. • All speech punctuation, reported and direct, is correct.	
[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)
Relevant material has ideas and content with detail developed. Main features of the text type are clear. Consistent viewpoint well-presented and justified. i.e. detail sustains interest with writer's style / personal response emphasises particular points.	Material is wholly relevant using a specialised vocabulary accurately for the purpose / text type. Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest.	Content is organised so that ideas are developed cohesively and logically throughout most of a piece of sustained writing. Paragraphs and sections are organised to achieve an appropriate effect for the text type, where included sentences add clarity to overall text. Some use of organisational devices such as bullets, numbered lists.	Grammar is almost always accurate throughout the text. For example: • simple, compound and complex sentences; multi-clause sentences combine simple sentences and/or re-order clauses. • modal verbs. • pronouns and possessive pronouns used accurately. • adjectives and adverbs used correctly (comparative/superlative). Punctuation is used accurately to: • demarcate sentences and for direct speech. • Use of apostrophes is accurate. • Commas are always used in lists and often to mark clauses in complex sentences.	Spell words with different suffixes that sound the same, -tion, -cian. Spell familiar homophones and commonly confused words correctly, e.g., aloud, allowed, desert, dessert. Spell a range of words, both regular and exception words correctly, including words where similar consonant sounds vary, e.g. -ck, -k, -ch, -que,-k.
[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)
A relevant response with well-chosen ideas and content. Some ideas and material are developed in detail. Purpose of writing is clear and appropriate to the given text type where features are clearly evident. A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience	Specialised vocabulary is used that is suitable for the text type. Good attempts to use synonyms for shades of meaning.	Paragraphs / sections are evident with related points grouped together consistently and/ or linked by time sequence. Good attempts to sequence relevant ideas logically. Cohesion between paragraphs /sections is achieved using devices such as simple connectives to establish links.	Uses an increasing range of sentence types accurately, including good attempts at complex structures. Use of expanded phrases to develop ideas. For example: • noun, adverbial, adjectival, and verb phrases • with a range of connectives. Past, present and future verb forms used accurately. Punctuation is used consistently and accurately • to demarcate sentences. • Direct speech punctuation includes other punctuation alongside speech marks. (*Errors may occur where structures are ambitious.*) • Apostrophes correct for possession (sing./plural) • Commas are always used in lists and often to clarify meaning in sentences. **Note:** *if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here.*	Correct spelling of words with less common letter strings that are pronounced differently., e.g., pour, hour, piece, pie. Some successful attempts to spell exceptions to known spelling rules. Correctly spell words with silent vowels and syllables in a range of polysyllabic words, e.g., library, interest. Spell common homonyms correctly, e.g., wave (gesture), wave (sea). Spell words with a wide range of prefixes and suffixes, including opposites (un-,im-) correctly. Spell words with double consonants correctly.
[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)
Some material included that elaborates on basic information. Some elements of the text type can be seen; *a maximum of 1 mark can be awarded if **not** the given text type.*	Vocabulary is often well-chosen to convey meaning matched to the text type.	Structure is clear using paragraphs /sections with some good attempts to organise the content.	Some simple sentence structures are used successfully. Some correct use of punctuation, such as full stops and capital letters. ***Note**: do **not** discriminate if learners write with good English but there are punctuation errors. If ambitious structures are used, begin marking at 2–3 marks, provided there is variation in sentence openings.*	Spelling of all high frequency words and common polysyllabic words, including compound words, is correct. Spelling of words with common letter strings, but different pronunciations is correct, e.g., through, tough. Spelling of a range of common prefixes and suffixes is correct. Spelling of common homophones is correct. Some correct spelling of long and short vowel phonemes. Spelling of plurals is usually correct, e.g. -s, -es, -y/ies, and -f/ves.
[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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