Cambridge Lower Secondary Sample Test

For use with curriculum published in September 2020

English Paper 1
Mark Scheme

Stage 9

Section A: Reading

Question	Answer	Marks
1	**What literary technique is the title an example of?** **Tick (✓) one box.** Award **1 mark** for • rhyme	**1**

Question	Answer	Marks
2	**Give one word from the first paragraph (lines 1–4) that means 'show'.** Award **1 mark** for: • depict	**1**

Question	Answer	Marks
Look at the second paragraph (lines 5–11).		
3(a)	**In the second sentence, the words, *To attract the bees...* link the first and second sentences. What kind of connective is this?** **Tick (✓) one box.** Award **1 mark** for: • an explanation	**1**
3(b)	**Why does the writer use semicolons (;)?** **Tick (✓) one box.** Award **1 mark** for: • to separate items on a list	**1**

Question	Answer	Marks
Look at the third paragraph (lines 12–19).		
4(a)	**Give <u>one</u> example of scientific language.** Award **1 mark** for: • minerals • proteins • amino acids • temperature • evaporate • cell • propolis • ferment	**1**
4(b)	**Give <u>one</u> example of a passive verb form.** Award **1 mark** for: • is stored • is reduced	**1**
4(c)	**Give <u>one</u> word that means 'food'.** Award **1 mark** for: • nourishment	**1**

Question	Answer	Marks
5	**What idea links the end of the third and the beginning of the fourth paragraph?** Award **1 mark** for: • the sealed cell or propolis	**1**

Question	Answer	Marks
6	**Why do you think beekeepers want to produce organic honey?** Award **1 mark** for: • They can earn more money	**1**

Question	Answer	Marks
7	**Give <u>one</u> word that means 'increased' (lines 25–29).** Award **1 mark** for: • skyrocketed	**1**

Question	Answer	Marks
8	**Beekeepers sell honey.** **What other ways can they earn money from keeping bees? Give <u>one</u> way.** Award **1 mark** for: • selling beeswax • selling pollen • selling propolis	**1**

Question	Answer	Marks
9	**Give <u>two</u> structural features of an information text that can be found in <u>Text A</u>.** Award **1 mark** for each of the following up to a maximum of **2 marks**: • The text has an introductory paragraph • The writer uses subheadings • Has organized ideas into separate paragraphs • It is written in the third person • It uses topic sentences • It is written in a formal style	**2**

Question	Answer	Marks
10	**What is the viewpoint in <u>Text B</u>?** Award **1 mark** for: • first person	**1**

Question	Answer	Marks
11	**How do you think the writer feels about keeping bees?** **Tick (✓) one box.** Award **1 mark** for: • enthusiastic	**1**

Question	Answer	Marks
12	**Do you think that making the hives perfect is important to the writer? Give two reasons.** Award up to **2 marks** for: • No. What mattered was the fact that he made them by himself. • No. He did not mind that things were not perfect. • No. The hives still worked. • No. He produced honey all the same.	**2**

Question	Answer	Marks
13	**Why does the writer use an exclamation mark (!) in line 9?** Award **1 mark** for: • to show surprise / pride / amazement	**1**

Question	Answer	Marks
14	**Give two structural features of a persuasive text that can be found in Text B.** Award **1 mark** for each of the following up to a maximum of **2 marks**: • rhetorical questions • opinions • personal anecdotes • personal pronouns	**2**

Question	Answer	Marks
15(a)	**Your friend wants to start keeping bees. Write a list of the advantages and disadvantages of making your own beekeeping equipment.** Award **3 marks** for 7–8 correct points Award **2 marks** for 5–6 Award **1 mark** for 3–4 Award **0 marks** for 0–2	3

Advantages	Disadvantages
Example: Satisfaction of doing it yourself	
Gives you a better understanding of the parts	You have to be organised
Helps to recycle materials	It's hard work
Cheaper (because you can use scrap materials)	It might not be perfect / the boxes were the wrong size
Continuing a tradition of people working with their hands	The spring for the smoker bellows may be too weak (to puff out the smoke)

Question	Answer	Marks
15(b)	**Summarise the advantages and disadvantages of making beekeeping equipment for your friend. Use up to 40 words.** Making your own equipment is cheaper and more rewarding than buying from stores, even though it is harder work and the hives may not be perfect.	2

Section B: Writing

Question	Answer	Marks
16	**Imagine you have recently taken up an unusual hobby. Write an article for your school magazine to persuade others to do the same.** **You should consider:** **the language you will use to persuade your reader the presentation of your ideas.** **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 the 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.	**25**

	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]
The writer's attitude to the subject is well established and conveyed in a consistent style throughout which effectively sustains the reader's interest. Features and conventions of the relevant text type, when appropriate, are successfully manipulated for effect throughout. Structural, linguistic and literary features are used in combination to create specific effects. A logical viewpoint is established and sustained throughout. If relevant, multiple viewpoints are expressed clearly.		The response is well-organised using a wide range of organisational features accurately and effectively. Ideas are developed with chronological or logical links throughout the text from an effective introduction to a successful conclusion. Paragraphs are used successfully to structure the content. There is effective cohesion within and between paragraphs. An effective range of carefully chosen sentence openings and connectives are used are used appropriately to support content.	Grammar is used accurately throughout the text. For example, there is: • a wide range of sentence types manipulated and/or adapted for effect. • grammatical features are used effectively to contribute to the overall development of the text. • Consistent use of formal and/or informal register to enhance and emphasise meaning according to context, purpose and audience. Punctuation is accurate: • Use of a wide range of punctuation for effect. • Conventions of layout are always applied effectively and consistently e.g., bullet points.	
[4–5]		[6–7]	[6–7]	

Stage 9 Paper 1 Writing Mark Scheme for Progression tests

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
The writer's attitude to the subject is conveyed in a generally appropriate and consistent style, which mostly sustains the reader's interest. Main features and conventions of the text type are occasionally manipulated for effect. Some combinations of structural, linguistic and literary features to create a specific effect. A viewpoint is expressed clearly and sustained throughout. .	Material is wholly relevant using a specialised vocabulary mostly accurately for the purpose / text type. Conscious language choices are made, which shape the intended purpose and effect on the reader.	The overall response is presented clearly and is well-organised using a range of organisational features successfully. Ideas are developed with chronological or logical links throughout the text with a successful opening and closing. Paragraphs are used to help structure the text where the main idea is usually supported by following sentences. A range of sentence openings and connectives are used appropriately to support content.	Grammar is mostly accurate throughout the text. e.g., • Use a range of sentence types, manipulated and/or adapted for effect. • Use grammatical features to contribute to the overall development of the text. • Formal and/or informal register is generally used appropriately according to context, purpose and audience. Punctuation is mostly accurate: • Use a range of punctuation for effect. • Conventions of layout are applied consistently e.g., bullet points.	Spelling is usually correct throughout. (There may occasional be phonetically plausible attempts at complex words.) Correct spelling of most, not all, polysyllabic words, e.g., appear, information, probably, separate wondering/wandering, business, essentially, accommodation.
[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)
Content is suitable for the intended audience. Viewpoints are well-presented and consistent throughout. Uses relevant features consistently for a chosen purpose to clarify meaning. Content may use different characters and voices within the text when relevant. May begin to add structural and literary features in parts of the text.	Material is mostly relevant using a specialised vocabulary accurately for the purpose / text type. Mostly conscious language choices are made, which shape the intended purpose and effect on the reader.	The response is generally well-organised and attempts the use of some organisational features. Some attempt to sequence relevant ideas logically. Paragraphs / sections are evident, though not always consistently or appropriately, with related points grouped together or linked by time sequencers. Movement between paragraphs or sections, may be disjointed with a limited range of sentence openings and connectives.	Grammatical structures are generally accurate throughout the text, e.g., • Use of some range of sentence types to support the text type. • Some complex sentences may be attempted to create effect, such as using expanded verb phrases. • Some awareness of formal and/or informal register according to context, purpose and audience. Some range of punctuation: • commas, semi-colons, dashes and hyphens are used accurately to clarify meaning. • There may be evidence of comma splicing. ***Note***: *if punctuation is totally lacking and other descriptors met then give the lower mark here.*	Spelling of common and some less-common words, including polysyllabic and compound words, is generally accurate, e.g., friend, another, around, because, anything, something. Spelling of plurals and some past and present words is generally accurate, e.g., boxes, clothes, told, stopped, wanted.
[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 is relevant to the task. The writer's attitude to the subject inconsistently conveyed, with some attempt to engage the reader. Some elements of the text type can be seen; *a maximum of 1 mark can be awarded if **not** the correct text type.*	Some language choices are made, which shape the intended purpose and effect on the reader. Creates some effect by using a range of linguistic and literary techniques.	Some attempt to organise the overall text. Some basic sequencing of ideas in relation to the stimulus. Paragraphs / sections are evident with related points grouped together or linked by time sequence. Movement between paragraphs or sections, is disjointed with a very limited range of sentence openings and connectives.	Basic grammatical structures are generally correct, e.g., • subject and verb generally agree. Past and present tense of verbs generally consistent. • A mix of simple and some compound sentences used accurately. Some complex sentences may be attempted to expand detail but not always successfully. • Formal and/or informal register may be attempted but not consistently according to context, purpose and audience. Punctuation: • Demarcation of straightforward sentences is usually correct. • Commas are used in lists and occasionally to mark clauses. ***Note***: *learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English.*	Spelling of high frequency words is generally correct, e.g., their/there, when, were, what, some, etc.
[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]**