English

Stage 9

Paper 1 Non-fiction

2024

Cambridge Lower Secondary Progression Test

Mark Scheme

Section A: Reading

Question	Answer	Marks
1(a)	Award **1 mark** for: • (symbol of) athleticism.	**1**
1(b)	Award **1 mark** for: • The meaning of stride here is progress or development. Award **1 mark** for: • It is appropriate because stride is also the long step you take in running and the article is about running shoes.	**2**

Question	Answer	Marks
2	Award **1 mark** for: • donning.	**1**

Question	Answer	Marks
3(a)	Award **1 mark** for: • (The discovery of how to) bond/glue/stick canvas (uppers) to rubber soles.	**1**
3(b)	Award **1 mark** for: • to give extra information.	**1**
3(c)	Award **1 mark** for: The dashes make the information stand out more / provide emphasis.	**1**

Question	Answer	Marks
4(a)	Award **1 mark** for: • (shaped means) influenced/affected.	**1**
4(b)	Award **1 mark** for: • utilised.	**1**

Question	Answer	Marks
5	Award **1 mark** for: • It's an unofficial name given to them / a nickname.	**1**

Question	Answer	Marks
6(a)	Award **1 mark** for: • alliteration.	**1**
6(b)	Award **1 mark** for: • It gives unity / unifies the subheadings / gives cohesion to the text, consistency.	**1**

Question	Answer	Marks
7	Award **1 mark** for each of the following up to a total of **4 marks**: • idiom / 'all the rage' • colloquial language / 'coolness' • exclamation mark / '…shoes!' • capitalisation of a whole word / 'BIG' • personal pronoun / 'You would not believe…' • rhetorical questions / 'How does this work?' • conversation fillers / discourse markers / 'Well,…' • starting a sentence with And / 'And with good reason.' • contractions / '…you're British' • portmanteau/combining two words into one / made up / blended words 'sneakerheads', 'athleisure'. • slang / 'craze'	**4**

Question	Answer	Marks
8	Award **1 mark** for each appropriate quotation, up to a maximum of **3 marks**:	**3**

Section	Quotation
Your best foot forward	*fashionable objects of desire*
Comfort is king	(have moved from being niche products to) become coveted as fashionable objects
Contemporary to cool	(sneakers were) not only fashionable but became desirable status items / wearing them as fashion statements (made brightly coloured tracksuits and sneakers) all the rage
The commercialisation of cool	that they maintain cult status / sneakers retain their coolness as cultural icons / You would not believe the lengths people go to to get their hands on a pair of these rare shoes!

Question	Answer	Marks
9	Award **1 mark** for ideas that include: • The 1936 Olympics, Adidas, 1972, Nike. Award **1 mark** for ideas that are presented cohesively. Example answer: When Jesse Owens won four gold medals at the 1936 Olympics, the sneakers he wore, made by Adidas, became the most popular athletic shoe. At the 1972 Olympics, the U.S. athletes wore Nike's Cortez sneakers, which greatly increased their sales. (40 words)	**2**

Question	Answer	Marks
10	Award **1 mark** for a relevant reason and **1 mark** for an appropriate quotation that supports the reason, up to a maximum of **4 marks**: If 'yes' is ticked:	**4**

Reason	Evidence from text
Using the latest technology and developments in space science makes them the best possible design	Of course, innovations like these come at a cost
There's only a certain number produced, unique	limited editions
They are the most comfortable form of footwear	Comfort is king / along with the pursuit of comfort / prioritising comfort / air pumped into them to make them fit more snugly / pockets of gas were added to create better cushioning

If 'no' is ticked:

Hyped up / (artificially) inflated prices / too expensive	lucrative sneaker resale market / retail value of between US$190 and US$240 but are reselling for between US$1695 to US$6118
Only popular because someone famous has put their name to them	phenomenon boosted by celebrity endorsements.
Only made popular by *sneakerheads* because there is a limited number of them	release limited edition shoes
It's not worth all the effort to get them	You would not believe the lengths people go to to get their hands on a pair of these rare shoes!

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]**
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 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]**	

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 occasionally 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]**

BLANK PAGE