

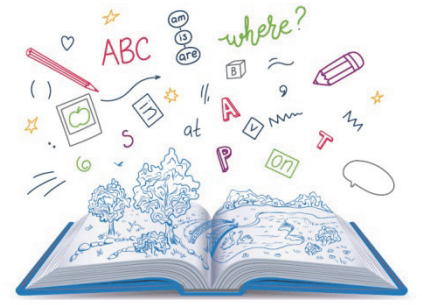
# English

Stage 4

Paper 1 Non-fiction

Cambridge Primary Progression Test

**Mark Scheme**



**2025**

Question	Answer	Marks
1(a)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• mostly.</li> </ul>	<b>1</b>
1(b)	Award <b>1 mark</b> for any of: <ul style="list-style-type: none"> <li>• The land was good for growing crops / near the rivers.</li> <li>• so they could become farmers / they didn't want to be hunters.</li> </ul>	<b>1</b>

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

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

Question	Answer	Marks
4(a)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• deciphered.</li> </ul>	<b>1</b>
4(b)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• (to separate items in / the writer is giving) a <u>list</u>.</li> </ul> <p>Accept any idea of a list or listing.</p>	<b>1</b>

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

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

Question	Answer	Marks
7(a)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• since.</li> </ul>	<b>1</b>
7(b)	Award <b>1 mark</b> for either: <ul style="list-style-type: none"> <li>• took</li> <li>• could.</li> </ul>	<b>1</b>

Question	Answer	Marks
8(a)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• (the) stem.</li> </ul>	<b>1</b>
8(b)	Award <b>1 mark</b> for either: <ul style="list-style-type: none"> <li>• linen</li> <li>• cloth.</li> </ul> <p>Accept: fabric/material</p>	<b>1</b>
8(c)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• mallet.</li> </ul>	<b>1</b>

Question	Answer	Marks
9	Award <b>1 mark</b> for each of the following: <ul style="list-style-type: none"> <li>• special</li> <li>• significant.</li> </ul>	<b>2</b>

Question	Answer	Marks
10	Award <b>1 mark</b> for each of the following: <ul style="list-style-type: none"> <li>• Both were written on clay.</li> <li>• Both needed specially trained writers.</li> </ul> <p><i>Boxes <b>two</b> and <b>four</b> should be ticked.</i></p>	<b>2</b>

Question	Answer	Marks
11	<p>Paragraph 1 the first people to use writing</p> <p>Paragraph 2 reasons people needed to write</p> <p>Paragraph 3 what the earliest writing looked like</p> <p>Paragraph 8 making papyrus paper</p> <p>Paragraph 9 understanding Ancient Egyptian writing</p> <p>Award <b>1 mark</b> for one correct answer.  Award <b>2 marks</b> for two correct answers.  Award <b>3 marks</b> for three correct answers.  Award <b>4 marks</b> for four or five correct answers.</p>	<b>4</b>

Question	Answer	Marks
12	<p>Award <b>1 mark</b> for each answer that conveys any of the following up to a maximum of <b>2 marks</b>:</p> <p>If 'Sumerian' is ticked:</p> <ul style="list-style-type: none"> <li>• I would like to try making / drawing / writing pictograms</li> <li>• I would like to try cuneiform because it was the first form of writing</li> <li>• I would like to try making wedge shapes using a stylus (on clay).</li> </ul> <p>If 'Egyptian' is ticked:</p> <ul style="list-style-type: none"> <li>• I would like to try writing on papyrus paper.</li> <li>• I would like to try writing hieroglyphs because they were beautiful.</li> </ul>	<b>2</b>

Question	Answer	Marks
13	<p>Award marks as follows:</p> <p>If 'Yes' is ticked:</p> <p>Award <b>1 mark</b> for any answer that conveys any of the following:</p> <ul style="list-style-type: none"><li>• They did not have to pay taxes.</li><li>• They did not have to join the army.</li><li>• Being a scribe was considered a good job (and only children from rich families could train as scribes).</li><li>• because I would like to be able to write beautifully.</li></ul> <p>Accept: only the children of the rich could train as scribes.</p> <p>If 'No' is ticked:</p> <p>Award <b>1 mark</b> for any one of:</p> <ul style="list-style-type: none"><li>• It took a long time to learn. / It took years of education and practice.</li><li>• The training was (very) hard/difficult.</li><li>• You had to start training when you were just a child. / The training started at the very young age of six or seven.</li><li>• Writing in hieroglyphics was so complicated.</li></ul>	<b>2</b>

### 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
<b>[Total 25]</b>	

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww)
<p><b>[5 marks]</b></p> <p>A relevant response with well-chosen ideas and content. Some ideas and material are developed in detail.</p> <p>Main features of the text type are evident.</p> <p>A straightforward viewpoint which is generally consistent and appropriate which shows an awareness of the audience.</p>	<p><b>[3 marks]</b></p>	<p><b>[7 marks]</b></p> <p>Paragraphs and sections are used consistently to organise ideas.</p> <p>Chronological or logical links between paragraphs help the development of ideas.</p> <p>Cohesion between paragraphs is achieved using devices such as connectives to establish links.</p>	<p><b>[7 marks]</b></p> <p>Grammar:</p> <p>Uses an increasing range of sentence types accurately.</p> <p>Use of expanded phrases to develop ideas. For example:</p> <ul style="list-style-type: none"> <li>• noun, adverbial, adjectival, and verb phrases</li> <li>• a range of connectives.</li> </ul> <p>Past, present and future verb forms are accurate.</p> <p>Punctuation is used consistently and accurately</p> <ul style="list-style-type: none"> <li>• to demarcate sentences.</li> <li>• Direct speech punctuation includes other punctuation alongside speech marks. (<i>Errors may occur where structures are ambitious.</i>)</li> <li>• Commas are always used in lists and often to clarify meaning in sentences.</li> <li>• Apostrophes correct for possession (sing./plural)</li> </ul>	<p><b>[3 marks]</b></p>
<p><b>[4-5]</b></p>		<p><b>[6-7]</b></p>	<p><b>[6-7]</b></p>	

Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)		
<p>A relevant response that elaborates on basic information with some development of essential detail.</p> <p>Writing for a given purpose is clear with main features of the text type clearly evident.</p> <p>Use of content and language in writing shows awareness of audience.</p>	<p>Specialised vocabulary is used that is suitable for the text type.</p> <p>Good attempts to use synonyms for overused words.</p>	<p>Structure is clear using paragraphs /sections with good attempts to organise the content.</p> <p>Ideas set out in a logical sequence, making relationships between them clear.</p> <p>Links between paragraphs/ sections to help the development of ideas are evident but may not be consistent.</p> <p>Organisational devices may be evident such as bullets, numbered lists.</p>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>Grammatically correct multi-clause sentences using a range of connectives.</li> <li>Sentence openings are varied, using language of time, place and manner.</li> <li>Subject and verb usually agree.</li> <li>Past and present tense of regular and common irregular verbs are used accurately and consistently throughout the text.</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>Full stops, question marks and exclamation marks are used correctly.</li> <li>Apostrophes of omission are correct.</li> <li>Correct use of speech marks around words spoken.</li> </ul>	<p>Spelling of words with common letter strings, but different pronunciations is correct, e.g., through, tough</p> <p>Spelling of a range of common prefixes and suffixes is correct.</p> <p>Spelling of common homophones is correct within their grammatical purpose, e.g., they're, their, there.</p> <p>Some correct spelling of long and short vowel phonemes.</p> <p>Spelling of plurals is usually correct, e.g. -s, -es,-y/ies, and -f/ves.</p>		<p>[3]</p> <p>[3]</p> <p>[4-5]</p> <p>[4-5]</p> <p>[3]</p>



Creation of texts (Wc)	Vocabulary and language (Wv)	Structure of texts (Ws)	Grammar and punctuation (Wg)	Word structure (Ww) (spelling)
<p>The response includes some attempt to elaborate on basic information.</p> <p>Some general elements of the text type are evident.</p> <p>The writer's attitude to the subject may be conveyed but shows a limited awareness of the reader.</p>	<p>Accurate use of vocabulary includes a variety of appropriate choices to convey meaning that is consistent and effective for the text type.</p> <p>Choice of words and phrases strengthen the impact of writing.</p>	<p>Paragraphs / sections are generally used to help organise and sequence ideas.</p> <p>Some attempt to sequence relevant ideas/sections logically.</p> <p>Within paragraphs / sections there are some links between sentences.</p>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>A mix of simple and compound sentences with some variation in sentence openings.</li> <li>Successful attempts at compound sentences use simple connectives to join clauses, e.g., and, but.</li> <li>Subject and verb agreement and tenses often agree.</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>Demarcation of straightforward sentences is usually correct.</li> <li><b>Note:</b> if punctuation is totally lacking <u>and</u> other descriptors met, then give the lower mark here.</li> </ul>	<p>Spelling of common inflections is usually accurate, e.g. -ing, -ed,</p> <p>Spelling of common regular and exception words, including polysyllabic and compound words, is generally accurate.</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)
Relevant material although some basic information may be inaccurate.  Some elements of the text type can be seen. (A <i>maximum of 1 mark can be awarded if <b>not</b> the given text type.</i> )	Some attempt to expand the general vocabulary to match the task with some word choices to create interest including some adventurous choices.  Vocabulary is simple and matched to the text type.	Ideas are in sections with an attempt to group related points together.	Some simple sentence structures are used successfully.  Some correct use of punctuation, such as full stops and capital letters.  <b>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.</b>	All simple high frequency words are spelt correctly, e.g., that, she, put.  Spelling of high frequency words is generally correct, e.g., their/there, when, were, what, some etc.  There may be some successful attempts to phonetically spell polysyllabic and compound words.
[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]