



# Cambridge Lower Secondary Checkpoint

CANDIDATE  
NAME

CENTRE  
NUMBER

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CANDIDATE  
NUMBER

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**ENGLISH**

**0861/01**

Paper 1 Non-fiction

**October 2025**

**1 hour 10 minutes**

You must answer on the question paper.

You will need: Insert (enclosed)

## INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.

## INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [ ].
- The insert contains the reading text.

This document has **8** pages.

**Section A: Reading**

*Spend 35 minutes on this section.*

Read the **text** in the insert, and answer Questions 1–10.

1 Look at the first paragraph (lines 2–6).

(a) Look at the first sentence.

Give **two** words that emphasise the speed and excitement of developments in car technology.

- .....
- .....

[2]

(b) In the first paragraph, the writer uses different grammatical features to emphasise the speed of development of the car industry.

Complete the table giving **three** examples from this paragraph. An example has been given.

Grammatical feature used for emphasis	Example from the text
Negative structure	<ul style="list-style-type: none"> <li>• <i>nowhere did it take off faster</i> .....</li> <li>• .....</li> </ul>
Repetition	<ul style="list-style-type: none"> <li>• .....</li> </ul>
Time adverbial	<ul style="list-style-type: none"> <li>• .....</li> </ul>

[3]

2 Look at the second paragraph (lines 7–9).

Look at the last **two** sentences.

Which **one** of the three adjectives (costly, unreliable, fearsome) is relevant to the observer’s remark?

..... [1]

3 Look at the third paragraph (lines 10–15).

Explain the connection between the first sentence and the rest of the paragraph.

.....  
 ..... [2]

- 4 Look at the fourth paragraph (lines 16–23).  
Choose **three** words from the box to complete a summary of this paragraph.  
Write the words in the gaps. There are three words you will not need.

At the beginning of the century, there was no infrastructure for cars in America and so hardly any ..... for having one. In the ....., drivers were lucky to find tracks, and even so they were often badly affected by the .....

automobile	countryside	reason	fuel	region	weather
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[3]

- 5 Look at the fifth paragraph (lines 24–29).
- (a) The members of Dr Jackson's team wore safety glasses.  
What does this tell the reader about the vehicle they were in?  
Tick (✓) **one** box.

It gave no protection against wind or dust.

It was capable of travelling at very high speeds.

It had an engine that created a lot of noise.

It was not possible to drive at nighttime.

[1]

- (b) What is the meaning of *back up* in the last sentence?  
Tick (✓) **one** box.

to get stuck

to go in reverse

to make a copy

to give support

[1]

- 6 Look at the sixth paragraph (lines 30–39).  
Look at lines 36–39.  
This is a verse from a song.  
What **two** features tell the reader this?

•

.....

•

.....

[2]

- 7 Look at the seventh paragraph (lines 40–42).  
What does the word *short-lived* tell the reader about the word *autobubbling*?

.....

[1]

- 8 Look at the eighth paragraph (lines 43–47).  
Which **two** sentences correctly summarise the information in this paragraph?  
Tick (✓) **two** boxes.

Ten million cars were produced in America between 1915 and 1920.

In some countries there were fewer cars than in some American states.

Just two states were responsible for producing all the cars in America.

More cars were being made in America than in the rest of the world.

In 1920, car-making became the largest industry in America.

[2]

9 Look at lines 48–59.  
If you were living in 1916, would you want to buy a car made by Henry Ford?  
Tick (✓) **one** box.

Yes

No

Find **two** quotations from the text to support your answer.  
Explain why each quotation supports your answer.

Quotation: .....

.....

Explanation: .....

.....

Quotation: .....

.....

Explanation: .....

.....

[4]

10 Look at the first, fourth, sixth and tenth paragraphs.  
The writer uses a pair of dashes ( – – ) in each of these four paragraphs.  
Match the pair of dashes in each paragraph with the reason for their use.  
An example has been done for you. There is one other reason you will not need to use.

Paragraph	Reason for use
<i>Paragraph 1</i>	to explain a word in the text
Paragraph 4	to introduce a different voice
Paragraph 6	<i>to give emphasis</i>
Paragraph 10	to add a new topic
	to present a list of examples

[3]

**Section B: Writing**

*Spend 35 minutes on this section.*

- 11** Cars are part of most people's lives nowadays – they are used for many different purposes, and people often have strong views for or against them.

Your teacher has asked you to write about 'Cars: for and against'.

You should write about:

- how cars play a part in your life
- why some people are for cars and others against
- what you think about cars, and why.

Use the space in the box below to plan your answer.

Do **not** use the space for your answer. You **must** write your answer on the answer lines on the next pages.

Space for your plan:



