

# Cambridge Primary Checkpoint

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**ENGLISH**

**0058/01**

Paper 1 Non-fiction

**April 2023**

MARK SCHEME

Maximum Mark: 50

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## **Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Markers were instructed to award marks. It does not indicate the details of the discussions that took place at a Markers' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the End of Series Report. Cambridge will not enter into discussions about these mark schemes.

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This document has **12** pages.

**Section A: Reading**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)	<p>Award <b>1 mark</b> for one of the following:</p> <ul style="list-style-type: none"> <li>(He uses) alliteration [accept any plausible spelling] / several words begin with the same letter / four words with the same sound</li> <li>He says, <i>You've got your <u>binoculars</u> and your <u>boots</u> and you're <u>buzzing to begin!</u></i> [Only accept if the b's are clearly identified (bold / underlined / circled)]</li> </ul> <p>Also <b>accept</b>: He employs the rule of three.</p> <p><b>Do not accept</b> hyperbole or metaphor.</p>	<b>1</b>
1(b)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>(A bird-watching holiday is a) fantastic way (to discover new birds.)</li> </ul> <p>Allow one copying error in the essential part.</p>	<b>1</b>
1(c)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>that</li> </ul> <p>Allow a longer quote only if the key word is clearly identified.</p>	<b>1</b>

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>(to) dive straight in</li> </ul> <p>Allow a longer quote only if the key phrase is clearly identified</p> <p>Allow one copying error.</p> <p><b>Do not accept</b> answers where 'straight' has been missed out.</p>	<b>1</b>

Question	Answer	Marks
3(a)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"><li>• a colon</li></ul> <p>Also <b>allow</b> <u>colons</u></p> <p><b>Do not allow</b> the mark drawn <u>on its own</u>. It is essential that candidates are able to name it.</p> <p><b>Do not accept</b> 'brackets' / 'a bracket'.</p>	<b>1</b>
3(b)	<p>Award <b>1 mark</b> for an answer that clearly indicates the idea of:</p> <ul style="list-style-type: none"><li>• moving fast/quickly/energetically</li></ul> <p>AND/OR</p> <p>Award <b>1 mark</b> for an answer that clearly indicates the idea of:</p> <ul style="list-style-type: none"><li>• moving from one <u>place/thing</u> to another</li></ul>	<b>2</b>

Question	Answer	Marks
4	<p><b>NB</b> – Reasons must refer to an appropriate <u>feeling</u> (as in the first bullet) or <u>birdwatching</u> (as in the second bullet), NOT general holiday destinations/activities, for example “Because I like travelling”</p> <p><b>NB</b> – the Reason <u>must</u> be credit-worthy to <i>potentially</i> gain a mark for the Evidence response, i.e. 0 for Reason MUST be 0 for Evidence. Answers with a credit-worthy Reason DO NOT automatically score for their Evidence.</p> <p><b>Also</b>, Reasons should have some of the candidates’ own words.</p> <p>If <u>one place</u> is ticked:</p> <p>REASON Award <b>1 mark</b> for an answer which suggests the idea of:</p> <ul style="list-style-type: none"> <li>• it’s more relaxing / less tiring</li> <li>or</li> <li>• it allows you to fully explore a single area and its birds</li> </ul> <p>EVIDENCE Award <b>1 mark</b> for matching evidence or <i>quote</i>, e.g:</p> <ul style="list-style-type: none"> <li>• Dashing about is too exhausting [key words from the text]</li> <li>• “a bird-watching holiday that is centred on one place where you can study the local birds in detail” [direct quote]</li> </ul> <p>If <u>many different places</u> is ticked:</p> <p>REASON Award <b>1 mark</b> for an answer which suggests the idea of:</p> <ul style="list-style-type: none"> <li>• it’s more exciting / thrilling</li> <li>or</li> <li>• it gives you more chance to find a wider variety of / more unusual birds</li> </ul> <p>EVIDENCE Award <b>1 mark</b> for matching evidence or <i>quote</i>, e.g:</p> <ul style="list-style-type: none"> <li>• “Dashing from one to the next can be exhilarating” [direct quote] *Please note, addition of ‘exhausting’ negates*</li> <li>• the tours help you see many different birds [paraphrase using key words from the text]</li> <li>• “This can mean visiting many different natural habitats” [direct quote]</li> </ul> <p>**If no box is ticked, the score MUST be 0 as we are unable to discern whether the choice links adequately to the Reason. In the same way, if both boxes are ticked (with neither clearly crossed out), the score will also be 0 **</p>	2

Question	Answer	Marks
5(a)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• Then again</li> </ul> Allow a longer quote only if the key phrase is clearly identified	<b>1</b>
5(b)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• an answer that clearly conveys the idea of <u>possibility</u></li> </ul> For example: 'it's not definite' / 'it's only a possibility' / 'to give an option'	<b>1</b>

Question	Answer	Marks
6	Award <b>1 mark</b> for each of the following up to a maximum of <b>2 marks</b> : <ul style="list-style-type: none"> <li>• (bold) (sub) headings / subtitles</li> <li>• (rhetorical) questions (and answers) / structured like conversation</li> <li>• short paragraphs</li> <li>• line breaks between paragraphs</li> <li>• use of glossary</li> </ul>	<b>2</b>

Question	Answer	Marks
7	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• specialist travel brochure</li> </ul> Box 2 should be ticked.  <b>Do not accept</b> answers where more than one box is ticked.	<b>1</b>

Question	Answer	Marks
8(a)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>still</li> </ul> <p><b>Do not accept</b> 'Despite'</p> <p>Allow a longer quote only if the key word is clearly identified.</p>	<b>1</b>
8(b)	Award <b>1 mark</b> for <b>one</b> of the following: <ul style="list-style-type: none"> <li>The opera is still performed nowadays. / It is information that is always true. / They are facts about the opera.</li> </ul> <p>Also <b>accept</b>:</p> <ul style="list-style-type: none"> <li>To describe what happens in the opera and/or its main character.</li> </ul>	<b>1</b>
8(c)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>just</li> </ul> <p>Allow a longer quote only if the key word is clearly identified</p>	<b>1</b>

Question	Answer	Marks
9(a)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>to add a detail</li> </ul> <p>Box 1 should be ticked.</p> <p><b>Do not accept</b> answers where more than one box is ticked.</p>	<b>1</b>
9(b)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>was whistled</li> </ul> <p><b>Do not allow</b> 'was' or 'whistled' <u>on its own</u> as this is insufficient.</p> <p>Allow a longer quote <b>only</b> if the key phrase is clearly identified</p> <p><b>Do not accept</b> 'was walking'</p>	<b>1</b>
9(c)	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>even</li> </ul> <p>Allow a longer quote <b>only</b> if the key word is clearly identified</p> <p><b>Do not allow</b> 'amazing'</p>	<b>1</b>

Question	Answer	Marks
10	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>musical birds</li> </ul> <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>writing music</li> </ul> <p>Boxes 3 and 4 should be ticked.</p> <p><b>Do not accept</b> answers where more than two boxes are ticked.</p>	<b>2</b>

Question	Answer	Marks
11(a)	<p>Award <b>1 mark</b> for <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>all over Europe</li> <li>near his home</li> </ul> <p>Allow a longer quote only if the key phrase is clearly identified</p>	<b>1</b>
11(b)	<p>Award <b>1 mark</b> for <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>As a child</li> <li>When he was (twenty-five)</li> </ul> <p>Allow a longer quote <b>only</b> if the key phrase is clearly identified</p> <p><b>Do not accept</b> 'One day'</p>	<b>1</b>

Question	Answer	Marks
12	<p>Award <b>1 mark</b> for <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>(It talks about) a (famous/real) person's (real) life</li> <li>(Important) dates/ages (in a person's life)</li> <li>(Events in) <u>chronological</u> order</li> <li>Third person (voice) (narrative)</li> <li>(Mostly written in) past tense</li> <li>Facts about a person / about their life</li> </ul> <p>The answer needs to refer to generic features of a biography that are used in Text B.</p> <p><b>Do not allow</b> specific mentions of Mozart <u>on their own</u> – there <b>MUST</b> be a generic feature given.</p> <p><b>Do not allow</b> 'facts' <u>on its own</u>.</p>	<b>1</b>

**Section B: Writing**

Question	Answer	Marks
<p><b>Notes to markers</b></p> <ul style="list-style-type: none"> <li>• Use the marking grids on the following pages.</li> <li>• Marking should always begin from the lowest mark in each column and work upward.</li> <li>• 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.</li> <li>• The lower mark within a box should be given if some the criteria have been met but not all.</li> </ul> <p>Note on extent: Award <b>0 marks</b> where the performance fails to meet the lowest criteria. Award <b>0 marks</b> for 20 words or fewer. Award a maximum of <b>7 marks</b> 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.</p>		
13	Creation of texts (Wc)	<b>5</b>
	Vocabulary and Language (Wv)	<b>3</b>
	Structure of texts (Ws)	<b>7</b>
	Grammar and punctuation (Wg)	<b>7</b>
	Word structure [Spelling] (Ww)	<b>3</b>
		<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>Content is clearly aimed at a target audience with a good balance of coverage.</p> <p>Writing is well developed so that features of the text type are used consistently and successfully <b>e.g., ambitious features of persuasive writing</b></p> <p>A clear, consistent relationship between writer and reader is established and maintained throughout the text.</p>	<p><b>[3 marks]</b></p>	<p><b>[7 marks]</b></p> <p>Development of ideas is managed throughout an extended piece of writing, <b>e.g., linking end to beginning.</b></p> <p>Well-organised ideas in paragraphs and/or sections support overall cohesion and shaping of a text.</p> <p>Logical links between paragraphs help the development of ideas.</p> <p>Cohesion within and between paragraphs is achieved using devices such as connectives, <b>e.g., In addition, Moreover, Furthermore, Alternatively</b></p>	<p><b>[7 marks]</b></p> <p>Overall grammar and use of English is fully <u>appropriate for the text type</u>.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• A variety of simple, compound and complex sentences are chosen for effect.</li> <li>• Relative pronouns may provide detail.</li> </ul> <p>Punctuation is used accurately, e.g.:</p> <ul style="list-style-type: none"> <li>• to clarify meaning in complex sentences.</li> <li>• (All speech punctuation, reported and direct, is correct).</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>Relevant material has ideas and content with detail developed.</p> <p>Features of the text type are clear throughout <b>e.g., features of persuasive writing.</b></p> <p>Consistent viewpoint with detail that sustains interest with writer's style / personal response which emphasises particular points.</p>	<p>Language is wholly relevant to the text type and purpose.</p> <p>Specialised vocabulary is used well, for effect, throughout the text, <b>e.g rhetorical questions, imperatives.</b></p> <p>Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest. <b>e.g., language which is talking directly to the reader.</b></p>	<p>Content is organised so that ideas are developed cohesively and logically throughout a piece of sustained writing.</p> <p>Paragraphs/sections are organised to achieve an <u>appropriate effect for the specified text type</u>, where included sentences add clarity to overall text.</p> <p>(There may be some use of organisational devices such as bullets, numbered lists, Q&amp;A style.)</p>	<p>Grammar is almost always accurate throughout the text.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• simple, compound and complex sentences;</li> <li>• multi-clause sentences combine simple sentences and/or re-order clauses.</li> <li>• modal verbs.</li> <li>• pronouns and possessive pronouns used accurately.</li> <li>• adjectives and adverbs used correctly (comparative/ superlative) <ul style="list-style-type: none"> <li>• use of prepositions</li> </ul> </li> </ul> <p>Punctuation is used accurately to: e.g.</p> <ul style="list-style-type: none"> <li>• demarcate sentences (and for direct speech).</li> <li>• Commas are always used in lists and often to mark clauses in complex sentences.</li> <li>• Use of apostrophes is accurate.</li> </ul>	<p>Examples:</p> <p>Spell words with different suffixes that sound the same, -tion, -cian.</p> <p>Spell familiar homophones and commonly confused words correctly, <b>e.g., aloud, allowed, desert, dessert.</b></p> <p>Spell a wide range of words, both regular and exception words correctly, including words where similar consonant sounds vary, <b>e.g. -ck, -k, -ch, -que, -k.</b></p>
<b>[3]</b>	<b>[3]</b>	<b>[4-5]</b>	<b>[4-5]</b>	<b>[3]</b>

Creation of texts (Wc)	Vocabulary and Language (Wv)	Structure of texts (Ws)	Grammar and Punctuation (Wg)	Word structure (Ww) (Spelling)
<p>A relevant response with well-chosen ideas and content. Some ideas and material are developed.</p> <p>Purpose of writing is clear and appropriate to the given text type where some features are evident, <b>e.g., some features of persuasive writing</b></p> <p>A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience.</p>	<p>Appropriate vocabulary is used that is suitable for the <u>specified</u> text type. <b>e.g., strong verbs/adjectives</b></p> <p>Good attempts to use persuasive elements (word/tone/phrases) <b>e.g. superlatives</b></p>	<p>Paragraphs / sections are evident with related points grouped together (and/or linked by time sequence)</p> <p>Some attempts to sequence relevant ideas logically <b>i.e. to the activity centre OR to a persuasive text</b></p> <p>Cohesion between paragraphs /sections is achieved using devices such as simple connectives to establish links.</p> <p><b>If either the context or text type is incorrect, the maximum is 3.</b></p>	<p>Uses an increasing range of sentence types accurately, and may include attempts at complex structures.</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>with a range of connectives.</li> </ul> <p>Verb forms are generally used accurately, <b>i.e. subject matches verb, consistency of tense, use of singular and plural</b></p> <p>Punctuation is used consistently and accurately, e.g.</p> <ul style="list-style-type: none"> <li>To demarcate sentences.</li> <li>Commas are always used in lists and sometimes to clarify meaning in sentences.</li> <li>Apostrophes correct for possession (sing./plural)</li> <li>(Direct speech punctuation includes other punctuation alongside speech marks.)</li> </ul> <p><b>Note: if punctuation is totally lacking and other descriptors met then give the lower mark here.</b></p>	<p>Examples:</p> <p>Correct spelling of words with less common letter strings that are pronounced differently., <b>e.g., pour, hour, piece, pie.</b></p> <p>Some successful attempts to spell exceptions to known spelling rules.</p> <p>Correctly spell words with silent vowels and syllables in a range of polysyllabic words, <b>e.g., library, interest.</b></p> <p>Spell common homonyms correctly, <b>e.g., wave (gesture), wave (sea).</b></p> <p>Spell words with a wide range of prefixes and suffixes, including opposites (un-,im-) correctly.</p> <p>Spell words with double consonants correctly.</p>
[2]	[2]	[2-3]	[2-3]	[2]

