



# **Cambridge Primary Checkpoint**

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**ENGLISH**

**0058/01**

Paper 1 Non-fiction

**April 2024**

**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 **14** pages.

**Section A: Reading**

Question	Answer	Marks
1	<p>Award <b>1 mark</b> for any answer that conveys one of the following meanings:</p> <ul style="list-style-type: none"> <li>• to engage/interest the reader/us</li> <li>• to arouse our / the reader's interest</li> <li>• to make the reader/us want to continue reading</li> <li>• to grab our / the reader's attention / to attract the reader / us</li> <li>• It's a hook / To hook the reader / us</li> </ul> <p><b>Do not accept</b></p> <ul style="list-style-type: none"> <li>– to introduce the writing/topic</li> <li>– It's a rhetorical question – on its own</li> <li>– It makes it interesting</li> <li>– To make you think – on its own</li> </ul>	1

Question	Answer	Marks
2	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• (but) times were extremely tough (and)</li> </ul> <p><b>Allow</b> spelling/copying errors <i>which do not change the meaning of the sentence.</i>  <b>Do not allow</b> any additional words / omissions / word substitutions.</p>	1

Question	Answer	Marks
3(a)	<p>Award <b>1 mark</b> for any of the following:</p> <ul style="list-style-type: none"> <li>• Ole's creation made his sons (so) happy.</li> <li>• (They convinced him) he should make toys for a living.</li> <li>• (In his free time) he began crafting and making wooden toys (for his children) – reversal of 'crafting' and 'making' is acceptable</li> <li>• 'Ole's creation... for a living' – the whole sentence is acceptable.</li> </ul> <p><b>Allow</b> spelling/copying errors <i>which do not change the meaning of the sentence.</i>  <b>Do not allow</b> any additional words / omissions / word substitutions.</p> <p><b>Do not allow</b> 'He used wood from ... business'.</p>	1

Question	Answer	Marks								
3(b)	<p>As per the General Guidance, candidates MUST have ticked one box before marking can commence.</p> <p>Award <b>1 mark</b> for one of the following explanations <u>which must include candidates' own word(s)</u>.</p> <p>Award <b>1 mark</b> for a matching quotation. The quotation <b>must</b> support the explanation.</p> <p>**If the Explanation doesn't contain any own words / is too derivative, then 0 must be awarded. <i>However</i>, the Quote may still score if it supports the idea demonstrated in the Exp. as this is not technically incorrect but isn't worded accurately.**</p> <p>If 'Yes' is ticked:</p> <table border="1"> <thead> <tr> <th>Explanation</th><th>Quotation</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Ole's/His wife (had) died</li> <li>Ole/He had to take care of his children <u>alone</u></li> </ul> <p>(If Exp. contains reference to his wife dying <i>with</i> this option, then 'alone' can be assumed)</p> </td><td> <ul style="list-style-type: none"> <li>Ole's wife passed away</li> <li>Ole was tasked with looking after his four sons alone</li> <li>he knew he had to provide for them</li> </ul> </td></tr> </tbody> </table> <p><b>Do not allow</b> explanations which refer to Paragraph 2 <u>on their own</u>. These are neutral with an appropriate explanation.</p> <p><b>Do not allow</b> explanations from any other paragraphs. These negate.</p> <p><b>NB</b> As the question clearly states the quote <b>MUST</b> be from the 3rd paragraph, quotes from other paragraphs negate.</p> <p>If 'No' is ticked:</p> <table border="1"> <thead> <tr> <th>Explanation</th><th>Quotation</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>he had four children</li> <li>he began making toys in his free time (which made his sons happy)</li> <li>his hobby became a business</li> </ul> </td><td> <ul style="list-style-type: none"> <li>his four sons</li> <li>in his free time, he began crafting and making wooden toys for his children / Ole's creation made his sons happy</li> <li>they convinced him he should make toys for a living / (He used the leftover wood from his carpentry business, and) never looked back</li> </ul> </td></tr> </tbody> </table> <p><b>Allow</b> spelling/copying errors <i>which do not change the meaning of the sentence</i>.  <b>Do not allow</b> any additional words / omissions / word substitutions.</p>	Explanation	Quotation	<ul style="list-style-type: none"> <li>Ole's/His wife (had) died</li> <li>Ole/He had to take care of his children <u>alone</u></li> </ul> <p>(If Exp. contains reference to his wife dying <i>with</i> this option, then 'alone' can be assumed)</p>	<ul style="list-style-type: none"> <li>Ole's wife passed away</li> <li>Ole was tasked with looking after his four sons alone</li> <li>he knew he had to provide for them</li> </ul>	Explanation	Quotation	<ul style="list-style-type: none"> <li>he had four children</li> <li>he began making toys in his free time (which made his sons happy)</li> <li>his hobby became a business</li> </ul>	<ul style="list-style-type: none"> <li>his four sons</li> <li>in his free time, he began crafting and making wooden toys for his children / Ole's creation made his sons happy</li> <li>they convinced him he should make toys for a living / (He used the leftover wood from his carpentry business, and) never looked back</li> </ul>	2
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Question	Answer	Marks
4(a)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>poor</li> </ul> <p><b>Allow</b> a short quote <u>only</u> if the key word is highlighted. <b>Do not allow</b> additional words.  <b>Allow</b> the response given as a full sentence, e.g. “The word is poor”.</p>	1
4(b)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>(an) invaluable support</li> </ul> <p><b>Allow</b> a short quote <u>only</u> if the key word is highlighted. <b>Do not allow</b> additional words.</p>	1
4(c)	<p>Award <b>1 mark</b> for any answer that conveys the following meaning:</p> <ul style="list-style-type: none"> <li>for emphasis</li> <li>(to show/tell us / the reader that) Ole’s business was (now) growing <b>quickly</b> / <b>increasingly</b> busy / <b>extremely</b> busy / “<b>way</b> busier” / “<b>more</b> busier” / <b>much</b> busier / it was <b>very</b> popular</li> </ul> <p>Answers should include a modifier (as indicated above) OR a sense of the business increasing <b>significantly</b>.</p> <p><b>Do not allow</b> ‘busy’ / ‘popular’ / ‘busier’ on their own.</p>	1
4(d)	<p>Award <b>1 mark</b> for any of the following:</p> <ul style="list-style-type: none"> <li>Ole/he was a kind / caring / understanding / considerate / loyal (man).</li> <li>Ole/he didn’t forget the people who had helped / been loyal to him.</li> <li>Ole/he liked to work with people he knew / he could rely/depend on / trust.</li> </ul> <p>A reason for this, e.g. ‘He’s kind because...’ is <b>not</b> necessary, but can be counted as neutral if given.</p> <p><b>Do not accept</b> answers which refer to his determination.</p>	1

Question	Answer	Marks
5	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>It was chosen because it describes the purpose of the product.</li> </ul> <p>Box 3 should be ticked.  <b>Award 0 marks</b> where more than one box has been ticked.</p>	1

Question	Answer	Marks
6(a)	<p>Award <b>2 marks</b> for an answer which clearly demonstrates the contrast OR explains <u>in some detail</u> the link between P5 and P6 (in terms of <u>something going wrong</u> – this is essential), e.g.</p> <ul style="list-style-type: none"> <li>• It creates a <u>contrast</u> between ‘It seemed nothing could go wrong’ and ‘This was not the case, though’.</li> <li>• The last sentence of the fifth paragraph states that nothing would go wrong / it was unlikely that something would go wrong. <u>But</u> the beginning of the sixth sentence shows it did.</li> </ul> <p>Award <b>1 mark</b> for an answer which simply states what each paragraph says without <u>greater explanation</u> or which makes a link <u>without</u> highlighting the contrast, e.g.</p> <ul style="list-style-type: none"> <li>• It says nothing could go wrong <i>and</i> something did / ‘This (is not the case)’ refers to what went wrong.</li> <li>• Paragraph 5 says nothing could go wrong. Paragraph 6 say ‘This is not the case’.</li> </ul>	2
6(b)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• devastated.</li> </ul> <p><b>Allow</b> a short quote <u>only</u> if the key word is highlighted. <b>Do not allow</b> additional words.  <b>Allow</b> the response given as a full sentence, e.g. “The word is devastated.”.</p>	1
6(c)	<p>Award <b>1 mark</b> for any of the following:</p> <ul style="list-style-type: none"> <li>• case</li> <li>• production</li> <li>• determination</li> <li>• disaster.</li> </ul> <p><b>Allow</b> a short quote <u>only</u> if the key word is highlighted. <b>Do not allow</b> additional words.  <b>Allow</b> the response given as a full sentence, e.g. “The word is ...”.</p>	1

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7(a)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• personification</li> <li>• metaphor.</li> </ul>	1
7(b)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• rapidly.</li> </ul> <p><b>Allow</b> a short quote <u>only</u> if the key word is highlighted. <b>Do not allow</b> additional words.  <b>Allow</b> the response given as a full sentence, e.g. “The word is rapidly.”.</p>	1

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8(a)	<p>Award <b>1 mark</b> for either of the following:</p> <ul style="list-style-type: none"> <li>• whose</li> <li>• which.</li> </ul> <p><b>Allow</b> a short quote <u>only</u> if the key word is highlighted. <b>Do not allow</b> additional words.  <b>Allow</b> the response given as a full sentence, e.g. “The word is ...”.</p>	1
8(b)	<p>Award <b>1 mark</b> for any of the following:</p> <ul style="list-style-type: none"> <li>• Older children can play with Lego (because it's smaller) <u>and</u> younger children can play with Duplo (because it's bigger).</li> <li>• To show that Duplo / the Duplo line is for children who are not old enough to play with Lego.</li> <li>• There are different sized bricks for different age groups.</li> </ul>	1

Question	Answer	Marks
9(a)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• present perfect passive</li> </ul> <p>Box 3 should be ticked.  Award <b>0 marks</b> where more than one box has been ticked.</p>	1
9(b)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• (LEGO / it has now been named) ‘Toy of the Century’ (twice)</li> </ul>	1

Question	Answer		Marks														
10(a)	Award <b>1 mark</b> for <b>one</b> correct answer, <b>2 marks</b> for <b>two</b> correct answers and <b>3 marks</b> for <b>three</b> or <b>four</b> correct answers:  <table><thead><tr><th>Heading</th><th>Paragraph</th></tr></thead><tbody><tr><td>A successful new brand</td><td>..... 5 .....</td></tr><tr><td>Adding new products for a different age group</td><td>..... 8 .....</td></tr><tr><td>The start of something</td><td>..... 3 ..... (do not mark: given example)</td></tr><tr><td>Working together</td><td>..... 4 .....</td></tr><tr><td>A useful toy</td><td>..... 7 ..... (do not mark: given example)</td></tr><tr><td>Recovering from a serious problem</td><td>..... 6 .....</td></tr></tbody></table>	Heading	Paragraph	A successful new brand	..... 5 .....	Adding new products for a different age group	..... 8 .....	The start of something	..... 3 ..... (do not mark: given example)	Working together	..... 4 .....	A useful toy	..... 7 ..... (do not mark: given example)	Recovering from a serious problem	..... 6 .....		<b>3</b>
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**Section B: Writing**

Question	Answer	Marks
<b>Notes to markers</b>		
<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 <b>row</b> and work <b>across</b>: <b>start from the left-hand side</b>.</li> <li>Award <b>0 marks</b> where the performance fails to meet the lowest criteria.</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 criteria have been met but not all.</li> </ul>		
<b>Note on extent:</b>		
11	Award <b>0 marks</b> for 20 words or fewer.	<b>5</b>
	Award a maximum of <b>7 marks</b> for responses of between 21 and 60 words.	<b>3</b>
	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.	<b>7</b>
		<b>7</b>
		<b>3</b>
		<b>[Total 25]</b>



<b>Creation of texts (Wc)</b> <b>[1]</b>	<b>Creation of texts (Wc)</b> <b>[2]</b>	<b>Creation of texts (Wc)</b> <b>[3]</b>	<b>Creation of texts (Wc)</b> <b>[4–5]</b>
<p>Some material included that elaborates on basic information. <i>i.e. content must be about a toy.</i></p> <p>OR</p> <p><u>Some</u> elements of the text type can be seen. <i>i.e. it is a review of something.</i></p> <p><i>A maximum of 1 mark can be awarded if not the given text type.</i></p>	<p>Content has <u>some</u> relevance to the stimulus, with a few different ideas explored, <i>e.g. toy features listed OR mention of when/where/how played with.</i></p> <p>Purpose of writing is clear and appropriate, <i>i.e. it is <u>mostly</u> a review, and includes some features of review, e.g. 1st person, past tense, opinion.</i></p> <p>A straightforward viewpoint which is <u>generally</u> consistent and appropriate for the purpose and the chosen audience.</p>	<p>Material which is <u>mostly</u> relevant to the stimulus, and has a wider variety of ideas/ content developed, <i>i.e. toy features described/ evaluated OR own experiences expanded upon.</i></p> <p>Features of the text type are clear throughout, <i>i.e. opinion clear from beginning, recommendation.</i></p> <p>Consistent viewpoint with detail that sustains interest with writer's style / personal response which emphasises particular points.</p>	<p>Material is <u>wholly</u> relevant to the stimulus.</p> <p>Content has a <u>good</u> balance of coverage, <i>i.e. relevant features chosen, specific personal experiences used to highlight these.</i></p> <p>Writing is well developed so that review features are used consistently and successfully, <i>i.e. factual and subjective used appropriately, alternative opinion/ negatives explored.</i></p> <p>A clear, consistent relationship between writer and reader is established and maintained throughout the text, <i>i.e. clearly aimed at peers/younger children.</i></p>



Vocabulary and Language (Wv)	Vocabulary and Language (Wv)	Vocabulary and Language (Wv)
[1]	[2]	[3]
<p>Sometimes uses appropriate vocabulary to convey meaning matched to the context. e.g. <i>some deliberate choices are evident (stimulus-specific OR particularly appropriate to chosen content/text type)</i></p>	<p>Appropriate vocabulary is used that is suitable for a review, i.e. <i>language of opinion, descriptive language</i>.  Examples could include good attempts to use superlatives/comparatives/strong adjectives to describe and evaluate in greater depth.</p>	<p>Language which is wholly relevant to a review of a toy is used throughout, <i>examples might include words such as 'suitable', 'function', 'durable'</i>  Specialised vocabulary, e.g. <i>relevant to the type of toy</i>, is used well in the text.  Words and phrases are used <u>for effect</u>, i.e. <i>chosen to convey mood and feeling</i>, so that the writing sustains the reader's interest, e.g. <i>the use of exaggeration</i>.</p>



Structure of texts (Ws)	Structure of texts (Ws)	Structure of texts (Ws)	Structure of texts (Ws)
[1]	[2-3]	[4-5]	[6-7]
<p><u>Some</u> attempts to organise the content. <i>i.e. distinct points obvious.</i></p> <p><i>If either the content or text type is incorrect, the maximum is 3. If neither is correct, the maximum is 2.</i></p>	<p>Sections are evident with related points grouped together <i>e.g. description of toy/key features or experiences of playing.</i></p> <p>There <u>may</u> be an introduction and/or conclusion.</p> <p>Some attempts to sequence relevant ideas <u>logically</u>, <i>i.e. with little repetition or overlap.</i></p> <p><u>Some</u> attempts to link sections is achieved using devices such as simple connectives.</p>	<p>Content which is relevant to the stimulus is organised so that ideas are <u>developed</u> logically throughout a piece of sustained writing, <i>e.g. there is a basic intro – 2 or more para.s/sections – and possibly a conclusion.</i></p> <p>Sections/paragraphs are organised and linked, where sentences add clarity/detail, <i>i.e. logical flow within sections/ paragraphs.</i></p> <p><i>Paragraphs must be attempted to gain 5 marks.</i></p> <p>(There may be some use of organisational devices such as bullets, numbered lists, Q&amp;A style.)</p>	<p>Development of ideas is managed throughout an <u>extended</u> piece of writing, <i>e.g. a factual intro – examples of personal experience – conclusion with recommendation.</i></p> <p>Well-organised ideas in paragraphs 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 a range of connectives.</p>

Grammar and Punctuation (Wg)	Grammar and Punctuation (Wg)	Grammar and Punctuation (Wg)	Grammar and Punctuation (Wg)
[1]	[2-3]	[4-5]	[6-7]
<p>Some simple sentence structures are used successfully.</p> <p><u>Some</u> correct use of punctuation, such as full stops and capital letters.</p> <p><b>Note:</b> <i>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.</i></p>	<p>Uses an increasing range of sentence types (simple and compound) <u>accurately</u> and may include attempts at complex structures.</p> <p><u>Some</u> examples of the 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>Verb forms are <u>generally</u> used accurately, <i>i.e. subject matches verb, consistency of tense, use of singular and plural.</i></p> <p>Punctuation is mostly used accurately:</p> <ul style="list-style-type: none"> <li>• To demarcate sentences (f/s and <u>possibly</u> exclamation marks, question marks)</li> <li>• Commas are always used in lists and <u>sometimes</u> to clarify meaning in sentences.</li> <li>• Apostrophes correct for possession (sing./plural)</li> </ul> <p><b>Note:</b> <i>if punctuation is totally lacking and other descriptors met then give the lower mark here.</i></p> <ul style="list-style-type: none"> <li>• (Direct speech punctuation includes other punctuation alongside speech marks.)</li> </ul>	<p>Examples of sentence types should include simple, compound <u>and</u> complex sentences.</p> <p>Grammar is almost always accurate throughout the text, including the use (where relevant) of:</p> <ul style="list-style-type: none"> <li>• modal verbs.</li> <li>• pronouns and possessive pronouns used accurately.</li> <li>• adjectives and adverbs used correctly (comparative/superlative)</li> <li>• use of prepositions</li> </ul> <p>Punctuation is used accurately to:</p> <ul style="list-style-type: none"> <li>• demarcate sentences.</li> <li>• Commas are always used in lists and <u>often</u> to mark clauses in complex sentences.</li> <li>• Use of apostrophes is accurate</li> </ul>	<p>Overall grammar and use of English is fully appropriate for the chosen text type.</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>• Re-ordering of clauses for effect.</li> <li>• Relative pronouns may provide detail.</li> </ul> <p>Punctuation is used accurately <u>and effectively</u>, e.g.:</p> <ul style="list-style-type: none"> <li>• to clarify meaning in complex sentences.</li> <li>• A wider range/greater variety of punctuation, e.g. use of more ambitious punctuation such as semi-colons, etc.</li> </ul> <p>(All speech punctuation, reported and direct, is correct).</p>



Word structure (Ww) (Spelling)	Word structure (Ww) (Spelling)	Word structure (Ww) (Spelling)
<p><b>[1]</b></p> <p>Spelling of all high frequency words and common polysyllabic words, including compound words, is correct.</p> <p>Correct spelling of (<u>for example</u>):</p> <ul style="list-style-type: none"> <li>• Spelling of words with common letter strings, but different pronunciations, e.g., <i>through, tough</i>.</li> <li>• Spelling of a range of common prefixes and suffixes, e.g. <i>unhappy, disagree, helpful, sadness</i></li> <li>• Spelling of common homophones, e.g. <i>there/they're/their</i></li> <li>• Some correct spelling of long and short vowel phonemes.</li> <li>• Spelling of plurals is usually correct, e.g. -s, -es, -y/ies, -f/ves</li> </ul>	<p><b>[2]</b></p> <p>Mostly correct spelling, including, <u>for example</u>:</p> <ul style="list-style-type: none"> <li>• Some successful attempts to spell <u>common</u> exceptions to known spelling rules, e.g. <i>receive</i></li> <li>• Spelling of well-known words with silent vowels and syllables in a range of polysyllabic words, e.g., <i>library, interest</i>.</li> <li>• Spelling of words with a wide range of prefixes and suffixes, including opposites (e.g. dis-, im-).</li> <li>• Spelling of words with double consonants correctly.</li> <li>• Spelling of words with less common letter strings that are pronounced differently., e.g., <i>pour, hour, piece, pie</i>.</li> <li>• Spelling of common homonyms correctly, e.g., <i>wave (gesture), wave (sea)</i>.</li> </ul>	<p><b>[3]</b></p> <p>Accurate spelling, including the spelling of a wide range of words, <u>for example</u> some use of:</p> <ul style="list-style-type: none"> <li>• less commonly used words, especially those relevant to the text type/content, e.g. <i>functionality, suitable, evaluate, durable, recommendation</i></li> <li>• frequently mis-spelt words, e.g. <i>necessary, fortunately, separately, definitely</i></li> </ul> <p>Other examples <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• Spelling of words with different suffixes that sound the same, -tion, -cian.</li> <li>• Spelling of familiar homophones and commonly confused words correctly, e.g., <i>aloud/allowed, desert/dessert</i>.</li> <li>• Spelling of words where similar consonant sounds vary, e.g. -ck, -k, -ch, -que, -k.</li> </ul>