



# Cambridge Primary Checkpoint

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**ENGLISH**

**0058/02**

Paper 2 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 **16** pages. Any blank pages are indicated.

**Section A: Reading**

Question	Answer	Marks
1(a)	<p>Award <b>1 mark</b> for:</p> <p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>it's part of a nickname / it's a name / his last name / surname</li> <li>it's a proper noun (that Louis gives himself / that Louis' friends give him)</li> </ul> <p><b>NB:</b> 'Louis' does not have to be specified.</p> <p><b>Also accept:</b></p> <ul style="list-style-type: none"> <li>Laugh is a name</li> <li>it's his full name</li> <li>part of somebody's name / name of a person / it's in the middle of a name</li> <li>it's a title</li> </ul> <p><b>Allow</b> 'it's a noun' as neutral IF given alongside a correct answer.</p> <p><b>Do not accept</b> answers similar to the following:</p> <ul style="list-style-type: none"> <li>he's describing himself / it's an adjective</li> <li>it's used in alliteration</li> <li>it's a pronoun / it's a noun (<i>needs to be 'proper' noun</i>)</li> <li>it says that Louis laughs a lot</li> </ul>	<b>1</b>
1(b)	<p>Award <b>1 mark</b> for <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>Am I ashamed of myself? (Totally. But I had no choice.)</li> <li>You see, I'm in an incredibly desperate situation.</li> <li>(No really ...) Just hear me out</li> </ul> <p>Allow the whole quote (Totally. You see... hear me out).</p> <p>Q1(c) continued on next page</p>	<b>1</b>

Question	Answer	Marks
1(c)	<p>Award <b>1 mark</b> for <b>one</b> of the following explanations:</p> <ul style="list-style-type: none"> <li>• He thought the lessons / they / the teacher / Mr Duncan / Dunky were (was) boring</li> <li>• He didn't find the lessons / the teacher / Mr Duncan / Dunky (very) interesting/exciting</li> </ul> <p><b>Do not accept:</b> he didn't like the lesson – insufficient</p> <p>Award <b>a further mark</b> for <b>one</b> of the following quotations:</p> <ul style="list-style-type: none"> <li>• (It was the last lesson of the day, physics.) Yawn!</li> <li>• (It was with Mr Duncan (known to all as Dunky).) Double yawn.</li> </ul> <p><b>Do not accept:</b> 'It was with Mr Duncan (known to all as Dunky)' on its own</p> <p><b>Also allow evidence from lines 12–13:</b></p> <p>Explanation: They (the lessons) made him feel sleepy/tired. Quotation: (Well, I was feeling) drowsier (and drowsier)</p> <p><b>Do not accept</b> answers which suggest he was sleepy/yawning which is why the lessons were boring: e.g. 'the lessons were boring because I/he was sleepy' (boredom comes first)</p>	<b>2</b>

Question	Answer	Marks
2(a)(i)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>tact</li> </ul> <p><b>Allow:</b> extra words where 'tact' is either <u>underlined</u> or in 'parentheses': e.g. But I knew this was a moment which required <u>tact</u>./'tact'.</p> <p><b>Do not accept</b> extra words without this clear indication.</p>	<b>1</b>
2(a)(ii)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>chortled (away)</li> </ul> <p><b>See note above about extra words.</b></p>	<b>1</b>
2(b)	<p>Award <b>1 mark</b> each for:</p> <ul style="list-style-type: none"> <li>(But he) wasn't listening</li> </ul> <p><b>See note above...</b></p>	<b>1</b>
2(c)	<p>Award <b>1 mark</b> each for:</p> <ul style="list-style-type: none"> <li>metaphor</li> <li>onomatopoeia</li> </ul> <p>Boxes 2 and 3 should be ticked. <b>Award 0 marks if more than TWO boxes ticked.</b></p>	<b>2</b>

Question	Answer	Marks
3(a)	<p>Award <b>1 mark</b> for any answer that conveys the following meaning:</p> <ul style="list-style-type: none"> <li>• The lesson passed/ended.</li> <li>• The rest of the lesson happened/finished.</li> <li>• The lesson continued</li> <li>• It was time for the children to go home</li> </ul> <p><b>Also allow:</b> some ‘own words’ that are with the correct answer provided they do not affect the sense of the answer:</p> <ul style="list-style-type: none"> <li>• The class ended (and Louis went to see Mr Dunky)</li> </ul>	<b>1</b>
3(b)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• smiling bravely</li> </ul> <p><b>Allow:</b> extra words where ‘smiling bravely’ is either <u>underlined</u> or in ‘parentheses’: e.g. ...I approached Dunky, <u>smiling bravely</u>. / ‘smiling bravely’.</p> <p><b>Do not accept</b> extra words without this clear indication.</p> <p><b>Also allow:</b> some ‘own words’ as neutral that are with the correct answer provided they do not affect the sense of the answer:</p> <ul style="list-style-type: none"> <li>• ‘the way he is smiling bravely’</li> <li>• ‘the phrase is smiling bravely’</li> </ul>	<b>1</b>
3(c)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• (the / his eyes) like two little raisins.</li> </ul> <p><b>See note above...</b></p> <p><b>Allow:</b> ‘e.g. ...the tiniest eyes you’ve ever seen – <u>like two little raisins</u> , glaring down at you.’ But no more than this.</p>	<b>1</b>
3(d)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• (I) gushed.</li> </ul> <p><b>See note above...</b></p>	<b>1</b>

Question	Answer	Marks
4	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>I would like to volunteer for an extra detention</li> </ul> <p>Box 1 should be ticked. <b>Award 0 marks if more than ONE box ticked.</b></p>	<b>1</b>

Question	Answer	Marks
5(a)	<p>Award <b>1 mark</b> for any answer that conveys the following meaning:</p> <ul style="list-style-type: none"> <li>He stops writing (his lines).</li> <li>He starts writing his / this diary / the story / his own things</li> <li>He has a short break / rest.</li> </ul> <p><b>Also accept:</b></p> <ul style="list-style-type: none"> <li><u>He stops</u> filling page after page with lines</li> <li>He stays in the class <i>-because he does!</i></li> </ul>	<b>1</b>
5(b)	<p>Award <b>1 mark</b> for any answer that conveys one of the following meanings:</p> <ul style="list-style-type: none"> <li>It creates drama / excitement / tension / suspense / (a sense of ) urgency / (a sense of) nervousness / (a sense of) panic</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>fear</li> <li>to give a surprise</li> <li>suspension</li> <li>'thrilled' on its own</li> <li>'intrigued'</li> </ul> <p><b>Also avoid vague answers:</b></p> <ul style="list-style-type: none"> <li>Wonder what's coming next.</li> <li>Keep the reader interested</li> </ul>	<b>1</b>

Question	Answer	Marks
6(a)	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>hardship</li> </ul> <p><b>Allow:</b> extra words where 'hardship' is either <u>underlined</u> or in 'parentheses': e.g. And no <u>hardship</u> at all. / 'hardship' at all.</p> <p><b>Do not accept</b> extra words without this clear indication.</p>	<b>1</b>
6(b)	<p>Award <b>1 mark</b> for an answer which conveys Louis realises he'd made a mistake, for example:</p> <ul style="list-style-type: none"> <li>He realises he's made a mistake / said something negative/rude to Mr Duncan / Dunky / his teacher ...</li> </ul> <p>Award <b>1 mark</b> which conveys he tries to correct that mistake, for example:</p> <ul style="list-style-type: none"> <li>... and he quickly tries to correct it / his mistake</li> <li>... and he covered up for what he said</li> </ul> <p><b>Accept</b> any order of the points.</p> <p><b>NB:</b> If TWO correct ideas are given on one line – give <b>2 marks</b></p> <p><b>e.g:</b></p> <ul style="list-style-type: none"> <li>... and he thinks flattery / being nice to Mr Duncan / Dunky / his teacher will make up for the mistake he made.</li> </ul> <p><b>However:</b> If TWO correct ideas are given on one line AND a THIRD idea is given that is incorrect – give <b>1 mark</b></p> <p><b>Also:</b> If 3 correct ideas are given, give <b>2 marks</b> <u>provided</u> BOTH ideas are included.</p> <p><b>Do not accept</b> answers which suggest Louis is trying to 'get on Mr D's good side' on its own</p> <p>Q6(c) continued on next page</p>	<b>2</b>

Question	Answer	Marks																
6(c)	<p>Award <b>1 mark</b> for one of the following explanations and <b>1 mark</b> for a matching quotation. The quotation <b>must</b> match the explanation. <b>A box has to be ticked.</b></p> <p>If 'Yes' is ticked:</p> <table><tr><th>Explanation (own words)</th><th>Quotation</th></tr><tr><td>Louis does all his lines (quickly) and hands them to Mr Duncan / Louis writes a lot of pages</td><td>...filling page after page with lines. / 'Five and a half pages there,' I said. ('And no hardship at all.')</td></tr><tr><td>Louis is happy to do his lines / enjoys doing his lines / staying behind after school</td><td>'And no hardship at all. Just happy to be here with you.' / Then I smiled winningly at him</td></tr><tr><td>Louis compliments Mr Duncan's lesson</td><td>'It wasn't boring at all' / 'In fact it was fascinating' / 'Well there were so many highlights I can't pick just one.'</td></tr></table> <p>If 'No' is ticked:</p> <table><tr><th>Explanation (own words)</th><th>Quotation</th></tr><tr><td>Louis is rude to Mr Duncan about his lesson</td><td>'I want to assure you, Mr Duncan, your lesson wasn't any more boring than usual...'</td></tr><tr><td>Louis acted like he cared so he could get out of trouble / tries to do a lot</td><td>'I want to assure you, Mr Duncan, your lesson wasn't any more boring than usual... / wasn't boring at all'</td></tr><tr><td>Louis has behaved badly in class and is trying to be smart to / fool his teacher, and Mr Duncan knows this</td><td>He hardly even glanced at what I'd written <i>i.e. he didn't appreciate the work because he knew what Louis was up to</i></td></tr></table> <p><b>IMPORTANT NOTES:</b></p> <ul style="list-style-type: none"><li>• there is no mark for the tick BUT answers <b>MUST</b> match the ticked box.</li><li>• If a correct reason is given with the wrong quote, award <b>1 mark only</b> for the reason.</li><li>• <b>ACCEPT SENSIBLE ALTERNATIVES FOR REASONS WITH APPROPRIATE QUOTES.</b></li></ul> <p>Allow words from the quote in the reason <b>PROVIDED</b> some own words are used.</p> <p><b>Do not accept overlong quotes, e.g. lines 42–46</b></p> <p><b>NB:</b> the explanation has to be about Louis and his behaviour: NO ticked: 'After writing Mr D is not pleased' – writing what? 'After writing his lines, Mr D is not pleased' – suggests what is being written by Louis – creditworthy.</p>	Explanation (own words)	Quotation	Louis does all his lines (quickly) and hands them to Mr Duncan / Louis writes a lot of pages	...filling page after page with lines. / 'Five and a half pages there,' I said. ('And no hardship at all.')	Louis is happy to do his lines / enjoys doing his lines / staying behind after school	'And no hardship at all. Just happy to be here with you.' / Then I smiled winningly at him	Louis compliments Mr Duncan's lesson	'It wasn't boring at all' / 'In fact it was fascinating' / 'Well there were so many highlights I can't pick just one.'	Explanation (own words)	Quotation	Louis is rude to Mr Duncan about his lesson	'I want to assure you, Mr Duncan, your lesson wasn't any more boring than usual...'	Louis acted like he cared so he could get out of trouble / tries to do a lot	'I want to assure you, Mr Duncan, your lesson wasn't any more boring than usual... / wasn't boring at all'	Louis has behaved badly in class and is trying to be smart to / fool his teacher, and Mr Duncan knows this	He hardly even glanced at what I'd written <i>i.e. he didn't appreciate the work because he knew what Louis was up to</i>	2
Explanation (own words)	Quotation																	
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Question	Answer	Marks
7(a)	<p>Award <b>1 mark</b> for one of the following explanations and <b>1 mark</b> for a matching quotation. The quotation <b>must</b> match the explanation.  <b>A box has to be ticked.</b></p> <p>If 'Yes' is ticked:</p> <p>Explanation:</p> <ul style="list-style-type: none"> <li>• Mr Duncan / Dunky is funny/sarcastic</li> </ul> <p>Quotation:</p> <ul style="list-style-type: none"> <li>• sarcasm dripped from him</li> <li>• 'I'm very glad you've decided to re-join us.'</li> <li>• 'Your contributions to the class are so vital.'</li> <li>• the class all chortled away at this</li> </ul> <p>If 'No' is ticked:</p> <p>Explanation:</p> <ul style="list-style-type: none"> <li>• Mr Duncan / Dunky doesn't sound like a nice teacher / he doesn't speak nicely to his students / rude / sarcastic</li> <li>• Mr Duncan / Dunky sounds like a boring teacher</li> <li>• He is strict</li> </ul> <p><b>Do not accept</b> explanations that refer to his physical appearance although it is allowed as neutral IF given alongside a correct answer:  e.g. He is tall and thin and very strict.</p> <p>Quotation:</p> <ul style="list-style-type: none"> <li>• Instead he hissed down my ear</li> <li>• Instead sarcasm dripped from him</li> <li>• 'I'm very glad you've decided to rejoin us.'</li> <li>• 'Your contributions to the class are so vital'</li> <li>• 'I will see you at the end of the lesson to discuss your sleeping arrangements'</li> <li>• He hardly even glanced at what I'd written</li> <li>• Yawn! / Double yawn</li> </ul> <p><b>NB:</b> the quote has to be selected with care to 'match' the explanation</p> <p>Q7(b) continued on next page</p>	<b>2</b>


Question	Answer	Marks
7(b)	<p>Award <b>1 mark</b> for a named feature. Award a <b>further mark</b> for a matching explanation of 'how it helps': <b>EITHER:</b> Feature of text organisation:  <ul style="list-style-type: none"> <li>• Subheadings (subtitles) / date and / or times (in bold print)</li> </ul> How it helps:  <ul style="list-style-type: none"> <li>• They tell / help us / the reader to understand when something happened.</li> </ul> <b>OR:</b>  Feature of text organisation:  <ul style="list-style-type: none"> <li>• Dialogue / conversation</li> </ul> How it helps:  <ul style="list-style-type: none"> <li>• Dialogue helps develop the reader's understanding of the plot/characters.</li> </ul> <b>OR:</b>  Feature of text organisation:  <ul style="list-style-type: none"> <li>• Speech marks</li> </ul> How it helps:  <ul style="list-style-type: none"> <li>• Show where dialogue is happening</li> </ul> <b>OR:</b>  Feature of text organisation:  <ul style="list-style-type: none"> <li>• Glossary</li> </ul> How it helps:  <ul style="list-style-type: none"> <li>• It helps the reader to understand tough words and link them to the passage / develop their understanding of the passage.</li> </ul> <b>OR:</b>  Feature of text organisation:  <ul style="list-style-type: none"> <li>• Brackets / dash</li> </ul> How it helps:  <ul style="list-style-type: none"> <li>• It helps by adding extra information</li> </ul> <b>OR:</b>  Feature of text organisation:  <ul style="list-style-type: none"> <li>• Words written in <b>BOLD</b></li> </ul> How it helps:  <ul style="list-style-type: none"> <li>• To show a part / words that are important</li> </ul> <b>OR:</b>  Feature of text organisation:  <ul style="list-style-type: none"> <li>• Ellipsis</li> </ul> How it helps:  <ul style="list-style-type: none"> <li>• Pause for thought</li> </ul> <b>NB:</b> <ul style="list-style-type: none"> <li>• <b>Named features must be represented at least once in the given text.</b></li> <li>• <b>If more than one feature is given and both are correct, give 1. 'How it helps' is only required for ONE of them.</b></li> </ul> <p><b>BUT:</b> if more than one feature is given, and one is incorrect, it negates so = 0 'how it helps' = 0</p> <p><b>Do not accept</b> answers which describe content: e.g. 'funny things happen' – this is not a feature of organisation</p> <p><b>Also, do not accept:</b> 'there are numbers at the side' as these are not part of the original text – they 've been added by CI.</p> <p><b>NB:</b> a reference to paragraphs = 0 as it repeats the question.</p> </p>	<b>2</b>


**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> <ul style="list-style-type: none"> <li>• Award <b>0 marks</b> for 20 words or fewer.</li> <li>• Award a maximum of <b>7 marks</b> for responses of between 21 and 60 words.</li> <li>• 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.</li> </ul>		
8	Creation of texts (Wc)	5
	Vocabulary and Language (Wv)	3
	Structure of texts (Ws)	7
	Grammar and punctuation (Wg)	7
	Word structure [Spelling] (Ww)	3
		<b>[Total 25]</b>

			
Creation of texts (Wc)	Creation of texts (Wc)	Creation of texts (Wc)	Creation of texts (Wc)
[1]	[2]	[3]	[4–5]
<p>Some material included that elaborates on basic information.</p> <p><b>i.e. introduction must include a statement about the location of the narrative and / or an idea of at least one character who is involved.</b></p> <p><b>NB: genre not specified – ‘realistic fiction’ is the given text.</b></p>	<p>A relevant response with well-chosen ideas and content. Some ideas and material are developed in detail.</p> <p><b>i.e. events clearly described that suggest that something ‘out of the ordinary’ is happening.</b></p> <p>Purpose of writing is clear and appropriate to idea of the given stimulus (and/or genre if chosen where some features are evident.)</p> <p>A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience.</p>	<p>Main features of genre, if chosen, are clear.</p> <p>Narrative has ideas and content with detail developed. This may include new scenes/characters.</p> <p><b>i.e. detail should include a clear reference to ‘something funny’ that happened in school.</b></p> <p><u>Some</u> details attempt to engage the reader.</p> <p>Viewpoint is consistent and may include a character’s opinions of events / settings / other characters.</p>	<p>Writing is well developed so that features (of the genre, if chosen,) are clearly established.</p> <p>Content and language is used for a specified audience.</p> <p>A clear, consistent relationship between writer and reader is established and maintained throughout the text.</p> <p>Descriptions of settings, characters and action are engaging and entertaining.</p> <p>Stories may include different viewpoints, <b>e.g. of characters, flashbacks.</b></p>

		
Vocabulary and Language (Wv)	Vocabulary and Language (Wv)	Vocabulary and Language (Wv)
[1]	[2]	[3]
Vocabulary is often well-chosen to convey meaning.	Appropriate vocabulary is used that is suitable for the chosen narrative (and/or genre).  Good attempts to use synonyms for shades of meaning.	Language is wholly relevant to the genre and purpose.  <u>Specialised</u> vocabulary is used well, for effect, throughout the text.  Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest.

			
Structure of texts (Ws)	Structure of texts (Ws)	Structure of texts (Ws)	Structure of texts (Ws)
[1]	[2-3]	[4-5]	[6-7]
Some basic sequencing of events/content within sections/paragraphs may suggest a story with a simple plot.  <i>This descriptor is concerned with basic organization of a story text not actual content.</i>	Paragraphs/sections are evident with related points grouped together (and/or linked by time sequence).  Ideas set out in a logical sequence, making relationships between them clear.  Links between paragraphs/sections to help the development of a simple narrative may not be consistent.  NB: <i>paragraphs not essential at this stage BUT sections must be clear.</i>  <i>If either the context or text type is incorrect, the maximum is 3.</i>	Content is organised so that ideas are developed cohesively and logically throughout a piece of sustained writing.  Paragraphs/sections are organised to achieve an <u>appropriate effect for the genre</u> , where included sentences add clarity to overall text.  <b>NB: separate paragraphs not required until Box 6–7</b>	Development of ideas is managed throughout an extended piece of writing.  Well-organised ideas in paragraphs and/or sections support overall cohesion and shaping of a narrative.  Chronological or logical links between paragraphs help the development of ideas.  Cohesion within and between paragraphs is achieved using devices such as connectives. <b>e.g. time connectives used to support content.</b>

			
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>Some correct use of punctuation, such as full stops and capital letters.</p> <p><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></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 – there may be comma splicing.</li> <li>Commas are always used in lists and sometimes to clarify meaning in sentences.</li> <li>Apostrophes correct for possession (sing./plural)</li> </ul> <p><b>Note: if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here</b></p>	<p>Grammar is almost always accurate throughout the text. For example:</p> <ul style="list-style-type: none"> <li>simple, compound and complex sentences; 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)</li> <li>use of prepositions</li> </ul> <p>Punctuation is used accurately to: e.g.</p> <ul style="list-style-type: none"> <li>demarcate sentences and for direct speech where speech marks are used around spoken words.</li> <li>Commas are always used in lists and often to mark clauses in complex sentences. (A lot of comma splicing is not allowed.)</li> <li>Use of apostrophes is accurate.</li> </ul>	<p>Overall grammar and use of English is fully <u>appropriate for the genre</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 including other punctuation alongside speech marks.</li> </ul>

		
Word structure (Ww) (Spelling)	Word structure (Ww) (Spelling)	Word structure (Ww) (Spelling)
[1]	[2]	[3]
<p><b>A 'best fit' is looked for – not every descriptor has to be achieved to gain a mark – HOWEVER:</b></p> <p><b>For 1 mark: basic high frequency words are crucial</b></p> <p><b>For 2 marks: a guide rests with 'the double consonants' descriptor together with some general achievement of the other descriptors here</b></p> <p><b>For 3 marks: ambition is the key here</b></p>		
<p>Examples:</p> <p>Spelling of all high frequency words and common polysyllabic words, including compound words, is correct.</p> <p>Spelling of words with common letter strings, but different pronunciations is correct, <i>e.g., through, tough.</i></p> <p>Spelling of a range of common prefixes and suffixes is correct.</p> <p>Spelling of common homophones is correct.</p> <p>Some correct spelling of long and short vowel phonemes.</p> <p>Spelling of plurals is usually correct, <i>e.g. -s, -es, -y/ies, -f/ves</i></p>	<p>Examples:</p> <p>Correct spelling of words with less common letter strings that are pronounced differently., <i>e.g., pour, hour, piece, pie.</i></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, <i>e.g., library, interest.</i></p> <p>Spell common homonyms correctly, <i>e.g., wave (gesture), wave (sea).</i></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>	<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, <i>e.g., aloud, allowed, desert, dessert.</i></p> <p>Spell a wide range of words, both regular and exception words correctly, including words where similar consonant sounds vary, <i>e.g. -ck, -k, -ch, -que, -k.</i></p>

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