



Cambridge Primary Checkpoint

ENGLISH

0058/01

Paper 1 Non-fiction

October 2025

MARK SCHEME

Maximum Mark: 50

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.

This document has **10** pages.

Section A: Reading

Question	Answer	Marks
1	Award 1 mark for: to describe a major event that is about to happen Box 3 should be ticked.	1

Question	Answer	Marks
2	Award 1 mark for: burst into	1

Question	Answer	Marks
3(a)	Award 1 mark for: ...extra information Box 3 should be ticked.	1
3(b)	Award 1 mark for one of the following: - that it has been exaggerated / made up - it is not true / not factual - it is just a rumour / it is fake / it is fiction / it is a lie / it is a <u>made-up</u> story	1
3(c)	Award 1 mark for: alliteration Box 2 should be ticked.	1

Question	Answer	Marks
4(a)	Award 1 mark for each of the following: - Loch Ness Centre (the voluntary research team) Loch Ness Exploration	2
4(b)	Award 1 mark for each of the following: (special) <u>infrared</u> cameras (a) hydrophone	2

Question	Answer	Marks
5(a)	Award 1 mark for one of the following: • (a) <u>large</u> fish • sturgeon • (a prehistoric marine) reptile / plesiosaur	1
5(b)	Award 1 mark for: • (but to) no avail	1

Question	Answer	Marks
6(a)	Award 1 mark for: • who	1
6(b)	Award 1 mark for: • a new generation of Loch Ness enthusiasts / more (young) people interested / renew interest in the Loch Ness Monster.	1

Question	Answer	Marks
7(a)	Award 1 mark for: • Any answer which shows awareness of the increase in (local) business, e.g. at his hotel.	1
7(b)	Award 1 mark for: • Every season is different.	1

Question	Answer	Marks
8(a)	Award 1 mark for each of the following: • both paragraphs are about a person who claims to have seen the monster in the lake / both about sightings • both paragraphs use the same words to describe it / they repeat/use 'water beast'.	2
8(b)	Award 1 mark for each of the following: • was set up • (could) be found	2
8(c)	Award 1 mark for any of the following up to a maximum of 2 marks: • it has a subheading. • information is in chronological order / from the earliest to the latest / in date order. • dates are given <u>in bold / are highlighted/emphasised</u> • there is a / at least one new date in every paragraph. • short paragraphs / each paragraph is only one (or two) sentences.	2

Question	Answer	Marks																		
9	Award 1 mark for each quotation and 1 mark for each explanation, up to a maximum of 2 marks for Student A and 2 marks for Student B: Student A: <table><tr><th>Quotation</th><th>This shows that...</th></tr><tr><td> ...she had just witnessed a 'water beast'... - It was this sighting... ...few have witnessed - The earliest mention (of a monster in the area of the loch dates back to the sixth century) (...an Irish monk said that) he had seen a 'water beast' (...the Inverness Courier reported on) Aldie Mackay's sighting. </td><td>Several people claim to have seen it: Irish monk / Aldie MacKay. There were/are eyewitnesses / eyewitness accounts. People did/do believe they've seen it</td></tr><tr><td> (The most famous) image from 1934 of the Loch Ness monster </td><td>Someone has taken a picture of it</td></tr><tr><td> ...in the hope of glimpsing this elusive creature... </td><td>It might just be really good at hiding. People are going to look because they also believe it exists.</td></tr><tr><td> - Operation Deepscan (1987) ... claimed to have found an 'unidentified object (of unusual size and strength)'. </td><td>A monster may exist in the loch.</td></tr></table> Student B: <table><tr><th>Quotation</th><th>This shows that...</th></tr><tr><td> ...myth-making ...the monster legend... ...a mythical monster... </td><td>It isn't true</td></tr><tr><td> ...but to no avail. ...no evidence could be found - ruled out the presence of any large animals </td><td>Searches / tests / a DNA survey showed no monster or big creature exists in the loch</td></tr><tr><td> - The earliest mention (of a monster in the area of the loch dates back to the sixth century) - came to worldwide attention in 1933, when the Inverness Courier reported on Aldie Mackay's sighting. </td><td>The evidence given by the monk / Aldie Mackay's sighting happened a very long time ago and the creature they saw is likely dead now</td></tr></table>	Quotation	This shows that...	...she had just witnessed a 'water beast'... - It was this sighting... ...few have witnessed - The earliest mention (of a monster in the area of the loch dates back to the sixth century) (...an Irish monk said that) he had seen a 'water beast' (...the Inverness Courier reported on) Aldie Mackay's sighting.	Several people claim to have seen it: Irish monk / Aldie MacKay. There were/are eyewitnesses / eyewitness accounts. People did/do believe they've seen it	(The most famous) image from 1934 of the Loch Ness monster	Someone has taken a picture of it	...in the hope of glimpsing this elusive creature...	It might just be really good at hiding. People are going to look because they also believe it exists.	Operation Deepscan (1987) ... claimed to have found an 'unidentified object (of unusual size and strength)'.	A monster may exist in the loch.	Quotation	This shows that...	...myth-making ...the monster legend... ...a mythical monster...	It isn't true	...but to no avail. ...no evidence could be found - ruled out the presence of any large animals	Searches / tests / a DNA survey showed no monster or big creature exists in the loch	- The earliest mention (of a monster in the area of the loch dates back to the sixth century) - came to worldwide attention in 1933, when the Inverness Courier reported on Aldie Mackay's sighting.	The evidence given by the monk / Aldie Mackay's sighting happened a very long time ago and the creature they saw is likely dead now	4
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Section B: Writing

Question	Answer	Marks
Notes to markers • Use the marking grids on the following pages. • Marking should always begin from the lowest mark in each row and work across: start from the left-hand side. • Award 0 marks where the performance fails to meet the lowest criteria. • 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 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.		
10	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
[Total 25]		

			
Creation of texts (Wc)	Creation of texts (Wc)	Creation of texts (Wc)	Creation of texts (Wc)
[1]	[2]	[3]	[4–5]
Some material included that elaborates on basic information, <i>i.e. it must be about a recent event suitable for reporting in a school newspaper</i> OR <u>Some</u> elements of a report can be seen. <i>A maximum of 1 mark can be awarded if not the given text type.</i>	Content has <u>some</u> relevance to the stimulus, with a couple of different ideas explored. Purpose of writing is clear, <i>i.e. it has elements of an impersonal report (<u>mostly</u> 1st person plural or 3rd person), and may have some newspaper features, e.g. a headline, events mostly in chronological order.</i> Some awareness of writing for an audience which wasn't at the event.	Material which is <u>mostly</u> relevant to the stimulus, and has a wider variety of ideas/ content developed, <i>i.e. a couple of different aspects of the event are described in greater detail.</i> Some features of a newspaper report are clear, <i>i.e. (in addition to previous suggestions) limited 1st person plural / <u>mostly</u> 3rd person, formal tone, mostly factual, addition of eyewitness quotations.</i> Generally consistent viewpoint with detail that sustains interest by emphasising particular points.	Material is <u>wholly</u> relevant to the stimulus, <i>i.e. a clear explanation/description of the event is given.</i> Content has a <u>good</u> balance of coverage, <i>including a number of details about the event, some direct and/or reported speech</i> Writing is well developed so that newspaper features are used consistently and successfully, e.g. <i>factual throughout, inclusion of byline, passive voice, unbiased.</i> Impersonal, informative viewpoint is established and maintained throughout the text, <i>e.g. for a school-based audience.</i>

		
Vocabulary and Language (Wv)	Vocabulary and Language (Wv)	Vocabulary and Language (Wv)
[1]	[2]	[3]
Sometimes uses appropriate vocabulary to convey meaning, <i>i.e. linked to their chosen content or text type.</i>	Some appropriate vocabulary is used that is suitable for a newspaper article, <i>e.g. tone is mostly formal, descriptive words/phrases used.</i> Some content specific words, which are linked to the event, are used.	Language is appropriate to a newspaper report. Specialised vocabulary is used well throughout the text. Words and phrases are used <u>for effect</u> or <u>to add more detail</u> , 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 attempts to organise the content, <i>i.e. distinct points are obvious with limited repetition.</i>	Sections are evident with related points grouped together. There <u>may</u> be an introduction and/or conclusion. <u>Some</u> attempts to sequence relevant ideas logically <i>within</i> sections and/or <u>some</u> attempt to sequence sections chronologically . <u>Some</u> attempt to link ideas (and possibly sections) is achieved using devices such as simple connectives.	Relevant content is organised so that ideas are <u>developed</u> throughout a piece of sustained writing. Ideas within sections are organised and linked, where additional sentences add clarity/detail to an initial idea, <i>e.g. logical flow</i> There may also be evidence of links between sections/para.s, <i>e.g. chronological links</i> There may be some use of organisational devices such as subheadings. <i>Paragraphs must be used appropriately to gain 5 marks.</i>	Development of ideas is managed throughout an <u>extended</u> piece of writing. Well-organised ideas in paragraphs support overall cohesion and shaping of a newspaper article, <i>e.g. headline-byline-intro-subsequent paras (with well-placed quotes)-concluding para</i> Logical links within and between paragraphs help the development of ideas, <i>e.g. achieved using a wider range of connectives.</i>

			
Grammar and Punctuation (Wg)	Grammar and Punctuation (Wg)	Grammar and Punctuation (Wg)	Grammar and Punctuation (Wg)
[1]	[2-3]	[4-5]	[6-7]
<u>Some</u> simple sentence structures are used successfully. <u>Some</u> correct use of punctuation, such as full stops and capital letters. Note: <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>	Uses an increasing range of sentence types (simple and compound) <u>accurately</u>, and may include attempts at complex structures. <u>Some</u> examples of expanded phrases to develop ideas. For example: - noun, adverbial, adjectival, and verb phrases - simple connectives. Verb forms are <u>generally</u> used accurately, i.e. subject matches verb, consistency of tense, use of singular and plural. Basic punctuation is <u>mostly</u> used consistently and accurately, e.g. - To demarcate sentences (f/s and capital letters, and <u>possibly</u> exclamation marks, question marks) - Commas are <u>always</u> used in lists and <u>sometimes</u> to clarify meaning in sentences. - Apostrophes correct for possession (sing./plural) Note: <i>if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here</i>	Examples of sentence types include simple, compound <u>and</u> complex. Grammar is almost always accurate throughout the text, including the use (where appropriate) of: - modal verbs. - pronouns and possessive pronouns used accurately. - adjectives and adverbs used correctly (comparative/superlative) - use of prepositions Punctuation is used accurately to: e.g. - demarcate sentences - Commas are <u>always</u> used in lists and <u>often</u> to mark clauses in complex sentences. - Use of apostrophes (possession and omission) is accurate. Direct speech punctuation includes other punctuation alongside speech marks.	Overall grammar and use of English is accurate and effective. For example: - A variety of simple, compound and complex sentences are chosen for effect and used appropriately. - Clauses are re-ordered successfully to strengthen effect. - Relative pronouns may provide detail. Punctuation is used accurately <u>and</u> <u>effectively</u>, e.g.: - to clarify meaning in complex sentences. - Using a wider range of punctuation, e.g. <i>use of more ambitious punctuation such as colons, brackets, etc.</i> All speech punctuation, reported and direct, is correct.

		
Word structure (Ww) (Spelling)	Word structure (Ww) (Spelling)	Word structure (Ww) (Spelling)
[1]	[2]	[3]
Spelling of all high frequency words and common polysyllabic words, including compound words, is correct. Correct spelling of (<u>for example</u>): - words with common letter strings, but different pronunciations, e.g. <i>through, tough</i>. - a range of common prefixes and suffixes, e.g. <i>unhappy, disagree, replay, helpful, sadness, fearless</i> - of common homophones, e.g. <i>there/they're/their</i> <u>Some</u> correct spelling of long and short vowel phonemes. - Spelling of plurals is <u>usually</u> correct, e.g. -s, -es, -y/ies, -f/ves	Mostly correct spelling, including, <u>for example</u>: - Spelling of words with double consonants correctly, (e.g. <i>puzzle, tunnel</i>) including when changing verbs (e.g. <i>stopped, running</i>) - Some successful attempts to spell <u>common</u> exceptions to known spelling rules, e.g. <i>receive, ancient, symbol, foreign</i> - Spelling of well-known words with silent vowels and syllables in a range of polysyllabic words, e.g. <i>library, interest, half, knuckle</i> - Spelling of words with a wide range of prefixes (e.g. <i>semicircle, forehead</i>) and suffixes (e.g. <i>enjoyment, personal</i>), including opposites (e.g. <i>anti-, im-, dis-</i>). - Spelling of words with less common letter strings that are pronounced differently, e.g. <i>pour / hour, piece / pie</i>. - Spelling of common homonyms correctly, e.g. <i>wave (gesture), wave (sea)</i>.	Accurate spelling, including the spelling of a wide range of more ambitious words, <u>for example</u> some use of: - less commonly used words, especially those relevant to the topic, e.g. <i>suitable, recommendation, presentation, performance, participating, interviewed, celebration, tournament</i> - frequently mis-spelt words, e.g. <i>necessary, fortunately, separately, definitely</i> Other examples <u>may</u> include: - Spelling of words with different suffixes that sound the same/similar, -tion / -cian OR -able / -ible - Spelling of familiar homophones and commonly confused words correctly, e.g., <i>aloud / allowed, desert / dessert</i>. Spelling of words where similar consonant sounds vary, e.g. -ck, -k, -ch, -que, -k.