



Cambridge Primary Checkpoint

ENGLISH

0058/01

Paper 1 Non-fiction

April 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(a)	Award 1 mark for: dawn / sunrise / daybreak / (early) morning / the start/beginning of the day	1
1(b)	Award 1 mark for each of the following: - raucous - noisy.	2
1(c)	Award 1 mark for each of the following: - to show it's not a real phrase - to make a play on words with 'coral'. Boxes 3 and 4 should be ticked. Award 0 marks where more than two boxes have been ticked.	2

Question	Answer	Marks
2	Award 1 mark for each of the following: - when the sounds take place - what happens on land and at sea. Boxes 1 and 4 should be ticked. Award 0 marks where more than two boxes have been ticked.	2

Question	Answer	Marks
3	Award 1 mark for each of the following: '(some of the) most unlikely (performers)' / unlikely performers '(but) who would have thought'.	2

Question	Answer	Marks
4	Award 1 mark for: - Water: 'hydro' Award 1 mark for: - Sound: 'phone'. (Allow phones)	2

Question	Answer	Marks
5	Award 1 mark for: He wants to emphasise how much there is still to learn. Box 1 should be ticked. Award 0 marks where more than one box has been ticked.	1

Question	Answer	Marks
6(a)	Award 1 mark for: Every time a boat passed by	1
6(b)	Award 1 mark for: inaudible.	1

Question	Answer	Marks
7(a)	Award 1 mark for one of the following: - to make the reader feel (more personally) involved - to address / to speak to the reader (directly) / because he's talking to us - to engage the reader / to make you think <u>about what he's saying / the issue</u> - to be less formal (than using 'one'). - to avoid sounding bossy (Compare 'You think of...' with 'Think of...')	1
7(b)	Award 1 mark for one of the following: - how much (human / boat / man-made) noise there is / noise humans are making - how many boats / ships / water vehicles there are	1
7(c)	Award 1 mark for each of the following: - to separate items in a list - to add another clause Boxes 2 and 3 should be ticked. Award 0 marks where more than two boxes have been ticked.	2

Question	Answer	Marks
8	Award 1 mark for: • ‘we’	1

Question	Answer	Marks
9	Award 1 mark for each of the following: • Paragraphs 3, 5 and 7: (are/contain) descriptive / informative (paragraphs.) Accept: – ‘They give/tell you information. / It describes. – Facts / Info / Details / Factual – ‘They are not speech’. • Paragraphs 4, 6 and 8: (are/contain) direct speech / quotation / Steve’s words/opinions Accept: ‘<u>He</u> is telling us about his work’	2

Question	Answer	Marks																										
10	Award 1 mark for each suitable quotation; award 1 mark for each corresponding explanation, up to a maximum of 4 marks. <table><tr><th>Quotation</th><th>Explanation</th></tr><tr><td>'He has designed a piece of underwater equipment (with four hydrophones.)'</td><td>He uses/has designed <u>scientific</u> equipment</td></tr><tr><td>'...These record the sounds that creatures make (and show him which direction they are coming from.)'</td><td>He uses equipment to ... record/find things out</td></tr><tr><td>'(Listening in surround sound) we can work out who's making which noises and why'</td><td>He carries out experiments. He tries to find answers.</td></tr><tr><td>'Are they trying to impress each other or to scare something away?'</td><td>He creates situations to see/discover what happens</td></tr><tr><td>'There's a whole underwater language that we're only just starting to understand.'</td><td>He tries to understand/analyse the situation.</td></tr><tr><td>'One of the most vocal reef creatures he studied is the clownfish.'</td><td>His experiments raise questions / He asks questions</td></tr><tr><td>'In one experiment, Steve introduced a model of a fish (called the coral trout, a known predator of clownfish.)'</td><td>He makes observations. / He studies different animals</td></tr><tr><td>'He then recorded the buzzing sounds that the female clownfish made (to frighten off the attacker and warn other fish).'</td><td>He collects data / He records his results. He finds out new information.</td></tr><tr><td>'Every time a boat passed by, this channel of communication was blocked.'</td><td>He comes to conclusions. He has learnt from his experiments.</td></tr><tr><td>'The fish were inaudible / they could no longer hear each other.'</td><td>He makes recommendations <u>based on his research</u>.</td></tr><tr><td>'(You think of all the boats that are driving around, all the ships, and the offshore drilling, all the noise we are making in the ocean, and then) you realise just how much we're drowning out natural sounds. (It's robbing animals of their ability to talk to each other.)'</td><td></td></tr><tr><td>'(As) Steve has found out, even the sounds made by small boats and jet skis are interfering with how young coral reef fish find their way (to a suitable reef to live on).'</td><td></td></tr></table>	Quotation	Explanation	'He has designed a piece of underwater equipment (with four hydrophones.)'	He uses/has designed <u>scientific</u> equipment	'...These record the sounds that creatures make (and show him which direction they are coming from.)'	He uses equipment to ... record/find things out	'(Listening in surround sound) we can work out who's making which noises and why'	He carries out experiments. He tries to find answers.	'Are they trying to impress each other or to scare something away?'	He creates situations to see/discover what happens	'There's a whole underwater language that we're only just starting to understand.'	He tries to understand/analyse the situation.	'One of the most vocal reef creatures he studied is the clownfish.'	His experiments raise questions / He asks questions	'In one experiment, Steve introduced a model of a fish (called the coral trout, a known predator of clownfish.)'	He makes observations. / He studies different animals	'He then recorded the buzzing sounds that the female clownfish made (to frighten off the attacker and warn other fish).'	He collects data / He records his results. He finds out new information.	'Every time a boat passed by, this channel of communication was blocked.'	He comes to conclusions. He has learnt from his experiments.	'The fish were inaudible / they could no longer hear each other.'	He makes recommendations <u>based on his research</u> .	'(You think of all the boats that are driving around, all the ships, and the offshore drilling, all the noise we are making in the ocean, and then) you realise just how much we're drowning out natural sounds. (It's robbing animals of their ability to talk to each other.)'		'(As) Steve has found out, even the sounds made by small boats and jet skis are interfering with how young coral reef fish find their way (to a suitable reef to live on).'		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.		
11	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 noise</i> OR <u>Some</u> elements of an article or persuasive text 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, <i>i.e. some description of the <u>noisy</u> place/why noise pollution is a problem</i> Purpose of writing is somewhat appropriate, <i>i.e. it has elements of persuasion, so <u>some</u> features are evident at points in the text, e.g. rhetorical questions, descriptive/emotive language.</i> A straightforward viewpoint which is <u>generally</u> consistent and appropriate for the purpose, and possibly chosen audience.	Material which is <u>mostly</u> relevant to the stimulus, and has a wider variety of ideas/content developed, <i>e.g. a description of the noisy place OR clear indication of the noise issue(s) of noise pollution + who or what is affected and how OR a solution</i> Features of the text type are evident throughout, <i>e.g. (in addition to previous suggestions), direct address, imperatives, exaggeration/ superlatives</i> Consistent viewpoint with detail that sustains interest with writer's style / personal response which emphasises particular points.	Material is <u>wholly</u> relevant to the stimulus, <i>i.e. a noisy <u>place</u> AND its issues</i> Content has a <u>good</u> balance of coverage, <i>e.g. a number of details about the place/several noise issues + their impacts/explanation of who/what affected + solution(s) suggested</i> Writing is well developed so that a wide range of persuasive features are used consistently and successfully, <i>e.g. hyperbole, metaphors, personification</i> A clear, consistent relationship between writer and reader is established and maintained throughout the text, <i>e.g. relevance to reader / why it matters</i>

		
Vocabulary and Language (Wv)	Vocabulary and Language (Wv)	Vocabulary and Language (Wv)
[1]	[2]	[3]
Uses vocabulary appropriately to convey meaning, <i>i.e. evidence of deliberate word choices matched to chosen context</i>	Appropriate vocabulary is used that is matched to both the required content <i>and</i> persuasive features. Some subject specific words are used. Suitable language for a persuasive text, <i>e.g. descriptive/emotive words, phrases or tone.</i>	Language is wholly relevant to a persuasive article about a noisy place. Specialised vocabulary is used well throughout the text. Words and phrases are used <u>for effect</u> , <i>i.e. to convey mood and feeling</i> , 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. <u>Some</u> attempts to sequence ideas logically, both within sections and between them. <u>Some</u> attempt to link ideas (and possibly sections) is achieved using devices such as simple connectives. There <u>may</u> be an introduction and/or conclusion.	Content is organised so that relevant ideas are <u>developed</u> logically throughout a piece of sustained writing, where additional sentences add clarity/detail to the initial point of several sections/para.s. Sections/paragraphs are organised and linked so that a logical flow is achieved. <i>Some paragraphs <u>must be</u> 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 text, <i>e.g. to build a convincing argument for change.</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.	Uses an increasing range of sentence openings and 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>i.e. subject matches verb, consistency of tense, use of singular and plural.</i> Basic punctuation is <u>mostly</u> used 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)	Grammar is almost always accurate throughout the text. For example (where appropriate): - a range of sentence types, including simple, compound and <u>complex sentences</u> - 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.	Overall grammar and use of English is fully <u>appropriate</u> and effective, <i>i.e. for a persuasive text.</i> 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 semi-colons</i>

		
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, achieve, severe, environment, volume, decibel, distraction, disruptive, irritate</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.