



Cambridge Primary Checkpoint

ENGLISH

0058/01

Paper 1 Non-fiction

October 2024

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 **12** pages. Any blank pages are indicated.

Section A: Reading

Question	Answer	Marks
1	Award 1 mark for: complex	1

Question	Answer	Marks
2(a)	Award 1 mark for: stout Allow a short quote <u>only</u> if this key word is emphasised Allow a copying error	1
2(b)	Award 1 mark for: plumage Allow a short quote <u>only</u> if this key word is emphasised. Allow a copying error	1
2(c)	Award 1 mark for one of the following: - There is only a very small/slight difference (between them) / (their feathers) / in plumage / (their colours) - You would have to be very good at bird watching to see the differences (as the differences are so small/slight). - They look very similar / <u>almost</u> the same / look alike (if you're not an experienced bird watcher). Accept any answer which is a <u>paraphrase</u> of 'subtle'. Do not accept: a direct quote Do not accept: a paraphrase which uses the word 'subtle'/'subtly', unless it is combined with an acceptable response. <i>An example of an acceptable answer might be – "because their colours are very similar but the difference is subtle"</i> <i>An example of an unacceptable answer might be – "The difference between them is very subtle"</i>	1

Question	Answer	Marks
3(a)	Award 1 mark for: (can) be found	1
3(b)	Award 1 mark for: as gulls are fiercely protective of their chicks. Allow copying errors as long as the meaning is not affected.	1

Question	Answer	Marks
4(a)	Award 1 mark for each of the following: - which - that Do not allow additional words.	2
4(b)	Award 1 mark for: scrounge Allow a short quote <u>only</u> if this key word is emphasised Allow a copying error	1
4(c)	Award 1 mark for: force Box 3 should be ticked. Award 0 marks where more than one box has been ticked.	1
4(d)	Award 1 mark for: untimely Allow a short quote <u>only</u> if this key word is emphasised Allow a copying error	1

Question	Answer	Marks
5	Award 1 mark for: - clutch - young	1

Question	Answer	Marks
6(a)	Award 1 mark for: - to start / introduce / make a <u>list</u> - a <u>list</u> (of facts) follows it - because they are <u>listing</u> Do not accept: to give more/extra info	1
6(b)	Award 1 mark for: adverb Box 2 should be ticked. Award 0 marks where more than one box has been ticked.	1

Question	Answer	Marks
7(a)	Award 1 mark for: (through/by using) <u>body</u> movement(s) <u>body</u> language Allow: "They also use ... communication", i.e. the full sentence quoted. Do not allow: an answer that includes reference to the calls. Any reference to the calls NEGATES	1
7(b)	Award 1 mark for: - They have (a) special (pair of) glands / They have (a pair of) glands (above their eyes) which flush out the salt (through openings in their beaks). - They can drink salt water (because of the special glands) Accept a direct quote of the whole bullet point or a paraphrase of the whole sentence.	1
7(c)	Award 1 mark for: all facts Box 2 should be ticked. Award 0 marks where more than one box has been ticked.	1

Question	Answer	Marks																		
8	*NB – Ensure that the box ticked matches the Reason given* Award 1 mark for one of the following reasons and 1 mark for a matching quotation, up to a maximum of 4 marks: If ‘yes’ is ticked: <table><tr><th>Reason</th><th>Quotation</th></tr><tr><td>They have chosen to nest in towns / <i>Building</i> nests on rooftops / Making their nests <i>on houses</i></td><td>Making a nest on rooftops / (and) in chimney pots</td></tr><tr><td>* Ideally, answer should be entirely in own words, but must <u>at least</u> replace either ‘making’ or ‘rooftops/chimney pots’ with own words *</td><td></td></tr><tr><td> (as natural prey such as fish disappears), seagulls live off / eat human food/waste - They take / beg for / ask for food from people - They have learnt to look for / find food in urban areas / towns and cities </td><td>(where fish stocks are decreasing,) seagulls have adapted to scrounge for food (in towns and cities).</td></tr><tr><td>They know that farmers’ ploughing means insects to eat / they follow ploughs to get food</td><td>(They also) follow farmers’ ploughs in fields, (where they know upturned insects will be plentiful)</td></tr><tr><td>Rearing their young is safer in towns/cities</td><td>(Making a nest on rooftops and in chimney pots may be) preferable to dangerous cliff tops</td></tr></table> If ‘no’ is ticked: <table><tr><th>Reason</th><th>Quotation</th></tr><tr><td>many seagulls, including the young ones, are killed on the roads</td><td>busy roads can lead to the untimely demise of many gulls (, especially their flightless young.)</td></tr><tr><td>By living in towns, people get too close to their chicks</td><td>confrontations between gulls and humans as gulls are fiercely protective of their chicks.</td></tr></table> Do not award a mark for an acceptable Quotation if no Reason is given. If the Reason is not acceptable, the Quotation <u>cannot</u> score. *NB – See GG document re: accuracy of quotes*	Reason	Quotation	They have chosen to nest in towns / <i>Building</i> nests on rooftops / Making their nests <i>on houses</i>	Making a nest on rooftops / (and) in chimney pots	* Ideally, answer should be entirely in own words, but must <u>at least</u> replace either ‘making’ or ‘rooftops/chimney pots’ with own words *		(as natural prey such as fish disappears), seagulls live off / eat human food/waste - They take / beg for / ask for food from people - They have learnt to look for / find food in urban areas / towns and cities	(where fish stocks are decreasing,) seagulls have adapted to scrounge for food (in towns and cities).	They know that farmers’ ploughing means insects to eat / they follow ploughs to get food	(They also) follow farmers’ ploughs in fields, (where they know upturned insects will be plentiful)	Rearing their young is safer in towns/cities	(Making a nest on rooftops and in chimney pots may be) preferable to dangerous cliff tops	Reason	Quotation	many seagulls, including the young ones, are killed on the roads	busy roads can lead to the untimely demise of many gulls (, especially their flightless young.)	By living in towns, people get too close to their chicks	confrontations between gulls and humans as gulls are fiercely protective of their chicks.	4
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Question	Answer	Marks										
9	Award 1 mark for each of the following features and 1 mark for a matching function, up to a maximum of 4 marks. <table><tr><th>Feature</th><th>Function</th></tr><tr><td>Title/heading</td><td>tells you what the text is about</td></tr><tr><td>Subheadings / Subtitles / Paragraph title/label</td><td> • tell you what the content in each section/paragraph is about • easier to find/locate info </td></tr><tr><td>Paragraphs</td><td> • divide the information into different relevant sections • divide the text so it's not one big 'chunk' / to organise the info <u>into suitable sections</u> </td></tr><tr><td>Bullet points</td><td> • show the different facts clearly • to emphasise different facts • to separate different facts/info </td></tr></table> Features – Do not accept: “Bold font” as this isn’t used in the body of the text to emphasise anything. Do not accept: “Headings”. Singular is acceptable (see above) with the given Function. When pluralised, it <u>must</u> be Subheadings with a given Function. Do not accept answers referring to the line references. Do not accept answers referring to the picture. Function – needs to be specific. Do not accept: “easier to read” / “to make it clearer” – too vague and included in the question. Do not accept: “to organise the text” – too vague. <u>Do not accept these answers on their own. However, they are neutral with an acceptable answer.</u> *NB – The Function given MUST match the Feature chosen*	Feature	Function	Title/heading	tells you what the text is about	Subheadings / Subtitles / Paragraph title/label	• tell you what the content in each section/paragraph is about • easier to find/locate info	Paragraphs	• divide the information into different relevant sections • divide the text so it's not one big 'chunk' / to organise the info <u>into suitable sections</u>	Bullet points	• show the different facts clearly • to emphasise different facts • to separate different facts/info	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. some facts are given</i> <i>A maximum of 1 mark should be given if the wrong text type is used which includes some facts.</i>	Content has <u>some</u> relevance to the topic chosen, with a few different ideas explored, <i>i.e. there is additional info given about a few details.</i> Purpose of writing is clear and appropriate to an information text, but there may be some features of other text types. A straightforward viewpoint which is <u>generally</u> consistent and appropriate for the purpose and the audience.	Material which is <u>mostly</u> relevant / important to the chosen topic, and has a wider variety of ideas/content developed, <i>i.e. several different points of interest have been written about, each in some detail.</i> Features of the text type are clear throughout. <i>i.e. it is clearly an info text rather than another text type. Limited evidence of other text types</i> Consistent viewpoint with detail that sustains interest with writer's style which emphasises particular points.	Material is <u>wholly</u> relevant to the topic, <i>i.e. areas chosen are key to understanding the topic.</i> Content has a <u>good</u> balance of coverage, <i>i.e. a number of different areas of interest are fully explored.</i> Writing is well developed so that info text features are used consistently and successfully. A formal tone is established and mostly maintained throughout the text. See FAQs2

		
Vocabulary and Language (Wv)	Vocabulary and Language (Wv)	Vocabulary and Language (Wv)
[1]	[2]	[3]
Sometimes uses appropriate vocabulary to convey meaning matched to the context. <i>e.g. some deliberate choices are evident OR particularly appropriate to the <u>chosen</u> text type</i>	Appropriate vocabulary is used that is suitable for an info text, <i>i.e. clear facts</i> Subject specific words are used.	Language is wholly relevant to an info text. Specialised vocabulary is used effectively throughout the text. Words and phrases are used <u>for effect</u> or to add more detail, <i>i.e. so that the writing sustains the reader's interest.</i>

			
Structure of texts (Ws)	Structure of texts (Ws)	Structure of texts (Ws)	Structure of texts (Ws)
[1]	[2-3]	[4-5]	[6-7]
<u>Some</u> attempt 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 within sections. Sections <i>may</i> be sequenced in a particular way, depending on the topic chosen. <u>Some</u> attempt to link ideas within sections is achieved using devices such as simple connectives. <i>If the text type is incorrect, the maximum is 3.</i>	Relevant content is organised so that ideas are <u>developed</u> throughout a piece of sustained writing. <i>e.g. there is a simple intro – at least 2 para.s/sections – and possibly a conclusion.</i> Ideas within sections are organised and linked, where sentences add clarity/detail, <i>e.g. logical flow</i> There may also be evidence of links between sections/para.s, <i>e.g. referring back to previous info</i> There may be some use of organisational devices such as subheadings / Q&A style, bullets, numbered lists. <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 text. Logical links within and possibly between paragraphs help the development of ideas, <i>e.g. achieved using a wider variety 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]
Some simple sentence structures are used successfully. <u>Some</u> correct use of punctuation, such as full stops and capital letters. 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.	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 the use 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.</i> subject matches verb, consistency of tense, use of singular and plural. Punctuation is mostly used consistently and accurately, e.g. - To demarcate sentences (f/s and capital letters, and <u>possibly</u> exclamation marks, question marks) - Commas are always used in lists and <u>sometimes</u> to clarify meaning in sentences. - Apostrophes correct for possession (sing./plural) Note: if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here	Examples of sentences types should include simple, compound <u>and</u> complex sentences. Grammar is almost always accurate throughout the text, including the use (where relevant) of: - modal verbs. - pronouns and possessive pronouns used accurately. - adjectives and adverbs used correctly (comparative/superlative) - use of prepositions Punctuation is used accurately: - to demarcate sentences. - Commas are always used in lists and <u>often</u> to mark clauses in complex sentences. - Use of apostrophes (possession and omission) is accurate [If grammar is very good, a piece can get 4 BUT NO HIGHER if there is some comma splicing – on a par with P2] (Direct speech punctuation includes other punctuation alongside speech marks.)	Overall grammar and use of English is fully appropriate, e.g. <i>formal tone</i> For example: - A variety of simple, compound and complex sentences are used appropriately. - Clauses are re-ordered successfully for 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/greater variety of punctuation, e.g. <i>use of more ambitious punctuation such as colons, 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</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, e.g. <i>-tion / -cian OR -able / -ible</i> - 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. <i>-ck, -k, -ch, -que, -k</i>.

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