



Cambridge Primary Checkpoint

ENGLISH

0058/02

Paper 2 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 **12** pages.

Section A: Reading

Question	Answer	Marks
1(a)	Award 1 mark for: As	1
1(b)	Award 1 mark for one of the following: Either: - The rest of the paragraph / It describes / tells us about the two / some (unusual / weird / odd) things (mentioned in the first sentence.) Or: - The rest of the paragraph / It describes / tells us the strange car and Cook's odd behaviour (mentioned in the first sentence.)	1
1(c)	Award 1 mark for: to give additional information Box 4 should be ticked. Award 0 marks if more than one box is ticked.	1
1(d)	Award 1 mark for: She was moving quickly. Box 2 should be ticked. Award 0 marks if more than one box is ticked.	1

Question	Answer	Marks
2	Award 1 mark for EACH of the following, up to a maximum of 2 marks : <u>Short sentence:</u> - a brief action / a short action / a quick action / a single action / an action that is completed / an important action / a dramatic moment / a dramatic impact / Cook is out of breath / Cook's actions created suspense or tension / Cook is in a hurry <u>Long sentence:</u> - a series/sequence of actions / action that is starting <i>and</i> continuing / going for some time /action takes longer / more actions / going for more detail / a detailed way to describe what she is doing.	2

Question	Answer	Marks
3(a)	Award 1 mark for any of the following: - It's / The hall / The house is dark / gloomy. - There is not much light (in the House) - It's darker than outside. - It's difficult to see at first / inside the hall.	1
3(b)	Award 1 mark for each of the following, up to a maximum of 2 marks : (She was almost) <u>as</u> pale <u>as</u> (her gloves) (with skin) <u>like</u> an apple (that had been left in the fruit bowl for one too many days)	2

Question	Answer	Marks
4(a)	Award 1 mark for: (Her first two sentences end with) / (the use of) exclamation marks / exclaiming Award 1 mark for: - the use of a dash. / She breaks off /pauses in the middle of a sentence / says 'We – oh' or 'oh' (allow 'We – oh' on its own as it demonstrates the dash) For this 2nd mark, also allow: 'she said something and stopped' - The writer says 'We-oh' <u>that means she forgets something</u> – the underlined part is neutral. - By not completing the sentence / she didn't finish For each of these, also accept: ! and –	2
4(b)	Award 1 mark for any of the following: (She means) to shake hands with her - to say hello / greet her (politely) / welcome her - to be polite - she wants to show good manners / remember her manners (impress everyone) - show respect	1
4(c)	Award 1 mark for: caught up	1

Question	Answer	Marks
5(a)	Award 1 mark for: • The aunt / Aunt Schadenfreude / she interrupts / cuts her short / talks over her (whenever Inheritance speaks) Award a further 1 mark for an answer which conveys Aunt Schadenfreude's negativity/annoyance, e.g.: • She's impatient / disrespectful / dismissive. • She doesn't think Inheritance is an important person • She feels negatively towards her. / She doesn't like her / She's annoyed with her (about her arriving early). • She thinks she / Inheritance speaks too much.	2
5(b)	Award 1 mark for: • Felicity	1

Question	Answer	Marks
6(a)	Award 1 mark for: • She pauses ('ah') (in the middle of what she is saying) / saying 'ah' / the word 'ah' (makes her sound insincere) / she hesitates (and is nervous)	1
6(b)	Award 1 mark for any ONE of the following explanations: • The writer uses personification • A lie behaves like a living thing / thinks lies are alive Allow: • a lie cannot be controlled / can control you • you can see through a lie Award a further 1 mark for an appropriate quotation about what the lie <u>does</u>: • (a lie is) a mischievous thing • It will surface on your face / through your hands • This one was hovering just underneath her aunt's left eye Also allow things that a lie <u>might make you do</u>: • You shift from one leg to another / always an action to show it • You try to keep it hidden Award 1 mark for an explanation on its own without a suitable quotation. Award 0 marks where a quotation is given without an explanation, i.e. the explanation MUST come first	2
6(c)	Award 1 mark for an explanation which conveys a negative feeling towards Shenanigan: • Inheritance / She feels disgusted / dismayed / horrified by Shenanigan/her. Award 1 mark for the quotation: • (she was looking at Shenanigan as if she was something she'd found) going mouldy (at the back of a cupboard.)	2

Question	Answer	Marks												
7	Award 1 mark for each quotation, up to a maximum of 2 marks. Award a further mark for a matching explanation of each quote. <table><tr><th>Quotation <i>must be given in full as below apart from words in ()</i></th><th>Explanation</th></tr><tr><td>with a nose like a barracuda</td><td>the look of Inheritance's car (was strange/scary/aggressive)</td></tr><tr><td> - white-gloved hands - almost as pale as her gloves - skin like an apple that had been left in the fruit bowl for one too many days / dull and loose-looking - hair of a doubtful colour / inexpertly pinned back - her little round glasses flashed </td><td>Inheritance's physical appearance / what she looked like (was not attractive / off-putting) / looked intimidating at first glance / her appearance was weird</td></tr><tr><td> 'Matriarch!' she intoned. (The time has come again! We-oh) - a voice that was used to libraries 'Yes, yes, <i>but</i> we have a matter of <i>great</i> importance to – </td><td>the way Inheritance speaks / appears to argue with Aunt Schadenfreude</td></tr><tr><td> 'You were supposed to arrive tomorrow.' 'Well, I suppose you're here now... and there's little we can do.' </td><td>Inheritance's unreliability / Aunt Schadenfreude's reaction to her arrival</td></tr><tr><td>(The woman took one look at Shenanigan's hands) ... and put both of her own (hands) behind her back - as if she was being offered a dead rat. - covered in cake and dirt </td><td>the way Inheritance behaves towards her / refuses to shake her hand / (Shenanigan thinks) Inheritance thinks Shenanigan looks dirty / Inheritance was rude/impolite not: 'she was dirty' – what Inheritance thinks is needed</td></tr></table>	Quotation <i>must be given in full as below apart from words in ()</i>	Explanation	with a nose like a barracuda	the look of Inheritance's car (was strange/scary/aggressive)	- white-gloved hands - almost as pale as her gloves - skin like an apple that had been left in the fruit bowl for one too many days / dull and loose-looking - hair of a doubtful colour / inexpertly pinned back - her little round glasses flashed	Inheritance's physical appearance / what she looked like (was not attractive / off-putting) / looked intimidating at first glance / her appearance was weird	'Matriarch!' she intoned. (The time has come again! We-oh) - a voice that was used to libraries 'Yes, yes, <i>but</i> we have a matter of <i>great</i> importance to –	the way Inheritance speaks / appears to argue with Aunt Schadenfreude	'You were supposed to arrive tomorrow.' 'Well, I suppose you're here now... and there's little we can do.'	Inheritance's unreliability / Aunt Schadenfreude's reaction to her arrival	(The woman took one look at Shenanigan's hands) ... and put both of her own (hands) behind her back - as if she was being offered a dead rat. - covered in cake and dirt	the way Inheritance behaves towards her / refuses to shake her hand / (Shenanigan thinks) Inheritance thinks Shenanigan looks dirty / Inheritance was rude/impolite not: 'she was dirty' – what Inheritance thinks is needed	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.		
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
[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.e. <u>must</u> describe a meeting: either: with whom? or: where? OR: both...	A relevant response with well-chosen ideas and content. Some ideas and material are developed in detail. i.e. description of character and/or setting. Purpose of writing is clear and appropriate to the given stimulus NB: if a genre is chosen some features must be consistent with the choice. A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience. i.e. allow 2nd / 3rd person	Main features of genre, if chosen, are clear. Narrative has ideas and content with detail developed. This may include new scenes/characters. i.e. detail should include a reason for the meeting / why it is taking place AND It has to involve an unfamiliar character <u>Some</u> details attempt to engage the reader. Viewpoint is consistent and may include a character's opinions of events / settings / other characters. i.e. it has to be 1st person	Writing is well developed so that features (of the genre, if chosen,) are clearly established and wholly relevant. i.e. a clear impression must be given / described. NB: it could be 'implied' Content and language is used for a specified audience. A clear, consistent relationship between writer and reader is established and maintained throughout the text. Descriptions of settings, characters and action are engaging and entertaining. Stories may include different viewpoints, e.g. of characters, flashbacks.

		
Vocabulary and Language (Wv)	Vocabulary and Language (Wv)	Vocabulary and Language (Wv)
[1]	[2]	[3]
Vocabulary is often well-chosen to convey meaning. <i>NB: see note re: genre in Wc Box 2.</i> <i>NB: a well-written piece may get at least 1 mark for good use of vocabulary if narrative is 'off-topic'.</i>	Appropriate vocabulary is used that is suitable for the chosen narrative (and/or genre see note Wc Box 2). Good attempts to use synonyms / specific vocabulary for shades of meaning.	Language is wholly relevant to the genre, if chosen, and purpose. <u>Specialised</u> vocabulary is used accurately and 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 within 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. <i>NB: 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 (beginning, middle, end) 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.	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, e.g. time connectives used to support content. (important for 7 marks)

			
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. Some 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 accurately and may include attempts at complex structures. Use of expanded phrases to develop ideas. For example: - noun, adverbial, adjectival, and verb phrases - with a range of connectives. Verb forms are generally used accurately, i.e. subject matches verb, consistency of tense, use of singular and plural. Punctuation is mostly used consistently and accurately, e.g. - To demarcate sentences – there may be comma splicing. - Commas are always used in lists and sometimes 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	Grammar is almost always accurate throughout the text. For example: - simple, compound and complex sentences; multi-clause sentences combine simple sentences and/or re-order clauses. - 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 and for direct speech where speech marks are used around spoken words. - Commas are always used in lists and often to mark clauses in complex sentences. (A lot of comma splicing is <u>not</u> allowed.) - Use of apostrophes is accurate.	Overall grammar and use of English is fully <u>appropriate for the genre</u>. For example: - A variety of simple, compound and complex sentences are chosen for effect – some manipulation of clauses is important here. - Relative pronouns may provide detail. Punctuation is used accurately, e.g.: - to clarify meaning in complex sentences. - All speech punctuation, reported and direct, is correct including other punctuation alongside speech marks.

		
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. Spelling of words with common letter strings, but different pronunciations is correct, e.g., <i>through, tough</i>. Spelling of a range of common prefixes and suffixes is correct. Spelling of common homophones is correct. Some correct spelling of long and short vowel phonemes. Spelling of plurals is usually correct, e.g. -s, -es, -y/ies, -f/ves	Correct spelling of words with less common letter strings that are pronounced differently, e.g., <i>pour, hour, piece, pie</i>. Some successful attempts to spell exceptions to known spelling rules. Correctly spell words with silent vowels and syllables in a range of polysyllabic words, e.g., <i>library, interest</i>. Spell common homonyms correctly, e.g., <i>wave (gesture), wave (sea)</i>. Spell words with a wide range of prefixes and suffixes, including opposites (un-, im-) correctly. Spell words with double consonants correctly.	Spell words with different suffixes that sound the same, -tion, -cian. Spell familiar homophones and commonly confused words correctly, e.g., <i>aloud, allowed, desert, dessert</i>. Spell a wide range of words, both regular and exception words correctly, including words where similar consonant sounds vary, e.g. -ck, -k, -ch, -que, -k.