



Cambridge Primary Checkpoint

ENGLISH

0058/02

Paper 2 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 **14** pages.

Section A: Reading

Question	Answer	Marks
1(a)	Award 1 mark for one of the following: - by repeating the word 'until' - he mentioned 'until' two times/twice. - he keeps saying 'until' to emphasise – repetition is implied Also accept: - the entire 1st sentence provided <u>until</u> or 'until' is clear. - the time connective is repeated Do not accept: - he used repetition (of a word) – 'until' is needed - he writes 'until the letter came' – repetition is needed - he uses the word 'until' Also, do not accept: - references to punctuation / tenses / short sentences, etc.	1
1(b)	Award 1 mark for: - three/3 Also accept: 4 including the / Michael's dog 3 plus the dog / Stella Do not accept: 4 on its own / 4 people	1
1(c)	Award 1 mark for: - Foreseen Allow: extra words where 'foreseen' is either <u>underlined</u> or in 'parentheses'. e.g. But even she could not have <u>foreseen</u> / 'foreseen' how that letter... Do not accept: - extra words without this clear indication.	1

Question	Answer	Marks
2(a)	Award 1 mark for one of the following: • (to) expect • (to) bounce For extra words see answer for Q1(c)	1
2(b)	Award 1 mark for two of the following quotations. Award a further 1 mark for a matching explanation for each quote. Quotation 1: • (It was muddy down there) Cross the ball and it would just land and stick. / And the ball would just land and stick (see note below about marking quotations) Explanation: • The ball gets stuck in the mud / the ball doesn't bounce. Quotation 2: • Visiting teams seemed to expect the ball to bounce (for some reason) (by the time they realised it didn't) Explanation: • The other team did not know that the ball would not bounce. Allow the converse explanation: • The Mudlarks knew the ball would not bounce. Quotation 3: • (by the time they realised it didn't) we were often two or three goals up Explanation: • The Mudlarks knew what was going to happen / had experience playing on the recreation ground. NB: if 2 quotes are combined on one line, count it as 1 quote for 1 mark NB: extra information is OK in the explanation if it is relevant. In summary: • If a quotation is correct but the explanation does not fit, give 1 mark. • An incorrect quotation gains no credit, so explanation has to be 0. i.e. the quotation has to be correct to gain any credit. SEE GENERAL GUIDANCE DOCUMENT – MARKING QUOTATIONS (new last session) This guidance applies to all questions where a quote is required. The example in the guidance demonstrates this change.	4

Question	Answer	Marks
3(a)	Award 1 mark for one of the following: • on the corner • (up) on the moors See note for Q1(c) about extra words.	1
3(b)	Award 1 mark for any of: If ‘Yes’ is ticked: • He gets/has a job / so he can buy something he wants / He earns some money / He doesn’t rely on his parents (to buy him things). If ‘No’ is ticked: • He does a job because he wants a bike, but he spends it on other things instead / He spends/wastes his money / He doesn’t save his money / He doesn’t buy what he wants with his money. / he keeps spending what he’s saved. NB: the reason <u>must</u> match the ticked box, ‘Yes’ or ‘No’. Also: the answer needs to be from the third paragraph.	1

Question	Answer	Marks
4(a)	Award 1 mark for: (Stella / the dog) barking her head off See note for Q1(c) about extra words.	1
4(b)(i)	Award 1 mark for: EITHER: - My father loved it, he said OR - he said, because the air was clear and clean. (No brick dust) Do not allow: 'he said' on its own	1
4(b)(ii)	Award 1 mark for one of the following: - This is it (she cried) - This is how life is supposed to be - Wonderful, just wonderful NB Accept the whole speech: <i>This is it, she cried. This is how life is supposed to be. Wonderful, just wonderful.</i>	1
4(c)	Award 1 mark for an appropriate reason. Award a further 1 mark for a matching quotation / evidence from the text. (See Q2(b) for a similar approach: - If a reason is correct but the quotation does not fit, give 1 mark. - An incorrect reason gains no credit, so quotation has to be 0.) If 'Yes' is ticked: Reason: - he likes mending things / improving things / he could fix anything NOT incomplete/imprecise reasons: - he does things by himself / he does things on his own BUT allow as neutral if given alongside a correct reason. Quotation: - He was a great do-it-yourself fanatic. / There was nothing he couldn't fix, (even if it didn't need fixing) Allow as a single quote. If 'No' is ticked: Reason: - he tries to mend things which don't need mending / he messes around with things which aren't broken Quotation: (There was nothing he couldn't fix,) even if it didn't need fixing. NB: the reason <u>must</u> match the ticked box, 'Yes' or 'No'. Also: the answer needs to be from the fourth paragraph.	2

Question	Answer	Marks
4(d)	Award 1 mark for one of the following: • loved • revelled See note for Q1(c) about extra words.	1
4(e)	Award 1 mark for: • It is the skipper's cap. Box 1 should be ticked. Award 0 marks if more than one box is ticked.	1
4(f)	Award 1 mark for: • (she had) a real nose for it See note for Q1(c) about extra words.	1

Question	Answer	Marks														
5(a)	Award 1 mark for: It was calm. Box 2 should be ticked. Award 0 marks if more than one box is ticked.	1														
5(b)	Award 1 mark for an appropriate reason. Award 1 mark for a matching quotation from the text. (see Q4(c): - If a reason is correct but the quotation does not fit, give 1 mark. - An incorrect reason gains no credit, so quotation has to be 0.) If ‘Yes’ is ticked: <table><tr><th>Reason</th><th>Quotation</th></tr><tr><td>She makes sure they have fun / she spent time with him / she wanted him to be happy</td><td>We had some great days on the water / in the sheer joy of it</td></tr><tr><td>She takes them on fun sailing trips / she keeps them entertained/happy</td><td>We had some great days on the water / (skimming over the waves) exhilarating in the speed of it / in the sheer joy of it</td></tr><tr><td>She takes them out when nobody else does</td><td>Sometimes we’d be the only boat on the whole reservoir NOT We’d go out when it was rough, when no one else would.</td></tr></table> If ‘No’ is ticked: <table><tr><th>Reason</th><th>Quotation</th></tr><tr><td>She took them out in bad weather / when it was dangerous</td><td>We’d go out when it was rough NOT we’d go skimming over the waves, exhilarating in the speed of it, in the sheer joy of it.</td></tr><tr><td>They’d go out when nobody else was out</td><td>When no one else would / sometimes we’d be the only boat on the whole reservoir.</td></tr></table> NB: the reason <u>must</u> match the ticked box, ‘Yes’ or ‘No’. Also: the answer needs to be from the fifth paragraph.	Reason	Quotation	She makes sure they have fun / she spent time with him / she wanted him to be happy	We had some great days on the water / in the sheer joy of it	She takes them on fun sailing trips / she keeps them entertained/happy	We had some great days on the water / (skimming over the waves) exhilarating in the speed of it / in the sheer joy of it	She takes them out when nobody else does	Sometimes we’d be the only boat on the whole reservoir NOT We’d go out when it was rough, when no one else would.	Reason	Quotation	She took them out in bad weather / when it was dangerous	We’d go out when it was rough NOT we’d go skimming over the waves, exhilarating in the speed of it, in the sheer joy of it.	They’d go out when nobody else was out	When no one else would / sometimes we’d be the only boat on the whole reservoir.	2
Reason	Quotation															
She makes sure they have fun / she spent time with him / she wanted him to be happy	We had some great days on the water / in the sheer joy of it															
She takes them on fun sailing trips / she keeps them entertained/happy	We had some great days on the water / (skimming over the waves) exhilarating in the speed of it / in the sheer joy of it															
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They’d go out when nobody else was out	When no one else would / sometimes we’d be the only boat on the whole reservoir.															

Question	Answer	Marks
6	Award 1 mark for any of the following: • It adds drama / dramatic effect. • It creates tension / suggests that something bad might happen / suspense • It increases interest in the contents of the letter. • It highlights the importance of the letter. • It reminds us that the letter will cause a big change. Do not accept 'it's a cliffhanger' on its own but allow as neutral if given alongside a correct answer.	1

Question	Answer	Marks
7	Award 1 mark for each correct response up to a maximum of 3 marks: NB: The words NOT in brackets are essential (see 'only allow' note below) • Phrase from the second paragraph: (After school) every day (whatever the weather) / (Cross the ball and) it <u>would</u> just land and stick / often (two or three goals up) • Phrase from the third paragraph: Every weekend, (I did a paper round) / I <u>would keep</u> spending • Phrase from the fourth paragraph: Sundays were always special (I remember) / <u>We'd</u> go dinghy sailing Only allow: • One use of 'would' – as indicated for third and fourth paragraph • The extra words given in brackets and no more. Also: 'still' is concerned with Michael now he's grown up – it is not just a childhood memory.	3

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
	Grammar and punctuation (Wg)	7
	Structure of texts (Ws)	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. introduction must include: EITHER: A mention of the letter OR: Something involving Michael and his family OR: An indication of something unexpected happening. NB: genre not specified – ‘realistic fiction’ is the given text.	A relevant response with well-chosen ideas and content. Some ideas and material are developed in detail. i.e. a letter must be mentioned <u>or inferred</u> AND there needs to be at least one member of Michael’s family (see FAQs) with: events clearly described that suggest that something ‘out of the ordinary’ is happening. Purpose of writing is clear and appropriate to idea of 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.	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 clear reference to something different (after receipt of the letter). <u>Some</u> details attempt to engage the reader. Viewpoint is consistent and may include a character’s opinions of events / settings / other characters.	Writing is well developed so that features (of the genre, if chosen,) are clearly established and wholly relevant. 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.e. it needs to be more than basic and appropriate to what is written <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 <i>note Wc Box 2</i>). 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.

			
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 (simple/compound) 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: (<i>NB: not essential</i>) - A balance between simple, compound and complex sentences; - modal verbs. - pronouns and possessive pronouns used accurately. - adjectives and adverbs used correctly (comparative/superlative) - use of prepositions Punctuation is used accurately and effectively using a wider range of devices to: e.g. - demarcate sentences and for direct speech where speech marks are used around spoken words. <i>NB. Rest of speech punctuation need not be accurate here.</i> - Commas are always used in lists and often to mark clauses in complex sentences. (A lot of comma splicing is not allowed.) - Use of apostrophes is accurate.	Overall grammar and use of English is fully <u>appropriate for the genre</u>. For example: - A good variety of simple, compound and complex sentences are chosen for effect, with some evidence of re-ordering for effect. - 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.

			
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. <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 (beg/middle/end) throughout a piece of sustained writing. (Paragraphs)/sections are organised and linked to achieve an <u>appropriate effect for the genre</u>, where included sentences add clarity to overall text. NB: separate paragraphs not required until Box 6–7 HOWEVER, paragraphs must be attempted to gain 5 here.	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) <i>NB: weak paragraphing may gain 6 marks here, e.g. opportunities missed to create a break</i>

		
Word structure (Ww) (Spelling)	Word structure (Ww) (Spelling)	Word structure (Ww) (Spelling)
[1]	[2]	[3]
A ‘best fit’ is looked for – not every descriptor has to be achieved to gain a mark – HOWEVER: For 1 mark: basic high frequency words are crucial For 2 marks: a guide rests with ‘the double consonants’ descriptor together with some general achievement of the other descriptors here For 3 marks: ambition is the key here		
Examples: 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, <i>e.g., 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, <i>e.g. -s, -es, -y/ies, -f/ves</i>	Examples: Spell words with double consonants correctly. Correct spelling of words with less common letter strings that are pronounced differently., <i>e.g., 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, <i>e.g., library, interest.</i> Spell common homonyms correctly, <i>e.g., wave (gesture), wave (sea).</i> Spell words with a wide range of prefixes and suffixes, including opposites (un-, im-) correctly.	Examples: Spell words with different suffixes that sound the same, <i>-tion, -cian.</i> Spell familiar homophones and commonly confused words correctly, <i>e.g., aloud, allowed, desert, dessert.</i> 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> Spell correctly frequently misspelt words: <i>e.g. necessary, definitely</i>