



Cambridge Primary Checkpoint

ENGLISH

0058/02

Paper 2 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 **12** pages. Any blank pages are indicated.

Section A: Reading

Question	Answer	Marks
1	Award 1 mark for: the story location. Box 4 should be ticked. Award 0 marks if more than one box is ticked.	1

Question	Answer	Marks
2(a)	Award 1 mark for TWO of the following up to a maximum of 2 marks: (it describes / calls the snow as) soft / white /appearance OR (it says) <u>how</u> the snow moves / falls / wisps / drifts /dances / flurries OR (It uses the pronoun) <i>it</i>	2
2(b)	Award 1 mark for one correct answer. Award 2 marks for two/three correct answers. Verb dances wisps flurries drifts (down) Definition moving slowly (downwards) moving rhythmically as if to music <i>moving delicately in a thin line like clouds, smoke or steam</i> moving in small, swirling masses (as if caught by a gust of wind)	2

Question	Answer	Marks
3	Award 1 mark for one of the following: - They are both long / reach their ankles - They keep them warm	1

Question	Answer	Marks
4(a)	Award 1 mark for: ...introduce a list. Box 3 should be ticked. Award 0 marks if more than one box ticked.	1
4(b)	Award 1 mark for: instead of commas / to separate items (on a list) / phrases (on a list) / to create a pause between items (on a list)	1
4(c)	Award 1 mark for: the crowding of the stones. Box 3 should be ticked. Award 0 marks if more than one box ticked.	1

Question	Answer	Marks										
5(a)	Award 1 mark for: because he is angry Accept: sensible synonyms for ‘angry’, e.g. furious, irate, cross	1										
5(b)	Award 1 mark for each correct answer, up to a maximum of 3 marks: <table><tr><th>Figurative technique</th><th>Example from text</th></tr><tr><td>onomatopoeia</td><td>crumps (under her/their feet)</td></tr><tr><td>simile</td><td>It frosts her hair like icing sugar</td></tr><tr><td>personification</td><td>the city grows older (around them...) / snow is beginning to lie / it gathers (in the nooks and crannies) / it frosts (her hair...) / the day turning blue (beneath a heavy slate sky) / straps that encase each of his boot-heels</td></tr><tr><td>idiom</td><td>nooks and crannies</td></tr></table>	Figurative technique	Example from text	onomatopoeia	crumps (under her/their feet)	simile	It frosts her hair like icing sugar	personification	the city grows older (around them...) / snow is beginning to lie / it gathers (in the nooks and crannies) / it frosts (her hair...) / the day turning blue (beneath a heavy slate sky) / straps that encase each of his boot-heels	idiom	nooks and crannies	3
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Question	Answer	Marks
6	Award 1 mark for: save	1

Question	Answer	Marks																										
7(a)	Award 1 mark for each quotation and 1 mark for each explanation, up to a max of 4 marks. If ‘Yes’ is ticked’: <table><tr><th>Quotation</th><th>This shows that...</th></tr><tr><td>a pleasing old sound of polished brass</td><td>The bell brings back fond memories/nostalgia</td></tr><tr><td>(cluttered) cosmos of toys</td><td>A world of toys / lots of / a great number of toys / huge variety of toys</td></tr><tr><td>the little shop is a cluttered cosmos of toys.</td><td>Every part of the shop is packed full of toys</td></tr><tr><td>Monkeys brandish cymbals / Ventriloquists’ dummies / Victorian dolls / black bats / ducks with propellers on their heads / wooden policemen / Robots / fighter planes / hot air balloons / sailboats / rocket ships / (crammed) teddy bears / rocking horses / dogs on wheels.</td><td>There are fun things to do / play with in the shop / there are unusual toys <i>(also, see note above about personal response)</i> <i>(items listed need to be quoted as given: e.g. ‘monkeys brandish cymbals’ and not just ‘monkeys’)</i></td></tr><tr><td>cheerful red / yellowy light</td><td>it has a colourful sign / it is lit up (from inside)</td></tr></table> If ‘No’ is ticked: <table><tr><th>Quotation</th><th>This shows that...</th></tr><tr><td>dusty display</td><td>The toys are dirty</td></tr><tr><td>leer secret smiles</td><td>Ugly faces / it is creepy /scary</td></tr><tr><td>Monkeys brandish cymbals / Ventriloquists’ dummies / Victorian dolls / ducks with propellers on their heads / wooden policemen (with bright red noses) rocking horses / dogs on wheels.</td><td>Very old-fashioned toys / unusual toys / strange toys <i>(also, see note on previous page about personal response)</i> <i>(items listed need to be quoted as given: e.g. ‘monkeys brandish cymbals’ and not just ‘monkeys’)</i></td></tr><tr><td>(robots march) through this chaos / <u>cluttered</u> cosmos of toys/ swarm the ceiling / Teddy bears are <u>crammed into corners</u></td><td>There’s no order / too many toys so can’t see anything properly</td></tr><tr><td>musty/dim</td><td>The shop is smelly/dark</td></tr><tr><td>Black bats hanging (from black threads)</td><td>It is spooky / scary /creepy</td></tr></table>	Quotation	This shows that...	a pleasing old sound of polished brass	The bell brings back fond memories/nostalgia	(cluttered) cosmos of toys	A world of toys / lots of / a great number of toys / huge variety of toys	the little shop is a cluttered cosmos of toys.	Every part of the shop is packed full of toys	Monkeys brandish cymbals / Ventriloquists’ dummies / Victorian dolls / black bats / ducks with propellers on their heads / wooden policemen / Robots / fighter planes / hot air balloons / sailboats / rocket ships / (crammed) teddy bears / rocking horses / dogs on wheels.	There are fun things to do / play with in the shop / there are unusual toys <i>(also, see note above about personal response)</i> <i>(items listed need to be quoted as given: e.g. ‘monkeys brandish cymbals’ and not just ‘monkeys’)</i>	cheerful red / yellowy light	it has a colourful sign / it is lit up (from inside)	Quotation	This shows that...	dusty display	The toys are dirty	leer secret smiles	Ugly faces / it is creepy /scary	Monkeys brandish cymbals / Ventriloquists’ dummies / Victorian dolls / ducks with propellers on their heads / wooden policemen (with bright red noses) rocking horses / dogs on wheels.	Very old-fashioned toys / unusual toys / strange toys <i>(also, see note on previous page about personal response)</i> <i>(items listed need to be quoted as given: e.g. ‘monkeys brandish cymbals’ and not just ‘monkeys’)</i>	(robots march) through this chaos / <u>cluttered</u> cosmos of toys/ swarm the ceiling / Teddy bears are <u>crammed into corners</u>	There’s no order / too many toys so can’t see anything properly	musty/dim	The shop is smelly/dark	Black bats hanging (from black threads)	It is spooky / scary /creepy	4
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Question	Answer	Marks
7(b)	Award 1 mark for: - The reference to robots is given in a separate paragraph / is in a one-line paragraph / is on a separate line / is in a single line <u>unlike</u> the other toys Also allow: - the paragraph talks about robots and only robots	1
7(c)	Award 1 mark for one correct answer. Award 2 marks for two/three correct answers. pleasing swarm ahead shop adverb noun verb adjective	2

Question	Answer	Marks																		
8(a)	Award 1 mark for a correct quotation and 1 mark for a suitable explanation. <table><tr><th>Quotation</th><th>This shows that...</th></tr><tr><td>When they are certain there is no one else in the shop</td><td>they are looking to make sure they are alone / they don't want any witnesses</td></tr><tr><td>the girl flips the sign from open to closed</td><td>they are stopping any other people coming into the shop / they don't want any witnesses</td></tr><tr><td>snapping the lock</td><td>they are stopping any other people coming into the shop / they don't want any witnesses</td></tr><tr><td>she stands with her back to the door and folds her arms.</td><td>the girl is standing on guard, stopping anyone getting in or out</td></tr><tr><td>The man strides to the counter, heading on towards the back room</td><td>he is going somewhere where customers are not allowed</td></tr></table>	Quotation	This shows that...	When they are certain there is no one else in the shop	they are looking to make sure they are alone / they don't want any witnesses	the girl flips the sign from open to closed	they are stopping any other people coming into the shop / they don't want any witnesses	snapping the lock	they are stopping any other people coming into the shop / they don't want any witnesses	she stands with her back to the door and folds her arms.	the girl is standing on guard, stopping anyone getting in or out	The man strides to the counter, heading on towards the back room	he is going somewhere where customers are not allowed	2						
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8(b)	Award 1 mark for a correct quotation and 1 mark for a suitable explanation. If 'Yes' is ticked': <table><tr><th>Quotation</th><th>This shows that...</th></tr><tr><td>thick lenses reflecting the light</td><td>his eyes are hidden / cannot see his eyes / mysterious</td></tr><tr><td>shabbily dressed</td><td>he doesn't care about his appearance / not wearing nice clothes / his clothes are strange/eccentric</td></tr></table> If 'No' is ticked: <table><tr><th>Quotation</th><th>This shows that...</th></tr><tr><td>a small man</td><td>not a threatening size</td></tr><tr><td>grey hair</td><td>he is old/elderly/vulnerable</td></tr><tr><td>brown tape hangs from the end of his nose.</td><td>makes him seem a little absurd/funny/amusing</td></tr><tr><td>Looking up to blink</td><td>makes him seem sweet / sleepy / like a little creature/mouse</td></tr><tr><td>Looking up to blink happily at his visitors</td><td>he is welcoming to his customers</td></tr></table>	Quotation	This shows that...	thick lenses reflecting the light	his eyes are hidden / cannot see his eyes / mysterious	shabbily dressed	he doesn't care about his appearance / not wearing nice clothes / his clothes are strange/eccentric	Quotation	This shows that...	a small man	not a threatening size	grey hair	he is old/elderly/vulnerable	brown tape hangs from the end of his nose.	makes him seem a little absurd/funny/amusing	Looking up to blink	makes him seem sweet / sleepy / like a little creature/mouse	Looking up to blink happily at his visitors	he is welcoming to his customers	2
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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.		
9	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> include: either: the setting – has to be the toy shop at first (inferred / implied) or: at least one character – man / girl / shopkeeper 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 and/or an event 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.	Main features of genre, if chosen, are clear. <i>Ref FAQ</i> Narrative has ideas and content with detail developed. This may include new scenes/characters. i.e. detail must describe a series of events (to build on Box 2) <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.	Appropriate vocabulary is used that is suitable for the chosen narrative. 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. NB: paragraphs not essential at this stage BUT sections must be clear.	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. 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)

			
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 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.

		
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, 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	Examples: Spells words with double consonants correctly. 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.	Examples: Spell words with different suffixes that sound the same, <i>-tion, -cian</i>. 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. Spell correctly frequently misspelt words: e.g. <i>necessary, definitely</i>

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