

Cambridge Primary Checkpoint

ENGLISH**0058/01**

Paper 1 Non-fiction

May 2026**MARK SCHEME**Maximum Mark: 50

Published

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the curriculum. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and End of Series Report for Teachers.

This document has **10** pages.

Section A: Reading

Question	Answer	Marks
1	Award 1 mark each for: - by saying she is going to 'meet' the owl - by telling us the owl has a boy's name Boxes 1 and 4 should be ticked. Award 0 marks where more than two boxes are ticked.	2

Question	Answer	Marks
2(a)	Award 1 mark for: - flies: quiet wingbeats Award 1 mark for: - comes to a stop: landed soundlessly	2
2(b)	Award 1 mark for: which	1

Question	Answer	Marks
3	Award 1 mark for an answer that recognises that the first two paragraphs are about <u>one particular owl</u> (not owls in general), for example: (in the first two paragraphs) the information is about an individual owl / an owl called Percy / an owl in captivity - It's about the writer's personal experience <u>of an owl</u> / memories <u>of an owl</u> - They write about <i>the</i> owl / <i>the</i> bird - They're about how <u>an owl</u> / Percy is fed (in captivity / in a zoo). Award 1 mark for an answer that recognises that the information in the third paragraph is about <u>owls in general</u>, for example: (In the third paragraph) the information is about (Great Grey / all) <u>owls</u> (in general / in the wild). - It's about how <u>owls</u> feed / hunt (in the wild).	2

Question	Answer	Marks
4	Award 1 mark for one correct match, 2 marks for two correct matches, 3 marks for three or more correct matches. what time of day the owls were observed 1 what the owls were observed doing 2 <i>how recently the owls were observed</i> 3 who observed the owls 4 where the owls were observed 5	3

Question	Answer	Marks
5	Award 1 mark for one of the following: - to give a quotation (from a book / a written text) - to show what they / the naturalists had <u>written</u> - It's reported <u>writing</u>	1

Question	Answer	Marks
6(a)	Award 1 mark for one of the following: - we rarely saw anything - looked like bare snow	1
6(b)	Award 1 mark for: to express her amazement Box 2 should be ticked. Award 0 marks where more than one box is ticked.	1

Question	Answer	Marks
7(a)	Award 1 mark for: - The second sentence / It is the answer to the question. - The second sentence / It answers the first sentence. - The second one / It explains / gives the answer [<i>reference to 'the question / the first sentence' is implied</i>]	1
7(b)	Award 1 mark for: - the owl's / Percy's face / facial disk - direct quote – 'the flat, grey facial disk of a Great Grey Owl'	1

Question	Answer	Marks
8(a)	Award 1 mark for: surrounded Box 4 should be ticked. Award 0 marks where more than one box is ticked.	1
8(b)	Award 1 mark for: directs	1

Question	Answer	Marks
9(a)	Award 1 mark for each of the following: - how clearly the owl can see its prey - what time the owl hunts Boxes 1 and 3 should be ticked. Award 0 marks where more than two boxes are ticked.	2
9(b)	Award 1 mark for one of the following: - Great Grey Owls can't see <u>their prey</u>. - Owls that cannot see <u>their prey</u> have larger ears. <u>Their prey</u> is hidden/invisible (beneath the snow). - They can hear <u>their prey</u> from far away. Also allow: They <u>hunt at night</u> / They <u>hunt in darkness</u> / They <u>hunt in the snow</u> (so they can't see their prey)	1

Question	Answer	Marks
10(a)	Award 1 mark for each of the following: • faint • muffled Do not allow: rustle	2
10(b)	Award 1 mark for: • to describe repeated actions Box 2 should be ticked. Award 0 marks where more than one box is ticked.	1
10(c)	Award 1 mark for each of the following, up to a maximum of 2 marks : • hitting • thrust • punch • grab	2

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]
EITHER Some material included that elaborates on required information, <i>i.e. it must be about an animal</i> OR Some elements of an information text can be seen. <i>A maximum of 1 mark can be awarded if content is not relevant <u>or</u> writing is not the required text type</i>	Content has <u>some</u> relevance to the stimulus, with a couple of different ideas explored, <i>i.e. a few facts about an animal are given</i> Purpose of writing is clearly to inform <i>i.e. it is <u>mostly</u> an info text, although aspects of another text type may be used in some parts of the text</i> A straightforward viewpoint which is generally consistent and appropriate for the purpose.	Material is <u>mostly</u> relevant to the stimulus, with a wider variety of ideas/content developed, <i>i.e. several areas of interest explored/expanded.</i> Features of an info text are <u>clear throughout</u>, <i>i.e. it is clearly an info text with limited evidence of other text types</i> Consistent viewpoint/tone with details that sustain interest, including writer's style to emphasise particular points.	Material is <u>wholly</u> relevant to the stimulus, <i>i.e. areas chosen are key to understanding the animal</i> Content has a <u>good</u> balance of coverage, <i>i.e. a number of different areas of interest are fully explored and equally detailed</i> Writing is <u>well</u> developed so that info text features are used consistently and successfully, <i>i.e. needs to be wholly factual</i> A clear, consistent relationship between writer and reader is established and maintained throughout the text, <i>e.g. use of rhetorical questions, inclusion of interesting facts</i>

		
Vocabulary and Language (Wv)	Vocabulary and Language (Wv)	Vocabulary and Language (Wv)
[1]	[2]	[3]
Uses effective vocabulary to convey meaning whatever their chosen content or text type.	Language which is <u>mostly</u> appropriate to an information text is used <i>i.e. clear facts</i> AND Some subject specific words linked to the stimulus are used, <i>e.g. appropriately scientific such as habitat / diet, or particularly relevant to the animal</i>	Language is wholly relevant to an info text AND Specialised vocabulary is used throughout the text AND Words and phrases are used <u>for effect</u> , <i>i.e. to enhance the writing</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> 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. There <u>may</u> be some attempts to sequence relevant ideas <u>logically</u> . <i>If either the context or text type is incorrect, the maximum is 3. If neither is correct, the maximum is 2.</i>	Content is organised so that relevant ideas are <u>developed</u> throughout a piece of sustained writing. Ideas <u>within</u> sections/paragraphs are logically organised and linked, where additional sentences add clarity/detail to the initial point. There <u>may</u> be some use of organisational devices such as subheadings, bullets, numbered lists, Q&A style. <i>Some paragraphs must be used appropriately to gain 5 marks.</i>	Development of wholly relevant 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 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 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 opening 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.e. subject matches verb, consistency of tense, use of singular and plural Basic punctuation is <u>mostly</u> used accurately, e.g. - To demarcate sentences (full stops 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) 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, (where appropriate): - a range of types, including simple, compound <u>and</u> <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 (Direct speech punctuation includes other punctuation alongside speech marks)	Overall grammar and use of English is fully <u>appropriate</u> and effective 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 colons, brackets, 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 letters 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>environment, camouflage, mammal, herbivore, predator, muscular</i> - frequently mis-spelt words, e.g. <i>necessary, separate, definite, completely, suitable, immediate, receive</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.