

Cambridge Primary Checkpoint

ENGLISH**0058/02**

Paper 2 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 **14** pages. Any blank pages are indicated.

Section A: Reading

Question	Answer	Marks
1(a)	Award 1 mark for: unhappy Box 4 should be ticked. Award 0 marks if more than one box is ticked.	1
1(b)	Award 1 mark for: a night's work Do not accept: 'work' on its own. All three words should be given.	1

Question	Answer	Marks
2(a)	Award 1 mark for: how the tiger's hunt keeps changing Box 1 should be ticked. Award 0 marks if more than one box is ticked.	1
2(b)	Award 1 mark for: - not like a tiger / not tiger like / unlike a tiger / not quite like a tiger Allow: - not behaving like a tiger - not sounding like a tiger / not a noise a tiger would make / not a sound that comes from a tiger / not a tiger voice - not from a tiger / different from a tiger - not a tiger thing / something that would not be done by a tiger Do not accept: - not a tiger - not tigerish	1
2(c)	Award 1 mark for: ish Allow: the whole word with the suffix clearly underlined: 'untiger<u>ish</u>'. Do not accept extra words without this clear indication.	1

Question	Answer	Marks								
3	Award 1 mark for ONE of the following ideas: <table><tr><th>Ideas</th><th>Examples</th></tr><tr><td>Sounds are quieter<u>er</u></td><td> - quieter - not <u>as</u> loud - he is quiet this time round (suggests comparison) - more quiet - softer - weaker / more weak - fainter / more faint </td></tr><tr><td>Sounds are less aggressive</td><td> - less aggressive </td></tr><tr><td>How the sounds have changed – <i>refer to examples from the text for comparison.</i> <i>i.e. not ‘grunt’ or ‘growl’</i></td><td> from purring / humming / howling / whining to muttering and / or mumbling from full-throated ‘Aaah!’ to muttering and / or mumbling </td></tr></table>	Ideas	Examples	Sounds are quieter <u>er</u>	- quieter - not <u>as</u> loud - he is quiet this time round (suggests comparison) - more quiet - softer - weaker / more weak - fainter / more faint	Sounds are less aggressive	less aggressive	How the sounds have changed – <i>refer to examples from the text for comparison.</i> <i>i.e. not ‘grunt’ or ‘growl’</i>	from purring / humming / howling / whining to muttering and / or mumbling from full-throated ‘Aaah!’ to muttering and / or mumbling	1
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How the sounds have changed – <i>refer to examples from the text for comparison.</i> <i>i.e. not ‘grunt’ or ‘growl’</i>	from purring / humming / howling / whining to muttering and / or mumbling from full-throated ‘Aaah!’ to muttering and / or mumbling									
NB: a comparison is essential										

Question	Answer	Marks												
4(a)	Award 1 mark each for TWO of the following quotations and a further 1 mark for an appropriate/matching explanation (a maximum of 4 marks). <table><tr><th>Quotation Allow TWO of:</th><th>Explanation (in own words)</th></tr><tr><td>(...twitching one ear.) Get ready</td><td>(Mother Wolf) gives a command to prepare for danger/a threat / It's a short sentence</td></tr><tr><td>The bushes rustled (a little in the thicket)</td><td>(The wolves) / (they) can hear but not see what it is / don't know what it is</td></tr><tr><td>Something is coming (uphill)</td><td>Using the word 'Something' shows we/they don't know what is coming</td></tr><tr><td>(Father Wolf dropped with his haunches under him) ready for his leap</td><td>This creates suspense by indicating FW will attack / is ready to attack</td></tr><tr><td>Also allow: "Something is coming uphill" said Mother Wolf, twitching one ear. "Get ready" – <i>for 1 mark</i></td><td><i>Either one or both of the explanations above for these quotes. (1st and/or 3rd)</i></td></tr></table>	Quotation Allow TWO of:	Explanation (in own words)	(...twitching one ear.) Get ready	(Mother Wolf) gives a command to prepare for danger/a threat / It's a short sentence	The bushes rustled (a little in the thicket)	(The wolves) / (they) can hear but not see what it is / don't know what it is	Something is coming (uphill)	Using the word 'Something' shows we/they don't know what is coming	(Father Wolf dropped with his haunches under him) ready for his leap	This creates suspense by indicating FW will attack / is ready to attack	Also allow: "Something is coming uphill" said Mother Wolf, twitching one ear. "Get ready" – <i>for 1 mark</i>	<i>Either one or both of the explanations above for these quotes. (1st and/or 3rd)</i>	4
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Also allow: "Something is coming uphill" said Mother Wolf, twitching one ear. "Get ready" – <i>for 1 mark</i>	<i>Either one or both of the explanations above for these quotes. (1st and/or 3rd)</i>													
4(b)	Award 1 mark for: - has more than one verb. Award 1 mark for: - uses the second person. Boxes 3 and 5 should be ticked.	2												

Question	Answer	Marks																				
5	Award 1 mark for a suitable quotation. Award a further 1 mark for an appropriate/matching explanation (a maximum of 2 marks). If 'Yes' is ticked: <table><tr><th>Quotation Allow ONE of:</th><th>Explanation (in own words)</th></tr><tr><td>'A man's cub. Look!'</td><td>Father Wolf wants to draw Mother Wolf's attention to the baby.</td></tr><tr><td>('I have never seen one.) Bring it here.'</td><td>Father Wolf does as Mother Wolf asks / respects Mother Wolf's wish to see the baby NB: the focus is on Father Wolf so do not accept: 'Mother Wolf asks/tells him to bring the baby.</td></tr><tr><td>not a tooth even scratched the skin (as he laid him down among the cubs)</td><td>Father Wolf treats the baby gently / he cared / so as not to hurt the baby / he was careful Do not accept: 'leave any marks' on its own but OK with 'gentle'/'careful'</td></tr><tr><td>he laid it down among the cubs</td><td>Father Wolf treats the baby as if it is part of his family</td></tr></table> Do not accept any reference to 'kind' unless given with a correct answer. If 'No' is ticked: <table><tr><th>Quotation Allow ONE of:</th><th>Explanation (in own words)</th></tr><tr><td>'Man!' he snapped. ('A man's cub.)</td><td>Father Wolf's first reaction to the baby is hostile / he didn't like it</td></tr><tr><td>('A man's cub.) Look!</td><td>He seems surprised/shocked to see the baby / He is just staring at it</td></tr><tr><td>('I have never seen one.) Bring it here.'</td><td>Father Wolf <u>only</u> brings the baby into the cave when Mother Wolf tells him to NB: 'only' or equivalent is essential...</td></tr><tr><td>Use of 'it'</td><td>hostile / not treating the baby as a living creature at first.</td></tr></table>	Quotation Allow ONE of:	Explanation (in own words)	'A man's cub. Look!'	Father Wolf wants to draw Mother Wolf's attention to the baby.	('I have never seen one.) Bring it here.'	Father Wolf does as Mother Wolf asks / respects Mother Wolf's wish to see the baby NB: the focus is on Father Wolf so do not accept: 'Mother Wolf asks/tells him to bring the baby.	not a tooth even scratched the skin (as he laid him down among the cubs)	Father Wolf treats the baby gently / he cared / so as not to hurt the baby / he was careful Do not accept: 'leave any marks' on its own but OK with 'gentle'/'careful'	he laid it down among the cubs	Father Wolf treats the baby as if it is part of his family	Quotation Allow ONE of:	Explanation (in own words)	'Man!' he snapped. ('A man's cub.)	Father Wolf's first reaction to the baby is hostile / he didn't like it	('A man's cub.) Look!	He seems surprised/shocked to see the baby / He is just staring at it	('I have never seen one.) Bring it here.'	Father Wolf <u>only</u> brings the baby into the cave when Mother Wolf tells him to NB: 'only' or equivalent is essential...	Use of 'it'	hostile / not treating the baby as a living creature at first.	2
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Question	Answer	Marks
6	Award 1 mark for any of the following: (Father Wolf) uses more formal language / calls Shere Khan by his name / uses longer sentences / asks a question / is polite / is respectful / uses third person to show respect / respecting him (gracefully) Award 1 mark for any of the following: (Shere Khan) speaks informally / does not use Father Wolf's name / uses short sentences / gives a command / is rude / demanding / bullying / disrespectful	2

Question	Answer	Marks												
7	Award 1 mark each for two of the following literary techniques/devices and 1 further mark for a matching quotation (a maximum of 4 marks): <table><tr><th>Literary technique / device</th><th>Matching quotation</th></tr><tr><td>metaphor</td><td>(the tiger's) 'roar filled the cave with thunder'</td></tr><tr><td>simile</td><td>'(eyes,) like two green moons' (in the darkness)</td></tr><tr><td>repetition</td><td>“he shall” / “he shall (not be killed.) He shall (live to run with the Pack...)”</td></tr><tr><td>hyperbole/exaggeration</td><td>(the tiger's) 'roar filled the cave with thunder'</td></tr><tr><td>onomatopoeia</td><td>'roar' – <i>and no more</i></td></tr></table>	Literary technique / device	Matching quotation	metaphor	(the tiger's) 'roar filled the cave with thunder'	simile	'(eyes,) like two green moons' (in the darkness)	repetition	“he shall” / “he shall (not be killed.) He shall (live to run with the Pack...)”	hyperbole/exaggeration	(the tiger's) 'roar filled the cave with thunder'	onomatopoeia	'roar' – <i>and no more</i>	4
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onomatopoeia	'roar' – <i>and no more</i>													

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8(a)	Award 1 mark each for TWO of the following quotations and a further 1 mark for an appropriate/matching explanation. (a maximum of 4 marks). If 'Yes' is ticked: <table><tr><th>Quotation Allow ONE of:</th><th>Explanation (in own words)</th></tr><tr><td>(Father Wolf) ran out a few paces (<i>and no more</i>)</td><td>(Father Wolf) does not back away from danger</td></tr><tr><td>(Father Wolf) dropped with his haunches under him, ready for his leap</td><td>(Father Wolf) is prepared/ready to defend / protect his home/family against unknown danger</td></tr><tr><td>'Shere Khan does us great honour,' (said Father Wolf)</td><td>(Father Wolf) is the first to speak to the tiger</td></tr><tr><td>'Shere Khan does us great honour,' said Father Wolf, but his eyes were angry. / 'What does Shere Khan need?'</td><td>(Father Wolf) speaks calmly to the tiger / controls his emotions when dealing with Shere Khan</td></tr></table> If 'No' is ticked: <table><tr><th>Quotation</th><th>Explanation</th></tr><tr><td>'The fool!' said Father Wolf / 'The fool has had no more sense than to jump at a woodcutter's camp-fire...' / 'Shere Khan does us great honour'</td><td>(Father Wolf) says disrespectful things about the tiger, but doesn't repeat them later in front of Shere Khan</td></tr><tr><td>'Man!' he snapped. / 'A man's cub. Look!' / he shot straight into the air</td><td>(Father Wolf) reacts nervously when he sees the baby for the first time.</td></tr><tr><td>'Shere Khan does us great honour,' said Father Wolf, but his eyes were angry.</td><td>(Father Wolf) is too afraid of Shere Khan to express his feelings openly.</td></tr><tr><td>Mother Wolf shook herself clear of the cubs and sprang forward / 'The man's cub is mine!' (<i>and no more</i>)</td><td>When Shere Khan threatens the baby, it is Mother Wolf (not Father Wolf) who confronts the tiger.</td></tr></table>	Quotation Allow ONE of:	Explanation (in own words)	(Father Wolf) ran out a few paces (<i>and no more</i>)	(Father Wolf) does not back away from danger	(Father Wolf) dropped with his haunches under him, ready for his leap	(Father Wolf) is prepared/ready to defend / protect his home/family against unknown danger	'Shere Khan does us great honour,' (said Father Wolf)	(Father Wolf) is the first to speak to the tiger	'Shere Khan does us great honour,' said Father Wolf, but his eyes were angry. / 'What does Shere Khan need?'	(Father Wolf) speaks calmly to the tiger / controls his emotions when dealing with Shere Khan	Quotation	Explanation	'The fool!' said Father Wolf / 'The fool has had no more sense than to jump at a woodcutter's camp-fire...' / 'Shere Khan does us great honour'	(Father Wolf) says disrespectful things about the tiger, but doesn't repeat them later in front of Shere Khan	'Man!' he snapped. / 'A man's cub. Look!' / he shot straight into the air	(Father Wolf) reacts nervously when he sees the baby for the first time.	'Shere Khan does us great honour,' said Father Wolf, but his eyes were angry.	(Father Wolf) is too afraid of Shere Khan to express his feelings openly.	Mother Wolf shook herself clear of the cubs and sprang forward / 'The man's cub is mine!' (<i>and no more</i>)	When Shere Khan threatens the baby, it is Mother Wolf (not Father Wolf) who confronts the tiger.	4
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8(b)	Award 1 mark for any of the following: • (a/the) man's cub • its/it • (my) quarry • (little) naked cub(s) Accept: 'cub' / cub(s) on its own.	1																				

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 information about: <u>either</u>: ‘who’ (could be narrator OR the visitor) at the outset <u>or</u>: ‘where’ at the outset <u>or</u>: both... NB: not necessarily about the visitor at this stage	A relevant response with well-chosen ideas and content. Some ideas and material are developed in detail. i.e. description of character(s) and/or a setting of some kind (building on Box 1) ALSO: ‘when’ does it happen / some idea of time Purpose of writing is clear and appropriate to the given stimulus <i>NB: if a genre is chosen some features must be consistent with the choice. FAQs</i> 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 the unexpected visitor <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 (<i>of the genre, if chosen,</i>) are clearly established and wholly relevant. i.e. additional detail about the visitor / why it is surprising / unexpected AND: what happens after the arrival... 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 (including for the genre, if chosen)</u> where included sentences add clarity to overall text. NB: separate paragraphs not fully required until Box 6–7 HOWEVER, paragraphs must be attempted to gain 5 here. ALSO: a paragraph of 1 line is acceptable IF for dramatic effect / dialogue. NB: paragraph breaks must be <u>mostly</u> appropriate: e.g: change of time, place or character, etc. NB: this last point is mainly applicable in Box 6-7.	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>

			
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 <u>example</u>: (NB: not essential) - 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. NB: Rest of speech punctuation need not be accurate here - 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 <u>example</u>: - 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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