



Cambridge Primary Checkpoint

ENGLISH

0058/01

Paper 1 Non-fiction

April 2023

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 one of the following: (He uses) alliteration [accept any plausible spelling] / several words begin with the same letter / four words with the same sound - He says, <i>You've got your <u>binoculars</u> and your <u>boots</u> and you're <u>buzzing</u> to <u>begin</u>!</i> [Only accept if the b's are clearly identified (bold / underlined / circled)] Also accept: He employs the rule of three. Do not accept hyperbole or metaphor.	1
1(b)	Award 1 mark for: (A bird-watching holiday is a) fantastic way (to discover new birds.) Allow one copying error in the essential part.	1
1(c)	Award 1 mark for: that Allow a longer quote only if the key word is clearly identified.	1

Question	Answer	Marks
2	Award 1 mark for: (to) dive straight in Allow a longer quote only if the key phrase is clearly identified Allow one copying error. Do not accept answers where 'straight' has been missed out.	1

Question	Answer	Marks
3(a)	Award 1 mark for: • a colon Also allow colons Do not allow the mark drawn <u>on its own</u>. It is essential that candidates are able to name it. Do not accept 'brackets' / 'a bracket'.	1
3(b)	Award 1 mark for an answer that clearly indicates the idea of: • moving fast/quickly/energetically AND/OR Award 1 mark for an answer that clearly indicates the idea of: • moving from one <u>place/thing</u> to another	2

Question	Answer	Marks
4	NB – Reasons must refer to an appropriate <u>feeling</u> (as in the first bullet) or <u>birdwatching</u> (as in the second bullet), NOT general holiday destinations/activities, for example “Because I like travelling” NB – the Reason <u>must</u> be credit-worthy to <i>potentially</i> gain a mark for the Evidence response, i.e. 0 for Reason MUST be 0 for Evidence. Answers with a credit-worthy Reason DO NOT automatically score for their Evidence. Also, Reasons should have some of the candidates’ own words. If <u>one place</u> is ticked: REASON Award 1 mark for an answer which suggests the idea of: - it’s more relaxing / less tiring - or - it allows you to fully explore a single area and its birds EVIDENCE Award 1 mark for matching evidence or <i>quote</i>, e.g: - Dashing about is too exhausting [key words from the text] <i>“a bird-watching holiday that is centred on one place where you can study the local birds in detail”</i> [direct quote] If <u>many different places</u> is ticked: REASON Award 1 mark for an answer which suggests the idea of: - it’s more exciting / thrilling - or - it gives you more chance to find a wider variety of / more unusual birds EVIDENCE Award 1 mark for matching evidence or <i>quote</i>, e.g: <i>“Dashing from one to the next can be exhilarating”</i> [direct quote] *Please note, addition of ‘exhausting’ negates* - the tours help you see many different birds [paraphrase using key words from the text] <i>“This can mean visiting many different natural habitats”</i> [direct quote] **If no box is ticked, the score MUST be 0 as we are unable to discern whether the choice links adequately to the Reason. In the same way, if both boxes are ticked (with neither clearly crossed out), the score will also be 0 **	2

Question	Answer	Marks
5(a)	Award 1 mark for: Then again Allow a longer quote only if the key phrase is clearly identified	1
5(b)	Award 1 mark for: an answer that clearly conveys the idea of <u>possibility</u> For example: 'it's not definite' / 'it's only a possibility' / 'to give an option'	1

Question	Answer	Marks
6	Award 1 mark for each of the following up to a maximum of 2 marks : (bold) (sub) headings / subtitles (rhetorical) questions (and answers) / structured like conversation - short paragraphs - line breaks between paragraphs - use of glossary	2

Question	Answer	Marks
7	Award 1 mark for: specialist travel brochure Box 2 should be ticked. Do not accept answers where more than one box is ticked.	1

Question	Answer	Marks
8(a)	Award 1 mark for: • still Do not accept 'Despite' Allow a longer quote only if the key word is clearly identified.	1
8(b)	Award 1 mark for one of the following: • The opera is still performed nowadays. / It is information that is always true. / They are facts about the opera. Also accept: • To describe what happens in the opera and/or its main character.	1
8(c)	Award 1 mark for: • just Allow a longer quote only if the key word is clearly identified	1

Question	Answer	Marks
9(a)	Award 1 mark for: • to add a detail Box 1 should be ticked. Do not accept answers where more than one box is ticked.	1
9(b)	Award 1 mark for: • was whistled Do not allow 'was' or 'whistled' <u>on its own</u> as this is insufficient. Allow a longer quote only if the key phrase is clearly identified Do not accept 'was walking'	1
9(c)	Award 1 mark for: • even Allow a longer quote only if the key word is clearly identified Do not allow 'amazing'	1

Question	Answer	Marks
10	Award 1 mark for: - musical birds Award 1 mark for: - writing music Boxes 3 and 4 should be ticked. Do not accept answers where more than two boxes are ticked.	2

Question	Answer	Marks
11(a)	Award 1 mark for one of the following: - all over Europe - near his home Allow a longer quote only if the key phrase is clearly identified	1
11(b)	Award 1 mark for one of the following: - As a child - When he was (twenty-five) Allow a longer quote only if the key phrase is clearly identified Do not accept 'One day'	1

Question	Answer	Marks
12	Award 1 mark for one of the following: (It talks about) a (famous/real) person's (real) life (Important) dates/ages (in a person's life) (Events in) <u>chronological</u> order - Third person (voice) (narrative) (Mostly written in) past tense - Facts about a person / about their life The answer needs to refer to generic features of a biography that are used in Text B. Do not allow specific mentions of Mozart <u>on their own</u> – there MUST be a generic feature given. Do not allow 'facts' <u>on its own</u>.	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 column and work upward. • 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 the criteria have been met but not all. Note on extent: Award 0 marks where the performance fails to meet the lowest criteria. 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.		
13	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)	Vocabulary and Language (Wv)	Structure of texts (Ws)	Grammar and Punctuation (Wg)	Word structure (Ww)
[5 marks]	[3 marks]	[7 marks]	[7 marks]	[3 marks]
Content is clearly aimed at a target audience with a good balance of coverage. Writing is well developed so that features of the text type are used consistently and successfully e.g., ambitious features of persuasive writing A clear, consistent relationship between writer and reader is established and maintained throughout the text.		Development of ideas is managed throughout an extended piece of writing, e.g., linking end to beginning. Well-organised ideas in paragraphs and/or sections support overall cohesion and shaping of a text. Logical links between paragraphs help the development of ideas. Cohesion within and between paragraphs is achieved using devices such as connectives, e.g., In addition, Moreover, Furthermore, Alternatively	Overall grammar and use of English is fully <u>appropriate for the text type</u>. For example: - A variety of simple, compound and complex sentences are chosen 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).	
[4–5]		[6–7]	[6–7]	

Creation of texts (Wc)	Vocabulary and Language (Wv)	Structure of texts (Ws)	Grammar and Punctuation (Wg)	Word structure (Ww) (Spelling)
Relevant material has ideas and content with detail developed. Features of the text type are clear throughout e.g., features of persuasive writing. Consistent viewpoint with detail that sustains interest with writer's style / personal response which emphasises particular points.	Language is wholly relevant to the text type and purpose. Specialised vocabulary is used well, for effect, throughout the text, e.g rhetorical questions, imperatives. Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest. e.g., language which is talking directly to the reader.	Content is organised so that ideas are developed cohesively and logically throughout a piece of sustained writing. Paragraphs/sections are organised to achieve an <u>appropriate effect for the specified</u> text type, where included sentences add clarity to overall text. (There may be some use of organisational devices such as bullets, numbered lists, Q&A style.)	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). • Commas are always used in lists and often to mark clauses in complex sentences. • Use of apostrophes is accurate.	Examples: Spell words with different suffixes that sound the same, -tion, -cian. Spell familiar homophones and commonly confused words correctly, e.g., aloud, allowed, desert, dessert. 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.
[3]	[3]	[4-5]	[4-5]	[3]

Creation of texts (Wc)	Vocabulary and Language (Wv)	Structure of texts (Ws)	Grammar and Punctuation (Wg)	Word structure (Ww) (Spelling)
A relevant response with well-chosen ideas and content. Some ideas and material are developed. Purpose of writing is clear and appropriate to the given text type where some features are evident, e.g., some features of persuasive writing A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience.	Appropriate vocabulary is used that is suitable for the <u>specified</u> text type. e.g., strong verbs/adjectives Good attempts to use persuasive elements (word/tone/phrases) e.g. superlatives	Paragraphs / sections are evident with related points grouped together (and/or linked by time sequence) Some attempts to sequence relevant ideas logically i.e. to the activity centre OR to a persuasive text Cohesion between paragraphs /sections is achieved using devices such as simple connectives to establish links. If either the context or text type is incorrect, the maximum is 3.	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 used consistently and accurately, e.g. - To demarcate sentences. - Commas are always used in lists and sometimes to clarify meaning in sentences. - Apostrophes correct for possession (sing./plural) (Direct speech punctuation includes other punctuation alongside speech marks.) Note: if punctuation is totally lacking <u>and</u> other descriptors met then give the lower mark here.	Examples: Correct spelling of words with less common letter strings that are pronounced differently., e.g., pour, hour, piece, pie. 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., library, interest. Spell common homonyms correctly, e.g., wave (gesture), wave (sea). Spell words with a wide range of prefixes and suffixes, including opposites (un-,im-) correctly. Spell words with double consonants correctly.
[2]	[2]	[2–3]	[2–3]	[2]

Creation of texts (Wc)	Vocabulary and Language (Wv)	Structure of texts (Ws)	Grammar and Punctuation (Wg)	Word structure (Ww) (Spelling)
Some material included that elaborates on basic information <i>i.e. about an activity centre.</i> OR Some elements of the text type can be seen. <i>i.e. a persuasive text</i> A maximum of 1 mark can be awarded if not the given text type.	Sometimes uses appropriate vocabulary to convey meaning matched to the context <i>i.e. an activity centre OR a persuasive text</i>	Structure is clear using paragraphs/sections with some attempts to organise the content.	Some simple sentence structures are used successfully. Some correct use of punctuation, such as full stops and capital letters. Note: do <i>not</i> 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.	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, and -f/ves.</i>
[1]	[1]	[1]	[1]	[1]

Creation of texts (Wc)	Vocabulary and Language (Wv)	Structure of texts (Ws)	Grammar and Punctuation (Wg)	Word structure (Ww) (Spelling)
No creditable response	No creditable response	No creditable response	No creditable response	No creditable response
[0]	[0]	[0]	[0]	[0]