



Cambridge Primary Checkpoint

ENGLISH

0058/02

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

Section A: Reading

Question	Answer	Marks
1	Award 1 mark for: - New York / America / USA Accept: a reference to 'grandfather' if given alongside a correct response. Also allow: 'to another city. She is going to New York.' 'the boat is going to another country, city New York.' NB: a reference to another country or city is <u>neutral</u> if given with any of the correct answers. Do not accept: - a reference to 'grandfather' on its own. - another country	1

Question	Answer	Marks
2	Award 1 mark for: determined Box 4 should be ticked. Award 0 marks if more than ONE box is ticked.	1

Question	Answer	Marks
3	Award 1 mark for: - Because the sea was wild and stormy (casting spray 30 ft in the air - neutral) - Because the weather was bad - They were (being sensible and staying) in their cabins (because of the weather) / they were taking refuge in their cabins (because of the strong storm.) / all the passengers on the ocean liner, including her mother, had taken refuge in their cabins. - So they did not get caught in the storm Allow: it was stormy Do not accept incorrect or imprecise responses: - extra words beyond those given above - because of the weather - taken sensible refuge	1

Question	Answer	Marks
4	Award 1 mark for any of the following up to a maximum of 2 marks: - It is short (to create tension /suspense – allow as ‘neutral’) / it is a short phrase - It is on its own line / a single line / a one line paragraph / separated from other sentences / positioned on a separate line / its own paragraph - The repetition (of ‘sensible’.) - It starts with ‘But’ (to create suspense – allow as ‘neutral’) Do not accept incorrect or imprecise responses: - It is a short paragraph / looks like a paragraph - It’s on a different line - It is a single sentence – <i>in question</i>	2

Question	Answer	Marks
5(a)	Award 1 mark for: (Vita had / has) slipped away Do not accept: any extra words, e.g. ‘slipped away and stood out’	1
5(b)	Award 1 mark for one of the following: - New York climbed (out of the mist, tall and grey-blue and beautiful). (so beautiful that) it pulled Vita forwards - There she is! (they said that to the city – this is an explanation) Allow: one copying error, e.g. ‘climed’ Do not accept: - any extra words, e.g. ‘so beautiful that it pulled Vita...bow of the boat to stare’	1

Question	Answer	Marks
6	Award 1 mark for: - setting Award 1 mark for: - time Boxes 2 and 5 should be ticked. Award 0 marks if more than TWO boxes are ticked.	2

Question	Answer	Marks
7	Award 1 mark for any of: NB: a box must be ticked for the mark to be awarded. Yes: - Accept any answer which explains that he shows understanding and consideration. e.g: - He agrees to take Vita and her mother as far as their money will take them. - He sees that Vita's mother's hems/clothes were (carefully) mended and he doesn't say anything – <i>accept 'just nodded' as an alternative to 'doesn't say anything'</i> - He understands Vita and her mother are poor. - He is sympathetic because they are poor. - He accepted the request of Vita's mother /he did what Vita's mother asked No: - He doesn't take Vita and her mother all the way to Grandpa's flat. - He makes/lets them walk when the money runs out /when money ran out they had to walk - He's just doing his job. - Even if the money ran out, he should have driven them to the flat NB: Answer MUST match the ticked box. There is no mark for just the ticked box with no evidence. Do not accept incorrect or imprecise responses: - and he took in her carefully mended hems - when the money ran out they walked <i>-need idea of 'had to' or driver 'let them'</i> - as close as we could get for that, please	1

Question	Answer	Marks
8	Award 1 mark for either of: - they walked - When the money ran out, <u>they walked</u> [must be underlined] - When the money ran out "they walked" [must be in quotation marks] Allow 'The main clause is 'they walked'.	1

Question	Answer	Marks
9(a)	Award 1 mark for any one of the following: - It shows a (short) pause/break (in her speaking) / tell reader she stopped talking for a while / shows a pause ('or drifting off' = neutral) / a pause in thoughts / a pause in trail of thought - It shows hesitation (and confusion while she is talking – neutral) - It shows she is searching for the right word / took time to find the right word - To show she is thinking (how to describe the house.) / struggling to find words Do not accept: - General definitions of 'ellipsis' – the question refers to lines 21–22. 'create suspense', 'create tension' and 'to show words have been omitted' are all incorrect responses to this question. Any reference to any of them should not be credited. - To show she is not sure / is shocked/surprised NB: 'feelings' in 9b - Dramatic effect / To show a pause for effect / dramatic pause - To interrupt speech - To explain silence - To show a trail of thought – <i>as opposed to 'a pause in trail of thought'</i>	1
9(b)	Award 1 mark for one of the following: - It tells us that Vita is unsure /confused - It tells us that Vita is surprised / amazed / shocked - because she is expecting Grandpa's flat to be less expensive (looking) / be shabbier / poorer / run-down. NB: they are still on the outside at this point. - She is unconvinced / uncertain Do not accept words that negate a correct answer, such as: - anxious, relieved, disappointed, nervous, scared, excited	1

Question	Answer	Marks
10	Award 1 mark for one of the following: - She was putting on an act / acting. - She wasn't really cheerful / happy / excited / bright / in good spirits / optimistic / positive / confident. - She was (only) <u>pretending</u> to be cheerful / happy / excited / bright / in good spirits / optimistic / positive / confident. - She wanted Vita to think she was more cheerful / happy / excited / bright / in good spirits / optimistic / positive / confident than she really was. Do not accept incorrect or imprecise responses: - Feeling a little awkward / worried / concerned / mixed feelings NB: 'she was excited to meet Grandpa' = Vita's feelings not her mother's	1

Question	Answer	Marks
11	Award 1 mark for any of the following up to 2 marks: • She runs towards him. / ('She opened the door and Vita) went tearing down the hall' • She calls excitedly to him. / 'Grandpa!' • She gives him a big hug. / (he stood and Vita) hurled herself into his arms' (and he laughed winded by the impact) Do not allow: • 'Rascalion!' as part of the 3rd bullet • 'Grandpa' on its own unless the exclamation mark is given. However: 'she screamed/shouted Grandpa' is allowed as the verbs give the correct sense without the exclamation mark.	2

Question	Answer	Marks
12	Award 1 mark for: • 'You can't prevent us, Dad.' Box 1 should be ticked Award 0 marks if more than ONE box ticked.	1

Question	Answer	Marks
13	Award 1 mark for: • She wanted to talk to her dad without Vita around. Box 2 should be ticked. Award 0 marks if more than ONE box ticked.	1

Question	Answer	Marks
14	Award 1 mark for any of the following: • She <u>noticed</u> how the floorboards squeaked / how the paint peeled from the wall. • Vita (sat on the bed and) tried to think. NB: the underlining is to draw examiners attention to the word – the underlining itself is not a required part of the response. Do not allow a general response about 'viewpoint' such as: • We see what she sees • We know her feelings Candidates should take note of the signposting of lines 41–46.	1

Question	Answer	Marks
15	Award 1 mark for the reason (in candidate's own words) and a further mark for the evidence, for any of the following: NB: reasons should match evidence ** <i>see e.g. below:</i> Yes: - Reason: His apartment is in a smart / posh / expensive (-looking) area (of New York). Evidence: – 'It all looks very ... smart,' - Reason: Vita's room had a good view. Evidence: – 'the view is very fine' No: - Reason: His apartment was very small. Evidence: – 'it'll be a squeeze', or Evidence: – 'More of a cupboard than a room' or Evidence: – she could practically touch all four walls at once - Reason: His apartment was up several flights of stairs / not in a good position / difficult to get to. Evidence: – 'He's on the top floor, (right under the roof)' - Reason: His apartment was in bad condition / not taken care of / not maintained well Evidence: – the lift was broken, or Evidence: – (In the corridor) the floorboards squeaked – the paint peeled from the wall – the door to Vita's bedroom stuck / had to be kicked open – plaster fell off (when Vita kicked the door) Also allow: - Reason: 'old' needs to be given with a correct reason: e.g. 'old and not maintained well' = 1 mark + then consider evidence 'old and dirty' = 0 'old' on its own is not creditworthy. NB: Answer must match the ticked box Allow 2 reasons (1 mark) but evidence must match <u>both</u> for the mark also: 2 pieces of evidence (1 mark) are acceptable IF they both match the reason (1 mark) ** e.g. NB: be aware that the reason is an opinion and the marking may have to be flexible: e.g. Reason: 'I like a small, cosy house with a nice view' – <i>response is still rooted in the text – 1 mark</i> Evidence: 'More of a cupboard than a room, I'm afraid,' he said, 'but the view is very fine.' <i>Evidence matches both Yes/No boxes BUT given the 'reason', -1 mark.</i>	2

Question	Answer	Marks
16	Award 1 mark for any of the following: • (They went) as fast as Vita could go Do not allow: extra words 'suitcases in hand' • (so Vita half ran up the stairs to Grandpa's apartment,) jerkily Do not allow: extra words 'The lift was broken' • (ignoring) the pain in her left foot NB: Two answers from above may be given provided the words match those given and no more: e.g. '(half ran up the stairs to Grandpa's apartment) jerkily, ignoring the pain in her left foot' Award 1 mark for: • (It stuck: she kicked it with) her stronger / better foot Do not accept: • '(She pushed at the door. It stuck: she kicked it with) her stronger foot. • 'good' foot / 'strong' foot – it has to be comparative. • '...went slowly down the corridor,': it is ambiguous and could mean either 'reluctantly' or 'difficulty walking'.	2

Question	Answer	Marks
17	Award 1 mark for any of the following up to a total of 2 marks: • They travel to America by boat / ship / ocean liner. / They don't travel to America by plane. / They don't fly. • 'carefully mended hems' / People don't usually repair their clothes. • They use coins (to pay the cab driver.) • (They send Grandpa) a telegram (not a text). / They don't call Grandpa by phone / text / email / Zoom, etc. • Vita and her mother don't have suitcases with wheels / only have (small) suitcases (they can carry). Do not accept • 'ship'/'ocean liner' on its own – the idea of travel is needed.	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 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. (<i>not including the title</i>) 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.		
18	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]
Writing is developed so that features of the chosen genre are clearly established. 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. [Playscripts develop characters and settings using appropriate language, directions and notes.]		Development of idea(s) is/are 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 narrative. Chronological or logical links between paragraphs help the development of ideas, e.g., story plotlines Cohesion within and between paragraphs is achieved using devices such as connectives, e.g., time connectives used to support content.	Overall grammar and use of English is appropriate for the genre. For example: • A variety of simple, compound and complex sentences are chosen for effect. • Relative pronouns may provide detail. Punctuation is used accurately: • 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)
Main features of the chosen genre are clear. Narrative has ideas and content with detail developed. Writing may develop a given narrative with new scenes/characters. Viewpoint is consistent and may include a character's opinions of events / settings / other characters. [Playscripts include production notes / stage directions <i>not relevant here.</i>]	Material is wholly relevant using a specialised vocabulary accurately for the purpose / genre. Words and phrases chosen to convey mood and feeling so that the writing sustains the reader's interest.	Content is organised so that ideas are developed cohesively and logically throughout most of a piece of sustained writing. Paragraphs and sections are organised to achieve an appropriate effect for the genre, where included sentences add clarity to overall text.	Grammar is almost always accurate throughout the text, e.g.: • simple, compound and complex sentences; • multi-clause sentences combine simple sentences and/or re-order clauses. • modal verbs. • adjectives and adverbs (comparative / superlative). • pronouns and possessive pronouns. Punctuation is used accurately to: • demarcate sentences and for direct speech. • Use of apostrophes is accurate. • Commas are always used in lists and often to mark clauses in complex sentences.	Examples: Spell words with different suffixes that sound the same, e.g.-tion, -cian. Spell familiar homophones and commonly confused words correctly, e.g. aloud, allowed, desert, dessert. Spell a 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 in detail. <i>i.e. narrative must reflect journey AND help (see stimulus)</i> Purpose of writing is clear and appropriate to the (given) chosen genre where features are clearly evident. A straightforward viewpoint which is generally consistent and appropriate for the purpose and the audience.	Specialised vocabulary is used that is suitable for the chosen genre. Good attempts to use synonyms for shades of meaning.	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.	Uses an increasing range of sentence types accurately, may include good attempts at complex structures. Use of expanded phrases to develop ideas. e.g: - noun, adverbial, adjectival, and verb phrases - with a range of connectives. Past, present and future verb forms generally used accurately. Punctuation is used consistently and accurately: - to demarcate sentences. - Direct speech punctuation includes other punctuation alongside speech marks. (<i>Errors may occur where structures are ambitious.</i>) - Apostrophes correct for possession (sing/plural) - Commas are always used in lists and often to clarify meaning in sentences. Note: if punctuation is totally lacking and 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>(e.g. character(s) who is/are or has/have been on a journey to someone who needs their help)</i> Note: allow just a journey or just someone having a problem at this stage Also: story may have an ending	Vocabulary is often well-chosen to convey meaning (matched to the genre – <i>not specified</i>)	Some basic sequencing of events within sections / paragraphs may suggest a story with a simple plot.	Grammar: • Some simple sentence structures are used successfully. Punctuation: • 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 words with common letter strings, but different pronunciations, e.g., <i>through, tough, is correct.</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, and -f/ves. Spelling of common inflections is correct, e.g. -ing, -ed. Spelling of all high frequency words is correct. Some common polysyllabic words, including some compound words, are correct.
[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]

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