

**En**

KEY STAGE

**2**

LEVELS

**3-5**

English tests

## **Grammar, punctuation and spelling mark schemes**

Short answer questions  
and spelling task

**2013**

National Curriculum assessments

# Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of Key Stage 2 statutory tests and assessments in 2013. STA is an executive agency of the Department for Education.

This booklet contains the mark schemes for the levels 3–5 test, which consists of Paper 1: short answer questions and Paper 2: spelling task. These mark schemes are used by expert markers and are available to teachers for information. Level threshold tables will be available at [www.education.gov.uk/KS2](http://www.education.gov.uk/KS2) from Tuesday 9 July 2013.

**This test contains a total of 70 marks.**

The short answer paper contains a total of 50 marks.

The spelling task contains a total of 20 marks.

The original mark schemes were written alongside the questions, but many examples used in the mark schemes were taken subsequently from trialling scripts. The mark schemes indicate the criteria on which judgements should be made. In applying these principles, markers use professional judgement based on the training they have received.

The English grammar, punctuation and spelling test assesses elements of the Key Stage 2 National Curriculum for English. Details about what is assessed in this test are presented in these mark schemes. Further information about which elements are assessed can be found in the English grammar, punctuation and spelling test framework at [www.education.gov.uk/KS2](http://www.education.gov.uk/KS2).

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# The English grammar, punctuation and spelling test mark schemes

## Structure of the short answer mark schemes

The marking information for each question is set out in the form of tables, which start on **page 10** of this booklet.

The '**Question**' column on the left-hand side of each table provides a reference to the question number and question part. This column also gives a reference linking it to the Key Stage 2 programme of study for English.

The '**Requirements**' column may include two types of information:

- A statement of the requirements for the award of each mark, shown by a square.
- *Examples of some different types of correct response, shown by a bullet and italic formatting.*

The '**Mark**' column indicates the total number of marks available for each question part.

The '**Additional guidance**' column provides information about any alternative acceptable responses, as well as an explanation of responses that are not acceptable.

General guidance on marking the spelling task is given on **page 16**.

## Application of the short answer mark schemes

In order to ensure consistency of marking, the most frequent procedural queries are listed on **pages 7–8** along with guidance about what the markers should do. Unless otherwise specified in the mark schemes, markers will apply the guidance in all cases.

## Mark allocation in the English grammar, punctuation and spelling test

The following table summarises the number of marks in the 2013 levels 3–5 test assessing each area:

Assessment area	Number of marks
Grammar	29
Punctuation	15
Vocabulary	6
Spelling	20
<b>Total marks</b>	<b>70</b>

## English grammar, punctuation and spelling question classification

The table below summarises which areas of the Key Stage 2 English programme of study are assessed in the English grammar, punctuation and spelling test. The reference codes in the right-hand column below are given in the 'Question' column of the short answer mark schemes.

### Paper 1: short answer questions

KS2 programme of study references	Grammar, punctuation and spelling reference codes																																		
<b>En3.7a–c Language structure</b>																																			
<p><b>Pupils should be taught:</b></p> <p><b>a:</b> word classes and the grammatical functions of words, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles</p> <p><b>b:</b> the features of different types of sentence, including statements, questions and commands, and how to use them [for example, imperatives in commands]</p> <p><b>c:</b> the grammar of complex sentences, including clauses, phrases and connectives.</p>	<table> <tr> <td><b>sg/ga1</b></td> <td><b>Grammatical terms / word classes</b></td> </tr> <tr> <td>sg/ga1.1</td> <td>Nouns</td> </tr> <tr> <td>sg/ga1.2</td> <td>Verbs</td> </tr> <tr> <td>sg/ga1.3</td> <td>Adjectives</td> </tr> <tr> <td>sg/ga1.4</td> <td>Connectives</td> </tr> <tr> <td>sg/ga1.5</td> <td>Pronouns</td> </tr> <tr> <td>sg/ga1.6</td> <td>Adverbs</td> </tr> <tr> <td>sg/ga1.7</td> <td>Prepositions</td> </tr> <tr> <td>sg/ga1.8</td> <td>Articles</td> </tr> <tr> <td><b>sg/ga2</b></td> <td><b>Features of sentences</b></td> </tr> <tr> <td>sg/ga2.1</td> <td>Statements</td> </tr> <tr> <td>sg/ga2.2</td> <td>Questions</td> </tr> <tr> <td>sg/ga2.3</td> <td>Commands</td> </tr> <tr> <td><b>sg/ga3</b></td> <td><b>Complex sentences</b></td> </tr> <tr> <td>sg/ga3.1</td> <td>Clauses</td> </tr> <tr> <td>sg/ga3.2</td> <td>Phrases</td> </tr> <tr> <td>sg/ga3.3</td> <td>Subordinating connectives</td> </tr> </table>	<b>sg/ga1</b>	<b>Grammatical terms / word classes</b>	sg/ga1.1	Nouns	sg/ga1.2	Verbs	sg/ga1.3	Adjectives	sg/ga1.4	Connectives	sg/ga1.5	Pronouns	sg/ga1.6	Adverbs	sg/ga1.7	Prepositions	sg/ga1.8	Articles	<b>sg/ga2</b>	<b>Features of sentences</b>	sg/ga2.1	Statements	sg/ga2.2	Questions	sg/ga2.3	Commands	<b>sg/ga3</b>	<b>Complex sentences</b>	sg/ga3.1	Clauses	sg/ga3.2	Phrases	sg/ga3.3	Subordinating connectives
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<b>En3.6a–b Standard English</b>																																			
<p><b>Pupils should be taught:</b></p> <p><b>a:</b> how written standard English varies in degrees of formality</p> <p><b>b:</b> some of the differences between standard and non-standard English usage, including subject-verb agreements and use of prepositions.</p>	<table> <tr> <td><b>sg/ga4</b></td> <td><b>Standard English</b></td> </tr> <tr> <td>sg/ga4.1</td> <td>Tense agreement</td> </tr> <tr> <td>sg/ga4.2</td> <td>Subject-verb agreement</td> </tr> <tr> <td>sg/ga4.3</td> <td>Double negatives</td> </tr> <tr> <td>sg/ga4.4</td> <td>Use of 'I' and 'me'</td> </tr> <tr> <td><b>sg/ga5</b></td> <td><b>Formal / informal</b></td> </tr> <tr> <td>sg/ga5.4</td> <td>Contractions</td> </tr> </table>	<b>sg/ga4</b>	<b>Standard English</b>	sg/ga4.1	Tense agreement	sg/ga4.2	Subject-verb agreement	sg/ga4.3	Double negatives	sg/ga4.4	Use of 'I' and 'me'	<b>sg/ga5</b>	<b>Formal / informal</b>	sg/ga5.4	Contractions																				
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## 6 2013 Key Stage 2 levels 3–5 English grammar, punctuation and spelling mark schemes

KS2 programme of study references	Grammar, punctuation and spelling reference codes
<b>En3.1 &amp; En3.2 Vocabulary / language strategies</b>	
<p><b>Pupils should be taught:</b></p> <p><b>En3.1b:</b> to broaden their vocabulary and use it in inventive ways</p> <p><b>En3.2d</b> to proofread – check the draft for spelling and punctuation errors, omissions and repetitions.</p>	<p><b>ga7</b></p> <p>sg/ga7.1</p> <p>sg/ga7.2</p> <p>sg/ga7.3</p> <p>sg/ga7.4</p> <p>sg/ga7.5</p> <p>sg/ga7.6</p> <p>sg/ga7.7</p> <p>sg/ga7.8</p> <p>sg/ga7.9</p> <p><b>Vocabulary</b></p> <p>Word meaning</p> <p>Vocabulary in context</p> <p>Concision / precision in vocabulary</p> <p>Synonyms</p> <p>Antonyms</p> <p>Word groups / families</p> <p>Prefixes</p> <p>Suffixes</p> <p>Singular and plural</p>
<b>En3.3 Punctuation</b>	
<p><b>Pupils should be taught:</b></p> <p><b>En3.3:</b> to use punctuation marks correctly in their writing, including full stops, question and exclamation marks, commas, inverted commas, and apostrophes to mark possession and omission.</p>	<p><b>p1/ga6</b></p> <p>p1.1/ga6.1</p> <p>p1.2/ga6.2</p> <p>p1.3/ga6.3</p> <p>p1.4/ga6.4</p> <p>p1.5/ga6.5</p> <p>p1.6/ga6.6</p> <p>p1.7/ga6.7</p> <p>p1.8/ga6.8</p> <p>p1.9/ga6.9</p> <p>p1.10/ga6.10</p> <p>p1.11/ga6.11</p> <p><b>Punctuation</b></p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas in lists</p> <p>Commas to mark phrases or clauses</p> <p>Inverted commas</p> <p>Apostrophes</p> <p>Brackets</p> <p>Ellipses</p> <p>Colons</p>

## Paper 2: spelling task

KS2 programme of study references
<b>En3.2 Language strategies</b>
<p><b>Pupils should be taught to:</b></p> <p><b>En3.2d:</b> proofread – check the draft for spelling and punctuation errors, omissions and repetitions.</p>
<b>En3.4a–j Spelling</b>
<p><b>Pupils should be taught:</b></p> <p><b>En3.4 Spelling strategies</b></p> <p><b>a:</b> to sound out phonemes</p> <p><b>b:</b> to analyse words into syllables and other known words</p> <p><b>c:</b> to apply knowledge of spelling conventions</p> <p><b>d:</b> to use knowledge of common letter strings, visual patterns and analogies</p> <p><b>e:</b> to check their spelling</p> <p><b>f:</b> to revise and build on their knowledge of words and spelling patterns.</p> <p><b>En3.4 Morphology</b></p> <p><b>g:</b> the meaning, use and spelling of common prefixes and suffixes</p> <p><b>h:</b> the spelling of words with inflectional endings</p> <p><b>i:</b> the relevance of word families, roots and origins of words</p> <p><b>j:</b> the use of appropriate terminology, including vowel, consonant, homophone and syllable.</p>

## Marking specific types of short answer question

### Summary of additional guidance

The following guidance applies to all questions in the short answer component. Please read this carefully before applying the individual mark schemes.

Question type	Accept	Do not accept
<b>Tick boxes</b>	Any unambiguous indication of the correct answer, eg: <ul style="list-style-type: none"> <li>■ The box is crossed rather than ticked.</li> <li>■ The correct answer is circled rather than ticked.</li> </ul>	Responses in which more than the required number of boxes has been ticked.
<b>Underlining clauses / phrases / other text</b>	Underlining of the full required text, with or without surrounding punctuation. Responses in which more than half of a required word is underlined.	Responses in which only part of the required text, or less than half of a required word, is underlined. Responses in which any additional words are underlined.
<b>Circling of the answer</b>	Any unambiguous indication of the correct answer, eg: <ul style="list-style-type: none"> <li>■ The answer is underlined.</li> <li>■ The answer is enclosed within a box.</li> </ul> Responses in which more than half of a required word is encircled.	Responses in which more than the required number of words has been circled. Responses in which the correct answer is encircled, together with more than half of any surrounding words.
<b>Drawing lines to 'match' boxes</b>	Lines that do not touch the boxes, provided the intention is clear.	Multiple lines drawn to / from the same box (unless this is a question requirement).
<b>Labelling of parts of speech</b>	Clear labels, whether they use the full vocabulary required by the question or an unambiguous abbreviation, eg: 'V' for 'verb'.	Ambiguity in labelling, eg: the use of 'noun' or 'CN' where a distinction is required between 'collective noun' and 'common noun'.

## Short answer questions: further marking guidance

What if...	Accept
<p><b>...the answer is correct but spelling is inaccurate?</b></p>	<p>Where no specific mark scheme guidance is given, incorrect spellings of the correct response are creditworthy, provided the intention is clear to the marker. The single exception to this is when marking contractions, which must have correct spelling and placement of apostrophes.</p> <p>In any other questions in which correct spelling is required in order to assess children's understanding of the curriculum focus, mark scheme guidance will state the need for correct spelling, and will list any acceptable alternatives.</p> <p>If specific grammatical terminology is required in the answer, a misspelling must, in order to be creditworthy, be a phonetic approximation of the required word, with the major syllables of the correct word represented in the answer.</p>
<p><b>...the child's response does not match closely any of the examples given?</b></p>	<p>Illustrative examples of children's responses to questions are sometimes given; however, markers will use the marking principles to make a judgement about the award of marks. If uncertain, markers will escalate the issue to a more senior colleague.</p>
<p><b>...no answer is given in the expected place, but the correct answer is given elsewhere?</b></p>	<p>If a child leaves an answer box empty, but then writes their response elsewhere, it is still creditworthy, providing:</p> <ul style="list-style-type: none"> <li>■ it meets any relevant criteria in this guidance and in the question-specific mark schemes; and</li> <li>■ it is not contradicted by any other attempt at the answer written elsewhere (see '...more than one answer is given').</li> </ul> <p>This includes where children 'fill in the blank' within a question when they are expected to write or tick their answer below it.</p>
<p><b>...the correct answer has been crossed out and not replaced?</b></p>	<p>Any legible crossed-out work that has not been replaced will be marked according to the mark schemes.</p> <p>If the answer has been replaced by a further attempt, the crossed-out work will not be considered.</p>
<p><b>...more than one answer is given?</b></p>	<p>If all answers given are correct according to the mark scheme, the mark will be awarded.</p> <p>If both correct and incorrect responses are given, no mark will be awarded.</p>



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# Short answer question mark schemes

Question	Requirements	Mark	Additional guidance															
1 ga7.9	thieves <input checked="" type="checkbox"/>	1m																
2 ga1.7	from <input checked="" type="checkbox"/>	1m																
3 ga6.2	It went into the water and made a terrible splash.	1m																
4 ga6.3	“How are you feeling today” asked the nurse. ↑ <input checked="" type="checkbox"/>	1m																
5 sg2.1	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Statement</th> <th>Command</th> </tr> </thead> <tbody> <tr> <td>Example: The robber scaled the roof and broke in through the skylight.</td> <td>✓</td> <td></td> </tr> <tr> <td>Get the dustpan and brush, but be careful not to cut yourself.</td> <td></td> <td>✓</td> </tr> <tr> <td>Arrest that man!</td> <td></td> <td>✓</td> </tr> <tr> <td>At 4:30am, the intruder was arrested by six policemen.</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	Statement	Command	Example: The robber scaled the roof and broke in through the skylight.	✓		Get the dustpan and brush, but be careful not to cut yourself.		✓	Arrest that man!		✓	At 4:30am, the intruder was arrested by six policemen.	✓		1m	Award <b>1 mark</b> for all three correct.
Sentence	Statement	Command																
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6 ga1.5	he him <input checked="" type="checkbox"/>	1m																
7 ga1.2	shouted <input checked="" type="checkbox"/>	1m																

Question	Requirements	Mark	Additional guidance
8 sg1.6	Unfortunately ✓	1m	
9 ga2.2	i) <ul style="list-style-type: none"> <li>Accept any appropriate question. These will usually begin with: <ul style="list-style-type: none"> <li>When...</li> <li>How often...</li> </ul> </li> </ul> ii) <ul style="list-style-type: none"> <li>Accept any appropriate question, eg: <ul style="list-style-type: none"> <li>How do you get to school every morning?</li> <li>What do you do to have fun?</li> </ul> </li> </ul>	Up to 2m	Award <b>1 mark</b> for each correct response. <b>Do not accept</b> questions in which the capital letter or question mark has been omitted.
10 ga6.5	Cheetahs tigers jaguars and leopards are all known as 'big cats'. ↑                    ↑                    ✓ ↑                    ✓	1m	Award <b>1 mark</b> for both correct.
11 ga6.1	i) Yesterday, we went to see our friend, (r)ita ii) <ul style="list-style-type: none"> <li>Accept any correct explanation of the capital letters, eg: <ul style="list-style-type: none"> <li>Yesterday is at the start of a sentence.</li> <li>Rita is a (person's) name / proper noun.</li> </ul> </li> </ul>	Up to 2m	Award <b>1 mark</b> for two correctly encircled letters and award <b>1 mark</b> for two correct explanations. <b>OR</b> Award <b>1 mark</b> for one correctly identified letter and one corresponding correct explanation. <b>Do not accept</b> responses labelling 'Rita' as a noun only, rather than proper noun.
12 ga4.1	performed ✓	1m	
13 ga7.2	bank	1m	<b>Also accept</b> 'side'.
14 sg1.2	The puppies growl and bark. ✓	1m	
15 ga1.4	She wasn't sure <u>which</u> coat belonged to her. I like basketball <u>whereas</u> they prefer tennis. He asked me <u>whether</u> I was interested in comedy films.	1m	Award <b>1 mark</b> for all three correct.

12 2013 Key Stage 2 levels 3–5 English grammar, punctuation and spelling mark schemes

Question	Requirements	Mark	Additional guidance																		
16 ga1.6	<p>Accept any appropriate adverb, eg:</p> <ul style="list-style-type: none"> <li><i>brightly</i></li> <li><i>beautifully</i></li> </ul>	1m																			
17 sg3.3	The children played football <u>(until)</u> it was time for bed.	1m																			
18 ga6.4	“Get down now!_” Mum yelled angrily.	1m	The exclamation mark must be positioned <b>before</b> the closing inverted comma.																		
19 ga4.2	The cheetah <u>(creeps)</u> after its prey. Skunks <u>(produce)</u> a very smelly spray that repels most predators. The mother bear <u>(protects)</u> her young.	1m	Award <b>1 mark</b> for all three correct.																		
20 p1.7	Mr Nelson asked, “Who is responsible for the sports equipment?” <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m																			
21 ga7.1	argument, quarrel <input checked="" type="checkbox"/>	1m																			
22 p6.8	<table border="1"> <thead> <tr> <th>Sentence</th> <th>To replace a missing letter</th> <th>To show something belongs to someone / something</th> </tr> </thead> <tbody> <tr> <td><b>Example:</b> it doesn't go there.</td> <td>✓</td> <td></td> </tr> <tr> <td>We're cold.</td> <td>✓</td> <td></td> </tr> <tr> <td>Anita's coat is very warm.</td> <td></td> <td>✓</td> </tr> <tr> <td>Ruby's hair is brown.</td> <td></td> <td>✓</td> </tr> <tr> <td>I mustn't forget my homework.</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	To replace a missing letter	To show something belongs to someone / something	<b>Example:</b> it doesn't go there.	✓		We're cold.	✓		Anita's coat is very warm.		✓	Ruby's hair is brown.		✓	I mustn't forget my homework.	✓		1m	Award <b>1 mark</b> for all four correct.
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I mustn't forget my homework.	✓																				

Question	Requirements	Mark	Additional guidance
<b>23</b> ga4.2	wasn't <b>OR</b> cyclists	1m	<b>Do not accept</b> changes of tense, eg: <ul style="list-style-type: none"> <li>• isn't</li> </ul>
<b>24</b> sg1.6	Close the windows <u>firmly</u> and <u>securely</u> lock the door.	1m	Award <b>1 mark</b> for both correct.
<b>25</b> sg1.4	We had to hurry <u>because</u> the bus was about to leave.	1m	
<b>26</b> p1.5	to separate items in a list <input checked="" type="checkbox"/>	1m	
<b>27</b> p1.1	My favourite month of the year is february. <input checked="" type="checkbox"/> Corsica is a small island in the mediterranean Sea. <input checked="" type="checkbox"/>	1m	Award <b>1 mark</b> for both correct.
<b>28</b> sg4.1	The baby was enjoying playing with his teddy bear. <input checked="" type="checkbox"/>	1m	
<b>29</b> ga7.4	sudden <input checked="" type="checkbox"/>	1m	
<b>30</b> ga6.7	<p>■ Award <b>1 mark</b> for transformation to the first person and isolation of the spoken words, eg:</p> <ul style="list-style-type: none"> <li>• <i>It is my ambition to discover as much as possible about our solar system.</i></li> <li>• <i>It is my hope to uncover as much about the solar system as I can, said the astronomer.</i></li> </ul> <p>■ Award <b>1 further mark</b> for correct punctuation of speech, using internal punctuation and inverted commas, eg:</p> <ul style="list-style-type: none"> <li>• <i>The astronomer said, "It is my ambition to discover as much as possible about our solar system."</i></li> <li>• <i>"I want to learn all the secrets of the solar system. That is my goal."</i></li> </ul>	Up to 2m	For the award of the further mark, <b>do not accept</b> inverted commas used without supporting punctuation, or wrongly placed in relation to supporting punctuation, eg: <ul style="list-style-type: none"> <li>• <i>The astronomer said "it is my ambition to discover as much as possible about our solar system"</i></li> </ul>
<b>31</b> ga1.2	Tom bakes a cake. <b>OR</b> Tom is baking a cake. <b>OR</b> Tom's baking a cake.	1m	<b>Do not accept</b> responses that include any other present tense verb, eg: <ul style="list-style-type: none"> <li>• <i>Tom eats / decorates / presents a cake.</i></li> </ul>

Question	Requirements	Mark	Additional guidance
<b>32</b> ga7.8	<ul style="list-style-type: none"> <li>■ Accept any adjective derived from 'fear', eg:               <ul style="list-style-type: none"> <li>• <u>fearsome</u></li> <li>• <u>fearful</u></li> <li>• <u>fearless</u></li> <li>• <u>feared</u></li> </ul> </li> </ul>	<b>1m</b>	<p><b>Do not accept</b> adverbs, eg:</p> <ul style="list-style-type: none"> <li>• <i>fearfully</i></li> <li>• <i>fearlessly</i></li> </ul>
<b>33</b> sg2.3	(Ring) the emergency services. (Tell) them to contact the fire brigade urgently. Some residents have already had to leave their houses.	<b>1m</b>	Award <b>1 mark</b> for both correct.
<b>34</b> ga3.1	<p>a) <u>When she was standing next to her brother</u>, Anita looked very tall.</p> <p>b) <u>Even though he had little patience</u>, Robert enjoyed chess.</p> <p>c) Sue's skills were good <u>although she had not been playing for long</u>.</p> <p>d) They finished the walk, <u>which seemed never-ending</u>.</p>	<b>Up to 2m</b>	<p>Award <b>2 marks</b> for all four correct.</p> <p>Award <b>1 mark</b> for two or three correct.</p> <p>c) Also accept a response that does not have 'for long' underlined.</p>
<b>35</b> ga5.4	haven't	<b>1m</b>	<b>Also accept</b> 'have not'.
<b>36</b> sg4.2	Everyone is going to the library. <input checked="" type="checkbox"/> Children under 16 are not allowed to see this film. <input checked="" type="checkbox"/>	<b>1m</b>	Award <b>1 mark</b> for both correct.
<b>37</b> sg1.1	The (boy) reached carefully into his (bag).	<b>1m</b>	Award <b>1 mark</b> for both correct.
<b>38</b> ga5.4	<ul style="list-style-type: none"> <li>■ Accept any suitable contraction, eg:               <ul style="list-style-type: none"> <li>• I don't think <u>he's</u> / <u>they're</u> / <u>I'm</u> / <u>she's</u> / <u>Jane's</u> / <u>it's</u> going to come.</li> </ul> </li> </ul>	<b>1m</b>	<p>The apostrophe must be placed correctly and the word spelt correctly.</p> <p><b>Also accept</b> additional words, eg:</p> <ul style="list-style-type: none"> <li>• <i>the teacher's</i>, <i>the train's</i></li> </ul>
<b>39</b> p1.9	The two cars a red one and a blue one sped down the road. <input checked="" type="checkbox"/> Jake a polite young man always holds open the door. <input checked="" type="checkbox"/>	<b>1m</b>	Award <b>1 mark</b> for both correct.
<b>40</b> sg3.3	(When)	<b>1m</b>	

Question	Requirements	Mark	Additional guidance
<b>41</b> ga1.3	The lazy lion snored noisily. ↑            ↑            ↑ [C]        [A]        [D]        [B]	<b>1m</b>	Award <b>1 mark</b> for all four correct.
<b>42</b> ga7.5	plentiful, easy to find <input checked="" type="checkbox"/>	<b>1m</b>	
<b>43</b> ga6.6	Computer games, which can be fun to play, are also very time-consuming.	<b>1m</b>	Award <b>1 mark</b> for both commas placed correctly.
<b>44</b> sg4.1	On holiday, we <u>were</u> very happy on the beach. The journey <u>was</u> rather too long for me. The weather in Spain is usually hot and sunny, though one day it <u>rained</u> a lot.	<b>1m</b>	Award <b>1 mark</b> for all three correct.
<b>45</b> p1.1	On Tuesday, children from Millmount School went to a museum. <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>1m</b>	
<b>46</b> ga5.4	My mum promised <u>she'd</u> help me with my homework.	<b>1m</b>	The apostrophe must be placed correctly and the word spelled correctly.

# Spelling task mark schemes

## Guidance for marking the spelling task

The following conventions should be followed when marking spelling:

- If more than one attempt is made, it must be clear which version the child wishes to be marked.
- If two attempts are made and it is not clear which one is to be considered, the mark is not awarded.
- Spellings can be written in upper or lower case, or a mixture of the two.
- If a word has been written with the correct sequence of letters but these have been separated into clearly divided components, with or without a dash, the mark is not awarded.
- If a word has been written with the correct sequence of letters but an apostrophe or hyphen has been inserted, the mark is not awarded.

## Quick reference mark schemes for the spelling task

- |                 |                 |
|-----------------|-----------------|
| 1. transporting | 11. shipped     |
| 2. station      | 12. strength    |
| 3. boiled       | 13. umbrellas   |
| 4. stapled      | 14. released    |
| 5. future       | 15. variety     |
| 6. enough       | 16. chief       |
| 7. feature      | 17. familiar    |
| 8. mattered     | 18. physically  |
| 9. produces     | 19. substantial |
| 10. disruptive  | 20. surprised   |



## Children's version of the spelling task

The words omitted from the children's spelling task are those printed in **bold** in the version below.

<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <h3>Spelling task</h3> </div>	<ol style="list-style-type: none"> <li>1. They were <b>transporting</b> the crates on a boat.</li> <li>2. The world's oldest railway <b>station</b>, built for steam locomotives, is Broad Green.</li> <li>3. For breakfast we had <b>boiled</b> eggs.</li> <li>4. Mary <b>stapled</b> the papers together.</li> <li>5. In <b>future</b>, lunch will be served an hour later.</li> <li>6. If there is not <b>enough</b> rainfall this month there will be a drought.</li> <li>7. A <b>feature</b> of this new camera is that it is able to operate underwater.</li> <li>8. What <b>mattered</b> most was getting home on time.</li> <li>9. The bakery <b>produces</b> chocolate cakes.</li> <li>10. The <b>disruptive</b> pupil was asked to leave the room.</li> </ol>
	<ol style="list-style-type: none"> <li>11. The cars were <b>shipped</b> from England to Europe.</li> <li>12. It took all her <b>strength</b> to move the box.</li> <li>13. The <b>umbrellas</b> didn't stop them from getting wet.</li> <li>14. The film will be <b>released</b> on Friday at the cinema.</li> <li>15. There is a <b>variety</b> of fruit available in the shop.</li> <li>16. As he was the <b>chief</b> of the tribe the final decision was his.</li> <li>17. The classroom was very <b>familiar</b> to Rosie.</li> <li>18. The race was <b>physically</b> challenging.</li> <li>19. He has a <b>substantial</b> appetite.</li> <li>20. George was <b>surprised</b> to find he could run so quickly.</li> </ol> <div style="border: 2px solid black; border-radius: 15px; padding: 10px; text-align: center; margin-top: 20px;"> <p><b>END OF TASK</b></p> </div>

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short answer questions and spelling task

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