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En

KEY STAGE
2

LEVELS
3–5

SAMPLE

English tests

Grammar, punctuation and spelling mark schemes

Short answer questions and spelling task

National Curriculum assessments

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Introduction

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

This booklet contains the mark schemes for the levels 3–5 test, which consists of the short answer questions and the spelling task. These mark schemes are supplied to teachers for information and in the live tests will be used by expert markers. No level thresholds are available for this test as the standards will be set following the first live test in 2013.
A performance descriptor for levels 3–5 English grammar, punctuation and spelling will be written prior to the standards setting meeting.

This test contains a total of 70 marks.
The short answer test 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 subsequently taken 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. Details about what is assessed in this test are presented in this mark scheme. Further information about which elements are assessed can be found in the English grammar, punctuation and spelling task framework at www.education.gov.uk/KS2.

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The English grammar, punctuation and spelling test mark schemes

The structure of the short answer mark scheme

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 National Curriculum.

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

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

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

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 18**.

Application of the short answer mark scheme

In order to ensure consistency of marking, the most frequent procedural queries are listed on **pages 7 and 8** along with guidance about what markers should do. Unless otherwise specified in the mark scheme, 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 sample test assessing each area:

Assessment area	Number of marks
Grammar	29
Punctuation	12
Vocabulary	9
Spelling	20
Total marks	70

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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 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 scheme.

Component 1: short answer section

KS2 programme of study reference	Grammar, punctuation and spelling reference codes
En3.7a–c Language structure	
Pupils should be taught: **a:** word classes and the grammatical functions of words, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles	**sg/ga1** **Grammatical terms / word classes** 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: the features of different types of sentence, including statements, questions and commands, and how to use them [for example, imperatives in commands]	**sg/ga2** **Features of sentences** sg/ga2.1 Statements sg/ga2.2 Questions sg/ga2.3 Commands
c: the grammar of complex sentences, including clauses, phrases and connectives.	**sg/ga3** **Complex sentences** sg/ga3.1 Clauses sg/ga3.2 Phrases sg/ga3.3 Subordinating connectives
En3.6a–b Standard English	
Pupils should be taught: **a:** how written standard English varies in degrees of formality	**sg/ga4** **Standard English** 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: some of the differences between standard and non-standard English usage, including subject-verb agreements and use of prepositions.	**sg/ga 5** **Formal / informal** sg/ga5.4 Contractions

KEY: sg: sentence grammar **p:** punctuation **ga:** grammatical accuracy

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

Component 2: spelling task

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

KEY: sg: sentence grammar **p:** punctuation **ga:** grammatical accuracy

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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
Tick boxes	Any unambiguous indication of the correct answer, eg: ■ The box is crossed rather than ticked ■ The correct answer is circled rather than ticked.	Responses in which more than the required number of boxes has been ticked.
Underlining clauses / phrases / other text	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.
Circling of the answer	Any unambiguous indication of the correct answer, eg: ■ The answer is underlined ■ The answer is enclosed within a box.	Responses in which more than the required number of words has been circled. Responses in which the correct answer is encircled, together with surrounding words.
Drawing lines to 'match' boxes	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).
Labelling of parts of speech	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'.

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Short answer questions: further marking guidance

What if...	Accept
...the answer is correct but spelling is inaccurate?	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. In any other questions in which correct spelling is required in order to assess pupils' understanding of the curriculum focus, mark scheme guidance will state the need for correct spelling, and will list any acceptable alternatives. 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.
…the pupil's response does not match closely any of the examples given?	Illustrative examples of pupil 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.
…no answer is given in the expected place, but the correct answer is given elsewhere?	If a pupil leaves an answer box empty, but then writes their response elsewhere, it is still creditworthy, providing: ■ It meets any relevant criteria in this guidance and in the question-specific mark scheme ■ It is not contradicted by any other attempt at the answer written elsewhere. (See '…more than one answer is given'.) This includes where pupils 'fill in the blank' within a question when they are expected to write or tick their answer below it.
…the correct answer has been crossed out and not replaced?	Any legible crossed-out work that has not been replaced will be marked according to the mark scheme. If the answer has been replaced by a further attempt, the crossed-out work will not be considered.
…more than one answer is given?	If all answers given are correct according to the mark scheme, the mark will be awarded. If both correct and incorrect responses are given, no mark will be awarded.

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Short answer questions mark scheme

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Question	Requirements	Mark	Additional guidance
1 ga3.3	(because)	**1m**	
2 ga4.2	broken ☑	**1m**	
3 ga4.4	I wanted my mum to watch **me** in the school play. After we went cycling, Emma and **I** were very tired. The teacher asked Tim and **me** to collect the books.	**1m**	Award **1 mark** for all three correct.
4 ga6.1	**a)** (max) is coming here in (december) to learn (english). **b)** Award **1 mark** for any of the following points that is applicable to the word chosen. ■ It is a proper noun. ■ It is the name of a language. ■ It is the name of a month. ■ It is a (person's) name. ■ It is the start of a sentence.	**Up to 2m**	**a)** Award **1 mark** for all three correct. **Also accept** responses in which the letter requiring capitalisation is circled instead of the word. **b)** Award **1 mark** for a correct explanation in part b. **Do not accept** explanations that describe the word as a noun.
5 ga4.2	Liam and Dan _____ gone outside. The children _____ listening to a story. Kyle _____ forgotten his lunch. The teacher _____ writing on the board. are is has have	**1m**	Award **1 mark** for all three correct.
6 ga6.3	Sam asked, "Have I got time to get popcorn" ☑ after he had bought his ticket.	**1m**	

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<table>
<tr><th>Question</th><th>Requirements</th><th>Mark</th><th>Additional guidance</th></tr>
<tr><td>7
ga2.3</td><td>
<table>
<tr><th>Question</th><th>Command</th></tr>
<tr><td>Could you get my coat?</td><td>■ Accept an appropriate command starting with a suitable imperative verb:
• Get / fetch / bring my coat.</td></tr>
</table>
</td><td>1m</td><td>Also accept an appropriate command with no full stop / capital letter, or that uses an exclamation mark.
Also accept commands that start with ‘please’, eg:
• Please fetch my coat.</td></tr>
<tr><td>8
p1.4</td><td>Wow → !
What did you eat last night → ?
Tina looked around the classroom → .</td><td>1m</td><td>Award 1 mark for all three correct.</td></tr>
<tr><td>9
ga1.4</td><td>Sarah <u>and</u> Ashley said the science test was easy. Paul, <u>however</u>, complained to the teacher <u>as</u> it was too hard for him.</td><td>1m</td><td>Award 1 mark for all three correct.</td></tr>
<tr><td>10
ga1.3</td><td>
<table>
<tr><th>Word from the sentence</th><th>Noun</th><th>Adjective</th></tr>
<tr><td>match</td><td>✓</td><td></td></tr>
<tr><td>exciting</td><td></td><td>✓</td></tr>
<tr><td>bored</td><td></td><td>✓</td></tr>
</table>
</td><td>1m</td><td>Award 1 mark for all three correct.</td></tr>
<tr><td>11
ga1.5</td><td>us We ☑</td><td>1m</td><td></td></tr>
<tr><td>12
ga7.2</td><td>play</td><td>1m</td><td>Also accept other responses that fit, grammatically and semantically, into both sentences, eg:
• film</td></tr>
<tr><td>13
ga7.9</td><td>The sign warned that deer might be crossing. ☑</td><td>1m</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Requirements</th><th>Mark</th><th>Additional guidance</th></tr>
<tr><td>14
sg1.2</td><td>Katy put on her shoes and hurried to the party. ☑</td><td>1m</td><td></td></tr>
<tr><td>15
ga6.5</td><td>We’ll need a board, counters and a pair of dice. ☑</td><td>1m</td><td></td></tr>
<tr><td>16
sg1.6</td><td>(Excitedly,) Dan opened the heavy lid. He paused (briefly) and looked at the treasure.</td><td>1m</td><td></td></tr>
<tr><td>17
ga7.4</td><td>■ Accept any appropriate adjectival synonym to replace ‘enormous’, eg:
• big
• gigantic</td><td>1m</td><td>Also accept adjectival phrases, eg:
• absolutely huge.
Do not accept adjectives that relate to large size, but which are inappropriate when applied to a building, eg:
• fat.</td></tr>
<tr><td>18
ga1.9</td><td>Mr Jones (my neighbour) looks after our cat when we go on holiday. ☑</td><td>1m</td><td></td></tr>
<tr><td>19
sg1.1</td><td><table><tr><th></th><th>Noun</th><th>Verb</th></tr><tr><td>Example: to jump</td><td></td><td>✓</td></tr><tr><td>desk</td><td>✓</td><td></td></tr><tr><td>belong</td><td></td><td>✓</td></tr><tr><td>car</td><td>✓</td><td></td></tr></table></td><td>1m</td><td></td></tr>
<tr><td>20
ga4.1</td><td>pulled → pull
sighed → sigh
heard → hear
thought → think</td><td>Up to 2m</td><td>Also accept responses using the present continuous tense, eg:
thought → am thinking
Award 2 marks for four correct responses.
Award 1 mark for two or three correct responses.</td></tr>
</table>

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Question	Requirements	Mark	Additional guidance
21 sg1.3	The (local) baker regularly makes (fresh) bread.	**1m**	
22 p1.6	As it was raining so hard, we weren't able to visit the castle. ☑	**1m**	
23 sg1.4	(Although) the room looked empty, Cara knew she would discover something in there.	**1m**	
24 ga2.2	■ Accept any appropriate question that ends with a question mark, eg: • *How much **was your toy?*** • *How much **flour will we need?***	**1m**	The question must be grammatically correct for the award of the mark.
25 sg7.9	one **box**, four boxes one foot, a pair of **feet** one sheep, a flock of **sheep**	**1m**	Award **1 mark** for all three correct. **Also accept** simple errors in spelling where the intention to form the correct singular / plural form is phonetically plausible.
26 ga6.2	Priya is my best friend she is very kind. ☑	**1m**	
27 p1.5	I need to pack a swimming costume**,** some sun cream**,** a hat**,** sunglasses and a towel.	**1m**	Award **1 mark** for all three correct. **Do not accept** a 'serial' comma placed before 'and'.
28 ga7.3	■ Award **one mark** for a suitable past tense verb related to speaking, eg: • *shouted* • *screamed* • *yelled* • *bellowed*	**1m**	**Do not accept** verbs in any other tense. **Do not accept** verbs relating to speech that do not fit the context, eg: *mumbled*.
29 sg1.1	The (leaves) on our (tree) turned orange as the (weather) became colder.	**1m**	
30 sg2.1	The film started on time. ☑ The interval lasts for 20 minutes. ☑	**1m**	Award **1 mark** for both correct.

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Question	Requirements	Mark	Additional guidance
31 ga7.2	■ Accept any two responses in which *present* is used correctly and with a different meaning in each. Responses numbered separately below are considered to have different meanings. *Present* as a noun: **i)** A gift, eg: • *You give someone a birthday present.* • *What a fabulous present!* **ii)** Present time, eg: • *A newspaper is a record of the present.* • *We live in the present.* *Present* as a verb: **iii)** Present a talk / TV programme, eg: • *He is going to present the weather.* *Present* as an adjective: **iv)** Present tense, eg: • *I wrote my story in the present tense.* **v)** Present meaning 'here', eg: • *Jane was not present for the lesson.*	**1m**	**Also accept** responses that are not full sentences or act as definitions, eg: • *A birthday present* • *to be here for something.*
32 ga1.2	The first singer was clearly the best. C A B D	**1m**	Award **1 mark** for all four correct.
33 sg7.5	few, not many ☑	**1m**	
34 ga4.2	was / (were) (go) / goes take / (takes)	**1m**	Award **1 mark** for all three correct.

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<table>
<tr><th>Question</th><th>Requirements</th><th>Mark</th><th>Additional guidance</th></tr>
<tr><td>35
ga1.6</td><td>■ Accept any appropriate adverbs, eg:
Josie walked home <u>quickly / slowly</u> and ate her dinner <u>hungrily / greedily</u>.</td><td>1m</td><td>Award 1 mark for two correct adverbs.
Also accept adverbial phrases, eg: very quickly.
Do not accept the same adverb used for both responses.</td></tr>
<tr><td>36
sg3.1</td><td><table><tr><th></th><th>Main clause</th><th>Subordinate clause</th></tr><tr><td>Example: My sister, who is very annoying, is older than me.</td><td>✓</td><td></td></tr><tr><td>Sports day was cancelled because it was raining heavily.</td><td></td><td>✓</td></tr><tr><td>The sofa, which is old and worn, is the cat’s favourite place to sleep.</td><td></td><td>✓</td></tr><tr><td>When I arrived, everyone else was already there.</td><td>✓</td><td></td></tr></table></td><td>1m</td><td>Award 1 mark for three rows correctly ticked.</td></tr>
<tr><td>37
ga6.2</td><td><u>T</u>
~~t~~he sun shone while Luke was walking to school ~~a~~s he passed ~~b~~en’s house,
<u>. A</u> <u>B</u>
he was thinking about the weekend and their trip
<u>:</u></td><td>1m</td><td>Award 1 mark for both full stops and the capital letter amended.</td></tr>
<tr><td>38
ga7.7</td><td><u>mis</u>behave
<u>in</u>correct
<u>im</u>possible</td><td>1m</td><td>Award 1 mark for all three correct.</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Requirements</th><th>Mark</th><th>Additional guidance</th></tr>
<tr><td>39
ga6.7</td><td>“Following the Battle of Hastings,” said the historian, “William the Conqueror became King of England.”</td><td>1m</td><td>Award 1 mark for all four inverted commas placed correctly.

Also accept inverted commas placed differently in relation to the comma, as this is not the end of the sentence being quoted, eg:
• “Following the Battle of Hastings”, said the historian...

Do not accept responses with inverted commas placed before the final punctuation, eg:
• “William the Conqueror became King of England”.</td></tr>
<tr><td>40
ga 1.6</td><td>quickly ☑</td><td>1m</td><td></td></tr>
<tr><td>41
ga6.8</td><td><table><tr><th></th><th>Apostrophe for omission</th><th>Apostrophe for possession</th></tr><tr><td>Alisha’s the best in the class at maths.</td><td>✓</td><td></td></tr><tr><td>We’ll finish this after lunch.</td><td>✓</td><td></td></tr><tr><td>Samir’s picture is my favourite.</td><td></td><td>✓</td></tr></table></td><td>1m</td><td>Award 1 mark for all three correct.</td></tr>
<tr><td>42
sg5.4</td><td>a) You’re
b) shouldn’t</td><td>Up to 2m</td><td>Award 1 mark for each correct contraction.

For each mark, the apostrophe must be placed correctly and the word spelt correctly.</td></tr>
<tr><td>43
sg1.7</td><td>She waited (until) 10 o’clock.</td><td>1m</td><td></td></tr>
</table>

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Question	Requirements	Mark	Additional guidance
44 ga3.2	<table><tr><th></th><th>Phrase</th><th>Clause</th></tr><tr><td>We went outside **so we could enjoy the sunshine**.</td><td></td><td>✓</td></tr><tr><td>The sun shone **in the bright blue sky**.</td><td>✓</td><td></td></tr><tr><td>**The beautiful rainbow** lasted for hours.</td><td>✓</td><td></td></tr><tr><td>**We had fun** running around the garden.</td><td></td><td>✓</td></tr></table>	**Up to 2m**	Award **2 marks** for four correct responses. Award **1 mark** for any three correct responses.
45 sg1.8	After (the) argument they all went home. We saw (a) magnificent polar bear. Eating (an) apple can help keep you healthy.	**1m**	Award **1 mark** for all three correct.
46 ga7.2	climbed ☑	**1m**	

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Spelling task mark scheme

Guidance for marking the spelling component

The following conventions should be followed when marking spelling:

- If more than one attempt is made, it must be clear which version the pupil 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 scheme for the spelling task

1.	dinner	**11.**	different
2.	following	**12.**	kennel
3.	picture	**13.**	design
4.	sudden	**14.**	caught
5.	television	**15.**	friends
6.	information	**16.**	obvious
7.	laugh	**17.**	popular
8.	attracted	**18.**	alphabet
9.	guide	**19.**	temperature
10.	celebrated	**20.**	immediately

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.

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Spelling task

1. We sat at the table to eat our **dinner**.
2. The ducklings walked in a line, **following** their mother.
3. Ali drew a **picture** of his garden.
4. The **sudden** noise made me jump.
5. Pria turned on the **television** and watched her favourite cartoon.
6. Sarah went to the library to get some more **information**.
7. The joke made everyone **laugh**.
8. The plants **attracted** lots of butterflies.
9. The **guide** showed us around the museum.
10. The team **celebrated** when they won the match.
11. A leopard's spots look quite **different** from those on a cheetah.
12. The dog's **kennel** was in the garden.
13. There is a competition to **design** a new school playground.
14. Imran **caught** the ball.
15. Nina made a lot of **friends** at her new school.
16. It was **obvious** that Alisha was going to win the race.
17. The new toys are very **popular**.
18. Jack wrote the **alphabet** in his best handwriting.
19. When the **temperature** reaches 100 degrees, the water will boil.
20. The kitten got into its basket and **immediately** fell asleep.

END OF TASK

SAMPLE02

SAMPLE03

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Standards & Testing Agency

Sample 2013 Key Stage 2 levels 3–5 English grammar, punctuation and spelling test mark schemes: short answer questions and spelling task
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