En

KEY STAGE

2

LEVEL

6

SAMPLE

English tests

Grammar, punctuation and spelling mark schemes

Extended task, short answer questions and spelling task

National Curriculum assessments

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 level 6 sample test which consists of the extended task, 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 standard will be set following the first live test in 2013. A performance descriptor for level 6 English grammar, punctuation and spelling will be written prior to the standards setting meeting.

This test contains a total of 50 marks.
The extended task contains a total of 14 marks.
The short answer section contains a total of 21 marks.
The spelling task contains a total of 15 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 level 6 English grammar, punctuation and spelling test assesses elements of the Key Stage 2 and 3 English National Curriculum documents. 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 test framework at www.education.gov.uk/KS2.

Contents

The English grammar, punctuation and spelling test mark schemes

The structure of the short answer mark scheme

The marking information for each of the short answer questions is set out in the form of tables, which start on **page 18** 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 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.

• *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 22**.

Application of the short answer mark scheme

In order to ensure consistency of marking, the most frequent procedural queries are listed on **pages 8–9** 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	22
Punctuation	8
Vocabulary and appropriacy	5
Spelling	15
Total marks	50

Component 1: extended task

The writing is assessed according to three strands, made up of: sentence structure and punctuation (SSP), text structure and organisation (TSO) and appropriacy and vocabulary (AV). The programme of study references detailed on **pages 6–7** are organised for this task into assessment focuses as follows:

Assessment focuses for the extended task

The assessment focuses[1] assess pupils' ability to:

AF2 Produce texts which are appropriate to the task, reader and purpose
AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events
AF4 Construct paragraphs and use cohesion within and between paragraphs
AF5 Vary sentences for clarity, purpose and effect
AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
AF7 Select appropriate and effective vocabulary
AF8 Use the correct spelling.

The strands are organised in the following way:

Assessment area	Mark scheme strand	Assessment focuses[1]	Marks available
Grammar & punctuation	SSP	**AF5 AF6**	6
Text structure & organisation	TSO	**AF3 AF4**	4
Appropriacy & vocabulary	AV	**AF2 AF7**	4
		Total marks	14

Examples of pupils' work and marking points are given on **pages 12–17**.

Pupil version of the extended task

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[1]**AF1: Write imaginative and thoughtful texts** no longer constitutes part of the mark scheme criteria as the task's focus is on grammar, punctuation, vocabulary and appropriacy. AF1 will be assessed by teacher assessment of pupils' compositional writing.

Component 2: short answer section

The tables on these pages summarise the sampled areas of the English programme of study at Key Stage 3 that are assessed in the English grammar, punctuation and spelling test. The reference codes in the right hand column are given in the question column in the mark schemes.

Short answer question classification

The level 6 test will assess the appropriate knowledge and skills of the Key Stage 2 programme of study as identified in both the mark scheme for the level 3–5 test and in the test framework. Consistent with other National Curriculum tests at this level, it will sample additionally from the Key Stage 3 programme of study in the following areas:

KS3 programme of study reference	Grammar, punctuation and spelling reference codes	
Sentence grammar		
1.1a Being clear, coherent and accurate in spoken and written communication. **1.1c** Demonstrating a secure understanding of the conventions of written language, including grammar, spelling and punctuation. **2.3i** Pupils should be able to use complex sentences to extend, link and develop ideas. **2.3j** Pupils should be able to vary sentence structure for interest, effect and subtleties of meaning. **2.3t** Pupils should be able to use the conventions of standard English effectively. **2.3u** Pupils should be able to use grammar accurately in a variety of sentence types, including subject-verb agreement and correct and consistent use of tense. **3.4a** The study of English should include the principles of sentence-grammar.	**sg/ga1** sg/ga1.1 sg/ga1.2 sg/ga1.3 sg/ga1.4 sg/ga1.5 sg/ga1.6 sg/ga1.7 **ga2** ga2.1 ga2.2 ga2.3 **sg/ga3** sg/ga3.1 sg/ga3.2 sg/ga3.3	**Grammatical terms / word classes** Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions **Features of sentences** Statements Questions Commands **Complex sentences** Clauses Phrases Subordinating connectives
Standard English		
2.3t Pupils should be able to use the conventions of standard English effectively. **2.3u** Pupils should be able to use grammar accurately in a variety of sentence types, including subject-verb agreement and correct and consistent use of tense.	**ga4** ga4.1 ga4.2 ga4.3 ga4.4 **sg/ga 5** sg/ga5.1 sg/ga5.2 sg/ga5.3 sg/ga5.4	**Standard English** Tense agreement Subject-verb agreement Double negatives Use of 'I' and 'me' **Formal / informal** Passive constructions / voice Impersonal constructions Active voice Contractions

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

KS3 programme of study reference	Grammar, punctuation and spelling reference codes	
Vocabulary/language strategies		
2.3f Pupils should be able to use imaginative vocabulary. **2.3l** Pupils should be able to use formal and impersonal language and concise expression.	**ga7** ga7.1 ga7.2 ga7.3 ga7.4 ga7.5 ga7.6 ga7.7 ga7.8 ga7.9	**Vocabulary** Word meaning Vocabulary in context Concision / precision in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural
Punctuation		
1.1c Demonstrating a secure understanding of the conventions of written language, including grammar, spelling and punctuation. **2.3v** Pupils should be able to signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning.	**ga6** ga6.1 ga6.2 ga6.3 ga6.4 ga6.5 ga6.6 ga6.7 ga6.8 ga6.9 ga6.10 ga6.11 ga6.12 ga6.13	**Punctuation** Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Ellipses Colons Semi-colons Punctuation for parenthesis

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'.

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.

What if...	Accept
...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 answer 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' on page 9.) 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.

Component 3: spelling task

In addition to the content from the Key Stage 2 programme of study, the following content is sampled from the Key Stage 3 programme of study for English:

Programme of study references
2.3w Pupils should be able to spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words and derivations, including prefixes, suffixes and inflections.

Extended task mark scheme
Cyberschool

Assessment focus	AF5 Vary sentences for clarity, purpose and effect.	AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.	AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events.	AF4 Construct paragraphs and use cohesion within and between paragraphs.	AF2 Produce texts which are appropriate to the task, reader and purpose.	AF7 Select appropriate and effective vocabulary.
Strand	**Sentence structure and punctuation**		**Text structure and organisation**		**Appropriacy and vocabulary**	
Level 6	• A range of grammatical structures is used to vary the focus of sentences and to express subtleties of meaning, eg: secure control of phrases and clauses within complex sentences (*Also, today's generation is known for its dependency on gadgets in order to communicate and socialise*); evidence of deliberate control of verbs, eg: placement, forms (including modals) and complex verb phrases. Management of constructions to support purpose, eg: impersonal constructions, infinitives to convey formality, fronted adverbials for emphasis. • An appropriate range of punctuation is used effectively and precisely to support clarity, eg: effective use of internal sentence punctuation.		• The structure of the text is controlled, showing links between paragraphs in a variety of ways, eg: causal or thematic linkage, deliberate repetition, linking pronouns, adverbials or text connectives. Paragraphs are varied and managed in ways that support the structure of the whole text, eg: the single sentence paragraph to secure an argument; movement of focus from the general to the specific. Openings and endings are generally effective in framing the response. • Within paragraphs, there is evidence of cohesive devices to support structure such as contrast and repetition. Effective reference chains avoid repetitive subjects.		• The text is adapted for a report, addressing a general audience and is focused on purpose, containing features of the chosen form. Content is well-shaped, eg: balance of description and explanation, concrete and/or emotive details. • Vocabulary choices are ambitious, yet precise, appropriate and purposeful (*thus resulting in, dubious prospect, adolescence*) and achieve sufficient formality of tone.	
Marks	**4, 5 or 6**		**3 or 4**		**3 or 4**	

Assessment focus	AF5 Vary sentences for clarity, purpose and effect.	AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.	AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events.	AF4 Construct paragraphs and use cohesion within and between paragraphs.	AF2 Produce texts which are appropriate to the task, reader and purpose.	AF7 Select appropriate and effective vocabulary.
Strand	Sentence structure and punctuation		Text structure and organisation		Appropriacy and vocabulary	
Below level 6	• A variety of sentence structures is used, mostly with control. Connectives are used precisely. Constructions support purpose, eg: through fronted or embedded clauses (*not only this, but research shows, By using the internet*). Generally accurate management of verbs, eg: complex verb phrases, secure transitions between tenses. Phrases and clauses build up relevant detail and information (*because of rapidly dropping activity levels, only the less fortunate are able to*). • Almost all sentences are controlled, with an appropriate range of punctuation.		• The sequencing of ideas is supported by paragraphs or sections which enable coherent development and control of content across the text, eg: purposeful links are made between paragraphs or sections (*Another reason why, In addition to my last point, Firstly and most importantly…*) • Opening and closing are generally appropriate. Within paragraphs or sections, main ideas are developed, eg: illustration by relevant detail, argument or example. Connections between ideas are supported through accurate use of connectives.		• The report is adapted for a suitable audience, eg: selection and development of appropriate topics, mixture of description and explanation. • Some vocabulary choices may be ambitious and are mainly appropriate to the context (*atmosphere, permitted, valuable skills*).	
Marks	1, 2 or 3		1 or 2		1 or 2	

A response that does not meet the criteria for below level 6 should be awarded 0 marks.

N.B. Spelling is **not** assessed in this task and should not be considered when awarding marks.

SSP   **Extended task: exemplar 1**   **TSO**

This report will cover my opinion on whether or not I think we should cyber school.

Broadly appropriate opening to introduce topic

Some evidence of sections to support sequencing

Fronted adverbial supports purpose by introducing the topic

Walking to school, this gives you the exercise of a daily basis, howver there are many roads and cars, which tend to travel fast. Never the less, if you stay on your computer it would improve skills, which would come in handy! On the other hand, too much time on computers could cause eye problems and if you already had eye problems they get worse. Despite having eye problems, you would have much better concentration at home! perants would love it! However, not being at school with friends could cause socil problems, moreover if you had a question how would it be answered? What about art? Displays? After school clubs? All a no because there would be no point in having school if nobody came! Also, at home, children could just eat chocolate and cake: at school it would be health notrishous food to keep them going, (instead of snacking!)

Use of a variety of sentence types

Appropriate use of connective phrase, with correct use of comma

Main ideas developed by detail

Deliberate choice of colon to introduce key point

Accurate handling of verb tenses, including modals to suggest possibility

Use of subordinating connectives to develop explanation

Commas for parenthesis provide additional information

Use of connective phrases supports cohesion

Use of repetition for cohesive effect

To sum up, I believe that in the best interest of children, school should stay the same!

Appropriate connective signals brief concluding paragraph

Extended task: exemplar 1 marking commentary

AF5 Vary sentences for clarity, purpose and effect.	AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.	AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events.	AF4 Construct paragraphs and use cohesion within and between paragraphs.	AF2 Produce texts which are appropriate to the task, reader and purpose.	AF7 Select appropriate and effective vocabulary.
Sentence structure and punctuation		**Text structure and organisation**		**Appropriacy and vocabulary**	
• A variety of sentence types attempted, with some successful control of complex sentences. Evidence of some appropriate use of connectives (*Despite, Also*) although some imprecise use remains (*Moreover*). Constructions support purpose, eg: fronted adverbials and verb use is generally accurate. • Most sentences are marked with appropriate punctuation. However, some errors remain, including comma splices (*walking to school, this gives*) and insecure use of brackets (*,(instead of snacking!)*)		• The sequencing of ideas is partially supported through sections. Broadly appropriate opening and ending (*This report will, To sum up*) provide simple introductory and concluding structures and some grouping of main ideas. • Links are made between ideas (*on the other hand*) although some cohesive devices lack precision (*never the less*). Deliberate rhetorical devices show thematic linkage between ideas (*What about art? Displays?*), however, some repetitive subjects remain in reference chain (*eye problems... despite having eye problems*).		• Report is partially adapted for intended audience. Appropriate selection of topics with some development through additional detail. • Some vocabulary choices are ambitious (*social problems, nutritious*) and appropriate for context, occasionally achieving formality (*daily basis*). Some minor inaccuracies remain (*of a daily basis*).	
2 marks		**2 marks**		**2 marks**	

Explanatory note

Yellow boxes, with round arrow heads, indicate a general point, illustrated across the response.

Grey boxes refer to specific places to which they point in the child's response.

SSP

Extended task: exemplar 2

TSO

Cyberschooling is a bad idea because children will not have such a good social life and children will lack fitness, therefore becoming unfit.

Opening introduces topic

Variety of sentence structures used, including control of subordination

Children all over the world are becoming unfit. Introducing Cyberschooling would be an invitation to become unfit. 11 year old children should not be indoors on computers all day, they should be outside, frolicking in the mud. In addition, less exercise may end with obeysety or being addicted to going on computers. This could conclude with unemployment and depression.

Choice of verb forms creates an impersonal style

Secure management of modal verbs expresses subtleties of meaning with degrees of possibility

Precise connective

Attempted impersonal constructions for formality

Coherent development of ideas across the text

Development of ideas through additional detail and argument

Purposeful links between paragraphs contribute to overall control of text structure

To add to that, children love playing outside with friends, but working on the computer all day will not help this. A problem is that, children may stop doing work and play online games, a popular and unhealthy pastime. This could then conclude with a dangerous relationship with an online 'friend'. Also, having friends that you don't see anymore could mean split ups in friendships. Although it is an unlikely chance, it could lead to bullying.

Secure management of verb tenses

Expanded noun-phrase adds detail

Precise use of connectives aids cohesion (*to add to that, also, although, in conclusion*)

In conclusion, introducing Cyberschooling would be a bad idea because friendships will be ruined, and fitness would be reduced. It would also put millions of teachers all over the world out of employment.

Passive constructions contribute to formality

Final paragraph provides some concluding remarks

Extended task: exemplar 2 marking commentary

AF5 Vary sentences for clarity, purpose and effect.	AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.	AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events.	AF4 Construct paragraphs and use cohesion within and between paragraphs.	AF2 Produce texts which are appropriate to the task, reader and purpose.	AF7 Select appropriate and effective vocabulary.
Sentence structure and punctuation		**Text structure and organisation**		**Appropriacy and vocabulary**	
• A variety of sentence structures is used for control and, in places to express subtleties of meaning. Constructions support purpose, eg: fronted adverbials, impersonal and passive constructions (*introducing cyberschooling would be an invitation, friendship would be ruined*). Accurate management of verbs, including modals and transitions between tenses. • Almost all sentences are controlled with an appropriate range of punctuation, including commas for clarity. However, some errors, including comma splice (*on computers all day, they should*).		• Coherent development of ideas across text, including development of ideas within paragraphs through additional detail and argument. • Controlled text structure, showing links between paragraphs (*To add to that*). • Opening and ending are broadly appropriate. Precise choice of connectives and fronted adverbials often makes connections between ideas and provide effective sign posting (*in addition, in conclusion*). • Some repetition of subject remains (*children will not have such a good social life and children will...*).		• Report is partially adapted for intended audience, with occasional features of chosen form. • Vocabulary is generally ambitious and precise (*employment, frolicking obeysity*), although some less ambitious or repetitive choices remain (*bad idea, split ups, unfit*). Sufficient formality is achieved in places (*out of employment*).	
3 marks		**3 marks**		**2 marks**	

Explanatory note

| Yellow boxes | Grey boxes | |

Yellow boxes, with round arrow heads, indicate a general point, illustrated across the response.

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SSP

Extended task: exemplar 3

TSO

Secure control of phrases and clauses within complex sentences

Precise and appropriate internal sentence punctuation supports clarity within complex sentence structure and allows additional detail to be developed

Fronted adverbial contributes to variety of sentence structures

Management of verbs with secure tense transitions

Secure use of apostrophe

Controlled complex sentences convey precise meaning

Controlled use of multiple subordinate clauses builds detail succinctly

Appropriate internal sentence punctuation

Precise and controlled phrase to express subtle meaning

Complex phrasal constructions within complex sentences

Impersonal constructions and density of noun phrases contribute to formality

Precise use of commas and semi-colon

Opening is effective in framing an appropriate response

Signposting of following content is effective and contributes to structure of whole text

Appropriate text connective to provide additional information

Clear sequencing of ideas supported by paragraphs

Effective reference chain avoids repetition

Thematic linkage to start of previous paragraph facilitates cohesion

Development of topic through additional explanation

Paragraphs are varied in length and focus to support the structure of the text

Succinct conclusion shapes overall development

Within the past year, the Government supported IT Cyberschool company has been attempting to introduce Cyberschool, a project that ensures children are well educated in a unique way. Taking part in Cyberschool, children stay at home all day working on their own computers and watching lessions on their own computers on the internet. This new way of educating young people has recieved mixed responses:

Some people argue that children at Cyberschool have less exercise and find it harder to make friends and become computer adicts as they have spent too much time on the computer. This month, 20 of England's children have turned to Cyberschool, resulting in rising levels of obeseity because they rarely leave the house. Furthermore, Antisocial behavior is becoming more of a problem as there are no rules; there is nobody to keep Cyberschooled children (especialy teenagers) in check. This lack of frienship and communication between the unfortunate cyberschool guinie pigs has driven parents to near insanity as their young are becoming more solitary each second.

Others may argue that, Cyberschool improves computer skills and gives pupils the benifit of being able to aquire better concentration at home. The rising levels of good school results and the matching level of computer skills means that when children have finnished their Cyberschool education, they can get better jobs and have greater earning potential. Aswell as having better education, the roads around the schools have become less crowded, as a result of this, the nation's elderly population can go out for a quiet stroll at their leisure without the risk.

The country will vote in the coming month… only then will we see what lies ahead for the future of our education system.

Extended task: exemplar 3 marking commentary

AF5 Vary sentences for clarity, purpose and effect.	**AF6** Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.	**AF3** Organise and present whole texts effectively, sequencing and structuring information, ideas and events.	**AF4** Construct paragraphs and use cohesion within and between paragraphs.	**AF2** Produce texts which are appropriate to the task, reader and purpose.	**AF7** Select appropriate and effective vocabulary.
Sentence structure and punctuation		**Text structure and organisation**		**Appropriacy and vocabulary**	
• Evidence of a variety of grammatical structures to express subtleties of meaning, including secure control of phrases and clauses within complex sentences (eg: opening sentence) to communicate large amounts of information economically and express subtle meanings (*their young are becoming more solitary each second*). Deliberate control of verbs (*stay…working... watching*). Constructions, including fronted adverbials and passive/informal constructions, support purpose (*Taking part in, has received mixed responses resulting in*). • An appropriate range of punctuation is used precisely to support clarity, including commas to make clauses, brackets, apostrophes, semi colon.		• Structure of text is controlled, with a variety of cohesive devices, and thematic links between paragraphs providing effective signposting and whole text cohesion. Paragraphs are varied in length and focus to support the complex structure of the text (eg: the single-sentence closing paragraph). Control of focus as text moves from '*within the past year*' to '*in the coming months*'. Opening paragraph is highly effective. • Within paragraphs, effective reference chains and repetition (*the unfortunate Cyberschool guinie pigs…their young*).		• Report is adapted for a general audience. Topics are appropriate and substantially developed with a balance of arguments and explanation. Some features of report form are evident. • Vocabulary is ambitious, precise and purposeful (*solitary, aquire, ensures, obeseity*), achieving sufficient formality (*their young, mixed responses*).	
5 marks		**4 marks**		**3 marks**	

Explanatory note

Yellow boxes	**Grey boxes**	

Yellow boxes, with round arrow heads, indicate a general point, illustrated across the response.

Grey boxes refer to specific places to which they point in the child's response.

Short answer section mark scheme

Question	Requirements	Mark	Additional guidance
1. ga6.13	a) My friend**,** who is very fit**,** won the 100-metre race. b) The man**,** meanwhile**,** picked up his bag and carried on walking.	Up to 2m	Award **1 mark** for each sentence punctuated correctly.
2. ga6.11	I have three pets**:** a hamster (called Frankie), a goldfish and a cat.	1m	
3 ga5.1	The sign was blown over by the wind. ☑	1m	
4. ga1.4	Accept any suitable connective / connective phrase, eg: ***Although / Despite the fact that*** *Anna was so accomplished a dancer, she lacked confidence in her own ability.*	1m	
5. ga7.4	<table><tr><td>**Word**</td><td>**Synonym**</td><td>**Antonym**</td></tr><tr><td>victory</td><td>▪ Accept any appropriate and precise noun synonym, eg: • *win* • *success*</td><td>▪ Accept any appropriate and precise noun antonym, eg: • *failure* • *loss* • *defeat*</td></tr></table>	1m	Award **1 mark** for two correct responses. **Do not accept** verbs as synonyms / antonyms for 'victory', eg: • *won / lost*
6. ga1.7	She'll be here **at** ten o'clock. My two dogs are very different **from** one another. My new school bag is similar **to** my old one. The building was high compared **with** the trees around it.	1m	Award **1 mark** for all four correct.
7. ga6.12	On the one hand, it would be exciting to go on the roller coaster**;** on the other, I might not like the height!	1m	

Question	Requirements	Mark	Additional guidance
8. ga6.8	I would love to see the new fantasy film; **_it's_** supposed to be excellent. We **_mustn't_** be late or **_we'll_** miss the beginning of the film. **_You're_** going to love it!	**Up to 2m**	Award **2 marks** for four correct responses. Award **1 mark** for three correct responses. For each mark, the apostrophe must be placed correctly and the word spelt correctly.

9. sg1.6 — **1m** — Award **1 mark** for all four correct.

	Adverb of manner	Adverb of time	Adverb of frequency	Adverb of place
outside				✓
sometimes			✓	
today		✓		
secretly	✓			

10. ga3.2 — **1m** — The phrase must be expanded before **and** after the noun.

Also accept responses that are complete sentences containing an otherwise correct noun phrase.

Do not accept the addition of a finite verb to create a clause, eg:
- *the red tractor was in the yard*

Noun	Noun phrase
Example: the book	the reference book on the bookshelf
the tractor	■ Accept a phrase expanded before **and** after the noun, eg: • *the dirty tractor with large tyres*

11. ga1.2 — **1m** — Award **1 mark** for all three correct.
Accept the infinitive with or without 'to'.

Verb	Infinitive form
Example: sings, sang, sung	to sing
went, gone	to go
am, is, was	to be
had	to have

Question	Requirements	Mark	Additional guidance
12. sg5.2	Going on holiday costs a lot of money. ✓	1m	
13. ga4.1	■ Accept any sentence in which both verbs have been changed to past tense, eg: • The boy thought carefully and made up his mind. • The boy had thought carefully and had made up his mind. • The boy was thinking carefully and was making up his mind. • The boy had thought carefully and was making up his mind. • The boy had been thinking carefully and had made up his mind.	1m	The sentence must begin with a capital letter and end with a full stop for the award of a mark. **Do not accept** other changes to word order or syntax unrelated to the change of tense, eg: • *After thinking carefully, the boy made up his mind.*
14. ga1.1	■ Accept any abstract noun, eg: • *peace* ■ Accept any collective noun, eg: • *team / herd* ■ Accept any common noun, eg: • *pencil* ■ Accept any proper noun, eg: • *London*	Up to 2m	Award **2 marks** for four correct responses. Award **1 mark** for any two or three correct responses. **Also accept** common nouns used as proper nouns, eg: Chair (of a meeting), but only if a capital is used to denote the proper noun. Proper nouns must start with a capital letter for the award of the mark.
15. ga1.5		1m	Award **1 mark** for all three correct.

	Personal pronoun	Relative pronoun	Possessive pronoun
Are you taking **yours** with you?			✓
On Mondays we have art, **which** is my favourite lesson.		✓	
Fatima forgot where **she** had put the bag.	✓		

Question	Requirements	Mark	Additional guidance
16. ga3.1	■ Accept any suitable subordinate clause (including relative clauses), eg: • *which was built last year* • *where lots of celebrities stay*	1m	**Do not accept** responses that do not include a lexical verb, eg: • *in London* • *down the road*
17. ga3.3		1m	Award **1 mark** for all four correct.
18 ga4.2	The brother and sister (attend)/ attends) different clubs. Everybody ((has)/ have) the same opinion about uniform. Each of you (is) are) welcome to state your point of view.	1m	Award **1 mark** for all three correct.

Table for question 17:

	Subordinating connective	Co-ordinating connective
I can't tell you whether I'm able to attend **until** I hear back from Libby.	✓	
I'll serve dinner **when** your brother gets home.	✓	
The glue was set **but** the paint wasn't dry.		✓
Usually, Mum **or** Dad cooks dinner.		✓

Spelling task mark scheme

Guidance for marking the spelling component

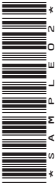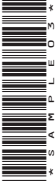The following conventions should be followed when marking spelling:

■ 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.	knowledge	9.	preferred
2.	accident	10.	subtle
3.	beginning	11.	jewellery
4.	permanent	12.	foreign
5.	unnecessary	13.	synchronised
6.	catalogue	14.	desperately
7.	biscuits	15.	vicious
8.	leisure		

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.

Spelling task

1. I would like to improve my **knowledge** of history.

2. It's important to wear a helmet in case you have an **accident**.

3. The **beginning** of the book was very exciting, but I didn't enjoy the ending.

4. The paint left a **permanent** stain on the carpet.

5. It was **unnecessary** to wear a coat on such a hot day.

6. The librarian chose some new books from the **catalogue**.

7. We put the **biscuits** in the oven to cook.

8. I go swimming at the **leisure** centre every week.

9. Rajiv liked football; Sam **preferred** rugby.

10. He gave a **subtle** hint about the surprise.

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11. The treasure chest contained **jewellery** and gold.

12. Learning **foreign** languages will help you when you travel abroad.

13. The dancers' movements were perfectly **synchronised**.

14. Clare **desperately** wanted to be chosen for the team.

15. The dog sounded **vicious** but was actually very friendly.

END OF TASK

03

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For more copies
Additional printed copies of this mark scheme are not available. It can be downloaded from the Department's website at www.education.gov.uk/ks2.