

En

KEY STAGE

2

LEVELS

3–5

English tests

Grammar, punctuation and spelling mark schemes

Short answer questions
and spelling paper

2015

National curriculum tests

Introduction

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

This booklet contains the mark schemes for the assessment of levels 3–5 English grammar, punctuation and spelling. Level threshold tables will be available at www.education.gov.uk/ks2 from Tuesday 7 July, 2015.

The levels 3–5 English grammar, punctuation and spelling test is made up of two papers. A total of 70 marks is available.

Paper 1: short answer paper (50 marks)

Paper 2: spelling task (20 marks)

As in previous years, external markers will mark the key stage 2 national curriculum tests. The mark schemes are also made available to inform teachers.

The mark schemes were written and developed alongside the questions. Pupils' responses from trialling have been added as examples to the mark schemes to ensure they reflect how pupils respond to the questions. 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 on pages 5, 6, and 8 of this mark scheme booklet. Further information about what is assessed in this test can be found in the English grammar, punctuation and spelling test framework at www.gov.uk/sta

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The English grammar, punctuation and spelling test mark schemes

Structure of the short answer questions mark scheme

The marking information for each question is set out in 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. This column also gives a reference linking the question 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.

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 20**.

Application of the short answer questions mark scheme

In order to ensure consistency of marking, the most frequent procedural queries are listed on **pages 6–8** along with guidance about what the 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 2015 levels 3–5 test assessing each area:

Assessment area	Number of marks
Grammar	29
Punctuation	15
Vocabulary	6
Spelling	20
Total marks	70

Paper 1: short answer questions

Question classification

The table below summarises the areas of the key stage 2 English programme of study that are assessed in paper 1 of 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 questions mark scheme.

Key stage 2 programme of study references	Grammar, punctuation and spelling reference codes																																		
En3.7a–c Language structure																																			
<p>Pupils should be taught:</p> <p>a: word classes and the grammatical functions of words, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and articles</p> <p>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>c: the grammar of complex sentences, including clauses, phrases and connectives.</p>	<table> <tr> <td>sg/ga1</td> <td>Grammatical terms / word classes</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>sg/ga2</td> <td>Features of sentences</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>sg/ga3</td> <td>Complex sentences</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>	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	sg/ga2	Features of sentences	sg/ga2.1	Statements	sg/ga2.2	Questions	sg/ga2.3	Commands	sg/ga3	Complex sentences	sg/ga3.1	Clauses	sg/ga3.2	Phrases	sg/ga3.3	Subordinating connectives
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sg/ga3.3	Subordinating connectives																																		
En3.6a–b Standard English																																			
<p>Pupils should be taught:</p> <p>a: how written standard English varies in degrees of formality</p> <p>b: some of the differences between standard and non-standard English usage, including subject–verb agreement and use of prepositions.</p>	<table> <tr> <td>sg/ga4</td> <td>Standard English</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>sg/ga5</td> <td>Formal / informal</td> </tr> <tr> <td>sg/ga5.4</td> <td>Contractions</td> </tr> </table>	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'	sg/ga5	Formal / informal	sg/ga5.4	Contractions																				
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En3.1 and En3.2 Vocabulary / language strategies																																			
<p>Pupils should be taught:</p> <p>En3.1b: to broaden their vocabulary and use it in inventive ways</p> <p>En3.2d: to proofread – check the draft for spelling and punctuation errors, omissions and repetitions.</p>	<table> <tr> <td>ga7</td> <td>Vocabulary</td> </tr> <tr> <td>sg/ga7.1</td> <td>Word meaning</td> </tr> <tr> <td>sg/ga7.2</td> <td>Vocabulary in context</td> </tr> <tr> <td>sg/ga7.3</td> <td>Concision / precision in vocabulary</td> </tr> <tr> <td>sg/ga7.4</td> <td>Synonyms</td> </tr> <tr> <td>sg/ga7.5</td> <td>Antonyms</td> </tr> <tr> <td>sg/ga7.6</td> <td>Word groups / families</td> </tr> <tr> <td>sg/ga7.7</td> <td>Prefixes</td> </tr> <tr> <td>sg/ga7.8</td> <td>Suffixes</td> </tr> <tr> <td>sg/ga7.9</td> <td>Singular and plural</td> </tr> </table>	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														
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Key stage 2 programme of study references	Grammar, punctuation and spelling reference codes	
En3.3 Punctuation		
<p>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.</p>	<p>p/ga6 p/ga6.1 p/ga6.2 p/ga6.3 p/ga6.4 p/ga6.5 p/ga6.6 p/ga6.7 p/ga6.8 p/ga6.9 p/ga6.10 p/ga6.11</p>	<p>Punctuation Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Ellipses Colons</p>

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

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 scheme entries.

Question type	Accept	Do not accept
Tick boxes	<p>Any unambiguous indication of the correct answer, eg:</p> <ul style="list-style-type: none"> ■ the box is crossed rather than ticked ■ the correct answer is circled rather than ticked. 	<p>Responses in which more than the required number of boxes has been indicated.</p>
Underlining clauses / phrases / other text	<p>Underlining of the full required text, with or without surrounding punctuation.</p>	<p>Responses in which only part of the required text, or less than half of a required word, is underlined.</p> <p>Responses in which any additional words are underlined.</p>
Circling of the answer	<p>Any unambiguous indication of the correct answer, eg:</p> <ul style="list-style-type: none"> ■ the answer is underlined ■ the answer is enclosed within a box. 	<p>Responses in which more than the required number of words has been indicated.</p> <p>Responses in which the correct answer is encircled, together with more than half of any surrounding words.</p>
Drawing lines to 'match' boxes	<p>Lines that do not touch the boxes, provided the intention is clear.</p>	<p>Multiple lines drawn to / from the same box (unless this is a question requirement).</p>

Question type	Accept	Do not accept
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'.
Writing sentences	A sentence that has a capital letter and an appropriate punctuation mark delineating the end of the sentence. Capital letters must be clear and unambiguous for the award of the mark. Where letters do not have unique capital letter forms, the height of the capital letter will be similar to, or greater than, that of letters with ascenders, and clearly greater than the height of letters that do not have ascenders. For example, in the word 'What', the height of the capital letter 'W' should be similar to, or taller than, the 'h'.	Ambiguity in the comparative sizes of letters. Responses in which capital letters are omitted or placed inappropriately in a sentence, or when an entire word is capitalised (even if the child is using the capitalised word for emphasis). The incorrect use of capital letters will negate an otherwise correct response.
Punctuation	For the award of the mark, punctuation must be appropriate for the context, clear and unambiguous. This means that the punctuation mark should be visible to the marker, its formation should be recognisable as the intended punctuation mark, and its position in relation to text or other punctuation must be correct and clear.	Punctuation marks that could be more than one thing, such as a misplaced or low apostrophe / high comma.

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 children's 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 child's response does not match closely any of the examples given?	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.

What if...	Accept
...no answer is given in the expected place, but the correct answer is given elsewhere?	<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"> ■ it meets any relevant criteria in this guidance and in the question-specific mark scheme and ■ it is not contradicted by any other attempt at the answer written elsewhere (see ‘...more than one answer is given’). <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>
...the correct answer has been crossed out and not replaced?	<p>Any legible crossed-out work that has not been replaced will be marked according to the mark scheme.</p> <p>If the answer has been replaced by a further attempt, the crossed-out work will not be considered.</p>
...more than one answer is given?	<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>

Paper 2: spelling task

The table below summarises the areas of the key stage 2 English programme of study that are assessed in paper 2 of the English grammar, punctuation and spelling test.

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

Marking spelling questions

Summary of additional guidance

What if...	Accept
<p>...no answer is given in the expected place, but the correct answer is given elsewhere?</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"> ■ 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’) and ■ it is clear which question they are attempting to answer.
<p>...the correct answer has been crossed out and not replaced?</p>	<p>Any legible crossed-out work that has not been replaced will be marked according to the mark scheme.</p> <p>If the answer has been replaced by a further attempt, the crossed-out work will not be considered.</p>
<p>...more than one answer is given?</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> <p>If a child has attempted to spell a word in a number of different ways anywhere else on the answer booklet and the correct spelling is in or near the answer space, the attempts written elsewhere can be disregarded.</p>

Short answer questions mark schemes

Question	Requirements	Mark	Additional guidance
1 ga3.3	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> until	1m	
2 ga1.4	<p>■ Award 1 mark for all four correct.</p> <p>I loved playing hide and seek _____ I was younger.</p> <p>The teacher asked me _____ I was feeling alright.</p> <p>I put on my coat _____ leaving the house.</p> <p>I went to the park _____ school had finished.</p> <p>The bone was exactly _____ the dog had left it.</p> <p>if before where when after</p>	1m	
3 ga4.1	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> leaps	1m	
4 ga1.4	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> since	1m	

Question	Requirements	Mark	Additional guidance
5 ga1.6	Anita looked both ways before crossing the road safely. ↑ <input type="checkbox"/> ↑ <input type="checkbox"/> ↑ <input checked="" type="checkbox"/>	1m	
6 ga6.3	Do you enjoy reading <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	1m	
7 ga7.9	firemen <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	1m	
8 p1.4	something surprising or exciting <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m	
9 ga3.3	■ Award 1 mark for the most suitable connective encircled. Amrit still managed to smile _____ he was feeling very tired. (although) because before therefore	1m	
10 sg1.2	a verb <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m	

Question	Requirements	Mark	Additional guidance
11 sg2.3	<p>Leave the building by the nearest exit.</p> <p>Ask at reception for directions to the main hall.</p>	1m	
12 p1.9	<p>to give additional information</p>	1m	
13 p1.3	<p>“When do the clocks go back?” asked Amber.</p>	1m	
14 ga4.2	<p>enjoy</p>	1m	
15 ga4.1	<p>They have grown lots of tomatoes this year.</p>	1m	
16 ga6.1	<p>From April, swimming lessons will take place on Tuesdays.</p>	1m	

Question	Requirements	Mark	Additional guidance												
17 ga7.1	<p>to go with someone</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	1m													
18 ga6.5	<p>■ Award 1 mark for two correctly placed commas.</p> <p>I gave Zak a magazine, two packs of stickers, some pens and a drink.</p>	1m	<p>Do not accept the use of the serial comma, eg: I gave Zak a magazine, two packs of stickers, some pens, and a drink.</p>												
19 ga2.2	<p>■ Award 1 mark for a correctly punctuated question suitable for the given answer, eg:</p> <ul style="list-style-type: none"> Do you know <i>what age he is</i>? Is he <i>ten years old</i>? How <i>old is Peter</i>? 	1m	<p>Do not accept responses which are incorrectly punctuated, eg:</p> <ul style="list-style-type: none"> How <i>old is he</i> <p>Do not accept responses that do not logically match the given answer, eg:</p> <ul style="list-style-type: none"> Did you see <i>where he went</i>? How <i>old is your dad</i>? <p>Do not accept the addition of a reporting clause which turns a question into a statement, eg:</p> <ul style="list-style-type: none"> "How old is he?" asked Rosie. Gurpreet asked, "How old is your son?" 												
20 ga6.5	<p>■ Award 1 mark for all three correct.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>Commas are used to separate items in a list</th> <th>Commas are used to separate clauses</th> </tr> </thead> <tbody> <tr> <td>Butterflies, moths and bees are all winged insects.</td> <td>✓</td> <td></td> </tr> <tr> <td>Ana's class, which is the largest, is usually the quietest.</td> <td></td> <td>✓</td> </tr> <tr> <td>When Dad bakes biscuits, Jackie always helps.</td> <td></td> <td>✓</td> </tr> </tbody> </table>	Sentence	Commas are used to separate items in a list	Commas are used to separate clauses	Butterflies, moths and bees are all winged insects.	✓		Ana's class, which is the largest, is usually the quietest.		✓	When Dad bakes biscuits, Jackie always helps.		✓	1m	
Sentence	Commas are used to separate items in a list	Commas are used to separate clauses													
Butterflies, moths and bees are all winged insects.	✓														
Ana's class, which is the largest, is usually the quietest.		✓													
When Dad bakes biscuits, Jackie always helps.		✓													

Question	Requirements	Mark	Additional guidance
27 ga7.2	<p><input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>strong</p>	1m	
28 ga6.1	<p>■ Award 1 mark for three correct words encircled.</p> <p>(today) we learnt that elephants from (asia) are smaller than elephants from (africa).</p>	1m	
29 ga1.1	<p>■ Award 1 mark for two correctly ticked boxes.</p> <p>Despite the cloudy sky, the weather was hot and humid.</p> <p> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	1m	
30 ga6.2	<p>The horses galloped across the field. They were being playful.</p> <p> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	1m	
31 ga1.1	<p>The kitchen light was left on most of the time.</p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> </p>	1m	
32 sg1.7	<p>a preposition</p> <p> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> </p>	1m	

Question	Requirements	Mark	Additional guidance
33 ga4.4	<ul style="list-style-type: none"> ■ Award 1 mark for three correct sentences. My mum and <u> </u> watched a film. My aunt sent some presents for my sister and <u>me</u>. Please send the parcel to either Jack or <u>me</u>. 	1m	Do not accept use of the lowercase 'i'
34 ga7.6	two or twice <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m	
35 ga7.4	<ul style="list-style-type: none"> ■ Award 1 mark for all four correct. 	1m	
36 ga2.1	<ul style="list-style-type: none"> ■ Award 1 mark for the correct statement. <i>This book is new.</i> 	1m	Also accept <i>This book is new!</i>
37 sg1.4	<ul style="list-style-type: none"> ■ Award 1 mark for the connective encircled. (As) the weather became colder, the sale of coats increased. 	1m	
38 sg1.8	<ul style="list-style-type: none"> ■ Award 1 mark for both articles encircled. Josh longed for @cold drink in (the) hot weather. 	1m	

Question	Requirements	Mark	Additional guidance
39 ga6.8	<div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; padding: 5px; width: 50%; margin-right: 50%;">This shop is open on Saturday's.</div> <div style="border: 1px solid black; padding: 5px; width: 50%; margin-right: 50%;">Print photo's from your camera here.</div> <div style="border: 1px solid black; padding: 5px; width: 50%;">The children's play area is closed.</div> <div style="border: 1px solid black; padding: 5px; width: 50%;">Dog's are not allowed on the beach.</div> </div>	1m	
40 ga1.3	<p>■ Award 1 mark for the adjective encircled.</p> <p>To make the sauce, chop the onions and add the <u>ground</u> spices.</p>	1m	
41 ga6.1	<p>all proper nouns <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>all sentences <input type="checkbox"/> <input checked="" type="checkbox"/></p>	1m	
42 ga6.5	<p>■ Award 1 mark for a grammatically correct, accurately punctuated sentence that uses commas to list the given information in any order, eg:</p> <ul style="list-style-type: none"> ● Jay noticed a frog, some tadpoles and a small fish in the pond. ● Jay noticed some tadpoles, a frog and a small fish in the pond. ● Jay noticed a small fish in the pond, some tadpoles and a frog. 	1m	<p>Do not accept the use of the serial comma, eg:</p> <ul style="list-style-type: none"> ● Jay noticed a frog, some tadpoles, and a small fish in the pond.

Question	Requirements	Mark	Additional guidance																				
43 ga1.3	<ul style="list-style-type: none"> ■ Award 1 mark for the adjective encircled. Gareth waited nervously behind the curtains before he walked onto the <u>empty</u> stage. 	1m																					
44 p1.7	<ul style="list-style-type: none"> ■ Award 1 mark for correctly placed inverted commas. Maya whispered, "I can see a baby hedgehog! Keep quiet so we don't scare it." 	1m																					
45 ga7.7	<ul style="list-style-type: none"> ■ Award 1 mark for all three correct. <u>dis</u>agree <u>i</u>llegal <u>i</u>regular 	1m																					
46 ga1.5	<ul style="list-style-type: none"> ■ Award 1 mark for the correct pronoun. <i>it</i> 	1m	Also accept <i>us / me / you</i>																				
47 ga1.6	<ul style="list-style-type: none"> ■ Award 1 mark for the adverb encircled. The old dog was <u>still</u> sitting on the sunlit patio. 	1m																					
48 sg1.3	<ul style="list-style-type: none"> ■ Award 1 mark for a correctly completed table. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Sentence</th> <th>Verb</th> <th>Noun</th> <th>Adverb</th> <th>Adjective</th> </tr> </thead> <tbody> <tr> <td>They <u>measured</u> the length of the room.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>There was a <u>measurable</u> increase in the temperature.</td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>They took <u>measurements</u> of their heights.</td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> </tbody> </table>	Sentence	Verb	Noun	Adverb	Adjective	They <u>measured</u> the length of the room.	✓				There was a <u>measurable</u> increase in the temperature.				✓	They took <u>measurements</u> of their heights.		✓			1m	
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Question	Requirements	Mark	Additional guidance
<p>49 ga3.1</p>	<p>■ Award 1 mark for a grammatically correct, accurately punctuated sentence that includes all of the information given in the boxes in any logical order, eg:</p> <ul style="list-style-type: none"> ● Ben Green, who is in my class, went to Spain over the summer. ● Ben Green (who is in my class) went to Spain over the summer. ● Over the summer, Ben Green – who is in my class – went to Spain. 	<p>1m</p>	
<p>50 ga4.2</p>	<p>■ Award 1 mark for three correct sentences.</p> <p>The good news <u>is</u> that the trip can still go ahead.</p> <p>The fishermen <u>are</u> repairing the boat.</p> <p>The number of books available <u>is</u> increasing.</p>	<p>1m</p>	

Spelling task mark scheme

Guidance for marking the spelling task

The following conventions should be followed when marking the spelling task:



- If more than one attempt is made, it must be clear which version the pupil wishes to be marked
- If multiple 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. afternoon | 11. lorries |
| 2. tapping | 12. system |
| 3. knee | 13. international |
| 4. double | 14. difference |
| 5. paused | 15. fracture |
| 6. unsure | 16. luckily |
| 7. postage | 17. frequent |
| 8. judge | 18. assistant |
| 9. happiest | 19. occasion |
| 10. tough | 20. potential |

Pupil's version of the spelling task

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

<div style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <h3>Spelling task</h3> </div>	<ol style="list-style-type: none"> 1. Monica walks her dog in the park every afternoon. 2. Sarah was woken by a bird tapping on the window. 3. Despite his knee injury, Simran won the race. 4. Rashid wanted to double his top score. 5. Ellie paused and looked around the room. 6. Zainab was unsure which answer was correct. 7. The postage was surprisingly cheap. 8. Our special guest will judge the competition. 9. Freya is happiest when she is playing football. 10. Maya found the last stage of the race very tough. 11. The lorries transported the computers to the shop. 12. There is a new system for borrowing library books this term.
	<ol style="list-style-type: none"> 13. The players were looking forward to their first international match. 14. One difference between spiders and beetles is the number of legs they have. 15. A bone fracture can be diagnosed by having an x-ray taken. 16. We thought we would miss the bus, but luckily the driver waited for us. 17. We make frequent visits to the library. 18. The shop assistant put the new toys on the shelf. 19. The festival is a very special occasion for the whole community. 20. Our team has the potential to win the trophy this year.
	<div style="border: 2px solid black; border-radius: 15px; padding: 20px; display: inline-block;"> <p>END OF TASK</p> </div>
 <p>Page 2 of 4</p>	 <p>Page 3 of 4</p>

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2015 key stage 2 levels 3–5 English grammar, punctuation and spelling test mark schemes:

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