

En

KEY STAGE

2

LEVELS

3–5

English tests

Grammar, punctuation and spelling mark schemes

Short answer questions
and spelling task

2014

National curriculum assessments

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 8 July, 2014.

The levels 3–5 English grammar, punctuation and spelling test is made up of two papers and contains a total of 70 marks. The two papers are:

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. Children's responses from trialling have been added as examples to the mark schemes to ensure they reflect how children 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.education.gov.uk.

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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 2014 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: 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> | <p>sg/ga1 sg/ga1.1 sg/ga1.2 sg/ga1.3 sg/ga1.4 sg/ga1.5 sg/ga1.6 sg/ga1.7 sg/ga1.8</p> <p>sg/ga2 sg/ga2.1 sg/ga2.2 sg/ga2.3</p> <p>sg/ga3 sg/ga3.1 sg/ga3.2 sg/ga3.3</p> <p>Grammatical terms / word classes Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles</p> <p>Features of sentences Statements Questions Commands</p> <p>Complex sentences Clauses Phrases Subordinating connectives</p> |
| En3.6a–b Standard English | |
| <p>Pupils should be taught: 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> | <p>sg/ga4 sg/ga4.1 sg/ga4.2 sg/ga4.3 sg/ga4.4</p> <p>sg/ga5 sg/ga5.4</p> <p>Standard English Tense agreement Subject–verb agreement Double negatives Use of 'I' and 'me'</p> <p>Formal / informal Contractions</p> |
| En3.1 and En3.2 Vocabulary / language strategies | |
| <p>Pupils should be taught: 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> | <p>ga7 sg/ga7.1 sg/ga7.2 sg/ga7.3 sg/ga7.4 sg/ga7.5 sg/ga7.6 sg/ga7.7 sg/ga7.8 sg/ga7.9</p> <p>Vocabulary Word meaning Vocabulary in context Concision / precision in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural</p> |

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

| Key stage 2 programme of study references | Grammar, punctuation and spelling reference codes | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--------------|--------------------|---------|-----------------|---------|------------|---------|----------------|---------|-------------------|---------|-----------------|---------|-----------------------------------|---------|-----------------|---------|-------------|---------|----------|----------|----------|----------|--------|
| En3.3 Punctuation | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Pupils should be taught:</p> <p>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> | <table> <tr> <td>p/ga6</td> <td>Punctuation</td> </tr> <tr> <td>p/ga6.1</td> <td>Capital letters</td> </tr> <tr> <td>p/ga6.2</td> <td>Full stops</td> </tr> <tr> <td>p/ga6.3</td> <td>Question marks</td> </tr> <tr> <td>p/ga6.4</td> <td>Exclamation marks</td> </tr> <tr> <td>p/ga6.5</td> <td>Commas in lists</td> </tr> <tr> <td>p/ga6.6</td> <td>Commas to mark phrases or clauses</td> </tr> <tr> <td>p/ga6.7</td> <td>Inverted commas</td> </tr> <tr> <td>p/ga6.8</td> <td>Apostrophes</td> </tr> <tr> <td>p/ga6.9</td> <td>Brackets</td> </tr> <tr> <td>p/ga6.10</td> <td>Ellipses</td> </tr> <tr> <td>p/ga6.11</td> <td>Colons</td> </tr> </table> | p/ga6 | Punctuation | p/ga6.1 | Capital letters | p/ga6.2 | Full stops | p/ga6.3 | Question marks | p/ga6.4 | Exclamation marks | p/ga6.5 | Commas in lists | p/ga6.6 | Commas to mark phrases or clauses | p/ga6.7 | Inverted commas | p/ga6.8 | Apostrophes | p/ga6.9 | Brackets | p/ga6.10 | Ellipses | p/ga6.11 | Colons |
| p/ga6 | Punctuation | | | | | | | | | | | | | | | | | | | | | | | | |
| p/ga6.1 | Capital letters | | | | | | | | | | | | | | | | | | | | | | | | |
| p/ga6.2 | Full stops | | | | | | | | | | | | | | | | | | | | | | | | |
| p/ga6.3 | Question marks | | | | | | | | | | | | | | | | | | | | | | | | |
| p/ga6.4 | Exclamation marks | | | | | | | | | | | | | | | | | | | | | | | | |
| p/ga6.5 | Commas in lists | | | | | | | | | | | | | | | | | | | | | | | | |
| p/ga6.6 | Commas to mark phrases or clauses | | | | | | | | | | | | | | | | | | | | | | | | |
| p/ga6.7 | Inverted commas | | | | | | | | | | | | | | | | | | | | | | | | |
| p/ga6.8 | Apostrophes | | | | | | | | | | | | | | | | | | | | | | | | |
| p/ga6.9 | Brackets | | | | | | | | | | | | | | | | | | | | | | | | |
| p/ga6.10 | Ellipses | | | | | | | | | | | | | | | | | | | | | | | | |
| p/ga6.11 | Colons | | | | | | | | | | | | | | | | | | | | | | | | |

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 | Any unambiguous indication of the correct answer, eg: <ul style="list-style-type: none"> 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 indicated. |
| Underlining clauses / phrases / other text | Underlining of the full required text, with or without surrounding punctuation. | 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: <ul style="list-style-type: none"> the answer is underlined. the answer is enclosed within a box. | Responses in which more than the required number of words has been indicated. Responses in which the correct answer is encircled together with more than half of any 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). |

| 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 scheme

| Question | Requirements | Mark | Additional guidance | | | | | | | | | | | | | | | |
|--------------------------------------|--|----------|---------------------|------|---------------------------|--|---|------------------------|---|--|---------------------|---|--|--------------------------------------|--|---|----|--|
| 1 ga7.1 | <p><input type="checkbox"/> thrilling <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | 1m | | | | | | | | | | | | | | | | |
| 2 ga1.6 | <p>■ Award 1 mark for all four correct.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>good</th> <th>well</th> </tr> </thead> <tbody> <tr> <td>He plays the drums _____.</td> <td></td> <td>✓</td> </tr> <tr> <td>The concert was _____.</td> <td>✓</td> <td></td> </tr> <tr> <td>I had a _____ idea.</td> <td>✓</td> <td></td> </tr> <tr> <td>The children worked _____ as a team.</td> <td></td> <td>✓</td> </tr> </tbody> </table> | Sentence | good | well | He plays the drums _____. | | ✓ | The concert was _____. | ✓ | | I had a _____ idea. | ✓ | | The children worked _____ as a team. | | ✓ | 1m | |
| Sentence | good | well | | | | | | | | | | | | | | | | |
| He plays the drums _____. | | ✓ | | | | | | | | | | | | | | | | |
| The concert was _____. | ✓ | | | | | | | | | | | | | | | | | |
| I had a _____ idea. | ✓ | | | | | | | | | | | | | | | | | |
| The children worked _____ as a team. | | ✓ | | | | | | | | | | | | | | | | |
| 3 ga1.6 | <p>Danny took out his compass before studying the map carefully.</p> <p>↑ <input type="checkbox"/> ↑ <input type="checkbox"/> ↑ <input type="checkbox"/> ↑ <input checked="" type="checkbox"/></p> | 1m | | | | | | | | | | | | | | | | |
| 4 ga1.4 | <p>despite <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | 1m | | | | | | | | | | | | | | | | |
| 5 ga1.4 | <p>■ Award 1 mark for both correct.</p> <p>The two friends ate (since / (before) leaving the house, (wherever / (because) they were not allowed to eat in the library.</p> | 1m | | | | | | | | | | | | | | | | |

| Question | Requirements | Mark | Additional guidance |
|---------------------|---|------|---|
| 6 ga3.3 | <p>■ Award 1 mark for all three correct.</p> <p>a) Because I practise a lot, I'm getting better at football.</p> <p>b) Although Sam ran very quickly, Meena won the race.</p> <p>c) Until it stops raining, everyone will stay indoors.</p> | 1m | |
| 7 sg2.3 | <p><input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Run towards me.</p> | 1m | |
| 8 ga7.4 | <p>■ Award 1 mark for a suitable past participle synonym, eg:</p> <ul style="list-style-type: none"> • <i>vanished / gone / left</i> | 1m | |
| 9 ga6.3 | <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Can I buy some popcorn to eat during the film</p> | 1m | |
| 10 ga6.10 | <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>...</p> | 1m | |
| 11 p6.3 | <p>"How were the pyramids made?" asked Rashid.</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | 1m | |
| 12 ga7.2 | <p>cross</p> | 1m | Also accept responses that include capital letters in the box. |

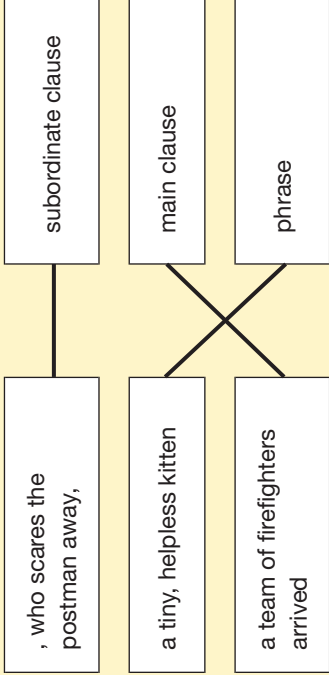
| Question | Requirements | Mark | Additional guidance | | | | | | | | | | | | | | | |
|--|---|----------|--|------|--|--|---|--------------------------|---|--|--|---|--|------------------------------------|--|---|----|--|
| 13 p6.7 | <p><input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>“Follow me!” shouted the tour leader.</p> | 1m | | | | | | | | | | | | | | | | |
| 14 sg4.1 | <p>■ Award 1 mark for all four correct.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>Present</th> <th>Past</th> </tr> </thead> <tbody> <tr> <td>The children learnt about Romans in history.</td> <td></td> <td>✓</td> </tr> <tr> <td>The computer works well.</td> <td>✓</td> <td></td> </tr> <tr> <td>The children are choosing what they want to do for their projects.</td> <td>✓</td> <td></td> </tr> <tr> <td>They added raisins to the muffins.</td> <td></td> <td>✓</td> </tr> </tbody> </table> | Sentence | Present | Past | The children learnt about Romans in history. | | ✓ | The computer works well. | ✓ | | The children are choosing what they want to do for their projects. | ✓ | | They added raisins to the muffins. | | ✓ | 1m | |
| Sentence | Present | Past | | | | | | | | | | | | | | | | |
| The children learnt about Romans in history. | | ✓ | | | | | | | | | | | | | | | | |
| The computer works well. | ✓ | | | | | | | | | | | | | | | | | |
| The children are choosing what they want to do for their projects. | ✓ | | | | | | | | | | | | | | | | | |
| They added raisins to the muffins. | | ✓ | | | | | | | | | | | | | | | | |
| 15 ga6.5 | <p>■ Award 1 mark for all three commas placed correctly.</p> <p>Ed knew he had P.E., reading, maths, music and history at school tomorrow.</p> | 1m | <p>Do not accept the use of punctuation other than commas.</p> <p>Do not accept the use of the serial comma, eg:</p> <ul style="list-style-type: none"> Ed knew he had P.E., reading, maths, music, and history at school tomorrow. | | | | | | | | | | | | | | | |
| 16 sg1.2 | <p>■ Award 1 mark for all three labels correct.</p> <p>The lion <input type="text" value="verb"/> approached silently as the zebra <input type="text" value="noun"/> <input type="text" value="verb"/> rested in the grass.</p> | 1m | <p>Also accept the use of ‘V’ or ‘v’ for verb and ‘N’ or ‘n’ for noun’.</p> | | | | | | | | | | | | | | | |

| Question | Requirements | Mark | Additional guidance |
|----------------------------|---|------------------|--|
| <p>17 ga2.2</p> | <p>■ Award 1 mark for any suitable, grammatically correct question ending in a question mark, eg:</p> <ul style="list-style-type: none"> • Where... do you live? • Where... is Mount Everest? • Where... were my socks? | <p>1m</p> | <p>Do not accept responses where the question mark has been omitted.</p> <p>Do not accept the use of a capital letter to start the response, eg:</p> <ul style="list-style-type: none"> • Where... Are the pens? • Where... Have you gone? <p>Do not accept responses containing a grammatical error or non-standard form, eg:</p> <ul style="list-style-type: none"> • Where is you going on holiday? |
| <p>18 ga4.1</p> | <p>■ Award 1 mark for changing both underlined verbs to a suitable past tense form.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 5px;">eg: forgot / had forgotten</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;">eg: was / had been</div> <p>Sally <u>forgets</u> her lunch when she <u>is</u> in a hurry for school.</p> | <p>1m</p> | <p>Also accept alternative past tense forms.</p> <p>Do not accept alternative verbs, eg: <i>did not remember</i>.</p> |
| <p>19 ga6.1</p> | <p>■ Award 1 mark for the correct placement of three full stops and three capital letters.</p> <p>It <u>was</u> hot and dry. <u>R</u>ichard could feel the sun on his back. <u>H</u>e took a long drink of water.</p> | <p>1m</p> | <p>Do not accept the use of punctuation other than full stops.</p> |
| <p>20 ga1.3</p> | <p><input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>Robin was braver than his brother.</p> | <p>1m</p> | |
| <p>21 ga1.3</p> | <p>All the parents cheered the <u>successful</u> runner.</p> | <p>1m</p> | |
| <p>22 p6.2</p> | <p>Spain is in Europe. Madrid is its capital city although Barcelona is also popular for holidays.</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>1m</p> | |

| Question | Requirements | Mark | Additional guidance |
|-------------|--|------|--|
| 23 p6.4 | <p>■ Award 1 mark for an exclamation mark placed correctly at the end of each sentence.</p> <p>Tariq yelled excitedly, “ I’ve won! I’ve won!”</p> | 1m | For the award of the mark, the second exclamation mark must be within the inverted commas. |
| 24 ga6.2 | <p>■ Award 1 mark for the correct placement of two full stops and a capital letter.</p> <p>It was a cold morning. There was frost on the trees and ice on the lake.</p> | 1m | |
| 25 sg3.3 | <p>Before it was time for tea, Tom decided to play football.</p> | 1m | |
| 26 ga6.2 | <p>Learning to juggle is fun. I found it hard at first but I’m quite good now.</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | 1m | |
| 27 sg1.4 | <p>You couldn’t hear the music when the train went past.</p> | 1m | |
| 28 sg4.2 | <p>The baker makes gorgeous cakes.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> | 1m | |
| 29 ga6.5 | <p>■ Award 1 mark for a correctly punctuated list.</p> <p>You must pack your toothbrush₁, swimming costume₁, towel and nightclothes₂.</p> | 1m | <p>Also accept You must pack your toothbrush₁; swimming costume₁; towel and nightclothes.</p> <p>Also accept an exclamation mark placed at the end of a list.</p> <p>Also accept the use of a colon to introduce a correctly punctuated list.</p> |

| Question | Requirements | Mark | Additional guidance |
|--------------------|--|-----------|---|
| 30 ga1.8 | <ul style="list-style-type: none"> ■ Award 1 mark for three articles inserted correctly, eg: It was <u>an</u> / <u>the</u> enormous castle. It had a lake and <u>a</u> / <u>the</u> tall tower with <u>the</u> most amazing views of the garden. | 1m | |
| 31 ga6.9 | <ul style="list-style-type: none"> ■ Award 1 mark for a correctly placed pair of brackets. Mr Jones (a governor at South Street Primary School) will present the prizes. | 1m | Also accept <i>Mr Jones (a governor) at South Street Primary School will present the prizes.</i> |
| 32 ga1.5 | <ul style="list-style-type: none"> ■ Award 1 mark for the pronoun: <i>him</i> | 1m | Also accept responses that include capital letters. |
| 33 ga5.4 | <ul style="list-style-type: none"> ■ Award 1 mark for any suitable contraction, eg: I can't believe what <u>you've</u> / <u>Ryan's</u> / <u>the dog's</u> / <u>he's</u> been up to all this time! | 1m | For the award of the mark , the apostrophe must be placed correctly. |
| 34 sg1.1 | <ul style="list-style-type: none"> ■ Award 1 mark for all five nouns encircled. When making the (mask) (Kate) carefully cut the (shape) of (eyes) and a (mouth). | 1m | |
| 35 sg1.6 | <ul style="list-style-type: none"> ■ Award 1 mark for all four correct. The siren sounded loudly. ↑ ↑ ↑ ↑ [C] [B] [A] [D] | 1m | Also accept responses where the word classes have been written out. |
| 36 ga6.6 | <ul style="list-style-type: none"> ■ Award 1 mark for a correctly placed pair of commas. Jim₁, grabbing his hat and gloves₂, ran out of the house. | 1m | |

| Question | Requirements | Mark | Additional guidance | | | | | | | | | | | | |
|--|--|--------------------|---|--------------------|--|-------------------------------|------------|--|---------|----------------------------|--|----|---|----|--|
| 37 sg1.2 | <p>■ Award 1 mark for all three present tense forms correct.</p> <table border="1"> <thead> <tr> <th>Present tense</th> <th>Past tense</th> </tr> </thead> <tbody> <tr> <td>We dance</td> <td>We danced</td> </tr> <tr> <td>We stir / are stirring</td> <td>We stirred</td> </tr> <tr> <td>We are / are being</td> <td>We were</td> </tr> <tr> <td>We eat / are eating</td> <td>We ate</td> </tr> </tbody> </table> | Present tense | Past tense | We dance | We danced | We stir / are stirring | We stirred | We are / are being | We were | We eat / are eating | We ate | 1m | | | |
| Present tense | Past tense | | | | | | | | | | | | | | |
| We dance | We danced | | | | | | | | | | | | | | |
| We stir / are stirring | We stirred | | | | | | | | | | | | | | |
| We are / are being | We were | | | | | | | | | | | | | | |
| We eat / are eating | We ate | | | | | | | | | | | | | | |
| 38 sg5.4 | <p>■ Award 1 mark for the contraction: <i>haven't</i></p> | 1m | <p>For the award of the mark, the apostrophe must be placed correctly and the word spelt correctly.</p> <p>Also accept responses that include capital letters.</p> <p>Also accept 'll' as correct contraction of 'I will'.</p> | | | | | | | | | | | | |
| 39 sg3.1 | <p>■ Award 1 mark for all three correct.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>Main clause</th> <th>Subordinate clause</th> </tr> </thead> <tbody> <tr> <td>I have violin lessons, although I have not been playing for very long.</td> <td>✓</td> <td></td> </tr> <tr> <td>If you want to improve, you must practise a lot.</td> <td></td> <td>✓</td> </tr> <tr> <td>I practise every weekend, even when it's in the school holidays.</td> <td></td> <td>✓</td> </tr> </tbody> </table> | Sentence | Main clause | Subordinate clause | I have violin lessons, although I have not been playing for very long. | ✓ | | If you want to improve, you must practise a lot. | | ✓ | I practise every weekend, even when it's in the school holidays. | | ✓ | 1m | |
| Sentence | Main clause | Subordinate clause | | | | | | | | | | | | | |
| I have violin lessons, although I have not been playing for very long. | ✓ | | | | | | | | | | | | | | |
| If you want to improve, you must practise a lot. | | ✓ | | | | | | | | | | | | | |
| I practise every weekend, even when it's in the school holidays. | | ✓ | | | | | | | | | | | | | |

| Question | Requirements | Mark | Additional guidance |
|----------------------------|--|------|---|
| <p>40 ga3.2</p> | <p>■ Award 1 mark for all three correct.</p>  <p>, who scares the postman away, subordinate clause</p> <p>a tiny, helpless kitten main clause</p> <p>a team of firefighters arrived phrase</p> | 1m | |
| <p>41 sg1.2</p> | <p>■ Award 1 mark for a correctly punctuated response written in the present tense, eg:</p> <ul style="list-style-type: none"> • <i>Jack writes a card.</i> • <i>Jack is writing a card.</i> • <i>Jack's writing a card.</i> | 1m | |
| <p>42 sg1.1</p> | <p>Award 1 mark for all four nouns encircled.</p> <p>The (children) ate too many (sweets). (Neil) read the (book) slowly.</p> | 1m | |
| <p>43 ga7.5</p> | <p>■ Award 1 mark for an appropriate antonym, eg:</p> <ul style="list-style-type: none"> • <i>awake / alert / lively / energetic</i> | 1m | <p>Also accept appropriate antonyms consisting of two words, eg: <i>wide awake</i>.</p> <p>Also accept informal usages, eg: <i>hyper</i>.</p> |
| <p>44 ga7.9</p> | <p>■ Award 1 mark for all three correct.</p> <p>One wolf, two <u>wolves</u>.</p> <p>One <u>cactus</u>, two cacti.</p> <p>One goose, two <u>geese</u>.</p> | 1m | <p>Also accept plausible misspellings, eg: <i>wolv/s, wou/lvs, cactis, cactuss, geace, gease</i></p> <p>Do not accept the inclusion of apostrophes.</p> |
| <p>45 ga6.5</p> | <p>■ Award 1 mark for a correctly placed comma.</p> <p>The tree's long, rough leaves can grow up to 30cm long.</p> | 1m | |

| Question | Requirements | Mark | Additional guidance |
|-------------|---|------|---|
| 46 ga7.8 | <p>■ Award 1 mark for both suffixes encircled.</p> <p>ful (ment) (able) less ness</p> | 1m | |
| 47 ga6.8 | <p>■ Award 1 mark for all three apostrophes placed correctly.</p> <p>That comedian's jokes were hilarious.</p> <p>Ryan's parents are both doctors.</p> <p>The castle's dungeons are 300 years old.</p> | 1m | <p>Also accept:</p> <p>The castles' dungeons are 300 years old.</p> |
| 48 ga4.1 | <p>■ Award 1 mark for all three correct.</p> <p style="text-align: center;">drink / to drink</p> <p>My baby brother likes to sit and drank a cup of milk first thing every morning.</p> <p style="text-align: center;">will eat / are going to eat / will be eating</p> <p>The twins are going to the football tomorrow night and they had eaten some sweets during the match.</p> <p style="text-align: center;">am taking / will take / am going to take</p> <p>I am putting on my coat and I will have taken the dog for a walk right now!</p> | 1m | <p>Also accept responses that use capital letters.</p> <p>Also accept appropriate modals for (ii) and (iii).</p> <p>Also accept appropriate contracted forms for (ii) and (iii).</p> |

| Question | Requirements | Mark | Additional guidance | | | | | | | | | | | | | | | |
|---|--|----------|---------------------|----|----------------------------------|---|--|---|---|--|--|--|---|--|---|--|----|--|
| <p>49 ga4.4</p> | <p>■ Award 1 mark for all four correct.</p> <table border="1" data-bbox="252 1153 641 1998"> <thead> <tr> <th data-bbox="252 1480 312 1998">Sentence</th> <th data-bbox="252 1328 312 1480">I</th> <th data-bbox="252 1153 312 1328">me</th> </tr> </thead> <tbody> <tr> <td data-bbox="312 1480 384 1998">Sarah and _____ both had a cold.</td> <td data-bbox="312 1328 384 1480">✓</td> <td data-bbox="312 1153 384 1328"></td> </tr> <tr> <td data-bbox="384 1480 475 1998">In the concert, Freddie and _____ sat next to each other.</td> <td data-bbox="384 1328 475 1480">✓</td> <td data-bbox="384 1153 475 1328"></td> </tr> <tr> <td data-bbox="475 1480 571 1998">My mother drove Linda and _____ to the party</td> <td data-bbox="475 1328 571 1480"></td> <td data-bbox="475 1153 571 1328">✓</td> </tr> <tr> <td data-bbox="571 1480 641 1998">Tom, Kate and _____ are on the red team.</td> <td data-bbox="571 1328 641 1480">✓</td> <td data-bbox="571 1153 641 1328"></td> </tr> </tbody> </table> | Sentence | I | me | Sarah and _____ both had a cold. | ✓ | | In the concert, Freddie and _____ sat next to each other. | ✓ | | My mother drove Linda and _____ to the party | | ✓ | Tom, Kate and _____ are on the red team. | ✓ | | 1m | |
| Sentence | I | me | | | | | | | | | | | | | | | | |
| Sarah and _____ both had a cold. | ✓ | | | | | | | | | | | | | | | | | |
| In the concert, Freddie and _____ sat next to each other. | ✓ | | | | | | | | | | | | | | | | | |
| My mother drove Linda and _____ to the party | | ✓ | | | | | | | | | | | | | | | | |
| Tom, Kate and _____ are on the red team. | ✓ | | | | | | | | | | | | | | | | | |
| <p>50 sg1.1</p> | <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> a noun </p> | 1m | | | | | | | | | | | | | | | | |

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 child 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. welcome | 11. suggested |
| 2. untidy | 12. crystal |
| 3. message | 13. whistling |
| 4. highest | 14. instructor |
| 5. rubbed | 15. expression |
| 6. field | 16. mammals |
| 7. engine | 17. alterations |
| 8. comfort | 18. anxious |
| 9. guitar | 19. gradually |
| 10. copied | 20. journalist |

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. Reena felt **welcome** at her new school.
2. The room was small and **untidy**.
3. The children listened carefully as the teacher gave the **message**.
4. Simran felt a little nervous about walking on the **highest** beam.
5. Mum **rubbed** my arm to make it feel better.
6. There is a large **field** behind my house.
7. The driver started the **engine** and drove away.
8. When choosing a new bed, **comfort** is many people's main concern.
9. Jane is going to play her **guitar** at the concert.
10. Lily **copied** the dancer's movements carefully.



11. Ali **suggested** a different route, in order to avoid walking in the mud.

12. You can make your own **crystal** from salt and boiling water.

13. Some dogs respond to **whistling**, but others prefer to be called by name.

14. The **instructor** was very clear about what we needed to do.

15. Alex was encouraged to read with more **expression**.

16. Some **mammals** live both on land and in water.

17. The design was not perfect but, after a few **alterations**, it worked well.

18. Pets often become **anxious** when there are loud noises.

19. I **gradually** became more skilled at skateboarding.

20. The **journalist** wrote about the school's fancy dress competition.

END OF TASK



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