En

KEY STAGE
2

LEVEL
6

2014

English tests

Grammar, punctuation and spelling test 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. The STA is an executive agency of the Department for Education (DfE).

This booklet contains the mark schemes for the assessment of level 6 English grammar, punctuation and spelling. Level threshold tables will be available at www.education.gov.uk/ks2 from Tuesday 8 July, 2014.

The level 6 English grammar, punctuation and spelling test is made up of three papers and contains a total of 50 marks. The three papers are:

> **Paper 1:** extended task (14 marks)
> **Paper 2:** short answer paper (21 marks)
> **Paper 3:** spelling task (15 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 6, 7, 10, 12 and 13 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.

Contents

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

- ■ A statement of the requirements for the award of each mark, shown by a square.

- • *Examples of some different types of correct response, shown by a bullet and italic formatting.*

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

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

General guidance on marking the spelling task is given on **page 24**.

Application of the short answer questions 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 the markers should do. Unless otherwise specified in the mark schemes, markers will apply the guidance in all cases.

Mark allocation in the English grammar, punctuation and spelling test

The following table summarises the number of marks in the 2014 level 6 test assessing each area:

Assessment area	Number of marks
Grammar	21
Punctuation	7
Vocabulary and appropriacy	7
Spelling	15
Total marks	50

Paper 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).

Assessment focuses for the extended task

The programme of study references detailed on **pages 12–13** are organised for this task in terms of the assessment focuses.

The assessment focuses[1] assess children's 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
Sentence structure & punctuation	SSP	**AF5 AF6**	6
Text structure & organisation	TSO	**AF3 AF4**	4
Appropriacy & vocabulary	AV	**AF2 AF7**	4
		Total marks	14

Examples of children's work and marking points are given on **pages 14–19**.

Children's version of the extended task

Extended task	**Remember to use:**
Save our screens!	• appropriate, varied sentence structures
A national newspaper is running a campaign to encourage people to give up watching television, playing on computers and using mobile phones for a whole month.	• a broad range of punctuation to control your writing
They want to publish different people's views, including an article from a young person to explain what they think of the campaign.	• imaginative and precise words to convey meaning.
Your task is to write a short article for a national newspaper, giving your views about the campaign and explaining why you are for or against the idea.	You will **not** be marked on your spelling.

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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 children's compositional writing only.

Paper 2: short answer questions

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 below are given in the 'Question' column in the short answer mark schemes.

Short answer questions 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 schemes for the levels 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:

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

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

Key stage 3 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

KEY: sg: sentence grammar   **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: ■ 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 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 half of a required word is encircled.	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. Responses in which less than half of a required word is encircled.
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'.
Writing sentences	A sentence that has, as a minimum, 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; capital letters placed inappropriately within a sentence; when an entire word is capitalised (even if the child is using the capitalised word for emphasis). The incorrect use of capitals will negate an otherwise correct response.

Question type	Accept	Do not accept
Punctuation	Punctuation must be appropriate for the context, clear and unambiguous for the award of the mark. 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.	Where punctuation marks could be more than one thing, such as a misplaced or low apostrophe / high comma, credit will not be given.

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.
...no answer is given in the expected place, but the correct answer is given elsewhere?	If a child leaves an answer box empty, but then writes their response elsewhere, it is still creditworthy, providing: ■ it meets any relevant criteria in this guidance and in the question-specific mark schemes; and ■ it is not contradicted by any other attempt at the answer written elsewhere (see '…more than one answer is given'). This includes where children '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 schemes. 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.

Paper 3: spelling task

Key stage 2 programme of study references
En3.2 Language strategies
Pupils should be taught to: **En3.2d:** proofread – check the draft for spelling and punctuation errors, omissions and repetitions.
En3.4a–j Spelling
Pupils should be taught: **En3.4 Spelling strategies** **a:** to sound out phonemes **b:** to analyse words into syllables and other known words **c:** to apply knowledge of spelling conventions **d:** to use knowledge of common letter strings, visual patterns and analogies **e:** to check their spelling **f:** to revise and build on their knowledge of words and spelling patterns. **En3.4 Morphology** **g:** the meaning, use and spelling of common prefixes and suffixes **h:** the spelling of words with inflectional endings **i:** the relevance of word families, roots and origins of words **j:** the use of appropriate terminology, including vowel, consonant, homophone and syllable.
Key stage 3 programme of study reference
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:
En2.3w 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.

Marking spelling questions

Summary of additional guidance

What if...	Accept
...no answer is given in the expected place, but the correct answer is given elsewhere?	If a child leaves an answer box empty, but then writes their response elsewhere, it is still creditworthy, providing: ■ it meets any relevant criteria in this guidance and in the question-specific mark schemes; ■ 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.
...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 schemes. 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. 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.

Extended task mark scheme: *Save our screens!*

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	
Threshold	• A range of grammatical structures is used to vary the focus of the sentences and to express subtleties of meaning, eg: secure control of phrases and clauses within complex sentences (*'Glued to a television screen can hardly be counted as a positive life skill, can it?'*, *'Once children begin to play age-inappropriate games, they are in the grip of a technological monster.'*); evidence of deliberate control of verbs, eg: placement, forms (including modals) and complex verb phrases (*'Having myself been addicted to computers and realising that I ought to engage with the real world, my advice would be to log off!'*). Management of constructions to support purpose, eg: impersonal constructions (*'Modern society has been technologised.'*) 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, linking pronouns, adverbials or text connectives. Paragraphs are varied and managed in ways that support the structure of the whole text, eg: single sentence paragraphs to introduce and/or secure an argument; movement of focus from the general to the specific. • Within paragraphs, there is evidence of cohesive devices to support structure such as contrast and repetition. Effective reference chains avoid repetitive subjects.		• The article is adapted for a newspaper, addressing a general audience and is focused on purpose, containing features of the chosen form. Content is well-shaped, eg: balance of argument and explanation supported by factual or emotive details. • Vocabulary choices are ambitious, yet precise (*'unnecessary usage'*), appropriate and purposeful and achieve sufficient formality of tone (*'if the guidelines were to change slightly'*).	
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 threshold	• A variety of sentence structures is used, mostly with control ('*Moving on, I think that mobile phones are an essential part of our lives and shouldn't be stopped as these devices help us communicate.*'). Connectives are used precisely ('*This really shouldn't happen because children need to be outside, so they can enjoy the fresh air.*'). Constructions support purpose, eg: through fronted or embedded clauses ('*Although many children and young adults may disagree, I think it is important.*'). Generally accurate management of verbs, eg: complex verb phrases, secure transitions between tenses ('*By not using energy for a while it will help them realise how useless they are.*'). Phrases and clauses build up relevant details and information ('*I have mixed feelings about this because people who are working can't communicate very quickly.*'). • Almost all sentences are controlled, with an appropriate range of punctuation.	• The sequencing of ideas is supported by paragraphs or sections that enable coherent development and control of content across the text, eg: purposeful links are made between paragraphs or sections. 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 article is adapted for a newspaper audience, eg: selection and development of appropriate topics, mixture of argument and explanation. • Some vocabulary choices are ambitious and are mainly appropriate to the context ('*side effects*', '*migraines*', '*balanced*').
Marks	1, 2 or 3	1 or 2	1 or 2
A response that does not meet the criteria for below threshold should be awarded 0 marks.			

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

Explanatory note

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

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

SSP

The extended task: exemplar 1

TSO

I am writing today on the subject of the 'Save our screens' campaign.

A variety of sentence structures is used, mostly with control, in the first half of the piece.

Some sentences are controlled with appropriate punctuation.

Appropriate opening statement

I think that giving up television, computers and using mobile phones for a month is not good.

Firstly if you don't have a mobile phone, how do you contact your parents if you are away somewhere. It gives you comfort having a mobile phone because you can talk to somebody quickly and it might even save your life.

Final clause containing complex verb phrase supports structure

Connectives used to introduce subordinate clause

Adverbs support cohesion in the first half of the text by making purposeful links between paragraphs.

Sequencing of ideas is supported by paragraphs or sections that enable coherent development and control of content across the text

Secondly if you don't get to watch television you can't watch nature programs, educational programs and everyone needs a bit of entertainment in life.

Generally accurate management of verbs in paragraph.

Thirdly if you can't play on the computers it gets a bit dull. You need some playing time to have a laugh, play with your friends and relax, to wash away your worries.

Ambitious use of three coordinated non-finite clauses supports purpose

Adverbial introduces rebuttal of argument in first half (Of course)

Of course there are some down sides where they might be texting at night or playing computer too much, but they need to have a balanced day, not studying all day or playing the computer all day. It is good to study but pushing them too much will make them get bored and rush their work. Also too much T.V is bad or too much staring at a computer screen is bad, but as a child, I have been through these problems and I need a break loads of times but you shouldn't let that happen to your children, because they need a balanced life of fun and laughter, but also studying and working.

Complex verb phrase

Within paragraph, main ideas are developed, eg: by detail, argument or example

Secure transitions between tenses

Connectives introduce contrast, supporting purpose of argument

Phrases and clauses build up relevant detail and information

My conclusion is to have a balanced life of games and studying and to not take away our games. Thank you for reading this.

Repetition of 'a balanced life' refers back to the whole text and aids cohesion

Closing generally appropriate.

The 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 structures is used, mostly with control, in the first five paragraphs. There is less control in the final paragraph, particularly in its final sentence ('*Also too much T.V…studying and working*') where meaning is obscured. A range of connectives ('*if*', '*because*', '*and*', '*but*') are used to provide detail and expand ideas. Constructions support purpose, eg: the question '*how do you contact your parents*' and the main clause '*and it might even save your life*' positioned for emphasis at the end of the sentence. Generally accurate management of verb forms, eg: complex verb phrases ('*shouldn't let that happen*'), secure transition between tenses ('*will make*', '*have been*', '*need*'). Phrases and clauses build up relevant detail ('*a bit of entertainment in life*', '*to have a laugh, play with your friends and relax*'). • Sentences are generally controlled with appropriate punctuation (full stops, commas in lists and to mark clauses, apostrophes for omission). Commas are omitted after connectives and adverbials such as '*firstly*' and '*of course*'.		• The sequencing of ideas is supported by paragraphs or sections that enable coherent development and control of content across the text. This is primarily managed through the use of temporal connectives ('*Firstly*', '*Secondly*', '*Thirdly*'), by contrast ('*there are some down sides*') and repetition ('*a balanced life*'). Opening and closing are appropriate. • Within paragraphs or sections, there is some development of ideas, eg: illustration by relevant detail ('*if you are away somewhere*'), argument ('*but they need a balanced life*') and example ('*to have a laugh, play with your friends*'). Connections between ideas are supported by emphasis, ('*might even save your life*') or the connective '*also*' used repetitively.		• The article is adapted for a newspaper audience ('*Thank you for reading this*'). Appropriate topics are selected with some development. Paragraph six, although comparatively long, is repetitive. There is a mixture of argument ('*Thirdly if you can't play on the computers it gets a bit dull*') and explanation ('*as a child, I have been through these problems*'). • Some vocabulary choices are appropriate to the context ('*contact*', '*comfort*', '*educational*', '*balanced*'). Others are general ('*good*', '*bad*', '*get*', '*loads*').	
1 mark		**1 mark**		**1 mark**	

SSP

The extended task: exemplar 2

TSO

Correctly punctuated fronted adverbial for emphasis

Range of grammatical structures used to vary the focus of sentences and express subtleties of meaning

Deliberate control of modals to express degrees of possibility, probability and certainty

Relative clauses build up relevant information

Sequencing of ideas supported by paragraphs or sections which enable coherent development and control of content across the text.

Coherent development and control of content across the text, eg: movement from restrictions of inside to experiences of outside

Thematic link sustained and controlled across paragraphs

As a young person, I find that I spend quite a lot of my spare time watching television and exercising my fingers playing and texting my friends. You may find it surprising that I agree with your views on the matter of today's children spending a large quantity of their time in front of the dreadful screens. I may sound like an overprotective mother, yet I feel children should be outside and enjoying what Mother Nature has to offer. They are sat behind closed curtain which hide such an amount of exciting discoveries, they could fill a whole universe! Our Earth may be one of the smaller planets, but it is a host to such a variety of interesting and exciting objects that it certainly proves that bigger isn't better!

Deliberate control of verbs

An appropriate range of punctuation used effectively and precisely to support clarity

Repetitive cohesive devices support structure

What about the thousands of beautiful creatures that roam the Earth on foot, paw, claw and wing? What about the magical plants and trees that grow, bloom and bear fruit? What about the wonders of the world, the pyramids of Gaza, the Grand canyon? These fascinating things wait there looking amazing, while your child sits and gazes at the television screen. It's incredulous!

Secure control of phrases

Imperatives support purpose in the closing two paragraphs

Sequence of verbs and pronoun referencing creates cohesion

Ending links to opening, effectively framing the response

Let your children see more than the four walls of your sitting room. Let them smell more than their awaited dinner. Let them hear more than the frantic babble of video games. Let them feel more than the plastic of their game controllers. This is the new generation and they're being ruined! Their brains are rotting to nothing but game cheats.

Help them and introduce them to the outside world. Ban television, computers for just one month and watch the difference unfurl.

The 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 range of grammatical structures is used to vary the focus of sentences and to express subtlety of meaning in the first paragraph ('*that it certainly proves that bigger isn't better*', '*frantic babble of video games*'). Evidence of deliberate control of verb forms ('*grow, bloom and bear fruit*') and complex verb phrases ('*I feel children should be*', '*has to offer*'). Management of constructions supports purpose. • An appropriate range of punctuation is used effectively and precisely to support clarity, eg: effective use of internal punctuation ('*What about the thousands of beautiful creatures that roam the Earth on foot, paw, claw and wing?*'). • Focus on cohesion limits the opportunity to use a range of grammatical constructions, keeping the mark at the bottom end of threshold.		• The structure of the text is controlled, moving from the restrictions of inside to the possibilities of outside, and this theme is well sustained. Links between paragraphs are shown in a variety of ways ('*Let your children see more than the four walls of your sitting room*', '*Help them and introduce them to the outside world*'). Paragraphs are varied and managed to support the structure of the whole text, eg: short final paragraph to drive home the argument. The opening and ending are effectively linked, neatly framing the response. • Within paragraphs, ideas are developed and supported through a range of cohesive devices such as deliberate repetition, eg: sentence openings ('*What about*', '*Let your children see*') and sequencing of verbs ('*see*', '*smell*', '*hear*'). Effective reference chains ('*children*', '*them*', '*their*') avoid repetition. • All the criteria for threshold are met, resulting in full marks.		• The article is adapted for a general newspaper audience, and is focused on purpose ('*You may find it surprising that I agree with your views on the matter*'). It contains a balance of argument ('*Let them feel more than the plastic of their game controllers*') supported by explanation/evidence ('*Our Earth may be one of the smaller planets, but it is a host to such a variety of exciting and interesting objects*'). • Vocabulary choices are ambitious ('*awaited*', '*unfurl*') yet precise ('*overprotective*'). However, some choices are less assured ('*incredulous*', '*fascinating things*', '*game cheats*'). This prevents the response from gaining full marks.	
4 marks		**4 marks**		**3 marks**	

SSP

The extended task: exemplar 3

TSO

Evidence of deliberate and controlled use of verb forms

Complex verb phrases, including modals

An appropriate range of punctuation is used effectively and precisely to support clarity

A range of grammatical structures used to vary the focus of sentences and to express subtleties of meaning

Impersonal construction conveys formality

Secure control of phrases and clauses within complex sentences

Control of multi-clause sentence is well-managed and creates subtlety of meaning

Opening effectively frames response

Cohesive devices support structure

Chain of cohesive phrases / words used to qualify argument

Reference chain (*many people / some people / people / them*) avoids repetition and aids cohesion

Connective effectively used to summarise argument

Single sentence paragraph concludes argument

Cohesive device linking back to opening paragraph

I believe that this campaign encouraging members of the public to give up screens for a month is a good idea. I believe that, as endless hours will not be given up to television and computer game, participants will be encouraged to read, do craft, or to simply spend more time with family and friends.

That said, giving up mobile phones may not be as sensible an idea; many people use them for work and to communicate with others. For the same reason, giving up computers as a whole world would not, for many people, be something that they are able to do; modern society relies on the internet, and instant communication.

This campaign would be, in my opinion, much improved by only prohibiting the use of games, and unnecessary usage of phones and computers – instead of not allowing all screens (as well as encouraging people to give up TV). The plan put forward does, to be fair, say that only the playing of computer games would be encouraged to stop, but it does also promote the non-usage of mobile phones altogether. I think, however, that this is a good plan, which would be better if the guidelines were to change slightly.

Modern society has been 'technologised'. Instead of spending quality time with their families, many people watch TV or play computer games. Some people would benefit from not using modern technology as a 'toy'; even if it is just for a short time. A month without computer games might encourage people to get off the sofa or chair and do more sport, thus giving them a healthier lifestyle.

For these reasons, I encourage anyone who feels that they and their family spend too much time watching a screen, to take part in this original and challenging campaign.

Get up, get active, and enjoy some quality time reading, crafting or being with your loved ones!

The 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**	
• A range of grammatical structures is used to vary the focus of sentences and to express subtleties of meaning ('*The plan put forward does, to be fair, say that only the playing of computer games*', '*Some people would benefit from not using modern technology as a 'toy'*'). Evidence of deliberate control of verb forms, eg: placement ('*I believe that this campaign encouraging members of the public to give up screens*') and complex verb phrases ('*will be encouraged to read*', '*were to change*'). Management of constructions supports purpose, eg: impersonal constructions ('*Modern society*'), participle constructions to convey formality ('*giving up computers as a whole world would not, for many people, be something that they are able to do*'). • The range of punctuation is used securely to mark the structure of sentences and to give clarity; internal punctuation is precise and accurate ('*The plan put forward does, to be fair, say that only the playing of computer games would be encouraged to stop, but it does also promote the non-usage of mobile phones altogether*'). • Some insecurity in the control of grammatical constructions and punctuation in the third paragraph keeps the mark below the top of threshold.		• The structure of the text is controlled, showing links between paragraphs, such as the reiteration of '*I believe*', discourse markers ('*For the same reason*', '*to be fair*') and links between paragraphs ('*That said*', '*This campaign would*', '*For these reasons*'). • Paragraphs are varied and managed to support the structure of the whole text, eg: movement from the general ('*participants will be encouraged to read, do craft, or to simply spend more time*') to the specific ('*A month without computer games might encourage people to get off the sofa or chair*'). The final single sentence paragraph links to the opening premise, effectively framing the response. • A range of varied cohesive devices is used effectively to support the structure of the argument ('*For the same reason*', '*to be fair*', '*however*', '*even if it is just for a short time*'). Effective reference chain avoids repetitive subjects ('*Modern society*', '*many people*', '*Some people*', '*people*'). • Lack of coherence across the whole text keeps this mark below the top of threshold. The fourth paragraph would be better placed between the first and second paragraph to substantiate the general argument before moving to the specific counter-argument.		• The article is adapted for a general audience, the balance of argument with facts is used purposefully to support explanation. • Vocabulary choices are ambitious ('*unnecessary usage*'), appropriate and purposeful ('*prohibiting*', '*promote*') and achieve sufficient formality of tone ('*Some people would benefit from not using modern technology*'). • Some loss of control in the balance of argument and supporting explanation in the third and fourth paragraphs keep the mark below the top of threshold.	
5 marks		**3 marks**		**3 marks**	

Short answer questions mark scheme

Question	Requirements	Mark	Additional guidance
1 ga6.12	■ **Award 1 mark** for a correctly placed semi-colon. It is a very long book; on the other hand, it is one of the best I have ever read.	1m	
2 ga6.13	He decided, after taking a few minutes to think, that it was a good idea. ☐ ☐ ☑ ☐	1m	
3 ga3.2	☐ ☐ ☐ ☑ Article, adjective and noun	1m	
4 ga7.6	■ **Award 1 mark** for an alternative word that contains the root word 'circ', eg: • circumference / circuit / circulation	1m	
5 ga3.1	■ **Award 1 mark** for a grammatically correct and appropriate subordinate clause within a complex sentence which is correctly punctuated throughout, eg: • The puppy started to bark because she wanted to play. • The puppy, which had been quiet all morning, started to bark. • Every time the postman walked up the path, the puppy started to bark. • Expecting his dinner, the puppy started to bark.	1m	**Do not accept** responses that turn the given main clause into a subordinate clause, eg: *When the puppy started to bark, the burglar ran away.*
6 ga1.4	☐ ☑ ☐ ☐ In addition	1m	

Question	Requirements	Mark	Additional guidance
7 ga1.2	■ **Award 1 mark** for both correct. We should (✓have) (✓eaten/ate) before we went out.	1m	
8 ga6.6	■ **Award 1 mark** for a correctly placed comma and semi-colon. Ladies and gentlemen, please take your seats; this afternoon's performance is about to begin.	1m	
9 ga5.3	■ **Award 1 mark** for a correct active construction. The children *enjoyed the warm and sunny evening*.	1m	**Do not accept** responses that omit correct end punctuation.
10 sg1.6	■ **Award 1 mark** for both correct. Billie had to run fast to catch the bus. [✓] [ ] The friendly boy smiled brightly at me. [ ] [✓]	1m	
11 sg1.1	■ **Award 1 mark** for all three correct.	1m	

Sentence	Abstract noun	Collective noun	Common noun	Proper noun
Jo picked up the bundle of papers.		✓		
Justice has been done.	✓			
They saw a zebra at the zoo.			✓	

Question	Requirements	Mark	Additional guidance
12 ga6.13	■ **Award 1 mark** for the correct use of a pair of dashes, brackets or commas, eg: Pupils may, in accordance with the uniform policy, choose whether to wear a shirt or a T-shirt.	1m	**Do not accept** responses that use the punctuation marks inconsistently, eg: *Pupils may- in accordance with the uniform policy, choose whether to wear a shirt or a T-shirt.*

Question	Requirements	Mark	Additional guidance
13 sg5.2	It is said that practice makes perfect. ☐ ☐ ✓ ☐	1m	
14 ga6.2	■ **Award 1 mark** for any correctly punctuated and capitalised response using a semi-colon and two full stops, and including correct punctuation of the word 'however', eg: School uniform has many benefits. However, some people argue it takes away your ability to express yourself; I would prefer to choose my own clothes, although I agree that uniform helps us to feel that we belong to the same school.	1m	**Also accept:** *School uniform has many benefits; however, some people argue it takes away your ability to express yourself. I would prefer to choose my own clothes, although I agree that uniform helps us to feel that we belong to the same school.* **Do not accept** the use of any punctuation other than full stops and a semi-colon.
15 sg5.4	■ **Award 1 mark** for all three correct. The apostrophe must be correctly placed and the word spelt correctly. 	Words	Contraction
---	---
Tim will	Tim'll
shall not	shan't
will not	won't		1m	
16 ga5.1	■ **Award 1 mark** for a correctly punctuated passive construction. *Cycling is liked by many people.*	1m	**Also accept** responses which use synonyms for 'many people', eg: • *everyone / all / everybody* **Do not accept** responses in which the verb or tense has been changed, eg: • *Cycling was enjoyed by many people.*

Question	Requirements	Mark	Additional guidance
17 sg1.5	**Award 1 mark** for all three correct. | Sentence	Personal pronoun	Relative pronoun	Possessive pronoun | |---|---|---|---| | Kim had lost her pencil but I had <u>mine</u>. | | | ✓ | | When our class went to the museum, <u>we</u> learnt a lot. | ✓ | | | | This is the boy <u>who</u> plays football. | | ✓ | |	1m	
18 ga7.4	■ **Award up to 2** marks for a correctly completed table. ■ **Award 1 mark** for a correct adjectival synonym and antonym of anxious. • Synonyms, eg: *worried / scared / nervous* • Antonyms, eg: *confident / calm / relaxed* ■ **Award 1 mark** for a correct verb synonym and antonym of conceal. • Synonyms, eg: *hide / cover (up)* • Antonyms, eg: *expose / reveal / show* **OR** ■ **Award 1 mark** for any two correct.	Up to 2m	**Do not accept** antonyms that relate to the chosen synonym but not to the given word.
19 ga1.3	■ **Award 1 mark** for both suffixes added to form adjectives, eg: • *mountainous* • *resentful*	1m	
20 ga4.2	■ **Award 1 mark** for all three correct. My collection of stamps *is* worth a fortune. These trousers *are* too small. One hundred years *is* a century.	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 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.	achieve	9.	parallel
2.	cartridge	10.	murmur
3.	league	11.	broccoli
4.	extinguish	12.	parliament
5.	collisions	13.	siege
6.	miracle	14.	correspondent
7.	honourable	15.	restaurant
8.	sincerely		

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. You should use this paint if you want to **achieve** _____ a long-lasting shine.

2. The _____ **cartridge** needs to be replaced before you press the green button.

3. The team finished second in the _____ **league** last year.

4. The firefighters managed to _____ **extinguish** the flames quickly.

5. The children ran carefully in order to avoid _____ **collisions** in the playground.

6. The scientist hoped that his new discovery would be a _____ **miracle** cure.

7. Declan knew that apologising was the _____ **honourable** thing to do.

8. The teacher _____ **sincerely** hoped that things would go better next time.

9. Janine drew two _____ **parallel** lines.

10. Matt heard a quiet _____ **murmur** from behind the door.

11. Some of my favourite vegetables include carrots, _____ **broccoli** and beans.

12. Many countries have a _____ **parliament** of elected leaders.

13. During the _____ **siege** of the castle, the outer walls were damaged.

14. The newspaper's sports _____ **correspondent** wrote an article about the match.

15. We went to a _____ **restaurant** to celebrate the happy occasion.

END OF TASK

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