2016 national curriculum tests

Key stage 2

English grammar, punctuation and spelling test mark schemes

Paper 1: questions
and Paper 2: spelling

Standards
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Agency

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1. Introduction

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

The 2016 test is the first assessment of the 2014 national curriculum. This test has been developed to meet the specification set out in the test framework for English grammar, punctuation and spelling at key stage 2. The test frameworks are on the GOV.UK website at www.gov.uk/sta.

A new test and mark scheme will be developed each year.

The key stage 2 tests will be marked by external markers.

Scaled score conversion tables are not included in this document. Conversion tables will be produced as part of the standard-setting process. Scaled score conversion tables for the 2016 tests will be published at www.gov.uk/sta in June 2016. The standard-setting process will happen in June 2016.

This mark scheme is provided to show markers and teachers how the tests are marked. The pupil examples are based on responses gathered from the test trialling process.

2. Structure of the key stage 2 English grammar, punctuation and spelling test

The key stage 2 English grammar, punctuation and spelling test materials comprise:

- Paper 1: questions (50 marks)
- Paper 2: spelling (20 marks).

3. Content domain coverage

The 2016 test meets the specification set out in the test framework. Tables 1 and 3 set out the areas of the content domain that are assessed in Papers 1 and 2.

4. Paper 1: questions

4.1 Content domain coverage for Paper 1: questions

Table 1 sets out the content domain coverage for questions in Paper 1. Information relating to the codes in Table 1 can be found in the key stage 2 English grammar, punctuation and spelling test framework.

Table 1: Content domain coverage for questions in Paper 1

Qu.	G1	G2	G3	G4	G5	G6	G7
	Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality
1						1	
2			1				
3	1						
4	1						
5					1		
6					1		
7	1						
8					1		
9					1		
10				1			
11	1						
12					1		
13				1			
14		1					
15							1
16					2		
17					1		
18					1		
19					1		
20					1		
21						1	
22					1		

Qu.	G1	G2	G3	G4	G5	G6	G7
	Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality
23					1		
24	1						
25		1					
26				1			
27			1				
28	1						
29			1				
30					2		
31						1	
32	1						
33	1						
34						2	
35				1			
36	1						
37	1						
38	2						
39			1				
40				1			
41				1			
42	1						
43			1				
44				1			
45		1					
46				1			

4.2 General guidance on marking Paper 1: questions

The following guidance applies to all questions in Paper 1.

Table 2: General guidance on marking Paper 1

	Accept...	Do not accept...
Tick boxes and tables	any unambiguous indication of the correct answer, e.g. • the box is crossed rather than ticked • the correct answer is circled rather than ticked.	answers in which more than the required number of boxes has been ticked.
Circling or underlining of the answer	any unambiguous indication of the correct answer, such as the answer being enclosed within a box.	answers in which more than the required number of words has been circled / underlined. answers in which the correct answer is encircled / underlined, together with 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).
Labelling	clear labels, whether they use the full vocabulary required by the question or an unambiguous abbreviation, e.g.'V' for 'verb'.	ambiguity in labelling, e.g. the use of 'AD' or 'A' where a distinction is required between 'adjective' and 'adverb'.
Punctuation	correctly formed punctuation that is clear, unambiguous and recognisable as the required punctuation mark.	punctuation that is ambiguous, e.g. if it is unclear whether the mark is a comma or full stop. incorrectly formed punctuation marks, e.g. an inverted question mark.

	Accept...	Do not accept...
Sentences and capital letters	a sentence that has an initial capital letter and an appropriate punctuation mark indicating the end of the sentence. capital letters that are clear and unambiguous. 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.	answers in which capital letters are omitted or placed inappropriately in a sentence, or where an entire word is capitalised.
Spelling	incorrect spellings of the correct response if no specific mark scheme guidance is given.	incorrect spellings of answers for which the mark scheme requires correct spelling. Correct spelling is required for the award of the mark for the majority of questions in Paper 1, especially for questions assessing contracted forms, verb forms, plurals, prefixes and suffixes.
Answers outside the expected space	a correct answer given somewhere other than the answer space, providing it is not contradicted by another answer written elsewhere. correct answers that are written in the 'blank' within a question, rather than in the expected space below it. correct answers in which the pupil has written out a word or sentence that is already provided.	answers that are given outside the expected space and contradicted by another answer written elsewhere.
More than one answer given	multiple answers that are all correct according to the mark scheme.	both correct and incorrect responses given.

	Accept...	Do not accept...
Handwriting	answers that are clear, unambiguous and recognisable, including letters that have been reversed, but which are still clearly identifiable to the marker.	answers that are unclear or ambiguous.
Crossed-out answers	correct answers that have not been crossed out. correct answers that replace a crossed-out attempt.	crossed-out answers, whether or not these have been replaced by a further attempt.

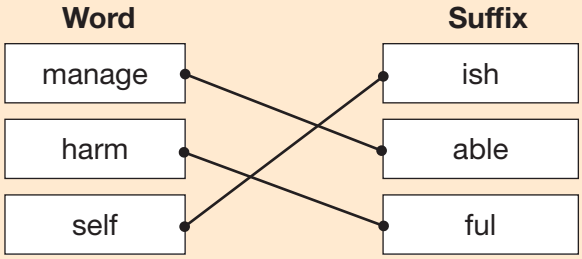
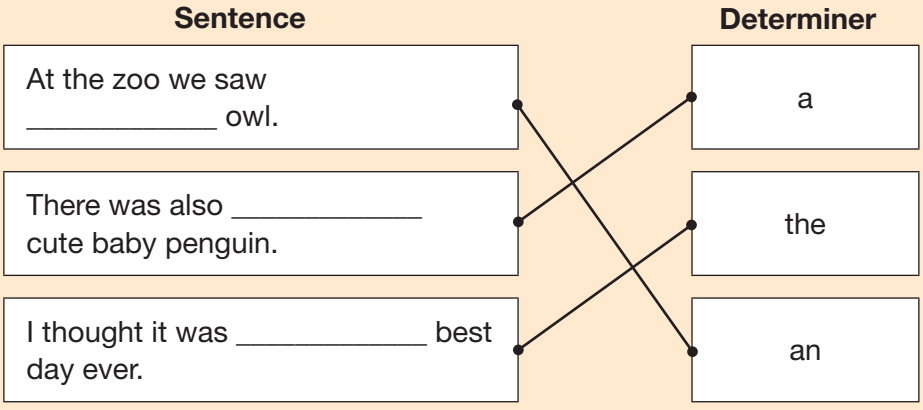
4.3 Explanation of the mark schemes for Paper 1: questions

Markers should familiarise themselves with the marking guidance in section 4.2 of this document before applying the mark schemes below.

The mark schemes contain the following information for each question:

- a question number
- the question from the test paper
- what is required to answer each question – either a correct answer or examples of different types of creditworthy response
- how many marks are available for this question
- any additional guidance that may be relevant
- the content domain reference.

5. Mark schemes for Paper 1: questions

Qu.	Requirement	Mark
1 G6.3	**Award 1 mark** for all **three** correct.  	**1m**
2 G3.3	**Award 1 mark** for three conjunctions inserted correctly. You may bring sandwiches **and** juice **or** water for the trip, **but** glass bottles are not allowed.	**1m**
3 G1.9	**Award 1 mark** for the correct word encircled. My friend bought a (cake) from the bakery. **or** My friend bought (a cake) from the bakery.	**1m**
4 G1.8	**Award 1 mark** for all **three** correct.  	**1m**
5 G5.3	Can you guess what we ate for dinner ☐ ☑ ☐ ☐	**1m**

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>6
G5.10</td><td>☐
☐
I bought several beach toys: a bucket, a spade, a ball and a kite. ☑
☐</td><td>1m</td></tr>
<tr><td>7
G1.6</td><td>Award 1 mark for the correct insertion of an appropriate adverb, e.g.
• She completed her homework quickly.
• She completed her homework well.
• She completed her homework yesterday.
• She completed her homework there.
Do not accept misspellings of the adverb.</td><td>1m</td></tr>
<tr><td>8
G5.7</td><td>☑ ☑ ☐ ☐
Roman life was very unlike modern life, the archaeologist said.</td><td>1m</td></tr>
<tr><td>9
G5.6b</td><td>Award 1 mark for a correctly placed comma.
Limping slightly, the old man walked to the end of the road.</td><td>1m</td></tr>
<tr><td>10
G4.1d</td><td>Award 1 mark for a correctly completed table.
<table>
<tr><th>Sentence</th><th>Present progressive</th><th>Past progressive</th></tr>
<tr><td>Joey was playing football in the park after school.</td><td></td><td>✓</td></tr>
<tr><td>Joey’s football skills are improving all the time.</td><td>✓</td><td></td></tr>
<tr><td>Joey is hoping to be a professional footballer.</td><td>✓</td><td></td></tr>
</table></td><td>1m</td></tr>
<tr><td>11
G1.5</td><td>Award 1 mark for the correct pronoun inserted in each box.
When Sara came to the end of the road, Sara turned right.
she
The pavement had a large hole and Sara fell into the hole.
it</td><td>1m</td></tr>
</table>

Qu.	Requirement	Mark
12 G5.13	The sugar-free lollies are available in three flavours. ☑ ☐ ☐ ☐	**1m**
13 G4.1c	☐ ☐ I shall be away next week. ☑ ☐	**1m**
14 G2.1	**Award 1 mark** for all **four** correct. **Sentence** / **Function** I expect the weather to be fine at the weekend → statement Are we likely to have good weather this weekend → question Check the weather before deciding where to go → command What fantastic weather we have had this year → exclamation	**1m**
15 G7.1	☐ ☐ ☐ I sang with the school choir in the concert. ☑	**1m**
16 G5.9	a) **Award 1 mark** for the correct response. • Brackets / a pair of brackets b) **Award 1 mark** for the correct response. • Commas / a pair of commas **or** • Dashes / a pair of dashes	**1m** **1m**

Qu.	Requirement	Mark
17 G5.8	**Award 1 mark** for the correct expanded form inserted into each box. We're going into town later, so I'll buy some bread then. We are / I will / I shall We won't be back late. will not **Do not accept** the pronoun 'I' without a capital letter.	**1m**
18 G5.4	**Award 1 mark** for **two** correct sentences ticked. There should be an exclamation mark after the word 'surprise'. ☑ ☐ The sentence should end with a full stop instead of an exclamation mark. ☑ ☐ ☐	**1m**
19 G5.1	☐ ☐ ☐ The athlete won four gold medals at the Olympic Games in London. ☑	**1m**
20 G5.11	**Award 1 mark** for a correctly placed semi-colon. There are Roman ruins near our village**;** they are being excavated next week.	**1m**
21 G6.4	☐ writing or drawing ☑ ☐ ☐	**1m**
22 G5.8	**Award 1 mark** for the correct word encircled. It's five o'clock. Let's leave early and we'll be able to go to Emma's house first.	**1m**

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>23
G5.5</td><td>Award 1 mark for a correctly completed table.

<table>
<tr><th>Sentence</th><th>Commas used correctly</th><th>Commas used incorrectly</th></tr>
<tr><td>The blackbird, which nests in sheltered places, lays several eggs at a time.</td><td>✓</td><td></td></tr>
<tr><td>Her hobbies include walking, gardening, sewing and reading.</td><td>✓</td><td></td></tr>
<tr><td>My bag filled, with chocolates and sweets fell onto the floor.</td><td></td><td>✓</td></tr>
<tr><td>My case is heavy because I have shoes, clothes, books, and a gift, for my friend in it.</td><td></td><td>✓</td></tr>
</table></td><td>1m</td></tr>
<tr><td>24
G1.7</td><td>Award 1 mark for both words encircled.

He walked (through) the doorway and sat (behind) the desk.</td><td>1m</td></tr>
<tr><td>25
G2.2</td><td>Award 1 mark for the correct response.

Are they listening to music?</td><td>1m</td></tr>
<tr><td>26
G4.2</td><td>Award 1 mark for both words encircled.

They (went) to the theme park – the car journey home (was) difficult.</td><td>1m</td></tr>
<tr><td>27
G3.4</td><td>Award 1 mark for all three correct.

<u>Although it was getting late</u>, Dan still hadn’t finished his homework.

<u>If you get hungry</u>, help yourself to a snack.

I really enjoy swimming, <u>despite finding it difficult</u>.</td><td>1m</td></tr>
<tr><td>28
G1.4</td><td>Award 1 mark for both words encircled.

The children had not read the book, (yet) they knew the story off by heart.

Keep your hat on (until) the rain has stopped.</td><td>1m</td></tr>
</table>

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>29
G3.1</td><td>Award 1 mark for a correctly completed table.

<table>
<tr><th>Sentence</th><th>Main clause</th><th>Subordinate clause</th></tr>
<tr><td>The school, <u>which has three playing fields</u>, opened in 1967.</td><td></td><td>✓</td></tr>
<tr><td>Although I had cycled to school, <u>I still had the energy for my lessons</u>.</td><td>✓</td><td></td></tr>
<tr><td><u>We will be proud</u> if we try our best.</td><td>✓</td><td></td></tr>
</table>
</td><td>1m</td></tr>
<tr><td>30
G5.6a</td><td>a) Award 1 mark for a correctly placed comma.

After they left Jon, Sally and Bob went to the cinema.

b) Award 1 mark for correctly placed commas.

After they left, Jon, Sally and Bob went to the cinema.

Do not accept the use of a serial comma.

After they left, Jon, Sally, and Bob went to the cinema.</td><td>1m

1m</td></tr>
<tr><td>31
G6.2</td><td>Award 1 mark for an explanation of both sentences, e.g.

The chef said the pasta was <u>uncooked</u>.

This means that the pasta has not been cooked.
This means that the pasta is not cooked (at all).

The chef said the pasta was <u>undercooked</u>.

This means that the pasta isn’t fully cooked.
This means that the pasta isn’t cooked enough.</td><td>1m</td></tr>
<tr><td>32
G1.4</td><td>Award 1 mark for both words encircled.

The passengers moved to get out, (but) the pilot held up his

hand (and) they stood still.</td><td>1m</td></tr>
<tr><td>33
G1.5a</td><td>Award 1 mark for the correct possessive pronoun inserted into each sentence.

That bike belongs to <u>me</u>. That bike is mine.

This house is owned by <u>us</u>. This house is ours.

These video games belong to <u>my brother</u>. These games are his.</td><td>1m</td></tr>
</table>

Qu.	Requirement	Mark
34 G6.1	a) **Award 1 mark** for a correct explanation of the word antonym, e.g. *They are words that mean the opposite to each other.* b) **Award 1 mark** for a word that is a true opposite of the word fierce, e.g. • *gentle* • *calm*	**1m** **1m**
35 G4.1a	**Award 1 mark** for all **three** correct. It was a cold day when we ***played*** handball. play My friend ***threw*** the ball to me and I ***caught*** it. throw catch **Do not accept** misspellings of verb forms.	**1m**
36 G1.3	**Award 1 mark** for **two** correct adjectives derived from the given nouns, e.g. Tia hopes to become a *famous* [fame] sportswoman. Her *athletic* [athlete] achievements already include winning races in her home town. She hopes to win *national/international/nationwide* [nation] competitions one day. **Do not accept** misspellings of the adjectives.	**1m**
37 G1.5b	whose ☐ ☑ ☐ ☐	**1m**

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>38
G1.2</td><td>Award 1 mark for a grammatically correct sentence that uses point as a verb and that is correctly punctuated, e.g.

I saw the teacher point at the board.

Do not accept responses that use an inflected ending of point, e.g.
Ushma pointed at the book she wanted.</td><td>1m</td></tr>
<tr><td>G1.1</td><td>Award 1 mark for a grammatically correct sentence that uses point as a noun and that is correctly punctuated, e.g.

I sharpened my pencil to a fine point.

Do not accept responses that use an inflected ending of point, e.g.
The red team scored more points than the blue team.</td><td>1m</td></tr>
<tr><td>39
G3.1a</td><td>Award 1 mark for the full relative clause underlined.

The old house that is next to our school is for sale.</td><td>1m</td></tr>
<tr><td>40
G4.4</td><td>Award 1 mark for a correctly completed table.

<table>
<tr><th>Sentence</th><th>Active</th><th>Passive</th></tr>
<tr><td>Otters live in clean rivers.</td><td>✓</td><td></td></tr>
<tr><td>Fish are eaten by otters.</td><td></td><td>✓</td></tr>
<tr><td>Usually, otters are playful creatures.</td><td>✓</td><td></td></tr>
</table>
</td><td>1m</td></tr>
<tr><td>41
G4.4</td><td>Award 1 mark for a correctly punctuated sentence using the active voice.

The judges announced the results.</td><td>1m</td></tr>
<tr><td>42
G1.6</td><td>Award 1 mark for both words encircled.

All of the passengers cheered (loudly), and we cheered (too).</td><td>1m</td></tr>
<tr><td>43
G3.2</td><td>☐
☐
☐
as a noun phrase ☑</td><td>1m</td></tr>
<tr><td>44
G4.3</td><td>☐
☐
were ☑
☐</td><td>1m</td></tr>
</table>

Qu.	Requirement	Mark
45 G2.4	☐ ☐ ☐ an exclamation ☑	**1m**
46 G4.1b	☐ ☐ ☐ My dog was very naughty, but since the classes he has been much better. ☑	**1m**

6. Paper 2: spelling

6.1 Content domain coverage for Paper 2: spelling

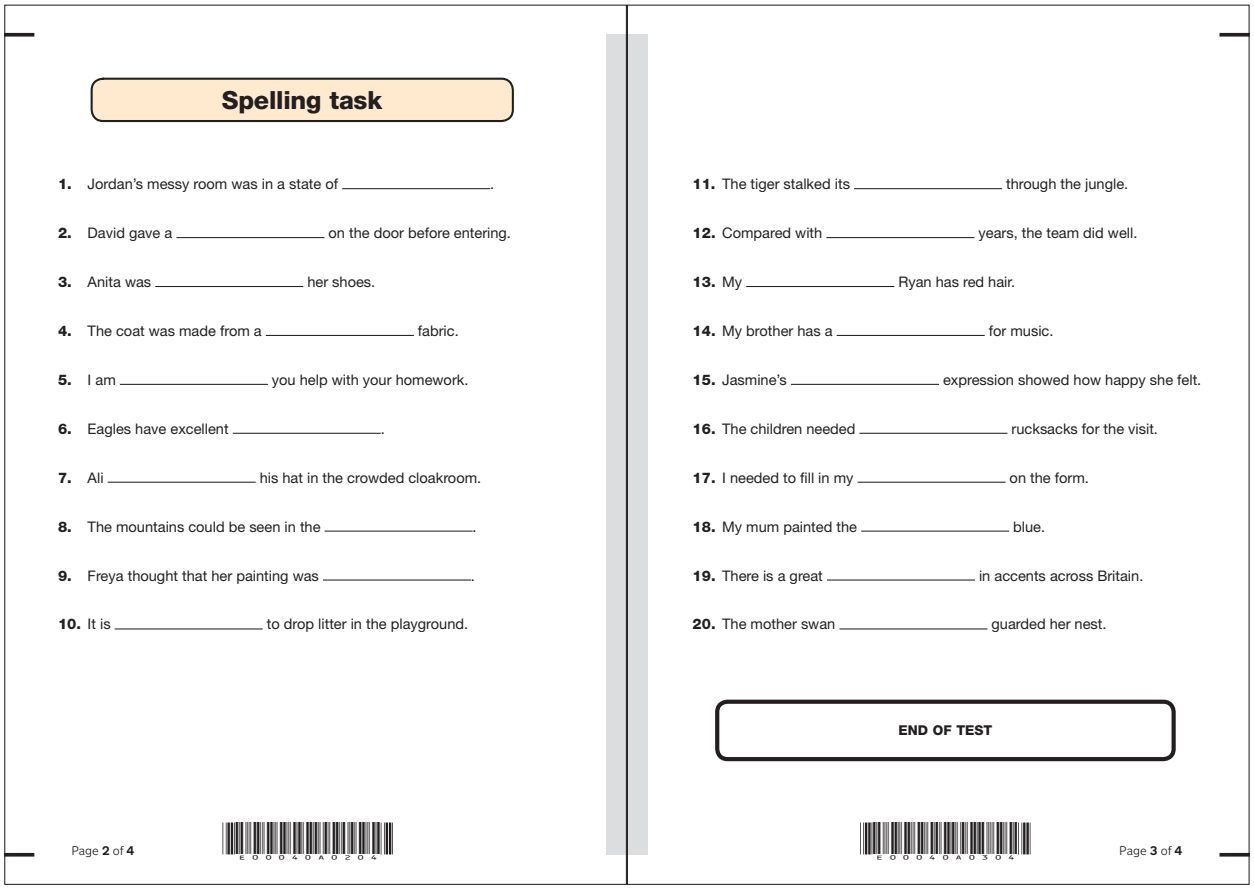
This information is provided in Table 3.

6.2 General guidance on marking Paper 2: spelling

The following guidance applies to all questions in Paper 2. Please read this carefully before applying the individual mark schemes.

- If the pupil makes more than one attempt, it must be clear which answer the pupil wishes to be marked. If the pupil makes two or more attempts and it is not clear which is to be considered, the mark is not awarded.
- The pupil can answer in upper or lower case, or a mixture of the two. The exception to this is for days of the week and months of the year, which must be written in lower-case letters with an initial capital letter for the award of the mark.
- If the pupil has answered with the correct sequence of letters but has incorrectly inserted an apostrophe or a hyphen, the mark is not awarded.
- If the pupil has answered 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.

6.3 Pupil version of Paper 2: spelling



Spelling task

1. Jordan's messy room was in a state of _____.
2. David gave a _____ on the door before entering.
3. Anita was _____ her shoes.
4. The coat was made from a _____ fabric.
5. I am _____ you help with your homework.
6. Eagles have excellent _____.
7. Ali _____ his hat in the crowded cloakroom.
8. The mountains could be seen in the _____.
9. Freya thought that her painting was _____.
10. It is _____ to drop litter in the playground.

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11. The tiger stalked its _____ through the jungle.
12. Compared with _____ years, the team did well.
13. My _____ Ryan has red hair.
14. My brother has a _____ for music.
15. Jasmine's _____ expression showed how happy she felt.
16. The children needed _____ rucksacks for the visit.
17. I needed to fill in my _____ on the form.
18. My mum painted the _____ blue.
19. There is a great _____ in accents across Britain.
20. The mother swan _____ guarded her nest.

END OF TEST

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7. Mark schemes for Paper 2: spelling

Information relating to the content domain reference codes in Table 3 can be found in the key stage 2 English grammar, punctuation and spelling test framework.

Table 3: Mark schemes and content domain references for Paper 2

Qu.	Spelling	Mark	Content domain reference
1	disorder	**1**	S41 – prefixes
2	knock	**1**	S60 – words with 'silent' letters
3	polishing	**1**	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
4	washable	**1**	S56 – words ending in *-able* and *-ible* words ending in *-ably* and *-ibly*
5	offering	**1**	S57 – adding suffixes beginning with vowel letters to words ending in *-fer*
6	vision	**1**	S45 – endings that sound like /ʒən/
7	misplaced	**1**	S41 – prefixes
8	distance	**1**	S55 – words ending in *-ant*, *-ance*, -ancy, *-ent*, *-ence*, *-ency*
9	brilliant	**1**	S55 – words ending in *-ant*, *-ance*, *-ancy*, *-ent*, *-ence*, *-ency*
10	thoughtless	**1**	S59 – words containing the letter string *ough*
11	prey	**1**	S61 – homophones and near homophones (Years 3 and 4), homophones and other words that are often confused (Years 5 and 6)
12	previous	**1**	S46 – the suffix *-ous*
13	cousin	**1**	S40 – the /ʌ/ sound spelt *ou*
14	passion	**1**	S47 – endings that sound like /ʃən/, spelt *-tion*, *-sion*, *-ssion*, *-cian*
15	facial	**1**	S54 – endings which sound like /ʃəl/
16	lightweight	**1**	S52 – words with the /eɪ/ sound spelt *ei*, *eigh*, or *ey*
17	nationality	**1**	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
18	ceiling	**1**	S58 – words with the /i:/ sound spelt *ei* after *c*
19	variation	**1**	S47 – endings that sound like /ʃən/, spelt *-tion*, *-sion*, *-ssion*, *-cian*
20	ferociously	**1**	S43 – the suffix *-ly*
Total		**20**	

Standards & Testing Agency

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