

**En**

KEY STAGE

**2**

LEVEL

**6**

English tests

## **Grammar, punctuation and spelling mark schemes**

Extended task, short answer  
questions and spelling task

**2013**

National Curriculum assessments

# Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of Key Stage 2 statutory tests and assessments in 2013. STA is an executive agency of the Department for Education.

This booklet contains the mark schemes for the level 6 English grammar, punctuation and spelling test which consists of Paper 1: extended task, Paper 2: short answer questions and Paper 3: spelling task. These mark schemes are used by expert markers and are available to teachers for information. Level threshold tables will be available at [www.education.gov.uk/KS2](http://www.education.gov.uk/KS2) from Tuesday 9 July 2013.

**This test contains a total of 50 marks.**

The extended task contains a total of 14 marks.

The short answer paper contains a total of 21 marks.

The spelling task contains a total of 15 marks.

The original mark schemes were written alongside the questions, but many examples used in the mark schemes were taken subsequently from trialling scripts. The mark schemes indicate the criteria on which judgements should be made. In applying these principles markers use professional judgement based on the training they have received.

The level 6 English grammar, punctuation and spelling test assesses elements of the key stages 2 and 3 National Curriculum for English. Details about what is assessed in this test are presented in these mark schemes. Further information about which elements are assessed can be found in the English grammar, punctuation and spelling test framework at [www.education.gov.uk/KS2](http://www.education.gov.uk/KS2).

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## The English grammar, punctuation and spelling test mark schemes

### Structure of the short answer mark schemes

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

The '**Question**' column on the left-hand side of each table provides a reference to the question number and question part. This column also gives a reference linking it to the National Curriculum.

The '**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 22**.

### Application of the short answer mark schemes

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 2013 level 6 test assessing each area:

Assessment area	Number of marks
Grammar	22
Punctuation	7
Vocabulary and appropriacy	6
Spelling	15
<b>Total marks</b>	<b>50</b>

## 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). The programme of study references detailed on **pages 6–7** are organised for this task in terms of the assessment focuses as follows:

### Assessment focuses for the extended task

The assessment focuses<sup>1</sup> assess children’s ability to:

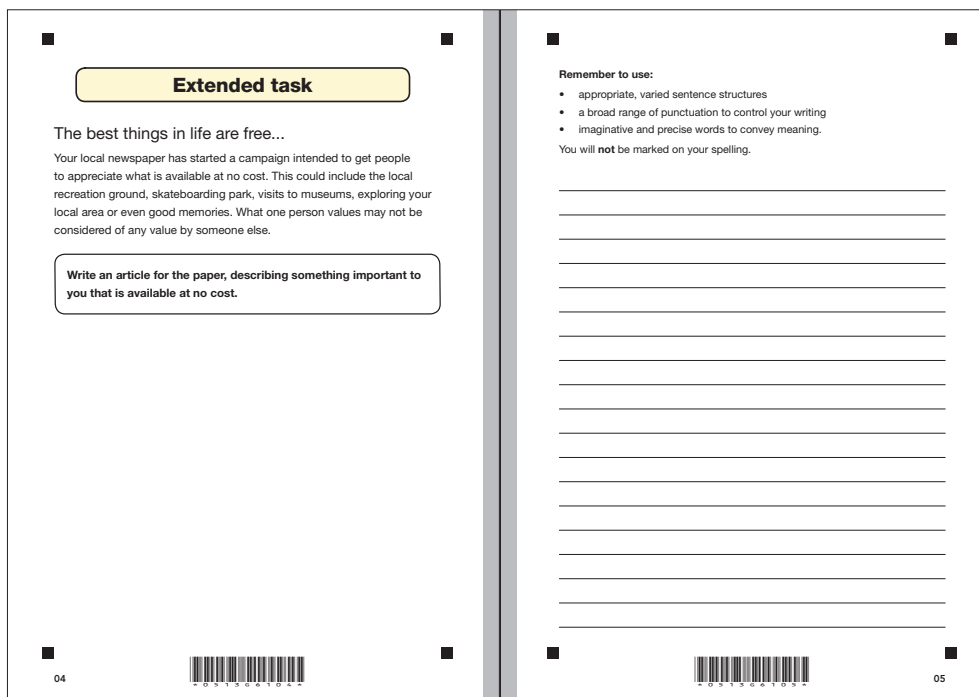
- AF2** Produce texts which are appropriate to the task, reader and purpose
- AF3** Organise and present whole texts effectively, sequencing and structuring information, ideas and events
- AF4** Construct paragraphs and use cohesion within and between paragraphs
- AF5** Vary sentences for clarity, purpose 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 <sup>1</sup>	Marks available
Sentence structure & punctuation	SSP	<b>AF5 AF6</b>	6
Text structure & organisation	TSO	<b>AF3 AF4</b>	4
Appropriacy & vocabulary	AV	<b>AF2 AF7</b>	4
<b>Total marks</b>			<b>14</b>

Examples of children’s work and marking points are given on **pages 12–17**.

### Children’s version of the extended task



<sup>1</sup>**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.  
 Sourced from SATs-Papers.co.uk <https://www.SATs-Papers.co.uk>

## Paper 2: short answer section

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

### Short answer question classification

The level 6 test will assess the appropriate knowledge and skills of the Key Stage 2 programme of study as identified in both the mark 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:

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

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

KS3 programme of study reference	Grammar, punctuation and spelling reference codes	
<b>Vocabulary / language strategies</b>		
<p><b>2.3f</b> Pupils should be able to use imaginative vocabulary.</p> <p><b>2.3i</b> Pupils should be able to use formal and impersonal language and concise expression.</p>	<p><b>ga7</b> ga7.1 ga7.2 ga7.3 ga7.4 ga7.5 ga7.6 ga7.7 ga7.8 ga7.9</p>	<p><b>Vocabulary</b> Word meaning Vocabulary in context Concision / precision in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural</p>
<b>Punctuation</b>		
<p><b>1.1c</b> Demonstrating a secure understanding of the conventions of written language, including grammar, spelling and punctuation.</p> <p><b>2.3v</b> Pupils should be able to signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning.</p>	<p><b>ga6</b> 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</p>	<p><b>Punctuation</b> 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</p>

**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 paper. Please read this carefully before applying the individual mark schemes.

Question type	Accept	Do not accept
<b>Tick boxes</b>	Any unambiguous indication of the correct answer, eg: <ul style="list-style-type: none"> <li>■ The box is crossed rather than ticked</li> <li>■ The correct answer is circled rather than ticked.</li> </ul>	Responses in which more than the required number of boxes has been ticked.
<b>Underlining clauses / phrases / other text</b>	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.
<b>Circling of the answer</b>	Any unambiguous indication of the correct answer, eg: <ul style="list-style-type: none"> <li>■ The answer is underlined</li> <li>■ The answer is enclosed within a box.</li> </ul> Responses in which more than half of a required word is encircled.	Responses in which more than the required number of words has been circled.  Responses in which the correct answer is encircled, together with more than half of any surrounding words.
<b>Drawing lines to 'match' boxes</b>	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).
<b>Labelling of parts of speech</b>	Clear labels, whether they use the full vocabulary required by the question, or an unambiguous abbreviation, eg: 'V' for 'verb'.	Ambiguity in labelling, eg: the use of 'noun' or 'CN' where a distinction is required between 'collective noun' and 'common noun'.



**Short answer questions: further marking guidance**

What if...	Accept
...the answer is correct but spelling is inaccurate?	<p>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.</p> <p>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.</p> <p>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.</p>
...the child's response does not match closely any of the examples given?	<p>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.</p>
...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"> <li>■ it meets any relevant criteria in this guidance and in the question-specific mark scheme; and</li> <li>■ it is not contradicted by any other attempt at the answer written elsewhere (see '...more than one answer is given').</li> </ul> <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 schemes.</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 3: spelling task**

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

Key Stage 3 programme of study reference
<p><b>2.3w</b> 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.</p>

## Extended task mark schemes

### *The best things in life are free...*

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	<ul style="list-style-type: none"> <li>A range of grammatical structures is used to vary the focus of sentences and to express subtleties of meaning, eg: secure control of phrases and clauses within complex sentences (<i>These memories, the only ones I have of my old home, are more valuable than any wealth or possessions could be</i>); evidence of deliberate control of verbs, eg: placement, forms (including modals) and complex verb phrases. Management of constructions to support purpose, eg: impersonal constructions, infinitives to convey formality, fronted adverbials for emphasis.</li> <li>An appropriate range of punctuation is used effectively and precisely to support clarity, eg: effective use of internal sentence punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>The structure of the text is controlled, showing links between paragraphs in a variety of ways, eg: causal or thematic linkage, deliberate repetition, linking pronouns, adverbials or text connectives. Paragraphs are varied and managed in ways that support the structure of the whole text, eg: single-sentence paragraphs to secure an argument; movement of focus from the general to the specific. Openings and endings are generally effective in framing the response.</li> <li>Within paragraphs, there is evidence of cohesive devices to support structure such as contrast and repetition. Effective reference chains avoid repetitive subjects.</li> </ul>	<ul style="list-style-type: none"> <li>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 description and explanation, concrete and / or emotive details.</li> <li>Vocabulary choices are ambitious, yet precise, appropriate and purposeful (<i>nostalgia; irreplaceable; it does not have a price tag or a bar code</i>) and achieve sufficient formality of tone.</li> </ul>			
Marks	4, 5 or 6	3 or 4	3 or 4	3 or 4	3 or 4	3 or 4

<b>Assessment focus</b>	<b>AF5</b> Vary sentences for clarity, purpose and effect.	<b>AF6</b> Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.	<b>AF3</b> Organise and present whole texts effectively, sequencing information, ideas and events.	<b>AF4</b> Construct paragraphs and use cohesion within and between paragraphs.	<b>AF2</b> Produce texts which are appropriate to the task, reader and purpose.	<b>AF7</b> Select appropriate and effective vocabulary.			
<b>Strand</b>	<b>Sentence structure and punctuation</b>			<b>Text structure and organisation</b>					
<b>Below threshold</b>	<ul style="list-style-type: none"> <li>A variety of sentence structures is used, mostly with control. Connectives are used precisely. Constructions support purpose, eg: through fronted or embedded clauses. Generally accurate management of verbs, eg: complex verb phrases, secure transitions between tenses. Phrases and clauses build up relevant detail and information.</li> <li>Almost all sentences are controlled, with an appropriate range of punctuation.</li> </ul>			<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>			<ul style="list-style-type: none"> <li>The article is adapted for a newspaper audience, eg: selection and development of appropriate topics, mixture of description and explanation.</li> <li>Some vocabulary choices are ambitious and are mainly appropriate to the context.</li> </ul>		
<b>Marks</b>	<b>1, 2 or 3</b>			<b>1 or 2</b>					
<b>A response that does not meet the criteria for below threshold should be awarded 0 marks.</b>									

N.B. 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**

Complex sentences used with relative connectives

One of the most important things to me, that is available

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

Clauses build up relevant detail and information

at no cost, is my family. I have a very loving family, who care about me. I have parents who are fair; whatever the situation is; a brother who is sometimes annoying but still a great brother and a cat who is just amazing!

Link made between paragraphs

Complex sentences are used, with relative and time connectives (that, when)

The reason my family are so important to me is that I

Within paragraph, main ideas are developed and illustrated by relevant detail

Fronted clauses

can't do without them. When I'm sad they make me happy and/or laugh. When I am bored they sweep that boredom away like dust on a cabinet. They make me feel safe and they all have a great sense of humour!

Development by relevant detail

Phrase builds up information

My parents are the best parents I could ask for!

Almost all sentences are correctly demarcated with an appropriate range of punctuation

They are always supportive and always fair. They

Simple sentence

buy me things that I want for my birthday

Use of brackets

(if they are sensible). My brother, who is 3 years older

Commas mark off clause

than me, is a great brother. He teaches me about life, things like what it's like at secondary school and what Year 6 tests are like. Then there is my cat who I love to bits. He makes me laugh all the time when he sleeps in ridiculous places and tries to get your attention.

Use of connectives supports transition from family to pet

That is why my family is so important to me. I literally cannot do without them!

Link made between paragraphs to summarise point of preceding text

Complex verb phrase supports purpose

## 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	
<ul style="list-style-type: none"> <li>Simple, compound and complex sentences are used, with some variety of connectives (<i>that, who, if, when, but</i>). Phrases and clauses build up relevant detail and information (<i>very loving family; like dust on a cabenet; great sense of humour</i>). Generally accurate use of complex verb phrases and tenses (<i>am bored, could ask for</i>). Meaning is developed through the use of complex verb phrases (<i>am bored; could ask for</i>) and choice of tense is appropriate (<i>then there is my cat who I love to bits</i>).</li> <li>Sentences are controlled with an appropriate range of punctuation.</li> </ul>		<ul style="list-style-type: none"> <li>The sequencing of ideas is supported by paragraphs and develops coherent control of the content across the text. Purposeful links are made between paragraphs (<i>the reason my family are..., that is why my family is so important</i>).</li> <li>Within paragraphs the main idea is developed or illustrated through example (<i>When I'm sad..., when I am bored...</i>). Connections between ideas are supported through a range of connectives (<i>when, that, then</i>).</li> </ul>		<ul style="list-style-type: none"> <li>The article is adapted to a newspaper audience engaging the reader's attention. Context is selected and developed with a mixture of description and explanation (<i>One of the most important things... just amazing!</i>).</li> <li>Vocabulary choices are occasionally ambitious (<i>supportive, cabenet</i>) but mainly appropriate (<i>situation, ridiculous</i>).</li> </ul>	
3 marks		2 marks		1 mark	

SSP

The extended task: exemplar 2

TSO

Almost all sentences are controlled with an appropriate range of punctuation

Use of dash to mark clause

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

Structures express subtleties of meaning

Deliberate control of verb placement and forms

Sentence using imperative mood

Sentence using direct address to audience

The structure of the text is controlled, sharing links between paragraphs in a variety of ways

Paragraphs linked by deliberate repetition

Paragraph marks transition from 'people all around the world' to 'a few people'

Within paragraphs, the development of ideas and events is supported by cohesive devices

Contrast between 'your friend' and 'you'

Paragraph makes transition from 'a few people' to 'you'. The broad focus has narrowed.

Something important to me that is available at no cost is love. Love is what makes most people in life happy about things though it might (sometimes) break your heart. Almost everything in life revolves around love – as well as the fact that everyone needs something or someone to love.

Love is what brings most people together to create something colossal, that could start a new relationship or a great friendship. People all around the world are always hoping to meet someone new, to talk, play together or just be friends with, but sadly it never happens! It might be due to the hatred of others, being incredibly shy, just not fitting in with a certain group.

A few people choose to never give up no matter what happens, then they finally meet the right person or group. Just keep in mind that not everything goes as planned or like the movies and your friend might not like what you expect them to like.

If you're trying to look for a sensible type of friend to be with, think about what you like, and 'love' (for they might not like the same things as you).

## 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	
<ul style="list-style-type: none"> <li>A range of grammatical structures is used to vary the length and forms of sentences, expressing subtleties of meaning (<i>Something important to me is available at not cost, People all around the world are always hoping</i>). A variety of sentence structures is used for control (<i>if you're trying to look for a sensible type of friend</i>). Verb forms are generally accurate (<i>Your friend might not like what you expect them to like</i>).</li> <li>A range of punctuation is used to make the structure of almost all sentences clear (<i>be friends with, but sadly it never happens!</i>). However, some errors remain (<i>Love,</i>) including comma splice (<i>no matter what happens, then they</i>).</li> </ul>		<ul style="list-style-type: none"> <li>The structure of the text is controlled, with a variety of links between paragraphs. These include deliberate repetition of the word 'love' and a deliberate narrowing of focus from 'People all around you' to 'you'.</li> <li>Within paragraphs ideas are developed and supported through a range of cohesive devices such as 'your friend/you' as contrast.</li> </ul>		<ul style="list-style-type: none"> <li>The article is adapted for a newspaper, addressing a general audience (<i>Just keep in mind..., If you're trying to look</i>). Ideas and experiences are convincingly expressed (<i>Almost everything in life revolves around love, love, is what brings most people together to create something colossal</i>). Content is generally well-shaped.</li> <li>Vocabulary choices are often precise and ambitious (<i>colossal, revolves</i>).</li> </ul>	
4 marks		3 marks		3 marks	

SSP

The extended task: exemplar 3

TSO

Shows commas marking the structure of sentences and giving clarity

Different people appreciate different things. For instance, some people would find exploring valueless, whereas I think that finding new, exciting things in the world is brilliant, because we can learn about amazing animals, and discover long-lost ancient buildings.

Development of ideas is supported by cohesive devices

Cohesive device for exemplification

Cohesive device for contrast

Controlled use of verbs, including modals

I enjoy exploring my garden because in some areas it is wild and overgrown, so I can pretend to be in the jungle.

Effective use of colon

Also, you never know what might be awaiting discovery:

Differing sentence type: exclamation

once my brothers and I came across a piece of rope sticking out of the ground. When we pulled it, the strange rope just shrank further into the ground!

Control and placement of verbs

You can also find interesting and useful things whilst exploring. On the beach in Norfolk, my father found a perfectly round pebble. It has no use really, but it is very interesting to look at.

Cohesive device indicating place

A range of grammatical structures is used to vary the length and forms of sentences

As well as mysterious discoveries, you can find animals

Causal linkage between paragraphs

Control and placement of verbs

themselves if you are careful. Approached slowly, all animals will show themselves gradually. At night, a family of quite tame foxes appear in my garden; they live under our shed. The vixen is now used to me looking at her through a window.

Effective use of a semi-colon

Evidence of deliberate and controlled use of verbs

So you can see, exploring nature is wonderful. It has made a big influence on me and my family throughout my life.

The structure of the text is controlled

The best things in life come free, as do discoveries.

Single sentence paragraph summarises and concludes argument



## 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	
<ul style="list-style-type: none"> <li>A range of grammatical structures is used to vary the length and focus of sentences (<i>Different people appreciate different things, Approached slowly, all animals will show themselves gradually</i>). Verb forms are used to express subtleties of meaning and effect (<i>would find exploring valueless, might be awaiting discovery</i>).</li> <li>The range of punctuation is used securely to mark the structure of sentences and to give clarity (<i>At night a family of quite tame foxes appear in my garden; they live under our shed</i>); internal punctuation is precise and accurate.</li> </ul>		<ul style="list-style-type: none"> <li>The structure of the text is controlled with a variety of links between paragraphs (<i>As well as mysterious discoveries</i>). Paragraphs are varied purposefully so as to support the structure of the whole text. For example, an overview is provided in the first paragraph and the final paragraph is a single sentence.</li> <li>Within paragraphs, ideas are developed through a range of cohesive devices (<i>whereas / as well as</i>).</li> <li>Ending is effective in concluding ideas and frames response.</li> </ul>		<ul style="list-style-type: none"> <li>The article is adapted for a newspaper and a general audience. There is a balance of description and explanation (<i>On the beach in Norfolk... look at...</i>)</li> <li>Vocabulary choices are ambitious, precise and purposeful (<i>valueless, ancient, awaiting</i>).</li> </ul>	
5 marks		4 marks		3 marks	

# Short answer section mark schemes

Question	Requirements	Mark	Additional guidance																												
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3 ga6.12	<p>i) The concert was a great success; the applause went on for many minutes.</p> <p>ii) Honestly, I've done my very best; I've left no stone, however small, unturned.</p>	1m	Award <b>1 mark</b> for both correct.																												

Question	Requirements	Mark	Additional guidance
4 ga5.2	There isn't enough time to go shopping. <input checked="" type="checkbox"/>	1m	
5 ga6.13	The teacher, however, was not amused. The novel, which is a fantastic story, only took me two days to read.	1m	Award <b>1 mark</b> for all four commas placed correctly.
6 ga6.13	The opposing football team – an imposing group of strong players – looked set to beat us. The new manager – an able and very experienced person – looks likely to transform the team.	1m	Award <b>1 mark</b> for all four dashes placed correctly.
7 ga5.1	<p>■ Award marks for the correct passive / agentless passive construction, eg:</p> <p>i) • She was rescued by the coastguard. • She got rescued by the coastguard. • She was / got rescued.</p> <p>ii) • She was taken to hospital by (the) ambulance. • She was taken to hospital. • She got taken to hospital.</p>	Up to 2m	<p>Award <b>2 marks</b> for both correct. Award <b>1 mark</b> for one correct. <b>Do not accept</b> responses in which the tense is changed, eg:</p> <ul style="list-style-type: none"> <li>• She is rescued by the coastguard.</li> </ul> <p><b>Do not accept</b> non-standard grammar, eg:</p> <ul style="list-style-type: none"> <li>• ...was took...</li> </ul>
8 ga1.4	<p>■ Accept any response in which all clauses are joined using <b>until</b> and <b>while</b> in a single sentence that makes sense, eg:</p> <ul style="list-style-type: none"> <li>• <b>Until</b> surgeons began experimenting with anaesthetic, people used to be in pain <b>while</b> they were having operations.</li> <li>• People used to be in pain <b>while</b> they were having operations, <b>until</b> surgeons began experimenting with anaesthetic.</li> <li>• <b>While</b> they were having operations, people used to be in pain, <b>until</b> surgeons began experimenting with anaesthetic.</li> </ul>	1m	<p><b>Also accept</b> responses in which commas are used incorrectly / omitted.</p> <p><b>Do not accept</b> responses that use connectives other than <i>until</i> and <i>while</i> to join the clauses together.</p> <p><b>Do not accept</b> responses that use semi-colons in addition to the connectives.</p>
9 ga3.1	<p>■ Accept any appropriate subordinate clause, including non-finite clauses, eg:</p> <ul style="list-style-type: none"> <li>• which is the biggest in the area</li> <li>• overflowing with families</li> </ul>	1m	<p><b>Also accept</b> 'that' in place of 'which' to introduce a non-defining / relative clause.</p> <ul style="list-style-type: none"> <li>• that was really warm</li> </ul> <p><b>Do not accept</b> a phrase in place of a subordinate clause, eg:</p> <ul style="list-style-type: none"> <li>• the biggest in the area</li> </ul>

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10 ga6.1.1	<ul style="list-style-type: none"> <li>Accept any appropriate list of things needed for school that uses a colon correctly after the introductory clause and is accurately punctuated throughout, eg:                             <ul style="list-style-type: none"> <li><i>I need: a ruler, bag, pens.</i></li> <li><i>On Sunday night, I pack: my PE kit; my coloured pencils for art and my pencil case.</i></li> <li><i>These are the things that I need for school: exercise books, textbooks, pen, pencil and ruler.</i></li> </ul> </li> </ul>	1m	<p><b>Do not accept</b> capitalisation after the colon.</p> <p><b>Do not accept</b> omitted commas (or semi-colons) between items in the list.</p> <p><b>Do not accept</b> a list (including a bulleted list) that is not a full sentence.</p>						
11 ga3.2	<table border="1"> <thead> <tr> <th>Noun</th> <th>Noun phrase</th> </tr> </thead> <tbody> <tr> <td>Example: the comic strip</td> <td>The colourful comic strip on the back page.</td> </tr> <tr> <td>the cellar</td> <td> <ul style="list-style-type: none"> <li>Accept a phrase expanded before <b>and</b> after the noun, eg:                                     <ul style="list-style-type: none"> <li><i>the dark cellar with cobwebs inside</i></li> </ul> </li> </ul> </td> </tr> </tbody> </table>	Noun	Noun phrase	Example: the comic strip	The colourful comic strip on the back page.	the cellar	<ul style="list-style-type: none"> <li>Accept a phrase expanded before <b>and</b> after the noun, eg:                                     <ul style="list-style-type: none"> <li><i>the dark cellar with cobwebs inside</i></li> </ul> </li> </ul>	1m	<p>The phrase must be expanded before and after the noun.</p> <p><b>Do not accept</b> the addition of a verb to create a clause, eg:</p> <ul style="list-style-type: none"> <li><i>the spooky cellar was behind the door.</i></li> </ul>
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12 ga6.5	I love red, blue, yellow and green; he prefers black, white, orange and purple.	1m	<b>Do not accept</b> 'serial' commas placed before 'and'.						
13 sg1.2	<p>i) They played with Gemma, the kitten, until she spied a butterfly on the rose bush.</p> <p>ii) Bats see with difficulty, but use their individual radar systems effectively for navigation purposes.</p>	1m	Award <b>1 mark</b> for all four correct.						
14 ga3.3	Moreover <input checked="" type="checkbox"/>	1m							
15 sg1.1	<p>On Friday, at school, the choir was full of</p> <p>AB →</p> <p>PR →</p> <p>CM →</p> <p>CL →</p> <p>dismay when the concert was cancelled.</p>	1m	<p>Award <b>1 mark</b> for all four correct.</p> <p><b>Also accept</b> the label 'P' for 'proper noun' and 'A' for 'abstract noun'.</p> <p><b>Do not accept</b> the label 'C'.</p>						

Question	Requirements	Mark	Additional guidance
<b>16</b> ga1.5	<p>the children</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px;">them</div> <p>the naturalist</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px;">he / she</div> <p>tarantulas</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px;">they</div>	<b>1m</b>	Award <b>1 mark</b> for all three correct.
<b>17</b> sg1.7	<p>We were exhausted because our flight arrived at Ham.</p> <p>Despite similar opportunities, we are successful in different ways.</p>	<b>1m</b>	Award <b>1 mark</b> for both correct.
<b>18</b> ga4.2	<p>Neither of the pupils (was/ were ) paying attention.</p> <p>Hannah and James ( wasn't /weren't) enjoying the game.</p> <p>Each of the children (was/ were ) amazed at the sight.</p>	<b>1m</b>	Award <b>1 mark</b> for all three correct.

# Spelling task mark schemes

## Guidance for marking the spelling component

The following conventions should be followed when marking spelling:

- If more than one attempt is made, it must be clear which version the 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 schemes for the spelling task

- |                |                   |
|----------------|-------------------|
| 1. fancied     | 9. campaign       |
| 2. encouraged  | 10. correspond    |
| 3. frequently  | 11. plummet       |
| 4. packaging   | 12. infinite      |
| 5. recognised  | 13. disappearance |
| 6. approaching | 14. phenomenon    |
| 7. queue       | 15. rhythmic      |
| 8. wreckage    |                   |

## 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.

<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> <b>Spelling task</b> </div>	<p>1 As it was such a hot day, she really <b>fancied</b> a cold ice cream.</p> <p>2 My teacher <b>encouraged</b> me to visit the school library.</p> <p>3 The shop <b>frequently</b> changes its window display.</p> <p>4 Many companies are trying to reduce the amount of <b>packaging</b> they use.</p> <p>5 The pianist was quickly <b>recognised</b> as a child prodigy.</p> <p>6 The leaves were turning orange as autumn was <b>approaching</b>.</p> <p>7 The <b>queue</b> of people reached from the door of the shop to halfway down the street.</p> <p>8 The buried treasure was found with the <b>wreckage</b> of the ship.</p>	02
	<p>9 The charity ran a <b>campaign</b> to raise money for the village hall.</p> <p>10 The evidence did not <b>correspond</b> with what the detective first thought.</p> <p>11 The temperature will <b>plummet</b> in winter.</p> <p>12 He looked up in amazement and saw an <b>infinite</b> number of stars glittering in the night sky.</p> <p>13 The number of frogs has declined due to the <b>disappearance</b> of their habitats.</p> <p>14 The unusual <b>phenomenon</b> remains unexplained.</p> <p>15 I heard the <b>rhythmic</b> thud of the horses' hooves on the cobbles.</p>	03

**END OF TASK**



Standards  
& Testing  
Agency

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Extended task, short answer questions and spelling task

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