En

KEY STAGE
2

LEVEL
6

2015

English tests

Grammar, punctuation and spelling test mark schemes

Extended task, short answer questions and spelling paper

National curriculum tests

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.

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.gov.uk/sta from Tuesday 7 July, 2015.

The level 6 English grammar, punctuation and spelling test is made up of three papers. A total of 50 marks is available.

- **Paper 1:** extended task (14 marks)
- **Paper 2:** short answer questions (21 marks)
- **Paper 3:** spelling paper (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. Pupils' responses from trialling have been added as examples to the mark schemes to ensure they reflect how pupils respond to the questions. The mark schemes indicate the criteria on which judgements should be made. In applying these principles, markers use professional judgement based on the training they have received.

The English grammar, punctuation and spelling test assesses elements of the key stage 2 national curriculum for English. Details about what is assessed in this test are presented on pages 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.gov.uk/sta.

Contents

The English grammar, punctuation and spelling test mark schemes

Structure of the short answer questions mark schemes

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 26**.

Application of the short answer questions 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 2015 level 6 test assessing each area:

Assessment area	Number of marks
Grammar	21
Punctuation	6
Vocabulary and appropriacy	8
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 pupils' 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

The strands are organised in the following way:

Assessment area	Mark scheme strand	Assessment focuses[1]	Marks available
Sentence structure and punctuation	SSP	**AF5 AF6**	6
Text structure and organisation	TSO	**AF3 AF4**	4
Appropriacy and vocabulary	AV	**AF2 AF7**	4
		Total marks	14

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

Pupil's version of the extended task

Extended task	**Remember to think about:**
What a waste!	▪ using appropriate, varied sentence types
You are doing a project on the topic of waste.	▪ including a broad range of punctuation to control your writing
	▪ selecting imaginative and precise words to convey meaning.
What a waste! Every day, all sorts of things are wasted, such as environmental resources, time and money.	You will not be marked on your spelling.
Write a speech to inform the school council about something that people waste and what should be done about it.	
Page 4 of 8	Page 5 of 8

---

[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 pupil's compositional writing skill.

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.

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:

Key stage 3 programme of study references	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
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.	ga4.3	Double negatives
	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 references	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 questions paper. 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 the required number of words has been indicated. Responses in which the correct answer is encircled, together with more than half of any surrounding words.
Drawing lines to 'match' boxes	Lines that do not touch the boxes, provided the intention is clear.	Multiple lines drawn to / from the same box (unless this is a question requirement).
Labelling of parts of speech	Clear labels, whether they use the full vocabulary required by the question or an unambiguous abbreviation, eg: 'V' for 'verb'.	Ambiguity in labelling, eg: the use of 'noun' or 'CN' where a distinction is required between 'collective noun' and 'common noun'.
Writing sentences	A sentence that has a capital letter and an appropriate punctuation mark delineating the end of the sentence. Capital letters must be clear and unambiguous for the award of the mark. Where letters do not have unique capital letter forms, the height of the capital letter will be similar to, or greater than, that of letters with ascenders, and clearly greater than the height of letters that do not have ascenders. For example, in the word 'What', the height of the capital letter 'W' should be similar to, or taller than, the 'h'.	Ambiguity in the comparative sizes of letters. Responses in which capital letters are omitted or placed inappropriately in a sentence, or when an entire word is capitalised (even if the child is using the capitalised word for emphasis). The incorrect use of capital letters will negate an otherwise correct response.

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 pupils' 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 pupil's response does not match closely any of the examples given?	Illustrative examples of pupils' 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 pupil 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 pupils '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 paper

The table below summarises the areas of the key stage 2 English programme of study that are assessed in paper 3 of the English grammar, punctuation and spelling test.

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 pupil 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 pupil 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: *What a waste!*

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 and manipulated to vary the focus of sentences and to influence opinion, eg: secure control of phrases and clauses within multi-clause sentences ('*It is the job of this generation to help bring an end to this crisis, and show the way forward, and beyond*'), evidence of deliberate control of verbs, eg: placement, forms and complex verb phrases, management of constructions to support purpose, eg: impersonal constructions ('*another valuable resource being wasted is TIME*'), infinitives to convey formality, fronted adverbials for emphasis ('*After you have listened to my points…*'). • 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 and across paragraphs and sections in a variety of ways, eg: causal linkage, grammatical and lexical cohesion. Paragraphs are varied and managed in ways that support the structure and cohesion across the overall text and indicate overall purpose, eg: to position the reader and to secure the argument ('*Let's make this stop; I hope you have taken all I have said into account.*'). • Within paragraphs and sections, there is evidence of cohesive devices to support structure such as deliberate contrast and repetition. Effective reference chains avoid repetitive subjects.		• The piece is adapted for a speech, addressing a relevant audience and is focused on purpose, containing features of the chosen form. Content is well-shaped, eg: balance of argument, information and explanation supported by factual and emotive details. • Vocabulary choices are ambitious (*unbecoming green mould*), yet precise, (*destruction*) appropriate and purposeful and achieve a suitable register.	
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. Connectives are used precisely. Constructions support purpose, eg: through careful positioning of phrases and clauses (*'With modern technology taking over our world like invaders, it isn't hard to understand why cartoon games are so addictive.'*). Generally accurate management of verbs, eg: complex verb phrases (*'should have thought'*), secure transitions between tenses. Phrases and clauses build up relevant details and information. - 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 or other connecting links.		- The piece is adapted for a speech, eg: selection and development of appropriate topics, mixture of argument, information and explanation. - Some vocabulary choices are ambitious and are mainly appropriate (*precious, amazing, wonderful*) to the context.	
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.
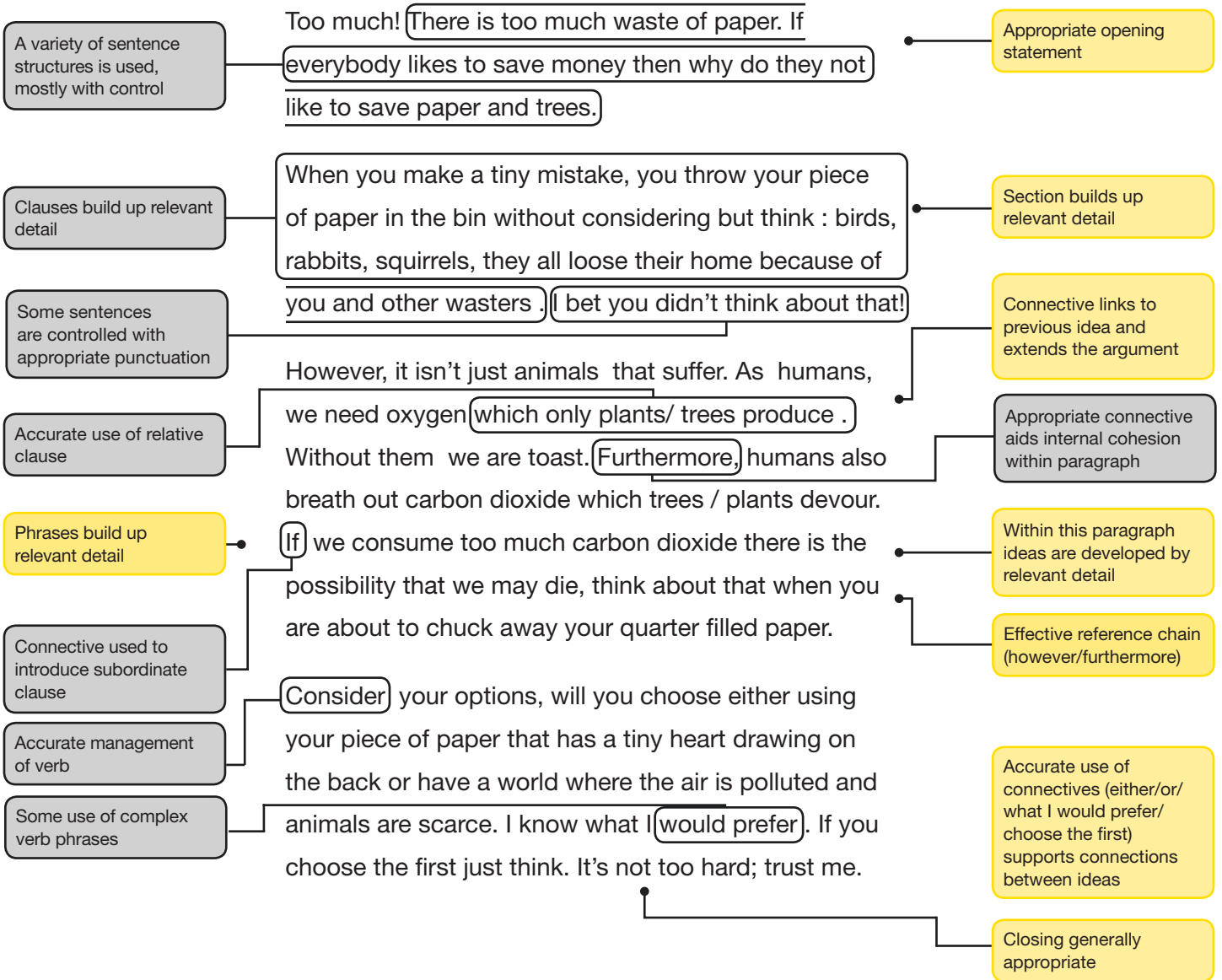
Explanatory note

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

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

SSP

The extended task: exemplar 1

TSO

A variety of sentence structures is used, mostly with control

Too much! There is too much waste of paper. If everybody likes to save money then why do they not like to save paper and trees.

Appropriate opening statement

Clauses build up relevant detail

When you make a tiny mistake, you throw your piece of paper in the bin without considering but think : birds, rabbits, squirrels, they all loose their home because of you and other wasters . I bet you didn't think about that!

Section builds up relevant detail

Some sentences are controlled with appropriate punctuation

Connective links to previous idea and extends the argument

Accurate use of relative clause

However, it isn't just animals that suffer. As humans, we need oxygen which only plants/ trees produce . Without them we are toast. Furthermore, humans also breath out carbon dioxide which trees / plants devour.

Appropriate connective aids internal cohesion within paragraph

Phrases build up relevant detail

If we consume too much carbon dioxide there is the possibility that we may die, think about that when you are about to chuck away your quarter filled paper.

Within this paragraph ideas are developed by relevant detail

Connective used to introduce subordinate clause

Effective reference chain (however/furthermore)

Accurate management of verb

Consider your options, will you choose either using your piece of paper that has a tiny heart drawing on the back or have a world where the air is polluted and animals are scarce. I know what I would prefer. If you choose the first just think. It's not too hard; trust me.

Accurate use of connectives (either/or/ what I would prefer/ choose the first) supports connections between ideas

Some use of complex verb phrases

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 sentences is used, mostly with control (*'If everybody likes to save money'*, *'There is too much waste of paper'*). Phrases (*'Without them'*) and clauses (*'When you make a tiny mistake'*) build up relevant detail and information. Constructions support purpose, eg: imperative construction (*'Consider your options'*). Generally accurate management of verb forms through the use of complex verb phrases (*'I would prefer'*). • Sentences are mainly controlled with appropriate punctuation (*'I bet you didn't think about that!'*) However, there is evidence of comma splicing and omission of question marks. Internal punctuation is insecure in longer, multi-clause sentences. For these reasons, the mark is awarded at the bottom of below threshold.		• The sequencing of ideas is supported by paragraphs or sections that enable coherent development and control across the text. The theme of paper waste is explored through its impact on animals and humans. The opening is generally appropriate as it introduces and then repeats the theme of saving paper. Some appropriate selection of cohesive devices links ideas within and across paragraphs, eg: the connective *'However'* links to the previous idea and extends the argument. • Within paragraphs and sections, there is development of ideas, eg: illustration by relevant detail such as the paragraph listing the effects of paper wastage on humans. There is an attempt to sustain and link ideas across the text but a lack of appropriate development keeps this response at two marks.		• The speech is adapted for an audience (*'Consider your options'*). The appropriate topic of the waste of paper considers its effects on humans and animals. There is a mixture of information *'We need oxygen, which only plants/trees produce'* and argument (*'there is the possibility that we may die'*). • Some vocabulary choices are appropriate to the context (*polluted* and *scarce*) but others are not (*too hard, everybody likes*). The informative content is managed using exaggeration, which sometimes limits the extent of the explanation. This keeps the response at one mark.	
1 mark		**2 marks**		**1 mark**	

SSP

The extended task: exemplar 2

TSO

We waste important time on technological devices that we could spend with friends and family. What we really should be doing is: taking luxurious strolls in country air, doing family outings or adventure trials; and even just playing sports games in back gardens.

We should be walking or speaking to someone in person. With modern technology taking over our world like invaders, it isn't hard to understand why cartoon games are so addictive.

Another victim of waste is food as we will waste tonnes of it every year without even noticing. We may not think it, but if we looked in our food cupboards, there would be much more than enough for us to eat. Do we really need that much?

Finally, the one last subject that the world has eventually started to change is wasting environmental resources. Fortunately, (after a long time), the world has begun to recycle plastic, glass and paper and our dumping sites don't last as long with nothing to decompose. We hope that soon our wasting problems will stop, and dumping sites will be extinct.

I think that our school can make a difference, if we recycle, buy food that we need, and spend quality time together.

Annotations (left, SSP):
- Clauses build up relevant detail
- Use of complex verb phrase
- Fronted clause used for emphasis
- Accurate management of tense supports purpose
- A variety of sentence structures is used
- Accurate management of verbs
- Phrases and clauses build up relevant detail

Annotations (right, TSO):
- Appropriate opening
- Ideas are developed by relevant details
- Connections between ideas are supported through accurate use of connectives
- Sequencing of ideas is supported by the closing paragraphs ending on a positive note
- Ending links to opening, effectively framing the response

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 variety of sentence structures is used, mostly with control ('*but if we looked in our food cupboards... Do we really need that much?'*). Phrases and clauses build up relevant detail and information ('*taking luxurious strolls in country air; doing family outings and adventure trials and even just playing sports games in back gardens.'*). Constructions support purpose, eg: fronted adverbials for emphasis ('*With modern technology'*). Generally accurate management of verb forms ('*has started to change', 'will be extinct'*). • Sentences are controlled with appropriate punctuation, including internal punctuation ('*I think that our school can make a difference, if we recycle, buy food that we need, and spend quality time together.*'). Over-reliance on co-ordination limits the variety of grammatical structures and keeps this response below threshold.		• The sequencing of ideas is supported by paragraphs or sections on time, food and the environment that enable some coherent development and control across the text. Opening and closing is generally appropriate. Closing is more effective as it summarises what comes before. • Within paragraphs and sections there is some development of ideas through illustration of relevant details of the topic of each paragraph, eg: environmental resources. Connectives are used within paragraphs to link ideas ('*but if we looked in our food cupboards'*). Although some links are made, the overall control of the text is through separate points, which keeps this response below threshold.		• The speech is adapted for a relevant audience ('*our school can make a difference'*). Appropriate topics of waste are selected (*food* and *time*) with some development. There is a mixture of argument ('*the world has eventually started to change'*) and explanation ('*dumping sites will be extinct'*). • Some vocabulary choices are appropriate to the context (*decompose*, *luxurious*, *addictive*). An insufficient balance of information, argument and explanation does not support the overall purpose. Inappropriate vocabulary choices keep this response at below threshold.	
3 marks		**2 marks**		**2 marks**	

SSP   **The extended task: exemplar 3**   **TSO**

Good morning school council,

I am speaking to you today of the urgent issue of food wastage. Recently, levels of food wastage have increased. In every household, there is (to some extent) food being wasted daily. I think action should be taken about this urgent situation.

Perhaps, if food is going unwanted, maybe we should create a food recycling facility. This idea would succeed in noticeably reducing the amount of food waste. As well as this, the plant would benefit crops and farmers- leftover fruit and vegetables could be created into highly nutritious plant compost . Over time, this will lead to better quality food, and possibly more of it!

Additionally, the effects of food waste I believe should be advertised in public. While we have so much, others starve in poorer parts of the world. If the public were told to try and lessen the amount of food waste, then surely there would be a reduction.

Not only that, I also believe that shipping allocated amounts of our food to other countries would help the needy, helping our problem at the same time. By shipping provisions to the poor, we might reduce the amount of food we are able to waste. Eventually, this would help us to be able to cope with less food— a useful trait for everyone.

Finally, after you have listened to my valid points, I am confident you will take note of this issue, and if necessary, take action. After all, surely, it is not fair that we waste huge amounts of food tantamount to what we use, whilst others starve, longing and craving for just one morsel of food. Tragically, some do not know where their next meal will come from.

This is why I trust you will take appropriate action.

Annotations (SSP, left side):

- Complex verb phrases, including passive constructions, influence opinion
- Grammatical structure varies the focus of the sentence
- Dash used to introduce clause that adds subtlety to meaning
- Deliberate control of a grammatical structure to vary focus of sentence
- Secure control of phrases (levels of food wastage/the effects of food waste) builds detail
- Use of subjunctive verb form to convey formality
- Deliberate placement of verb
- A variety of modal verbs is used to express probability
- Phrase positioned to add subtlety of meaning
- Effective use of internal punctuation
- Impersonal construction to suit purpose

Annotations (TSO, right side):

- Opening effectively frames response
- Movement from the specific to the general
- Cohesive device linking back to opening paragraph
- Use of 'that' and 'this' as an effective reference chain
- Adverbials (Finally / surely / Tragically) effectively develop the argument
- Use of contrast supports cohesion
- Use of 'This' refers back to previous point
- Final single sentence paragraph secures the 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**	
• A range of grammatical structures is used to vary the focus of sentences ('*the effects of food waste*') and to express subtlety of meaning ('*a useful trait for everyone*'). Evidence of deliberate control of verb forms, eg: use of modals to differentiate meaning ('*should be taken', 'might reduce*') and also placement of verbs ('*helping our problem at the same time*'). Management of constructions to suit purpose, eg: impersonal constructions ('*levels of food wastage have increased*') and fronted adverbials for emphasis ('*after you have listened to my valid points*'), infinitives to convey formality ('*to try and lessen*'). • There is a range of punctuation which is used securely to mark the structure of sentences and to facilitate clarity; internal punctuation is precise and accurate ('*Tragically, some do not know where their next meal will come from.*').		• The structure of the text is controlled showing links between paragraphs through the use of text connectives '*additionally*' and '*finally*'. Paragraphs are varied and managed through the thematic linkage of the topic of food waste using a problem and solution structure. There is movement from the specific ('*create a food recycling facility*') to the general *('should be advertised in public*'.) The final single sentence paragraph ('*I trust you will take action*') links to the opening premise, implicating the informative solutions discussed and effectively framing the response. • Effective cohesive devices are used to structure ideas, eg: the use of contrast ('*we waste huge amounts of food tantamount to what we use, whilst others starve*'.) Lexical cohesion (*unwanted / leftover*) supports cohesion.		• The speech is adapted for a relevant audience using the terms '*the public*' and '*everyone*'. The opening problem and the closing addresses the audience directly ('*you*').Use of the first person ('*I*'/'*we*') implies a collective responsibility for the outcomes. The speech is focused on the theme of waste ('*surely there would be a reduction*'). There is a balance of argument ('*the plant would benefit crops and farmers*') and explanation ('*this will lead to better quality food*'). • Vocabulary choices are ambitious (*tantamount, highly nutitious*) appropriate and purposeful (*I trust, a useful trait*) and achieve a suitably formal register ('*you will take note*').	
6 marks		**4 marks**		**4 marks**	

Question	Requirements	Mark	Additional guidance
1 ga6.11	to introduce items in a list (✓ in second box)	1m	
2 ga3.2	■ **Award 1 mark** for the noun phrases encircled. *The hungry cats looked longingly at (the delicious fish)*	1m	**Also accept** The (hungry cats) looked longingly at the (delicious fish)
3 ga6.13	Most birds of prey including kestrels hunt inland, (✓ middle box) but white-tailed sea eagles hunt on the coast.	1m	
4 ga7.1	■ **Award 1 mark** for all three correct. query — a question that expresses doubt or requests information procedure — an official way of doing something examination — a detailed inspection of something	1m	

Question	Requirements	Mark	Additional guidance
5 sg3.1	Even though it was difficult, she was determined to succeed. ☐ ☑ ☐ ☐	1m	
6 sg1.2	The expert from the university <u>examined</u> the painting. ☐ ☐ ☐ ☑	1m	
7 ga5.4	■ **Award 1 mark** for all three contractions. "<u>It is</u> a wonderful day out there now," said Mum. "<u>The sun is</u> → **It's**　　→ **sun's** shining. It <u>might not</u> be this sunny later." → **mightn't**	1m	
8 ga6.13	■ **Award 1 mark** for two correctly placed dashes. Some of the vegetables in the school garden – especially the carrots and pumpkins – had grown to an enormous size.	1m	

Question	Requirements	Mark	Additional guidance
9 ga6.6	Queen Victoria, was queen of England, from 1837 to 1901. ☐ Queen Victoria's husband, whose name was Albert, was born in Germany. ✓ Queen Victoria reigned for longer than any other English monarch. ✓ Queen Victoria, who had nine children, had 42 grandchildren. ✓	1m	
10 ga5.1	☐ ☐ ✓ ☐ The cars were stopped from crossing the bridge by the police officer.	1m	
11 ga1.1	■ **Award 1 mark** for two appropriate, grammatically correct and accurately punctuated sentences, eg: a) • *I lost my diamond watch yesterday.* • *I checked my watch to see the time.* b) • *I wanted to watch the football but my mum wouldn't let me.* • *Watch out!*	1m	**Do not accept** responses which use the plural noun, eg: • *We were each given watches for our birthdays.*
12 ga7.8	■ **Award 1 mark** for a correct prefix and suffix. *dis*honest*ly* *dis*honesty	1m	

Question	Requirements	Mark	Additional guidance
13 ga6.12	■ **Award 1 mark** for a correctly placed semi-colon and comma. Rudi is going to play football tonight; however, I must stay in and do my homework.	1m	

14
ga5.1
	■ **Award 1 mark** for a grammatically correct and accurately punctuated passive sentence, eg:
	
	  • *A speech was given by the visitor.*
	  • *A speech was given.*
		1m	**Do not accept** responses which change the verb or the tense, eg:
			
			  • *A speech is given by the visitor.*
			  • *A speech was said by the visitor.*

15 ga6.10	■ **Award 1 mark** for a response that shows that the ellipsis is used to indicate omission, eg: • *There is an ellipsis to represent the missing words.*	1m	
16 sg1.7	☐ ☐ ☐ ☑ It rained heavily during the night.	1m	
17 sg1.5	■ **Award 1 mark** for a correctly completed table. <table><tr><th>Sentence</th><th>Personal pronoun</th><th>Relative pronoun</th><th>Possessive pronoun</th></tr><tr><td>When my friends go for a swim, <u>they</u> always lose something.</td><td>✓</td><td></td><td></td></tr><tr><td>The book is <u>ours</u>.</td><td></td><td></td><td>✓</td></tr><tr><td>This is the girl <u>who</u> helps each Saturday.</td><td></td><td>✓</td><td></td></tr></table>	1m	

Question	Requirements	Mark	Additional guidance
18 ga3.3	■ **Award 1 mark** for a grammatically correct and accurately punctuated complex sentence that uses 'after' as a subordinating connective to introduce a subordinate clause, eg: • *Joe went out to play after he had finished his homework.* • *After finishing his dinner, Joe did the washing up.* • *Joe, after he finished his homework, went out to play.*	1m	**Do not accept** a response that uses 'after' as an adverb or as an adverbial phrase, eg: • *After his dinner, Joe did the washing up.* **Do not accept** a response that uses 'after' as a preposition, eg: • *Carrie's birthday is four days after Joe's.*
19 ga4.2	■ **Award 1 mark** for all three correct verbs encircled. One of my best friends (comes)/ come from Kenya. In Kenya, more than 60 languages is (are) spoken. The best opportunity to see Kenya's animals (is)/ are at the national parks.	1m	
20 sg1.6	■ **Award 1 mark** for all three adverbs correctly encircled. (Often), I am (too) tired to stay awake, so I (only) read a few pages of my book.	1m	
21 ga3.2	■ **Award 1 mark** for three correct labels. Despite the bad weather, the man headed out into the woods, ← C leaving his cottage behind. ← P ← C	1m	

[BLANK PAGE]

This page is intentionally blank.

Spelling paper mark scheme

Guidance for marking the spelling paper

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

- If more than one attempt is made, it must be clear which version the pupil 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 paper

1.	alternative	9.	recommended
2.	partial	10.	syllables
3.	lawyer	11.	vaccination
4.	unscented	12.	carnivorous
5.	predictably	13.	picturesque
6.	spectacle	14.	apparatus
7.	dialogue	15.	conceited
8.	catastrophe		

Pupil's version of the spelling task

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

Spelling task

1. When he found the path blocked, Rajiv looked for an **alternative** route.

2. Mr Field said the menu was a **partial** success.

3. The **lawyer** walked into the courtroom.

4. I prefer to use **unscented** soap to wash my hands.

5. The weather was **predictably** bad.

6. The firework display was an amazing **spectacle** .

7. The play begins with a **dialogue** between the two characters.

8. It could have been a **catastrophe** , but the event was a success.

9. The teacher **recommended** that they should practise in order to improve.

10. Cameron counted the **syllables** in each line of the poem.

11. Samir had a **vaccination** when he went to the doctor.

12. Lions are **carnivorous** animals.

13. Shannon took photographs of the **picturesque** streets.

14. We put away the **apparatus** after the lesson.

15. The boy knew he was right, but tried not to sound **conceited** .

END OF TASK

2015 key stage 2 level 6 English grammar, punctuation and spelling test mark schemes: extended task, short answer questions and spelling paper
Print version product code: STA/15/7230/p   ISBN: 978-1-78315-432-6
Electronic version product code: STA/15/7230/e   ISBN: 978-1-78315-459-3

For more copies
Additional printed copies of this booklet are not available. It can be downloaded from www.gov.uk/government/publications.