

2017 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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# 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 2017 test assesses the 2014 national curriculum. The 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/government/collections/national-curriculum-assessments-test-frameworks](http://www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks).

A new test and mark schemes will be produced 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 2017 tests will be published at [www.gov.uk/guidance/scaled-scores-at-key-stage-2](http://www.gov.uk/guidance/scaled-scores-at-key-stage-2) in July 2017. The standards confirmation meeting will take place in June 2017.

The mark schemes are 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 2017 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 Paper 1 and Paper 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	1						
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				1			
31		1					
32			1				
33	1						
34	1						
35	1						
36					1		
37	1						
38				1			
39					1		
40						1	
41						1	
42	1						
43					1		
44						1	
45	1						
46					1		
47				1			
48				1			
49			1				
50	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**

	<b>Accept...</b>	<b>Do not accept...</b>
<b>Tick boxes and tables</b>	any unambiguous indication of the correct answer, e.g. <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>	answers in which more than the required number of boxes have been ticked.
<b>Circling or underlining of the answer</b>	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 have been encircled / underlined.  answers in which the correct answer is encircled / underlined, together with 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</b>	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'.
<b>Punctuation</b>	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.

	<b>Accept...</b>	<b>Do not accept...</b>
<b>Sentences and capital letters</b>	<p>a sentence that has an initial capital letter and an appropriate punctuation mark indicating the end of the sentence.</p> <p>capital letters that are clear and unambiguous. Where letters do not have unique capital letter forms, the height of the capital letter will be equal to, or greater than, that of letters with ascenders.</p>	<p>answers in which capital letters are omitted or placed inappropriately in a sentence, or where an entire word is capitalised.</p>
<b>Spelling</b>	<p>incorrect spellings of the correct response if no specific mark scheme guidance is given.</p>	<p>incorrect spellings of answers for which the mark scheme requires correct spelling.</p> <p>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.</p>
<b>Answers outside the expected space</b>	<p>a correct answer given somewhere other than the answer space, provided it is not contradicted by another answer written elsewhere.</p> <p>correct answers that are written in the 'blank' within a question, rather than in the expected space below it.</p> <p>correct answers in which the pupil has written out a word or sentence that is already provided.</p>	<p>answers that are given outside the expected space and contradicted by another answer written elsewhere.</p>
<b>More than one answer given</b>	<p>multiple answers that are all correct according to the mark scheme.</p>	<p>responses where both the correct and incorrect answers are given.</p>

	<b>Accept...</b>	<b>Do not accept...</b>
<b>Handwriting</b>	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.
<b>Crossed-out answers</b>	correct answers that have not been crossed out.  correct answers that replace a crossed-out attempt.	crossed-out answers.

### 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 G2.2	<p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p>When are your cousins expected to arrive <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>	1m
2 G5.11	<p><b>Award 1 mark</b> for a correctly placed semi-colon.</p> <p>Come and see me tomorrow; I will not have time to see you today.</p>	1m
3 G5.1	<p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p>We went to Manchester for Kajal and Jamal's party. <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>	1m
4 G6.2	<p style="text-align: right;"><input type="checkbox"/></p> <p>to read incorrectly <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>	1m
5 G4.1b	<p style="text-align: right;"><input type="checkbox"/></p> <p>had collected <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>	1m
6 G7.1	<p><b>Award 1 mark</b> for the correct words encircled.</p> <p>The last place I saw Jack and Gwen <u>was</u> / <u>were</u> in the playground.</p> <p>At the museum, there <u>was</u> / <u>were</u> many interesting exhibits.</p> <p>The bikes <u>was</u> / <u>were</u> lined up for the start of the race.</p>	1m
7 G5.6b	<p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p>In 1998, snowboarding became <input checked="" type="checkbox"/></p>	1m

Qu.	Requirement	Mark
8 G5.5	<div style="text-align: right;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/> </div> <p>Joe went upstairs, turned on his computer, took out his homework and started.</p>	1m
9 G1.6	<div style="text-align: right;"> <input type="checkbox"/>  <input checked="" type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </div> <p>adverb</p>	1m
10 G5.10	<p>Tom needed to think carefully about his homework it</p> <div style="text-align: right;"> <input checked="" type="checkbox"/> </div> <p>looked very difficult.</p>	1m
11 G1.8	<div style="text-align: right;"> <input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/>  <input type="checkbox"/> </div> <p>determiners</p>	1m
12 G5.12	<p>The man grabbed his coat – it looked cold and windy outside.</p> <div style="text-align: right;"> <input checked="" type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </div>	1m
13 G1.3	<div style="text-align: right;"> <input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/>  <input type="checkbox"/> </div> <p>The castle had a <u>round</u> tower.</p>	1m
14 G5.9	<p>The town is ten miles (16 kilometres) away.</p> <div style="text-align: right;"> <input checked="" type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </div>	1m

Qu.	Requirement	Mark
15 G5.1	<div style="text-align: right;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/> </div> <p>He is trying to swim the English Channel.</p>	1m
16 G1.4	<p><b>Award 1 mark</b> for the correct insertion of an appropriate subordinating conjunction, e.g.</p> <ul style="list-style-type: none"> <li>Tracey decided to walk <u>because</u> it was a lovely day.</li> <li>Tracey decided to walk <u>since</u> it was a lovely day.</li> <li>Tracey decided to walk <u>as</u> it was a lovely day.</li> </ul>	1m
17 G2.4	<div style="text-align: right;"> <input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/>  <input type="checkbox"/> </div> <p>What a spectacular sunset that is</p>	1m
18 G1.2	<p>We decided to <u>book</u> tickets for the football match.</p> <div style="text-align: right;"> <input checked="" type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </div>	1m
19 G5.9	<p><b>Award 1 mark</b> for a correctly placed pair of commas.</p> <p>I enjoy sitting in my bedroom, even though it is quite small, and listening to music.</p>	1m
20 G1.5	<p><b>Award 1 mark</b> for the correct pronoun inserted in each box.</p> <p>For his ninth birthday, James visited his grandparents and <u>his grandparents</u> took <u>James</u> to the cinema.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">             ↓  <div style="border: 1px solid black; padding: 2px 10px;">they</div> </div> <div style="text-align: center;">             ↓  <div style="border: 1px solid black; padding: 2px 10px;">him</div> </div> </div>	1m
21 G5.7	<div style="text-align: right;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/> </div> <p>Abdul called out, "Will you come and help me?"</p>	1m

Qu.	Requirement	Mark															
22 G7.3	Your presence is requested at the wedding of our daughter. <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m															
23 G3.4	<input type="checkbox"/> <input type="checkbox"/> We change places <u>when the bell rings.</u> <input checked="" type="checkbox"/> <input type="checkbox"/>	1m															
24 G6.1	<b>Award 1 mark</b> for both antonyms encircled. What looked like a <u>worthless</u> collection of rusty metal turned out to include ancient coins and <u>valuable</u> jewellery.	1m															
25 G5.8	<b>Award 1 mark</b> for a correctly completed table. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Sentence</th> <th style="width: 33%;">Apostrophe for a contracted form</th> <th style="width: 33%;">Apostrophe for possession</th> </tr> </thead> <tbody> <tr> <td>Where is Karen's pen?</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Joshua's hungry.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Please get the dog's dinner.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>The cat's outside.</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>	Sentence	Apostrophe for a contracted form	Apostrophe for possession	Where is Karen's pen?		✓	Joshua's hungry.	✓		Please get the dog's dinner.		✓	The cat's outside.	✓		1m
Sentence	Apostrophe for a contracted form	Apostrophe for possession															
Where is Karen's pen?		✓															
Joshua's hungry.	✓																
Please get the dog's dinner.		✓															
The cat's outside.	✓																
26 G3.1a	The boy who I met at the park is in my class. <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m															
27 G2.1	You can copy the pattern from a book <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m															
28 G5.2	<b>Award 1 mark</b> for capital letters and full stops correctly inserted. Declan has always been fascinated by animals. <u>H</u> e has read many books about exotic creatures. <u>J</u> ellyfish interest him the most and he would like to study them when he is older.	1m															

Qu.	Requirement	Mark
29 G5.6a	<b>Award 1 mark</b> for a correctly placed pair of commas. Jenna, a very gifted singer, won the talent competition that was held in her local theatre.	1m
30 G4.2	<b>Award 1 mark</b> for the correct choice of tense for both verbs. The visitors left after they <u>had finished</u> / <u>finished</u> their coffee. Jo usually <u>wakes</u> up early on Saturday morning and goes swimming before breakfast.	1m
31 G2.3	<b>Award 1 mark</b> for a grammatically correct and accurately punctuated command that uses an imperative, e.g. <i>Take the bread out of the cupboard.</i> <i>Make a sandwich!</i> <i>First, butter the bread.</i>	1m
32 G3.1	<b>Award 1 mark</b> for all three correct. <u>When the bell rang, we dashed into the playground and</u> <input type="checkbox"/> S <input type="checkbox"/> M <u>we started a game of football.</u> <input type="checkbox"/> M	1m
33 G1.4	<b>Award 1 mark</b> for all three correct. We like to eat popcorn <u>when</u> we go to the cinema. <u>Although</u> my sister likes salted popcorn, I prefer sweet popcorn. My brother doesn't like popcorn at all, <u>so</u> he buys sweets instead.	1m
34 G1.7	<b>Award 1 mark</b> for <b>two</b> correct sentences ticked. <input type="checkbox"/> <input type="checkbox"/> She ran around the games field. <input checked="" type="checkbox"/> The old man walked past the door. <input checked="" type="checkbox"/>	1m
35 G1.9	<input type="checkbox"/> Mary <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m
36 G5.6b G5.12	<b>Award 1 mark</b> for a comma and a dash correctly inserted. Before we leave school, our class wants to start a vegetable garden – the first in our school's history.	1m



Qu.	Requirement	Mark
44 G6.3	<p><b>Award 1 mark</b> for two correct words derived from the word <u>thought</u>, e.g.</p> <p>Olisa was a very <u>thoughtful</u> / <u>thoughtless</u> girl.</p> <p>The children looked <u>thoughtfully</u> / <u>thoughtlessly</u> at the poster on the wall.</p> <p><b>Do not accept</b> misspellings.</p>	1m
45 G1.1	<p><b>Award 1 mark</b> for the correct noun inserted.</p> <p>My friends offered me lots of <u>encouragement</u> to meet my targets.</p> <p><b>Do not accept</b> misspellings of <u>encouragement</u>.</p>	1m
46 G5.13	<p><b>Award 1 mark</b> for two correctly placed hyphens.</p> <p>The children have been busy cooking some healthy sugar-free snacks and learning some well-known traditional songs for visitors to enjoy.</p>	1m
47 G4.4	<p><b>Award 1 mark</b> for a correctly punctuated sentence using the active.</p> <p><i>The detective discovered the vital clues.</i></p>	1m
48 G4.1d	<p><b>Award 1 mark</b> for both correct.</p> <p>Jim <u>learns</u> French at school. He <u>plans</u> to ski in the Alps in the spring.</p> <p style="text-align: center;"> <span style="display: inline-block; text-align: center;">↓</span>  <span style="border: 1px solid black; padding: 2px;">is learning</span> <span style="display: inline-block; width: 150px;"></span> <span style="display: inline-block; text-align: center;">↓</span>  <span style="border: 1px solid black; padding: 2px;">is planning</span> </p> <p><b>Do not accept</b> misspellings of verb forms.</p>	1m
49 G3.2	<p><b>Award 1 mark</b> for an appropriate noun phrase of three or more words inserted into the sentence, e.g.</p> <p><u>The famous athlete</u> was preparing for an important athletics competition.</p> <p><u>The well-known athlete</u> was preparing for an important athletics competition.</p> <p><u>The man on the field</u> was preparing for an important athletics competition.</p> <p><u>The school sports team</u> was preparing for an important athletics competition.</p>	1m
50 G1.6	<p><b>Award 1 mark</b> for the correct word encircled.</p> <p>Of all the toys in his large collection, Karl's little brother liked the cuddly rabbit <u>best</u>.</p>	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, 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 hyphen, the mark is not awarded.

### 6.3 Pupil version of Paper 2: spelling

<p><b>Spelling task</b></p>	
<p>1. Sam is _____ to play football at playtime.</p> <p>2. Use a ruler to draw a _____ line.</p> <p>3. Being dizzy is a strange _____.</p> <p>4. Lauren was _____ before her first swimming lesson.</p> <p>5. The bird found a _____ of bread.</p> <p>6. It is _____ that it will rain tomorrow.</p> <p>7. An _____ author visited our school.</p> <p>8. Sap is a sticky _____ that comes from trees.</p> <p>9. John is having an _____ on his foot.</p> <p>10. Aamid faced his _____ challenge on the zip wire.</p>	<p>11. I don't mind if my apple has a _____ on it.</p> <p>12. The children walked _____ across the road.</p> <p>13. The _____ of the storm was surprising.</p> <p>14. The dog _____ its owner.</p> <p>15. There was a _____ search for the missing P.E. bag.</p> <p>16. The longest reigning _____ is Queen Elizabeth II.</p> <p>17. Oliver was _____ when his friend lost his trainers.</p> <p>18. Angus was _____ from Scotland.</p> <p>19. The drum is part of the _____ family.</p> <p>20. The prickly jumper was made from a _____ material.</p>
<p>Page 2 of 4</p> 	<p style="border: 1px solid black; border-radius: 10px; display: inline-block; padding: 5px 20px;">END OF TEST</p>
 <p>Page 3 of 4</p>	



## 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	likely	1	S43 the suffix <i>-ly</i>
2	straight	1	S60 words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
3	sensation	1	S42 the suffix <i>-ation</i>
4	nervous	1	S46 the suffix <i>-ous</i>
5	crumb	1	S60 words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
6	probable	1	S56 words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
7	inspiring	1	S38 adding suffixes beginning with vowel letters to words of more than one syllable
8	substance	1	S55 words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
9	operation	1	S47 endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
10	toughest	1	S59 words containing the letter string <i>ough</i>
11	bruise	1	S60 words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
12	sensibly	1	S56 words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
13	violence	1	S55 words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
14	disobeyed	1	S38 adding suffixes beginning with vowel letters to words of more than one syllable
15	thorough	1	S40 the /ʌ/ sound spelt <i>ou</i>
16	monarch	1	S48 words with the /k/ sound spelt <i>ch</i>
17	sympathetic	1	S39 the /i/ sound spelt <i>y</i> other than at the end of words
18	originally	1	S43 the suffix <i>-ly</i>
19	percussion	1	S47 endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
20	coarse	1	S61 homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
<b>Total</b>		<b>20</b>	

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2017 key stage 2 English grammar, punctuation and spelling test mark schemes

Paper 1: questions and Paper 2: spelling

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