2018 national curriculum tests

Key stage 2

English grammar, punctuation and spelling test mark schemes

Paper 1: questions
Paper 2: spelling

Standards & Testing Agency

2018 key stage 2 English grammar, punctuation and spelling test mark schemes

Contents

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 2018 tests assess the national curriculum. This test has been developed to meet the specification set out in the test framework[1] for English grammar, punctuation and spelling at key stage 2.

A new test and new mark schemes will be produced each year.

Key stage 2 tests are marked by external markers, who receive training to ensure the published mark schemes are applied consistently and fairly. The mark schemes are provided to show teachers how the tests are marked. The pupil examples are based on responses gathered from the test trialling process.

Scaled score conversion tables are not included in this document. Conversion tables will be produced as part of the standards maintenance process. Scaled score conversion tables[2] for the 2018 tests will be published in July 2018. The standards confirmation meeting will take place in June 2018.

2. Structure of the test

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

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

3. Content domain coverage

The 2018 test meets the specification 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.

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1   www.gov.uk/government/publications/key-stage-2-english-grammar-punctuation-and-spelling-test-framework
2   www.gov.uk/guidance/scaled-scores-at-key-stage-2

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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 Grammatical terms / word classes	G2 Functions of sentences	G3 Combining words, phrases and clauses	G4 Verb forms, tenses and consistency	G5 Punctuation	G6 Vocabulary	G7 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						

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Qu.	G1 Grammatical terms / word classes	G2 Functions of sentences	G3 Combining words, phrases and clauses	G4 Verb forms, tenses and consistency	G5 Punctuation	G6 Vocabulary	G7 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 marking guidance for Paper 1: questions

To ensure consistency of marking, the most frequent procedural queries are listed in Table 2, along with the action the marker will take.

Recording marks awarded

Marking takes place on screen, with markers viewing scanned images of pupils' responses. Marks are entered into the marking system in accordance with the guidance for the on-screen marking software.

For each question, markers record the award of 1 or 0 marks as appropriate, according to the mark scheme criteria. There is provision in the software to record questions not attempted. The software aggregates marks automatically.

The following guidance applies to all questions in Paper 1.

Table 2: General marking principles for Paper 1

	Accept	**Do not accept**

Tick boxes and tables	• any unambiguous indication of the correct answer, e.g.
	  • the box is crossed rather than ticked
	  • the correct answer is circled rather than ticked
		• answers in which more than the required number of boxes have been ticked

Circling or underlining of the answer	• any unambiguous indication of the correct answer, such as the answer being enclosed within a box	• answers in which more than the required number of words have been encircled / underlined • answers in which the correct answer is encircled / underlined, together with any surrounding words
Drawing lines to 'match' boxes	• lines that do not touch the boxes, provided the intention is clear	• multiple lines drawn to / from the same box (unless this is a question requirement)
Labelling	• clear labels, whether they use the full vocabulary required by the question or an unambiguous abbreviation, e.g.'V' for 'verb'	• ambiguity in labelling, e.g. the use of 'AD' or 'A' where a distinction is required between 'adjective' and 'adverb'

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	Accept	**Do not accept**
Punctuation	• correctly formed punctuation that is clear, unambiguous and recognisable as the required punctuation mark	• punctuation that is ambiguous, e.g. if it is unclear whether the mark is a comma or full stop • incorrectly formed punctuation marks, e.g. an inverted question mark
Sentences and capital letters	• a sentence that has an initial capital letter and an appropriate punctuation mark indicating the end of the sentence • capital letters that are clear and unambiguous Where letters do not have unique capital letter forms, the height of the capital letter will be equal to, or greater than, that of letters with ascenders.	• answers in which capital letters are omitted or placed inappropriately in a sentence, or where an entire word is capitalised
Spelling	• incorrect spellings of the correct response if no specific mark scheme guidance is given	• incorrect spellings of answers for which the mark scheme requires correct spelling Correct spelling is required for the award of the mark for the majority of questions in Paper 1, especially for questions assessing contracted forms, verb forms, plurals, prefixes and suffixes.

	Accept	Do not accept
Answers outside the expected space	• a correct answer given somewhere other than the answer space, provided it is not contradicted by another answer written elsewhere • correct answers that are written in the 'blank' within a question, rather than in the expected space below it • correct answers in which the pupil has written out a word or sentence that is already provided	• answers that are given outside the expected space and contradicted by another answer written elsewhere
More than one answer given	• multiple answers that are all correct according to the mark scheme	• responses where both the correct and incorrect answers are given
Handwriting	• answers that are clear, unambiguous and recognisable, including letters that have been reversed, but which are still clearly identifiable to the marker	• answers that are unclear or ambiguous
Crossed-out answers	• correct answers that have not been crossed out • correct answers that replace a crossed-out attempt	• crossed-out answers

4.3 Explanation of the mark schemes for Paper 1: questions

The mark schemes contain the following information for each question:

- the 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 G5.6a	**Award 1 mark** for a correctly placed comma. Although he was the youngest**,** Tom was one of the tallest.	**1m**
2 G5.3 G2.2	What really happened that day ☐ ✓ ☐ ☐	**1m**
3 G6.2 G6.4	☐ ☐ to play again ✓ ☐	**1m**
4 G2.1 G2.2 G2.3	**Award 1 mark** for a correctly completed table.<table><tr><th>Sentence</th><th>Question</th><th>Statement</th><th>Command</th></tr><tr><td>In autumn, many trees lose their leaves</td><td></td><td>✓</td><td></td></tr><tr><td>Look at the trees carefully</td><td></td><td></td><td>✓</td></tr><tr><td>Scientists are studying how trees can live for thousands of years</td><td></td><td>✓</td><td></td></tr><tr><td>How can you tell a tree's age</td><td>✓</td><td></td><td></td></tr></table>	**1m**
5 G5.5 G5.6a	**Award 1 mark** for **two** correctly placed commas. Ana's favourite things are camping**,** holidays**,** cycling and swimming.	**1m**
6 G1.6	The lively crowd cheered loudly when the rally car race began. ☐ ✓ ☐ ☐	**1m**
7 G5.9	**Award 1 mark** for a correctly placed pair of commas. My father**,** who works at the museum**,** gave my class a guided tour.	**1m**

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Qu.	Requirement	Mark
8 G4.2	☐ In three weeks' time, I will be on holiday. ✓ ☐ ☐	**1m**
9 G6.1	make ✓ ☐ ☐ ☐	**1m**
10 G2.3	☐ ☐ ☐ Bring a coat in case it rains. ✓	**1m**
11 G6.2 G6.4	**Award 1 mark** for all **four** correct. **Prefix**　　　　　　　**Word** im — mature in — correct en — able mis — fortune	**1m**
12 G4.1b	☐ had set ✓ ☐ ☐	**1m**
13 G7.1	☐ My friend was tidying the classroom. ✓ ☐ ☐	**1m**

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Qu.	Requirement	Mark
14 G5.12	I find baking tricky – there are too many things to go wrong. ☑ ☐ ☐ ☐	**1m**
15 G3.1	☐ a main clause ☑ ☐ ☐	**1m**
16 G5.4	☐ ☐ Was the ending funny ☑ ☐	**1m**
17 G5.10	**Award 1 mark** for a correctly placed colon. There are two places that I have always wanted to visit**:** the Arctic and Antarctica.	**1m**
18 G1.1	☐ ☐ We heard <u>thunder</u>, but we did not see any lightning. ☑ ☐	**1m**
19 G5.6b	☐ ☐ ☐ Lately, the days have been growing noticeably ☑ longer and warmer.	**1m**

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Qu.	Requirement	Mark
20 G4.1c	**Award 1 mark** for a response that demonstrates that the modal verb indicates possibility or uncertainty, e.g. • *In the second sentence they are not definitely going swimming.* • *The second sentence means maybe they are going to go swimming.* • *In the second sentence, they might go but in the first, they will definitely go.* **Also accept** responses that demonstrate understanding without referring to the second sentence, e.g. *In the first one, they are definitely going.* **Also accept** responses that demonstrate understanding by using an appropriate alternative modal verb, e.g. *In the second one, they could go swimming.* **There are no spelling or punctuation requirements for this question.**	**1m**
21 G1.8	□ □ determiner ✓ □	**1m**
22 G1.4	**Award 1 mark** for the correct insertion of an appropriate subordinating conjunction, e.g. • We listened to the music *while* we ate our lunch. • We listened to the music *whilst* we ate our lunch. • We listened to the music *as* we ate our lunch. • We listened to the music *when* we ate our lunch. **Do not accept** misspellings of the subordinating conjunction.	**1m**
23 G6.4 G1.1	**Award 1 mark** for the correct insertion of an appropriate noun, e.g. • The engineer thought her latest *invention/inventions* would solve the problem. • The engineer thought her latest *inventor/inventors* would solve the problem. **Do not accept** misspellings.	**1m**

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Qu.	Requirement	Mark
24 G1.5	**Award 1 mark** for the correct pronoun inserted in each box. When Jack's grandmother came to stay, she gave <u>Jack</u> some money. him <u>Jack</u> used his money to buy a new game called Gables. Jack could not He wait to get home and play <u>the new game</u>. it **Do not accept** misspellings of pronouns.	1m
25 G7.2 G7.3	Watching too much television should be avoided. ☑ ☐ ☐ ☐	1m
26 G2.2 G5.3	**Award 1 mark** for a grammatically correct and accurately punctuated question, e.g. • *Is the band playing at the festival?* • *Do you know if the band is playing at the festival?* • *Are Busted playing at the festival?* • *Are the band playing Leeds this year?* **Also accept** a correctly constructed and punctuated question that is enclosed in inverted commas, e.g. *"Is the band going to be playing at the festival?"* **Do not accept** the addition of a reporting clause resulting in a question contained within a statement, e.g. *Jane asked, "Is the band playing at the festival?"*	1m
27 G1.9	**Award 1 mark** for the subject underlined. • The <u>tightrope walker</u> carried a balancing pole. • <u>The tightrope walker</u> carried a balancing pole.	1m
28 G5.9	**Award 1 mark** for a correct response, e.g. • *Dash/dashes/pair of dashes* • *Brackets/pair of brackets* **There are no spelling or punctuation requirements for this question.**	1m

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Qu.	Requirement	Mark
29 G7.2	**Award 1 mark** for the correct word encircled in each box. catch-up / **(celebration)** / get-together fab / really cool / **(momentous)** start up / **(commence)** / kick off	**1m**
30 G5.8	**Award 1 mark** for a correctly completed table. <table><tr><td></td><th>Singular</th><th>Plural</th></tr><tr><td>The <u>customers'</u> hunger was satisfied by the pizza.</td><td></td><td>✓</td></tr><tr><td>The <u>princess's</u> slippers were made of glass.</td><td>✓</td><td></td></tr><tr><td>Those are the <u>boys'</u> books.</td><td></td><td>✓</td></tr></table>	**1m**
31 G1.3 G1.6	**Award 1 mark** for both correct. Josef has <u>beautiful</u> writing. *Adjective* Josef writes <u>beautifully</u>. *Adverb* **There are no spelling or punctuation requirements for this question.**	**1m**
32 G4.3	She suggested that her mother be present. ☑ ☐ ☐ ☐	**1m**
33 G1.7	**Award 1 mark** for all four correct. **(On)** a mountain bike, you can cycle **(across)** rocky ground, **(along)** muddy paths and **(over)** harsh terrain.	**1m**
34 G5.13 G5.5	**Award 1 mark** for a hyphen and comma correctly inserted. My grandmother is a ballroom–dancing champion, poet and singer.	**1m**

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Qu.	Requirement	Mark
35 G5.8	**Award 1 mark** for a response that demonstrates understanding of the plural possessive apostrophe, e.g. • *In the second sentence, it means that there is more than one brother.* • *In the second one, it shows plural possession.* • *1. One brother. 2. Two brothers.* **Also accept** responses that demonstrate understanding without referring to the second sentence, e.g. *In the first sentence, there is only one brother.* **There are no spelling or punctuation requirements for this question.**	**1m**
36 G5.9	**Award 1 mark** for **two** correct sentences ticked. There are some books – including story books – in the cupboard. ☑ ☐ Our classroom, at the end of the corridor, has a red door. ☑ ☐	**1m**
37 G3.1a	**Award 1 mark** for all three correct. We visited the funfair <u>that came to our town</u>. My uncle <u>who lives in Australia</u> has sent me a present. My friend <u>whose rabbit I look after</u> is on holiday.	**1m**
38 G4.1a G1.2	**Award 1 mark** for both correct. During the winter months, the sun <u>does</u> not appear high in did the sky and the days <u>are</u> much shorter than the nights. were **Do not accept** misspellings of verb forms.	**1m**
39 G3.2	**Award 1 mark** for a correct response: • *noun phrase* • *expanded noun phrase* **There are no spelling or punctuation requirements for this question.**	**1m**

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Qu.	Requirement	Mark
40 G4.4	**Award 1 mark** for a correctly completed table. <table><tr><td></td><td>**Active**</td><td>**Passive**</td></tr><tr><td>The lost dog was found by the children.</td><td></td><td>✓</td></tr><tr><td>Everyone heard the thunder.</td><td>✓</td><td></td></tr><tr><td>Nicole was riding her bike.</td><td>✓</td><td></td></tr></table>	**1m**
41 G5.7	**Award 1 mark** for an appropriate, grammatically correct and accurately punctuated sentence in direct speech, e.g. • I asked, *"Do you need any help?"* • I asked, *'Do you need me to help you?'* • I asked, *"Is any help needed?"* • I asked, *"Would you like me to help you?"* • I asked, *"Do you need any help with that?"* • I asked, *'Rosie, do you need me to help you?'*	**1m**
42 G1.5a	**Award 1 mark** for the correct word encircled. When Mum saw that I was wearing Oliver's gloves, she wanted to know where (mine) were.	**1m**
43 G3.3	**Award 1 mark** for a grammatically correct and accurately punctuated sentence using an appropriate co-ordinating conjunction, with or without a preceding comma, e.g. *We have time to play a game, <u>but</u> we will have to finish it before dinner.* *We have time to play a game <u>and</u> we will have to finish it before dinner.*	**1m**
44 G1.6a	**Award 1 mark** for <u>On Wednesday</u>, Felix has a dental appointment.	**1m**
45 G1.5b	**Award 1 mark** for the correct word encircled. The boy (who) knocked on our door was at the wrong house.	**1m**
46 G6.3 G6.4	**Award 1 mark** for two correct words inserted. Our school believes in *equality* for all pupils. We took *additional* clothing in case it turned cold. **Do not accept** misspellings.	**1m**

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Qu.	Requirement	Mark
47 G5.1	**Award 1 mark** for all five correct. (the) island called (zanzibar) is in the (indian) (ocean) off the coast of (africa).	**1m**
48 G1.2	**Award 1 mark** for all four correct. There (were) hundreds of gulls (circling) in the sky. They (gathered) near the dock, (searching) for scraps.	**1m**
49 G4.1d G1.2	**Award 1 mark** for I <u>taught</u> my sister to skateboard. ↓ am teaching **Do not accept** misspellings of verb forms.	**1m**
50 G3.4	**Award 1 mark** for Hassan and I are going to our dance class; we are going to be late <u>as we missed the bus</u>.	**1m**

6. Paper 2: spelling

6.1 Content domain coverage for Paper 2: spelling

This information is provided in Table 3.

6.2 General marking guidance for 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

Spelling task

1. Mum hit her _____ with the hammer.

2. The boy had _____ keeping up with his elder sister.

3. Add eggs to your cake _____.

4. The new laptop is light and _____.

5. We put the bread _____ in the oven.

6. My favourite subject at school is _____.

7. The teacher asked the children to pay _____.

8. Raif _____ his parents' permission to go out.

9. The astronaut felt _____ in space.

10. Raisa was chosen to be a member of the school _____.

11. I _____ from a cold last week.

12. It was a _____ autumn day.

13. Jaya _____ walks to school.

14. Ben took a _____ step onto the ice rink.

15. Water is _____ to life.

16. David had a _____ idea of where to find the milk.

17. Bella was an _____ girl.

18. The _____ designed the new building.

19. Queen Elizabeth is a _____ of Queen Victoria.

20. To give up now would be _____.

END OF TEST

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7. Mark schemes for Paper 2: spelling

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

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

Qu.	Spelling	Mark	Content domain reference
1	thumb	1	S60— words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	trouble	1	S40— the /ʌ/ sound spelt *ou*
3	mixture	1	S44— words with endings sounding like /ʒə/ or /tʃə/
4	portable	1	S56— words ending in –*able* and –*ible* words ending in –*ably* and –*ibly*
5	dough	1	S59— words containing the letter string *ough*
6	science	1	S55— words ending in –*ant*, –*ance*, –*ancy*, –*ent*, –*ence*, –*ency* S51— words with the /s/ sound spelt *sc*
7	attention	1	S47— endings that sound like /ʃən/, spelt –*tion*, –*sion*, –*ssion*, –*cian*
8	obtained	1	S38— adding suffixes beginning with vowel letters to words of more than one syllable
9	weightless	1	S52— words with the /eɪ/ sound spelt *ei, eigh,* or *ey*
10	council	1	S61— homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
11	suffered	1	S38— adding suffixes beginning with vowel letters to words of more than one syllable
12	typical	1	S39— the /i/ sound spelt *y* other than at the end of words
13	usually	1	S43— the suffix –*ly*
14	cautious	1	S53— endings which sound like /ʃəs/ spelt –*cious* or –*tious*
15	essential	1	S54— endings which sound like /ʃəl/
16	vague	1	S50— words ending with the /g/ sound spelt –*gue* and the /k/ sound spelt –*que*
17	adventurous	1	S46— the suffix –*ous* S38— adding suffixes beginning with vowel letters to words of more than one syllable
18	architect	1	S48— words with the /k/ sound spelt *ch*
19	descendant	1	S51— words with the /s/ sound spelt *sc* S60— words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
20	inconceivable	1	S58— words with the /iː/ sound spelt *ei* after *c*
Total		**20**	

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