

Annual Examinations for Primary Schools - 2016

Year 5

ENGLISH

MARKING SCHEME

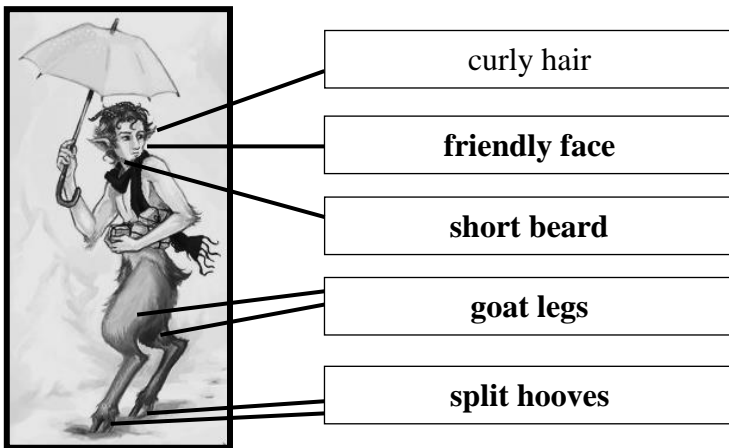
(Reading Comprehension, Language, and Writing)

A. Reading Comprehension

(20 marks)

A. 1.

(4 × 1 mark = 4 marks)



A. 2.

1.

(6 × ½ mark = 3 marks)

True	False
✓	
✓	
✓	
	✓

2.

(3 × 1 mark = 3 marks)

The children couldn't explore outside because		playing a dictionary game might stop Edmund teasing Lucy.
Susan thought that		Peter had just finished counting to hundred.
Peter would never find Susan because		it was raining heavily.
Lucy couldn't have gone somewhere else because		the window seat was a good hiding place.

3. a) argument b) wardrobe c) trees

(3 × 1 mark = 3 marks)

4. Award marks for comprehension.

No marks are to be deducted for punctuation, spelling and tense mistakes in questions a and b. Deduct ½ mark for every incomplete answer and incorrect syntax. (Not more than ½ mark per sentence is to be deducted.)

In questions a and b, reward answers with the following content.

- a) She reminded them of going to bed on time. / thought of a game that would stop Edmund from teasing Lucy. (2 marks)
(Allot 1 mark if the answer has the following content: She was worried / anxious when Lucy spoke about the faun. OR She told Lucy that the only wood inside the wardrobe was its back.)

- b) Accept logically correct answers.

Example:

Edmund was cross because now that he could have won the game, Lucy did not want to play anymore; and Peter was cross because he had allowed Lucy to play hide-and-seek and now she didn't want to play (the game) anymore. (4 marks)

B. Language (10 marks)

- B. 1. Deduct ½ mark per sentence for any spelling mistakes.

(5 x 1 mark = 5 marks)

- a) They're on the pipe clothing rack underneath the blanket.
b) It's behind the pair of trousers.
c) It's on the top shelf above the sweaters.
d) They're on the bottom shelf beneath the shirts.
e) It's on the fourth shelf above the four drawers.

- B. 2. If more than one option is underlined, the answer is to be marked as incorrect.

(10 x ½ mark = 5 marks)

asked, gave, have never played,
is, has been, took, has always worked, need,
has not spent, want

C. Writing (30 marks)

- C. 1. Award marks for suitable* and grammatically correct sentences.

(2 x 2 marks = 4 marks)

Deduct ½ mark overall for any spelling mistakes.

Deduct 1 mark overall for any punctuation mistakes or omissions.

* The instruction has to be adhered to.

- C. 2. Award marks for suitable** and grammatically correct sentences. (8 marks)

Deduct ½ mark for every sentence if words are spelt incorrectly and / or for any punctuation mistakes or omissions. (Not more than ½ mark per sentence is to be deducted.)

** The writing has to be relevant to the purpose indicated in the instructions.

PLANNING		
0 marks	1 mark	2 marks
No planning is evident / Only copied given prompts / listed prompts with no detail and/or totally irrelevant details	Planning with little detail, which might not be organized and / or totally relevant to the chosen title	Detailed and organized planning which is relevant to the chosen title
Do not deduct marks for spelling, punctuation and grammar errors in the plan.		
COHERENCE		
0 marks	1 mark	2 marks
No coherence in writing The writing shows a significant inability to communicate immediately with the reader. Ideas are not organized logically.	Generally coherent writing Information and ideas are presented with some organization within paragraphs but there may be a lack of overall progression.	Fully or almost fully coherent writing Information and ideas are organized in a logical sequence between paragraphs and within a paragraph.
COHESION		
0 marks	1 mark	2 marks
No cohesion in writing The writing is characterized by disjointed sentences. Poor or mistaken use of a very limited range of linking words and phrases.	Generally cohesive writing Simple connectives <i>and, but, then, so, when</i> link clauses; some use of <i>because</i> ; simple adverbials e.g. <i>later, after that</i> link sentences. Linking words and phrases are used appropriately, although there may be some over-use.	Fully or almost fully cohesive writing Writing marked by variety in subordinating connectives, e.g. <i>because, if, although, until</i> . A range of linking words and / or phrases is used effectively.
SENTENCE FLUENCY		
0 marks	1 mark	2 marks
No use of sentence forms The writing is characterized by memorized words and phrases; or words and phrases copied from the title and given prompts. No punctuation is used.	Adequate range of sentence structures used The writing is characterized mainly by simple and compound sentences. Most sentences are demarcated by capital letters and full stops, exclamation marks, and commas in lists.	A wide range of sentence structures used effectively The writing is characterized by sentence rhythm – a combination of simple, compound, and complex sentences, which are used purposefully with flexibility. Word order is used to create emphasis / conversational effect. Range of punctuation is used effectively, including question marks, full punctuation of direct speech (if used); to give clarity.
SENTENCE ACCURACY		
Structures		
0 marks	1 mark	2 marks
Inaccurate structures Errors in grammar prevail and distort the meaning.	Generally accurate structures The writing mostly has grammatically correct sentences, but some mistakes in grammar cause some difficulty for the reader.	Completely / Almost completely accurate structures The majority of sentences are accurate / Writing with only very few mistakes or inappropriacies.

SENTENCE ACCURACY (continued)		
Punctuation		
0 marks	1 mark	2 marks
Inaccurate punctuation Errors in punctuation prevail and distort the meaning. <i>(more than 10 mistakes)</i>	Generally accurate punctuation The writing mostly has correctly punctuated sentences, but some punctuation mistakes and omissions reduce communication. <i>(between 5 and 10 mistakes)</i>	Completely / Almost completely accurate punctuation Range of punctuation is almost always / always used correctly, with little omission. <i>(up to 4 mistakes)</i>
Spelling		
0 marks	1 mark	2 marks
Inaccurate spelling Spelling mistakes prevail and distort the meaning. <i>(more than 10 mistakes)</i>	Generally accurate spelling The writing of frequently used words is mostly correct. Some mistakes in spelling and word formation are evident. <i>(between 5 and 10 mistakes)</i>	Completely / Almost completely accurate spelling The writing has no or very few mistakes in spelling and / or word formation. <i>(up to 4 mistakes)</i>
CHOICE AND RANGE OF VOCABULARY		
0 marks	1 mark	2 marks
Very simple vocabulary that fails to render the intended meaning A few words are used repetitively often inappropriately for the task. The writing is replete with <i>Maltesisms</i> in expression.	An adequate range of vocabulary conveying the intended meaning Mostly simple noun phrases are used with little expansion. Some variety in subject and verbs is evident. Less common vocabulary is used, but there may be occasional inaccuracies in word choice and collocation.	An excellent range of vocabulary and idiomatic language effectively conveying the intended meaning Precise word choice and collocation fully support purpose and maintain interest. Effective use is made of content words and function words.
TASK ACHIEVEMENT		
0 marks	1 mark	2 marks
Task not achieved The writing does not follow the given instructions.	Task partly achieved The writing is adapted to meet some of the requirements of the task, such as the appropriate form of writing; the purpose of the text; the intended audience; the appropriate style.	Task completely / almost completely achieved Skilful use of the correct form demanded by the genre. All language or presentational choices match the targeted audience and purpose. Style fits the genre, e.g. use of descriptive language and imagery, when writing a story.

Mark the writing out of the total and then deduct **6 marks** for totally irrelevant writing and **4 marks** for partially irrelevant writing.

Deduct **4 marks** if the writing is shorter than 90 words. Deduct **6 marks** if the writing is shorter than 70 words.