

DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION
Department of Curriculum Management
Educational Assessment Unit

Annual Examinations for Primary Schools 2017

Year 5 **ENGLISH** **MARKING SCHEME**
(Reading Comprehension, Language, and Writing)

A. Reading Comprehension (20 marks)

A. 1. (4 x ½ mark = 2 marks)

1.

- a) **Before** b) **First, then** c) **after**
(Accept ‘before’ and ‘first’ if written with a small initial letter.)

2. (4 x ½ mark = 2 marks)

	True	False
a)		✓
b)	✓	
c)	✓	
d)	✓	

A. 2.

1. Do not allot the mark if more than one word is underlined within each bracket.

- a) beetle b) swiftly c) black (3 x 1 mark = 3 marks)

2. a) Accept any one of: **the snow-dusted rooftop / the winter scene / the bare branches**

- b) **looked around groggily** (2 x 1 mark = 2 marks)

3. (6 x ½ mark = 3 marks)

He began to draw.	4
He looked at the scene outside the window.	3
He wiped his forelegs.	7
He dipped his two front feet in the bottle of ink.	2
Marvin climbed to the top of the desk.	1
He moved back and forth between the paper and the ink cap.	5
He finished the drawing.	6

4. perfect, breathtaking (2 x ½ mark = 1 mark)

5. Award marks for comprehension.

No marks are to be deducted for punctuation, spelling and tense mistakes in questions a to c. 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) **He** (kept glancing at the scene and) **used his eyes to copy / trace the details** (, and then he drew them / the details on the paper). (2 marks)

b) **He wanted to finish it before James woke up.** (2 marks)

c) **Accept logically correct answers.** (3 marks)

Example: James was surprised. (1½ mark)

James was surprised because he could not believe that the drawing was done by a beetle. (3 marks)

B. Language (10 marks)

B. 1. a) **Any spelling mistake forfeits the mark.**
helpless, pounding, loudly, roared (4 x ½ mark = 2 marks)

B. 1. b) **No marks are to be deducted for spelling mistakes.**
loudly, roared, pounding, helpless (4 x ½ mark = 2 marks)

B. 2. **Deduct ½ mark each time, if ‘After’ and ‘Besides’ are not written with an initial capital letter.**
and, After, so, Besides, when, where (6 x 1 mark = 6 marks)

C. Writing (30 marks)

C. 1. **Award marks for suitable* and grammatically correct sentences.**
Deduct ½ mark overall for any spelling mistakes.
Deduct 1 mark overall for any punctuation mistakes or omissions.

*The sentences have to be clear directions from ‘Start Here’ to the Bike Shop / Hat Shop.
(2 x 2 marks = 4 marks)

C. 2. **Award marks for suitable** and grammatically correct sentences.**
Deduct ½ mark for every sentence if words are spelt incorrectly and for any punctuation mistakes. (Not more than ½ mark per sentence is to be deducted.)

**The sentences have to complete the picture story. (4 x 2 marks = 8 marks)

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 with the reader. Ideas are not organized logically.	Generally coherent writing Information and ideas are presented with some organization.	Fully or almost fully coherent writing Information and ideas are organized in a logical sequence 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</i> link clauses. 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, including causal conjunctions, e.g. <i>so, because, if ...</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 a list of memorized 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.	A wide range of sentence structures used effectively The writing is characterized by sentence rhythm – a combination of simple, compound, and complex sentences. Sentences are demarcated by capital letters, full stops, exclamation marks, and commas in lists, 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 inaccuracies.

SENTENCE ACCURACY (continued)		
Punctuation		
0 marks	1 mark	2 marks
<p>Inaccurate punctuation Errors in punctuation prevail and distort the meaning.</p> <p><i>(more than 10 mistakes)</i></p>	<p>Generally accurate punctuation The writing mostly has correctly punctuated sentences, but some punctuation mistakes and omissions reduce communication.</p> <p><i>(between 5 and 10 mistakes)</i></p>	<p>Completely / Almost completely accurate punctuation Range of punctuation is almost always / always used correctly, with little omission.</p> <p><i>(up to 4 mistakes)</i></p>
Spelling		
0 marks	1 mark	2 marks
<p>Inaccurate spelling Spelling mistakes prevail and distort the meaning.</p> <p><i>(more than different 10 mistakes)</i></p>	<p>Generally accurate spelling The writing of frequently used words is mostly correct. Some mistakes in spelling and word formation are evident.</p> <p><i>(between 5 and 10 different mistakes)</i></p>	<p>Completely / Almost completely accurate spelling The writing has no or very few mistakes in spelling and / or word formation.</p> <p><i>(up to 4 different mistakes)</i></p>
CHOICE AND RANGE OF VOCABULARY		
0 marks	1 mark	2 marks
<p>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.</p>	<p>An adequate range of vocabulary conveying the intended meaning Mostly simple noun phrases are used with little expansion. Less common vocabulary is used, but there may be occasional inaccuracies in word choice and collocation.</p>	<p>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 context words and function words.</p>
TASK ACHIEVEMENT		
0 marks	1 mark	2 marks
<p>Task not achieved The writing does not follow the given instructions.</p>	<p>Task partially achieved The writing is adapted to meet some of the requirements of the task, e.g. the appropriate form of letter writing; and / or the purpose of the text.</p>	<p>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 narrative-descriptive writing to communicate events and describe scenes.</p>

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 60 words. Deduct **6 marks** if the writing is shorter than 40 words.