

DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
Directorate for Learning and Assessment Programmes
Educational Assessment Unit

Annual Examinations for Primary Schools 2020

Year 5	ENGLISH	Marking Scheme
(Reading Comprehension, Language & Writing)		


A. Reading Comprehension

(20 marks)

A.1

1. a)	True	½ mark
b)	True	½ mark
c)	False	½ mark
d)	True	½ mark
4 x ½ mark = 2 marks (If more than one option is ticked, the answer is to be marked as incorrect.)		
2.	perfect	1 mark
	incredible	1 mark
2 x 1 mark = 2 marks (Deduct ½ mark if more than the two correct words are circled.)		

A.2

1.		1 mark
2.	big cheerful brave loud	2 marks (4 x ½ mark) (Deduct ½ mark if more than the four correct words are circled.)
3	a) Both b) Odin c) Odin d) Thor	2 marks (4 x ½ mark) (If more than one option is ticked the answer is to be marked as incorrect.)
4.	a) Bifrost b) Odin c) Mjöllnir d) Utgard	2 marks (4 x ½ mark) (Do not penalise for spelling mistakes as long as the name is legible and comprehensible.)
5.	<u>the sworn enemies of the gods.</u>	1 mark (Deduct ½ mark if less or more than six words are underlined as long as 'sworn enemies' is underlined. If 'sworn enemies' is not underlined, then no marks should be allotted.)
6.	The building was strange. It was situated at the bottom of the mountain. The five entrances led to different pathways. The building was uninhabited.	2 marks (4 x ½ mark) (Deduct ½ mark if more than the four correct statements are ticked.)

7.	a) the roar of a thousand waterfalls b) the ground shaking like an earthquake	1 mark (2 x ½ mark) (No marks are to be deducted for punctuation, spelling and grammatical mistakes. Allot ½ mark in total if a student writes <u>waterfalls</u> and <u>earthquake</u> only.)
8.	early in the morning	1 mark (Do not allot the mark if more than one phrase is underlined.)
9.	He was scared.../He was excited.../He was surprised.../He was shocked... ...because they had risked their lives/...because they had slept near their enemy.	2 marks (Allot 1 mark for each part of the two-part question. Award answers with any of the following content. No marks are to be deducted for punctuation, spelling and grammatical mistakes.)
10.	a) gloomy walked b) strode dull c) challenged relaxed d) booming dared e) settled roaring	2 marks (4 x ½ mark) (Do not allot the mark if a word has been matched more than once.)

B. Language

(10 marks)

B.1

(5 x 1 mark = 5 marks)

(Deduct 1 mark overall for any spelling mistakes.)

a)	older	1 mark
b)	shorter	1 mark
c)	shortest	1 mark
d)	most popular	1 mark
e)	least	1 mark

B.2

(5 x 1 mark = 5 marks)

(Award marks for suitable and grammatically correct questions with similar content to the ones below. Deduct ½ mark overall for any spelling mistakes. Deduct ½ mark overall for any punctuation mistakes or omissions.)

a)	Where did the Vikings live?	1 mark
b)	How did the Vikings cook their food?	1 mark
c)	Why did they build ships?	1 mark
d)	Did they believe in magic?	1 mark
e)	Were people afraid of the Vikings?	1 mark

C. Writing

(30 marks)

C. 1. Award marks according to the following rubric. (6 marks)

	0	1/2	1	
Grammar	Grammatical structures and syntax are inaccurate throughout Imperative mood is not used	Grammatical structures and syntax are limited and sometimes inaccurate Imperative mood is not used in all sentences	Varied, complex and accurate grammatical structures and syntax Imperative mood is used, eg: walk straight, turn right	3 marks
Spelling	Spelling is very poor (more than 3 different mistakes)	Adequate spelling with some errors (up to 2 different mistakes)	Accurate spelling throughout	
Punctuation	Inaccurate punctuation (more than 3 different mistakes)	Generally accurate use of punctuation (up to 2 different mistakes)	Accurate punctuation throughout	
	0	1/2	1	
Coherence and Cohesion	Unstructured and disorganised writing No or mistaken use of linking words or phrases	Paragraph and sentence structure are fairly correct Cohesive devices are quite varied and generally correct	Structured and organised writing Cohesive devices are varied and link together well eg: then, after, next, finally	3 marks
Vocabulary	Very limited and inappropriate choice of vocabulary when giving directions Poor choice of expression	Good range and appropriate vocabulary to give directions Good choice of expression	Wide-ranging and appropriate vocabulary to give directions Excellent choice of expression	
Relevance	Content is irrelevant Task is not achieved	Content is relevant at times Task is partially achieved	Content is completely relevant The directions are given in a logical order starting from the starting point to the destination Task is achieved in full	

C. 2. Award marks according to the following rubric. (6 marks)

	0	1/2	1	
Grammar	Grammatical structures and syntax are inaccurate throughout	Grammatical structures and syntax are limited and sometimes inaccurate	Varied, complex and accurate grammatical structures and syntax Past tenses are mostly used	3 marks
Spelling	Spelling is very poor (more than 3 different mistakes)	Adequate spelling with some errors (up to 2 different mistakes)	Accurate spelling throughout	
Punctuation	Inaccurate punctuation (more than 3 different mistakes)	Generally accurate use of punctuation (up to 2 different mistakes)	Accurate punctuation throughout	
	0	1/2	1	
Coherence and Cohesion	Unstructured and disorganised writing No or mistaken use of linking words or phrases	Paragraph and sentence structure are fairly correct Cohesive devices are quite varied and generally correct	Structured and organised writing which includes a salutation and a closing remark Cohesive devices are varied and link together well	3 marks
Vocabulary	Very limited and inappropriate choice of vocabulary Poor choice of expression	Good range and appropriate vocabulary Good choice of expression	Wide-ranging and appropriate vocabulary Excellent choice of expression	
Relevance	Content is irrelevant Task is not achieved	Content is irrelevant at times Task is partially achieved	Content is completely relevant The following are mentioned: a place, a reason, a time Task is achieved in full	

C.3. Writing between 100 and 150 words (18 marks)

PLANNING		
Do not deduct marks for spelling, punctuation and grammar errors in the plan.		
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 organised and/or totally relevant to the chosen title	Detailed and organised planning which is relevant to the chosen title
COHERENCE		
<i>Crucial to organisation, paragraphs should follow an ordered and logical structure and have clear topic sentences that follow the text structure determined by the choice of purpose.</i>		
0 marks	1 mark	2 marks
No coherence in writing The writing shows a significant inability to communicate with the reader. Ideas are not organised logically.	Generally coherent writing Information and ideas are presented with some organisation.	Fully or almost fully coherent writing Information and ideas are organised in a logical sequence within a paragraph.
COHESION		
0 marks	1 mark	2 marks
No cohesion in writing The writing is characterised 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 characterised 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 characterised 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 characterised 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 inappropriacies.

SENTENCE ACCURACY : Punctuation		
0 marks	1 mark	2 marks
<p>Inaccurate punctuation</p> <p>Errors in punctuation prevail and distort the meaning. (<i>more than 10 mistakes</i>)</p>	<p>Generally accurate punctuation</p> <p>The writing mostly has correctly punctuated sentences, but some punctuation mistakes and omissions reduce communication. (<i>between 5 and 10 mistakes</i>)</p>	<p>Completely / Almost completely accurate punctuation</p> <p>Range of punctuation is almost always / always used correctly, with little omission. (<i>up to 4 mistakes</i>)</p>
SENTENCE ACCURACY : Spelling		
0 marks	1 mark	2 marks
<p>Inaccurate spelling</p> <p>Spelling mistakes prevail and distort the meaning. (<i>more than different 10 mistakes</i>)</p>	<p>Generally accurate spelling</p> <p>The writing of frequently used words is mostly correct. Some mistakes in spelling and word formation are evident. (<i>between 5 and 10 different mistakes</i>)</p>	<p>Completely / Almost completely accurate spelling</p> <p>The writing has no or very few mistakes in spelling and / or word formation. (<i>up to 4 different mistakes</i>)</p>
CHOICE AND RANGE OF VOCABULARY		
<p><i>Similar to descriptive writing, narrative writing should involve vivid sensory details that capitalise on the five senses: sight, smell, sound, taste and touch.</i></p>		
0 marks	1 mark	2 marks
<p>Very simple vocabulary that fails to render the intended meaning</p> <p>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</p> <p>Mostly simple noun phrases are used with little expansion.</p> <p>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</p> <p>Precise word choice and collocation fully support purpose and maintain interest.</p> <p>Effective use is made of context words and function words.</p>
TASK ACHIEVEMENT		
<p><i>The narrative writing task focuses on story writing and therefore it follows the typical features of a narrative convention and should include an introduction, plot, characters, setting, climax, and conclusion.</i></p>		
0 marks	1 mark	2 marks
<p>Task not achieved</p> <p>The writing does not follow the given instructions.</p>	<p>Task partially achieved</p> <p>The writing is adapted to meet some of the requirements of the task, e.g. the appropriate form of writing; and / or the purpose of the text.</p>	<p>Task completely / almost completely achieved</p> <p>Skilful use of the correct form demanded by the genre. All language or presentational choices match the targeted audience and purpose.</p> <p>Style fits the genre, e.g. use of descriptive language and imagery, when writing a story.</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 **2 marks** if the writing is shorter than 90 words. Deduct **4 marks** if the writing is shorter than 70 words.