

DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
Educational Assessment Unit
Annual Examinations for Primary Schools 2024

Year 5	ENGLISH	MARKING SCHEME
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LISTENING

(20 MARKS)

Listening Task 1			8 marks																
A.	1. b. people visiting an aquarium. 2. c. gives information.		1 mark each	2 marks															
B.	☒ ☐ ☒ ☐ ☐ ☒ ☐ ☒		1 mark each	4 marks															
C.	<table><tr><th></th><th>True</th><th>False</th></tr><tr><td>a.</td><td>✓</td><td></td></tr><tr><td>b.</td><td></td><td>✓</td></tr><tr><td>c.</td><td>✓</td><td></td></tr><tr><td>d.</td><td></td><td>✓</td></tr></table>			True	False	a.	✓		b.		✓	c.	✓		d.		✓	½ mark each	2 marks
	True	False																	
a.	✓																		
b.		✓																	
c.	✓																		
d.		✓																	

Listening Task 2			12 marks	
A.	 3  4  2  1		1 mark each	4 marks
B.	1. b 2. c 3. c 4. b 5. a		1 mark each	5 marks
C.	Accept any three from: a carrot, a red pepper, (2) eggs, (a pinch of) salt, hot water, rice vinegar, (sushi) rice, caster sugar		1 mark each	3 marks

READING

(30 MARKS)

Reading Task 1		10 marks	
1.	b. To give information		1 mark
2.	 ☐  ☐  ☐  ☒		1 mark
3.	a. 1,900 b. thermometer c. 350 million d. Mauna Loa	1 mark each	4 marks
4.	Deep under the ground, there is Melted rock and gases burst out through Hot lava can burn The soil near volcanoes is very good for plants. hot melted rock, dust, and gases. openings in the Earth's surface. everything it touches.	1 mark each	4 marks
Reading Task		20 marks	
1a.	ii. Leaves		½ mark
1b.	i. A yellow leaf		½ mark
1c.	iii. On the lorry's windshield.		½ mark
1d.	ii. He climbed out and knocked on Mr Pinkerton's door.		½ mark
2.	nimbley		1 mark
3.			1 mark
4.	Mr Pinkerton's dog. / A dog Accept similar responses.		1 mark
5.	She put it at the back of the lorry/ truck.		1 mark
6.	Accept any three from the following: - She jumped up and down. - She pointed at the window. - She drew a lorry on the chalkboard. - She spelled out the lorry's license plate with her blocks.	1 mark each	3 marks
7.	strolled		1 mark

8.		True	False	½ mark each	3 marks
	a.	✓			
	b.		✓		
	c.		✓		
	d.	✓			
	e.		✓		
	f.		✓		
9.	Accept only responses that demonstrate a clear comprehension of the collaboration between the lorry driver and the woman as accomplices. For example: · They were thieves. · They were partners committing a crime. · They were helping each other to steal a dog. Do not award marks if the answer provides a superficial interpretation of the relationship. For example: · They were friends.				1 mark
10.	b. The neighbours came out in large numbers.				1 mark
11.	c. Ruby Redfort decided to become a detective on that October day.				1 mark
12a.	i. In the beginning				1 mark
12b.	Award 1 mark for reference to any of the following: · The way the characters, setting and events are introduced suggest an introduction to the story. · It talks about a girl named Ruby Redfort at the end, which makes it feel like the rest of the book will follow her story. · The way the story builds up makes it feel like the beginning, preparing the reader for what will happen next. If a student chooses ‘at the end’ in 12a and gives an appropriate justification in 12b, marks may still be awarded. Example: The girl’s story and how she became a detective will continue in another book.				1 mark
13.		Feeling	Evidence		2 marks
	When she tried to grab her parents’ attention, she felt	· frustrated · annoyed · helpless · excited	· She couldn’t explain what was happening because she did not know how to speak properly. · Her limited use of language was preventing her from making her parents understand. · She tried to make her parents understand in many ways but it was all in vain. · She was jumping up and down and pointing at the window.		

When she heard Mr Pinkerton's cry, she felt...	· sad · shocked · upset · troubled · bothered · concerned · miserable	· She saw Mr Pinkerton doubled up in grief. · 'The cry cut right through the heart of the child' means that Ruby felt very concerned and troubled when she saw Mr Pinkerton grieving.		
Complete Comprehension – 2 marks				
The response shows understanding of the varied emotions experienced by Ruby throughout the story. It consistently provides relevant evidence from the text to support the identified emotions. Assign 2 marks for a plausible feeling and a corresponding piece of evidence in items (13b) and (13c).				
Partial Comprehension – 1 mark				
The response demonstrates partial understanding in one of the following ways: · Provides both feelings without evidence to support this. · Provides the two correct feelings but evidence is unrelated. Assign ½ a mark if the response gives a correct feeling for either (13b) or (13c).				
No Comprehension – 0 marks				
Responses giving evidence only are to be marked incorrect.				

WRITING

(30 MARKS)

Writing Task 1

(10 marks)

Students are asked to write a short email. Examiners are to refer to **Writing Marking Criteria for Task 1** to assess this task.

The email should be between **40 and 50 words**, but students are not to be penalised for not adhering to the word limit.

Writing Marking Criteria for Task 1

(10 marks)

Includes	an appropriate subject related to the contents of the email	Join Us! Movie Time! Care to join? Going to the cinema...	½ mark
Includes	a friendly salutation and greeting	Hey Pat, How are you doing? Hi Pat, Guess what?...	1 mark
Gives	a brief explanation of the situation	My parents and I are going to the cinema, and I can bring a friend.	1 mark
Includes	a direct and clear invitation for the friend to join	Would you like to come? / Do you want to come? How about joining us?	1 mark
Gives	details about the film, e.g. name, characters, setting, plot, etc.	We're planning to watch ... It's this amazing movie about... There are talking creatures, hidden treasures... I think you'll love it.	1 mark
Gives	instructions about where to meet	Let's meet at the cinema near the big popcorn stand. We will pick you up from your home on our way there.	1 mark
Gives	instructions about what time to meet	How about 4:00 pm? Be there at 3:30 pm. so we have enough time to grab some snacks.	1 mark
Includes	a friendly closing and correct signature	"Excited, Alex" / "Love, Alex" "See you, Alex"	½ mark
Uses	short and straightforward sentences		1 mark
Uses	appropriate verb tenses	Mostly present tense, present continuous and the imperative to give instructions	1 mark
Includes	a good range of vocabulary specific to the context	E.g.: cinema, film, seats, amazing, adventure, let's, excited, meet, popcorn, entrance, wait...	1 mark

After adding the marks:

- Deduct up to 1 mark for any spelling and punctuation errors.

Writing Task 2

(20 marks)

Refer to Marking Criteria for Task 2 to assess this writing task.

The writing should be between 100 and 140 words, but students are not to be penalised for not adhering to the word limit.

Choice 1: Writing a story

Write a story for the school magazine.

On a warm summer afternoon at the beach, you discover a half-buried glass bottle. Inside the bottle is a mysterious message. Continue the story.

The following are indications of what should be expected within each set of criteria.

Content and relevance	· The story successfully expands upon the title. · It includes these elements: setting, characters, problem, solution and a plot.
Organisation and structure	· Writing should be organised in at least 3 paragraphs with a clear opening, body and a conclusion. · Events follow a logical sequence. · Story structure (beginning, build-up, dilemma, resolution and ending) is evident.
Vocabulary	· Descriptive and sensory language · Words related to lexical area (Places – Under the Sea, Caves, The Natural World and Wildlife, Personal Identification and Emotions)
Language Use	· A variety of adjectives and adverbs: carefully, excitedly, slowly quickly, dark, curious, beautiful,... · Varied sentence structures (simple, compound, and complex sentences) contributing to the rhythm and flow of the narrative. · Linking words to show sequence of events: afterwards, meanwhile, all of a sudden... · Correct use of verb tense conjugation (mostly past tenses) · First or third person (singular or plural) · Might include dialogue to enhance the story
Spelling and Punctuation	· To be assessed using the indicators in the Marking Criteria for Spelling and Punctuation.

Choice 2: Writing a Non-Chronological Report

Your teacher asked you to write a report about a traditional celebration you like, to be published on the school website.

The following are indications of what should be expected within each set of criteria on the marking scheme overleaf.

Content and relevance	· Report gives information about a single topic: a traditional celebration. · It uses a formal tone.
Organisation and structure	· Information is grouped logically according to the prompts provided. · Report includes clear headings for each paragraph. · The report should include these features: · Introductory paragraph containing some general information about the celebration. · Three short paragraphs each focusing on a different aspect of the celebration (decorations, details about where the celebration takes place and with whom and details about food or sweets prepared). · A concluding paragraph
Vocabulary	· Words related to lexical area (Feasts and Celebrations/ Food and Drink) · Factual language related to the celebration (friends, family, house, ornaments, occasion, traditional food, meal, banners, lights, colours, balloons, music, costumes, fancy wear, etc...). · Descriptive language to vividly portray the atmosphere and details of the celebration.
Language Use	· A variety of adjectives and adverbs (happy, special, delicious, tasty, bright, really, just, even, so...), · Linking words to link ideas together (because, although, when, which...) · Correct use of verb tense conjugation (mostly present simple tense) · Transitional phrases such as 'Additionally, In conclusion, Finally' to help organize the content and guide the reader through different sections of the report smoothly. · Use of personal pronouns: My family..., We all...,
Spelling and Punctuation	· To be assessed according to the indicators in the Marking Criteria for Spelling and Punctuation.

Writing Marking Criteria for Task 2

(20 marks)

	4	3	2	1	0
Content and Relevance	Content is completely relevant. Task is achieved in full.	Content is mostly relevant. Task is mostly achieved.	Content is not always relevant. Task is achieved in part.	Content is under-developed. Task is hardly achieved.	Content is totally irrelevant. Task is not achieved.
Organisation and Structure	Writing is structured and organised in a logical manner. Cohesive devices are varied and link together well.	Writing is structured and organised into coherent prose. Cohesive devices are quite varied and generally correct.	Sentence structure and paragraphs are fairly correct though unambitious. Cohesive devices are rather limited.	Sentence structure and paragraphs show lack of control.	No attempt to structure and organise their writing.
Vocabulary	Wide-ranging and appropriate vocabulary	Very good range and appropriate vocabulary	Good range and appropriate vocabulary	Limited vocabulary, possibly seen in the repetition of words	Very limited and inappropriate choice of vocabulary
Language Use	Varied and accurate grammatical structures and syntax Excellent choice of expression	Quite varied and mostly accurate grammatical structures and syntax Good choice of expression	Basic and sometimes inaccurate grammatical structures and syntax Adequate choice of expression but with some inaccuracies	Limited and mostly inaccurate grammatical structures and syntax Limited choice of expression with inaccuracies	Inaccurate grammatical structures and syntax throughout Very poor choice of expression
Spelling and Punctuation	Accurate spelling and use of punctuation (no mistakes)	Good spelling and use of punctuation (1 to 3 different mistakes)	Adequate spelling and use of punctuation (4 to 6 different mistakes)	Poor spelling and use of punctuation (7 to 9 different mistakes)	Very poor spelling and no use of punctuation (10 or more different mistakes)