2019 national curriculum tests

Key stage 2

English grammar, punctuation and spelling test mark schemes

Paper 1: questions
Paper 2: spelling

Standards & Testing Agency

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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 2019 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 2019 tests will be published in July 2019. The standards confirmation meeting will take place in June 2019.

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 2019 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.

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

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

Qu.	G1	G2	G3	G4	G5	G6	G7
	Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	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 circled / underlined • answers in which the correct answer is circled / 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'

	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
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.

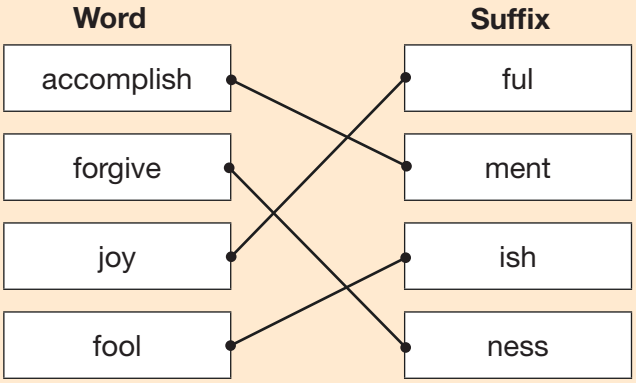
	Accept	Do not accept
Answers outside the expected space	• a correct answer given somewhere other than the answer space, provided it is not contradicted by another answer written elsewhere • correct answers that are written in the 'blank' within a question, rather than in the expected space below it • 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 replace a crossed-out attempt	• crossed-out answers

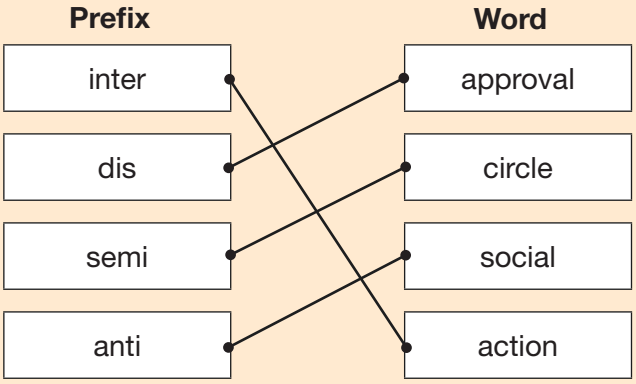
4.3 Explanation of the mark schemes for Paper 1: questions

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 the question
- any additional guidance that may be relevant
- the content domain reference.

5. Mark schemes for Paper 1: questions

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>1
G5.3
G2.2</td><td>Did she play tennis on your team last year
☐
☐
☑
☐</td><td>1m</td></tr>
<tr><td>2
G6.3</td><td>Award 1 mark for all four correct.
 
</td><td>1m</td></tr>
<tr><td>3
G2.2
G2.3</td><td>Award 1 mark for a correctly completed table.
<table>
<tr><th>Sentence</th><th>Question</th><th>Command</th></tr>
<tr><td>Do your stretches before you exercise</td><td></td><td>✓</td></tr>
<tr><td>Do you prefer tennis or cricket</td><td>✓</td><td></td></tr>
<tr><td>Do the boys always go running in the morning</td><td>✓</td><td></td></tr>
<tr><td>Do take some water with you to football practice</td><td></td><td>✓</td></tr>
</table></td><td>1m</td></tr>
<tr><td>4
G5.6b
G1.6a</td><td>Award 1 mark for a correctly placed comma.
Every night, Dad and my brother take the dog for a walk.</td><td>1m</td></tr>
</table>

Qu.	Requirement	Mark
5 G6.2	**Award 1 mark** for all **four** correct.  	**1m**
6 G5.4	What is the temperature now ☐ ☐ ☑ ☐	**1m**
7 G7.1	**Award 1 mark** for the correct word circled in each box. 	**1m**
8 G1.5b	**Award 1 mark** for an appropriate relative pronoun written in lower case, i.e. • Everyone loved the music *that* was played last night. • Everyone loved the music *which* was played last night. **Do not accept** misspellings.	**1m**
9 G1.2	Make sure you lock the gate before you leave. ☐ ☑ ☐ ☐	**1m**
10 G5.11	**Award 1 mark** for a correctly placed semi-colon. Frank would like to go to Cornwall next summer**;** he might also visit France in the spring.	**1m**
11 G5.9	**Award 1 mark** for a correctly placed pair of brackets. Using public transport **(**such as buses and trains**)** can reduce pollution.	**1m**

Qu.	Requirement	Mark
12 G6.2 G6.4	☐ ☐ ☐ many ☑	**1m**
13 G5.9	☐ ☐ ☐ I will be running a half marathon – 13 miles – next week! ☑	**1m**
14 G6.1	☐ easy ☑ ☐ ☐	**1m**
15 G7.2	☐ ☐ ☐ The team were defeated due to mistakes that they made. ☑	**1m**
16 G5.13	The class teacher praised the well behaved and helpful group of ☐ ☑ ☐ year six children. ☐	**1m**
17 G1.5	☐ ☐ a pronoun ☑ ☐	**1m**
18 G6.1	**Award 1 mark** for the correct words circled. Having queued for over an hour, Sanjit found that his (tolerance) was being severely tested. Most of the other children had lost (patience) and gone elsewhere.	**1m**

Qu.	Requirement	Mark
19 G3.4	**Award 1 mark** for *subordinate clause* or an abbreviation that makes the intention clear, e.g. • *subordinate* • *sub clause* • *subordinating* **There are no spelling or punctuation requirements for this question.**	**1m**
20 G5.12	**Award 1 mark** for a correctly placed dash. It was a very exciting lesson **–** we learnt how parachutes work and designed one of our own.	**1m**
21 G1.5a	☐ ☐ a possessive pronoun ☑ ☐	**1m**
22 G5.10	**Award 1 mark** for a correctly placed colon. Joshua had mastered two new skateboarding skills**:** he could do a perfect aerial jump and execute a complete 180 degree turn.	**1m**
23 G5.5	**Award 1 mark** for **three** correctly placed commas. She wore a dark red skirt**,** a woollen jumper**,** a scarf with matching hat**,** thick socks and black boots.	**1m**
24 G4.2	We sat and ate our lunch once we had found a sunny picnic spot. ☑ ☐ ☐ ☐	**1m**
25 G7.3	**Award 1 mark** for Hope you can make it to my birthday party next week! It's going to be great! The venue is yet to be confirmed. I'm still checking out a couple of places.	**1m**
26 G2.3	**Award 1 mark** for the correct word circled. To see pictures of the rugby match, (click) here.	**1m**

Qu.	Requirement	Mark
27 G1.9	Sam baked cakes for charity and he sold them at breaktime. S O S O	**1m**
28 G4.1a	**Award 1 mark** for both correct. The sky begins to look darker as the storm approaches. began approached **Do not accept** misspellings of verbs.	**1m**
29 G4.1b	My dad has this bike now. ☐ ☐ ☑ ☐	**1m**
30 G1.3	**Award 1 mark** for all three correct. He made his way up the cobbled street, striding like the bold and determined man he was.	**1m**
31 G5.7	Our parents always say, "Work hard and do your best." ☐ ☐ ☑ ☐	**1m**
32 G1.6 G6.3	The clothes are folded neatly. ☐ ☐ ☑ ☐	**1m**
33 G1.4	**Award 1 mark** for *conjunction(s)*. **There are no spelling or punctuation requirements for this question.**	**1m**

Qu.	Requirement	Mark
34 G5.6a	**Award 1 mark** for an explanation that there are three named people in the second sentence, e.g. • *In the second one there are three people called Jake, Thomas and Lily.* • *There are more people in the second sentence.* • *In the first one, there are two people and in the second one there are three.* • *1. Two people 2. Three people* **Also accept** responses that demonstrate understanding without referring to the second sentence, e.g. • *There are only two people called Jake Thomas and Lily in the first sentence.* • *In the first one, Thomas is Jake's surname and not another person.* **Do not accept** responses that do not explain specifically how the meaning has changed, e.g. • *It uses it for a list.* • *It changes the number of people.* **There are no spelling or punctuation requirements for this question.**	**1m**
35 G1.6a	**Award 1 mark** for Last week, Ruby went swimming and played football.	**1m**
36 G3.1a	**Award 1 mark** for a grammatically correct relative clause, e.g. • His sister, *who is at high school*, is learning to speak Polish. • His sister, *whose hair is red*, is learning to speak Polish. • His sister, *who's called Tara*, is learning to speak Polish. • His sister, *who studied French last year*, is learning to speak Polish. • His sister, *who had always wanted to travel*, is learning to speak Polish. • His sister, *who will be going to Poland soon*, is learning to speak Polish. **Do not accept** a grammatically incorrect relative clause, e.g. • His sister, *which is 15*, is learning to speak Polish. • His sister, *that is at university*, is learning to speak Polish.	**1m**

Qu.	Requirement	Mark
37 G1.4 G3.4	**Award 1 mark** for a response explaining that the conjunction changes how the actions in the sentence are connected to time, e.g. • *In the second one, the conjunction shows that the actions were happening at the same time.* • *In sentence one, they listened to music when they had finished lunch; in sentence two, they listened to music and ate lunch at the same time.* • *When you add in 'while' it says they are listening to music and having lunch.* • *In the first one, it is talking about what they did after lunch but in the second one, it is talking about what they did during lunch.* • *It means they listened to music while they were eating their lunch.* **Also accept** responses that demonstrate understanding without referring to the second sentence, e.g. • *In the first one, they ate their lunch and then they listened to the music.* **Do not accept** responses that do not explain how the conjunction changes the meaning of the sentence, e.g. • *It changes when they did it.* **There are no spelling or punctuation requirements for this question.**	**1m**
38 G4.1c	**Award 1 mark** for the correct word circled. Kate hoped that she (would) see goats and sheep at the farm.	**1m**
39 G4.4	**Award 1 mark** for a correctly punctuated sentence using the passive, e.g. • *The fence was damaged by the wind.* • *The fence was damaged by wind.* • *The fence was damaged.* **Also accept** • *The fence got damaged by (the) wind.* • *The fence got damaged.* **Do not accept** a change to the verb or tense, e.g. • *The fence is damaged.* • *The fence was destroyed.* **Do not accept** misspellings of verb forms.	**1m**
40 G5.6b G5.11	**Award 1 mark** for two commas and a semi-colon in the correct places. Last Wednesday**,** we performed a play at school**;** I invited my parents to come and watch. When I first went on stage**,** I was so nervous that I nearly forgot my lines.	**1m**

Qu.	Requirement	Mark
41 G1.1	**Award 1 mark** for all three correct. The (fire) gave the (room) a cosy (feeling).	**1m**
42 G4.4	The issue was discussed at a council meeting. ☐ ☑ ☐ ☐	**1m**
43 G5.8	**Award 1 mark** for We shall not do that again! ↓ shan't **Do not accept** misspellings.	**1m**
44 G6.4 G6.3	**Award 1 mark** for two correct words derived from the word music written in lower case, e.g. Every member of the Jones family was *musical*, but only Mr Jones was a professional *musician*. **Do not accept** misspellings.	**1m**
45 G3.2	**Award 1 mark** for a correct response, e.g. • *noun phrase(s)* • *expanded noun phrase / extended noun phrase* **Also accept** the grammatical function, i.e. • *subject* **There are no spelling or punctuation requirements for this question.**	**1m**
46 G5.1	**Award 1 mark** for all five correct. (when) we visited the museum in (birmingham), (gareth) arranged to travel by train with (aunt) (laura).	**1m**
47 G1.8	**Award 1 mark** for all three correct. William didn't have (any) cereal in (the) house, so he went out to buy (some) cornflakes.	**1m**
48 G5.8	**Award 1 mark** for a correctly placed apostrophe. P u p i l s ' c o a t s s h o u l d b e h u n g o n t h e p e g s.	**1m**

Qu.	Requirement	Mark
49 G1.7	**Award 1 mark** for all three correct. (After) the game, Omar and Alisha walked home (with) their grandparents, who lived (across) the road.	**1m**
50 G3.3	**Award 1 mark** for the correct word circled. If you want to enter the competition, you can send your idea by email (or) by post.	**1m**

6. Paper 2: spelling

6.1 Content domain coverage for Paper 2: spelling

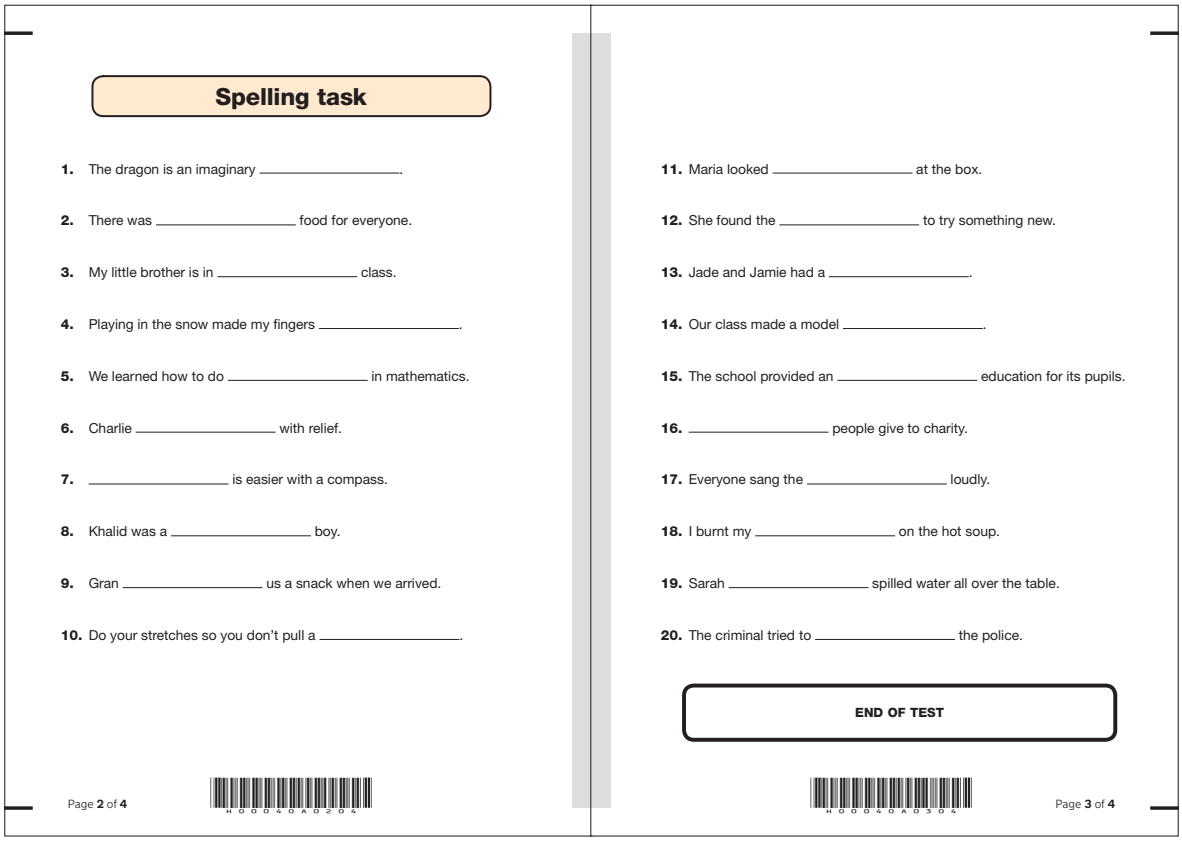
This information is provided in Table 3.

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. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.
4. Playing in the snow made my fingers _____.
5. We learned how to do _____ in mathematics.
6. Charlie _____ with relief.
7. _____ is easier with a compass.
8. Khalid was a _____ boy.
9. Gran _____ us a snack when we arrived.
10. Do your stretches so you don't pull a _____.

Page **2** of **4**

11. Maria looked _____ at the box.
12. She found the _____ to try something new.
13. Jade and Jamie had a _____.
14. Our class made a model _____.
15. The school provided an _____ education for its pupils.
16. _____ people give to charity.
17. Everyone sang the _____ loudly.
18. I burnt my _____ on the hot soup.
19. Sarah _____ spilled water all over the table.
20. The criminal tried to _____ the police.

END OF TEST

Page **3** of **4**

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	creature	1	S44 – words with endings sounding like /ʒə/ or /tʃə/
2	enough	1	S59 – words containing the letter string *ough*
3	reception	1	S47 – endings that sound like /ʃən/, spelt *-tion*, *-sion*, *-ssion*, *-cian*
4	numb	1	S60 – words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
5	division	1	S45 – endings that sound like /ʒən/
6	sighed	1	S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
7	navigation	1	S47 – endings that sound like /ʃən/, spelt *-tion*, *-sion*, *-ssion*, *-cian*
8	thoughtful	1	S59 – words containing the letter string *ough*
9	offered	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
10	muscle	1	S51 – words with the /s/ sound spelt *sc*
11	curiously	1	S46 – the suffix *-ous* S43 – the suffix *-ly*
12	courage	1	S40 – the /ʌ/ sound spelt *ou*
13	disagreement	1	S41 – prefixes
14	pyramid	1	S39 – the /i/ sound spelt *y* other than at the end of words
15	excellent	1	S55 – words ending in *-ant*, *-ance*, *-ancy*, *-ent*, *-ence*, *-ency*
16	generous	1	S46 – the suffix *-ous*
17	chorus	1	S48 – words with the /k/ sound spelt *ch*
18	tongue	1	S50 – words ending with the /g/ sound spelt *-gue* and the /k/ sound spelt *–que*
19	accidentally	1	S43 – the suffix *-ly*
20	deceive	1	S58 – words with the /i:/ sound spelt *ei* after *c*
Total		**20**	

Standards & Testing Agency

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Paper 1: questions and Paper 2: spelling
Print PDF version product code: STA/19/8215/p ISBN: 978-1-78957-010-6
Electronic PDF version product code: STA/19/8215/e ISBN: 978-1-78957-030-4

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