

**Year 4 English written**  
**Marking scheme and answers**

**half yearly 2010-2011**

Exercise A. total of 10 marks

1. c	1 mark
2. a	1 mark
3. b	1 mark
4. b. swimming	1 mark
c. smelling	1 mark
e. climbing	1 mark
5. snails, slugs, worms, beetles	1 mark each (4 marks)

Full answers: Total of 10 marks

6. The hedgehog finds its food by sniffing it out.	2 marks
7. When it is hibernating it makes a comfy bed in a hole and sleeps all winter.	2 marks
8. Other animals wouldn't try to eat hedgehogs because it has prickles.	2 marks
9. Baby hedgehogs are called piglets and they are born in May or June.	2 marks
10. You might hear it snoring.	2 marks

Exercise B. total of 5 marks

Jewel	1 mark
Parcel	1 mark
Squirrel	1 mark
Towel	1 mark
Camel	1 mark

Exercise C. Total of 10 marks

a. He is a carpenter.	2 marks
b. She is a doctor/nurse.	2 marks
c. He is a fireman.	2 marks
d. He is an artist.	2 marks
e. he is a reporter.	2 marks

Exercise D. Total of 5 marks

1. long	1 mark
2. small	1 mark
3. clever	1 mark
4. lazy	1 mark
5. heavy	1 mark

Exercise E. total of 5 marks

1. under	1 mark
2. around	1 mark
3. in	1 mark
4. between	1 mark
5. out of	1 mark

Exercise F. total of 5 marks

A. uncle	1 mark
b. husband	1 mark
c. brother	1 mark
d. son	1 mark
e. nephew	1 mark

Exercise G. total of 5 marks

a. bigger - biggest	1 mark/1 mark
b. taller	1 mark
c. heavier	1 mark
d. shortest	1 mark

Exercise H. Total of 10 marks

2. is looking	2 marks
3. is running	2 marks
4. is kicking	2 marks
5. is blowing	2 marks

6. are taking	2. marks
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**I. Composition (20 marks)**

The mark is to be an impression mark to check the child's ability to write using correct sentence structures and a choice and range of vocabulary. The writing should have correct spelling, punctuation and an orderly presentation.

Good:	<p><b>The writing is constructed in an appropriately chosen form showing the development of the theme. Detail and sequence are managed well.</b></p> <p>The writing presents confident sentence structures, choice and range of vocabulary, style and skill in communicating. Error free writing places the composition high up on the band.</p>
Satisfactory:	<p><b>The composition shows competence in the use of language to communicate. The writing is coherent with the beginning, middle and end suitably distinguished. Ideas or events are logically related. The approach used might not be that exciting or original.</b></p> <p>Most sentences are correctly demarcated showing an understanding of sentence structures and fairly valid punctuation usage. There are errors, perhaps occasional gross errors, but not so many as to affect comprehension, or create incoherence.</p>
Poor:	<p><b>The writing shows some awareness of the basic knowledge of composition writing, perhaps even having an opening and a conclusion, but it contains parts that show a significant inability to communicate immediately with the reader.</b></p> <p>Capital letters and full stops sometimes demarcate the ideas and sentences, but there are too many errors in sentence structure, spelling, punctuation and idiom, making communication nearly or almost impossible.</p>

- ✓ On a rough sheet list strengths and weaknesses along these lines:
- |                           |                   |
|---------------------------|-------------------|
| <u>Strengths</u>          | <u>Weaknesses</u> |
| Presentation/paragraphing | punctuation       |
| Sentence structure        | spelling          |

