

Year 5 Half Yearly 2011 Marking scheme:

A. Comprehension

1. Tick (✓) to show the correct answer. (1mark)

What does Lucy explore?

- a) She explores a cupboard.
- b) She explores a small green wood.
- c) She explores a wardrobe.
- d) She explores a secret garden.

a)	
b)	
c)	x
d)	

2. Tick (✓) to show whether each sentence is *True* or *False*.
(8x0.5marks=4marks)

		True	False
a)	Lucy and Susan explored the wardrobe.		x
b)	To Lucy's surprise the wardrobe opened quite easily.	x	
c)	When Lucy stepped inside the wardrobe she left the door open.	x	
d)	She could see easily in the wardrobe.		x
e)	Lucy thought that the wardrobe was enormous.	x	
f)	The wardrobe was full of t-shirts.		x
g)	A moment later she found that she was standing in the middle of a wood.	x	
h)	She was standing in the wood at daytime.		x

In this section do not deduct marks for spelling errors.

3. Answer the following questions. Write complete sentences.

- a) *Lucy is the main character in the passage.* (2marks)
- b) *The door of the wardrobe opened quite easily.* (2marks)
- c) *Lucy liked the smell and feel of fur.* (2marks)
- d) *She was surprised because it was enormous.* (3marks)
- e) *She felt something soft, powdery and extremely cold.* (3marks)
- f) *She ended up standing in the middle of the wood. It was night-time with snow under her feet and snowflakes falling through the air.* (3marks)
- g) *Any reasonable answer is accepted.* (3marks)

4. Find a word in the passage that mean the same as:

- a) **huge** (in paragraph 3) **enormous**.
- b) **bending the body forwards** (in paragraph 3) **stooping**.
- c) **strange** (in paragraph 3) **queer**.(3x1mark=3marks)

B. What is this for? (5marks)

1.tennis	2.bowling	3.football
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4.badminton	5.canoeing	6.basketball
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C.Finish the sentences. Use the words in the box. (4marks)

1. twice a year
2. twice a day
3. up and down
4. from side to side
5. every three months

D. Use the weather calendar. Complete the sentences.(5marks)

Accept grammatically correct sentences which are different from the answers.

1. warm
2. is going to be hot
3. the weather is going to be hotter
4. Sunday
5. Saturday or Thursday
6. Friday or Wednesday
7. Sunday

E. Martin and his sister go to the library every week. Fill in each blank with one suitable word.(6marks)

Deduct $\frac{1}{2}$ marks for spelling errors.

1. go
2. on
3. like
4. books
5. every
6. helpful/nice/kind
7. help

F. Read the advertisements. Answer the questions. (4marks)

Accept grammatically correct sentences, which are different from the given sentence.

1. Fish are the least expensive
2. The kittens are on sale fore one day only.
3. The fish are the easiest to care for.
4. Any reasonable answer is accepted.
5. Any reasonable answer is accepted.

G. Read the story about fire. Change the verbs in brackets so they make sense. (10marks)

Deduct $\frac{1}{2}$ marks for spelling errors.

1. was	2. heard	3. came	4. jumped	5. got	6. aimed
7. was	8. told	9. leaped	10. caught	11. was	

H. Composition (25 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>The writing is constructed in an appropriately chosen form showing the development of the theme. Detail and sequence are managed well.</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>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.</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>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.</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:

