

Half Yearly English Written 2010/ 2011 Answer Sheet and Marking Scheme. Year 6.

Comprehension . Amazing Journeys.

(In exercises 1, 2 and 3 do not deduct marks for spelling errors).

1. Underline the right answer. (4x1=4marks)

- a. Nepal
- b. fifteen
- c. mountain
- d. View

2. Give full answers to the following questions.

(Do not deduct marks if words in brackets are left out.)

- a. Temba's dream was climbing Everest. (2marks)
- b. Temba started to climb with his father and his brother in 2000/at the beginning of 2000. (2marks)
- c. It was a very slow and dangerous journey because they climbed in strong wind and deep snow,(but weather became worse and worse)(2marks)
- d. They continued their journey in May. (2marks)
- e. Temba felt sad/disappointed/anxious/...He was looking forward to reach the top/...He was anxious to get to the top/...(3marks)
- f. Accept any sensible answer that is relevant to the passage. (3marks)

3. Find a word from the passage that means : (4×1=4marks)

- a. amazing
- b. difficult
- c. top
- d. succeeded

4. Arrange these jumbled words. (3×1=3marks)

- a. journey
- b. frostbite
- c. ordinary

5. Look at the pictures and tick the correct description (5×1=5marks)

- b. He used to be a farmer.
- c. I used to climb trees.
- d. They used to make cakes.
- e. He used to tell me a story.
- f. I used to play football.

6. Read and match (5×1=5marks)

e

f

a

b

c

d

7. Complete the advertisement by filling in with suitable words.

(In this exercise accept any words that give sense to the text .Do not accept spelling errors.) (5×1=5marks)

8. Read. Then complete the questions. (3×2=6marks)

a. is

b. like

c. like/enjoy

9. Now read the end of the story. Fill in the missing words from the box.

(In this exercise do not accept any spelling errors.) (9×1=9marks)

questions

left

Echo

speak

cave

sad

her

voice

10. Read the song. Then complete the lines with the words from the box.

(In this exercise do not accept spelling errors) (5×1=5marks)

sing

bringing

be

we

me

11. 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:

<u>Strengths</u>	<u>Weaknesses</u>
Presentation/paragraphing	punctuation
Sentence structure	spelling
	Some obscurity

- ✓ In the light of your assessment of work as a whole, and taking into account:
 - a) Content
 - b) expression
 - c) accuracy,

place the candidate in one of the three main bands on the grid below; then using your rough strengths/weaknesses list, place the candidate in the first or second sub-band on the band chosen.

- ✓ Working from the underlined mark, fine tune further as per strengths and weaknesses list by about one or two steps up or down on the chosen scale.

This should be given fairly standardised mark for the compositions.

GOOD	Excellent	25	24	<u>23</u>	22	21
	Competent	20	19	<u>18</u>	17	16
SATISFACTORY	Pass	15	14	<u>13</u>	12	11
	Weak	10	9	<u>8</u>	7	6
POOR	Very weak	5	4	<u>3</u>	2	1

Writing which is '**Out of point**' or '**Obviously memorised**' should be penalised by starting at 15 marks respectively. Assessment is then at the marker's direction.

<i>Obviously Memorised Writing</i>		<i>Out of Point Writing</i>	
15-13	Excellent	15-13	Excellent
12-10	Competent	12-10	Competent
9-7	Pass	9-7	Pass
6-4	Weak	6-4	Weak
3-1	Very Weak	3-1	Very Weak