



ST NICHOLAS COLLEGE  
HALF YEARLY PRIMARY EXAMINATIONS

February 2016

YEAR 5

ENGLISH

TIME: 1hr 15 min

(Reading Comprehension, Language, and Writing)

Marking Scheme

A. Reading Comprehension

(20 marks)

Tick (✓) to show the correct answer.

1. A **habitat** is the place

(1 mark)

a) where animals sleep.	
b) where animals live.	✓
c) where animals are kept.	

2. What is the meaning of '**endangered species**'?

(1 mark)

a) There are a lot of animals left.	
b) There are no animals left.	
c) There are only a few animals left.	✓

3. Tick (✓) to show whether each sentence is True or False.

(4 ×  $\frac{1}{2}$  = 2 marks)

		True	False
a)	The biggest danger to animals is other animals.		✓
b)	It is impossible for humans to help animals from becoming extinct.		✓
c)	The problem of overhunting exists worldwide.	✓	
d)	Breeding endangered animals does not help to increase animal populations.		✓

**Award marks for comprehension.**

**No marks are to be deducted for punctuation, spelling and tense mistakes in questions 4 to 11.**

**Deduct ½ mark for every incomplete answer and incorrect syntax. (Not more than ½ mark per sentence is to be deducted.)**

4. What does extinction mean? (2 marks)

Extinction means that all the animals of that kind die / When a type of animal is gone forever.

5. Mention one way in which humans affect animal populations? (2 marks)

As human populations increase, more and more space is needed for people. / Hunting / poaching also affect animal populations.

6. Which habitats are the most threatened? (2 marks)

Forest and swamp habitats are the most threatened.

7. How can overhunting lead to extinction? (2 marks)

Overhunting can lead to extinction because a great number of animals are killed.

8. How can governments help to overcome extinction? (2 marks)

Governments must agree on laws regarding the protection of animals.

9. Why is poaching a threat to endangered species? (2 marks)

Poaching is a threat because it is the hunting, killing or capturing wild animals illegally.

10. What are some organisations doing to prevent animal extinction? (2 marks)

Some organisations are working hard to recreate animal habitats / Other organisations are setting up breeding programmes to help animal populations grow. / better planning in building and development projects.

**Award full marks if the candidates provide one of the above answers.**

11. What can you do to help endangered species? (2 marks)

We must be aware of what is happening to animals and think before we act.

**Accept any other suggestion which makes sense.**

**B. Language** (10 marks)

1. Fill in with the correct form of the verb in brackets.

(5 × 1 =5 marks)

sit.

drove.

was raining.

get.

will/ shall have.

**2. The Marvellous Plan**

Fill in the blanks with words taken from the table. (5 marks)

down.	rats.
woman.	sat.
little.	day.
under.	strong.
green.	doctor.

**C Writing** (30 marks)

**C.1** (6 marks)

You were walking home from school when you witnessed a collision between two cars. Your mother asked you to describe what happened. Write a paragraph of about 45 words describing what you saw.

Reward sentences that are suitable and grammatically correct.

Deduct ½ mark for each sentence if any tense and / or syntax mistakes occur. (Not more than ½ mark is to be deducted per sentence.)

Deduct 1 mark overall for any spelling and / or punctuation mistakes. Any incomplete sentence forfeits the mark.

**C. 2. Moving House** (4 marks)

Imagine your family is moving to a new house and you can only take one bag. In not more than 45 words write down the things you are taking with you and say why.

Reward suitable and grammatically correct sentences.

Deduct ½ mark for each sentence if any tense and / or syntax mistakes occur. (Not more than ½ mark is to be deducted per sentence.)

Deduct 1 mark overall for any spelling and / or punctuation mistakes.

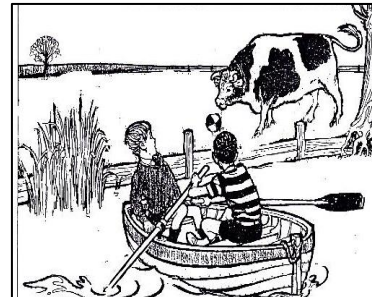
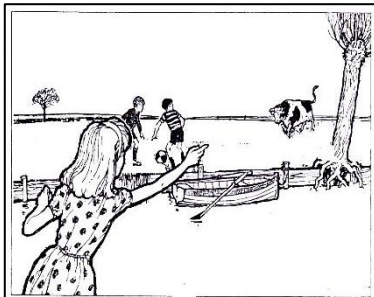
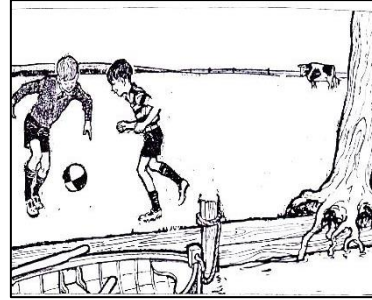
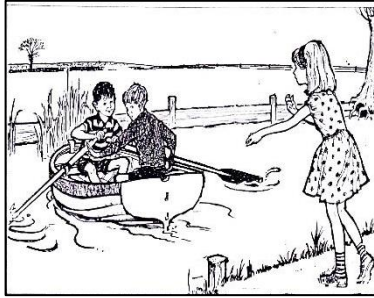
### C. 3. Composition

(20 marks)

In not less than 120 words write a composition on **ONE** of the following:

#### 1. Look at the pictures below and continue the story.

*Karl and Mark went for a walk by the river. There they saw their father's boat.....*



#### 2. The Time Travelling Machine

Imagine you have gone into a time-travelling machine and ended up in the past - or perhaps, the future. Write about what you saw, what the place looked like and whom you met.

#### 3. My Favourite School Outing

Write about the best school trip you have ever been on. Say where you went, what you saw, what you did and why it is your favourite school trip.

#### 4. The Crazy Scientist

I followed the crazy scientist into his dark laboratory. I couldn't believe what I saw standing in the corner..... Continue the story.

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

<b>VERY GOOD</b>	Planning is detailed and relevant. The writing is constructed in an appropriately chosen form showing the development of the theme. Detail and sequence are managed well. Ideas are organised appropriately into paragraphs and used effectively. The writing presents confident sentence structures, choice and range of vocabulary, style and skill in communicating. Accurate writing places the composition high up on the band.
<b>SATISFACTORY</b>	Planning has some details and most of the details are relevant. 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. Most sentences are correctly demarcated showing an understanding of sentence structures and fairly valid punctuation usage. There are mistakes, perhaps occasional gross ones, but not so many as to affect comprehension, or create incoherence.
<b>POOR</b>	Planning has very few details and most of the details are irrelevant. 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. Capital letters and full stops sometimes demarcate the ideas and sentences, but there are too many mistakes in sentence structure, spelling, punctuation and idiom, making communication nearly or almost impossible.

**While correcting follow the following procedure:**

(i) On a rough sheet list strengths and weaknesses along these lines:

<u><b>Strengths</b></u>	<u><b>Weaknesses</b></u>
presentation / logical sequence sentence structure	punctuation, spelling some obscurity

(ii) In the light of your assessment of work as a whole, and taking into account:

- a) content,                      b) expression,                      c) accuracy,

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

**This should give a fairly standardised mark for the compositions.**

<b>VERY GOOD</b>	<b>Competent</b>	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>
<b>SATISFACTORY</b>	<b>Pass</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>
<b>POOR</b>	<b>Weak</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>
	<b>Very weak</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

Writing which is “Out of point” or “Obviously memorised” should be penalised by starting at 9 marks respectively. Assessment is then at the marker’s discretion.