

PRIMARY SCHOOL EDUCATION ASSESSMENT

DECEMBER ASSIGNMENT 2026

GRADE 6– ENGLISH COMPOSITION

Time: 40 Minutes



STEPPING TO JUNIOR SCHOOL

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

Instructions for Learners

1. Write your **full name** and **assessment number** in the spaces provided above.
2. Indicate your **school name and school code** clearly.
3. **Sign and date** this paper in the spaces provided.
4. Write a composition of about 150–200 words.
5. Your composition should:

- Have a clear beginning, middle, and end
- Be creative and interesting
- Use correct grammar and punctuation

Write a composition of about 150–200 words.

Continue the following story:

It was a cold Saturday morning when Brian woke up to a strange sound coming from the _____

_____

_____

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DECEMBER ASSIGNMENT 2026

K.P.S.E.A

PRIMARY SCHOOL EDUCATION ASSESSMENT

GRADE 6 – ENGLISH COMPOSITION

Time: 40 Minutes
Total Marks: 20

MARKING SCHEME

COMPOSITION: STORY CONTINUATION

Opening:
"It was a cold Saturday morning when Brian woke up to a strange sound coming from the backyard…"

Area Assessed	Marks
Content and Relevance	5
Organization and Paragraphing	4
Grammar and Sentence Construction	4
Vocabulary and Expression	3
Spelling and Punctuation	2
Presentation and Handwriting	2
TOTAL	**20**

1. CONTENT AND RELEVANCE – 5 MARKS

Assess how effectively the learner continues the given story.

- **5 marks** – Very creative and interesting continuation. Develops the mystery of the key and locked store clearly, with relevant events, suspense, a climax and a satisfying ending.
- **4 marks** – Good and relevant continuation with well-developed events and an appropriate ending.
- **3 marks** – Reasonable continuation with some relevant events, but some ideas are not fully developed.
- **2 marks** – Limited continuation with few relevant ideas and weak development.
- **1 mark** – Very little relevant content; the story is poorly developed.
- **0 marks** – No meaningful response or completely irrelevant work.

Content should preferably include:

- Brian discovering or using the mysterious key.
- What he finds or experiences inside the store.
- A challenging, surprising or exciting event.
- Brian's reaction and/or actions.
- A logical climax.
- A clear and satisfying ending.

Note: Learners should **not be required to follow one particular storyline**. Accept any creative and logical continuation.

2. ORGANIZATION AND PARAGRAPHING – 4 MARKS

- **4 marks** – Excellent organization with a clear sequence of events, effective paragraphs, smooth transitions, a strong climax and a clear ending.
- **3 marks** – Generally well organized with a logical sequence and appropriate paragraphing.
- **2 marks** – Some organization, but ideas may jump or lack smooth progression.
- **1 mark** – Poorly organized; events are difficult to follow.
- **0 marks** – No meaningful organization.

3. GRAMMAR AND SENTENCE CONSTRUCTION – 4 MARKS

- **4 marks** – Correct grammatical structures and well-constructed sentences throughout.
- **3 marks** – A few grammatical errors which do not interfere with communication.
- **2 marks** – Several grammatical errors, but the story remains understandable.
- **1 mark** – Numerous errors which frequently interfere with meaning.
- **0 marks** – Language is largely incomprehensible.

4. VOCABULARY AND EXPRESSION – 3 MARKS

- **3 marks** – Uses varied, appropriate and vivid vocabulary. Creates suspense and interest through effective descriptions and expressions.
- **2 marks** – Uses appropriate vocabulary with some variety and interesting expressions.
- **1 mark** – Uses simple, repetitive or limited vocabulary.
- **0 marks** – Vocabulary is extremely limited or inappropriate.

5. SPELLING AND PUNCTUATION – 2 MARKS

- **2 marks** – Very good spelling and correct use of capital letters and punctuation marks, including full stops, commas, quotation marks and question marks where appropriate.
- **1 mark** – A few spelling and punctuation errors.
- **0 marks** – Frequent spelling and punctuation errors.

6. PRESENTATION AND HANDWRITING – 2 MARKS

- **2 marks** – Very neat, legible and well-presented work with clear paragraphs and appropriate spacing.
- **1 mark** – Generally legible but with some untidiness or poor spacing.
- **0 marks** – Very untidy or largely illegible.

GENERAL MARKING GUIDELINES

1. Award marks based on the **quality of the learner's own continuation**, not on whether it matches a model answer.
2. Accept **different creative endings** provided they are relevant and logically connected to the given opening.
3. The learner may make the story **mysterious, adventurous, frightening, humorous or surprising**, provided it remains appropriate for Grade 6.
4. Reward effective use of **dialogue, description, suspense and imagination**.
5. The learner should maintain **Brian as the main character**, unless a reasonable change is made as part of the story.
6. The mysterious **key and locked store** should preferably be developed rather than completely ignored.
7. Do not award full content marks simply because the learner has written 150–200 words.
8. A composition shorter than 150 words may still receive substantial marks if it is well developed.
9. A composition longer than 200 words should not automatically be penalized. Assess its quality, relevance and organization.
10. Minor grammatical, spelling or punctuation errors should not be excessively penalized where the meaning remains clear.
11. Reward a **clear climax and satisfying conclusion**.
12. Where the learner introduces unexpected events, reward them if they are **logical and relevant to the story**.
13. A response that merely repeats the given introduction without developing the story should receive low content marks.
14. A substantially irrelevant composition should receive low content marks even if the language is accurate.
15. The suggested continuation below is a **model answer only** and should not be treated as the only acceptable response.

SUGGESTED MODEL CONTINUATION

Brian slowly turned the key. **Click!** The old door opened with a loud creak. He pushed it gently and stepped inside. The room was dark and dusty. Suddenly, his torchlight fell on an old wooden box lying in the corner.

He walked closer and opened it. Inside were several old photographs, a diary and a small envelope. Before he could read the diary, he heard footsteps behind him.

Brian froze.

“Who is there?” he whispered.

There was no answer.

He quickly turned around and saw his grandfather standing at the doorway. Brian was frightened, but his grandfather smiled.

“So you finally found the key,” he said.

Brian was surprised. His grandfather explained that the store contained memories and photographs belonging to their family. The key had been hidden many years ago.

Brian opened the diary and discovered the story of how his great-grandfather had helped build their home. He was fascinated by the discovery.

That evening, Brian showed everything to his parents. They were proud of him for discovering an important part of their family history.

From that day onwards, the old store was no longer forgotten.

PERFORMANCE BANDS

Score	Performance
17–20	Excellent
13–16	Very Good
9–12	Satisfactory
5–8	Below Average
1–4	Limited
0	No attempt / irrelevant response

FINAL SCORE

Content: _____ / 5

Organization: _____ / 4

Grammar: _____ / 4

Vocabulary: _____ / 3

Spelling & Punctuation: _____ / 2

Presentation: _____ / 2

TOTAL: _____ / 20 MARKS