

En

KEY STAGE

2

LEVELS

3-5

2006

English tests

Mark schemes

Reading test, writing test and spelling test

2006



department for

education and skills

creating opportunity, releasing potential, achieving excellence

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Introduction

As in previous years, the external marking agency, under contract to QCA, will mark the test papers. The markers will follow the mark schemes in this booklet, which are provided here to inform teachers.

The booklet includes the mark schemes for the assessment of reading, writing and spelling. For ease of reference, the test questions have been reproduced in the mark schemes. Level threshold tables will be posted on the QCA website, www.qca.org.uk, on Monday 19 June.

The marks in the tests are allocated as follows:

Reading	50
Writing	50
Longer task (including handwriting)	31
Shorter task	12
Spelling	7
Total	100

The mark schemes were devised after trialling the tests with pupils and contain examples of some frequently occurring correct answers given in the trials. The mark schemes indicate the criteria on which judgements should be made. In areas of uncertainty, however, markers should exercise professional judgement based on the training they have received.

The same sets of assessment focuses for reading and writing have been used for the English tasks and tests at all key stages. These provide information about the particular processes or skills the pupil needs in order to answer the questions. This information is provided in order to explain the structure of each mark scheme as well as the way in which it will be used by external markers. The assessment focuses are drawn from the national curriculum and are directly related to the Primary National Strategy. Diagnostic analysis of pupil performance based on the focuses can be generated by using the Pupil Achievement Tracker (PAT) software available to download from www.standards.dfes.gov.uk/performance.

The 2006 key stage 2 English tests and mark schemes were produced by the key stage 2 English team at the National Foundation for Educational Research (NFER) on behalf of QCA.

The reading test

The range of marks available for each question is given under the mark box at the side of the page of the *Reading Answer Booklet*.

Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.

There are several different answer formats:

- ***short answers***
These may be only a word or phrase, and **1 mark** may be awarded for each correct response.
- ***several line answers***
These may be phrases or a sentence or two, and up to **2 marks** may be awarded.
- ***longer answers***
These require a more detailed explanation of the pupil's opinion, and up to **3 marks** may be awarded.
- ***other answers***
Some responses do not involve writing and the requirements are explained in the question.

The mark scheme was devised after trialling the tests with pupils and contains examples of some frequently occurring correct answers given in the trials. These are shown in italics. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers must focus on the content of what has been written and not on the quality of the writing, expression, grammatical construction, etc.

Assessment focuses for reading

The aspects of reading to be assessed are pupils' ability to:

1. use a range of strategies, including accurate decoding of text, to read for meaning
2. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
3. deduce, infer or interpret information, events or ideas from texts
4. identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
5. explain and comment on writers' use of language, including grammatical and literary features at word and sentence level
6. identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
7. relate texts to their social, cultural and historical contexts and literary traditions.

The following table identifies the questions (with marks available) that address each assessment focus (AF).

<i>Focus</i>	AF2	AF3	AF4	AF5	AF6	AF7
	<i>understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i>	<i>deduce, infer or interpret information, events or ideas from texts</i>	<i>identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</i>	<i>explain and comment on writers' use of language, including grammatical and literary features at word and sentence level</i>	<i>identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader</i>	<i>relate texts to their social, cultural and historical contexts and literary traditions</i>
Section 1: Evelyn Glennie – a short biography						
Q1	1					
Q2	2					
Q3	1					
Q4a				2		
Q4b				1		
Q5					1	
Section 2: Evelyn Glennie – autobiography						
Q6		2				
Q7		2				
Q8		1				
Q9		1				
Q10				1		
Q11				2		
Q12			1			
Q13		3				
Q14						2
Section 3: Drumming Around the World						
Q15	1					
Q16			1			
Q17a		3				
Q17b			1			
Q18	1					
Q19	2					
Q20					1	
Q21					1	
Section 4: Could You be a Drummer?						
Q22					1	
Q23a				1		
Q23b		1				
Q23c	1					
Q24		2				
Q25			2			
Q26		1				
Q27	1					
Q28a	1					
Q28b				1		
Section 5: The whole booklet						
Q29					3	
Q30						1
Total	11	16	5	8	7	3

Assessment focus 1 underlies the reading of and response to the text and questions in the test, and is not explicitly separately assessed at key stage 2. Not all focuses will be appropriate to, or appear in, any one test at any given level.

Section 1: Evelyn Glennie – a short biography

Page 4

1. Which of these instruments did Evelyn learn as a child?

Ring **one**.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for the correct choice.

flute

recorder

guitar

violin

2. This table shows the dates of some important events in Evelyn's life. Fill in the three gaps.

up to 2 marks

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **2 marks** for three cells correctly completed.

Award **1 mark** for two cells correctly completed.

Date	Event
1965	<i>Born / Birth</i>
1977	Went to secondary school
<i>1981</i>	Went to the Royal Academy of Music
1984	Completed studies
<i>1988</i>	<i>Won Young Musician of the Year</i>

3. On pages 4 and 5, it says that Evelyn was the first person to do two things.

Find **one** of them:

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for references to either of the following:

- (first) solo full-time percussionist
- (first) classical musician to have a website.

Also accept reference to Evelyn developing a new range of cymbals.

4. The writer of pages 4 and 5 used descriptions such as *unusually gifted* to describe Evelyn.
- a) **Find and copy two** other words or phrases showing that Evelyn had a special gift.

up to 2 marks

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for retrieval of examples of language that show exceptional talent, up to a maximum of **2 marks**, eg:

- (began to) excel
- talented
- better than anyone expected
- exceptionally (young)
- outstanding (professional)
- (winning) countless (prizes)
- even (developed).

Do not accept reference to exceptional facts, eg: *Young Musician of the Year* award / bullets from list on page 5.

Do not penalise errors in copying or copying one / two extra words.

4. b) What is the effect of using these descriptions?

1 mark

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for the correctly ticked box.

Tick **one**.

to give the idea that Evelyn was very lucky

to show how talented Evelyn was

to describe Evelyn's difficulties

to reveal Evelyn's opinion

5. What is the purpose of the list on page 5?

1 mark

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award 1 mark for the correctly ticked box.

Tick **one**.

to explain the information on pages 4 and 5

to repeat the main events in Evelyn's life

to introduce the information on pages 6 and 7

to summarise Evelyn's achievements

Section 2: Evelyn Glennie – autobiography

Page 6

6. Mr Forbes taught Evelyn to develop her senses.
For what other reasons is Mr Forbes important in Evelyn's life?

up to 2 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Award **1 mark** for each point from the categories below, to a maximum of **2 marks**:

- music teacher, eg: *taught her how to play percussion*
- support / encouragement, eg: *worked with her to develop her sense of feeling / he believed in her even though she was deaf*
- initiated her career, eg: *introduced her to percussion / discovered her ability to play xylophone*
- inspiration, eg: *he helped her realise that she could play music.*

Answers must come from two different categories to be credited with two marks.

Do not accept: *he taught her / he was her teacher.*

7. The percussion room made a big impression on Evelyn the first time she saw it.
What do you think her thoughts were as she looked around?
Write her thoughts in this bubble.

up to 2 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Award **2 marks** for references to feelings (awe / inspiration / possibility) that the room evoked, eg:

- *It's great to be surrounded by all these amazing instruments*
- *I can't wait to play all these instruments!*
- *What a small room! I'm so excited that I could be playing all of this*
- *Wow! This is great. This is like a dream come true!*

Award **1 mark** for references only to the physical attributes (clutter / size) of the room, eg:

- *It's so small. How can anyone play in here?*
- *There's too much in here. I can't move.*

Answers may be expressed in the third person.

Do not accept responses that are very close to the original text with no further interpretation, eg: *It's tiny, with one window / It's so small and so crowded that I can hardly move.*

8. When Evelyn lifted the sticks, she played with no stiffness or awkwardness.

What did this show?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for referring to natural talent, eg:

- *she had ability to play*
- *she was a natural*
- *she definitely had inspiration for music.*

9. When Evelyn performs she often takes off her shoes.

Why?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for reference to feeling the vibration, eg:

- *so that she can feel the vibrations of the instruments*
- *so that she can tell which note she's playing*
- *so that she knows what sound and beats she's making.*

10. What do you think Evelyn meant by
a seed growing in your heart?

1 mark

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for answers that give a plausible interpretation of the image with reference to at least one of the following ideas:

- emotion / passion
- creation
- talent / practice
- inspiration.

Examples:

- *music comes from a deep place in your heart and soul*
- *you're like a seed growing into a tree and that means your musical talent is growing*
- *she means that you have to have the talent and if you go on with it, you'll get better*
- *you have to use your heart to play good music.*

Do not accept answers that are very close to the original text without further interpretation, eg:
music isn't just a question of sounds / music has to come from deep inside you.

11. Evelyn's autobiography is called *Good Vibrations*.

Why is this a good title for her book?

up to 2 marks

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.*

Award **2 marks** for answers which attempt to explain the whole phrase in the context of Evelyn's life (ie attempt to explain the 'good' as well as 'vibration'), eg:

- *her success as a musician is all due to her ability to create and hear music through vibration*
- *because she said that's how she plays music, by feeling the vibrations so good vibrations means good music*
- *it has a double meaning. She is getting good vibrations from enjoying her music and feeling the vibrations from the instruments*
- *she uses vibration to play music and that's been good for her as it has made her career.*

Award **1 mark** for answers which make a connection **either** between Evelyn / her autobiography, music and vibration **or** between Evelyn / her autobiography, deafness and vibration, eg:

- *she hears music by feeling vibrations*
- *it is about vibrations and how Evelyn uses instruments*
- *the book is about music and music is made by vibration*
- *she plays music by feeling the vibrations and they feel good*
- *as she's deaf she has to rely on vibrations*
- *it is a good title for her autobiography as she is deaf and all she can feel are vibrations.*

Do not accept answers which do not create a link between three elements, eg: *because her songs vibrate / because she feels good vibrations.*

12. Each of the paragraphs on pages 6 and 7 tells us different things about Evelyn's life.

Label each arrow with the correct letter.

- A – paragraph explaining how Evelyn can sense music
- B – paragraph telling you how Evelyn discovered her talent for percussion
- C – paragraph explaining how emotions play a part in music

1 mark

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award 1 mark for labels in the following order:

C

B

A

Evelyn Glennie - autobiography

Evelyn published her autobiography, Good Vibrations, in 1991. These are extracts, adapted from her book. Here, Evelyn describes how she first became inspired to take up percussion instruments and how she 'hears' music, even though she is deaf.

People often ask me why I decided to take up percussion. It's difficult to say why exactly, but I always knew that I wanted to be a musician, but my enthusiasm for percussion may have dated back to the time in my childhood when I went to a local competition and watched a young girl, playing the xylophone. She was brilliant, just amazing, and I thought, why couldn't I make a xylophone do this.

Once I went to secondary school I found there were many more percussion instruments to discover, which may be why I was so keen to try them.

I remember going through to the percussion room. It was tiny, with one window, and what I saw was a xylophone, a couple of hand-tuned timpani (often known as kettle drums), a drum kit, an upright piano, books and papers stacked to ceiling, a great long cupboard for more papers, and bits of instruments scattered about. The room was so small and so crowded that I could hardly move.

At first, my teacher, told me to play some notes on the xylophone. You can usually tell when you see someone like this whether they have natural ability simply by the way they handle the sticks. I'd never used sticks before but I picked them up and played with no stiffness or awkwardness.


I knew how music sounds by what I feel. I can sense musical sound through my feet and lower body, and also through my hands. I can identify different notes according to which part of my foot feels the vibrations and for how long, and by how I experience the vibrations in my body.

Mr Fitches taught me how to develop my senses. He used to tell me to put my hands on the wall outside the music room and then he would play two notes on two drums and ask me, 'Okay, which is the higher note?' I'd tell him which I

thought it was, and he'd ask me, 'How do you know?' So I'd tell him I could feel it maybe in the upper part of my hand, while I felt the other one all the way down to my wrist. Or we'd discuss what was happening in my feet and legs as I played the drums, or listened to a piece of music. Similarly, I always knew when a door banged or the phone rang, and my ability to sense sound developed as I became more and more dependent upon it.

Anyone can experience these effects, of course; if you put your hands on both sides of a piece of paper when a radio is on, you can feel the vibrations coming through the paper, and most young people have experienced the vibrations that pour through the lower limbs at the strong bass beats of a 'high-powered' disco.

Music isn't just a question of sound. The thing about playing percussion is that you are not just creating sound, not just playing notes or beating out a pattern. You are creating emotions from inside yourself that can be sometimes beautiful and uplifting but are, sometimes, ugly or disturbing. To be a good musician, music has to come from deep inside you, from a seed growing in your heart.



14

13. Why do you think many people admire Evelyn Glennie?

up to 3 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Possible points might refer to Evelyn's:

- musical ability
- sensory ability
- determination / perseverance
- professional success
- inspiration to others.

Award **3 marks** for answers which provide substantial coverage of at least two points, eg:

- *I think many people admire her because she is such a talented person and she can sense the notes through her body and it is very interesting, almost as if she is psychic. Also many people may just learn from her example (sensory ability and inspiration)*
- *because at the age of 12 she lost her hearing but she carried on playing instruments and that must have been hard but she learnt about beats and notes through the vibrations in her body (determination and ability)*
- *she is admired because she is so talented in percussion and yet she is deaf. People must love the sounds and emotions she makes, plus all the prizes she has won (musical ability and professional success).*

Award **2 marks** for answers which **either** explore one of the points above in more detail / with textual support **or** explore two of the points superficially, eg:

- *because she is a great musician and also because she can't hear but she still performs and plays successfully (musical ability and determination)*
- *she never gave up and followed her ambition to become a musician although she was deaf (determination)*
- *because even though she's a deaf woman she can play an instrument and somehow be very good at it (musical ability).*

Award **1 mark** for answers which are **either** very general **or** refer to a very specific detail relating to one of the points above, eg:

- *she gives around a 110 concerts a year (success)*
- *she plays percussion even though she is deaf (perseverance)*
- *she is a very good and talented musician (musical ability).*

14. Using what you have read, which **three** of the following are features of autobiographies?

up to 2 marks

Assessment focus 7: *relate texts to their social, cultural and historical contexts and literary traditions.*

Award **2 marks** if all three correct answers are ticked.

Award **1 mark** if two correct answers are ticked.

Tick **three**.

written in the first person

include the writer's thoughts and feelings

include conversation

written in the present tense

give the author's life story

are in note form

Section 3: Drumming Around the World

Page 9 (continued)

15. Why are 'talking drums' important in West Africa? Ring **one**.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for the correct choice.

conveying
important
information

developing
emotions

making
rich metallic
sounds

playing
rock music

16. What is the purpose of the sub-headings on pages 8 and 9?

1 mark

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for answers that refer **either** to organisation of text, eg:

- *to indicate that you are moving on to a new section*
- *to divide up the text / separate the different information*
- *make it a bit more ordered.*

or to conveying information / facts, eg:

- *to tell you the name of the drum and / or where it is from*
- *to tell / show you which country they're talking about*
- *to tell you what they're talking about.*

Do not accept over-general answers, eg: *it tells you what the pages are about / to tell you what they are talking about on those pages.*

17. a) Complete the table using the information on pages 8 and 9. Some of the information has been filled in for you.

up to 3 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **3 marks** for six cells correctly completed.

Award **2 marks** for four or five cells correctly completed.

Award **1 mark** for three cells correctly completed.

	How drum is played	Sound of drum	Uses of drum
kalangu	<i>press strings</i>	<ul style="list-style-type: none"> ■ like the human voice / talking or ■ rising and falling 	<ul style="list-style-type: none"> ■ communication / talk or ■ any two of: births, deaths, marriages, welcome
steel drum	<ul style="list-style-type: none"> ■ (hit with rubber tipped) drumsticks 	Any one of: <ul style="list-style-type: none"> ■ rich / metallic ■ rhythmic / lively ■ different sound on each panel. 	<i>for entertainment</i>
ghatam	Any one of: <ul style="list-style-type: none"> ■ with hands ■ slap / hit with hand ■ left hand low notes / right high notes ■ hit with left hand / use fingers on right. <p>Do not accept: hit / move to / from body or stomach</p>	<i>a variety of tones</i>	Any one of: <ul style="list-style-type: none"> ■ religion ■ energy ■ emotion ■ spirituality.

17. b) This table has no heading in the first column.
What would be a good heading for that column?

1 mark

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award 1 mark for:

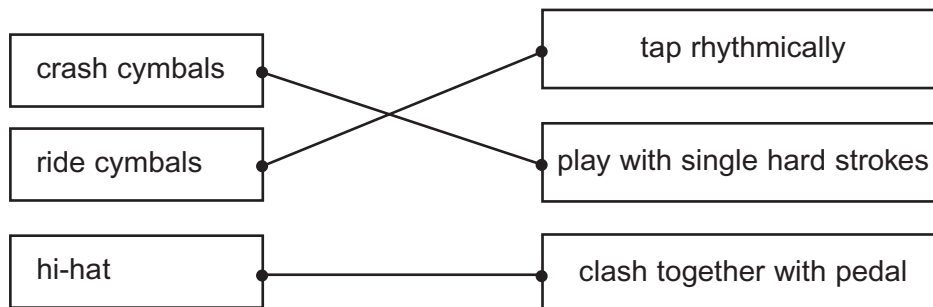
- name of drum / instrument / type of drum / drum(s).

18. Draw lines to match the boxes to show how different cymbals are played.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award 1 mark for all three pairs correctly matched.



19. Which instruments make up a typical drum kit on page 9? Tick **four**.

up to 2 marks

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **2 marks** if all four correct answers are ticked.

Award **1 mark** if two or three correct answers are ticked.

large oil drum	<input type="checkbox"/>	tom-toms	<input checked="" type="checkbox"/>
cymbals	<input checked="" type="checkbox"/>	bass drum	<input checked="" type="checkbox"/>
snare drum	<input checked="" type="checkbox"/>	pans	<input type="checkbox"/>
large clay pot	<input type="checkbox"/>		

20. Which of the drums below would you like to try? Tick **one**.

kalangu *ghatam*

Explain why you have chosen this drum, using information from pages 8 and 9 in your answer.

1 mark

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** for answers which provide appropriate text-based justification, eg:

- *kalangu, because I'd like to talk using a drum*
- *[kalangu], I would like to see how many different sounds I could make and how far the sound travels*
- *ghatam, because I'd like to play something that is really just a pot.*

Do not accept answers that are not text-based, eg: *ghatam, because I have already tried them / kalangu, because I like the sound of them.*

21. What is the main purpose of the text on pages 8 and 9?

1 mark

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award 1 mark for the correctly ticked box.

Tick **one**.

to give information about four new types of drum

to show the variety of drums worldwide

to demonstrate how easy drumming is

to persuade you to try drumming

Section 4: Could You be a Drummer?

Page 12

22. This text has been written for a certain type of reader. Who?

1 mark

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** if the correct answer is ticked.

Tick **one**.

- | | |
|----------------------|-------------------------------------|
| young people | <input checked="" type="checkbox"/> |
| parents of teenagers | <input type="checkbox"/> |
| experienced drummers | <input type="checkbox"/> |
| nursery children | <input type="checkbox"/> |

23. a) In the box below, underline **two** words that Peter uses to show that *Drumming is great fun*.

1 mark

You sit at the back of the orchestra, surrounded by exciting kit, having a fantastic time bashing everything in sight. But it isn't all that easy. You have to hit the right drum at the right time and at the right loudness.

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for underlining any two of the following (pairs of) words:

- exciting (kit)
- fantastic (time)
- bashing (everything).

Do not accept answers if sections consisting of more than two words are underlined.

23. b) Apart from Peter, which of the other speakers on these pages also emphasises the enjoyment of playing music?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award 1 mark for:

- Lara (Brook).

23. c) **Find and copy** the sentence that shows the enjoyment of this speaker.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award 1 mark for:

- It's great fun though.
- ... you have the fun (of playing all the "odds and ends" that everyone else is too grand to play).

24. Jez Kamal says that
Drumming is not for anyone who likes a quiet life.

What does he mean by this?

up to 2 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Award **2 marks** for answers which provide a metaphorical interpretation of a *quiet life* and refer to life-style / personality, eg:

- *a drummer's life is very busy / full of activity*
- *he means that people who like peace and quietness, it isn't for them because Jez Kamal is a rock star and peace doesn't match with it*
- *if you like to read a book all day then this isn't the type of instrument for you*
- *Jez means that drumming is really loud and energetic but if you are a quiet calm person, drumming is not the thing for you*
- *since drumming is often loud, quiet people may not like the idea*
- *if you are shy and quiet, then drumming is not really for you.*

Award **1 mark** for answers which relate only to sound / music / noise in a literal interpretation of a *quiet life*, eg:

- *drumming is noisy*
- *if you like a quiet life / peace and quiet, don't play the drum*
- *if you like relaxing music, you won't like the drums*
- *drums are loud so if you like peace and quiet don't buy drums.*

Do not accept (near) restatement of quotation, eg: *drums are not suitable for people who want quiet.*

25. In Lara's comments, the word 'NOW' is in capital letters.

Why?

up to 2 marks

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **2 marks** for explanations that the capitals convey the demand of the experience on Lara, eg:

- *to say that it all has to be done at the same time*
- *to show that you have to have the right timing*
- *it is showing how nervous she gets trying to get to the parts she has to play*
- *to tell you how fast she has to be*
- *because she's trying to get across how much you've got to do and how little time you've got*
- *it's big because she can't miss a thing.*

Award **1 mark** for answers which refer only to aspects of the challenge, but not to Lara's intention to convey that challenge **or** answers which imply that the timing of the tubular bells and page turning is the only difficulty involved, eg:

- *because she has a lot to do in one go*
- *because it's urgent*
- *you have to hurry up and get on with it*
- *she is trying to say how hard it is turning over one page and playing the bells.*

Also award **1 mark** for answers which refer only to Lara's expression, eg:

- *to show that she's saying it louder / in a different tone.*

Do not accept general responses, eg: *to grab your attention.*

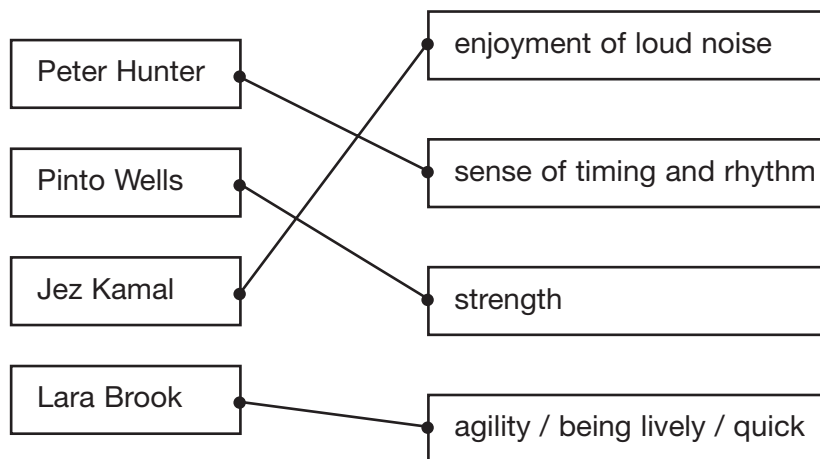
26. Each of the people on pages 10 and 11 talks about different abilities needed for playing their instruments.

Draw lines to match each person to the abilities they talk about.

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award 1 mark for four correctly matched pairs.



27. Lara describes what she has to do when she is playing.

Draw lines to match each instrument to the pictures to show whether Lara uses her hands or feet.

One has been done for you. Draw **four** more lines.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for four correctly matched items.

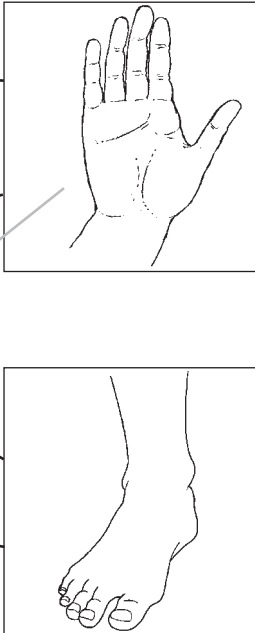
side drum

bass drum

timpani

cymbals

tubular bells



The diagram shows two illustrations: a hand and a foot. Lines connect the instrument names to the illustrations. A line from 'side drum' connects to the hand. A line from 'bass drum' connects to the foot. A line from 'timpani' connects to the hand. A line from 'cymbals' connects to the foot. A line from 'tubular bells' connects to the hand. The line from 'side drum' to the hand is the one that has already been drawn.

28. a) Lara plays a great many instruments.
How many instruments does she mention?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for:

- 5 / five.

28. b) **Find and copy** the phrase that makes it clear that Lara sometimes finds her task difficult to do.

1 mark

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for any of the following:

- how on earth
- trying
- have to be (played now).

Also award **1 mark** for copying out the whole / most of the section:

- ... *wondering how on earth you are going to be able to reach the tubular bells which have to be played NOW.*

Section 5: The whole booklet

Page 15

29. Each of the texts in this booklet looks at the subject of drumming, but in different ways.

Which text might inspire someone to take up drumming?

Tick **one**.

Evelyn Glennie [pages 4–7]

Drumming Around the World [pages 8–9]

Could You be a Drummer? [pages 10–11]

Explain why it might inspire someone.

up to 3 marks

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Possible points might refer to the effect of the **content**, **style** and/or **writer** of the chosen text.

Award **3 marks** for answers which evaluate the overall impact of the chosen text on at least two of the three points in relation to how this text may inspire the reader, eg:

- [*Evelyn Glennie*] *because she is deaf and she still enjoys playing drums and it explains to us how she plays the drums and what it's like in Evelyn's view*
- [*Drumming Around the World*] *because of how it explains all the exciting drums, like the sound they make also how you make the sound. I thought that the Caribbean drum was fantastic with its metallic rich notes*
- [*Could You be a Drummer?*] *because you have other people's opinions, so you know what it feels like to four other people and if it's something they all enjoy, it might feel enjoyable to you.*

Award **2 marks** for answers which make an accurate generalisation about the chosen text on any one / two of the three points above, eg:

- [*Evelyn Glennie*] *even though she was deaf she had the strength to keep playing and could understand the notes through hands and feet*
- [*Drumming Around the World*] *because it shows different kinds of drums you could play and how to play some of them*
- [*Could You be a Drummer?*] *because they are children, they explain what you want to know.*

Award **1 mark** for answers which relate to one of the points above referring very specifically to a particular section or over-generally to a whole text, eg:

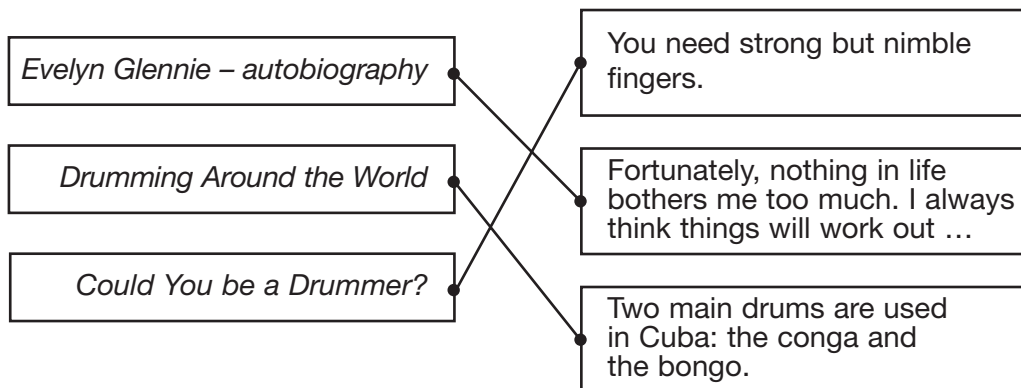
- [*Evelyn Glennie*] *because she shows you what you could do*
- [*Drumming Around the World*] *it shows all the different drums around the world*
- [*Could You be a Drummer?*] *because Lara says it's great fun.*

30. Sentences have been left out of three of the texts you have read.
Draw lines to match each sentence to the text you think it came from.

1 mark

Assessment focus 7: *relate texts to their social, cultural and historical contexts and literary traditions.*

Award 1 mark for all three pairs correctly matched.



The writing test

There are two mark schemes, one for the longer task *Dear Diary ...* (pages 34–37) and the other for the shorter task *Endangered Creature* (pages 48–49).

Assessment focuses for writing

The aspects of writing to be assessed are pupils' ability to:

1. write imaginative, interesting and thoughtful texts
2. produce texts which are appropriate to task, reader and purpose
3. organise and present whole texts effectively, sequencing and structuring information, ideas and events
4. construct paragraphs and use cohesion within and between paragraphs
5. vary sentences for clarity, purpose and effect
6. write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
7. select appropriate and effective vocabulary (this is not assessed separately, but contributes to text structure and organisation and composition and effect)
8. use correct spelling (assessed through the spelling test).

The mark scheme strands

For the purpose of marking the writing, related assessment focuses have been drawn together into three strands:

- sentence structure and punctuation
- text structure and organisation
- composition and effect.

For the longer task, the strands are organised as follows.

Assessment focuses	
■ sentence structure and punctuation	<ul style="list-style-type: none">– vary sentences for clarity, purpose and effect– write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.
■ text structure and organisation	<ul style="list-style-type: none">– organise and present whole texts effectively, sequencing and structuring information, ideas and events– construct paragraphs and use cohesion within and between paragraphs.
■ composition and effect	<ul style="list-style-type: none">– write imaginative, interesting and thoughtful texts– produce texts which are appropriate to task, reader and purpose.

Handwriting is assessed in the longer task. The marking criteria are shown in section F on page 37.

For the shorter task, the strands are organised as follows.

Assessment focuses	
<ul style="list-style-type: none"> ■ sentence structure, punctuation and text organisation 	<ul style="list-style-type: none"> – vary sentences for clarity, purpose and effect – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences – construct paragraphs and use cohesion within and between paragraphs.
<ul style="list-style-type: none"> ■ composition and effect 	<ul style="list-style-type: none"> – write imaginative, interesting and thoughtful texts – produce texts which are appropriate to task, reader and purpose.

The criteria encourage positive recognition of achievement in writing. Pupils do not necessarily develop uniformly across these categories, and the strands allow separate judgements to be made about the relative strengths and weaknesses of a pupil's work.

Marking procedures

The criteria for each strand identify typical characteristics of pupils' work in different bands. When marking, it is helpful first to identify which bands are most relevant to the writing and then refine the judgement to a mark within a band. The annotations on the example scripts show how to look for features in the writing, and the summary boxes show how to weigh these features to reach a mark.

Where the writing clearly does not meet the criteria for Band 1, a mark of 0 should be awarded.

Pupils will be expected to follow the prompt very carefully, especially in content and form. Pupils whose writing is unrelated to the prompt will not be credited with any marks for composition and effect. Those pupils who do not maintain the form throughout the piece, for example a non-fiction piece becoming narrative, will not have access to the full range of marks for composition and effect.

Marking the writing

A set of annotated scripts, written by year 6 pupils during the English pre-tests, is presented here to help your judgements of the writing. Scripts are reproduced without corrections to spelling.

The longer task: *Dear Diary ...*

The prompt presents a brother and sister expressing differing reactions to a day out with their family. The task is to write both Tom and Sara's diary entries after the day out. Support for diary style is given, as views are stated in the first person; however, choices about content are left to the writer's imagination. The planning sheet offers help with decision making and development of ideas from contrasting perspectives. Better performances are distinguished by the effective selection of common events presented from two viewpoints, interplay across diary entries to create humour or interest, and convincing style to suggest the written reflections of two distinctly different characters.

Dear Diary ...

A brother and sister went on a day out with their family.

Tom really enjoyed the outing, but Sara did not.



Tom

That was a great day out!
I really hope we can go
there again.

Well, what an awful day. Apart
from lunch, I can't think of one
single thing I enjoyed.



Sara

When they returned home, Tom and Sara wrote about the day
in their diaries.

Your task is to write Tom and Sara's diary entries.

Use your imagination to decide what Tom and Sara would
write in their diaries.

Mark scheme for the longer task: *Dear Diary ...*

SECTION A

SENTENCE STRUCTURE AND PUNCTUATION

Assessment focuses: vary sentences for clarity, purpose and effect

write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

Band A1

- Construction of clauses is usually accurate. Some simple sentences, often brief, starting with a pronoun + verb (*I fell down*). Clauses mostly joined with *and, but, then, so*.
- Sentences sometimes demarcated by capital letters and full stops.

1 mark

Band A2

- Subjects (mostly first person) and verbs often simple and frequently repeated (*I went, we got, said*). Simple connectives *and, but, then, so, when* link clauses; some use of *because*. Some sentence variation created, eg simple adverbials (*later, after that*). Noun phrases mostly simple (*the swings, his burger*) with some limited expansion (*a plank of wood*).
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

2–3 marks

Band A3

- Adverbials (*When we went to the beach*), expanded noun phrases (*a really big roller coaster*) and use of the first and third person (*Tom thought ...*) add variety. Some variety in subordinating connectives *because, which, where, if (if it got more difficult)*, subjects and verbs. Tense choice appropriate, eg past for events of the day (*Sara dived in first*).
- Most sentences correctly demarcated; some commas mark phrases or clauses. If used, inverted commas demarcate direct speech.

4–5 marks

Band A4

- Simple and complex sentences used, with some variety of connectives, eg *while, although, until*. Expansion of phrases and clauses adds detail (*which made me laugh*). Adaptation of verb forms to refer to continuous action, past or future events (*I could have stayed there*). Additional words and phrases contribute to shades of meaning, eg adverbs (*exactly, particularly*). Sentence variation, including different sentence types, to suggest interactive, conversational language, eg use of questions (*do you know how hard it is? why did I even bother?*).
- Range of punctuation used, almost always correctly, eg brackets, dashes, colons. Full punctuation of direct speech (if used).

6–7 marks

Band A5

- Length and focus of sentences varied to express subtleties in meaning and to focus on key ideas. Sentences may include embedded subordinate clauses (*because I slipped on the trampoline when I attempted to do a flip*), sometimes for economy of expression; word order used to create emphasis / conversational effect (*£4 a day I get*).
- Range of punctuation, with little omission, to give clarity.

8 marks

SECTION B**TEXT STRUCTURE AND ORGANISATION**

Assessment focuses: organise and present whole texts effectively, sequencing and structuring information, ideas and events

construct paragraphs and use cohesion within and between paragraphs

Band B1

- Ideas grouped into sequences of sentences; may follow a simple chronology. Division between two entries may not be clear / there may be only one diary entry.
- Simple connectives used (*and, and then*). Some connection between sentences, eg pronouns referring to the same person or thing (*I, she*).

1 mark

Band B2

- Text structure overall is simple: the two diary entries are both chronologically structured and include brief openings and / or conclusions (*So, that was the end*). Some events in one diary are mentioned in the other, creating a simple pattern. Some divisions between sections of content indicated, eg *then we went ...*
- Connection between sentences built up by reference to people and events. Other relationships within and between sentences may be used (eg contrast: *apart from that, everything else was boring*); some simple cross-reference between diary entries (*my brother*).

2–3 marks

Band B3

- Both diary entries are sequenced and mostly refer to common events, creating two corresponding sequences, eg description of journey + activity + lunch. Shifts in time and place help organise sections / paragraphs (*when we finally got off ..., as we began to spin*), although section or paragraph transitions may be awkward.
- Within sections or paragraphs, connected sequences of events may be developed around a main sentence. Some continuous references link through the whole text (*Tom / my brother / he*).

4–5 marks

Band B4

- Overall organisation of the diary entries supported by sections or paragraphs. Relationships between sections or paragraphs give structure to the whole text, eg links between events in two entries (eg parallel reactions to same event: Tom: *I couldn't stop laughing* / Sara: *The thing that made me really mad ...*), connections between opening / ending.
- Sections or paragraphs are developed, eg paragraph used to develop detail about an event. Reference to characters / events / settings sometimes varied (*that stupid idiot brother of mine / he*).

6–7 marks

Band B5

- The structure of the text is controlled and shaped across the two diary entries. Sequencing of sections or paragraphs contributes to overall effectiveness, eg strategic placing of most significant event common to both entries (Tom: *decided that I would ride on the highest roller coaster first* / Sara: *seeing the height made my tummy feel worse ...*).
- Sections or paragraphs varied in length and structure, ideas connected in a variety of ways, eg an event given prominence in one diary is deliberately dealt with briefly in the other.

8 marks

SECTION C**COMPOSITION AND EFFECT****Assessment focuses: write imaginative, interesting and thoughtful texts****produce texts which are appropriate to task, reader and purpose****Band C1**

- A simple, first person recount of a day out; form may be two diary entries but distinction between Tom / Sara may be unclear.
- Detail to expand content sometimes included (*VIP card, worth £9.50*).

1–2 marks**Band C2**

- Two diary entries; some awareness of reader, eg attempt to develop character of Tom / Sara to interest (*I am not into cars and motorbikes*). Coverage may be unbalanced.
- Two simple, contrasting viewpoints sometimes evident, eg Tom / Sara express different attitudes / reactions to the same event (Tom: *I was enjoying it* / Sara: *a boring walk*).
- Word choice often general with some detail for description (*water slides*). Some stylistic choices support diary presentation, eg conversational words (*Well, Oh*) although level of formality may be inconsistent.

3–5 marks**Band C3**

- The diary entries are maintained; coverage of events between the two entries is balanced and maintains pace; development of significant common events with detail and/or humour to interest reader.
- The viewpoints of Tom and Sara are sustained, eg differing reactions to the events are consistent with their characters and contrast with each other (Tom: *spinning round and round dead fast!* / Sara: *I was still dizzy when I got home*).
- Use of descriptive words and phrases (*mouth-watering, cushioned, greasy*). Diary style evident, eg informal remarks (*I mean, you know*). Word choice shows contrast between Tom's and Sara's attitude (Tom: *I got millions of wicked prizes* / Sara: *I won a stupid ticket to a ride*).

6–8 marks**Band C4**

- The diaries are adapted: content is selected to emphasise contrast between Tom and Sara and develop character (eg activity such as ice-skating / football reveals different levels of skill).
- Viewpoint is established and controlled, eg Tom and Sara comment on each other's attitudes (*it took her half an hour, I could tell she did not enjoy the trip*) as well as giving their own reactions.
- Stylistic choices maintain interest, eg some differentiation between Tom's and Sara's style of address and word choice (Tom: *a small, flat, playful fish greeted me* / Sara: *I felt very unsafe – fish could have leapt out and attacked!*).

9–11 marks**Band C5**

- Choice and placing of content adapted for effect, eg contrast in characters subtly revealed by what is prioritised or dealt with briefly.
- Viewpoint well-controlled and convincing, eg writer manages two contrasting positions and develops attitudes of both characters through reflection (Tom: *most of the time I ignored her* / Sara: *Wait a minute, Tom hates swimming and I love it!*).
- Stylistic devices fully support purpose and engage, eg Tom's and Sara's language is stylistically distinct (Tom – excited and interested: *I scoured the museum, hungry for more facts* / Sara – despondent: *Trudging through dark and dingy dungeons for absolutely no reason*).

12 marks

SECTION F**HANDWRITING**

All pupils need to develop a serviceable handwriting style which is legible, clear and encourages the reader to engage with what has been written.

This assessment of handwriting is based on pupils' ability to write legibly and fluently in a sustained piece of writing.

Judgements will be made on the basis of the legibility and clarity of the handwriting throughout the longer task, supported by a closer look at the size and position of words and letters.

Band F1

The handwriting is legible and shows some features of regularity in size and spacing. However, overall the script is disjointed and uneven.

1 mark**Band F2**

Overall, the handwriting is regular with some flow and movement. Letters and words are usually appropriate in size and position but there is some variation.

2 marks**Band F3**

The handwriting is consistent and fluent with letters and words appropriately placed. The handwriting maintains a personal style to engage the reader.

3 marks

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Tom's Diary

I had a great day ... Because i went to the Betch with my mum and dad and sister my sister was realy moody wen we got their we made a sand castle and went in the sea then we had a swim in the little swimming Pool they hd their I asked if we could have an ice cream so his dad Bought him one. Me and my family had a Picnic on the sand they had loads of tastey treat's and then they went on the Jet skis. Then we all wen't home and feel asleep and we had a big roast dinner. My dad took me over the Park to go and Play football with my friends I scored 4 goals.

some accurate sentence demarcation (A2), but elsewhere boundaries are ignored (below A2)

simple connective used repetitively (A2)

limited expansion of noun phrases (A2)

simple noun phrases (A2)

chronological structuring of events (B2)

some reference in both diaries to a common event (B2)

abrupt ending (below B2)

see you
soon tom

Sara's Diary

I had an awful day ... my little Brother frew sand at me my dad frew me under the water my mum Pulled my hair and when I had an ice cream my Brother made me drop it so I can't have one. The best bit was when we had lunch because I had more than my Brother. But when we wen't on the Jet skis I feel of and nerly drownnd. When we wen't home and fell asleep in the car when we woke up my Brother came over to me and gave me a cudde and he bought me an icecream with his money. My mum took me out shopind with my friends and I got 2 dresses and 2 tops.

use of contrast between sentences (B2)

simple cross-reference between diary entries (B2)

abrupt ending (below B2)

See you
Soom Sara

SENTENCE STRUCTURE & PUNCTUATION
Summary
Limited expansion of phrases and predominantly simple connectives give evidence for Band A2. Greater use of full stops and capital letters to mark sentence boundaries necessary for higher mark in band.
Band A2 – 2 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> • Entries include coverage of events to interest (<i>nerly drownnd</i>) although development is limited (C2). • Attitude expressed in Tom's diary (<i>realy moody, tastey treat's</i>) but less evident in Sara's diary (below C2). • Some use of detail (<i>roast dinner, dresses</i>) but other vocabulary is general (<i>water, money</i>); sign-off (<i>see you soon</i>) is informal (C2).
Summary
Accounts of Tom and Sara's day out, written in the form of diary entries, with occasional attempt to interest through word and content choice merit an award in Band C2. Use of Sara's viewpoint to create contrast would be necessary for higher mark in band.
Band C2 – 3 marks

TEXT STRUCTURE & ORGANISATION
Summary
Simple text structure, in the form of two event sequences, together with some reference to common events and characters offer a straightforward pattern and suggest Band B2. Some overall shaping, such as a brief ending to the events, would give evidence for the higher mark in band.
Band B2 – 2 marks

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

mostly accurate sentence demarcation, although some overuse of exclamation marks (A2)

Tom's Diary

I had a great day ... at the Park with all the family I Played football with my dad then after we all had a Picnic mum had made Sara enjoyed the food! Then we all had a refrecing lolly wich was nice! After all the food had gone and everyone had there lolly)we went on the climbing frame and(the relly high slide)it was great fun but sara didnt come on because she dose'nt like any thing high. I really enjoyed hower day out and I really hope I can go again and have as much fun has I did this time.

division between sections of content indicated (B2)

simple connectives (A2)

simple concluding comments (B2)

reference back to day out builds connections (B2)

simple adverbials (A2)

Sara's Diary

I had an awful day ... because when we arrived at the park (first of all) They Played Football and I hate Football! Then we had lunch which was nice inFact I think (that) was the only think I injoyed)and (the lemon top icecream my Faviourt! Then Mum, dad, and my brother Tom went on (the high slide) and Tome went on the climing Frame but Im terifide of (high thing's) so I didn't go on anything. I would go again said sara long as we do something we all like mabay go on are bikes instead of in the car to the Park.

reference to lunch provides contrast (B2)

comma in list (A2)

link with Tom's diary (B2)

repetition of verb (A2)

simple concluding comments (B2)

expanded noun phrases, but elsewhere simple noun phrases (A2)

SENTENCE STRUCTURE & PUNCTUATION
Summary
Although there is some overuse of exclamation marks, evidence of mostly accurate demarcation and comma in a list suggest Band A2. Use of simple connectives and adverbials, together with some sentence development (expanded phrases) lead to the higher mark in band.
Band A2 – 3 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Attempt to develop character through Tom's comments on Sara (<i>Sara enjoyed the food, because she dose'nt like any thing high</i>) (C2); change of person in Sara's diary (<i>said sara</i>) weakens effect (below C2). Tom and Sara show different reactions to the playground (<i>it was great fun / Im terifide of high thing's</i>) (C2). Some conversational language in Sara's diary (<i>inFact, my Faviourt!, mabay</i>); occasional descriptive detail (<i>refrecing lolly</i>) (C2).
Summary
These straightforward accounts of the day out include contrasting viewpoints, some character development and some use of style to support diary form, indicating Band C2. Control of person necessary for highest mark in band.
Band C2 – 4 marks

TEXT STRUCTURE & ORGANISATION
Summary
Simple connections in text – evident through back reference, contrast and common content between the entries – indicate Band B2. The use of sequence, some basic grouping of content and simple endings to both diaries give some overall shape and justify the higher mark.
Band B2 –3 marks

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Tom's Diary

I had a great day ... at the zoo. I saw a zebra and it came up to me and I stroked it. I asked mum to give me some food, so she got the bag of food and passed it to me. Then the Zebra poked its head into the car and started to eat the food. Mum pulled the bag away because she thought the zebra would eat all of the food. Mum started to drive along the road to the next set of animals. I could just see a big wall with a little head popping up at the top. It was a deraf. Sara said to mum to drive strait past the derafs because she doesnt like them but mum didn't. When we finley got to the derofs, one of them came up to me and started to lick my hand. Its lips were all spungy and soft. I could not wait untill lunce because I was starved but mum onley gave me a drink and a chese sandwig. But I couldn't wait untill I got home and tell every body what a good day I had. I also couldn't wait untill I could go there again.

variety through first and third person subjects (A3)

commas support sentence structure (A3)

expanded noun phrase (A3)

adverbials (A3)

development of a section: connected sequence of events focus on the giraffe (B3)

shifts in time help to organise content (B3)

Sara's Diary

I had an awful day ... at the zoo because Tom kept getting what he wanted and I kept getting left out because of him! I didn't like the animals because they kept staring at me, especily that deraf that came over to the car. The onley thing I liked best at the stupid zoo was lunce because I can't think of anything else that was fun and exsiting. Mum kept driving around and stopping at the animals that my brother Tom wanted to see, also he had some food to feed the animals with and I didn't. Tom didn't even leve some food for me to give to the animals. I never want to go there again.

variety of subordinating connectives (A3)

expanded noun phrase (A3)

correct sentence demarcation (A3)

sequence of events (giraffe + lunce) common to both entries (B3)

continuous references link through entire entry (B3)

SENTENCE STRUCTURE & PUNCTUATION
Summary
Use of adverbials, expanded noun phrases, subordination and variety of person, supported by accurate demarcation and comma use in developed sentences, merit the higher mark in Band A3. More variety of sentence type and greater range of punctuation necessary for award in higher band.
Band A3 – 5 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Development of common event to amuse: Tom's detailed account of seeing the giraffe (<i>little head popping up</i>) (C3); repetition (<i>couldn't wait untill</i>) results in some loss of pace at end of Tom's entry (below C3). Contrast between Tom's enthusiasm (<i>tell every body</i>) and Sara's dislike (<i>the stupid zoo, didn't even leve</i>) sustained (C3). Descriptive vocabulary in Tom's account (<i>poked, spungy and soft</i>) combined with word choice in Sara's entry (<i>staring, that deraf</i>) emphasises contrast in attitude (C3).
Summary
Coverage of interesting common events from two different perspectives, using the form of diary entries, gives humorous contrast and indicates Band C3. Descriptive words and phrases add to the effect, although greater control of pace would be necessary for highest mark in band.
Band C3 – 7 marks

TEXT STRUCTURE & ORGANISATION
Summary
Two parallel sequences, with some developed sections and continuous reference, together with some marking of time shifts help maintain structure and indicate Band B3. Evidence of section development in Sara's diary (eg about the lunce) would be necessary for higher mark in band.
Band B3 – 4 marks

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Tom's Diary

I had a great day ... we went to Action Park. I had a whale of a time because we got there early & didn't have to wait in a queue. The first thing we did (when we got there) was go on the roller-coasters, well me and dad did because were brave. Mum didn't (because she a scardy cat) & Sara didn't because she has azmar, well I think she could have gone on some rides but was too frightened. (In the first hour) me a dad went on (the two most terrifying rides called Colossous and Nemisu). After that we had lunch, which was very, very tasty. (During lunch) Sara seemed very miserable. later we decided to go to the arcade, I won £10.00. Nextly we went on a water ride (which) Sara could have gone on but didn't want to get wet. (Me, dad and mum) loved every bit. (We) then went on a ride called deternaite, it was (a ride that drops from a 200 feet in the air) It started to raid so we headed home.

adverbials (A3)

expanded noun phrases (A3)

some weakness in comma use (below A3)

some commas correctly support the structure of longer sentences (A3)

varied subordinating connectives (A3)

some range of punctuation (above A3): capitalisation, brackets

variety: use of third person and first person (A3)

connected sequence: Tom's comments about the roller coasters developed beyond the sentence (B3)

connected references (B3)

organisation of the whole text: in both entries, shifts in time and place support divisions into sections (B3)

varied references (above B3)

corresponding sequences: Sara's diary mentions lunch + arcade (B3)

Sara's Diary

I had an awful day ... during our family outing at Action Park. I hated every bit (because) (my silly brother) Tom consistantly was teasing me. All I did there was watch a 4-D movie in a theatre called Pirates, it bored me to death but the rest of my family laughed all the way through it. (The first hour or so) at (Action) (Park) all I did was watch (Tom) and dad having fun. Tom was playing with me. I didn't like it, so I pulled away and ended up stepping in dog droppings. So after that Mum insisted we ate lunch so we did. (At lunch) Tom spilt his drink all over me. I was drenched from head-to-toe. We then went to the arcade. (On the way there) my £20.00 note got blown in a tree. With the change I had, I used it on the slot machine. I came back with nothing and (Tom) won £10.00 (how unfair is that). I went to get a drink from the stoole outside, (while) I was waiting I got soaked even more than I was (from Tom's drink) 5 minute (after) I came back we went home.

SENTENCE STRUCTURE & PUNCTUATION
Summary
Adverbials, expanded phrases, variety of subordinating connectives and use of first and third person suggest Band A3. Despite some weaknesses in comma use, other evidence of accurate comma use within correctly demarcated sentences, together with some range of punctuation lead to the higher mark in this band.
Band A3 – 5 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Coverage of common events creates humour (<i>me a dad went on the two most terrifying rides; all I did was watch Tom and dad having fun</i>); pace maintained in both entries (C3). Tom's diary includes comment on Sara's attitudes (<i>I think she could have gone on, seemed very miserable</i>) (above C3). Informal remarks (<i>scardy cat, how unfair is that</i>); some descriptive word choice (<i>drenched, soaked</i>) emphasises contrast with Tom's diary (C3).
Summary
Two contrasting accounts of a theme park outing, presented with detail to amuse and in a style which supports diary form, indicates an award in Band C3. Inclusion of Tom's thoughts about Sara justifies the top mark in this band.
Band C3 – 8 marks

TEXT STRUCTURE & ORGANISATION
Summary
The diary entries are linked by common sequences of events; sections of the text are marked by changes in time and place. These features indicate Band B3; evidence of section development and connected reference to characters (including some varied reference) justifies the higher mark in band.
Band B3 – 5 marks

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Tom's Diary

I had a great day ... we went to the zoo and saw the best animal in the world it was the lion! It was a great sunny day too! What makes it better is that it was my idea and Mum & Dad listened. I bet Sara is dead upset she wanted to go to a [fashion shop] Hah! (Let me start from the beginning) - ... Hmm. Lets see, yeah, first I jumped out of bed and went downstairs. I had a beaming smile on my face because I had a dream about going to the zoo and I wanted to go today to relive the experience. (When) I got into the kitchen who was there, but Sara asking Mum to go to the shops. I immediately turned on the crying technique and off to the zoo we were! All the way I was so – so, so, so happy. I even got to feed the seals! Life is so great know. I'm so happy I'm the youngest. Mum and Dad always listen. (Tomorrow) I'm gonna have to keep well out the way of Sara. She will try and crush me but still that's all for know tomorrow will be another story ...

range of punctuation (A4): quotation marks, colon

complex sentences with varied connectives (A4)

simple sentence (A4)

sentence boundaries ignored (below A4)

range of punctuation (A4): dash, omission apostrophe

sentence variation to suggest conversational language (A4)

adaptation of verb forms (A4): simple past, modals

Sara's Diary

I had an awful day ... we had to go to the zoo (because) of that pesky little brother of mine. – that's (if) he really is my brother. I never get what I want it's so unfair. I wanted to go to the fashion shop but no ☹ I had to go to the zoo instead. It was even a sale so dad didn't have to worry about money. (You know) sometimes I wonder why I haven't bursted. OK, (now lets talk about the day) Well, (first) asked mum if we could go to the shops when Tom started pestering mum to go to the zoo – (such a wimp) Of course mum said yes! (Then) we went into the car on a 1 hr journey to the zoo. That was the worse bit probably, Tom was so happy and he showed it by singing about lions. The (finally) we got to the zoo we had to walk through this huge bird cage with millions of birds in it and they all pooped on me. To make matters even worse my best friend, Hillary (was) there. I knew she (wouldn't) laugh out loud but I (could) see it in her eyes. (Tomorrow) in school I'll be a laughing stock you see if I don't. Oh, I don't know, one day I (will) crack. (I mean) what did I do to deserve this, eh! The only good thing was when the trip was over.

overall organisation: sentence indicates structure of text (B4)

section develops detail about decision to go to the zoo (B4) – but less development of Tom's experiences at the zoo

link between entries: both refer to feelings about the following day (B4)

overall organisation: sentence introduces next section (B4)

section develops detail (B4)

words mark chronological sequence of section and group text together (B4)

SENTENCE STRUCTURE & PUNCTUATION
Summary
Complex sentences with varied connectives, adapted verb forms, use of a simple sentence for effect and different sentence types combine to indicate Band A4. A range of punctuation supports meaning, although further consistency would be necessary for higher mark in band.
Band A4 – 6 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Adaptation through character (<i>turned on the crying technique</i>) and contrast in attitude amuses, eg Tom's enthusiasm (<i>Life is so great</i>) matched with Sara's despair (<i>To make matters even worse</i>) (C4), although coverage of zoo in Tom's diary is limited. Contrasting viewpoints evident: Tom and Sara refer to each other throughout (<i>I bet Sara is dead upset; he showed it by singing</i>) (C4). Word choice supports character contrast (<i>beaming, crush, pesky, pestering</i>); conversational style provides interest and liveliness (<i>Hmm. Lets see, yeah; Oh, I don't know</i>) (C4).
Summary
In this pair of entries, differentiated characters are created and sustained, as the events of the day are recounted in an entertaining style. These aspects emphasise the contrast in response and provide evidence for Band C4; further content coverage in Tom's diary to parallel Sara's experience would give highest mark in band.
Band C4 – 10 marks

TEXT STRUCTURE & ORGANISATION
Summary
The structure of the whole piece is indicated by clearly marked divisions in each diary entry; references to common events offer further support by linking the two entries. These features, together with evidence of some developed sections, justify the higher mark in Band B4. Greater development of Tom's experiences at the zoo, grouped to create an expanded section, would be necessary for award of the top mark.
Band B4 – 7 marks

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Tom's Diary

I had a great day ... I was excited as soon as I got told that we were going to the Roman museum by Mum and Dad. It was fascinating to learn all about Romans. We got a map to see where we wanted to go but we let our feet lead the way. We got to build our own tapestry on the wall out of small mosaic squares. There was also an artist impression of where the Romans walked on mosaics. I found that really interesting. Near the back of the museum there was a wheel with the Roman alphabet on it. My name was DPV. By that time my whole family was starving so we stopped for lunch. It was lovely, we had burgers and chips. It was nearly time to have a look at the other half of the museum but this time we decided to have our map. First if all we headed off to the Roman armour room where you got to see a model Roman soldier dressed in golden armour with a shield and a sword. In the same room behind glass there were necklaces and jewellery that had been found by archaeologists. They seemed very fragile and delicate and if touched they would probably snap. It looked like it took ages to carve the patterns onto the real bronze. To sum up I had a lovely, eventful day!

Sara's Diary

I had an awful day ... we went to Roman museum, I've always to go there, oh how did you tell I'm being sarcastic? It was so boring, I begged and pleaded not to go right from the beginning. My feet hurt where we trampled round every tiny inch of the museum. I decided to cheer myself up by helping Tom build the tapestry but it just put me down even more because it was far too hard, but Tom managed to do it and he's younger than me! By the time we got to write our name in Roman I was bored stiff. What a stupid idea it was to write your name in Roman only people from sadland would do that! Oh, to make matters worse we stopped at every single fact sheet, and there was 200 of them. I was tired, bored and just overall FED UP! I mean we must have been the first family to stand there and look at every single fact sheet. I hope we never go back there again!

use of commas not secure (below A4)

additional words for nuance of meaning (A4)

expansion adds detail (A4)

adaptation of verb forms (A4)

varied subordinating connectives (A4)

word order used for emphasis (above A4)

range of punctuation (A4), but some overuse of exclamation marks (below A4)

controlled structuring (B5): Tom's diary builds up to most significant event (B5)

reference to location supports shaping (B5)

specific event given emphasis in Tom's diary forms a developed section and contrasts with Sara's brief summary of the rest of the day (B5)

controlled structuring (B5): 'tapestry' event mentioned in both diaries and given greater prominence in Sara's diary

later events dealt with more briefly (B5)

SENTENCE STRUCTURE & PUNCTUATION
Summary
Grammatical variety, including complex sentences, adapted verbs and expansion indicate Band A4; use of word order for effect suggests the upper mark. Evidence of punctuation range (including consistent capitalisation for proper nouns), but further control of commas and exclamation marks would be necessary for award of the top mark.
Band A4 – 7 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Character indicated by content choice: Tom's account reveals his interest (<i>small mosaic squares</i>); selection of comments in Sara's diary shows her negative attitude (<i>it just put me down even more</i>) (C5). Viewpoint supports characterisation: Tom's reflection focused on his thoughts about the museum (<i>would probably snap</i>); Sara's centres on her embarrassment (<i>he's younger than me; first family to stand there</i>) (C5). Tom's fascination reflected in precise language (<i>golden armour, archaeologists, fragile, carve</i>) and contrasts with Sara's generalisation and colloquial choices (<i>people from sadland, every single fact sheet</i>) (C5).
Summary
These diary entries successfully present the same events through the eyes of two different characters, selecting content to vary emphasis and using word choice to suggest two writers with contrasting perspectives. This engaging and amusing piece therefore merits the top mark.
Band C5 – 12 marks

TEXT STRUCTURE & ORGANISATION
Summary
The organisation of ideas in these two diary entries emphasises the characters' contrasting attitudes to common events; Tom's diary builds to a climax with developed detail, whereas Sara's diary focuses on earlier events. This purposeful variation in the length and development of sections shapes the whole text and justifies an award of the top mark.
Band B4 – 8 marks

Handwriting examples

Example awarded 1 mark

The handwriting is legible and shows some features of regularity in size and spacing. However, overall the script is disjointed and uneven.

I had a great day ... We went to the fair ground today. I had a load of sun but all Sarah did was sit there and moan about all the time & the big spoilsport. anyway we went on the bumper cars and when dad rammed into my car I almost had all of my teeth knocked out!!! after that we went on the quicksilver, the fastest roller coaster in the whole of Europe after that we got lunch and went on the carousel because Sarah looked like she was about to cry!!! anyway after that we went on the ferris wheel which was really high up!! I'd give today an excitement & rating of 10/10!

Example awarded 2 marks

Overall, the handwriting is regular with some flow and movement. Letters and words are usually appropriate in size and position but there is some variation.

I had a great day ... I played loads of
footy and scored eight goals
against Sara I even scored
a bicycle kick. I then played
rugby and really hurt Sara she was
crying. Oh and then I went
to sports world and JJB dad
got me the new Frank
Lampard boots they are
superb, then to top it all
I had a KFC 3 strips
popcorn chicken and fries followed by
dessert and a cold ice fanta mmm
mmm. I made friends with Sara
after she begged me, I tell dad I
shave my boots I don't really I
wouldn't want to give them to
her they would come home smelly.
Oh oh I remember I learned

Example awarded 3 marks

The handwriting is consistent and fluent with letters and words appropriately placed.
The handwriting maintains a personal style to engage the reader.

I had a great day ... today, hi I am 8 years old, it was brilliant! I went to the zoo with my sister Sarah and my mum and dad. I fed the Lemus and saw a show about sea lions, the best one was Benson. This day out was the best one we had since, well, the last time we was at the zoo as a family. We got to see hippos, rhinos, giraffes, elephants and monkeys and if you didn't think that was enough, you could have lunch and watch the penguins stride along the water and jumping for some fish. I loved today but unfortunately Sarah didn't, she was mooring all the time because I picked the adventures day out the ZOO. I want to go again!

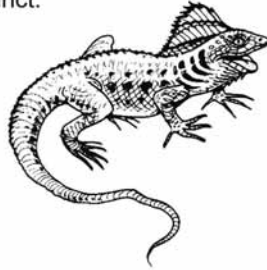
The shorter task: *Endangered Creature*

In this prompt, pupils are invited to imagine an endangered creature called a Tongo Lizard. The task is to write a page about the lizard to go in an information book about endangered creatures. The meaning of 'endangered' is explained and a picture of the lizard is provided. Planning offers further support by suggesting possible areas of content for development. Better performances are distinguished by the inclusion of interesting descriptive detail to inform and explain, together with sentence structures carefully selected for clarity and economy.

Endangered Creature

Imagine a creature called a Tongo Lizard.

It is an endangered creature, which means that very few remain and it may become extinct.



An information book about endangered creatures is being prepared.

Your task is to write the page about the Tongo Lizard.

You can make up the information using your imagination.

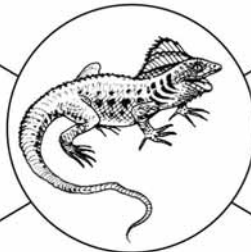
PLANNING

where it lives

what it eats

why Tongo Lizards
are endangered

what it looks like



Mark scheme for the shorter task: *Endangered Creature*

SECTION D

SENTENCE STRUCTURE, PUNCTUATION AND TEXT ORGANISATION

Assessment focuses: vary sentences for clarity, purpose and effect

write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
construct paragraphs and use cohesion within and between paragraphs

Band D1

- Clauses usually grammatically accurate, mostly joined with *and*, *but*. Some simple sentences, often a brief sequence starting with pronoun + verb. Some connections between sentences, eg pronouns referring to creature.
- Sentences are sometimes demarcated by capital letters and full stops.

1 mark

Band D2

- Simple connectives *and*, *but*, *when*, *or*, *so* link clauses; some use of *because*. Subjects and verbs frequently repeated (*It has*). Some use of adjectives (*soft*, *smooth*). Phrases with simple expansion (*the brown frill*). Simple adverbials (*in the desert*). Connections between sentences built up by references to aspects of the creature (*a long fin on its back*). Brief concluding statement may be included.
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

2 marks

Band D3

- Sentences are mostly grammatically sound. Some subordination, eg *because*, *if* (*because it is dying of hunger*). Adverbials (*When it senses danger*) and expanded noun phrases (*hot, open land, green skin with lots of bright red spots*) vary construction of sentences. Tense choice is generally consistent and appropriate. Some variation in subjects (*Many people, Their enemies*). Ideas developed within sections. Connections between ideas established, eg by reference to a previous part of the text (*these amazing creatures*).
- Most sentences correctly demarcated; some commas mark phrases or clauses.

3 marks

Band D4

- Simple and complex sentences used, with varied connectives *which* (*which are used for night hunting*), *although*, *who*. Expanded phrases and clauses express ideas economically (*when fully grown*). Variation in structure, eg passives (*are often hunted*). Organisation supports thorough coverage and emphasis on main ideas (*But their other features include*).
- Range of punctuation used, almost always correctly, eg brackets, dashes, colons.

4 marks

SECTION E**COMPOSITION AND EFFECT****Assessment focuses: write imaginative, interesting and thoughtful texts****produce texts which are appropriate to task, reader and purpose****Band E1**

- A short series of statements / comments about the creature.
- Detail sometimes included to expand content, eg simple description (*eats little animals*).

1 mark**Band E2**

- An informative account; content may focus on one aspect, eg description of what the lizard looks like, or include brief coverage of several aspects. Some features may be listed.
- Writing shows evidence of viewpoint, eg some objective description / some evaluative comment (*fewer and fewer, very strange*).
- Some vocabulary for accurate description (*prey, burrow*); overall level of formality may be inconsistent (*stop this madness, weird head*).

2–3 marks**Band E3**

- Coverage is balanced, eg includes several aspects relating to lizard. Detail supports informative / explanatory purpose of description (*big mane to sense when danger is coming*).
- Viewpoint is established, eg the writer's concern for the lizard is evident but does not dominate the impersonal, informative account (*little food to survive on*).
- Stylistic choices contribute to factual and descriptive presentation, eg precise word choice (*steamy, damp rainforest, habitat*).

4–5 marks**Band E4**

- Adaptation for reader, eg appeal to save lizard (*that is why it is so crucial*). Thorough coverage of points.
- The writer's viewpoint is consistent and controlled, eg informed explanation (*they prefer hotter countries*) suggests writer's concern for the lizard's situation.
- Stylistic features support account's purpose, eg vivid, visual description (*dense clump of trees*); technical, specific vocabulary (*captivity, poachers*); emotive appeal (*struggling*).

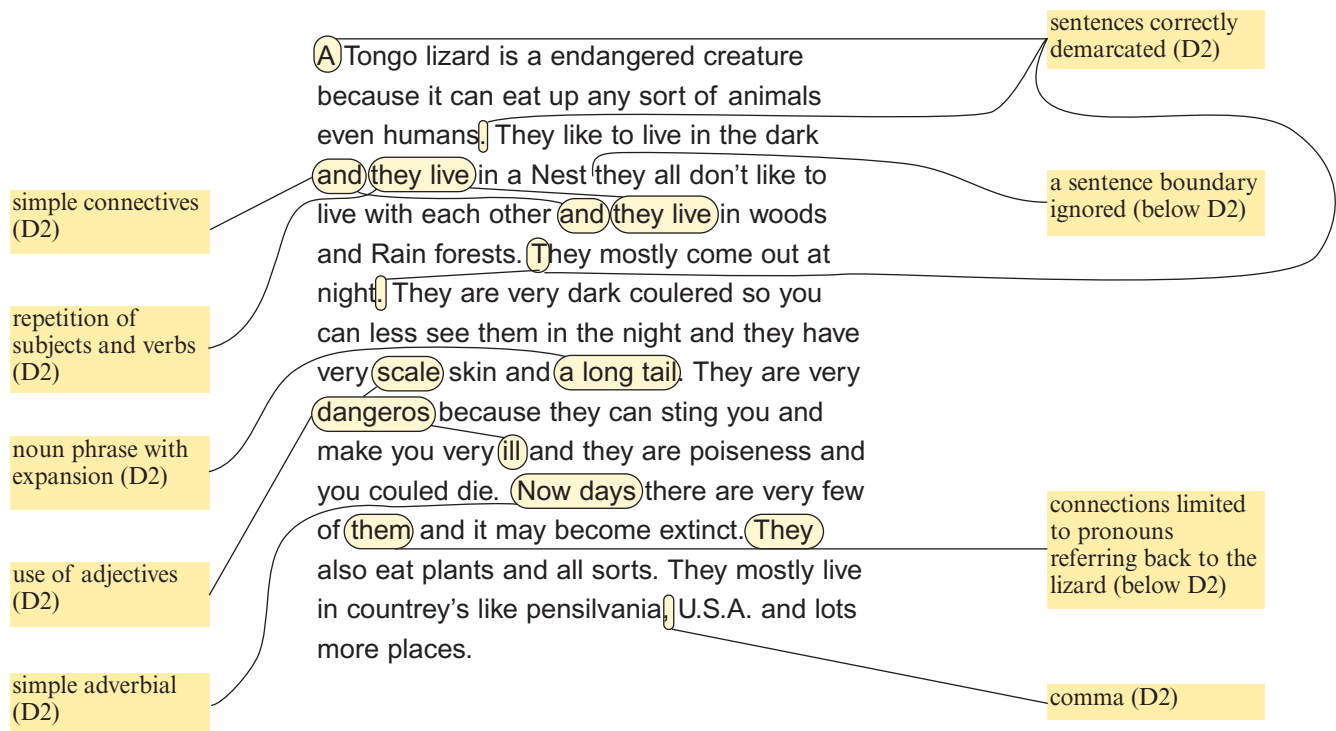
6–7 marks**Band E5**

- Reader and purpose inform choice and placing of content, eg phrase for impact introduces descriptive detail (*a vast area of the rainforest*); emphasis on lizard's unique qualities strengthens appeal.
- Viewpoint well controlled and convincing, eg writer appears authoritative and knowledgeable about lizard (*easily identified by the spikes on the back of their heads*).
- Range of stylistic features fully supports purpose and informs, eg use of specific terminology, descriptive / scientific vocabulary (*rich source of nutrients, an elastic-like tongue*).

8 marks

SENTENCE STRUCTURE

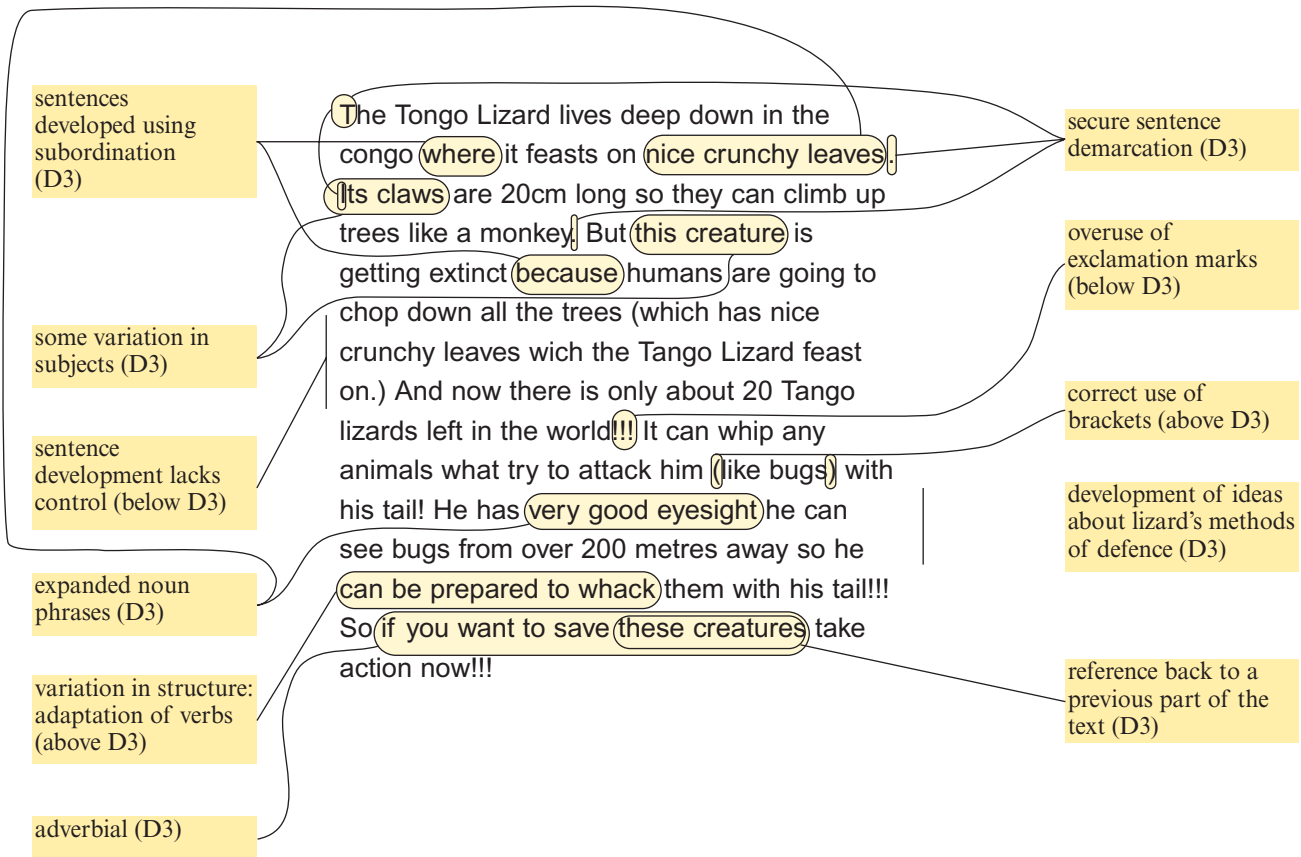
PUNCTUATION & TEXT ORGANISATION



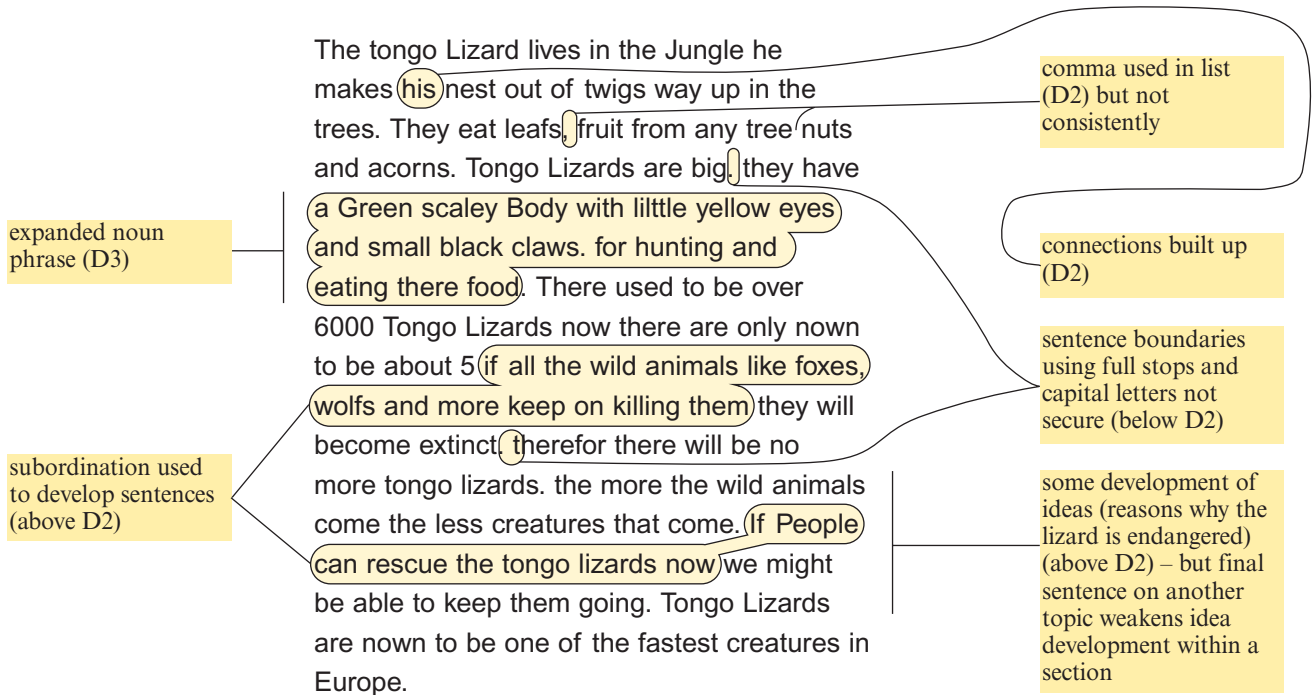
<p>SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION</p> <p>Summary</p> <p>Although connection in the text is mainly limited to simple pronoun reference, evidence of sentence demarcation together with adjectives and some expansion lead to an award of 2 marks. Variation of sentence construction – particularly subjects – and more developed use of reference necessary for award in the next band.</p> <p>Band D2 – 2 marks</p>	<p>COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> Information about the lizard includes several aspects, eg location (<i>woods and Rain forests</i>), appearance (<i>very dark coulered</i>) (E2), although attempt at explanation is confused (<i>because it can eat up</i>) (below E2). Description is mainly objective (<i>like to live in the dark</i>) with some evaluation (<i>you couled die</i>) (E2). Some careful word choice (<i>Nest, scale</i>) but there is also vague reference (<i>all sorts, lots more places</i>) (E2). <p>Summary</p> <p>The description contains relevant detail about the lizard's behaviour and appearance. Despite an unsuccessful attempt at explanation, the informative approach, together with evidence of a mainly objective viewpoint merit the higher mark in Band E2.</p> <p>Band E2 – 3 marks</p>
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SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION



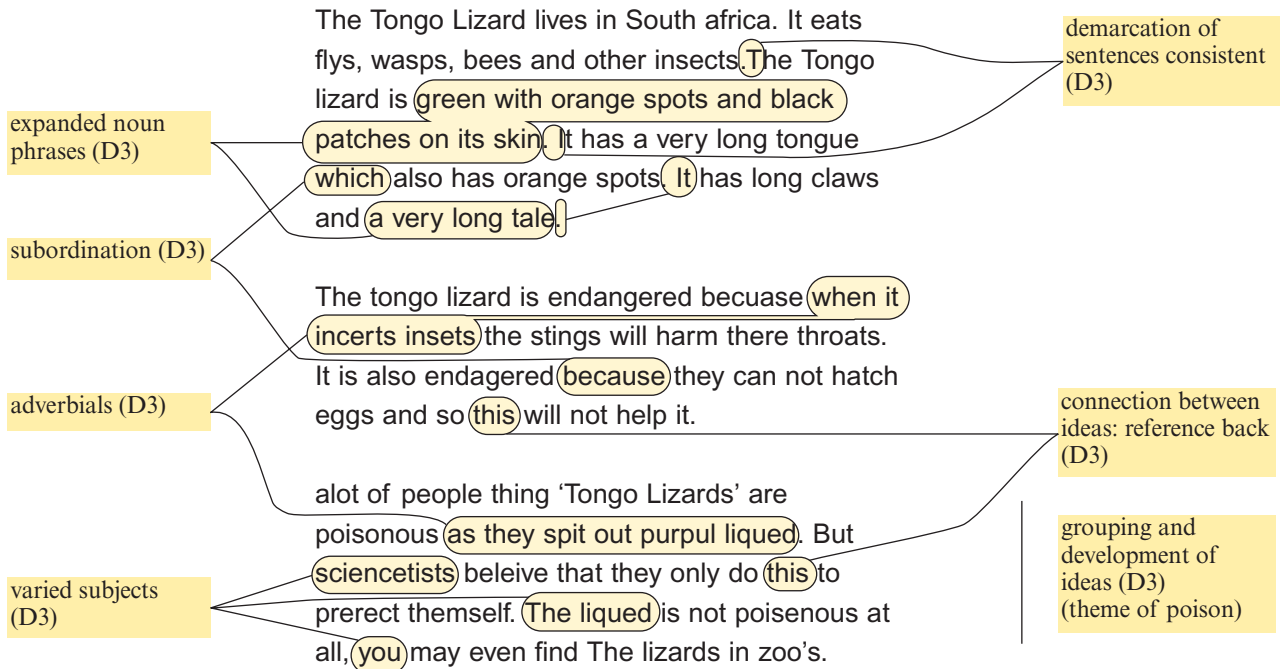
SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION	COMPOSITION & EFFECT
<p>Summary</p>	<ul style="list-style-type: none"> Account is informative (20cm long, from over 200 metres away); some attempts to develop content (because humans are going to) (above E2). Objective description sometimes evident (climb up trees) although writer's evaluation dominates (nice, good, take action now) (E2). Some choices support description (like a monkey, whip, attack), but effect weakened by overemphasis (with his tail!!!) and repetition (nice crunchy leaves) (E2).
<p>Evidence of developed sentence structure, expanded phrases and varied sentence openings suggest Band D3. Despite some loss of control (sentence expansion, exclamation marks), grouping of content and use of back reference confirm the mark.</p>	<p>Summary</p> <p>This account includes information about the lizard's habitat and lifestyle to interest the reader. The use of some supportive vocabulary and explanation justify the higher mark in Band E2. Balance between the writer's views and impersonal description, together with greater stylistic consistency, necessary for award in next band.</p>
<p>Band D3 – 3 marks</p>	<p>Band E2 – 3 marks</p>



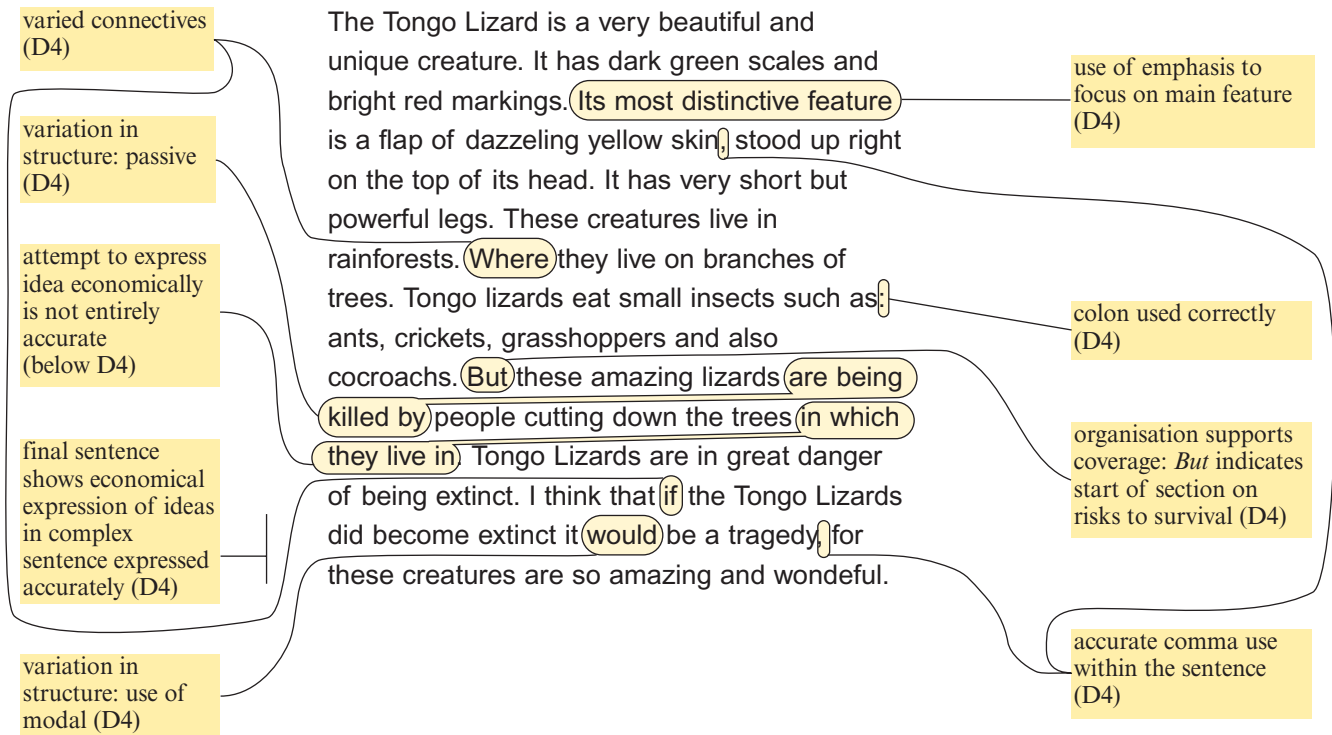
<p>SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION</p> <p>Summary</p>	<p>COMPOSITION & EFFECT</p>
<p>Some sentence development through subordination and expansion give partial evidence for Band D3. However, sentence demarcation is not secure, and, though reference between ideas is evident, inconsistent grouping of ideas keeps the mark within Band D2.</p>	<ul style="list-style-type: none"> • Description includes explanation (<i>for hunting and eating there food, therefor there will be</i>); several aspects covered (<i>makes his nest, They eat</i>) (E3) although there is some repetition of points (<i>wild animals</i>). • A detached viewpoint is evident (<i>nown to be</i>); writer's feelings are apparent but do not dominate (<i>we might be able to keep them going</i>) (E3). • Specific vocabulary adds relevant detail to description (<i>twigs, acorns, small black claws</i>) (E3).
<p>Summary</p> <p>This is an informative description of the lizard, covering a range of content and including explanation of its endangered status. These features, presented from an objective stance, merit Band E3; less repetition of content in the second half necessary for higher mark in band.</p>	<p>Summary</p>
<p>Band D2 – 2 marks</p>	<p>Band E3 – 4 marks</p>

SENTENCE STRUCTURE

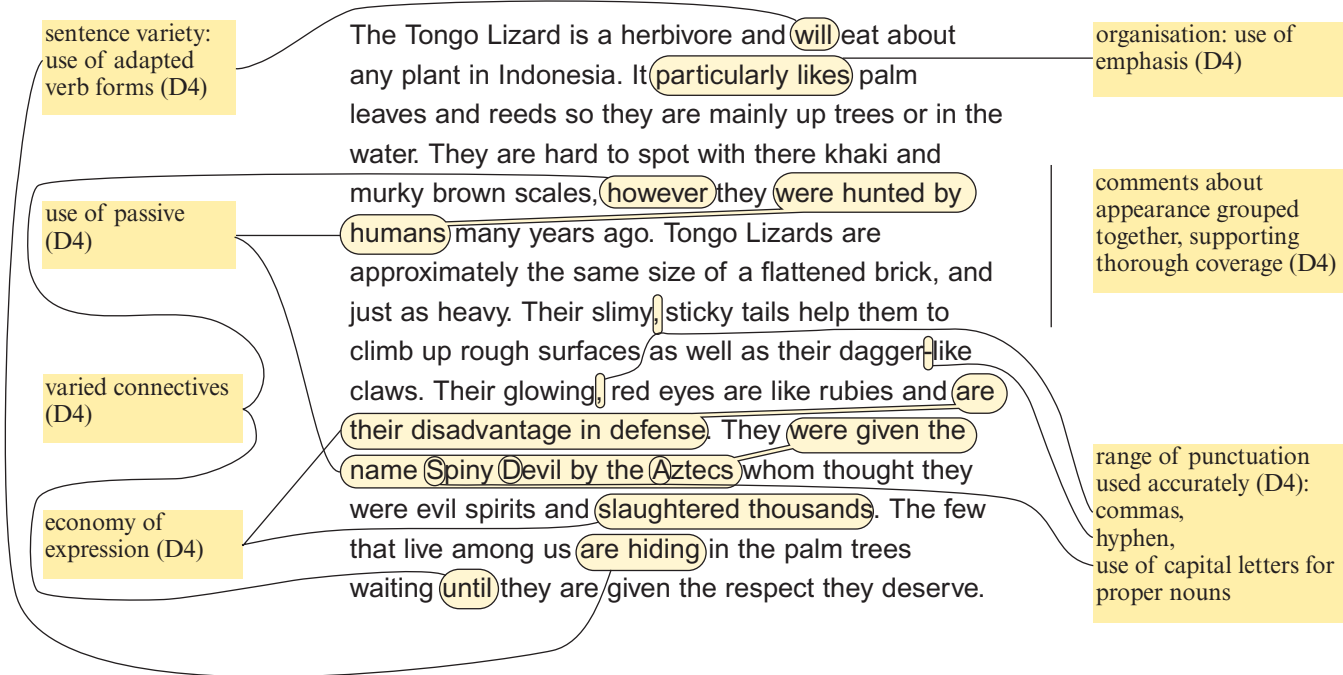
PUNCTUATION & TEXT ORGANISATION



SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION	COMPOSITION & EFFECT
<p>Summary</p> <p>Evidence of grammatically sound sentences with some development (subordination, adverbials, expansion) together with grouping of ideas and mostly secure demarcation merit Band D3. Use of sentence structure for economy of expression, particularly in the first section, and more evidence of within-sentence punctuation necessary for award in highest band.</p>	<p>Summary</p> <p>The balanced account seeks to explain some interesting facts about the lizard, including reasons for its endangered status. This, combined with a detached approach and some precise terms, merits the higher mark in Band E3. For award in higher band, further adaptation of content (such as appeal to reader) and selection of descriptive vocabulary to avoid repetition would be necessary.</p>
Band D3 – 3 marks	Band E3 – 5 marks



<p>SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION</p> <p>Summary</p>	<p>COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> Content is detailed and covers several aspects; adaptation evident in appeal (<i>great danger of being extinct</i>) (E4). Writer conveys awe for lizard's qualities (<i>beautiful, unique, powerful</i>); informative approach sustained (E4). Vivid visual description (<i>dazzeling yellow skin</i>); emotive appeal (<i>tragedy</i>) (E4) although slightly weakened by use of first person (<i>I think</i>) and repetition (<i>amazing</i>).
<p>Despite some lack of control with ambitious structures, other secure evidence of developed sentences offering variety and economy of expression suggest Band D4. This is confirmed by the use of emphasis to organise ideas, together with mostly accurate punctuation.</p>	<p>Summary</p> <p>This descriptive piece combines informative detail and thorough content coverage with expression of concern for the lizard's plight, justifying an award of the higher mark in Band E4. Slightly greater stylistic control would be necessary for Band E5.</p>
<p>Band D4 – 4 marks</p>	<p>Band E4 – 7 marks</p>



<p>SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION</p> <p>Summary</p>
<p>Sentence variety is evident in the form of passive structures, adapted verbs and economical expression. These features, combined with a range of correct punctuation and well-organised ideas, justify the award of Band D4.</p>
<p>Band D4 – 4 marks</p>

<p>COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> • Effective placing of content adds significance, eg detail of Aztecs’ belief (<i>thought they were evil spirits</i>) sequenced after visual description of lizard (E5). • Authoritative voice sustained through geographical (<i>Indonesia</i>) and historical explanation; writer’s view evident but controlled (<i>slaughtered, the respect they deserve</i>) (E5). • Images support description (<i>dagger-like, like rubies</i>); technical vocabulary used meaningfully (<i>herbivore / plant</i>) (E5).
<p>Summary</p>
<p>This report presents a rich description of the lizard integrated with a knowledgeable explanation of its endangered status. The selection of style and content for purpose and convincing viewpoint justify an award of the top mark.</p>
<p>Band E5 – 8 marks</p>

The spelling test

The words omitted from the pupils' spelling test are those printed in **bold** in the version below.

Top Tips

Do all your photographs seem to cut off someone's **head**? Well then, pay **attention** to the following top tips and maybe you could become an award-winning photographer.

- You can take amazing pictures with any kind of camera; it doesn't need to have all the **recent** gadgets.
- The flash on a camera gives a sudden burst of **additional** light to avoid shadows or to **illuminate** someone's face. Be careful when using the flash outside on a busy street, because the flash can reflect the streetlights and you will **probably** get an image that is out of focus.
- Sometimes the light from the flash reflects blood vessels in the eye, **causing** them to look red on pictures. To avoid this it may be necessary to take your picture in a bright place or ask the person not to look **directly** at the camera.

- Nothing ruins a photo more **effectively** than a **distraction** in the background. You should, then, be aware of your **surroundings**.
- Occasionally it can be fun to take candid pictures. This means taking photographs when your subjects aren't **expecting** it. Asking people to pose in pictures can make them feel **uncomfortable** and can look artificial.
- Taking pictures of pets can be **difficult** because they don't tend to sit still. But it is worth attempting because the **texture** of animals' fur or the detail on a bird's wing can look **fascinating** in a picture.
- Everyone takes pictures of their **friends** and family. Try to **vary** the type that you take. Maybe take a photo of them involved in a hobby. That way, they will look relaxed and **natural**.
- Most **importantly**, remember to have fun!

Quick reference mark scheme for the spelling test

- | | |
|-----------------|-------------------|
| 1. head | 11. surroundings |
| 2. attention | 12. expecting |
| 3. recent | 13. uncomfortable |
| 4. additional | 14. difficult |
| 5. illuminate | 15. texture |
| 6. probably | 16. fascinating |
| 7. causing | 17. friends |
| 8. directly | 18. vary |
| 9. effectively | 19. natural |
| 10. distraction | 20. importantly |

Scoring spelling

Markers will complete the total mark box, calculate the spelling mark, and enter this in the back of the shorter writing task and spelling test booklet.

Number of correct words	Spelling test mark
0	0
1–3	1
4–6	2
7–9	3
10–12	4
13–15	5
16–18	6
19–20	7

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