

**En**

KEY STAGE

**2**

LEVELS

**3-5**

**2004**

English tests

# Mark schemes

Reading test, writing test and spelling test

**2004**



department for

**education and skills**

creating opportunity, releasing potential, achieving excellence



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# Introduction

As in previous years, external marking agencies, 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](http://www.qca.org.uk), on Monday 21 June.

The mark schemes were devised after trialling the tests with children and contain examples of some frequently recurring 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 child needs in order to answer the questions. The reading assessment focuses are drawn from the national curriculum and are directly related to the Primary National Strategy. The focuses will enable teachers to gain diagnostic information from children's performance. Software to help with this process can be downloaded from [www.qca.org.uk/ca/tests/diagnostic.asp](http://www.qca.org.uk/ca/tests/diagnostic.asp)

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 2004 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 in the margin 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 a word or phrase only, 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 child'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 children and contains examples of some frequently occurring correct answers given in the trials. These are shown in italics. Many children 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.

The aspects of reading to be assessed are children's 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 the 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:

<i>Focus</i>	AF2	AF3	AF4	AF5	AF6	AF7
<b>Section 1</b>						
Q1	1					
Q2	2					
Q3	2					
Q4a			1			
Q4b			1			
Q5a		1				
Q5b		2				
Q6				2		
Q7					1	
Q8a		1				
Q8b	1					
Q9		1				
Q10a				1		
Q10b				1		
Q11			2			
<b>Section 2</b>						
Q12		1				
Q13	1					
Q14		1				
Q15	1					
Q16		1				
Q17		1				
Q18		1				
Q19				2		
Q20				2		
Q21					2	
Q22		3				
Q23		2				
Q24		3				
Q25		3				
Q26a		1				
Q26b					2	
Q27					3	
<b>Total marks</b>	<b>8</b>	<b>22</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>0</b>

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: Sport for All

Page 4

1. In which year did the first international games for disabled athletes take place?

**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 date.

- 1952

2. Fill in the table using the information about the Paralympic Games on page 5.

**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 four cells correctly completed.

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

Year	Place	Number of athletes	Number of countries
1960	Rome	400	23
2004	Athens	4000	130



3. Which of the sports mentioned in *Range of Sports* (page 6) were specially created for disabled players?

Tick **two**.

**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 **1 mark** for each correctly ticked box.

- Basketball
- Wheelchair Rugby
- Archery
- Volleyball
- Powerlifting

4. Each section of the information on page 6 has a different function.

a) Label each arrow with the correct letter:

**A** – phrase defining the sport

**B** – web-link

**C** – heading

**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 three correctly completed boxes.

The screenshot shows a webpage from www.paralympic.org.uk. The main heading is "Range of Sports". Below it, a paragraph states: "Eighteen different sports are played at the Paralympics. Most are adaptations of sports also played at the Olympics, including:". This is followed by a table of sports:

Basketball	a wheelchair version of basketball
Archery	a version of archery with arrows shot at an extra-large target

Below the table, a photograph shows a person in a wheelchair participating in archery. Below the photo, another paragraph states: "The other four sports have been specially devised for disabled people. These four 'unique' sports are:". This is followed by another table:

Boccia	a sport based on an ancient Greek ball-tossing game
Goalball	a goal-scoring team game with blindfolded players
Powerlifting	an individual event of strength; athletes lie on a bench and lift a weighted bar
Wheelchair Rugby	a team game combining the rules and skills of basketball and rugby played with a volleyball

Four arrows point from boxes labeled C, A, B, and D to specific parts of the page: C points to the "Range of Sports" heading, A points to the description of Archery, B points to the "UK PARALYMPIC ASSOCIATION" sidebar, and D points to the description of Wheelchair Rugby.

4. b) What is the function of **D**  
(the two lines of text in the middle of the list of sports)?

**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 explain the function as being to separate the adapted sports from the unique sports, eg:

- *it separates the two different groups;*
- *a sentence that splits the different sport events.*

Also award **1 mark** for answers that explain the function as being to introduce the 'unique' sports, eg:

- *to introduce the next section;*
- *to tell you what the next part of information is about.*

5. Use the information in *Goalball Scores!* (page 7) to complete these instructions.

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

**a. Equipment**

**1 mark**

Award **1 mark** for identifying a piece of equipment from the following list:

- blindfold;
- protective gear / clothing;
- goals / goalposts;
- rattling ball / ball that makes a noise / special ball.

**b. Rules of the game**

**up to 2 marks**

Award **1 mark** for each of the following rules to a maximum of **2 marks**:

- players have to be blindfolded;
- no player can keep the ball for more than 8 seconds / you're only allowed to keep the ball for 8 seconds;
- the ball has to make a sound / rattle;
- you have to wear protective gear;
- you have to play indoors;
- there must be three players / equal numbers on each team;
- you have to get the ball over the line to score;
- audience has to be silent.

**Do not accept** answers expressed as a rule but which show a misunderstanding.

For example:

- *you're not allowed to keep the ball for 8 seconds.*

**Or** answers which imply that players have to be silent.

For example:

- *everyone has to be silent.*

6. *Fast, furious, skilful and fun!* (page 7)

Why do you think the writer described goalball in this way?

Explain as fully as you can.

**up to 2 marks**

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

Award **2 marks** for answers which explain the positive impact of the quoted sentence **and** refer to the intended effect upon the reader, eg:

- *the writer chose these words because it sums up the game in a few words, making the reader think it is an interesting sport;*
- *to make other people want to have a go and make it sound exciting;*
- *to encourage other people to play and to show it's fun to play because you're moving about a lot and it is very skilful.*

Award **1 mark** for answers which give a simple explanation of the positive attitude expressed in the quoted sentences or the intended effect upon the reader, eg:

- *she enjoys it and thinks that it is fun;*
- *because she wanted to make it exciting for the person to read;*
- *so that more people will want to come and play it.*

**or** which relate, in simple terms, the content of the first sentence to the sport of goalball as described in the article, eg:

- *you're not allowed to keep the ball for more than 8 seconds so the game is quite fast;*
- *because in no other game do you have to be blindfolded, and it's fast because you're only allowed the ball for a certain time;*
- *the writer described it as fast because the game moves quickly. Furious because it is a team game and you want to get the ball off the other team. Skilful because it takes some practice.*

7. The last paragraph on page 7 has been put in a shaded box.

"Goalball's really exciting – you're not allowed to keep the ball for more than eight seconds, and that makes the game move fast. We wear some special protective gear because the ball is quite hard. I've had a few bruises! My team practises every Saturday and I always look forward to it."

Paul Dobson, goalball player

What is this paragraph?

Tick **one**.

**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 correctly ticked box.

a commentary

a summary

a personal opinion

a synopsis

8. Fill in the following table of information about the event reported in *Close Contest*. (page 8)

a) On what date was the event held?

**1 mark**

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

Award **1 mark** for the correct date in any format, eg:

- 18 March / 18.3.2004 / 18.3.04 / 18/03/2004 / 18.03.04

If the year is included it must be the correct year.

**Do not accept** a response which is not obviously a date, eg 18.3 / 18.03

b) Where was the event held?

**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

- Woodbridge [Arena].

**Do not accept** Arena.

9. *Close Contest* (page 8) is a report of a match between disabled players.  
How do you know the players are disabled?

**1 mark**

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

Award **1 mark** for answers which quote or paraphrase the reference to wheelchairs, eg:

- *it says newly redesigned wheelchairs;*
- *the page is called 'British Wheelchair Basketball Forum'.*

**Do not accept** answers which suggest that the photograph provides evidence of the players being disabled.

10. *Close Contest* (page 8) is a sports report which includes **specialist sports language**.

Explain the meaning of the phrases listed.

One has been done for you.

**up to 2 marks**

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

a) ***dominated the passing***

Award **1 mark** for answers which show an understanding of the word 'dominated' through an indication that one team was playing better than the other, eg:

- *had the ball for most of the time / their passing was the best / were in control of the ball.*

**Do not accept** undeveloped answers which suggest that one team played well, eg: *passed to each other / good passing.*

b) ***the opposition***

Award **1 mark** for answers showing an understanding of the word 'opposition' in the context of the sports report, eg:

- *the other team / side / the opposite team.*



11. Which features of the text tell you that it has only just been written?

Find **two**.

**up to 2 marks**

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

Award **1 mark** for each answer that refers to a relevant feature of the text, up to a maximum of **2**.  
The following are examples of common acceptable responses:

- *the heading 'Latest Sports Report';*
- *the web page menu 'Sports News';*
- *the report includes the words 'last night';*
- *the date is recent / the date / 19/03/2004;*
- *it's this year's.*

If two answers from the same category are given, the second answer should not be credited.

**Do not accept** answers where a whole sentence is quoted from the text unless target words are emphasised in some way.

## Section 2: You Can Do It

### Questions 12–16

Award 1 mark for each correct choice.

12. Fiona's grandfather was moving out of his big old house because he had been ill. While she was helping to pack up his belongings Fiona came across a photograph of

Grampa as a baby.

Grampa with her mum.

Grampa and herself by the swings.

Grampa as a young man.

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

13. As she was sorting things out, Fiona fell down the stairs and hurt her legs.

She couldn't move and as she was waiting for help she found

a photograph album.

some old letters.

a photograph of Grampa in uniform.

a letter from Grampa.

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

14. While Fiona waited she remembered how Grampa had

saved her

helped her

played games

read to her

when she was younger.

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

15. Fiona waited for a long time but then her dad came into the house and found her

laughing at a photograph

shivering with cold

crying and in pain

sleeping soundly

at the foot of

the stairs. He took her to hospital where she was treated.

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

16. Then they went to

watch television.

see Mum and Grampa.

collect the old photographs.

help Mum with the packing.

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

17. Why did Fiona's mother feel annoyed at the beginning of the story? (page 9)

1 mark

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

Award **1 mark** for answers which identify any one of the following as the source of Fiona's mother's annoyance:

- the amount of work she had to do;
- that Grampa was left alone in his flat;
- Fiona's lack of co-operation;
- Fiona's tardiness.

For example:

- *she had a lot of stuff to pack up for Grampa;*
- *she didn't want to keep Grampa waiting too long;*
- *Fiona wasn't doing what she was told.*

**Also accept** responses where 'she' clearly refers to Fiona, eg:

- *she was taking such a long time up in the attic;*
- *she was being very slow.*

18. Fiona did not like Grampa's new flat because she disliked change.

Find **another** reason why she disliked the flat. (page 9)

1 mark

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

Award **1 mark** for references to the size of the flat or to the effect of Grampa living in a smaller flat, eg:

- *it was too small for her to go and stay with Grampa;*
- *the flat was too small for all Grampa's things;*
- *she could not sleep there every weekend.*

**Do not accept** general answers along the lines of:

- *she liked his old house better;*
- *she didn't want Grampa to move out of his big old house.*

19. Grampa said to Fiona,  
*'Those who hurry fastest are the first to fall.'* (page 11)  
Explain what he meant.

**up to 2 marks**

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

Award **2 marks** for answers which show an understanding of the metaphorical significance of the phrase, eg:

- *if you like to be first you will pay in a way;*
- *people who rush things never get them done.*

Award **1 mark** for answers which give a literal interpretation of the phrase, eg:

- *people who rush will trip over;*
- *you shouldn't hurry or you might fall.*

Also award **1 mark** for explanations which go beyond a literal interpretation of the sentence but which do not refer to the consequences, eg:

- *he meant don't rush what you are doing, take your time.*

**Do not accept** answers which refer specifically to Fiona falling down the stairs without generalisation.

20. ... *pain flared in her knees.* (page 12)  
Why is this an effective way of describing how Fiona felt after she fell down the stairs?

**up to 2 marks**

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

Award **2 marks** for answers which make explicit or implicit reference to the impact of 'flared' through references to speed or suddenness, to the intermittent nature of the pain or to fire / flames, eg:

- *it's like pain rushed round her legs very fast;*
- *it was like her knees were on fire.*

Award **1 mark** for answers which refer in general terms to severe pain or which identify authorial technique but do not relate it to 'flared', eg:

- *because the pain was everywhere in her knees;*
- *because it helps you to imagine the pain.*

21. When the box split open:

*It was mainly photographs which had spilled out.*

*Memories of her Grampa's life and family.*

*There was an old one of him in uniform ...*

*A strong face with a dark moustache. (page 11)*

Why do you think the author included these details about how Grampa used to look?

**up to 2 marks**

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

Award **2 marks** for answers which refer explicitly to the contrast between Grampa's appearance when he was younger and his portrayal as an older man **and** identify the writer's purpose, eg:

- *it is comparing what he looked like then to what he looks like now and also compares how strong he was to how weak he is now;*
- *the author wanted you to know that Grampa used to be very healthy and determined (strong face) compared to now.*

Award **1 mark** for answers which refer, explicitly or implicitly, to the contrast between Grampa's appearance when he was younger and his portrayal as an older man, eg:

- *because he didn't look like that any more, not after he'd had a stroke;*
- *it shows that people change as they grow up;*
- *he used to be fitter and stronger than he is now;*
- *because it tells you more about him when he was younger.*

**22.** *But it hadn't been like that at all.* (page 12)

What does this sentence tell you about Fiona's feelings after Grampa came out of hospital?

Explain your answer fully.

**up to 3 marks**

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

Award **3 marks** for developed answers which explore Fiona's feelings in terms of the contrast between her expectations (while Grampa was in hospital) **and** the reality (when he came home), eg:

- *she thought she would have someone to play with and help but Grampa just didn't do anything. I think she was lonely and upset because Grampa wasn't what she thought;*
- *Fiona was upset because she wanted to play cards with him and pick flowers to go in his room and sort out his cushions but he just sat in his chair by the fire most of the day;*
- *Fiona probably felt angry because he didn't do anything that he used to do with her. She was probably bored because they used to do fun things but now he just sat by the fire. She probably found him annoying because he didn't do any exercises or anything.*

Award **2 marks** for answers which **either** describe Fiona's feelings when Grampa came out of hospital, including references to her previous expectations or to the reality of the situation, **or** which explore in detail Fiona's thoughts and expectations both before and after Grampa came out of hospital but need not include an explicit statement of her feelings, eg:

- *I think she was a bit scared of him and a bit disappointed because he couldn't talk to her or play with her;*
- *she may have been upset about him because he was dribbling just like a baby and his clothes were too big for him;*
- *she felt as if the friend she once had had disappeared and a quiet, weak old man stood in his place.*

Award **1 mark** for undeveloped answers which refer to Fiona's feelings of disappointment when Grampa came out of hospital. The reference to feelings may be implicit, for example, in a description of the circumstances when he came out of hospital, eg:

- *that everything she had dreamed did not come true;*
- *Grampa had changed and he didn't seem like himself after he had come back from hospital;*
- *all the things she wanted to do with him she didn't because it was all different, he just sat in his chair.*

23. Just after he came out of hospital (page 12), Grampa felt depressed.

How do you know?

Find and write down **two** pieces of evidence.

**up to 2 marks**

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

Award **1 mark** for each reference to any of the following descriptions of Grampa's behaviour on page 12, to a maximum of **2**:

- he sat in his chair most of the day;
- his eyes were always sad / vague;
- he hardly ever answered anyone;
- he didn't do his exercises.

For example:

- *he was so quiet;*
- *his eyes are always looking sad;*
- *he didn't try to get himself better;*
- *he didn't want to do anything, he just sat there.*

**Also accept** answers that children might have inferred are a symptom of depression.

For example:

- *sometimes he dribbled his food;*
- *his clothes were too big for him;*
- *he had lost weight.*

**24.** How does Fiona's accident change how she feels about Grampa?

Explain your answer as fully as you can, using parts of the story to help you.

**up to 3 marks**

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

Award **3 marks** for answers which explain Fiona's increased understanding of Grampa's situation as a result of her own changed circumstances, including reference to his feelings, possibly implicitly, **and** which also include reference to events in the story, eg:

- *when she compared the picture of herself in the pool to Grampa now, she understood how important encouragement was to his recovery. She was able to identify with his nervousness, and feel a little bit of what he was feeling as she was on crutches and couldn't walk properly;*
- *she knows now that she can't use her legs how it feels not being able to do so many things as she could before. She remembers him always encouraging her and she knows that is what she needs to do to him.*

Award **2 marks** for answers which explain Fiona's increased understanding of Grampa **and** which refer, possibly indirectly, to events in the story, eg:

- *she knows how hard it is for him to do things because she can't get around very well at the end of the story and neither can her Grampa;*
- *after looking at the photo and remembering how Grampa had helped her, she thought that she would help him as he had helped her when she was little;*
- *when she saw the photo album she realised he would need a friend to help him as she did.*

Award **1 mark** for answers which **either** identify in general terms Fiona's increased understanding of Grampa but without specific reference to events in the text, **or** which refer to relevant events in the story but not to the development of feelings, eg:

- *she feels alone and realises that he is alone every day;*
- *she knew how it felt not to be able to walk properly;*
- *she starts looking at the photo album and remembering Grampa making her confident to stand in the pool and saying to her 'Fiona you can do it'.*

**Do not accept** the unelaborated response *both of them cannot walk.*



25. Many people write down their thoughts and feelings in their diary.

What do you think Fiona might have written in her diary after visiting Grampa **two weeks after** he had moved to his new flat?

Think about:

- what she thought of the flat;
- her friendship with Grampa.

**up to 3 marks**

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

Award **3 marks** for answers which describe Grampa's circumstances and include Fiona's thoughts and feelings, with appropriate detail about the relationship between both characters at the end of the story, eg:

- *he looked ill and sad. I don't really like the flat, but he needs to be near the family. He can't play games any more or walk about. He is quite depressed. I want to look after him;*
- *he looked a bit better and my feelings about him were wrong. We have fun now talking. I'm still not keen on the flat but the furniture's nice and the flat suits Grampa;*
- *his flat wasn't nice, it was very small. I don't think my mum is encouraging him enough. We don't talk as much as we used to, he just sits down all the time.*

Award **2 marks** for answers which incorporate Fiona's feelings or thoughts and her commentary on events and which show an understanding of the final part of the story, eg:

- *I like his new flat. It is nice. We had a chat about how he liked the flat. We played a game of cards. He is learning his words, he is doing very well. He makes nice cups of tea;*
- *the flat was okay but it was very small. I don't think I will be able to stay with him at the weekends. Grampa looked a bit happier, which I was glad of. I think he has settled in quite well.*

Award **1 mark** for answers which describe the day or include a description of the flat or Grampa but make minimal reference to Fiona's feelings or thoughts, eg:

- *it was fun. I was going round on his wheelchair and we played cards;*
- *the flat was very small and all his stuff didn't fit so he had to throw half of it away;*
- *I didn't really like the flat because it was too small. I talked to Grampa about our friendship, how I used to sleep over at his house every weekend.*

**Note:** answers do not need to be written in the first person (using 'I' as the voice of Fiona) to be awarded marks.

26 a) What made Fiona remember things that happened in the past?

**1 mark**

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

Award **1 mark** for answers which refer, implicitly or explicitly, to the photographs or photograph album, or to Fiona's accident, eg:

- *the photos that fell out of the box;*
- *she fell down and had time to think;*
- *seeing Grampa when he was young.*

b) Why are Fiona's memories important to this story?

**up to 2 marks**

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

Award **2 marks** for answers which **either** refer in detail to Fiona's discoveries about her relationship with Grampa, **or** which describe the importance of memories to the structure of the story, eg:

- *because the story is about Fiona realising that in the past her Grampa helped her and so now she must help him;*
- *because they make her change her mind about the way she feels about Grampa;*
- *they're important because you need to know what happened before and compare it with the present.*

Award **1 mark** for answers which refer to Fiona remembering how Grampa was in the past, **or** to the way in which her recollections reveal information to the reader, **or** to how her memories act as a spur to her subsequent actions, eg:

- *they include information about Fiona's life;*
- *they show you how much Grampa has changed;*
- *her memories make her go to her Grampa and help him and show him he can do it.*

27. The reading booklet contains some information about sport called *Sport for All* and a story called *You Can Do It*.

Why do you think *You Can Do It* was chosen as a title for the **whole** reading booklet?

**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.*

Award **3 marks** for answers which explore the theme of the booklet in terms of achievement or encouragement and illustrate this with references to each of the sections, eg:

- *it was chosen as a title because the writer is trying to say that people with disabilities are not different from those people who have no disabilities. Disabled people play sports too and in the story it has been a good title because Fiona is saying to her Grampa that he can do it, that he can make himself get better;*
- *they both have something to do with achieving something like the people playing in the wheelchair basketball final and Fiona and Grampa trying to walk.*

Award **2 marks** for answers which make specific reference to the suitability of the title for the two sections but without making any links between the sections explicit, **or** which make a general comment about the suitability of the title and refer to one section only, eg:

- *it shows disabled people can do exactly the same as we can and Fiona wants her Grampa to pull through;*
- *it's saying to disabled people 'just because you have a disability doesn't mean you can't do sports'. And the story was called 'You Can Do It' because it's about Fiona and her Grampa reassuring each other with the words 'You can do it';*
- *it was chosen because the whole book is about disabled people and how they can do different sports. I think 'You Can Do It' was chosen because it gives inspiration to all people.*

Award **1 mark** for answers which indicate the appropriateness of the title to the booklet but are not developed, **or** answers which refer only to one section, eg:

- *because everyone can do what they want if they try hard enough;*
- *the story is about memories and when she was young Grampa said 'You can do it' to Fiona and she remembers it;*
- *it's urging people to take part and also keeping their spirits up.*

**Do not accept** answers which simply state that the booklet contains a story called *You Can Do It* or that either of the main characters say these words to each other without elaboration.

**This page may be used for your own notes**

# The writing test

There are two mark schemes: one for the longer task, *Time for a Change?* (pages 30–33); and the other for the shorter task, *Eyewitness* (pages 44–45).

The aspects of writing to be assessed are children’s 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:

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

Handwriting is assessed in the longer task. The marking criteria are shown in section F on page 33.

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

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

The criteria encourage positive recognition of achievement in writing. Children 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 child's work.

## Marking procedures

The criteria for each strand identify typical characteristics of children's 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.

Children will be expected to follow the prompt very carefully, especially in content and form. Those children who write on a different topic or in another form will not be credited with any marks for composition and effect. Those children 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 children during the English pre-tests, is presented here to help your judgements of the writing. Scripts are reproduced without corrections to spelling.

Each writing task is introduced separately and is followed by its marking grid.

## The longer task: *Time for a Change?*

This prompt presents an alternative school timetable and invites children to imagine that it might be introduced in their own school. The task is to give views on the new timetable, and the prompt clearly states that the audience will be the school assembly. Some pupil reactions are included and the planning sheet offers further support with the development of content. Better performances are distinguished by convincing explanation of the writer's chosen viewpoint, a clear and developed overall structure and stylistic choices which seek to engage and persuade the reader.

### Time for a Change?

Your school is thinking about making some changes to the school day.

This is an outline of the new timetable which might be introduced:

- 7.00am Registration and assembly
- 7.20am Exercise session
- 8.00am Breakfast
- 8.30am Lessons
- 12.30pm Sport or homework club
- 1.30pm School closes

Here are some reactions to the new timetable:

*I don't like the idea of having all the lessons in the morning.*

I think it would be healthy to start the day with some exercise.

It would mean getting up very early!

Pupils have been asked to give their views in assembly

**Your task is to write down what you will say about this new timetable in the assembly.**

## Mark scheme for the longer task: *Time for a Change?*

<b>SECTION A</b>	
<b>SENTENCE STRUCTURE AND PUNCTUATION</b>	
<b>Assessment focuses: vary sentences for clarity, purpose and effect</b>	
<b>write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</b>	
<b>Band A1</b>	<ul style="list-style-type: none"><li>● Clauses usually grammatically accurate. Parts of sentences mostly joined with <i>and, but, then</i>. Some simple sentences, often brief. Some modal verbs (<i>we should start school; it should be</i>).</li><li>● Sentences sometimes demarcated by capital letters and full stops.</li></ul> <p style="text-align: right;"><b>1 mark</b></p>
<b>Band A2</b>	<ul style="list-style-type: none"><li>● Simple connectives <i>and, but, or</i> link clauses with some variation (<i>because</i>). Subjects and verbs frequently repeated (<i>I think ...</i>); use of modal verbs (<i>you could be doing; would do more sport</i>). Noun phrases mostly simple (<i>some parents</i>) with some expansion (<i>a lot of energy</i>). Some adjectives (<i>early, hungry</i>).</li><li>● Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.</li></ul> <p style="text-align: right;"><b>2–3 marks</b></p>
<b>Band A3</b>	<ul style="list-style-type: none"><li>● Sentences are mostly grammatically sound. Subordinating connectives develop explanation within the sentence: <i>if, because (because it will be too dark), when</i>. Adverbials (<i>with our old timetable</i>) and expanded phrases (<i>much more enjoyable</i>) vary construction of sentences. Tense choice appropriate; present tense used (<i>we need lunch</i>); modal verbs to express possibility are varied (<i>could, might</i>). Some variation in subjects, eg to refer to reader, timetable, writer and previous ideas (<i>the lesson times / you / I / this idea</i>).</li><li>● Most sentences correctly demarcated; some commas mark phrases or clauses.</li></ul> <p style="text-align: right;"><b>4–5 marks</b></p>
<b>Band A4</b>	<ul style="list-style-type: none"><li>● Sentence types are sometimes varied: questions (<i>why should we get up at 6.00?</i>) or imperatives (<i>So, remember, folks!</i>). Simple and complex sentences used, with some variety of connectives: subordinating conjunctions (<i>which, until, where</i>). Expanded phrases and clauses express ideas economically. Shades of meaning established through additional words and phrases (<i>slightly</i>). Adaptation of verb forms to refer to the future (<i>children will be more active</i>) and the past.</li><li>● Range of punctuation used, almost always correctly, eg brackets, dashes, colons.</li></ul> <p style="text-align: right;"><b>6–7 marks</b></p>
<b>Band A5</b>	<ul style="list-style-type: none"><li>● Length and focus of sentences varied to express subtleties in meaning and focus on key ideas. Word order may be manipulated for emphasis (<i>no child on this planet, let alone a school</i>); sentences may include embedded subordinate clauses for economy of expression.</li><li>● Range of punctuation used, with little omission, to give clarity.</li></ul> <p style="text-align: right;"><b>8 marks</b></p>



**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; some division possibly indicated by layout. Organisation may follow the chronological sequence of the timetable.
- Simple connectives used (*and, and then*). Some connection between sentences, eg pronouns referring to the same person or thing (*we, you*).

**1 mark****Band B2**

- Text structure overall is simple: includes brief introduction or concluding statement, eg expressing a view about the timetable (*I think the new timetable is bad*). Some divisions between sections of content indicated, eg use of *also / and if* for additional information (*I also think ...*).
- Relationships between ideas often simply linked to chronology of the timetable. Connection between sentences built up by pronoun reference to main things/people in the text (*children / they*) and connections between words develop topic (*teachers / marking / work*).

**2–3 marks****Band B3**

- The whole speech is logically organised: includes introduction, ordered points and conclusion to summarise or emphasise the writer's view. New sections or paragraphs are sequenced, although paragraph transitions may be awkward. If used, conventional phrases (*My first reason / my second point*) are integrated into the text.
- Within paragraphs, content often introduced by a main sentence. Sections or paragraphs organised to expand and develop a particular topic, eg with explanation (*it means we will have to put in a lunch break*). Connections within paragraphs established and maintained, eg by reference to a previous idea (*This way it is easier to do*).

**4–5 marks****Band B4**

- Overall organisation of the text is supported by paragraphs. Relationships between paragraphs give structure to whole text, eg connections make the structure clear to the reader by referring forwards and backwards (*So pupils I've wrapped up my speech with the conclusion that the timetable is diabolical!*).
- Paragraphs are developed: main ideas consistently supported by relevant argument or explanation. Reference to the same thing or person sometimes varied to avoid repetition (*I don't think many people will go to either [sport or homework club]*).

**6–7 marks****Band B5**

- Across the whole piece the structure of the text is controlled. Sequencing of sections contributes to overall effectiveness and shape of text, eg strategic placing of most engaging idea for maximum impact, such as presenting smaller, less significant reasons first and building up to most persuasive points (*my biggest reason ...*).
- Individual paragraphs varied in length and structure. Each paragraph has a clear focus, and content is organised, eg by reference or contrast within the paragraph (*Nevertheless, there are some points to make for the timetable ...*).

**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 short series of points about the timetable; activities may be listed (*football, swimming, netball*); possible inconsistency of opinion.
- Details (*do a word search*) or simple statement of opinion (*it is too early*) expand content.

**1–2 marks****Band C2**

- Content includes points relevant to writer's views; some explanation of ideas (*because people could still be at work*) or direct address to audience (*for your breakfast*).
- The writer's attitude towards the timetable is expressed (*it can make you healthy*).
- Vocabulary choice is mostly relevant and develops content (*vegetarians, football or rugby, choir club*); some use of impersonal constructions (*It would be*).

**3–5 marks****Band C3**

- Attempts to engage and persuade audience by selection of points to appeal to (*need sleep in the afternoon*) or amuse the audience.
- The writer maintains a consistent approach to the issues, eg shown as representing a reasoned and sensible attitude (*we have got to have lunch*).
- Style of address (formal, friendly) supports persuasive purpose, eg personal comments (*so you might like them*), generalisation (*most people*), suggestion (*maybe, perhaps*).

**6–8 marks****Band C4**

- Ideas adapted, eg points selected deliberately to appeal to the school audience (*no child would want four hours of lessons*). Thorough coverage of points.
- A clear and consistent viewpoint established and controlled, eg writer develops a confident and/or considerate persona as a persuasive strategy: spokesperson for assembly audience (*it is in my nature to stand up for the children*).
- Stylistic features enhance persuasion, eg emotive vocabulary (*lessons all clumped together; drowsy*); use of rhetorical questions (*fellow pupils, would you like to get up before seven o'clock?*).

**9–11 marks****Band C5**

- Choice and placing of content is informed, eg the writer prioritises comments thought to be of most interest to audience, so that they are well placed for emphasis (*Kids can't go to school without a playtime*).
- Viewpoint well controlled and convincing, eg writer positioned as a pupil who has a clear and authoritative overview of the advantages and disadvantages of the proposed change (*schools around the United Kingdom ...*).
- Stylistic features manipulated fully to support purpose and be engaging, eg inclusion of direct address, wordplay or patterning.

**12 marks**

**SECTION F****HANDWRITING**

All children 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 children's 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 piece, 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.

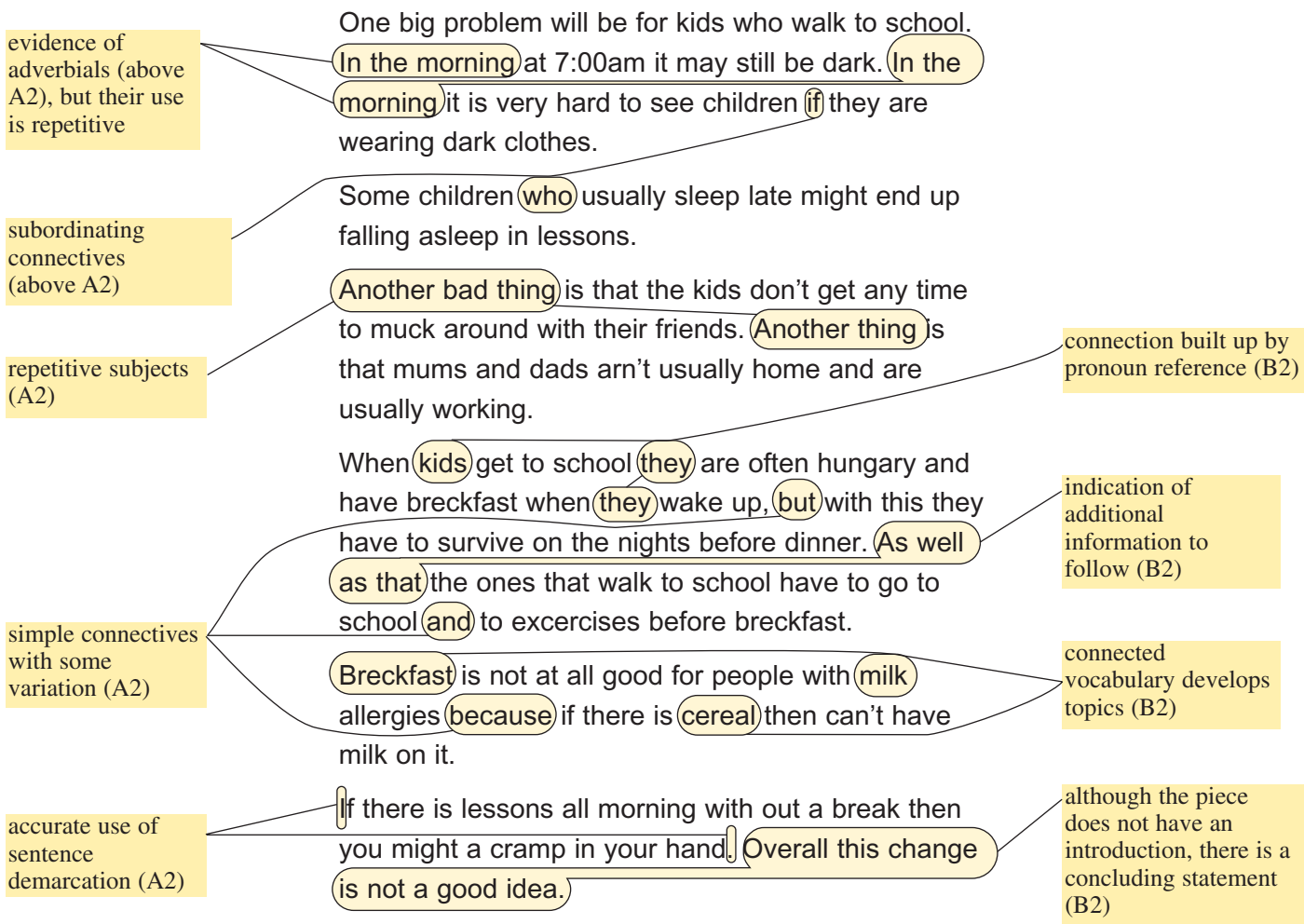
**2 marks****Band F3**

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**



<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Some sentence features (adverbials, subordinating connectives) characteristic of A3, but repetition of sentence openings and very limited evidence of commas keeps the mark at the top of Band A2.
Band A2 – 3 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Some relevant content and explanation of ideas (<i>because if there is cereal</i>); address to audience less secure (switches between <i>kids</i> and <i>you</i>) (C2).</li> <li>Writing expresses opposition to new timetable (<i>big problem</i>) (C2).</li> <li>Some vocabulary supports persuasive purpose (<i>survive</i>) or is specific (<i>allergies</i>), but elsewhere simple terms are used (C2).</li> </ul>
<b>Summary</b>
There is some evidence of the development of content and the piece maintains a simple but clear point of view. Greater use of persuasive vocabulary would be necessary for a mark in the higher band.
Band C2 – 5 marks

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
The piece has some overall shape, and there is evidence of connections within the text; greater grouping of ideas and organisation within paragraphs would be necessary for Band B3.
Band B2 – 3 marks

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

some variation in use of modal verbs (A3)

adverbials help to vary sentence openings (A3)

sentence demarcation secure (A3)

use of comma to separate parts of sentence (A3)

adaptation of verb form (passive) (above A3), but elsewhere limited variety of subordinating connectives

some weaknesses in the control of longer sentence structures (below A3)

I think the new timetable is great! I love the fact we can do alot of sport because I think I'm a sporty person. Also as you may not know, I love working so I agree with the amount of time we have for lessons. Sometimes I think assemblays fun but I'm not too sure about the arrangement about the assembly time. If we have breakfast at school I think that minght be a problem because some people are fussy eaters and they may not have anything. Now the registration thing I think can be a bit of a problem with me because I hate registration and as it says on the time table there is alot of time being spent on that. I have quite alot of bad points to be made too. firstly I just don't really agree with the assembly because I think some kids would prefer to do some work instead. Also I do think it's good because I think when teachers read things out to you I think it's fun and I adore him practice because I love singing. And another bad thing I think is Registration because again we could be learning things.

brief introductory statement (B2)

additional information indicated (B2)

use of pronoun to refer back (B2)

attempts to indicate divisions between sections of text (B2), but effect weakened as content not always grouped logically (registration)

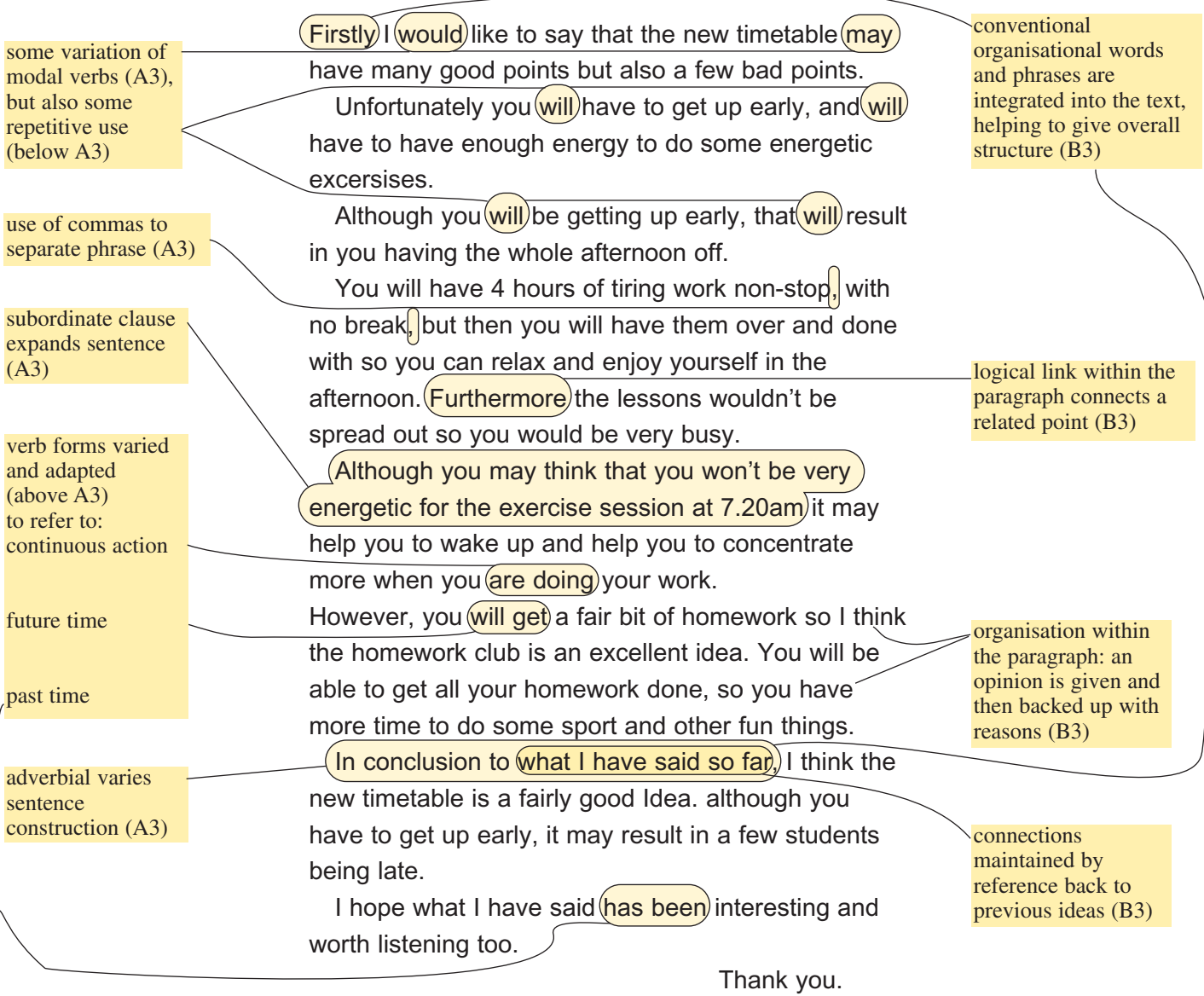
<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Some variety of adverbials and modals suggests Band A3; there is also mostly correct sentence demarcation. Less repetition of connectives and more control over the development of long sentences would be necessary for the higher mark in this band.
Band A3 – 4 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>• A series of opinions, with some explanation, covers several areas of content (C2); however initial support for new timetable unbalanced by main emphasis on problems.</li> <li>• Writer's attitude is expressed (<i>I agree with</i>) (C2), although views are not consistently held.</li> <li>• Some vocabulary supports persuasive purpose (<i>love, adore</i>) (above C2), but other choices are unspecific and repetitive (<i>registration thing, read things, bad thing</i>).</li> </ul>
<b>Summary</b>
The writing expresses relevant views about several aspects of the new timetable, with some development and attempts to use language persuasively. However, weakness in consistency of purpose keeps the mark within Band C2.
Band C2 – 5 marks

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
Some simple overall organisation of text together with some use of cohesion lead to Band B2. However, weaknesses with the grouping of similar ideas suggest the lower mark in this band.
Band B2 – 2 marks

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**



<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Extended sentences, adverbials and some accurate use of commas with mainly secure sentence demarcation suggest Band A3; evidence of adapted verb forms (above A3) takes the mark to the top of the band. Less repetition of modal verbs and greater range of punctuation would be necessary for the higher band.
Band A3 – 5 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>The opinion piece is clearly in support of new timetable: writing anticipates possible concerns (<i>Although you may think</i>) and emphasises advantages (<i>help you to concentrate</i>) (C3); the effect is slightly weakened by ordering of points and limited appeal.</li> <li>Writer portrayed as giving careful consideration to both sides and coming to a reasoned conclusion (C3).</li> <li>The polite style (<i>would like to say</i>) is supported by formal language (<i>In conclusion</i>), and some words help to persuade (<i>relax, enjoy</i>) (C3); however, word choice is mostly unadventurous.</li> </ul>
<b>Summary</b>
A series of relevant points designed to persuade a school audience is presented, suggesting Band C3. More effective ordering of points and more use of vocabulary to interest and appeal would be necessary for a higher mark in this band.
Band C3 – 6 marks

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
Organisational devices – used meaningfully to guide the reader through the text – together with some elaboration of topics with explanation lead to Band B3; more consistent development of paragraphs at the beginning of the text would be necessary for the higher band.
Band B3 – 5 marks

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

sentence boundary ignored (below A3)

variation in modals (A3)

use of comma splice (below A3)

subordination introduces conditional into sentence (A3)

adverbial phrase begins sentence (A3)

comma supports division within sentence (A3)

variation in subjects (A3)

questions and an imperative add variety to sentence types (above A3)

There is no reason why we should start school earlier we will be at school for the same amount of time any way. The Registration should take no more than five minutes so our assembly will only be fifteen minutes long! We won't fit a lot in fifteen minutes. Usually we would have a story a song and a prayer and we only just manage to fit all that in half an hour.

There is no reason why we should change times, all it's doing is making us go to school earlier!

We won't get a lot of fresh air there doesn't seem to be enough time to go outside for a few minutes! The only fresh air we will get is from the sports club and sometimes you don't have to go outside to do sports!

If school closes at 1:30pm that means most of us won't get any dinner until about 2:00pm we wouldn't have eaten for five and 1 half hours! We won't have enough energy to get through the day. Without fresh air or food we won't have enough energy to do work and sports and if we get up earlier we will be tired.

If we get homework when are we supposed to do it. We will be spending too much time catching up on food drink and fresh air. And we would probably go to bed earlier to catch up on some sleep. So you see theres no need in doing something if you don't really need to do it. And we don't need to change the times and come to school earlier. Everything would be fine if we just stay the way we are.

I've got a question, why do we need this and why do you want this. Nothing will change. I have to say in my opinion I think everyone would like it if we stuck to our normal times. I've given you enough reason now try give us some reasons why you want to change the times or do you agree with everyone else?

reference to previous idea helps maintain links (B3)

paragraphs used to group ideas (B3), but some weaknesses in development and ordering

paragraph develops an idea (hungriness) (B3), but focus not entirely sustained (returns to 'fresh air' theme)

final paragraph emphasises writer's view and provides conclusion (B3)

<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Sentence variety is created by modals, adverbials and subordination, suggesting Band A3. However, weaknesses in punctuation, including sentence demarcation, limit the award to the lower mark in Band A3.
Band A3 – 4 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>• Writing persuades by emphasising negative impact of change (<i>wouldn't have eaten for five and 1 half hours!</i>) (C3), although there is some repetition of points.</li> <li>• Writer's expression of strongly held views suggests concern for situation (C3).</li> <li>• Direct address (<i>we, So you see</i>) (C3); rhetorical questions (above C3) consistent with spoken approach; some simple vocabulary used repetitively (<i>food, fresh air</i>) (below C3).</li> </ul>
<b>Summary</b>
Writing engages with direct address; views are supported with explanation; sustained approach gives evidence for Band C3. Less repetition of ideas and greater use of vocabulary to persuade would be necessary for a higher mark in this band.
Band C3 – 7 marks

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
Grouping of points, mostly supported by paragraph divisions, allows organisation of whole text and gives evidence for Band B3. More consistent development of ideas within individual paragraphs would be needed for the higher mark in this band.
Band B3 – 4 marks

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

I think that it would be an excellent idea to change the school timetable to the one proposed. It may mean getting up very early in the morning, but after a while you would get used to it! **(This scheme)** is all ready in use in France, so now **(lets make it happen)** in Britain as well.

variation in sentence type: imperative (A4)

varied reference to the new timetable avoids repetition (B4)

If we had our Registration and Assembly in the morning we would know what was going on in that day before it happened. **(It would)** mean we would all know what to expect. **(It would)** take a lot of stress out of our lives as well so we know what to expect in the lessons. Also, we usually sing in assembly, so that would help us to wake up a bit more.

some repetition of sentence opening (below A4)

The idea of having an exercise session - or P.E or Games - is simply excellent. **(It would)** make us a lot more healthy because it is so early. Usually it would have been in the afternoon when we were all still a bit tired from break time and the other lessons. Also for those who haven't woken up yet **(figuritvly speaking)** it would be great to sort them out.

developed paragraph: main idea introduced and consistently supported by explanation (B4)

range of punctuation within the sentence: dashes and commas used to enhance meaning (A4)

I really like the idea of having breakfast in school because it means you could talk to your friends and refresh yourself after that tiring, but fun, exercise session.

I especially like the idea of having all the lessons in one big block! Usually you would just be arriving at school now, but if this new timetable was introduced you would all ready have got three out of the five parts of the day over with!! Another good thing about lessons being in one big block is that you get the usual three lessons all together instead of being spread out all through the day.

less successful idea development weakens paragraph (below B4) – some overlap and repetition of points

longer, complex constructions used in combination with short, simple sentences and phrases for emphasis (above A4)

**(If the old school day was kept)** you would only be half way through it, **(but)** if the new one was introduced you would only have one hour to go before you went home. The final part of the day would be the easiest - and the funniest. **(Sport or Homework club.)**  
An excellent way to end the day.

paragraph development: contrast used to expand topic (B4)

So you know the right choice to make. **(It's obvious!)**

SENTENCE STRUCTURE & PUNCTUATION
<b>Summary</b>
Varied sentence structures and types, along with a range of correctly placed punctuation, suggest A4; further variation of sentence openings would be necessary for the higher mark in this band.
Band A4 – 6 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>• Range of persuasive approaches combined, including enthusiastic direct address (<i>lets make it, you know</i>) and encouragement (<i>you would get used to it</i>) (C4). However, there is some content reiteration.</li> <li>• Writer adopts knowledgeable stance (<i>all ready in use in France</i>) and appears convinced of own opinions (C4).</li> <li>• Formal style almost always maintained through vocabulary choice (<i>propossed, scheme, figuritvly speaking</i>). Persuasive language interwoven with content (<i>would all ready have got three out of the five parts of the day over with</i>) (C4).</li> </ul>
<b>Summary</b>
Thorough coverage of points combined with a confident, persuasive explanation of views lead to an award in Band C4; less repetition of content would be necessary for the higher mark in this band.
Band C4 – 9 marks

TEXT STRUCTURE & ORGANISATION
<b>Summary</b>
Evidence of overall shape and paragraph divisions support grouping of content; more consistency of within-paragraph organisation would be necessary for the higher mark in this band.
Band B4 – 6 marks



**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

additional words for nuance and emphasis (A4)

adaptation of verb forms extends scope of time reference (A4): continuous action, passive

variety of subordinating conjunction (A4)

secure and varied use of commas to support meaning (A4)

some variation in sentence type used for effect (A4)

range of punctuation (A4) includes possessive apostrophe

As you will (probably) know, our school (is thinking) of making some very big changes to the timetable. We (have been asked) to talk to you today about our reactions on this new timetable. These are my views.

The school would open at 7.00. (This) is a very early start and would mean pupils having to get up (extremely) early, especially people like me, (who) have to catch a bus in the morning.

The combined registration and assembly time is only 20 minutes, and (since) registration takes at least 5 minutes, by the time everyone is in the hall, there would only be about 10 minutes for assembly. Therefore we could not talk as fully about things as we do now, and would not be able to have us children speak to you as I am doing now.

(On the plus side,) we have a 40 minute exercise session to wake us up before having our breakfast in the hall. I think (this) is a wonderful idea and would be nice to have breakfast with your friends, but breakfast should be before Exercise session, registration and assembly, yet still at 8.00.

Another thing I like about the new timetable is the fact that instead of 5 hourly lessons, there is only four, and to make up that extra hour there is a sport or homework club.

I'm sure that you, like me, love the idea of having a homework club. (Not having to do homework at home?)

Brilliant!

There does not seem to be a lunch hour in this new timetable, so you would have to have your lunch after school closed, (which) would be a very late lunch. Therefore (although) the new timetable has many good points, I still feel strongly the school's timetable should stay the way it is.

introductory paragraph establishes context and clarifies purpose of speech (B4)

reference back to previous sentence increases connections and avoids repetition (B4)

contrast with previous paragraph is made clear (B4)

conclusion given, although opportunity for paragraph division ignored (below B4)

<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Evidence of a good range of simple and complex structures and verb forms used to extend meaning, together with commas and other punctuation, leads to Band A4; greater use of varied sentence type or word order for effect needed for the higher mark in this band.
Band A4 – 7 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Coverage of points is thorough as consideration is given to both sides of the argument; adaptation evident in selection and emphasis of most appealing points (<i>Not having to do homework at home?</i>), although weakened by brief conclusion (C4).</li> <li>Writer positioned as one of the pupils gives impression of identifying with audience's concerns (<i>I'm sure that you, like me</i>) (C4). Simple, direct language increases immediacy of speech (<i>as I am doing now</i>); strategic use of emotive adjectives (<i>wonderful, Brilliant</i>) to persuade (C4).</li> </ul>
<b>Summary</b>
Adaptation and effective use of stylistic choices to present the writer's opinions in an appealing way merit the award of 10 marks; more effective use of conclusion to reinforce points would be necessary for the highest mark in this band.
Band C4 – 10 marks

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
The structure of the text is clarified for the reader and links are developed within paragraphs, suggesting Band B4. Further consistency of paragraph divisions towards the end would be necessary for the higher mark in this band.
Band B4 – 6 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 <sup>for</sup> ~~but~~ think you will be waking up at a resnable time. Therefor having a P.E sechen will make you fit befor lesens an breckfast.

~~Then~~  
Then they will not be late and have les time to work.

~~Against~~  
Havin just 6 lesens and Encloding breckfast and not seing your parents until 1.30pm is aporling.

The parents will miss them having said that going to school with an empty stumucke is not good and the parents if thay are still asleep will think thay have been kid naped by someone.

The children will fall asleep during lesans and breckfast.

I think we shod have the children's opinyn dont you?

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.

~~7:00am - To early to get to school even if you  
get to go home early. because you are still tired.~~ } <sup>wrong</sup> x

I am very unhappy because every morning we have to get to school at 7:00am it is way to early and as for the sports I think that we should have them in the afternoon because if you have the sports in the afternoon because if you are doing all your lessons in the morning then in the afternoon you can go and run tired. At 1pm I think we should have dinner so that we don't starve and Sport or Homework Club you can have it at 2pm and school closes at 1:30pm still but it is like an after school club so you can do it if you want but if you don't want to you can go home.

from 12:30pm to 1:00pm we have something called golden time which is where over the weeks if someone has been naughty then they lose a golden warning and then if you mis-behave again you will lose 5 mins of your golden time. It keeps going up <sup>in sizes</sup> until it is 30 mins and then you get sent to the head teachers office and have to spend half an hour sitting silently and getting told of and

**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 believe the new school timetable has some great ideas but there are some worse sides of it that many pupils and teachers may disagree with. I am one of many people who dislike the idea of coming to school at 7:00 am, which would mean getting up very early. On the other hand I think having an exercise session in the morning would a healthy way to start the day.

Also having breakfast at 8:00 am at school would result in pupils getting to know each other and make friends with one another. I'm not the only one who doesn't agree with having all lessons cramped together in the morning till gone midday, it would cause becoming pupils to become bored and not being able to produce the best of their abilities.

On the contrary it may refresh and relax themselves the children if they have a sport or homework club shortly after their long hard lessons.

But many children may state

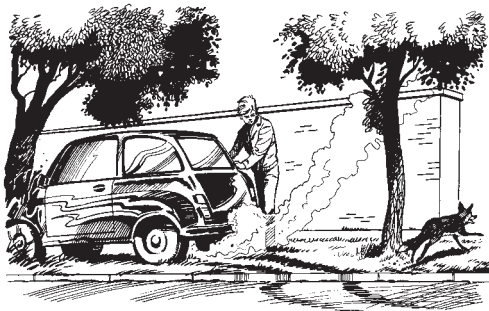
## The shorter task: *Eyewitness*

A scenario of an accident involving a fox and a driver is depicted. The writer is positioned as the only witness of the scene, with the task of completing an accident form to provide a full account. Writing cues support the selection of descriptive vocabulary; the answer page gives the structure of the form. Better performances are distinguished by the inclusion of precise descriptive detail within well-structured sentences, consistency of an informative style and control of the eyewitness's perspective on events.

### Eyewitness

Imagine you were walking home from school. You saw a car driver swerve suddenly to avoid a fox. The car went into a tree but the driver was not hurt and neither was the fox.

You were the only person who saw the accident, so you have been asked to write a detailed account of what happened.



**Your task is to complete the accident form.**

Before you start, make some notes about what you saw.

Words and phrases about:

- the car
- the driver
- the fox

## Mark scheme for the shorter task: *Eyewitness*

### 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, then, so* (*and then he saw the fox*). Some simple sentences, often a brief sequence starting with subject + verb (*The man was old; I heard a car*). Some connections between sentences, eg pronouns referring to participants (*he ran off*). Simple attempts to conclude account (*that's all I can tell you*).
- Sentences are sometimes demarcated by capital letters and full stops.

**1 mark**

#### Band D2

- Simple connectives *and, but, or, so, when* (*when a car raced past me*) link clauses. Subjects and verbs frequently repeated (*car, got*). Phrases with simple expansion (*a red car, blue tie; very fast, quite fat*). Some sentences expanded with simple adverbials (*suddenly, slowly*) or simple phrases, eg to indicate position (*inside the car*). Verbs consistently refer to the past; continuous action expressed (*was wearing black sunglasses*). Events described sequentially; relationship between events sometimes indicated (*he beeped the horn but the fox did not move*).
- Full stops, capital letters, exclamation and question marks mostly accurate; commas in lists.

**2 marks**

#### Band D3

- Sentences are mostly grammatically sound. Some subordination: *because, if* (*because I had seen a landrover; if there was anyone else*). Adverbials (*About two minutes later*) and expanded noun phrases (*a man with orange hair*) vary construction of sentences. Expanded phrases used for spatial and time description (*into the centre of the road*). Some connections in text indicate relationships other than simple sequence: simultaneous events (*As it did this, the mercedes came bolting down the road*); cause and effect (*this resulted in the car swerving*).
- Most sentences correctly demarcated; some commas mark phrases or clauses.

**3 marks**

#### Band D4

- Compound and complex sentences used, with varied connectives, eg *which, meanwhile, who* (*which was probably his mother; who was wearing black trousers and a sweatshirt*). Expanded phrases and clauses express ideas economically (*whereas the speed limit was only 30 mph*). Verb forms adapted to refer to a range of points in time. Additional words and phrases (*certainly frightened; probably scared*) may be included. Organisation supports thorough coverage and emphasis on main ideas; description of events gives shape to the account (*a bang, a crash and a shout and then all was quiet*).
- 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 points and comments about the incident. Some evaluation (*I was amazed*).
- Detail sometimes included to expand content (*I heard some revving*).

**1 mark****Band E2**

- A descriptive account; some awareness of audience, eg attempt to set the scene (*I was at the kerb about to cross*); use of detail (*ginger and white fox*).
- Writing may attempt to describe events from an objective or detached viewpoint (*a fox ran out*), and/or there may be evidence of evaluative comment (*the driver was lucky*).
- Some vocabulary accurately describes participants, events or items (*bumper*); overall level of formality may be inconsistent, eg a mixture of informal (*this old banger*) and more formal reference (*bonnet*).

**2–3 marks****Band E3**

- Coverage is balanced, eg includes whole sequence of events. Detail supports purpose of the description (*blue Jaguar convertible; black Rover*).
- An objective viewpoint is established; a neutral account of evidence is maintained. The witness's personal views may be evident but do not dominate the account.
- Stylistic choices contribute to descriptive effect, eg verbs for impact (*rushed, screeched*); form of address (official, note-style: *lots of rings, short hair*); use of reported not direct speech.

**4–5 marks****Band E4**

- Description provides clarification for reader (*crumpled the front (the bonnet)*); thorough coverage of events; detail aptly selected for purpose.
- The writer's viewpoint is consistent and controlled, eg responsible and informed attitude suggested; writer's position may suggest distance through tentative comments (*he seemed a little red faced*).
- Stylistic features suited to account's purpose, eg there may be formal or technical vocabulary (*suffered minor head injuries, incident*) and/or vivid description of scene.

**6–7 marks****Band E5**

- Readership informs choice and placing of content, eg the writer prioritises information relevant to the accident.
- Viewpoint well controlled and convincing, eg writer portrayed as a reliable and observant witness.
- Range of stylistic features manipulated to fully support purpose and inform audience, eg consistent use of official language or specific terminology (*poor response time*); selection of descriptive vocabulary to appeal to the senses/enhance description of the scene.

**8 marks**

Date of Accident	7/12/02	Time of Accident	18:00
<p><b>What happened</b></p> <p>Well, I was walking home from a bad day at school when I head a sqwel that come from a heghe. I bent down to look and I saw five baby fox's! So I carried on home to tell my mum (shes a animal doter). I was about half way when a car came zooming past me (going about 60-70 mph.) I carried on walking when I heard a crash the car had swerved out of the way of a fox! The car was red and small. I run to see if the diver was ok. He was and so was the fox, but the car was unfrountert. The fox, old ran up the road not relising what had happend.</p>			

noun phrase with simple expansion (D2)

sentences start repetitively (D2)

simple phrase to describe (D2)

simple phrase to indicate position (D2)

relationship between events indicated (D2)

accurate use of exclamation mark (D2)

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>
<p>Despite some insecure use of tense (<i>come, run</i>), sentence structures include evidence of simply expanded phrases and some development to clarify the order of events. These features, combined with mostly accurate sentence demarcation, lead to an award of 2 marks.</p>
<p>Band D2 – 2 marks</p>

<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Some description of the car (<i>red and small</i>), but other detail (<i>a bad day</i>) does not always support the informative purpose of the account (E2).</li> <li>Attempts to establish an objective view of the scene (<i>saw five baby fox's!</i>) are somewhat limited by the emphasis on the eyewitness's role in the incident (E2).</li> <li>Account includes a mixture of informal, conversational language (<i>Well, ok</i>) and more formal abbreviation (<i>mph</i>). There are some attempts to describe sounds with precision (<i>sqwel, zooming, crash</i>) (E2).</li> </ul>
<p><b>Summary</b></p>
<p>The inclusion of some relevant detail supported by some descriptive vocabulary choices provides evidence for Band E2; however, greater emphasis on information relating to the fox or driver, rather than the eyewitness, would be necessary for the higher mark in this band.</p>
<p>Band E2 – 2 marks</p>



SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Date of Accident	4th November 03	Time of Accident	3.25pm
<p><b>What happened</b></p> <p>A fox was slowly walking across the road (then) the driver came speeding (down the road). The car tried to swerve away from the fox (but) bash into a tree. As the driver was ok he stepped out of the car to see if the fox was all right. But unforchently the car was badly damaged. (The driver tried to catch the fox to make sour It was not hurt.) (The man) called for help I went over and took the man home. (The man) phoned the police to let them know what happend. (The man) gave them a ruth detail of he (was speeding). (hopfully) the man and the fox was not hurt.</p>			

position indicated by simple phrase (D2)

simple connective (D2)

repetition of subject (D2)

limited expansion of noun phrase (D2)

continuous action expressed through verbs (D2)

events expressed mainly as a simple sequence (D2)

evidence of accurate sentence demarcation (D2)

inconsistent capitalisation (below D2)

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>
<p>Use of simple connectives to link a basic sequence of events, varied by occasional expansion and inclusion of phrases to show position, leads to the award of 2 marks. Mostly accurate sentence demarcation supports the award of this mark.</p>
<p>Band D2 – 2 marks</p>

<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Some attempt to present detail of event sequence (<i>called for help, phoned the police</i>); some explanation for audience (<i>to make sour It was not hurt</i>) (E2).</li> <li>Writer mostly describes what happened from an objective position (<i>a tree, The driver</i>), with occasional comment suggesting writer’s attitude (<i>unforchently, hopfully</i>) (E2).</li> <li>Some vocabulary choices are specific, supporting an accurate depiction of events (<i>bash, stepped</i>), but other references are very general (<i>the car, the fox</i>) (E2).</li> </ul>
<p><b>Summary</b></p> <p>Although the use of detail is not consistent, there is evidence of a simple but relevant account of events to inform the audience. There is sufficient evidence of a detached viewpoint to merit the higher mark in the band.</p>
<p>Band E2 – 3 marks</p>

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Date of Accident	4th November 03	Time of Accident	3.25pm
<p><b>What happened</b></p> <p>I was walking along the road (when) I heard a terrible noise from far of it's like the sound of screeching and squeeling tyres. (Suddenly) I saw a fox running of unhurt, but now a car came of the road and left a fog of smoke and a disturbing bang.</p> <p>The (next thing) that happend was that the smoke lifted and the car of the door open, (to my suprise) I saw (a unhurt dazed young man.) He was very shaken, and of most annoyed of the wreck of the car.</p> <p>The car was in a much worse state, the bumbers bent, and the bonnet was in the cab! in fact it was a writeof. simply for the man he just walked off.</p>			

sentence developed by subordination (D3)

a variety of relationships between different events are indicated (D3)

adverbial varies sentence construction (D3)

attempts to use commas to separate parts of sentences (D3)

expanded noun phrase used to convey description (D3)

some sentence demarcation ignored (below D3)

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p> <p>Although there are some inconsistencies in punctuation, there is sufficient evidence of developed sentence structure and organisation of content just to merit the award of 3 marks.</p>
<p>Band D3 – 3 marks</p>

<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Several details support the purpose of the account; coverage includes different stages of the changing scene (<i>fog of smoke / smoke lifted</i>) and reaction of the driver (<i>very shaken</i>) (E3).</li> <li>Writer gives the impression of a detached observer; personal opinions (<i>terrible, to my surprise</i>) are evident but are not the focus of the account (E3).</li> <li>Some descriptive words are carefully chosen for effect (<i>screeching, squeeling</i>); formal style apparent in description of car (<i>tyres, bumbers, bonnet</i>), although not completely sustained (<i>a writeof</i>) (E3).</li> </ul> <p><b>Summary</b></p> <p>This piece presents a fairly comprehensive account of the incident, including detail about how events unfolded and the consequences for the driver, car and fox. To gain a higher mark in this band, greater consistency of style would be necessary.</p>
<p>Band E3 – 4 marks</p>

**SENTENCE STRUCTURE**

**PUNCTUATION & TEXT ORGANISATION**

Date of Accident	12/3/03	Time of Accident	4:00 pm
<p><b>What happened</b></p> <p>I was walking home from school and it was a nice clear sunny day. But something happened. I was nearly home when I saw a little fox on the opposite side of the road, now I'm an animal lover, so I thought it was cool seeing a fox, so, not thinking I shouted across the road, "Come here Foxie, c'mon, c'mon." The fox ran across the road, but I only just noticed the car coming towards it. The man who was driving the car saw it just in time and he swerved the car, but unluckily straight into a tree. The fox was so scared it scampered away. But the driver of the car was very upset he had only got the car yesterday and it was wrecked. I was so scared he would blame me I ran home as fast as I could.</p>			

some repetition of sentence openings (below D3)

expanded phrase for spatial description (D3)

adverbial varies sentence construction (D3)

subordinate clause clarifies information (D3)

sentence shapes account by indicating contrast relationship between previous sentence and next section of text (above D3)

a range of punctuation, including omission apostrophes and commas, is used accurately (above D3), but there is also some inconsistency in sentence demarcation (below D3)

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>
<p>Events are clearly organised, and there is evidence of expanded sentences and correct punctuation. However, some repetition of sentence structures and insecure sentence punctuation limits the mark to Band D3.</p>
<p>Band D3 – 3 marks</p>

<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>The account describes the whole chain of events; explanation of the eyewitness's thoughts and actions engages but is also mostly relevant to the incident (<i>not thinking I shouted...</i>) (E3).</li> <li>The writer chooses to involve the eyewitness directly in the incident; however, an informative approach to events is also maintained (E3).</li> <li>A conversational style is adopted (<i>now, cool</i>) and held fairly consistently; some vocabulary choices support precise description (<i>scampered</i>) (E3), although others are less specific (<i>nice</i>) (below E3).</li> </ul> <p style="text-align: center;"><b>Summary</b></p> <p>The writer's decision to give the eyewitness a role in the accident slightly weakens the focus on the key event; however, the moment-by-moment record of happenings contributes to a full description of the unfolding scene.</p>
<p>Band E3 – 4 marks</p>

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Date of Accident	9.4.03	Time of Accident	8:35
<b>What happened</b>			
<p>As I was walking to school, a fox came out of nowhere and ran in front of a car. The car was not speeding. Due to the fox running on the road the driver swerved into a tree to dodge the fox. The man was not harmed by this and got out of his car. The fox - not injured - ran into a nearby forest. The car was badly damaged as fumes came from the back of it. The bonnet was in pieces from it colliding with a tree. The man was shocked and shaken up, although not physically injured. I asked the driver if he wanted an ambulance but he replied "No, I'll be fine." As I was there at the time, I phoned the fire brigade to come right-away because I was afraid that the car might set-alight. I tried to keep the man well away and calmed him down.</p>			

verb forms adapted for purpose (D4): simple past

continuous action

passive

complex sentences with varied connectives (D4)

range of punctuation evident (D4); comma separates sections within a sentence

dashes used appropriately to insert comment into a sentence

omission apostrophe used correctly

text organisation: time-related comments separate sections of the account (D4)

<b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b>
<b>Summary</b>
Complex sentence structures and adapted verb forms give evidence for Band D4; accurate punctuation and control over the organisation of the text support the award of 4 marks.
Band D4 – 4 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>• Selection of detail builds a clear picture of events (<i>fumes came from the back of it, bonnet was in pieces</i>); description covers several aspects of the situation (appearance of car, reaction of driver) (E4).</li> <li>• Eyewitness's comments suggest careful observation and responsible attitude to the incident (<i>I was afraid that the car ...</i>) (E4).</li> <li>• Stylistic choices include use of technical terms (<i>colliding, physically injured</i>) and words that contribute to precise description (<i>dodge</i>) (E4).</li> </ul>
<b>Summary</b>
The form of an account is adapted to provide a full description of events from an informed point of view. Further coverage of the context of the accident (eg positioning of car or fox at different points in time) would be needed for the higher mark in this band.
Band E4 – 6 marks

**SENTENCE STRUCTURE**

**PUNCTUATION & TEXT ORGANISATION**

<b>Date of Accident</b>	13/4/03	<b>Time of Accident</b>	3:30 pm
<p><b>What happened</b></p> <p>I was walking home from school taking my normal route, when a small red car came skidding round the bend. Suddenly a fox darted out, it was a young male fox who was limping slightly. He darted out - rather quickly for a fox that was limping - right in front of the car, the car swerved to avoid the creature, it then hit a tree.</p> <p>Steam rose from the bonnet and boot, the front of the car looked like an accordion and a front wheel had rolled off. I thought the driver would be hurt badly but he was not, he stepped out of the car and checked it over, he was a young man, no older than 21 and he had short blonde hair. His red jumper and jeans were dirty and covered with sticks and leaves from the tree.</p> <p>By this time the fox had darted away to safety. From what I had seen and the way the driver was now pacing up and down, talking to someone on his mobile phone, also the fact that the fox had darted away rather quickly, they were both unhurt from the accident. The rescue people then came for the car, and I did not see the fox again.</p>			

expanded noun phrases include subordinate clauses, conveying information economically (D4)

adaptation of verb forms to express a range of meanings, including time reference and possibility (D4)

additional words included to suggest nuance of meaning (D4)

pronouns and nouns are used in careful combination to provide cohesion to the account, avoid ambiguity and support textual organisation (D4)

information is grouped to give shape to each section of text (D4), description of the car; description of the driver

commas are used to clarify the structure of long, complex sentences (D4), although elsewhere there is evidence of comma splice (below D4)

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>
<p>Despite some weaknesses in range and quality of punctuation, ample evidence of complex and varied sentence structures and the consistent control of textual organisation merit the award of 4 marks.</p>
<p>Band D4 – 4 marks</p>

<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Throughout the account, priority is given to comprehensive coverage of relevant information; detail used to give a full picture of the driver's behaviour at different stages of the incident (E5).</li> <li>Events depicted from the point of view of a thoughtful passer-by; careful differentiation of factual detail (<i>covered with sticks and leaves</i>) and inference (<i>From what I had seen</i>) (E5).</li> <li>Stylistic features, including figurative language (<i>looked like an accordion</i>), verbs for precision (<i>skidding, darted, limping</i>) and formal reference (<i>normal route</i>), combine to present an informative, vividly described account (E5).</li> </ul>
<p><b>Summary</b></p>
<p>The apt selection of content and use of stylistic features to engage and inform produce a developed and purposeful description of events, as if seen through the eyes of an observant witness. The account justifies the award of 8 marks.</p>
<p>Band E5 – 8 marks</p>

# The spelling test

## The spelling test

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

### Olympic Games

Every four years thousands of athletes come together to take part in the Olympic Games. It is one of the **biggest** sporting events in the world.

The Games are based on competitions held in Ancient Greece. All **fighting**, across the Greek world, **stopped** during the Games. These were part of a religious **festival** held to honour the Greek god, Zeus. The ancient Greeks thought it was very important for people to exercise their minds, as well as their **bodies**.

The first recorded Games took place **approximately** two and a half thousand years ago. In the nineteenth century the modern Olympics were developed to **encourage** young athletes and to promote peace between different countries.

The opening of the Games is **extremely** impressive. The Greek athletes lead the procession into the stadium, as a reminder of the **original** Olympics. The other teams **follow** in alphabetical order.

The Games are officially declared open with the **raising** of the Olympic flag. Doves are released into the air as a **symbol** of peace.

A **highly** significant moment is the lighting of the Olympic Flame, which remains alight **throughout** the Games.



Several events in the Olympics today, such as running, boxing and **wrestling**, were also popular in the ancient Games. Some aspects of the Olympics have been **transformed** by changes in technology. For example, events can now be **judged** with greater **accuracy** because of sophisticated measuring equipment.

An **audience** of many millions watches on television, enjoying the **colourful** ceremonies and many exciting competitions.

## Quick reference mark scheme for the spelling test

- |                  |                 |
|------------------|-----------------|
| 1. biggest       | 11. raising     |
| 2. fighting      | 12. symbol      |
| 3. stopped       | 13. highly      |
| 4. festival      | 14. throughout  |
| 5. bodies        | 15. wrestling   |
| 6. approximately | 16. transformed |
| 7. encourage     | 17. judged      |
| 8. extremely     | 18. accuracy    |
| 9. original      | 19. audience    |
| 10. follow       | 20. colourful   |

### ***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.

<b>Number of correct words</b>	<b>Spelling test mark</b>
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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