

English

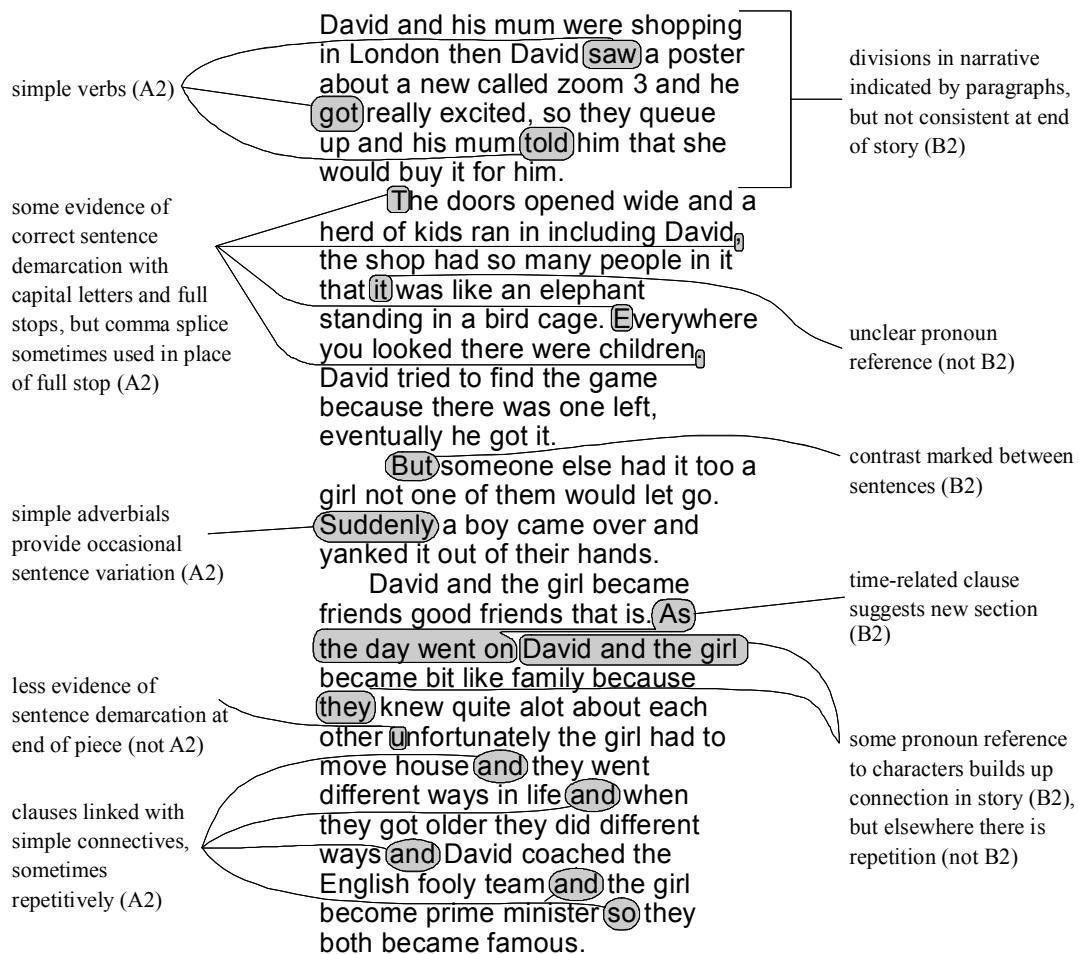
Writing Test Exemplars

2003

1. The Queue: Exemplar 1

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION



SENTENCE STRUCTURE & PUNCTUATION

Summary

Simple sentence structure with some limited variation (eg adverbials) leads to Band A2. Some weaknesses in sentence punctuation suggest the lower mark in band.

Band A2 – 2 marks

TEXT STRUCTURE & ORGANISATION

Summary

Attempts to divide the story using paragraphs and time references lead to Band B2. Some repetition and lack of clarity in character and pronoun reference suggest the lower mark in band.

Band B2 – 2 marks

COMPOSITION & EFFECT

- Character development limited as reported speech used rather than dialogue (*his mum told him*); some attempt to develop events (*Suddenly a boy came over*) (C2).
- Viewpoint: some observation of David's feelings (*really excited*) but not sustained (C2).
- Some attempts at precise vocabulary to describe behaviour (*yanked*) but use of figurative language is not entirely successful (C2).

Summary

Use of story form, some evidence of viewpoint and development of events suggest Band C2. Lack of character development supported by dialogue or description justifies lowest mark in band.

Band C2 – 3 marks

2. The Queue: Exemplar 2

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

use of simple connectives to link clauses (A2)

relationships between clauses: events taking place at the same time (B2)

dialogue provides some variation of sentence type (A2)

some sequences not demarcated with punctuation (not A2)

use of paragraph division (B2)

simple adverbial (A2)

missing/repeated words cause unclear sentences (not A2)

attempt to shape story by drawing attention to an important event (above B2)

some evidence of sentence demarcation (A2) but no question mark (not A2)

attempt to vary reference to same character (above B2)

confusion of 1st/3rd person (below B2)

simple expansion (A2)

Daniel and his mum was walking past a shop when he saw a poster in the window Daniel said, "can we get in the queue and get that game". His mum said, "of course get's get the queue." Daniel came here people taking and he even heard that they was only 20 games in stock. A little girl was standing behind Daniel and his mum all on her own then Daniel said, "Hello have you come for the game too". The little girl said, "Yes I heard it is a great game." Daniel was just about to say same thing when a man came out of the shop and shouted, "Excuse me can I have your attention I would like you to now we have got a new game So I will have no pushing going into to shop, the shop...is now...open."

The everybody pushed through the door but Daniel and the girl pushed through the shop door but they was only 1 game left Daniel and the little girl both grabbed it then the little girl said "I get it first it's mine" "But...but why was you so nice to me outside, Daniel said sadly "If I would have known that was 1 left I would not have been nice to you o.kay" the little girl sniggered the little girl. "But before they one could say anything else a woman walked in and stood at the top of her "Jade I thought I told you you are not allowed they think also today now but it's down right now," the little girl's mum said (Jade's mum) "But mum it's only a game" Jade cried "No we're going home now but it's down and get out of the shop," So the little girl Jade gave the game to me and she walked out. "Mum I've got one can I have it" Daniel asked "Of course you can" his mum said Then a little boy came in and said, "mum" they are no more left" His mum said "well we will have to come back a never day". Then under her breath she said, "are not"

SENTENCE STRUCTURE & PUNCTUATION

Summary

Simple attempts to vary sentence construction through speech suggest Band A2, but some incomplete sentences and inconsistency of demarcation point to lower mark in band.

Band A2 – 2 marks

TEXT STRUCTURE & ORGANISATION

Summary

Some evidence of paragraph division and organisation of the story sequence lead to Band B2. Greater clarity of reference to characters would be necessary for award in a higher band.

Band B2 – 3 marks

COMPOSITION & EFFECT

- Some development of events: entry of Jade's mum prepared for by earlier reference in queue (*all on her own*). Dialogue between characters interests reader but detracts from pace (C2).
- Viewpoint: main outcome suggests moral framework as Jade's disobedience is punished (above C2).
- Vocabulary choices often simple but occasionally apt (*atenstn*) or descriptive (*gabed*). Humorous ending attempted (*are not*) (C2).

Summary

Story form used to present a moral tale with attempts to amuse reader. Some development of characters through direct speech (C2) although more developed use of pace and balance between dialogue and narration would be necessary for mark in higher band.

Band C2 – 5 marks

3. The Queue: Exemplar 3

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Lee and his mum were at the large Shopping Centre buying clothes for the summer. They stopped to have lunch at Burger King and then carried on. Lee was moaning **(because)** he detests shopping but his mum dragged him along anyway.

(When) they were walking they passed the games store. They started to wonder why there was such a long queue. Something caught his eye on the Shop window. "Mum" he yelled **(the new game I have wanted for ages. Can we join the end of the queue please?)** "No" she replied firmly, "we are shopping for clothes not silly game toys. We will come back later." **(They will be gone.)**

"Ok then if we don't get in in half an hour we will carry on" **(she replied shaking her head.)** "Thanks **(Mum, you're)** the best" he **(flipped)** into the back of the queue. "Stop doing those silly flips of yours you'll hurt yourself one day". "Stop fussing."

(The man) came to open the shop and everyone poured in knocking some items off the shelf. "Careful" the man shouted but no one heard him as there was so much other noise going on around him.

Lee picked up **(the last game)** but some one else got hold of it too. they gave it too **(Lees mum)** and the girl got to have it. So they walked away Lee was in a mood and the girl skipped happily.

(Lee went home and there was a parcel sitting on the kilien table with his name on.) he unwrapped it. It was the new games from Lucy Smith. He shouted with glee. but how it got here so fast? he didnt know until Dad told him she dropped it off. She had saved it behind the counter of her shop in the shopping centre.

some variety of subordinating connectives (A3)

some logical divisions in text help shape story, but other transitions are less meaningful (B3)

fragmented sentence and different sentence types in dialogue (A3)

inverted commas mostly used correctly (A3)

adverbial adds variety (A3)

tense varies appropriately (A3): present in speech past for narration

varied reference to same character links through whole text (B3)

noun phrases mostly simple, with occasional variation (not A3)

sentence demarcation not always secure (not A3)

connected events within paragraph develop from main 'topic' sentence (B3)

SENTENCE STRUCTURE & PUNCTUATION

Summary

Evidence of sentence variation through adverbials, different sentence types and subordination leads to Band A3. Limited phrasal expansion and some weaknesses in sentence punctuation suggest lower mark in band.

Band A3 – 4 marks

TEXT STRUCTURE & ORGANISATION

Summary

Use of paragraphs to divide groups of related events, and development of events within the paragraph lead to Band B3. More secure use of time and place shifts to shape story would be necessary for higher mark in band.

Band B3 – 4 marks

COMPOSITION & EFFECT

- *Adaptation of story events to provide surprise at end of story. Relationship between Lee and Mum built up through dialogue and narration (Lee was moaning) (C3).*
- *Viewpoint: reader experiences events mostly from Lee's perspective – adds interest to ending (how it got here so fast?) (C3).*
- *Conversational language between characters creates realistic impression although use of speech not sustained. Some vocabulary choices are descriptive (poured) (C3).*

Summary

Character development, maintenance of viewpoint and realistic dialogue supporting adaptation of events suggest Band C3. More interaction between characters to support second half of story is needed for higher mark in band.

Band C3 – 7 marks

4. The Queue: Exemplar 4

SENTENCE STRUCTURE & PUNCTUATION

variation in verb use to convey a range of meanings (A4):
 continuous action
 past tense
 modal
 present tense
 passive construction

full punctuation of direct speech (A4), although some opportunities to use commas within the sentence have been missed (not A4)

phrases expanded to allow additional levels of detail (A4)

combination of simple and complex constructions used (A4)

'WOW!' Ed **(was standing)** in front of the biggest shop in town – the toy store. There was a huge poster in the window advertising 'zap' the latest computer game. Ed **(pressed)** his nose against the smooth glass. He **(could)** feel the game with his fingers and he knew he had to buy it. 'Mum! **(Mum)** Come look at this!' **(Trish)** came over, pushing **(her)** way through crowds of people queuing to enter the store. 'Okay **(I'm)** here, what is it now?'

'Oh Mum look 'zap' it's **(been released)** set free, waiting for children to pick it up and enjoy hours of fun playing it!'

'Oh yes. Now come on we'll be late!'
 'Mum! Please won't you buy it for me? PLEASE!'

'No Ed.'
 'It can be my birthday and christmas present!'

'You've already used up your birthday and christmas presents on **(that games console you never use anymore)**.'

'MUM! I'LL NEVER SPEAK TO YOU AGAIN!'

After lots of begging and pleading and whining from Ed, Trish gave up. They got into the queue and waited. Ed recognised a girl near the front of the queue but he couldn't think where he'd seen her before. Half an hour later the doors opened.

The crowd forgot about queuing and just ran into the shop.

(The people at the front of the queue) got shoved aside. Ed ran in he kicked a few people and elbowed others out of the way. He lost his mum in the big rush.

(The stand was in sight) **(The stand upon which stood: 'zap')**.

Oh know there was only one game left. The girl from the queue was about the same distance away from the game as ed. They both ran forward and grabbed the game. 'It's mine!'
 'No mine!'
 'What's happening?' Trish rushed forward
 'Oh hello Gabby!' 'Hi Aunty Trish!' Gabby said.
 'Aunty?' Then he remembered 'Oh your my cousin!' Gabby and Ed share the game.

TEXT STRUCTURE & ORGANISATION

reference to main characters (*Ed, Trish*) and the game established in the first paragraph and link through whole text unambiguously (B3)

paragraph boundaries support main changes of location and clarify the shape of the story (above B3)

within-paragraph organisation: events developed from the introductory sentence about the stand (B3), although control is weakened by the rapid resolution

SENTENCE STRUCTURE & PUNCTUATION

Summary

Evidence of variety and range in sentence construction, expansion and range of punctuation lead to Band A4. Some inconsistency within sentence punctuation suggests lower mark in band.

Band A4 – 6 marks

TEXT STRUCTURE & ORGANISATION

Summary

Support of story shape through paragraph divisions and secure reference and development of ideas within sections lead to the upper mark in Band B3. Further control of overall text structure is necessary for award in higher band.

Band B3 – 5 marks

COMPOSITION & EFFECT

- *Differentiation of main characters established through Ed's attempts to persuade his mum. Attempt to prepare for ending (couldn't think where he'd seen her) (C3) – but weakened by pacing.*
- *Viewpoint maintained: Ed's efforts to get game portrayed with humour. Events (He lost his mum in the big rush) do not have serious consequences (C3).*
- *Detail used to suggest convincing character feeling (pressed his nose against the smooth glass) but little description of inside shop (C3).*

Summary

Character development and events supporting chosen viewpoint merit Band C3. More effective use of pace and description is needed for higher mark in band.

Band C3 – 6 marks

5. The Queue: Exemplar 5

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Zac walked quickly along the pavement. He wanted to go to the toy shop. They had been shopping for quite a long time and so far it had been boring and tedious, they had been looking at clothes for Mum. so he wished to go to at least a couple of good shops.

- range of punctuation used accurately (A4):
- speech marks
- ellipsis
- varied sentence
- demarcation
- comma
- omission apostrophe

As he approached the shop, his attention was drawn to a bright green poster on the wall. He began to read the poster aloud. "New game, here today... Mum, mum look at this it's a new Simpsons game! Can we buy it? Please!" "Well, we'll just see what its like first!"

- phrase expanded by subordinate clause (A4)

The only problem was that the shop didn't open for 15 minutes and there was a huge line of custommers who probably wanted to buy the game too. Zac was feeling anxious, what if there wasn't enough? But, there'll probably be hundreds there! Yes, but there is loads of customers. Zac's head was full of thoughts, he felt like he was going to explode! "How long to go mum?" asked Zac. "Oh, em, just five more minute's love." replied mum. Zac looked at the poster again to try to pass some time. The game looked exciting and only five pounds and ninety nine pence.

- internal paragraph organisation: theme of Zac's growing anticipation develops from opening sentence (B3)

- comma splice (not A4)
- additional word gives specific meaning to sentence (A4)

Zac noticed a man at the door, the shop was now open. Zac was normally a polite boy, but, he really wanted this game so he pushed his way into the building and ran to the board games. He ran as fast as a cheetah, and grabbed the first game he saw. He rushed to find his mum.

- attempt to use paragraph boundary – but division does not fully support story developments (B3)

- verbs used to express differences in meaning (A4):
- continuous action
- possibility (modal)

At the checkout there wasn't much of a queue and they were out in a flash. They walked back to the bus stop and waited for the bus. As soon as the right bus came Zac leaped into the air, he couldn't wait to get home, his best friend Tom was coming over for tea, they would be able to play it whilst watching tv.

- paragraph boundary signals change in location to home (B3)

When they arrived home, as soon as they got inside the house, Zac grabbed the phone and punched in the numbers of Toms mobile phone number. Ring, ring! Ring, ring! "Hello, Tom is that you?" "Yes of course its me! It is my mobile!" "Do you want to come over now!" "Yes, I'll get my mum to drive me"

punctuation and sentence construction weaker at end of piece (not A4):
 some missing full stops
 simple connectives used repetitively

Ding, dong! Zac rushed to answer the door.
 "Hi, come on in!" (Zac) showed (Tom) his new game and (they) began to read the instructions. "I'll be the blue one" Shouted Zac, "I'll have the red one then!" said Tom,

They played it most of the time that Tom was there (and) Zac was glad he bought it, Buzz lightyear was of the favourite toy shelf (and) in its place was his new simpson's game. "Sorry Buzz! Your getting old now!" Zac thought to himself.

proper nouns and pronouns clearly link character references throughout the text (B3)

SENTENCE STRUCTURE & PUNCTUATION

Summary

Variety in use of verbs and expanded sentence construction together with punctuation range merit Band A4. Some inconsistency in comma use suggests lower mark in band.

Band A4 – 6 marks

TEXT STRUCTURE & ORGANISATION

Summary

Divisions supporting story shape and evidence of internal paragraph development lead to the higher mark in Band B3. Build-up and inclusion of main story complication is necessary for award in higher band.

Band B3 – 5 marks

COMPOSITION & EFFECT

- *Adaptation evident in development of main character's reaction (Zac was normally a polite boy) (C3), but lack of event development precludes full build-up of tension.*
- *Viewpoint: anticipation in queue given emphasis as wait is portrayed from Zac's perspective (what if there wasn't enough?) (C3).*
- *Language choices in dialogue are convincing (Can we buy it? Please!) and distinct from style of narration (The only problem was that...) (C3).*

Summary

Interesting presentation of main character, consistent style of dialogue and narration and use of viewpoint lead to Band C3. Greater adaptation of events is necessary for award in higher band.

Band C3 – 8 marks

6. The Queue: Exemplar 6

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

“Cool!”
“YES!” cried everyone as Jamie and his mother passed the queue “What’s all the fuss?” asked Mrs Harper, Jamie’s mother,
“Mum!” gasped Jamie, amazed that his own mother didn’t know what all the commotion was about, “Only the follow up to ‘BAT FLAP’ is out today!”
His mum looked blank, “In this shop! The game ‘The Bat King’ is out.
Please can I queue up for it? PLEASE? I’ve got my money on me!” He gave his mother an innocent look, so innocent she just had to give in. “OK, but afterwards (we’re going to the groceries) understood?” (“Yes mum,”) sighed Jamie as they joined the back of the queue.

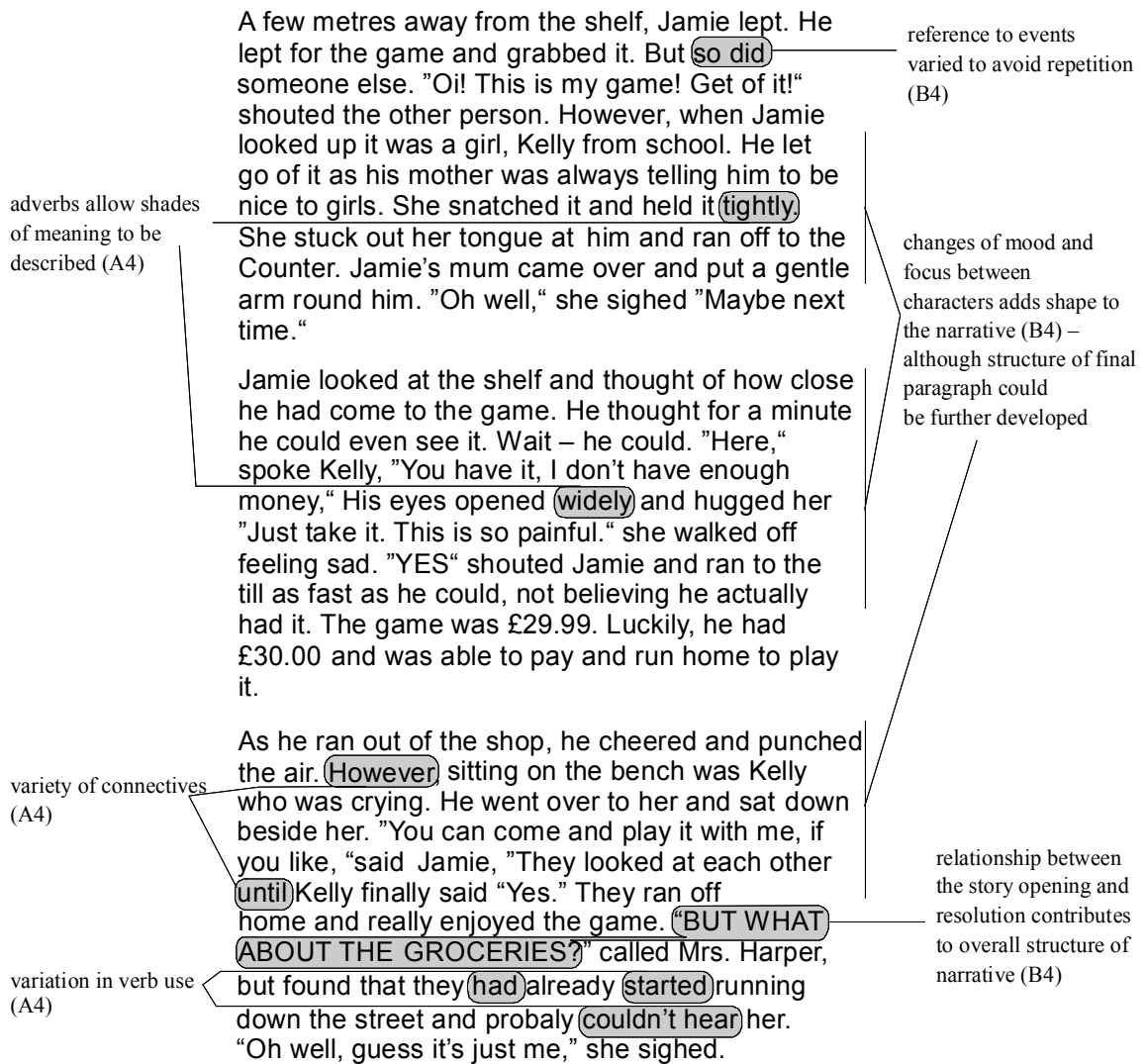
As they waited, children were trying to open the doors but they wouldn’t budge. People tried to catch a glimpse of the game, but didn’t succeed. After half an hour, the store still wasn’t open and everyone was getting bored. “If they don’t open those doors in five minutes we’re going,” said Mrs. Harper firmly
“But Mum(.....)” began Jamie,
“No Jamie, I’m sorry. You can get it tommarow.” she compromised. Jamie spent the next 4 minutes wishing for the shop to open.

When the doors finally opened, he cheered and ran inside the shop to (the shelf where the games were) As he ran he thought to himself “Cor, they’re going quickly, I hope there’s one left for me.’

punctuation is accurate and varied, particularly to enhance meaning in direct speech (A4):
dash
speech marks with concluding comma ellipsis to indicate unfinished speech

relationship between the story opening and resolution contributes to overall structure of narrative (B4)

subordinate clause expands phrase (A4)



SENTENCE STRUCTURE & PUNCTUATION

Summary

Varied and secure sentence construction together with accurate use of a range of punctuation leads to the higher mark in Band A4. Greater manipulation of word order for emphasis is necessary for highest band.

Band A4 – 7 marks

TEXT STRUCTURE & ORGANISATION

Summary

Organisation of whole story supported by links within text, and use of mood contrast to give internal shape lead to Band B4. Further management of paragraph development is necessary for higher mark in band.

Band B4 – 6 marks

COMPOSITION & EFFECT

- *Changes in pace help maintain interest in events – slow frustration of queue (but they wouldn't budge). Action in shop (lept...lept...grabbed) and relationship between Jamie and Kelly develop through story (C4).*
- *Viewpoint: control shown as key events portrayed from Jamie's point of view – his increasing awareness of Kelly emerges (the other person...when Jamie looked up it was a girl, Kelly from school) (C4).*
- *Engaging storytelling style is sustained; interactions between characters supported by narrator's comments (amazed that his own mother didn't know...) (C4).*

Summary

Use of pace, development of character and events, consistency of style and management of viewpoint for effect lead to highest mark in band. Further use of detail for setting would be necessary for award of highest mark.

Band C4 – 11 marks

7. A New Toy: Exemplar 1

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

spoken style (D2) — **Hi evreybody** wev'e got a new Toy For your babys to have a friend and stop that winying.

repetition of subjects (D2) — **He or she** can eat food and drink and also, bark like a real Dog! **So** if any burglars come **he or she** will scare them off like mad. **Only** 30.00 in cash! **So** head over here and **buy! buy! buy! all you can.** **So** Come over to Katys toy barn! **or** post or Phone on (000088) and are web. www.KATYSToybarn.co.uk Please come it will be great! (it comes with its own bed and bowls.)

adverb supports persuasion (D2) — **Only** 30.00 in cash!

imperative sentence types (D2) — **So** head over here and **buy! buy! buy! all you can.**

simple connectives (D2) — **So** if any burglars come **he or she** will scare them off like mad. **So** head over here and **buy! buy! buy! all you can.** **So** Come over to Katys toy barn! **or** post or Phone on (000088) and are web. www.KATYSToybarn.co.uk

sentence demarcation mostly accurate (D2) — **Hi evreybody** wev'e got a new Toy For your babys to have a friend and stop that winying.

inconsistent capitalisation (below D2) — **So** head over here and **buy! buy! buy! all you can.** **So** Come over to Katys toy barn! **or** post or Phone on (000088) and are web. www.KATYSToybarn.co.uk

similar content not always grouped together (D2) — **So** head over here and **buy! buy! buy! all you can.** **So** Come over to Katys toy barn! **or** post or Phone on (000088) and are web. www.KATYSToybarn.co.uk

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION

Summary

Use of clauses which are mostly simple or linked with *and* or *or*, repetition of subjects and verbs, simple adjectives and adverbs used to support persuasion along with mostly accurate punctuation lead to a mark just into Band D2.

Band D2 – 2 marks

COMPOSITION & EFFECT

- *Some description of toy's features (bark like a real Dog) with explanation of its appeal to the audience (stop that winyng) (E2).*
- *Viewpoint: content included to impress audience (scare them off like mad) (E2).*
- *Stylistic choices focus on persuasive appeal (buy! buy! buy!) (E2).*

Summary

Conversational style of address and clear evidence of purpose support the award of a mark in Band E2. There is sufficient, if uneven, coverage of points to merit the higher mark in the band.

Band E2 – 3 marks

8. A New Toy: Exemplar 2

SENTENCE STRUCTURE

some variation in sentence types (D2):
statement
imperative
adjective supports persuasion (D2)

repetition of subjects and verbs (D2)

simple connectives link clauses (D2)

use of conventional advertising sentence (D2)

Snoze, is a brand new interactive toy who interacts with his Snoze friends. He talks to you, tells tickling jokes that even your gran'll like. He'll tell you his deepest darkest secerts, that no one else knows. You can tell him your secerts and become best freinds.

Becareful when you play games he is an expert, and he is the fastest Snoze in all of Snozeville, and he will want to race you.

On a night he will keep you company and chuddle you tight.

Their are three different Snoze mam dad and baby snoze. All sold at only Argos and Index.

PUNCTUATION & TEXT ORGANISATION

full stops and capital letters used mostly accurately (D2)

attempts to group content (D2)

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION

Summary

Attempts to vary sentence types and group content in sections support the award of 2 marks. Accurate sentence demarcation adds further evidence for this mark.

Band D2 – 2 marks

COMPOSITION & EFFECT

- *Advertisement form is maintained and some features of the toy are described in detail (tells tickling jokes) (E3).*
- *Speaker presents friendly relationship with audience, with attempts to create humorous appeal (even your gran'll like) (E3).*
- *Vocabulary chosen for persuasive effect – (brand new / best / fastest) (E3).*

Summary

Although coverage is somewhat uneven, the use of humour and the conversational tone lift this advertisement into Band E3. To gain the higher mark in the band the style of address to the implied audience would need to be sustained throughout.

Band E3 – 4 marks

9. A New Toy: Exemplar 3

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

variety of subjects (D3)

adverbials vary sentence construction (D3)

subordination (D3)

expanded noun phrases (D3)

content grouped by varied references to the same thing (D3)

commas support sentence structure (D3)

some variety of pronouns (D3)

some overuse of exclamation marks (not D3)

final paragraph supports grouping of content (D3)

The Amazing Toy Company have invented a new toy for children and adults! They are proud to present, (My Favourite Bin, Tin-Tin!)

When you put litter in his mouth, he says "Well done," and (according to how much you put in, you get sweets! And (a new feature for adults) is this – a 'get-out-your-anger' feature!

Tin-Tin is made out of rubber so (when (you) hit (him) it doesn't hurt your fist and wobbles all over the place! (He) is very spacious and can come in Red, blue, or even multicoloured! (This) brand new toy needs no batteries so you can have (him) for as long as you like!

Easy to unfill, (this talking bin) is just the right thing for you!!! Also, for younger children, Tin-Tin comes with eyes and moving mouth! See (if you can get the rubbish in his mouth!

So, Tin-Tin comes in fun mode, eating mode and play mode so you can me sure there is a mode for whatever mood you're in! Available from Woolworths and Argos!

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION

Summary

Use of adverbials and expanded noun phrases adds to variation in sentence structures. Punctuation is also accurate and varied, but text organisation is weaker; on balance, the piece merits 3 marks.

Band D3 – 3 marks

COMPOSITION & EFFECT

- *Content is detailed, with several points being developed to interest the audience (it doesn't hurt your fist) (E3).*
- *Viewpoint: positive view of the toy is presented; speaker's knowledge is established (E3).*
- *Persuasive phrases are used throughout the piece, interwoven with more descriptive phrases (the right thing for you / very spacious) (E3).*

Summary

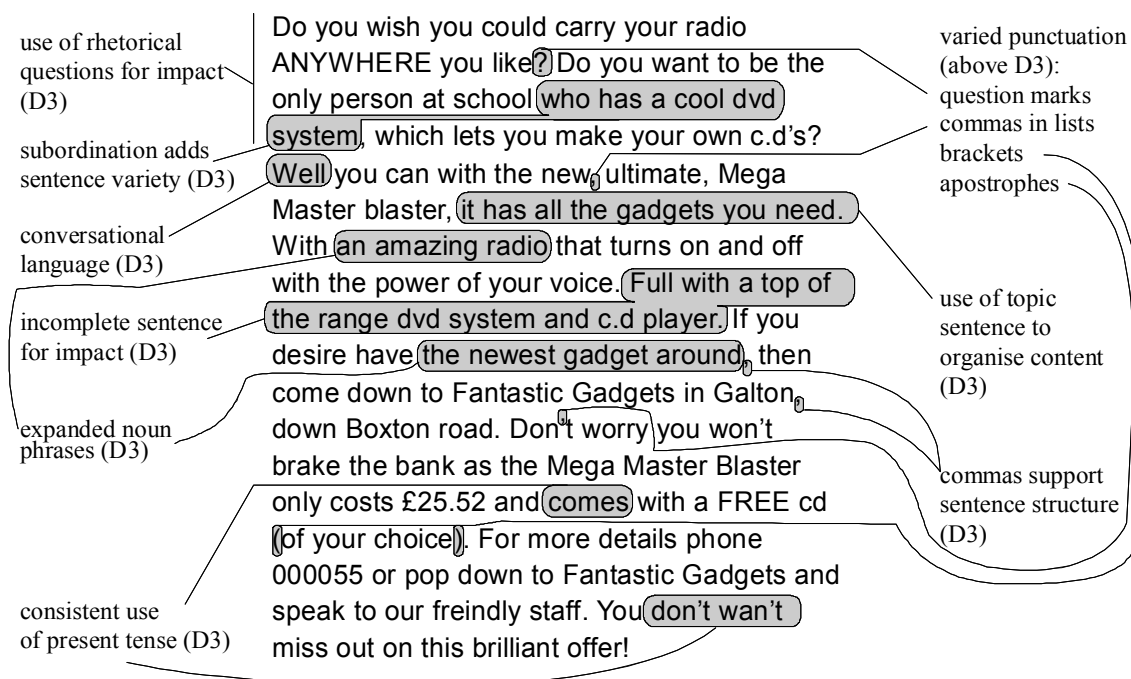
Balanced coverage of the toy with several features clearly identified, but address to the audience is less assured. Some uncertainty caused by the broad focus on *children and adults*, but the careful combination of description and persuasion pushes the piece to the upper mark in E3.

Band E3 – 5 marks

10. A New Toy: Exemplar 4

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION



SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION

Summary

Use of varied sentence structure, further supported by punctuation including commas to mark phrases, suggests 3 marks. Greater organisation of content would be necessary for highest band.

Band D3 – 3 marks

COMPOSITION & EFFECT

- *Overview of product given (new, ultimate, Mega Master blaster) with appropriate supporting detail (top of the range dvd system); address to audience apparent (you ... the only person at school) but not sustained throughout (E4).*
- *Viewpoint: writing gives impression of concern for audience's budget (Don't worry you won't brake the bank) (E4).*
- *Persuasive focus established by choice of positive vocabulary (amazing radio / brilliant offer) (E4).*

Summary

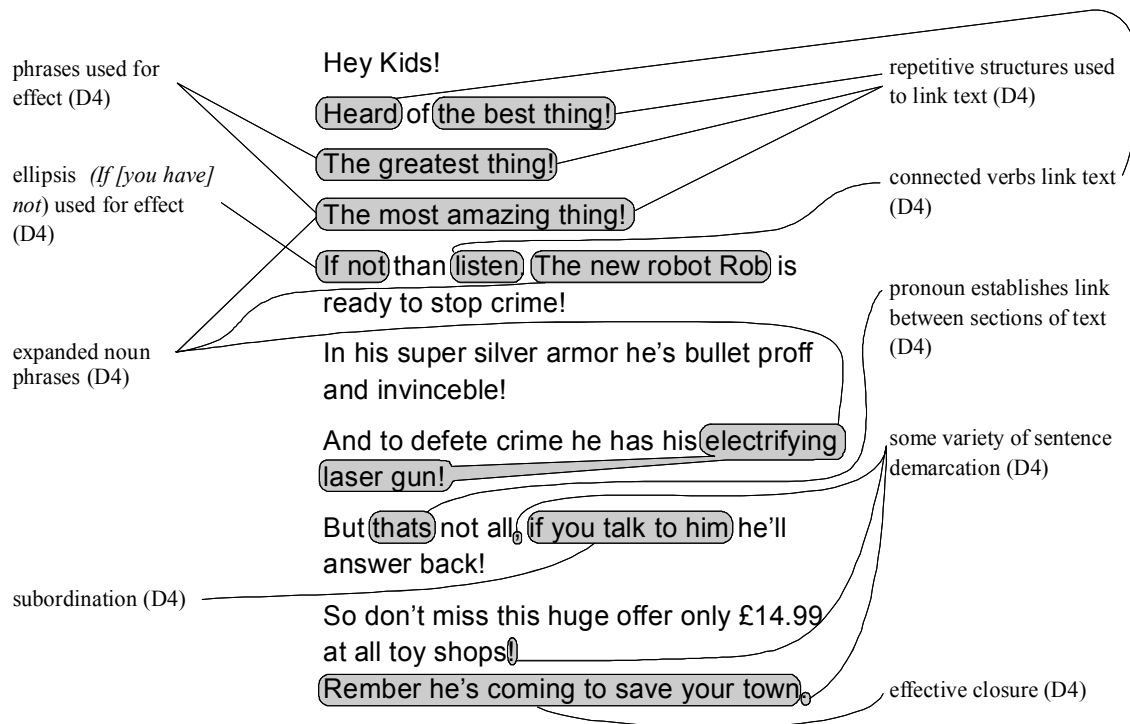
Thorough coverage of points relating to the product and consistent focus on persuasion point to a mark in band E4. More effective use of stylistic features would be necessary for higher mark in band.

Band E4 – 6 marks

11. A New Toy: Exemplar 5

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION



SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION

Summary

Use of shortened structures and expanded noun phrases varies sentence structure. Less varied punctuation but the sentence structure and organisational features of the text merit the award of 4 marks.

Band D4 – 4 marks

COMPOSITION & EFFECT

- *Some comments and details designed to interest child audience (electrifying laser gun) (E4) but other appeals more relevant to adult audience (ready to stop crime).*
- *Viewpoint: direct address (Hey Kids!) is sustained by conversational tone; speaker is both knowledgeable and enthusiastic (If not than listen) (E4).*
- *Vocabulary choices reflect persuasive and descriptive purposes of text (super silver armor / huge offer) (E4).*

Summary

Advertisement form is adapted with the establishment of an implied question and answer scenario. Appeal to audience would need to be clearly controlled in order to gain the higher mark in the band.

Band E4 – 6 marks

12. A New Toy: Exemplar 6

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

variation in sentence construction (D4)

variety of connectives (D4)
although
repetition of *then* (below D4)

time references varied (D4):
future
present

modal verb expresses possibility (D4)

“Are your toddlers getting bored with their teddy bears? Well not any more (when) you buy Bubbles! The teddy bear that keeps your toddlers happy for hours. (They’ll be having bubbles of fun!) Your toddlers won’t get bored any more and you’ll be able to put your feet up and enjoy the peace and quiet.

Your toddlers (will be) busy with bubbles all day: In the morning they’ll be dancing and playing lots of fun games! After lunch they can get their brains working, while they answer some questions about colours, then after a nap they can sing along with Bubbles. Then at bedtime they’ll fall fast asleep while Bubbles sings a lullaby.

Some of the games include: Hide and seek, Pressing her hands feet ect., Find something green and Act like a seal.

If Bubbles gets dirty just take out the batteries and pop her in the wash!

Bubbles (is) soft to cuddle and play with. Bubbles comes with a juice carton, a question book and a set of clothes.”

thorough coverage of point (D4)

paragraphing used to support contrast (D4)

range of punctuation (D4):
question mark
exclamation mark
comma to support sentence structure
colon

time phrases used to structure content (D4)

practical information grouped (D4)

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION

Summary

Variation and control of sentence structures, accurate punctuation and the organisation of content support the award of 4 marks, even though control of organisation is not sustained throughout.

Band D4 – 4 marks

COMPOSITION & EFFECT

- *Comments and detail consistently addressed to adult audience (Are your toddlers getting bored with their teddy bears?) (E4).*
- *Viewpoint: knowledge of product establishes speaker as authoritative voice (Your toddlers will be busy ... all day) (E4).*
- *Stylistic device engages audience (Bubbles ... bubbles of fun) (E4).*

Summary

Opening paragraph establishes persuasive purpose and subsequent content is adapted to the adult audience focusing on educational and social benefits of the toy. More use of stylistic devices appropriate to the genre would be needed for the highest band.

Band E4 – 7 marks