

English

Exemplars for longer writing task

2005

1. Can I Stay Up?

SENTENCE STRUCTURE
& PUNCTUATION

TEXT STRUCTURE &
ORGANISATION

Scene 1

Joe: (*pleading*) Dad, can I stay up to watch something special on the TV tonight?

Dad: I don't know, it depends on what it is ...

Mum: (*coming into the room*) ... And what time it finishes.

dialogue includes questions (A2), but question marks are not used (below A2)

Joe: It finishes at ten 'o'clock (Please can I watch it.)

Dad: Well it's on a bit late.

Joe: Please I'll do the washing up after tea tonight. PLEASE!

mum: Joe we'll tell you later ok go put the oven on to warm up please!

Joe: Can't you do it.

Dad: Joe do as your told.

Joe: But dad.

Dad: No but go, and do what your mum tells you too.

mum: It will only take a minute.

(Joe comes back into the room.)

Joe: Can I watch that program please.

mum: you can watch it for half an hour.

Dad: Then go to bed.

Joe: Oh thanks mum. I'll do the washing up for one week and I will clean my bedroom for two weeks.

(Joe goes to his room excited for the program)

Joe: THANKS MUM.

Dad: What you doing.

Joe: Going to tidy my room.

Mum: Do it properly.

(Joe finally watched the program, and went to bed a nine fifteen.)

lines spoken by different characters support sequence (B2)

simple noun phrases (A2)

pronoun connection between sentences spoken by different characters (B2)

attempt to use commas to mark clauses (above A2), but elsewhere commas inserted inaccurately (below A2)

simple division between events using stage directions (B2), although not consistent

playscript conventions (brackets and colons) are mostly used (A2)

simple adverb used in stage directions (A2)

events drawn to a simple conclusion through stage directions rather than dialogue (B2)

SENTENCE STRUCTURE & PUNCTUATION

Summary

Use of simple noun phrases, an adverb and inclusion of questions indicate Band A2. Incorrect use of commas and some weaknesses in sentence demarcation suggest the lower mark in this band.

Band A2 – 2 marks

COMPOSITION & EFFECT

- Dialogue between characters is relevant to the topic; Joe's persuasion is represented (*Please I'll do the washing up*) (C2) although reasons are not developed.
- The writer suggests Joe's insistence through his repeated requests (*Can I watch that program please*) (C2).
- Vocabulary choice is mainly simple (*tidy, bedroom*); some attempts to use conversational features of language (*Well, Oh*) (C2), but not for persuasive effect.

Summary

Playscript form is maintained and relevant content is presented, with some impression of conversational language. Some development of characters and the persuasive theme necessary for higher mark in band.

Band C2 – 3 marks

TEXT STRUCTURE & ORGANISATION

Summary

The marking of simple divisions between events, and some use of pronouns for reference lead to Band B2; evidence of a brief conclusion indicates the higher mark in band. More development of events through dialogue necessary for award in higher band.

Band B2 – 3 marks

2. Can I Stay Up?

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Scene 1

Joe: (*pleading*) Dad, can I stay up to watch something special on the TV tonight?

Dad: I don't know, it depends on what it is ...

Mum: (*coming into the room*) ... And what time it finishes.

expanded noun phrase (A2) Joe: Its a Horror film & it finishes at 11:45

Mum: no way you'll be to tiered for school.

Dad: whats it called & what age.

Mum: I dont care what it called I want to know what age it is.

Joe: its a 12.

repetition of subject and verb (A2) Dad: its not that bad.

Mum: its a 12 its too old for you your not watching it and thats that.

Joe: (*pegging*) Mum I am 11 its a 12 I am about 16 weeks to young. Please.

simple adverb and adjective (A2) Dad: (gently) Love come on let him watch it its a Horror & a 12.

Mum: (angry) its a Horror he might get nightmares.

subordinate clauses suggest possibilities (above A2) Dad: Yes but (if he does) it his own folt for pegging to watch it.

Joe: yes mum I don't care (if I get nightmares)

Mum: yes but if you have nightmares you'll end up running to me.

Joe: no I whot Oh please mum please Dadevery one at school will be talking about it tomorrow & I whot beable to say anything about it because...

Mum: (*huffing & puffing*) You whot of watched it

Joe: Yes please please PLEASE!!!!

Mum & Dad: (*Shouting*) Ok if only you will shut up.

evidence of correct sentence demarcation (A2) but elsewhere many boundaries are ignored (below A2) (1 & a half hours later)

Mum: (look)

Dad: (ha) he pegged to watch this & know he's a.....

Mum: and know he's asleep.

Dad: (*get up turns the T.V. off & goes to bed.*)

Mum: (*get a blankit puts it over Joe & goes to bed.*) Morning!

Joe: (*Sleepily*) I am up.

Mum: (pme on)

Joe: (*goes back to sleep*).

topic of 'age' introduced - and then developed over a series of connected comments as characters discuss it (B3)

change in time develops plot and supports overall organisation (B3)

context of final events not entirely clear (below B3), weakening ending slightly

SENTENCE STRUCTURE & PUNCTUATION

Summary

Use of simple adjectives and adverbs in stage directions, together with some expanded phrases place the script in Band A2; some subordination suggests the upper mark. Greater consistency and use of punctuation necessary for award in higher band.

Band A2 – 3 marks

COMPOSITION & EFFECT

- Attempts to develop persuasion and character within playscript form, including Joe's reasoning (*every one at school*) and use of stage directions (*Mum: (huffing & puffing)*) (C2).
- Some evidence of attitude towards characters: Dad portrayed as sympathetic to Joe (*let him watch it*) (C2).
- Some language features suggest authentic dialogue (*Joe: because... Mum: You whot of watched it*) (above C2).

Summary

Presentation of characters, some development of the persuasive theme and evidence of viewpoint suggest Band C2; the use of conversation features justifies the highest mark. Maintenance of pace at the end necessary for award in higher band.

Band C2 – 5 marks

TEXT STRUCTURE & ORGANISATION

Summary

Introduction and expansion of a relevant topic within a logically structured text give evidence for Band B3. Greater clarity of events at the end would be necessary for higher mark in band.

Band B3 – 4 marks

3. Can I Stay Up?

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Scene 1

Joe: (*pleading*) Dad, can I stay up to watch something special on the TV tonight?

Dad: I don't know, it depends on what it is ...

Mum: (*coming into the room*) ... And what time it finishes.

expanded noun phrase (A3)	Joe: (Putting puppy eyes on his face) It finishes at 10:00pm Mum.	
	Dad: (getting stressed) You stayed up late last night.	
subordinate clause suggests possibility (A3)	Mum: (putting hands on her hips) I agree with your father.	stage direction establishes new section, contributing to overall text organisation (B3)
	Joe: (<i>Begging drops on his knees</i>) But mum, <i>it's the last show of the series</i> . (If you let me watch it) I'll go to bed half an hour early and do the washing for week	
mostly secure sentence demarcation (A3)	Mum: (sighs) You said that last week and you only did <i>one plate</i> . Well not even <i>that</i>	reference to previous sentence maintains connection (B3)
variation in sentence structure to give impression of spoken language (A3)	Joe: (face hangs) Please mum, I'll will do the washing and besides I am thirteen.	
	Dad: <i>Joe this is all your getting twenty minutes</i>	
some use of commas to separate parts of a sentence (A3)	Mum: Yes Joe, <i>that's all your getting</i> , but you don't have to <i>go to bed earlier or do the washing</i> . Don't forget we are going out tommoro	topic development: content links with Joe's words from earlier (B3)
	Joe: (face relaxes) Thanks mum, thanks dad, your the best. (bounds up to his room like a dog).	conclusion of scene relates to earlier conversation (B3)

SENTENCE STRUCTURE & PUNCTUATION

Summary

Mostly secure demarcation and some evidence of commas, together with conversational sentence variation and expansion lead to Band A3. Greater use of subordination necessary for higher mark in band.

Band A3 – 4 marks

COMPOSITION & EFFECT

- Detail to interest and amuse reader also develops content: Joe's bargaining (*do the washing...*) and Mum's response (C3).
- Scene is mostly presented from Joe's point of view, supported by stage directions (*face hangs*), (*face relaxes*) (C3).
- Choice of 'dog' image (*puppy eyes*) increases persuasive effect and adds impact to ending (*like a dog*) (C3).

Summary

Use of detail, word choice for persuasive effect and development of viewpoint lead to an award in Band C3. Further development of content (for example, detail about the programme) needed for highest mark in band.

Band C3 – 7 marks

TEXT STRUCTURE & ORGANISATION

Summary

Use of stage directions to give overall structure to the playscript and links between the content of sentences suggest Band B3. More development of topics within the speech of individual characters necessary for higher mark in band.

Band B3 – 4 marks

4. Can I Stay Up?

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Scene 1

Joe: (*pleading*) Dad, can I stay up to watch something special on the TV tonight?

Dad: I don't know, it depends on what it is ...

Mum: (*coming into the room*) ... And what time it finishes.

Joe: (thinking)
Erm, I don't know. I think it's 11 or somethink.
Mum: No, that's too late!
Dad: Well we don't know what he wants to watch yet do we.
Joe: Yer, exacly, Dads right
Mum: Well what is it then?
Joe: It a film called Space age. It's really cool There's this man who comes along and steals all the space ships and.....
Mum: (butting in)
I don't know. what do you think Steve?
Dad: (excitedly)
Oh yer, he's gotta watch it, I watched it when I was his age and it's the most fantastic film I have ever watched!
Mum: I know, but he's got to have a shower at half 6 because he didn't have one tonight.
Dad: Or the night before.
Joe: (pleading)
Oh, but Mum. It won't be on again and all my friends Mum and Dad let them watch things.
Dad: Yes, but were not them are we.
Joe: (looking sweet)
But Mum, I'll go to bed early tommorow night I promise.
Mum: (angrily)
NO! I think it's to late and you have to get up early in the morning
Joe: (begging)
Mum, can I please just watch half of it. Please, Please, Please?
Dad: Go on Maxine, let him watch half of it.
It's not rude or scary or anythink.
Mum: Ok but only half and if you don't get up at half 6, you will NEVER stay up late again.
You hear me
(Jumping up and down)
Joe: Oh Yes! Thanks, Mum, Dad. Your the best!!!

some opportunities to use punctuation ignored (below A4)

short sentences and interrupted speech (A4)

sentence variation: different question types (A4)

subordination creates sentence complexity (A4)

adaptation of verb forms to refer to past and future (A4)

range of punctuation including commas and apostrophes of omission (A4)

topic expansion: Dad's words introduce the first topic, which is then further developed by Mum's question and Joe's response (B3)

whole text organisation: change of conversational topic from 'content of film' to 'shower' establishes a new section (B3)

connections maintained by reference back to previous speaker (B3)

Mum's decision provides a resolution and allows events to move towards conclusion (B3)

SENTENCE STRUCTURE & PUNCTUATION

Summary

Variety of sentence types including speech-like question forms, along with adapted verbs and the combination of complex and simple sentences indicate Band A4. Use of a range of punctuation supports this judgement, but further accuracy necessary for higher mark in band.

Band A4 – 6 marks

COMPOSITION & EFFECT

- Pace is maintained by lively, engaging interactions which develop debate around the issue (*and... Mum: (butting in) I don't know / Dad: (excitedly) Oh yer, he's gotta watch it*) (C3).
- Viewpoint is controlled: Mum's attitude gradually softens as a result of Dad's persuasive support for Joe (*Go on Maxine*) (above C3).
- Choice of words and phrases contributes to the spoken quality of the dialogue (*or somethink, do we, are we*) (C3).

Summary

Development of relevant exchanges between characters to interest the reader, presented through convincing dialogue, leads to Band C3. Sustained use of viewpoint merits the highest mark in band.

Band C3 – 8 marks

TEXT STRUCTURE & ORGANISATION

Summary

Use of changes in topic to structure the text, together with some development and expansion of individual topics, give evidence for a mark in Band B3. The organisation of ideas to lead to a conclusion and reference connections between speakers suggest the higher mark in band.

Band B3 – 5 marks

5. Can I Stay Up?

SENTENCE STRUCTURE & PUNCTUATION

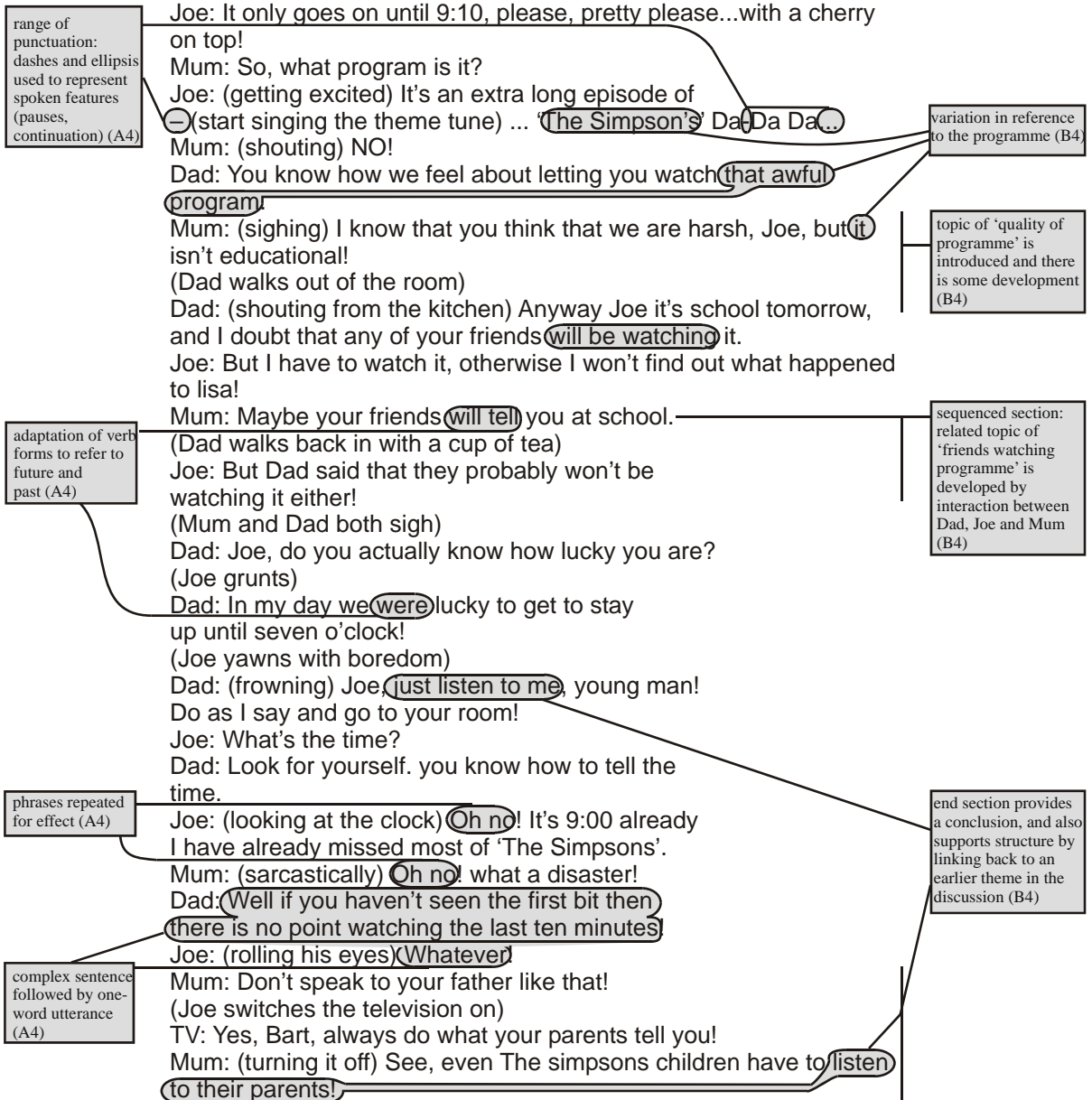
TEXT STRUCTURE & ORGANISATION

Scene 1

Joe: (*pleading*) Dad, can I stay up to watch something special on the TV tonight?

Dad: I don't know, it depends on what it is ...

Mum: (*coming into the room*) ... And what time it finishes.



SENTENCE STRUCTURE & PUNCTUATION

Summary

Accurate use of a range of punctuation to give the impression of speech, together with variety of sentence structure and adaptation of verbs justify the higher mark in Band A4. Further consistency of punctuation needed for the top mark.

Band A4 – 7 marks

COMPOSITION & EFFECT

- Stage directions support character differentiation ((*sighing*), (*sarcastically*)); Joe's reactions change from initial enthusiasm (*It's an extra long episode*) to apathy (*Whatever!*) (C4).
- Joe portrayed as willing to challenge his parents' authority (*But Dad said that*); Mum gives impression of adhering to principles (C4).
- Some word choice supports characterisation (*young man*) and sharp commands indicate parents' change in attitude (*go to your room! Don't speak to your father like that!*) (C4).

Summary

Adaptation of playscript form to develop character and control of viewpoint indicate Band C4. Further selection of language choices to show differences between characters needed for highest mark in band.

Band C4 – 10 marks

TEXT STRUCTURE & ORGANISATION

Summary

Sequencing of content and sustained development of topics related to the main issue indicate Band B4. Establishment of a link between the ending and previous ideas in the text merits the higher mark.

Band B4 – 7 marks

6. Can I Stay Up?

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Scene 1

Joe: (*pleading*) Dad, can I stay up to watch something special on the TV tonight?

Dad: I don't know, it depends on what it is ...

Mum: (*coming into the room*) ... And what time it finishes.

Joe: It's the biggest football game of the season, Arsenal are against Manchester United.

Mum: I don't know, those games are on very late.

(Making a praying sign.)

Joe: (*Go on*) I'll be the only one in the class who didn't watch it.

Dad (frowning): You did watch T.V. last night, you watched that game show.

Mum: Your father has got a point, and you have your football match and (*spelling test*) tomorrow, you want to do well in them (*don't you?*)

Joe (thinking): But (*watching the football tonight*) would um...er... help me for my game tomorrow.

if I give me some tips.

Mum (getting up): What about (*your test*) Joe, you want to do well in that don't you.

Dad: Yes your education is more important than football, Joe.

Joe: But football keeps me healthy and just yesterday you said health is more important than anything.

Mum (*going out of the room*): Joe you always watch something why don't you forfit T.V. tonight for watching something tomorrow?

Joe: *Can't* it be the other way round?

Dad (exasperated): Joe you'll just do this tomorrow like you did last night.

Mum (*coming into the room with a coffee*): (*Joe I have decided that if you watch T.V. tonight you have to wash up for the rest of the the week.*)

Dad: No need all this time we've bee bickering, the match has finished.

Joe (mortified): (*Oh no!*)

Mum: Oh well sweetie you (*can watch*) the hilights tomorrow but now you can go to bed.

Joe (accepting defeat): Ok, night mum, night dad.

(Joe goes upstairs)

Dad: Ha! He fell for it again!

Mum: Worked like a charm!

(Upstairs in Joe's bedroom)

Joe: Ha! they fell for that trick again!

(Joe turns on the T.V. happily and watches the match.)

variety of sentence types includes imperative and question (A4)

some evidence of a range of punctuation used with accuracy (A4)

some opportunities to use punctuation have been missed (below A4)

complex sentence and short utterance (A4)

adaptation of verb forms (A4)

control of content focus within dialogue: Mum introduces the subject of the spelling test; Joe deliberately avoids continuation of the topic; Mum returns to the topic which is then developed further by Dad (B5)

sequencing contributes to shape of text: Dad's comment begins a new section and also refers back to whole conversation (B5)

strategic placing of events: quick changes of setting and action provide a double plot twist at the end for maximum impact (B5)

SENTENCE STRUCTURE & PUNCTUATION

Summary

Some variety of sentence types, a combination of complex sentences and short utterances together with adapted verb forms indicate Band A4. There is a range of punctuation, but some weaknesses suggest the lower mark in band.

Band A4 – 6 marks

COMPOSITION & EFFECT

- Adaptation includes quickening of pace for comic impact and indication of character reactions (*(exasperated)*, *(mortified)*) (C5).
- The writer deliberately withholds Joe's true perspective on events until the final line (C5).
- Stylistic features differentiate between characters (*Oh well sweetie*); a change to short sentences (*Worked like a charm!*) and word patterning (*Ha!*) contribute to ending (C5).

Summary

The writer has adapted playscript form to full effect, selecting viewpoint and style to produce a lively and humorous scene that merits the highest mark.

Band C5 – 12 marks

TEXT STRUCTURE & ORGANISATION

Summary

Control and shaping of the whole text, apparent through management of topic between speakers, back reference and the effective manipulation of events at the end justify the award of the top mark.

Band B5 – 8 marks