

English SATs

Writing exemplars for longer task

2006

1. Dear Diary...

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

see you
soon tom

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

See you
Soom Sara

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

simple connective used repetitively (A2)

limited expansion of noun phrases (A2)

simple noun phrases (A2)

chronological structuring of events (B2)

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

abrupt ending (below B2)

use of contrast between sentences (B2)

simple cross-reference between diary entries (B2)

abrupt ending (below B2)

SENTENCE STRUCTURE & PUNCTUATION

Summary

Limited expansion of phrases and predominantly simple connectives give evidence for Band A2. Greater use of full stops and capital letters to mark sentence boundaries necessary for higher mark in band.

Band A2 – 2 marks

COMPOSITION & EFFECT

- Entries include coverage of events to interest (*nerly drownd*) although development is limited (C2).
- Attitude expressed in Tom's diary (*realy moody, tastey treat's*) but less evident in Sara's diary (below C2).
- Some use of detail (*roast dinner, dresses*) but other vocabulary is general (*water, money*); sign-off (*see you soon*) is informal (C2).

Summary

Accounts of Tom and Sara's day out, written in the form of diary entries, with occasional attempt to interest through word and content choice merit an award in Band C2. Use of Sara's viewpoint to create contrast would be necessary for higher mark in band.

Band C2 – 3 marks

TEXT STRUCTURE & ORGANISATION

Summary

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

Band B2 – 2 marks

2. Dear Diary...

Tom's Diary
I had a great day ... at the Park with all the family I Played football with my dad then after we all had a Picknic mum had made Sara enjoyed the food! Then we all had a refrecing lolly wich was nice! After all the food had gone and everyone had there lolly we went on the climbing frame and the relly high slide it was great fun but sara didn't come on because she dose'nt like any thing high. I really enjoyed hower day out and I really hope I can go again and have as much fun has I did this time.

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

Annotations for Tom's Diary:
 - mostly accurate sentence demarcation, although some overuse of exclamation marks (A2)
 - simple connectives (A2)
 - division between sections of content indicated (B2)
 - simple concluding comments (B2)
 - reference back to day out builds connections (B2)

Annotations for Sara's Diary:
 - simple adverbials (A2)
 - comma in list (A2)
 - repetition of verb (A2)
 - expanded noun phrases, but elsewhere simple noun phrases (A2)
 - reference to lunch provides contrast (B2)
 - link with Tom's diary (B2)
 - simple concluding comments (B2)

SENTENCE STRUCTURE & PUNCTUATION

Summary

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

Band A2 – 3 marks

COMPOSITION & EFFECT

- Attempt to develop character through Tom's comments on Sara (*Sara enjoyed the food, because she dose'nt like any thing high*) (C2); change of person in Sara's diary (*said sara*) weakens effect (below C2).
- Tom and Sara show different reactions to the playground (*it was great fun / Im terifide of high thing's*) (C2).
- Some conversational language in Sara's diary (*inFact, my Faviourt!, mabay*); occasional descriptive detail (*refrecing lolly*) (C2).

Summary

These straightforward accounts of the day out include contrasting viewpoints, some character development and some use of style to support diary form, indicating Band C2. Control of person necessary for highest mark in band.

Band C2 – 4 marks

TEXT STRUCTURE & ORGANISATION

Summary

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

Band B2 – 3 marks

3. Dear Diary...

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

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

variety through first and third person subjects (A3)

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

commas support sentence structure (A3)

expanded noun phrase (A3)

adverbials (A3)

shifts in time help to organise content (B3)

variety of subordinating connectives (A3)

expanded noun phrase (A3)

correct sentence demarcation (A3)

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

continuous references link through entire entry (B3)

SENTENCE STRUCTURE & PUNCTUATION

Summary

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

Band A3 – 5 marks

COMPOSITION & EFFECT

- Development of common event to amuse: Tom's detailed account of seeing the giraffe (*little head popping up*) (C3); repetition (*couldn't wait until*) results in some loss of pace at end of Tom's entry (below C3).
- Contrast between Tom's enthusiasm (*tell every body*) and Sara's dislike (*the stupid zoo, didn't even leave*) sustained (C3).
- Descriptive vocabulary in Tom's account (*poked, spungy and soft*) combined with word choice in Sara's entry (*staring, that deraf*) emphasises contrast in attitude (C3).

Summary

Coverage of interesting common events from two different perspectives, using the form of diary entries, gives humorous contrast and indicates Band C3. Descriptive words and phrases add to the effect, although greater control of pace would be necessary for highest mark in band.

Band C3 – 7 marks

TEXT STRUCTURE & ORGANISATION

Summary

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

Band B3 – 4 marks

4. Dear Diary...

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

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

Annotations:

- adverbials (A3)
- expanded noun phrases (A3)
- some weakness in comma use (below A3)
- some commas correctly support the structure of longer sentences (A3)
- varied subordinating connectives (A3)
- some range of punctuation (above A3): capitalisation, brackets
- variety: use of third person and first person (A3)
- connected sequence: Tom's comments about the roller coasters developed beyond the sentence (B3)
- connected references (B3)
- organisation of the whole text: in both entries, shifts in time and place support divisions into sections (B3)
- varied references (above B3)
- corresponding sequences: Sara's diary mentions lunch + arcade (B3)

SENTENCE STRUCTURE & PUNCTUATION

Summary

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

Band A3 – 5 marks

COMPOSITION & EFFECT

- Coverage of common events creates humour (*me a dad went on the two most terrifying rides; all I did was watch Tom and dad having fun*); pace maintained in both entries (C3).
- Tom's diary includes comment on Sara's attitudes (*I think she could have gone on, seemed very miserable*) (above C3).
- Informal remarks (*scardy cat, how unfair is that*); some descriptive word choice (*drenched, soaked*) emphasises contrast with Tom's diary (C3).

Summary

Two contrasting accounts of a theme park outing, presented with detail to amuse and in a style which supports diary form, indicates an award in Band C3. Inclusion of Tom's thoughts about Sara justifies the top mark in this band.

Band C3 – 8 marks

TEXT STRUCTURE & ORGANISATION

Summary

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

Band B3 – 5 marks

5. Dear Diary...

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

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

range of punctuation (A4): quotation marks, colon

overall organisation: sentence indicates structure of text (B4)

complex sentences with varied connectives (A4)

simple sentence (A4)

sentence boundaries ignored (below A4)

range of punctuation (A4): dash, omission apostrophe

sentence variation to suggest conversational language (A4)

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

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

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

overall organisation: sentence introduces next section (B4)

section develops detail (B4)

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

SENTENCE STRUCTURE & PUNCTUATION

Summary

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

Band A4 – 6 marks

COMPOSITION & EFFECT

- Adaptation through character (*turned on the crying technique*) and contrast in attitude amuses, eg Tom's enthusiasm (*Life is so great*) matched with Sara's despair (*To make matters even worse*) (C4), although coverage of zoo in Tom's diary is limited.
- Contrasting viewpoints evident: Tom and Sara refer to each other throughout (*I bet Sara is dead upset; he showed it by singing*) (C4).
- Word choice supports character contrast (*beaming, crushed, pesky, pestering*); conversational style provides interest and liveliness (*Hmm. Lets see, yeah; Oh, I don't know*) (C4).

Summary

In this pair of entries, differentiated characters are created and sustained, as the events of the day are recounted in an entertaining style. These aspects emphasise the contrast in response and provide evidence for Band C4; further content coverage in Tom's diary to parallel Sara's experience would give highest mark in band.

Band C4 – 10 marks

TEXT STRUCTURE & ORGANISATION

Summary

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

Band B4 – 7 marks

6. Dear Diary...

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

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

Annotations on the left side of the image:

- use of commas not secure (below A4)
- additional words for nuance of meaning (A4)
- expansion adds detail (A4)
- adaptation of verb forms (A4)
- varied subordinating connectives (A4)
- word order used for emphasis (above A4)
- range of punctuation (A4), but some overuse of exclamation marks (below A4)

Annotations on the right side of the image:

- controlled structuring (B5): Tom's diary builds up to most significant event (B5)
- reference to location supports shaping (B5)
- specific event given emphasis in Tom's diary forms a developed section and contrasts with Sara's brief summary of the rest of the day (B5)
- controlled structuring (B5): 'tapestry' event mentioned in both diaries and given greater prominence in Sara's diary
- later events dealt with more briefly (B5)

SENTENCE STRUCTURE & PUNCTUATION

Summary

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

Band A4 – 7 marks

COMPOSITION & EFFECT

- Character indicated by content choice: Tom's account reveals his interest (*small mosaque squares*); selection of comments in Sara's diary shows her negative attitude (*it just put me down even more*) (C5).
- Viewpoint supports characterisation: Tom's reflection focused on his thoughts about the museum (*would probably snap*); Sara's centres on her embarrassment (*he's younger than me; first family to stand there*) (C5).
- Tom's fascination reflected in precise language (*golden armour, arciololigists, fragile, carve*) and contrasts with Sara's generalisation and colloquial choices (*people from sadland, every single fact sheet*) (C5).

Summary

These diary entries successfully present the same events through the eyes of two different characters, selecting content to vary emphasis and using word choice to suggest two writers with contrasting perspectives. This engaging and amusing piece therefore merits the top mark.

Band C5 – 12 marks

TEXT STRUCTURE & ORGANISATION

Summary

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

Band B4 – 8 marks