

**En**

KEY STAGE

**2**

LEVELS

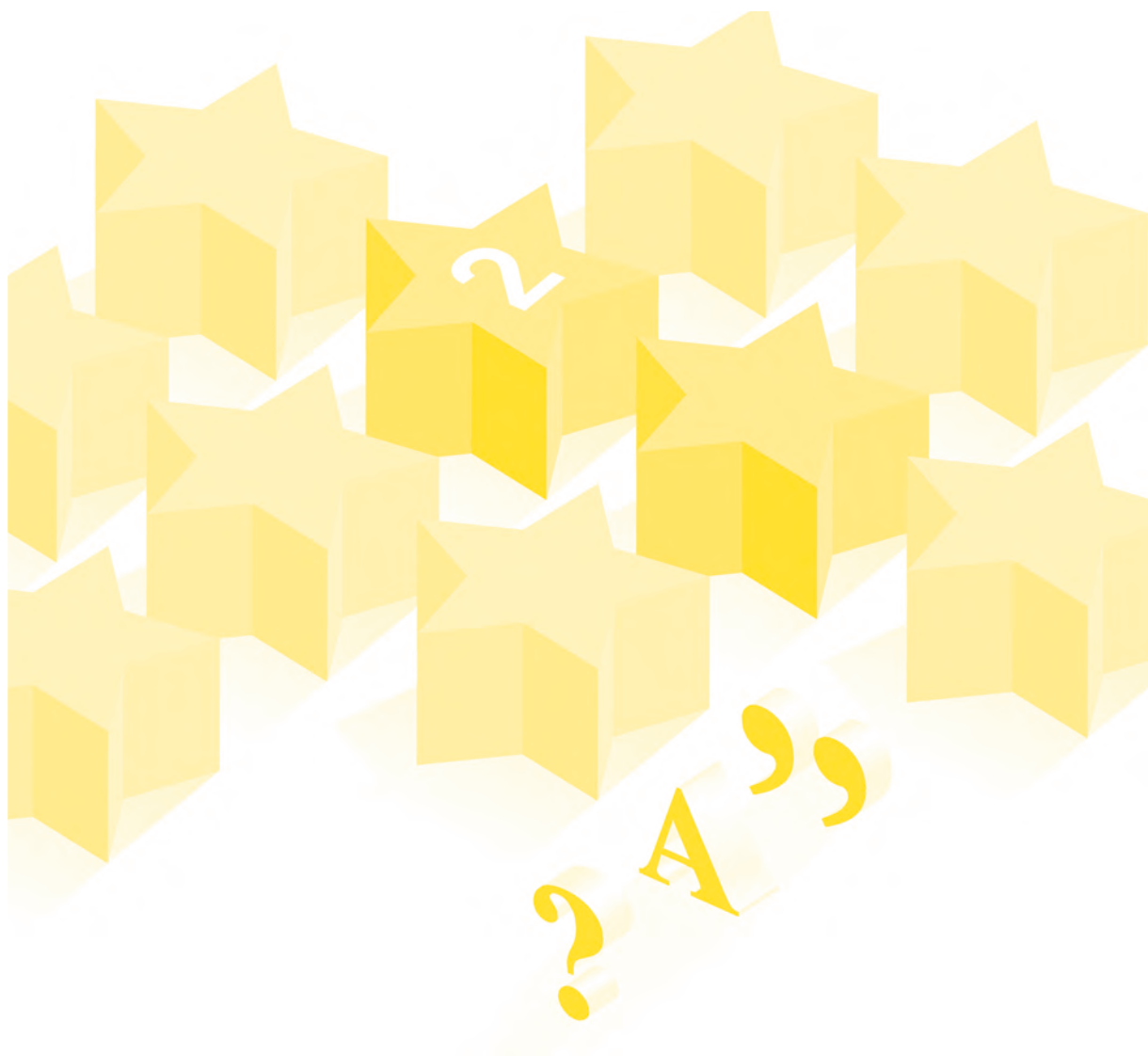
**3–5**

English tests

## Mark schemes

Reading, writing and spelling tests

**2011**



National curriculum assessments

QCDA wishes to make its publications widely accessible.  
Please contact us if you have any specific accessibility requirements.

First published in 2011

© Qualifications and Curriculum Development Agency 2011

ISBN 978-1-84962-791-7

Reproduction, storage, adaptation or translation, in any form or by any means, of this publication is prohibited without prior written permission of the publisher, unless within the terms of licences issued by the Copyright Licensing Agency. Excerpts may be reproduced for the purpose of research, private study, criticism or review, or by educational institutions solely for educational purposes, without permission, provided full acknowledgement is given.

Printed in Great Britain by QCDA under the authority and superintendence of the Controller of Her Majesty's Stationery Office and Queen's Printer of Acts of Parliament.

Qualifications and Curriculum Development Agency  
53–55 Butts Road  
Earsldon Park  
Coventry  
CV1 3BH  
[www.qcda.gov.uk](http://www.qcda.gov.uk)

# Contents

<b>Introduction</b>	<b>3</b>
<b>The reading test</b>	<b>4</b>
<b>The writing test</b>	<b>37</b>
<b>The spelling test</b>	<b>66</b>



# Introduction

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

This 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 QCDA website, <http://testsandexams.qcda.gov.uk>, on 5 July 2011.

The marks in the tests are allocated as follows:

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

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

The same sets of assessment focuses for reading and writing provide information about the particular processes or skills the pupil needs in order to answer the questions. This information is provided in order to explain the structure of each mark scheme as well as the way in which it will be used by external markers. The assessment focuses are drawn from the national curriculum and are directly related to the National Strategies Primary Framework and the Assessing Pupils' Progress framework.

The 2011 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 QCDA.

# The reading test

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

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

There are several different answer formats:

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

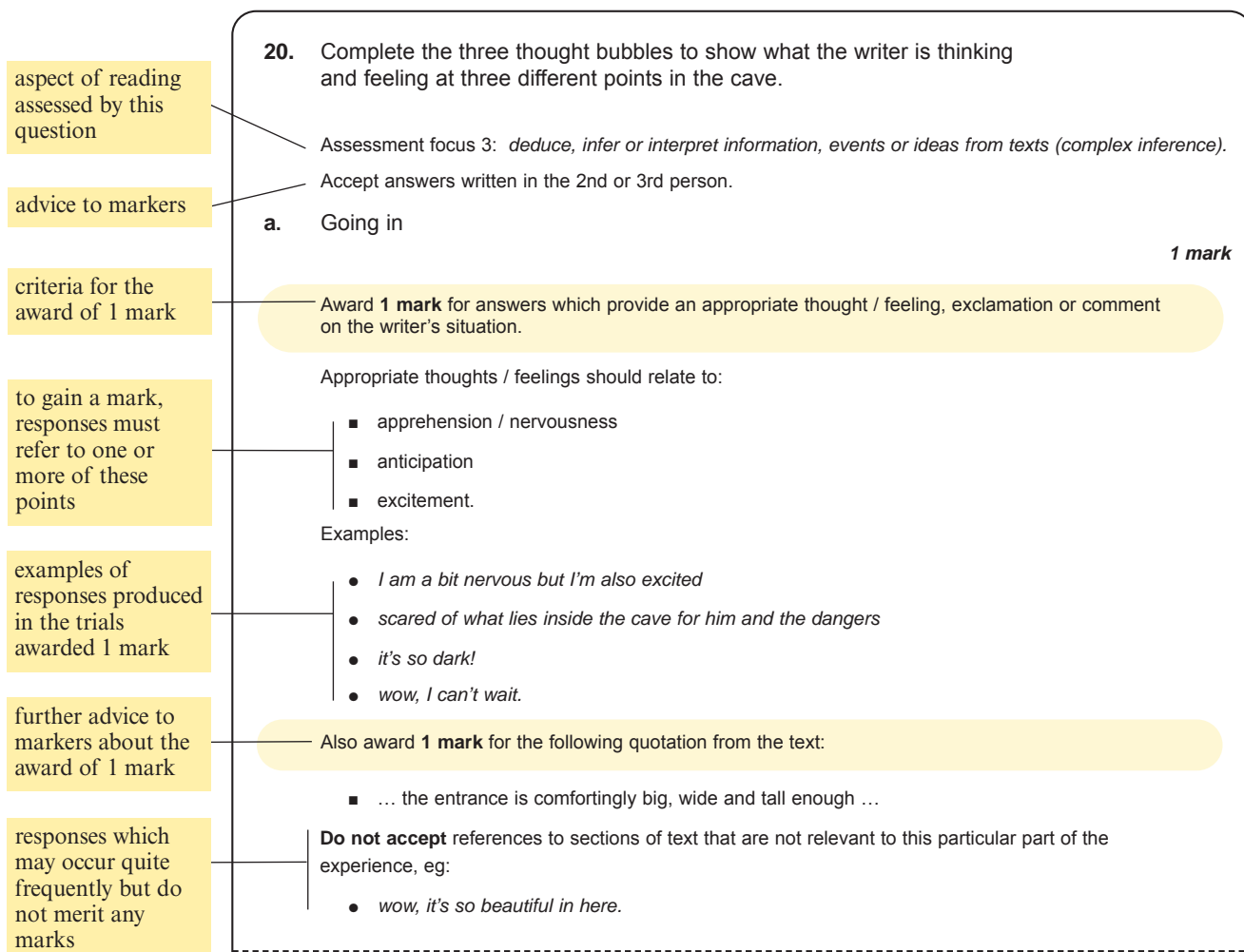
The mark scheme was devised after trialling the tests with pupils and contains examples (*these are shown in italics*) of some frequently occurring correct answers given in the trials. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers must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

## Assessment focuses for reading

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

1. use a range of strategies, including accurate decoding of text, to read for meaning
2. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
3. deduce, infer or interpret information, events or ideas from texts
4. identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
5. explain and comment on writers' uses 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.

## How the reading mark scheme is set out



aspect of reading assessed by this question

advice to markers

criteria for the award of 1 mark

to gain a mark, responses must refer to one or more of these points

examples of responses produced in the trials awarded 1 mark

further advice to markers about the award of 1 mark

responses which may occur quite frequently but do not merit any marks

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

Focus	AF2	AF3	AF4	AF5	AF6	AF7
	<i>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i>	<i>Deduce, infer or interpret information, events or ideas from texts</i>	<i>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</i>	<i>Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level</i>	<i>Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader</i>	<i>Relate texts to their social, cultural and historical contexts and literary traditions</i>
<b>Section 1: Information</b>						
Q1	1					
Q2	1					
Q3		1				
Q4					1	
Q5					1	
Q6			1			
Q7					1	
Q8	1					
<b>Section 2: An interview with Lisa Clark</b>						
Q9			1			
Q10	1					
Q11				1		
Q12		2				
Q13					2	
Q14		2				
<b>Section 3: Caving ... what lies beneath?</b>						
Q15	1					
Q16a				1		
Q16b	1					
Q16c	1					
Q16d	1					
Q16e					1	
Q16f				1		
Q17	1					
Q18		1				
Q19		1				
Q20a		1				
Q20b		1				
Q20c		1				
Q21		3				
Q22		3				
<b>Section 4: The advertisement</b>						
Q23	1					
Q24a	1					
Q24b	1					
Q25					2	
Q26			1			
<b>Section 5: The whole booklet</b>						
Q27		2				
Q28a				1		
Q28b				1		
Q29a					2	
Q29b					2	
<b>Total</b>	<b>12</b>	<b>18</b>	<b>3</b>	<b>5</b>	<b>12</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.



BLANK PAGE

## Section 1: Information

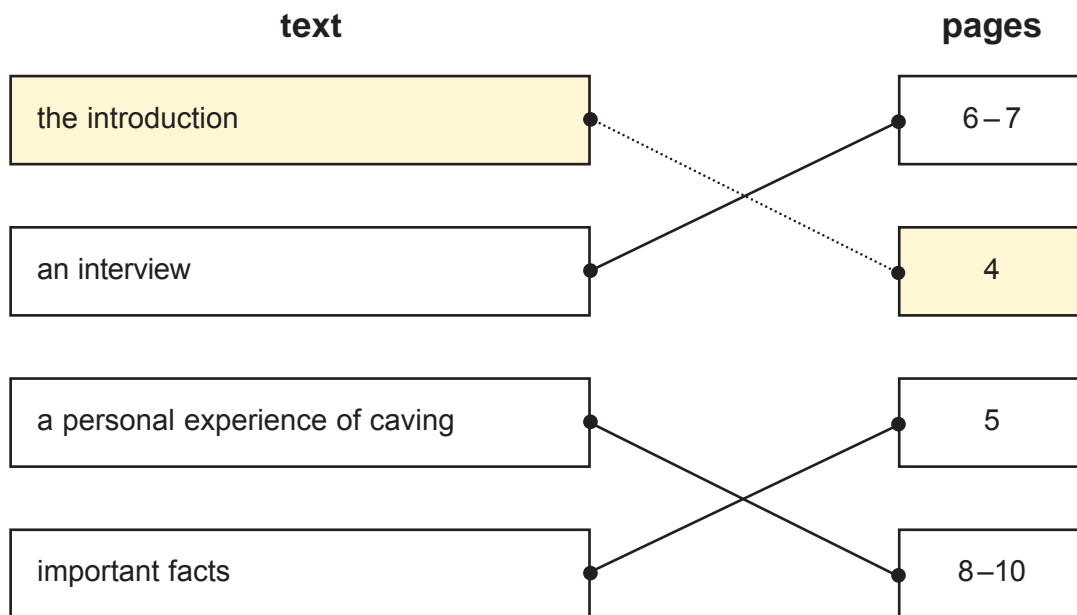
Page 4

1. Use the Contents to show what is on different pages in the booklet.  
One has been done for you.

1 mark

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

Award 1 mark for all three matched correctly.



2. **Find and copy** the phrase on page 4 that shows that Daveley Dale caves are very popular.

**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 any quotation from the following sentence that includes the word 'thousands'. The quotation may be of any length.

- Every year thousands of people come here to make a once-in-a-lifetime journey, underground.

Do not penalise minor copying errors.

3. Why is Daveley Dale a good place for young people to learn caving?

**1 mark**

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

Award **1 mark** for references to (qualified) instructors **or** to a safe environment, eg:

- *there is an expert to guide them*
- *it's safe*
- *led by qualified instructors in a safe environment.*

**Questions 4, 5 and 7**

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

**Question 6**

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

**Question 8**

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 correct choice.

4. The purpose of page 5 is to

introduce you to the whole booklet

explain difficult words

encourage you to visit Daveley Dale caves

provide pictures

5. and it also helps you to

go rock climbing.

find the information in the booklet.

understand the other texts in the booklet.

find your way to Daveley Dale caves.

6. The information is

numbered.

in alphabetical order.

in order of size.

not in order.

7. The first word in each box is a special term used by

experts on rocks and caves.

people who write leaflets.

science teachers.

people who live in Daveley Dale.

8. For example, it tells you that a *swallet* is a word for a cave formed

quickly.

in lakes.

in soft rock.

by a stream.

## Section 2: *An interview with Lisa Clark*

Page 6

9. In which order did the interviewer organise the interview?

Insert numbers in the boxes to show the order. The first one has been done for you.

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 all four stages correctly numbered.

worst moment

early childhood memory

first caving experience

best moment

what inspires Lisa to go caving

10. What does Lisa say is the main difference between caving and climbing a mountain?

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 answers that refer to the difference between seeing and imagining (this may be quoted directly from Lisa's answer to the first question), eg:

- *a climber can stand and look up and see the challenge while for a caver, really you have to imagine it*
- *a caver has to crouch down and try and picture in their heads what is in front of them, a climber can stand and see their goal.*

**Do not accept** answers that focus only on climbing or caves, eg:

- *that a climber can stand and look up and see the challenge*
- *for a caver you have to imagine your challenge.*

**Do not accept** answers which do not make the difference between seeing and imagining clear, eg:

- *that a mountaineer can see the challenge and a caver can't.*

11. How can you tell that Lisa would like her brother to try caving?

1 mark

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

Award **1 mark** for recognising and/or interpreting the use of the word *tempt* or copying the relevant sentence, eg:

- *she says 'I haven't been able to tempt him'*
- *she says that she tries to persuade him*
- *she is trying to get him underground*
- *she says she can't get him to go underground which suggests that she wants him to.*

12. Lisa always goes caving with other people.

Give **two** reasons from the text why she does this.

**up to 2 marks**

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

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

- reassurance of another voice (in the darkness), eg:
  - *so you can hear a familiar voice*
- reliance on others / explicit advantages of teamwork if in danger, eg:
  - *something might go wrong and if someone needs help you can help each other when in danger*
- identification of a specific danger that is mentioned in the text, eg:
  - *in case there are flash floods.*

**Do not accept** reference to reassurance without reference to hearing another voice or to teamwork without stating advantages, eg:

- *so she is reassured*
- *for reassurance*
- *teamwork / teamwork is good / critical.*

**Do not accept** answers which could relate to any non-hazardous activity, eg:

- *to keep her company / for safety / getting lost / to encourage her*
- *you can help each other.*

**Do not accept** a quotation from the text without explanation, eg:

- *you really do have to work together.*

13. Interviewers ask questions for different reasons.

Why do you think the interviewer asked the following questions?

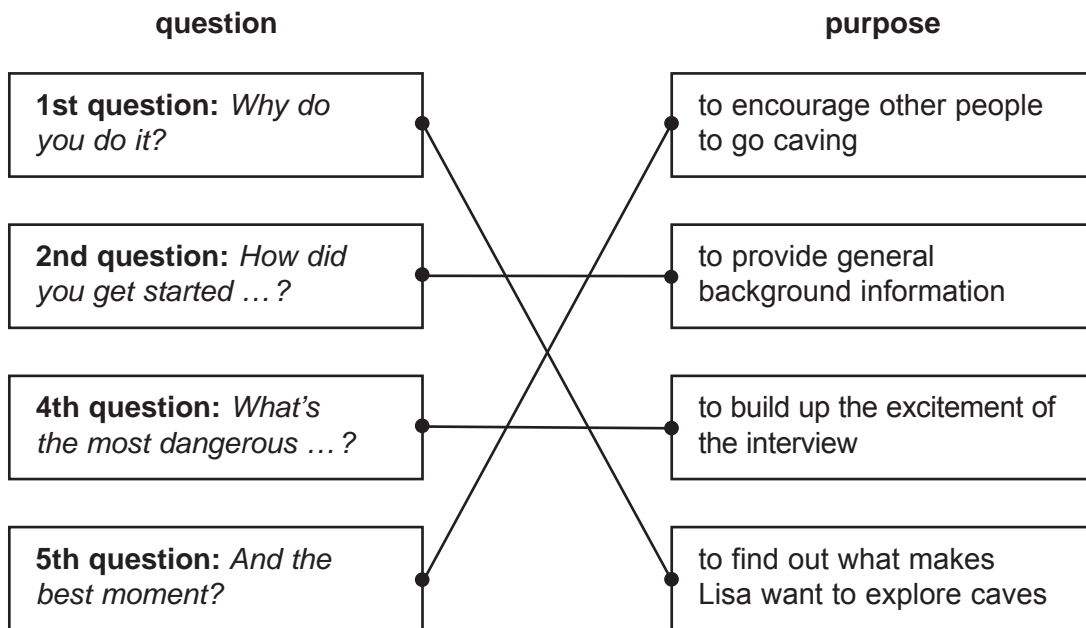
Match each question to its purpose.

**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 all four correctly matched pairs.

Award **1 mark** for two or three correctly matched pairs.





**14.** The interviewer spoke to Lisa's mother too.

Write down what you think she would have said about Lisa, using what you have read in the interview.

*Ever since Lisa was a child, I always knew she'd do something like caving because she ...*

**up to 2 marks**

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

Award **2 marks** for answers which identify one aspect of Lisa's character.

Appropriate characteristics:

- adventurous
- keen on exploration
- enjoys a challenge
- determined
- enthusiastic
- confident / fearless / brave.

For example:

- *likes to explore*
- *was extremely adventurous. Always climbing trees, exploring. Nothing ever scared Lisa*
- *would take on a challenge*
- *was keen on exploring. Also she would always love a hard challenge to knuckle down to*
- *always wanted to beat her brother to the top of the hill and she was determined to win*
- *is very confident and not scared in any way.*

Award **1 mark** for answers which provide a text-based reference to Lisa's behaviour which exemplifies an appropriate characteristic, eg:

- *always liked climbing so I thought she would do something like caving*
- *was always racing ahead and always trying to get to the top of the hill.*

## Section 3: Caving ... what lies beneath?

Page 8

15. The article is about a caving trip.

What is the name of the cave?

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:

- Giant's Hole.

16a. **Underline** the sentence that shows that the writer feels very small in the cave.

1 mark

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

Award 1 mark for:

- I am a tiny scrap of meat filling in a colossal rock sandwich.

Also award 1 mark for underlining a significant part of the sentence, eg:

- I am a tiny scrap (of meat filling).

16b. The writer is lying on his back, looking upwards. What does he say that he can see?

1 mark

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

Award 1 mark for references to rock, eg:

- *rock / limestone*
- *another sheet of rock.*

**Do not accept:**

- *wet rocks / sheet of wet rock.*

**16c. Find and copy one** word that shows that the rock is big.

**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 any of the following:

- colossal (rock)
- thousands (upon thousands)
- (thousands of) tons
- sheet (of rock).

**Do not accept:**

- *thousands upon thousands of tons of rock.*

**16d. Find and copy one** word that shows he is not completely certain that the rock is firm.

**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:

- fairly.

**Do not accept:**

- fairly solid.

**16e.** Why does the writer include so many numbers in this paragraph?

**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 reference to the writer's emphasis on the extreme dimensions of himself or his surroundings, eg:

- *to emphasise the size / smallness / narrowness of the tunnel*
- *to exaggerate the bigness*
- *because he is telling us how big everything is and he is explaining how big the rocks were*
- *to let you imagine how big the rock is.*

Also award **1 mark** for answers referring to helping the reader visualise the overall impression, eg:

- *to make you imagine what it's like*
- *to show that he is very deep underground*
- *he is getting the reader to imagine how big everything is.*

**Do not accept** answers concerned with precision, eg:

- *it's accurate / it gives the exact measurements*
- *because he wants to say the height and length*
- *because it is telling you how high the cave is.*

**16f.** *Imagine this*

What is the effect of starting with these words?

**1 mark**

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

Award **1 mark** for reference to his attempt to involve the reader in visualising the scene or empathising with the writer, eg:

- *to get the reader to try and see what he's describing*
- *to make you picture what it's like*
- *to make the reader think they are there*
- *it's making you imagine what it's like to be him*
- *it gets you to imagine how scary it is.*

**Do not accept** undeveloped responses which may refer to and attempt to explain the term 'imagine', eg:

- *getting us to imagine what he's done*
- *to get you to think about it*
- *to get the reader to feel.*

**Do not accept** more general answers, eg:

- *to make it more exciting*
- *to make you read on*
- *giving us more detail.*

**17.** What equipment was needed for this caving trip?

Tick **four** items.

**1 mark**

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

Award **1 mark** for all four items correctly ticked.

hot water bottle	<input type="checkbox"/>	helmet	<input checked="" type="checkbox"/>	gloves	<input type="checkbox"/>	rubber clothes	<input checked="" type="checkbox"/>
headlamp	<input checked="" type="checkbox"/>	hat	<input type="checkbox"/>	mobile phone	<input type="checkbox"/>	wellies	<input checked="" type="checkbox"/>

18. Why does the writer try to keep his voice:  
*deep and calm?*

**1 mark**

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

Award **1 mark** for answers relating to the author demonstrating his control of fear, for the benefit of others (may be implicit), eg:

- *to show he's not scared*
- *so that Duncan won't know he's scared*
- *so nobody knows he is worried*
- *so his friends would stay calm*
- *so other cavers don't think he is in danger*
- *so he sounds in control.*

**Do not accept** references to rock fall, eg:

- *because if he shouts loudly the rock will crumble*
- *so that he doesn't cause lots of rock to fall.*

**Do not accept** references to the author needing to keep himself calm, eg:

- *so that he doesn't panic*
- *if he didn't he might panic and slip*
- *because he is scared.*

19. Look at the text underneath the picture on page 9.  
What has happened to make the writer stop panicking?

**1 mark**

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

Award **1 mark** for answers referring to the fact that they are no longer stuck in the crevice / they appear to be out of trouble / safe or that Duncan has moved, eg:

- *he says he can nearly stand up*
- *the person who was stuck got out*
- *Duncan started to move.*

**Do not accept** general answers, eg:

- *they have become safe.*

**Do not accept** references to the loop, eg:

- *they have gone on a loop.*

**20.** Complete the three thought bubbles to show what the writer is thinking and feeling at three different points in the cave.

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

Accept answers written in the 2nd or 3rd person.

**20a.** Going in

**1 mark**

Award **1 mark** for answers which provide an appropriate thought / feeling, exclamation or comment on the writer's situation.

Appropriate thoughts / feelings should relate to:

- apprehension / nervousness
- anticipation
- excitement.

Examples:

- *I am a bit nervous but I'm also excited*
- *scared of what lies inside the cave for him and the dangers*
- *it's so dark!*
- *wow, I can't wait.*

Also award **1 mark** for the following quotation from the text:

- ... the entrance is comfortingly big, wide and tall enough ...

**Do not accept** references to sections of text that are not relevant to this particular part of the experience, eg:

- *wow, it's so beautiful in here.*

*continued...*

**20b. In the cave**

**1 mark**

Award **1 mark** for answers which provide an appropriate thought / feeling, exclamation or comment on the writer's situation.

Appropriate thoughts / feelings should relate to:

- fear
- threat
- danger
- regret / concern.

Examples:

- *help, I'm scared*
- *ahh help! I'm stuck. I may never get out*
- *why did I do this?*
- *I'm squashed, I can do it, come on.*

Also award **1 mark** for either of the following quotations from the text:

- I am a tiny scrap of meat ...
- ... we are in a strange, hostile environment ... we could die here.

**Do not accept** references to the dark.

**Do not accept** references to sections of text that are not relevant to this particular part of the experience, eg:

- *I'm having a great time!*
- *he might be going to rescue somebody.*

*continued...*



**20c. Getting out**

**1 mark**

Award **1 mark** for answers which provide an appropriate thought / feeling, exclamation or comment on the writer's situation.

Appropriate thoughts / feelings should relate to:

- relief
- exhilaration
- delight
- achievement
- reflection on experience.

Examples:

- *finally, we are out*
- *phew, I'm alive. I'm fine. There's nothing wrong and I made it through*
- *happy and thinking it wasn't that bad at all, except when I was stuck.*

Also award **1 mark** for either of the following quotations from the text:

- ... all four of us beginners were babbling ...
- We'd done plenty for one day, thanks.

**Do not accept** references to sections of text that are not relevant to this particular part of the experience, eg:

- *he might be taking somebody out of there*
- *I want to get out of the cave.*

21. Explain what makes the writer feel scared. Use what you have read in the whole article.

Think about:

- what the writer is doing
- what he thinks might happen.

**up to 3 marks**

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

Possible points include fear of any of the following which may or may not result in injury or death:

- being lost
- narrowness of tunnels / claustrophobia / suffocation
- fear of being trapped (for a long time)
- possibility of rock fall
- the dark
- being a novice / fear of the unknown
- his smallness compared to vastness of rock / cave complex
- absence of an instructor.

Award **3 marks** for answers which refer to three of the possible points **or** which refer to two points and develop at least one, eg:

- *he thinks that he might get stuck and trapped. He is in a place he knows nothing about and he feels small [fear of being trapped; fear of the unknown; his smallness]*
- *firstly, Duncan hasn't moved in a long time. Secondly, he thinks he's going to suffocate in the tunnel and never see light again. Finally, he thought they were lost and the water was trickling in and was going to drown them [fear of being trapped; suffocation; being lost]*
- *when Andy the instructor left them alone and directed them Stephen thought that they had gone the wrong way which made him panic. When Stephen could not hear Duncan it made him worried as he didn't know what had happened to him [absence of an instructor; being lost; fear of the unknown]*
- *what made the writer feel scared was that he felt like he was suffocating and that the tunnels were getting smaller as they went on. He is very scared that the cave could collapse on him. [suffocation + development; possibility of rock fall].*

*continued...*

Award **2 marks** for answers which refer to two different points **or** cover one point in full, eg:

- *when he thought Duncan was stuck and when he thought he was suffocating* [fear of being trapped; suffocation]
- *he thinks he might be suffocated if the cave falls on him because he is lying flat on his back* [suffocation; possibility of rock fall]
- *Duncan looks stuck and they don't know how long the tunnel is* [fear of being trapped; fear of the unknown]
- *he is scared because he is in a tunnel which is very narrow and he can't breathe which makes him panic.* [narrowness + development].

Award **1 mark** for an answer that presents one point without development, eg:

- *he's lost and doesn't know the way out* [being lost]
- *the writer might think rocks will fall on them and might very badly injure one of them. The writer probably is panicking but he is just not showing it* [possibility of rock fall]
- *because he is crawling through small spaces* [narrowness]
- *because it was so dark* [the dark].

Also award **1 mark** for fear of death or serious injury without explanation (not credited in combination with other creditworthy points), eg:

- *he's scared because he thinks he might die.*

**Do not accept** references to falling or non-specific comments, eg:

- *he thinks something bad will happen.*

**Do not accept** references to other texts, eg:

- *he was worried about the flash floods*
- *the cave might gush with water and he's doing something quite scary.*

22. Look at the text on page 10, starting from *And I was struck by the beauty ...* to the end of the article.

Explain the writer's thoughts and feelings.

**up to 3 marks**

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

Award **1 mark** for reference to each of the key points listed below, up to a maximum of **3 marks**.

A further mark may be awarded for:

- supplementing one of the key points with text-based development.

key point	text-based development
<ul style="list-style-type: none"> <li>■ recognition of the beauty underground (but do not accept simple reference to beauty, as this is given in the question stem)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ detail of the beauty</li> </ul>	<ul style="list-style-type: none"> <li>■ detail of the beauty he observed (when associated with recognition of beauty underground)</li> <li>■ he hadn't previously noticed this because he was scared</li> </ul>
<ul style="list-style-type: none"> <li>■ feeling of relief (because he was safe)</li> </ul>	<ul style="list-style-type: none"> <li>■ after being underground for some time</li> <li>■ detail of the danger he had been in</li> </ul>
<ul style="list-style-type: none"> <li>■ feeling of achievement / exhilaration because of what he had done / change in feeling from previously being scared / memorable experience</li> </ul>	<ul style="list-style-type: none"> <li>■ he'd been challenged (and succeeded)</li> <li>■ delight at being in the open air / being safe again</li> <li>■ after being underground for some time</li> <li>■ reflection on the (memorable) experience</li> </ul>
<ul style="list-style-type: none"> <li>■ expectation that he would return</li> </ul>	<ul style="list-style-type: none"> <li>■ he says 'those treats could wait'</li> </ul>

Examples of **3 mark** answers:

- *he thought Wow I am so pleased I struggled to reach an amazing sight like this! He feels overwhelmed, excited and would love to do it again!* [recognition of the beauty underground; feeling of achievement; expectation that he would return]
- *this is amazing, this is fantastic. I can't believe I made it here, it seems like everything is covered in candle wax* [recognition of the beauty underground + text-based development; feeling of achievement]
- *because he was relieved that the scary part was over he started to realise the beauty and wonder of the cave and he felt much better* [feeling of relief + text-based development; recognition of beauty underground].

*continued...*

Examples of **2 mark** answers:

- *he was amazed by the beauty of the caves and when he emerged he was exhilarated* [recognition of the beauty underground; exhilaration]
- *he was amazed at the beauty of the caves. The fronds were as big as his hands and they were made of coral* [recognition of the beauty underground + text-based development]
- *Wow this place is amazing and beautiful. I'm really enjoying this. I ought to do this again sometime.* [recognition of the beauty underground; expectation that he would return].

Examples of **1 mark** answers:

- *surprised in a good way, happy and inspired to do more caving* [expectation that he would return]
- *by the end he thought about what he had achieved and he was happy with himself* [feeling of achievement]
- *I am going to be OK because I am with Andy and thank goodness, I thought I might never get out* [feeling of relief].

**Do not accept** direct quotation from this section of text without any explanation or expansion.

## Section 4: The advertisement

Page 12

23. How much does a family ticket cost?

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:

- £25

24. Page 11 was written to make everyone interested in visiting Daveley Dale.

**Find** and **copy one** part of the advertisement that attracts the following people.

a. people interested in rocks

1 mark

b. teachers

1 mark

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

<b>people interested in rocks</b>	Award 1 mark for any of: <ul style="list-style-type: none"><li>■ (spectacular) stalactites and/or stalagmites</li><li>■ encrusted caverns</li><li>■ impressive formation</li></ul>
<b>teachers</b>	Award 1 mark for either: <ul style="list-style-type: none"><li>■ school groups (catered for)</li><li>■ guided tours</li></ul>

Do not penalise minor copying errors.

25. The advertisement is designed to attract people to Daveley Dale.

Why does it include quotations from visitors?

**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 explain that the quotations function as a recommendation from other people, eg:

- *so you know what people who have been there think of it*
- *so they can tell you how good it is*
- *to tell you people think it's good*
- *to show you which age groups enjoyed it.*

Award **1 mark** for reference to the quotations encouraging **more** people to visit or to being convincing or giving a positive general impression, eg:

- *to attract more people*
- *to show how enjoyable / fun / good it is*
- *to make it sound really good.*

**Do not accept** responses which are based closely on the question, eg:

- *to persuade you to visit / to attract people to come.*

26. Label each arrow to show different parts of the advertisement.

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 all boxes completed correctly.

The advertisement for Visit Daveley Dale Caves features a top section with a cave interior image, a central text box with a map and bullet points, and a bottom section with activity photos and pricing. Labels A-F point to specific elements:

- B** points to a quote: "Wow! This place is amazing. Katie Lewis, aged 10"
- F** points to a map showing the location near M136, A6, and A62.
- E** points to the pricing information: Adults £6.50, Children and over 60s only £6.00, Family ticket £25.00, Under 3s go free!
- A** points to the headline: "Lots to do whatever the weather!"
- C** points to the activity photos: "Open top bus tour of the surrounding area", "The Gorge Walk", and "School groups catered for".
- D** points to the contact information: phone number 01234 234234 and website www.daveleydalecaves.co.uk.

Other text in the advertisement includes: "Visit Daveley Dale Caves", "open all year!", "Fun Mystery History", "Come and discover the magic", "A thrill-packed day out from 1000 Great Days Out", and a list of features: "A major tourist attraction for nearly 100 years", "An impressive formation with spectacular stalactites and stalagmites", "Guided tours of our extensive encrusted caverns", "Wonder at the secret river", and "The eerie sound of running water and echoes of a bygone age await you".



BLANK PAGE

## Section 5: The whole booklet

Page 14

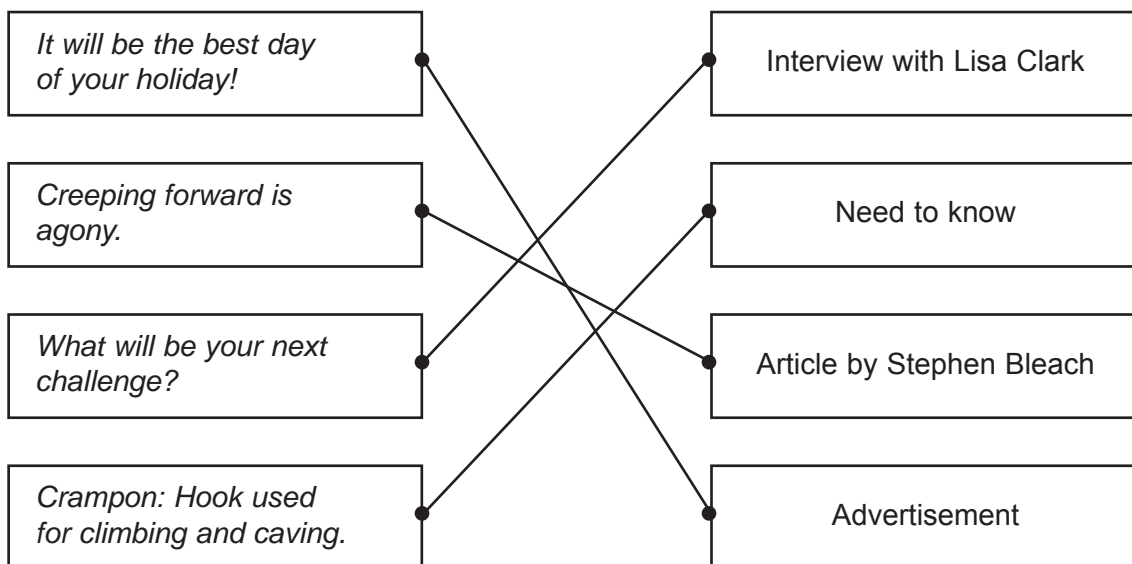
27. Sentences have been left out of each of the texts you have read.  
Draw lines to match each sentence to the text you think it came from.

**up to 2 marks**

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

Award **2 marks** for all four matched correctly.

Award **1 mark** for two or three matched correctly.



**28.** Lisa compared going caving to moving like a worm.

Find **one** more word on page 7 and **two** words on page 10 that give the idea that caving is like moving like a worm.

**a.** *An interview with Lisa Clark*

**1 mark**

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

Award **1 mark** for:

- slither.

**Also accept:**

- slithering / slithered / you slither.

**b.** *Caving ... what lies beneath?*

**1 mark**

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

Award **1 mark** for:

- wriggling **and** squirming in either order.

**Also accept:**

- *wriggled / wriggle / squirmed / squirm.*

**Do not accept** other phrases, eg:

- *crawling on your stomach / slithering out.*

**29a.** Which text do you think might encourage someone to visit a cave?

Tick **one**.

Explain your choice.

**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 reference to an appropriate and positive feature of a text that is specific to that text only, eg:

- *it tells you how fun and dangerous it can be at the same time not like the article that is just danger* (interview)
- *it talks about going to places that no one has been to before* (interview)
- *it gives information about the geology and what you could see* (article)
- *it tells you everything you can do and when it's open and the prices, because you want to feel the excitement like the quotations did* (advertisement)
- *it says a girl aged 10 really liked it, I'm 11* (advertisement)
- *it has positive language, nothing negative, and it makes you want to be there* (advertisement)
- *it says it costs £25 for a family and that is cheap for a whole day out* (advertisement).

Award **1 mark** for reference to an appropriate and positive feature of a text that could apply to more than one text, eg:

- *it's very beautiful / awe-inspiring* (all texts)
- *it sounds very exciting / worthwhile* (all texts)
- *it explains the physical challenge* (article / interview)
- *because it gives you the information about caves* (all texts)
- *because it says what fun it is* (interview / advertisement).

**Do not accept** answers which simply refer to the persuasive purpose of the advertisement **or** simply refer to the cost stated in the advertisement without further explanation **or** which paraphrase the question.

*continued...*

**29b.** Which text do you think might put someone off visiting a cave?

Tick **one**.

Explain your choice.

**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 reference to an appropriate feature of a text that is specific to that text only, eg:

- *because the fast flood comes and you could drown* (interview)
- *it shows it can be dangerous underground. They got stuck in the cave* (article)
- *it makes them scared, they are very scared* (article)
- *it would be crowded with lots of people and because it is quite expensive* (advertisement).

Award **1 mark** for reference to an appropriate feature of a text that could apply to more than one text, eg:

- *it shows it can be uncomfortable / wet / cramped* (interview / article)
- *where it tells us the bad parts* (interview / article)
- *it shows it can be dangerous* (interview / article).

BLANK PAGE

# The writing test

There are two mark schemes, one for the longer task *Record Breaker* (pages 40–43); the other for the shorter task *Charity Choice* (pages 58–59).

## Assessment focuses for writing

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

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

## The mark scheme strands

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

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

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

<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 43.

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

<b>Assessment focuses</b>	
<ul style="list-style-type: none"> <li>■ sentence structure, punctuation and text organisation</li> </ul>	<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>
<ul style="list-style-type: none"> <li>■ composition and effect</li> </ul>	<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. Pupils do not necessarily develop uniformly across these categories, and the strands allow separate judgements to be made about the relative strengths and weaknesses of a pupil's work.

## Marking procedures

The criteria for each strand identify typical characteristics of pupils' work in different bands. When marking, it is helpful first to identify which bands are most relevant to the writing and then refine the judgement to a mark within a band. Criteria from lower bands that are also applicable to higher bands should be seen as relevant to higher band descriptors. For example, the criterion *Sentences are mostly grammatically sound* appears in Band A3. However, grammatical soundness should also be taken to be an underlying feature of performance at Band A4 and Band A5, even though it is not explicitly stated at these bands.

Where organisational devices are used to structure a piece of writing (eg *firstly, secondly, finally; furthermore; consequently*), credit should be given for evidence of effective and appropriate use. However, indiscriminate use of such devices (ie where the devices are not integrated meaningfully into the writing) should not be regarded as a positive feature of performance.

The annotations on the example scripts show how to look for features in the writing, and the summary boxes show how to weigh these features to reach a mark.

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

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

## Marking the writing

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



## The longer task: *Record Breaker*

The prompt requires pupils to imagine that three local children have broken world records, and the task is to write a report for the local newspaper about one such record-breaking event. Ideas for content are given in the form of basic information about the three children's records; however, the prompt makes it clear that the final choice is left to the writer's imagination. Support for the development of content and the organisation of the newspaper report is supplied on the planning page; the pupil answer pages suggest newspaper presentation with a headline and image of a trophy. Better performances are distinguished by effective adaptation of content and structure to engage the newspaper's readership and generate interest in the situation surrounding the record-breaking event.

---

### Record Breaker

---



Three children living in your local area have recently broken world records in their age group:

- Ali broke the record for talking non-stop
- Morgan broke the record for continuous trampolining
- Sam broke the record for the largest collection of ...

---

**Your task is to write a newspaper report for your local newspaper about ONE record-breaking event.**

---

You can use one of these ideas, or you can make up your own.

## Mark scheme for the longer task: *Record Breaker*

### SECTION A

### SENTENCE STRUCTURE AND PUNCTUATION

Assessment focuses: vary sentences for clarity, purpose and effect

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

#### Band A1

- Clauses usually grammatically accurate. Some simple sentences, often brief, starting with a subject + verb (*Sam went*). Clauses mostly joined with *and, but, then, so*.
- Sentences sometimes demarcated by capital letters and full stops.

**1 mark**

#### Band A2

- Subjects and verbs often simple and frequently repeated (*he, it, goes, plays*). Simple connectives *and, but, then, so, when* link clauses. Some sentence variation created, eg simple adverbials (*at the sports centre, Today*). Noun phrases mostly simple (*the judges*) with some limited expansion (*a young boy*).
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

**2–3 marks**

#### Band A3

- Sentences are mostly grammatically sound. Some variety in subordinating connectives: *because, if* (*because he wanted it for ages*). Adverbials (*when it was raining*), modal verbs (*could, would*) and expanded noun phrases (*the community centre in the middle of town*) add variety. Tense choice generally appropriate. Some variation of subjects (*Her friends, the money*). Some adverbs, eg to indicate writer's attitude towards the situation (*Luckily, happily*).
- Most sentences correctly demarcated; some commas mark phrases or clauses. If used, inverted commas demarcate the beginning and end of direct speech, correctly on most occasions.

**4–5 marks**

#### Band A4

- Simple and complex sentences with some variety of connectives, eg *while, although, until*. Expansion of phrases and clauses adds detail (*the people who were waiting on the beach*). Range of verb forms develops meaning and maintains appropriate tense choice (*had been able to*). Additional words and phrases contribute to shades of meaning, eg adverbs (*particularly*).
- Range of punctuation used, almost always correctly, eg brackets, dashes, colons. Full punctuation of direct speech, if used.

**6–7 marks**

#### Band A5

- Length and focus of sentences varied to express subtleties in meaning and to focus on key ideas, eg passive (*will be rewarded*). Sentences may include controlled use of several subordinate clauses (*playing with the team that's sure to win the next championship*) sometimes for economy of expression. Word order to create emphasis (*As interesting as this is*).
- Range of punctuation, with little omission, to give clarity.

**8 marks**

**SECTION B****TEXT STRUCTURE AND ORGANISATION**

**Assessment focuses:** organise and present whole texts effectively, sequencing and structuring information, ideas and events  
construct paragraphs and use cohesion within and between paragraphs

**Band B1**

- Ideas grouped into sequences of sentences; may follow a simple chronology. Use of third person may not be consistent. Beginning or end may be marked by simple narrative phrases (*One day*).
- Simple connectives used (*and, and then*). Some connection between sentences, eg pronouns referring to the same person or thing.

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

- Text structure overall is simple: some events organised into a basic sequence; brief introduction or ending. Some divisions between events indicated (*Next, On Saturday*).
- Connections are built up by reference to events or people (*Ben / he*). Other relationships within and between sentences may be used, eg contrast (*but they cost a lot of money*).

**2–3 marks****Band B3**

- The newspaper report is organised: paragraphs or sections are logically sequenced, although transitions may be awkward. Shifts in time and place help shape the text and guide the reader, eg by introducing a new section (*His next record will be*).
- Within paragraphs or sections, content may be developed around a main sentence. Paragraphs or sections organised to expand a particular event or topic, eg comments from friends. Connections within paragraphs or sections maintained, eg through ongoing references (*Sarah / her sister*).

**4–5 marks****Band B4**

- Overall organisation of the newspaper report is supported by paragraphs or sections which enable coherent development and control of content across the text. Relationships between paragraphs or sections give structure to the whole text, eg links make structure between topics clear.
- Within paragraphs or sections, main ideas are developed with relevant detail or examples, eg a paragraph gives detail about a significant event. Reference to people / events / settings sometimes varied to avoid repetition (*the 8 year old / the youngster*).

**6–7 marks****Band B5**

- Sequencing of paragraphs or sections contributes to overall effectiveness. The structure of the newspaper report is controlled across the text. Chronology may be interrupted for effect, eg inclusion of comments, or quotations from the record breaker or record breaker's family. Individual paragraphs or sections are varied in length and structure.
- Each paragraph or section has a clear focus, and content is organised. Connection between ideas developed, eg by reference or contrast within the paragraph (*Although everyone told her to stop*).

**8 marks**

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

- A simple recount based on the prompt; conventional narrative form may be evident.
- Some detail included to interest the reader (*11 years old*).

**1–2 marks****Band C2**

- Form is a simple report; coverage may be unbalanced. Some detail or description of events; some explanation (*took place in Manchester*). May contain elements / features of a spoken news report.
- Writing shows evidence of viewpoint: the account suggests some attitude, eg positive reaction to the record breaker (*the class were happy, it was great*).
- Word choice often general (*other boys*) with some detail (*five hours and 45 minutes*). Level of formality may be inconsistent.

**3–5 marks****Band C3**

- The form of a newspaper report is maintained: balance between report of events and comments. Content developed to engage reader, eg through quotations or reported comments about the record breaker (*“We always knew she was a brilliant swimmer!”*).
- Viewpoint is established and maintained, eg the record breaker depicted as unusually talented (*shocked at how long she did it for*).
- Some straightforward stylistic features used to support purpose, eg informative word choice (*certificate, measured*), description of feelings (*proud, thrilled*).

**6–8 marks****Band C4**

- Content adapted, eg important events told through the record breaker’s own words (*when the buzzer went my heart was thumping*), appeals to the newspaper’s readers (*Be sure to pick up the next issue*).
- Viewpoint is established and controlled, eg the reporter appears well informed (*represent England, Ali’s mother Julie*).
- Some stylistic features add emphasis and interest, eg precise language (*beaten the previous record by five*), emotive vocabulary for effect (*staggering, applause thundered*).

**9–11 marks****Band C5**

- Choice and placing of content is informed by purpose, eg writer prioritises significant comments and information.
- Viewpoint well controlled, eg reporter’s portrayal of events encourages reader to interpret the news events in a particular way (*One disgruntled resident said*).
- A range of stylistic features, eg concise newspaper style phrasing (*John’s Dad, father of three, a lifetime player himself from Pinner*), patterning, figurative language.

**12 marks**

**SECTION F****HANDWRITING**

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

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

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

**Band F1**

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

**1 mark****Band F2**

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

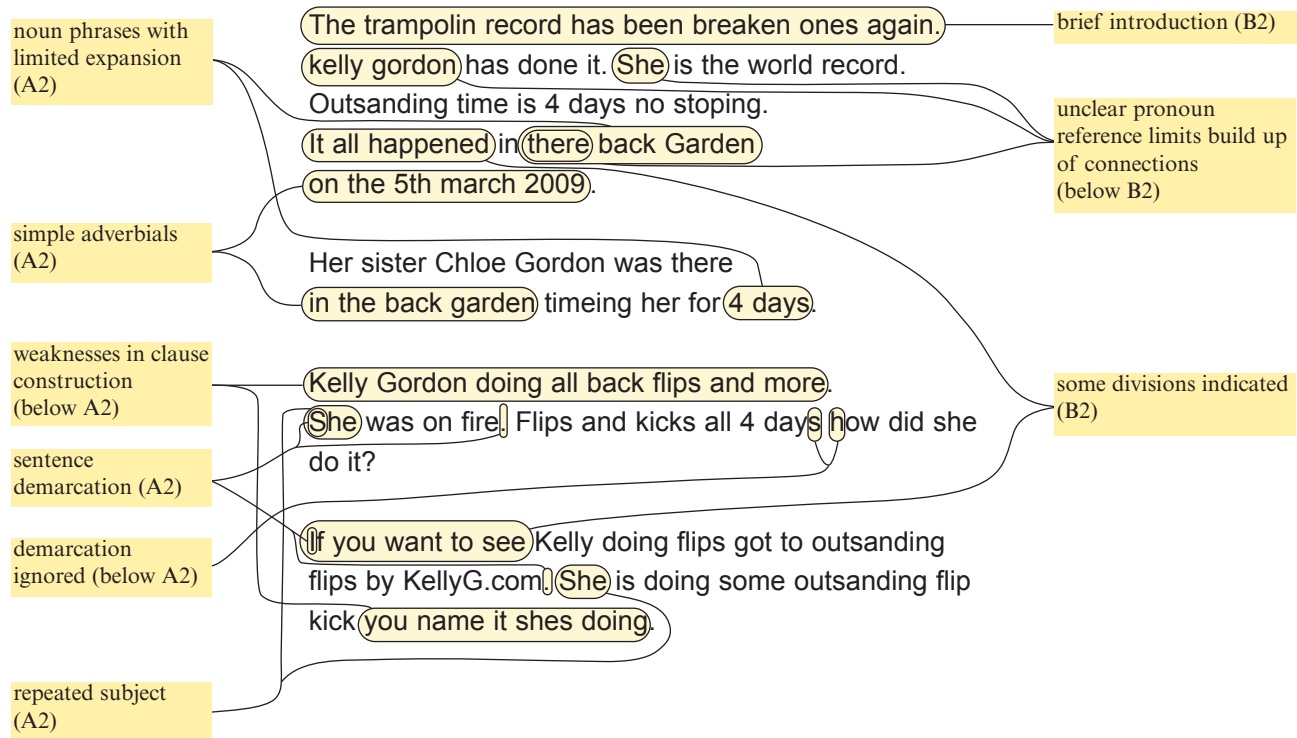
**2 marks****Band F3**

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

**3 marks**

**SENTENCE STRUCTURE & PUNCTUATION**

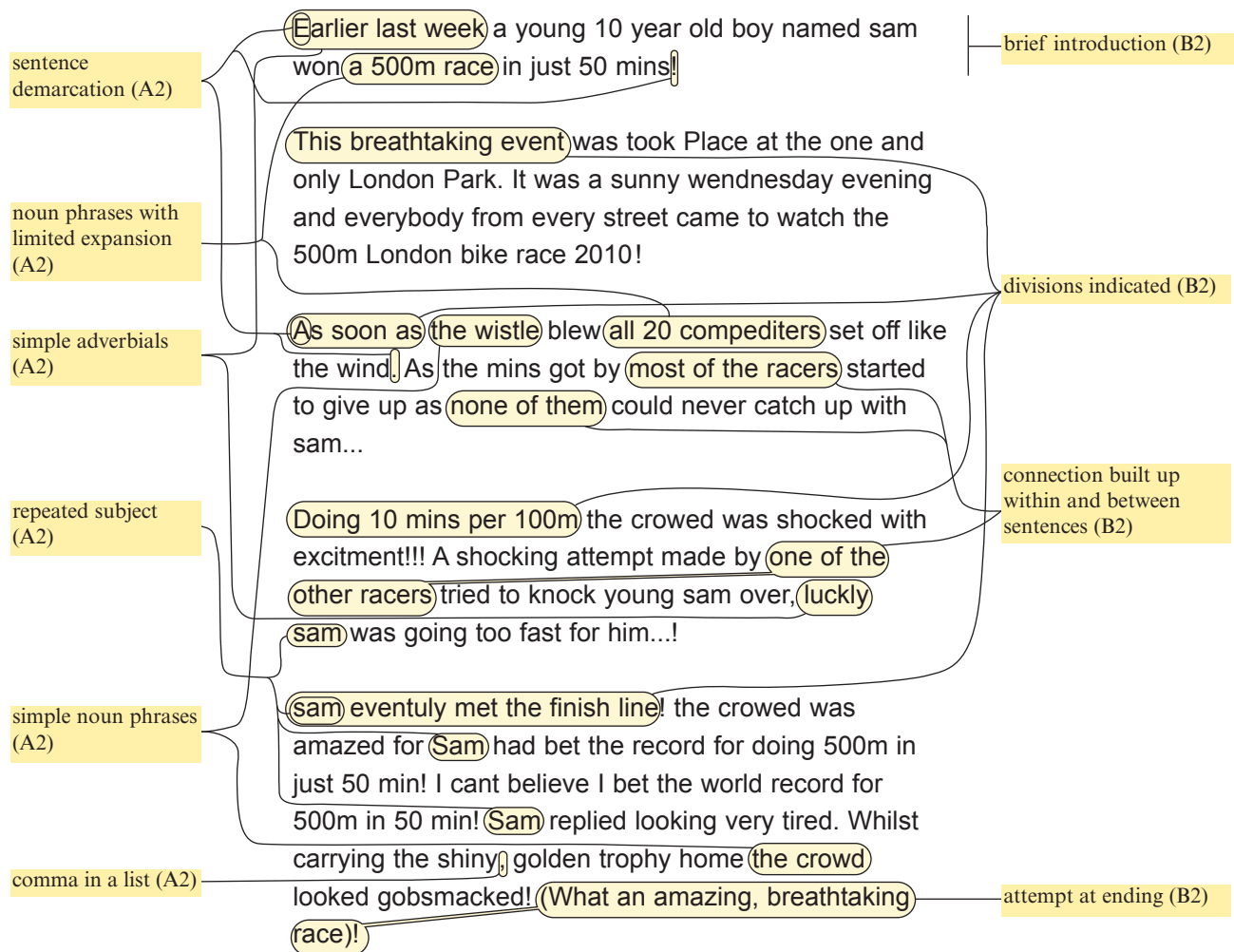
**TEXT STRUCTURE & ORGANISATION**



<p><b>SENTENCE STRUCTURE &amp; PUNCTUATION</b></p> <p><b>Summary</b></p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>A simple report of Kelly’s record breaking achievement; occasional description of events (<i>4 days no stopping, timeing her</i>) (C2).</li> <li>Some evidence of the writer’s attitude towards Kelly (<i>back flips and more</i>) (C2).</li> <li>Some vocabulary for interest (<i>back flips, on fire</i>) weakened by repetition (<i>Outsanding, flips</i>) (C2).</li> </ul>	<p><b>TEXT STRUCTURE &amp; ORGANISATION</b></p> <p><b>Summary</b></p>
<p>Mainly simple sentences, with some limited variation provided by adverbials, and some expanded noun phrases suggest award in Band A2. There is some evidence of correct sentence demarcation; however, inaccuracies elsewhere in demarcation and clause construction keep the mark to the lower in the band.</p>	<p><b>Summary</b></p> <p>This straightforward report, about a girl breaking a trampolining record, relies on mainly simple language choices; inclusion of some detail and the writer’s viewpoint provide further evidence for Band C2. More use of detail to interest and a reduction in the repetition of content would be necessary for the award of a higher mark in the band.</p>	<p>The overall text structure is straightforward with evidence of a simple opening and some divisions, indicating award in Band B2. However, the simplicity of references and ambiguity in pronoun use limit the award to the lower mark in the band.</p>
<p><b>Band A2 – 2 marks</b></p>	<p><b>Band C2 – 3 marks</b></p>	<p><b>Band B2 – 2 marks</b></p>

**SENTENCE STRUCTURE & PUNCTUATION**

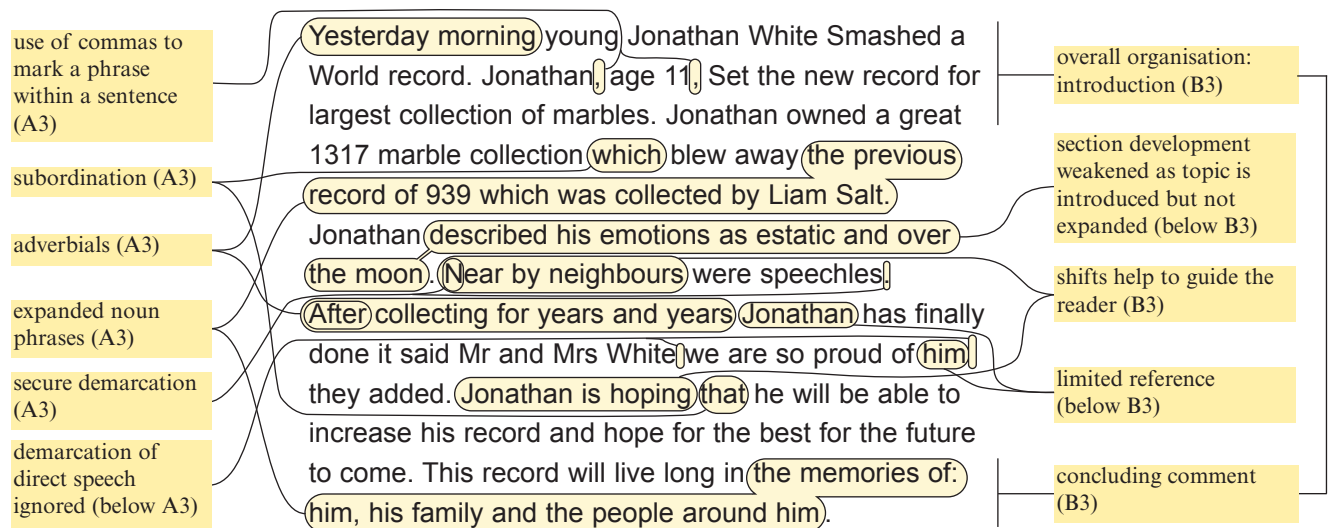
**TEXT STRUCTURE & ORGANISATION**



SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p style="text-align: center;"><b>Summary</b></p> <p>The use of noun phrases with some expansion together with simple adverbials suggests award in Band A2. Although there is overuse of exclamation marks, the presence of a comma in a list and mostly accurate sentence demarcation justifies the higher mark in the band.</p> <p style="text-align: center;"><b>Band A2 – 3 marks</b></p>	<ul style="list-style-type: none"> <li>The report includes some description (<i>sam was going too fast</i>) and explanation (<i>could never catch up</i>) of how the record was broken (C2).</li> <li>Viewpoint is evident through comments on reactions to Sam's achievement (<i>the crowed was amazed</i>) (C2).</li> <li>Some detail is given (<i>shocked, tired, shiny, golden trophy</i>). Some language choices are formal (<i>compediters</i>) and some are less formal (<i>gobsmacked</i>) (C2).</li> </ul> <p style="text-align: center;"><b>Summary</b></p> <p>In this simple report about a bike race, the inclusion of detail and some careful word choice help to provide some development of the events leading up to Sam's world record. These features, supported by evidence of a point of view, are sufficient to merit the highest mark in Band C2. Greater consistency of style would be necessary for an award in the next band.</p> <p style="text-align: center;"><b>Band C2 – 5 marks</b></p>	<p style="text-align: center;"><b>Summary</b></p> <p>Evidence of references within and between sentences builds connection in the text and indicates award in Band B2. The higher mark is confirmed by features of simple overall structure, including an introduction and divisions within the event sequence.</p> <p style="text-align: center;"><b>Band B2 – 3 marks</b></p>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**



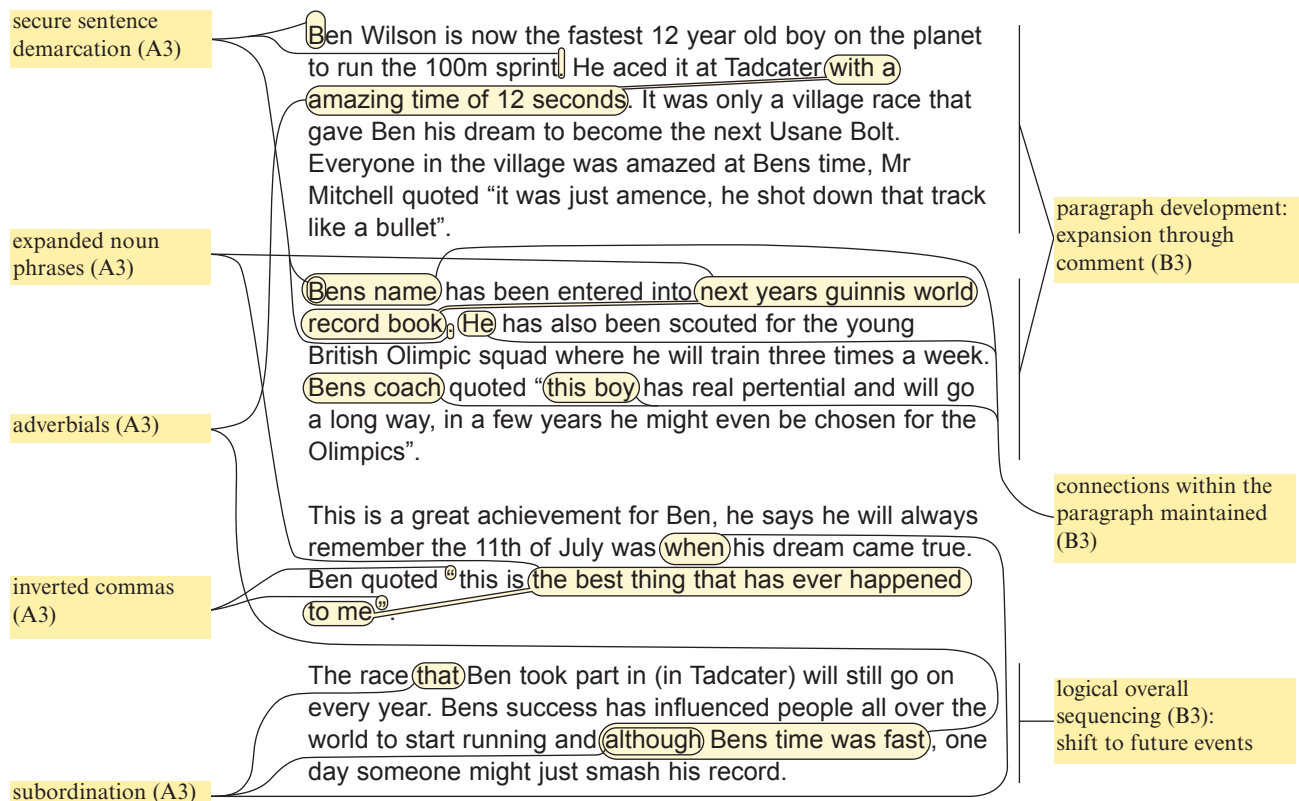
<p><b>SENTENCE STRUCTURE &amp; PUNCTUATION</b></p> <p><b>Summary</b></p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Several aspects of Jonathan’s record breaking collection are presented in newspaper form, with some detail (<i>great 1317</i>) (C3); content development is restricted in some places (below C3).</li> <li>An attitude of admiration towards the record breaker is maintained (<i>speechles, so proud</i>) (C3).</li> <li>Some vocabulary choices support newspaper form and create interest (<i>Smashed, blew away, estatic</i>) (C3).</li> </ul>	<p><b>TEXT STRUCTURE &amp; ORGANISATION</b></p> <p><b>Summary</b></p>
<p>The use of expanded noun phrases, subordination and adverbials suggests an award in Band A3. Evidence of mostly secure sentence demarcation and correct comma usage confirm Band A3; inclusion of inverted commas to demarcate the direct speech would be necessary for the higher mark in the band.</p>	<p><b>Summary</b></p> <p>This account of a marble collecting record, though brief, maintains the form of a newspaper report, holds a consistent point of view and includes some carefully chosen vocabulary. Despite limited development of content, there is just enough evidence, overall, to merit award of the lowest mark in Band C3.</p>	<p>Overall organisation of ideas with an introduction, grouping of content and a conclusion suggests award in Band B3. However, limited use of reference and some missed opportunities to expand relevant topics within sections keep the mark to the lower in the band.</p>
<p><b>Band A3 – 4 marks</b></p>	<p><b>Band C3 – 6 marks</b></p>	<p><b>Band B3 – 4 marks</b></p>



**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

**AS FAST AS A CHEATER**



It has to be said that Ben Wilson is as fast as a cheater hunting its prey!  
Reported by Emily Jones

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p><b>Summary</b></p> <p>Sentence structure is developed by the use of subordination, adverbials and expanded noun phrases, suggesting award in Band A3. Although the use of commas to mark divisions is not secure, mostly accurate sentence demarcation and inverted commas to indicate speech justify the higher mark in the band.</p> <p><b>Band A3 – 5 marks</b></p>	<p><b>Summary</b></p> <ul style="list-style-type: none"> <li>• Newspaper form maintained through the balance of reporting (<i>only a village race that gave Ben his dream</i>) and quotation (<i>this boy has real potential and will go a long way</i>) and the use of the headline in the report (<i>as fast as a cheater</i>) (C3).</li> <li>• Viewpoint is maintained: Ben is portrayed as exceptionally talented (<i>the next Usane Bolt</i>) (C3).</li> <li>• The level of formality is consistent (<i>scouted, influenced</i>) and word choice is informative (<i>British Olimpic squad, 11th of July</i>). Some phrases provide interest (<i>someone might just smash his record</i>) (C3).</li> </ul> <p><b>Summary</b></p> <p>In this developed newspaper report, detailed information and comments establish a positive impression towards Ben and his record breaking achievement, leading to award in Band C3. The use of style supports the informative purpose, justifying the highest mark in the band.</p> <p><b>Band C3 – 8 marks</b></p>	<p><b>Summary</b></p> <p>Within sections, there is evidence of topic development and expansion through the use of comments, quotations and ongoing references, indicating award in Band B3. The overall organisation of the text, shown through logical sequencing, confirms the higher mark.</p> <p><b>Band B3 – 5 marks</b></p>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

An amazing record has been broken!

12 year old, Ali has broken the record for talking non-stop! The previous record was 24 hours however, Ali made that time look easy! 44 hours, was the time she kept talking for.

(It first started on Thursday 13th September 2010.) Ali told us that she woke up that morning and thought to herself "I want to do something amazing". After a lot of thought (and looking through World Record Books) she eventually found non-stop talking. Originally, the record was held by Rachel Parsons (who was also 12 years old).

Ali started at 12:00pm that same day and (her parents) were very supportive however, told us that they didn't think she'd really be able to achieve it.

At all times (someone from 'Record Breaker') had to be with Ali. Jennie Cook was this person. We talked to Jennie, and this is what she said.

"It was hard work (following Ali everywhere) however, (I really) enjoyed it (because), some of the time she (would talk) about such (random things)!

Poor Ali had to go to school (while) she (was breaking) the record. As well as this she had to go to dance! (Worst of all, she couldn't sleep for one moment) because she couldn't stop talking for any one time!

Here at 'Buckston Weekly' we talked to (some of her friends and family). Some were very supportive; (some) found it annoying however, (all of them) agreed that Ali deserves the recognition.

For her achievement Ali was (rewarded with a golden trophy; certificate and of course a (place in the latest 'Record Breaker' book). (She also, didn't realise) (that while she was doing it she was raising money). Overall, she raised £216 (which) she decided would all go to her favourite charity.

An interview took place with Ali herself, and here is what she said.

"I'm so proud of what I have achieved and hopefully I have inspired a lot of people to try something different."

In conclusion, everyone is very pleased for Ali and is glad she achieved her goal!

Reported by Lucy Turner

**Annotations:**

- simple sentences (A4)
- range of punctuation (A4): brackets omission apostrophe
- expansion adds detail (A4)
- shades of meaning through additional words (A4)
- complex verb forms (A4)
- varied connectives (A4)
- complex sentences (A4)
- range of punctuation (A4): inverted commas comma
- paragraph development: main ideas elaborated with detail (B4)
- varied references (B4)
- links between sections make structure clear (B4)
- underdeveloped section (below B4) and brief conclusion (below B4)

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p><b>Summary</b></p> <p>Sentence variation, in the form of simple and complex sentences, additional words, expansion and complex verb forms suggests award in Band A4. Although there are some inaccuracies, a range of punctuation is used correctly which confirms the award of the higher mark in the band.</p> <p><b>Band A4 – 7 marks</b></p>	<p><b>Summary</b></p> <p>This piece provides a thorough and informative report of Ali's record breaking achievement of non-stop talking. The presentation of relevant first-hand comments from different sources supports the approach and engages the reader, justifying award in Band C4. Less repetitive use of vocabulary would be necessary for the highest mark in the band.</p> <p><b>Band C4 – 10 marks</b></p>	<p><b>Summary</b></p> <p>The use of varied references and the links between sections to structure the text suggest award in Band B4. Despite the development of main ideas within some paragraphs, weaknesses in the development of other paragraphs limit the mark to the lower in the band.</p> <p><b>Band B4 – 6 marks</b></p>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

Yesterday, Guinness World Records made a Local 10 year old a record breaker. The record, Continuous Trampolineing, stood at 2 days, 3 hours and 23 minutes – a terrific feat achieved by 2004 Hurdles olympic gold medal winner, Iva Winningsreak was 18 years of age at the time of her record breaking bouncing spree.

Morgan Jump, the local child who beat the record, was still trampolining when our reporter got there. (Beads of sweat trickling down his forehead), he looked more determined than anyone that our reporter had ever seen before. He was a member of his village (Balahanna) trampolining and athletics club, (but, apparently, had never bounced non-stop for anywhere near as long), although he had the local record at 2 hours and 32 minutes.

Our other reporter, James Cooper, travelled to Winton, the home of the ex-record holder, Iva Winningsreak, to find her glaring at the TV Screen. Now 21, she thinks she could beat this "little lucky kid" easily. On the TV she was glaring at, was live footage from Morgan's house. I've searched all of the channels on my <digibox>, she told our guy at her house angrily, "But I still cannot find any channels which don't have that irritating kid on it except for <channel 1> and <channel 2>. I didn't get a response to my record anything like that!"

When our reporter kindly explained that it was because he was so young, Iva turned red and glared at him, so he hurriedly thanked her for her time and exited swiftly.

(Meanwhile, back at Morgan's house), In his backyard to be exact, 4 days, 22 hours and 7 minutes in his record breaking bounce, he exhaustedly threw in the towel to meet a huge round of applause. While Medics made sure he wasn't suffering from dehydration, he had been eating energy food and drinking <a sports drink>. We interviewed his mother. She told us that it had all started when he wouldn't come in for supper and he had refused to stop bouncing.

When he explained to his mum that he was going for the World record, she didn't believe him and told him not to be silly, but after 8 hours of bouncing without even breaking sweat, she started to believe him.

We would have interviewed him, but after almost 5 days with no sleep, we decided to let him rest in peace.

So instead, we interviewed the Guinness world record representative at his home. He was flabbergasted by this 'Trampolineing Triumph' and told our newspaper that: "What this young man did in the past few days was an incredible feat of endurance. The fact that this was achieved by a ten year old is beyond belief, but true!"

So there you are then: The impossible proved possible by a ten year old.

Will anybody beat him??

Next week, keep reading for the NTA's (National trampolining association) reaction to this epic record as well as interviewing Morgan Jump. Remember, this story is exclusive to us!

range of punctuation (A5):  
dash  
commas to mark phrases  
omission  
apostrophes

focus of sentence varied for emphasis (A5)

range of punctuation (A5):  
speech marks  
possessive  
apostrophes  
brackets

controlled use of several subordinate clauses (A5)

word order to create emphasis (A5)

sentence variation (A5): short sentence for effect

contrast within paragraph supports focus (B5)

chronology interrupted for effect (B5): inclusion of Iva's reaction

varied paragraph length and structure (B5)

structure controlled across text (B5): return to Morgan's story

paragraph focus (B5): reference to next issue

<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Variation in focus of sentences and word order, and the controlled use of several subordinate clauses, give evidence for award in Band A5. Accurate use of a range of punctuation helps to clarify meaning and confirms the award of the top mark.
<b>Band A5 – 8 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Adaptation to chosen newspaper readership includes exaggeration for effect (<i>flabbergasted, impossible proved possible, epic Record</i>), characterisation (<i>I still cannot find any channels which don't have that irritating kid on it except for &lt;channel 1&gt;</i>) and address to reader (<i>keep reading, exclusive to us</i>) (C5).</li> <li>The portrayal of Iva's jealousy (<i>glaring, angrily, turned red</i>) emphasises the positive image of Morgan (<i>determined, refused to stop bouncing</i>) (C5).</li> <li>Stylistic features support adaptation of newspaper form: colloquial phrases (<i>threw in the towel, rest in peace</i>), casual language (<i>she told our guy</i>), patterning (<i>record breaking bouncing spree</i>) (C5).</li> </ul>
<b>Summary</b>
In this successful and entertaining newspaper report about a trampolining record, the writer adapts the newspaper form and style to appeal to a chosen readership. The control of viewpoint encourages the reader to interpret the characters in a particular way. These features, in combination, provide ample evidence for the highest mark (Band C5).
<b>Band C5 – 12 marks</b>

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
Control of overall text structure, shown by interruption of events for effect, indicates award in Band B5. This feature, combined with the placing of ideas for contrast and clear paragraph focus, secures the award of the highest mark.
<b>Band B5 – 8 marks</b>

## 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.

The world record for the longest time without talking has been **BROKEN!**

Morgan \_\_\_\_\_ has been silent for a year and six months.

He started when he was ten and made it all the

way to his birthday,

7th of July 2009.

He was happy to have beaten someone winner

\_\_\_\_\_ but he was

serious but got ~~disqualified~~ disqualified.



The only way he communicated was through a note pad and pen, even in school!

This is what he said during the interview: "I was glad I won the world record trophy trophy

is I keep this up I will break the world record for most world record trophy's. I don't really

care about the same I just care that I achieved something big!!

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.

Hello my name is \_\_\_\_\_  
\_\_\_\_\_ and I am here to  
write an newspaper report on  
**RECORD BREAKER!**  
To day I am going to  
be talking about  
a little boy  
called ALI. Ali  
is a ~~o~~ little boy  
who kept talking  
and talking without  
a break.



It all  
happened one day after  
School Ali come home and  
before he had his tea he  
(Just) started telling his  
mum ~~how~~ <sup>how</sup> his day at school  
was. Ali's mum and dad  
timed him from 4.30 until  
8.00. At 8.00 he ate his tea  
and asked his mum why it

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.

Sometimes the man that does the world  
Record Breaker came in for this sports  
week to see who ~~g~~ could ~~break~~ <sup>broken</sup> the  
world record and there was this one  
girl called \_\_\_\_\_ that broken the  
world record and  
she did skipping  
and she did skipping  
and did it for  
an hour and a half  
and everyone was  
~~am~~ amazing and no  
one has ever seen  
this before and she was the record  
~~is~~ breaker.



People were ~~trilled~~ <sup>thrilled</sup> and amazed by  
what she could do and no one  
has ever ~~tried~~ <sup>tried</sup> this before <sup>hopefully</sup>  
Some people will try it and try  
to beake the world record one day  
for beaking \_\_\_\_\_ record and

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.

Amazing teenager had the most largest collection of mascots.

Sam ~~had~~ told us that it took him 16 years to collect 2,000,000 mascots. So when

did you started to collect mascots "when i was 5 years old. Its amazing! Nealy all the mascots he collected was from family and friends.



When Sam got 13 of them on his party he really wasent plist but his mum hade idea to sell them. Suddendly he wanted them back

8 years later he had 1,000,000 he won them in a game called you get what you want. 2 yers later he had to much of them so they built a storage

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.

Today in the local area, there has been a record breaker. Sam has broken the largest sticker collection. People have been asking Sam how he did it. Sam said "I <sup>have</sup> a collection of my favourite stickers, and people have been giving them to me like family and friends."

People from the area are ~~struck~~ struck, how ~~he~~ <sup>Sam</sup> could collect them all in one day. The question is, why did Sam want to do this? Apparently



I just ~~heard~~ <sup>saw</sup> that Sam was the first person in the world to do it. Maybe that is why Sam wanted to do it. Sam has been a big fan of stickers from when he was a baby. Sam has said that he wants to carry on collecting stickers for his life. This event happened on 14.04.10 at the local hall. How did Sam, start collecting stickers? "I started wanting stickers when



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.

On the 1st April 2010, 11 year old \_\_\_\_\_ broke the world record (for 10-13 year olds) for the highest stilts walked on. That morning, she told her 14 year old brother, \_\_\_\_\_ that she had broken a world record for an ~~at~~ April fool. After hearing that it was a joke, he said to \_\_\_\_\_ that she should try and break a world record for real. \_\_\_\_\_ soon decided that she should try and break a world record for walking on the highest stilts (for her age group) as she had been doing that for three years. By midday, she had mastered 6m stilts - before, she could go on 5 $\frac{3}{4}$ m stilts. She was extremely pleased



BLANK PAGE

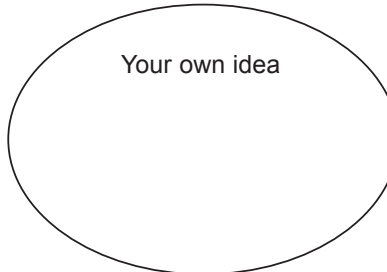
## The shorter task: *Charity Choice*

In this prompt, pupils are asked to imagine that their teacher has asked them to help decide on a class charity. The task is to write a speech with the purpose of persuading classmates to support their choice. Three illustrated charity options are presented, but it is clear that pupils are free to decide on their own selection. The planning space helps with decision making and encourages the writer to think about how to persuade their class. Better performances are distinguished by the use of carefully constructed sentences, precise vocabulary and a convincing viewpoint within a style of address that effectively persuades the classmates to share the concerns and convictions of the speech-maker.

### Charity Choice

Imagine that your class is going to collect some money to give to charity. Your teacher wants the class to decide which charity to support.

It could be:



**Your task is to write a short speech to persuade your class to support your choice of charity.**

#### PLANNING

My choice of charity is \_\_\_\_\_

Words and phrases to persuade your class about your choice:

## Mark scheme for the shorter task: *Charity Choice*

### 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*. Some simple sentences, often a brief sequence starting with subject + verb (*We need*). Some connections between sentences, eg pronouns (*The animals / they*).
- Sentences sometimes demarcated by capital letters and full stops.

**1 mark**

#### Band D2

- Simple connectives *and, but, or, so, when* link clauses. Subjects and verbs frequently repeated (*It is*). Noun phrases mostly simple (*the forest*) with simple expansion (*the new buildings*). Some sentences expanded with simple adverbials (*now, at school*). Connections between sentences built up (*no more of them*).
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

**2 marks**

#### Band D3

- Sentences are mostly grammatically sound. Some subordination, eg *because, if (if we give our money)*. Adverbials (*when we decide*) and expanded noun phrases (*the first charity on the scene*) vary construction of sentences. Varied modals (*could, might, would*). Tense choice is generally consistent and appropriate. Some variation in subjects (*the panda, bamboo, their babies*). Ideas developed within sections. Connections between ideas maintained through ongoing reference (*another example*).
- Most sentences correctly demarcated; some commas mark phrases or clauses.

**3 marks**

#### Band D4

- Simple and complex sentences with varied connectives, eg *which, until, although (a mosquito net which costs about £15)*. Expanded phrases and clauses express ideas economically (*who don't have access to books or a proper education*). Main ideas supported by organisation of sentences and/or sections of text (*I hope this has made you think*).
- 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 observations or comments about the selected charity, or a list of its attributes.
- Detail sometimes included, eg simple description (*no food to eat*).

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

- An informative account; content may include brief coverage of several aspects (*cutting down trees, better jobs*). Some features may be listed and/or repetitive. Some simple appeal (*please help*).
- Writing shows evidence of viewpoint, eg evaluative comment (*really good*).
- Some vocabulary describes selected charity (*active, special*) although other references are general (*some money, their things*).

**2–3 marks****Band E3**

- Coverage is balanced, eg includes several aspects relating to the charity with development / examples (*pencils for children who want to draw*). Detail supports informative and/or persuasive purpose (*honey bees, collecting small bits of cloth*).
- Viewpoint established and maintained, eg the writer's positive attitude to selected charity is evident (*help them live a normal life*).
- Some straightforward stylistic features used to support purpose, eg description (*speeding cars, dirty and muddy*).

**4–5 marks****Band E4**

- Adaptation for reader, eg direct appeal (*you could save; you know how they feel*). Thorough coverage.
- Viewpoint established and controlled, eg suggests writer's knowledge of and confidence in selected charity (*not many are mating, provide a clean water supply*).
- Some stylistic features add emphasis and interest, eg emotive appeal (*vandalising, dehydrated*), informative vocabulary (*remote, predators*) and rhetorical questions.

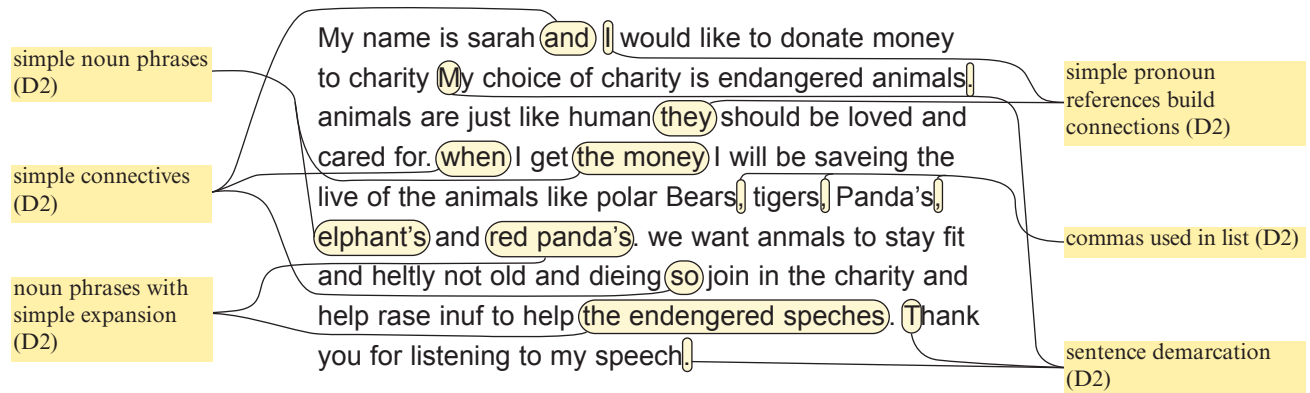
**6–7 marks****Band E5**

- Reader and purpose inform choice and placing of content, eg phrase for persuasive impact placed for final appeal (*What would it be like with no club?*).
- Viewpoint well controlled and convincing, eg selection of detail to encourage reader to support the chosen charity (*One species of tiger has only 36 left in the world*).
- A range of stylistic features, eg patterning (*millions died, thousands injured, a few survivors*), word play, alliteration.

**8 marks**

SENTENCE STRUCTURE

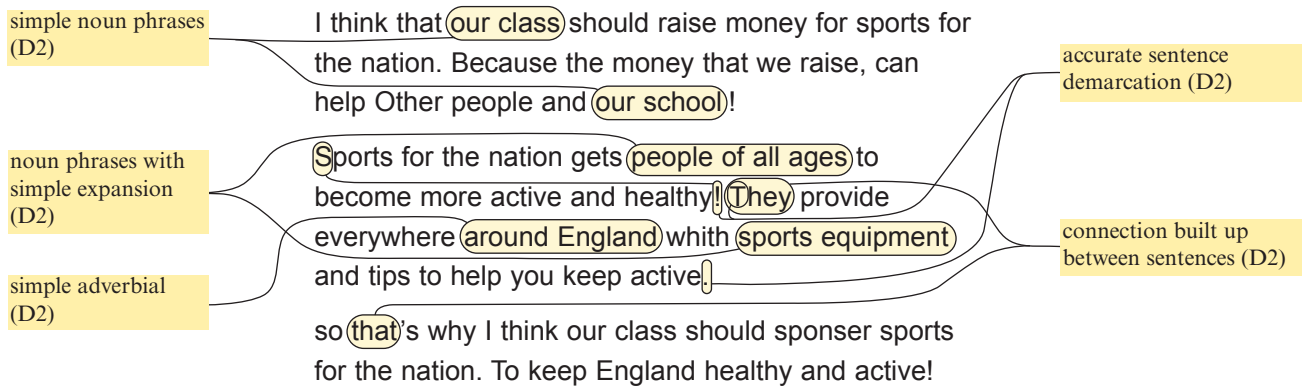
PUNCTUATION & TEXT ORGANISATION



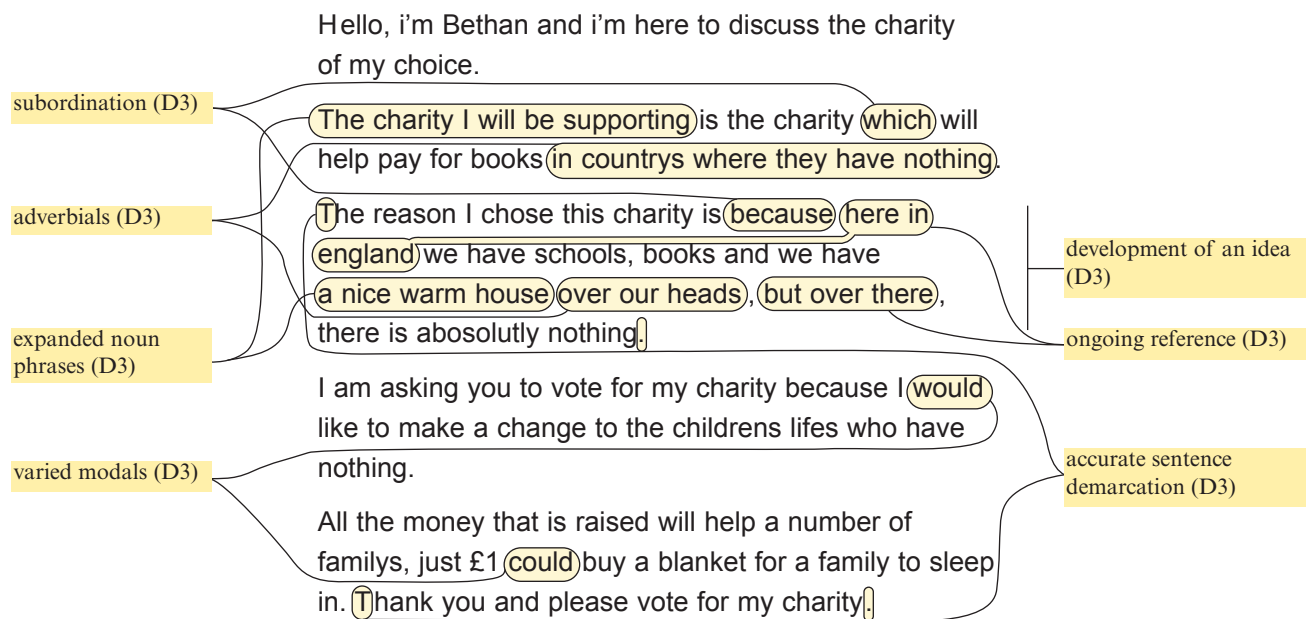
<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p> <p>Simple connectives, together with simple noun phrases and the occasional use of expansion indicate award in Band D2. Some accurate sentence demarcation, evidence of commas used in a list and connection within the text support the mark.</p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>• Speech gives brief coverage of the animal charity with limited development (<i>saveing the live of the animals</i>) and listing (E2).</li> <li>• Some evaluative comment is evident (<i>just like human, should be loved and cared for</i>) (E2).</li> <li>• Word choice mostly general (<i>inuf</i>), with some simple description (<i>fit and heltly</i>) (E2).</li> </ul>
<p><b>Band D2 – 2 marks</b></p>	<p><b>Summary</b></p> <p>This simple speech about a charity for endangered animals includes the writer's positive viewpoint, indicating award in Band E2. Greater evidence of descriptive word choice and slightly more development of content would be necessary for award of the higher mark in the band.</p>
	<p><b>Band E2 – 2 marks</b></p>

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION



<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p> <p>Use of noun phrases, some with expansion, and a simple adverbial suggest award in Band D2. Connections between sentences and evidence of mostly accurate sentence demarcation confirm award in the band.</p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Limited coverage with occasional development of content (<i>tips to help you keep active</i>); includes simple appeal (<i>that's why</i>) (E2).</li> <li>Writer's viewpoint apparent (<i>can help Other people and our school</i>) (E2).</li> <li>Some word choice is general (<i>money, people</i>) (E2); some attempts to use formal language (<i>provide, equipment, sponser</i>) (above E2).</li> </ul>
	<p><b>Summary</b></p> <p>In this straightforward speech about a sports charity, the writer offers a brief description of the charity's good work. Together with some careful word choices, this gives sufficient evidence for the higher mark in Band E2.</p>
<p><b>Band D2 – 2 marks</b></p>	<p><b>Band E2 – 3 marks</b></p>

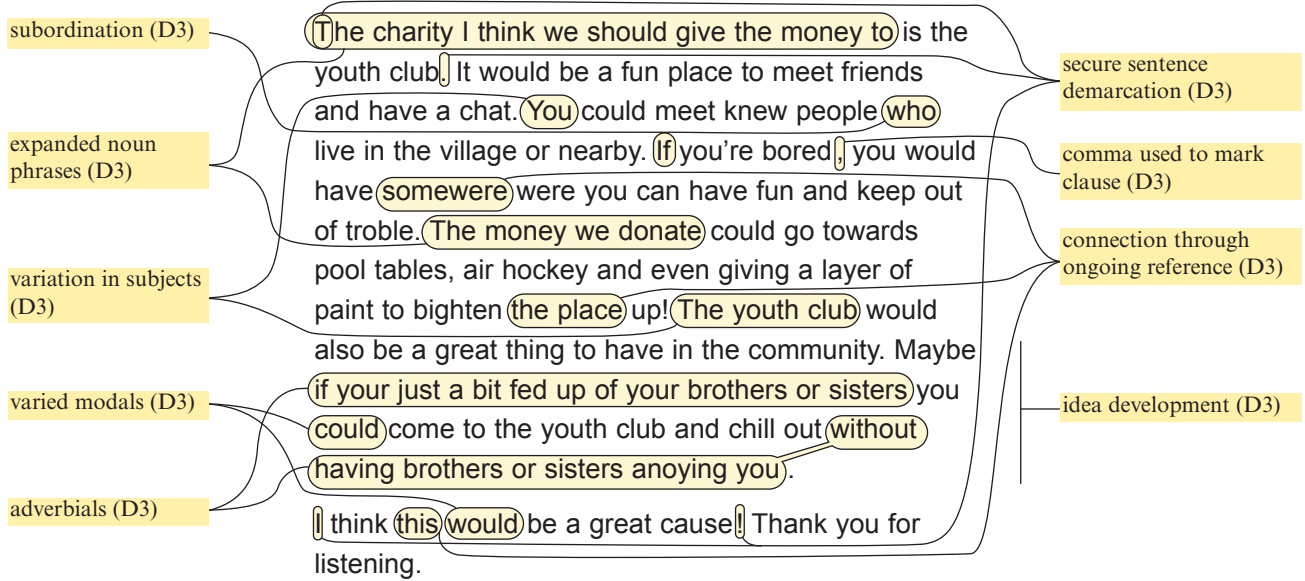


<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>	<p><b>COMPOSITION &amp; EFFECT</b></p>
<p>Sentence variety, in the form of subordination, expanded noun phrases, adverbials and varied modals, gives evidence for Band D3. The mark is confirmed by the maintenance of connection and development within sections of the text, together with mostly accurate sentence demarcation.</p>	<ul style="list-style-type: none"> <li>• Development includes explanation (<i>The reason I chose</i>) and detail used for persuasive purpose (<i>warm house, just £1</i>) (E3).</li> <li>• Positive point of view established (<i>like to make a change</i>) (E3); focus of charity unclear (<i>books, blanket</i>) (below E3).</li> <li>• Repetition supports persuasion (<i>nothing, abosolutly nothing, who have nothing</i>); pronouns for address to class (<i>we, our</i>) (E3).</li> </ul>
<p><b>Band D3 – 3 marks</b></p>	<p><b>Summary</b></p> <p>This charity appeal seeks to persuade the class through content to interest. The use of some straightforward stylistic features is suited to the form of a speech. A more consistent focus on the charity's purpose, to maintain viewpoint, would be necessary for the higher mark in the band.</p>
	<p><b>Band E3 – 4 marks</b></p>

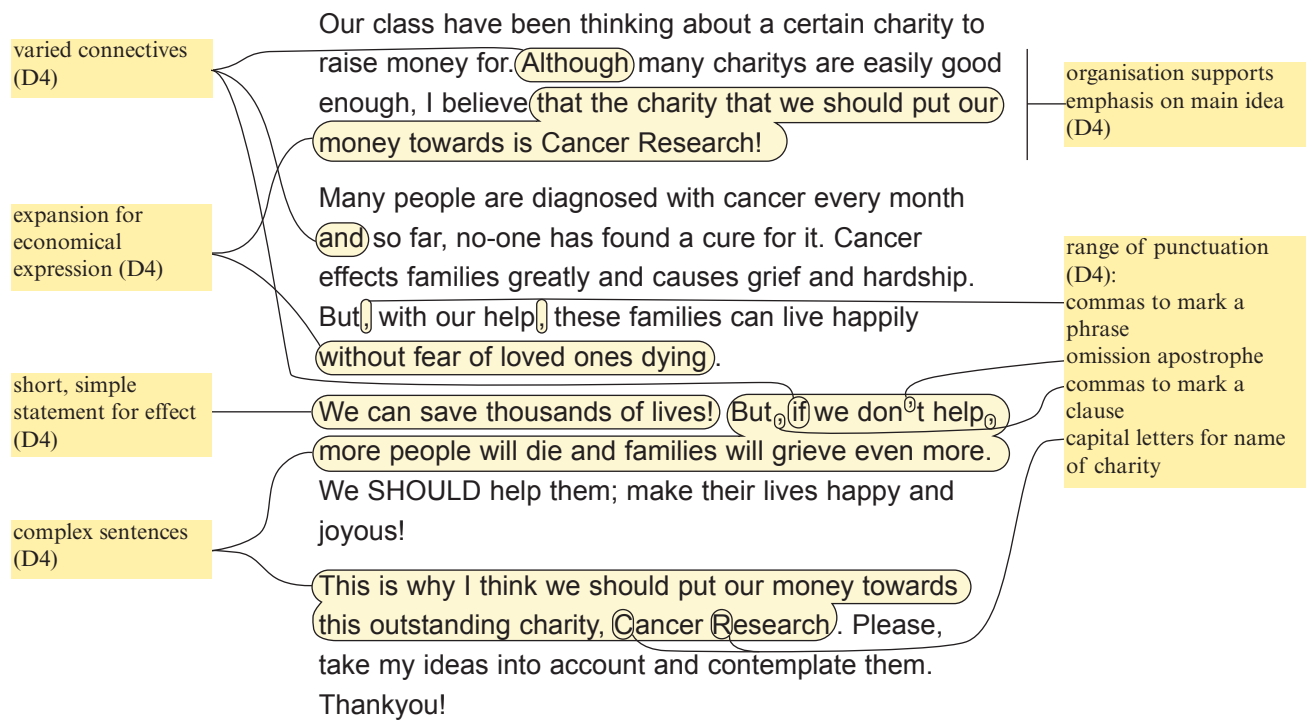


SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION



<p style="text-align: center;"><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p style="text-align: center;"><b>Summary</b></p>	<p style="text-align: center;"><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>• Points to persuade the classmates about the personal benefits resulting from supporting the charity are presented (<i>meet new people, have fun</i>) and developed (<i>fed up of your brothers or sisters</i>) (E3).</li> <li>• The writer's enthusiasm for the youth club is maintained (<i>a fun place, great cause</i>) (E3).</li> <li>• Conversational language choices support persuasive purpose (<i>a chat, a bit fed up, chill out</i>) (E3).</li> </ul>
<p>Use of subordination, expanded noun phrases and adverbials, together with varied subjects and modal verbs indicates award in Band D3. Secure demarcation, with the use of a comma to mark a clause, and some development of ideas and references linking through the text confirm the mark.</p>	<p style="text-align: center;"><b>Summary</b></p> <p>Coverage of the advantages gained by selecting the youth club charity offers persuasion and results in a balanced speech. These features, together with a sustained viewpoint and informal word choices to interest the class, justify the award of the higher mark in Band E3.</p>
<p style="text-align: center;"><b>Band D3 – 3 marks</b></p>	<p style="text-align: center;"><b>Band E3 – 5 marks</b></p>



<p align="center"><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p align="center"><b>Summary</b></p>	<p align="center"><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Content is adapted by selection of a theme for developed coverage (<i>effects families greatly, families can live happily</i>). Direct appeal to classmates emphasises the consequences of their decision (<i>with our help, if we don't help</i>) (E4).</li> <li>The writer is knowledgeable (<i>no-one has found a cure for it</i>); admiration for the charity (<i>outstanding</i>) is evident (E4).</li> <li>Stylistic choices for emotive appeal (<i>grief and hardship, joyous</i>); vocabulary supports confident address (<i>easily good enough, I believe, contemplate</i>) (E4).</li> </ul>
<p>Evidence of varied connectives, economical expression and complex sentences, together with a simple sentence for effect suggest award in Band D4. The range of punctuation marks used to clarify meaning, and organisation of ideas in the text confirm the award of the top mark.</p>	<p align="center"><b>Summary</b></p> <p>The content of this charity speech is adapted by the writer's selection of a particular theme, informative explanation and clear expression of strongly-held feelings. These features combine to persuasive effect, giving the impression of purposeful spoken delivery and meriting the higher mark in Band E4.</p>
<p align="center"><b>Band D4 – 4 marks</b></p>	<p align="center"><b>Band E4 – 7 marks</b></p>

**SENTENCE STRUCTURE**

**PUNCTUATION & TEXT ORGANISATION**

Hello 6D,  
My name is Barinder and I would like to persuade you into supporting the endangered animals charity with the money (that) we hope to raise. There are many reasons for my choice (and) I am going to tell you about them today.

varied connectives (D4)

My first valid reason is that us humans are the reason that many endangered animals are so scarce. For us to get paper, wood and (other tree based products), many trees have to be cut down. (However,) those huge plants aren't just trees, they're the natural home of animals. (By supporting this charity we can give back thousands of trees and (other much needed) (habitats) for endangered animals.

expanded phrases for economical expression (D4)

My second and last reason is that (if) beautiful animals such as elephants and pandas carried on being endangered with no help, they might well become extinct! (Don't) you want your children and grandchildren to witness nature's beauty? (If you do,) supporting this charity bring each and every one of us into a brighter future.

complex sentences (D4)

So I hope you all agree with me that supporting this charity, benefits the long history of the animals and their future too. (Also it helps us too, so that these truly beautiful but endangered creatures can be seen long after we die. So supporting endangered animals from extinction, supports the whole world.

text organisation: section develops a main idea (D4)

range of punctuation (D4):  
omission apostrophes  
commas to mark divisions  
exclamation mark  
question mark

<p align="center"><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p align="center"><b>Summary</b></p>	<p align="center"><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>• Question placed for persuasive impact after reasoned argument (<i>Don't you want your children and grandchildren to witness nature's beauty?</i>); final appeal forms connection with question (<i>long after we die</i>) (E5).</li> <li>• Viewpoint convinces by suggesting writer's sense of urgency about the problem (<i>so scarce, might well become extinct</i>) (E5).</li> <li>• Phrases used through the text emphasise stylistically the scale and importance of the issue (<i>huge plants, thousands of trees, long history, whole world</i>) (E5).</li> </ul>
<p>Award in Band D4 is indicated by the presence of complex sentences, varied connectives, expanded phrases for economy and the grouping of ideas in the text. The mark is confirmed by evidence of a range of correctly used punctuation.</p>	<p align="center"><b>Summary</b></p> <p>In this effective speech, the writer's rationale for wishing to support an endangered animal charity is persuasively displayed through a combination of informed explanation and direct emotional appeal to involve the class. With a style that conveys the writer's personal strength of feeling, the piece justifies the award of the top mark, Band E5.</p>
<p align="center"><b>Band D4 – 4 marks</b></p>	<p align="center"><b>Band E5 – 8 marks</b></p>

# The spelling test

The following conventions should be followed when marking spelling:

- if more than one attempt is made, it must be clear which version the pupil wishes to be marked
- spellings can be written in upper or lower case, or a mixture of the two
- if a word has been written with the correct sequence of letters but these have been separated into clearly divided components, with or without a dash, the mark is not awarded
- if a word has been written with the correct sequence of letters but an apostrophe or hyphen has been inserted, the mark is not awarded.

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

## Boomerangs

Boomerangs are amazing! What seems to be a **simple** bit of wood can be thrown away from you and then come right back and land in your hand.

A boomerang is actually a wooden tool used for many different **purposes**. The Australian Aboriginal people have used boomerangs for many thousands of years: as weapons for hunting and against **enemies** in battle, as musical **instruments** and as toys. Some **tribal** boomerangs are inscribed or painted with designs which are **significant** to their owners.



The **dimensions** of boomerangs depend on where they come from and their **function**. Most boomerangs seen today are **typically** for **tourists** or used in contests. An international **competition** is held every other year.

The technique for throwing a boomerang has five parts:

The grip: the **easiest** way to grip the boomerang is between your thumb and first finger.

The throw: always throw your boomerang overarm. When thrown **correctly**, it will fly in a circle.

The throwing angle: the boomerang should be nearly **vertical** when thrown. Holding the boomerang flat will cause it to fly in dangerous **swoops** and dives.

Make an **adjustment** for wind:

the **breeze** will help to bring it back with greater **precision**.

The catch: use both of your hands in a **clapping** motion.

Only **attempt** to catch the boomerang while it is slowly hovering towards you and is below shoulder height.

## Quick reference mark scheme for the spelling test

- |                |                 |
|----------------|-----------------|
| 1. simple      | 11. competition |
| 2. purposes    | 12. easiest     |
| 3. enemies     | 13. correctly   |
| 4. instruments | 14. vertical    |
| 5. tribal      | 15. swoops      |
| 6. significant | 16. adjustment  |
| 7. dimensions  | 17. breeze      |
| 8. function    | 18. precision   |
| 9. typically   | 19. clapping    |
| 10. tourists   | 20. attempt     |

### **Scoring spelling**

Markers will record the total number of words spelt correctly, out of 20, in the box on the cover of the shorter writing task and spelling test booklet.

The conversion of the spelling test mark, from out of 20 words to out of 7 marks, will be done automatically when the total score out of 20 is entered into the online mark system.

If the spelling test is being marked without the use of the online mark system the spelling mark, out of 20, has to be converted to a mark out of 7, using the conversion table below.

<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







**Qualifications and Curriculum  
Development Agency**

53–55 Butts Road  
Earlsdon Park  
Coventry  
CV1 3BH

Telephone 0300 303 3013  
Textphone 0300 303 3012  
Fax 0300 303 3014  
Email [assessments@qcda.gov.uk](mailto:assessments@qcda.gov.uk)  
[www.qcda.gov.uk](http://www.qcda.gov.uk)

**For more copies:**

QCDA Orderline, PO Box 29, Norwich NR3 1GN

Tel: 0300 303 3015 Fax: 0300 303 3016

<http://orderline.qcda.gov.uk> email: [orderline@qcda.gov.uk](mailto:orderline@qcda.gov.uk)

QCDA/11/5231 (Mark scheme pack)

QCDA/11/5239 (EMA pack)

1059.01