

**En**

KEY STAGE

**2**

LEVELS

**3-5**

English tests

# Mark schemes

Reading, writing and spelling tests



National curriculum assessments

**2008**

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# Introduction

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

The booklet includes the mark schemes for the assessment of reading, writing and spelling. For ease of reference, the test questions have been reproduced in the mark schemes. Level threshold tables will be posted on the NAA website, [www.naa.org.uk/tests](http://www.naa.org.uk/tests), on Monday 23 June.

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 have been used for the English tasks and tests at all key stages. These 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 Primary National Strategy.

The 2008 key stage 2 English tests and mark schemes were produced by the key stage 2 English team at the National Foundation for Educational Research (NFER) on behalf of QCA.



# The reading test

The range of marks available for each question is given under the mark box 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.

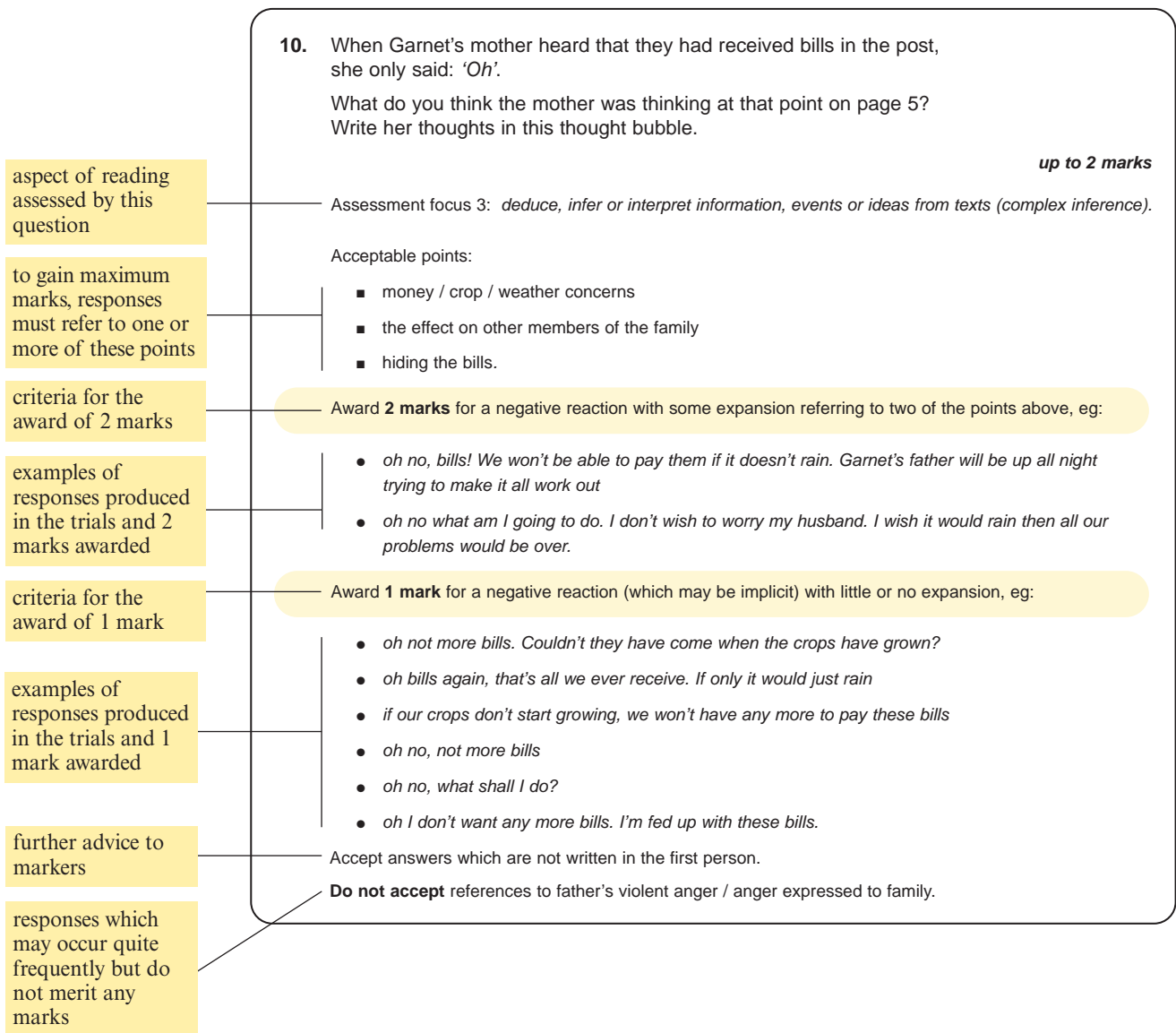
The mark scheme was devised after trialling the tests with pupils and contains examples (*these are shown in italics*) of some frequently occurring correct answers given in the trials. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers must 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' use of language, including grammatical and literary features at word and sentence level
6. identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
7. relate texts to their social, cultural and historical contexts and literary traditions.

## How the reading mark scheme is set out





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

| <i>Focus</i>                                  | <b>AF2</b>  | <b>AF3</b>  | <b>AF4</b>  | <b>AF5</b>   | <b>AF6</b>  | <b>AF7</b>  |
|---|---|---|---|--|---|---|
|   | <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' use 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: The Hottest Day</b>             |   |   |   |  |   |   |
| Q1  | 1   |   |   |  |   |   |
| Q2  | 1   |   |   |  |   |   |
| Q3  | 1   |   |   |  |   |   |
| Q4  | 1   |   |   |  |   |   |
| Q5  | 1   |   |   |  |   |   |
| Q6  |   | 1   |   |  |   |   |
| Q7  |   | 2   |   |  |   |   |
| Q8  |   | 1   |   |  |   |   |
| Q9  |   |   |   | 2  |   |   |
| Q10   |   | 2   |   |  |   |   |
| Q11   |   | 2   |   |  |   |   |
| Q12   |   | 1   |   |  |   |   |
| Q13   |   |   |   |  | 2   |   |
| Q14   |   | 3   |   |  |   |   |
| Q15   |   |   |   |  |   | 1   |
| Q16   |   |   | 1   |  |   |   |
| <b>Section 2: Poems</b>                       |   |   |   |  |   |   |
| Q17   |   | 1   |   |  |   |   |
| Q18   | 2   |   |   |  |   |   |
| Q19   |   |   | 2   |  |   |   |
| Q20   |   |   |   | 1  |   |   |
| Q21   |   |   |   | 1  |   |   |
| Q22   |   |   |   |  | 1   |   |
| Q23   |   |   |   |  | 3   |   |
| <b>Section 3: Rain and Shine – in Britain</b> |   |   |   |  |   |   |
| Q24a  |   | 1   |   |  |   |   |
| Q24b  |   |   | 2   |  |   |   |
| Q25   |   | 1   |   |  |   |   |
| Q26   | 3   |   |   |  |   |   |
| Q27a  | 1   |   |   |  |   |   |
| Q27b  | 1   |   |   |  |   |   |
| Q28   |   |   |   | 1  |   |   |
| Q29   |   |   | 1   |  |   |   |
| <b>Section 4: The whole booklet</b>           |   |   |   |  |   |   |
| Q30   |   |   |   |  | 1   |   |
| Q31   |   | 1   |   |  |   |   |
| Q32   |   |   |   |  | 3   |   |
| <b>Total</b>                                  | <b>12</b>   | <b>16</b>   | <b>6</b>  | <b>5</b>   | <b>10</b>   | <b>1</b>  |

Assessment focus 1 underlies the reading of and response to the text and questions in the test, and is not explicitly separately assessed at key stage 2. Not all focuses will be appropriate to, or appear in, any one test at any given level.

## Section 1: The Hottest Day

Page 4

### Questions 1–5

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

### Question 6

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

Award **1 mark** for each correct choice.

- The girl, Garnet, looked up at the sky on that  
 hot     cold     wet     mild    morning.
- It had not rained for weeks and that made Garnet  
 hopeful.     angry.     tired.     happy.
- She went to collect the mail with her neighbour, a girl called  
 Garnet.     Citronella.     Donald.     Precious.
- However, the letters in the mailbox were not real ones. They were  
 business letters.     postcards.     bills.     newsletters.
- Back at the house, Garnet's mother decided to  
 open the letters.     answer the letters.     give the letters to father quickly.     hide the letters.
- Garnet helped to get supper ready but everyone was too hot to eat. They all went to bed. Later on that night, she was woken up by the sound of thunder and then heard the  
 wind blow.     lightning.     rain fall.     crying.

7. Explain fully why Garnet wanted it to rain.

**up to 2 marks**

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

Award **1 mark** for each issue covered, to a maximum of **2** marks:

- physical relief, eg: *it was too hot / to cool down*
- effect on environment, eg: *the crops will grow / the corn needed water / the crops were dying*
- financial relief, eg: *to save the family from financial problems*
- relief from anxiety, eg: *everyone would stop worrying.*

**Do not accept:**

- *so that they could eat again*
- *because it had not rained.*

8. On page 5, Garnet and Citronella talked about their daydreams. What did their daydreams have in common with Garnet's dream on page 7?

**1 mark**

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

Award **1 mark** for answers that identify a similarity between the daydreams and Garnet's dream, eg:

- *there's lots of water in it*
- *their dreams are both about water*
- *they made you cool / they both wanted it to be cold*
- *they were about things that you would like on a hot day.*

**Do not accept** reference to rainfall, eg:

- *it rained / there was rain in both of them.*

**Do not accept** answers in which the (day)dreams are retold without drawing out the common factors linking them, eg:

- *in the daydreams they wanted lemonade and to be up a mountain and in the dream she was rowing on the ocean.*

9. Citronella said:

*'I've got to get back to my precious ironing board.'*

How can you tell that she really did not like ironing?

**up to 2 marks**

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

Award **2 marks** for answers which refer to the ironic use of the word *precious*, eg:

- *she was being sarcastic / she meant the opposite of what she said*
- *because when she said 'precious' she meant it in a 'sarcy' way*
- *because it wasn't precious, it was a horrible job she had to do.*

Award **1 mark** for answers which refer to her manner of speech or draw attention to the word *precious*, eg:

- *she said it grimly / grumpily*
- *she sounded sulky*
- *the way she said 'my precious ironing board'*
- *she said 'got to'*
- *she uses the word precious.*

**Do not accept** references to crossness / melting on the floor like butter (ie references to the top of the page), eg:

- *she said it crossly*
- *she said 'a fine thing to do on a day like this'.*

10. When Garnet's mother heard that they had received bills in the post, she only said: 'Oh'.

What do you think the mother was thinking at that point on page 5?  
Write her thoughts in this thought bubble.

**up to 2 marks**

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

Acceptable points:

- money / crop / weather concerns
- the effect on other members of the family
- hiding the bills.

Award **2 marks** for a negative reaction with some expansion referring to two of the points above, eg:

- *oh no, bills! We won't be able to pay them if it doesn't rain. Garnet's father will be up all night trying to make it all work out*
- *oh no what am I going to do. I don't wish to worry my husband. I wish it would rain then all our problems would be over.*

Award **1 mark** for a negative reaction (which may be implicit) with little or no expansion, eg:

- *oh not more bills. Couldn't they have come when the crops have grown?*
- *oh bills again, that's all we ever receive. If only it would just rain*
- *if our crops don't start growing, we won't have any more to pay these bills*
- *oh no, not more bills*
- *oh no, what shall I do?*
- *oh I don't want any more bills. I'm fed up with these bills.*

Accept answers which are not written in the first person.

**Do not accept** references to father's violent anger / anger expressed to family.

11. In the cold room, Garnet shivered when she dipped her arms in the water.

Why?

**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 explain the physical shock of the contrast between the heat and the cold water or which focus on reactions other than physical, eg:

- *it was so pleasant to feel suddenly cold*
- *the water was icy cold and she was boiling hot so she shivered with happiness*
- *a shiver of pleasure / delight / relief*
- *because the water was cold and she was hot and so it made her shiver because her body was changing temperature fast*
- *she had not felt the cold for a long time so she shivered because she was used to the heat.*

**Do not accept** for 2 marks answers that are very close to the original text.

Award **1 mark** for answers which focus only on one side of the contrast between the coldness of the water and the heat or supply a simple contrast, eg:

- *because the water was really cold*
- *Garnet was very hot*
- *because the water would be freezing cold because Garnet was in the cold room*
- *it was cold and she had been in the sun*
- *she was hot and the water was cold.*

12. 'What a day!' ... 'One more like this –'

Why did Garnet's father leave this sentence on page 7 unfinished?

**1 mark**

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

Award **1 mark** for answers which reveal an understanding of the father's possible motives, such as:

- not wanting to spread his fears / aggravate a bad situation, eg: *he didn't want to upset the children*
- not wanting to think about / discuss the matter, eg: *he didn't want to talk about it*
- knowing that the family probably realises what he is about to say, eg: *they know what he would say.*

**Do not accept** answers which attribute the father's motive to anger.

13. *It was too hot to eat.*

Why is this short sentence on page 7 so effective?

**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 referring to authorial intent to achieve one of the following effects, eg:

- **summary** of the effect of the heat, eg:
  - *it's quickly telling you what everyone feels*
  - *that sentence sums up the feeling of the whole day*
- **pathos**, eg:
  - *underlines how miserable they all are*
  - *it was sad that they thought they could all have dinner and then they couldn't*
- **irony**, eg:
  - *it shows that Mother and Garnet thought they would save their father from being upset but they didn't.*

Award **1 mark** for answers referring to the author's purpose to convey the heat, eg:

- *it makes you think it's really hot*
- *it tells you how hot it is.*

**Do not accept** explanations for the loss of appetite, eg:

- *because it must be really hot if someone doesn't want to eat their dinner*
- *when it's so hot you don't feel like eating.*

**14.** What do you think will happen after the rain comes?

Explain your answer fully.

**up to 3 marks**

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

Acceptable points:

- **physical relief**, eg: *it was finally going to cool down*
- **psychological relief**, eg: *all their worries would be over*
- **effect on environment**, eg: *the harvest was to be saved*
- **financial relief**, eg: *the family was saved from financial problems.*

Award **3 marks** for answers which include reference to three of the possible outcomes listed above in an assessment of the rain's impact on the family, eg:

- *after the rain comes, I think it will cool down, the crops will grow and there will be a harvest. They'll sell the crops and pay the bills*
- *joy, happiness and gladness. Joy because the father could make some money. Happiness because it had been really, really hot. Glad because it had finally rained after all the waiting.*

Award **2 marks** for answers which include reference to at least two of the points indicated above, eg:

- *it could be just in time to save the crops and if that happens then they won't go bankrupt*
- *the crops will start to grow after the rain and Garnet's father can sell some of the best crops for money. Then, when he has the money, he will be able to pay off his bills.*

Award **1 mark** for answers which cover only one point, eg:

- *the crops won't die, but will recover and it will be alright*
- *the family will go outside and just sit there because they've been so hot over the past weeks and it would cool them down.*

**Do not accept** reasoned speculations which are not covered by the points above, eg:

- *I think it will rain for one day and then it will be boiling for another week as in the beginning paragraph*
- *I think that they will have too much rain and it will ruin the crops that her father was going to sell and they will get waterlogged. They will still have to be careful with how they spend their money.*



15. How can you tell this story was set a long time ago?

1 mark

Assessment focus 7: *relate texts to their social, cultural and historical contexts and literary traditions.*

Award 1 mark if both correct answers are ticked.

Tick **two**.

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| Citronella did the ironing        | <input type="checkbox"/>            |
| they used candles in the bedrooms | <input checked="" type="checkbox"/> |
| they stored food in a cold room   | <input checked="" type="checkbox"/> |
| Donald played at being a train    | <input type="checkbox"/>            |
| they received bills               | <input type="checkbox"/>            |

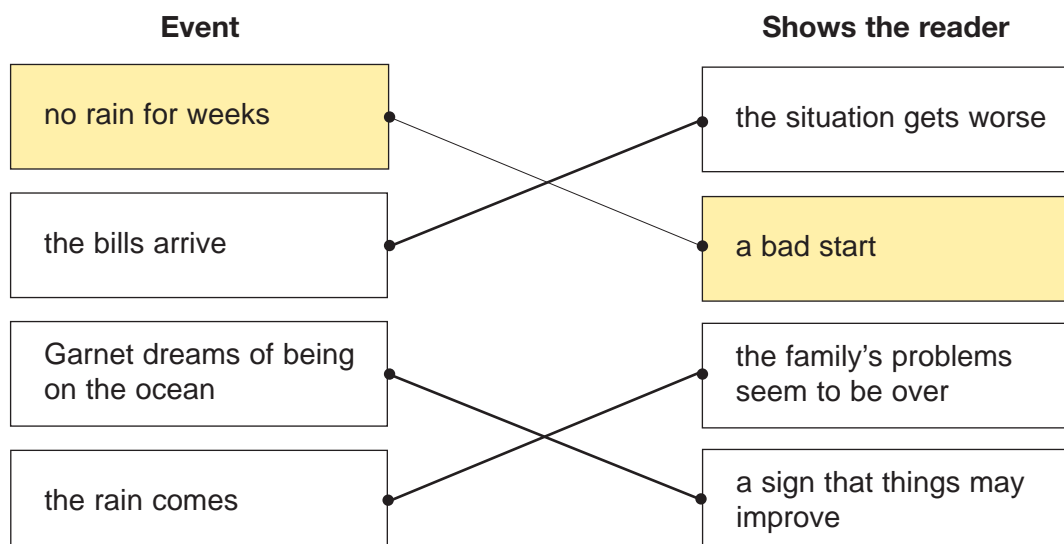
16. Match the events below to show what purpose they have in the story.

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 three correctly matched pairs.



## Section 2: Poems

Page 9

17. Tick **two** bad effects of the rain in the first poem:

**1 mark**

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

Award **1 mark** if both correct answers are ticked.

Tick **two**.

keeps you indoors

water falls on the dustbin

dulls your imagination

your hair gets wet

the air cools down

18. What did the poet do while it was raining?

Write down **two** things.

**up to 2 marks**

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

Award **1 mark** each for any two activities taken from the poem, up to a maximum of **2** marks:

- plays games
- draws a fish
- looks out of window / watches the rain (with his fist under his chin)
- just sits there
- stays inside
- talks to grandad
- manages a grin / puts fist under chin.

**Do not accept:**

- *he wrote a poem.*

- 19.** In each verse, all the lines end with the same rhyme.  
How does this add to the meaning of the poem?

**up to 2 marks**

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

Award **2 marks** for answers which associate the repetition of the rhyme with the endlessness of the rain, the boredom of the poet or the tedium of the day, eg:

- *it just repeated the endings again and again just like the rain*
- *this shows that the rain went on for a long time because it was rhyming the same way for a long time*
- *it makes it seem the rain goes on forever because the rhyming does as well*
- *to make the poem seem dull just like the rain*
- *it makes the reader feel that the boy in the poem is miserable because all of the words he uses sound the same*
- *it makes you get the idea of what doing the same thing over and over feels like.*

Award **1 mark** for answers relating to the dulling effect of the rhyme on the poem, eg:

- *it feels even more miserable*
- *it's the same so it makes it into a more boring poem.*

20. Why does the poet think rain is *beautiful*?

1 mark

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

Award **1 mark** for an understanding that the rain is a relief, eg:

- *it has been hot / dusty*
- *it cools everything down*
- *it's refreshing*
- *there has been no rain for such a long time.*

21. Why do you think the poet chooses the words *clatters* and *tramp of hoofs* to describe the sound of the rain?

1 mark

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

Award **1 mark** for answers which refer to the force or volume of the rain, eg:

- *because the rain is loud / heavy / hard*
- *it's hitting the roofs.*

22. What is the main purpose of the second verse of the poem?

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** if the correct answer is ticked.

Tick **one**.

to create a picture of the way rain moves

to show how rain can work with heat

to make the reader feel miserable

to show the effect of rain on people's lives

**23.** Explain how each poet gives a different feeling about the rain.

You will need to think about:

- the effect of rain on the writer
- how the rain is described.

**up to 3 marks**

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

Award **3 marks** for answers that compare the two poems, making valid contrasts both about the poet's impressions (or effect on reader) and the language used to describe the rain in both poems, eg:

- *in the first, the writer does not like the rain. He finds it dull, damp, grey and sodden and he doesn't like being kept inside. In the second, he loves the rain; he finds it 'beautiful' after all the heat*
- *Brian Lee sees rain as miserable and shows how it stops people from doing things like games. Longfellow thinks rain is good because it gives water. He describes it as beautiful and welcome. Brian Lee as grey*
- *the first poem makes you feel depressed and it makes you think rain is bad, boring and miserable: 'sodden leaks, grey, damp, smother.' The second poem makes you feel happy and it makes you think that rain is beautiful: 'clatter, tramps, beautiful, roars, swift, gushes.'*

Award **2 marks** for answers that see a difference of opinion about the rain and make at least one specific contrast involving any one of the following points:

- welcome / unwelcome rain
- positive / negative vocabulary
- effect on author / reader: happiness / misery
- cite contrasting quotations
- reason for effect on author / reader: endless rain / long-awaited rain.

For example:

- *they each think differently. One likes the rain, one does not. The writer who has written 'Rain' probably often gets rain and never gets sun, while the other writer is the opposite and the writer who has written 'Rain in Summer' has probably had a long drought and thinks it's wonderful to see rain again while the other one is just bored with the rain*
- *in the first poem, the effect of the rain makes you feel miserable and dull. It's described as if there are no good things to do but in the other one, it's exciting and a relief*
- *in the 'Rain' poem it says 'it's grey outside, inside me it's grey' but in 'Rain in Summer' it says 'How beautiful is the rain!'*

Award **1 mark** for answers that make a simple negative / positive contrast between the two poems, eg:

- *in one poem the poet likes the rain, in the other he did not*
- *because they both have different things happening. One likes it, the other doesn't.*

## Section 3: Rain and Shine – in Britain

Page 12

24. Look at the weather forecast for Friday 16th May.

a) At what time of day will it be the hottest?

**1 mark**

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

Award **1 mark** for:

- 18.00 / 6 o'clock / 6 pm.

**Also accept:** 18 / 6

b) Find **two** ways this chart has been made easy to read.

**up to 2 marks**

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 each appropriate point made to a maximum of **2** marks:

- use of symbols / icons / pictures
- chronological order [**not** 'time of day']
- no difficult vocabulary / little written text
- use of columns / information spaced out / in sections
- use of colour.

25. Why does the forecast show the weather at several different times on Friday?

**1 mark**

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

Award **1 mark** for answers that indicate that the weather changes during the day, eg:

- *because it changes*
- *different weather at different times of the day*
- *to help you plan your day*
- *so you can see the weather throughout the day.*

26. Complete the table below, showing where and when weather records were set.

**up to 3 marks**

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

Award **3 marks** for six cells correctly completed.

Award **2 marks** for four or five cells correctly completed.

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

| Place                      | Record  | Year |
|----------------------------|---|------|
| Walshaw Dean Lodge         | Heaviest downpour                                 | 1989 |
| Braemar                    | Lowest temperature / coldest place / coldest day  | 1982 |
| Brogdale                   | Highest temperature / hottest place / hottest day | 2003 |
| Sprinkling Tarn or Cumbria | Heaviest rainfall in a year                       | 1954 |
| Sussex                     | Longest drought                                   | 1893 |

27.

**Walshaw Dean Lodge, West Yorkshire**, holds the record for the heaviest downpour. On 19th May 1989, 193mm fell in just 2 hours. This is the amount of water collected by the weather station rain gauge. It is estimated, however, that 500 million litres of water can fall from a single thunderstorm.

- a) Copy the **one** word which shows that we do not know exactly how much water falls in a thunderstorm.

**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:

- *estimated.*

- b) Copy the information that shows that an exact measurement was taken.

**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:

- *193mm* (accept errors in copying, eg *193 m / 193m*)
- *193*
- *mm.*

**Also accept:**

- *weather station*
- *rain gauge*
- *record.*



28. For Sussex, the writer could have written *there was no rain* but instead wrote:

... *not a single drop of rain fell.*

Why do you think he wrote it in this way?

1 mark

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

Award 1 mark for answers to do with emphasis on the lack of rain, eg:

- *because it is a more descriptive way of saying there was absolutely no rain*
- *it sounds more precise*
- *to make it sound even drier.*

Also award 1 mark for answers which recognise the writer's deliberate choice of words for dramatic effect, eg:

- *to make it sound dramatic / shocking / desperate*
- *it sounds more powerful than just saying there was no rain*
- *this gives more impact*
- *to make it seem really bad.*

**Do not accept** standard answers which are not specific to this text, eg:

- *to make it sound more descriptive / interesting / effective / realistic / exciting*
- *to create a picture in your head / an atmosphere*
- *to get the message across.*

29. In the fact boxes on page 10, some of the text stands out because it is in **bold** print.

Why is it printed in bold?

1 mark

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

Award 1 mark for answers that relate the bold print to the content of the emboldened text, eg:

- *because it's the name of the place*
- *because it's where the record was set*
- *because that's what that paragraph is about.*

**Also accept** answers indicating that bold print is used to guide the reader through the text, eg:

- *to show where to go in the text.*

**Do not accept** answers that relate only to emphasis, eg:

- *because they are important facts / words.*

## Section 4: The whole booklet

Page 14

- 30.** Some of the texts in this booklet show rain as 'good'; others show that rain is 'bad'.

Put one tick on each line to show the writer's view of rain.

**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** if all four answers are correctly ticked.

| Text   | Rain is good | Rain is bad | No opinion |
|--|--------------|-------------|------------|
| <i>The Hottest Day</i> – story                   | ✓            |             |            |
| <i>Rain</i> – poem                               |              | ✓           |            |
| <i>Rain in Summer</i> – poem                     | ✓            |             |            |
| <i>Rain and Shine – in Britain</i> – information |              |             | ✓          |

- 31.** Look at all the places on pages 10 and 11. Which place could have given the idea for the poem *Rain* on page 8?

Explain your choice.

**1 mark**

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

Award **1 mark** for answers that identify Sprinkling Tarn / Cumbria **and** recognise the duration of the rainfall or the quantity of rain that falls there, eg:

- *Sprinkling Tarn because there's lots of rain there*
- *the place in Cumbria because it holds the rainfall record*
- *[Sprinkling Tarn] because the rain goes on and on / day after day*
- *[Cumbria] there was lots of rain for quite a while.*

OR award **1 mark** for answers that identify Walshaw Dean Lodge / West Yorkshire **and** recognise the quantity of rain that falls there, eg:

- *Walshaw Dean Lodge because it is the heaviest downfall*
- *West Yorkshire because there was a very heavy downpour.*

**32.** In this country many of us dislike rain. Which of the texts in this booklet could make people have a more positive view of rain?

Tick the **one** you have chosen.

*The Hottest Day* – story

*Rain in Summer* – poem

*Rain and Shine – in Britain* – information

Explain why you think this text might make people have a good opinion of rain.

**up to 3 marks**

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

Award **3 marks** for explanations of the positive impact of the text on the reader with reference to at least two different aspects of the text, eg:

- *the story shows how much people depend on water not just for drinking but for their whole way of life. The writer makes the reader as desperate for the rain as Garnet was*
- *[The Hottest Day] they will be thankful that they probably won't ever be in that situation. They will realise how bad it is not to have rain and will think about all the problems it could cause with growing food and having money*
- *[The Hottest Day] because it shows that rain saved the family from eviction, death, bankruptcy. Surely they must like the rain after that*
- *[Rain in Summer] it describes how the rain is beautiful and the way it moves. It tells you that the rain is cool on the fiery streets and that it is welcome on the earth.*

Award **2 marks** for explanations of the positive impact of the text on the reader with reference to one aspect of the text, eg:

- *I think 'Rain in Summer' would make people positive about rain because in the poem it describes rain as beautiful and it has a really positive view on rain*
- *[The Hottest Day] because it shows you that when you are hot and you've got no rain, that's when you want it*
- *[Rain in Summer] because it makes you feel like you are in summer but it's raining and it makes you feel like you want to be there with the rain coming down*
- *[Rain and Shine – in Britain] this piece of information shows if there is no rain it can change your way of life, in a bad way, so people after reading this will think that rain is actually quite good.*

Award **1 mark** for identifying one (or more) positive aspect(s) of rain from the chosen text or for a very general statement about the impact of the text, eg:

- *it says good things about the rain / makes the rain sound cheery*
- *the rain made the crops grow.*

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# The writing test

There are two mark schemes, one for the longer task *Pip Davenport* (pages 30–33); the other for the shorter task *Memories of the School Year* (pages 48–49).

## 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 33.

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. 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 help your judgements of the writing. Scripts are reproduced without corrections to spelling.

## The longer task: *Pip Davenport*

In this prompt, pupils are invited to imagine Pip Davenport, a famous funfair ride inventor from the past. The task is to write a biography of Pip Davenport, with information about his inventions. An illustrated outline of Pip's life provides support for content and organisation; the prompt also makes it clear that pupils are free to develop their own ideas imaginatively from this starting point. The planning page offers further help with the development of detail about Pip's character, life and inventions. Better performances are distinguished by effective adaptation of content and maintenance of style to produce an engaging and informative account, together with a text structure that allows for the inclusion of the biographer's comments or reflections within the overall chronology of a life story.

### Pip Davenport

Imagine a person called Pip Davenport who became famous for inventing new kinds of funfair rides over a hundred years ago. Here is the outline of his life.

**Name:** Pip Davenport  
**Born:** 4th January 1850  
**Birthplace:** Slewsbury



Helped his Uncle Henry at the funfair during the day and studied at night.

Invented new rides and won a prize for his inventions.

Wrote books about fairgrounds with his wife Hettie. He died in Slewsbury in 1920.



You can add your own ideas using your imagination.

**Your task is to write a biography of Pip's life, including information about his inventions.**

## Mark scheme for the longer task: *Pip Davenport*

| SECTION A   |  |
|---|--|
| SENTENCE STRUCTURE AND PUNCTUATION  |  |
| Assessment focuses: vary sentences for clarity, purpose and effect<br>write with technical accuracy of syntax and punctuation in phrases, clauses and sentences |  |
| <b>Band A1</b>  | <ul style="list-style-type: none"> <li>● Clauses usually grammatically accurate. Some simple sentences, often brief, starting with a pronoun + verb (<i>he went to school</i>). Clauses mostly joined with <i>and, but, then, so</i>.</li> <li>● Sentences sometimes demarcated by capital letters and full stops.</li> </ul> <p style="text-align: right;"><b>1 mark</b></p>  |
| <b>Band A2</b>  | <ul style="list-style-type: none"> <li>● Subjects and verbs often simple and frequently repeated; verbs mostly past tense (<i>went, was, had</i>). Simple connectives <i>and, but, then, so, when</i> link clauses. Some sentence variation created, eg by use of adverbial words or phrases (<i>Once or twice</i>). Noun phrases mostly simple (<i>his son, the street</i>) with some limited expansion (<i>a young boy</i>).</li> <li>● Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.</li> </ul> <p style="text-align: right;"><b>2–3 marks</b></p>   |
| <b>Band A3</b>  | <ul style="list-style-type: none"> <li>● Some subordination <i>because (because of his family), which, where</i>. Adverbials (<i>When Pip was thirty-three</i>) and expanded noun phrases (<i>little planes with a steering wheel</i>) add variety. Tense choice appropriate, typically past tense used; some continuous action may be expressed (<i>was waiting for Pip</i>). Some adverbs, eg to indicate writer's attitude towards the situation (<i>sadly, unfortunately</i>).</li> <li>● Most sentences correctly demarcated; some commas mark phrases or clauses.</li> </ul> <p style="text-align: right;"><b>4–5 marks</b></p>                        |
| <b>Band A4</b>  | <ul style="list-style-type: none"> <li>● Simple and complex sentences used, with some variety of connectives (<i>while, although, until</i>). Expansion of phrases and clauses adds detail (<i>who was a very hard worker</i>). Range of verb forms develops meaning and maintains appropriate tense choice (<i>had come down, could not afford</i>). Shades of meaning established through additional words, phrases or clauses, eg verbs (<i>decided to make</i>); adverbs (<i>desperately</i>).</li> <li>● Range of punctuation used, almost always correctly, eg brackets, dashes, colons.</li> </ul> <p style="text-align: right;"><b>6–7 marks</b></p> |
| <b>Band A5</b>  | <ul style="list-style-type: none"> <li>● Length and focus of sentences varied to express subtleties in meaning and to focus on key ideas, eg use of passive (<i>Pip was mesmerised by the mechanisms</i>). Sentences may include controlled use of several subordinate clauses (<i>while children sit on horses which are hanging down from poles</i>) sometimes for economy of expression. Word order used to create emphasis (<i>For this he received a Victory Cross</i>).</li> <li>● Range of punctuation, with little omission, to give clarity.</li> </ul> <p style="text-align: right;"><b>8 marks</b></p>  |



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

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

**Band B1**

- Ideas grouped into sequences of sentences; 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 chronological sequence; brief introduction or ending. Some divisions between events indicated (*finally*).
- Connection between sentences built up by reference to events or people (*Pip and Uncle Henry / They*). Other relationships within and between sentences may be used, eg contrast (*but no one thought he could be famous*).

**2–3 marks****Band B3**

- The biography is organised: paragraphs or sections are logically sequenced, although transitions between paragraphs may be awkward. Shifts in time and place help shape the text and guide the reader, eg by introducing a new stage in Pip's life (*When Pip was a bit older*).
- Within paragraphs or sections, content may be developed around a main sentence. Paragraphs or sections expanded to develop a particular event or topic. Connections within paragraphs or sections maintained (*Uncle Henry / his uncle / he*).

**4–5 marks****Band B4**

- Overall organisation of the biography is supported by paragraphs. Relationships between paragraphs give structure, eg contrast between good times and bad times (*Pip was enjoying his life, until in 1893*).
- Within paragraphs, main ideas are developed with relevant detail, eg a paragraph gives detail about a significant event. Reference to people / events / settings sometimes varied to avoid repetition (*Hettie / a nice pretty girl*).

**6–7 marks****Band B5**

- Sequencing of paragraphs contributes to overall effectiveness, eg first paragraph is a brief summary of Pip's main achievements. The structure of the biography is controlled across the text. Chronology of life story may be interrupted for effect, eg inclusion of reflective comments (*Pip still carried on bravely, thriving on more success*). Paragraphs varied in length and structure.
- Each paragraph has a clear focus, and content is organised. Connection between ideas developed, eg by reference or contrast within the paragraph.

**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 of events based on the prompt; conventional narrative form may be evident.
- Some detail included to interest reader (*He was a clever boy*).

**1–2 marks****Band C2**

- Form is a simple life story; some detail or description of rides; some explanation (*his uncle said yes so Pip invented some more*).
- Writing shows evidence of viewpoint; narration suggests some attitude to Pip, eg admiration (*a great success*); sympathy.
- Word choice often general (*loads of books*) with some detail (*at 20 mph, he wore glasses*). Some attempt at biography style, eg events developed through narration not dialogue; level of formality not consistent.

**3–5 marks****Band C3**

- Biography form maintained; comments from narrator engage reader with life story (*It was a sad and unfortunate event*); explanation (*because his father was always busy at work*). Balance between account of events and comments.
- Viewpoint is established and maintained, eg Pip portrayed as deserving of success (*still in use today*).
- Some straightforward stylistic features used to support purpose, eg inclusion of formal vocabulary (*private property, lady*); descriptive (*serious, kind man*) and informative word choice.

**6–8 marks****Band C4**

- Ideas adapted; eg content includes what happens after Pip's death (*Since his death in 1920, his rides have become more popular*). Changes in pace maintain reader interest (*his life had come to a stop*).
- Viewpoint is established and controlled, eg the narrator appears well-informed (*People had described him as fun, energetic and generous*).
- Some stylistic features add emphasis and interest, eg precise language (*orphan, confidence*), vivid language (*golden animals on a spinning plate*); names of rides may be chosen for effect (*Rickety Rascal, Pipponator*).

**9–11 marks****Band C5**

- Choice and placing of content is informed by purpose, eg narrator ends by considering Pip's life story within wider context (*thought of by many as the father of today's fairgrounds*).
- Viewpoint well controlled, eg narrator's portrayal of events encourages reader to interpret life story in a particular way (*he designed rides so that more children would enjoy their childhood, unlike him*).
- A range of stylistic features, eg quotation for effect (*Pip's last words were 'Never let reality get in the way of your dreams'*), patterning (*a small man with a big reputation*), 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**

Pip Davenport was born in 1850 4th Janury in Slewsberry.  
 Pip helped his uncle at the fun fiar in the day and studied all night. He invedead new rides and won prizes for this.  
 Pip rote books about fair grounds with his wife Hettie.  
 Pip died were he was born in Slewberry in 1920.

Pip Davenport (was) a very nice man he (was) kind to anyone.  
 He (was) very help full and. He was so imainatave.  
 Pip did get angry easy.  
 Pip Davenport stayed carm if he was angry.

(When Pip (was) a kid) he always done as he was told.  
 (When Pip (was) a child) he (never ever) liked fiar rides he (always) liked to study.

(Pip married when he was 20 years old) Pip lost (his mother and farther) when he was 16 years old and lived on his own.

(After marriage) he thourt about inventing fair rides. Pip inveted some cool rides like the merry go round and the goast trian. Pip (also) invedead the bumper cars with a savety helmet.

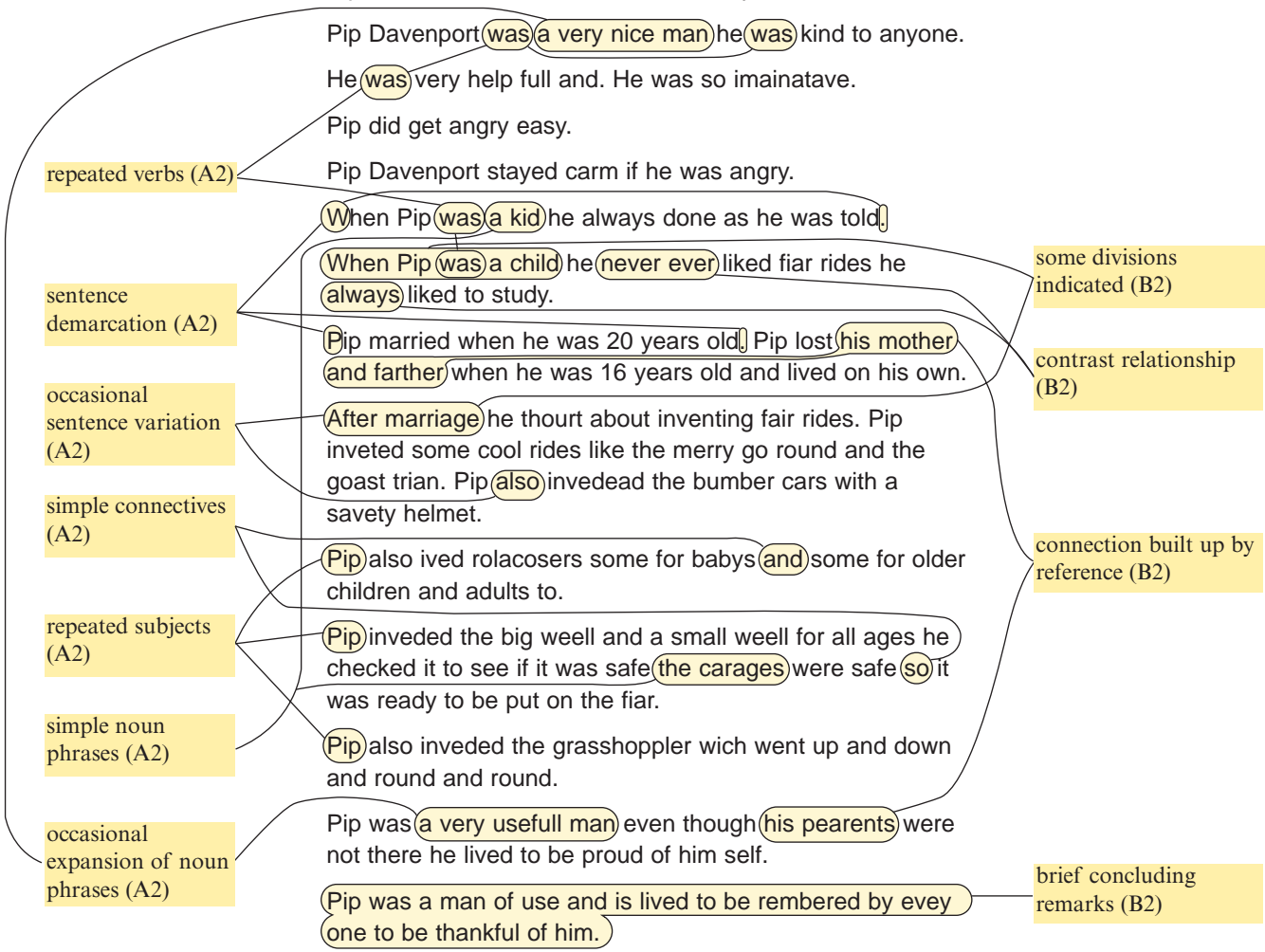
(Pip) also ived rolacosers some for babys (and) some for older children and adults to.

(Pip) inveded the big weell and a small weell for all ages he checked it to see if it was safe (the carages) were safe (so) it was ready to be put on the fiar.

(Pip) also inveded the grasshopper wich went up and down and round and round.

Pip was (a very usefull man) even though (his pearents) were not there he lived to be proud of him self.

(Pip was a man of use and is lived to be rembered by evey one to be thankful of him.)



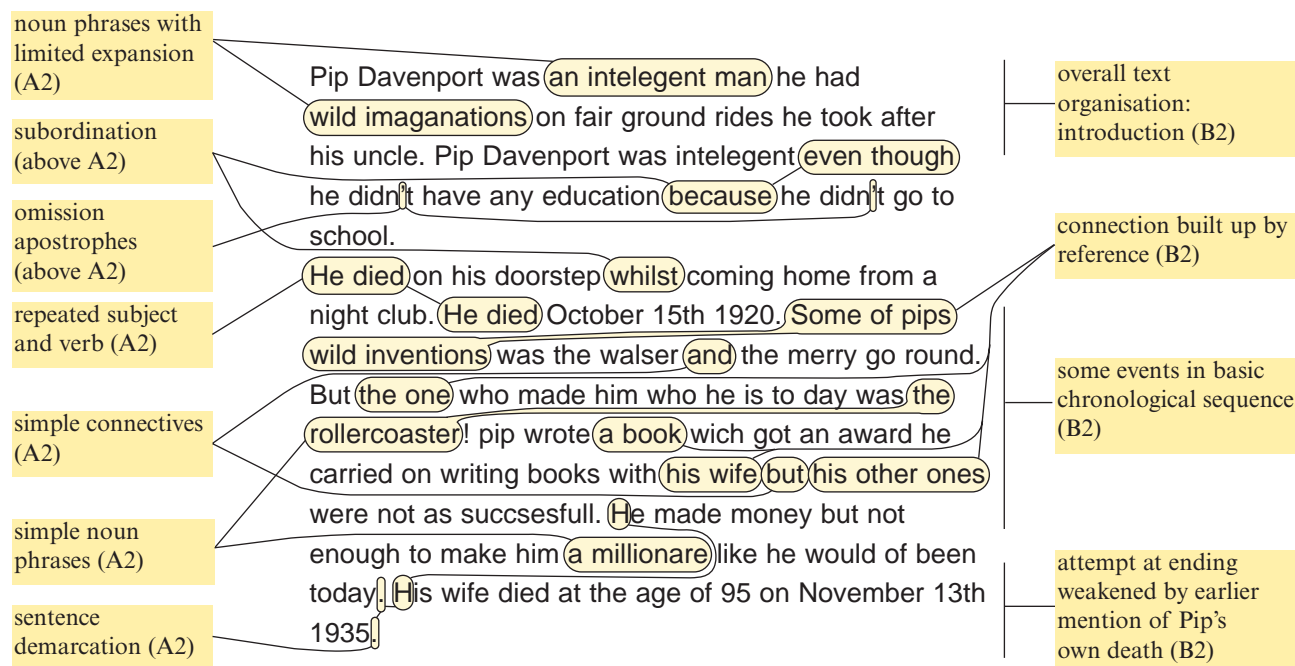
| SENTENCE STRUCTURE & PUNCTUATION   |
|--|
| <b>Summary</b>   |
| Evidence of repeated subjects and verbs, together with simple connectives and occasional sentence variation suggest award in Band A2. Sentence demarcation is mostly accurate; however, the lack of commas limits the mark to the lower in the band. |
| Band A2 – 2 marks  |

| COMPOSITION & EFFECT   |
|--|
| <ul style="list-style-type: none"> <li>A simple account of Pip’s life; some detail about the rides (<i>with a savety helmet, went up and down</i>) (C2).</li> <li>Attitude towards Pip is evident (<i>very nice man</i>) but not consistent (<i>Pip did get angry easy. Pip Davenport stayed carm if he was angry.</i>) (below C2).</li> <li>Vocabulary is mostly general (<i>kind, liked, safe</i>); mixture of formal and informal language choices (<i>some cool rides, thankful of him</i>) (C2).</li> </ul> |
| <b>Summary</b>   |
| This straightforward narration uses mainly simple language choices. Inclusion of some detail about the main events and description of the fairground inventions provides further evidence for Band C2; however, inconsistency of viewpoint keeps the mark to the lowest in the band.   |
| Band C2 – 3 marks  |

| TEXT STRUCTURE & ORGANISATION  |
|--|
| <b>Summary</b>   |
| The opening section of text is mostly copied from the prompt. Nevertheless, what follows shows evidence of simple sequential organisation of some events in Pip’s life, finishing with a short ending and suggesting Band B2. Inclusion of some divisions between events and reference connections justify award of the higher mark in the band. |
| Band B2 – 3 marks  |

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

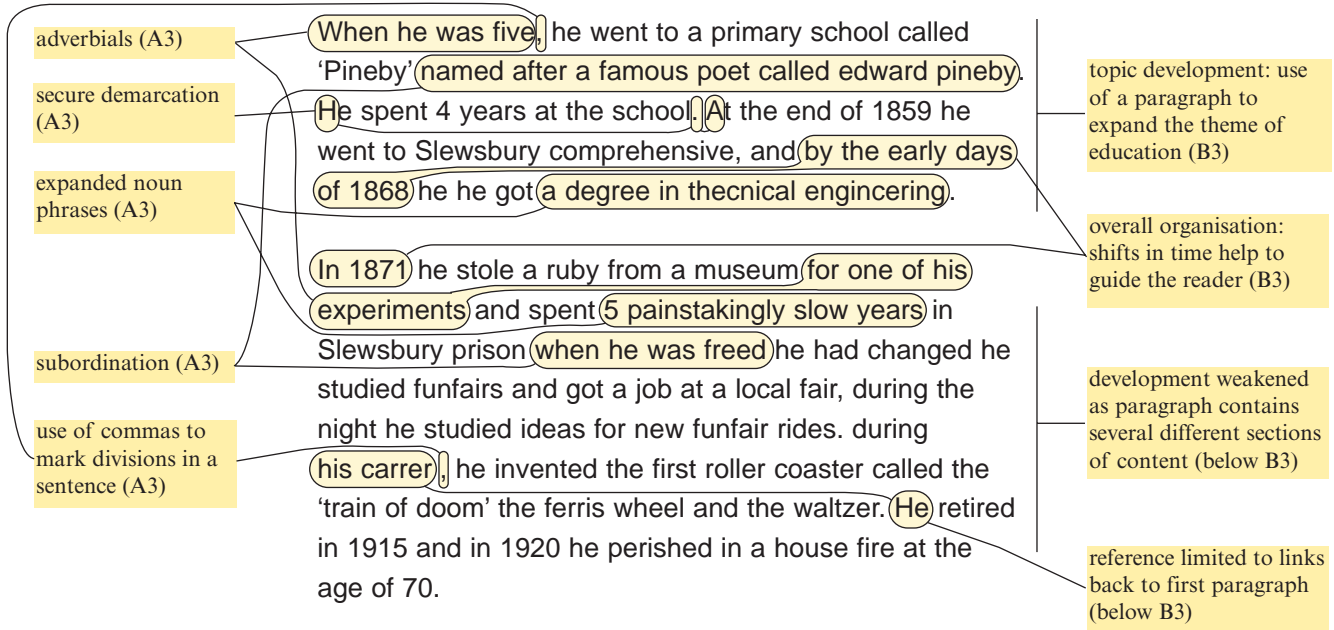


| SENTENCE STRUCTURE & PUNCTUATION   | COMPOSITION & EFFECT  | TEXT STRUCTURE & ORGANISATION   |
|--|---|---|
| <p style="text-align: center;"><b>Summary</b></p> <p>The use of simple noun phrases and connectives, together with repetition of subject and verbs and mainly secure sentence demarcation, suggests an award in Band A2. Although there is no evidence of commas, the presence of some varied subordination and the use of the omission apostrophe (above A2) justify the higher mark in the band.</p> | <ul style="list-style-type: none"> <li>Although the placing of events is not consistent, the life story includes some detail of interest (<i>died on his doorstep</i>) and some explanation (<i>because he didn't go to school</i>) (C2).</li> <li>Viewpoint is evident through comments on Pip's character (<i>was intelegent</i>) and evaluation of his achievements (<i>were not as succsesfull</i>) (C2).</li> <li>Some detail given in formal biography style (<i>at the age of 95 on November 13th 1935</i>); other choices are general (<i>school, home, money</i>) (C2).</li> </ul> | <p style="text-align: center;"><b>Summary</b></p>   |
|  | <p style="text-align: center;"><b>Summary</b></p> <p>The inclusion of some detail and evidence of the writer's point of view provide some development of events in Pip's life story, sufficient to merit the middle mark in Band C2. Further consistency of form (placing of comments about Pip's death at the end) necessary for highest mark in band.</p>   | <p>Evidence to reference links through the text build connections and indicate a mark in Band B2. The organisation of most events to form a chronological sequence, together with the inclusion of introductory comments, is sufficient for the award of the higher mark in the band.</p> |
| <p style="text-align: center;">Band A2 – 3 marks</p>   | <p style="text-align: center;">Band C2 – 4 marks</p>  | <p style="text-align: center;">Band B2 – 3 marks</p>  |

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

Pip Davenport was born on the 4th of January 1850 in the small town of Slewsbery. Scince the age of two he was always facinated in funfairs.



| <p><b>SENTENCE STRUCTURE &amp; PUNCTUATION</b></p> <p><b>Summary</b></p>  | <p><b>COMPOSITION &amp; EFFECT</b></p>  | <p><b>TEXT STRUCTURE &amp; ORGANISATION</b></p> <p><b>Summary</b></p>   |
|---|---|---|
| <p>Expanded noun phrases, subordination and adverbials indicate award in Band A3; evidence of most sentences demarcated with full stops and capital letters, together with some use of commas within the sentence, justifies the higher mark.</p> | <ul style="list-style-type: none"> <li>Detail and explanation (<i>named after a famous poet, stole a ruby from a museum for one of his experiments</i>) creates interest in the life story (C3); balance weakens at the end as significant events are dealt with briefly (below C3).</li> <li>Some phrases indicate writer's attitude to events (<i>painstakingly slow</i>) (C3); but not consistent.</li> <li>Stylistic features support biography form; formal address (<i>early days of 1868, perished</i>), informative vocabulary (<i>a degree in thecnical engincering</i>) (C3).</li> </ul> <p><b>Summary</b></p> <p>Despite some difficulties with the balance of content, this piece includes relevant detail about Pip's life to interest the reader, whilst maintaining biography form. Combined with some careful word choice, this is just sufficient to merit Band C3; however, more consistent evidence of viewpoint and further development of content (for example, about the fairground inventions) would be necessary for a higher mark in the band.</p> | <p>Evidence of a developed paragraph to expand a particular topic and time references to guide the reader through the text lead to Band B3. However, the mark is limited to the lower in the band by less clear section divisions and weaker use of reference in the second half of the text.</p> |
| <p>Band A3 – 5 marks</p>  | <p>Band C3 – 6 marks</p>  | <p>Band B3 – 4 marks</p>  |

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

Pip Davenport was born in the 4th January 1850 in Slewsbury. (When he was born) his mum died, so he lived with his dad. They went on lots of adventures together they, also went to the fair, they really enjoyed it there they went on lots of rides, but mostly roller coasters, then (when Pip was 7) his dad died, and then he had to live with his Uncle Henry, he became a nice kind, gentle, helpful, and caring person. (By the time Pip was 29) he (started) inventing rides for the fun fair with his Uncle Henry, first of all he made the Cups and Saucers, then he made the Twister, and after that he made the merry go round with a little bit of help from his Uncle Henry. The rides he had invented were, and still are very popular for the little kids, and for the adults. Pip won a prize for (all his hard working inventions), because they were so good.

(When Pip was 43 years old) his Uncle Henry died, then he had no one left, and was very sad, Then he met Hettie the woman of his dreams, and got married to her (when) he was 44. He loved her loads they (even) wrote (books) together about all the fairgrounds, one of (them) was called Happy and Sad, but that one was about his life (an autobiography), it sold really (quickly), and when he was 57 he was rich. Pip, and Hettie had 3 children together, but in 1920 Pip died, he was 70 years old.

**Annotations:**

- adverbials (A3)
- commas used to separate clauses within a sentence (A3)
- use of past tense (A3)
- expanded noun phrases (A3)
- subordination (A3)
- sentence demarcation inaccurate or ignored (below A3)
- adverbs (A3)
- whole text organisation: use of Pip's age helps to guide the reader through the sequence of events (B3)
- topic development: section on Pip's rides is introduced and expanded from an opening sentence (B3)
- connections maintained within paragraphs (B3)
- topic development: section on Hettie expanded by related information about the books (B3)

| SENTENCE STRUCTURE & PUNCTUATION   | COMPOSITION & EFFECT  | TEXT STRUCTURE & ORGANISATION   |
|--|---|---|
| <p align="center"><b>Summary</b></p> <p>Use of adverbials, expanded noun phrases, subordination and adverbs, together with appropriate use of past tense suggests award in Band A3. There is some evidence of commas correctly used to support division within the sentence; however, repeated weaknesses in sentence demarcation limit the mark to the lower in the band.</p> | <ul style="list-style-type: none"> <li>• Biography includes a balance of events (<i>started inventing rides, Then he met Hettie</i>) and explanatory comment about Pip's life (<i>so he lived with his dad, because they were so good</i>) (C3).</li> <li>• Writing maintains positive attitude by portraying Pip as a good person (<i>nice kind, gentle, helpful, and caring</i>) and worthy of admiration (<i>even wrote books together</i>) (C3).</li> <li>• Some phrases provide interest (<i>the woman of his dreams, Happy and Sad</i>) (C3); however, other vocabulary choices are general (<i>live, made, good</i>) and the level of formality is not consistent (<i>loved her loads, an autobiography</i>) (below C3).</li> </ul> <p align="center"><b>Summary</b></p> <p>Events in Pip's life are presented in the form of a biography with some detail and comment to engage; the establishment of a positive viewpoint provides further evidence for Band C3. Greater consistency of chosen style (formal or informal) and careful selection of vocabulary to interest would be necessary for highest mark in band.</p> | <p align="center"><b>Summary</b></p> <p>Shifts in time, indicated by Pip's age, are used to organise events sequentially. Within sections, there is evidence of topic development and pronoun reference to maintain connections. These features, together, merit award of the higher mark in Band B3.</p> |
| <p align="center">Band A3 – 4 marks</p>  | <p align="center">Band C3 – 7 marks</p>   | <p align="center">Band B3 – 5 marks</p>   |

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

On the 4th January, 1850 (a gifted inventor) was born into the world. (Pip) was born in Slewsbury, into a rich family of two. Little did Pip know how special he really was...

varied reference to Pip and Billy (B4)

additional word and clause create shades of meaning (A4)

(As) Pip grew older it was eaier to see how talented he was. At the age of 1 1/2 yrs Pip was (confidently) walking and at the age of 2 yrs pip was saying words some adults struggle to say! (Sadly, when Pip was only the young age of 4 years pip's mother, Eva, had a heart attack and died.) (This left poor pip's father, Billy, heartbroken.)

variety of connectives (A4)

(When) Pip creeped to the age of 10 years old he was employed, by helping his Uncle Henry at the funfair all day. Meanwhile at night, Pip started his job at inventing.

complex sentences (A4)

(After) 3 hard working years of inventing, Pip created the carasoul, and did a deal with his rich Uncle to place it only in his funfair. Sir Davenport, (as they then called him), won tons of awards and prizes, including a place in the ginness world records, 1863, for the youngest successful inventor of his time.

paragraph development: paragraph used to develop the theme of Pip's growing success (B4)

simple sentences (A4)

10 years later Sir Davenport had invented (as well as the carasoul) what he called the wheel, and the first ever working (roller coaster. (Pips father soon came out of grieving.) Billys' diary said, "I (have to be) (the proudest father ever). Thank-you god". Also in his diary (Billy) described Pip as very hard working and kind.

relationships between paragraphs created by contrast and connection in theme (B4)

range of verb forms to develop meaning (A4)

7 years later at the age of 30 years old, Pip was engaged to Hettie Moon. (His wedding was huge.) Over 2,000 people attended including the queen of Slewsbury.

paragraph with limited development (below B4)

range of punctuation (A4): possessive apostrophe; ellipsis; speech marks.

(Sir Davenport just didn't stop!) No one (would believe) that 2 years after Hettie and Pip's wedding, they (had stuck) their heads together and written a book all about fairgrounds. Sadly the day pip and Hetties book (was published) Billy was mysteriously murdered...

change of theme in second part of paragraph limits development (below B4)

(When Pip reached 69 years he was transported to hospital with a (serious stroke.) Everything was done to try and save Pip but on his 70th birthday 1920 pip died (...)

Pips life was described as a (roller coaster), and Pip was also described as a roller coaster. (He just didn't know when to stop) quoted his distrougt wife Hettie.

| SENTENCE STRUCTURE & PUNCTUATION   |
|--|
| <b>Summary</b>   |
| Sentence variety, including expanded complex sentences with the use of different verb forms and connectives, indicates award in Band A4. Evidence of a range of punctuation confirms the higher mark in band, although further consistency of usage would be necessary for award of Band A5. |
| Band A4 – 7 marks  |

| COMPOSITION & EFFECT   |
|--|
| <ul style="list-style-type: none"> <li>Diary comments (<i>Billys' diary said, "I have to be ..."</i>) and quotation provide convincing adaptation of biography form and create interest (C4); unexplained dramatic event (<i>Billy was mysteriously murdered</i>) weakens overall impact (below C4).</li> <li>The writer's informed stance is established through inclusion of detail (<i>ginness world records, 1863, Over 2,000 people attended</i>) (C4).</li> <li>Emphasis created through stylistic choice (<i>Little did Pip know, Pip was also described as a roller coaster</i>); some language is vivid (<i>distrougt</i>) and precise (<i>serious stroke</i>) (C4).</li> </ul> |
| <b>Summary</b>   |
| This thorough and informative account of Pip's life uses adaptation of form and carefully selected language to create a biography to interest and engage, justifying the award of the top mark in Band C4. Further control of content choice (for example, full integration of dramatic event into the biography) necessary for award of Band C5.  |
| Band C4 – 11 marks   |

| TEXT STRUCTURE & ORGANISATION   |
|---|
| <b>Summary</b>  |
| The overall structure of the biography, established by paragraph divisions, is further shaped by meaningful links between some of the different sections. Within some paragraphs, there is evidence of varied reference and development of relevant detail, leading to an award in Band B4. However, weaknesses in paragraph development towards the end of the text limit the mark to the lower in the band. |
| Band B4 – 6 marks   |



**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

Here is a biography on the life of Pip Davenport, who was born on the 4th January 1850, an amazing inventor that virtually founded the theme parks we visit today.

Pip was born on the 4th January 1850, (in Slewsbury) and grew up working with his Uncle. (At the youngest of ages, people would say that he was a born inventor because of the way he liked to tinker with machines. (When Pip was old enough) he started work at his local fairground, helping his Uncle, free of charge. At night Pip studied mechanics and the way machines work. Over the year Pip started to create new rides, such as the carousel and tea cups, (then he had a majour break through). (The first ever rollercoaster was built). This was the fastest ride around. Thousands of people wanted to ride it. Pip became so wealthy he opened a new fair ground. (Soon after) he won an an award, for the national fairground of the year, and was in newspapers everywhere.

(When the first world war began), Britain against Germany, Pip Davenport (was forced) to join the army forces and became a tank technition. In the battle of the Somme, Pip (was injured) when he was shot in the leg and lost an arm due to shrapnell from a shell. In 1918 Pip returned and married (Hettie Davenport) at a late age of sixty eight years old. (Pip and Hettie donated lots of money to hospital funds, which was to buy new equipment, to help the rest of the soldiers who were injured in the conflict).

With Pip now, being disabled, he started writing books about fairgrounds and the rides. (One of his best sellers was one, which he was inspired to make after the war, called war machines). In this he had plans for creating a plane ride. Hettie gave birth to two children, who were called (Samuel and Edward). Before he died he told them to carry on his inventions and then he passed away (in 1920) at his hom town of Slewsbury.

In conclusion many off the rides today are all thanks to the born inventor, Pip Davenport.

short sentence for effect (A5)

range of punctuation (A5): consistent capitalisation of names

use of passive (A5)

controlled use of several subordinate clauses (A5)

range of punctuation (A5): commas to organise information within the sentence

development of an individual paragraph to chart the stages of Pip's rise to success (B4)

overall organisation: contrast between good times and difficult times emphasised by paragraph division marking new theme (B4)

war theme developed with relevant detail (B4)

overall organisation: controlled return to fairground theme gives structure to whole text (B4)

lack of paragraph break to mark new topic weakens overall text structure (below B5)

| SENTENCE STRUCTURE & PUNCTUATION  |
|---|
| <b>Summary</b>  |
| Meaning is developed through the controlled use of passive constructions, expanded sentences with subordinate clauses and a short sentence for effect. These features, combined with accurate and consistent use of a range of punctuation marks, merit the award of the top mark: Band A5. |
| Band A5 – 8 marks   |

| COMPOSITION & EFFECT  |
|---|
| <ul style="list-style-type: none"> <li>The opening and ending of the biography place Pip's life in a wider context (<i>virtually founded the theme parks we visit today</i>); the war theme is purposefully integrated into the life story (<i>now, being disabled, he started writing books about fairgrounds</i>) (C5).</li> <li>Controlled viewpoint: portrayal of events encourages sympathetic interpretation (<i>forced to join, to help the rest of the soldiers</i>) (C5).</li> <li>Stylistic features create a formal, explanatory address (<i>people would say</i>) with precise use of technical language (<i>army forces, tank technition, conflict</i>) (C5).</li> </ul> |
| <b>Summary</b>  |
| In this engaging and imaginative account of Pip's life, carefully selected content is developed and convincingly interwoven with the events given in the prompt. An authoritative viewpoint and consistent style contribute to this presentation and warrant the award of the top mark (Band C5).   |
| Band C5 – 12 marks  |

| TEXT STRUCTURE & ORGANISATION   |
|---|
| <b>Summary</b>  |
| Evidence of individual paragraphs extensively developed with relevant detail – together with an overall text structure where links provide both contrast and connection between sections – leads to the higher mark in Band B4. For the top mark (Band B5), maintenance of paragraph divisions to shape the end of the text would be necessary. |
| Band B4 – 7 marks   |

## Handwriting examples

### Example awarded 1 mark

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

PIP Davenport was a kind and gentle man, who liked having fun on the rides he invented. He was also a well educated man that reads fairy tales myths and legends.

He was a proud man that would take on any challenge and build anything he was given the blue prints to.

Pip Davenport had 4 lovely children, 2 boys and 2 girls. It was their imaginative minds that inspired Pip Davenport to build his rides, and the only way he could build these rides was because after his first one built he received a lot of funding for future work.

## 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.

Pip Davenport was born in the 1850's and invented loads of rides such as the merry ground. He made loads of his inventions while late at night when the people were sleeping. He also made the Daggers and the House of Horror.

He was kind and clever, also very serious about his job he helped his uncle Henry by day and studied by night. He was so smart in fact he got an award for his inventions.

He wrote a book about fair grounds with his wife Hetty.

In 1900's he built wipeout one of his rides that made every body ill as he all the fairground that his uncle owned was generous and every body wanted to go on it.

He lived all his life in Sloughbury he eventually died a wealthy man in 1920.

His last invention was E Xtreme.

## 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.

Pip Davenport, was born on the 4<sup>th</sup> January 1850 in a place called Stewsbury. As he got older Pip wanted to be an inventor. He worked for his Uncle at the funfair during the day, and ~~studied~~ studied at night. He wanted to invent things for his ~~uncle~~ Uncle's fair ground, but some of his inventions went wrong, like the Square that didn't work. But one of his greatest inventions was the Knock a Coconut. After a few ~~years~~ <sup>months</sup> his Uncle died, so Pip looked after the fair. ~~He~~ Sooner or later he got married to a girl called Hettie. He had two young children called Elizabetha and Jonathan. He took his children to the fair every day. He ~~rote~~ wrote books about the fair with his wife Hettie and ~~she~~ read them to his children.

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.

Pip Downport was born on the 4th January 1850 in Slensburg. He always had an ambition: He wanted to become an inventor. He also favoured the funfair. He decided what job he wanted. He was to ~~be~~ become a funfair ride inventor.

When Pip was born, he always visited his local funfair. He had been on all the rides but still always went there. One day, he fell off a ride and broken his arm. Once his arm healed, he returned and at the age of nine, he made the blueprints for his first invention.

Once he was 16, ~~he~~ Pip had made many rides. Some for relaxation, such as the merry-go-round, and some for adrenalin, such as the rollercoaster and the loop-the-loop. At the age of 25, ~~he~~ he had succeeded in inventing the spaziky wheel, a popular ride of today.

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.

Pip was born in Slawsbury on the 4<sup>th</sup> of January 1850  
his full name is Pip Davenport. Pip was a very imaginative  
boy how loved to invent and have fun with his family.  
Pip was an only child. His mum and dad <sup>leon</sup> <sup>kate</sup> ~~ten~~ and ~~teate~~  
were proud of all his inventions because fair rides were  
something ~~e~~ everyone could enjoy and we still do now.  
~~At the~~

At the age of 8 <sup>Pip</sup> ~~Pip~~ started ~~tray~~ thinking of fair  
rides but it wasn't till pip was 14 he actually started ~~make~~  
making them. Pip had a very short live with his family  
because at the age of 29 his mum ~~did~~ died in a  
fire ~~at the~~ in the caravan they lived in and at ~~the~~  
the age of of 33 his dad ~~die~~ died from a heart attack.

Pip invented lots of rides he just put the ~~poa~~ past  
behind him and cared on inventing his after his  
mum and dad died he invented a horses merry go  
round a bumper cars activity a tea cup ride and  
a viral merry go round.

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.

Pip Davenport was born on the 4<sup>th</sup> January 1850 in a place called Slewsbury. And through out his life he helped his Uncle Henry at the fairground during the day and he studied at night. He also invented new rides and he won some prizes for them. When he grew up he wrote books with his wife all about fairgrounds.

Pip Davenport was a kind and helpful and he went to primary school and he wasn't in trouble any time that is was there for. After Primary school he moved up to high school and then he helped his Uncle and became a inventor.

When he got married he and his wife got together and wrote stories about fairgrounds and about all the rides and <sup>how</sup> ~~what~~ much fun it is from the minute you arrive to the minute you leave.

His inventions won prizes throughout the world. From a new ride in England to a new ride in Africa. His inventions won about over 1000 prizes. Everyone loved them and wish they

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## The shorter task: *Memories of the School Year*

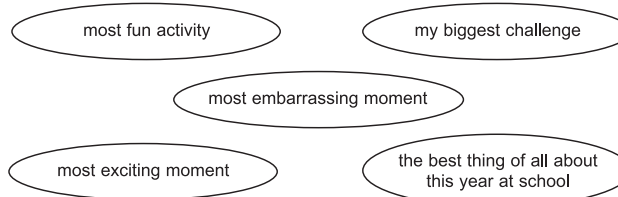
This prompt asks pupils to imagine that a book about memories of the school year is being prepared by their class. The task is for the pupil to write his or her own page of memories for the book; support for content is provided in the form of some suggested topics. However, the prompt makes it clear that the final selection of memories is left to the writer's imagination, and the planning space encourages decision-making. Better performances are distinguished by the controlled management of developed, accurately punctuated sentences supporting the convincing presentation of school experiences that offer a personal perspective and have been carefully selected and combined to amuse, entertain or interest the reader.

### Memories of the School Year

Imagine that your class are making a book of memories of the year at school. A copy of the book will be given to every pupil in the class.

Everyone in the class will write a page of the book about their memories.

Here are some of the things that pupils may include:



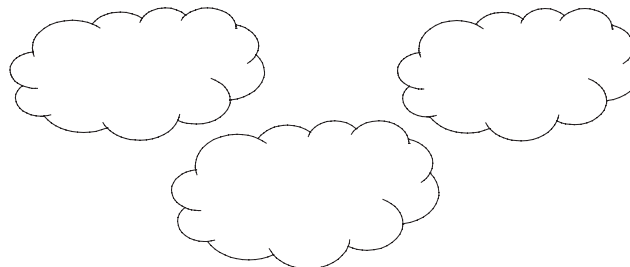
**Your task is to write your page of the book.**

You can write about real or imaginary things, or a mixture.

You can use the ideas above or think of your own topics.

#### PLANNING

Make a note of the memories you will write about.



## Mark scheme for the shorter task: *Memories of the School Year*

### 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 (*I had ...*). Some connections between sentences, eg pronouns (*I / it*).
- 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 (*I went*). Noun phrases mostly simple (*a medal*) with simple expansion (*a good time*). Some sentences expanded with simple adverbials (*The next day*). Connections between sentences built up (*my friends*).
- 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* (*because there was a really big field to ride on*). Adverbials (*When we got to the town*) and expanded noun phrases (*a photograph of me as a baby*) vary construction of sentences. Tense choice is generally consistent and appropriate. Some variation in subjects (*We, The whole year*). Ideas developed within sections. Connections between ideas maintained through ongoing reference (*I loved that game*).
- Most sentences correctly demarcated; some commas mark phrases or clauses.

**3 marks**

#### Band D4

- Simple and complex sentences used, with varied connectives, eg *which, who, although* (*Although I was nervous*). Expanded phrases and clauses express ideas economically (*the only one who volunteered to do abseiling*). Main ideas supported by organisation of sentences and/or sections of text (*My second favourite part*).
- 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.
- Detail sometimes included, eg simple description (*a hot day*).

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

- Recount form used; content may include brief coverage of several memories (*swimming race, football team, break time*). Some memories may be listed and coverage may be unbalanced.
- Writing shows evidence of viewpoint, eg some positive or negative evaluation of the memory (*had a good time, everyone enjoyed it*).
- Some vocabulary describes some detail about the memory (*pulling funny faces*) although other references are general (*whatever we wanted*).

**2–3 marks****Band E3**

- Coverage is balanced, eg different aspects of the memory are presented (*on the coach ... put our luggage on the beds ...*). Detail adds to interest (*dress up as an evacuee, floating in the water*).
- Viewpoint established and maintained, eg writer's attitudes are expressed (*a very tough task*).
- Some straightforward stylistic features used to support purpose, eg accurate or descriptive vocabulary (*gloomy, rushed towards me*).

**4–5 marks****Band E4**

- Recount form adapted, eg contrast of one exciting and one embarrassing episode; suspense (*as I was climbing I heard a rip ...*). Thorough coverage.
- Viewpoint established and controlled, eg writer's character suggested through recount (*I hated it even though I did not show much fear*).
- Some stylistic features add emphasis and interest, eg vivid or precise description (*energetic music, building mini Celtic houses*).

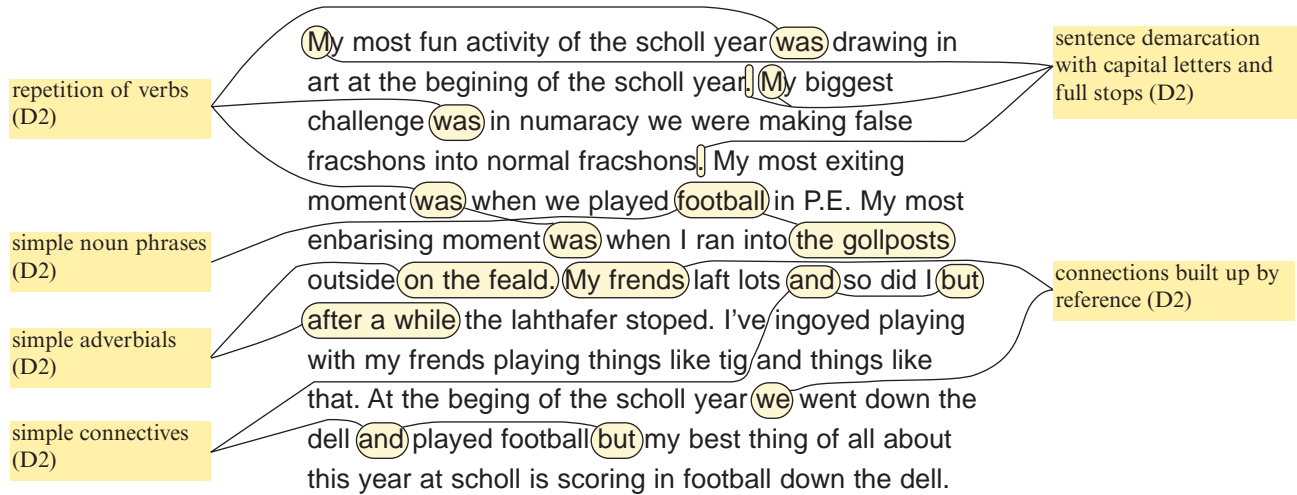
**6–7 marks****Band E5**

- Choice and placing of content adapted for effect, eg most significant memory placed last; amusing event prioritised (*Now, I don't really want to tell you this but I will*).
- Viewpoint well controlled, eg writer reflects on experience (*it was worth all the practice*).
- A range of stylistic features, eg questions (*guess who played the bad guy?*), patterning, figurative language (*The sponsored silence was like climbing Mount Everest to me!*).

**8 marks**

**SENTENCE STRUCTURE**

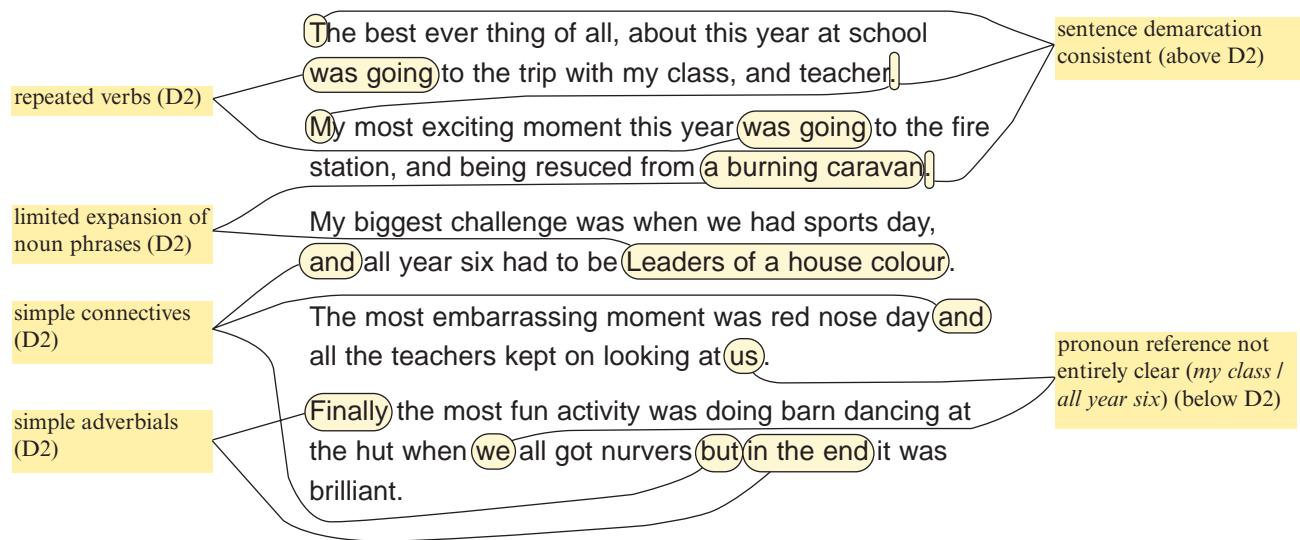
**PUNCTUATION & TEXT ORGANISATION**



|  |  |
|--|--|
| <p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>  | <p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>• Recount gives brief coverage of some different memories (<i>in numaracy, when we played football</i>) with occasional development (<i>the lahthafer stoped</i>) (E2).</li> <li>• Some positive evaluation evident (<i>I've ingoyed playing</i>) (E2).</li> <li>• Word choice mostly general (<i>ran, frends, things</i>) with some repetition (<i>football</i>) (E2).</li> </ul> |
| <p>Sentence demarcation and reference, together with the use of simple connectives, adverbials, noun phrases and repetition of verbs indicate award in Band D2. Some evidence of comma use would be necessary for the higher mark in the band.</p> | <p><b>Summary</b></p> <p>This straightforward account of some school memories contains a little expansion of content and gives an indication of how the writer felt about the experiences, leading to award in Band E2. Some word choice to describe detail would be necessary for the higher mark in the band.</p>  |
| <p>Band D2 – 2 marks</p>   | <p>Band E2 – 2 marks</p>   |

SENTENCE STRUCTURE

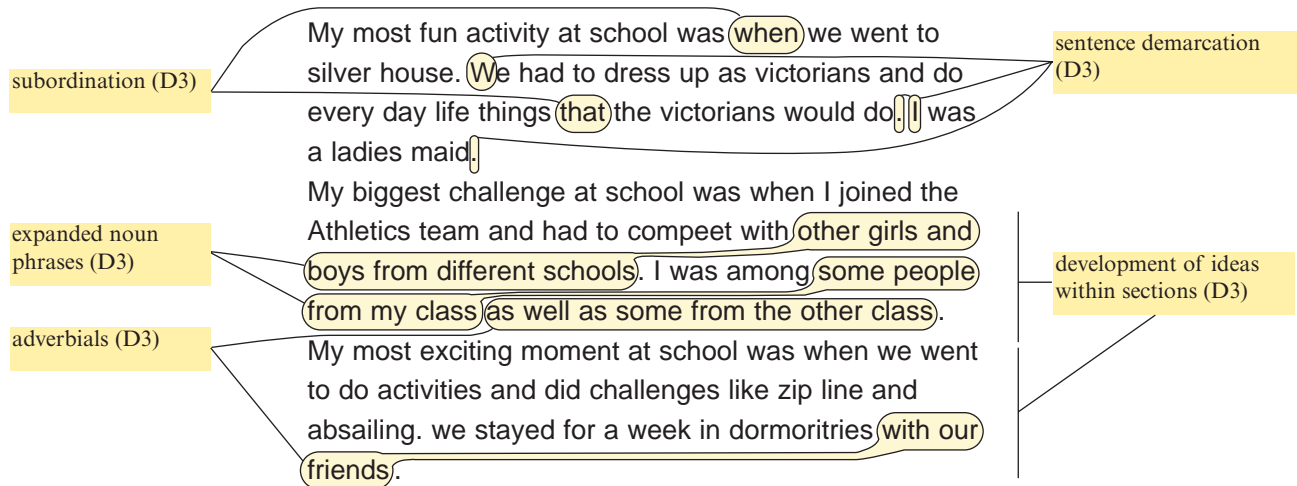
PUNCTUATION & TEXT ORGANISATION



|  |   |
|--|---|
| <p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>  | <p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>• Content includes brief coverage of several memories (<i>going to the fire station, sports day</i>), with limited development of each (E2).</li> <li>• Some of the memories are commented on from the writer’s point of view (<i>The best ever thing of all, it was brilliant</i>) (E2).</li> <li>• Some word choice adds detail (<i>a burning caravan, nurvers</i>); other vocabulary is general (<i>trip, had, doing</i>) (E2).</li> </ul> |
| <p>The use of simple connectives and adverbials, together with some expanded phrases and repeated verbs, suggests Band D2. Although the connections between sentences are limited, secure demarcation confirms the mark.</p> | <p><b>Summary</b></p> <p>In this simply presented piece, the writer recounts a series of memories relating to different school experiences. The inclusion of evaluative comments and some attempt to interest through detail, merit the award of the higher mark in Band E2.</p>  |
| <p>Band D2 – 2 marks</p>   | <p>Band E2 – 3 marks</p>  |

**SENTENCE STRUCTURE**

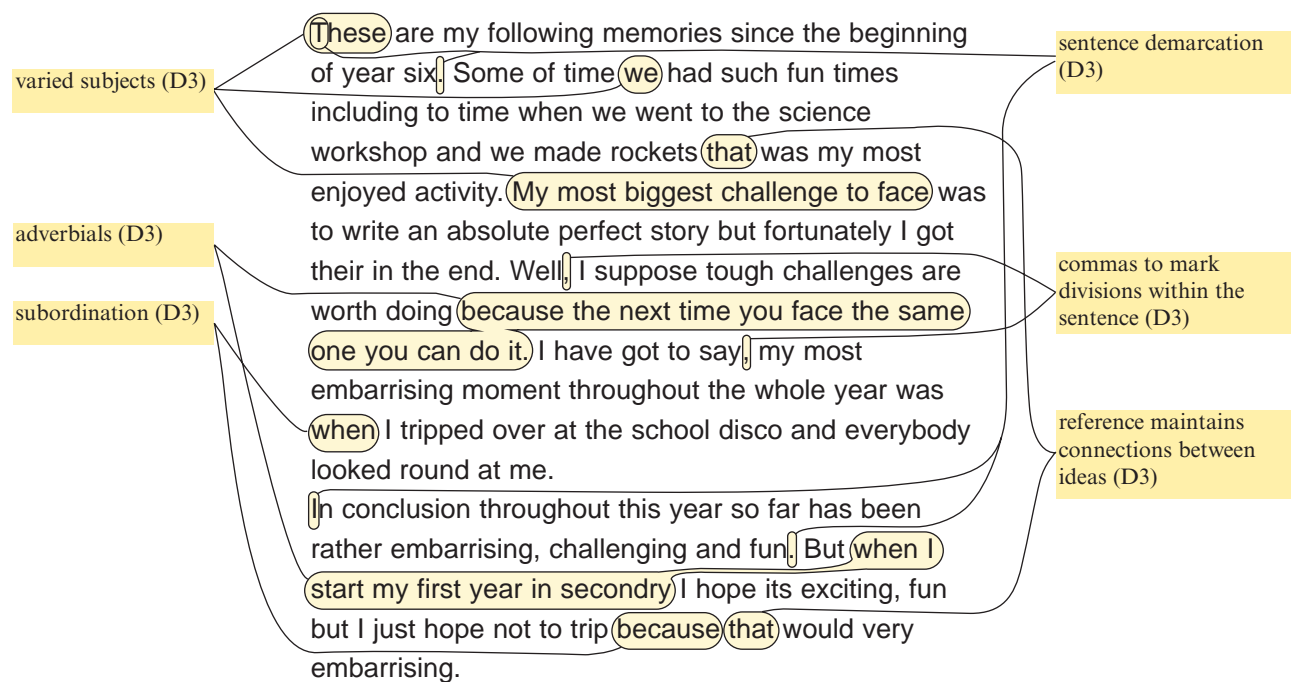
**PUNCTUATION & TEXT ORGANISATION**



|   |   |
|---|---|
| <p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>   | <p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>The account presents balanced coverage of three different memories; use of detail to interest (<i>ladies maid, absailing</i>) (E3).</li> <li>The writer's expression of attitude or feeling, implicit in the use of the prompt wording (<i>My most fun activity</i>), is not further developed or emphasised (below E3).</li> <li>Accurate word choice supports purpose (<i>compeet, dormoritries</i>) (E3).</li> </ul> |
| <p>Sentence features, including the use of subordination, expanded noun phrases and adverbials, suggest award in Band D3. Although commas are not used, evidence of idea development within sections and mostly correct demarcation confirm the mark.</p> | <p><b>Summary</b></p> <p>The writer's memories are developed by the use of detail and accurate vocabulary to provide a balanced recount of three different school experiences, providing evidence for Band E3. Expression of the writer's comments or attitudes towards what is described would be necessary for the higher mark in the band.</p>   |
| <p>Band D3 – 3 marks</p>  | <p>Band E3 – 4 marks</p>  |

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION



|  |   |
|--|---|
| <p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>  | <p><b>COMPOSITION &amp; EFFECT</b></p>  |
| <p>Evidence of sentences developed by the use of subordination and adverbials, together with some variation of sentence subjects, suggests Band D3. Reference links between ideas, sentence demarcation and some use of commas to separate parts of the sentence confirm the mark.</p> | <ul style="list-style-type: none"> <li>• Some development of each memory gives balance; detail to interest (<i>made rockets, absolute perfect story, everybody looked round at me</i>) (E3).</li> <li>• The writer's attitudes and opinions to the memories are expressed (<i>fortunately, I suppose tough challenges are worth doing</i>) (E3).</li> <li>• Vocabulary choice supports chosen conversational address (<i>Well, I have got to say, just hope</i>) (E3).</li> </ul> |
| <p>Band D3 – 3 marks</p>   | <p><b>Summary</b></p> <p>The inclusion of detail and comments on each memory results in a balanced piece that provides interest in the coverage, leading to an award in Band E3. The use of informal words and phrases suits the purpose of the account and its consistency justifies the higher mark in the band.</p>  |
|  | <p>Band E3 – 5 marks</p>  |

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

This year I have done a variety of activities. The most fun activity has to be when we do science experiments. We have ranged from putting a steradent in a bottle of cold water to investigating micro-organisms by just leaving food out to rot. My most exciting moment is when I was picked for the main part in the school play although this also withholds my most embarrassing moment because unfortunetly I forgot some of my lines on the big night.

My biggest challenge has probably been—strangely, yet truly—being picked for the football team. You see, I wanted to kick the ball: my feet didn't I was just so nervous. I conquered it but it was to late. We lost 9-5.

My all-round favourite moment has to be all of the above (apart from losing!) and: playing with my friends, learning new things and our new teacher miss Jones. It was a strange year this year. Wasn't it?...I really like my school and I'll be sad to go.

expansion for economical expression (D4)

varied connectives (D4)

complex sentence (D4)

short, simple sentence (D4)

range of punctuation used accurately (D4): commas; dash.

omission apostrophes

main ideas supported by organisation (D4)

brackets

|   |  |
|---|--|
| <p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>   | <p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Adaptation includes the use of one memory to reflect two contrasting feelings (<i>although this also withholds my most embarrassing moment</i>) (E4); ending weakens thoroughness of coverage (below E4).</li> <li>Comments give an insight into the writer's character (<i>I wanted to kick the ball: my feet didn't I was just so nervous</i>) (E4).</li> <li>Some stylistic choice adds interest by precise reference (<i>investigating micro-organisms</i>) and description of feeling (<i>conquered</i>) (E4).</li> </ul> |
| <p>Complex sentences with expanded clauses, varied connectives and the use of a simple sentence for effect suggests Band D4: further evidence is provided by a range of punctuation, used with accuracy, and organisation that links ideas within the text.</p> | <p><b>Summary</b></p> <p>The memories presented in this account use detail and comment effectively to describe the writer's feelings and responses, meriting award in Band E4. Further focus on the selected memories (rather than listing of further memories at the end) necessary for higher mark in band.</p>  |
| <p>Band D4 – 4 marks</p>  | <p>Band E4 – 6 marks</p>   |



SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

I have spent a lot of very treasurable memories from this year at school. I would now like to share them with everyone by writing them on my page of the book.

There have been many very exciting things throughout the year: school trips and sports, workshops, however none of them can replace our visit to Woodfarm. It was definitely the most thrilling time, as well as my biggest challenge; we had to work as a team. The best example of this was an amazing activity – caving. We had to work together to get out of the caves in complete darkness.

My favourite all round subject has to be topic. I learnt so much, whilst having so much fun and finding the lessons thourally enjoyable. The best part was making posters about the circus, it was also the most embarrassing moment, as I has to show it to the whole school!

Out of everything though, the most fantastic thing was making new friends that I will remember and treasture forever. This year, my last at this school has been wonderful! I hope I am as lucky next year in my new secondary school.

complex sentences with expansion for economical expression (D4)

varied connectives (D4)

range of punctuation used accurately (D4): colon; capital letter for place name; dash; comma.

organisation supports connection of ideas in the text (D4)

|   |
|---|
| <b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b>  |
| <b>Summary</b>  |
| Evidence for Band D4 includes organisation of sentences to develop and link main ideas, together with a variety of complex sentences. The correct use of a range of punctuation marks confirms the award. |
| Band D4 – 4 marks   |

|   |
|---|
| <b>COMPOSITION &amp; EFFECT</b>   |
| <ul style="list-style-type: none"> <li>One memory is given priority and emphasis above others (<i>none of them can replace our visit, definitely the most thrilling time</i>) (E5).</li> <li>Writer’s evaluation of the experience is reflective (<i>we had to work as a team, I learnt so much, whilst having so much fun</i>) (E5).</li> <li>Use of patterning contributes to effect of ending (<i>This year, my last at this school has been wonderful! I hope I am as lucky next year</i>) (E5).</li> </ul> |
| <b>Summary</b>  |
| This lively account effectively explains as well as conveys the writer’s enthusiasm for the recounted experiences, and uses emphasis and personal reflection to focus attention on particular moments. These features, in combination, lead to an award of the top mark, Band E5.   |
| Band E5 – 8 marks   |

# The spelling test

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

## The Silk Trade

Silk is a fabric which **people** consider to be a **luxury** material. It is incredibly soft and **delicate** to touch and is used to make expensive **articles** of clothing. The Chinese first made silk in approximately 3000 BC.

When silk was first **discovered** it was reserved for the **exclusive** use of the Emperor of China. Only his close relatives and the highest dignitaries were given **permission** to wear silk. Gradually, silk came into more general use and **ordinary** men and women began to wear it as well.

It may seem **amazing**, but silk was also put to industrial use by the Chinese. It was used to make parts of musical instruments, fishing lines and even an **unusual** kind of paper, called rag paper.

Silk became **precious**, desired by other countries and was used as a **currency** to trade with. From India to Italy, the exchange of silk for other goods, such as pomegranates and grapevines, was **common**.

For centuries **individuals** travelled the route known as 'The Silk Road'. It linked the East to the West, and gave the **opportunity** for the trading of a variety of goods and ideas.

Silk production in the world has doubled **during** the last thirty years, **despite** silk being replaced by artificial **fibres** for some uses. China **remains** one of the principal exporters of silk, and with Japan is **responsible** for over half of the silk that is manufactured in the world today.

## Quick reference mark scheme for the spelling test

- |               |                 |
|---------------|-----------------|
| 1. people     | 11. precious    |
| 2. luxury     | 12. currency    |
| 3. delicate   | 13. common      |
| 4. articles   | 14. individuals |
| 5. discovered | 15. opportunity |
| 6. exclusive  | 16. during      |
| 7. permission | 17. despite     |
| 8. ordinary   | 18. fibres      |
| 9. amazing    | 19. remains     |
| 10. unusual   | 20. responsible |

### **Scoring spelling**

Markers will complete the total mark box, calculate the spelling mark, and enter this in the box on the cover of the shorter writing task and spelling test booklet.

| <b>Number of correct words</b> | <b>Spelling test mark</b> |
|--------------------------------|---------------------------|
| 0                              | 0                         |
| 1–3                            | 1                         |
| 4–6                            | 2                         |
| 7–9                            | 3                         |
| 10–12                          | 4                         |
| 13–15                          | 5                         |
| 16–18                          | 6                         |
| 19–20                          | 7                         |



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