

**En**

KEY STAGE  
**2**

LEVELS  
**3-5**

English tests

# Mark schemes

Reading, writing and spelling tests

**2010**



National curriculum assessments

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# Introduction

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

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 QCDA website, <http://testsandexams.qcda.gov.uk>, on 21 June 2010.

The marks in the tests are allocated as follows:

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

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

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

The 2010 key stage 2 English tests and mark schemes were produced by the key stage 2 English team at the National Foundation for Educational Research (NFER) on behalf of QCDA.

# The reading test

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

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

There are several different answer formats:

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

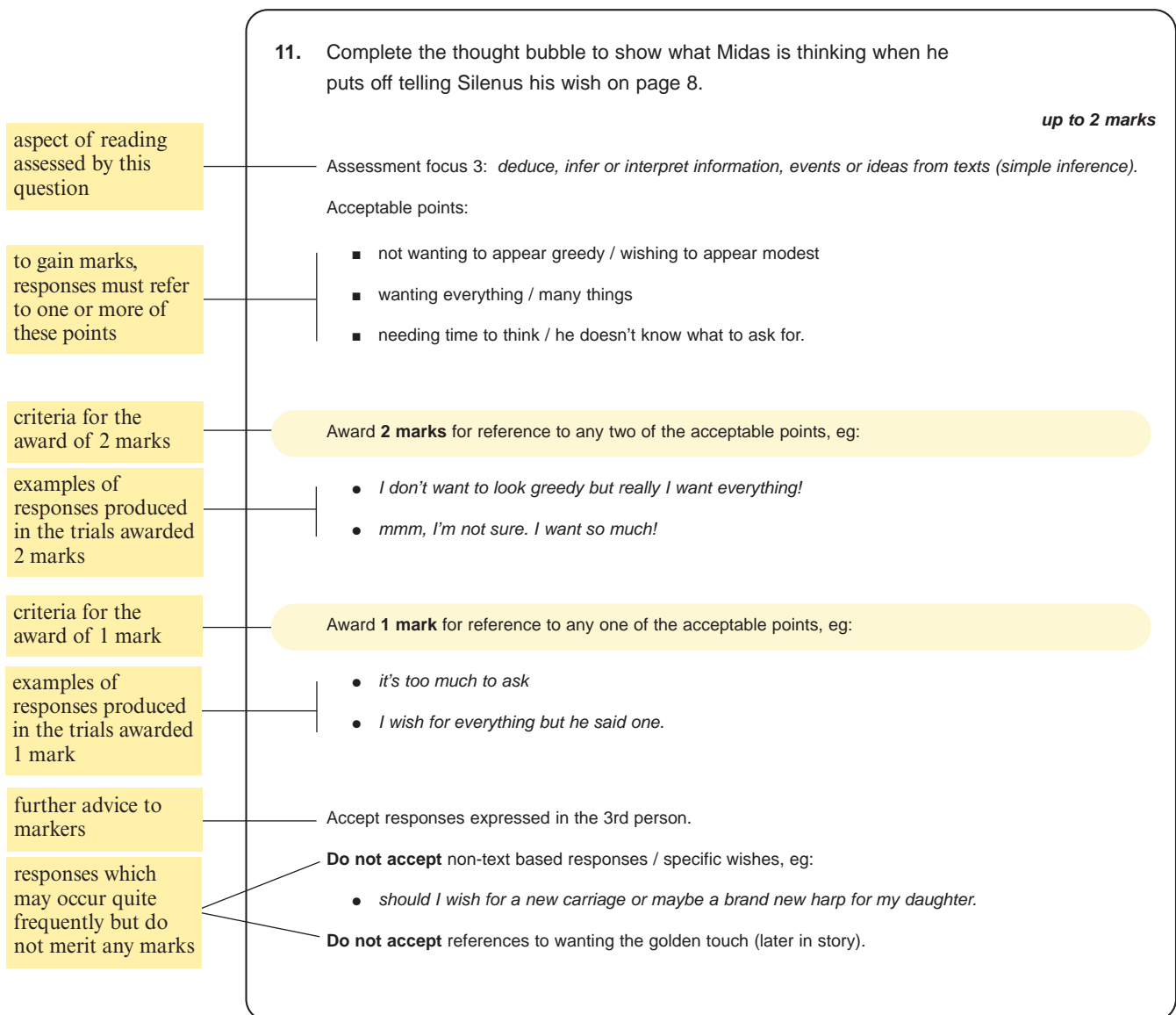
The mark scheme was devised after trialling the tests with pupils and contains examples (*these are shown in italics*) of some frequently occurring correct answers given in the trials. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers must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

## Assessment focuses for reading

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

1. use a range of strategies, including accurate decoding of text, to read for meaning
2. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
3. deduce, infer or interpret information, events or ideas from texts
4. identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
5. explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
6. identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
7. relate texts to their social, cultural and historical contexts and literary traditions.

## How the reading mark scheme is set out



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

Focus	AF2	AF3	AF4	AF5	AF6	AF7
	<i>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i>	<i>Deduce, infer or interpret information, events or ideas from texts</i>	<i>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</i>	<i>Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level</i>	<i>Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader</i>	<i>Relate texts to their social, cultural and historical contexts and literary traditions</i>
<b>Section 1: Introduction and Did You Know?</b>						
Q1	1					
Q2	1					
Q3		1				
Q4			1			
<b>Section 2: The comic strip</b>						
Q5		1				
Q6	1					
Q7		2				
Q8			2			
<b>Section 3: The story called King Midas and the Golden Wish</b>						
Q9				2		
Q10		2				
Q11		2				
Q12		1				
Q13		1				
Q14		3				
Q15		1				
Q16		1				
Q17		2				
Q18		2				
Q19						2
<b>Section 4: The comic strip and the story</b>						
Q20	1					
Q21				3		
<b>Section 5: The Rush for Gold</b>						
Q22	2					
Q23					1	
Q24				2		
Q25	3					
Q26		1				
Q27					2	
Q28		1				
Q29			1			
<b>Section 6: The whole booklet</b>						
Q30		1				
Q31					3	
<b>Total</b>	<b>9</b>	<b>22</b>	<b>4</b>	<b>7</b>	<b>6</b>	<b>2</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: Introduction and Did You Know?

Page 4

1. Look at the first paragraph in the introduction (page 4).

**Find and copy one** word that means *want*.

**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:

- *desire.*

2. How high is the World Cup Trophy?

**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** if the correct answer is ticked:

Tick **one**.

78 kilograms

36cm

20m

about 20cm

## Page 4 (continued)

## 3. Why do people not collect gold from seawater?

1 mark

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

Award **1 mark** for answers that show an understanding that it is difficult / not economically efficient, eg:

- *because it's too hard to do it*
- *it would cost too much*
- *because it won't make anyone rich*
- *the effort needed is too great.*

Also award **1 mark** for direct quotation from the final sentence:

- *It won't make anyone rich though, because the effort needed to get it is too great.*

**Do not accept** answers which suggest it would take too long.

## 4. How does the picture of the Eiffel Tower help you to understand the information on page 5?

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 which recognise that the picture helps the reader to understand the relative size of the cube of gold, which may be implied, eg:

- *the picture of the Eiffel Tower shows you how big the piece of gold is and helps you to imagine the size of the gold*
- *because it shows you there is only a little bit of gold because of the size difference*
- *to show how small the cube is.*

**Do not accept** answers which make reference to the content of the text with no comment about the significance of the size of the gold, eg:

- *because it says that 20m of gold will fit under the legs of the Eiffel Tower*
- *it shows the picture because it says if all the gold in the world was found it would form a single 20m cube and fit under the legs of it*
- *because the cube is small.*

**Do not accept** answers which make reference to showing what the Eiffel Tower is like.

## Section 2: The comic strip

Page 5

5. How does Silenus warn Midas about his wish?

1 mark

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

Award **1 mark** for answers which refer to Silenus telling Midas that he thought the wish was a bad idea, eg:

- *by telling him it's not a good idea.*

Also award **1 mark** for direct quotation:

- *(OK,) I don't think it's a good idea. (But I'll grant it.)*

6. **Find and copy** what Midas says when his wish is granted.

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:

- *Yippee!*

**Do not accept** responses drawn from the story, eg:

- *It works, it works!*

## Page 5 (continued)

## 7. Look at the picture below.

Write down what Midas might be thinking at this point in the story.

**up to 2 marks**

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

Award **2 marks** for answers which recognise that Midas is regretful **and** refer to the role of his daughter **or** his greed in his realisation of the implications of his wish, eg:

- *oops! I really am stupid! Why did I wish for such a greedy thing*
- *what have I done? I am so greedy*
- *I wish I didn't get an awful wish like this. I want my daughter back now!*
- *oh no I turned my daughter into gold*
- *I can't hug my daughter anymore because she will turn to gold. I wish I didn't say this wish*
- *oh no! How can this have happened. I have to find Silenus and change this back.*

Award **1 mark** for undeveloped answers which recognise that Midas has realised the implications of his wish **or** that he is becoming concerned, eg:

- *oh no!*
- *I was wrong*
- *what is going to happen now?*
- *what have I done?*
- *I don't want this wish and I am such a fool*
- *he might be thinking he's greedy and he loves his precious daughter.*

Also award **1 mark** for direct quotation:

- *Slowly, Midas begins to realise his power isn't great...*

Accept responses expressed in the 3rd person.

8. Explain how the picture and the word 'Rumble' work together to tell you the story.

**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.*

Acceptable points:

- the function of the word 'Rumble' in showing Midas's hunger (this may be implicit in a reference to Midas's hunger)
- what is happening at this point in the comic strip (fruit has turned to gold / realisation of the consequences of his power / impact of the wish).

Award **2 marks** for reference to both of the acceptable points, eg:

- *it makes you think he's hungry because his belly's rumbling and he can't eat because his apple has turned into gold*
- *it shows he has tried to eat the apple but it turned to gold so his stomach is rumbling*
- *it shows that King Midas is hungry and wishes his food would not turn to gold*
- *the word 'rumble' shows me he's hungry and the picture of the apple with the sparks around it shows me the apple has turned to gold.*

Award **1 mark** for answers covering either of the acceptable points, eg:

- *because everything he touches turns to gold*
- *it shows that he is holding his body and that it is rumbling wanting food*
- *it tells me he is hungry.*

**Do not accept** answers which suggest that the fruit is frozen / hard / solid rather than gold.

## Section 3: The story called *Midas and the Golden Wish*

Page 7

9. Look at the first paragraph.

Explain how the author makes Philomena seem special.

**up to 2 marks**

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

Award **2 marks** for answers which recognise the author's technique of comparing Philomena to amazing things or describing Philomena as exceptional, eg:

- *by describing her as if she were more prized than gold*
- *it says she was his youngest child and the loveliest and that when she smiled everyone became happy. He described her as if she is the prettiest girl in the world*
- *because he makes out she is perfect.*

Also award **2 marks** for answers which refer to and explain the function of similes, eg:

- *he makes her seem special by describing her beautifully using similes*
- *the author makes Philomena seem special because she uses similes to say, for example, 'her skin was as soft as velvet'.*

Award **1 mark** for answers which indicate that the author has selected particular words and phrases **and** provide one or more relevant textual references, eg:

- *she says that her hair fell softly round her face like silk*
- *by saying that she sang like a nightingale.*

Also award **1 mark** for a generalised response which identifies ways in which the author makes Philomena seem special, eg:

- *he makes her sound beautiful*
- *he says really nice things about her and makes her sound lovely.*

**Do not accept** answers which provide a suitable word or phrase but which do not make any reference to authorial technique **or** which reference similes without explaining their function, eg:

- *she danced like a butterfly*
- *she uses similes.*

**Page 7** (continued)

**10.** How do you know that Midas treats Silenus as an important visitor?

Find **two** pieces of evidence.

**up to 2 marks**

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

Award **1 mark** for reference to each of the following, up to a maximum of **2 marks**:

- he said he was honoured (by the visit)
- he got his servants to look after him
- he offered fine wine and food, eg: *he gave him a banquet*
- he entertained Silenus, eg: *he got musicians and dancers.*

**Do not accept** imprecise answers which do not suggest that the visitor was important, eg:

- *he let him stay*
- *he gives him something to eat.*

## Page 7 (continued)

11. Complete the thought bubble to show what Midas is thinking when he puts off telling Silenus his wish on page 8.

**up to 2 marks**

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

Acceptable points:

- not wanting to appear greedy / wishing to appear modest
- wanting everything / many things
- needing time to think / he doesn't know what to ask for.

Award **2 marks** for reference to any two of the acceptable points, eg:

- *I don't want to look greedy but really I want everything!*
- *mmm, I'm not sure. I want so much!*

Award **1 mark** for reference to any one of the acceptable points, eg:

- *it's too much to ask*
- *I wish for everything but he said one.*

Accept responses expressed in the 3rd person.

**Do not accept** non-text based responses / specific wishes, eg:

- *should I wish for a new carriage or maybe a brand new harp for my daughter.*

**Do not accept** references to wanting the golden touch (later in story).



12. What gives Midas the idea of turning everything to gold (page 8)?

1 mark

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

Award **1 mark** for references to the sun, eg:

- *the sun beams*
- *by looking at the sun.*

13. When does Midas realise that his wish for gold was a mistake?

1 mark

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

Award **1 mark** for identifying that it is when Midas touched Philomena, eg:

- *when he touches his daughter*
- *when he turns his most precious possession into gold.*

**Do not accept** responses which identify that Midas realised that the wish was a mistake when he touched Philomena if combined with his touching other objects, eg:

- *when he turns his daughter into gold and he can't eat or drink anything.*

14. When Midas is weeping on the ground (page 9), what is he thinking?

**up to 3 marks**

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

Award **1 mark** for reference to each of the following, up to a maximum of **3 marks**:

- feeling of regret / sorrow / bewilderment
- recognition of his greed / stupidity
- recognition that his behaviour has affected / had consequences for his daughter
- consequences for Midas (not being able to eat or drink)
- recognition of how much he values his daughter
- how he can resolve the problem / desire to reverse the wish / request or appeal to Dionysus or Silenus
- how Silenus was right to warn him.

Examples of 3 mark answers:

- *I have been so greedy. I can't eat and the worst thing is my daughter has turned to gold*
- *I'm so dumb. I could have all the gold I want and now I have a golden daughter. Will I have her smile again?*
- *I am fed up now! I want everything back to normal. I can't eat and I can't drink anything. Oh Silenus was right I should have wished for something else*
- *You idiot Midas! What have you gone and done. You killed your daughter. I want to get rid of this wish, it's horrible. I would rather have my daughter than all this gold.*

Examples of 2 mark answers:

- *I shouldn't have made that wish. Now Philomena is gone*
- *Silenus was right, now I need his help to get rid of this wish.*

Examples of 1 mark answers:

- *I want to get this wish away and fast*
- *I want my girl back again.*

Accept responses expressed in the 3rd person.

**Page 8** (continued)

**15.** Why is the river important in the story?

**1 mark**

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

Award **1 mark** for references to Midas getting rid of the golden touch, eg:

- *it took the terrible gift away*
- *it lets Midas stop his wish.*

**Do not accept** responses which suggest that the river washed the gold out of Midas.

16. At the end of the story, why does Midas stop from time to time to touch a tree or a stone?

**1 mark**

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

Award **1 mark** for answers that recognise that Midas is checking (if they would turn to gold), eg:

- *to see if his power has actually gone*
- *he wanted to see if his touch will change them*
- *to see if his powers are still working.*

17. What did Midas learn in this story? Explain fully.

**up to 2 marks**

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

Acceptable points:

- not to be greedy
- be satisfied with what you have
- be careful what you wish for / that he shouldn't have made that wish
- he discovered what is really important to him / that some things are more important than riches / riches are not that important.

Award **2 marks** for reference to two or more of the acceptable points, eg:

- *he learnt that being wealthy is not important, it's who you love and adore*
- *he learned not to wish for anything as stupid as that or he will lose his precious daughter*
- *he learned not to be greedy as it says now Midas knew what really mattered to him.*

Also award **2 marks** for a developed response which refers to 'greed' and explains the possible risks or consequences associated with it, eg:

- *don't be greedy or you might lose things that are important to you.*

Award **1 mark** for reference to one of the acceptable points, eg:

- *that it was not good to wish that everything he touched turned to gold*
- *don't be greedy.*

18. Draw lines to match the events to Midas's feelings.

**up to 2 marks**

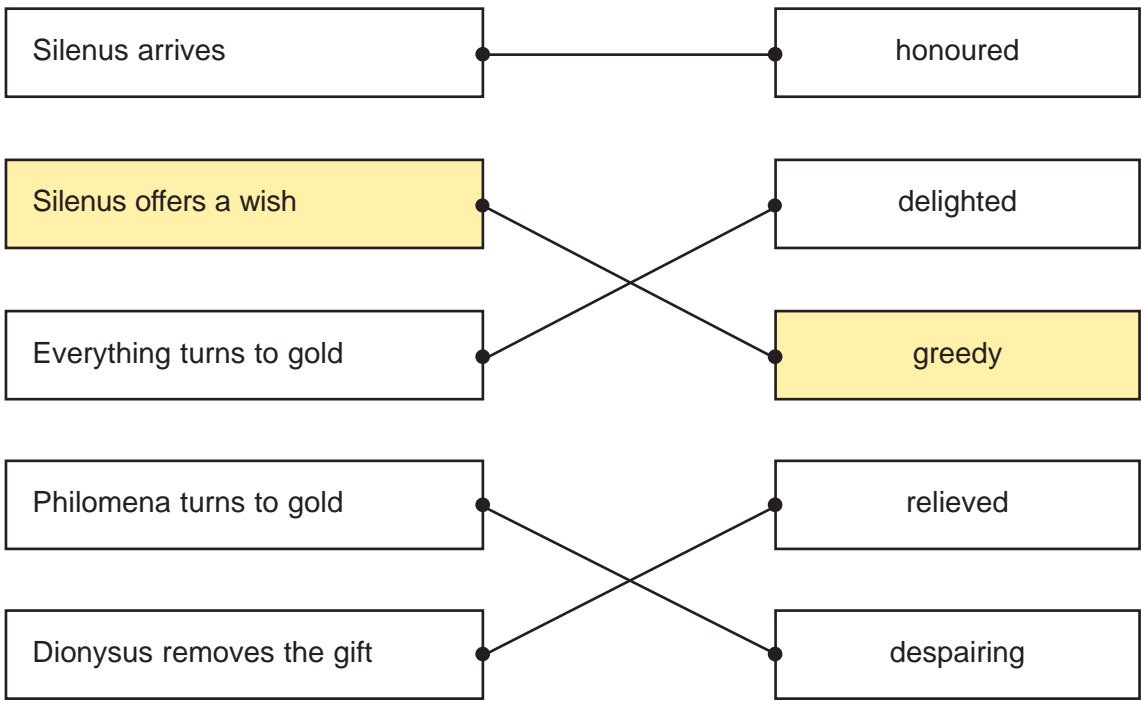
Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

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

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

**Event**

**Midas feels ...**



19. *Midas and the Golden Wish* is a myth. Which of these are features of myths and traditional tales?

**up to 2 marks**

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

Award **1 mark** for each of the correctly ticked answers, to a maximum of **2 marks**:

Tick **two**.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| a wish is granted                  | <input checked="" type="checkbox"/> |
| a father loves his daughter        | <input type="checkbox"/>            |
| some action takes place in a river | <input type="checkbox"/>            |
| there are different versions       | <input checked="" type="checkbox"/> |
| the daughter turns to gold         | <input type="checkbox"/>            |
| an old man comes to visit          | <input type="checkbox"/>            |

## Section 4: *The comic strip and the story*

Page 11

20. In the story, Midas makes a wish, saying:

*'How I wish I had such power!'*

**Find** and **copy** his wish in the comic strip.

**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:

- *(Cool!) I want everything I touch to turn to gold.*

Accept responses expressed in the 3rd person, eg:

- *He wishes everything he touches turns to gold.*

Do not penalise minor copying errors.

**21.** How does the style of language used in the comic strip differ from the language used in the story?

Explain your answer using examples from both texts.

**up to 3 marks**

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

Award **1 mark** for reference to each of the following, up to a maximum of **3 marks**:

- succinct (comic strip) and/or more elaborate / descriptive (story)
- informal language / modern (comic strip) and/or formal language / old-fashioned (story)
- present tense (comic strip) and/or past tense (story)
- driven by dialogue / predominantly speech (comic strip).

**A further mark** may be awarded for:

- supplementing one of the answers above with appropriate example(s) from the texts.

Answers must refer to both texts (this may be implicit) unless commenting on the comic strip being driven by dialogue, when no comparison is required.

Example of 3 mark answer:

- *the comic is told in the present and the story is written in the past tense. The comic is more slangy and it is mostly talking* [present / past; informal / formal; driven by dialogue].

Examples of 2 mark answers:

- *the comic has the basic outline of the story but the story has the full version in more detail, like the comic says 'cool I want everything I touch to turn to gold' but the story says 'how I wish I had such power'* [succinct / elaborate + example]
- *in the comic strip they use modern words such as "cool yippee" whereas in Midas and the golden wish they use old-fashion language such as "Father"* [informal / formal + example]
- *the comic is shorter and has lots of dialogue. The story has lots of description in it but the comic sticks to the main points* [driven by dialogue; succinct / elaborate]
- *the comic is chatty and it isn't detailed. The story is formal and it's very detailed.* [informal / formal; succinct / elaborate].

Example of 1 mark answer:

- *the comic is more modern and the story is old-fashioned* [informal / formal].



## Section 5: The Rush for Gold

Page 12

22. Put ticks to show which statements are true and which are false.

**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 **2 marks** for all five rows completed correctly.

Award **1 mark** for four rows completed correctly.

	true	false
The Yukon is part of the United States of America.		✓
The average winter temperature in the Yukon is $-28^{\circ}\text{C}$ .	✓	
Gold was found in the Yukon in 1896.	✓	
People from Dawson also found gold in the area.	✓	
100,000 gold-seekers arrived in the Yukon.		✓

**23.** Why has the author included information about the average English winter temperature on page 10?

**1 mark**

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

Award **1 mark** for answers that recognise any of the following:

- to emphasise how cold the Yukon was, eg:
  - *to show how bad the winter temperature is in the Yukon*
- to enable the reader to compare it (with the Yukon), eg:
  - *it shows the difference in how cold it is there to ours*
  - *so you can realise the difference in temperature*
- to provide background information on temperature.

**Do not accept** responses which refer to showing how cold it is but do not relate this to the Yukon, eg:

- *so you know how cold it is*
- *it shows how far the temperature drops.*

24. Look at the last paragraph on page 10.

*... it took nearly a year for news about the discovery of gold to leak out ...*

What does the word *leak* suggest about the way the news spread?

**up to 2 marks**

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

Award **2 marks** for answers that suggest that the news was slow to be revealed **and** that there was an attempt to keep the news of the discovery secret, eg:

- *it suggests that it didn't spread fast and they didn't want the news to travel*
- *that it was a secret and gradually people knew about it*
- *that it slowly got out and it was not meant to get out.*

Award **1 mark** for answers that suggest that the news was slow to be revealed **or** which suggest that there was an attempt to keep the news of the discovery secret, eg:

- *it took ages to spread*
- *they didn't want people to know about the gold*
- *that the people that found the gold first didn't want anyone to know about it but somehow they found out.*

25. What hardships did people face on the journey to the Yukon?

Find **three**.

**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 **1 mark** for each of the following, up to a maximum of **3 marks**:

- very long (journey) [**not** 'long journey']
- very cold / extreme weather [accept 'weather conditions', **not** 'cold' / 'weather']
- steep / mountainous / mountains [accept 'dangerous conditions']
- travelled on foot / walking
- had to carry own supplies
- wild animals [**not** 'animals']
- raging rivers [**not** 'rivers'].

26. Put these events in order by numbering them from 1 to 5.

One has been done for you.

**1 mark**

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

Award **1 mark** for all four stages correctly numbered.

seekers started the journey

prospectors located gold

30,000 people completed the journey

people died

news leaked out

**27.** Why has the author included quotations in this text?

**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.*

Acceptable points:

- adding authenticity
- to give viewpoints of people at the time / to give viewpoints other than those of the author
- providing additional detail about people's lives.

Award **2 marks** for answers which refer to two or more of the acceptable points, eg:

- *because it is evidence that people were there and it explains what it was like and how people felt*
- *to give other people's opinion of what they think about the gold rush and what it was really like.*

Award **1 mark** for answers which refer to one of the acceptable points, eg:

- *to explain more about the gold and to explain about someone's journey to get gold*
- *to tell you what it was like there in real life*
- *because it shows you just how hard and cold it was.*

**Do not accept** reference to any of the following:

- the text being made to stand out
- the text being made more interesting
- the information being important
- to give more information.

28. If you went to the Yukon today, where would it be easiest to find gold?

1 mark

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

Award 1 mark if the correct answer is ticked.

Tick **one**.

- in the streams
- in the ground
- in the jewellery shops
- in the mountains

29. Look at the paragraph beginning: *Now, many people travel ...* (page 11).

How does the content of the paragraph differ from that in the rest of the text?

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 recognise that this paragraph:

- is referring to the contemporary situation (in the Yukon), eg:
  - *it's about now*
  - *it is not talking about the past any more*
  - *because that part is now while the others are from 1896–1897*
- contrasts with the previous text / is not about the rush for gold, eg:
  - *because it's a paragraph that's not about gold*
- is in the present tense (compared to the past tense in the other texts).

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

- *to get it to stand out and get you to read it.*

**Do not accept** general answers which refer to the use of italicised text.

## Section 6: *The whole booklet*

Page 15

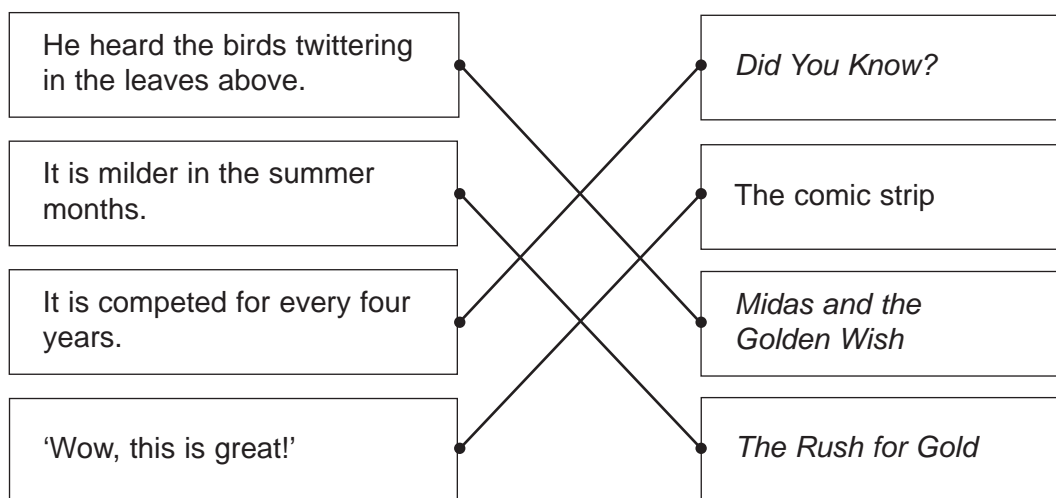
30. Sentences have been left out of the texts you have read.

Draw lines to match each sentence to the text you think it came from.

**1 mark**

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

Award **1 mark** for all four matched correctly.



**31.** Why do you think the booklet is called *Golden Dreams*?

Explain your answer fully, referring to the different texts.

**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 which refer to the relevance of the title to **both** King Midas **and** the information about the gold rush, **and** also refer to the booklet being related to the desire for riches, eg:

- *because in the story and comic strip he dreamed of having lots of gold. In the rush for gold everybody dreamed of having gold so they all went to the Yukon. It is a dream to have lots of gold and be wealthy*
- *I think the booklet is called Golden Dreams because it is about people who have dreamed about gold like Midas wanted to be rich so he wanted gold. Also the people who went to the Yukon to be wealthy thought they could get it from gold. Many people want to be wealthy so they dream about having gold.*

Award **2 marks** for answers which refer to the relevance of the title to **both** King Midas **and** the information about the gold rush, eg:

- *King Midas was greedy for gold and the gold-seekers fought off wild animals just for gold*
- *because Midas's dream was to get gold and so was the prospectors.*

Award **2 marks** for answers which refer to **either** King Midas **or** the information about the gold rush **and** also refer to the booklet being related to the desire for riches, eg:

- *Midas dreams of having riches and the whole book talks about people wanting gold.*

*continued ...*



## Page 15 (continued)

Award **1 mark** for answers which refer to the relevance of the title to **either** King Midas **or** the information about the gold rush, eg:

- *I think it's called golden dreams because King Midas wished for gold and got what he wished for*
- *in the gold rush the seekers had a desire for gold*
- *because there's a story about a man who dreams that he was rich and he gets it but doesn't like it and the rest of the booklet talks about gold.*

Award **1 mark** for a general statement about the content of the whole booklet being related to the desire for riches, eg:

- *the booklet is about gold. Also about having dreams of having all the gold in the world and becoming rich*
- *because people dream of having gold and this booklet is about gold beyond your wildest dreams.*

**Do not accept** responses which refer simply to the subject matter of gold with no development, eg:

- *it's all about one thing, gold.*

**Do not accept** responses which simply list the content of each section without making any connection to the title, eg:

- *it has stories and facts about gold inside, like they have gold facts first, then they have a comic strip about King Midas, then they have a story version of it and after that it has a rush for gold.*

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# The writing test

There are two mark schemes, one for the longer task *Looking After a Miptor* (pages 36–39); the other for the shorter task *Simply the Best* (pages 54–55).

## 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>	
<ul style="list-style-type: none"> <li>■ sentence structure and punctuation</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> </ul>
<ul style="list-style-type: none"> <li>■ text structure and organisation</li> </ul>	<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>
<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>

Handwriting is assessed in the longer task. The marking criteria are shown in section F on page 39.

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

<b>Assessment focuses</b>	
<ul style="list-style-type: none"> <li>■ sentence structure, punctuation and text organisation</li> </ul>	<ul style="list-style-type: none"> <li>– vary sentences for clarity, purpose and effect</li> <li>– write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</li> <li>– construct paragraphs and use cohesion within and between paragraphs.</li> </ul>
<ul style="list-style-type: none"> <li>■ composition and effect</li> </ul>	<ul style="list-style-type: none"> <li>– write imaginative, interesting and thoughtful texts</li> <li>– produce texts which are appropriate to task, reader and purpose.</li> </ul>

The criteria encourage positive recognition of achievement in writing. Pupils do not necessarily develop uniformly across these categories, and the strands allow separate judgements to be made about the relative strengths and weaknesses of a pupil's work.

## Marking procedures

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

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

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

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

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

## Marking the writing

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

## The longer task: *Looking After a Miptor*

In this prompt, pupils are asked to imagine that they have owned and cared for an unusual animal called a 'miptor', and have become experts in this role. The task is to write a guide for looking after a miptor; the prompt makes it clear that the guide's purpose is to give advice and information to a novice miptor owner. Support for content development and organisation of the guide is given on the planning page; however, the details and the identity of the miptor are left entirely to the writer's imagination. Better performances are distinguished by a text structure adapted to allow for the prioritisation and effective sequencing of points for a new owner, combined with the presentation of interesting and relevant advice delivered from an authoritative point of view.

---

### Looking After a Miptor

---

Imagine that you are the owner of an unusual animal called a miptor.

You have cared for this animal for a long time. During this time, you have become an expert in looking after it.

---

**Your task is to write a guide for  
looking after a miptor.**

---

You should think about the advice and information that a new owner of a miptor would need to know.

You must use your imagination to make up the details.

## Mark scheme for the longer task: *Looking After a Miptor*

SECTION A	
SENTENCE STRUCTURE AND PUNCTUATION	
Assessment focuses: vary sentences for clarity, purpose and effect write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	
<b>Band A1</b>	<ul style="list-style-type: none"> <li>Construction of clauses is usually accurate. Some simple sentences, often brief, starting with a pronoun + verb (<i>She bites them</i>). Simple instructions / requests may be included (<i>Give it fruit</i>). Clauses mostly joined with <i>and, but, 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>Simple connectives <i>and, but, so, when</i> link clauses; <i>because</i> or <i>if</i> may be used repetitively. Subjects and verbs often simple and frequently repeated (<i>It likes, Miptors are</i>). Some use of modals (<i>can, will</i>). Some sentence variation created, eg commands / requests (<i>Never stroke it</i>); simple adverbials (<i>In the morning</i>). Noun phrases mostly simple (<i>a basket</i>) with some limited expansion (<i>brown furry coat</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>Sentences are mostly grammatically sound. Adverbials (<i>If you let it walk around the garden</i>), expanded noun phrases (<i>a small cat body with a long tail</i>) add variety. Some variety in subordinating connectives: <i>because, if (because it is very slippery)</i>. Some variation of subjects (<i>Miptors, The best food</i>). Tense choice generally appropriate; use of modals to express possibility are varied (<i>will hear you, should sit</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 with some variety of connectives, eg <i>until, although, who</i>. Different sentence types, eg questions (<i>Do you know how?</i>). Expansion of phrases and clauses adds detail (<i>left over food that is out of date</i>). Range of verb forms develops meaning and maintains appropriate tense choice (<i>it will probably be able to</i>). Additional words and phrases contribute to shades of meaning, eg adverbs (<i>extremely</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 passive (<i>need to be brushed thoroughly</i>). Sentences may include controlled use of several subordinate clauses (<i>You also have to know how to hold this creature, which is to be done by grasping the spines</i>), sometimes for economy of expression (<i>Be sure to give them plenty of water to keep them hydrated, because ...</i>); word order used to create emphasis (<i>A miptor, unlike a dog, only ...</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; some division possibly indicated by layout.
- Simple connectives used (*and*). Some connection between sentences, eg pronouns referring to the miptor (*The miptor / it*).

**1 mark**

### Band B2

- Text structure overall is simple; includes brief introduction or concluding statement (*Miptors are a lovely pet to have at home*). Some divisions between sections of content indicated (*When you train it*).
- Connections are built up by reference. Other relationships within and between sentences may be used, eg contrast (*but most of the time it sleeps*).

**2–3 marks**

### Band B3

- The guide is organised logically: introduction, points about several aspects of looking after the miptor, conclusion. Paragraphs or sections are sequenced, although transitions may be awkward. Subheadings may be used to group sections of content (*Eating, Sleeping*).
- Within paragraphs or sections, content may be developed around a main sentence. Paragraphs or sections organised to expand and develop a particular topic, eg with explanation and/or alternatives (*if the miptor gets really dirty*). Connections within paragraphs or sections maintained, eg through ongoing references (*They will do these things*).

**4–5 marks**

### Band B4

- Overall organisation of the guide supported by paragraphs or sections which enable coherent development and control of content across the text. Relationships between paragraphs or sections give structure to the whole text, eg links make structure between topics clear, connections between opening and ending (*In addition to this / The last thing that might affect the miptor is*).
- Within paragraphs or sections, main ideas are developed with relevant detail or examples, eg a paragraph explains an important aspect of the miptor's diet. Reference to the same thing / idea sometimes varied to avoid repetition (*miptor / unusual animal / friendly creature*).

**6–7 marks**

### Band B5

- The structure of the guide is controlled across the text (*but just in case, here are some handy notes on what to do*). Sequencing of paragraphs or sections contributes to overall effectiveness, eg strategic placing of most significant topic or suggestion (*If you don't give your animal the most, most important thing of all*). Individual paragraphs or sections are varied in length and structure.
- Each paragraph or section has a clear focus, and content is organised, eg by reference or contrast within the paragraph (*These bad habits can be stopped by*).

**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 short series of points or observations; aspects of the miptor may be listed (*eats dog, cat and fish food*).
- Detail (*two months old*), and/or simple instructions (*call its name*) expand content.

**1–2 marks****Band C2**

- Content of the guide includes some advice about looking after a miptor, some explanation for a new owner (*they need it for exercise*). Coverage may be unbalanced.
- Writer's attitude towards the miptor is sometimes evident (*a miptor is a very cute animal*).
- Word choice often general (*a good pet*), with some detail (*dried dog food*). Some use of impersonal constructions (*It is ok to feed it*); inconsistent use of formal and less formal language (*disease / loads of times*).

**3–5 marks****Band C3**

- Coverage of topics within the guide is balanced; points are developed, eg with explanation and advice (*because it is not harmful and it does not bite*).
- Viewpoint is established and maintained, eg writer shows concern for the miptor's welfare and gives helpful suggestions (*It would be best for your miptor to sleep inside the house*).
- Some straightforward stylistic features used to support purpose. Style of address (eg friendly or formal) contributes to descriptive and factual presentation of the guide, eg words or phrases chosen for accuracy (*short attention span, high temperature room*).

**6–8 marks****Band C4**

- Ideas are adapted; content is selected to be of most relevance to the new owner (*Without its balanced diet, Look for these symptoms*).
- Viewpoint is established and controlled, eg writer appears well informed (*Miptors were a sign of bravery*) and encourages the reader (*the exercise is really simple*).
- Some stylistic features add emphasis and interest, eg descriptive vocabulary (*smooth tusks*); technical / formal terms add precision (*for example, biting its toe winklets (toe nails)*).

**9–11 marks****Band C5**

- Choice and placing of content is informed by purpose, eg writer prioritises comments of most interest to the new owner so they are well placed for emphasis (*This is what's recommended; what they definitely need*).
- Viewpoint well controlled, eg writer gives impression of being authoritative and knowledgeable (*Huge ears, originally to let body heat out*).
- A range of stylistic features, eg patterning, figurative language, sentences, clauses or phrases for effect (*The Marvellous Miptor, This is your one-way ticket to having the best and healthiest miptor on the block!*).

**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**

You need a giant Miptor tank, Miptor food, rocks, trees (small), logs, a little training course to train on it so it can learn tricks on it, it eats mouse, nits, skin, fish and it likes licking it's food before eating it. They have big spikes on their back to kill the foe if not dead. It is like a small chimp it does go hoo hoo aaa aaa. You need legs and rocks with holes it can climb in them. It is scared and endangered by lions, tigers, gorillas and many other things it has a sharp nose to defend it's self by keeping the foe away. It looks cute but it's vicious it can bite a finger off a man. They need to be fed twice a day the pot will run out after a few days so buy a few aswell. When they get to about 8 or 9 years old you should let them go and mate because they run away anyway so just let them they get so used to being at home so they come back again

Annotations on the left:

- commas in lists (A2)
- comma in place of full stop (below A2)
- simple adverbials (A2)
- repetitive subjects (A2)
- simple connectives (A2)
- use of modals (A2)
- demarcation ignored (below A2)
- commands for occasional sentence variation (A2)

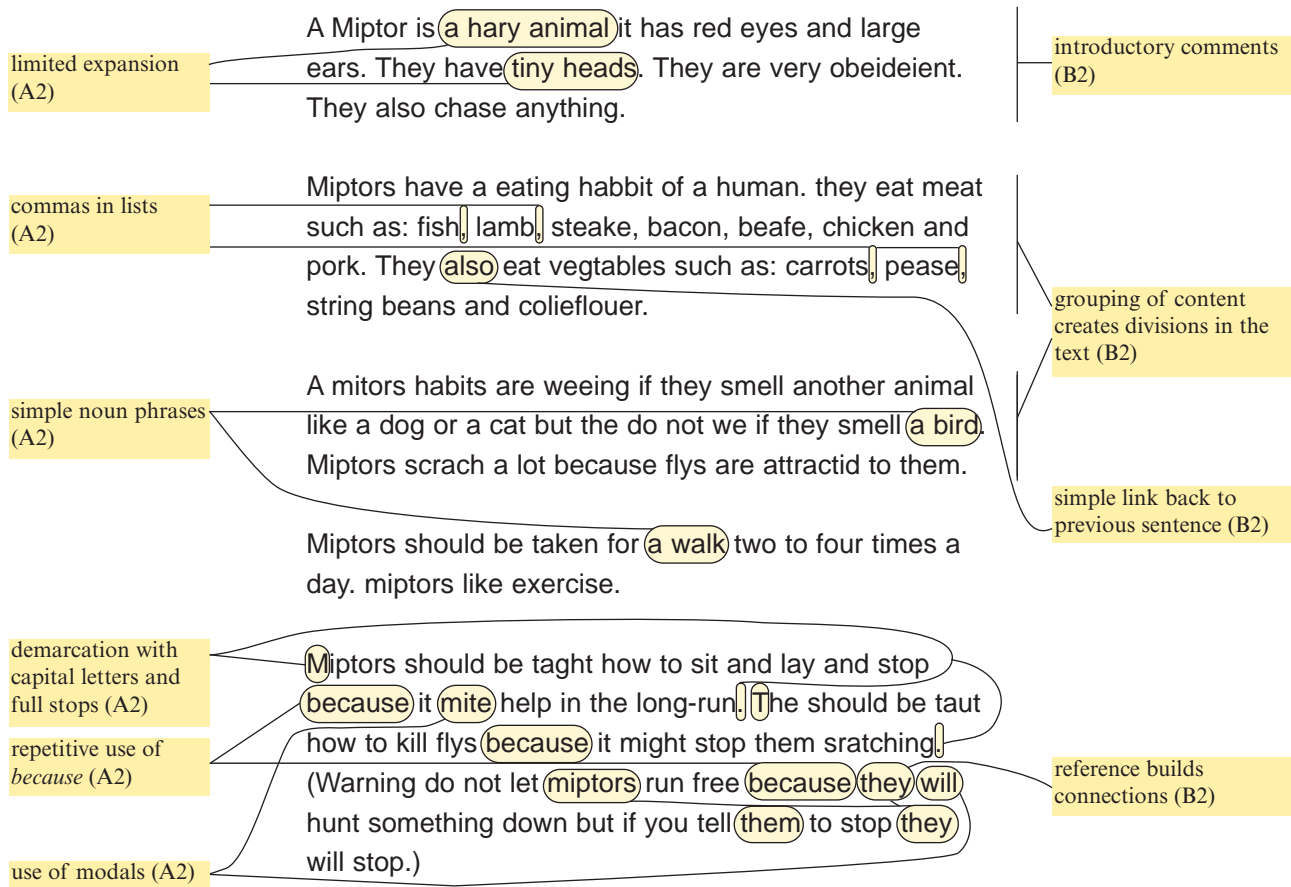
Annotations on the right:

- reference link (B2)
- contrast builds connection (B2)
- division in text indicated (B2)

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p><b>Summary</b></p> <p>Use of simple connectives and adverbials, together with repetitive subjects and evidence of some sentence variation and modals, suggests award in Band A2. Although commas are used in lists, limited sentence demarcation keeps the mark to the lower in the band.</p>	<ul style="list-style-type: none"> <li>• Writing includes advice (<i>need to be fed twice a day</i>) and explanation (<i>to defend it's self, because they run away</i>) (C2); some gaps in information leave meaning unclear (<i>the pot, buy a few</i>) (below C2).</li> <li>• Attitude towards the miptor suggested in description of appearance (<i>looks cute but it's vicious</i>) (C2).</li> <li>• Some detail (<i>licking, spikes</i>) but other word choice is vague (<i>other things, let them go</i>); formality is inconsistent (<i>foe, anyway</i>) (C2).</li> </ul>	<p><b>Summary</b></p> <p>Overall text structure is limited, as introductory or concluding statements are not included; however, a division in the text to indicate grouping, combined with contrast relationships and the use of reference provides sufficient evidence of organisation for the lower mark in Band B2.</p>
<p><b>Band A2 – 2 marks</b></p>	<p><b>Summary</b></p> <p>In this simple account, the writer gives some information and advice about the miptor's behaviour and appearance for a new owner, suggesting award in Band C2. Further clarity of meaning (eg through word choice and explanation) would be necessary for a higher award in the band.</p>	<p><b>Band B2 – 2 marks</b></p>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**



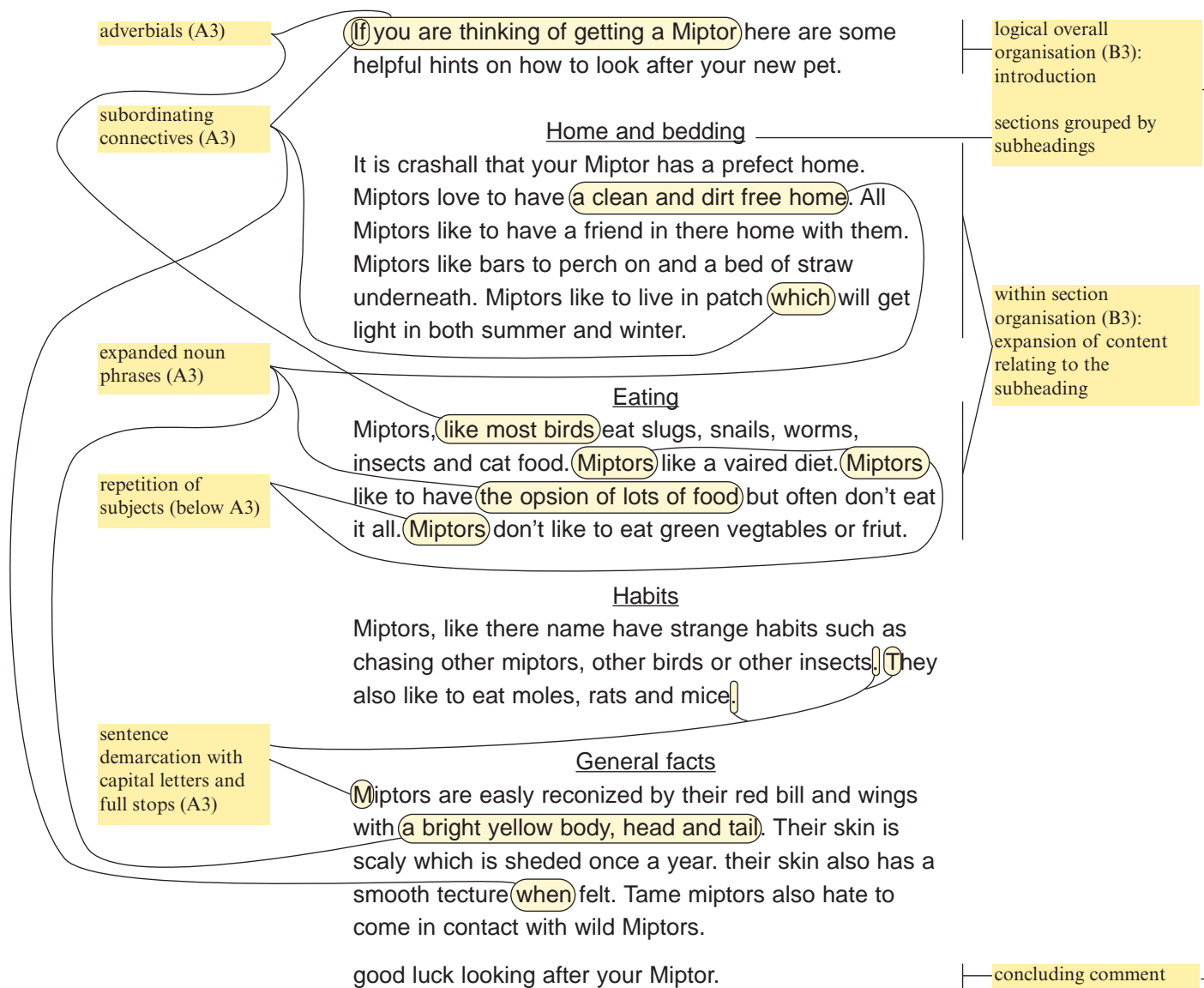
<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Evidence for award in Band A2 is provided by simple noun phrases with occasional expansion, repetitive use of <i>because</i> and some use of modals. The presence of commas in lists and adequate sentence demarcation with full stops and capital letters justifies the higher mark in this band.
<b>Band A2 – 3 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Guide gives explanation (<i>because it might stop them sratching</i>) and advice (<i>should be taken for a walk</i>); return to detail about flies makes the account disjointed (C2).</li> <li>Writer’s view of the miptor is sometimes evident (<i>very obeideient</i>) (C2).</li> <li>Some vocabulary is general (<i>red, large, walk</i>); formal and less formal language choices are combined (<i>attractid, weeing</i>) (C2).</li> </ul>
<b>Summary</b>
This straightforward guide offers some explanation and advice that would be relevant to a new owner of a miptor, from the point of view of someone who is familiar with the creature. Some formal language adds detail, leading to the top mark in Band C2. Greater balance and more developed coverage of content would be necessary for an award in the next band.
<b>Band C2 – 5 marks</b>

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
The use of an introduction and some grouping of content creates a simple overall structure and suggests award in Band B2. Evidence of connection within and between sentences, built up by reference, leads to the higher mark in the band.
<b>Band B2 – 3 marks</b>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**



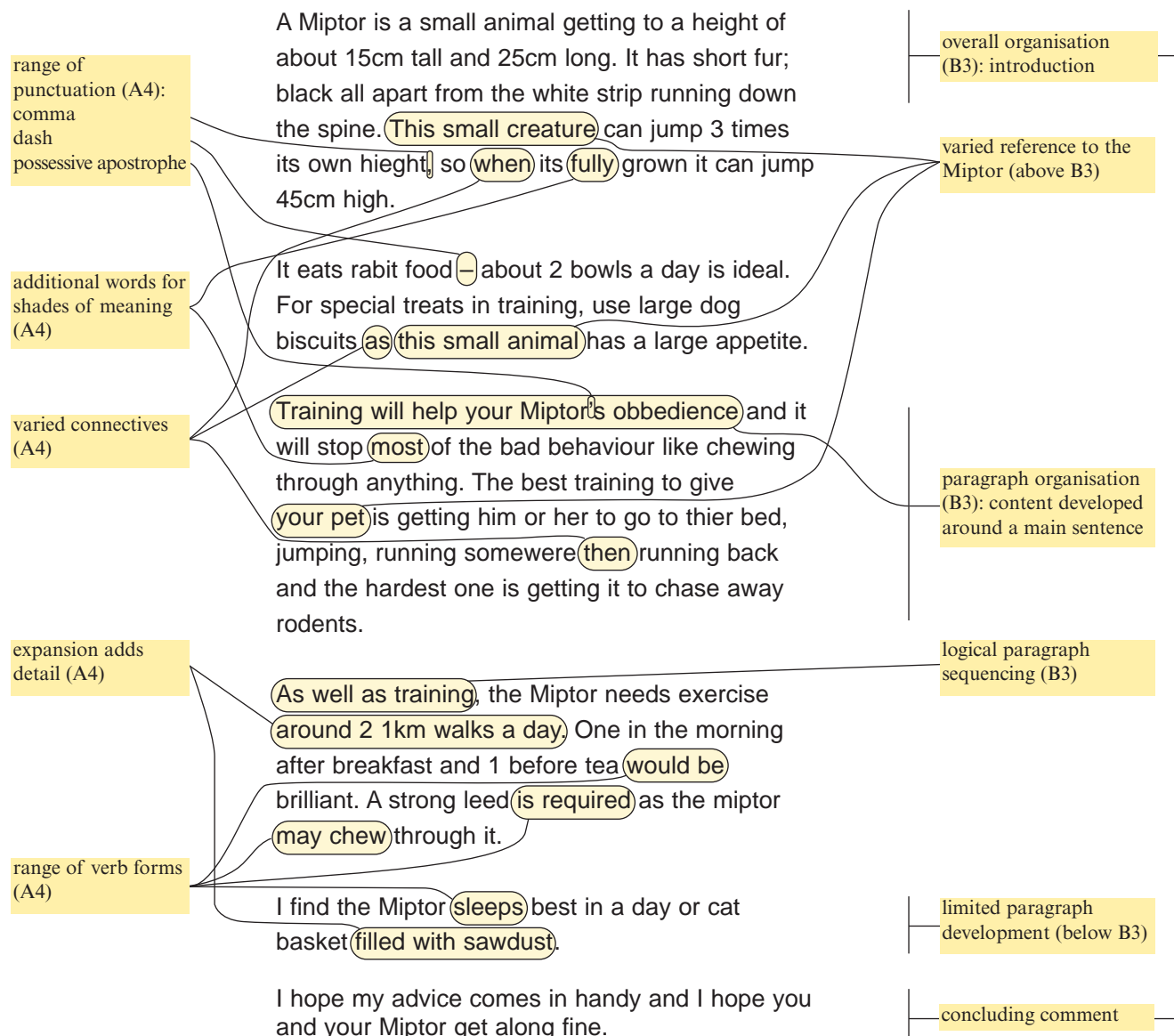
<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Despite the repetition of subjects, there is sufficient evidence for Band A3 in the use of expanded noun phrases, subordination and adverbials. Sentences are mostly supported by accurate demarcation, although the use of commas to mark divisions within the sentence would be necessary for the higher mark in the band.
<b>Band A3 – 4 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Coverage of several topics offers balance (<i>Home and bedding, Eating</i>); some explanation (<i>to perch on</i>) (C3) but limited in some sections (eg <i>Habits</i>).</li> <li>Helpful approach established initially (<i>some helpful hints</i>) (C3), although advice-giving is not sustained.</li> <li>Some descriptive word choices (<i>scaly, smooth texture</i>) support accurate presentation; formal style of address suggested in places (<i>option, easily recognized</i>) (C3).</li> </ul>
<b>Summary</b>
This guide covers several aspects of a miptor's behaviour and appearance, and some carefully chosen vocabulary provides accuracy and detail, leading to Band C3. For a higher mark in the band, further development of points to offer explanation and advice to the new owner would be necessary to support purpose and viewpoint.
<b>Band C3 – 6 marks</b>

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
Overall text structure is provided by an introduction, grouping of content by subheadings and a short concluding comment, indicating award in Band B3. Development and expansion of relevant content within some sections justifies the award of the higher mark in this band.
<b>Band B3 – 5 marks</b>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**



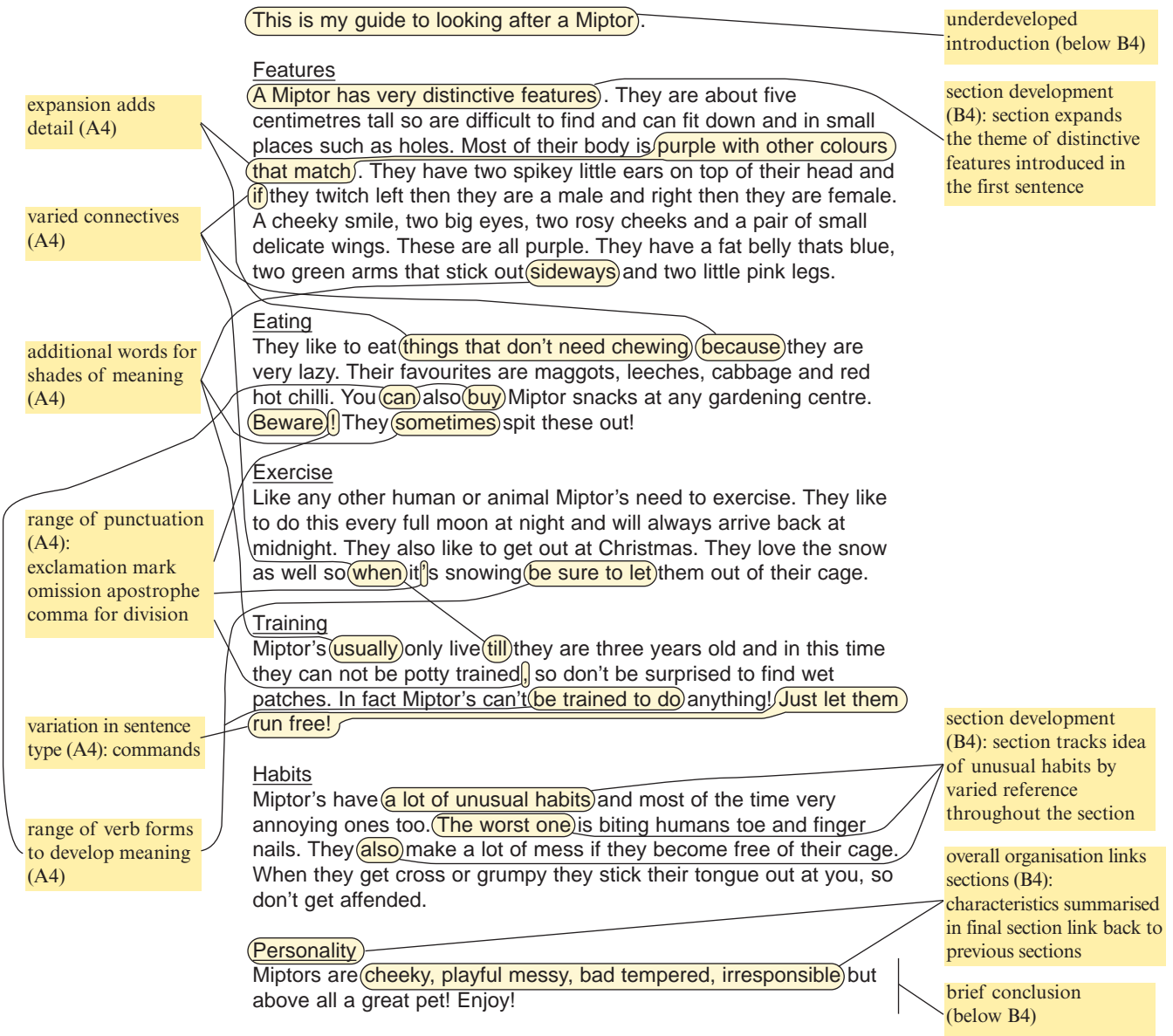
<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
The use of varied verb forms and connectives, expansion and additional words for detail, together with some range of punctuation within the sentence, suggests award in Band A4. Further sentence variation (for example, use of questions) would be necessary for the higher mark in the band.
<b>Band A4 – 6 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Development of relevant content with explanation (<i>as the miptor may chew through it</i>) and advice (<i>Training will help your Miptor's obbedience</i>) leads to balanced coverage (C3).</li> <li>A helpful approach (<i>The best training to give your pet</i>) is maintained throughout the guide (C3).</li> <li>Detail contributes to informative purpose (<i>about 2 bowls a day, filled with sawdust</i>); use of formal, impersonal style (<i>A strong leed is required</i>) (C3) but not consistent (<i>comes in handy</i>).</li> </ul>
<b>Summary</b>
The balance of explanation and advice in this piece, written from the viewpoint of an experienced owner, offers practical guidance and indicates award in Band C3. Word choice supports purpose; however, slightly more consistency of chosen style (whether formal or informal) would be necessary for the highest mark in the band.
<b>Band C3 – 7 marks</b>

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
Evidence of paragraphs arranged in a logical sequence, supported by an introduction and conclusion, provides overall structure and suggests award in Band B3. Despite weaker development towards the end of the piece, there is sufficient organisation and expansion of content within paragraphs to justify the higher mark in this band.
<b>Band B3 – 5 marks</b>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**



<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Sentence structure features including varied verb forms and connectives, expansion and additional words allow meaning to be developed and indicate award in Band A4; evidence of a range of punctuation justifies the higher mark in the band. Further accuracy of punctuation is necessary for an award in the top band.
<b>Band A4 – 7 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Humorous presentation of miptor as a mischievous character (<i>cheeky smile, stick their tongue out</i>) gives the guide a playful quality (<i>In fact Miptor's can't be trained to do anything!</i>) (C4).</li> <li>Writer is well informed (<i>then they are female</i>); writer's role of providing warnings is established (<i>don't be surprised, don't get affended</i>) (C4).</li> <li>Descriptive vocabulary (<i>twitch, small delicate wings</i>) and precise reference (<i>maggots, leeches</i>) sustains interest and humour (C4); in places repetition slightly weakens effect (<i>They like</i>).</li> </ul>
<b>Summary</b>
This engaging guide seeks to entertain and inform by imaginative adaptation of form and content, indicating award in Band C4. The inclusion of descriptive detail and controlled viewpoint offer a convincing portrayal of the pet's unruly characteristics and merit the award of the highest mark in the band.
<b>Band C4 – 11 marks</b>

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
Despite the underdeveloped introduction and conclusion, the structure of the text is supported by clear grouping and links between sections, suggesting Band B4. The expansion of ideas within sections contributes to the organisation of the piece and confirms the lower mark; further development of the introduction and conclusion would be necessary for the higher mark in this band.
<b>Band B4 – 6 marks</b>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

The Miptor is a most (unusual) animal and needs the utmost care. You must make sure you look after it properly, otherwise it will get exceedingly ill.

Because of the miptors (unusually long fur), it needs grooming regularly otherwise it will get nits, and may have to be put down). It needs (to be groomed) with a wire brush, because any other will not get the tangles out. It is crucially important that you do this, if you value your Miptor.

The miptors stamina is such that it needs a 4 mile walk every day, to keep it fit. If you are not the active type, (this energetic animal) is not for you. (Miptors also need a variety of different routes, as walking the same routes every day can make them less active and (sometimes ill)).

You must be careful not to let you Miptor near a cat. This can make the go into a frenzy, and they can sometimes hurt themselves of other people. Also, close contact contact with a cat can cause a Miptor to have a fatal heart attack or liver trouble.

For the good health of your Miptor, you must train it to use the toilet in a human bathroom, as using it anywhere else can give them germs, resulting in (illness). You must always clean you toilet thoroughly after a Miptor has used it, as Miptor germs can be life-threatening to humans.

A miptors diet is very large – and a miptor is only happy when it is well fed. It needs (to be given) three Mac Donalds happy meals a day, with no aception. This is vitally important to (the animals) general bodily wellbeing. Miptors should never be fed vegetables, as this is very bad for their stomach.

I hope these tips and bits of advice will help you look after your miptor for a long time.

variation of focus (A5): use of passive

variation of sentence length (A5)

controlled use of several subordinate clauses (A5)

range of punctuation for clarity (A5): commas to mark divisions hyphen dash

link between introduction and next paragraph supports structure (B4)

varied reference to the miptor avoids repetition (B4)

connection in meaning links paragraphs (B4)

individual paragraphs used to develop relevant content (B4)

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<b>Summary</b>		<b>Summary</b>
Sentences with varied focus and variation of length, together with the controlled use of subordinate clauses, allow for development of meaning and suggest the top mark (Band A5); accuracy and range of punctuation confirm the mark.	<ul style="list-style-type: none"> <li>The most significant comments are prioritised for the reader (<i>crucially important that you do this, Miptor germs can be life-threatening to humans</i>) (C5).</li> <li>Authoritative approach is controlled throughout, suggesting the writer's experience of ownership (<i>otherwise it will get nits, very bad for their stomach</i>) (C5).</li> <li>Stylistic features contribute to knowledgeable effect: medical language (<i>stamina, liver trouble, bodily wellbeing</i>), specific terminology (<i>grooming, wire brush</i>) (C5).</li> </ul>	Text structure is supported by connections between paragraphs, varied reference to the miptor and the development and expansion of relevant ideas within individual paragraphs. These features lead to an award of the higher mark in Band B4; slight strengthening of connections between the conclusion and the rest of the text would be necessary for an award in the top band.
<b>Band A5 – 8 marks</b>	<b>Summary</b>  Written from an expert's point of view, this comprehensive guide to miptor ownership provides detailed information and advice, carefully selected to meet the needs of a new owner. Presentation is supported by effective vocabulary choice and merits the award of the top mark, Band C5.	<b>Band B4 – 7 marks</b>
	<b>Band C5 – 12 marks</b>	

## Handwriting examples

### Example awarded 1 mark

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

Do you know looking After a  
 mid for is a hard thing to do  
 You have to give him his Food and  
 Drink.  
 it like  
 It like to live in wood place  
 like Forest, wood, Water Fall and  
 River near a Trees patch and watch  
 patch any open area like grass,  
 Beach, House, Flat, car, Building  
 site  
 It need how to rolling on  
 the river and the grass it is  
 Black with red spot and red eye  
 and Blue feet it is long and thin  
 Body with a red coat on it it got  
 5 Legs on it and 3 Leg are  
 yellow and 2 Leg are green



**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.

Looking after a Miptor is a big  
responsibility.

You have to get foods like rats,  
frogs and flying insects.

The way you train a miptor is  
~~teach~~ <sup>teach</sup> one trick at a time start with  
some ~~easy~~ easy ones like sit or  
roll over after that you can  
teach it to fly and things like  
that.

Exercise is ~~like~~ running and  
flying also swimming.

When the animal learns to shape shift  
he will be able to change into  
~~to~~ three different types of creatures,  
water, land and fly.

It's habits are to eat birds but  
it's bad for them.

~~There~~ Their habitat is dark and soft  
places like in your cupboard and under  
your doorway one thing it really  
likes is getting washed every -

**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.

A miptor is a small animal (mouse size) what you would find under rocks and holes in the ground.

A miptor is about the same size as a mouse and with two sharp horns for catching prey. It is normally red and night ~~ings~~ with blue rings down its tail.

~~It~~ When it is hungry or thirsty it has a habit of breathing fire so it is best to keep it topped up with some food and water.

Miptors need to have a lot of exercise. You can buy running balls for them so they can do about twenty miles a day.

The animal has two horns so it can hunt animals like shrews, voles, mice, rats and even moles.

If the Miptor is too unwell you can give it cut food with bits

**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.

A Miptor is looks quite like a cat. It has short, but visible ears, a long bushy tail, small claws, (cut every two months at vets), gorgeous colours, such as brown stripes, black and gold highlights and will wear a collar.

Miptors like to be warm, and loves to sleep on a soft basket or cushion bed with a blanket and cuddly toy.

They like to eat sweet fruits, small chunks of meat (that is cooked and left to cool), cheese and sugar cubes cut up into very small pieces, all year round. In the summer they love to have ice lollies in any flavour, you can even put fruit inside the lollies as a treat! Miptors like to drink warm milk in the winter, and cold milk in Spring and summer, and they always like flavoured water (They only dislike blackcurrant flavour).

**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.

A Miptor is an animal that has two abilities. It can fly and climb. The Miptor can hide in very small and high places so you'll have to look out for it. Its wings are brightly coloured with a mixture of red, blue and green. It has these astounding colours to attract insects and other things. The Miptor exercises by climbing up and down tall objects.

When you take it on a walk make sure to pick it up when other animals approach. Because it might be tempted to bite or scratch. But apart from that it is very well trained.

It can sit, hover, jump and hang. To teach the Miptor you must speak in a clear and firm voice. If not then the Miptor will get confused and start to get angry.

For its eating times the Miptor can get very hungry at times. For Miptors breakfast it eats ~~and~~ salad. It may even have three if its really hungry.

**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.

### Getting to Know Miptors

Miptors are kind, gentle creatures.

They become gradually fonder of the owner over time, so be patient! Do not be offended if your Miptor growls, he is just telling you to wait. Within up to a month, your Miptor should allow you to pat and play with him. If not, don't panic. Keep working on it!

### Miptor Hygiene

Miptors have beaver like teeth, but he won't bite. Brush your Miptor's teeth (once he allows you to pat him) twice a week. Miptors don't have fur to brush, nor claws to clean, but sometimes Miptors develop Montes.

Montes are like flea's, who bite your Miptor's tail. If your Miptor should itch his tail, gently bathe the tail in <sup>warm</sup> water, with a couple of drops of vinegar. The Montes should die if you continue this for three days.

### Training

Miptors are very intelligent, so they don't wet themselves. When your Miptor arrives, immediately show him the front door. When your Miptor

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## The shorter task: *Simply the Best*

This prompt presents a notice from a local paper, which appeals for pupils to nominate someone in their school for a 'Simply the Best' award. The task is to recommend a person for the award, explaining why they would be a suitable recipient. Suggestions are provided, but it is clear that pupils are free to develop their own ideas imaginatively. Planning gives support by encouraging the writer to select a nominee and think of reasons to justify this choice. Better performances are distinguished by accurately punctuated, varied and developed sentence structures that are used to build an engaging impression of the nominee, through carefully chosen descriptive vocabulary and reasons selected to persuade and interest the reader.

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### Simply the Best

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This notice appears in your local paper:


#### Pupils!

**Do you know someone in your school who is simply the best?**

It could be a teaching assistant, lunchtime helper, teacher, caretaker, secretary or anyone at your school that you admire.

**Why not recommend this person for a *Simply the Best* award?**

**Fill in a form today!**



---

**Your task is to recommend someone for the award and explain why you think this person should win.**

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You can make up the information using your imagination.

**PLANNING**

I will recommend \_\_\_\_\_ for a *Simply the Best* award.

Reasons (think about personality, why you think the person is special, examples of what the person has done):

## Mark scheme for the shorter task: *Simply the Best*

<b>SECTION D</b> <b>SENTENCE STRUCTURE, PUNCTUATION AND TEXT ORGANISATION</b> <b>Assessment focuses: vary sentences for clarity, purpose and effect</b> <b>write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</b> <b>construct paragraphs and use cohesion within and between paragraphs</b>	
<b>Band D1</b>	<ul style="list-style-type: none"> <li>● Clauses usually grammatically accurate, mostly joined with <i>and, then, so</i>. Some simple sentences, often a brief sequence starting with subject + verb (<i>He is good</i>). Some connections between sentences, eg pronouns referring to the nominated person.</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 D2</b>	<ul style="list-style-type: none"> <li>● Simple connectives <i>and, but, or, so, when</i> link clauses. Subjects and verbs frequently repeated (<i>He is ...</i>). Some modals (<i>should</i>). Noun phrases mostly simple (<i>the classroom</i>) with simple expansion (<i>a great friend</i>). Some simple adjectives (<i>kind, funny</i>). Some sentences expanded with simple adverbials (<i>Also</i>). Connections between sentences built up (<i>with our work</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 marks</b></p>
<b>Band D3</b>	<ul style="list-style-type: none"> <li>● Sentences are mostly grammatically sound. Some subordination, eg <i>because, if</i> (<i>because she brought it alive</i>). Adverbials (<i>As we grew up together,</i>) and expanded noun phrases (<i>a different variety of songs</i>) vary construction of sentences. Varied modals (<i>should, would, might</i>). Tense choice is generally consistent and appropriate. Some variation in subjects (<i>Lee, My best friend</i>). Ideas developed within sections. Connections between ideas maintained through ongoing reference (<i>Another thing he does is</i>).</li> <li>● Most sentences correctly demarcated; some commas mark phrases or clauses.</li> </ul> <p style="text-align: right;"><b>3 marks</b></p>
<b>Band D4</b>	<ul style="list-style-type: none"> <li>● Simple and complex sentences used, with varied connectives, eg <i>which, who, although</i> (<i>which means you can have a good laugh with him</i>). Expanded phrases and clauses express ideas economically (<i>a hardworking individual who can convince anyone to think positively</i>). Main ideas supported by organisation of sentences and/or sections of text (<i>That is what makes the day special, Last but not least</i>).</li> <li>● Range of punctuation used, almost always correctly, eg brackets, dashes, colons.</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>



**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 about the nominated person or a list of their attributes.
- Detail sometimes included, eg simple description (*a nice kid*).

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

- Content may include brief coverage of several aspects of the nominated person. Some features may be listed and/or repetitive. Some simple appeal (*everybody would pick her*).
- Writing shows evidence of viewpoint, eg evaluative comment (*sets a good example, works so hard*).
- Some vocabulary describes nominated person (*busy, great, cool*) although other references are general (*a bit of a laugh, the main things*).

**2–3 marks****Band E3**

- Coverage is balanced, eg includes several aspects relating to the nominated person, with development / examples (*she will ask them if they are ok, cracks jokes with everyone, if someone hasn't got anyone to play with*). Detail supports informative and persuasive purpose (*encouraged me to go up the big climbing wall*).
- Viewpoint established and maintained, eg the writer's positive attitude to the nominated person is evident (*most amazing friend in the world*).
- Some straightforward stylistic features used to support purpose, eg appealing description (*well-behaved, helpful, caring*).

**4–5 marks****Band E4**

- Adaptation for reader, eg direct appeal (*You can trust him to keep a secret; she can tell if you are worrying about something*). Thorough coverage.
- Viewpoint consistent and controlled, eg suggests writer's confidence in and knowledge of nominated person (*He understood my reason; She sorts out all of the paper work to keep the school running*).
- Some stylistic features add emphasis and interest, eg descriptive vocabulary (*whizzes and zooms around the classroom*), selection of emotive language (*determined, rewarding, bubbly*).

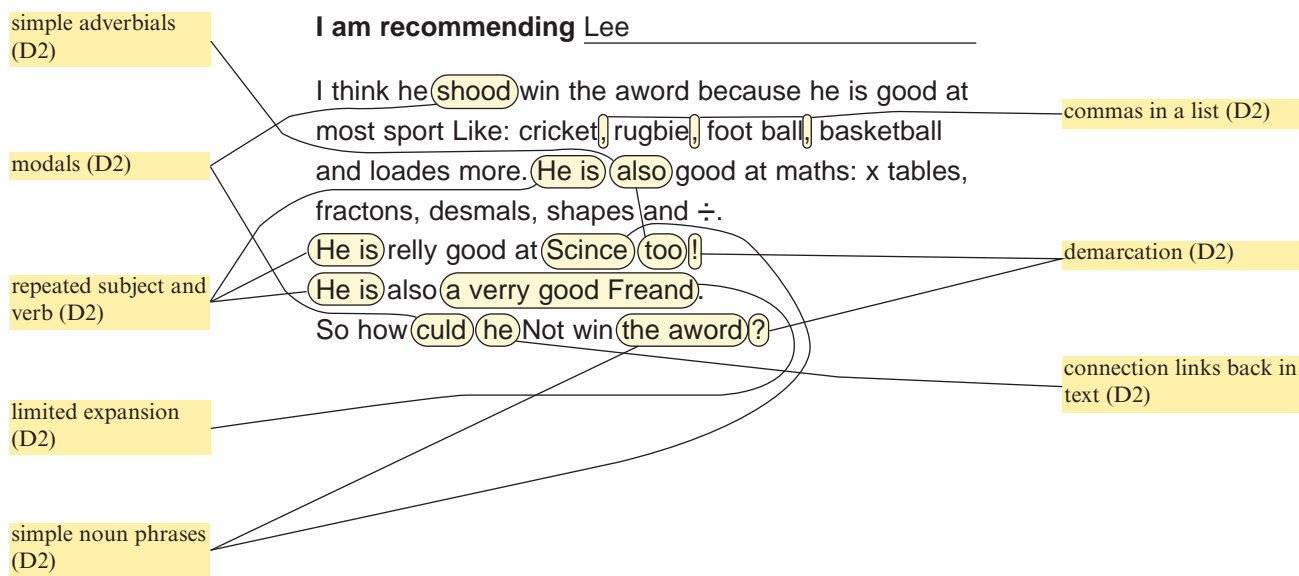
**6–7 marks****Band E5**

- Reader and purpose inform choice and placing of content, eg phrase for persuasive impact placed for appeal (*Firstly, and most importantly, he always ...; I think she is brilliant. Don't you?*).
- Viewpoint well controlled, eg selection of detail to encourage reader to support the nomination (*When a boy thought he had no friends, Ali cared for that boy and involved him*).
- A range of stylistic features, eg word play (*What do you say? She should go all the way!*), alliteration or patterning (*plays with you in the playground, runs with you on the field and skips with you in the play area*).

**8 marks**

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

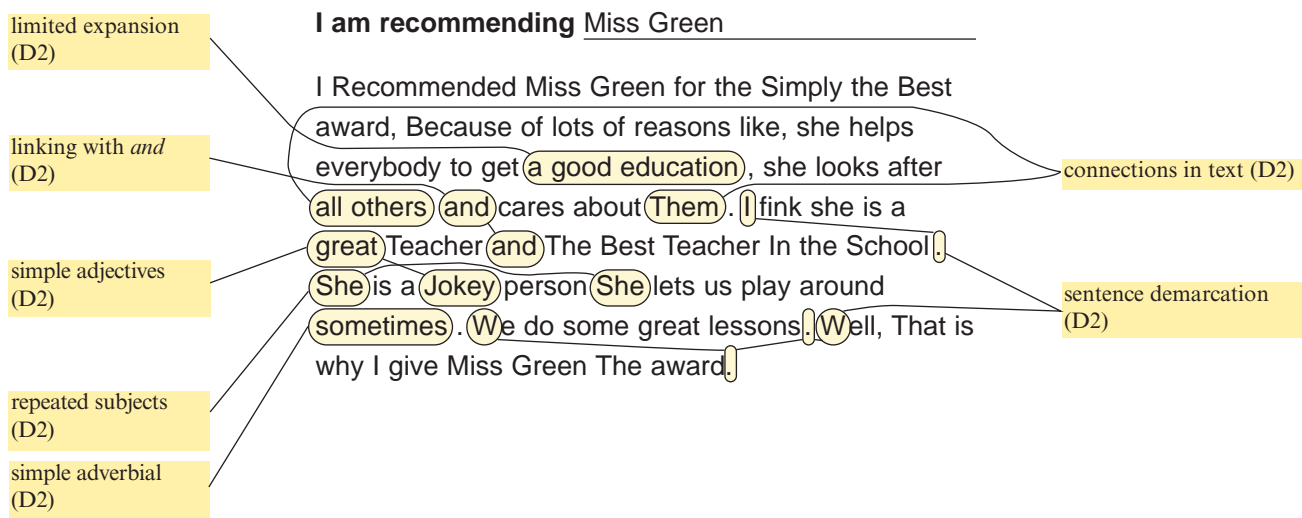


<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>
<p>Evidence for Band D2 includes commas in lists and accurate use of full stops, a question mark and an exclamation mark. The presence of modal verbs, simple adverbials and noun phrases, together with some connection between sentences, confirms the award.</p>
<p><b>Band D2 – 2 marks</b></p>

<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>• Points are briefly covered in list form (<i>cricket, rugby, foot ball, basketball</i>); simple appeal (<i>how culd he Not win the aword?</i>) (E2).</li> <li>• Piece includes simple evaluative comment (<i>relly good</i>) (E2).</li> <li>• Description of nominated person is repetitive (<i>good</i>); some detail (<i>fractons, desmals</i>) but reference is also general (<i>loades more</i>) (E2).</li> </ul>
<p><b>Summary</b></p> <p>This straightforward account gives reasons why the nominee should win the award, providing sufficient evaluation and detail for Band E2. However, more evidence of word choice to describe the nominated person would be necessary for the higher mark in the band.</p>
<p><b>Band E2 – 2 marks</b></p>

**SENTENCE STRUCTURE**

**PUNCTUATION & TEXT ORGANISATION**

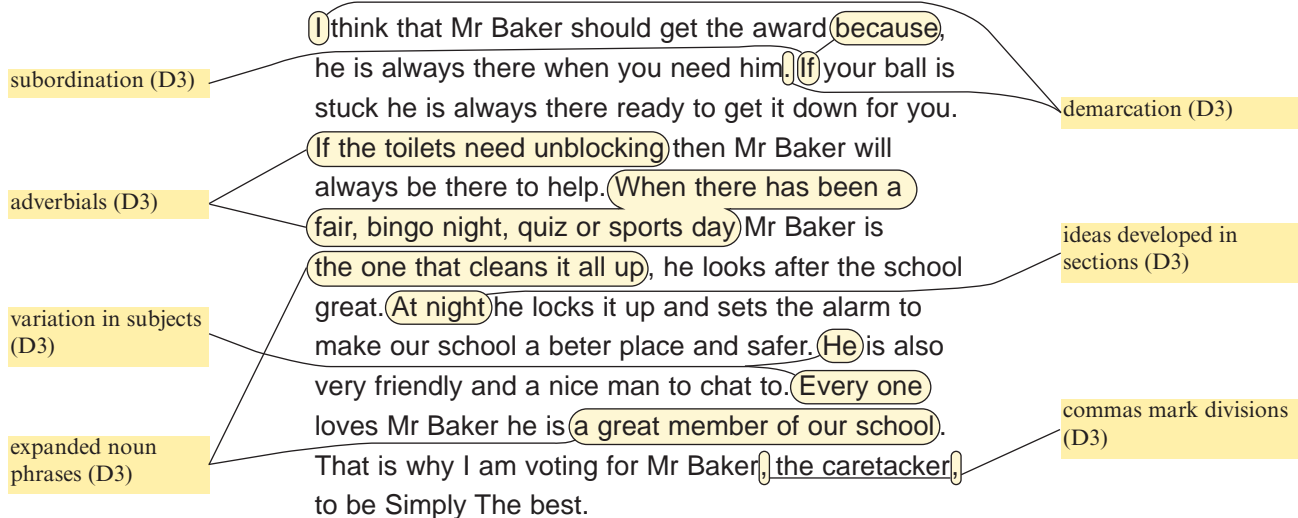


<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p> <p>Repeated subjects, a simple adverbial, limited expansion and simple adjectives, together with evidence of some demarcation and connections through the text lead to Band D2.</p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Content includes several points (<i>helps everybody, lets us play around</i>); ending gives simple appeal (<i>That is why</i>) (E2).</li> <li>Evaluation is evident in some comments (<i>great Teacher, great lessons</i>) (E2).</li> <li>Some word choices describe teacher's attributes (<i>cares, Jokey person</i>) (E2).</li> </ul>
<p><b>Band D2 – 2 marks</b></p>	<p><b>Summary</b></p> <p>The inclusion of several different points, though briefly stated, provides reasons for the nomination and suggests award in Band E2. Some descriptive vocabulary adds detail and justifies the higher mark in the band.</p>
	<p><b>Band E2 – 3 marks</b></p>

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

I am recommending Mr Baker



<b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b>
<b>Summary</b>
Evidence of subordination, adverbials, expanded noun phrases and variation in subjects indicates Band D3; the use of sentence demarcation, some correctly placed commas and grouping of ideas confirm the mark.
<b>Band D3 – 3 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Inclusion of several developed examples gives balanced coverage (<i>If your ball is stuck, When there has been a fair, At night</i>); detail supports purpose (<i>sets the alarm to make our school a beter place</i>) (E3).</li> <li>Writer’s positive attitude is maintained (<i>Every one loves Mr Baker</i>) (E3).</li> <li>Vocabulary gives a supportive description of nominee (<i>very friendly</i>), but word choice is general and sometimes repetitive (<i>always there, great</i>) (below E3).</li> </ul>
<b>Summary</b>
This piece provides some developed examples to justify the writer’s view of the nominee, suggesting award in Band E3. More evidence of careful, less repetitive word choices to interest and persuade would be necessary for the higher mark in this band.
<b>Band E3 – 4 marks</b>

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

I am recommending Miss Smith

Miss Smith is very humorous she loves to have a joke. She is very fair with everything she does letting everyone join in. Miss Smith is (the calmest person I know) she never makes a big deal out of anything. She always like's your work, and (if) it's gone wrong she helps you get everything correct. Miss Smith is increadibly childish she is almost like a best friend. Playing games with all of us is (one of her favouret things to do), (weather) it is football or stuck in the mud. (Her favouret thing) to wear is her sparkly scarf. (She) dresses up every day like she is on a cat walk. (Beaming at everyone) (her smile) wins the day being as freindly as ever.

expanded noun phrases (D3)

subordination (D3)

variation in subjects (D3)

grouping of content (D3)

comma to mark division within the sentence (D3)

demarcation (D3)

That's why I chose the best teacher ever Miss Smith.

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p>Summary</p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Content covers several aspects of nominee (<i>she loves to have a joke, never makes a big deal out of anything</i>); persuasive examples (<i>helps you get everything correct</i>) (E3).</li> <li>Positive description from writer's point of view is established (<i>she is almost like a best friend</i>) (E3).</li> <li>Word choice contributes to appeal of nominee (<i>sparkly scarf, Beaming at everyone</i>) (E3).</li> </ul>
<p>Use of expanded noun phrases, subordinate clauses and varied sentence subjects, together with the grouping of ideas, accurate demarcation and a comma to separate parts of a sentence justify award in Band D3.</p>	<p>Summary</p> <p>The writer's enthusiasm for the nominee is evident through some careful word choice and development of several different examples. The use of detail and maintenance of viewpoint support purpose and justify the higher mark in Band E3.</p>
<p><b>Band D3 – 3 marks</b></p>	<p><b>Band E3 – 5 marks</b></p>

SENTENCE STRUCTURE

PUNCTUATION & TEXT & ORGANISATION

**I am recommending Leane**

Leane is never sad – she always has a happy spirit. If anyone is sad, she always has really funny jokes to cheer them up and its never failed. Leane always seems to have good advice, for example the other day my best friend was going for an audition and she was really nervous, her hands were shaking, so she asked Leane for some advice. Leane said that she should pretend she was singing to the wall, and forget all about the people watching her. We were all amazed because it actually worked. She is always thinking of others and getting them a drink before she gets herself one. I am recomending Leane for the simply the best award because she really deserves it for all those reasons and many more.

**Annotations:**

- expansion for economical expression of ideas (D4)
- varied connectives (D4)
- range of punctuation (D4): dash, comma, colon
- ideas supported by organisation (D4):
  - main theme of 'advice' introduced;
  - related content development clearly grouped;
  - additional idea.
- reference back connects the ending with the rest of the text (D4)

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p> <p>Use of complex sentence structures, allowing the development of meaning through varied connectives and expansion, suggests the award of Band D4. Although punctuation range is quite limited, secure demarcation and text organisation provide sufficient evidence to confirm the mark.</p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Adaptation of content: selection and thorough coverage of one main example for persuasive appeal (<i>my best friend was going for an audition</i>) (E4).</li> <li>Writer's confidence in nomination (<i>its never failed</i>) and admiration for friend's qualities (<i>it actually worked</i>) controlled throughout (E4).</li> <li>Selection of vocabulary relating to feelings adds emphasis to example (<i>nervous, shaking, amazed</i>) (E4).</li> </ul>
<p><b>Band D4 – 4 marks</b></p>	<p><b>Summary</b></p> <p>Selection and development of a persuasive example effectively adapts content and provides detail to support the writer's positive point of view. This evidence, combined with some descriptive word choice to interest, justifies the award of the higher mark in Band E4.</p>
	<p><b>Band E4 – 7 marks</b></p>

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

I am recommending Mr Jones

Firstly he is very cheerful and seems to pass on his cheeriness with everyone around him creating a happy classroom atmosphere. He is also never strict and lets people off and helps them frequently. Shouting is not one of the things Mr Jones does either, he prefers to talk or even whisper! He hardly ever gets angry but when he does (only about once a year) he starts talking firmly. No one likes to upset Mr Jones as that happens not very often.

When people are having trouble with their work he will always come over and give a helping hand. When pupils are misbehaving he normally just goes and asks them politely to stop. And they always do. Mr Jones is also very polite - always saying please and 'thank you'. Never once has he forgotten.

Mr Jones is extremely careful not to let anyone misunderstand, so he writes more than three methods up on the board. He once wrote up sixteen methods!!!

That is why I think Mr Jones should win a 'simply the best' award. I hope my form will persuade you to give him the award.

P.S. - I would be happy to give any more information or opinions!

expansion gives economical expression (D4)

varied connectives (D4)

complex sentence and simple sentences (D4)

organisation of text supports development of main ideas (D4)

range of punctuation (D4): brackets exclamation mark speech marks dash

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>
<p>A range of punctuation, used correctly, varied connectives, simple and complex sentences and a text organisation that supports the grouping and development of content justify the award of Band D4.</p>
<p><b>Band D4 – 4 marks</b></p>

<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Content is positioned to draw attention for persuasive effect (<i>Firstly he is very cheerful</i>); selection of information about nominee to appeal to readership (<i>very polite, extremely careful</i>) (E5).</li> <li>Writer's comments suggest admiration of nominee and encourage reader to share viewpoint (<i>he prefers to talk or even whisper!</i>, <i>He once wrote up sixteen methods</i>) (E5).</li> <li>Descriptive style contributes to persuasion (<i>seems to pass on his cheeriness with everyone around him</i>); short sentences for effect (<i>And they always do, Never once has he forgotten</i>) (E5).</li> </ul>
<p><b>Summary</b></p>
<p>In this persuasive recommendation, reasons why the nominee should be selected are carefully positioned and described for effect, allowing the reader to consider the examples from the writer's perspective. Such adaptation of content, control of viewpoint and use of style provide evidence for the top mark, Band E5.</p>
<p><b>Band E5 – 8 marks</b></p>

# The spelling test

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

## Collecting

Collecting objects is a popular hobby, with both adults and **children**. You can collect a whole **variety** of things. Lots of people collect stamps, autographs, stickers and model cars. You could even collect more unusual things like telephones and milk **bottle** tops.

Why would you start collecting? You may have a real passion for one **particular** thing or you may enjoy the **challenge** of searching for a rare object. There are many opportunities for **sharing** your **enthusiasm** for collecting through clubs and magazines.

Collecting autographs, or the **signatures** of people, is one of the oldest forms of collecting. Autographs of film stars, politicians, sports **figures**, authors and **musicians** can sell for a lot of money.

People occasionally **forge** or fake autographs, which is **illegal**.

There are several points that may affect the price of an autograph. The autograph of a very famous person is worth **considerably** more than someone who is not very well known. The **condition** of an autograph is very important. Smears, stains and **creases** all make an autograph less **valuable**. An ink autograph is worth far more than one in pencil, as pencil fades over time. You would have to pay the most for a handwritten letter, as it not only has the person's autograph, but it gives some insight into their **character**.

People can become very **excited** about their collections, no matter how big or small. The cost of collecting can vary **enormously** too, as you may pay **hundreds** of pounds for historic books, or go to the beach and find empty shells costing nothing.



### Quick reference mark scheme for the spelling test

- |               |                  |
|---------------|------------------|
| 1. children   | 11. forge        |
| 2. variety    | 12. illegal      |
| 3. bottle     | 13. considerably |
| 4. particular | 14. condition    |
| 5. challenge  | 15. creases      |
| 6. sharing    | 16. valuable     |
| 7. enthusiasm | 17. character    |
| 8. signatures | 18. excited      |
| 9. figures    | 19. enormously   |
| 10. musicians | 20. hundreds     |

### 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.

Number of correct words	Spelling test mark
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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