

**En**

KEY STAGE

**2**

LEVELS

**3-5**

English tests

## **Mark scheme**

Writing and Spelling

**2012**

National curriculum assessments

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STA/12/5595

ISBN 978-1-4459-5227-7

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# Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments in 2012. STA is an executive agency of the Department for Education (DfE).

Following Lord Bew's independent review of Key Stage 2 testing, assessment and accountability, National Curriculum tests in mathematics and reading will be administered in line with previous years' arrangements. Interim arrangements will be in place for writing in 2012, ahead of fully implementing Lord Bew's recommendations for writing in 2013.

In 2012, a pupil's writing result will be a teacher assessed judgement of their work across year 6. Teachers' judgements will be informed by and take account of (but not be limited by) the pupil's result on a writing test.

Schools have been offered one of two writing tests in 2012. The externally marked test relating to this mark scheme and an internally marked test that was released earlier in the year. The results from either test must be used to inform teacher assessment. Only teacher assessment in writing (not test results) will be published. The teacher assessment will contribute towards an overall English level and will be used for accountability purposes.

This mark scheme booklet provides information to teachers and external markers marking the externally marked writing test only. The test must be administered on Tuesday 15 May 2012 and pupil scripts must be sent for external marking.

**Test scripts must be sent for marking in the usual way.**

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

This booklet includes the mark schemes for the assessment of writing and spelling. For ease of reference, the writing prompts have been reproduced. Level threshold tables will be published on the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2), on 10 July 2012.

The marks in the tests are allocated as follows:

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

The mark schemes were devised after trialling the tests with pupils and contain examples of some responses 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 assessment focuses for writing provide information about the particular processes or skills the pupil needs to demonstrate 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.

The 2012 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 STA.

## **Arrangements for sampling and moderation**

A sample of schools will be selected to administer this externally marked English writing test on Tuesday 15 May 2012. The results from schools in the sample will be used to monitor national standards. They will not be used for school accountability.

Schools in the sample will receive results which they should use to inform teacher assessment of writing.

A sample of schools' teacher assessment judgements in English writing will also be subject to external moderation. In line with Lord Bew's recommendations, moderation will look at the evidence from the ordinary marked work produced across year 6; schools will not be expected to produce any additional work or compile portfolios for moderation.

Separate guidance on the moderation process will be made available on the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2).

# The writing test

There are two mark schemes in this booklet for the writing test: one for the longer task *Guest Appearance* (pages 7–11); the other for the shorter task *Birdspotter* (pages 25–27).

## 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 11.

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



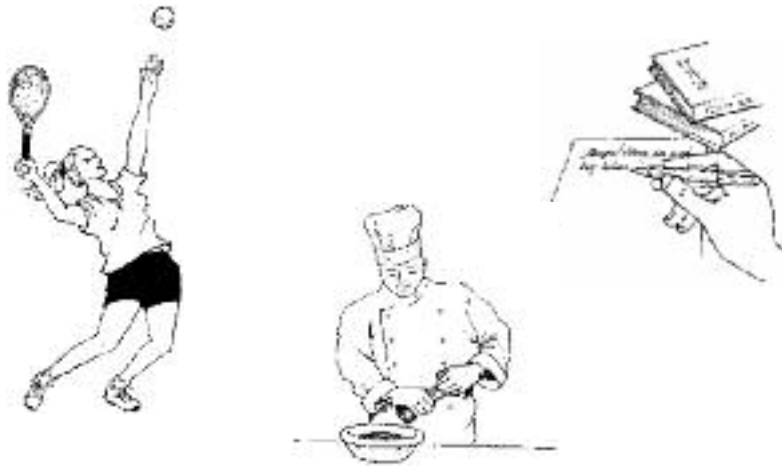
## The longer task: *Guest Appearance*

The prompt presents the scenario of a headteacher asking pupils to suggest a well-known person to invite to the school. The task is to write a persuasive letter to the headteacher, proposing a specific guest and explaining the choice. Ideas of guest types – a children’s writer, sportsperson or chef – are given in the prompt, but it is clear that pupils may make their own selection. The planning page helps with decisions and encourages the writer to think about how to persuade the headteacher. Better performances are distinguished by effective adaptation to justify the choice of guest convincingly to the headteacher, supported by careful organisation of each point made and sustained control of the letter’s overall structure.

### Guest Appearance

Your headteacher wants to invite someone well-known into the school to work with pupils for a day.

The person could be a children’s writer, a sportsperson, a chef or someone else suggested by pupils.



Your headteacher wants to know the name of the person you would like to come and why she or he would be a good choice.

You could choose a real person or an imaginary character.

**Your task is to write a letter to your headteacher to explain who you would like to invite and persuade your headteacher why this is a good idea.**

## Mark scheme for the longer task: *Guest Appearance*

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>● Clauses usually grammatically accurate. Some simple sentences, often brief, starting with a subject + verb (<i>I want</i>). Clauses mostly joined with <i>and</i>, <i>but</i>, <i>then</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</i>, <i>but</i>, <i>then</i>, <i>so</i>, <i>when</i> link clauses. Subjects and verbs often simple and frequently repeated (<i>I think</i>, <i>we want</i>). Some modals (<i>could</i>). Some sentence variation created, eg simple adverbials (<i>in the kitchen</i>, <i>on Wednesday</i>). Noun phrases mostly simple (<i>the class</i>) with some limited expansion (<i>some funny jokes</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>When they have a problem</i>), expanded noun phrases (<i>a very bright children's writer</i>, <i>her amazing pieces of art</i>) and modals (<i>would</i>, <i>might</i>) add variety. Some variety in subordinating connectives: <i>because</i>, <i>if</i> (<i>because the dinners are disgusting</i>, <i>if she came</i>). Tense choice generally appropriate. Some variation of subjects (<i>The class</i>, <i>we</i>, <i>most pupils</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>while</i>, <i>which</i>, <i>who</i>, <i>until</i>. Expansion of phrases and clauses adds detail (<i>as he brought in recipes from his new collection</i>). Range of verb forms develops meaning and maintains appropriate tense choice (<i>had been</i>). Additional words and phrases contribute to shades of meaning, eg adverbs (<i>additionally</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>the school will be boosted by</i>). Sentences may include controlled use of several subordinate clauses (<i>teach them how to play</i>, <i>or help to improve their current skills to make them top players</i>) sometimes for economy of expression.</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; there may be a brief list of points.
- 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: includes some points about the visit; brief introduction or conclusion. Some divisions between sections of content indicated (*Also, next*).
- Connections are built up by reference (*the actress / she*). Other relationships within and between sentences may be used, eg some connections between words maintain links (*pictures / comic book*).

**2–3 marks****Band B3**

- The letter is organised: introduction, points about the visit and/or person, conclusion. Shifts in topic, time or place help organise sections / paragraphs (*After that, In assembly*), although transitions may be awkward.
- Within paragraphs or sections, content may be developed around a main sentence. Paragraphs or sections organised to expand a particular topic, eg how year 6 will help. Connections within paragraphs or sections maintained, eg through ongoing references (*singer, performance, on stage*).

**4–5 marks****Band B4**

- Overall organisation of the letter is supported by paragraphs or sections which enable coherent development and control of content across the text. Relationships between paragraphs or sections give structure to the whole text, eg a link between the opening and the conclusion, or contrast (*Another great characteristic ...*).
- Within paragraphs or sections, main ideas are developed, eg a paragraph gives detail about a significant topic. Reference sometimes varied (*the guest / special visitor*).

**6–7 marks****Band B5**

- The structure of the letter is controlled across the text, eg thematic links between paragraphs or sections. Sequencing of paragraphs or sections contributes to overall effectiveness. Individual paragraphs varied in length and structure, eg a short paragraph next to a longer one helps to emphasise main points.
- Each paragraph or section has a clear focus, and content is organised, eg by reference or contrast within the paragraph (*the advanced moves will probably be next on his long list*).

**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**

- Some brief statements related to the prompt.
- Details to expand content sometimes included (*he makes pasta*).

**1–2 marks****Band C2**

- Form is a simple letter with points relevant to the visit. Some development of ideas or suggestions although coverage may be unbalanced.
- Viewpoint sometimes evident, eg attitude expressed (*enjoy it, really good*).
- Word choice often general (*plenty to do, stuff*) with some detail (*tennis balls, desserts*). Level of formality may be inconsistent.

**3–5 marks****Band C3**

- The form of a letter is maintained, and suggestions for the visit developed to interest headteacher (*help everyone in the school, teach us some new ways to eat healthily*). Balanced coverage.
- Viewpoint is established and maintained, eg opinions held consistently (*it should always be about having fun*).
- Some straightforward stylistic features used to support purpose, eg some persuasive or descriptive vocabulary. Style of address, eg formal (*some people may suggest that*) or friendly, contributes to presentation of letter.

**6–8 marks****Band C4**

- Letter to headteacher adapted, eg ideas selected to persuade and be attractive (*many spectacular once in a lifetime challenges*).
- Viewpoint is established and controlled, eg brings in views of other pupils to support own opinion (*require inspiration*).
- Some stylistic choices add emphasis and interest, eg persuasive and emotive vocabulary for effect (*encouraging, experienced*), questions (*Who wants unhealthy children?*).

**9–11 marks****Band C5**

- Choice and placing of content adapted for effect, eg letter builds up to most persuasive point.
- Viewpoint well controlled, eg writer is authoritative (*even winning the regional tournaments*).
- A range of stylistic features, eg figurative language supports persuasive purpose; patterning (*trustworthy, responsible and filled with spirit*).

**12 marks**

**SECTION F****HANDWRITING**

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

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

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

**Band F1**

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

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

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

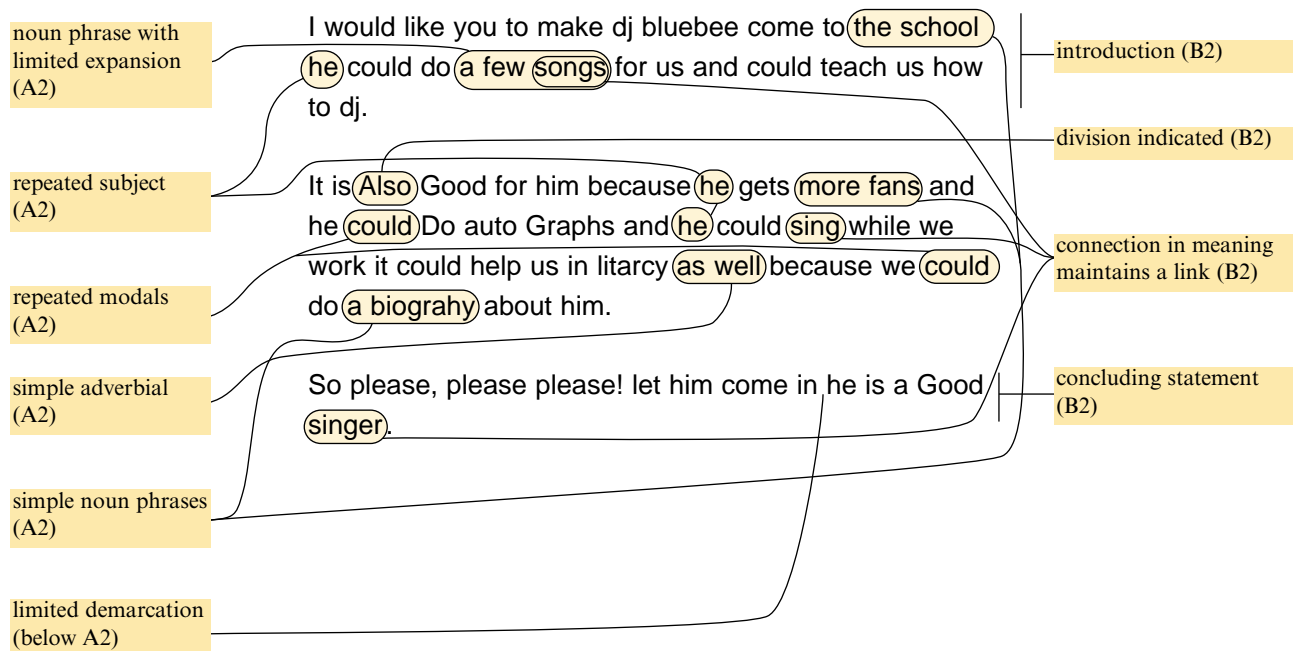
**2 marks****Band F3**

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

**3 marks**

**SENTENCE STRUCTURE & PUNCTUATION**

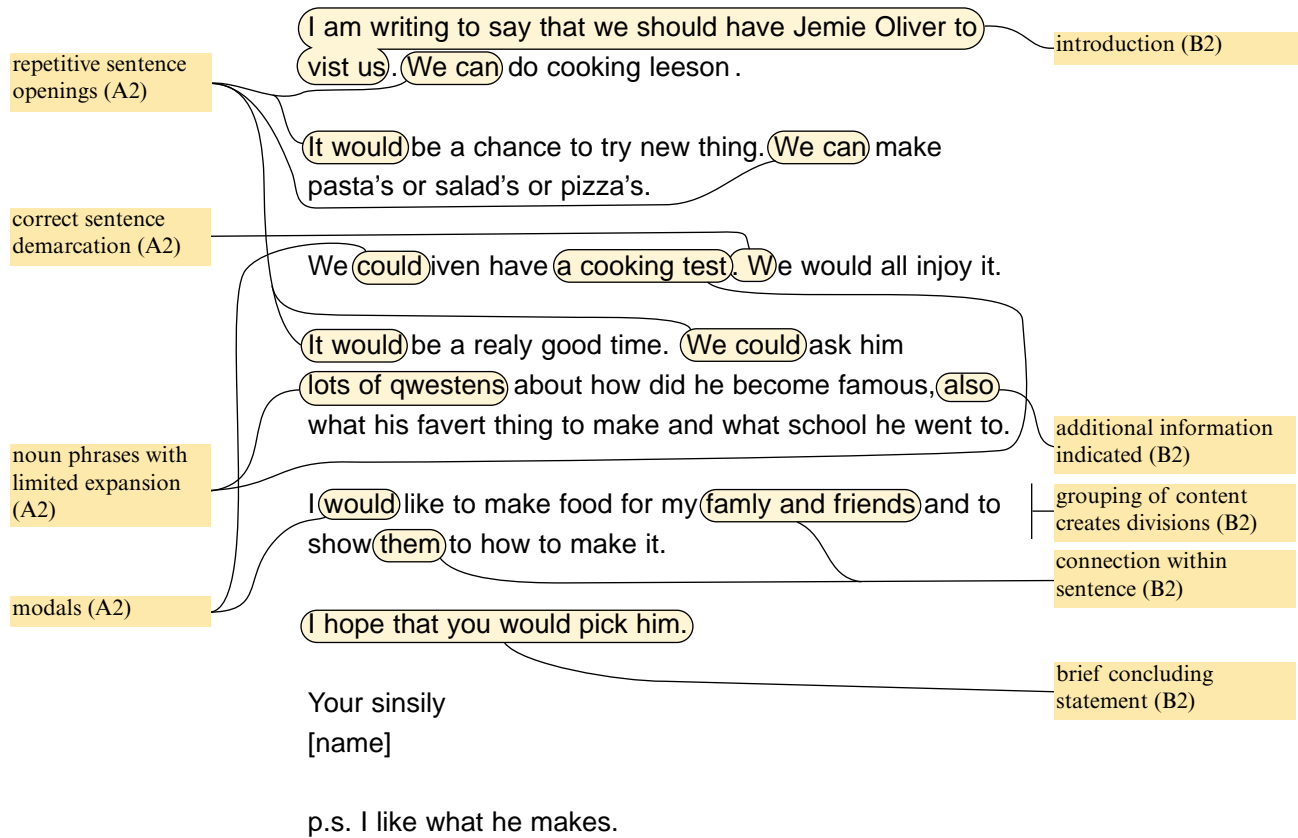
**TEXT STRUCTURE & ORGANISATION**



<p><b>SENTENCE STRUCTURE &amp; PUNCTUATION</b></p> <p><b>Summary</b></p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>A simple letter with some relevant brief points (<i>help us in litarcy</i>) and occasional development (<i>do a biograhly</i>) (C2).</li> <li>A simple viewpoint is expressed (<i>he is a Good singer</i>) (C2).</li> <li>Some detail given (<i>auto Graphs</i>); formality is inconsistent (<i>I would like you, please please!</i>) (C2).</li> </ul>	<p><b>TEXT STRUCTURE &amp; ORGANISATION</b></p> <p><b>Summary</b></p>
<p>Use of mostly simple noun phrases, repeated subjects and modal verbs suggest award in Band A2. Limited sentence demarcation keeps the award at the lower mark in the band.</p>	<p><b>Summary</b></p> <p>In this simple letter, the writer gives some relevant reasons for the choice of visitor, providing evidence for Band C2. The inclusion of a simple viewpoint and mixture of formal and less formal language confirm the band; some further development of points in places would be necessary for a higher mark in the band.</p>	<p>The overall text structure is simple, with a brief introduction, conclusion and a series of brief points suggesting Band B2. A division is indicated; however, limited relationships within and between sentences restricts the mark to the lower in the band.</p>
<p><b>Band A2 – 2 marks</b></p>	<p><b>Band C2 – 3 marks</b></p>	<p><b>Band B2 – 2 marks</b></p>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**



<p><b>SENTENCE STRUCTURE &amp; PUNCTUATION</b></p> <p><b>Summary</b></p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Some development of content (<i>a chance to try new thing</i>), including suggestions for activities during the visit (<i>We could ask him lots of qwestens</i>) (C2).</li> <li>The writer's attitude is evident (<i>I like what he makes</i>) (C2).</li> <li>Occasional detail included (<i>pasta's or salad's or pizza's</i>); however, word choices are mostly general (<i>thing, good, food</i>) (C2).</li> </ul>	<p><b>TEXT STRUCTURE &amp; ORGANISATION</b></p> <p><b>Summary</b></p>
<p>Repetition of subjects and verbs, noun phrases with limited expansion, and modals suggest award in Band A2. Despite the lack of commas there is secure sentence demarcation, just sufficient for the award of the higher mark in the band.</p>	<p><b>Summary</b></p> <p>This piece presents a simple letter with the inclusion of some relevant ideas. These features, supported by the positive viewpoint and some word choices relating to the topic, lead to a mark in Band C2. Evidence of further careful vocabulary choices would be necessary for the award of the highest mark in the band.</p>	<p>Inclusion of a brief introductory and simple concluding statement, with some grouped ideas presented, suggest award in Band B2. Evidence of simple reference chains justifies the award of the higher mark in the band.</p>
<p><b>Band A2 – 3 marks</b></p>	<p><b>Band C2 – 4 marks</b></p>	<p><b>Band B2 – 3 marks</b></p>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

My idea for guest appearance is Lewis Hamilton. (The reason I have chose (this person) is because, (he) knows what it's like to win (a major trophy 'Formula 1 champion Ship').

(The other reason) Lewis Hamilton is a significant idea is because he is only young, which would be good too ask him questions as following:

- How did you get where you are now ?
- How do you feel about Jenson Button being (your partner)?

(Lewis Hamilton) is also a real inspiration to people of all ages. (Lewis Hamilton) also is in (very well known companys) which would be good to ask him how he feels about it. (Lewis Hamilton) is very good at racing (in formula 1) which has made him well known. (Lewis Hamilton) would also be good (because) he has to be ambitious when racing, so he could tell us to be more ambitious and take our chances (when we get them).

I feel that Lewis Hamilton would tell us to keep going and never give up and keep trying until we get what we've always dreamed for! Because Lewis Hamilton kept trying to be a formula 1 driver and (because he was so determined) he got the job he always wanted.

I also think parents would come because Lewis Hamilton is in a job which people of all ages enjoy watching (and also) doing what he does.

I hope you put my idea into action.

Your Sincerely  
[name]

**Annotations:**

- omission apostrophes (above A3)
- use of a comma to mark a division (A3)
- repeated subject (below A3)
- secure demarcation (A3)
- subordination (A3)
- expanded noun phrases (A3)
- adverbials (A3)
- limited control of sentence development (below A3)
- whole text organisation: introduction, followed by sections (B3)
- shifts in topic organise some content (B3)
- connection maintained through references (B3)
- paragraph development limited by brief introduction of several different points (B3)
- topic development: expands the theme of determination (B3)
- weak conclusion (below B3)

<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Expanded noun phrases, adverbials and some use of complex sentences indicate award in Band A3. There is evidence of correct sentence demarcation and additional punctuation within the sentence. However, some repetitive use of subjects and some overlong strings of clauses keep the mark at the lower in the band.
<b>Band A3 – 4 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>• Developed explanation (<i>tell us to keep going</i>) of reasons for choosing Lewis Hamilton (C3). Balance is weakened by some repetition (below C3).</li> <li>• Writer's attitude is consistent (<i>a significant idea, a real inspiration</i>) and maintained (<i>think parents would come</i>) (C3).</li> <li>• Stylistic features support persuasive purpose: some careful word choice (<i>ambitious, determined</i>); formal style of address (C3).</li> </ul>
<b>Summary</b>
Development of content maintains form and combines with a consistent viewpoint and some vocabulary choices to merit award in Band C3. A stronger balance of coverage with less repetition would be necessary for a higher mark in the band.
<b>Band C3 – 6 marks</b>

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
Evidence of whole text organisation and some paragraph development to expand themes, with references to maintain connection, lead to award in Band B3. The mark is limited to the lower in the band by a weaker conclusion and some inconsistency in content development.
<b>Band B3 – 4 marks</b>



**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

I am writing to you to say about a famous person coming to our school.

I think that we **should** invite Maria Sharapova, (**Tennis player**), she is **a brilliant sportywoman** **that** pupils **would** enjoy meeting.

She **could** teach tennis to the beginners, **that** would be easy for her, **because of her amazing skills**. **Or** she could play against the better people. **Maybe** she could tell us what it's like to be out on the outstanding court. **Also** she could show some pictures of her rapidly winning a match.

**If** she were to come, she could bring us some nets or some of her rackets. **She** is famous so maybe she **might** sign a picture of her to give to us and sign it.

I would be very overjoyed **if you invited Maria**, also the **other pupils** might be as happy as I am! **She is** **a very talented, lovely, caring person**. **Furthermore**, she could help out round **our classroom** or tell **us** about herself when she was our age.

I do hope you take these ideas into mind.

Yours sincerely  
[name]

<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>Adverbials, expanded noun phrases and subordination suggest award in Band A3. There is also a range of modal verbs. Although there are some inaccuracies in punctuation, correct use of brackets (above A3) and evidence of commas to mark divisions in sentences justifies the higher mark in the band.</p>	<ul style="list-style-type: none"> <li>Letter has balanced coverage of several points (<i>teach tennis, show some pictures</i>) and some explanation (<i>play against the better people</i>) (C3).</li> <li>A positive attitude towards Maria is maintained (<i>brilliant sportywoman, as happy as I am</i>) (C3).</li> <li>Some words provide detail about the famous person's life (<i>court, rackets</i>) to interest (C3); other vocabulary choices are general (<i>people, help</i>) (below C3).</li> </ul> <p><b>Summary</b></p> <p>The letter is presented with some development of suggestions and ideas to persuade. A positive viewpoint, to promote the tennis player, is sustained, providing further evidence for Band C3. Further selection of vocabulary to interest would be necessary for the highest mark in the band.</p>	<p>Within sections, there is evidence of varied references to maintain connections. A logical overall structure is presented and divisions are used to organise points. These features, in combination, merit the award of the higher mark in Band B3.</p>
<p><b>Band A3 – 5 marks</b></p>	<p><b>Band C3 – 7 marks</b></p>	<p><b>Band B3 – 5 marks</b></p>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

Our class have been asked to choose a famous person (who we think we could benefit from) to come into our school (for a day). I (personally) think that Jaquiline Wilson should come in (because) she has wrote many childrens books and could show us how to write a good, facinating story!

**Workshops**  
Because she is a famous writer, Jaquilines visit could be (very) educational for everyone. She is very insparational and would encourage children to take up story writing (as) they (will need it) in the future; they (would also be able to write) at some story/writing workshops set up (where) children could have the oppertunity to have a go at writing (their own fictional piece of work).

**Classroom talks**  
Dispite her doing the writing workshops, she could come round the classes and show everyone how she comes up with all her ideas for her fantastic childrens stories (what makes a good piece of writing. After an insparational talk from Jaquiline Wilson, the magority of the school will be intreged to do more writing, (which) the teachers (would) also (benifit) from because the pupils will be begging to learn some more (so) they too could be an author.

**Storytime**  
At the end of the day, (instead of an assembly), Jaquiline (could read) to the pupils part of one of her amazing books: The suitcase kid, The bed and breakfast star (...). Furthermore, some children don't like assemblies so they would have something to look forward to!

As you can see I am very keen on the idea of Jaquiline Wilson coming to our school, so I do hope that you can make it happen. She would be very insparational (and) we could all benefit from her visit. (Don't you think so?)

Yours sincerely  
[name]

varied connectives (A4)

additional words and phrases for shades of meaning (A4)

expansion adds detail (A4)

range of punctuation (A4): brackets comma to mark clauses dash ellipsis

range of complex verb forms (A4)

variation in sentence type (A4): question

**Workshops**

**Classroom talks**

**Storytime**

controlled overall structure (B4): developed introduction sections grouped by subheadings conclusion

link with previous section established (B4)

development of a significant topic within a paragraph (B4)

chronology provides link across text (B4)

conclusion links closely to introduction (B4)

<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Sentences are expanded by phrases and clauses to add detail, with a range of subordinating connectives. Verb forms are varied and appropriate tense is mainly controlled. Punctuation supports meaning and adds further evidence for award of the higher mark in Band A4.
<b>Band A4 – 7 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Adaptation of letter to present chosen ideas to persuade (<i>educational for everyone</i>) and appeal to the reader (<i>As you can see</i>) by focusing on what would happen during the visit (C4).</li> <li>An informed viewpoint (<i>Because she is a famous writer</i>) with the views of others considered (<i>some children don't like assemblies</i>) (C4).</li> <li>Some emotive vocabulary for effect (<i>facinating, fantastic, will be intreged</i>) (C4) but other word choice is repetitive (<i>benifit, insparational</i>) (below C4).</li> </ul>
<b>Summary</b>
A thorough and informative letter to persuade the headteacher with development of suggestions and ideas chosen to persuade indicates award in Band C4. This is supported by controlled viewpoint. Stylistic choices are limited in some places by the repetition of several words; this keeps the mark to the middle of the band.
<b>Band C4 – 10 marks</b>

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
The overall structure of the letter is shaped by the use of subheadings and further established by links between some sections. Content is developed in sections with relevant detail, confirming the higher mark in Band B4.
<b>Band B4 – 7 marks</b>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

I have thought long and hard about who I would like to come into school, and have decided on my inspirational icon, Sir David Attenbour. I have chosen him for several reasons that I believe are good ones. Very high on my list is that he would provide an interesting experiance; he is well know for being in educational programs such as Blue Planet and 'The Privet Life of Plants' so he would certinly be able to teach us about the creatures and plants of the world, maybe even inspire a few people to work with or study animals, like he did with me. He only inspired me through me watching DVDs, imagine if children met him in real life!

Another thing he could do is show us some DVDs of some of the most amazing places on the planet, like, the deep sea, or the shara desert were animals have evoloved (to survive the toughest of conditions). I am sure that the other children would enjoy (that) and surly they would learn about science at the same time? It's like hitting two birds with one stone, we get entertained and we learn at the same time! Perfect for the busy school day!

I would like to add that it would be possible that he could bring in some small creatures for us to see in real life, as that would definitely bring a smile to our faces! He could also bring a microscope and show us microscopic things. I have done that before and it is very interesting. I was fasinated and I think others would be too.

Yet another good reason is that although many people may want you to invite a band member or somebody like that, my choice of Sir David Attenbour could be the way to a whole new perseptive for some people, a perseptive that makes them realise that there is a whole world out there, one full of new and exciting things, most still undiscovered to humans, and that life is not just about make-up and music.

So, on that note I would like to end my letter to tell you about my idea, and leave you to think about my choice. There are many good points to it and I hope you choose Sir David Attenbour.

From,  
[name]

**Annotations:**

- range of punctuation for clarity (A5): consistent capitalisation of names, quotation marks, exclamation mark
- economy of expression (A5)
- sentence variation: short sentence (A5)
- sentence focus: passive (A5)
- controlled use of several subordinate clauses (A5)
- controlled overall structure (A5)
- thematic links between paragraphs (A5)
- reference maintains focus of paragraph (A5)
- paragraph with clear focus (A5)
- contrast within the paragraph (A5)
- paragraphs varied in length and structure (A5)

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p><b>Summary</b></p> <p>Variation in length and focus of sentences develops meaning. This is supported by the use of expanded sentences with subordinate clauses and some economic expression. These features, combined with a range of punctuation used to support meaning, justify the award of the highest mark.</p> <p><b>Band A5 – 8 marks</b></p>	<ul style="list-style-type: none"> <li>Content adapted for effect: most significant reasons placed first (<i>Very high on my list</i>) and informative explanations provided (<i>the deep sea, or the shara desert were animals have evoloved</i>) (C5).</li> <li>Authoritative viewpoint is well controlled (<i>educational programs, certinly be able to teach us</i>) (C5).</li> <li>Stylistic features include phrases to support a conversational approach (<i>maybe even inspire, surly they would learn, life is not just about</i>) and patterning for effect (<i>my inspirational icon, a whole new perseptive for some people</i>) (C5).</li> </ul> <p><b>Summary</b></p> <p>In this engaging and realistic letter, the writer presents a purposeful adaptation of ideas that are selected to convince. The knowledgeable point of view is combined with stylistic features designed to encourage the reader to endorse the choice, meriting the award of the top mark.</p> <p><b>Band C5 – 12 marks</b></p>	<p><b>Summary</b></p> <p>Overall structure is controlled, with clear connections between paragraphs. A final paragraph links previous points effectively. Focus within paragraphs organises content, confirming the award of the top mark.</p> <p><b>Band B5 – 8 marks</b></p>

## 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.

I am here to inform you that a very <sup>jolly</sup> ~~nice~~ man, who is a footballer, has said if he (Frank Lampard) can come and teach some of the children the excellent qualities of football.

Firstly, I think this a good idea because it will make children have something different to do at school. Also it will keep the children occupied as well as keeping them fit and active.

Secondly Frank Lampard is a outstanding player, who plays for Chelsea, who plays for along side some of the greatest greastest names in football including Fernando Torres, Michal Essiam and so mach more like the new England captain John Terry ~~Ferry~~ (skipper) John Terry.

**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.

I would like to invite Marc ———  
Let me tell you why.

So Firstly Marc was in  
the Navy, he could teach us  
about his life when he was  
a cadet. Also, he could help  
to people who want to join the  
forces and, give the advantages  
and disadvantages.

He is also a land lord, he  
could offer advise on things like  
is it son, how much do you sell  
a house for. I've heard a  
few people in my class say  
they want to be land  
lords so that's a good thing  
don't you agree.

**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.

I am writing to tell you how  
educational a trip from Jamie Oliver  
would be. Firstly he is amazing  
in the kitchen and a brilliant cook,  
he also is friendly on the telly  
his meals are simple but they look  
delicious and ~~we~~ always gives a  
helpful tip.

People would benefit from someone like  
Jamie Oliver and he could teach us  
to make something everyone enjoys  
eating. Who wouldn't like to meet  
him? We need to learn a basic  
skill for when we grow up.

Cooking is so much fun and it  
tastes nice (most of the time) and you  
can be proud of some thing.

**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.

I would like Ellen Whitikha to come in for guest appearance week. Ellen Whitikha is one of the best most famous horse riders in England!

However, Ellen Whitikha mainly rides. She is a great horse woman and has a wonderful personality. Ellen Whitikha started to ride ~~when~~ when she was only 18 months old consequently, she can ride very well. <sup>Meanwhilst</sup> ~~While~~ Ellen Whitikha was young her dad <sup>Robert Whitikha</sup> ~~used~~ <sup>used</sup> to go out for shows and take Ellen on her little Shetland pony ~~and~~ pebbles so she is very familiar with shows and can tell us a lot about them.

Ellen's ~~passion~~ desire is to ride it's her passion and if she does come to the ~~guest~~ <sup>guest</sup> appear guest appearance

**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.

I am writing to you to ask you if gold medal winner Usane Bolt, could come <sup>to</sup> our amazing school, to help us on sports day. Usane could not only help us with our techniques but help us with eating healthily. Usane is a great person and a gold medalist, what more could ask for?

On sports day everybody wants to win but that won't happen, so Usane Bolt could help us by give<sup>s</sup> us confidence in our self. He can also give us good tips on how to improve our sports, mostly sprinting.

Another great thing is that <sup>he</sup> could help us on healthy eating. Surely, you want us to keep fit and healthy, if you do then invite Usane Bolt to our well behaved school.



**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.

I am writing to persuade you to invite a famous singer Alicia Keys. This is a life time opportunity for children in the choir.

My first reason is that children can get into groups and practise singing high notes which would really help them with the concert which is in a few weeks time and I'm sure you will agree that she will help them because the choir group has decided to sing the song New York which Alicia sang.

I believe that our reputation will build if our \_\_\_\_\_ choir group wins. I have heard a lot of great things about Alicia and we thought of doing a survey and 99% of children would like Alicia Keys to come but the only person we have to persuade is you.

When I asked the deputy head to phone her she said it would be an hour to represent your school and we could also plan activities in the hall for the children to do but the ~~ex-~~ exact date has to be on the

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## The shorter task: *Birdspotter*

The prompt explains that a wildlife organisation is undertaking a survey of birds. Pupils are asked to imagine that they have seen an unusual bird; the task is to write a detailed description of it. The prompt and formatted 'Birdspotter Survey' answer page make it clear that the description is for identification purposes. However, the nature of the bird is left entirely to the writer's imagination. Support for content and vocabulary development is given in the planning space. Better performances are distinguished by the provision of a thorough, informative description of the bird, which is economically expressed through developed and varied sentence structures.

### Birdspotter

This year *Birdspotter*, a wildlife organisation, is running a survey to identify and keep a record of all the birds that people see near where they live.

You are out walking one day when you see an unusual looking bird. You rush home to get your camera, so that you can take a photograph to send to *Birdspotter*. However, when you get back the bird has gone.

You decide to send a written description of the bird to *Birdspotter* to see if they will be able to identify it.

Remember, you will need to make sure that your description is as detailed as possible.

**Your task is to write a detailed description of the unusual looking bird.**

You can make up the description using your imagination.

#### PLANNING

Think about:

- where you saw the bird
- words and phrases to describe the bird (eg size, colour, features, sounds, behaviour).

Remember, your task is to write a description. You will not receive marks for pictures or decoration.

## Mark scheme for the shorter task: *Birdspotter*

### 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, but*. Some simple sentences, often a brief sequence starting with subject + verb (*The bird was*). Some connections between sentences, eg pronouns referring to the bird (*the bird, it*).
- Sentences sometimes demarcated by capital letters and full stops.

**1 mark**

#### Band D2

- Simple connectives *and, but, when, or, so* link clauses. Subjects and verbs frequently repeated (*It was, It had*). Noun phrases mostly simple (*the head*) or with simple expansion (*a yellow beak*). Some sentences expanded with simple adverbials (*at the top, outside*). Some simple adjectives (*thin, small*). Connections between sentences built up (*head was really tiny / like its head*).
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

**2 marks**

#### Band D3

- Sentences are mostly grammatically sound. Some subordination, eg *because, if (if I was quiet)*. Adverbials (*when I saw the bird*) and expanded noun phrases (*a strange pecking sound*) vary construction of sentences. Tense choice is generally consistent and appropriate. Some variation in subjects (*I, its tail*). Ideas developed within sections. Connections between ideas maintained through ongoing references (*this small bird*).
- Most sentences correctly demarcated; some commas mark phrases or clauses.

**3 marks**

#### Band D4

- Simple and complex sentences with varied connectives, eg *which, until, while*. Expanded phrases and clauses express ideas economically (*I was casually strolling down the street when*). Main ideas supported by organisation of sentences and/or sections of text (*Not only did it have strange features ...*).
- 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 about the bird or a list of attributes.
- Detail sometimes included to expand content, eg simple description (*it was big*).

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

- Content may include brief coverage of several aspects of the bird or may focus on one aspect, eg description of what the bird looks like; may include listing (*blue head, red eyes*).
- Writing shows evidence of viewpoint, eg some objective description / some evaluative comment (*good to look at*).
- Some vocabulary describes the bird (*noisy, large*) although other references are general (*things, a lot*).

**2–3 marks****Band E3**

- Coverage is balanced, eg includes several aspects relating to the bird. Detail supports informative purpose of description (*body was 10cm long ..., like a chicken*).
- Viewpoint is established and maintained, eg writer includes helpful information (*it was eating an apple*) / appears impressed with the bird's features (*beautiful wings*).
- Some straightforward stylistic features used to support purpose, eg careful word choice to describe the bird (*bright blue feathers, head looked soft*).

**4–5 marks****Band E4**

- Adaptation for reader, eg makes suggestions to assist with identification (*seemed about the size of a robin*). Thorough coverage.
- Viewpoint is consistent and controlled, eg writer describes situation with confidence (*on the other wing it was a different colour scheme, a dull brown in the dim light*).
- Some stylistic features add emphasis and interest, eg technical or precise vocabulary (*wingspan, camouflaged for its surroundings, hovering, timid*).

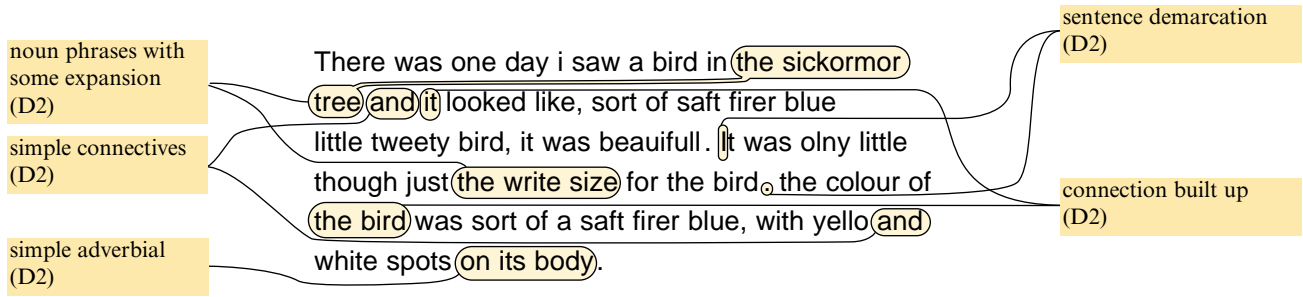
**6–7 marks****Band E5**

- Reader and purpose inform choice and placing of content, eg writer prioritises most significant information.
- Viewpoint well controlled and convincing, eg writer appears authoritative by comparing other experiences (*was gliding like a parachute being released*).
- A range of stylistic features, eg use of specific terminology; descriptive vocabulary (*hooked talons, muscular neck, plumage of purple and gold*).

**8 marks**

**SENTENCE STRUCTURE**

**PUNCTUATION & TEXT ORGANISATION**



<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p> <p>The use of a simple adverbial, noun phrases with limited expansion and simple connectives suggest award in Band D2. Although sentence demarcation is limited, evidence of linkage in the text confirms the mark.</p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Some detail for occasional development (<i>just, yello and white spots</i>); coverage focuses mainly on one aspect (E2).</li> <li>Some evidence of simple viewpoint (<i>it was beauifull</i>) (E2).</li> <li>Word choice mostly general (<i>sort of</i>); description is repetitive (<i>saft firer blue</i>) (E2).</li> </ul>
<p><b>Band D2 – 2 marks</b></p>	<p><b>Summary</b></p> <p>This simple description contains little expansion of content and gives a very simple expression of how the writer feels about the unusual bird, suggesting award in Band E2. More content coverage (for example, brief description of another aspect of the bird) would be necessary for the award of the higher mark in the band.</p>
	<p><b>Band E2 – 2 marks</b></p>

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Dear Birdspotter it's Monday morning I was out playing (when) i saw a bird it Looked quite unusual (so) i ran home to get the camera (when) I got back it was gone. (So) I thought i would write to you to describe it |  
 The bird had four legs, two wings. The colour of it is black and orange. it had (a green eye ball) and 1 yellow eye ball. (A blue beak). It was limping like it had a broke wing (thats why I left it to get the camara). (It sounded a bit like a goose.  
 Thank you bird spotter !!!!!  
 !!!!! Thankyou!

repeated simple connectives (D2)

limited expansion of noun phrases (D2)

accurate sentence demarcation (D2)

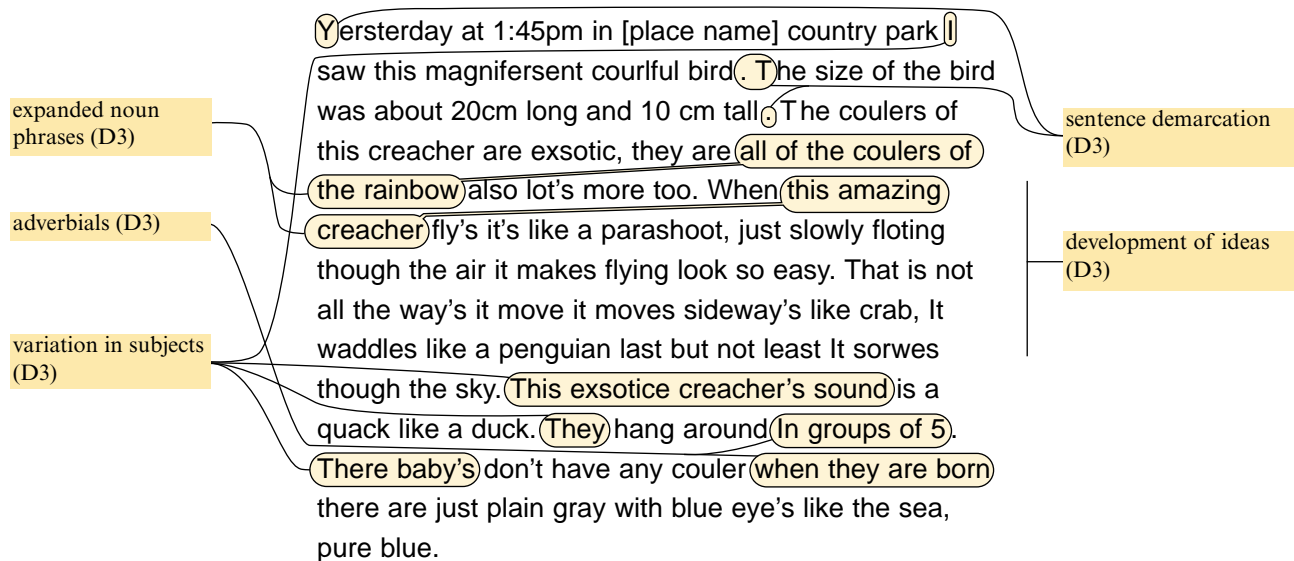
connection built up between sentences (D2)

<b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b>
<b>Summary</b>
The use of some noun phrases with simple expansion and repeated simple connectives suggest award in Band D2. Some evidence of accurate sentence demarcation and connection between sentences confirm the mark.
<b>Band D2 – 2 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Content includes some simple contextualisation (<i>I was out playing</i>), with some limited development about the bird (<i>limping like it had a broke wing</i>) (E2).</li> <li>Writer's point of view is apparent (<i>Looked quite unusual</i>) (E2).</li> <li>Some word choice adds detail to the description of the bird (<i>yellow eye ball</i>); other vocabulary is more general (<i>four legs, two wings</i>) (E2).</li> </ul>
<b>Summary</b>
In this simple piece, the writer has presented a straightforward recount of the experience with some development. Together with some detail in the description of the bird, and some evaluation, there is sufficient evidence for the higher mark in Band E2.
<b>Band E2 – 3 marks</b>

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 for Band D3 includes the use of adverbials, expanded noun phrases and varied subjects. The development of ideas and mostly accurate sentence demarcation support the award of the mark.</p>	<ul style="list-style-type: none"> <li>• Development of description (<i>like the sea, pure blue</i>) and detail (<i>the bird was about 20cm long</i>) supports informative purpose and provides coverage (E3).</li> <li>• Establishment of viewpoint; writer appears impressed (<i>magnificent colourful bird, makes flying look so easy</i>) (E3).</li> <li>• Some careful word choice (<i>parashoot, just slowly floating</i>); some repetitive use weakens effect (<i>exsotic / exsotice, creacher / creacher's</i>) (E3).</li> </ul>
	<p><b>Summary</b></p>
	<p>Description of the bird's appearance, movement and sound is developed through the use of detail and some vocabulary to support purpose; the writer's attitude towards the bird is made clear. These features give evidence for award in Band E3. For the higher mark in the band, further descriptive choices to limit repetition would be necessary.</p>
<p><b>Band D3 – 3 marks</b></p>	<p><b>Band E3 – 4 marks</b></p>



SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Dear birdspotter magazine,  
 I have recently seen a strange bird in the woods. I was hoping you could help me.

The bird was approxemetly 20cm across and 10cm tall. It was black with blue spots but seamed harmless. I saw it eating some oak tree leaves.

Furturemore its claws were very sharp as I could see them from my veiw.

The bird made a very loud squaking noise which pierced my ears. Also it was a very fast flyer. It could jump as high as a kangeroo. It wasn't frightened because as I got nearer to it, it never flew away.

After all this information I hope you can find out what my bird is. When you have please can you write back.

expanded noun phrases (D3)

varied subjects (D3)

subordination (D3)

adverbials (D3)

comma marks divisions (D3)

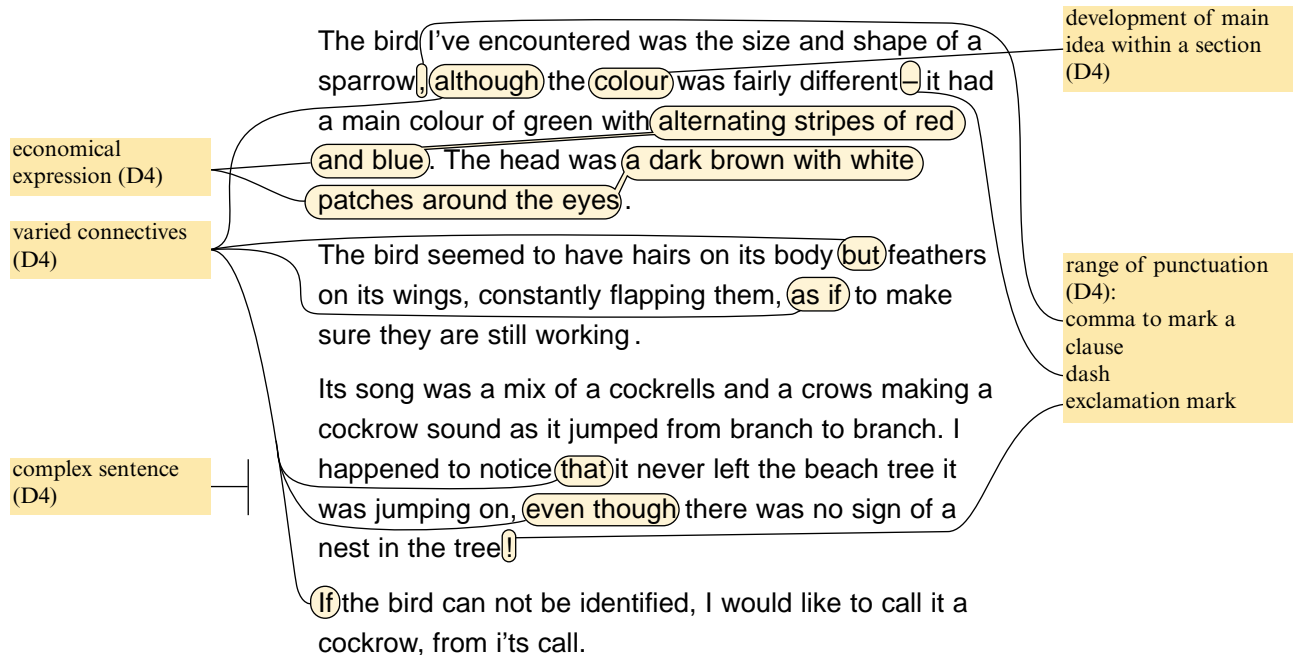
sentence demarcation (D3)

connections maintained between ideas (D3)

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>	<p><b>COMPOSITION &amp; EFFECT</b></p>
<p>Use of adverbials, subordination, expanded noun phrases and variation in subjects suggest award in Band D3. Mostly accurate sentence demarcation, including a comma to mark clauses, supports the award in this band.</p>	<ul style="list-style-type: none"> <li>Detail given to inform the reader (<i>20cm across and 10cm tall</i>); development of different aspects (<i>eating, claws, noise</i>) provides balance (E3).</li> <li>A measured and objective view of the bird is offered (<i>seamed harmless, it was a very fast flyer</i>) (E3).</li> <li>Some apt selection of vocabulary (<i>squaking, pierced, frightened</i>) and comparisons contributes to the impression of the bird (E3).</li> </ul>
	<p><b>Summary</b></p>
	<p>This developed and purposeful description of the bird establishes the writer as a careful observer and creates interest for the reader, leading to an award in Band E3. This, combined with some use of style to support the depiction of the bird, is sufficient for the higher mark in the band.</p>
<p><b>Band D3 – 3 marks</b></p>	<p><b>Band E3 – 5 marks</b></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>Controlled sentence structures, with varied connectives and the use of expanded phrases and clauses for economy suggest award in Band D4; further evidence is provided by the development of sections organised around particular features of the bird, together with a range of punctuation.</p>	<ul style="list-style-type: none"> <li>The description of the bird is adapted by the comparisons with other birds (<i>size and shape of a sparrow, cockrells</i>) and the thoroughness of observations (<i>hairs on its body but feathers on its wings</i>) (E4).</li> <li>Viewpoint is mainly consistent: the writer presents considered opinions (<i>fairly different, as if to make sure they are still working</i>) (E4).</li> <li>Use of some precise vocabulary to describe the bird creates interest (<i>alternating stripes, constantly flapping</i>), but not entirely sustained (E4).</li> </ul>
<p><b>Band D4 – 4 marks</b></p>	<p><b>Summary</b></p> <p>This description of an unusual bird uses some effective vocabulary and gives a reflective depiction of the encounter, suggesting an award in Band E4. Further consistency of stylistic features up to the end of the piece would be necessary for the higher mark in the band.</p>
	<p><b>Band E4 – 6 marks</b></p>

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Dear Birdspotter

I have recently seen a bird (whilst) I was out walking and can not identify what it is. When I saw it I did not have a camera on me, which is unlucky, so therefore I must describe it to you (to create a vivid picture in your mind of it's apperance).

The apperance of this bird is as followed ⊖ orange fur wrapped tightly round it's small body and (a non-beeked head) with (one eye situatuated in the middle of it,) sat on top of it's body with a flame red Anteni resting on top (I would say it was about 20 cm long) (which) brung the creatures total length to about 70 cm.

It was stood carefully on a thin branch coming from an oak tree and shreeked loudly when I aproached it, to protect it's nest, (which was filled with blue eggs, with orange spots on.) (f) I knew what this creature was it would really help.

Yours faithfully  
[name]

**Annotations:**

- complex sentences (D4)
- varied connectives (D4)
- economical expression (D4)
- expanded phrase and clause (D4)
- Opening establishes clear context for the sighting (D4)
- text organisation: related content clearly grouped (D4)
- range of punctuation (D4): commas to mark a phrase, dash, brackets for an additional comment

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION	COMPOSITION & EFFECT
<p><b>Summary</b></p> <p>Use of varied complex sentence structures, developed to convey additional detail economically, suggests the award of Band D4. Range of punctuation and text grouping combines to provide sufficient evidence for the award of the highest mark.</p>	<p><b>Summary</b></p> <p>This convincing and imaginative description effectively portrays the bird for identification purposes. The writer's choice of a formal style and well controlled viewpoint give credibility to the depiction and lead to an award of the top mark, Band E5.</p>
<p><b>Band D4 – 4 marks</b></p>	<p><b>Band E5 – 8 marks</b></p>

# The spelling test

The following conventions should be followed when marking spelling:

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

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

## Atlantis

The story of Atlantis is a       **famous**       myth. Atlantis is       **believed**       by many to be an ancient island that sank into the ocean. It was       **supposedly**       home to an advanced civilization that had       **conquered**       many nations. The island       **collapsed**       into the sea, apparently disappearing during an earthquake.

The possibility that Atlantis was real has been       **discussed**       throughout history. This idea has       **usually**       been rejected because there is not enough       **evidence**       that it existed.

Plato, a Greek writer, made the       **earliest**       recorded reference to Atlantis about 2,500 years ago. According to Plato's version of the myth, the Greek gods       **divided**       the planet between       **themselves**      . Poseidon, the god of the sea, received the island of Atlantis as his share.

Poseidon shared Atlantis amongst his children. The eldest son, Atlas, was given the mountain where he was born and the       **neighbouring**       area as his kingdom.

Atlas was       **eventually**       made king of the entire island and the       **surrounding**       ocean, which was called the Atlantic Ocean in his       **honour**      .

Atlas made his birthplace into a city and enclosed it with three       **circular**       moats of       **increasing**       width which were separated by rings of land. The       **inhabitants**       of Atlantis then built bridges over the moats.

There have been       **dozens**       of locations proposed for Atlantis, most of them in or near the Mediterranean Sea. The legend of Atlantis is featured in many books, films, television series and other       **creative**       works.

## Quick reference mark scheme for the spelling test

- |               |                  |
|---------------|------------------|
| 1. famous     | 11. themselves   |
| 2. believed   | 12. neighbouring |
| 3. supposedly | 13. eventually   |
| 4. conquered  | 14. surrounding  |
| 5. collapsed  | 15. honour       |
| 6. discussed  | 16. circular     |
| 7. usually    | 17. increasing   |
| 8. evidence   | 18. inhabitants  |
| 9. earliest   | 19. dozens       |
| 10. divided   | 20. creative     |

### **Scoring spelling**

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

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

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

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





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