

**En**

YEAR  
**7**  
PROGRESS

LEVELS  
**3-4**

English tests

# Mark scheme

Year 7 Progress



**2007**

National curriculum assessments

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# Introduction

The year 7 progress tests in English have been developed specifically for those pupils who did not achieve level 4 at the end of key stage 2, and who are assessed by their teacher to be working at level 3 or 4 during year 7. These tests are designed to assess levels 3 and 4 only. They are therefore specifically tailored to this group of pupils. This document contains the complete set of mark schemes for the year 7 progress tests in English. It also includes guidance on the overall structure of the mark schemes and how they should be applied.

Marks are allocated as follows: 40 marks for reading and 38 marks for writing (including three marks for handwriting and seven marks for spelling). The marks for the reading and writing components, when added together, give a total of 78. Level thresholds will be available in late June and will be based on the judgement of standards, rather than preset in the mark scheme. These will be given separately for reading and writing, as well as for English overall.

This booklet includes the mark schemes for the reading, writing and spelling tests. For ease of reference, the test questions have been reproduced in the mark schemes.

The test papers will be marked by external markers. The markers will follow the mark scheme in this booklet. All markers will be trained to follow the guidelines given here to ensure consistency of marking.

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# Reading test: *Flying High*

The reading test assesses pupils' understanding of unprepared texts in relation to each question set and the assessment focus targeted.

The reading test is presented in two sections. The first section consists of a leaflet, advertising a circus school where young people could learn circus skills, and a labelled diagram showing how to do a triple somersault. The second section is a narrative, *The Catch*, which tells the story of how the daughter of a circus family took part in the family trapeze act and performed the triple somersault.

## Questions

The *Reading answer booklet* contains 30 questions in a variety of formats, relating to the texts. These include tables to be completed or boxes to be ticked, short answers requiring a word or phrase and longer answers requiring more detailed explanations of pupils' opinions. The number of marks allocated to these questions varies between one and three.

## About the mark scheme

The reading mark scheme was devised after trialling the tests with pupils and contains 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 structure. The mark scheme indicates the criteria on which judgements should be made. In areas of uncertainty, however, markers make judgements based on the assessment focus and the relevance of the answer.

For questions requiring boxes to be ticked, any other clear mark or indication of response is also acceptable.

## How the reading mark scheme is set out

12. Why have pictures been used in *Circus for Young People*?

Give **two** reasons.

(2 marks)

Focus of question: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level (AF4)

Answers may relate to the informative and / or persuasive functions of the photographs.

Award 1 mark (up to a maximum of 2) for any of the following:

- to provide a general visual exemplification / show what the circus skills involve, for example:
  - to see what you are going to be doing
  - to show them what they will learn
  - to see the different skills that they do
  - so children have a good example of how easy or hard it is
- to provide visual exemplification of a particular skill / equipment, for example:
  - because you want to know what a human pyramid looks like
  - to show what the equipment looks like

aspect of reading assessed by this question

criteria for 1 and 2 marks

different ways in which criteria may be met

examples of responses produced in the trials

## Assessment focuses

The same set of assessment focuses for reading as used since 2003, drawn from the national curriculum and related to the key stage 3 National Strategy's *Framework for teaching*, is being used for the 2007 English tasks and tests at all key stages. These provide fuller information about the focus of the question, indicating the particular process or skill the pupil needs to use in order to obtain their answer. These focuses will ensure more accurate marking and enable teachers to gain clearer diagnostic information from their pupils' performance. The assessment focuses in this reading test (AF2–6) assess pupils' ability to:

- AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- AF3 – deduce, infer or interpret information, events or ideas from texts
- AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- AF5 – explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
- AF6 – identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

There are two assessment focuses which are not explicitly covered in this test:

- AF1 – use a range of strategies, including accurate decoding of text, to read for meaning
- AF7 – relate texts to their social, cultural and historical contexts and literary traditions.

The table on the following page identifies the questions (with marks available) that address each assessment focus covered in this reading test.



## Flying High: questions and assessment focuses

		understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	deduce, infer or interpret information, events or ideas from texts	identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level	identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
Text		AF2	AF3	AF4	AF5	AF6
<b>Part 1</b>						
Circus for Young People	Q1	1				
	Q2	1				
	Q3		1			
	Q4	1				
	Q5	1				
	Q6	1				
	Q7a		1			
	Q7b		1			
	Q8		1			
	Q9					1
	Q10			2		
	Q11			2		
	Q12				2	
Q13						1
The Triple Somersault	Q14			1		
	Q15		1			
	Q16		1			
	Q17			1		
<b>Part 2</b>						
The Catch	Q18	1				
	Q19	1				
	Q20	2				
	Q21a		1			
	Q21b		1			
	Q22		2			
	Q23				1	
	Q24				1	
	Q25			3		
	Q26				1	
	Q27			1		
	Q28			2		
Q29	1					
<b>Whole booklet</b>						
	Q30			1		
	Totals	10	20	5	4	1

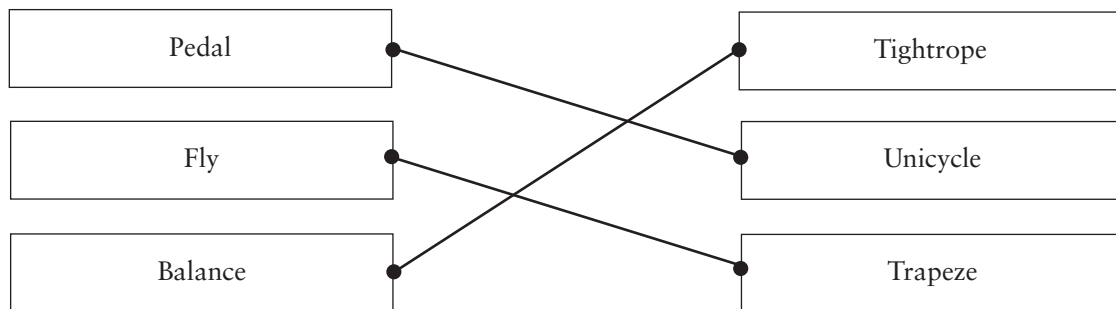
## Reading mark scheme

### Circus for Young People

#### Part 1

Questions 1–13 are about *Circus for Young People* (pages 4–5).

1. Draw lines to match the following movements to the appropriate activity.



(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for all three pairs correctly matched.

2. Look at the second paragraph.

Who should you be taught by if you want to become a good circus performer?

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for 'experts'.

Also accept:

- pro / professional
- circus school.

Do not accept other non-text-based responses, for example:

- *someone who is good at circus skills*
- *circus performer / acrobat*
- *teacher / trainer / instructor* (with no reference to circus or circus school).

## Reading mark scheme

### Circus for Young People

3. Why is it safer to learn circus skills at the circus school?

Tick **two**.

It's in your home town.

You use the latest safety equipment.

You learn to fly through the air.

You keep your feet on the ground.

You learn in a supportive environment.

(1 mark)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark for both correct answers ticked as above.

4. Find and copy one skill you might improve on the **acrobatics** course.

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for any of the following:

- cartwheels
- handstands
- tumbling
- balancing / balance / control
- teamwork / working with others
- flexibility / flexible.

Do not accept other skills not related to the acrobatics course, for example:

- juggling / trapeze / unicycling / somersaults.

## Reading mark scheme

### Circus for Young People

5. Which two skills do you have to do as part of a group?

Tick two.

- |               |                                     |
|---------------|-------------------------------------|
| human pyramid | <input checked="" type="checkbox"/> |
| cartwheel     | <input type="checkbox"/>            |
| tower         | <input checked="" type="checkbox"/> |
| handstand     | <input type="checkbox"/>            |
| juggling      | <input type="checkbox"/>            |

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for both correct answers ticked as above.

6. What is one advantage of learning to juggle, according to the text?

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for any of the following:

- increases mind / body co-ordination
- practise at home
- perform for friends / family
- most adaptable skill
- you can juggle with anything / different things
- it gives your brain cells a workout
- you keep your feet firmly on the ground
- learn to throw / catch
- learn to concentrate.

Do not accept:

- inappropriate text lift, for example:
  - *Once you have learnt how to throw and catch one or two balls*
- imprecise answers, for example:
  - *throw and catch*
  - *increase your mind.*

## Reading mark scheme

### Circus for Young People

7. a) What do you need to learn **before** beginning three-ball juggling?

(1 mark)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark for either of the following:

- to throw and catch one or two balls
- two-ball juggling.

Do not accept:

- imprecise answers, for example:
  - *throw and catch*
  - *one or two balls*
  - *throw one or two balls*
  - *catch one or two balls.*

b) What must you learn **before** beginning the flying trapeze?

(1 mark)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark for any of the following:

- static trapeze
- how to move around a trapeze / practise set moves / learn basic moves / solo moves
- confidence in your abilities / bravery.

Do not accept reference to qualities that are not learnt, for example:

- *to be fit and in good health*
- *upper body strength.*

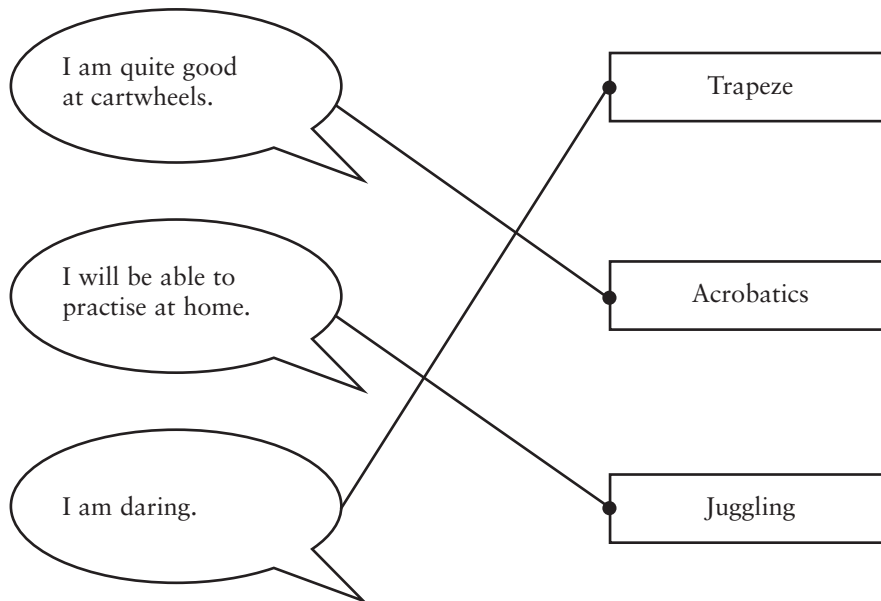
Also do not accept:

- imprecise answers, such as:
  - *trapeze course*
  - *move around*
- reference to performance, including:
  - *to smile through gritted teeth*
  - *to make the moves look easy.*

## Reading mark scheme

### Circus for Young People

8. Match the following people to the course that would interest them the most.



(1 mark)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark for all three pairs correctly matched.

9. Look at the *Static Trapeze* section.

What do the words *smile through gritted teeth* mean?

Tick **one**.

The performer is always happy.

The performer has upper body strength.

The performer pretends that it is easy.

The performer has strong teeth.

(1 mark)

Focus of question: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level (AF5)

Award 1 mark for the correct answer ticked as above.

## Reading mark scheme

### Circus for Young People

10. Look again at pages 4 and 5.

What are three benefits of learning circus skills?

Tick **three**.

- |                             |                                     |
|-----------------------------|-------------------------------------|
| team building               | <input checked="" type="checkbox"/> |
| you can do dangerous things | <input type="checkbox"/>            |
| keeping your brain active   | <input checked="" type="checkbox"/> |
| you can go to the circus    | <input type="checkbox"/>            |
| making costumes             | <input type="checkbox"/>            |
| physical fitness            | <input checked="" type="checkbox"/> |

(2 marks)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 2 marks for all three answers correctly ticked; award 1 mark for two answers correctly ticked.

11. Tick to show if the following are true or false.

The first one has been done for you.

- |  | T                                   | F                                   |
|--|-------------------------------------|-------------------------------------|
| You must be an expert to start classes.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| It's best to start with lots of courses. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| You can work on a trapeze with a friend. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| You can only juggle with balls.          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Courses run for half a school term.      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

(2 marks)

Award 2 marks for all four statements correctly ticked; award 1 mark for two or three statements correctly ticked.

## Reading mark scheme

### Circus for Young People

12. Why have pictures been used in *Circus for Young People*?

Give **two** reasons.

(2 marks)

Focus of question: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level (AF4)

Answers may relate to the informative and / or persuasive functions of the photographs.

Award 1 mark (up to a maximum of 2) for any of the following:

- to provide a general visual exemplification / show what the circus skills involve, for example:
  - to see what you are going to be doing
  - to show them what they will learn
  - to see the different skills that they do
  - so children have a good example of how easy or hard it is
- to provide visual exemplification of a particular skill / equipment, for example:
  - because you want to know what a human pyramid looks like
  - to show what the equipment looks like
- reference to the deliberate use of young people in the pictures, for example:
  - to show young people do it
  - to show that children go
- to encourage people to join the circus school / learn circus skills, for example:
  - to make you want to learn one of the skills
  - to inspire people of what they can do
  - to make you want to be as good as them
  - because it is trying to get people to join
- reference to displaying the skills / performers in a positive light, for example:
  - to show how exciting it is
  - to show how good they are
  - to show how much fun they have
  - so it advertises it's a good club
- reference to the pictures making the leaflet visually more attractive, for example:
  - to make the leaflet more interesting
  - to make it eye catching
  - to attract your attention.



## Reading mark scheme

### Circus for Young People

**Do not accept:**

■ imprecise answers, for example:

- *to interest you*
- *because it's fun*
- *it helps them understand*
- *to see what is going on*

■ suggestions that the reader can use the pictures to learn how to do the skills, for example:

- *to show how to do it.*

13. What is the purpose of this text?

Tick one.

- |   |                                     |
|---|-------------------------------------|
| to make people visit the circus                   | <input type="checkbox"/>            |
| to encourage people to join circus skills classes | <input checked="" type="checkbox"/> |
| to explain how to juggle                          | <input type="checkbox"/>            |
| to encourage you to practise your skills          | <input type="checkbox"/>            |

(1 mark)

Focus of question: identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader (AF6)

**Award 1 mark for the correct answer ticked as above.**

## Reading mark scheme

### The Triple Somersault

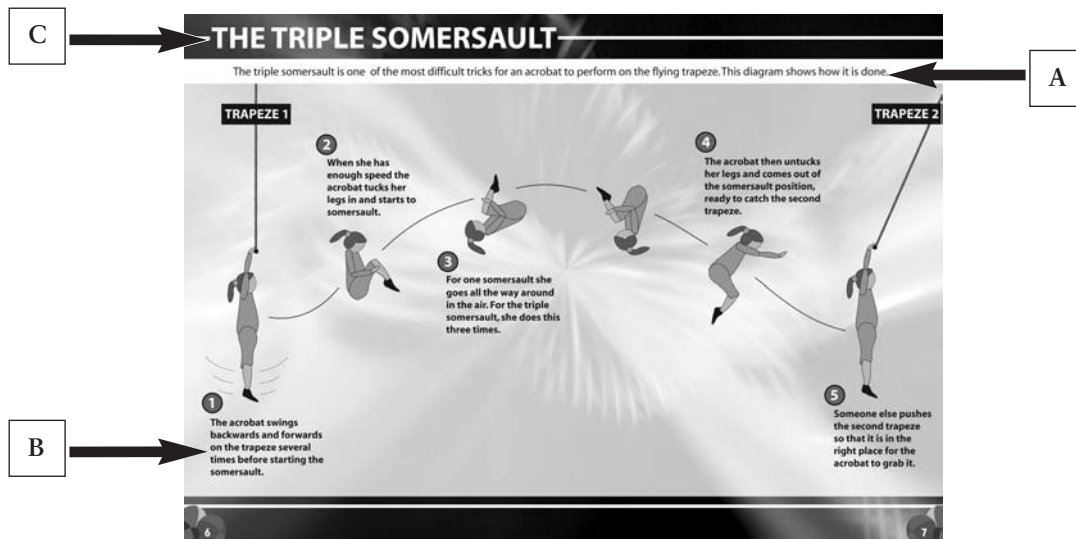
Questions 14–17 are about *The Triple Somersault* (pages 6–7).

14. Put a letter in each box to label the different parts.

A – Introduction

B – Stages

C – Title



(1 mark)

Focus of question: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level (AF4)

Award 1 mark for all boxes completed as above.

15. Why does the acrobat swing backwards and forwards on the trapeze before starting the somersault?

(1 mark)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark for answers that identify that the reason is to gain speed / power, for example:

- to get faster
- to pick up speed
- to help her get power.

Also accept:

- to get some height.

## Reading mark scheme

### The Triple Somersault

16. At which stage does the acrobat stop holding her legs?

Write the number.

(1 mark)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark for '4'.

17. Why is the acrobat shown six times on the diagram?

Tick one.

because she is doing it in slow motion

to show that she spins round six times

because there are six acrobats

to show the different stages of the somersault

(1 mark)

Focus of question: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level (AF4)

Award 1 mark for the correct answer ticked as above.

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## Reading mark scheme

### The Catch

#### Part 2

Questions 18–29 are about *The Catch* (pages 8–11).

18. Look at page 8.

Find and copy a phrase that tells you that Gino was cross with his sister at the beginning.

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for any of the following:

- (Gino) glared (at his sister and sighed)
- (He shook his head) angrily
- Stop going on about it (, Bella).

Do not accept answers which include larger sections of text including the correct phrase.

Also do not accept:

- Gino had to wait until he was 15.

19. How did Bella first realise her mother had injured herself?

Tick one.

Bella saw her mother on the floor.

Her mother needed a hand to get up.

Bella heard a moan.

Her mother's face was twisted in pain.

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for the correct answer ticked as above.

## Reading mark scheme

### The Catch

20. Look at pages 8 and 9.

When Bella found her mother had been injured, what did she do to help her?

Write two things.

(2 marks)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark (up to a maximum of 2) for any of the following:

- put her ankle (it) in a bandage
- helped her up
- made a cup of tea
- put her in a comfy chair
- offered to take her Mum's place.

Also accept:

- *she said she'd do it.*

Also award 1 mark for 'looked after her'. Pupils who give this more general response together with any of the first four points above can only be awarded a maximum of 1 mark.

Do not accept:

- she did the act instead of her Mum / took her Mum's place.

## Reading mark scheme

### The Catch

21. Look at page 9.

After Mia twisted her ankle, Franco and Bella came up with different suggestions for what to do about the show.

Complete the bubbles to show what Franco and Bella suggested.

a) **Franco's suggestion** (1 mark)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark for any of the following:

- cancel the show / act
- Klaus and Henrik do the rollerskating
- apologise / inform the crowd.

Sample answers:

- *we have to cancel the show*
- *I will put on the skater they have been practising for months*
- *Say sorry to the crowd!*

Accept responses written in the third person, for example:

- *Franco was going to tell all the audience that Mia can't do it.*

Do not accept answers which include copying of large sections of the text including the correct response, for example:

- *Franco frowned in concern. 'As long as you're really all right, that's the main thing. But we'll have to cancel the act tonight to give you a chance to recover.'*

Also do not accept responses that relate to other comments made by Franco, such as:

- *what have you done / what happened?*
- *ok that's what we'll do.*

b) **Bella's suggestion:** (1 mark)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark for reference to Bella performing, for example:

- *I can do the show.*

Accept responses written in the third person, for example:

- *Bella wanted to swap places with her mum in the act.*

Do not accept answers which include copying of large sections of the text including the correct response, for example:

- *She took a deep breath. This could be it. It was the chance she'd longed for but not like this. Mum and dad we don't have to cancel because I could take Mum's place.*

## Reading mark scheme

### The Catch

22. Look at page 9.

Why is Bella's mother so determined that the show should go ahead?

Explain as fully as you can.

(2 marks)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark (up to a maximum of 2) for any of the following:

- it's a sell out / the show has been sold out
- it's the last show / night
- everyone is coming especially to see the Flying Fratellis
- can't let the audience down
- because they are due to do the ultimate trick / because it is an important show.

Sample answers:

- *she doesn't want to upset the crowd* (1 mark)
- *because it's the last performance tonight* (1 mark)
- *because it's their last show there and the show is a sell-out. Everyone is coming because they heard they're planning the big one – the triple somersault* (2 marks)
- *because the tickets were all sold and the people only came to see the Flying Fratellis* (2 marks)
- *because everyone was coming to see the somersault and it was the last show* (2 marks)
- *because it was the last show and everyone heard that they were planning the big one and everyone wanted to see them* (2 marks)
- *because it's the last show and the show was sold out and everyone is coming to see the Flying Fratellis* (2 marks).

Do not accept reference to the following:

- Mia wants her family to be in the show / this is Bella's big chance
- Mia knows how good Bella is so the show goes ahead – indication that Mia wants Bella to perform
- suggestion that the audience are already present, for example:
  - *the audience are waiting.*

Also do not accept imprecise answers, for example:

- *because she didn't want it to be cancelled*
- *because it was the last act of the night.*



## Reading mark scheme

### The Catch

23. *Eventually, Franco nodded.* (page 10)

What does the word *eventually* tell you?

Tick one.

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| that it was four hours later        | <input type="checkbox"/>            |
| that he didn't decide straight away | <input checked="" type="checkbox"/> |
| that he wasn't interested           | <input type="checkbox"/>            |
| that he was angry with Bella        | <input type="checkbox"/>            |

(1 mark)

Focus of question: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level (AF5)

Award 1 mark for the correct answer ticked as above.

24. Why does the author include information about the spotlights, the smell of popcorn and candyfloss and the music of the orchestra?

Tick one.

- |                                |                                     |
|--------------------------------|-------------------------------------|
| to make it funny               | <input type="checkbox"/>            |
| to describe the audience       | <input type="checkbox"/>            |
| to build atmosphere            | <input checked="" type="checkbox"/> |
| to explain what it looked like | <input type="checkbox"/>            |

(1 mark)

Focus of question: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level (AF5)

Award 1 mark for the correct answer ticked as above.

## Reading mark scheme

### The Catch

25. Fill in the thought bubble to show what Bella might be thinking as she waits to perform.

(3 marks)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark (up to a maximum of 3) for each of the following points in the response:

- thoughts relating to feeling nervous / excited / self-doubt, for example:
  - *oh my god...*
  - *I'm scared and worried*
- anticipation of how the performance will go, for example:
  - *what if I fall?*
  - *will Gino catch me?*
- evidence of her determination / confidence, for example:
  - *I can do it*
  - *I am going to be great*
- wish to show her family what she can do / make them proud of her / not wanting to let anyone down, for example:
  - *I am going to make my mum and dad happy*
  - *I don't want to let Mum down*
- consideration of anticipated audience reaction, for example:
  - *the audience are going to laugh at me*
  - *what if they think I'm rubbish?*
- appropriate reference to events in the story: it was something she had always wanted to do / Mia falling over gave Bella the opportunity to perform, for example:
  - *this is my big chance to prove I can be a Flying Fratelli*
  - *I've always wanted to do this.*

Also award 2 marks for answers which develop on one of the points listed above, for example:

- *What if I fall and break my leg? What if my brother doesn't catch me?*
- *What have I done? Why have I said I would do this I am so stupid. I can't back out now. It is such a big crowd!*

Accept responses written in the third person, for example:

- *She is worried and nervous she might do something wrong (1 mark)*
- *She was thinking she can't do it. She might fall or hurt herself, she was panicking with horror (2 marks)*
- *Nervous but feels a bit more confident than she did before. She might think she will let the audience and her family down and plus she might hurt herself (3 marks).*

## Reading mark scheme

### The Catch

#### Sample answers:

- *Oh my god what am I doing I should not be doing this it's not right I'm not a professional* (1 mark)
- *I'm scared and nervous and I don't think I can do this* (1 mark)
- *I'm going to fall and spoil the last performance. What will happen if I do it wrong?* (2 marks)
- *What if I fall or do something wrong? I don't want to disappoint my Mum and Dad* (2 marks)
- *Oh no it's time I'm shaking like mad. Pull myself together this is going to be good* (2 marks)
- *I'm scared but I can't turn them down. I have to do it for my Mum and Dad. Don't be scared Bella do it!* (3 marks)
- *I'm really nervous. I've never been on stage before. I might mess up and the audience might laugh at me* (3 marks)
- *I wish my mother was here and I wish there weren't so many people but I know I can do it no matter what. I will do this, this is my chance I will do my best I will become like my mother – a star. I will be OK, I will be OK* (3 marks).

Do not award marks for an inappropriate text lift that describes what is happening rather than Bella's thoughts, for example:

- *Four hours later, Bella stood with her father and brother in the corridor...*

26. *she felt her brother's hands snap on to her wrists* (page 11)

Why does the author use the word *snap*?

Tick **one**.

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| to show she was swinging        | <input type="checkbox"/>            |
| because she gasped loudly       | <input type="checkbox"/>            |
| to show that he grabbed tightly | <input checked="" type="checkbox"/> |
| because the trapeze broke       | <input type="checkbox"/>            |

(1 mark)

Focus of question: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level (AF5)

Award 1 mark for the correct answer ticked as above.

## Reading mark scheme

### The Catch

27. Why do you think the Flying Fratellis performed the triple somersault last in the show?

(1 mark)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark for answers that recognise that the triple somersault is the highlight of the show, including reference to the following:

- because it was the peak of the performance
- it was the most impressive / important part of the show / best trick
- save the best until last / dramatic ending / memorable ending / to go out with a bang.

Also award 1 mark for answers that refer to the triple somersault as the most difficult act to perform, for example:

- *because it's the most hardest move to do.*

Do not accept imprecise answers, for example:

- *it was the main show*
- *because they are the best*
- *because it's exciting.*

Also do not accept a suggestion that the rest of the performance is boring, for example:

- *to make them stay.*

## Reading mark scheme

### The Catch

28. 'You're a star' (page 11)

Explain why Gino says this.

(2 marks)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark (up to a maximum of 2) for each of the following:

- because Bella performed so well
- because she did the triple / she completed her first performance
- because Bella was a big help / because she had done a good deed / because Bella saves the day
- to make Bella feel proud of herself / to show he is proud of her.

Sample answers:

- *because she did really well in the show* (1 mark)
- *because she just performed her first show* (1 mark)
- *she has done Gino proud* (1 mark)
- *because she did the show and she was good at the somersault* (2 marks)
- *so his sister would feel good and because she did a massive somersault* (2 marks)
- *because he was proud of Bella and thought she was the best* (2 marks)
- *because she tried her hardest and gave it her best shot and it all turned out great* (2 marks)
- *because she has not let them down and she did everything right* (2 marks).

Do not award marks for:

- *because she was a new flyer with the Flying Fratellis.*

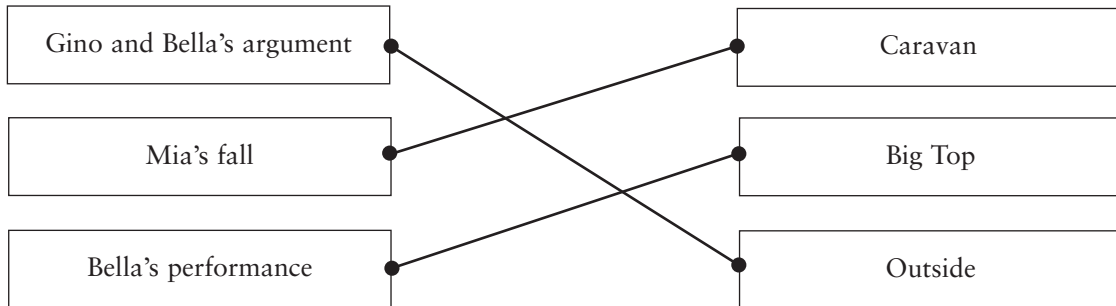
Also do not accept:

- imprecise answers, for example:
  - *because she did it*
- reference to the audience clapping, for example:
  - *because everyone was applauding her*
- reference to Gino's lack of confidence in his sister, for example:
  - *because he didn't think she could do it.*

## Reading mark scheme

### The Catch

29. Draw lines to match the following events with where they took place in the story.



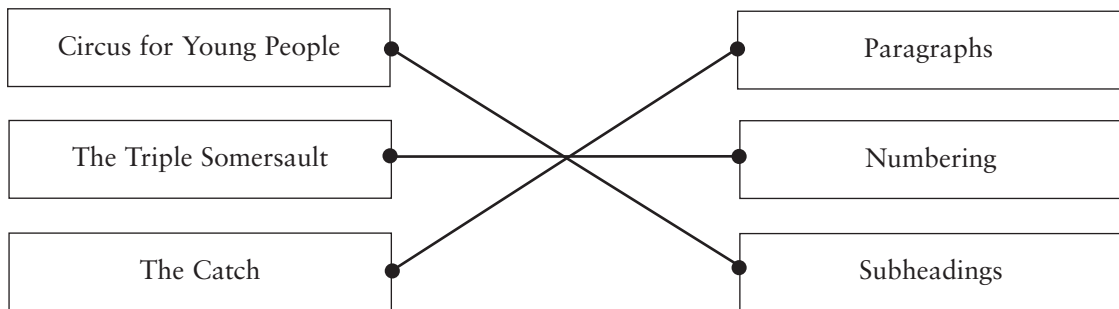
(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for all three pairs correctly matched.

Question 30 is about the whole booklet.

30. Draw lines to match each text to the organisational feature used.



(1 mark)

Focus of question: identify and comment on the structure and organisation of texts including grammatical and presentational features at text level (AF4)

Award 1 mark for all three pairs correctly matched.

# Writing test

## The tasks

This test includes two different writing tasks. The shorter task focuses on pupils' ability to write concisely and accurately, while the longer task requires pupils to plan, organise and sustain a piece of writing, shaping the whole for the reader and maintaining coherence over the piece. For the 2007 test, the longer task asks pupils to write a letter applying to perform in the circus. The shorter task asks pupils to write a description of a place they know well. Both tasks have planning formats designed to help pupils structure their writing. The planning is not marked.

## Assessment focuses

As with reading, the writing mark scheme is based on a common set of assessment focuses that assess pupils' ability to:

- AF1 – write imaginative, interesting and thoughtful texts
- AF2 – produce texts which are appropriate to task, reader and purpose
- AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events
- AF4 – construct paragraphs and use cohesion within and between paragraphs
- AF5 – vary sentences for clarity, purpose and effect
- AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
- AF7 – select appropriate and effective vocabulary.

Assessment focus 8, *use correct spelling*, is explicitly assessed in a separate test.

## About the mark scheme

The mark scheme for this paper is based on a common generic mark scheme which is used across all key stages on all tasks. The criteria have been customised to relate specifically to these writing tasks in the light of evidence from pre-testing.

For the purposes of marking the writing tasks on this paper, related assessment focuses have been drawn together into three strands:

- Composition and effect (AF1 and AF2)
- Text structure and organisation (AF3 and AF4)
- Sentence structure and punctuation (AF5 and AF6).

---

Assessment focus 7, *select appropriate and effective vocabulary*, is not assessed separately. It contributes to text structure and organisation in that vocabulary choices need to be appropriate to the task and contribute to cohesiveness. Vocabulary is also significant in composition and effect, since word choice contributes to style and to the impact of the whole text on the reader.

The **shorter writing task** will be marked for:

- D **Sentence structure, punctuation and text organisation** (maximum 3 marks)
- E **Composition and effect** (maximum 5 marks)

The **longer writing task** will be marked for:

- A **Sentence structure and punctuation** (maximum 6 marks)
- B **Text structure and organisation** (maximum 6 marks)
- C **Composition and effect** (maximum 8 marks)

Handwriting (up to 3 marks) will be assessed in the longer writing task.

Spelling will be assessed as a separate test, but the score out of 15 will be scaled to a maximum of 7 marks, giving a total of up to 38 marks for writing.

## Marking the writing

In the longer task, in order to build up a more complete picture of the strengths and weaknesses of each response, marking will start with sentence structure and punctuation, and move on to text structure and organisation followed by an overall judgement about composition and effect.

It is important to remember that the aim is to judge which band best fits a piece of work. This will involve balancing those aspects of the performance which do meet the mark scheme against those which do not. Where more than one mark is available in a band, once the broad decision has been made it is also necessary to determine which mark in the band is most appropriate for the particular piece of writing.

Each writing task is introduced separately and is followed by the relevant mark scheme. The shorter task mark scheme is presented first, to follow the order of the tasks in the writing answer booklet.

A set of annotated scripts, written by year 7 pupils during the pre-tests, is presented to guide your judgements of the work produced. Scripts are reproduced without corrections to spelling. Marginal notes and summaries are included to show how the mark scheme relates to the specific pieces of writing.



## Shorter writing task: *My place*

For this task, pupils are asked to write a description of a place that they know well. Some suggestions are made, but the prompt makes it clear that they can choose anywhere. The task is linked to the narrative in the reading booklet, where the description of the setting in the circus tent provides a possible model for responses.

The planning space supports pupils' work by providing a line for them to identify their chosen place. There is then a box for descriptive words, with a reminder that these should include sights and sounds, and a series of bullet points for reasons.

Better performances are distinguished by the use of a variety of senses in the description, or strongly realised physical or concrete details. Whichever approach is taken, there is a clear sense of place in these pieces, be it a bedroom or a football pitch.

---

### My place

In the story you read about Bella performing in the circus tent, a place she knew well. The setting in the tent was described so that you could imagine what it was like.

**Your task is to describe a place that you know well.**

Your chosen place might be indoors or outdoors, such as a room in your home, a part of your school or somewhere in your town or village. Describe the place so that someone who has never been there can imagine it and can understand how you feel about the place.

### Planning

My chosen place is.....

Words to describe the place (sights and sounds):

Some reasons why I have chosen this place:

- 
- 
- 

2

## SHORTER WRITING TASK: My place

### Mark scheme

#### Section D Sentence structure, punctuation and text organisation

**Assessment focuses:** Vary sentences for clarity, purpose and effect  
Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences  
Construct paragraphs and use cohesion within and between paragraphs

- Band D1**
- Clauses usually grammatically accurate, mostly joined with *and, then, but, so*. Some simple sentences, often a brief sequence starting with pronoun and verb (*It is; I like*) or, alternatively, strings of clauses (*I don't like the pets and homework is hard but PE is good and...*). Some connections between clauses and sentences, eg pronouns linking some references.
  - Sentences sometimes demarcated by capital letters and full stops.

1 mark

- Band D2**
- Simple connectives *and, but, so, when* (*but you will want to stay inside; when I get home*) link clauses, with some limited variation (*because*). Subjects and verbs frequently repeated (*My room; it looks*). Noun phrases mostly simple (*the TV*) with occasional expansion (*a fantastic place; light blue and dark blue walls; fresh air*). Sentences varied by means of adjectives, adverbs and simple adverbials to add detail and emphasis (*really big; in the living room; on the walls*). Relationships between sentences or clauses sometimes made explicit, eg by contrast or additional information (*you could also see...*).
  - Full stops, capital letters, exclamation marks and question marks mostly accurate; commas are used in lists.

2 marks

- Band D3**
- Sentences mostly grammatically sound. Subordinating connectives develop description within the sentence, eg *where, because, if* (*because it feels so cosy; if I've had a bad day*). Varied subjects, adverbials (*as soon as you enter; on cold evenings; when I'm there*) and expanded noun phrases (*a helping hand; the muddy track; the calmest place to be*) add detail and precision. Verbs are varied (*It has been fitted*) and tense is consistent. Sections of text developed around topic sentences.
  - Accurate sentence demarcation; some commas mark phrases or clauses.

3 marks

## SHORTER WRITING TASK: My place

### Mark scheme

#### 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 setting, either simple statements of feelings (*I like my room*) or listing of features or activities (*I watch tv and I play and sleep*). Description may drift into narrative.
  - Detail sometimes included, eg simple description (*lots of people*), but listing may dominate.

1 mark

- Band E2**
- Form is a description; coverage may be uneven, eg visual description or details of activities may dominate. Some awareness of reader, eg attempt to create atmosphere by precise detail.
  - Writing shows evidence of viewpoint, eg feelings or attitude towards the chosen place either simply expressed (*it's lovely; I really like it*) or implicit in the description (*I hang out in it all the time*); alternatively viewpoint is neutral.
  - Vocabulary gives sensory description or concrete details (*hollow tree; different colour quilt*) with some elaboration (*the pool is warm and full of people*) but other references are imprecise (*horse things; other stuff*).

2–3 marks

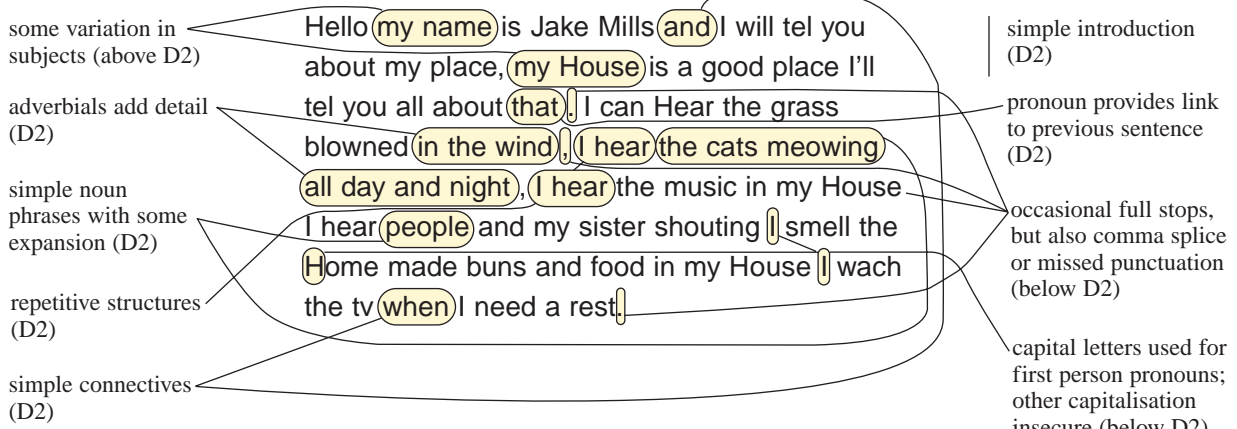
- Band E3**
- Coverage is balanced, eg chosen place is described using more than one sense. Nature of location is conveyed through mood (*it's always full of music; the sun shines every day*) or specificity (*my guitar which is one year old and broken already; green painted shed and steep skate ramps*).
  - Viewpoint established and maintained, eg writer expresses feelings about or attitude towards the chosen place and may give some reasons for the feelings.
  - Some stylistic choices contribute to descriptive effect or emotional impact, eg precise vocabulary (*daisies, pansies and geraniums; trees swaying in the wind; shouts from the terraces; warm smells of baking cakes*), emotive or simple figurative language (*it's my real home; the roar of the bikes; thunder of music; my cocoon*).

4–5 marks

**Exemplar script 1**

**SENTENCE STRUCTURE**

**PUNCTUATION & TEXT ORGANISATION**



Shorter writing task annotated scripts

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p> <p>Sentence structure is mostly simple and repetitive, with some limited use of linked clauses; subjects are predominantly first person pronouns followed by verbs of perception which provide cohesion in the text. Expansion of noun phrases and adverbials add detail. Punctuation is not secure.</p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>• Details of a number of sounds (<i>the cats meowing</i>) and a smell (<i>the Home made buns</i>) create a positive atmosphere. (E2)</li> <li>• Attitude to the house is simply expressed (<i>my House is a good place</i>). (E2)</li> <li>• Direct address adds immediacy to the description and specific words provide sensory detail (<i>grass blownd in the wind</i>). (E2)</li> </ul>
<p><b>Summary</b></p> <p>This brief description opens with a simply expressed attitude to the house and then attempts to convey atmosphere by including some precise details about a series of sounds and a smell.</p>	<p><b>Summary</b></p> <p>This brief description opens with a simply expressed attitude to the house and then attempts to convey atmosphere by including some precise details about a series of sounds and a smell.</p>
<p>Band D2 – 2 marks</p>	<p>Band E2 – 3 marks</p>

**Exemplar script 2**

**SENTENCE STRUCTURE**

**PUNCTUATION & TEXT ORGANISATION**

I am going to describe my bedroom, this is a place I spend half of my life in. Sometimes it is a complete mess and sometimes it is tidy. I have two different colours on my walls at the top it is pale purple and at the bottom it is a darker purple. I have one big light brown wardrobe with one shelf inside the wardrobe at the top. Next to my wardrobe there is a desk with a mirror and four draws the draws have in them make up hair stuff and handbags. next to that I have five draws with: dvd's, folders, toiletries and belts in. On top of that there is my tv and my CD player. Opposite that there is my bed with a big purple duvet. I also have some draws that are on wheels, they are six draws they have in them: clothes, school stuff, and just a draw were I shove anything that is lying around. My carpet is a maroon colour and I have a radiator on top of that is my window sill and window. I have my water dispenser, my mini fridge on the window sill.

Annotations on the left:

- sentence focus varied by adverbials (D3)
- adjectives used for differentiation (D3)
- adverbials build up detail (D3)
- varied subjects (D3)
- complex noun phrases add detail (D3)
- complexity embedded in noun phrase (D3)

Annotations on the right:

- introduction provides reason for choice of place (D3)
- mostly accurate demarcation (below D3)
- commas in lists (below D3)
- adverbials and pronouns provide links between sentences (D3)
- additional information indicated (below D3)
- use of colon (D3)

<b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b>
<b>Summary</b>
Most sentences are simple in overall structure but sufficient complexity is added by noun phrases with post-modifying clauses to merit the award of 3 marks; additional support is given by the variation in subjects which helps to show progression around the room. Other aspects of the piece, such as punctuation and use of simple verb forms, would need improvement to make this band secure.
Band D3 – 3 marks

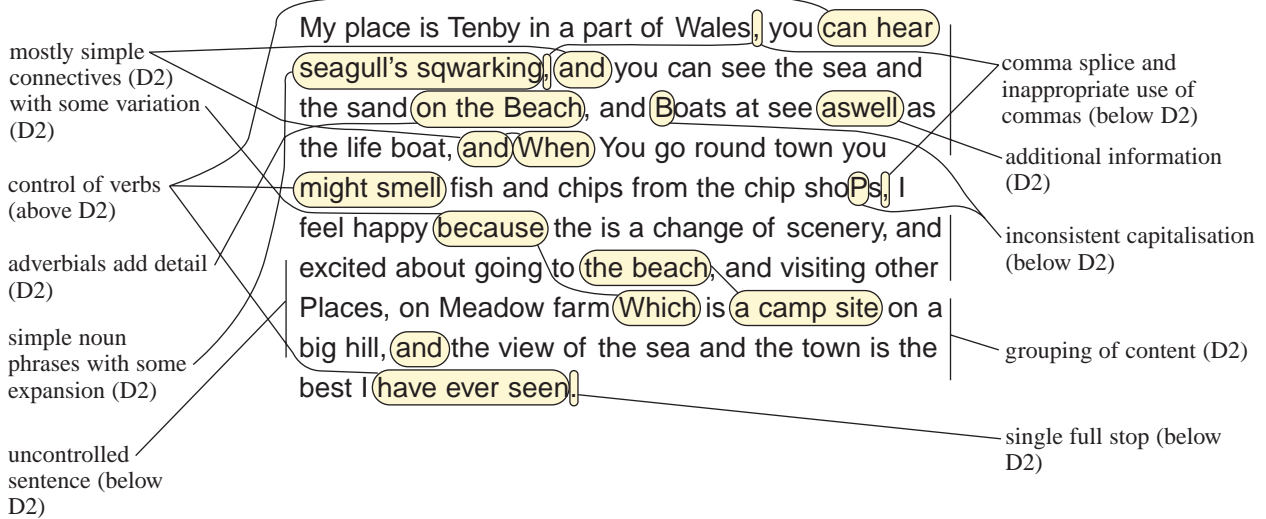
<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Visual description dominates, with the bedroom described item by item (<i>one big light brown wardrobe with one shelf inside</i>). (E2)</li> <li>A sense of ownership (<i>this is a place I spend half of my life in</i>) and the description of personal items suggest a positive attitude to the room. (E2)</li> <li>Concrete details are provided with occasional use of words to indicate the character of the writer (<i>a draw were I shove anything that is lying around</i>); some references are imprecise (<i>hair stuff, school stuff</i>). (E2)</li> </ul>
<b>Summary</b>
This description emphasises the placement of objects and their appearance, guiding the reader around the room, but the reliance on a single sense and concrete details limits its scope. The viewpoint remains implicit, with positive feelings inferred from the detail.
Band E2 – 3 marks

**Shorter writing task annotated scripts**

**Exemplar script 3**

**SENTENCE STRUCTURE**

**PUNCTUATION & TEXT ORGANISATION**



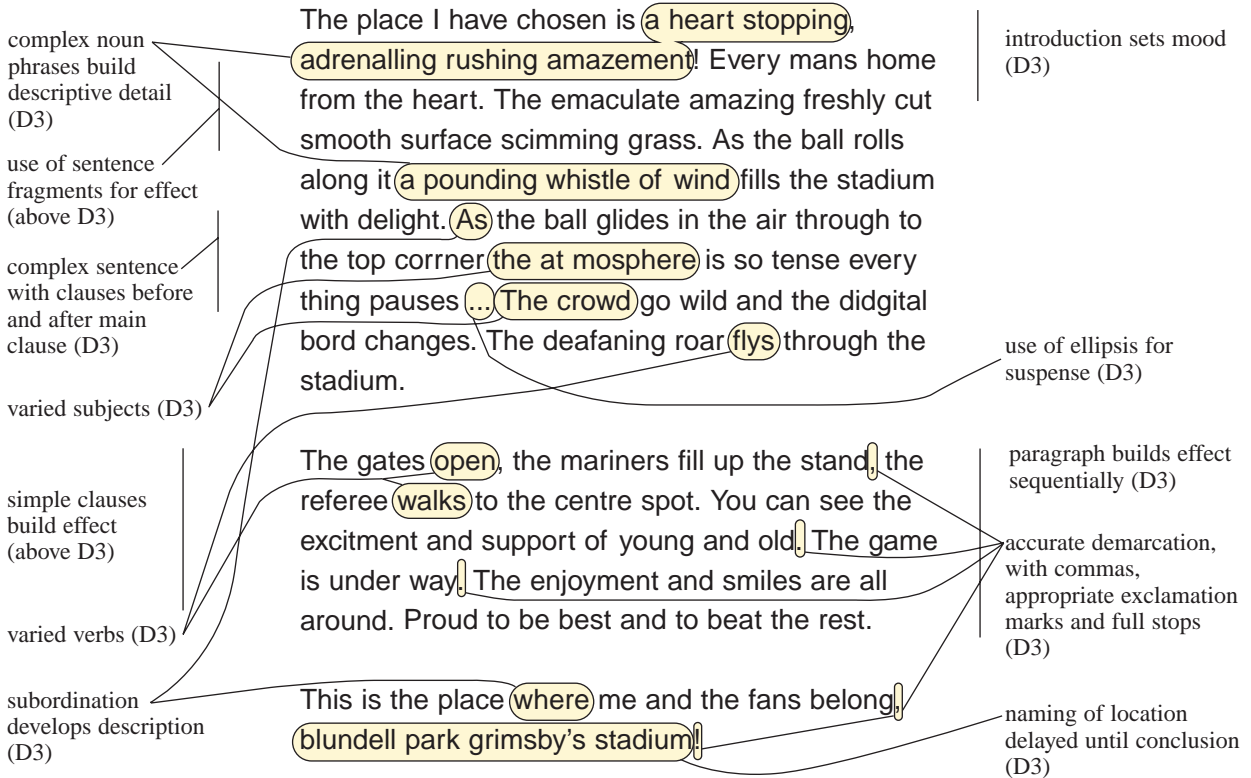
**Shorter writing task annotated scripts**

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p>	<p><b>COMPOSITION &amp; EFFECT</b></p>
<p><b>Summary</b></p>	<ul style="list-style-type: none"> <li>Sights, sounds and smells are incorporated into the description (<i>see the sea and the sand; smell fish and chips</i>). (E3)</li> <li>A variety of feelings are expressed (<i>happy; excited</i>) and the final comment (<i>the best I have ever seen</i>) supports both these feelings. (E3)</li> <li>Some stylistic choices such as descriptive phrases (<i>seagull's sqwarking</i>) and the contrast between direct address and personal reflection add to the effect. (E3)</li> </ul>
<p>Expanded phrases add some variety but some sentences are uncontrolled; most are linked with simple connectives and are not supported by appropriate demarcation. Tense is appropriate and modal verbs suggest possibility. There is some division of content into sections, linked by the change of pronoun from second person to first.</p>	<p><b>Summary</b></p> <p>The chosen place is described using several senses and some precise detail; some feelings evoked by aspects of the town are supported by the use of precise or emotive detail and some explanation. This would need to be sustained throughout for the higher mark in the band.</p>
<p>Band D2 – 2 marks</p>	<p>Band E3 – 4 marks</p>

**Exemplar script 4**

**SENTENCE STRUCTURE**

**PUNCTUATION & TEXT ORGANISATION**



SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION	COMPOSITION & EFFECT
<p><b>Summary</b></p> <p>Description is enhanced by the use of complex noun phrases and a variety of sentence structures including short sentences and fragments for effect. Control of complex sentences is also evident and the piece is organised into sections concentrating on the game and the fans. Punctuation is accurate and supports the development of the text.</p>	<ul style="list-style-type: none"> <li>Balanced coverage conveys mood (<i>heart stopping, adrenalling rushing amazement</i>) and incorporates several senses (<i>freshly cut smooth surface scimming grass; pounding whistle of wind</i>). (E3)</li> <li>Excitement, enthusiasm and pride inform the description (<i>This is the place where me and the fans belong</i>). (E3)</li> <li>Suspense (<i>every thing pauses ...</i>), figurative language (<i>The deafaning roar flies through the stadium</i>) and cumulative descriptive phrases add to the impact.</li> </ul> <p><b>Summary</b></p> <p>A sense of location is conveyed through atmospheric description which incorporates feelings, precise detail and the reactions of the crowd to activities taking place on the pitch. All of these support the feeling of excitement and enjoyment.</p>
<p>Band D3 – 3 marks</p>	<p>Band E3 – 5 marks</p>

**Shorter writing task annotated scripts**

## Longer writing task: *Circus performers needed*

The task is to write a letter to Mr Topp, the owner of a circus, in response to a poster requesting applications from people to work in his circus.

The prompt provides some suggestions about possible jobs, in the form of cartoon drawings of performers such as clowns and jugglers. The poster emphasises that experience is not needed and also offers the possibility of foreign travel as a further incentive to apply. Pupils are reminded that they can make up details. The planning sheet provides support with different aspects of the task: content generation, persuasion and structure.

Better performances are distinguished by the development of reasons for joining and for the choice of act or acts, with a variety of persuasive techniques, such as flattery, rhetorical questions and directives. In these letters there is also a sense of the persona of the letter writer, with pupils emphasising the constructed nature of this by occasionally writing in role.

Longer writing task

**Circus performers needed**

Imagine you see the following advertisement.


*Circus performers needed*



We are a travelling circus and we visit lots of different places around the United Kingdom and abroad.

We need new performers to come with us – you don't need to be experienced – we can offer some training if necessary.

Please write to us explaining why you want to join our circus and why you think you would be good at the job.



Letters to:  
Mr B I G Topp  
Victor's Circus  
c/o PO Box 123  
Trapezatown

**Your task is to write a letter applying to perform in the circus, explaining why you think you would be good at the job.**

(Remember, you can use your imagination to make up the information you include in your letter.)

2

**Circus performers needed**

**Planning**

Make some brief notes to help you write your letter.

Why you want to join the circus	Persuasive words or phrases
Which acts you would like to perform and why	
Skills and interests that would make you good at the job	
How to end your letter	

3



## LONGER WRITING TASK: Circus performers needed

### Mark scheme

#### Section A Sentence structure and punctuation

**Assessment focuses:** Vary sentences for clarity, purpose and effect  
Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

- Band A1**
- Construction of clauses is usually accurate, predominantly starting with subject and verb (*I can*). Clauses mostly joined with *and, but, then*. Some reliance on patterns of speech and simple repetition.
  - Sentences sometimes demarcated by capital letters and full stops.

1–2 marks

- Band A2**
- Simple connectives *and, but, then, when* link clauses with some repetition of *because* or *if*. Subjects and verbs frequently repeated; some variation in use of modal verbs (*I can help; I could be*). Noun phrases mostly simple (*a clown; a child*) with occasional expansion (*good trick*). Some use of adverbs, especially for emphasis (*really want; so amazing*). Simple directives or questions may add variety (*please give me a chance*).
  - Full stops, capital letters, exclamation marks and question marks are used to demarcate sentences, mostly accurately; commas are used in lists.

3–4 marks

- Band A3**
- Sentences are mostly grammatically sound. Some variation in sentence structure is achieved through the use of expanded noun phrases, adverbials and some subordinating connectives, eg *when, if, because, which, that* (*because then you would have a new star; which would be a new attraction*). Subjects of sentences (*you; the audience; children*) and modal verbs to express future possibility (*should, might, will*) are varied. Sentence types may include questions and directives to add to persuasion (*why don't you make my dreams come true?; make the only right decision; it will make your circus great*).
  - Most sentences correctly demarcated and some correct use of commas within sentences to mark phrases or clauses.

5–6 marks

## LONGER WRITING TASK: Circus performers needed

### Mark scheme

#### 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 listed in sequences of sentences, often repetitively; some division possibly indicated by layout. Organisation may be limited to simple statements related to the planning headings.
  - Within sections some connections are made between ideas, with limited connection between sentences, eg some use of pronouns referring to the same thing (*the trick / it*).

1–2 marks

- Band B2**
- Simple overall structure includes brief introductory comment and / or simple conclusion. Some similar content grouped, often based on planning provided. Main ideas are sometimes clarified by paragraph or section divisions. Use of *also* and *too* for additional information.
  - Relationship between ideas often simply linked by shared topic or simple cause and effect (*if you choose me I will be really happy*). Simple contrast sometimes used (*I can't do it. But I can learn*). Connections between sentences built up by varied use of pronouns to refer to main ideas / people in the text (*my friends; we*) and connections between words develop topic.

3–4 marks

- Band B3**
- Structure includes introduction, ordered points (*I've got another good reason*) and relevant conclusion which may offer final persuasion. New sections / paragraphs are sequenced, although transitions between them may be awkward.
  - Within paragraphs or sections, content often introduced by simple topic sentences (*this would be a great opportunity*). Ideas developed within sections, eg main idea followed by further reasoning, explanation or justification. Connections between ideas established through ongoing references, eg to a previous part of the text or by continuous references through the whole text.

5–6 marks

## LONGER WRITING TASK: Circus performers needed

### Mark scheme

### 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 ideas about joining the circus; longer texts may not be controlled in terms of appropriateness, eg dominance of persuasion or personal information.
  - Some attempt to interest reader, eg details (a list of circus acts), or simple appeal (*please please choose me*).

1–2 marks

- Band C2**
- The letter includes some reasons for joining the circus, with some justification of one or two points, but these may be repetitive. The act or acts to be performed will be identified, but there may be little development. Persuasion is included but tone may be uneven.
  - Some evidence of simple viewpoint, with reasons presenting the writer in a favourable light, but may rely on assertion (*I'm the best juggler in the world*).
  - Some awareness of appropriate style shown, eg through relevant vocabulary choices to support informative and / or persuasive aspects of the letter (*cotton candy; perfect; wonderful*), impersonal constructions (*it is the best circus*) or direct address to Mr Topp. Some choices may be imprecise (*tricks and other stuff*).

3–5 marks

- Band C3**
- The letter develops appropriate personal information and / or reasons for the application with persuasion, using some variety of techniques. Mostly suitable tone for the context.
  - Viewpoint maintained, eg letter is consistently enthusiastic; writer may also acknowledge the needs of the circus.
  - Style of address (eg formal or colloquial) supports persuasive and / or informative purpose. Stylistic choices contribute to credibility or add humour, eg appropriate word choices (*that extra spark; cut from the cloth to be a juggler*).

6–8 marks

**Exemplar script 1**

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

15 Broad Street  
Middletown  
Northshire

most sentences led by pronoun with some variation (A1)

sentences mostly simple (A1)

some grammatical inaccuracies / omissions (A1)

adverbials vary structures (A2)

some subordination, but not linked to main clause (A1)

accurate full stops but insecure capitalisation (A1)

final directive (A2)

Dear Mr Topp

Well Mr Topp i need this Job. I have been a clown for the last 14 Years. I am 41. This Job looks very good for me. I used to work for Bof circus in Scotland and Bradfordshire! every time I Talk people they just burst out laughing! I am very experenced in the last 14 years.

Not just as a clown im a Juggler. I can Juggle up to 12 balls in my hand/at once. If you are looking for a Juggler or a clown which you are. I am the person you are looking for

Well wish me Luck

Your sincerely

[signature]

brief introduction (B2)

series of statements (B1)

connections made by repeated words (B1)

concluding statement not appropriate to application (B1)

Longer writing task annotated scripts

SENTENCE STRUCTURE & PUNCTUATION
<b>Summary</b>
Predominantly simple sentences, mostly pronoun led, present a series of statements. Some variation is provided by subordination, simple adverbials and a directive, but structures are disrupted by some overuse of full stops.
Band A1 – 2 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>Reasons for the application are plausible (personal circumstances and experience) and acts are identified. (C2)</li> <li>Role is sustained to present applicant as serious candidate. (C2)</li> <li>Vocabulary choices are linked to the topic but limited in scope; there is direct address to Mr Topp and one example of an impersonal construction (<i>This Job looks very good for me</i>). (C2)</li> </ul>
<b>Summary</b>
The letter covers the main points required in a job application, but justification relies on assertion with occasional development and touches of exaggeration for effect.
Band C2 – 4 marks

TEXT STRUCTURE & ORGANISATION
<b>Summary</b>
Simple overall structure with introductory comment and series of statements relating to the planning sections; concluding statement is not appropriate to the context, but the overall structure merits the top mark in band B1.
Band B1 – 2 marks

**Exemplar script 2**

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

15 Broad Street  
Middletown  
Northshire

some variation in modal verbs (A2)

simple connectives with some subordination (A2)

most sentences demarcated (A2)

commas in lists (A2)

subject pronouns repeated (A2)

repeated adverbs for emphasis (A2)

embedded clause (above A2)

simple noun phrases (A2)

Dear Mr Topp

I was just writing to ask if I can get a job at the circus. I could look after the animal. Come early to feed them all the food and I could train them what to do. I would like the job with animals but if not I could be a clown because I love having fun and being very very silly. I can act like a pig, monkey, cow, dog, horse and everything else. Doing these things are very important to me. I would live on a circus so it is so close to go at night after the show. Please can you try and get me the job if you can I will take you and everyone out for a meal and then we will celebrate please please Please can you try and get me the job but and it is a very big but can you maybe get me the job with animals. I would care for them so so much. Animals mean so much to me you don't know how much I love animals. If I had to die for them I would they are the best thing in my live. Your fafully [signature] If I get the job please contact me as soon as possible.

introduction (B2)

connections between words develop topic (B2)

simple contrast (B2)

summary of points (above B2)

statement not linked to preceding or following points (below B2)

some grouping of ideas (B2)

SENTENCE STRUCTURE & PUNCTUATION
<b>Summary</b>
Statements, questions and a directive provide variation in sentence types, mostly supported by punctuation; clauses are linked by simple connectives and some subordinating connectives, with reliance on pronouns as subjects; adverbs are used for emphasis and modal verbs are varied. More variation in subjects, noun phrases or subordination would be needed for the higher band.
Band A2 – 4 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>Reasons for joining the circus are justified by a proposal to do a variety of jobs involving animals (<i>I could train them ... I can act like a pig, monkey...</i>). (C2)</li> <li>Applicant's passion for animals is clear (<i>they are the best thing in my live</i>). (C2)</li> <li>Simple and repetitive appeal, not always appropriate to the context, but with some awareness of formal constructions (<i>If I get the job please contact me as soon as possible</i>). (C2)</li> </ul>
<b>Summary</b>
The emphasis on the writer's love of animals links the two potential jobs of animal trainer and clown; persuasion largely rests on the passion for animals and repetitive pleas, with an attempt to include further inducement through the offer of a celebratory meal.
Band C2 – 4 marks

TEXT STRUCTURE & ORGANISATION
<b>Summary</b>
The letter includes a brief introduction and a concluding statement which summarises the writer's feelings about animals but does not relate directly to the application. Postscript is appropriate in tone but lacks formal marker – 'PS'. Some content is grouped with section divisions but other ideas are not linked or developed sufficiently for the higher mark in the band.
Band B2 – 3 marks

Longer writing task annotated scripts

**Exemplar script 3**

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

15 Broad Street  
Middletown  
Northshire

Dear Mr Topp

some variation in connectives but other choices repetitive (A2)

I am writing to see if there is a spare place to perform in the chinese state circus.

introduction includes specificity and provides context for application (above B2)

mostly accurate demarcation (A2)

I want to join because I want to achive something in life not just being a shelf stacker. and to get to the best ability of my boring life.

unspecified ambition developed (above B2)

verb forms varied but not always controlled (A2)

I am hoping to do a flexable job which involves working hard and to help me be fitter, such as the trapeze could be a good idear because I have read about it and it seems fantastic to work on and to be with a partner.

associated ideas provide link (B2)

overlong sentences (below A2)

I would like to do the trapeze because it interests me in doing a lot of things like being fitter. The reason it interests me is because I am flexable and like working hard to acheive everything to help. I like working hard but as long as it is fun and will help to get the money for a once in a life time holiday to America but I would need to work hard for that trip of a life time.

simple contrast (B2)

expanded noun phrases (above A2)

I hope you have taken note in my letter because I need this job to help me. I really want to go on that trip to America but I cant do it without you.

link between sections provided by shared vocabulary (B2)

adverb used for emphasis (A2)

reference to foregoing text establishes connection (above B2)

Yours sincerely  
[signature]

Longer writing task annotated scripts

SENTENCE STRUCTURE & PUNCTUATION
<b>Summary</b>
Complex sentences are used to add reasons but these are occasionally overlong leading to loss of control; they are not always supported by appropriate punctuation. The first person pronoun introduces most statements but complex noun phrases add interest and verb forms are varied.
Band A2 – 4 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>Personal information supports some of the reasons for the application (<i>I want to achive something in life not just being a shelf stacker</i>). (C3)</li> <li>Writer is presented in a favourable light (<i>working hard</i>), but personal benefits take priority. (C2)</li> <li>Semi-formal tone is maintained and some specific word choices add persuasion (<i>the best ability; fantastic</i>). (C3)</li> </ul>
<b>Summary</b>
The benefits to the circus of the applicant's application take second place to the primary aim of obtaining sufficient funds for a trip to America, but there is some development of content and some direct appeal to Mr Topp as a method of persuasion.
Band C3 – 6 marks

TEXT STRUCTURE & ORGANISATION
<b>Summary</b>
Both an introduction and a concluding plea are included in the letter. Some points are expanded, although these rely on repetition of key phrases and rewording of previous points. This technique produces good cohesive links within sections but less development.
Band B2 – 4 marks

**Exemplar script 4**

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

15 Broad Street  
Middletown  
Northshire

Dear Mr Topp

I am writing to you as I am very interested in your Circus performers needed. I would very much like it if you decide to choose a strong, stable person like me for your circus. I would like to join the circus as I would like to experience something new. Juggling has been one of my strongest points as I am a little experienced and it sounds like a challenge and I am up for a challenge. Your circus would become a more uplifting circus and I am positive that you would get more out of me working for you and a man like you will get more than you bargained for. I have a great hand co-ordination and I think you would be mad not to pick me as I will be perfect for the job. I can guarantee your old juggler can not do what I am capable of doing. So get rid of your old rotten juggler and have me as your new juggler. I would be proud of saying I work for you and that I'm something special and will give you something to be extra proud of. I really hope you make the right decision and I am going to be looking forward to hearing from you. Yours sincerely  
[signature]

*Annotations:*

- varied connectives (A3)
- use of quotation marks (A3)
- expanded noun phrases emphasise personal qualities and add persuasive adjectives (A3)
- variation in subjects (A3)
- attempt to use comma to structure sentence (A3)
- adjectives expanded by clauses to add detail (A3)
- carefully placed directives (A3)
- varied modals and verb forms (A3)
- accurate demarcation (A3)
- appropriate introduction with reference to the prompt (B3)
- further reference to prompt (B3)
- link made to earlier point (B3)
- development of topic (B3)
- continuous thread through letter (B3)
- conclusion offers final persuasion and formal closure (B3)

SENTENCE STRUCTURE & PUNCTUATION
<b>Summary</b>
Sentences are grammatically sound with some variation of connectives and subjects. Expanded noun phrases add detail and frequently incorporate persuasive adjectives. Verb forms are controlled, with modal verbs referring to possibility and predicting outcomes.
Band A3 – 6 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>Personal information is selected to be persuasive (<i>a strong, stable person like me</i>) and a range of techniques is used such as flattery (<i>a man like you</i>) and denigration of the current employee (<i>your old rotten juggler</i>). (C3)</li> <li>An enthusiastic viewpoint is maintained, with several varied references to benefits for the circus (<i>a more uplifting circus</i>). (C3)</li> <li>Consistently positive stylistic choices support the purpose of the letter (<i>strongest points; a challenge; perfect; extra proud</i>). (C3)</li> </ul>
<b>Summary</b>
Persuasion and reasons for the application are balanced in this letter, which maintains a formal tone and addresses the circus owner directly; personal qualities of the applicant and benefits to the circus are emphasised.
Band C3 – 8 marks

TEXT STRUCTURE & ORGANISATION
<b>Summary</b>
Both introduction and conclusion add to the persuasive appeal of this letter. Although there is no paragraphing, points are organised in a logical order and several are developed by the addition of further explanation and justification.
Band B3 – 6 marks

**Longer writing task annotated scripts**

## 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 on one complete page of the longer writing task, supported by a closer look at the size and position of words and letters.

The mark scheme for handwriting appears below and is exemplified on pages 47–49, where it is supported by samples of pupils' handwriting.

### **Mark scheme**

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

**1 mark**

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**

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

**3 marks**

If the writing is very irregular or illegible, a mark of 0 may be awarded.





**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.



## Circus performers needed

15 Broad Street  
Middletown  
Northshire

Dear Mr Topp

I would like to join the circus because I've always wanted to be a circus performer the acts I would like to do are the one wheeled bike because I'm a good bike rider and I can ride with no hands and one hand. I would also like to do the trapeze because I've always dreamed of flying through the air on the trapeze doing the flip and double and triple flip in the air, and I'm a good juggler and a quick runner I have good balance so I can stand on any thing and juggle. and I'm very energetic and I'm clearing I'll do anything just jump as a car park floor.

Letter formation is generally correct and words are positioned on the line. In spite of some inconsistencies in size, there is some flow to the handwriting.

**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.



## Circus performers needed

15 Broad Street  
Middleton  
Northshire

Dear Mr Topp

I would like interview  
for a juggling class at the  
circus. I have always wanted to  
be a juggling person. I want  
to <sup>go</sup> ~~be a~~ juggling because I would  
be able to show my friends and  
family. Juggling is fun because  
you can use anything such as  
balls, hoops, sticks ect. I have  
been well trained I have  
spent 9 hours a day practising  
juggling. All my family have  
been working with you, I can  
~~do~~ any of them if I cant do  
juggling but I perform juggling.  
I have all my equipment  
ready to join. I would be a  
bit dissapointed if i cant join.

The handwriting is partially joined; size and spacing are consistent and a personal style is emerging.

## SPELLING: *The Circus*

In the year 7 progress test, assessment of spelling contributes seven marks to the total writing score. For the spelling test, *The Circus*, the target words have been selected in order to assess pupils' ability to apply their knowledge of a variety of spelling rules and patterns and also of irregular words. The words reflect the Spelling and Phonics units of the *Literacy Progress Units* as well as the year 7 English curriculum.

The words exemplify key aspects of spelling, for example:

- the addition of derivational and inflectional suffixes to roots of words, as in the words *towns* and *exciting*
- selection of correct 'shun' suffix in *Television*
- the application of spelling rules leading to the change of 'y' to 'i' in *activities* and the doubling of the 'n' in *spinning* and the 'p' in *trapped*
- the instance of silent letters, as in *knives*
- the spelling of unstressed vowels, as in *popular*.

### Quick reference mark scheme for the spelling test

1. began	9. spinning
2. popular	10. instruments
3. brought	11. trapped
4. towns	12. changed
5. Television	13. exciting
6. wider	14. activities
7. recent	15. knives
8. incredible	

Spellings should not be penalised if a lower case 't' is used for the sentence initial word 'Television'; neither should they be marked incorrect if capitalisation occurs in other words.

---

**Marking the spelling test**

Markers will complete the total score box, calculate the spelling mark, and enter this on the front cover of the Spelling test booklet as follows:

Spelling test	
Number of correct words	Marks
0	0
1-2	1
3-4	2
5-6	3
7-8	4
9-10	5
11-12	6
13-15	7







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