

**En**

KEY STAGE

**2**

LEVELS

**3–5**

English tests

## Mark schemes

Reading, writing and spelling tests

**2009**



National curriculum assessments

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Qualifications and Curriculum Authority  
83 Piccadilly  
London  
W1J 8QA  
[www.qca.org.uk](http://www.qca.org.uk)

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# Introduction

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

The booklet includes the mark schemes for the assessment of reading, writing and spelling. For ease of reference, the test questions have been reproduced in the mark schemes. Level threshold tables will be posted on the NAA website, [www.naa.org.uk/tests](http://www.naa.org.uk/tests), on 22 June 2009.

The marks in the tests are allocated as follows:

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

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

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

The 2009 key stage 2 English tests and mark schemes were produced by the key stage 2 English team at the National Foundation for Educational Research (NFER) on behalf of QCA.

# The reading test

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

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

There are several different answer formats:

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

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

## Assessment focuses for reading

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

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

## How the reading mark scheme is set out

aspect of reading assessed by this question	<p>11. What do you think Norman wrote in reply to Alfred's letter on page 7?</p> <p style="text-align: right;"><b>up to 2 marks</b></p> <p>Assessment focus 3: <i>deduce, infer or interpret information, events or ideas from texts (complex inference).</i></p>
to gain marks, responses must refer to one or both of these points	<p>Acceptable points:</p> <ul style="list-style-type: none"> <li>■ responses to point(s) / question(s) raised in Alfred's letter</li> <li>■ positive or negative response to Alfred's enthusiasm / admiration (including prolific use of exclamation marks)</li> </ul>
criteria for the award of 2 marks	<p>Award <b>2 marks</b> for reference to both of the acceptable points, eg:</p>
examples of responses produced in the trials awarded 2 marks	<ul style="list-style-type: none"> <li>● <i>Hi Alfred, Yeah it is kind of cool living up here – a bit chilly at night and a bit lonely, but apart from that it's great. And yeah, I can eat whatever I want when I want, wear the same clothes for a year and I don't even have to wash or brush my teeth, from Norman</i></li> <li>● <i>Yes, yes, yes, yes, yes and no!!!! No, you can't have my bike, you've got your own. How are you? I'm gr8. It's ok living in my tree house, actually it's gr8. xxx Norman. PS can I have your bike, haha!</i></li> <li>● <i>Hey Alfred, I have got my toothbrush so I'm not going to stop brushing my teeth otherwise my breath will smell and my teeth will go yellow. I forgot the charger for my gameboy and the battery ran out last night. I have hardly any of my clothes with me or food. Norman.</i></li> </ul>
criteria for the award of 1 mark	<p>If a mark has been awarded by either route indicated above, a second mark can be given for comments which draw upon other letters. This second mark can be gained by reference to aspects such as reasons why Norman left home / getting letters from family members / provisions supplied by parents / loss of pocket money / Beth's occupation of bedroom.</p> <ul style="list-style-type: none"> <li>● <i>It's well cool. You would love it up here. My parents don't even care, they just let my sister have my room. Trust me this is the best, from Norm.</i></li> </ul> <p>Award <b>1 mark</b> for covering either of the acceptable points, eg:</p>
examples of responses produced in the trials awarded 1 mark	<ul style="list-style-type: none"> <li>● <i>No, sorry, you can't have the bike because I'm thinking of coming down from here</i></li> <li>● <i>Dear Alfred, No it does not mean that. I took some clothes with me but maybe, I'll stop washing. From Norman</i></li> <li>● <i>Hey Alfie, I am living a dream. Come and visit soon</i></li> <li>● <i>It's wicked. I don't do anything.</i></li> </ul>
further advice to markers	<p>Accept responses expressed in the 3rd person.</p>
responses which may occur quite frequently but do not merit any marks	<p><b>Do not accept</b> the following, unless further expanded:</p> <ul style="list-style-type: none"> <li>● <i>Yes, it's cool!</i></li> </ul>

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

<b>Focus</b>	<b>AF2</b>	<b>AF3</b>	<b>AF4</b>	<b>AF5</b>	<b>AF6</b>	<b>AF7</b>
	<i>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i>	<i>Deduce, infer or interpret information, events or ideas from texts</i>	<i>Identify and comment on the structure and organisation of texts including grammatical and presentational features at text level</i>	<i>Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level</i>	<i>Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</i>	<i>Relate texts to their social, cultural and historical contexts and literary traditions</i>
<b>Section 1: Dear Norman</b>						
Q1		1				
Q2	1					
Q3		1				
Q4		1				
Q5	1					
Q6	1					
Q7		1				
Q8				1		
Q9		1				
Q10		2				
Q11		2				
Q12a				1		
Q12b		2				
Q13		2				
Q14a		1				
Q14b			1			
Q15a					2	
Q15b				1		
Q16		3				
<b>Section 2: The Earthship</b>						
Q17	1					
Q18	1					
Q19	2					
Q20			1			
Q21				2		
Q22a				2		
Q22b				1		
Q23					2	
Q24						2
Q25					2	
Q26			2			
Q27		3				
<b>Section 3: Both texts</b>						
Q28			2			
Q29						1
<b>Total</b>	<b>7</b>	<b>20</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>3</b>

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

## Section 1: Dear Norman

Page 4

### Questions 1,3,4,7

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

### Questions 2,5,6

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

Award 1 mark for each correct choice.

1. On  Monday  Tuesday  Wednesday  Thursday

morning, Norman left home. He went to live in a tree house in

2.  the local park.  his front garden.  his back garden.  the school playground.

He had left home because

3.  Beth had moved into his room.  his parents had sent him away.  his parents were annoying him.  he had been expelled from school.

Over the next few days, he received letters from people that he knew, starting with letters from

4.  his family.  his friends.  his teachers.  his grandparents.

A letter came from his friend Alfred, asking him for his

5.  bedroom.  bicycle.  Gameboy.  toothbrush.

He even got a letter from the local newspaper telling him that

6.  his picture was on the front page.  he should read the *Parkville Gazette*.  they would like to interview him.  he had won a competition.

Altogether, he stayed in his tree house for

7.  a whole day.  about three days.  over a week.  the summer holidays.



8. Who wrote to Norman using the most formal style of writing?

1 mark

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

Award 1 mark for:

- Mrs Bouquet.

9. Who admired Norman most for what he had done?

**Find and copy** one phrase that shows this.

1 mark

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

Do not award a mark for the character identified in the box.

Award 1 mark for accurate retrieval of examples of Alfred's admiration, eg:

- *(What's this about you living in your tree house?) Totally cool!*
- *This is so cool.*
- *I wish I had thought of it.*

Also award 1 mark for accurate retrieval of examples of anyone else's admiration, eg:

- *It certainly was clever.* [mother]

Minor errors in copying should not be penalised.

**10.** Whose letter do you think was most likely to annoy Norman?

Explain why, referring to the letter in your answer.

**up to 2 marks**

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

Any character cited can be credited depending on the justification used to support the answer. The justification can relate to:

- taking or withholding of property (bike, bedroom, pocket money)
- sarcasm
- homework
- being interfering or bossy.

Award **2 marks** for answers that interpret the text, revealing an understanding of the potential impact on Norman, eg:

- *Beth because she was winding him up by saying that she could have his room*
- *Beth's trying to annoy Norman by saying I got your room, ha ha. She is showing off, trying to make him feel left out*
- *Mum because she was being so sarcastic when she said things like 'how clever to get that big TV set up the long steep ladder'*
- *Dad because he went on about how much pocket money Norman was going to miss.*

Award **1 mark** for answers that quote or report a relevant section of text without further explanation, eg:

- *Beth wrote 'Mum and Dad say that I can have your room. Ha ha.'*
- *because if your sister said to you 'Haha, Mum said I can have your room' you would be really annoyed*
- *because Alfred wanted his bike which he could have used.*

11. What do you think Norman wrote in reply to Alfred's letter on page 7?

**up to 2 marks**

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

Acceptable points:

- responses to point(s) / question(s) raised in Alfred's letter
- positive or negative response to Alfred's enthusiasm / admiration (including prolific use of exclamation marks).

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

- *Hi Alfred, Yeah it is kind of cool living up here – a bit chilly at night and a bit lonely, but apart from that it's great. And yeah, I can eat whatever I want when I want, wear the same clothes for a year and I don't even have to wash or brush my teeth, from Norman*
- *Yes, yes, yes, yes, yes and no!!!! No, you can't have my bike, you've got your own. How are you? I'm gr8. It's ok living in my tree house, actually it's gr8. xxx Norman. PS can I have your bike, haha!*
- *Hey Alfred, I have got my toothbrush so I'm not going to stop brushing my teeth otherwise my breath will smell and my teeth will go yellow. I forgot the charger for my gameboy and the battery ran out last night. I have hardly any of my clothes with me or food. Norman.*

If a mark has been awarded for reference to either of the acceptable points, a second mark can be given for comments which draw upon other letters. This second mark can be gained by reference to aspects such as reasons why Norman left home / getting letters from family members / provisions supplied by parents / loss of pocket money / Beth's occupation of bedroom, eg:

- *It's well cool. You would love it up here. My parents don't even care, they just let my sister have my room. Trust me this is the best, from Norm.*

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

- *No, sorry, you can't have the bike because I'm thinking of coming down from here*
- *Dear Alfred, No it does not mean that. I took some clothes with me but maybe, I'll stop washing. From Norman*
- *Hey Alfie, I am living a dream. Come and visit soon*
- *It's wicked. I don't do anything.*

Accept responses expressed in the 3rd person.

**Do not accept** the following, unless further expanded:

- *Yes, it's cool!*

BLANK PAGE

12. Beth's letters show a change in her attitude to Norman.

- a) **Find** and **copy** a word or phrase from both of Beth's letters that best show her change in attitude.

**1 mark**

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

Award **1 mark** for retrieving an appropriate quotation from both letters:

Acceptable answers from 1st letter

- *Ha ha!*
- *I can have your room.*

Acceptable answers from 2nd letter

- *I miss you.*
- *(I think) you should move back (into our house)*
- *It's boring.*
- *(We can) negotiate.*
- *Yours sincerely.*

Minor errors in copying should not be penalised, eg:

- *I have your room* (1st letter)
- *I can use your room* (1st letter)
- *Yours sinscerly* (2nd letter).

*continued...*

12. b) Why do you think her attitude towards Norman changed?

**up to 2 marks**

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

Answers may focus either on the cause of the change in Beth's feelings (ie emotional) or on the consequence / purpose of Beth's change in attitude (ie she wants Norman to come back).

Award **2 marks** for identifying a change in Beth's feelings between the two letters, from initially feeling pleased to later feeling negative, eg:

- *in the first letter she was glad to see the back of him but later she started missing him*
- *she felt guilty about taking her brother's room and bragging on about it*
- *because she obviously wasn't finding life without Norman as easy and fun as she first thought.*

Award **1 mark** for identifying a valid reason why Beth would now have a friendly attitude to her brother, eg:

- *she has no one to play with / argue with / tease*
- *she misses him and really wants him to come home now*
- *she was getting worried for Norman*
- *she was starting to get lonely without him*
- *because her dad told her to be nice / to write*
- *she wants him to come home now*
- *they have been apart for a few days and she has realised what life is like without him.*

13. In his second letter (page 7), Norman's father showed Norman how much money he was missing out on.

Why did he do that?

**up to 2 marks**

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

Award **2 marks** for referring both to the father (his intention / underhand tactics / enticement / manipulation) and to Norman (the effect on Norman, the desired outcome), eg:

- *his dad was trying to bribe / tempt / tease him to come home*
- *he did this so he would make Norman think about the money and make him change his mind*
- *so Norman would want the money and go back to the house*
- *he did it to persuade him to come back in to get his pocket money.*

Award **1 mark** for simple answers that refer either to the father's intention or to the effect on Norman, eg:

- *to get him / persuade him to go back inside*
- *bribery*
- *to make him mad / jealous / cross.*

14. a) How do we know that Norman actually answered the letters he received?

**1 mark**

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

Award **1 mark** for indicating that other writers refer to letters they have received from Norman, eg:

- *because it says on page 3 in dad's letter 'thank you for your letter'*
- *we know because on some letters it says 'thank you' for replying*
- *it refers to the answers on the next letter*
- *his mum says you are very sweet to take the time to write.*

**Do not accept:**

- *you can tell from the start / mum's and dad's letters*
- *they have all written back to him.*

b) Why do we not need to see any of Norman's replies to the letters he received?

**1 mark**

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

Award **1 mark** for answers referring to the fact that the reader can deduce the missing information from the letters included, eg:

- *you can tell what's happened from the other letters*
- *you don't need to know what he wrote because all the important parts are in the letters*
- *because in the letters, it gave some clues to what he wrote about*
- *because in some of the letters they send, it kind of says what he said*
- *because the next letter the person sends, we will know what he said depending mainly on what they say.*

**Do not accept** references to the text's title 'Dear Norman', or to the fact that his letters were not his possessions, eg:

- *it's called 'Dear Norman' so it's about the letters he gets*
- *he's sent them away so you can't see them.*



15. a) The idea of a child living in a tree is quite humorous.  
Explain what else is funny about Norman's situation.

**up to 2 marks**

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

Award **2 marks** for answers which identify some incongruity or paradox in Norman's situation, eg:

- **independent life**
  - *he's a child and he's trying to live by himself*
  - *he's run away from home but he's just gone to live in the back garden*
- **family's reaction**
  - *he's left home, but nobody seems that worried*
  - *they all write to him instead of shouting up to him in his tree house*
- **school**
  - *he hasn't got out of school fully – he still gets the homework sent!*
  - *Mrs Bouquet pretends to be all understanding but she's mean by sending him homework*
- **other**
  - *he gets annoyed with his family and moves out into his tree house but he's written an article called 'Peace in your garden'*
  - *he carried his big TV up but there's no electricity up there.*

*continued...*

15. a) (continued)

Award **1 mark** for answers which identify a humorous text-based detail / incident. Answers must identify something 'odd' about the situation in order to attain one mark, eg:

- *it's funny that he carries a huge TV up to his tree house*
- *his family are annoying him so he decides to go live in his tree house*
- *he doesn't want pocket money*
- *where would he go to the toilet or get washed?*
- *he's not going to school and can do anything and eat anything he wants*
- *he has moved into his back garden*
- *the funny thing is that his parents are letting him live there.*

**Do not accept** answers in which the humour is neither obvious nor explained, eg:

- *the letter from anonymous is funny*
- *he gets to do what he wants*
- *he had nothing to do or play with*
- *he only stays there for three days*
- *it's funny because everyone is persuading him to come back to the house and school.*

**Do not accept** a summary of the story without an attempt to pick out any humorous detail, eg:

- *it's funny that he's living in a tree-house*
- *his family and friends are writing to him and he won a contest.*

*continued...*

15. b) Some of the language in the letters is also intended to be humorous.  
Explain what is unusual about Mum calling bees *sweet* and *jolly* on page 4.

**1 mark**

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

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

- **the anomaly in this description** of bees, eg:
  - *bees sting / bees are dangerous*
  - *bees aren't 'sweet' / 'jolly'*
  - *bees can sting you. Norman's mum is saying they're nice*
  - *well it's funny because she didn't warn Norman about them she just said 'sweet busy bees'*
- **the sarcasm**, eg:
  - *she's being sarcastic*
  - *she's trying to be funny*
- **the anomaly in the mother's behaviour**, eg:
  - *she's only pretending*
  - *she wants him to be scared of getting stung*
  - *usually people don't like bees but she's talking as if they're nice gentle creatures*
  - *mum was trying reverse psychology on him*
- **the intention** behind the words, eg:
  - *she's trying to persuade him to come back inside.*

**Do not accept:**

- *bees can hurt you / sting so Mum was trying to keep Norman calm*
- *she was trying not to scare Norman.*

16. Why do you think Norman finally came down from the tree?

Explain fully, using the text in your answer.

**up to 3 marks**

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

Acceptable points:

emotional / psychological factors	materialistic factors
<ul style="list-style-type: none"> <li>■ he was missing his family and/or his family was missing him</li> <li>■ wanted home comforts</li> <li>■ boredom</li> <li>■ loneliness</li> <li>■ return to normality</li> <li>■ cumulative effects of the letters</li> </ul>	<ul style="list-style-type: none"> <li>■ financial incentive (pocket money)</li> <li>■ securing possessions (bicycle / room)</li> <li>■ taking his prize trip to Washington</li> <li>■ physical hardships (eg hunger)</li> </ul>

Award **3 marks** for answers which explain and explore the situation fully, referring to at least one from both types of acceptable points, ie looking at both emotional and materialistic aspects, eg:

- *he probably got bored of the sandwiches and the cold and the fact that he had nothing to do in his tree house. He must also have been having second thoughts about his bedroom being claimed by his sister and his bike going to Alfred. Most of all, he would have wanted to get the prize of going to Washington*
- *he missed his family, wanted his room back and wanted to go to the White House. He may also have wanted to annoy his sister.*

Award **2 marks** for answers which recognise **only** the emotional **or** the materialistic aspects, listing two or more points of the same type. Alternatively, **2 marks** may be awarded for answers which touch briefly on both types of points but are only minimally developed, eg:

- *he wanted his bedroom back and probably liked the idea of going to Washington*
- *he probably wasn't feeling annoyed with his parents anymore, after three days up his tree and wanted a proper meal cooked by his mum*
- *he was missing his family and he knew they were missing him too, as his Mum wrote 'I understand your feelings' and his sister seemed worried about him too*
- *because he wanted to go to Washington and to get his money and he wanted to see his friends.*

Award **1 mark** for answers which attribute Norman's decision to a single factor, eg:

- *he won the newspaper competition prize and he must have wanted to go on that trip to Washington*
- *he probably felt lonely in his tree-house without company.*

## Section 2: The Earthship

Page 9

17. How many tyres have to be thrown away every year?

1 mark

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

Award 1 mark for:

- 48 million / 48,000,000 / forty-eight million.

18. Which of these materials are used to build Earthships? Tick **three**.

1 mark

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

Award 1 mark if three correct answers are ticked:

bricks

concrete

old wood

tyres

cement

old bottles

19. Fill in the table to show how the Earthship provides the following.

One has been done for you.

**up to 2 marks**

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

Award **2 marks** for all four cells correctly completed.

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

We need:	How the Earthship provides it:
light and electricity	<ul style="list-style-type: none"> <li>● solar panels / from sun (light) – or</li> <li>● wind turbines / wind energy – or</li> <li>● both from sun and wind</li> </ul>
heat during day	<ul style="list-style-type: none"> <li>● sunlight heats up the rooms</li> <li>● from the sun</li> <li>● windows let in sunlight</li> </ul> <p><b>Do not accept:</b> solar panels / south-facing windows</p>
protection from cold at night	<i>The walls release heat into the rooms.</i>
water	<ul style="list-style-type: none"> <li>● rain water (is collected / stored)</li> </ul> <p><b>Do not accept:</b> underground water tanks</p>
disposal of waste	<ul style="list-style-type: none"> <li>● recycled for toilets / watering plants</li> <li>● reed beds</li> </ul> <p><b>Do not accept:</b> <i>recycled</i></p>

20. Label each arrow to show different parts of the leaflet.

- A – quotation
- B – information
- C – caption

1 mark

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

Award 1 mark for inserting all three labels in the correct order.

The Earthship is the home of the future – built from waste – dirt cheap to run

# The Earthship

The Earthship is the home of the future and it can help solve the future of our planet. These Earthships are built using recycled materials, especially old car tyres. Every year there are 100 million used tyres in Britain that have to be dumped away. They are sent behind its tip to burn, causing greenhouse gases. The growing amounts of car tyres is a huge environmental concern, but now, in the building of Earthship Homes, our problem can be used to our advantage. The thousands of old tyres can provide housing for people to 'live green'.

Old metal, mechanical parts and other items can also point to the construction of these homes. And they can be used to create impressive artwork. In Earthships it has been used to create amazing art.

The Earthships have that:

- Fresh from the rain or your hand-picked beds are very small
- Maximum a greenhouse being transparent, neither too hot, nor too cold
- Highly insulating to the outside world
- Collects its own water from rain or just stored from its grey-water hole
- Disposal of all waste

A living example of this, in the Earthship Homes.

The owner says that the Earthship is the best of both worlds. It is a home that is built from waste, but it is also a home that is built from love. It is a home that is built from the heart, and it is a home that is built from the future.

It is a home that is built from the future, and it is a home that is built from the heart. It is a home that is built from the future, and it is a home that is built from the heart.

21. The writer could have said that the Earthship is cheap to run, but instead he wrote *dirt cheap*.

Why do you think he chose these words?

**up to 2 marks**

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

Award **2 marks** for answers that link the cheapness of the building materials with the cheapness of running / building the house, eg:

- *because the house is built from dirt and it doesn't cost much to run*
- *he picked those words to describe how cheap the house is because it fits with the fact that it's made of dirt and junk and rubbish and cheap to build and has low bills*
- *he chose these words because the house is extremely cheap to run and is made out of dirty old materials.*

Award **1 mark** for reference to the house having low maintenance costs **or** to the fact that it is built using waste products, eg:

- *it's just telling you that it's very very cheap to run*
- *so that someone who wants one knows that it is super cheap to run*
- *because it's very cheap for water, heat and electricity*
- *because the house is made out of dirt and recycled rubbish.*

**Do not credit** repetition of the phrase 'cheap to run' without any expansion / explanation, eg:

- *because the Earthship is made from recycled goods that you could call rubbish or dirt, (1 mark), the house is cheap to run (0 marks)*
- *the house is cheap / cheap to run (0 marks)*

**Do not accept** answers about the cheapness of dirt or of the house unless linked to the Earthship's costs or materials, eg:

- *dirt is free / very cheap*
- *there's a lot of dirt there*
- *the Earthship is a really cheap house.*



22. 'Earthship' is made up of two words: earth and ship.

Why are these two words used for this new type of house?

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

a) earth

**up to 2 marks**

Award **2 marks** for reference to the environmental aspect of the Earthship, eg:

- *it's a house design that saves the Earth / environment / planet*
- *it's eco-friendly.*

Award **1 mark** for reference to any one of the following points:

- built into the earth, eg: *it's an underground house*
- uses earth in its construction, eg: *it is built into the ground / soil / earth*
- uses natural resources, eg: *it's made out of natural things.*

b) ship

**1 mark**

Award **1 mark** for reference to either of the following points:

- **figurative** interpretation, eg:
  - *it's self-contained / self-sufficient*
  - *it's like a space ship because it's meant to 'travel' into the future*
  - *it's very complex to run like a space ship*
- the **architect's quotation**, eg:
  - *it's a home that will sail into the future*
  - *it will sail long into the future as the walls stay for 800 years.*

23. How has the writer proved that Earthships cost very little to run?

**up to 2 marks**

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

Award **2 marks** for reference either to the endorsement provided by inhabitants of the Earthship or for answers referring to the energy bill, eg:

- *because he used happy customers to show how much it would cost*
- *it has a little interview with customers asking them how much it was*
- *by putting the section of a user's opinion*
- *by getting a quote from a person who lives in an Earthship*
- *the total bill for the year was £25*
- *someone who was the owner of a two-bed Earthship said that the energy bill was £25*
- *by saying how much it was for the energy bill.*

Award **1 mark** for reference to cost-reducing features, eg:

- *it has solar panels / electricity from wind*
- *it uses natural resources*
- *it uses its own energy*
- *by explaining what resources it uses to keep its bills low.*

**Do not accept** reference to the cheapness of the original building materials, eg:

- *it is made from recycled materials.*

24. This leaflet gives information about the Earthship.  
How does it also advertise the Earthship? Find **two** points.

**up to 2 marks**

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

Award **1 mark** for each valid point taken from one or more of the categories below, up to a maximum of **2 marks**, eg:

- **language**, eg:
  - *it uses persuasive language*
  - *it has the sort of language features that you see in advertising, eg: 'the home of the future', 'dirt cheap to run', sunny living room / cosy bedroom*
  - *makes you want to have one*
- **content**, eg:
  - *it only mentions the good aspects of Earthships, nothing bad*
  - *it has facts and figures to sound convincing*
  - *it has good comments from users*
  - *has a website*
  - *says how cheap it is*
  - *says how comfortable it is*
  - *says how ecological it is*
- **presentation**, eg:
  - *it has a slogan [the home of the future] / catchy heading*
  - *use of appealing / attractive photographs*
  - *it has a big photograph across half the front page*
  - *eye-catching title.*

*continued...*

24. (continued)

Also award **1 mark** for answers that identify advertising features by copying them. For **1 mark**, pupils must give **two** examples from the lists below. No marks are given for a single example, even in combination with answers from the lists on page 26.

- Identifying **relevant quotations**:
  - *the home of the future*
  - *it says 'Dirt cheap to run'*
  - *cosy bedroom*
  - *sunny living room.*
- Identifying **positive features of the Earthship**:
  - *it helps the world*
  - *it's cheap to build / run*
  - *the materials last really long.*

**Do not accept:**

- *it has a picture / photograph*
- *it has captions.*

25. On the front of the leaflet two quotations are included from people who like the Earthship.

Now turn over and use the information on the plan to write your own comment about the Earthship for use in the leaflet.

**up to 2 marks**

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

Award **2 marks** for selecting and re-interpreting a relevant piece of information from the labels on the plan and implicitly or explicitly making a comment about it, eg:

- *it's so cool knowing that I'm using only sun and wind to get all my electricity*
- *I really like the idea of not polluting the earth and using all my waste water for growing things in the garden*
- *the reed beds can get very smelly when the weather's hot, so I'm not that keen on it anymore*
- *all the bedrooms are so cosy, you'd never know the walls were made of old tyres.*

Award **1 mark** for a general comment on the eco-features of the Earthship, taken from the front or back of the leaflet, eg:

- *it is really good because think how much energy you waste in your house*
- *it's all made from recycled materials*
- *I would recommend this house to anyone. It is very cheap to live in*
- *it's saving the environment and costs almost nothing to run*
- *it's incredible. It doesn't pollute the Earth and prevents global warming.*

**Do not accept** answers that are based on the quotations in the leaflet, eg:

- *my bills are so cheap, only £30 per year.*

26. How does the plan of the Earthship help the reader to understand the text?

**up to 2 marks**

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

Award **2 marks** for explaining the visual advantage of the diagram in understanding complex text, eg:

- *the text is complicated / technical / unfamiliar so it shows you what it looks like*
- *if they can't read it, it helps them to just look at it and see how good it is.*

Award **1 mark** for identifying the visual advantage of the diagram, eg:

- *it shows you what it looks like / you can see what it looks like*
- *it helps you to imagine what it looks like*
- *it shows you where everything is*
- *it makes you see how it's all laid out.*

**Do not accept** overly specific advantages of the diagram, eg:

- *so you see where the beds are.*

**Do not accept** answers that are about the function of the captions (not the diagram), eg:

- *it describes all the rooms*
- *it comes in small sections.*

27. Explain fully how Earthship houses can solve different types of problems.

**up to 3 marks**

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

Acceptable points:

- use of old tyres / recycling / longevity of tyres
- provision of homes
- beneficial environmental impact
- saving on energy bills / cheapness of utilities / energy production and/or consumption.

Award **3 marks** for mentioning three of the problems that Earthships solve or for discussing two in greater detail, eg:

- *Earthships are a good way of using up old tyres, which are an environmental problem, as they are so difficult to get rid of by burning or burying. Earthships also help to solve another problem and that is the problem of not enough houses for people to live in*
- *it will solve problems of pollution and greenhouse gases. By recycling tyres, they are not burnt and then no greenhouse gases escaping and you don't have to put them in a big hole in the ground either, so there'll be less rubbish because it is being used.*

Award **2 marks** for two of the problems that Earthships solve or for outlining one in greater detail, eg:

- *waste products are being used by the Earthship and the cost of the energy bills is cheap*
- *it will save people money, will help global warming, save energy.*

Award **1 mark** for covering one problem on a very general or over-specific level, eg:

- *the mountain of old tyres can provide homes for people who need them*
- *it will just keep re-using water and it saves a lot of water by filtering it so you don't have to keep going out and buying new bottles of water.*

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## Section 3: Both texts

Page 13

28. The text about the Earthship uses mainly **photographs**. The *Dear Norman* text includes **drawings**.

Explain why these two different types of illustration are suitable for these different types of texts.

**up to 2 marks**

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

Award **2 marks** for providing a comprehensive explanation for the purposes of / reasons for at least one of the types of illustration, eg:

- *Dear Norman is fiction so someone had to draw from pictures from his / her imagination, but the Earthship is a real place that really exists so they could take photos of it*
- *for advertising they needed photos so that people could have a real picture of what it's like; for Dear Norman it can just be an artist's impression and it doesn't matter if it's wrong*
- *because people want to see the real house and in Dear Norman you don't need to. It is the writing that explains everything*
- *it looks more realistic using photographs in an advertisement but in a story it really doesn't matter*
- *the Earthship leaflet needs real photographs to show you exactly what you are getting for your money.*

Award **1 mark** for recognising in a simple, but explicit, comparison that *Dear Norman* cannot be photographed, as it is fictional, but that Earthships actually exist, eg:

- *one's fiction and one is non-fiction*
- *Norman does not exist but The Earthship is real.*

**Do not accept** a valid attribute provided for only one of the texts, eg:

- *Dear Norman is not real [✓] but the Earthship leaflet is information [x].*

**Do not accept** answers that only identify the text types involved, eg:

- *one is a story and the other is an advertisement*
- *Dear Norman is a cartoon but the Earthship is information.*

29. Here are some descriptions of the texts you have read.

Tick to show whether the descriptions are about ***Dear Norman*** or ***The Earthship*** leaflet. One has been done for you.

1 mark

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

Award 1 mark for inserting all three ticks in the correct cells.

Description	<i>Dear Norman</i>	<i>The Earthship</i>
informative		✓
fictional	✓	
persuasive		✓
humorous	✓	

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# The writing test

There are two mark schemes, one for the longer task *Trainer Try-Out* (pages 38–41); the other for the shorter task *A Busy Place* (pages 56–57).

## Assessment focuses for writing

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

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

## The mark scheme strands

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

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

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

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

Handwriting is assessed in the longer task. The marking criteria are shown in section F on page 41.

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: *Trainer Try-Out*

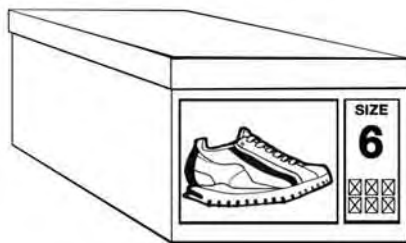
The prompt explains that a sports shop manager has invited some young people to try out a new training shoe and give their views on its suitability for sports activities. Pupils are asked to imagine that they have used the trainers for a week, and the task is to write a report about the trainers for the sports shop. The writer is reminded to consider both positive and negative aspects, but the details of what the trainers were like and how they performed are left to the imagination. Planning gives further support for structure and the development of content. Better performances are distinguished by effective organisation of the report's content to emphasise developed, clearly expressed views that reflect details of the tester's experience and provide an informed appraisal of the trainers for the sports shop.

### Trainer Try-Out

Your local sports shop has been supplied with a new type of training shoe. The shop wants to find out if the trainers are suitable for sports activities.

The shop manager has asked some young people to try out the trainers and give their opinion.

Imagine that you have tried out the trainers for a week, using them for sports lessons and other outside activities.



**Your task is to write a report about the trainers  
for the local sports shop.**

Think about:

- good points about the trainers
- their suitability for sports use
- what could be improved.

## Mark scheme for the longer task: *Trainer Try-Out*

### 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. Some simple sentences, often brief, starting with a pronoun + verb (*They are nice*). Clauses mostly joined with *and, but, so*.
- Sentences sometimes demarcated by capital letters and full stops.

**1 mark**

#### Band A2

- Simple connectives *and, but, so, when* link clauses. Subjects and verbs often simple and frequently repeated (*I think, they are*). Use of modals (*could, would*). Some sentence variation created, eg simple adverbials (*on the outside, now*). Noun phrases mostly simple (*the laces*) with some limited expansion (*the little wheels*). Some adjectives, eg to describe aspects of trainers (*heavy, hot*).
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

**2–3 marks**

#### Band A3

- Sentences are mostly grammatically sound. Adverbials (*When I took off my trainers*), and expanded noun phrases (*the special grip on the bottom*) add variety. Some subordinating connectives: *because, if* (*because the trainers are so bouncy*). Some variation of subjects (*The soles, They*). Tense choice generally appropriate; modals used to express possibility are varied (*would try, should have insoles*).
- Most sentences correctly demarcated; some commas mark phrases or clauses.

**4–5 marks**

#### Band A4

- Simple and complex sentences with some variety of connectives, eg *while, although, which*. Expansion of phrases and clauses adds detail (*trainers that rub and cause blisters*). Range of verb forms (*have been using*). Additional words and phrases contribute to shades of meaning, eg adverbs (*normally*).
- Range of punctuation used, almost always correctly, eg brackets, dashes, colons.

**6–7 marks**

#### Band A5

- Length and focus of sentences varied to express subtleties in meaning and to focus on key ideas. Sentences may include controlled use of several subordinate clauses (*although I feel that there are a few points about them which need changing*), sometimes for economy of expression; word order used to create emphasis (*I could play sport in any conditions – wet, cold, hot and even when it's snowing*).
- Range of punctuation, with little omission, to give clarity.

**8 marks**

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

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

**Band B1**

- Ideas grouped into sequences of sentences; some division possibly indicated by layout.
- Simple connectives used (*and*). Some connection between sentences, eg pronouns referring to the same person or thing (*the trainers / they*).

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

- Text structure overall is simple; includes brief introduction or concluding statement (*Well, they are really good for sports*). Some divisions between sections of content indicated (*The only problems*).
- Connections are built up by reference. Other relationships within and between sentences may be used, eg contrast (*but they need more grip*).

**2–3 marks****Band B3**

- Logical organisation: introduction, points about the trainers, conclusion. Paragraphs or sections are sequenced, although transitions may be awkward. If used, conventional phrases (*Overall, the trainers*) are integrated into the text.
- Within paragraphs or sections, content may be developed around a main sentence. Paragraphs or sections organised to expand a particular topic, eg with explanation (*when you are riding a bike*). Connections within paragraphs or sections maintained, eg through ongoing references (*all of those features*).

**4–5 marks****Band B4**

- Overall organisation of the report supported by paragraphs or sections which enable coherent development and control of content across the text. Relationships between paragraphs give structure to the whole text, eg links make structure between paragraphs clear (*Now moving on to the good things*), connections between opening and ending.
- Paragraphs or sections are developed; main ideas consistently supported by relevant explanation. Reference to the same thing or idea sometimes varied to avoid repetition (*these trainers, the shoes*).

**6–7 marks****Band B5**

- The structure of the report is controlled across the text. Sequencing of paragraphs contributes to overall effectiveness, eg strategic placing of most significant idea or suggestion (*Whilst I have been doing my sport, I have noticed*). Paragraphs varied in length and structure.
- Each paragraph has a clear focus and content is organised, eg by reference or contrast within the paragraph (*also the retro style, which consists of*).

**8 marks**



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

- A short series of points; aspects may be listed and opinions may be inconsistent.
- Detail (*leather*) or a simple statement of opinion expands content.

**1–2 marks****Band C2**

- Content of the report includes some points about the trainers, some explanation of ideas (*because most sports are on very grassy areas*) and some relevant information. Coverage may be unbalanced.
- Writer's attitude towards the trainers is sometimes evident (*good when it comes to grip*).
- Word choice often general (*bad*) with some detail (*waterproof*). Some use of impersonal constructions (*It is*); level of formality may be inconsistent.

**3–5 marks****Band C3**

- Coverage of points about the trainers is balanced; points are developed, eg with explanation, example, justification of opinion (*so that people don't just use them for sport*).
- A consistent viewpoint towards the trainers, eg writer presents a reasoned and realistic attitude (*good for hard ground but not for grass*) and gives helpful suggestions (*I think you should put in less air holes*).
- Style of address (eg formal, impersonal) supports informative purpose of report; generalisation (*stylish, many varieties*); suggestion (*if you could make*). Descriptive vocabulary (*cross-over straps, flashing lights*).

**6–8 marks****Band C4**

- Ideas are adapted; content is selected to be of most relevance to the sports shop manager (*only came in whole sizes so people with half size feet did not have comfortable shoes for games*).
- Viewpoint is established and controlled, eg writer reviews trainers from an informed position (*by moulding itself around your foot*) and gives constructive suggestions.
- Word choice consistently maintains report style; precise vocabulary for descriptive detail (*non-friction sole, scuffed, squelch*).

**9–11 marks****Band C5**

- Choice and placing of content is informed by purpose, eg writer positions most significant content for emphasis. Comments include reflections on experience (*Nobody really wants the name of a trainer to take up the whole shoe*).
- Viewpoint convincing, eg conveys impression that comments and suggestions come from experience of trying out trainers in different situations (*adapted to speed and terrain*).
- A range of stylistic features fully supports purpose and engages, eg patterning (*wet environments and come out dry, cold environments and the heat insulating worked*), alliteration, figurative language (*a drawstring-like system*).

**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**

The shoes which I tried on for the shoe were ok. They were good for sport (and) all the things which you do in sport (but) all the rubber on the end of the shoe carries on coming off (and) it gets very hard to run if your whereing a shoe like that when your doing sport.

The shoe lase carry on coming un done (too). So if the shoe shop sold them to somels and they were doing running or some thing to do with sport, they (cound) fall over and hurt there selves.

It's maded out of (different materials) and (they) are, letter for the top bit of the shoe rubber for the end of the shoe which gives you the grip on the floor.

hard spundge which the rubber goes under. (Last of all) the shoe lase to trie up your shoe but it's not very good. I think they cound improve by getting harder glue to stick down so that the rubber (will) not come off.

To not get the (shoe lases) to be so slippey so that (they) come un done not so easily.

The shoe is light blue and a dark blue and white stripe going down the middle. There are (small tips) going alone (the end of the shoe)

simple connectives (A2)

accurate sentence demarcation (A2)

comma supports sentence division (above A2)

modals (A2)

simple adverbials (A2)

incomplete sentences (below A2)

noun phrases with limited expansion (A2)

brief introduction (B2)

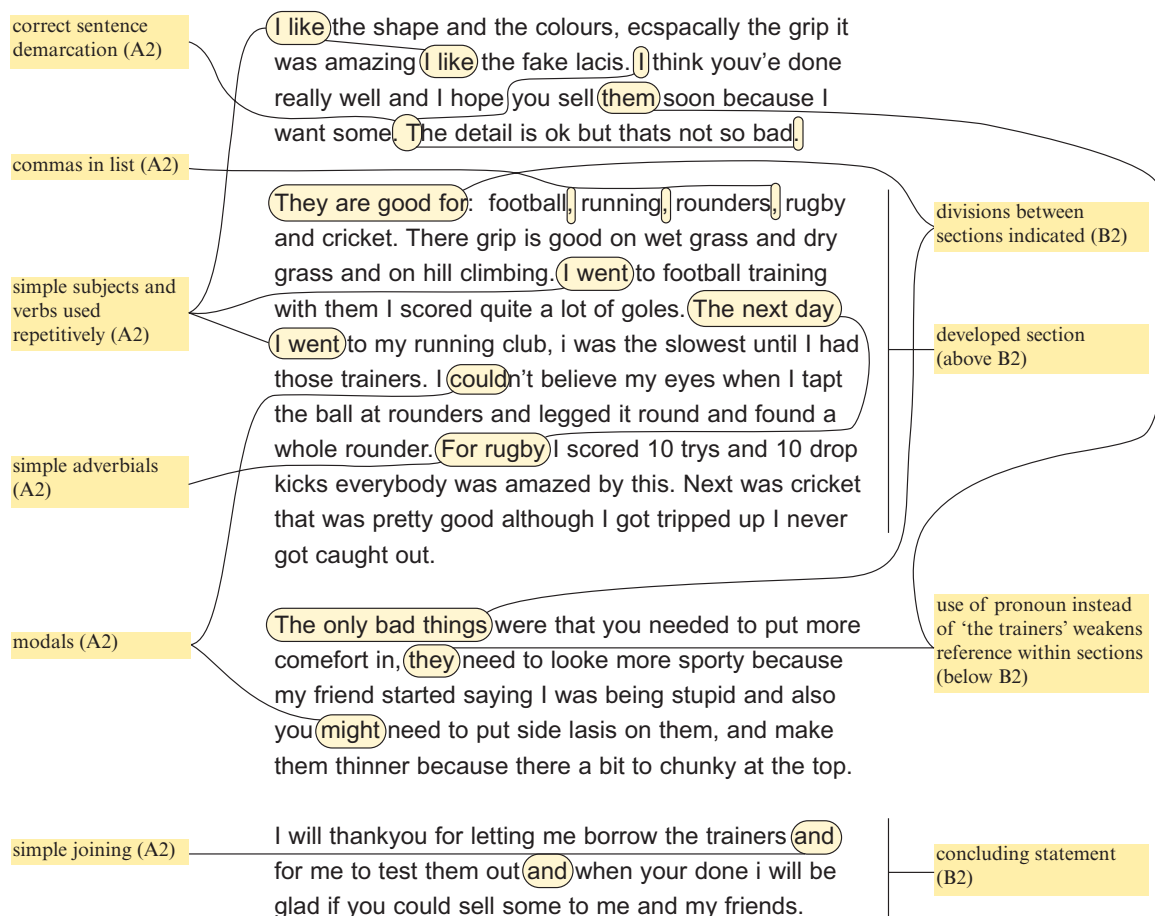
some divisions help with basic content grouping (B2), but continuation of topic later on weakens effect (below B2)

reference builds up connection (B2)

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p><b>Summary</b></p> <p>Evidence of some sentence variation in the form of simple adverbials and expanded noun phrases supported by mostly accurate sentence demarcation leads to Band A2. Development of incomplete sentences to clarify meaning necessary for award of higher mark in the band.</p>	<p><b>Summary</b></p> <p>Presentation of ideas as a simple report on the trainers, with some development of explanation and use of detail, provides sufficient evidence for award in Band C2. For a higher mark in the band, the writer's attitude to the shoes would need to be more clearly expressed.</p>	<p><b>Summary</b></p> <p>Use of an introductory sentence and some division of content gives the text basic structure and suggests award in Band B2. Although there is some connection through reference, further evidence of grouping ideas (for example, a continuous section on shoe laces) would be necessary for higher mark in the band.</p>
Band A2 – 2 marks	Band C2 – 3 marks	Band B2 – 2 marks

**SENTENCE STRUCTURE & PUNCTUATION**

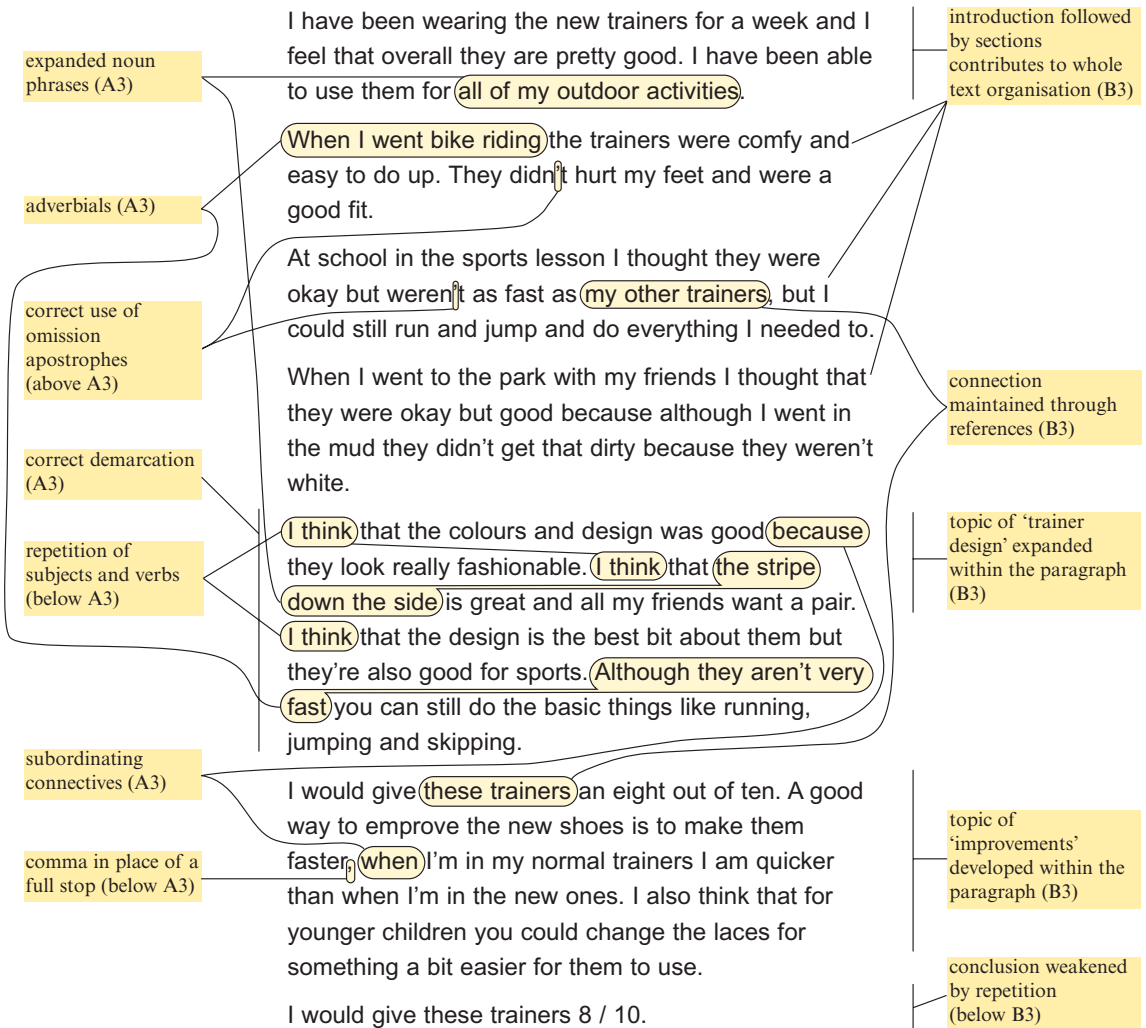
**TEXT STRUCTURE & ORGANISATION**



SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p><b>Summary</b></p> <p>Use of modals and simple adverbials, together with simple joining and the repetitive use of subjects and verbs indicates Band A2. The higher mark is confirmed by sufficient evidence of full stops and capital letters to demarcate sentences and the use of commas in a list.</p>	<p><b>Summary</b></p> <p>This report includes coverage of different points with some development, including a recount of the writer's experiences with the trainers. These features, supported by some detail, lead to the top mark in Band C2. Balance of content and greater stylistic consistency would be necessary for award in the next band.</p>	<p><b>Summary</b></p> <p>Division of the text into sections and a concluding statement gives basic overall structure and suggests award in Band B2. Although internal reference is not secure, the inclusion of a developed section of content justifies the higher mark in the band. Evidence of an introduction and maintenance of reference within sections necessary for award in higher band.</p>
Band A2 – 3 marks	Band C2 – 5 marks	Band B2 – 3 marks

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**



SENTENCE STRUCTURE & PUNCTUATION <b>Summary</b>	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION <b>Summary</b>
<p>Although there is some repetition of sentence openings and comma use is not secure, support for Band A3 is evident in the use of adverbials, expanded noun phrases and subordination. Accurate placement of commas to mark some divisions in developed sentences would be necessary for higher mark in band.</p>	<p><b>Summary</b></p> <p>The writer's opinions are expanded with relevant examples and suggestions, which results in a developed report on the trainers' suitability and leads to an award in Band C3. Less repetition of content at the end of the report would be necessary for award of the highest mark in the band.</p>	<p>Evidence of topic development within paragraphs supports organisation of sections and suggests Band B3; this is confirmed by the use of reference and a logical overall structure. A more secure conclusion would be necessary for award of the higher mark in the band.</p>
Band A3 – 4 marks	Band C3 – 7 marks	Band B3 – 4 marks

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

Dear Sir,

The trainers were great, I tried them out and I really liked them. It seemed like I could run faster than I have ever ran before, like I could jump higher than I had ever jumped before. I also think I became more popular at athletics class.

The special features are so cool especially the sound and lights. At first the sound made me jump when I started running along the running track, but now I'm used to them. I think they are totally cool. The 24 carrot gold tongue was my favourite and the gold Nike tick. The colours were a bit dull but they were ok in the end. The jagged slots on the bottom of the shoe meant I didn't fall over once. Its good that there was seethrough plastic around the rim of the shoe so you see the nitro lights.

They are definety suitable for sports and leisure activities. The extra grip, bouncy rim of the shoe, and the slimline shape make it all the better.

Although there is room for improvment like the style needs to be improved the flick up at the shoe needs to be flatter to make it even faster. Also the coulours were a bit orignal they could be more imaginative instead of the every day silver and red.

On the whole they were a great new type of trainer. It was a great experiece for me and I would love to have some of my own someday. I think you will have a great time selling these and you will make a lot of money. Thankyou for letting me try them out and good luck.

Yours faithfully,  
[name]

subordination (A3)

comma to separate clauses (A3)

expanded noun phrases (A3)

adverbials (A3)

varied modals (A3)

accurate demarcation (A3)

overall text structure: introduction (B3)

paragraph development: content developed around a topic (B3)

sequenced points (B3)

conventional phrase integrated into text, supporting structure (B3)

conclusion (B3)

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p><b>Summary</b></p> <p>Use of subordination, adverbials, expanded noun phrases and varied modals suggests Band A3; mainly accurate sentence demarcation and a comma to mark division within the sentence justify the higher mark. Further use of varied connectives necessary for award in the next band.</p>	<p><b>Summary</b></p> <p>This report provides a consistently detailed review of the trainers' suitability, combining the writer's opinions with suggestions for improvement. These features lead to an award of the highest mark in Band C3. Adaptation of ideas (for example, consideration of other pupils' views or other activities) necessary for award in the next band.</p>	<p><b>Summary</b></p> <p>Grouping of ideas into an introduction, a series of expanded points and a distinct conclusion gives overall structure to the text and indicates Band B3; evidence of topic development within sections confirms the higher mark. For award in a higher band, further links between sections (for example, between introduction and conclusion) would be necessary.</p>
<p>Band A3 – 5 marks</p>	<p>Band C3 – 8 marks</p>	<p>Band B3 – 5 marks</p>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

Dear Mr [name],  
My school has been testing a new type of trainer from your sports shop. This is my opinion.

comma used in place of full stop (below A4)

varied connectives (A4)

additional words for shades of meaning (A4)

range of verb forms (A4)

expansion adds detail (A4)

range of punctuation: commas dash exclamation mark (A4)

Grip is an asset to every trainer and yours did not fall below average, one person wore a pair of your trainers and another wore their one trainers. Both people ran ten yards then stopped suddenly. Your trainers only skidded an extra one yard while the other trainers skidded four yards and furthermore, the wearer fell over backwards. It is clear to say that grip passed with flying colours.

The next test we did was strength and permeability. First, we pulled the sides away from each other until a rip appeared and on your trainers we measured fifteen centimetres while on the other trainer we only got to twelve. Our other test was permeability. We poured water into the shoe until it leaked. Your shoe absorbed one hundred and twenty-five millilitres while the other one only managed eighty-five. We can officially say you have chosen the right materials and have made it waterproof.

Unfortunately nothing is perfect and in this case it is the fact that it needs to be the latest in fashion if it is going to be on every nine to fifteen year old's birthday list!

The final down side is nothing major but is enough to put most parents off – the price! In my opinion £29.99 is far too expensive, try lowering it by ten pounds at the maximum.

If you follow my points of improvement, every sports or shoe shop in the country will be desperate to have one in their window!

Yours sincerely,  
[name]

relevant development of ideas within the paragraph (B4)

relationships between paragraphs (B4)

limited paragraph development (below B4)

<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Evidence of varied connectives and verb forms, expansion and additional words suggests award in Band A4; the higher mark is confirmed by the use of a range of punctuation. For Band A5, further accurate use of commas to support longer sentences would be necessary.
Band A4 – 7 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Report form adapted to include details of tests (<i>Both people ran ten yards, We poured water into the shoe</i>) and relevant opinion (<i>needs to be the latest in fashion</i>) (C4).</li> <li>Comments suggest informed opinion (<i>Grip is an asset to every trainer</i>); other relevant viewpoints considered (<i>enough to put most parents off</i>) (C4).</li> <li>Precise language supports factual style (<i>permeability, one hundred and twenty-five millilitres</i>) (C4).</li> </ul>
<b>Summary</b>
In this thorough report, the writer's chosen approach is consistently supported by careful selection of technical language and presentation of opinions relevant to the shop manager's interest. These features lead to an award of the top mark in Band C4. Greater emphasis on the final point (price) to increase impact would be necessary for the award of Band C5.
Band C4 – 11 marks

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
Whole text structure supported by links between paragraphs indicates an award in Band B4. There is also evidence of the expansion of main ideas within individual sections; however, weaker paragraph development towards the end of the piece limits the mark to the lower one in this band.
Band B4 – 6 marks



**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

This is a report on Ticks Trainers new sports trainers, purchased from Sam's Shoes.

I found that the trainers material was satisfactory and comfortable. The new fabric has made my sporting experience worthwhile. (The soft material that the tounge was fasioned from cusioned my shin greatly, and I have found no faults in the material, although I did find that if I stepped in a puddle, my feet got slightly wet.)

sentence variation: developed sentence with controlled use of several subordinate clauses (A5)

paragraphs varied in length and structure (B5)

The (design of the shoe) was beneficial, also, as the small holes on the top cooled my feet down by allowing air in and body odour out. The shape of it also made my foot comfortable, as, I believe, it is fasioned from a material that gives way to the foot. (The laces were a little bit to short, though), and I had to tie them up a lot because they slipped over each other.

sentence variation: short sentence (A5)

paragraph with clear focus, with content organised by contrast (B5)

The soul of the shoe had a good grip on concrete and wooden flooring, although slipped a lot on grass. (The rubber material has good friction with the ground.)

focus of sentence varied for emphasis (A5)

My personal opinion on the colour choice for the trainer is that it was a large range of colours. (Some of the colours, though, would have been stained) easily had they been near mud or other things.

It was difficult to remove the smell from the trainers and, after using several different products and even putting my trainers in the washing machine, I found that it was impossible to rid them of their odour.

range of punctuation for clarity: commas brackets possessive apostrophes (A5)

controlled overall structure: content links back to previous paragraphs (B5)

I suggest you improve the trainers by water proofing them, giving the laces a rougher surface (therefore increasing the friction), improving the grip on the soul even more, darkening the colour scheme (to reduce staining) and use fabric that will not absorb body odour.

(Apart from the above), the trainers were completely satisfactory, and I compliment Tick's Trainers for making them and Sam's Shoes for purchasing and retailing them.

paragraph sequenced by connection to previous ideas (B5)

SENTENCE STRUCTURE & PUNCTUATION
<b>Summary</b>
Controlled use of developed sentences – varied in length and focus to express the writer's meaning – supported by a range of punctuation, used almost always consistently, provides evidence for the top mark (Band A5).
Band A5 – 8 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>Selection of content provides emphasis on positive and negative detail relevant to the shop manager (<i>small holes on the top cooled my feet down, after using several different products</i>); informative reflection (<i>had they been near mud or other things</i>) (C5).</li> <li>Writer's thorough explanations of experiences with the trainers are convincing (<i>although I did find that if I stepped in a puddle, even putting my trainers in the washing machine</i>) (C5).</li> <li>Formal style supports clear expression (<i>impossible to rid them of their odour</i>); technical language consistently used meaningfully (<i>therefore increasing the friction</i>) (C5).</li> </ul>
<b>Summary</b>
The writer's experiences of using the trainers have been effectively adapted into report form, offering the shop manager comprehensive coverage and informed opinion. The sustained style and consistency of approach merit the award of 12 marks (Band C5).
Band C5 – 12 marks

TEXT STRUCTURE & ORGANISATION
<b>Summary</b>
Individual paragraphs, varied in length and organised in different ways according to purpose, are carefully placed to create an overall text structure that connects ideas together. These features support the award of the highest mark (Band B5).
Band B5 – 8 marks



## Handwriting examples

### Example awarded 1 mark

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

Dear SPORTS manager.

Over the past week I have wore your trainers that you gave me.

I found that they are very easy to walk in when you get used to them. If you walk a few miles they still don't hurt and your feet still feel cool as if you sat at home, and if you walk in a puddle then the trainers don't absorb all the water at all which is very good.

Also if you are out at night all the cars and other vehicles and people can see you because they come in

Example awarded 1 mark

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

The trainers you gave to me for trying out were not rubbish and not the best. The good things about the shoe will be in the next paragraph and bad the one after that.....

The good things

The style of the shoe was the best the ~~with~~ <sup>u</sup> cooler was great, expectational even! The inside of the shoe was a nice navy blue <sup>u</sup> cooler. Near the bottom of the shoe just above were the grip is it has a nice, bright, lime, green line all the way around the shoe. It's amazing, truly amazing. The rest of the shoe cooler is great too and the cooler of the sole ~~is~~ exalant pick, a nice black.

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.

The trainers were alright, the style and decals were so cool I wanted to keep them. The ~~non~~ lights were good for when it is dark and people can see you. As well the colour was alright, because they ~~colours~~ were a bit too bright. I tried these trainers for basketball. I found that the astroturf gripped really well and the shoes kept my feet warm, but the only down fall was that my shoes kept on slipping off my foot!

Next, I tried them at football, they were ok, but it was the same down fall as playing basketball, that they kept on slipping off my foot. But all the players on my team said how good they looked, (so that is a bonus to you.)

Afterwards I tried baseball, but this time they were good they gripped to the sandy floor but when I was about to hit the ball it wasn't the ball which went for

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.

The trainers are very comfortable and soft inside and the style is great for sport. The trainers are more suitable for football and running sports. They could be improved by adding more colour and a harder sole so they won't get ruined so easily. The shoes also should have studs because in most sports people prefer to wear studs definitely in football. I think lots of people will buy these shoes because they are great for all sports. The shoes could also be improved by putting on velcro instead of laces because if someone is doing a running sport they might trip over their laces. I think these shoes are more suitable for children that are more into sport than others and ~~do~~<sup>do</sup> lots of sport. I think children will enjoy these shoes.

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.

Dear local sports shop,

I am writing to inform you about the one week trial I had on your new trainers. The speedx trainers.

You asked me if I wanted to try out your shoes and I replied with a simple 'yes' I said yes because I really needed some trainers which had grip, were stylish and had some lovely colours that mixed well. Your new speedx trainers gave me that and you also added extra parts which make it ever so nice and stylish.

These trainers were the first ones that I wore that didn't make my feet sweat and become smelly. I owe that to the air holes you added on the front of the shoe. There was only one downside about the air holes and that is that when it rained the smaller drops fell inside the shoe and made it wet!!

I only wore these shoes for indoor and outdoor sports activities and they sure did deliver.

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.

These new types of trainers are perfect for ~~the~~ various indoor and outside sports, but there are a couple of down sides for these trainers, and I'll start with them.

Whenever you do a sport, after about 5-10 minutes the laces will become fully undone, they should try, at least try to make the laces stronger! Another down point is that, when they get water on them, inside and out, they will shrink, as I found out doing a 2 mile jog with my dad. I started sweating and so did my feet, and sweat is a liquid, so the trainers shrunk and dug into, fortunately when they dried out, they went back into their old shape. They should now make them less absorbant to liquids, or something like that!

Now, to the 'Perfect!' bits of these trainers. Firstly, they have extraordinarily soft inside that makes you never want to take them off, and also they're quite easy to get, as it's a slidey sort of material on the inside, so you can easily slide your foot into it.

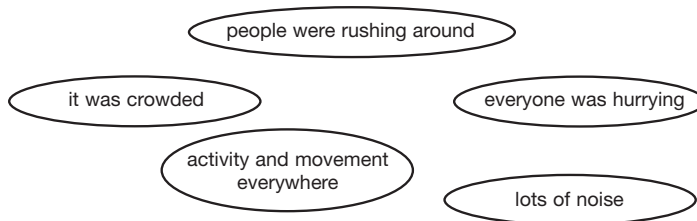
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## The shorter task: *A Busy Place*

In this prompt, the task is to write a description of a busy place. Phrases and sentences suggesting movement, activity and noise are presented; the pupil is invited to imagine a busy place and consider whether it might be a market, crowded street or other location. The planning space helps with decision-making and encourages the writer to think about how to describe their chosen place. Better performances are distinguished by the careful management of expanded clauses and sentences to express descriptive detail and the creation of a convincing scene which engages the reader imaginatively, revealing the writer's thoughts and feelings about the busy place.

### A Busy Place

Imagine a busy place:



Where was the place? What kind of atmosphere did it have? Was it a market, a crowded street, or somewhere else?

**Your task is to write a description of this place.**

#### PLANNING

Where was the busy place? Tick **one**.

- A market
- A crowded street
- Your own idea \_\_\_\_\_

Words and phrases to describe the busy place:



## Mark scheme for the shorter task: *A Busy Place*

### SECTION D

### SENTENCE STRUCTURE, PUNCTUATION AND TEXT ORGANISATION

Assessment focuses: vary sentences for clarity, purpose and effect

write with technical accuracy of syntax and punctuation in phrases, clauses and sentences  
construct paragraphs and use cohesion within and between paragraphs

#### Band D1

- Clauses usually grammatically accurate, mostly joined with *and, then, so*. Some simple sentences, often a brief sequence starting with subject + verb (*The stalls are*). Some connections between sentences, eg pronouns.
- Sentences sometimes demarcated by capital letters and full stops.

**1 mark**

#### Band D2

- Simple connectives *and, but, or, when* link clauses. Subjects and verbs frequently repeated (*The people were*). Noun phrases mostly simple (*my friend*) with simple expansion (*the big queues*). Some sentences expanded with simple adverbials (*suddenly*). Connections between sentences built up, eg by pronoun references (*it / the drink stall*). Brief concluding statement may be included.
- 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 you look in some shop windows*). Adverbials (*As the festival started*) and expanded noun phrases (*the hot breaths of people*) vary construction of sentences. Tense choice is generally consistent and appropriate. Some variation in subjects (*everyone, all the shops*). Ideas developed within sections. Connections between ideas maintained through ongoing reference (*down another aisle*).
- Most sentences correctly demarcated; some commas mark phrases or clauses.

**3 marks**

#### Band D4

- Simple and complex sentences used, with varied connectives, eg *where, who* (*where the market was being held*). Expanded phrases and clauses express ideas economically (*people who give you leaflets advertising their latest products*). Words and phrases add detail (*rub their hands gleefully*). Main ideas supported by organisation of sentences and/or sections of text (*then, finally, every shop ran out*).
- 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 place, or a list. Narration of events may dominate over description.
- Detail sometimes included, eg simple description (*running around*).

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

- Descriptive form used; content may include brief coverage of several aspects of place; some attempt to suggest busy atmosphere. Some focus on events rather than description of setting may be apparent.
- Writing shows evidence of viewpoint, eg some evidence of writer's reactions to place (*it was too much for me*).
- Some vocabulary describes busy / lively activity (*pushing, shouting*) although other references are general (*everywhere you go*).

**2–3 marks****Band E3**

- Coverage is balanced, eg different aspects of the scene are presented (*On the stairs, waiting outside*). Detail adds to the creation of mood (*buggies and baskets*).
- Viewpoint established and maintained, eg writer's experience and feelings are apparent in description (*squashed, endless crowd*).
- Some straightforward stylistic features support purpose, eg descriptive vocabulary suggests senses and/or feelings (*cramped, the stalls welcome you*).

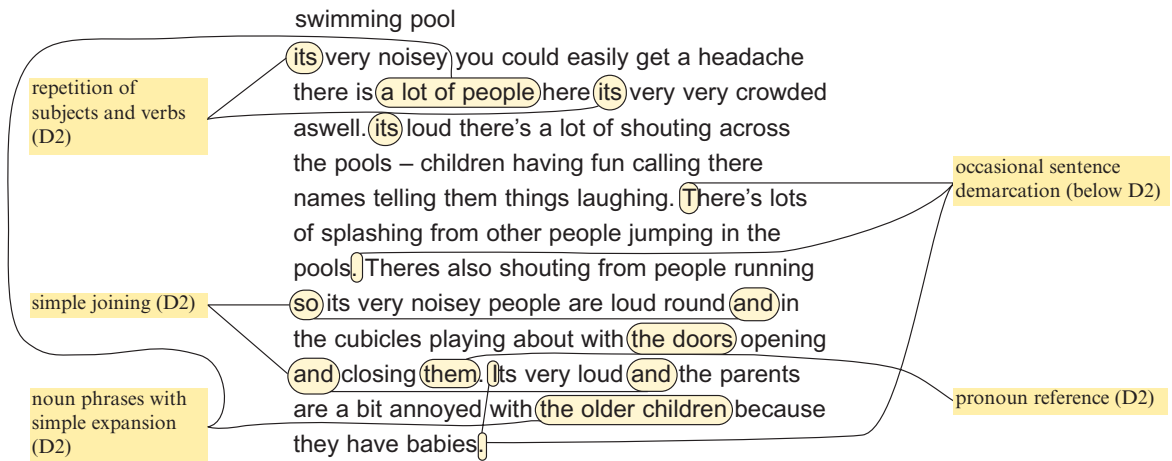
**4–5 marks****Band E4**

- Descriptive form adapted, eg content suggests realistic (*a cat scrabbling around the dustbins*) or unusual setting. Thorough coverage.
- Viewpoint established and controlled, eg place portrayed as attractive, impressive (*enormous strides*) or threatening.
- Stylistic choices add emphasis and interest, eg vocabulary evokes mood and builds up a vivid impression of the scene (*surging forward*).

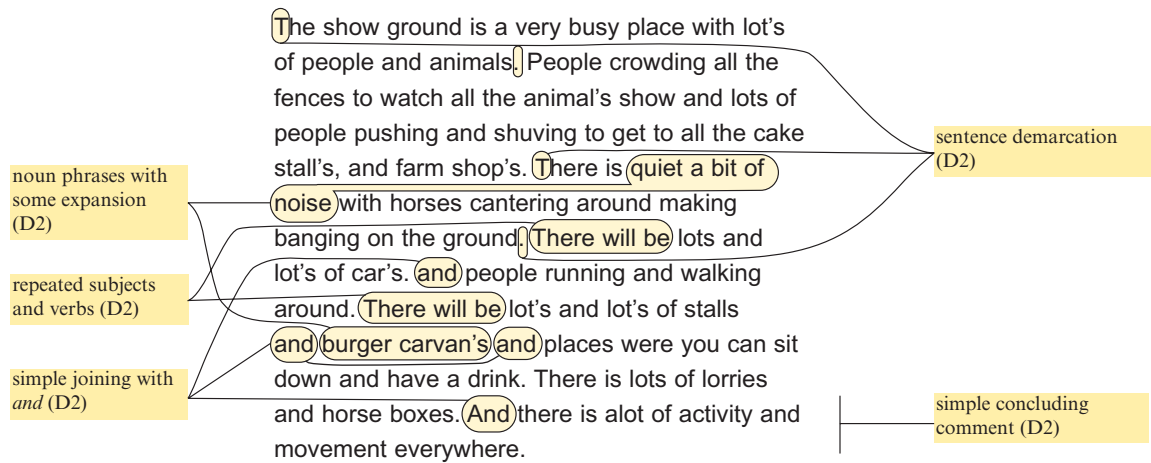
**6–7 marks****Band E5**

- Placing of content adapted, eg aspects of the place revealed gradually (*the sweet smell of candyfloss and popcorn drifted up my nose*).
- Viewpoint well controlled, eg convincingly presented as if writer is moving through the place (*all I could see was faceless bobbing heads*).
- A range of stylistic features supports purpose, eg alliteration, figurative language (*litter that smothered the floor like a carpet*).

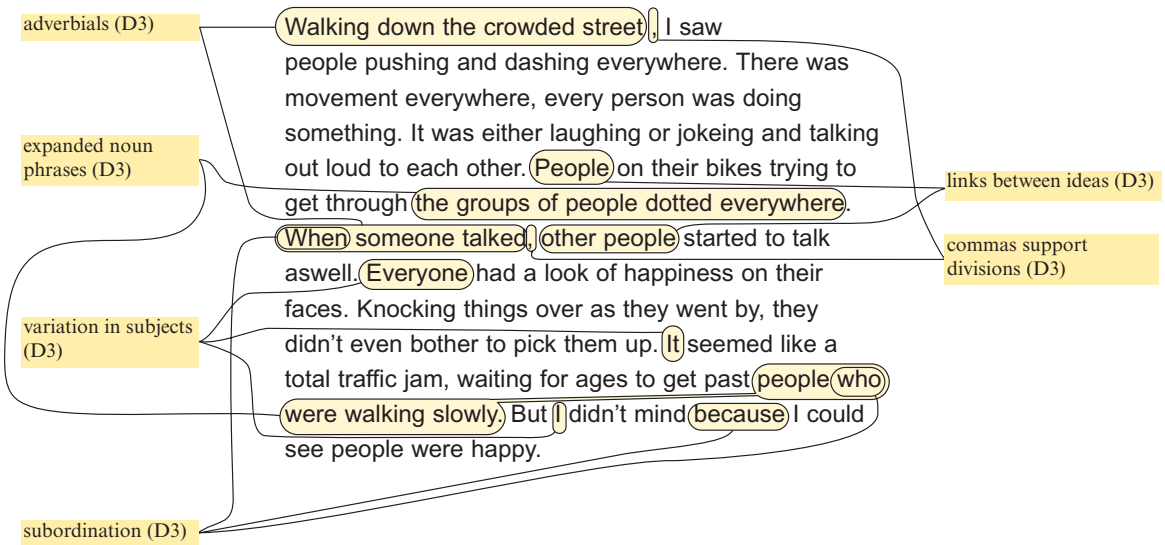
**8 marks**



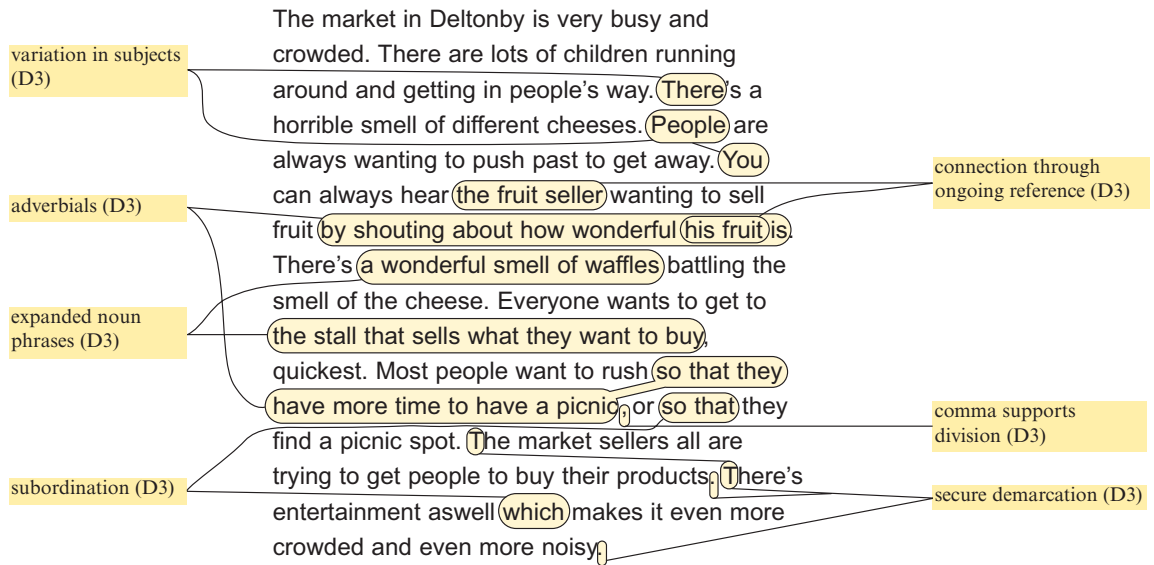
SENTENCE STRUCTURE PUNCTUATION & TEXT ORGANISATION	COMPOSITION & EFFECT
<b>Summary</b>	<ul style="list-style-type: none"> <li>Content provides brief description of different aspects (<i>children having fun, other people jumping in</i>) (E2).</li> <li>Writer's response to swimming pool is evident (<i>you could easily get a headache</i>) (E2).</li> <li>Some vocabulary to suggest activity (<i>splashing, running</i>) (E2), although there is also repetition (<i>very noisy, loud</i>).</li> </ul>
Although demarcation is limited, the use of a pronoun reference, simply expanded noun phrases together with simple linking and repeated subjects and verbs provide sufficient evidence for Band D2.	<b>Summary</b>
	This simple account describes busy activity at a swimming pool. Inclusion of the writer's view and some careful word choice justify award in Band E2; however, less repetition of content would be necessary for the higher mark in the band.
Band D2 – 2 marks	Band E2 – 2 marks



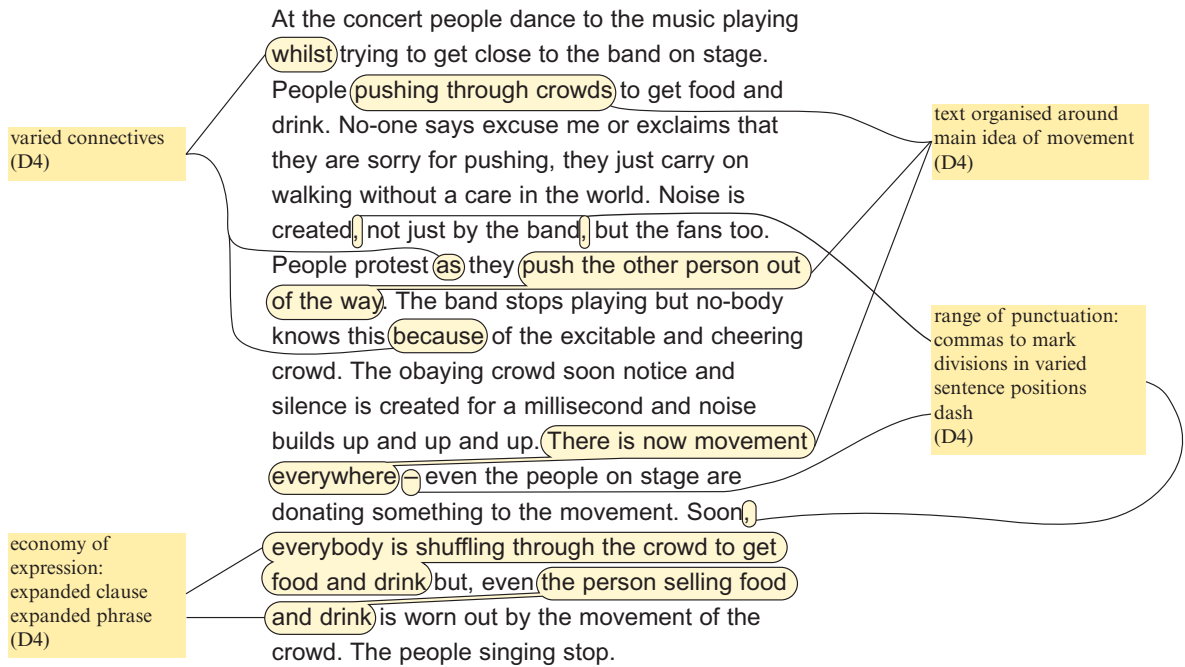
<p><b>SENTENCE STRUCTURE PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>	<p><b>COMPOSITION &amp; EFFECT</b></p>
<p>Simple joining and repetitive sentence openings, with some variation through expanded noun phrases, suggest Band D2. Mostly accurate demarcation and the presence of a simple conclusion confirm the mark.</p>	<ul style="list-style-type: none"> <li>• Some description of the showground suggests a busy atmosphere (<i>crowding all the fences, lot's and lot's of stalls</i>) (E2).</li> <li>• Writer's feelings apparent through description (<i>pushing and shoving</i>) (above E2).</li> <li>• Some vocabulary adds detail to description of activity (<i>cantering around</i>), though other choices are general (<i>car's, a drink</i>) (E2).</li> </ul>
<p><b>Summary</b></p>	<p><b>Summary</b></p>
<p>Band D2 – 2 marks</p>	<p>This description of a showground includes some detail to interest and suggest different aspects of a busy place, indicating award in Band E2. Some indication of the writer's feelings justifies the higher mark, although further coverage of the scene supported by descriptive vocabulary choices would be necessary for award in the next band.</p>
	<p>Band E2 – 3 marks</p>



<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 subordination, varied subjects, expanded noun phrases and adverbials. Use of reference between sentences and commas separating clauses supports the mark.</p>	<ul style="list-style-type: none"> <li>• Description of different activities provides a balance of coverage (<i>People on their bikes, Knocking things over</i>) (E3), although detail is limited.</li> <li>• The writer's point of view is explained (<i>waiting for ages / I didn't mind because</i>) (E3).</li> <li>• Vocabulary supports impression of a crowd (<i>pushing and dashing, a total traffic jam</i>) (E3).</li> </ul>
<p><b>Band D3 – 3 marks</b></p>	<p><b>Summary</b></p> <p>The writer's description of a crowded street includes some carefully chosen vocabulary and suggests a busy but cheerful atmosphere. These features give evidence for Band E3, although more detail to interest readers (for example, further description of some of the different types of people) would be necessary for the higher mark in the band.</p>
	<p><b>Band E3 – 4 marks</b></p>



<p><b>SENTENCE STRUCTURE PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>	<p><b>COMPOSITION &amp; EFFECT</b></p>
<p>Use of varied subjects, expanded noun phrases, adverbials and subordination, together with secure demarcation, a comma to separate clauses and connection in the text, provides evidence for the award of Band D3.</p>	<ul style="list-style-type: none"> <li>• Description includes a balance of market seller (<i>the fruit seller, trying to get people to buy their products</i>) and market-goer activity (<i>Everyone wants to get to the stall</i>) (E3).</li> <li>• The writer's attitudes to different aspects of the scene are conveyed (<i>horrible smell of different cheeses, wonderful smell of waffles</i>) (E3)</li> <li>• Word choices appeal to the senses (<i>push past, can always hear, battling the smell of the cheese</i>) (E3).</li> </ul>
<p><b>Summary</b></p>	<p><b>Summary</b></p>
<p>Band D3 – 3 marks</p>	<p>Coverage of different aspects of the market, including description of the writer's feelings and sensations from within it, provides interest and leads to the higher mark in Band E3. Further use of descriptive vocabulary – for example, to suggest mood – would be necessary for award in the next band.</p>
	<p>Band E3 – 5 marks</p>



<p><b>SENTENCE STRUCTURE PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>• Description depicts realistic concert setting (<i>trying to get close to the band</i>); coverage takes reader through several stages of activity (<i>just carry on walking</i>) (E4).</li> <li>• Writing suggests hostile environment (<i>No-one says excuse me, worn out by the movement</i>) (E4); writer's overall impression not entirely clear.</li> <li>• Stylistic choices emphasise sound and movement (<i>excitable and cheering, shuffling</i>); repetition creates tension (<i>builds up and up and up</i>) (E4).</li> </ul>
<p>Use of varied connectives in complex sentences and expanded structures for economy, together with ideas organised to link through the text, suggests award in Band D4. Although range of punctuation is limited, the varied use of commas is sufficient to confirm the mark.</p>	<p><b>Summary</b></p> <p>This description of a concert uses effective vocabulary and accounts of different moments in time to give a vivid picture of the scene, meriting an award of the higher mark in Band E4. Further development of the writer's attitude towards the situation would be necessary for award of Band E5.</p>
<p>Band D4 – 4 marks</p>	<p>Band E4 – 7 marks</p>

There were lots of people rushing around looking at their lists on the trolleys.

Everywhere you went there was a click of a button (at the counters) and a (CD) playing in the background. It makes you feel that all the wall are closing in on you.

The place was always hot and stuffy (with people breathing) also there was a lot of germs around with people coughing or sneezing.

In every section of the store was (some sort of noise) for example (if) you're looking at clouthes a hanger would screech across the rail.

(When) you are having something to eat a plate smashes or a fork drops onto the floor. Also wheels of trolleys sharply splinters when you stop to get something out of the freezer (which) makes a click as the plastic door rubs against the metal frame.

Every now and then the lights would flicker giving you a shock (as the light streaks through the corner of your eye).

The toilet doors thump and the stairs creek as people walk up and down. (As) you turn round the corner, you see a man on a ladder (placing boxes next to each other).

This place was a giant warehouse which sounds echoed off of the roof which came shooting down in and around your ears.

Giant metal struts keep the roof up which are connected by string. Any minuite it could fall down. The place it is makes you feel that anything could happen (at) any time.

phrases for detail (D4)

varied connectives (D4)

expansion for economical expression (D4)

organisation supports ideas: sections give examples of noise (D4)

range of punctuation: capital letters for abbreviation omission apostrophe comma to support division dash (D4)

<p><b>SENTENCE STRUCTURE PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>
<p>Sentence structures with expansion, phrases for detail and varied connectives suggest Band D4; connection of a theme through sections of text and accurate use of a range of punctuation justify the award of the top mark.</p>
<p>Band D4 – 4 marks</p>

<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>• Supermarket setting explored primarily through sound, as different parts are described (<i>click of a button, a plate smashes, sounds echoed off of the roof</i>) (E5).</li> <li>• Writer's controlled view interprets the setting as unfriendly (<i>makes you feel that all the wall are closing in on you, giving you a shock</i>) (E5).</li> <li>• Style consistently supports purpose through descriptive choices (<i>screech, sharply splinters</i>) and figurative language (<i>shooting down in and around your ears</i>) (E5).</li> </ul>
<p><b>Summary</b></p>
<p>This convincing, developed description uses a range of stylistic effects to present the writer's view of an everyday setting as a noisy, hostile environment, fully meriting an award of Band E5.</p>
<p>Band E5 – 8 marks</p>



# The spelling test

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

## The Crater

In Tanzania, in Africa, there are a **large** number of national parks and conservation areas. These **stunning** places are famous for their beautiful landscapes and many wild animals.

One famous conservation area contains an unusual and **remarkable** crater. It is called a 'caldera' and is all that is left of a **collapsed** volcano that is no longer active.

The crater of the volcano is over 1000 metres high and its rim is often **engulfed** by clouds. The steep **descent** into the crater takes you to an **enormous** lake, which is **surrounded** by grasslands. The crater forms a perfect self-sufficient home for over 25,000 animals.

The animals are not trapped in the crater and many move in and out freely. Because of the **protected** nature of this area, and the **availability** of food and water, most of the animal **population** choose to **remain** there all year round.

**Various** animals graze on the grass in the crater. Hippos laze around in pools during the **scorching** hot days. There are **several** prides of lion and some of the last surviving black rhino in Tanzania.

Groups of Maasai have **traditionally** allowed their cattle to graze here and they can often be seen in their **distinctive** bright clothes and **carrying** spears, looking after their herds of cattle. It is said when a lion and a Maasai meet face to face, it is the lion that backs off first.

This whole breathtaking area has a **unique**, almost **magical** atmosphere.

## Quick reference mark scheme for the spelling test

- |                  |                   |
|------------------|-------------------|
| 1. large         | 11. population    |
| 2. stunning      | 12. remain        |
| 3. remarkable    | 13. various       |
| 4. collapsed     | 14. scorching     |
| 5. engulfed      | 15. several       |
| 6. descent       | 16. traditionally |
| 7. enormous      | 17. distinctive   |
| 8. surrounded    | 18. carrying      |
| 9. protected     | 19. unique        |
| 10. availability | 20. magical       |

### **Scoring spelling**

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

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



# National Assessment Agency

29 Bolton Street  
London W1J 8BT

Telephone: 08700 60 60 40  
Minicom: 020 7509 6546  
Fax: 020 7509 5908

Email: [tests@naa.org.uk](mailto:tests@naa.org.uk)  
Website: [www.naa.org.uk/tests](http://www.naa.org.uk/tests)



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