

**En**

KEY STAGE

**2**

LEVELS

**3–5**

English tests

**Mark scheme**

Writing and Spelling

**2012**

National curriculum assessments

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# Introduction

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

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

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

Schools have been offered a choice of two writing tests in 2012. The internally marked test relating to this mark scheme has been released earlier than normal; the externally marked test will be released in May in line with the live test week. If schools have opted to participate in the externally marked test, they will be required to send the scripts for marking in the usual way. The results from either test must be used to inform teacher assessment. Only teacher assessment in writing (not test results) will be published. The teacher assessment will contribute towards an overall English level and will be used for accountability purposes.

This mark scheme booklet provides information to teachers marking the internally marked writing test only. The test can be administered by schools at a time of their choosing, and must be marked internally.

**External marking is NOT available for this test.  
Do not send any scripts for this writing test to external markers.**

The 2012 Key Stage 2 English tests and mark schemes were produced by the Key Stage 2 English team at the National Foundation for Educational Research (NFER) on behalf of STA.

The mark schemes were devised after trialling the tests with pupils and contain examples of some responses given in the trials. The mark schemes indicate the criteria on which judgements should be made. In areas of uncertainty however, professional judgement should be used.

Further guidance for marking the longer task and the shorter task will be available to download from [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2) in the spring term.

The assessment focuses for writing provide information about the particular processes or skills the pupil needs to demonstrate in order to answer the questions. This information is provided in order to explain the structure of each mark scheme. The assessment focuses are drawn from the National Curriculum.

For the outcomes of the internally marked writing test to be valid and the level thresholds to stand, the test will need to be marked as outlined in this booklet. This booklet outlines the marking of the longer task, the shorter task and spelling. The level threshold tables for this test will be posted on the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2) on 29 February 2012.

The marks for the writing test are allocated as follows:

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

## Arrangements for moderation

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

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

# The writing test

There are two mark schemes, one for the longer task *Up, Up and Away* (pages 7–11); the other for the shorter task *They've Got Talent* (pages 25–27).

## Assessment focuses for writing

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

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

## The mark scheme strands

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

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

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

<b>Assessment focuses</b>	
■ 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 11.

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

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

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

## Marking procedures

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

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

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

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

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

## Marking the writing

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



## The longer task: *Up, Up and Away*

The prompt requires pupils to imagine winning a hot air balloon flight as a competition prize. The task is to write two diary entries: one for the evening before the flight and the other for the evening after experiencing the flight. Support with structuring the diary into two entries is given on the planning page and on the formatted answer pages; the planning page also offers help with the development of content. Better performances are distinguished by the controlled use of text organisation to emphasise contrast and connection of thoughts and feelings between and within the two entries, together with the effective stylistic characterisation of a diary writer who commands the reader's attention with lively reflections about the balloon flight experience.

### Up, Up and Away

Imagine that you won a competition and the prize was a flight in a hot air balloon, something you had never done before.

You write a diary the evening before you go on the flight and the evening after you have been on the flight describing your thoughts, feelings and experiences.



**Your task is to write TWO diary entries – one for the evening before and one on the evening after the balloon flight.**

You can use your imagination to make up the details.

## Mark scheme for the longer task: *Up, Up and Away*

<b>SECTION A</b>	
<b>SENTENCE STRUCTURE AND PUNCTUATION</b>	
Assessment focuses: vary sentences for clarity, purpose and effect write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	
<b>Band A1</b>	<ul style="list-style-type: none"> <li>• Clauses usually grammatically accurate. Some simple sentences, often brief, starting with a subject + verb (<i>It was good</i>). Clauses mostly joined with <i>and, but, then, so</i>.</li> <li>• Sentences sometimes demarcated by capital letters and full stops.</li> </ul> <p style="text-align: right;"><b>1 mark</b></p>
<b>Band A2</b>	<ul style="list-style-type: none"> <li>• Simple connectives <i>and, but, then, so, when</i> link clauses. Subjects (mostly first person) and verbs often simple and frequently repeated (<i>I had, we were</i>). Some sentence variation created, eg simple adverbials (<i>in the air</i>); some modals (<i>could</i>). Noun phrases mostly simple (<i>my friends, the birds</i>) with some limited expansion (<i>a free picnic</i>).</li> <li>• Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.</li> </ul> <p style="text-align: right;"><b>2–3 marks</b></p>
<b>Band A3</b>	<ul style="list-style-type: none"> <li>• Sentences are mostly grammatically sound. Adverbials (<i>When we were all back at home</i>), modal verbs (<i>could, should</i>), expanded noun phrases (<i>huge, colourful balloon with green stripes</i>) and use of third person (<i>Mum said</i>) add variety. Some variety in subordinating connectives: <i>because, if</i> (<i>because we were high up</i>). Some variation of subjects (<i>the balloon, I</i>). Tense choice generally appropriate, eg past for events of the day (<i>I looked down</i>).</li> <li>• Most sentences correctly demarcated; some commas mark phrases or clauses. If used, inverted commas demarcate direct speech.</li> </ul> <p style="text-align: right;"><b>4–5 marks</b></p>
<b>Band A4</b>	<ul style="list-style-type: none"> <li>• Simple and complex sentences with some variety of connectives, eg <i>while, although, until</i>. Expansion of phrases and clauses adds detail (<i>until our house was a tiny speck</i>). Range of verb forms develops meaning and maintains appropriate tense choice (<i>was barking, have been, might get</i>). Additional words and phrases contribute to shades of meaning, eg adverbs (<i>uneasily</i>). Sentence variation, including different sentence types, eg to suggest interactive, conversational language, use of questions (<i>could the balloon get damaged?</i>).</li> <li>• Range of punctuation used, almost always correctly, eg brackets, dashes, colons. Full punctuation of direct speech (if used).</li> </ul> <p style="text-align: right;"><b>6–7 marks</b></p>
<b>Band A5</b>	<ul style="list-style-type: none"> <li>• Length and focus of sentences varied to express subtleties in meaning and to focus on key ideas, eg passive (<i>had been dragged along</i>). Sentences may include controlled use of several subordinate clauses (<i>when I received a call from the lady who was standing where I signed up for the competition</i>), sometimes for economy of expression; word order used to create emphasis or conversational effect (<i>Maybe some of them would like to come with me – who knows?</i>).</li> <li>• Range of punctuation, with little omission, to give clarity.</li> </ul> <p style="text-align: right;"><b>8 marks</b></p>

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

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

**Band B1**

- Ideas grouped into sequences of sentences; may follow a simple chronology. Division between two entries may not be clear / there may be only one diary entry.
- Simple connectives used (*and, and then*). Some connection between sentences, eg pronouns referring to the same person or thing (*I, she*).

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

- Text structure overall is simple: both diary entries are chronologically structured and include brief openings and/or conclusions (*got to go, bye*). Some divisions between sections of content indicated (*then I went ...*).
- Connections built up by reference. Other relationships within and between sentences may be used, eg contrast (*but then we had to come down*).

**2–3 marks****Band B3**

- Both diary entries are sequenced and the second entry follows on chronologically from the first. Shifts in time and place help organise sections / paragraphs (*I've just got home*), although transitions may be awkward.
- Within paragraphs or sections, content may be developed around a main sentence. Paragraphs or sections organised to expand and develop a particular topic. Connections within paragraphs or sections maintained, eg through ongoing references (*The balloon man / the man / he*).

**4–5 marks****Band B4**

- Overall organisation of the diary entries supported by paragraphs or sections which enable coherent development and control of content across the text. Relationships between paragraphs or sections give structure to the whole text, eg links between the two diary entries (*definitely worth entering that competition*), connections between opening / ending (*terrified of heights / no longer afraid of heights*).
- Within paragraphs or sections, main ideas are developed, eg paragraph used to develop detail about an event. Reference to characters / events / settings sometimes varied (*my ride / this brilliant expedition*).

**6–7 marks****Band B5**

- The structure of the text is controlled and shaped across the two diary entries. Sequencing of paragraphs or sections contributes to overall effectiveness, eg strategic placing of most significant event (*That was it ... I was defying gravity*). Individual paragraphs or sections are varied in length and structure.
- Each paragraph or section has a clear focus, and content is organised, eg by reference or contrast within the paragraph.

**8 marks**

**SECTION C****COMPOSITION AND EFFECT**

**Assessment focuses: write imaginative, interesting and thoughtful texts**

**produce texts which are appropriate to task, reader and purpose**

**Band C1**

- A simple, first person recount; form may be two diary entries but distinction may be unclear.
- Detail to expand content sometimes included (*saw birds and fish*).

**1–2 marks****Band C2**

- Two diary entries; some awareness of reader, eg attempt to develop feelings (*can't wait to go*). Coverage may be unbalanced.
- Viewpoint sometimes evident, eg expresses attitudes and/or reactions to events (*sad, it was fun*).
- Word choice often general with some detail for description (*yellow stripes*). Some words or phrases support diary presentation, eg conversational words (*well, oh*) although level of formality may be inconsistent.

**3–5 marks****Band C3**

- The diary entries are maintained; coverage of feelings and events across the two entries is balanced and maintains pace; development of significant events with detail and/or humour to interest reader.
- Viewpoint is established and maintained, eg reactions to the events indicate attitude (*I was very proud of myself, my heart was pumping*).
- Some straightforward stylistic features used to support purpose, eg description (*peaceful, 11 degrees*). Diary style evident, eg informal remarks (*Phew!*). Word choice shows straightforward contrast between feelings (entry 1: *nervous*; entry 2: *excited*).

**6–8 marks****Band C4**

- The diaries are adapted, eg content is selected to suggest contrast in thoughts and feelings before, during and after the balloon flight.
- Viewpoint is established and controlled, eg changes in diary writer's reactions are charted throughout the entries (*petrified ... I feel slightly relieved*).
- Some stylistic choices add emphasis and interest, eg vivid description (*swooped, billowing*), precise or technical language (*sensation, descending*).

**9–11 marks****Band C5**

- Choice and placing of content adapted for effect, eg significant events and feelings well placed for emphasis.
- Viewpoint is well controlled, eg characterisation of diary writer developed through reflection (*It felt alien-like to walk back on earth's atmosphere*).
- A range of stylistic features, eg figurative description (*like a playset of tiny people*); diary writer's commentary is stylistically distinctive (*What if it crashed? No, no, it wouldn't. What if I dropped my camera? No, it would be round my neck*).

**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.

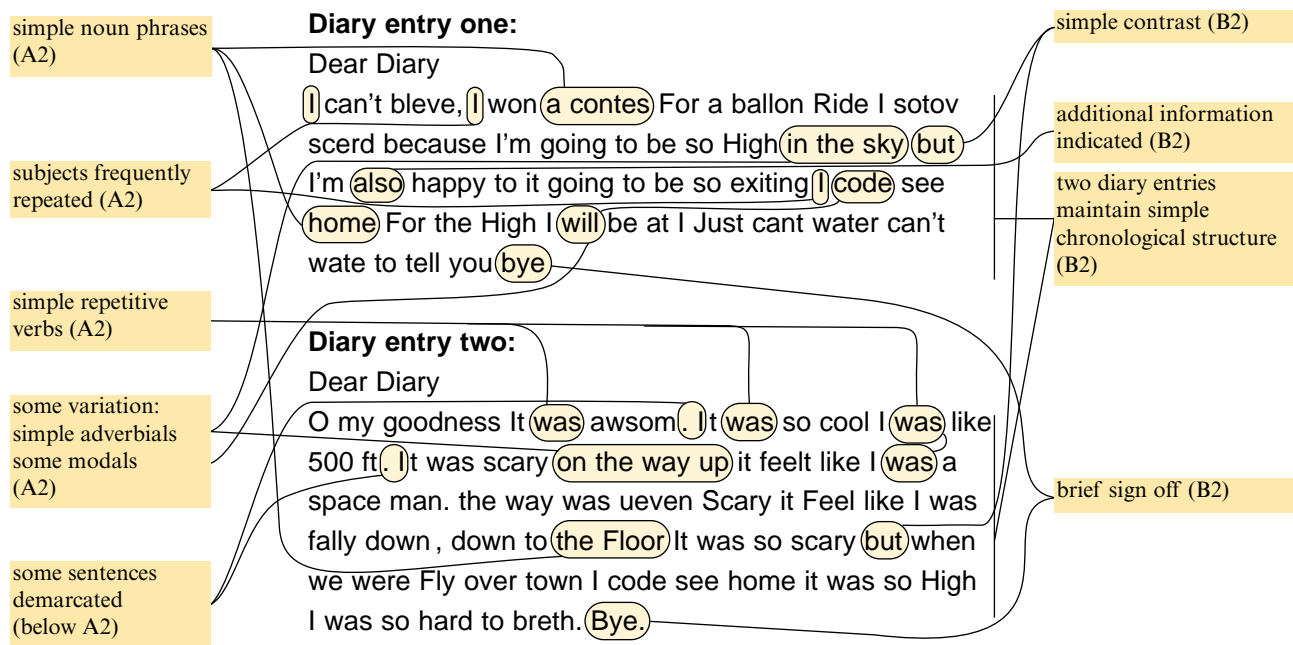
**2 marks****Band F3**

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**

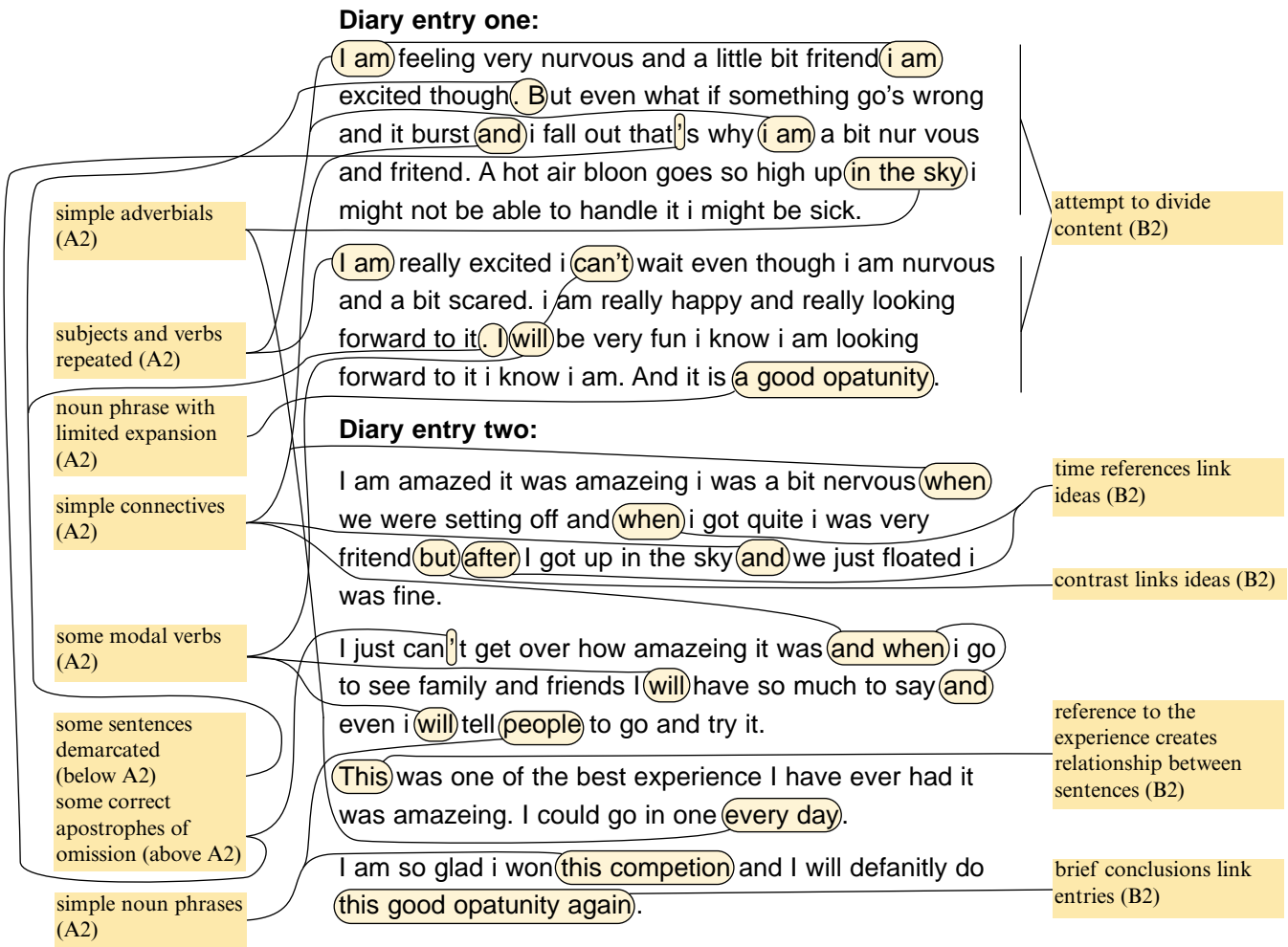
**TEXT STRUCTURE & ORGANISATION**



SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p><b>Summary</b></p> <p>Evidence of repeated subjects and verbs, with simple adverbials and some modal use to create sentence variation suggest an award in Band A2. The limited evidence of demarcation keeps the mark to the lower in the band.</p>	<p><b>Summary</b></p> <p>In these simple diary entries, the writer expresses some anticipation and conflicting emotions; words and phrases are often repetitive but the addition of some details leads to the award of the lowest mark in Band C2.</p>	<p><b>Summary</b></p> <p>The entries are structured to include thoughts and feelings before and after the balloon ride. This simple organisation, together with brief conclusions to each entry and connection through contrast, provides sufficient evidence for the award of the lower mark in Band B2.</p>
<p><b>Band A2 – 2 marks</b></p>	<p><b>Band C2 – 3 marks</b></p>	<p><b>Band B2 – 2 marks</b></p>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**



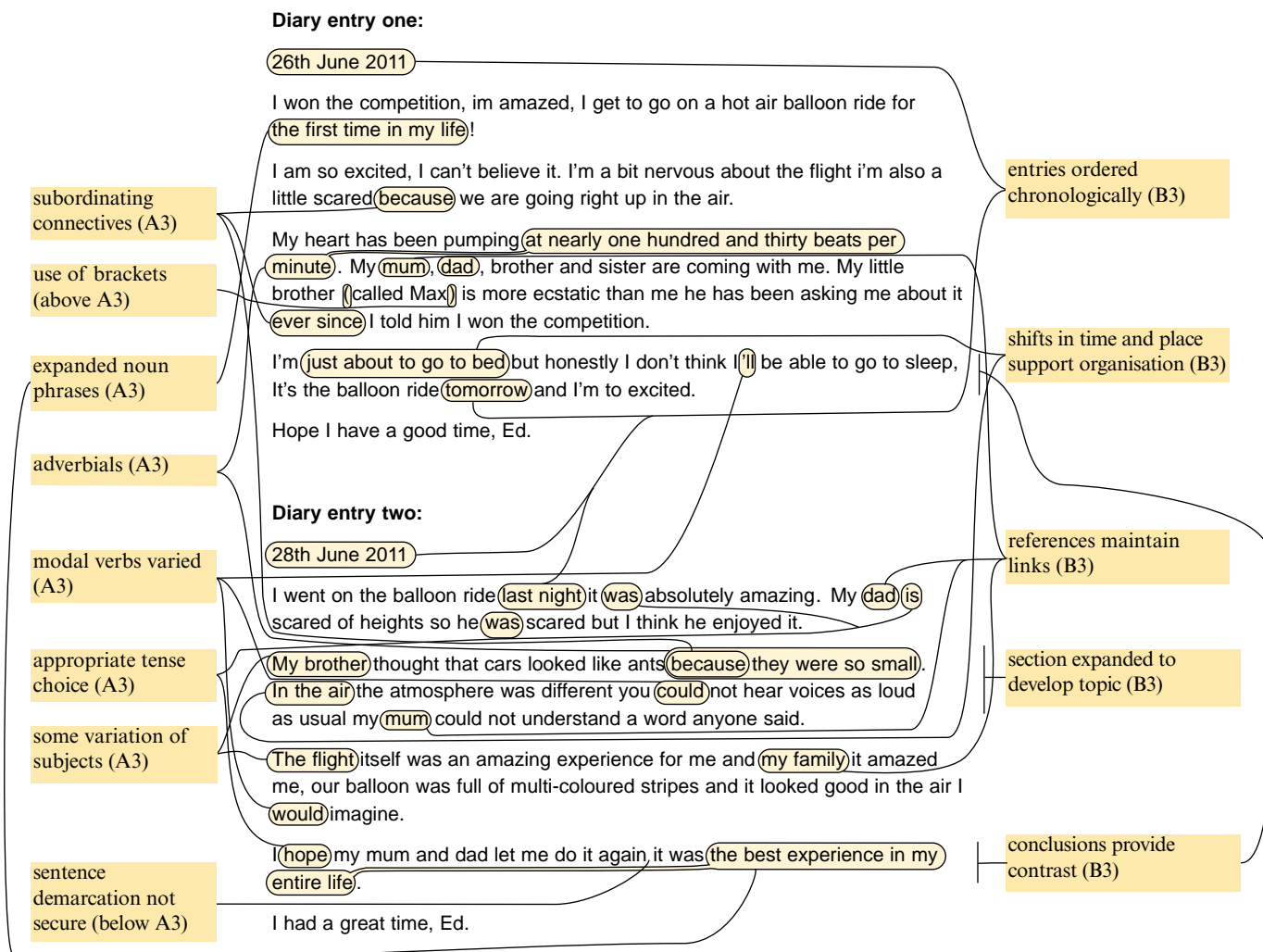
<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Simple connectives link clauses, with some variation created by the use of simple adverbials, modal verbs and occasional expansion; subjects and verbs are frequently repeated. These features give evidence for Band A2. Although demarcation is limited (below A2), the correct use of omission apostrophes (above A2) supports the higher mark in the band.
<b>Band A2 – 3 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Diary entries attempt to develop feelings (<i>I might not be able to handle it</i>) and content (<i>we just floated</i>) (C2).</li> <li>Viewpoint is evident as contrasting emotions are stated (<i>frightened, really excited</i>) (C2).</li> <li>Word choice is repetitive but appropriate to the topic (<i>nervous, amazing</i>) with some longer phrases providing some detail (<i>one of the best experiences I have ever had</i>) (C2).</li> </ul>
<b>Summary</b>
The first diary entry focuses on contrasting feelings of nervousness and excitement with some attempts to develop feelings, while the second provides an emotional reaction to the event, suggesting an award in Band C2. Coverage of the event itself would need to be a little more developed for the highest mark in the band.
<b>Band C2 – 4 marks</b>

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
Contrasting feelings before and after the event provide a simple overall structure and there is some attempt to group content by emotion and events. References to contrast and time provide links within and between sentences. These aspects of the piece, in combination, provide sufficient evidence for the higher mark in the band.
<b>Band B2 – 3 marks</b>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**



SENTENCE STRUCTURE & PUNCTUATION
<b>Summary</b>
Sentence variety, in the form of adverbials, expanded phrases, varied subjects and modals, together with subordinating connectives and appropriate tense choice, leads to Band A3. Less secure sentence demarcation keeps the mark to the lower in the band.
<b>Band A3 – 4 marks</b>

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>Detail supports the development of feelings (<i>My heart has been pumping</i>) and description (<i>full of multi-coloured stripes</i>) (C3).</li> <li>Evidence of viewpoint is maintained for the writer (<i>the best experience in my entire life</i>) and established for family members (<i>My little brother ... is more ecstatic than me</i>) (C3).</li> <li>Some straightforward stylistic features provide description (<i>cars looked like ants</i>); but there is also repetition (<i>amazing, amazed</i>). Comments on family members support diary style (<i>My dad is scared of heights, my mum could not understand a word</i>) (C3).</li> </ul>
<b>Summary</b>
Contrast is established between the entries, with development of events and the introduction of other characters to add interest and detail. The inclusion of some straightforward stylistic features and contrasting word choices for the entries support the award of a mark in Band C3. Further careful stylistic choice would be necessary for a higher mark in the band.
<b>Band C3 – 6 marks</b>

TEXT STRUCTURE & ORGANISATION
<b>Summary</b>
Overall text structure is sound, with chronological sequencing and repeated reference across the entries; some shifts in time and place are indicated. These features suggest Band B3. Some sections are developed but some ideas would need further expansion for the higher mark in the band.
<b>Band B3 – 4 marks</b>



**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

**Diary entry one:**

Dear diary,

Today I have been slightly worried and nervous about (the great hot air balloon journey), I do not know why, the strange thing is, I also am very excited about it, (there)s this warm feeling in my hart, deep. (W)hen I think about it (I) am very lucky to have this oppertunity.

I have made myself (a nice big packed lunch with chocolate spread sandwiches). Moreoever I am sure this is going to be an ultimate experience of a life time!! I cant wait! I then started packing my bag and that leeds me to (now, in bed), looking up into the sky thinking: (tomorrow), i'll be there, night!

**Diary entry two:**

Dear diary,

I want to fit as much as I (can) in my next diary entry for (today) was the funnest day anyone would ever emagine. (I will) start (from the beginning):

(At first), It just seemed like (we) were standing in a humungus basket with a cloth bag lying next to it, then (some people) told us to hold on to the edge of the basket and prepare for take off.

Woosh! (for a second), I didn't know what was happening, then, An enormous flame shot up right before my eyes and (before you know it), we were up ten metres off the ground. I still had that warm feeling inside but was it the balloon or me, either way, unlimetetedly fun. I dont know (if) that is a word but you know what I mean.

The people (down below), waving, looked like tiny little (ants), we could easily have been as high as mount everest.

(Suddenly), there was a huge gust of wind and I almost fell off but mum caught me. (I) It was hard having lunch (because) you had to keep hold of the bread and the bags.

(By now), (I) could hardly see the little (ants) and the balloon was turning orange, I soon realised it was because (the sun) was setting!

Wow! I (could) see my house (though) it was quite hard and they looked crumbs from my sandwich but I was sure it was really my house, someone had the garden light on!

most sentences correctly demarcated (A3)

some commas mark phrases and clauses correctly (A3)

expanded noun phrases (A3)

adverbials (A3)

subordinating connectives (A3)

some variation of subjects (A3)

varied modals (A3)

shifts in time and place indicated (B3)

on-going references maintain links (B3)

paragraph develops topic (B3)

<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Use of adverbials, expanded noun phrases and some variation in subjects and modal verbs suggest Band A3. Mostly secure sentence demarcation with commas used to structure sentences secure the higher mark in the band.
<b>Band A3 – 5 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Content includes development of events (<i>we were up ten metres off the ground</i>), often with detail (<i>It was hard having lunch because you had to keep hold of the bread and the bags</i>) (C3).</li> <li>Viewpoint is established by expressing initial conflicting emotions and then maintaining excitement and delight on the day (<i>the funnest day anyone would ever emagine, unlimetetedly fun</i>) (C3).</li> <li>Attempts to convey conversational style (<i>but you know what I mean</i>), straightforward comparisons (<i>like tiny little ants, as high as mount everest</i>) and some imaginative word choice (<i>a humungus basket</i>) support the purpose (C3).</li> </ul>
<b>Summary</b>
In this pair of entries, there is effective use of diary form with appropriate balance between feelings and events; the emphasis on the events of the day of the ride maintains pace. These features suggest Band C3. This award of the top mark is further supported by the clear, sustained viewpoint and some use of straightforward stylistic features.
<b>Band C3 – 8 marks</b>

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
The diary entries show clear evidence of a chronological structure, with the second also providing a logical sequence of events, thus indicating Band B3. Development within paragraphs, with connections maintained through reference, confirms the higher mark.
<b>Band B3 – 5 marks</b>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

**Diary entry one:**

Dear Diary,

WOW! I am so excited, I have just recieved a letter saying that I ve won a competition and you'll never guess what I have won... a trip in a hot air balloon. I am flabbergasted! As soon as I found out I ran frantically upstairs to my mum to tell her the news and she instantly screamed and started to hug me as hard as she could. My mum takes things so excitedly, of course she is bound to scream and laugh. As an afterthought I went and called my friends who entered the competition hoping that they had won as well. Unfortunately they didn't but they were thrilled for me anyway which shows how good they are to me.

This is a once in a lifetime experience and I won't miss it for anything in the world however at the moment, I can't think straight after all of my excitement. I have never come across this before because I have never won anything in my life so it is such a privilege to be doing something like this.

**Diary entry two:**

Today was the most breathtaking but scary day in my life so far. I have been a tremendous amount of feet up in the air like I have never experienced before.

Filled with joy I glanced at the balloon I was travelling in and I was gobsmacked by how colossal it was, seriously it was massive! Instantaneously my heart was in my throat and I struggled to breathe. How on earth would a balloon like that fly? My questions were answered when I saw the hot gas pump the balloon up.

When I got in it I was extremely nervous so I had to close my eyes when we took off. Cautiously opening my eyes I looked to see how far we were above the ground slowly but steadily, we were really high up! It is such a great and relieving feeling when you feel the wind whistling past your face as well as the mezmorizing views that your eyes lay upon.

Although I'm afraid of heights I think I have overcome it and as soon as we landed from our jaw-droppingly brilliant ride, I wanted to do it again. A great adventure which I never thought I would do in a million years.

**Annotations:**

- range of punctuation (A4): ellipsis, apostrophes of omission
- punctuation ignored (below A4)
- variety of connectives (A4)
- expanded phrases and clauses add detail (A4)
- range of punctuation (A4): question mark, comma to mark a clause
- range of verb forms (A4)
- shades of meaning (A4)
- question suggests conversational language (A4)
- references maintained between paragraphs (B4)
- paragraph development (B4)
- repetitive reference to characters (below B4)
- links maintained across text (B4)
- entry framed by final summary linked back to introduction (B4)

SENTENCE STRUCTURE & PUNCTUATION
<b>Summary</b>
Evidence of expanded phrases and clauses, varied connectives, and the inclusion of a different sentence type suggest award in Band A4. Further support is provided by variation in verb forms but the lower mark in the band reflects some inaccuracy in punctuation.
<b>Band A4 – 6 marks</b>

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>Adaptation is shown by selection of content, including reactions by others as well as the writer and significant detail (<i>she instantly screamed and started to hug me, they were thrilled for me, Cautiously opening my eyes</i>) (C4).</li> <li>Viewpoint is established and controlled, recording the development of the writer's thoughts and feelings (<i>frantically / such a privilege / extremely nervous</i>) (C4).</li> <li>Vivid description (<i>the mezmorizing views, our jaw-droppingly brilliant ride</i>), idiomatic language (<i>my heart was in my throat</i>) and features of conversational language (<i>flabbergasted</i>) add interest (C4).</li> </ul>
<b>Summary</b>
The diary entries present an engaging and realistic reaction to the news and events, with adaptation of content supported by the charting of the writer's feelings and careful selection of detail. The piece meets the criteria for an award in Band C4; further control of stylistic features for emphasis would be necessary for the highest mark in the band.
<b>Band C4 – 10 marks</b>

TEXT STRUCTURE & ORGANISATION
<b>Summary</b>
Paragraphs support overall organisation, with clear links connecting the content of the individual entries and the text overall. Within some paragraphs, main ideas are developed with detail about feelings and events. These features confirm Band B4, but further variation in reference would be needed for the higher mark in the band.
<b>Band B4 – 6 marks</b>

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

**Diary entry one:**

Dear Diary

A rainbow coloured balloon before me - no silly worries are whizzing round my head. That's how it's going to be tomorrow. I still can't believe I won the competition, it's like I'm still in shock. However, what if everything goes wrong tomorrow, I've told all my friends about it. If you really need the truth Diary, then I boasted all day yesterday. (It's like I'm still going, boasting and boasting in my head but, well, what if it actually does go wrong tomorrow?) I'm going to forget all that and think about telling (all right Diary, boasting!) all my friends about soaring in the clouds going higher... higher...higher... I'm going to dream about the flight; tasting the clouds with a gentle, refreshing breeze keeping me cool. (I'll never forget the balloon flight) whatever happens...

range of punctuation for clarity (A5):  
commas to structure sentences  
question marks  
brackets  
dashes  
ellipses

shifts in perspective (B5): imagined future  
current worries  
actual events

shaping within and across entries (B5)

**Diary entry two:**

Dear Diary,

(Before the balloon) even lifted off, I was (jumpy). (In the car getting there) I couldn't stop talking. I annoyed my mum so much though, jumping up and down never keeping still for a second. (Finally), after what felt like an hour, we got out of the car. (Barely able to speak, I was fighting to keep control of myself, fighting not to scream in excitement.) Watching the balloon (being pumped up) was hard it included standed still! I was (so tense): (what if the basket tips? What if I fall? What if... What if... Questions came and went inside my head and then out again but none of them formed words to come out of my mouth. (Eventually), the balloon was ready, but the question was, was I? Stepping into the basket, (I shook with excitement). (The balloon went up with a bump and the view was wonderful - so picturesque and beautiful. The balloon itself was a kaliedescope of colours. I was like a fish in water, swimming in my natural habitat. (After what seemed like a few seconds, my head was out of the fluffy white clouds and on the earth again. I know I'll remember this trip forever ...)

controlled sentences, with economy of expression and emphasis (A5)

focus varied (A5): use of passive

questions add conversational effect (A5)

variation of sentence length (A5)

chronological development varied (B5)

reference chain structures content, building up to climax (B5)

ending builds on close of first entry (B5)

<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Sentences are varied in type, focus and length, with control of structure evident throughout. The award of the top mark (Band A5) is further supported by the deliberate use of conversational sentence features and the use of a range of punctuation to support meaning.
<b>Band A5 – 8 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Effective adaptation of form includes conversation with diary (<i>If you really need the truth Diary</i>), the use of actions to suggest emotion (<i>I couldn't stop talking</i>) and thoughts and feelings (<i>I still can't believe, Questions came and went inside my head</i>) (C5).</li> <li>Viewpoint is well controlled, contrasting the fears of the writer (<i>what if everything goes wrong tomorrow</i>) with the self-confidence expressed to friends (<i>I boasted all day yesterday</i>) (C5).</li> <li>Deliberate repetition (<i>higher... higher... higher</i>), conversational style (<i>all right Diary, boasting</i>), figurative description (<i>kaliedescope of colours, like a fish in water</i>) make the writer's style distinctive (C5).</li> </ul>
<b>Summary</b>
These diary entries juxtapose thoughts and feelings before the event with the reality, selecting and placing content to engage the reader. The character of the writer emerges through the piece and both entries are supported by a range of stylistic effects, fully deserving the top mark (Band C5).
<b>Band C5 – 12 marks</b>

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
Secure shaping of the text, encompassing shifts in perspective, reference chains to structure chronology and effective build up to the flight itself, provide evidence for the top mark. Development within sections supports this: focus is maintained but there are also clear links between different ideas, confirming Band B5.
<b>Band B5 – 8 marks</b>

## Handwriting examples

### Example awarded 1 mark

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

I'm so excited! I'm actually going on a  
bloon ride! I can't wait till tomorrow!  
It is going to be the best day of my life.  
going up in the air, higher and higher. Also  
I get a day of school because this is on  
a school day! All my family are coming  
to. I'm going to invite a few of my friend  
friends. I won my bloon ride at a  
raffle I am so lucky. Anyway atleast  
I don't have to do work in school! Because  
that is so boring.

**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 Diary,

I can't believe that I won  
it! ~~A ride in a hot air~~ A ride in a hot air  
balloon! I'm so excited about it.

But I'm scared and nervous at the  
same time. I've got a sicky  
feeling in my stomach.

But I can't wait. I have never  
ever done it before. I wonder  
what it will be like?

This is going to be a big  
step for me! I can't believe it's tomorrow!  
Tell you more tomorrow evening.

**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.

On the evening before I felt excited because I couldn't wait to get on the hot air balloon, I have no experience of what it is like on a hot air balloon and how it is like, now I am worried because I ~~was~~ not been on one and I'm scared of being sick.

For the competition we had to draw and colour a hot air balloon, I was feeling worried, excited, cold and many more feelings.

I was wanting to get everything together and go but I couldn't.

I can't wait and I have the opportunity to do something really fun. And I am grateful and lucky because there was many people entering the competition and I got chosen out of all

**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.

Dear diary,  
I can't believe it, I'm so excited. Tomorrow I am going on a hot air balloon, I've never been up in one before, I'm shivering with excitement. To make time go faster I watched television for a bit then went back to bed. I can't sleep' I said to myself.

I could feel my heart beating as fast as lightning, I was scared but in a good way. I sat up in bed for a little, I must of just fell to sleep when there was a little bang from my room and it got louder and louder. Something crashed through my door making me jump with shock it was my mum, and it was time to get up.

**Example awarded 3 marks**

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

I am so excited about the flying in a hot air balloon. I never really <sup>think</sup> I'd go because I'm scared of heights, however I'm riding on the hot air balloon, because it's a chance of a life time. I couldn't even sleep last night: I was so excited my heart was pumping like never before it was like my heart was going to explode. I've heard of crashes on hot air balloons and hot air balloons blowing up but that's what made me go, because of the excitement. Even though I'm terrified, scared and afraid, I still am going to go on the hot air balloon. I ~~am~~ never really like going on adventures. I <sup>just</sup> stay home ~~so~~ to play xbox or go out play with my friends.

I have never given ~~any~~ anything thought, because I just do it but now I have to think about the ~~hot~~ what will happen to me? What if it goes wrong?



**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 Diary,

Guess what I'm doing tonight? Well, I'm going on a hot air balloon flight for 2 hours! I'm so excited. I've never been in a hot air balloon before so it's a good surprise.

I'm all ready and prepared for the flight. I'm just a bit worried about how high it will be because it can be very ~~so~~ scary being up high. But I'm still determined to go and I'm sure I'll be very safe! The thing I'm looking forward to best is the view. I love seeing below me because I feel like a bird looking down. The people look funny as little specs too.

That's my mum calling. I'll be back soon to tell you all about it.

See you later!

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## The shorter task: *They've Got Talent*

In this prompt, pupils are invited to imagine they have watched a talent show consisting of performances of variable quality. The task is to write a review of one of the acts for the school website. The prompt presents four illustrated acts to help with the generation of ideas, but it is clear that pupils are free to make their own imaginative selection. The planning space supports vocabulary and content development. Better performances are distinguished by the presentation of opinions effectively tailored to the readership and delivered from an informed point of view, expressed through carefully constructed, developed sentence structures.

### They've Got Talent

Imagine you and your class have been to watch a talent show.

You are each asked to write a review for the school website about one of the acts.

There were many acts. Some were good and some were terrible.

An amazing magician



A singer who sang out of tune



A group of clumsy gymnasts



A dancer who got lots of cheers



**Your task is to write a review of ONE act that your class saw at the talent show.**

You can use one of the ideas above or make up your own.

#### PLANNING

Think about the act you will review:

- words and phrases to describe the act
- the audience's reaction.

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

## Mark scheme for the shorter task: *They've Got Talent*

### 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 (*It was great*). Some connections between sentences, eg pronouns referring to the person or group being reviewed.
- Sentences sometimes demarcated by capital letters and full stops.

**1 mark**

#### Band D2

- Simple connectives *and, but, or, so, when* link clauses. Subjects and verbs frequently repeated (*They were*). Noun phrases mostly simple (*the cards*) with simple expansion (*the best dancer*). Some simple adjectives (*boring, good*). Some modals (*should*). Some sentences expanded with simple adverbials (*Also*). Connections between sentences built up (*Next, then*).
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

**2 marks**

#### Band D3

- Sentences are mostly grammatically sound. Some subordination, eg *because, if* (*because he won the trophy*). Adverbials (*When she went off stage*) and expanded noun phrases (*the giant black hat*) vary construction of sentences. Varied modals (*should, would, might*). Tense choice is generally consistent and appropriate. Some variation in subjects (*I, The crowd*). Ideas developed within sections. Connections between ideas maintained through ongoing reference (*that he made earlier, another dove*).
- Most sentences correctly demarcated; some commas mark phrases or clauses.

**3 marks**

#### Band D4

- Simple and complex sentences used, with varied connectives, eg *which, who, although* (*although they did not impress the judges*). Expanded phrases and clauses express ideas economically (*a suit which was covered in golden stars*). Main ideas supported by organisation of sentences and/or sections of text (*For the finale*).
- 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 simple, first person recount of the talent show.
- Detail sometimes included, eg simple description (*they fell down*).

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

- Content may include brief coverage of several aspects of the act. Some features may be listed and/or repetitive. Some simple appeal (*everybody was cheering*).
- Writing shows evidence of viewpoint, eg evaluative comment (*the dancer was brilliant, they looked really bad*).
- Some vocabulary describes act or audience reactions (*noisy, cheering*) although other references are general (*best, did some other things*).

**2–3 marks****Band E3**

- Coverage is balanced, eg includes several aspects relating to the act, with development (*the first dance move*) / justification of opinions (*because he was changing his dance moves all the time*). Detail supports informative purpose (*by covering it with a cloth, completely out of tune*).
- Viewpoint established and maintained, eg writer appears impressed by act, or critical of it (*incredible tricks, couldn't even stand on the ladder, overall performance could have been better*).
- Some straightforward stylistic features used to support purpose, eg description of act and/or reaction (*twirling, speechless*).

**4–5 marks****Band E4**

- Adaptation for reader, eg direct appeal to school website readership, conversational approach (*Trust me, that's bad; No, of course not!*). Thorough coverage of chosen act.
- Viewpoint consistent and controlled, eg writer considers views of audience as well as own opinions (*the audience, silent and wide eyed*).
- Some stylistic features add emphasis and interest, eg descriptive vocabulary (*Beckoned to a woman, plunged a flaming stick into his mouth*), selection of emotive language (*erupted with applause, enough to burst your eardrums*).

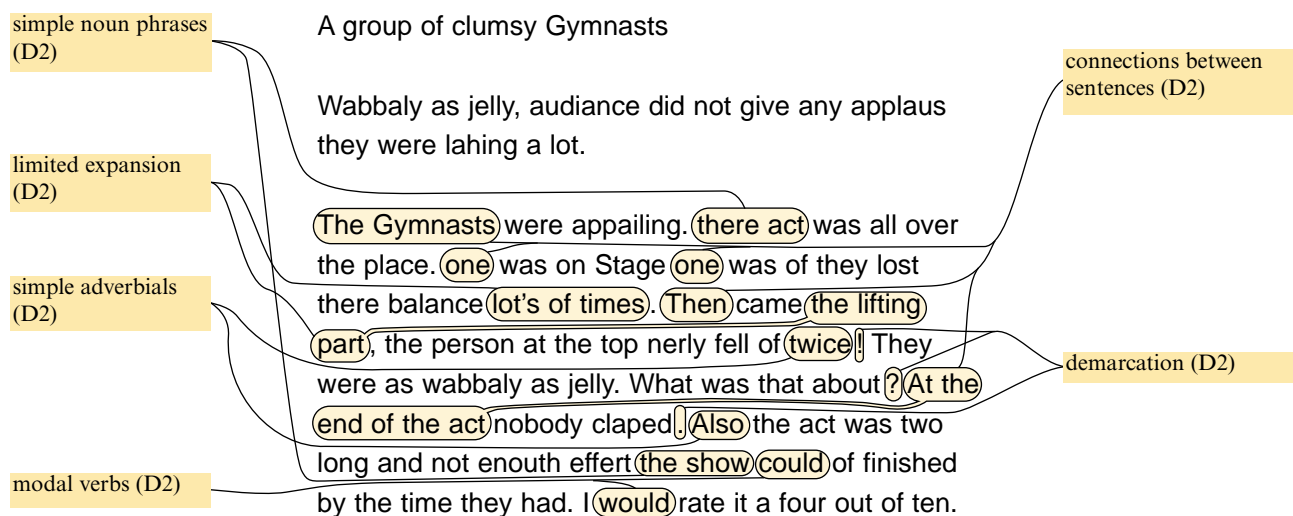
**6–7 marks****Band E5**

- Reader and purpose inform choice and placing of content, eg phrases / clauses placed for effect (*So, who outshone them all?*).
- Viewpoint well controlled, eg the reviewer appears authoritative and knowledgeable about the act (*his choreography*).
- A range of stylistic features, eg word play, alliteration (*Stan 'the stuntman' Smith*) or patterning.

**8 marks**

**SENTENCE STRUCTURE**

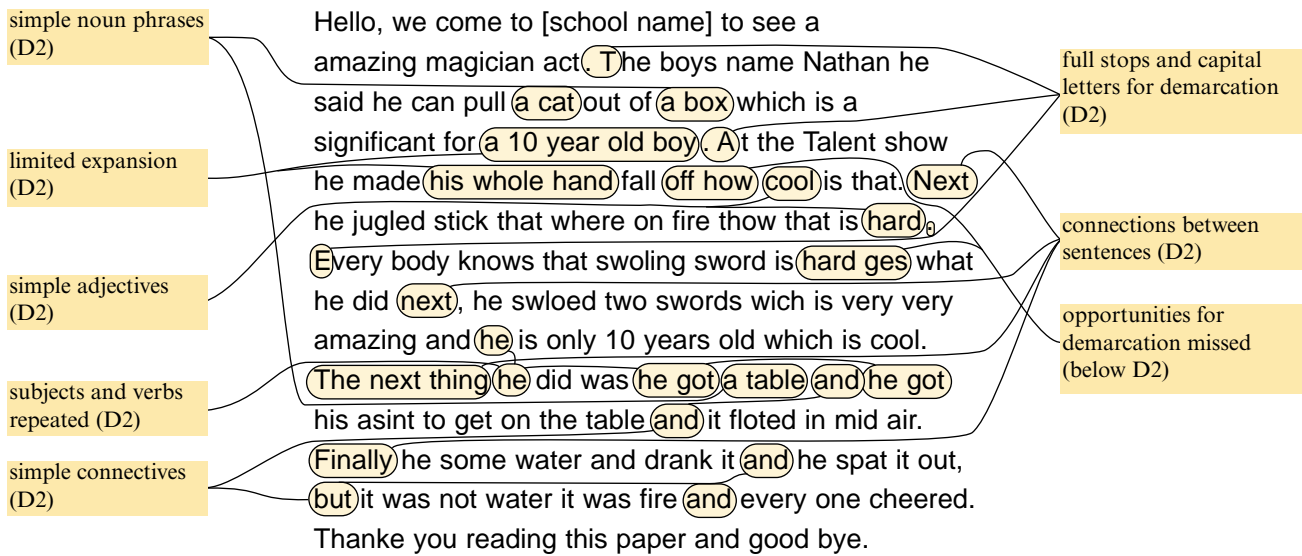
**PUNCTUATION & TEXT ORGANISATION**



<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p> <p>Use of mainly simple noun phrases with some limited expansion and simple adverbials suggest an award in Band D2. Further support is provided by the use of modal verbs and the building up of connections between sentences. Demarcation includes an appropriate question mark and exclamation mark.</p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Brief coverage of the act, with limited development (<i>Then came the lifting part</i>) (E2).</li> <li>Evaluative comment is evident (<i>The Gymnasts were appailing, I would rate it a four out of ten</i>) (E2).</li> <li>Vocabulary describes the act (<i>Wabbaly as jelly</i>) and audience reaction (<i>nobody claped</i>); other choices are more general (<i>all over the place, two long</i>) (E2).</li> </ul>
<p><b>Band D2 – 2 marks</b></p>	<p><b>Summary</b></p> <p>This simple review includes a brief general description of the gymnastic act suggested by the prompt. The piece communicates the writer’s opinion of the performance. These features suggest an award in Band E2. More development of content (for example, further description of the performance) would be needed for the higher mark in the band.</p>
	<p><b>Band E2 – 2 marks</b></p>

SENTENCE STRUCTURE

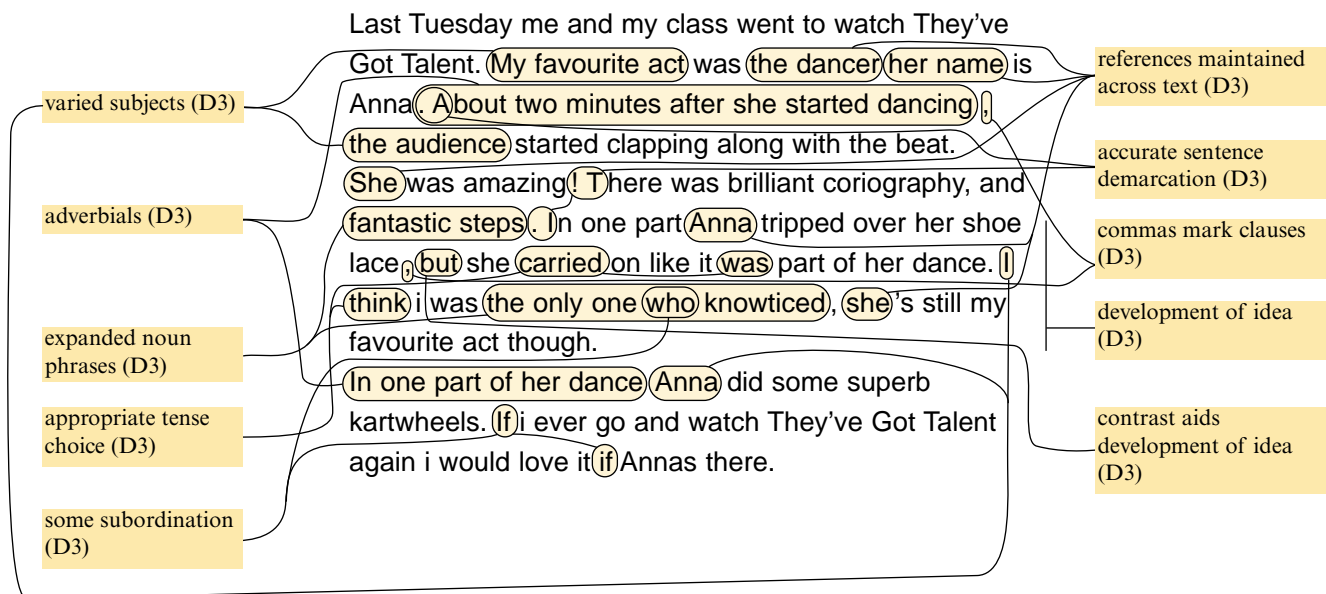
PUNCTUATION & TEXT ORGANISATION



SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION	COMPOSITION & EFFECT
<p><b>Summary</b></p> <p>Subjects are frequently repeated and often followed with simple verbs, in clauses linked by simple connectives. This, together with limited expansion of noun phrases, the use of simple adjectives and some connections between sentences, suggests award in Band D2. There is just sufficient demarcation with full stops and capital letters to support the mark.</p>	<ul style="list-style-type: none"> <li>Several aspects of the young magician's act are covered briefly, with some simple appeal (<i>ges what he did next, only 10 years old which is cool</i>) (E2).</li> <li>Evaluative words and a question show evidence of viewpoint (<i>hard, every one cheered</i>) (E2).</li> <li>Some word choices describe act (<i>juggled, swloed, floted</i>) but others are general (<i>got</i>) (E2).</li> </ul>
<p><b>Band D2 – 2 marks</b></p>	<p><b>Summary</b></p> <p>Brief coverage of several stages of the act indicates an award in Band E2. Some precise word choices and increasing, if repetitive, appeal to the reader from a clear point of view add further support for the higher mark in the band.</p>
	<p><b>Band E2 – 3 marks</b></p>

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

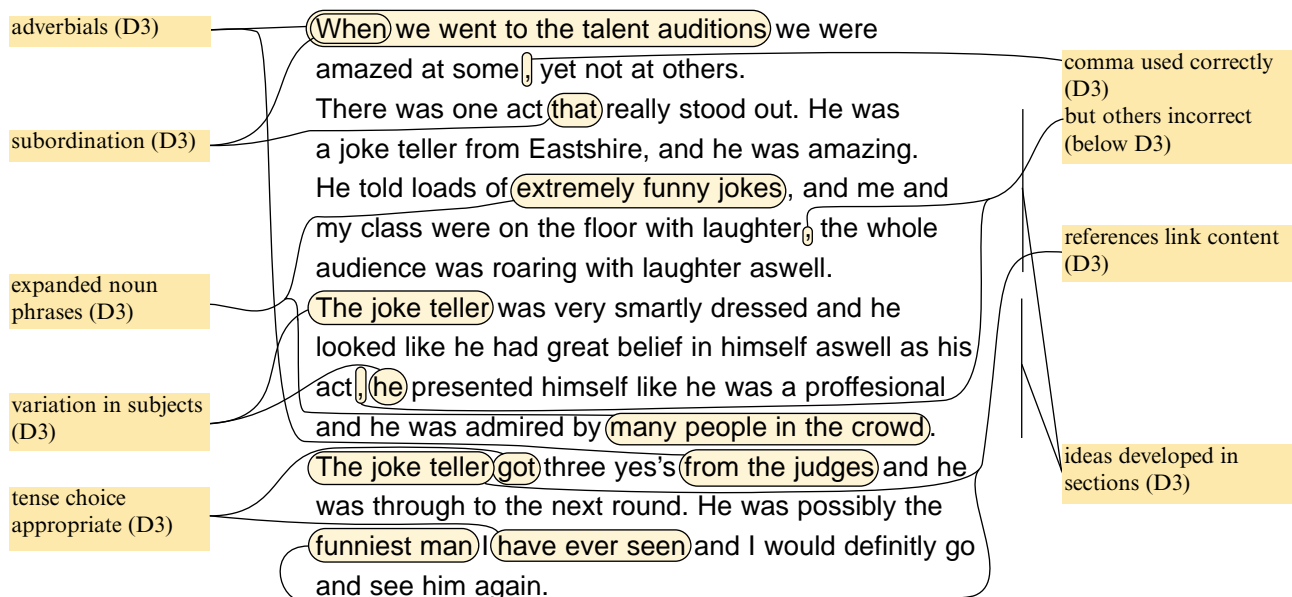


<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>	<p><b>COMPOSITION &amp; EFFECT</b></p>
<p>Grammatically sound sentences with expanded noun phrases, adverbials, subordination, appropriate tense choice and some variation in subjects give evidence for Band D3. This is confirmed by the development and connection of ideas and punctuation which is mostly accurate, including commas to mark clauses.</p>	<ul style="list-style-type: none"> <li>Several aspects relating to the act are included with some development and detail (<i>clapping along with the beat, like it was part of her dance</i>) (E3).</li> <li>Viewpoint is maintained (<i>she's still my favourite act though</i>) (E3).</li> <li>Some appropriate and precise word choices support purpose (<i>coriography, kartwheels</i>) (E3).</li> </ul>
<p><b>Band D3 – 3 marks</b></p>	<p><b>Summary</b></p> <p>This review introduces the act, provides some development and a summative comment, leading to a mark in Band E3. The writer is positive about the act, emphasising admiration for the dancer. Some word choices are ambitious but further careful selection would be needed for the higher mark in the band.</p>
	<p><b>Band E3 – 4 marks</b></p>



SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION



<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>
<p>Evidence for Band D3 includes some variation in subjects, adverbials, appropriate tense choice and expanded noun phrases, along with some subordination. Use of reference between sentences and a correct comma to mark division within a sentence further support the mark.</p>
<p><b>Band D3 – 3 marks</b></p>

<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>One act is singled out for comment with reasons for the selection given (<i>me and my class were on the floor with laughter</i>) (E3).</li> <li>The writer is impressed by the act and maintains enthusiasm (<i>one act that really stood out, possibly the funniest man I have ever seen</i>) (E3). Some reference to the reaction of others (above E3).</li> <li>Straightforward stylistic features used for description of audience reaction (<i>roaring with laughter</i>) and of the joke teller (<i>like he was a professional</i>) (E3). Choices are general and repetitive in places (<i>amazed/amazing, laughter/laughter</i>) (below E3).</li> </ul> <p style="text-align: center;"><b>Summary</b></p> <p>Balanced coverage, with some development of audience reaction and description of the joke teller, points to an award in Band E3. The viewpoint is maintained, including both a consistent personal opinion and also some reference to the reactions of others (above E3). However, some weaknesses in style keep the mark within the band.</p>
<p><b>Band E3 – 5 marks</b></p>

SENTENCE STRUCTURE

PUNCTUATION & TEXT & ORGANISATION

variation in word order (D4)

simple and complex sentences (D4)

expanded phrases and clauses express ideas economically (D4)

ideas organised into sections (D4):  
introduction  
description of act  
summary

references maintained (D4)

range of accurate punctuation supports sentence structure (D4)

Yesterday at [school name] an amazing talent show took place. The talent show consisted of 20 acts, but of course, there could only be one winner. Here is my review of the winners performance. The first 3 acts had taken their turns, and now it was the Magicians turn. The Magician performed a classic card trick. He picked a random audience member, in no means to do with his trick. He proved this by asking the audience member his address. The audience member lived in Exeter, while the magician lived in Nottingham. The magician firstly asked the man to pick a card out of his card pack. The man then looked at it (it was a 2 of spades), and inserted it back into the card pack. The Magician then picked a card randomly out of the pack. And somehow the card turned out to be a two of spades! This was an absolutely amazing trick, and was congratulated by the crowd, with significant roars. The deservant Magician won the competition, by an extraordinary 7 points. The [school name] talent show was a colossal success.

<b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b>
<b>Summary</b>
Expanded phrases and clauses for economy, a range of simple and complex sentences and some variation in word order suggest Band D4. Evidence of ideas developed in sections, with an appropriate conclusion together with accuracy and precision of punctuation further supports the award of the highest mark.
<b>Band D4 – 4 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>The magician’s act is described carefully with details selected to inform the reader (<i>it was a 2 of spades</i>) and provide support for opinions (<i>picked a card, randomly, out of the pack</i>) (E4).</li> <li>Viewpoint is consistent and controlled, including audience reaction (<i>congratulated by the crowd</i>); the writer’s sense of amazement is conveyed (<i>And somehow the card turned out to be a two of spades!</i>) (E4).</li> <li>There are attempts at ambitious descriptive vocabulary (<i>significant roars, deservant Magician</i>) but not consistent (<i>to do with, asked the man</i>) and some choices related to the writer’s opinion (<i>of course, there could only be one winner</i>) (E4).</li> </ul>
<b>Summary</b>
This review sets the magician’s act in the context of the talent show and provides a full description of the act, with details carefully selected to build up to the revelation of the card. A sense of excitement is developed and words are chosen to enhance this, but more control of stylistic features would be needed for the higher mark in the band.
<b>Band E4 – 6 marks</b>

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Yesterday at the talent show, we watched some good acts and some bad ones, (but) one really stood out for me (—) (‘Stardom’). They walked onto the big stage, (heads held high and grinning madly) (as if) they had already won. “Names please.” requested the (first judge in a shimmering silver dress). “Well,” replied the tallest of the 4 boys, “My name is Josh and these are Nate, Ali and Naz.” he went back to the old expression of grinning, “Together, we are Stardom!” “They have the looks to make it as a group, but what about talent?” I pondered aimlessly, (waiting for them to perform). (It. Was. Awful!) They began to sing out of tune and gasps at the end of every line. Covering my ears tightly, I whispered to (the person sitting next to me in the blue seats of row 12), (“Do you think they know they sound bad?”) Obviously not. They were all shocked (when) the sound of the 3 buzzers hit their tone-deaf ears. (After) not getting a single vote, (the) quadrette walked off stage, looking the opposite of (how) they did when they came on, and when they did, we all laughed (because) we thought it was actually all quite funny. I don’t think anyone expected that off ‘Stardom’!

varied connectives link clauses (D4)

expanded phrases and clauses express ideas economically (D4)

controlled complex sentence (D4)

ideas supported by organisation (D4)

range of punctuation (D4)

punctuation used for effect (D4)

<b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b>
<b>Summary</b>
Varied subordination and the use of expanded phrases and clauses to express ideas economically lead to the mark in Band D4. Main ideas are organised in sections with controlled reference. A range of punctuation supports meaning, with some use for effect.
<b>Band D4 – 4 marks</b>

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Content is adapted to create emphasis and humour for reader and purpose (<i>They walked on ... as if they had already won / walked off stage, looking the opposite</i>) (E5).</li> <li>Viewpoint is well controlled, giving a personal opinion backed up by others (<i>Covering my ears tightly, not getting a single vote</i>) (E5).</li> <li>A range of stylistic features, including effective phrases (<i>their tone-deaf ears</i>), comments for informality (<i>Obviously not</i>) and direct speech support the writer’s choice of adaptation (E5).</li> </ul>
<b>Summary</b>
This lively review builds expectation carefully before delivering a negative verdict, with phrases and clauses placed for effect; the act is covered thoroughly and the writer’s viewpoint is well controlled, moving convincingly from expectation to horror and then amusement. Stylistic features support the piece, including the use of speech to create informality. These features give evidence for the highest mark, Band E5.
<b>Band E5 – 8 marks</b>

# The spelling test

The following conventions should be followed when marking spelling:

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

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

## Dragons

The dragon is a creature belonging to the world of mythology, legend and **fantasy**. We find **stories** about dragons in the Chinese, European and South American **cultures** and many others. They are **associated** with wisdom and long life, and are often said to be more **intelligent** than humans.

In Chinese history, a dragon was the symbol of the emperor and of good luck. The traditional Chinese New Year parade includes a group of people who wind through the streets **wearing** a large dragon costume.

Some dragons are **considered** to be **dangerous**, but many other tales have **majestic** dragons that look for or give help, or interact with the **characters** in a peaceful way.

Dragons are often drawn to look like dinosaurs and other **extinct** animals.

Many people **believe** a dragon:

- is big and **impressive**
- has up to four legs, claws, **scales**, spikes on its back, a tail and a long neck
- sometimes has wings and is able to fly
- can quite often **breathe** fire
- hatches from an egg.

The dragon is the **emblem** of the capital city of Slovenia and can be spotted in many places, from the licence plates on cars to a **bridge** which is embellished with four dragons.

There are several lizards that have the name 'dragon', the best known being the Komodo Dragon. These creatures are restricted to a few small **islands** in Indonesia, where they rule **supreme**. They can run as fast as a dog for short **stretches** and have deadly bacteria in their mouths which they use to kill prey.

## Quick reference mark scheme for the spelling test

- |                |                |
|----------------|----------------|
| 1. fantasy     | 11. extinct    |
| 2. stories     | 12. believe    |
| 3. cultures    | 13. impressive |
| 4. associated  | 14. scales     |
| 5. intelligent | 15. breathe    |
| 6. wearing     | 16. emblem     |
| 7. considered  | 17. bridge     |
| 8. dangerous   | 18. islands    |
| 9. majestic    | 19. supreme    |
| 10. characters | 20. stretches  |

### ***Scoring spelling***

The conversion table below is also replicated on the cover of the test booklet. The mark out of 20 can be converted to a mark out of seven, using the conversion table below.

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





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