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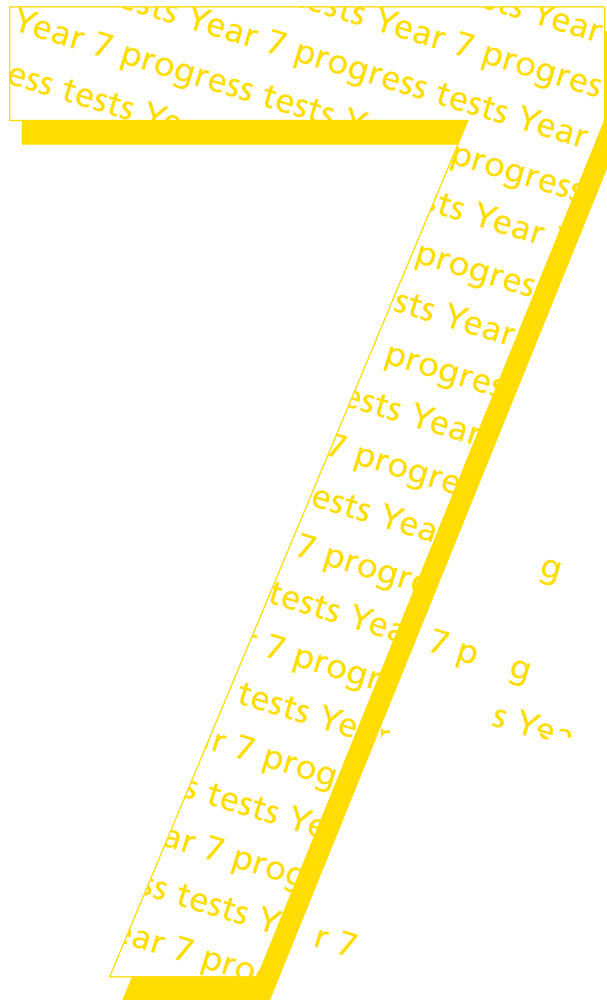
LEVELS  
3-4

2006

# Year 7 progress tests in English

## Mark scheme

2006



department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

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# Introduction

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

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

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

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

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# Reading test: *Making Cartoons*

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

The reading test is presented in two sections. The first section is based on an extract from *The Cartoonist*, a story by Betsy Byars. The second section consists of information about how animations are made, a timeline showing the development of animation from the late 1880s until the present day and a series of advertisements for jobs in animation.

## Questions

The *Reading answer booklet* contains 27 questions, in a variety of formats, relating to the texts. These include tables to be completed or boxes to be ticked, short answers requiring a word or phrase and longer answers requiring more detailed explanations of pupils' opinions. The number of marks allocated to these questions varies between one and three.

## About the mark scheme

The reading mark scheme was devised after trialling the tests with pupils and contains some frequently occurring correct answers given in the trials. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers must focus on the content of what has been written and not on the quality of the writing, expression or grammatical structure. The mark scheme indicates the criteria on which judgements should be made. In areas of uncertainty, however, markers make judgements based on the assessment focus and the relevance of the answer.

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## Assessment focuses

The same set of assessment focuses for reading as used since 2003, drawn from the national curriculum and related to the key stage 3 National Strategy's *Framework for teaching*, is being used for the 2006 English tasks and tests at all key stages. These provide fuller information about the focus of the question, indicating the particular process or skill the pupil needs to use in order to obtain their answer. These focuses will ensure more accurate marking and enable teachers to gain clearer diagnostic information from their pupils' performance. The assessment focuses in this reading test (AF2–6) assess pupils' ability to:

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

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

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

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

## Making Cartoons: questions and assessment focuses

		understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	deduce, infer or interpret information, events or ideas from texts	identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
Text		AF2	AF3	AF4	AF5	AF6
<b>Part 1</b>						
The Cartoonist	Q1	1				
	Q2	1				
	Q3			2		
	Q4		1			
	Q5	2				
	Q6		1			
	Q7		2			
	Q8		3			
	Q9		1			
	Q10	1				
	Q11		2			
<b>Part 2</b>						
Moving pictures	Q12	1				
	Q13				1	
	Q14a		1			
	Q14b		1			
	Q15		1			
	Q16	2				
Some highlights from the history of animation	Q17			1		
	Q18	2				
	Q19	1				
	Q20	2				
	Q21	2				
	Q22			1		
Animators required	Q23				1	
	Q24			1		
	Q25					2
	Q26	1				
	Q27		2			
	<b>Totals</b>	<b>16</b>	<b>15</b>	<b>5</b>	<b>2</b>	<b>2</b>



## Reading mark scheme

### The Cartoonist

#### Part 1

Questions 1–11 are about *The Cartoonist* (pages 2–5).

1. What was Alfie doing at the beginning of the story?

Tick one.

eating

watching tv

drawing

studying

(1 mark)

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

Award 1 mark for the correct answer ticked as above.

- 
2. What did Alfie's mother think he was doing at the beginning of the story?

(1 mark)

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

Award 1 mark for studying / homework.

Do not accept:

- studying in front of the TV
- lying.

## Reading mark scheme

### The Cartoonist

3. Put the pictures that Alfie was drawing in the correct order.

The first one has been done for you.

Big birds eating seeds	<input type="text" value="3"/>
Giant bird eating man	<input type="text" value="5"/>
Little birds eating seeds	<input type="text" value="2"/>
Man scattering Little Bird Seed	<input type="text" value="1"/>
Man scattering Giant Bird Seed	<input type="text" value="4"/>

(2 marks)

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

Award 2 marks for all four descriptions correctly ordered; award 1 mark for two or three descriptions correctly ordered.

## Reading mark scheme

### The Cartoonist

4. *There was a smile on Alfie's face as he looked at what he had done.* (page 3)

Why did Alfie smile?

(1 mark)

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

Award 1 mark for any of the following:

■ **indication of pride, for example:**

- *he was proud of what he had done*
- *he was pleased with his comic strip / at what he had done*
- *he did a good comic strip*
- *he was impressed*

■ **indication of a sense of completion, for example:**

- *because he had completed his work*
- *because now he had done two comic strips*
- *he had done a cartoon strip*
- *because he had made the second page of his calendar*

■ **indication of his daydreams / hopes for his work (based on the following paragraph), for example:**

- *because in his imagination he could see it moving*
- *he thought he might be able to publish the comic strip*
- *Alfie smiled because he could see it in motion.*

Do not accept responses that suggest that Alfie *knows* his work will be published or made into a film, for example:

- *he will get it published.*

Also do not accept:

■ **he was happy**

■ **a literal response, for example:**

- *at a drawing*
- *because the giant bird ate the little man*
- *because of his cartoon strips*

■ **reference to lettering in title / Super Bird**

■ **reference to drawing a man.**

## Reading mark scheme

### The Cartoonist

5. What was Alfie hoping to do with 'Super Bird'?

Write two things.

(2 marks)

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

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

- (make it part of a) calendar / when he was finished he would call it Super Calendar
- (make it into a) film / cartoon / animate it
- get it published.

Do not accept:

- suggestions for other scenes / things for Super Bird to do
- reference to doing 12 comic strips
- making it into a comic / putting it in a comic strip.

6. Look at page 4.

In the last square of 'Super Caterpillar', why was Super Caterpillar's stomach *a big round ball*?

(1 mark)

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

Award 1 mark for answers that indicate that it is because he has eaten the world.

Also accept:

- because he has eaten the Earth.

Do not accept:

- imprecise answers, for example:
  - *because he has eaten so much / everything*
- answers which indicate that he has eaten lots of (named) places but without stating 'the world', for example:
  - *because he ate New York and America.*

## Reading mark scheme

### The Cartoonist

7. What was similar about Alfie's two cartoon strips?

Give two things.

(2 marks)

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

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

- reference to the titles, for example:
  - *the titles*
  - *both super animals*
  - *they are both super*
- reference to the animals getting bigger, for example:
  - *the animals got bigger*
- reference to the animals eating or being eaten, for example:
  - *both the caterpillar and the bird ate things*
  - *something is being eaten*
  - *they are eating something bigger each time.*

Do not accept:

- they are animals
- they are both big
- they are giants / monsters
- answers which identify more general features of cartoons, for example:
  - *they are in boxes*
  - *they are both six pictures long.*

## Reading mark scheme

### The Cartoonist

8. Fill in the thought bubble to show what Alfie might have been thinking as his mother shook the ladder.

(3 marks)

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

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

- reference to his mother being annoying / indication of annoyance (this may be implied) at the interruption, for example:
  - *Oh go away!*
  - *I wish she would leave me alone*
- reference to wanting to complete his cartoon / carry on working, for example:
  - *I want to finish this so I can make a calendar*
- consideration of what Alfie thinks his mother may be thinking or intending to do, for example:
  - *She will be cross with me*
  - *She might come up*
  - *I hope she believes I am studying and goes away*
  - *She won't come up, she's just trying to get me to go down*
- reference to not wanting his mother to see what he has been doing, for example:
  - *I'd better hide this before she sees it*
  - *I'd better get downstairs so she doesn't find out what I am doing*
  - *Quickly I have to hide my calendar before she sees it*
  - *Oh no, she's coming!*
- consideration of alternatives, for example:
  - *I could go down for tea and then come back*
  - *I should go down before she comes up*
- reference to Alfie's feelings of guilt / fear of being found out for lying (this may be implied), for example:
  - *Oh no, she'll see I lied to her*
- reference to not wanting to study, for example:
  - *I don't want to study – I want to carry on with my drawings.*

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

- *Leave me alone to do my work. She is always bothering me when I am doing something in my room*
- *He would be very worried that his Mum will catch him not studying and he lied to her so he will be grounded.*

Also award 3 marks for answers which consist of one expanded point from the list above, together with one additional point.

## Reading mark scheme

### The Cartoonist

#### Sample answers:

- *I should really be getting down these stairs before mum comes up* (1 mark)
- *I think she is coming to see what I am really doing* (1 mark)
- *I hope my mum does not come up here because she might see what I am doing* (1 mark)
- *Ah just as I was having fun I'd better go before she locks me in here* (2 marks)
- *Mum can you please go away I am trying to finish off my drawings so go away because you are annoying ok* (2 marks)
- *Oh why won't you leave me alone? I'm drawing and I'm staying here until dinner's ready* (2 marks)
- *Wait, I am enjoying myself I want to draw more, now stop bothering me go away* (2 marks)
- *Oh my goodness if she finds out that I haven't been studying and that I've been drawing she'll kill me. Hide it quick, but where?* (3 marks)
- *Go away I want to finish my cartoons so I can make it into a calendar. Also I don't want to do any stupid studying* (3 marks)
- *Oh! Damn! Mum's on her way, she can't find out that I've not been studying, then she'll know I've been lying and then she'll ground me! No!* (3 marks)

#### Accept responses written in the third person, for example:

- *He might be thinking she is annoying* (1 mark)
- *He might think that she is coming up and he should hide his drawings* (2 marks)
- *He thinks she is a pain. He just wants to do his drawings but he is probably worried that she will come up and see that he was lying to her.* (3 marks)

#### Also accept responses that read as if they are being said out loud rather than being thought, for example:

- *Leave me alone, I'm busy* (1 mark)
- *Give me a few more minutes Mum, I just want to finish this then I'll be down.* (2 marks)

#### Do not award marks for:

- **Alfie's thoughts if they are not related to this point in the story, for example:**
  - *I might get this published or turned into a calendar*
  - *I am pleased with my work*
- reference to the ladder being taken away / fear of being stranded in the attic
- reference to being scared by his mother shaking the ladder.

## Reading mark scheme

### The Cartoonist

9. Why did Alfie turn *his papers face down on the table*? (page 5)

(1 mark)

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

Award 1 mark for any of the following:

- to keep them hidden
- so his mum wouldn't see them / know he hadn't been studying
- so he doesn't get into trouble
- because they are his / private
- in case his mum comes up.

Do not accept:

- because his mum is coming up.

10. What was it about Alfie's house that reminded him of the rhyme about the crooked man?

(1 mark)

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

Award 1 mark for either of the following:

- identifying that Alfie's house is crooked, for example:
  - *it was crooked*
  - *because nothing was straight*
  - *everything was crooked*
  - *because the whole house was crooked*
  - *it was a very bent structure*
- identifying specific evidence or an example indicating the crookedness of the house taken from this list:
  - roof was three colours
  - doors / windows were crooked
  - floors slanted (including reference to ball rolling to wall)
  - reference to men with no carpentry skills
  - addition of an extra room.

Do not accept:

- reference to it being built by different men
- reference to age, for example:
  - *his house was too old*
  - *it was old.*



## Reading mark scheme

### The Cartoonist

11. How did Alfie feel about the attic?

Explain your answer as fully as you can.

(2 marks)

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

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

- it is his favourite / best / special part of the house
- it is his own space / somewhere to be alone / private
- it is the place where he does creative things / makes cartoons
- he feels good / happy in the attic.

Also award 1 mark for answers which include relevant direct quotations or paraphrases from the text, for example:

- *I think that he liked the attic and not the rest of the house because it was his*
- *the only thing that he did like is that the attic was his.*

Sample answers:

- *the only thing Alfie liked about the house was the attic – he loved it* (1 mark)
- *he felt as if it was the only place to get away from everybody and everything* (1 mark)
- *he thought it was the best room he could have. That was the only room he liked in the house* (1 mark)
- *the best part of the house for Alfie was the attic where he did his comic strips* (2 marks)
- *it was somewhere to be on his own and to do his drawings – it was his favourite place.* (2 marks)

Do not accept:

- text references which describe how he felt as he left the room, for example:
  - *it left him feeling strange, as if he had moved not from one part of the house to another but from one experience to another without time to get his balance*
- other text-based responses relating to the house, for example:
  - *he thought the house was crooked.*

## Reading mark scheme

### Moving pictures

#### Part 2

Questions 12–16 are about *Moving pictures* (pages 6–9).

12. What is animation?

(1 mark)

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

Award 1 mark for identifying any of the following:

- making cartoon characters move / where pictures move
- bringing to life
- making cartoon characters *look as if* they are moving.

Do not accept:

- (making) cartoon characters / a cartoon
- imprecise answers, for example:
  - *it makes things / something move*
- a description rather than an explanation, for example:
  - *lots of pictures that are slightly different*
- a description of a flick-book.

13. Look at the sentence in the box below.

Underline the **noun** that tells you that artists need to be creative.

*Cartoon films are sometimes based on books, but it is the artist's imagination that creates the characters.*

(1 mark)

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

Award 1 mark for 'imagination'.

Do not accept more than one word being underlined.

## Reading mark scheme

### Moving pictures

14. Look again at the *Storyboard* and *Soundtrack* sections.

Imagine you are making a cartoon film. In one scene a mouse is being chased by a bulldozer.

Use the information to help you decide:

a) What viewing angle you would use and why.

long shot

close-up

looking up

looking down

I would use this shot because

(1 mark)

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

Award 1 mark for answers based on the text that support the box ticked above, for example:

■ long shot – reference to showing the whole scene, for example:

- *you can see the whole chase*
- *you would be able to see the bulldozer and the mouse*
- *you can see everything that's going on*

■ close-up – reference to showing detail / facial expression, for example:

- *you can see their expressions*
- *it shows you more detail*

■ looking up – reference to making the bulldozer look bigger and scarier, for example:

- *if the mouse looked up he would see a big scary bulldozer and it would look like that*

■ looking down – reference to showing how small / insignificant the mouse is, for example:

- *the mouse will look so small next to the bulldozer.*

Do not accept a reason if it doesn't match the box ticked.

Question 14 continued overleaf.

## Reading mark scheme

### Moving pictures

Question 14 continued:

b) What type of music you would use and why.

I would use

because

(1 mark)

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

Award 1 mark for responses that support the choice of music in terms of the context of the scene, for example:

■ fast music:

- *because it's a chase*
- *because the mouse is running*
- *I would use quick music because the mouse is running fast*

■ scary music:

- *the bulldozer will chase the mouse and the mouse will be scared*
- *I would use scary music because the mouse is going to get run over*

Also award 1 mark for responses that refer to suitable sound effects or soundtracks if appropriately explained, for example:

- *drum music: because the bulldozer will be crashing into things*
- *Jaws music: because the bulldozer goes after the mouse like Jaws the shark.*

Do not accept responses that support choice but which are unrelated to the scene, for example:

- *hip-hop because it is catchy and will make you want to watch.*

## Reading mark scheme

### Moving pictures

15. Look at page 9.

Why does the animator only have to draw the first and last pictures of a movement?

(1 mark)

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

Award 1 mark for answers that indicate that a computer fills in the gaps.

Do not accept:

- to show the start and end
- indication that other people do the rest
- answers which only repeat the question, for example:
  - *that's all the animator has to do.*

16. Look again at pages 6–9.

Tick to show if the following are true or false.

The first one has been done for you.

	T	F
Soundtracks can include silence.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A flick-book is a simple animation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cartoons are always about animals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
An animated film combines soundtrack and pictures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The director creates the characters.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(2 marks)

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

Award 2 marks for all four statements correctly ticked; award 1 mark for two or three statements correctly ticked (or any other clear mark / indication).

## Reading mark scheme

### Some highlights from the history of animation

Questions 17–22 are about *Some highlights from the history of animation* (pages 10–11).

17. Put a letter in each box to label the different parts of the text.

The first one has been done for you.

A – Title

B – Timeline

C – Fact box

D – Introduction

(1 mark)

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

Reading mark scheme

The diagram shows a page layout for 'Some highlights from the history of animation'. At the top is a title bar (A). Below it is an introductory paragraph (D). A central timeline (B) spans from 1890 to 1940. Fact boxes (C) are placed around the timeline, providing details about early animation attempts, the first cartoon characters, and the first feature-length cartoon and talking cartoon.

**A** → Some highlights from the

**D** → Animated films today look very different from those seen in the past. These pages show some of the important developments in the history of animation.

**B** → Timeline (1890, 1900, 1910, 1920, 1930, 1940)

**C** → 1925 The first talking cartoon was about a dog called *Bimbo*. He played the trombone and said the line: "Now let's all follow the bouncing ball and sing along."  
1928 Mickey Mouse first appeared in a silent film. Later in the same year he spoke for the first time.

Other fact boxes include: Late 1880s (first attempt in Paris), 1909 (Gertie the Dinosaur), and 1937 (*Snow White and the Seven Dwarfs*).

Award 1 mark for all boxes completed as above.

## Reading mark scheme

### Some highlights from the history of animation

18. What two things did Mickey Mouse do in 1928?

(2 marks)

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

Award 1 mark for each of the following:

- appeared in a (silent) film
- spoke for the first time.

Do not accept imprecise answers, for example:

- *spoke*
- *he appeared*
- *he was silent.*

---

19. About how many drawings were needed to make *Snow White and the Seven Dwarfs*?

Tick one.

- |           |                                     |
|-----------|-------------------------------------|
| 200       | <input type="checkbox"/>            |
| 3         | <input type="checkbox"/>            |
| 82        | <input type="checkbox"/>            |
| 2 million | <input checked="" type="checkbox"/> |

(1 mark)

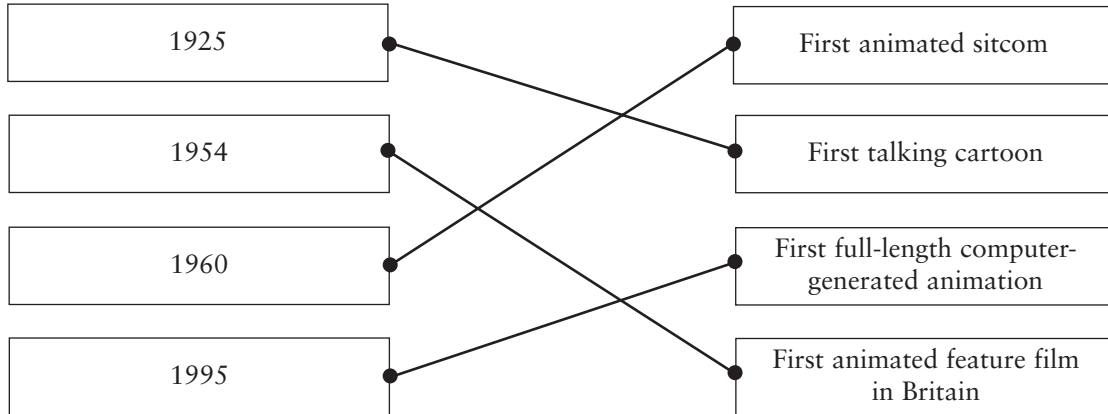
Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for the correct answer ticked as above.

## Reading mark scheme

### Some highlights from the history of animation

20. Match the following:



(2 marks)

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

Award 2 marks for all four pairs correctly matched; award 1 mark for two or three pairs correctly matched.



## Reading mark scheme

### Some highlights from the history of animation

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

The first one has been done for you.

	T	F
Gertie the Dinosaur appeared in 1909.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
In <i>Mary Poppins</i> an actor danced with cartoon penguins.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>The Simpsons</i> was the first animated sitcom.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Toy Story</i> was all computer-generated.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>The Flintstones</i> appeared before Bimbo.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(2 marks)

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

Award 2 marks for all four statements correctly ticked; award 1 mark for two or three statements correctly ticked (or any other clear mark / indication).

22. How does the timeline make it easier to understand the information?

Tick one.

- It shows you how long it takes to make a film.
- It shows you the order in which things happened.
- It shows you how many films there were.
- It shows you what will happen next.

(1 mark)

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

Award 1 mark for the correct answer ticked as above.

## Reading mark scheme

### Animators required

Questions 23–27 are about *Animators required* (pages 12–13).

23. Look at advert number 1.

Why does the advert use a question at the beginning?

Tick one.

- because the writer does not know the answer
- because the writer wants the job
- because the writer wants to interest you in the job
- because the writer is an animator

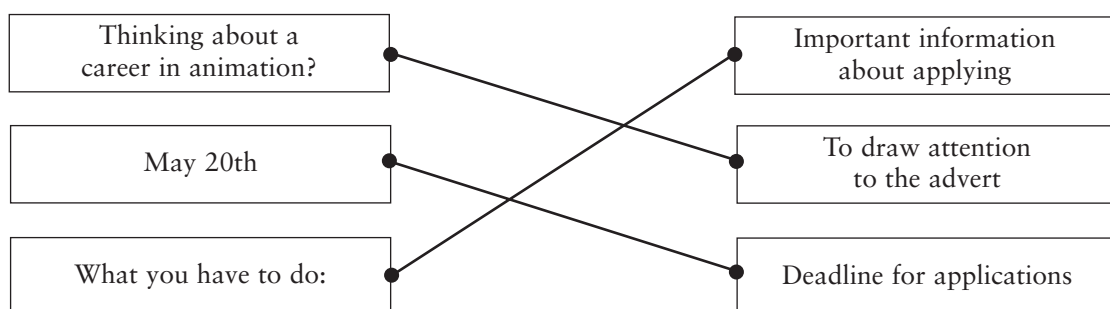
(1 mark)

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

Award 1 mark for the correct answer ticked as above.

24. Look at advert number 1.

Match the following to show why some parts of the text have appeared in **bold**.



(1 mark)

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

Award 1 mark for all three pairs correctly matched.

## Reading mark scheme

### Animators required

25. Look at advert **number 2**.

Tick to show which parts of the advert are **factual information** about the job and how to apply for it and which parts are **persuasive information**.

The first one has been done for you.

	Factual information	Persuasive information
see your name on the credits		✓
open day on 2nd June	✓	
you could help create the next big blockbuster		✓
Now is <u>your</u> chance		✓
<a href="mailto:l.harris@animationstudios.uk">l.harris@animationstudios.uk</a>	✓	

(2 marks)

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

Award 2 marks for all four statements correctly ticked; award 1 mark for two or three statements correctly ticked (or any other clear mark / indication).

26. Look at advert **number 4**.

**Find** and **copy** a word or phrase that shows that the company wants someone to start work straight away.

(1 mark)

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

Award 1 mark for any of the following:

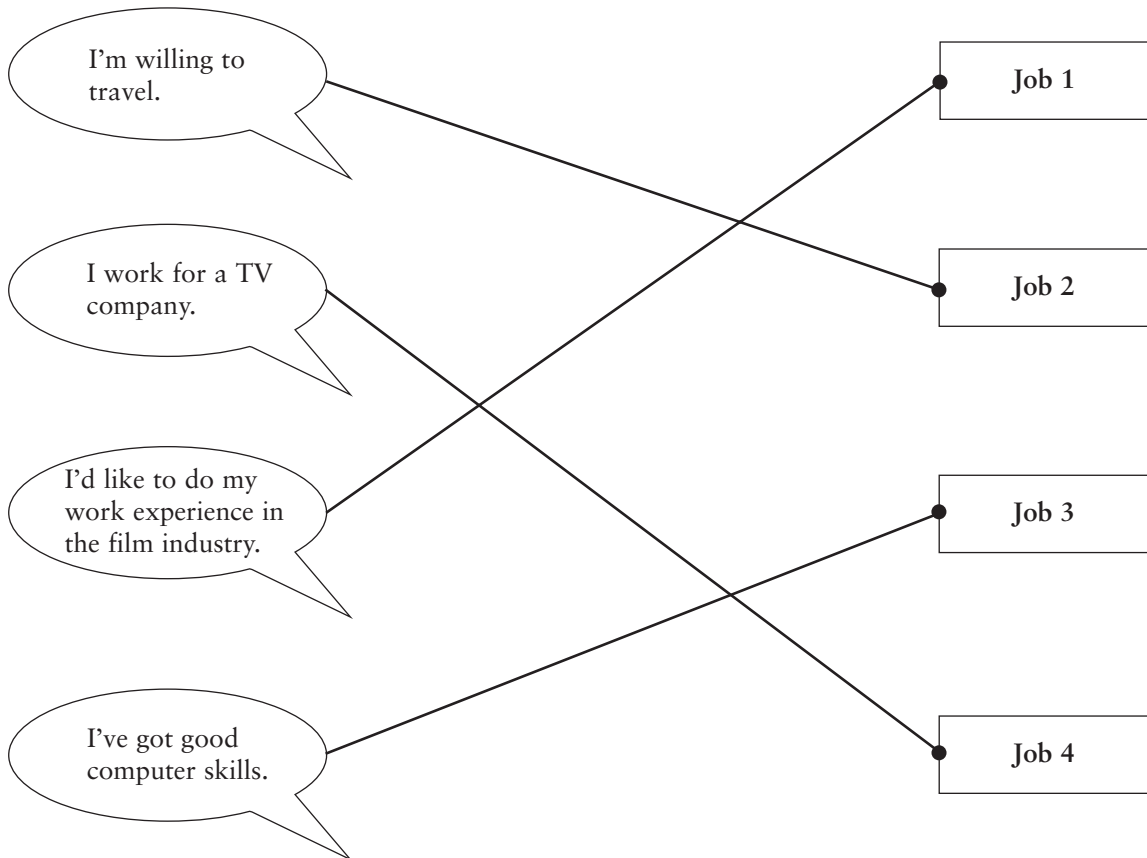
- (Start date:) Immediately
- (and has an) urgent (need for good animators)
- as soon as possible / a.s.a.p.

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

## Reading mark scheme

### Animators required

27. Match the following people to the advert that would interest them the most.



(2 marks)

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

Award 2 marks for all four pairs correctly matched; award 1 mark for two or three pairs correctly matched.

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# Writing test

## The tasks

This test includes two different writing tasks. The shorter task focuses on pupils' ability to write concisely and accurately, while the longer task requires pupils to plan, organise and sustain a piece of writing, shaping the whole for the reader and maintaining coherence over the piece. For the 2006 test, the longer task asks pupils to write a speech inviting their peers to join a new club. The shorter task asks pupils to write a review of a cartoon, film or book with which they are familiar. Both tasks have planning formats designed to help pupils structure their writing. The planning is not marked.

## Assessment focuses

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

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

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

## About the mark scheme

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

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

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

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

The longer writing task will be marked for:

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

The shorter writing task will be marked for:

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

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

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

## Marking the writing

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

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

Each writing task is introduced separately and is followed by the relevant mark scheme.

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

## Longer writing task: *Come and join me!*

The task is to write a speech inviting other pupils in year 7 to join a new club. The prompt provides some suggestions, instructing pupils to think about what the club would involve and why others might want to join. The planning sheet provides further support for the content and organisation, giving space for pupils to make notes about the club under different headings and a box for persuasive words and phrases.


Pupils are also reminded to structure their speech with an introduction, some ordered points and a conclusion.

Better performances are distinguished by the development of both information and persuasion, with some awareness of the audience, and use of stylistic features, such as rhetorical questions.

### Come and join me!

Imagine that you have been asked to help set up a new club at school. Think about the activities that you enjoy. Perhaps it's drawing, like the boy in the story, or it might be cooking or acting, or perhaps it's something sporty. It's your choice. Do you think other people might like to do this too?

**Your task is to write a speech to give to your class, explaining about the new club and persuading them that they should try it.**



You might want to think about:

- what makes the activity enjoyable for you and why other people would enjoy it
- what skills or equipment you need to do the activity
- how the club would be organised
- what members will gain from the club.

Remember to structure your speech with an interesting introduction, some ordered points and a conclusion.

2

### Planning

Activity: \_\_\_\_\_

Useful words and phrases to persuade people to support your choice

What makes the activity enjoyable

Skills and equipment needed

How the club would be organised

3

Longer writing task

## LONGER WRITING TASK: Come and join me!

### Mark scheme

#### Section A Sentence structure and punctuation

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

- Band A1**
- Clauses usually grammatically accurate, mostly joined with *and*, *but*. Some simple sentences, which may be brief, or, alternatively, excessively lengthy with recurring simple structures, often starting with a pronoun and verb (*I think*). Some use of modal verbs to indicate writer's opinion (*you would like this club*).
  - Sentences sometimes demarcated by capital letters and full stops.

1–2 marks

- Band A2**
- Simple connectives *and*, *but*, *so* (*but you see*) link clauses, with some variation (*because*, *if*). Subjects and verbs frequently repeated; some variation in use of modal verbs (*you could make models; you can play*). Noun phrases mostly simple (*the paints; your bike*), with occasional expansion (*the lovely pitch*). Generalising or intensifying words sometimes included (*every*, *any*). Some simple directives (*bring a friend*) or questions may add variety.
  - Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

3–4 marks

- Band A3**
- Sentences mostly grammatically sound; some subordinating connectives develop explanation within the sentence: *if*, *because*, *who* (*people who like cooking*), *which*, *when*. Adverbials (*after school*) and expanded noun phrases (*lots of different ideas*) vary sentences. Verbs refer to possible events (*should*), future time (*it will be more fun*) and sometimes the present (*we have nothing to do*). Some variation in subjects (*I / there / people*). Questions and directives may be used as well as statements to suggest interactive, conversational language (*Do you want to have fun? Stop being bored?*).
  - Most sentences correctly demarcated; some commas mark phrases or clauses.

5–6 marks



## LONGER WRITING TASK: Come and join me!

### Mark scheme

#### Section B Text structure and organisation

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

- Band B1**
- Ideas listed with frequent, unproductive repetition; some division possibly indicated by layout (eg line breaks). Organisation may be limited to the prompt.
  - Simple connectives used (*and, but*), with limited connection between sentences, eg some use of pronouns referring to the same thing (*The club / it*).
- 1–2 marks
- 
- Band B2**
- Simple overall structure includes brief introductory comment (*I think we should have an inventors club*) and/or concluding statement. Some divisions between sections of content indicated, eg use of *also* for additional information (*I also think...*), and may be marked by sections or paragraphs.
  - Relationships between ideas often simply linked by grouping of similar ideas and simple cause and effect. Simple contrast sometimes used within or across sentences (*you might be nervous but you will have fun*). Connection between sentences built up by pronoun reference to main things / people in the text (*adults / they*), and connections between words develop topic (*seeds, spade, garden*).
- 3–4 marks
- 
- Band B3**
- Text structure includes introduction, logically ordered points and conclusion. New sections generally indicated, eg introductory phrases (*This is a great new chance*). If used, conventional phrases (*Overall; of course*) and direct address to the audience are integrated meaningfully into the text. Transitions between sections or paragraphs may be awkward.
  - Some ideas developed within sections, eg simple topic sentences (*I think cooking is fun for everybody*) followed by further reasoning, explanation or justification (*we will be able to make good meals when we are older*). Connections between ideas established, eg by reference to a previous part of the text (*I hope this has helped you*) or by continuous references through whole text.
- 5–6 marks

## LONGER WRITING TASK: Come and join me!

### Mark scheme

### Section C Composition and effect

**Assessment focuses:** Write imaginative, interesting and thoughtful texts  
Produce texts which are appropriate to task, reader and purpose

- Band C1**
- A short series of views and comments about the chosen club; longer texts may not be controlled in terms of appropriateness; purpose possibly unclear, eg misunderstanding of speaker's role.
  - Some attempt to interest reader, eg details (a list of materials), or simple appeal (*please will you choose my club*).

1–2 marks

- Band C2**
- Ideas about the activity and the club are appropriate to the topic and to a persuasive speech, but these might not be developed or balanced; some detail and awareness of audience.
  - Writing shows evidence of viewpoint, eg some ideas presented attractively; but may rely on assertion (*It is going to be great*) and lack subtlety; some consideration may be given to the interest of other pupils.
  - Language choices support informative and persuasive aspects of the speech, eg impersonal constructions to refer to the club and/or activity or generalised *you*; some specific vocabulary (*hard hats*) or attempts to persuade through emotive language (*it will be great*).

3–5 marks

- Band C3**
- In the speech, the balance of information and persuasion is adapted to the situation: development of some content and some variety of persuasive techniques. Attempts to engage through a mostly suitable tone for the specified audience and situation.
  - Viewpoint sustained, eg writing suggests enthusiasm for the choice but acknowledges different levels of interest.
  - Some stylistic choices support the persuasive purpose, eg rhetorical questions, directives or selective superlatives; appropriate word choice contributes to authenticity of speech, eg colloquial tone (*You can chill with your mates*), humorous or careful word choice (*the magic of drama*).

6–8 marks

**Exemplar script 1**

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

**Come and join me!**

**Rallying**

some expanded phrases (A2)

unattached sentence fragment (below A2)

some sentences demarcated, others insecure (below A2)

subjects vary (above A2)

simple connectives with some variation (A2)

Rallying is the most amazing thing in the world because you get to drive your own car Mr Nice and a phew of his crew. you will get provided us with your own 50cc rally cars. you won't need to bring eneything but yourself. because everything els will be provided. from Nice rally track. If there is anuf people I will prone Mr nice and orginice it. you will get tough by Mr nice himself. the cost of this is 25 pound a sesion. you will win prizes if you win a race. we need at least 20 people going or we can not go. and it would be dissapoining if we miss this one-in a life time oppatunity.

introduction with reason for statement (B2)

consistent references to Mr Nice provide links throughout text (B2)

links between sentences group some ideas (B2)

brief concluding statement (B2)

<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Mostly simple sentences with some variety of connectives, noun phrases and subjects, balanced by occasional lack of control in sentence structure and demarcation, make the lower mark in Band A2 the best fit.
Band A2 – 3 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>The speech is clearly organised around one activity, with appropriate detail given (<i>the cost of this is 25 pound</i>). (C2)</li> <li>Speaker's attitude to rallying is clear (<i>Rallying is the most amazing thing in the world</i>), but the focus is on organisational details. (C2)</li> <li>Persuasion is mostly implicit, with the emphasis on the lack of equipment needed and the possibility of winning prizes, with occasional use of emotive language (<i>this one-in a life time oppatunity</i>). (C2)</li> </ul>
<b>Summary</b>
This speech has a strongly persuasive opening and contains information about the activity, with some awareness of the needs of others; ideas are generally presented attractively, but the lack of a clearly defined role for the speaker and a lack of variety in vocabulary choices keep the piece in the middle of Band C2.
Band C2 – 4 marks

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
The speech is framed by a brief introduction and conclusion and some ideas within the text are grouped, with sentences connected through the use of clauses to give reasons or offer alternatives. Grouping of content would need to be more consistent for the higher mark in the band.
Band B2 – 3 marks

**Longer writing task annotated scripts**

**Exemplar script 2**

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

**Come and join me!**

Hello and well come. I would Like to tell you about a new art club. **The club** will be probvid you with eny equipment you need. **You don't need** to have eney skills **all you need** is you. **you** can get new skills, shear some skills. you **can use** panit, pencile, pastles and pen. **Also** you don't have to do eneything you want to do. **You** can dodle, chill and make new friends **if** you don't won't to draw or coular in. teacher **will help** you **and** teachers will give you a pen, pencile to draw with or write with. it **will be heled** at the two art rooms in C4 and C5 on a monday to relaxs you **bring and friend**. **tell a teacher about** and tell them that you are going. **You** can eat what you won't to eat **and** the teacher can not I repet can not tell you off or get you a detnchen. **It** is heled at the two art rooms in C4 and C5 on a monday to relaxs and bring a friend. And it will be 1 pound so come and have same fun.

subjects mostly pronouns, with some variation (A2)

modal verbs indicate possibility and choice (A2)

clauses linked by mostly simple connectives (A2)

directives add variety (A2)

most sentences demarcated (A2)

clear opening address and statement (B2)

rephrasing provides link between clauses (B2)

additional reasons indicated (B2)

grouping of content (B2)

repetition of same information weakens structure (below B2)

brief conclusion (B2)

**Longer writing task annotated scripts**

SENTENCE STRUCTURE & PUNCTUATION
<b>Summary</b>
Most sentences are similarly structured, opening with a repeated pronoun, but variation is created by expanded phrases, the use of simple directives and varied modal verbs to express possibility. Capitalisation is not entirely secure, but most sentences have full stops and commas in lists, and apostrophes of omission are used accurately.
Band A2 – 4 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>Ideas about the activity are appropriate to the topic (details of equipment, place and time) and persuasion is implicit in the benefits (<i>can not...get you a detnchen</i>). (C2)</li> <li>Variety of reasons for attending shows an awareness of different levels of interest and motivation for joining the club. (C2)</li> <li>Vocabulary choices relate to art, both equipment (<i>panit, pencile, pastles and pen</i>) and activities (<i>dodle...draw or coular</i>); repetition used for effect (<i>can not I repet can not...</i>). (C2)</li> </ul>
<b>Summary</b>
The purpose of the writing is clear, with an awareness of speech form and a sense of audience conveyed by the range of persuasive details not wholly related to acquiring new skills but directed at the peer group. For this reason, a mark at the top of Band C2 is awarded; more direct persuasion and a variety of stylistic choices would be needed for a mark in the top band.
Band C2 – 5 marks

TEXT STRUCTURE & ORGANISATION
<b>Summary</b>
The opening establishes the genre and provides a clear statement about the topic; information is grouped, although this is more successful in the first half; additional information is indicated.
Band B2 – 4 marks

**Exemplar script 3**

**SENTENCE STRUCTURE & PUNCTUATION**

**TEXT STRUCTURE & ORGANISATION**

**Come and join me!**

range of sentence types suggests interactive language (A3)

adverbials add information (A3)

control of tense (A3)

expanded phrases (A3)

varied connectives (A3)

some capitalisation errors (below A3)

WANNA READ LIKE YOU'VE NEVER RED BEFORE.

Well come on down to "Deborah's Reading world."

You can read anything you want and you don't have

to pay anything (£0.00). So come and join me and

you will be on the journey of a life time trying to finish

a book and then after you've completed a book

you get £1.00 deposit so join Now and it's

you who's getting a reward.

Just call \_\_\_\_\_ and for the first visit

you'll be given a free bookmark and a choice from any

book you want. Or you can go on our websites on

www. fantasitic books for a fantastic world.co.uk

So enter now or you'll be sorry when your sat at

home watching a boring video when you could have

been at Deborah's Reading World. It starts on

Wednesday the 20th April and the follong days are

thursday, friday. Join now. calls cost 20p for bT and

please ask for permission.

and remember any volenter can enter our special book

fair you will be given an extra certificate if you've come

every Thursday, friday for a whole two months.

strong introduction linked to body of speech by question and answer (B3)

topic sentence introduces more explanation and persuasion (B3)

new section indicated (B3)

grouping by contact details (B3)

alternatives offered as option or additional persuasion (B3)

repetition creates link throughout text (B3)

reference to preceding text (B3)

lack of effective conclusion (below B3)

SENTENCE STRUCTURE & PUNCTUATION
<b>Summary</b>
The use of subordinating connectives to develop content, adverbials to vary structure and add information economically, plus control of tense outweigh some weaknesses of punctuation to merit the lower mark in the top band. Further support is given by the range of sentence types to suggest conversational language.
Band A3 – 5 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>Persuasion sustained throughout speech, but necessary information also included. (C3)</li> <li>Writer is enthusiastic about the book club and uses a number of strategies to enthuse the audience, implicitly acknowledging different levels of interest. (C2)</li> <li>Stylistic choices include different sentence types (directives, rhetorical questions), colloquialism (<i>wanna read like you've never red before</i>) and adventurous vocabulary (<i>journey of a life time; volenter; extra certificate</i>). (C3)</li> </ul>
<b>Summary</b>
The emphasis on persuasion shifts the form of this speech towards an advertisement, indicating some misunderstanding of purpose. Other strengths, including the variety of persuasive techniques, stylistic choices and direct address to the audience just lift the speech into the top band.
Band C3 – 6 marks

TEXT STRUCTURE & ORGANISATION
<b>Summary</b>
Logically ordered points follow on from a strong opening; sections developed around different methods of persuasion and some linkages throughout make 5 marks appropriate for this piece in spite of the lack of conclusion.
Band B3 – 5 marks

**Longer writing task annotated scripts**

Exemplar script 4

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Come and join me!

Are you the next Rooney! \_\_\_\_\_ introductory question engages interest (B3)

brief sentences give impression of interactive language (A3)

If you've got the skill, the pace and the strength come down to Old Trafford. Yes thats wright, I said Old Trafford. Admmission fee is £1.00 per session. All you will need is a pair of trainers, a football top, tracksuit/shorts and a snack.

subordination suggests possibilities and gives reasons (A3)

If you think that was good well I ain't even started.

pronoun refers to earlier content, linking text (B3)

varied subjects create a sense of authority (A3)

The coach will be your very own... Alex Ferguson. But wait there is more. You won't all have to share Alex Ferguson because Man u's A team will be there too. That includes Rooney, Van Nisterooly, Ronaldo, Giggs, Keane, G.Neville, Scholes, Ferdinand, Brown, Heinze, Silvestre. All these talented players will take a group and teach them skills, introduce themselves.

paragraph organised around well-known team (B3)

some repetitive modals (below A3) but generally controlled verb use including passive (A3)

Trips will also be organised to meet Arsenal, Chelsea etc.

names of teams provide link to previous paragraph (B3)

Some of the more talented players will be sent to play matches against p.y.f football academy, strikes. A Sunday league for all ages.

expanded phrases add detail (A3)

You will be able to buy the team jersey, drinking bottles etc.

Your parents will have to come in a sign an application form for medical reasons.

linkage with previous ideas less secure (below B3)

Thankyou for listening.

conclusion reinforces context of speech and reiterates opening to create final persuasion (B3)

So are you the next Rooney?

Longer writing task annotated scripts

SENTENCE STRUCTURE & PUNCTUATION
<p><b>Summary</b></p> <p>The variety of sentence openings to vary focus, expanded noun phrases, subordination and control of verbs, including the use of the passive, combine to place this piece at the top of Band A3 in spite of some weaknesses in punctuation.</p>
<p>Band A3 – 6 marks</p>

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>Information and persuasion is targeted towards football fans, with evident knowledge of the topic shown throughout. (C3)</li> <li>Enthusiasm is evident and there is acknowledgement of different levels of skill (<i>more talented players; for all ages</i>) and interest (<i>to meet Arsenal, Chelsea etc</i>). (C3)</li> <li>Rhetorical questions, deliberate repetition (<i>So are you the next Rooney</i>), pause (<i>your very own...</i>) and use of colloquialism (<i>well I ain't even started</i>) create a convincing speech. (C3)</li> </ul>
<p><b>Summary</b></p> <p>This speech engages the audience by deliberate use of a number of persuasive techniques combined with thorough coverage of exciting and more ordinary aspects of the proposed football super-club.</p>
<p>Band C3 – 8 marks</p>

TEXT STRUCTURE & ORGANISATION
<p><b>Summary</b></p> <p>Information and persuasion about the football club logically organised into paragraphs, some of which are developed but others comprise a single sentence, separating content. In spite of this, and some elements of listing, the overall structure creates a rounded speech.</p>
<p>Band B3 – 6 marks</p>

## Shorter writing task: *What's On*

For this task, pupils are asked to write a review for a school newsletter. They are given the choice of writing a review of a cartoon, film or book.

Support with content is provided, prompting pupils to include both some description and their opinion. They are also further reminded not to tell the story. There is some space for planning, comprising boxes to identify the chosen type of review, the title and a box for 'words and phrases to show your opinion'. The writing page is formatted with the words 'Title of cartoon, film or book' and to further prompt pupils to include some comment there are five stars that pupils can fill in or circle to indicate their rating of the chosen cartoon, film or book.

Better performances are distinguished by the integration of description and comment, so that opinions are supported with reasons.

---

### What's On

Imagine that your school is publishing a special newsletter with reviews of cartoons, films and books for year 7 pupils.

Your task is to write a review of a cartoon, film or book.

Your review should have some description of characters and events (but not too much as it might give the plot away). You should give your opinion of the cartoon, film or book – it doesn't have to be your favourite.

**Planning**

Choose one:

Cartoon     Film     Book

Title: \_\_\_\_\_

Words and phrases to show your opinion:

Remember not to tell the story of the cartoon, film or book.

Begin by giving the title and circle the stars to give it a rating. Five stars is the best rating.

2

## SHORTER WRITING TASK: What's On

### Mark scheme

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

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

- Band D1**
- Clauses usually grammatically accurate, mostly joined with *and, but*. Some simple sentences, often a brief sequence starting with pronoun and verb (*it's good; it has*) or excessively long. Limited connections between sentences, eg pronouns referring to the choice, but some pronoun confusion.
  - Sentences sometimes demarcated by capital letters and full stops.

1 mark

- Band D2**
- Simple connectives *and, but, then, or, so, when* link clauses. Occasional use of *because, if* or *who*. Subjects and verbs frequently repeated. Noun phrases mostly simple with some expansion. Sentences varied by means of modal verbs and adjectives and adverbs to add detail and emphasis (*it is so funny; really cool*). Relationships between sentences or clauses sometimes made explicit, eg simple cause and effect (*It made me laugh so I like it*).
  - Full stops, capital letters, exclamation marks and question marks mostly accurate; commas in lists.

2 marks

- Band D3**
- Sentences mostly grammatically sound. Subordinating connectives develop description or opinion within the sentence (*if, because, which, who*). Varied subjects, adverbials (*in the end*) and expanded noun phrases (*the funniest animated film; a tense storyline*) vary sentence structure. Tense is consistent with content – past tense for events and present tense for opinions. Additional information indicated (*also, too*). Sections of text developed around topic sentence and similar content grouped together.
  - Accurate sentence demarcation; some commas mark phrases or clauses.

3 marks



## SHORTER WRITING TASK: What's On

### Mark scheme

### Section E Composition and effect

**Assessment focuses:** Write imaginative, interesting and thoughtful texts  
Produce texts which are appropriate to task, reader and purpose

- Band E1**
- A short series of comments about the film, cartoon or book. Narrative or listing may dominate.
  - Reasons for choice or descriptive details (*it is funny; she has blue hair*) sometimes included to interest or persuade.

1 mark

- Band E2**
- Review includes some description and some comment but coverage may be uneven, eg weighted towards narrative or repetitive opinion with few reasons (*This film is about...*). Points may include some simple explanation of its appeal.
  - Some evidence of viewpoint: personal attitude to the film or book expressed (*The stories are really scary*) or it is implicit in the selection of detail.
  - Vocabulary relates to the review (*adventure; chase scenes*) and some details are elaborated, but some references are imprecise (*a lot more stuff like that*).

2–3 marks

- Band E3**
- Review has some balance: description and comment are included, eg apt selection of elements of the film, cartoon or book (plot, character, setting). Opinion is backed up by reasons which are relevant to the context and explain its appeal. Detail adds precision.
  - Viewpoint established and maintained, eg writer shows awareness of different interests (*Boys and girls would both like it*).
  - Stylistic choices generally support the purposes of a review, eg positive description is sustained and some vocabulary choices aim to persuade (*he writes great adventure stories, I enjoyed the action and I'm sure you'll like it too*). Rhetorical questions or other devices used to engage interest.

4–5 marks

**Exemplar script 1**

**SENTENCE STRUCTURE**

**PUNCTUATION & TEXT ORGANISATION**

repetitive structures (D2)

simple adverbials add detail (D2)

mostly simple noun phrases with some expansion (D2)

simple structures often start with pronoun and verb (below D2)

adjectives and adverbs add detail (D2)

**Title of cartoon, film or book:** The Simpsons

**Star rating:** ★★★★★

**Review:** The Simpsons is about things that happen to the family they live in the town of Springfield

there is five of them. There are Bart he allways

gets in to trouble, There is Homer she is a very

hard working (at school) there is Marge she is (only

a little baby) and there is Marg she does all the hard

work around (the house) Homer he works in the

power plant eat (donuts) and talking to Leeny and

Karl. (He works) for Mr Burns (he owns) the power

Plant (it is very entertaining) and (very good) I would

recommend you to watch it.

content grouped by description of each character (D2)

sentences not correctly demarcated (below D2)

<b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b>
<b>Summary</b>
Sentence structures tend to be repetitive, but there is some variation created by simple adverbials and occasional expansion; clauses are linked by simple connectives. Sentence demarcation is insecure.
Band D2 – 2 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>The majority of the review is devoted to description of the characters' salient features, with little overt indication that the writing relates to a cartoon. (E2)</li> <li>There is evidence of attitude towards the characters and some brief evaluation (<i>it is very entertaining and very good</i>). (E2)</li> <li>Details relate to the description of characters (<i>she is a very hard working</i>), with few words giving opinion. (E2)</li> </ul>
<b>Summary</b>
The purpose of the writing is not entirely clear, with its emphasis on description at the expense of evaluation or opinion. For this reason, a mark at the bottom of Band E2 is awarded.
Band E2 – 2 marks

Shorter writing task annotated scripts

**Exemplar script 2**

**SENTENCE STRUCTURE**

**PUNCTUATION & TEXT ORGANISATION**

**Title of cartoon, film or book:** Sherk 2  
**Star rating:** ★★★★★ 1/2  
**Review:** The start of the film was very funny. In The film you didn't know what was going to happen next. The film was Long. (The film) had a lot of good seans. (The film) was very fun to wach. (The film) was very exciting (because) you didn't know what was going to happen next. (the film) was very colouful and (all of the people) (who) were in the cinerma were larphing (all the way though). (Although the film was long) all of the children whad (Love it. The ending) was (Lovely. (I recermed you go and see it).

Annotations:  
 - repeated subject (D2)  
 - some subordination to give reasons or add description (D2)  
 - mostly simple noun phrases with some expansion (D2)  
 - adverbials to add detail and give alternatives (above D2)  
 - sentences accurately demarcated (D2)  
 - some inconsistent capitalisation (below D2)  
 - concluding remark (D2)

**Shorter writing task annotated scripts**

<b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b>
<b>Summary</b>
Mostly simple sentences with frequent repetition of subjects, but some variation in structure through simply expanded noun phrases, initial adverbials and some use of subordination merits the award of Band D2.
Band D2 – 2 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Coverage is uneven, weighted towards evaluation with little specificity (<i>very fun to wach; very colouful</i>). (E2)</li> <li>Clear evidence of personal opinion (<i>I recermed you go and see it</i>) and some awareness of the needs of other groups (<i>Although the film was long all of the children whad Love it</i>). (E3)</li> <li>Some technical vocabulary relating to review adds interest (<i>good seans; recermed</i>) but other choices are more general (<i>long; Lovely</i>). (E2)</li> </ul>
<b>Summary</b>
The review is limited by its lack of detail relating to <i>Sherk 2</i> , but the level of evaluation, together with an awareness of a range of interests and the topics generally found in reviews makes the award of the top mark in Band E2 appropriate.
Band E2 – 3 marks

**Exemplar script 3**

**SENTENCE STRUCTURE**

**PUNCTUATION & TEXT ORGANISATION**

**Title of cartoon, film or book:** Bing Bang Bong book

**Star rating:** ★★★★★☆

**Review:** This book is about 5 people who would like to start a band but don't know how to play a musical instrument. They buy a lot of musical instruments and put them all together. Rebecca the lead singer can not sing but they put it together any way Leah & Alisha who are the dancer's can dance quite well so when they get on tele that is all the viewers look's at will they get to number one? "Read & find out".

expanded noun phrases (D3)

varied subjects (D3)

subordination develops description and gives consequences (D3)

adverbials add detail and comment (D3)

some accurate sentence demarcation (below D3)

introductory and concluding sentences (D3)

pronoun links to other sentences (D3)

**Shorter writing task annotated scripts**

<b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b>
<b>Summary</b>
Mostly grammatically accurate sentences, with a range of subordination, expanded phrases, varied subjects and adverbials merit the award of the top mark in spite of some insecurity in sentence demarcation.
Band D3 – 3 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Description predominates, giving significant details about characters and events but the review form is indicated (<i>This book</i>). (E2)</li> <li>Selection of detail builds up a sense of enthusiasm about the book. (E2)</li> <li>Some aspects of the story are elaborated (<i>lead singer; dance quite well</i>); the inclusion of a deliberate teaser question (<i>will they get to number one?</i>) and final directive add interest. (E2)</li> </ul>
<b>Summary</b>
Although the review is reliant on content, there are sufficient features implying both attitude and evaluation to merit the award of a mark at the top of Band E2. For a mark in the higher band, there would need to be more balance of content and a direct expression of opinion.
Band E2 – 3 marks

**Exemplar script 4**

**SENTENCE STRUCTURE**

**PUNCTUATION & TEXT ORGANISATION**

**Title of cartoon, film or book:** Stormbreaker

**Star rating:** ★★★★★☆

**Review:**

Stormbreaker is like James Bond except the spy is a 14 year old boy. His name is Alex, an ordinary boy from London who gets spotted by MI6 by attempting a very dangerous stunt. The evil man is called Herod Sayle who was a short man but was very, very rich. He had just completed an invention called the Stormbreaker. One thing that only his company knows is that they are very dangerous to use. Although they have a problem Alex still comes out victorious. Herod sayle has an evil assistant called Mr. Grin who had a scar which made him look like he was smiling all the time.

This book is for 10-13 year old boys who enjoy reading action thrillers. Overall I have given it a 4-star because it is a brilliant book.

varied subjects (D3)

expanded noun phrases (D3)

subordination indicates other possible outcomes, adds detail and provides reasons (D3)

introductory sentence (D3)

comma structures sentence (D3)

accurate sentence demarcation (D3)

noun phrase provides link to previous paragraph (above D3)

<b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b>
<b>Summary</b>
Controlled sentence structures with a range of subordination, varied subjects and expanded phrases. The review is organised both by content and paragraphing to separate overt comment from description. Punctuation is accurate, with a comma used to structure a sentence.
Band D3 – 3 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Emphasis is on description but there is also comment about the book and some reasons for its appeal (<i>his name is Alex, an ordinary boy from London; This book is for 10-13 year old boys</i>). (E3)</li> <li>Writer reveals knowledge about the book and offers specific advice (<i>boys who enjoy reading action thrillers</i>). (E3)</li> <li>Introduction uses comparison to engage interest (<i>Stormbreaker is like James Bond except...</i>) and maintains descriptive detail for persuasive effect. (E3)</li> </ul>
<b>Summary</b>
The review provides enough information about the book to arouse interest, with a choice of carefully chosen details designed to intrigue the reader. Advice is targeted at a specific readership and vocabulary choices are precise and accurate.
Band E3 – 5 marks

**Shorter writing task annotated scripts**

## HANDWRITING

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

This assessment of handwriting is based on pupils' ability to write legibly and fluently in a sustained piece of writing. Judgements will be made on the basis of the legibility and clarity of the handwriting on one complete page of the longer writing task, supported by a closer look at the size and position of words and letters.

The mark scheme for handwriting appears below and is exemplified on pages 45–47, where it is supported by samples of pupils' handwriting.

### *Mark scheme*

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

**1 mark**

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

**2 marks**

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

**3 marks**

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

### Example awarded 1 mark

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



## Come and join me!

Come and join me at my  
 Running Race club on  
 Tuesday lunch time at  
 12.40. All you need is your  
 P.E kit and trainers and a  
 mate if you want. You  
 can come along and see  
 how it is and then if  
 you like it come and be  
 a member. You do not  
 have to be fit or have  
 a running skills. You <sup>can</sup> chat  
 and run with your mates if  
 you like. If you get tired  
 half way through the race  
 then just stop!!!

We can organise it all  
 even with out a teacher.  
 all we need is

The writing is legible although there are irregularities in the size and positioning of the letters. The letters are not always correctly formed and the orientation is generally uneven.

### 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.



### Come and join me!

Good morning, I am going to give you a speech on a new after school club I am setting up. Here goes. It is a cooking club. It has lots of different fun things to do. You can taste food, make food, you can do quite a lot with food when you think about it, can't you. In the first couple of weeks we will be teaching you skills that you need.

1. You need to be able to cook if you can only cook a little bit that's fine.
2. You need to be able to switch on/off gas ovens and electric ovens.
3. You need to know what equipment to bring on the right day.
4. You need to know where things are in the kitchens that you cook in. There will be 6 different kitchens, there will be at least 3 in each kitchen and a member of the club staff in each kitchen with you. You can be with your

Letters are mostly correctly formed, with some flow in the handwriting. There are some inconsistencies in the size, positioning and orientation of the letters.



### 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.



## Come and join me!

I am creating a new club for all those people that love to play football but, there are only 12 places available so you need to sign up quickly.

People love to play football because it is fun and you can have a laugh with your mates, maybe even show off some of your skills. You may even want to increase your speed, strength and stamina. They are some reasons that could make the activity enjoyable.

The skills and equipment you will need are that you need to play for a proper football team and you should take football seriously. All you need to bring with you are shin pads, football boots and your P.E. kit.

The <sup>club</sup> would be organised with a structured lesson plan which would include a warm up, ~~and~~ small-sided matches and fun games.

The letter formation is clear and consistent with a personal style. The handwriting maintains a degree of fluency and letters and words are accurately positioned.

## SPELLING: *Model Animation*

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

The words exemplify key aspects of spelling, for example:

- the addition of derivational and inflectional suffixes to roots of words, as in the words *clothes* and *amazing*
- selection of correct 'shun' suffix in *proportion*
- the application of spelling rules leading to the change of 'y' to 'i' in *difficulties* and 'f' to 'v' in *themselves*
- the instance of homophones, as in *which*
- the spelling of unstressed vowels, as in *skeleton*.

### Quick reference mark scheme for the spelling test

- |               |                  |
|---------------|------------------|
| 1. from       | 9. support       |
| 2. always     | 10. which        |
| 3. built      | 11. impossible   |
| 4. material   | 12. difficulties |
| 5. skeleton   | 13. themselves   |
| 6. until      | 14. problem      |
| 7. clothes    | 15. amazing      |
| 8. proportion |                  |

---

**Marking the spelling test**

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

Number of words correct			Total mark awarded
0			0
1	2		1
3	4		2
5	6		3
7	8		4
9	10		5
11	12		6
13	14	15	7









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