

M1. The longer task: *The Moving Statue**Sentence Structure***Assessment focus: vary sentences for clarity, purpose and effect****Band A1**

- Ideas about the statue are expressed in sentence-like structures. There may be omissions in some sentences (*Me and my went to park*).

1 mark**Band A2**

- Mainly simple, grammatically accurate clauses, predominantly starting with 1st person subject plus simple verb, with some repetition and often speech-like in structure (*I went to the park. I went on the swings then I went on the slide.*).
- Simple sentences are used with some clauses joined by *and*, *but*, *then* to establish the sequence of events. Nouns expanded by one simple adjective (*an old statue*); verbs qualified by adverbs and adverbial phrases (*he ran quickly; first he went; the statue fell out of the pond on to the side and then moved away*).

2–3 marks**Band A3**

- Mixture of simple and compound sentences starting with either a 1st or 3rd person subject; clauses joined by *and*, *but*, *then*, *when*, *so* (*he was put in prison but he escaped*) with some repetition (*Then I went on the climbing frame then I saw the statue of Theseus*). Subordinating connectives clarify details of time and place or give explanations (*When I looked at the statue I realised it was a female angel; the statue didn't get me because he was in the middle of the pond*). Simple present-tense structures are used in dialogue (*'It's going to eat all of us.'*).
- Sentence structure varied by the use of adverbials in different positions (*finally the statue got across; I watched with fear*).
- Nouns sometimes modified by one or more adjectives (*a loud wailing sound*).

4–5 marks**Band A4**

- A controlled use of 1st and/or 3rd person subjects (narrator/statue) develops the narration (*Its wings were moving faster than a rocket . . . I was amazed and dazzled*). Some variety of subordinating connectives, for example *while*, *although*, *until*, *otherwise*. A range of verb tenses used to move between past time, dramatic present or future possibilities (*So in the end the gargoyle was obliterated in a flash of light; And now everyone is safe and the buildings are being rebuilt; The gargoyle knows that on a full moon he becomes immortal . . . and there's only 5 minutes 'til sunset*).
- Expanded noun phrases express relevant detail, offer comparisons (*not one but two little moving figures; a spine chilling shriek*). Adverbials may suggest narrator's point of view or attitude (*quite a cheeky little plan; luckily*).

6 marks

Punctuation

Assessment focus: write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

Band B1

- Some awareness is shown, in writing or discussion, of how full stops are used.

1 mark

Band B2

- Sentences sometimes demarcated by both capital letters and full stops.
- Other punctuation may mark questions and exclamations.

2–3 marks

Band B3

- Full stops, capital letters, exclamation marks and question marks mostly accurate. Speech marks, and commas in lists, may be used.

4–5 marks

Band B4

- Some commas mark phrases or clauses; inverted commas demarcate direct speech, usually correctly.

6 marks

Composition and effect

Assessment focus: write imaginative, interesting and thoughtful texts
produce texts which are appropriate to task, reader and purpose
organise and present whole texts effectively

Band C1

- Writing is related to a moving statue with word choice establishing the content (*park, statue, man, friend*).
- Some connection between ideas and some events linked as a simple sequence.

1 mark

Band C2

- Simple recount of a moving statue; brief sequence of broadly chronological events, with an opening that may establish time and/or place (*One day I went to feed the ducks in the park*).
- The story of the statue is expanded through relevant vocabulary choices or the inclusion of detail or dialogue (*Standing quiet and still was a little statue; The statue said 'Don't be afraid of me'*).

2–4 marks

Band C3

- A sequence of relevant events which are explained and developed with a suitable conclusion (*They said they didn't believe me; They thought I was dreaming but I know it was true.*). Time-related words and phrases used to organise events (*when he eventually caught up*).
- Narrator's or character's reaction to events described (nobody saw it because everyone was asleep; 'Wow!'; 'I can't understand you').
- Attempts to create interest by posing a problem (when I got to the post where the dragon statue was – it had gone) or creating suspense (Suddenly, I felt something touch my feet.). Dialogue sometimes used to move the action on ('Dad the dragon statue has gone').

5–7 marks**Band C4**

- Plot is imaginatively developed through the interaction between the statue and characters.
- Narrator's viewpoint established and controlled; characters emerge from the writing (Now I had my breath back; 'We can go for egg and bacon sandwiches,' cried one of the builders; I was trembling with fear, petrified).
- Writing engages the reader by creating a climax (I was just about to turn around when something pinched me: That's when it happened.) or by an unexpected ending (Mum was cross with me for telling tales, but just as she said that a ghostly figure appeared in the water...). Vocabulary choice adds to the mood of the writing (not a cold stony voice; waddling towards me; enchanted).

8–10 marks**M2. The Shorter Task: *Mysterious Object****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 D1**

- Ideas about the mysterious object expressed in sentence-like structures. There may be omissions in some sentences.
- Some awareness is shown, in writing or discussion, of how full stops are used.

1 mark**Band D2**

- Mainly simple, grammatically accurate statements, predominantly starting with 1st person subject plus simple verb (*I found a dinosaur's bone*). Mixture of notes (*a round thing coloured orange*), simple sentences or compound sentences with clauses mostly joined with *and*, *but*, *then* (*It might hatch and grow very big*). Verb tense usually appropriate to heading.
- Sentences sometimes demarcated by both capital letters and full stops; other punctuation may mark questions and exclamations. Use of features, such as bullet points or line breaks, sometimes corresponds with clause structure.

2–3 marks

Band D3

- Statements are grammatically accurate and present relevant, precise information (*It is silver and has 6 spikes on one side and five spikes on the other side*). Noun phrases are expanded through the use of adjective strings (*small and skinny legs; thin and tall and a bit yellow*). Note form / ellipsis used for brevity and clarity (*What it could be used for: sitting, lying, sleeping, wishing, praying*). Future tense (*it will rot away*) or modal constructions (*it could be cooked to eat*) are appropriate to headings.
- Full stops, capital letters, exclamation marks and question marks mostly accurate. Commas may be used in lists. Features such as bullet points or line breaks correspond to grammatical division of clauses and phrases.

4–5 marks

Band D4

- Information is conveyed succinctly. Noun phrases, describing the qualities of the object, are expanded through use of similes (*as big as your fist*), and adjectival phrases (*a knobbly piece of blue glass*) express ideas economically. Adverbials (*slightly scary*) give more detail. Verbs use future, conditional and present tenses appropriately. Passive voice is used to highlight object (*The blood of this creature can be used to heal illnesses*).
- Accurate sentence demarcation and some correct use of commas within sentences to mark phrases or clauses; bullet points or line breaks used to organise information economically.

6 marks

Composition and effect

Assessment focuses: **write imaginative, interesting and thoughtful texts**
 produce texts which are appropriate to task, reader and purpose
 organise and present whole texts effectively

Band E1

- Writing is related to a mysterious object and mainly addresses the headings (*What it looks like: shell*). Word choice relates to topic (*found, beach*).

1 mark

Band E2

- Writing completes the format by addressing the given headings with some additional details (*made of gold; it had something inside it*).
- Information is generally clear to the reader; vocabulary choices describe main features of the object (*small; yellow*) but some may be overused.

2–3 marks

Band E3

- A range of relevant information is given in each section of the report form.
- Development and detail in each section (*made of very hard metal; it could be put in a museum to show people a real pirate telescope*) provide the reader with more evidence about the mysterious object.
- Some precision and authenticity in choice of words and phrases (*prehistoric; to decorate my belongings*).

4–5 marks

Band E4

- Information given in each section links together (It is a circle covered in spikes. It can be used for attacking predators because its spikes have poison on the end); future possibilities are developed logically (It will go to a sealife centre and will be used to save octopuses lives).
- Evidence of viewpoint: a stance is taken towards the discovery, for example the writer as investigator / expert / excited / awestruck (*It couldn't possibly be! Make you immortal and give you powers nobody can explain!*).
- Use of technical or specific vocabulary (*unexploded mine; sea anemone*) demonstrates precision of writing in role.

6–7 marks