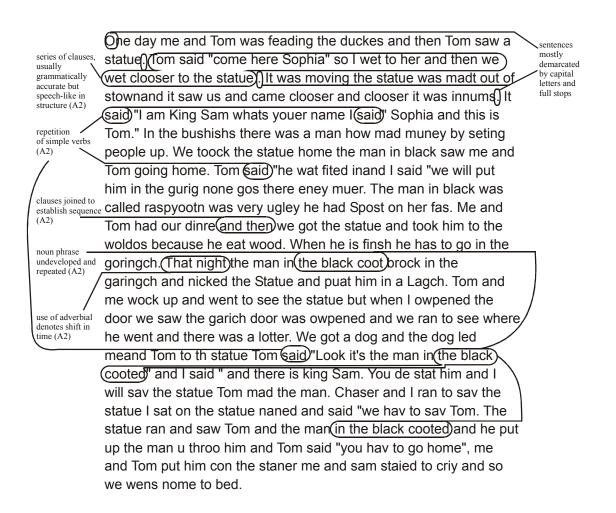
SENTENCE STRUCTURE

PUNCTUATION



SENTENCE STRUCTURE

Summary

Use of clauses linked with *and*, *when*, *so* and *then*; repetition of verbs and connectives; limited use of adverbials leads to a mark just into band A2

Band A2 – 2 marks

- Beginning establishes time and place (*One day me and Tom was feading the duckes*); simple recount of a series of events (C2).
- Use of dialogue (*Tom said "Look it's the man in the black cooted"*) adds detail but not always clearly (C2).

Summary

Narrative form used to present a recount of events loosely structured round the statue's actions; some development of characters through direct speech; shifts in time and place sometimes awkward, making the plot hard to follow; on balance this leads to Band C2

Band C2 – 2 marks

PUNCTUATION

Summary

Mostly accurate use of capital letters and full stops; other punctuation is incorrect (speech marks) or omitted

Band B2 – 2 marks

2. The Moving Statue

SENTENCE STRUCTURE

PUNCTUATION

	when The peple have gone away from the park the statue can play	
clauses joined to sequence	again wif the toys and some times he swims in the water wer ducs	
events using	are in therer he feeds them/like there his pets. and one time robers	
and, when and because	came and tryd to blow up the toys he herd a boom (!!!) and then he	use of exclamation
adverbials	gos and lows when he sise the Broken toy he caches the rober by	marks (above B1)
used to establish	Puching him and it rilly herts the rober becose he is mayde from	
time (A2)	stowne() then the cops cume and he Rushis back to his stown and	some awareness of
clauses joined	waches the Robers go to Jaille	full stops (B1)
(above A2) simple noun phrase (A2)		random use of upper and lower case (below B1)

SENTENCE STRUCTURE

Summary

Clauses mainly grammatically accurate; linked clauses are speechlike; tenses sometimes confused

Band A2 – 3 marks

- Writing relates simple chronological sequence of actions of a moving statue; some attempt to create a beginning, middle and end; passage of time marked by simple connectives and adverbials (*when, some times, one time*) (C2).
- Vocabulary choice and some detail help to expand the story (*it rilly herts the rober becose he is mayde from stowne*) (C2).

Summary

Writing gives brief sequence of broadly chronological events, including relevant details, meriting the middle mark in Band C2

Band C2 – 3 marks

PUNCTUATION

Summary

Exclamation marks used appropriately; full stop marks end of long sequences but overall the lack of punctuation leads to the award of 1 mark

Band B1 – 1 mark

3. The Moving Statue

SENTENCE STRUCTURE

PUNCTUATION

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			sentences demarcated by
		One day I went to call on Jake and Jeff to see if they want to play in	capital letters and full stops (B2)
	subordinating	the park (Unfortunately) they were grounded (so I went and called on	1 ()
	connectives vary sentence structure	Molly my girlfreind/she could come out. I went with Molly she was	
	(A3)	good company but not as good as Jake and Jeff. I ofered Molly a apple	
		(her fafrite fruit)she replied "yes please". We sat down and ate by the	
	pronoun confusion	pond when they finshed they throw the core into the pond AND	
	(below A3)	suddnly the statue in the middle took a jump and court it the Statue	
1	noun phrases	jumped back in the same postion it was. Molly let out(a terrible yell)	
`	(A2)	joind in we were(fritend to death). We ran home to Mollys house and	use of dots to create tension
	/	(impatiently)told her mum the story. Mollys mum did not belive them)	(above B2)
		(but said but went witho them to see high a apple coar)She drooped the	
		apple coar in and nothing happend(all fell sillent)them Molly, mum	
	adverbials (A3)	said to molly "you are grounded for a mounth" "for that" "but mum"	
	/	mum was to quick and grabbed her by the arm(finley)molly stalked of	
		home. Mollys mum went to my mum and toled her all of it I got	
	speech-like sentence structure	grounded to for a mounth.(I stamped up the stairs and into my room I)	
	lacking discrimination	(just remeberd my long rope mabye I courd climb out my window and)	
	(below A3)	(call on greg I got my lony rope out of the cupbord and tied the end	
		(of it to my window I opend the window and let the rope fall out it fited)	
		(perfectly I climbed down it and fell to the garden I sneked out) and	
		called up greg he came out and we ran to the park I told him my	
		story of the statue hed got a stone and chucked it at the statue it	
		jumped and court it Cool man said greg he jumpe in and the statue	
		corte him and took him under a bridge the statue came back but not	use of exclamation
		greg(!!)	marks (B 2)
		-	

SENTENCE STRUCTURE

Summary

Variation in sentence types; subordinating connectives give explanations and move plot on; adverbials and noun phrases add detail; sentences sometimes speech-like or confused in focus, suggesting the award of the lower mark in this band

Band A3 – 4 marks

- Sequence of events with a beginning, middle and end demarcated by shifts in place; ending is unexpected but appropriate (C3).
- Narrator's character emerges as his thoughts and feelings are revealed (*we were fritend to death; I stamped up the stairs*) (C3).
- Problems posed, creating suspense, then solved (*I got grounded to for a mounth... mabye I courd climb out my window*), although statue rather incidental to boys' adventure (C3).

Summary

The sequence of events is explained and developed with a suitable conclusion; narrator's character is evident and attempts are made to create suspense, meriting the higher mark in Band C3

Band C3 – 7 marks

PUNCTUATION

Summary

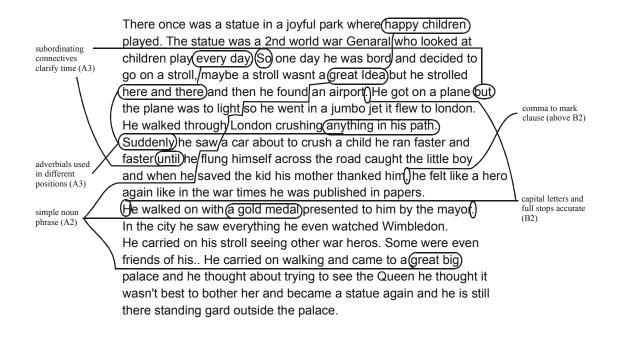
Although some elements of punctuation belong to a higher band (dots to create tension; speech marks), sentences are not always marked, making them overlong; therefore Band B2 is appropriate

Band B2 – 3 marks

4. The Moving Statue

SENTENCE STRUCTURE

PUNCTUATION



SENTENCE STRUCTURE

Summary

Use of different sentence types and adverbials in different positions varies sentence structure; simple noun phrases add basic details; further development needed to gain higher mark

Band A3 - 4 marks

COMPOSITION & EFFECT

- Plot is developed through the statue's interaction with the boy he saves (C4).
- Character's viewpoint revealed through his thoughts and observations (*he felt like a hero again*); narrator's voice also evident (*maybe a stroll wasnt a great Idea*) (C4).
- Story starts with an attempt at literary opening; events in story work towards an imaginative ending in which the statue returns to his original state in a new location (C4).

Summary

development of interaction between the characters, and of narrator's and character's viewpoints together with a suitable ending lead to Band C4; more expansion required to gain higher mark in this band

Band C4 – 8 marks

Summary

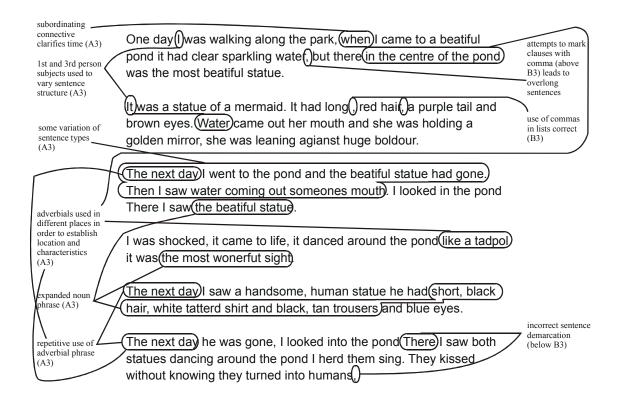
Sentence demarcation generally accurate; one clause marked by a comma; other opportunities to demarcate clauses are missed

Band B2 – 3 marks

5. The Moving Statue

SENTENCE STRUCTURE

PUNCTUATION



SENTENCE STRUCTURE

Summary

Variety of subjects and sentence types used effectively; adverbial phrases and expanded noun phrases suggest higher band; however, repetition of phrases and overlong sentences makes Band A3 appropriate

Band A3 - 5 marks

- The story follows a sequence and has a suitable conclusion; time-related phrases are used to move the story on but are repetitive (C3).
- Narrator's reaction is revealed (I was shocked; it was the most wonerfut sight) (C3).
- Detail included to create interest (*it had long, red hair, a purple tail and brown eyes*) (C3).

Summary

A broadly chronological sequence with some development; reactions of narrator revealed through direct and indirect comments; shifts in place are indicated but passage of time not very clear, indicating that the lower mark in Band C3 should be awarded

Band C3 – 5 marks

PUNCTUATION

Summary

Sentence demarcation is generally accurate; some correct use of commas to separate adjectives; commas sometimes used instead of full stops; paragraphs attempted (above B3). Overall this piece is judged to be in Band B3

Band B3 – 5 marks

6. The Moving Statue

SENTENCE STRUCTURE

PUNCTUATION

verbs used to refer to continuous	One afternoon(I was playing in the park when I noticed the old)
action and past events (A4)	(mermaid statue moving slightly). Her white stone hand was waving
controlled use of	happily at the ducks and her fish like tail was swaying slightly(I was)
1st/3rd person subjects (A4)	(amazed, she had been there for fifty years and never moved an inch)
	I watched her waving for at least three minutes(until)(to my)
variety of subordinating	(astonishment) she dived into the pond and swam joyfully with the
connectives used to mark changes -	fish and ducks.
in time (A4)	The ducks started to get angry and annoyed with her when she
	started bashing into them so they started chasing her around the
	pond, (so) she jumped back onto her rock, which was part of the
(statue, and they left her alone.
overuse of	I ran home to tell my mum what had happened but she didn't believe / /
so (below A4)	me(so) I (dragged) her back to the park. (To my surprise) while I was
varied verbs	away, her statue was gone and I knew/straight away that the ducks
used for effect (A4)	had got so cross they had pecked her away and she had crumbled
adverbials	into the pond.
used in different	Mum was angry with me for making things up,)but just as she was
positions (A4)	telling me off an erie outline appeared in the water it was the <u>marking</u>
	mermaid. From now on, whenever I go down to the park, I always
noun phrases	see the figure of the mermaid, and once I even saw (a fish shaped tail)
relevant details — (A4)	poke out of the water and it swayed from side to side as if it was
	waving at me
	-

SENTENCE STRUCTURE

Summary

Variation in sentence structures achieved by use of different subjects and sentence types; verb choice is appropriate and varied; expanded noun phrases and adverbials express ideas clearly Band A4 – 6 marks

- The story is well paced and structured; interactions between the statue and narrator are made to seem mysterious (*an eerie outline; as if it was waving at me...*) (C4).
- The narrator's viewpoint is established (*To my surprise/astonishment*) and maintained (C4).
- Imaginative ending (as if it was waving at me) and interesting vocabulary (white stone hand; swaying slightly) engage the reader, despite some repetition (started, so) (C4).

Summary

Style and tone consistent; the characters of the narrator and the statue are clearly distinguishable; the unravelling of plot with shifts in time and place adds to overall effect; reader engaged by build-up to imaginative ending, suggesting the middle mark in Band C4

Band C4 – 9 marks

PUNCTUATION

Summary

Commas used accurately to demarcate clauses; other sentence demarcation accurate; paragraphs support shifts in time, place or viewpoint; series of dots used to mark deliberately unfinished ending

Band B4 - 6 marks