English tests
Mark schemes
Reading, writing and spelling tests

National curriculum assessments
QCA wishes to make its publications widely accessible. Please contact us if you have any specific accessibility requirements.
Contents

Introduction 3
The reading test 5
The writing test 29
The spelling test 58
Introduction

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

The booklet includes the mark schemes for the assessment of reading, writing and spelling. For ease of reference, the test questions have been reproduced in the mark schemes. Level threshold tables will be posted on the NAA website, www.naa.org.uk/tests, on Monday 25 June.

The marks in the tests are allocated as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>50</td>
</tr>
<tr>
<td>Longer task (including handwriting)</td>
<td>31</td>
</tr>
<tr>
<td>Shorter task</td>
<td>12</td>
</tr>
<tr>
<td>Spelling</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

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

The same sets of assessment focuses for reading and writing have been used for the English tasks and tests at all key stages. These provide information about the particular processes or skills the pupil needs in order to answer the questions. This information is provided in order to explain the structure of each mark scheme as well as the way in which it will be used by external markers. The assessment focuses are drawn from the national curriculum and are directly related to the Primary National Strategy.

The 2007 key stage 2 English tests and mark schemes were produced by the key stage 2 English team at the National Foundation for Educational Research (NFER) on behalf of QCA.
The reading test

The range of marks available for each question is given under the mark box at the side of the page in the Reading Answer Booklet. Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.

There are several different answer formats:

- **short answers**
  These may be only a word or phrase, and 1 mark may be awarded for each correct response.

- **several line answers**
  These may be phrases or a sentence or two, and up to 2 marks may be awarded.

- **longer answers**
  These require a more detailed explanation of the pupil’s opinion, and up to 3 marks may be awarded.

- **other answers**
  Some responses do not involve writing and the requirements are explained in the question.

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

**Assessment focuses for reading**

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

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

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

Award 1 mark for reference to any of the following points, to a maximum of 2 marks.

- destruction of Pompeii (outcome)
- tourism / people stealing treasures, etc (cause)
- again / for the second time.

Examples:
- it’s going to be destroyed again because of all the damage done by tourists (2 marks)
- he believes that it’s going to be ruined like it was by the volcano (2 marks)
- because everything is being vandalised and stolen. (1 mark)

Do not accept references to Vesuvius / the volcano erupting again.
The following table identifies the questions (with marks available) that address each assessment focus (AF):

<table>
<thead>
<tr>
<th>Focus</th>
<th>AF2</th>
<th>AF3</th>
<th>AF4</th>
<th>AF5</th>
<th>AF6</th>
<th>AF7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</td>
<td>Deduce, infer or interpret information, events or ideas from texts</td>
<td>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</td>
<td>Explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level</td>
<td>Identify and comment on writers’ purposes and viewpoints, and the overall effect of the text on the reader</td>
<td>Relate texts to their social, cultural and historical contexts and literary traditions</td>
</tr>
</tbody>
</table>

**Section 1: Volcanoes**
- Q1: 1
- Q2: 1
- Q3: 1
- Q4: 3
- Q5: 1
- Q6: 2
- Q7: 1
- Q8: 1

**Section 2: Disaster Strikes**
- Q9: 1
- Q10: 2
- Q11: 1
- Q12a: 1
- Q12b: 1
- Q13: 2
- Q14: 3
- Q15: 3

**Section 3: Pompeii Today**
- Q16: 1
- Q17: 2
- Q18: 1
- Q19: 2
- Q20: 1
- Q21: 1
- Q22: 1
- Q23: 1
- Q24: 1

**Section 4: Advertisements**
- Q25: 2
- Q26: 2
- Q27a: 1
- Q27b: 1
- Q28: 1

**Section 5: The whole booklet**
- Q29: 3
- Q30: 2
- Q31: 2

**Total** 16 18 6 5 5 0

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

Questions 1–3

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

Award 1 mark for each correct choice.

1. Under the Earth’s surface, it gets
   - hot.
   - wet.
   - cool.
   - dark.

2. Most people think that volcanoes are
   - anywhere in the world.
   - tall and cone shaped.
   - broad and flat.
   - under the sea.

3. An active volcano is one that is
   - erupting.
   - gentle.
   - no longer erupting.
   - pouring out lava.
4. Fill in the facts about the eruption of Vesuvius in the table below.
One box has been filled in as an example.

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

**Award 1 mark** for each correctly completed cell, to a maximum of **3 marks**.

<table>
<thead>
<tr>
<th>Date and time eruption started</th>
<th>Midday, 24th August, AD 79</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height of volcanic cloud</td>
<td>20 kilometres / km (not metres) (unit of measurement must be included)</td>
</tr>
<tr>
<td>Depth of rubble over Pompeii</td>
<td>2 metres / m (not kilometres) (unit of measurement must be included)</td>
</tr>
</tbody>
</table>
| Contents of volcanic cloud    | Any two of:  
  - ash  
  - pumice  
  - rock  
  - (hot) gas.  
  Also accept rubble when included with (hot) gas or ash.  
  Do not accept rubble when included with pumice or rock. |
There are two types of volcano. 
Lava consists of liquid rock. 
Some volcanoes are under the sea. 
All volcanoes produce loud explosions.

5. Are these sentences true or false? 
Write T or F by each one. 
The first one has been done for you. 

<table>
<thead>
<tr>
<th>Statement</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are two types of volcano.</td>
<td>F</td>
</tr>
<tr>
<td>Lava consists of liquid rock.</td>
<td>T</td>
</tr>
<tr>
<td>Some volcanoes are under the sea.</td>
<td>T</td>
</tr>
<tr>
<td>All volcanoes produce loud explosions.</td>
<td>F</td>
</tr>
</tbody>
</table>

6. … this liquid rock can … burst through 
What does the word burst tell us about the movement of the lava? 

- It's like it blows the top of the mountain off and comes squirting out from inside the Earth
- It tells us that the lava is going to break through in something like spring-like action
- It moves with force and speed and finally overcomes the restraint of the rock itself.

- It comes out fast
- It tells us that the lava is strong and powerful
- Fast and can demolish anything in its way.

Do not accept answers that simply present an analogy, or refer to eruption, without explaining the effect of the word burst, eg:
- It bursts like a balloon
- It erupts.
7. Look at the section called The Eruption of Vesuvius on page 5. Find and copy a word which tells you that the ash was dangerously hot.

1 mark

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

Award 1 mark for either of the following words:

- blistering
- burnt.

Also accept a short phrase from the text containing one of these words. Ignore minor errors in copying.

8. Some words on pages 4 and 5 stand out because they are in bold print. Why are they written like this?

1 mark

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

Award 1 mark for the correctly ticked box.

Tick one.

- They are words from another language.
- They are subheadings.
- They are words that are explained in the text. ✓
- They are names in the text.
9. The following are the people who were mentioned in *Disaster Strikes*.
Match the names with the correct descriptions.
One has been done for you.

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

Award 1 mark for matching all three pairs correctly.

<table>
<thead>
<tr>
<th>Pliny</th>
<th>woman who lived near the volcano</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tacitus</td>
<td>naval commander who rescued people</td>
</tr>
<tr>
<td>Pliny's uncle</td>
<td>young man who watched the events</td>
</tr>
<tr>
<td>Rectina</td>
<td>historian who recorded details of the events</td>
</tr>
</tbody>
</table>
10. Look again at Pliny’s account of his uncle’s journey. The events are described below, but they are in the wrong order. Number each event to show the correct order. The first one has been done for you.

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

Award 2 marks for all four stages correctly numbered.

Award 1 mark for two or three stages correctly numbered.

ordered launching of ships
received letter from Rectina
came close to land
refused to listen to advice
journeyed into danger zone

11. Look at the information about Mount Vesuvius in AD 79 on page 6. How do you know that life was peaceful in the area?

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

Award 1 mark for any of the following pieces of information:

- Vesuvius had been dormant for hundreds of years
- the mountain was green / the slopes were cultivated
- people had become used to the tremors
- people were just going about their daily business.

Also accept reference to farming / farmers growing fig and/or olive trees.
12. Find and copy two phrases, one from page 6 and one from page 7, to show that Pliny’s uncle wanted to study the volcano.

a) Evidence from page 6:

b) Evidence from the letter on page 7:

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

a) Award 1 mark for one of the following, which may be quoted as part of a longer phrase:

- ... closer look ...
- ... set off to investigate ...
- ... to dictate his observations ...
- ... to observe the volcano ...

Minor errors in copying should not be penalised.

Do not accept:

- ... collecting information ...
- ... not content to stand by and watch ...

b) Award 1 mark for one of the following, which may be quoted as part of a longer phrase:

- ... begun in a spirit of inquiry ...
- ... describing each moment of the eruption ...
- ... to be noted down ...
- ... as he observed it ...

Minor errors in copying should not be penalised.

Do not accept:

- ... hurried to the danger zone ...
13. What dangers made the helmsman want to turn back?

Write two.

**up to 2 marks**

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

Award 1 mark for each acceptable reason up to a maximum of 2 marks.

Acceptable responses refer to physical consequences of the eruption, eg:

- in shallow water
- the shore was blocked / they got stuck in the rubble
- the ash / stones / pumice falling from the sky / hotter / thicker
- the ship could have caught fire.

Also accept hot ash / cloud of ash.

Do not accept non-text based answers, eg: the volcano / eruption / flames / lava, or partial answers with no development, eg: stones / ash / rubble.
14. Pliny's uncle received a written message from Rectina stating her problem and asking for his help.

What do you think Rectina wrote?

Using the information you have read, write Rectina's message below.

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

Points to be included:

- eruption
- danger to Rectina (may be implicitly included in ‘eruption’ details)
- call for help.

Award 3 marks for responses that include all three elements and provide a fuller explanation for at least one of them, by giving more detail about the nature of the danger to Rectina or about how Pliny's uncle can help, eg:

- this is very frightening, as I look at the volcano at this minute, it is bursting at the seams! People are in trouble shouting, screaming, dying. Please help to save these people’s lives. They are relying on you. The volcano is nearly on us. Your friend, RECTINA

Award 2 marks for responses that mention the three essential elements of the situation, or that give a full explanation of two of them without mentioning the third, eg:

- please come and help because I’m at the foot of the Volcano Vesuvius and it’s puffing out black smoke and I think it’s erupting

Award 1 mark for calls for help that state the general nature of the danger but omit to mention an essential aspect of the situation, eg:

- I am stuck at the bottom of the volcano. Please come and save me

Also award 1 mark for responses which are heavily dependent upon the wording of the stimulus text, eg:

- I am terrified of the danger threatening me, I implore you to come and rescue me from my fate.
15. Some people think that Pliny’s uncle was a brave but foolish leader. What do you think?

brave [ ]
foolish [ ]
brave and foolish [ ]

Explain your answer using parts of the information to help you.

up to 3 marks

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

Award 3 marks for answers that provide well-justified and developed descriptions of bravery and/or foolishness and that reveal detailed examination of the text, eg:

- brave to risk his life to rescue others and to try and learn more about the effects of a volcano, and brave to be going into the thick of the danger when everyone else was running away
- he took on the challenge of rescuing Rectina and went into the place when everyone was leaving. He even went on when ashes and bits of pumice were falling and carried on when the helmsman advised not to
- foolish because he seemed to set off without thinking that the stone and ash would be boiling so he might get burnt to death. He ignored all the advice and charged in
- he was brave because he charged into the ‘danger zone’ where everyone was fleeing, and also because he saw the thick black cloud forming and changed his course to save others. Yet he was foolish because he charged in not knowing what to expect. He died for this reason
- I think he was brave because he went to observe the volcano but also to save the people. I think he was foolish to think that he could rescue everyone, but also because he refused to go back when it got extremely dangerous.

Award 2 marks for responses that offer at least two relevant pieces of textual evidence, eg:

- Pliny’s uncle was very brave to rescue all those people. It was not foolish to go and help and those people would turn in their graves to hear ‘foolish’ said about him
- foolish because he risked his life going into the volcano but brave because he went to save Rectina
- brave to go into the danger zone and to do it to save other people
- he is brave because he went to save his friend and investigate the volcano. But he is also foolish because volcanoes are really dangerous.

Award 1 mark for undeveloped / simple responses which make some comment about his bravery / foolishness, eg:

- brave because he went into the volcano
- brave to save people as many people would just run about
- foolish because he was going to the erupting volcano.
Section 3: Pompeii Today

16. What was the unusual blanket that covered the town?

   1 mark

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

   Award 1 mark for either of the following:
   
   ■ ash
   ■ rock.

   Also accept rubble.

17. ... not all visitors treat the site with respect.

   Write down two different ways in which they cause damage to the town.

   up to 2 marks

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

   Award 1 mark for any of the following pieces of information, up to a maximum of 2 marks:

   ■ vandalism (or specific examples, eg: graffiti)
   ■ theft
   ■ tourists climbing on ruins
   ■ wear and tear.

   Do not accept examples of damage that are not supported by the text, eg: litter.
18. ... trapped in time.
   Why do you think Pompeii was described in this way?

   **1 mark**

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

   **Award 1 mark** for answers which refer to the fact that the town was hidden / frozen / preserved for 2000 years, eg:

   - nothing changed / it stood still for 2000 years
   - all the valuables were hidden under the rubble
   - it was preserved by the layer of ash and rock
   - it’s like it was in 79 AD.

   **Do not accept** references to people being trapped, eg:

   - the people couldn’t move.

---

19. Explain why the archaeologist believes that he is watching *the second death of Pompeii*.

   **up to 2 marks**

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

   **Award 1 mark** for reference to any of the following points, to a maximum of 2 marks:

   - destruction of Pompeii (outcome)
   - tourism / people stealing treasures, etc (cause)
   - again / for the second time.

   **Examples:**

   - it’s going to be destroyed again because of all the damage done by tourists (2 marks)
   - he believes that it’s going to be ruined like it was by the volcano (2 marks)
   - because everything is being vandalised and stolen. (1 mark)

   **Do not accept** references to Vesuvius / the volcano erupting again.
Questions about the postcards

20. Why was Vesuvius closed to visitors on the day Neena wanted to visit it?

1 mark

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

Award 1 mark for answers that refer to the volcano’s activity on that day, eg:

● because it was active
● it was huffing and puffing clouds of smoke
● it would have been dangerous
● it looked as if there was going to be another eruption / because it might erupt.

Do not accept:

● huffing and puffing / it was huffing and puffing clouds (not precise enough) / it was erupting.

21. What opinion did Neena and Lisa have in common?

1 mark

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

Award 1 mark for answers referring to the positive attitude felt by both towards Pompeii, eg:

● they both felt that Pompeii was interesting / impressive / great / beautiful
● they both had a wonderful day in Pompeii.
22. Neena could have written
   \[ I \text{ saw someone taking a } \ldots \]
   but instead she wrote
   \[ I \text{ saw an idiot hacking off and stealing a } \ldots \]
   What does Neena’s choice of words tell you about the way she felt?  
   \[ 1 \text{ mark} \]
   Assessment focus 3: deduce, infer or interpret information, events or ideas from texts (simple inference).
   Award 1 mark for answers referring to anger / disapproval, eg:
   - they show that she’s angry / mad / disgusted
   - it shows she didn’t approve
   - she thought it was as bad as stealing from someone’s home
   - she thought it was wrong.
   Do not accept answers which refer to disappointment / surprise or to the implication that the thief was stupid.

23. Why does Lisa say that she was lucky?  
   \[ 1 \text{ mark} \]
   Assessment focus 3: deduce, infer or interpret information, events or ideas from texts (simple inference).
   Award 1 mark for answers referring to her find, eg:
   - she found a souvenir.

24. Find and copy the words that show that Lisa knew she had done something wrong.  
   \[ 1 \text{ mark} \]
   Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.
   Award 1 mark for either of the following quotations revealing furtiveness:
   - slipped (it in my pocket)
   - no one noticed.
   Minor errors in copying should not be penalised.
25. Look at these statements from the advertisement for the Café Vesuvio.

**Tick** each one to show whether its main purpose is to give information or persuade the reader.

The first one has been done for you.

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

Award **2 marks** for all four ticks correctly placed.

Award **1 mark** for two or three ticks correctly placed.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Inform</th>
<th>Persuade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetarian dishes available</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The best pizzas in town</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Round the corner from the museum</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Open 11am to 11pm</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>friendly atmosphere</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
26. Look at the Bay of Naples Museum advertisement. If you wanted to visit the museum, what other information would you need? Write down two things. 

*up to 2 marks*

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

**Award 1 mark** for any pertinent suggestion, up to a maximum of **2 marks**. Acceptable responses are commonly drawn from the following categories:

- location / address
- directions / transport / route
- opening times / hours / opening days
- (admission) prices / group discounts
- telephone number / email / website
- activities on offer (eg: guided tours; activities for children)
- entry restrictions (eg: photographs / video; children below a certain age)
- facilities (eg: café, souvenir shop)
- suitability for different groups (eg: children / disabled people).

**Do not accept** very general answers, eg: what’s there.
27. Each section of the advertisement below tries to attract customers in a different way.

b) What does section D do?

1 mark

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

Award 1 mark for answers that identify clearly the information-giving function of the section identified as D, eg:

- gives important information
- it tells you where to go
- it informs you about times.

a) Label each arrow with the correct letter:

A invites the customer
B explains what is on offer
C gives added encouragement

1 mark

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

Award 1 mark for all three boxes correctly completed, as follows:
28. Here are some brief descriptions of the advertisements on pages 10 and 11.

Draw lines to match each advertisement to its description.

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

Award 1 mark for matching all three pairs correctly.

- Mountain railway: attracts the reader's attention with questions
- Bay of Naples Museum: uses verbs at the beginning of lines to invite the reader
- Lucio's walking tours: uses formal language to explain what the reader can learn
Section 5: The whole booklet

Page 14

29. On which pages can you find the following types of text?

*up to 3 marks*

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

Award 3 marks if all four page numbers are correctly identified.

Award 2 marks for three correctly identified page numbers.

Award 1 mark for one or two correctly identified page numbers.

<table>
<thead>
<tr>
<th>Type of Text</th>
<th>Page</th>
<th>Do not accept</th>
</tr>
</thead>
<tbody>
<tr>
<td>captions and diagrams</td>
<td>‘5’ or ‘4–5’</td>
<td></td>
</tr>
<tr>
<td>an eye-witness account</td>
<td>‘7’ or ‘9’ or ‘7 and 9’</td>
<td>‘6–7’ ‘7–9’ ‘8–9’</td>
</tr>
<tr>
<td>advertising</td>
<td>‘10’ or ‘11’ or ‘10–11’</td>
<td></td>
</tr>
<tr>
<td>an expert’s opinion</td>
<td>‘8’</td>
<td>‘8–9’</td>
</tr>
</tbody>
</table>
30. Why is *On Dangerous Ground* a suitable title for this booklet?  

*up to 2 marks*

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

Award 2 marks for answers which reveal close reading of the booklet and link the use of the words *dangerous* or *ground* to specific detail, eg:

- *it’s dangerous to live near a volcano, as the people who lived in Pompeii in Roman times found out*
- *because it’s all about Pompeii and its dangerous history.*

Also award 2 marks for answers which explain both *dangerous* and *ground*, or which refer to the threat from Vesuvius / volcanoes without separating the elements of the title, eg:

- *because it is about a place near a volcano and, if it erupted, no one would be safe on the ground*
- *the town of Pompeii is on dangerous ground because it has the constant threat of the volcano erupting over it and it now has the threat of tourists destroying it too*
- *you are taking a risk if you live there*
- *because volcanoes are dangerous ground for anyone to walk on – especially if they are active.*

Award 1 mark for answers which provide a very simple or obvious reason, eg:

- *volcanoes are dangerous*
- *because it’s all about volcanoes.*

Do not accept undeveloped responses, eg: *volcanoes are on the ground / it’s all about dangerous ground*, or general answers, eg: *because it makes it sound interesting and you want to read it.*
31. How does the information in *Volcanoes* (pages 4 and 5) help you to understand *Disaster Strikes* (pages 6 and 7)?

*up to 2 marks*

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

Award **2 marks** for answers that convey the idea that facts enhance understanding and support this with detail from the text, eg:

- it tells you about different volcanoes and how they erupt. It also gives you good information in diagrams and what happened on what days and what times in the day
- it helps you understand because you don’t know about the whole story then it tells you about individuals
- pages 4-5 tell you what happens in the explosion and pages 6-7 is a story about it
- it tells you when it happened and how it happened
- because it gives you information on volcanoes and it tells you about the volcano that they’re talking about and how high the gas went and the ash, so when you read it you understood it.

Award **1 mark** for answers that convey the idea that facts enhance understanding in a general way, eg:

- you find out about how dangerous eruptions are
- because they are both about volcanoes and what can happen in them
- by telling us how Pompeii was destroyed.
The writing test

There are two mark schemes, one for the longer task *Save It* (pages 32–35); and the other for the shorter task *It's a Mystery* (pages 50–51).

**Assessment focuses for writing**

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

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

**The mark scheme strands**

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

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

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

<table>
<thead>
<tr>
<th>Assessment focuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ sentence structure and punctuation</td>
</tr>
<tr>
<td>- vary sentences for clarity, purpose and effect</td>
</tr>
<tr>
<td>- write with technical accuracy of syntax and punctuation</td>
</tr>
<tr>
<td>in phrases, clauses and sentences.</td>
</tr>
<tr>
<td>■ text structure and organisation</td>
</tr>
<tr>
<td>- organise and present whole texts effectively, sequencing</td>
</tr>
<tr>
<td>and structuring information, ideas and events</td>
</tr>
<tr>
<td>- construct paragraphs and use cohesion within and</td>
</tr>
<tr>
<td>between paragraphs.</td>
</tr>
<tr>
<td>■ composition and effect</td>
</tr>
<tr>
<td>- write imaginative, interesting and thoughtful texts</td>
</tr>
<tr>
<td>- produce texts which are appropriate to task, reader and</td>
</tr>
<tr>
<td>purpose.</td>
</tr>
</tbody>
</table>

Handwriting is assessed in the longer task. The marking criteria are shown in section F on page 35.
For the shorter task, the strands are organised as follows.

<table>
<thead>
<tr>
<th>Assessment focuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ sentence structure, punctuation and text organisation</td>
</tr>
<tr>
<td>- vary sentences for clarity, purpose and effect</td>
</tr>
<tr>
<td>- write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</td>
</tr>
<tr>
<td>- construct paragraphs and use cohesion within and between paragraphs.</td>
</tr>
<tr>
<td>■ composition and effect</td>
</tr>
<tr>
<td>- write imaginative, interesting and thoughtful texts</td>
</tr>
<tr>
<td>- produce texts which are appropriate to task, reader and purpose.</td>
</tr>
</tbody>
</table>

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

Marking procedures

The criteria for each strand identify typical characteristics of pupils' work in different bands. When marking, it is helpful first to identify which bands are most relevant to the writing and then refine the judgement to a mark within a band. The annotations on the example scripts show how to look for features in the writing, and the summary boxes show how to weigh these features to reach a mark.

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

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

Marking the writing

A set of annotated scripts, written by year 6 pupils during the English pre-tests, is presented here to help your judgements of the writing. Scripts are reproduced without corrections to spelling.
The longer task: Save It

In this prompt, pupils are invited to imagine that they are part of a year 6 class preparing a leaflet about the environment for their friends and family. The task is to do the writing for the leaflet. The prompt makes it clear that the leaflet should explain how friends and family can take care of the environment and persuade them to try the suggestions. Content is presented in the form of five illustrated ideas; however, the choice of which topics to include is left to the writer. The planning sheet offers support with decisions about content and the organisation of ideas. Better performances are distinguished by the adaptation of content to appeal specifically to friends and family, the use of style to provide persuasive impact and an overall structure combining developed sections with a clear emphasis on the leaflet’s main ideas.

Save It

Class 6L at Fairborne School are trying to encourage people to look after the environment. The class want to remind their friends and family about ways that they can help.

They have decided to produce a leaflet to give to their friends and family. The content will include some of the following topics:

- Recycling
- Litter
- Wildlife
- Water use
- Transport

Imagine you are in Class 6L at Fairborne School.

Your task is to do the writing for the leaflet.

The purpose of the leaflet is to explain to friends and family how they can look after the environment, and persuade them to try some of the ideas.
Mark scheme for the longer task: Save It

**SECTION A**

**SENTENCE STRUCTURE AND PUNCTUATION**

Assessment focuses: vary sentences for clarity, purpose and effect

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

**Band A1**

- Construction of clauses is usually accurate. Some simple sentences, often brief, starting with a pronoun + verb (It helps a lot). Simple commands / requests may be included (Put it in a bin, Come on). Clauses mostly joined with and, but, so.
- Sentences sometimes demarcated by capital letters and full stops.

1 mark

**Band A2**

- Simple connectives and, but, so, when link clauses; because or if may be used repetitively. Subjects and verbs often simple and frequently repeated (We need, get, do). Use of modals (can, will). Some sentence variation created, eg commands / requests (don’t waste your water); simple adverbials (in the bin). Noun phrases mostly simple (our air) with some limited expansion (a big bottle).
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

2–3 marks

**Band A3**

- Adverbials (When you are driving), expanded noun phrases (the most serious form of pollution) add variety. Subordinating connectives used non-repetitively and with some variety: because (because they use bins), if (if you drive). Some variation of subjects (The animals, Transport). Tense choice appropriate; modals used to express possibility are varied (may not have, would like to).
- Most sentences correctly demarcated; some commas mark phrases or clauses.

4–5 marks

**Band A4**

- Simple and complex sentences with some variety of connectives, eg until, although, who. Different sentence types, eg questions (Why should we protect our environment!). Expansion of phrases and clauses adds detail (plants that we need to survive). Range of verb forms (will not be able to enjoy). Additional words and phrases contribute to shades of meaning, eg adverbs (dramatically).
- Range of punctuation used, almost always correctly, eg brackets, dashes, colons.

6–7 marks

**Band A5**

- Length and focus of sentences varied to express subtleties in meaning and to focus on key ideas, eg passive (are being wrecked). Sentences may include controlled use of several subordinate clauses (starting to ruin our layer that protects us from the sun), sometimes for economy of expression; word order used to create emphasis (I mean not just animals but us, Astonishing it may be).
- Range of punctuation used, with little omission, to give clarity.

8 marks
**SECTION B  TEXT STRUCTURE AND ORGANISATION**  
Assessment focuses: organise and present whole texts effectively, sequencing and structuring information, ideas and events  
construct paragraphs and use cohesion within and between paragraphs

<table>
<thead>
<tr>
<th>Band B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Ideas grouped into sequences of sentences; some division possibly indicated by layout.</td>
</tr>
<tr>
<td>● Simple connectives used (<em>and</em>). Some connection between sentences, eg pronouns referring to the same person or thing (<em>litter / it</em>).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band B2</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Text structure overall is simple; includes brief introduction or concluding statement (<em>So please save the earth</em>). Some divisions between sections of content indicated (<em>now water, also</em>).</td>
</tr>
<tr>
<td>● Connections are built up by reference. Other relationships within and between sentences may be used, eg contrast (<em>but most of the rubbish is</em>).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band B3</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The leaflet is organised logically: introduction, points about several aspects of the environment, conclusion. Paragraphs or sections are sequenced, although transitions may be awkward. Subheadings may be used to group sections of content (<em>Don’t Litter, Electrical Use</em>).</td>
</tr>
<tr>
<td>● Within paragraphs or sections, content may be developed around a main sentence. Paragraphs or sections organised to expand and develop a particular topic, eg with explanation and/or alternatives (<em>if you are at the sea side</em>). Connections within paragraphs or sections maintained, eg through ongoing references (<em>another example, all these things</em>).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band B4</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Overall organisation of the leaflet supported by paragraphs or sections. Relationships between paragraphs or sections give structure to the whole text, eg links make structure between topics clear, connections between opening and ending (<em>Do you want to live in a cleaner environment? Go on, make our town cleaner</em>).</td>
</tr>
<tr>
<td>● Paragraphs or sections are developed; main ideas consistently supported by relevant explanation. Reference to the same thing or idea sometimes varied to avoid repetition (<em>pollution, harmful gases</em>).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band B5</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The structure of the leaflet is controlled across the text (<em>You can do your part by following these tips</em>). Sequencing of paragraphs or sections contributes to overall effectiveness, eg strategic placing of most significant topic or suggestion (<em>Finally, Transport, this is a big one</em>).</td>
</tr>
<tr>
<td>● Individual paragraphs or sections varied in length and structure; each paragraph or section has a clear focus, and content is organised, eg by reference or contrast within the paragraph (<em>As before, this can result in</em>).</td>
</tr>
</tbody>
</table>
**SECTION C**

**COMPOSITION AND EFFECT**

Assessment focuses: write imaginative, interesting and thoughtful texts
produce texts which are appropriate to task, reader and purpose

---

**Band C1**

- A short series of points; aspects may be listed (cans, newspaper, bags).
- Detail (brush your teeth, airport) and/or simple requests (look after wildlife) expand content.

1–2 marks

---

**Band C2**

- Content of the leaflet includes some points about the environment, some explanation (because the whole place will be covered in litter) and attempts to persuade (that's how simple it is). Coverage may be unbalanced.
- Writer’s attitude towards the environment is sometimes evident (I know I wouldn’t).
- Word choice often general (many things), with some detail (glass bottles). Some use of impersonal constructions (It is); inconsistent use of formal and less formal language (consider / lots of other stuff).

3–5 marks

---

**Band C3**

- Coverage of topics within the leaflet is balanced; points are developed, eg with explanation and examples (so you will appreciate it more).
- A consistent viewpoint is held, eg writer shows concern for environment and gives helpful suggestions (you can simply reduce the amount of time you spend in the shower).
- Style of address (eg friendly or formal) supports informative and persuasive purpose of the leaflet, eg words chosen for accuracy (unhygienic).

6–8 marks

---

**Band C4**

- Ideas are adapted; content is selected to be of most relevance to the reader (please help your children to understand it); persuasive appeal (just imagine how much metal could be saved).
- Viewpoint is established and controlled, eg writer appears well informed (become a health hazard) and encourages and/or challenges reader (Do you really have to leave the taps running? I don’t think so).
- Stylistic features enhance persuasion, eg emotive vocabulary (ruined, chucking); technical / formal terms add precision (evaporate, decomposing materials).

9–11 marks

---

**Band C5**

- Choice and placing of content is informed by purpose, eg writer prioritises comments of most interest to reader so they are well placed for emphasis (it all comes down to one thing, people driving cars!).
- Viewpoint convincing, eg writer gives impression of being authoritative and engaged with the issues and readers (An average family in one day is using millions of litres of water).
- Stylistic devices fully support purpose, eg patterning, alliteration (Are you a water waster? Are you a lazy litterbug? Are you a pollution person?).

12 marks
**SECTION F**  
HANDWRITING

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

This assessment of handwriting is based on pupils’ ability to write legibly and fluently in a sustained piece of writing.

Judgements will be made on the basis of the legibility and clarity of the handwriting throughout the longer task, supported by a closer look at the size and position of words and letters.

<table>
<thead>
<tr>
<th>Band</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>The handwriting is legible and shows some features of regularity in size and spacing. However, overall the script is disjointed and uneven.</td>
<td>1 mark</td>
</tr>
<tr>
<td>F2</td>
<td>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.</td>
<td>2 marks</td>
</tr>
<tr>
<td>F3</td>
<td>The handwriting is consistent and fluent with letters and words appropriately placed. The handwriting maintains a personal style to engage the reader.</td>
<td>3 marks</td>
</tr>
</tbody>
</table>
Class 6L at Fairborne primary school have some good ideas, why you should recycle and what it would do to the wildlife.

Recycling: is a good thing to try and do because if you just throw it on the floor, when you can just put it in the recycling bin.

Litter: you should put it in the bin because if you just throw it on the floor it would be a mess and a smelly environment.

Wildlife: you would have less habitats and less animals around so if you clean it up we would have more animals every year.

So put your rubbish in the bin and save animals and give them back their habitat so you will have a more cleaner and healthier environment. And no more bad smells so you would have more animals and less rubbish.

**Summary**

In this piece, simple statements seeking to explain the writer's point of view and persuade the reader are presented in leaflet form, providing evidence for Band C2. Expansion of ideas in some places to reduce repetition would be necessary for higher mark in band.

Band C2 – 3 marks
### Summary

Use of simple and repetitive connectives, together with modals and a noun phrase with limited expansion give evidence for Band A2. Mostly secure sentence demarcation with full stops and capital letters justifies the award of the higher mark in band.

**Band A2 – 3 marks**

### Composition & Effect

- Content gives brief coverage of several aspects related to the topic, with some attempt to explain (*because we do not have unlimited*) and persuade (*Do all this and you will see*) (C2).
- The writer’s opinions convey an attitude towards the environment (*Litter is very bad*) (C2).
- Occasional detail supports purpose (*petrol fumes, forest*), but vocabulary is predominantly general (*bad, car’s*) (C2).

**Summary**

This simple leaflet presents brief bullet points to persuade the reader about several aspects of the environment; some relevant expansion to support writer’s viewpoint suggests Band C2. However, more evidence of careful word choice would be necessary for the highest mark in band.

**Band C2 – 4 marks**

### Text Structure & Organisation

Although reference within and between sentences in the main part of the text is limited, the use of contrast within a simple overall structure provides sufficient evidence for Band B2. The link established between the conclusion and previous text leads to the award of the higher mark in band.

**Band B2 – 3 marks**
This is a leaflet about things that need to change.
If these things do not change the earth will change completely. For example there will not be any oxygen or animals will die.

Water Use
This year there will be a drought as people are using too much water. Examples of people using too much water is when brushing teeth. The reason this is wasting water is because they leave the tap running in between them brushing their teeth. If people carry on doing this instead of turning the tap off people might have a large shortage of water.

Another way of wasting water is when people have a shower or bath everyday. A way to stop the same problem of the water shortage is to have one twice or three times a week.

Litter
Every year thousands of pieces of litter are picked up. The main cause of litter is when people stick chewing gum to the floor. It then cost hundreds of thousands to clear it up and even then it doesn’t always come off of the floor. There are other causes of litter that can’t be helped. Like when rapper falls out of coat pockets. Sometimes people see it fall out of their pocket but just ignore it.

Litter doesn’t look very attractive either. Chocolate rappers, cans, chewing gum and much more.

Wildlife
Wildlife is being threatened. Recently fox hunting has been band as it is cruel but people go against the law and carry on. Also people are out every night with loud music and destroying land.

LETS MAKE A CHANGE

This leaflet includes development of relevant content, expressed from a point of view that makes the writer’s feelings clear. Despite some weaknesses in style and balance, there is just enough evidence overall to merit award of the lowest mark in Band C3.

Band C3 – 6 marks
Do you think that you are doing everything you can to save the environment? If you do check the checklist. Recycling do you walk as much as you can do you have baths or showers if you have a bath is it big or small Do you litter Those are the things that you need to worry about.

1. Recycling

Recycling is simple to do all you have to do is put it in the right bin if you recycle you would be making a difference to wildlife, recycling paper would be the best woodlands are being cut down each day and thus the animals go to

2. Litter

Litter is a main value of pollution litter usually occurs in and around main city’s like New York, London, Paris and many more. Litter is a killer for nature bird’s can choke on something like a bit of tissue or a bird can get stuck in a plastic beer holder other bigger animals can get in the beer holder in there mouths so thus they cannot eat.

On new years eve people think that on that night they have a pass to litter. More like a one way ticket for nature, litter’s are selfish and in a way hoolergans who never think of the consequences and go smashing other peoples property but in this perspective they are destroying mother natures property and other people’s prospective of the world.

Wildlife

Wildlife is connected to Litter and Recycling but there is one thing that isn’t really connected to any of those subjects. Destroying habitats for factories, houses and other buildings. Some people like to go hunting just for fun not for food or for fur for warmth it’s just for the fun of it. Also some people crush plants kill animals and after they do something like that they laugh about it with there friends.

We all hope that the person who read this changes his/her way’s and if you do think your doing the best you can try harder all the time and never stop trying to save the environment. Together we should stand.
**Sentence Structure & Punctuation**

- **Do you know how much damage you are making?**
- **Do you want to see beautiful things get ruined?**
- **Well stop right there because we are going to tell you.**

**Loath Some Litter!**

All over the world people are dumping their litter and killing the wildlife. Some of the animals get trapped on litter and cut themselves, others choke this leading to their terrifying, terrible, tragic deaths that they don’t deserve. **Recycle your rubbish now!**

**Wasteing Water!**

Everybody is wasteing the good water in the world by washing cars and other things. Many other people need good, clean water to drink, wash with, wash clothes and make meals. Think about other people not just yourself.

**Terrorising Traffic!**

Did you know your killing your pets and other animals and all the children in the world by polluting the air with the fearsome fumes of your car? No? Well you are so put a stop to it. Help us to help and Save the world. **Save the World!**

**How to Help?**

You can help us by coming to the town hall from Monday to Sunday for the next two weeks.

Please help us. **Your our only hope!**

**Do You want to be a hero or an Enemy?**

Please come to the town hall and sign the Petition. **Sign the Petition Save the World!**

---

**Composition & Effect**

- Adaptation evident in urgent, personal appeal to persuade reader (*stop right there, Recycle your rubbish now*) (C4).
- Writer portrayed as challenging readers’ ignorance about the issues (*No? Well you are so put a stop to it*), although pleading at the end weakens effect (*Your our only hope! Please come*) (below C4).
- Stylistic choices attract attention and support persuasive purpose: alliteration (*Wasteing Water*); questions (*Do you want to be a hero or an Enemy?*) (above C4).

**Summary**

This succinct leaflet adapts content by emphasising the urgency of the problem and directly appealing to the reader, leading to award in Band C4. Further control of viewpoint to maintain impact would be necessary for highest mark in Band.

---

**Text Structure & Organisation**

**Summary**

Text structure is maintained by the organisation of content into clear sections connected by common features. This evidence, combined with development of ideas within sections, leads to the higher mark within Band B4. Emphasis on most significant ideas (for example, by development of final section) would be necessary for the top band.

---

<table>
<thead>
<tr>
<th>Sentence Structure &amp; Punctuation</th>
<th>Composition &amp; Effect</th>
<th>Text Structure &amp; Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence variation – including different sentence types, varied connectives and expanded phrases – gives evidence for an award in Band A4. The limited range of punctuation leads to the lower mark in Band.</td>
<td>Adaptation evident in urgent, personal appeal to persuade reader (<em>stop right there, Recycle your rubbish now</em>) (C4). Writer portrayed as challenging readers’ ignorance about the issues (<em>No? Well you are so put a stop to it</em>), although pleading at the end weakens effect (<em>Your our only hope! Please come</em>) (below C4). Stylistic choices attract attention and support persuasive purpose: alliteration (<em>Wasteing Water</em>); questions (<em>Do you want to be a hero or an Enemy?</em>) (above C4).</td>
<td>Text structure is maintained by the organisation of content into clear sections connected by common features. This evidence, combined with development of ideas within sections, leads to the higher mark within Band B4. Emphasis on most significant ideas (for example, by development of final section) would be necessary for the top band.</td>
</tr>
</tbody>
</table>

Band A4 – 6 marks

Band C4 – 10 marks

Band B4 – 7 marks
Dear Reader. Thank you for taking the time to read this leaflet.

We at Fairborne school believe if you do read this leaflet than you to can help improve the environment we live in.

The first topic we would like to include in this leaflet is recycling. If you recycle you are doing good for yourself and others by:

- Recycling things to be made into new things.
- Getting rid of your useless junk.
- And saving your own envirnment!

If everyone spent 20 minutes a week taking their newspapers, tins and bottles to the nearest recycling bins, then we to can make a difference in just 20 minutes!

The second topic is, wildlife and litter, you know and we know they do not go together. Why? You ask, heres why, animals can get badly hurt by broken bottles, sharp tins ect. And it can ruin there enviroment aswell as ours. Do you want litter to hurt animals and wildlife? I think not. You and your friends could arrange a “litter pick-up” where you go around your local area picking up rubbish as a fundraiser or just for fun! Like who can get the most in a set time limit?

Our third issue is our use of water and water waste. When a family of four have a bath, they may empty and refill it 2 or even 3 times this is a bit of a waste isn’t it? To resolve this try only emptying it once maybe not at all! In the summer paddling pools are a big hit, some people just tip the water away if the fun wears out! Try using it to water the plants, they will appreciate it in the boiling sun! So don’t throw it away, reuse it!

Our fifth (and final issue) is transport. Do you know what that black smoke is coming out of your car? No, we’ll tell you pollution! Thats what! Think of all the cars in the world! Millions! All pumping the same waste out of the back! We cant make everyone sell or send their cars to the scrapyard, but if children walked or cycled to school instead of the car or bus then they believe it or not it will help the enviroment.

Thankyou again for reading this leaflet. Keep it for future reference, when you’re done with it, recycle it! You too can make a difference, you to can S.O.E!

Do it today, Save our environment. Are you up to it? We know we sound repetative, but you can help.

275377 KS2_En_MarkScheme.qxp 12/1/07 4:39 pm Page 41
Handwriting examples

Example awarded 1 mark

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

```
you should recyl
(recycling) you should recyl insted of chucking litter around and it makes the world cleaner
(Wildlife) peopl should look after wildlife. Becos some animals inang rounds live in the wildlife.
(Transport) we should not use cars or vans Becos it pluts the earth and if we warek it makes us helpower.
(Liter) we should not litter Becos it polluts the earth and makes a heredint heredint
(Water use) we should not use lot of water every day Becos we is using to much.
```
**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.

---

**Litter**

Litter destroys the clean looking of your street and it destroys the wildlife around you.

**Recycling**

If only more people recycled more often, then paper, then less trees would have to be cut down that killing our wildlife. So please recycle.

**Water use**

Water if only people use less water every day then less fish will would get killed and that's destroying our wildlife.

**Transport**

Lots of people have cars the drivers are lazy because they sat and pressing a pedal up and from the gas the petrol their is getting polluted.
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.

---

This leaflet is here for you to know how to care for the environment. You could get a reward if you are making an effort. Here is how to earn them:

**RECYCLING**

It is very important that you recycle paper. It takes a long time to make the paper from trees, and it is great help if you recycle it. You can recycle paper anywhere that you see this sign: 🗑️. This way paper can be reused.

**LITTER**

The world and environment is so dirty because of litter. Surely it isn’t such a big effort just to throw your rubbish in the bin! If litter gets blown around it can be blown by the wind and it spreads very far. Even if it is not your rubbish, it would do a lot of help if you pick up litter. You could help in many different ways: eg. straw can be used as bedding for animals.

**WATER USE**

Some parts of the world hardly have any water. This could happen to us if we use too much of it. It isn’t good to waste water as it does a lot for us. We should be grateful that we have water to use in
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.

Most people don't care about the environment and throw litter on the floor or other places where it is not wanted. This leaflet is about how you can put a stop to all this rubbish. It will also tell you what it does to this environment.

Things like wild life, litter, and graphs are a big problem now. Wild life is a big problem, all around us is wildlife but some of us don't know that so they treat it like it's dead but it's not. You don't see much wildlife now because it's all dying because we are not treating it very well. We are throwing litter on the wildlife and damaging it. Things like grass, plants, trees and other things are living things so they deserve to be treated like living things not like a bin.

Another problem is litter we see it everywhere: on the ground, grass, in trees, all over and nobody does anything about it. We all expect that the council will come and clear it away but now they have set out a new rule that they are not
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.

There are lots of ways to look after the environment, but there are lots of ways to damage it. Use the lots of ways to save it and look after where we live.

Litter

One of these ways is not to drop litter anywhere but put it in the bin. If you do see litter on the floor, pick it up and drop it in the bin. If animals eat litter, they could die. If a whole species dies out, other animals that depend on them for food die out. This destroys the ecosystem which is not very good at all. So put litter where it belongs! In the bin!

Transport

Cars and other similar machines let out toxic fumes which pollute the earth. These fumes can be harmful to our bodies. To cut down on transport you could walk or cycle more or if your going to school share a lift with someone else so your not just having a small car load, you're having a full one. Less cars mean more injuries. So cut down on transport and save lives.
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.

Hello and Welcome, we are going to talk to you about how to help the environment. E.G. Recycling, litter, and wildlife and to do this.

In the world many people just throw away paper, each day approx 2 million pieces of paper is just being wasted. If you throw away paper it will just be burnt but if you recycle paper enamases machines can make it into what it used to be, so if you have any paper please recycle it, so that less trees have to be cut down.

Each day enormas amounts of litter and rubbish is left on the streets, but why, litter can also be recycled to also turn into more crisp packets or chocolate rappers so if you can pick up litter and recycle it then there will be more cleaner streets.

Each day thousands and thousands of peaceful animals are being killed in there pride for food, fur coats. Does the wildlife have to be treated so badly.
The shorter task: It’s a Mystery

This prompt presents the opening sentences and illustration from a mystery story which starts with a character about to enter a building. The task is to continue the story opening by describing what it was like through the door. Some support for descriptive writing is provided by the style of the opening sentences and the picture of an old wooden door; in addition, the planning space invites the writer to consider the senses and ways of creating a mysterious atmosphere. Better performances are distinguished by the controlled use of expanded phrases and clauses to convey detail, exploration of the scene through the character’s senses and the maintenance of descriptive style that engages the reader by building a feeling of mystery.

It’s a Mystery

A mystery story starts with these words:

All stood silently, looking at the door. With a slow creaking sound, it opened. Taking a deep breath, Ali walked inside …

Your task is to continue the beginning of the mystery story by describing what it was like through the door.

PLANNING

Think about

• describing what it was like through the door (appearance, smell, sound, atmosphere)

• how to create a feeling of mystery.
Mark scheme for the shorter task: *It's a Mystery*

<table>
<thead>
<tr>
<th>SECTION D</th>
<th>SENTENCE STRUCTURE, PUNCTUATION AND TEXT ORGANISATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

**Band D1**
- Clauses usually grammatically accurate, mostly joined with *and, then, so*. Some simple sentences, often a brief sequence starting with subject + verb (*Ali felt scared*). Some connections between sentences, eg pronouns referring to *Ali*.
- Sentences are sometimes demarcated by capital letters and full stops.

1 mark

**Band D2**
- Simple connectives *and, but, or, so, when* link clauses. Subjects and verbs frequently repeated (*There was*). Noun phrases mostly simple (*a tunnel*) with simple expansion (*a wet smell*). Some sentences expanded with simple adverbials (*suddenly*). Connections between sentences built up (*more footsteps*).
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

2 marks

**Band D3**
- Sentences are mostly grammatically sound. Some subordination, eg *because, if* (*because it smelled so bad*). Adverbials (*As he watched the moon*) and expanded noun phrases (*the worn out flight of stairs*) vary construction of sentences. Tense choice is generally consistent and appropriate. Some variation in subjects (*Ali, The creepy castle*). Words and phrases for detail (*locked tightly, overgrown bushes*) may be included. Ideas developed within sections. Connections between ideas maintained through ongoing reference (*Ali lay there*).
- Most sentences correctly demarcated; some commas mark phrases or clauses. If used, inverted commas demarcate direct speech.

3 marks

**Band D4**
- Simple and complex sentences used, with varied connectives, eg *which, who, although* (*although everything was so quiet*). Short sentences for effect (*Slam!*). Expanded phrases and clauses express ideas economically (*a quiet high whisper gradually getting louder*). Main ideas supported by organisation of sentences and/or sections of text (*He could feel something travelling up his leg*).
- Range of punctuation used, almost always correctly, eg brackets, dashes, colons. Full punctuation of direct speech (if used).

4 marks
## SECTION E

### COMPOSITION AND EFFECT

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

<table>
<thead>
<tr>
<th>Band E1</th>
</tr>
</thead>
</table>
| ● A short series of observations about the setting or a list of things seen / done by Ali. Narration of events may dominate over description.  
● Detail sometimes included, eg simple description (*dark room*). |
| 1 mark |

<table>
<thead>
<tr>
<th>Band E2</th>
</tr>
</thead>
</table>
| ● Descriptive form used; content may include brief coverage of several aspects of setting. Some focus on events rather than description of setting may be apparent (*He got to another door*).  
● Writing shows evidence of viewpoint, eg some suggestion of Ali’s feelings (*feeling very brave*).  
● Some vocabulary describes mysterious setting (*dusty, cobwebs, dark*) although other references are general (*something*). |
| 2–3 marks |

<table>
<thead>
<tr>
<th>Band E3</th>
</tr>
</thead>
</table>
| ● Coverage is balanced, eg different aspects of the scene are presented (*the top of the stairs, the window*). Detail adds to the creation of mood (*hanging from a single thread*).  
● Viewpoint established and maintained, eg scene explored from Ali’s perspective (*she turned backwards, and the grinning face was there*).  
● Stylistic choices contribute to mysterious effect, eg descriptive vocabulary (*constant creaking, scurrying*), repetition (*faster and faster*). |
| 4–5 marks |

<table>
<thead>
<tr>
<th>Band E4</th>
</tr>
</thead>
</table>
| ● Descriptive form adapted, eg content suggests realistic (*the dark, empty tunnel*) or fantasy setting (*a trail of purple slime*). Thorough coverage.  
● Viewpoint established and controlled, eg Ali portrayed as courageous (*he wanted to run back outside but he took one step forwards*) or timid (*‘Who is it?’ she called anxiously*).  
● Stylistic choices support adaptation, eg vocabulary builds up mood (*rotting texture of wallpaper, swirling*), questions increase suspense (*They can’t be asleep … can they?*), figurative language (*smell like rotting eggs*). |
| 6–7 marks |

<table>
<thead>
<tr>
<th>Band E5</th>
</tr>
</thead>
</table>
| ● Placing of content adapted, eg aspects of the room revealed gradually (*creaked open and a pair of gleaming red eyes glared out*).  
● Viewpoint well controlled and convincing, eg selection of detail to encourage reader to sympathise with Ali (*Ali gasped as a hand, stone cold, wrinkly and old, landed on his shoulder*).  
● Stylistic features fully support purpose and engage, eg alliteration (*spine-shivering sound*), patterning (*it was … following … sensing … stalking him*). |
| 8 marks |
Ali stood silently, looking at the door. With a slow creaking sound, it opened. Taking a deep breath, Ali walked inside …

When I went in the door close behind me. The floor creak as I stept on the floor. We could smell this funney smell but then I heard this noise. It sound like people talking. It got louder and louder as the minits goes past. The water outside went drip drip drip and drip. You could hear thunder cackerling outside. You can see cutain are turen so you can see outside. The lamps look like monsters that get bigger. I am so scary. I went up the stairs. As I went up it creacd. I didn’t now it was the stairs I ran up. So that was it. I ran off out the door. That end of that.

Use of simple noun phrases, connectives and adverbials, together with repetitive subjects and verbs leads to Band D2. Some evidence of linkage between sentences and sufficient demarcation with capital letters and full stops confirm the mark.

Despite a focus on story events at the end, this simple opening shows evidence of descriptive form and uses some vocabulary to suggest a mysterious setting, justifying Band E2. Less uncertainty of character’s viewpoint would be necessary for higher mark in band.

Band D2 – 2 marks

Band E2 – 2 marks
Ali stood silently, looking at the door. With a slow creaking sound, it opened. Taking a deep breath, Ali walked inside …

The door slammed behind her. She tried opening it (but it was locked. She was frightened. It smelt like dead rats. It was black and scary. She couldn’t see a thing. She heard someone calling her. It was repeatedly calling her “Ali Ali Ali,” it cried “follow the sound of my voice.” She followed. She thought it was her friends messing around. She felt even more scared. It called her name again “Ali Ali Ali” she started running. The voice got louder. It must have been following her. She saw a door. She ran inside. She found it was a closet. She didn’t feel that scared. She rang the fire brigade to rescue her.
Ali stood silently, looking at the door. With a slow creaking sound, it opened. Taking a deep breath, Ali walked inside …

Ali looked around and it was pitch black. He put his arms out to feel the walls and everything else. He walked forward and tripped over something. Ali picked up the object. The object was thin and had a bigger, rounder bit at the end. Ali felt it. He found a button. Ali pressed the button and a light came on (the thing he had tripped over) was a torch. Looking around, Ali saw a basket filled with apples, another basket filled oranges and (three) other baskets filled with bananas, peaches and strawberries. Ali could smell lovely fresh fruit. He heard a noise which sounded like come get your fruit, your fresh and golden fruit. Ali turned around so that he was facing the door and just before he could walk out a hand went on his shoulder and said ‘you shouldn’t be here’.
Ali stood silently, looking at the door. With a slow creaking sound, it opened. Taking a deep breath, Ali walked inside …

It was very dark but Ali could make out a box in the corner. With the little bit of light shining from under the door she decided to walk over to the box. The light stopped shining and the smell was her only guidance. The room smelt musty and old. She felt the wall and felt dust all over her hands. All in a moment a light came on. Ali could see that the room was like an attic but in the dark it looked like a dungeon. Ali took little steps (to frighten to move and to touch things). The floorboards began to creak. Then there was a sweet smell leading her to the box in the corner – which she had noticed earlier.

**Sentence Structure, Punctuation & Text Organisation**

**Summary**

Varied sentence subjects, expanded noun phrases, adverbials and subordination give sentence structure evidence for Band D3. Although there are no commas, secure demarcation and development of text around a main idea (above D3) confirm the mark.

Band D3 – 3 marks

**Composition & Effect**

- Different aspects of room presented as Ali moves towards box; characterisation adds detail (to frighten to move and to touch things) (E3).
- Ali’s point of view is maintained (smell was her only guidance, felt dust all over her hands) (E3).
- Word choices support descriptive purpose (musty, dungeon, creak) (E3).

**Summary**

Through careful vocabulary choice and detailed description of Ali’s reactions, this story opening presents a mysterious setting and merits the higher mark in Band E3. Further adaptation (for example, some detail about the box to build suspense) would be necessary for award in higher band.

Band E3 – 5 marks
Ali stood silently, looking at the door. With a slow creaking sound, it opened. Taking a deep breath, Ali walked inside …

It was pitch black. Ali could not see a thing, yet she could find her way around easily. Had she been here before? Something definitively seemed familiar about this place.

Ali could just smell the scent of the rotting, decaying rocks which built up the four walls around her. How old was this place? Surely a long period of time, as Ali could tell from the material the entrance door was made of and the smell. Was someone in the room?

Ali was beginning to be unsure of this place. She heard a drip, drip, drip. What was it? A leaking pipe? It was a mystery. She heard footsteps creeping around. Who was that?

She could taste the sawdust from the air flying around into her mouth as she walked around. Why was there sawdust here? The splinters in the other doors scratched at Ali’s skin. This was not a good experience.

Who was in the room? Why were they in the room? Why did they open the door to Ali?

**SENTENCE STRUCTURE**

- Evidence of simple sentences for effect and longer, complex constructions, a range of accurate punctuation and references to support organisation justify the award of the top mark – Band D4.

**PUNCTUATION & TEXT ORGANISATION**

- A range of punctuation used accurately: commas, question marks and an apostrophe to mark possession (D4)

**COMPOSITION & EFFECT**

- Description suggests setting for a realistic mystery story (sawdust from the air, splinters in the other doors) (E4).
- Control of viewpoint shown through Ali’s changing reactions to setting (find her way around easily, beginning to be unsure of this place, not a good experience) (E4).
- Some stylistic choice supports adaptation (rotting, decaying rocks) (E4), although questions for suspense are overused (below E4).

**SUMMARY**

Descriptive detail, used convincingly to portray a character’s response to a mysterious setting, gives evidence for Band E4. However, more selective use of questions for stylistic effect would be necessary for the award of the higher mark in the band.

**BANDS**

- Band D4 – 4 marks
- Band E4 – 6 marks
Ali stood silently, looking at the door. With a slow creaking sound, it opened. Taking a deep breath, Ali walked inside …

The door slammed shut behind Ali. He coughed as he inhaled the dry, stale air that was inside … this tunnel? Ali couldn’t see 5 feet in front of himself. He began to walk, with no idea where he was going, down the tunnel. Soon Ali came to a flight of stone steps. The tunnel seemed to drop down into a strange green light. Ali began to descend into the darkness. He shut his eyes as he went down the steps. Suddenly, the smell of rotten fish hit Ali right in his face, which caused him to walk back. Ali slowly opened his eyes, and to his amazement gasped. Right in front of him was an underground cave of monumental size. A river slowly gurgled below him, that led to a giant stone structure which towered above Ali. The sound of water dripping scared Ali. He looked across the cave. There was something strange on the floor … but what?

**SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION**

- Inclusion of varied connectives within developed sentences, expansion for economy and a simple sentence for effect lead to Band D4. Evidence of a range of punctuation and clear organisation of ideas confirm the mark.

Band D4 – 4 marks

**COMPOSITION & EFFECT**

- Visual detail placed to give impact to final description *(underground cave of monumental size, giant stone structure)* (E5).
- Reader shares Ali’s restricted viewpoint *(shut his eyes, the smell of rotten fish hit Ali)* and sense of uncertainty *(something strange on the floor… but what?)* (E5).
- Precise, descriptive vocabulary consistently supports creation of mysterious world *(inhaled, gurgled, towered)* (E5).

**SUMMARY**

In this vivid description, the writer develops character viewpoint to engage the reader and combines this with detail selected to appeal to the senses. This effective presentation of a mysterious opening leaves unanswered questions in the reader’s mind and merits the award of the top mark (Band E5).

Band E5 – 8 marks
The spelling test

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

---

Reilly

The cat-flap clicked upward, letting in a **sharp** draught of cold air. Framed within the opening appeared a black face with a white nose and chin, wide yellow eyes and a set of curving white **whiskers**. The face stayed where it was; the eyes **surveyed** the room.

Bella, **lying** relaxed and sleepy in the armchair by the kitchen fire, turned her head at the sound. She jumped down from the chair and stood **rigid**, ready to see off the **intruder**.

The stranger returned stare for stare. His glance had taken in the two saucers of cat-food, one still **scattered** with untouched scraps, and the blue bowl crusted with a white ring where milk had stood for some time, left by cats who had had more than **enough** already.

---

He looked at the warm glow of the gas fire, at the armchair and at the clean white coats of the two **females**. This was a place where a cat could be comfortable, no **doubt** about that. He was **ravenously** hungry. He came wholly into the room and **approached** the saucer **cautiously**.

Bella circled round him, her fur **bristling**.

Before long Miss Betty Brathwait's **sensible** medium- **height** heeled shoes could be heard clop-clopping along the hall **corridor**. The footsteps came nearer, the door-handle turned and she entered, a small woman with thick hair, once chestnut, now the colour of faded string, pinned off her face and neck.

As the door opened, his **proud** tail drooped, his ears went back in fear and he cowered low to the floor. "It's all right, puss," she said. "I won't hurt you."

He **straightened**, reassured by the softness of her **voice**, and looked up into her face.
Quick reference mark scheme for the spelling test

1. sharp
2. whiskers
3. surveyed
4. lying
5. rigid
6. intruder
7. scattered
8. enough
9. females
10. doubt
11. ravenously
12. approached
13. cautiously
14. bristling
15. sensible
16. height
17. corridor
18. proud
19. straightened
20. voice

Scoring spelling

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

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