1. **The Moving Statue**

SENTENCE STRUCTURE

PUNCTUATION

sentences mostly

demarcated

by capital

letters and

full stops

series of clauses usually grammatically accurate but speech-like in structure (A2)

repetition

of simple verbs

(A2)

clauses joined to (A2)

noun phrase undeveloped and repeated (A2)

use of adverbial denotes shift in time (A2)

One day me and Tom was feading the duckes and then Tom saw a statue (Tom said "come here Sophia" so I wet to her and then we wet clooser to the statue) It was moving the statue was madt out of stownand it saw us and came clooser and clooser it was innums. It said)"I am King Sam whats youer name I (said)" Sophia and this is Tom." In the bushishs there was a man how mad muney by seting people up. We toock the statue home the man in black saw me and Tom going home. Tom said)"he wat fited inand I said "we will put him in the gurig none gos there eney muer. The man in black was establish sequence called raspyootn was very ugley he had Spost on her fas. Me and Tom had our dinre(and then) we got the statue and took him to the woldos because he eat wood. When he is finsh he has to go in the goringch. (That night) the man in (the black coot) brock in the garingch and nicked the Statue and puat him in a Lagch. Tom and

> door we saw the garich door was owpened and we ran to see where he went and there was a lotter. We got a dog and the dog led meand Tom to th statue Tom said "Look it's the man in the black" (cooted)" and I said " and there is king Sam. You de stat him and I will say the statue Tom mad the man. Chaser and I ran to say the statue I sat on the statue naned and said "we hav to sav Tom. The statue ran and saw Tom and the man(in the black cooted)and he put up the man u throo him and Tom said "you hav to go home", me and Tom put him con the staner me and sam staied to criy and so we wens nome to bed.

me wock up and went to see the statue but when I owpened the

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

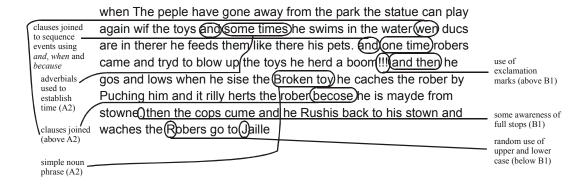
Mostly accurate use of capital letters and full stops; other punctuation is incorrect (speech marks) or omitted

Band B2 - 2 marks

2. The Moving Statue

SENTENCE STRUCTURE

PUNCTUATION



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

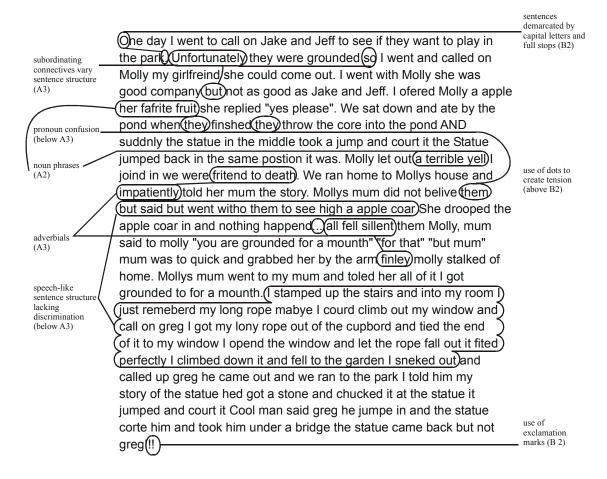
Exclamation marks used appropriately; full stop marks end of long sequences but overall the lack of punctuation leads to the award of 1 mark

Band B1 - 1 mark

3. The Moving Statue

SENTENCE STRUCTURE

PUNCTUATION



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

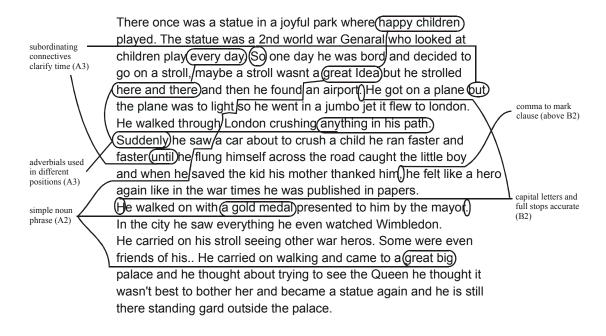
Although some elements of punctuation belong to a higher band (dots to create tension; speech marks), sentences are not always marked, making them overlong; therefore Band B2 is appropriate

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

PUNCTUATION

Summary

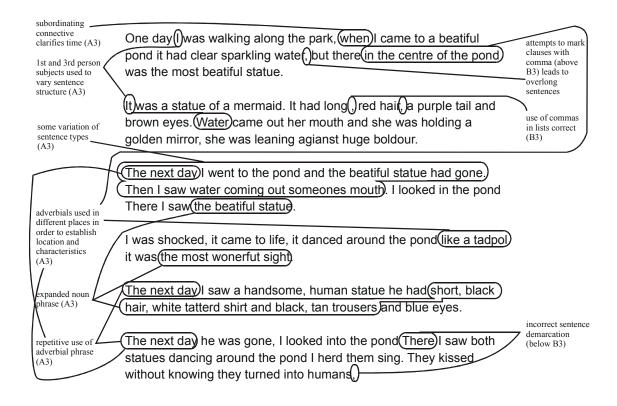
Sentence demarcation generally accurate; one clause marked by a comma; other opportunities to demarcate clauses are missed

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 action and past	One afternoon(I was playing in the park when I noticed the old)
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 so (below A4)	I ran home to tell my mum what had happened but she didn't believe
	me so I dragged her back to the park. To my surprise while I was
varied verbs used for effect	away, her statue was gone and I knew/straight away that the ducks
(A4)	had got so cross they had pecked her away and she had crumbled
adverbials used in	into the pond.
different positions (A4)	Mum was angry with me for making things up, but just as she was
positions (A4)	telling me off an (eerie outline) appeared in the water (it was the marking of clauses by
noun phrases	mermaid. From now or whenever I go down to the park I always commas (A4)
express relevant details —	see the figure of the mermaid, and once I even saw a fish shaped tail
(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