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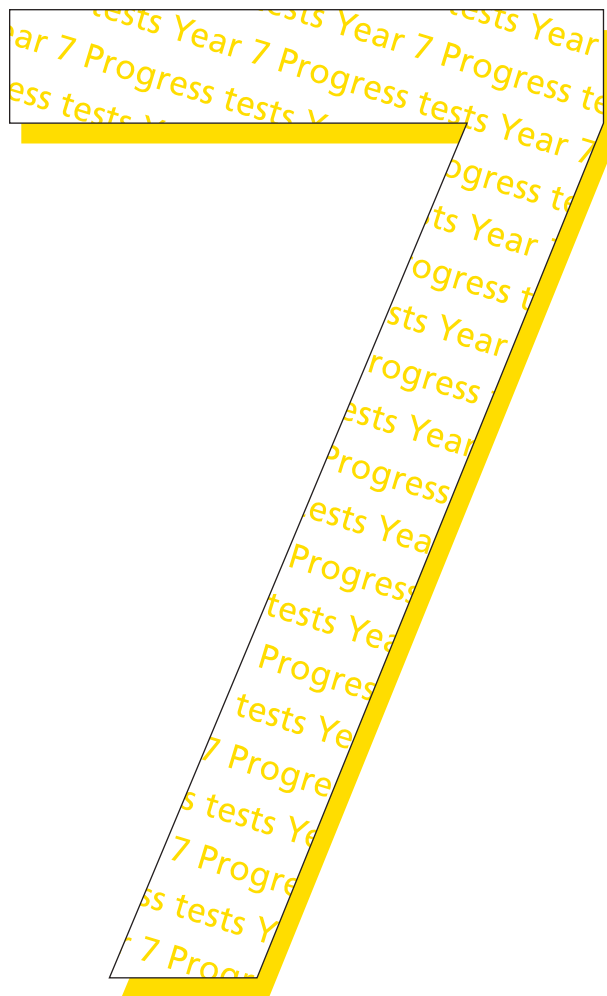
LEVELS

3-4

2003

2003

Year 7 progress tests in English Mark scheme



department for

education and skills

creating opportunity, releasing potential, achieving excellence



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Contents

Introduction	2
Reading test: <i>It's a Dog's Life</i>	3
Writing test	22
Longer writing task: <i>Strange Sighting</i>	24
Shorter writing task: <i>I'm Sorry</i>	32
Handwriting	39
Spelling: <i>All About Dogs</i>	43

Introduction

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

Marks are allocated as follows: 39 marks for reading and 38 marks for writing (including three marks for handwriting and seven marks for spelling). The marks for the reading and writing components, when added together, give a total of 77. Level thresholds will be based on the judgement of standards, rather than preset in the mark scheme. These will be given separately for reading and writing, as well as for English overall.

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

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

Reading test: *It's a Dog's Life*

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

The reading test is presented in two sections. The first section is a narrative text, *The Monster of the Common*, and the second part includes two non-fiction texts, *Dog to Dog Communication* and *Strange but true....* There is also a glossary to help pupils with unfamiliar words.

Questions

The *Reading answer booklet* contains 27 questions relating to the texts in a variety of formats. These may include completing tables or ticking boxes, short answers requiring a word or phrase and longer answers which may require a more detailed explanation of a pupil's opinion. The number of marks allocated to these questions varies between one and three.

About the mark scheme

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

Assessment focuses

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

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

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

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

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

It's a Dog's Life: questions and assessment focuses

	understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	deduce, infer or interpret information, events or ideas from texts	identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level	identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
<i>Focus</i>	AF2	AF3	AF4	AF5	AF6
Section 1					
Q1	1				
Q2		1			
Q3	1				
Q4	1				
Q5		1			
Q6		1			
Q7				2	
Q8	1				
Q9		1			
Q10		2			
Q11		1			
Q12		2			
Q13			2		
Q14					1
Q15		3			
Section 2					
Q16	2				
Q17		1			
Q18	1				
Q19a			1		
Q19b	1				
Q20		3			
Q21			1		
Q22	1				
Q23		1			
Q24				2	
Q25					1
Q26		2			
Q27					1
Totals	9	19	4	4	3

Reading mark scheme

It's a Dog's Life

Part 1

Questions 1–15 are about *The Monster of the Common* (pages 3–7).

1. What colour was Joker?

- | | |
|-----------------|-------------------------------------|
| black and white | <input type="checkbox"/> |
| white and gold | <input type="checkbox"/> |
| black and brown | <input checked="" type="checkbox"/> |
| brown and gold | <input type="checkbox"/> |

(1 mark)

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

Award 1 mark for a correct answer ticked as above.

2. Why was it the children's job to take Joker for a walk after school every day?

(1 mark)

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

Award 1 mark for references to the agreement the children had made with their parents or to references to the dog being the children's responsibility, such as:

- *they said they would do this;*
- *because they convinced their Mum and Dad that they would take responsibility for the dog;*
- *because they wanted to have a dog;*
- *because it was their dog.*

Do not accept responses which focus on Joker, or on the children's parents being at work all day, such as:

- *because she had an amazing amount of energy;*
- *their mum and dad were out all day.*

Reading mark scheme

It's a Dog's Life

3. What did the children want to do instead of taking Joker for a walk?

(1 mark)

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

Award 1 mark for either one, or both, of the following references:

- *watch television;*
- *eat jam butties.*

4. Look at page 4. Which word tells you that the children were worried when Joker disappeared for the first time?

- staggered
- panicked
- exhausted
- complicated

(1 mark)

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

Award 1 mark for a correct answer ticked as above.

5. “*Look, she knows her way home,*” I said. “*She’ll come back when she’s ready.*” (page 4)

What do these words tell you about the children’s feelings when Joker disappeared for the second time?

(1 mark)

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

Award 1 mark for answers which recognise that the children were not concerned, such as:

- *they didn’t care;*
- *they didn’t worry because Joker knows her way home.*

Reading mark scheme

It's a Dog's Life

6. How did the children first discover that Joker changed?

(1 mark)

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

Award 1 mark for references to the children seeing how she behaved with Fifi.

Also accept references to Joker's reaction to 'another dog' (need not be named as Fifi).

7. Look at page 5.

The author makes Joker appear scary.
Find and copy **two** words or phrases that show this.

(2 marks)

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

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

- *hair stood on end;*
- *twice the usual size;*
- *lips drew back;*
- *savage;*
- *huge;*
- *blood-curdling growl / blood-curdling / growl / like a Doberman on a bad day.*

Do not penalise minor copying errors.

Reading mark scheme

It's a Dog's Life

8. Look at page 6.

Find and copy a **word** that tells you how angry Fifi's owner was.

(1 mark)

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

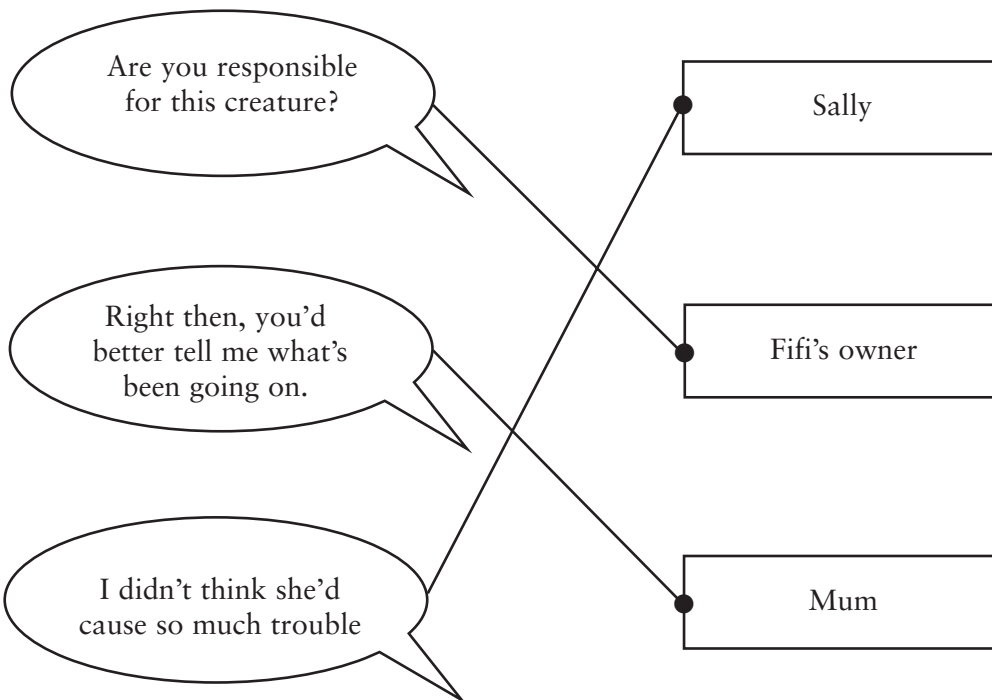
Award 1 mark for any of the following:

- *screaming* (accept: *screamed* / *scream*);
- *snapped*;
- *grimly*.

Accept short phrases including one of the words specified.

9. Who do you think might have said each sentence?

Draw one line to each box.



(1 mark)

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

Award 1 mark for all three pairs correctly matched.

Reading mark scheme

It's a Dog's Life

10. Fill in the thought bubble to show what you think Dad may have been thinking after the neighbour came. (2 marks)

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

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

- *blaming Joker and/or the children;*
- *thinking about what action to take / how to punish the children and/or Joker / consequences of their actions;*
- *thinking about what the children should do now;*
- *surprise at Joker's transformation;*
- *wondering what has been going on;*
- *a plausible suggestion, related to the text, about what might happen to the dog;*
- *irritation at the neighbour's behaviour;*
- *how to apologise to the neighbour.*

Sample answers:

- *what have the children and the dog done now? (1 mark)*
- *where are those kids? I want those kids here now and that silly dog, no more easy ways out (2 marks)*
- *You stupid dog. You children are idiots. Sorry for the inconvenience (2 marks)*

Accept responses written in the 3rd person, such as:

- *Dad thought the kids had been careless.*

Reading mark scheme

It's a Dog's Life

11. How do you think the children were feeling when Dad took them to the car?

(1 mark)

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

Award 1 mark for any of the following:

- *nervous / scared;*
- *worried / anxious / uncertain;*
- *ashamed / angry at themselves.*

Also award 1 mark for the expression of similar sentiments written in the 1st person, such as:

- *what was happening, what was he doing?*
- *perhaps he's going to get the dog put down;*
- *oh no, I'm scared;*
- *I'm really worried about what will happen to Joker.*

Do not accept *sad* unless it is supported by an appropriate reason such as:

- *they were sad because they thought Dad was going to give Joker away.*

Reading mark scheme

It's a Dog's Life

12. Do you think the children should have let Joker go for walks on her own?

Yes

No

Explain your answer.

(2 marks)

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

Marks should be awarded for the justification given.

Award marks based on references to:

- *what might have happened to Joker*
- *what Joker might have done*
- *answers which focus on the children*

Award 2 marks for answers which refer to any two of the above categories, such as:

- *(n) because they had promised to walk her and the neighbour had got angry.*

Also award 2 marks for answers which refer to any of the categories and develop it in relation to the children, such as:

- *(n) they wouldn't have done if they knew that it was a monster but even then they shouldn't have done that because it might get lost or crushed by a car;*
- *(n) there are little children in the park and they didn't know if the dog could have bitten anyone and it was just laziness;*
- *(n) because you would never know what would happen to Joker – what if she got hurt or lost – the children would have to take responsibility and they would be in bigger trouble.*

Award 1 mark for answers which refer to any one of the above categories, such as:

- *(n) she could have got run over;*
- *(n) she might have got lost;*
- *(n) she may have caused trouble;*
- *(y) she always came back and they didn't know there was anything wrong;*
- *(n) they were just being lazy.*

Reading mark scheme

It's a Dog's Life

13. *Mystery Dog Terrorises Common.* (page 5)

Why is this headline important to the story?

(2 marks)

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

Award 2 marks for answers which recognise that this provides the first clue to the reader about Joker's behaviour or subsequent events, such as:

- *it's important because the reader can get an idea where the dog could have been;*
- *it gives you a hint that Joker has changed and without it the owners wouldn't have known if it was Joker who terrorised the common.*

Award 1 mark for answers which refer to the way in which the article relates to Joker, but does not relate it to that point in the story, such as:

- *it's where Joker goes out when he's on his own;*
- *because they didn't know that the dog was terrorising the Common.*

Do not accept very general responses, such as:

- *we need to know what's going on.*

14. How does the author make you think that the character telling the story is a young person like you?

(1 mark)

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

Award 1 mark for referring to or explaining either of the following:

- *by appealing to typical features of children – watching TV, coming home from school, etc;*
- *by writing 'you' as if talking directly.*

For example:

- *because it's from a child's point of view;*
- *all children would have done what the children did in the story;*
- *because he is talking in the first person and I feel that I am there.*

Reading mark scheme

It's a Dog's Life

15. "Joker's little and cute, not huge and savage." (page 5)

Is this true?

Tick one.

Yes

No

Yes and no

Explain your answer.

(3 marks)

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

Marks should be awarded for the justification given.

Award 3 marks for full explanations of Joker's transformation, such as:

- (y/n) she changes when she sees fluffy dogs like Fifi and becomes vicious;
- (y/n) because when she's at home she is little and cute, but when she finds another dog she dislikes she is huge and savage.

Award 2 marks for responses which recognise that Joker changes but do not provide the full context of the change, such as:

- (n) Joker was cute but vicious to other dogs. She was not huge but she was violent;
- (n) she goes after fluffy dogs. She changes her style and always gets into a lot of mischief;
- (y/n) they didn't know she was a huge and savage dog but she was;
- (y/n) Joker's little and cute but she changes sometimes and gets savage;
- (y/n) she may act all sweet and innocent but she's not.

Award 1 mark for undeveloped responses which acknowledge that several, apparently contradictory, adjectives apply to Joker or very general responses, such as:

- (y/n) he is little and cute and huge and mad;
- (y/n) Joker is little and cute but she's also huge and savage;
- (y/n) they did not know what she would look like when she was angry.

Reading mark scheme

Canine Communication

Part 2

Questions 16–27 are about *Canine Communication* (pages 8–11).

16. Look at page 8. According to the article:

a) How do dogs usually settle disputes?

(1 mark)

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

Award 1 mark for any one of the following:

- *threatening displays;*
- *trying to frighten the other animal off;*
- *use of body language.*

Do not accept:

- *fighting*

or references to owner's intervention, such as:

- *by their owner stopping them;*
- *by people calming them down.*

b) How do dogs communicate with one another?

Write one way.

(1 mark)

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

Award 1 mark for any of the following:

- *by using facial expressions;*
- *body language such as:*
 - *they can use different parts of their body;*
 - *they do body movements;*
- *stance;*
- *noises and / or signals.*

Do not accept:

- *barking and growling*

or answers which make reference to knowledge not included in text, such as:

- *they go up to each other and start licking each other and then they play.*

Reading mark scheme

Canine Communication

17. If you saw a dog with its ears laid flat against its head, what feeling might it be communicating?
Tick two.

happiness	<input type="checkbox"/>	playfulness	<input type="checkbox"/>
anger	<input checked="" type="checkbox"/>	anxiety	<input type="checkbox"/>
fear	<input checked="" type="checkbox"/>		

(1 mark)

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

Award 1 mark for both boxes correctly ticked.

-
18. What signs would a dog's body show if it was happy?

(1 mark)

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

Award 1 mark for any one of the following:

- *ears perked up and forward;*
- *eyes wide open and alert;*
- *mouth relaxed, maybe slightly open;*
- *body standing still or wiggling rear;*
- *tail up and out from body and wagging;*
- *wagging its tail.*

Do not accept answers which refer to personal knowledge/experience, such as:

- *running and jumping up to people.*

Reading mark scheme

Canine Communication

19. Look at page 9.

a) Why is the word 'hackles' in bold print?

(1 mark)

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

Award 1 mark for explaining that they are glossed:

- *it appears in the glossary;*
- *so people can look at the glossary for what the word means.*

Also accept an explanation of the use of a glossary:

- *the word in bold is special because it is the word to go with the meanings;*
- *it is a word that not everyone will know so they put a description in the back.*

Do not accept an indication that the word is important / made to stand out, such as:

- *that word is important;*
- *it's the main things they are talking about;*
- *it's a key word.*

Or an indication that the wrong part of text has been identified, such as:

- *it tells you what the paragraph is about (identified sub-headings);*
- *they tell us what the bit of writing is all about.*

b) What are hackles?

(1 mark)

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

Award 1 mark for hair of a dog's neck.

Reading mark scheme

Canine Communication

20. Look at the table on page 9.

a) What was Joker's mood when she saw Fifi? (page 5)

Tick one.

- | | |
|------------|-------------------------------------|
| aggressive | <input checked="" type="checkbox"/> |
| alert | <input type="checkbox"/> |
| fearful | <input type="checkbox"/> |
| playful | <input type="checkbox"/> |

(1 mark)

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

Award 1 mark for a correct answer ticked as above.

b) Which parts of Joker's body showed this mood?

Write two.

(2 marks)

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

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

- *ears back;*
- *lips open;*
- *teeth bared / lips back;*
- *body / hair / tail fluffed up.*

Do not accept:

- *named body parts only such as: mouth / teeth / ears / fur / hackles.*
- *tense.*

Reading mark scheme

Canine Communication

21. How do the sub-headings on page 8 make this article easier to read?

(1 mark)

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

Award 1 mark for one of the following:

- *they signal a new section of the text;*
- *they break the text into manageable sections to read, for example:*
 - *it's easier to read because it's in parts;*
 - *because it is in sections it is easier to read than if it was jumbled up together;*
- *they direct the reader to specific sections;*
- *they tell you what each section will be about.*

Do not accept reference to presentation, such as:

- *they are bold;*
- *separated out;*
- *because it is in big letters and it is in bold letters.*

Reading mark scheme

Canine Communication

22. Look at page 10.

In which country was the Bow-lingual invented?

(1 mark)

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

Award 1 mark for Japan.

23. On the Bow-lingual, what is the diary mode for?

(1 mark)

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

Award 1 mark for an explanation of the following – focus on need to record / discover dog's feelings in owner's absence:

- *finding out how your dog was feeling when you were away;*
- *recording your dog's feelings over the day.*

24. Find and copy **two** words or phrases that show that the writer is not sure this story is true.

(2 marks)

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

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

- *strange (stories);*
- *(a gadget that's) supposed (to...);*
- *claim;*
- *strange but true;*
- *(it sounds a bit) far-fetched (to us);*
- *strangest (yet);*
- *just imagine ... asking your dog what sort of day it's had.*

Do not penalise minor copying errors.

Reading mark scheme

Canine Communication

25. Find and copy a phrase that tells you that this article was written for children.

(1 mark)

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

Award 1 mark for the following:

- *coming home from school.*

Do not penalise minor copying errors.

26. Tick either 'True' or 'False' for the following statements:

	True	False
The Bow-lingual uses a microphone to record dog-speak.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Your dog will be able to understand you if you use the Bow-lingual.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Bow-lingual is only for scientists and inventors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Bow-lingual cannot tell if your dog is bored.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
You can use the Bow-lingual even when you are not at home.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(2 marks)

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

Award 2 marks for all 5 statements correctly ticked; award 1 mark for 3 or 4 statements correctly ticked (or any other clear mark / indication).

27. How could reading these information texts help you if you met a stray dog?

(1 mark)

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

Award 1 mark for answers which show an understanding that the information helps you to know what to do, sometimes expressed through an example, such as:

- *if it is ready for a fight, or it is angry, stay away;*
- *you would know about its mood – whether it was aggressive or not;*
- *so you know if it's friendly;*
- *if it does any of these angry appearances, like aggressive, run!*

Writing test

The tasks

This test includes two different writing tasks. The shorter task focuses on pupils' ability to write concisely and accurately, while the longer task requires pupils to plan, organise and sustain a piece of writing, shaping the whole for the reader and maintaining coherence over the piece. For the 2003 test, the shorter task, which is thematically linked to the reading test, asks pupils to write a letter of apology. The longer task asks pupils to write an imaginative story called *Strange Sighting*. Both tasks have planning formats designed to help pupils structure their writing. The planning is not marked.

Assessment focuses

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

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

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

About the mark scheme

The mark scheme for this paper is based on a common generic mark scheme, which, from 2003, will be used across all key stages on all tasks. The criteria have been customised to relate specifically to the writing task in the light of evidence from pre-testing.

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

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

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

The longer writing task will be marked for:

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

The shorter writing task will be marked for:

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

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

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

Marking the writing

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

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

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

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

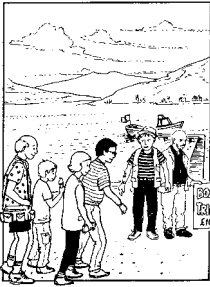
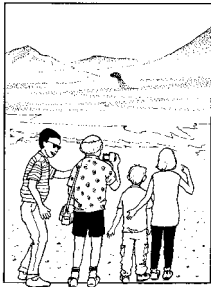
Longer writing task: *Strange Sighting*



The task is to write a story based on the events depicted in a storyboard. The storyboard depicts: a group of people staring at a mysterious outline in the middle of a lake; the same group of people queuing up to go on a boat ride; the boat men pushing a boat with a fake monster's head on it into the lake at night. The final box is filled with a question mark. The pupils' task is to tell the whole story.

The planning sheet provides support for content and organisation, focusing on character and plot. Better performances are distinguished by the use of characterisation shown through description, action and dialogue and the establishment of relationships. Better writing also uses structure to engage the reader and provide shape for the narrative, for example by showing the development of the trick or its consequences.

Strange Sighting

Here is a storyboard about a strange sighting.



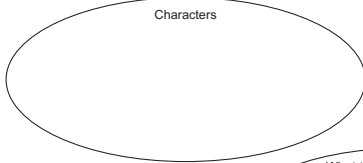


Your task is to tell the whole story.

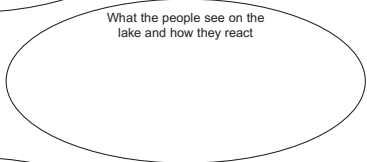
Planning

Use this page to make a note of useful words and phrases.
Remember that you are trying to make your story interesting for the reader.

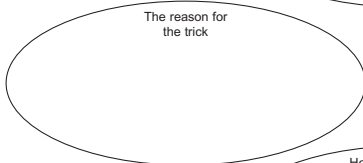
Characters



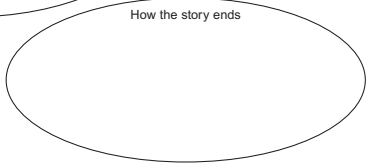
What the people see on the lake and how they react



The reason for the trick



How the story ends



3

LONGER WRITING TASK: Strange Sighting

Mark scheme

Section A Sentence structure and punctuation

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

- Band A1**
- Construction of clauses is usually accurate. Some simple sentences, often brief, starting with a pronoun + verb (*We took some photos*). Clauses mostly joined with *and, but, so, then* (*they both ran to the hotel but they were going to come back*).
 - Sentences sometimes demarcated by capital letters and full stops.

1–2 marks

- Band A2**
- Simple connectives *and, but, then, when* link clauses. Simple and compound sentences, with subjects and verbs simple and frequently repeated (*was, went, said*). Some sentence variation created by the use of simple adverbials (*about midday; suddenly*) and speech-like expressions in dialogue (*Good thinking; I don't like boats that's why; Look over there*). Noun phrases are mostly simple (*the beach*) with some limited expansion (*a plastic head; a ten ton monster*).
 - Full stops, capital letters, exclamation marks and question marks mostly accurate; some use of speech marks; commas in lists.

3–4 marks

- Band A3**
- Sentences mostly grammatically sound with some subordination (*because, which, where, if, so that*). Variation in sentence construction achieved through the use of expanded noun phrases (*the legendary Loch Ness monster*) and adverbials (*taking no notice of what was there*); some variation in subjects and verbs. Realistic dialogue may include fragmented sentences (*Dad said "oh alright"; the coastguard said to Rick and Tom "working late are we"*). Tense choice managed appropriately with past tense typically used for narration and present tense in dialogue (*Jake asked "What ages are you"*).
 - Accurate sentence demarcation and some correct use of commas within sentences to mark phrases or clauses; inverted commas demarcate the beginning and end of direct speech, correctly on most occasions.

5–6 marks

LONGER WRITING TASK: Strange Sighting

Mark scheme

Section B Text structure and organisation

Assessment focuses: Organise and present whole texts effectively
Construct paragraphs and use cohesion within and between paragraphs

- Band B1**
- Ideas developed in a recognisable sequence of sentences; some division may be indicated by layout. Some basic storytelling conventions may be used to signal the beginning or end of the narrative (*One day ...*). First or third person narration may not remain constant throughout the text.
 - Some connection between sentences, eg pronouns referring to the same person or thing.

1–2 marks

- Band B2**
- Divisions in the overall sequence of events indicated, eg by time-related phrases (*later that day; that night*) and may be signalled by paragraphs. Clear, overall chronological structure.
 - Connections between sentences built up by reference to characters in the story (*two men; They*) and between different characters in dialogue. Contrast sometimes used within or across sentences (*We wanted to go home but there was no way out*); events taking place at the same time sometimes provide links (*but they didn't know I was watching them*).

3–4 marks

- Band B3**
- Shifts in time and place support the overall shape of the story and direct the reader through the text, eg by introducing a new paragraph / section (*When they got to the Hoye they were hungry*). Chronological sequencing secure but transitions between paragraphs may sometimes be awkward.
 - Paragraphs or sections used to organise content. Within paragraphs, connected sequences of events may be developed around a main sentence. Some references strengthen cohesion, eg by reinforcing relationships between characters (*his brother; Bert; the man*).

5–6 marks

LONGER WRITING TASK: Strange Sighting

Mark scheme

Section C Composition and effect

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

Band C1 ● A simply structured story based on the prompt; brief sequence of events about the characters visiting the lake and discovering the trick.

- Some detail included to interest the reader (*the house next to the hotel; £10 for the four of you*).

1–2 marks

Band C2 ● Story form maintained; attempt to interest the reader through characters (description, dialogue) and setting (*one hot, sunny day; It was a lovely beach*); some development of events involving the characters and ‘the trick’ and a simple resolution.

- Writing shows evidence of viewpoint, eg suggests characters’ feelings about events (*Sara started to cry*) or develops characters through dialogue (*“There’s no such thing, don’t be daft”*).
- Some use of dialogue or variety of expression to interest the reader (*the blob looked like a creature of some kind; “there is something fishy going on round here” whispered Bert*); attempts at humour or building suspense.

3–5 marks

Band C3 ● Story form adapted eg imaginative plot or presentation of a realistic situation; characters distinct and designed to interest readers (*Grandpa gritted his teeth*); some control in presentation / management of main events.

- Viewpoint is established and maintained, eg narration addresses reader directly (*You would never guess what happened; Did the family make it?*), or is sympathetic about or disapproving of characters’ actions (*Dad was right; John and Bill, the dodgy business traders*).
- Writing engages reader in a variety of ways, eg opening placing events in context (*It was a very hot day so the family decided to go down to the sea*); dialogue establishes relationships; attempts to use ambitious vocabulary (*half with joy, half petrified; a deep, dark silhouette*); repetition for effect (*The waves were getting bigger and bigger and the monster was getting closer and closer*).

6–8 marks

Exemplar script 1

SENTENCE STRUCTURE & PUNCTUATION

clauses joined by simple connectives (A2)

frequent repetition of subjects and simple verbs (A2)

sentence variation created by simple adverbials (A2)

some use of speech marks (A2)

sentences mostly demarcated by full stops (A2)

simple noun phrases with some limited expansion (A2)

TEXT STRUCTURE & ORGANISATION

conventional signal of beginning of narrative (below B2)

sequence of events indicated by time-related phrases (B2)

simple connective used to establish contrast (B2)

connections between clauses established by pronoun use (B2)

pronoun reference not always clear (below B2)

events follow in chronological order (B2)

One day uncle George, Dan, Emily and Nat we went to a boat and buzz and billy said tickets are over here only for £10.00 Uncle george said to all his family he said what is that creature doing inside the middle on the sea.

When Mum emily said "We will go to get some tickets and go and see what that creature is doing" So we went on the boat.

After a while we nearly got near the creature Dan wanted to feel it but mum emily said "No you cant."

Suddenly buzz and billy said "This is going to be fun." They laughed.

When we got near it the dragon was not moving at all. it just floated in the water.

Suddenly the boat sanked and we shouted for help but no one was listening the boiys ran off and mum and dad called the police and said "Is this the police we need someone to rescue us because we are in the middle of the ocean." We are sinking

So the life savers got all of us out and we told them. "theres a dragon that just sanked all of the way down to the bottom of the sea" So the life savers went down to the bottom of the sea they couldn't find anything at all.

After a while when the life savers found the dragon they told they family that this isn't a real dragon it is just

a plastic one just sticked on a boat. They were very scared that something was going to kill them the police told that to the family what did the boiys look like I said "One of them was bold with a white suit on and the other one with a jacket stripes sheet with a cap on his head and trainers white trainers".

So the police look for the boys and after awhile they found them and said "I am very sorry that you have to go to jail so the jail man took buzz and billy to jail in London. and I said "Those guys where keeping taking money that we don't owe them.

So my family and I went homework and had a relaxed hot chocolate.

Longer writing task annotated scripts

SENTENCE STRUCTURE & PUNCTUATION Summary
Simple adverbials add variety to sentence structure and the use of dialogue allows other types of structure to be used, eg questions. The variation in structures and management of tenses (past for narrative and present within dialogue) indicates that Band A2 is appropriate but the inaccuracies in sentence demarcation lead to the lower mark in the band.
Band A2 – 3 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Attempts to interest reader through descriptions of characters (<i>bold with a white suit on</i>) and adding complication to the action, eg the sinking of the boat. (C2) Viewpoint is consistently that of the family involved: their fear is expressed and their relief at the end is neatly, if unusually, expressed in the phrase <i>a relaxed hot chocolate</i>. (C2) Dialogue is used to move events forward (<i>Mum said "We will go to get some tickets..."</i>) and to allow the narrator to comment on the justice of the outcome (<i>"Those guys where keeping taking money that we don't owe them"</i>). (C2)
Summary
The two strands of the story – the trick and the sinking of the boat – are not clearly related, but there is some development of both strands, thus meriting the award of a mark in Band C2. The attempt to build suspense by indicating the feelings of the family is further evidence for the award of this mark band, but greater variety of expression or the use of conversational dialogue would be needed for the top mark in the band.
Band C2 – 4 marks

TEXT STRUCTURE & ORGANISATION Summary
A chronological structure is maintained, although events are not always securely signalled in the text. Paragraphs are used but do not always support the organisation of the text. Connections between characters are sometimes made explicit by the use of pronouns, but there are also ambiguous references. There is sufficient organisation to support a mark in Band B2, but at the lower mark.
Band B2 – 3 marks

Exemplar script 2

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

some inconsistencies of tense use (A2) "I can't wait until we land at the airport mum' said jack '(we will probably see) people holding up signs with our name on them! The plane (had landed) at the Ireland airport. 'I hate the landing' said grandad Charlie. 'They make me sick!' 'I'll go and get the bags' said dad.

some use of speech marks (A2)

verbs frequently repeated (A2)

noun phrases mostly simple (A2) some expansion (above A2)

simple connectives link clauses (A2)

accurate sentence demarcation (above A2), but inconsistent capitalisation (below A2)

sentence variation (A2): adverbial phrases speech-like expression

The family had got to (their hotel) but saw a boat trip stands (and) they couldn't resist. (The family) went to the boat trip stand and hired a boat. (They) had arrived at the other side of the Ireland. 'Hey look over there' said Jack 'It's the lock ness monster'. The whole family looked (and) soon as they looked grabbed their camaras and started tacking pictures. They returned to their (Hotel) after a few good hours on that boat. 'Maybe we should go again tonight, we may just get a better look' said mum 'We could probably get close up and even touch it' said Jack.

A few more hours later they set off again to the boat trip station. There was nobody there. So dad went for a look around. He saw (a little camp sight) and the fire was burning brightly. The family just walked around for a while looking for the two men. 'Here they are dad' said (Jack) 'there just pushing a boat with a lock ness monster face on it'. 'Stop macking stuff up Jack' said Charlie. 'Well if you don't belive me then come look'. (Shut up kid) said one of the men. 'What's going on here then.' said dad reaching to his pocket for his mobile phone. (Connmen hay?) I know what to do with you two. Your going into prison of a while.' said dad.

connections built up between sentences by pronouns (B2)

chronological structure supported by time-related phrases (B2)

paragraging supports sequencing (B2)

dialogue establishes relationship between characters (B2)

SENTENCE STRUCTURE & PUNCTUATION Summary
Sentence structure varied by the use of adverbials and speech-like expressions in dialogue; some variation in subjects; evidence of a range of punctuation, mostly used accurately. Merits the higher mark in Band A2.
Band A2 – 4 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Dialogue is used to establish character ('I hate the landing' said grandad Charlie); a simple sequence of events is described, leading to a resolution. (C2) Some characters are developed: Jack, in spite of his discovery of the trick, is initially disbelieved by his father and is given orders by one of the two conmen. (C2) Some variety of expression and some attempt to build suspense (<i>There was nobody there</i>). (C2)
Summary
Some elements of the story are underdeveloped (grandad Charlie and the connection of the two men to the boat trip) and this prevents the award of Band C3. Other aspects of the narrative, in particular the use of dialogue to establish and develop relationships, support the award of the top mark in Band C2.
Band C2 – 5 marks

TEXT STRUCTURE & ORGANISATION Summary
Overall sequence of events indicated by time-related phrases and supported by paragraging, although the transitions between them are sometimes awkward. Connections are established between events and characters.
Band B2 – 4 marks

Longer writing task annotated scripts

Exemplar script 3

SENTENCE STRUCTURE & PUNCTUATION

varied sentence structure (A3); adverbial clause subordinating connective question

expanded noun phrases (A3)

variation in subjects and verbs (A3)

adverbial used to delay sentence focus (above A3)

comma supports sentence structure (A3); in other places comma splice is evident (below A3)

TEXT STRUCTURE & ORGANISATION

opening paragraph contextualises story (B3) and links with later development (B3)

pronouns used to link participants (B3)

shift in time and place (B3)

paraphrasing supports organisation (B3)

contrast signals development in action (B3)

references linked across paragraphs (B3)

When we got a home in Scotland my dad told me the story of the Lockness monster. I said to him "is it true," he said "we are not sure some people think there is one and some people think there is". I said "if there is one why hasn't any body seen it?" he said "people have seen things like it but they are usaly fakes."

It was a bright sunny day and there wasnt a cloud in the sky, me my sister jane, my mum becky and my dad Kevin all thought we would go on a walk around the Lockness lake.

When we was half way around the lake we saw a sign saying boat rides this way. We followed the sign and we got to the boat, It said "all boat rides cost five pounds for children and 10 pounds for adult". I really wanted ago so my mum said "all right then lets have a ride."

We got on and sailed around the island. When we got to the first sight seeing stop we looked around and my sister found a starfish and we saw a old tatty rubber dingy with a big rip in the side of it. We was just about to sit down when the sailor shouted come on lets go to the next stop.

We hopped aboard and sailed to the next stop but on the way we saw a big sea monster. I said dad quick over here it looks like the lockness monser. "It is" said dad. We drove nearer and nearer untit we could see it very well.

As a small gust of wind blew its head fell of.

We said to the sailor "yov'e triked us, havent you " "yes"

We got home and I went straight to the phone to ring the police. Im going to get him put away so he learns his lesson.

Longer writing task annotated scripts

SENTENCE STRUCTURE & PUNCTUATION Summary
Variation in sentence structure is achieved through the use of adverbial clauses and expanded noun phrases to set the scene and move the action forward. Tense choice is consistent: past tense for narration and present tense within dialogue. Punctuation is less secure and for this reason the lower mark in Band A3 is awarded.
Band A3 – 5 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> A realistic story is presented, using an initial conversation to prepare the reader for the events of the narrative. (C3) The narrator's character is developed through conversation (initial questioning of father), desire to go on a boat ride (<i>I really wanted ago</i>) and explicit moral statement to conclude the story. (C3) General statements to set the scene (<i>there wasnt a cloud in the sky</i>), dialogue and repetition for effect (<i>we drove nearer and nearer</i>) are used to engage the reader. (C3)
Summary
The narrative shows clear control of the story form, using a variety of strategies to engage the reader and present a viewpoint. More development of the ending would be needed for the top mark in the band.
Band C3 – 7 marks

TEXT STRUCTURE & ORGANISATION Summary
Chronological sequencing is secure: the opening paragraph contextualises events and is used to provide a reference that runs throughout the story. However, this transition would need to be less awkward for the top mark in the band to be given. Paraphrasing is used to organise content and references maintain links throughout the text.
Band B3 – 5 marks

Exemplar script 4

<p>SENTENCE STRUCTURE & PUNCTUATION</p> <p>adverbial sets scene (A3)</p> <p>comma supports sentence structure (A3)</p> <p>subordination establishes causal relationship (A3)</p> <p>variation in subjects and verbs (A3)</p> <p>expanded noun phrases (A3)</p> <p>sentence fragment in dialogue (A3)</p> <p>inverted commas demarcate direct speech (A3)</p> <p>subordinating connectives (A3)</p> <p>inconsistent capitalisation (below A3)</p>	<p><u>One dark strang night</u> their were two men, one called Ben and one called Lee. <u>These 2 men</u> run boat trips round the lake to see the great sites, but on this night they deside to trick the visitors so they built a monster to put in the lake. <u>They</u> got a rubber dingy and attached a long neck and a head to make it look like a monster. When they had done this they pushed the monster onto the lake <u>so</u> it was floating around.</p> <p><u>The next day</u> was <u>theer buisyest day</u> Saturday it was a perfect day for the mean plan. <u>Ben and Lee</u> opened the boat trip rides at 10.00AM - 6.00PM.</p> <p><u>At 10.00</u> <u>the first group of people</u> came Ben and lee were realy excited about the mean trick that they were going to play on the Visitors. <u>There were 15 people that got on</u> to the boat to start with <u>so</u> Ben and lee went out onto the lake.</p> <p><u>After 10 minuts</u> there was <u>a tall dark shadow</u> in the distance. <u>All the Visitors</u> jumped to there feet and started to take pictures sooner it came closer and the visitors started to panic. <u>"perfect"</u> said ben and lee "there scared now."</p> <p>Then lee pointed out. "That looks a lot bigger than the one we made he Said quately." "It can't be" said Ben. <u>It is</u> Said lee <u>Its heading straight for us and it massive.</u> ahhhhh they all shouted!!</p> <p>By this point the visitors were panicing so much <u>that</u> they were hiding under the seats. Ben and lee realised that this was not there model but it was the real thing. Ben quicly turned the boat and headed back for land. 5 minuts later they arived back and all the visitors jumped of the boat and ran to shore. Ben and lee wern't far behind ether.</p> <p>The next day everyone in the town new about <u>this disaster</u> and they were all up waiting to see the monster. <u>There it is</u> said lee The policeman said "thats not a real monster. That is were they are making a film (revenge of the locknest monster)." "So that is not a real monster" asked Ben. "no said the policsman that is a pretend model for the movie." oh said Ben and lee. Ben and lee felt realy gutted. and gave all the visitors a free tour round the lake <u>because</u> there last tour was rouined by Ben and lee thinking that the model was a real monster.</p>	<p>TEXT STRUCTURE & ORGANISATION</p> <p>reference maintained through text (B3)</p> <p>adverbials support time shifts (B3)</p> <p>chronological sequencing supported by paragraphing (B3)</p> <p>noun phrase used as reference to events of previous paragraph (B3)</p>											
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Longer writing task annotated scripts

Shorter writing task: *I'm Sorry*

The task is to write a letter of apology to a dog owner whose pet has been attacked. The letter is related to the story, *The Monster of the Common*, which pupils will have read in the reading test. Teachers have been asked to ensure that all the pupils are familiar with the reading material before they do the writing test in order to give them all a starting point for the letter.

The prompt makes it clear that the pupil has to write from the point of view of the owner of Joker, the dog in the story. Support with content and organisation is provided. The page for the writing is presented with the address already printed, and the opening salutation *Dear...*

Better performances are distinguished by the adaptation of material from the reading booklet or from the pupils' imaginations and careful selection of detail to support the apology. They also maintain a consistent level of formality and are structured with a brief introduction, one or two points and a conclusion.



I'm Sorry

Imagine that you are one of the children in the story *The Monster of the Common*. You have been told that you must write to apologise to a dog owner whose pet was attacked by Joker.

Write a letter of apology, explaining how sorry you are about Joker's behaviour.

Think about how you feel about what happened.

You need to decide:

Who your letter is to:

An opening phrase or sentence to start the letter:

Useful words and phrases to include:

How you will finish the letter:

SHORTER WRITING TASK: I'm Sorry

Mark scheme

Section D Sentence structure, punctuation and text organisation

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

Band D1

- Clauses usually grammatically accurate, mostly joined with *and*, *but*, *so*. Some simple sentences, often a brief sequence starting with subject + verb (*I am sorry*). Connections between sentences sometimes shown, eg pronouns referring to the dog (*Joker ... she*). Some pronoun confusion.
- Sentences sometimes demarcated by capital letters and full stops.

1 mark

Band D2

- Sentences mostly compound linked by connectives, eg *and*, *but*, *so*; some limited subordination appropriate to an apology, (*If you want*, *If you could forgive me*); subjects and verbs frequently repeated. Noun phrases mostly simple (*my dog*), with some limited expansion (*my little dog*). Adverbs intensify apology (*so*; *very*; *really sorry*). Conventional phrases or sentences of apology may be used (*Please accept my apology*.) Links between sentences shown, eg use of pronouns, reference chains.
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas in lists.

2 marks

Band D3

- Sentences mostly grammatically sound. Variety in sentence construction achieved through expanded noun phrases (*the most terrible thing*; *dreadful actions*) and adverbials (*acting like a couch potato*); more varied use of subordination, both in position and complexity (*when he goes out by himself*; *who recently attacked your dog*) and some variation in subjects of sentences. Pronouns and tenses are generally consistent with some expanded verb phrases, (*has been told*). Connections between sections of text established by grouping of similar content, adverbials (*As I said*), or use of connectives (*However*), though not always with control.
- Accurate sentence demarcation: some commas mark phrases or clauses.

3 marks

SHORTER WRITING TASK: I'm Sorry

Mark scheme

Section E Composition and effect

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

- Band E1**
- A short series of apologies and / or requests for forgiveness may be made, often repetitively. Apology may be related to some explanation.
 - Details of action to be taken, eg *I will put a muzzle on Joker* sometimes included to support apology.

1 mark

- Band E2**
- A series of relevant points, possibly related to events in the story; coverage may be uneven. Points include some explanation for Joker's behaviour and some statements of actions to be taken, either to control Joker or recompense Fifi's owner.
 - Some evidence of a viewpoint: appropriate expression of apology (*I am so ashamed*) and appeal to the reader, eg *I hope you can accept my apology*. The writer's address to the reader may not be consistent, eg a formal / polite opening followed by a less formal expression of opinion (*I am very sorry for all the trouble that Joker has caused ... If Joker keeps on doing it he won't be allowed out for his walkies*).
 - Some stylistic choices support apology by describing the dogs or events emotively (*so cute and not fierce; normally playful; scared your little poodle away*); use of framing phrases at beginning and end of letter; appropriate conclusion (*yours sincerely, from the children next door*).

2–3 marks

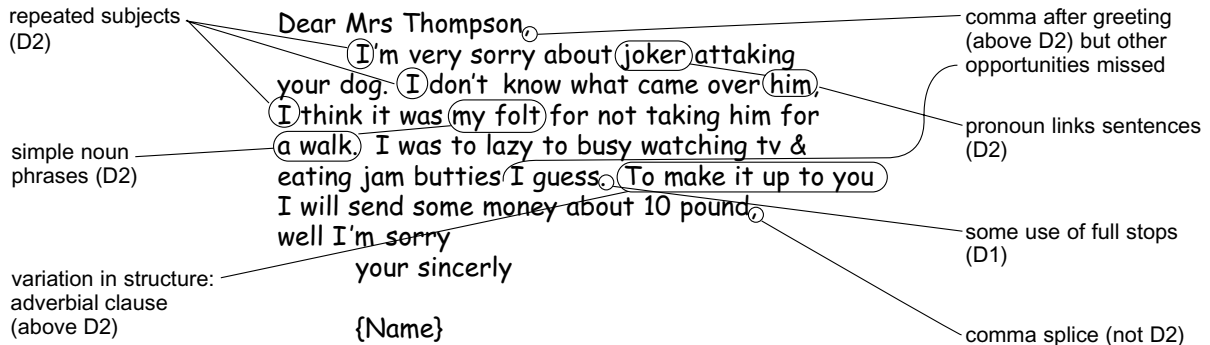
- Band E3**
- A form suitable for a letter of apology is maintained: effective selection of comments and detail, sometimes developed in a lively or original way, eg *he has been distressed ever since your dog moved here because it was his territory*.
 - Viewpoint is consistently maintained, with apologetic tone maintained and suitable offers of recompense made, eg *We will wash your car for the next three weeks; I will pay for the expense of the vet*. Chosen level of formality consistent throughout letter.
 - Stylistic choices support the purpose of the letter, eg flattery is used to describe the owner (*you are beautiful, kind and nice*), the writer expresses disgust (*I was appalled*), accepts responsibility (*I was wrong, we were lazy*) or justifies Joker's behaviour (*You see, my little dog gets offended by fluffy, puffy dogs, he just does not appreciate them*).

4–5 marks

Exemplar script 1

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION



SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION Summary
Some variation of sentence structure suggests higher band but subjects are frequently repeated and noun phrases are mostly simple. This, together with limited use of full stops, makes Band D2 more appropriate.
Band D2 – 2 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Series of relevant points relating to the story. Writer accepts blame and offers recompense. (E2) Appropriate but limited expression of apology (E2) Phrases frame the beginning and end of the letter. Appropriate conclusion. (E2)
Summary
Letter presents brief apology, establishing a viewpoint by taking responsibility for the events. Some appeal to the reader or more development of points would be necessary for the higher mark in the band.
Band E2 – 2 marks

Exemplar script 2

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Dear Mrs Peterson

I am very sorry of Jokers behaviour on Saturday night and my brother was taking the dog for a walk and anyway I am Wondering if your dog Fifi was ok. Me and my brother would like to get Fifi a bone or buy you a meal or something to say we are sorry. I hope Fifi has not damaged any of her fur because She is a beautiful dog. I hope you believe us that it was Jokers fault and Thankyou for reading this letter

Yours sincerely {Name}

adverb intensifies apology (D2)

simple connectives link clauses (D2)

simple noun phrases (D2)

subordinate clause appropriate to apology (D2)

repetition of subject and verb (D2)

conventional phrase of apology (D2)

pronoun refers to previous subject (D2)

accurate use of full stops (D2)

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION Summary
Use of simple connectives linking long strings of clauses suggests Band D2. Further supported by mostly simple noun phrases with some limited expansion. Sentence demarcation is accurate but capitalisation is inconsistent.
Band D2 – 2 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Apology and explanation are intertwined in this letter. Recompense is offered, although this becomes vague (<i>or something</i>). (E2) Writer expresses personal concern (<i>I am Wondering / I hope</i>). (E2) Stylistic choices include positive description of the dog and the use of conventional framing phrases (<i>Thankyou for reading this letter</i>). (E2)
Summary
The writer maintains a consistently apologetic tone, with some development of points. The appeal to the reader and the attempts to portray the reader's dog favourably merit the higher mark in Band E2.
Band E2 – 3 marks

Exemplar script 3

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

variation in sentence structure (D3):
 subordinate clause
 adverbial clause
 expanded noun phrase

some repetition of subjects (not D3), but use of a variety of verbs

expanded verb phrase (passive) (D3)

Dear Mrs poodlekeeper
 I am very sorry for Jokers atrocious behaviour yesterday against your poodle Fifi and I promise it will never happen again.
 I brought Joker a new lead and a strong chocker chain so he won't be able to attack Fifi again. When I walk him he will be kept at least 10 Metres away from you walking Fifi.

To say sorry I have booked Fifi a hair style with the new shop for dogs, Dog Style. I hope Fifi apreshiates it and I hope you will still be a good neughbor.
 Lots of love {Name & address}

action linked with result by subordinating conjunction (D3)

content grouped into paragraphs (D3)

comma supports sentence structure (D3)

control of time (D3):
 past
 present
 future

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION Summary
The variety of sentence structures, with information incorporated neatly and economically, leads to the award of Band D3. Text organisation is supported by paragraphing and punctuation is accurate.
Band D3 – 3 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Effective selection of comments about the dog's behaviour and the proposed actions. (E3) Apologetic tone is maintained throughout. (E3) Writer's choice of words supports the expressed disgust (<i>atrocious behaviour</i>) and the wish to make recompense (<i>I hope Fifi apreshiates it</i>). (E3)
Summary
The effective selection of comment, with some appropriate detail, merits an award in Band E3. In order to gain the higher mark in the band, the opening and closure would need to maintain the formal tone of the rest of the letter and there would need to be further development of some points.
Band E3 – 4 marks

Shorter writing task annotated scripts

Exemplar script 4

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Dear Blackie and your owner Shelley,
 I am writing to you to say (how Sorry I am for my dogs reactions on the common.)
 It was really my fault because I didn't take her for a walk one day so she took her-self for a walk. This must have been when she terrorised the common and all the dogs on it.
 I can tell you this will not happen again. I always take her out on the common but she is always on the lead. We also have took her on two training courses, at the training course they taught her how to behave around other dogs, so I can reashaw you, your dog blackie and all the other dogs who go on the common they will be safe.

use of subordination (D3)

variation in subjects and verbs (D3)

contrastive relationship established by simple connective (D3)

adverbial phrase (D3)

expanded noun phrases (D3)

control of verb usage: continuous present complex verb phrase (D3)

demonstrative pronoun acts as summary of previous clause (D3) or paragraph (D3)

comma splice (not D3)

similar content grouped, supported by paragraphing (D3)

comma separates phrases (D3)

Thank you for your time of reading this letter.

Sorry again.

Yours sincerely
 {Name}

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION Summary
Most sentences are grammatically sound; varied structure is achieved by means of subordination, adverbials, expanded phrases and choice of subjects. Content is grouped thematically and pronouns maintain links between sentences. Punctuation is mainly accurate.
Band D3 – 3 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> • Story used as a basis for comment, but points and details are developed in original way. (E3) • Writer maintains formal tone, accepting responsibility for the dog's actions while aiming to reassure the reader. (E3) • Stylistic choices support level of formality. (E3)
Summary
The letter comprises two clearly developed ideas – the circumstances of the incident and the action the writer has taken as a result of it. Both points are developed with some detail, within the framework of a formal apology. The effective selection of vocabulary, the consistency of viewpoint and the development of ideas lead to the award of the top mark in Band E3.
Band E3 – 5 marks

Shorter writing task annotated scripts

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 on one complete page of the longer writing task, supported by a closer look at the size and position of words and letters.

The mark scheme for handwriting appears below and is exemplified on pages 40–42 where it is supported by samples of pupils' handwriting.

Mark scheme

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

1 mark

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

2 marks

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

3 marks

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

Example awarded 1 mark

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

The writing is legible although the letters are not always correctly formed, joined or positioned. Ascenders and descenders are not clear. Letter size is uneven and the placement of letters on the line is inconsistent.

Natalie, Louise, Gavin and Daniel were going on a trip the boat cost £10 each so the total was £40 pounds Louise was the leader so they all had to follow her and she fell in the lake but the other three tried to get her out but she was stuck down there so we had to get the life saver to help ~~me~~ her to get out after they got her out Natalie had to take her to the toilets to get dry but luckily enough Louise had got clean clothes to get back into. Then an hour after Gavin fell in the lake but we all just laughed it was very funny we all ran away from him when we got back he was not there it was very scary they all started to scream and they all got lost and found Gavin just sitting by a tree he was very dry. It was two hours later the boat was coming so we would

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.

Letter formation is generally correct. Joins are made correctly. Letters are not always consistent in size or spacing.

One day on the beach four boys went to the beach, Danny, Luke, Garry and Jay. They were all going to have some fun because there was no football on T.V. So they got their swimming stuff and lots of other stuff to do. Luke saw something strange but it disappeared before he had a chance to tell the others. But then he saw it again and he had a better view of it this time, and he did have time to tell his mates and they all saw it and started to get scared. Luke and Garry wanted to go home but Danny and Jay wanted to stay and find out what it was. So they did and they managed to get Luke and Garry to come with them, they thought it was a monster dragon kind of thing as they saw it again it was getting closer. We started to realise that it was a boat with two men in it and as they got

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.

The handwriting is consistent in size and formation. Joins are fluent and consistent and correctly made. Words and letters are well spaced. Style is consistent and easy to read.

About one year ago we went on holiday with our dad and here how it started. We decided to go on holiday for a week. Once we got there we decided to go to a special lake then when we got there Luke said "Look Look" on the lake theres a monster," Lee said "dad records it quickly," and we got a bit on video. Garry said "Look dad theres ~~are~~ a boat ride can we go on it then maybe well get closer," & Luke "come one then other wise well miss" Luke said. So then they went on the boat trip but by the time they got going there was nothing there. and When they got off Kelly said Kelly said "Can we go back to the hotel now please," and when ~~the~~^{we} got back to the hotel we decided to go back there again. Then at 8:30 we got up and went back to the lake and then we, walked round one side of the lake. About half way up we tooked across the lake and we saw ~~two~~ people quite close to the monster we shouted across

SPELLING

All about Dogs

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

The words exemplify key aspects of spelling, for example:

- the addition of inflectional suffixes to roots of words, as in the word *pointed*;
- the application of spelling rules leading to the doubling of the 'g' in *dragging* and the change of 'y' to 'i' in *varies*;
- the instance of silent letters, as in *knowledge*;
- the spelling of unstressed vowels, as in *family* and *different*.

Quick reference mark scheme for the spelling test

- | | |
|--------------|----------------|
| 1. family | 9. valuable |
| 2. kept | 10. dragging |
| 3. pointed | 11. sight |
| 4. varies | 12. protection |
| 5. different | 13. evidence |
| 6. rough | 14. knowledge |
| 7. young | 15. appear |
| 8. uneaten | |

Marking the spelling test

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

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