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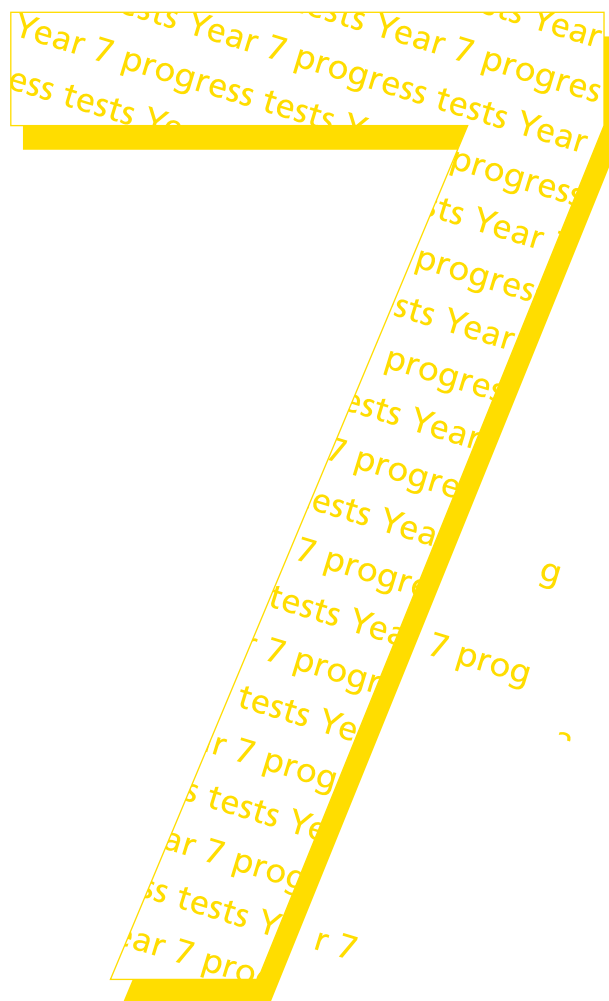
YEAR
7

LEVELS
3-4

2005

Year 7 progress tests in English Mark scheme

2005



department for
education and skills
creating opportunity, releasing potential, achieving excellence

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Qualifications and Curriculum Authority
83 Piccadilly
London
W1J 8QA
www.qca.org.uk/

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Introduction

This is the third year of the year 7 progress tests in English in their new format. 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 available in late June and 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: *What Lies Beneath Your Feet*

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 based on information about things underground, how tunnels are made, how pipes are laid, what all the pipes and cables underground are used for and the underground rail systems in different countries. The second section is an autobiographical extract about a boy's visit to a working mine with his father.

Questions

The *Reading answer booklet* contains 30 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

The same set of assessment focuses for reading as used in 2003 and 2004, drawn from the national curriculum and related to the key stage 3 National Strategy's *Framework for teaching*, is being used for the 2005 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 the 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.

What Lies Beneath Your Feet: 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 the writers' purposes and viewpoints, and the overall effect of the text on the reader
Text		AF2	AF3	AF4	AF5	AF6
Part 1						
Going Underground	Q1	1				
	Q2		1			
Small tunnels	Q3					1
	Q4	1				
	Q5		1			
	Q6	1				
	Q7				1	
Getting bigger...	Q8	1				
	Q9				1	
	Q10	2				
	Q11			1		
	Q12			1		
The biggest tunnels	Q13	2				
	Q14	1				
	Q15	2				
	Q16a		1			
	Q16b		1			
Part 2						
Down the Mine	Q17	1				
	Q18	1				
	Q19		1			
	Q20				1	
	Q21				1	
	Q22		3			
	Q23				1	
	Q24		1			
	Q25				1	
	Q26a		1			
	Q26b		1			
	Q27				2	
	Q28			2		
	Q29			1		
Whole booklet	Q30		1			
	Totals	13	15	4	6	1

Reading mark scheme

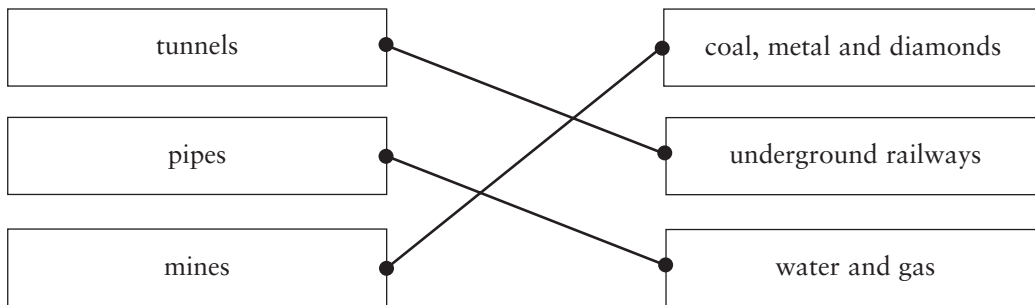
What Lies Beneath Your Feet

Part 1

Questions 1–2 are about *Going Underground* (page 3).

1. Look at page 3.

Draw lines to match each of the following.



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 all three pairs correctly matched.

2. Why do you think a tunnelling machine is called a 'Mole'?

(1 mark)

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

Answers must contain an active verb, not the infinitive 'to burrow'.

Award 1 mark for either of the following:

■ reference to making burrows / tunnels, for example:

- *it makes burrows*
- *because they make burrows*
- *it digs the earth to make tunnels.*

■ implicit reference which links the machine to the animal / animal's behaviour or direct reference to a mole's behaviour, for example:

- *because moles dig holes*
- *because it burrows and moles make holes underground*
- *because it does what a mole does burrows underground*
- *I think it is called a mole because a mole digs*
- *because a mole is an animal that digs tunnels underground*
- *because the mole (animal) burrows holes in the ground*
- *because Moles are underground like moles what dig.*

Do not accept inappropriate text lifts, such as:

■ *to burrow a tunnel then they push a pipe through behind it.*

Reading mark scheme

What Lies Beneath Your Feet

Questions 3–7 are about *Small tunnels* (pages 4–5).

3. *Have you ever used the internet?* (page 4)

Why does this paragraph begin with a question?

Tick one.

because the writer does not know the answer

because the writer wants you to use the internet

because the writer does not understand the internet

because the writer wants to interest you in the subject

(1 mark)

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

Award 1 mark for a correct answer ticked as above.

4. Why are wires laid inside plastic pipes?

(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:

- reference to protection of wires / to protect them (assume this means the wires)
- reference to avoiding damage / because they can be easily damaged / so they don't get damaged / so the wires are safe, for example:
 - *because cables are easily damaged*
 - *so the wires don't get damaged*
 - *they have laid trunking so the cables will not get damaged so easily.*

Do not accept:

- reference to protecting people, for example:
 - *because if it was metal and you touch it you'll get electrocuted that why it's in plastic*
 - *so they can't hurt anyone*
 - *so that you don't get an electric shock.*
- reference to reasons for protection other than those given in the text, for example:
 - *to stop them getting wet.*

Reading mark scheme

What Lies Beneath Your Feet

5. What makes the ferrets want to run down the tunnels?

(1 mark)

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

Award 1 mark for:

- *to get the meat.*

Also accept:

- *an indication of food or that they are lured by food*
- *by putting meat at the other end*
- *meat / food.*

6. How did the ferrets help to save the pop concert?

(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 of the following:

- **by laying cables**
 - *by running down a tunnel with a cable attached.*
- **by making the TV / sound / lighting work, for example:**
 - *because they wanted to put some TV, lights and sound and it was forbidden to dig up the grass so they put a ferret underground.*

Do not accept:

- **answers which infer that it was because they were able to fit in the tunnels, for example:**
 - *because ferrets can fit in little tunnels and this meant it was easier to put wires through little tunnels*
 - *because they can fit through a pipe.*
- **answers which refer only to the fact that digging up the grass was forbidden / ferrets were put into the pipes so grass wasn't dug up, and do not make reference to the laying of cables etc, for example:**
 - *so they didn't have to ruin the grass*
 - *they put them in pipes because they can't dig up the floor*
 - *the ferret went underground and went through the tiny tunnels without damaging the grass*
 - *the organiser wasn't allowed to dig up grass so the ferrets went through the tunnel.*

Reading mark scheme

What Lies Beneath Your Feet

7. Find and copy the words used to help the reader imagine how the tunnels and cables twist and turn underground.

(1 mark)

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 for snake (about).

Also accept: whole / parts of the sentence, for example:

- *This meant they could push the cables through tiny tunnels which snake about underground without damaging the grass.*

Reading mark scheme

What Lies Beneath Your Feet

Questions 8–12 are about *Getting bigger...* (pages 6–7).

8. Why do water pipes need to be quite large?

(1 mark)

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

Answers must make reference to huge volume of water.

Award 1 mark for answers that indicate it is because they have to carry lots of water.

Also accept:

- *because of the amount of water.*

Do not accept:

- *because lots of people use water*
- *reference to the rate of flow.*

9. Find and copy a phrase that the writer uses to explain how long 700,000km is.

(1 mark)

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 for (enough to stretch to) the moon and back

Do not accept: the whole sentence(s).

Reading mark scheme

What Lies Beneath Your Feet

10. Look carefully at pages 6–7.

Tick to show if the following are true or false.

The first one has been done for you.

	T	F
Dirty water is pumped into rivers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Water is reused.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clean and dirty water flow through the same pipe.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sewer is another name for a water main.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Water main pipes are only used for drinking water.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Storm water drains help to prevent flooding.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(2 marks)

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

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

Reading mark scheme

What Lies Beneath Your Feet

11. The information in the pipes has been presented in a different way:



Why has this been done?

(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 any of the following:

- to make it stand out / to make you want to read it
 - to attract the reader
 - to get your attention
 - to make you read on
 - it's eye-catching
 - it makes it more interesting.
- to give brief facts and figures / most important information / the information you need
 - because it's a fact
 - because they are facts
 - it's (more) important
 - it's the information you need.

Do not accept:

- answers that only provide an example of the facts given, for example:
 - it tells you how many litres of water are used.
- comment on presentation without specific reference to the need to attract the reader's attention, for example:
 - it makes it look neater
 - not too much writing
 - because it looks good
 - to divide the page up into bits.
- to aid our understanding, for example:
 - to see if you understand
 - because it is easier to understand.

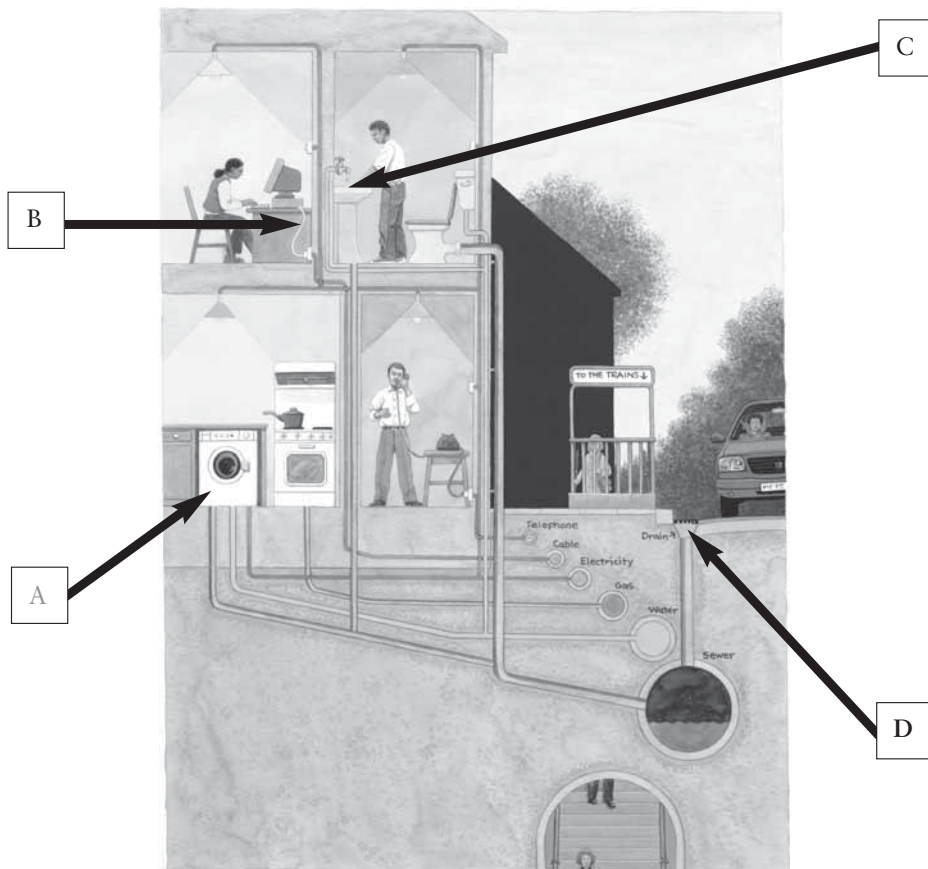
Reading mark scheme

What Lies Beneath Your Feet

12. The following captions have been chosen to label the illustration on page 6.
- Put a letter in each box to show which caption would be most suitable for each part of the picture.
- The first one has been done for you.
- A – waste water from washing clothes goes into the sewer pipes
 - B – electrical cables link the internet to the power grid
 - C – water for washing comes from the water mains
 - D – storm water drains take rainwater from the street to the sewer pipe

(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 boxes completed as above.

Reading mark scheme

What Lies Beneath Your Feet

Questions 13–16 are about *The biggest tunnels* (pages 8–9).

13. Write **two** reasons for using a subway.

(2 marks)

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

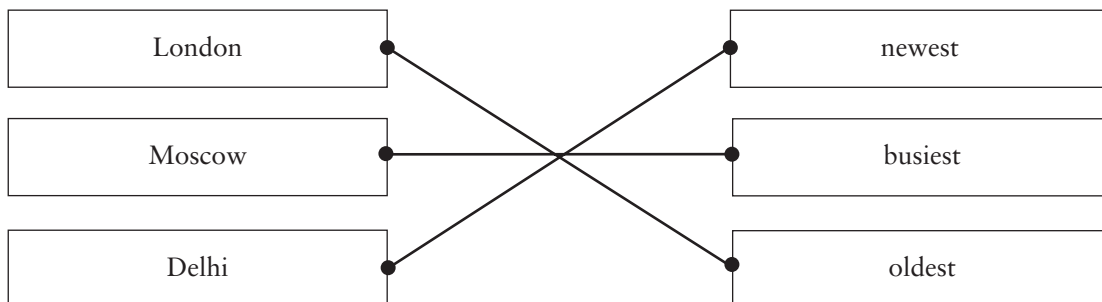
Award 1 mark (up to a maximum of 2) for any of the following:

- *to avoid traffic*
- *to cross safely / in safety*
- *to get to the underground trains.*

Do not accept:

- *trains*
- *to get around the city quickly*
- *reference to subway as a train itself, ie American influence.*

14. Match the city to the description of its underground system.



(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 all three pairs correctly matched.

Reading mark scheme

What Lies Beneath Your Feet

15. Write **two** reasons for building Delhi's underground system.

(2 marks)

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 (up to a maximum of 2) for the following:

- ease congestion, for example:
 - *to stop making traffic*
 - *because it won't be so busy.*
- improve air quality / stop pollution / stop polluting the city, for example:
 - *clean the air*
 - *clear the air in one of the world's most polluted cities*
 - *to stop pollution.*

Do not accept:

- *for people to get around*
- *so the huge problems are cleared.*
- answers which name a problem with no further explanation, for example:
 - *pollution*
 - *congestion.*
- reference to use of any underground system (for example, to cross the road safely / to get to trains), for example:
 - *so you don't get caught in traffic*
 - *traffic*
 - *so people can cross safely*
 - *to get around.*

Reading mark scheme

What Lies Beneath Your Feet

16. Look carefully at this picture.



- a) In which city might you find this underground station?

Tick one.

- | | |
|-----------|-------------------------------------|
| Delhi | <input type="checkbox"/> |
| London | <input type="checkbox"/> |
| Moscow | <input checked="" type="checkbox"/> |
| Newcastle | <input type="checkbox"/> |

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

(1 mark)

Award 1 mark for a correct answer ticked as above.

- b) What can you see in this picture that tells you this?

(1 mark)

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

****Pupils MUST have ticked 'Moscow' to obtain a mark here****

Award 1 mark for any reference which identifies specific features, for example: marble columns, lights, elaborate ceiling / walls.

Also accept answers which refer to its beauty, such as:

- *because it looks beautiful*
- *it is the most beautiful underground*
- *it is posh*
- *it is stylish.*

Do not accept any reference to it looking like the picture in the reading booklet.

Reading mark scheme

What Lies Beneath Your Feet

Part 2

Questions 17–29 are about *Down the Mine* (pages 10–14).

17. Look at the introduction on page 10.

Find and copy the word that tells you that *Down the Mine* is going to be about Homer Hickman's life.

(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 autobiography (by Homer Hickman).

Do not accept:

- *by Homer Hickman.*

18. What special items of clothing did Homer need to put on before going down the mine?

Tick two.

- | | |
|---------------|-------------------------------------|
| jeans | <input type="checkbox"/> |
| walking socks | <input type="checkbox"/> |
| helmet | <input checked="" type="checkbox"/> |
| shirt | <input type="checkbox"/> |
| overall | <input checked="" 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 both boxes correctly ticked.

Reading mark scheme

What Lies Beneath Your Feet

19. Why did he feel like a *soldier under inspection*? (page 10)

(1 mark)

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

Award 1 mark for answers which identify that Dad is checking / adjusting Homer's clothing / equipment and / or appearance, for example:

- *because he readjusted my helmet then my belt and the buckle was squared*
- *because his dad was checking on him that he had everything*
- *he was wearing the clothes, the helmet and his dad is making sure that he's got everything.*

Do not accept:

- reference to articles of clothing associated with a soldier or more generalised responses, for example:
 - *he is wearing a helmet and boots*
 - *I think he feels like a soldier because he is dressed up and he's wearing a helmet*
 - *because his Dad helped him with his stuff.*

20. Look at page 11.

Find and copy a phrase that tells us that Homer was afraid.

(1 mark)

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 for any of the following:

- *(I had a brief) twinge of fear*
- *(I could feel my) heart speed up*
- *(I took a) deep, gasping breath*
- *stomach rising up*
- *I grabbed Dad's arm.*

Do not accept:

- *dark gaping hole*
- *swallowed by the earth*
- *shaking (with excitement).*

Reading mark scheme

What Lies Beneath Your Feet

21. *the square of light at the top of the shaft had shrunk to a tiny twinkling star.* (page 11)

Why do you think the author uses the phrase *a tiny twinkling star*?

Tick one.

because they are on an alien planet

because the top of the shaft is star shaped

to show how far below the ground they are

to show there is nothing beneath them

(1 mark)

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 for a correct answer ticked as above.

Reading mark scheme

What Lies Beneath Your Feet

22. Fill in the speech bubble to show what Homer might say to his Dad in the lift as they were going down the mine.

(3 marks)

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

Award 1 mark (up to a maximum of 3) for each of the following points in the response:

- comment of fear, for example:
 - *I'm scared*
- comment on other feelings, for example:
 - *this is exciting*
 - *I can't wait to get there*
- seeking reassurance, for example:
 - *are you sure it's safe?*
 - *can I hold your arm?*
- seeking information, for example:
 - *is it dark down there?*
 - *where do you eat?*
- comment on surroundings, for example:
 - *it's getting dark*
 - *it smells funny down.*
- text-based situation references, for example:
 - *thankyou for taking me down the mine, it's my first time.*

****HOWEVER****

Feelings:

- if two feelings are given (for example: scared but excited), one feeling must be fully explained to award 2 marks
- if two feelings are stated but not expanded, award 1 mark.

Reading mark scheme

What Lies Beneath Your Feet

Sample answers:

- *Dad when we get down there can you show me around and what goes on around the mine* (1 mark)
- *Dad I'm feeling frightened* (1 mark)
- *Dad I'm feeling very excited to be able to go down the mine with you for the very first time* (1 mark)
- *I'm so excited, I can't wait to tell all my mates at school* (1 mark)
- *Dad, I'm a bit scared right now, but I still can't wait to see what it's like down the mine* (2 marks)
- *Dad, I'm scared, it's too dark* (2 marks)
- *I'm a bit scared but excited at the same time. Is this going to break?* (2 marks)
- *I'm getting nervous. It's getting very dark.* (2 marks)
- *Dad I'm frightened. I want to get out. It's too dark down here.* (2 marks)
- *Dad what is down there, how much stuff can we find, is it dangerous, is it dark? Is there rats or any animals?* (2 marks)
- *I'm scared. Please hold my hand, I feel as if I am going to fall through the floorboards.* (2 marks)
- *Dad, what if I get lost or you leave me? Shall I go and find someone or go home or shall I wait at the lift? I will be really scared* (3 marks)
- *Dad, I'm scared and it's dark. Promise me you won't leave me* (3 marks)
- *Dad it's really dark in here. I'm scared. What are you going to show me?* (3 marks)
- *I'm feeling a bit scared. Is it ever scary down here? What is actually down there? I won't get hurt will I? Will we be able to see – the torches won't run out will they? I could be a miner one day.* (3 marks)
- *Dad when are we going to get there? I am so happy and excited. I have always wanted to come down the mine with you but I am a bit scared though* (3 marks)
- *Dad I'm scared. I don't know about this. My heart is speeding up. The machinery is creaking. I don't want to go down there!* (3 marks)
- *Dad help! Look the floor – it has gaps! What if it all breaks and we fall. Why are you not doing anything?* (3 marks)

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

- *He might ask his Dad to look after him.* (1 mark)

Also award 1 mark for answers which include relevant direct quotations from the text, such as:

- *I was almost shaking with excitement.*

Reading mark scheme

What Lies Beneath Your Feet

23. Look at page 12.

Which **phrase** best describes how strange the mine seemed to Homer?

(1 mark)

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 for alien planet.

Do not accept:

- *alien.*

24. *I was close to panic.* (page 12)

Why did Homer become so worried?

(1 mark)

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

Award 1 mark for any of the following:

- *he kept falling over*
- *he kept hitting his head*
- *Dad was moving ahead*
- *he was feeling alone*
- *can't catch up with Dad*
- *he lost his Dad*
- *he had thoughts about getting lost*
- *if his lamp went out no one would find him.*

Do not accept:

- *he was lost*
- *if his lamp went out he would be in the dark.*

Reading mark scheme

What Lies Beneath Your Feet

25. Look at page 13.

In what way does the writer make the continuous-mining machine seem frightening?

(1 mark)

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

Correct answers show a feature linked to the text with some precision, for example, an ability to identify the crucial phrases and an implicit / explicit understanding of authorial technique.

Award 1 mark for answers which make reference to any of the following:

- *amazingly huge / made the machine seem massive, for example:*
 - *the writer made the machine seem scary because he has said the machine was massive.*
- *tearing at a wall*
- *roar*
- *he heard a noise like the mine ripping apart / tearing itself apart*
- *great prehistoric animal / monster.*

Also accept precise text lifts or paraphrasing / interpretation of these text points.

Do not accept generalised answers, for example, general references to size or sound which are not specific to the text:

- *because it looked so big*
- *because it is so big and sharp*
- *it was making a noise.*

Also do not accept:

- **extended quotation from the text without explanation**
- **picture references, for example:**
 - *the machine had spiky metal bits.*

Reading mark scheme

What Lies Beneath Your Feet

26. Look at page 13.

Before Homer saw the continuous-mining machine for the first time, he could only hear it.

Think about how Homer reacted *before* and *after* he saw the machine.

a) What was Homer's reaction *before* he saw the machine?

(1 mark)

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

Award 1 mark for any of the following:

- scared / terrified (emotional)
- panic / worried (physical)
- he wants to run away.

Do not accept:

- sees it like a fierce animal / prehistoric animal / monster
- reference to noise – it sounds like a mine tearing itself apart (before event)
- reference to noise being deafening (after event)
- thought mine was going to collapse / tearing itself apart (without noise reference).

b) What was Homer's reaction *after* he saw the machine?

(1 mark)

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

Award 1 mark for:

- amazement (may include 'child-speak' colloquial expressions), for example:
 - *Wow man, that's massive!*
- relief
- reference to needing a better look / better angle / he was interested in it.

Do not accept:

- Dad yelling in his ear
- reference to monster / prehistoric animal.

Reading mark scheme

What Lies Beneath Your Feet

27. Put the following sentences in the order in which they happen in the recount.

The first one has been done for you.

Homer and Dad go in the lift.

2

A rock falls near Homer.

5

Homer is dressed in a miner's outfit.

1

Homer sees the continuous-mining machine.

4

Homer falls over.

3

(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 all four sentences correctly ordered; award 1 mark for two or three events correctly ordered.

28. Do you think this visit will make Homer want to work in the mine?

Tick one.

Yes

No

Yes and No

What makes you think this?

Explain your answer as fully as you can.

(2 marks)

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

continued overleaf ...

Reading mark scheme

What Lies Beneath Your Feet

Marks should be awarded for the justification given and must agree with the box ticked.

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

Responses for yes:

- because he would like to follow in his Dad's footsteps
- because he'd like to fulfil his Dad's expectations
- he enjoyed positive elements of the experience / interest in the experience
- he felt he had been welcomed by Dad and / or Uncle
- explanation that the worst is over – he is familiar with it / it will never be as bad again.

Responses for no:

- reference to specific features of the mine experience, for example:
 - *didn't like the lift – gaps in floorboards / nothing beneath you in the shaft / creaky machinery*
 - *feeling of being swallowed by the earth*
 - *unfamiliarity of surroundings (strange smell, alien-ness of the place, darkness)*
 - *he was frightened (this response must be supported by an event or justification)*
 - *he kept hitting his head / falling over*
 - *scared of getting lost*
 - *frightening / deafening noises*
 - *possibility of being hit by falling rocks / debris.*

Also award 2 marks for answers which develop the explanation, for example:

- *because he would like to fulfil his Dad's expectations by leading men.*

Sample answers:

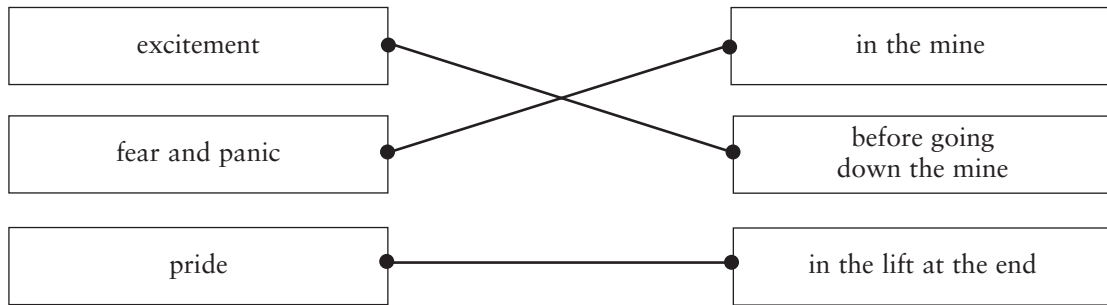
- *Yes – because he has got more confidence now he has been there (1 mark)*
- *Yes – because he saw what was in the mine and he probably wants to discover more about it (1 mark)*
- *No – because he is scared of lots of things (1 mark)*
- *No – the reason I say no is because mostly on this visit he was scared (1 mark)*
- *Yes – because his Dad said 'you're my boy, maybe you were too'. This means his father wanted him to work in the mine (2 marks)*
- *Yes – I think he would like to because his Dad did and his Dad said maybe you were supposed to lead people in doing this as well (2 marks)*
- *No – because he dropped his helmet and panicked thinking no one would ever find him again (2 marks)*
- *No – he was very frightened just going down in the lift. I can't imagine him going down on his own everyday (2 marks)*
- *Yes/No – he might decide to follow in his Dad's footsteps or he might just be scared of going down (2 marks)*

Do not accept: picture-referenced answers.

Reading mark scheme

What Lies Beneath Your Feet

29. Match the following feelings with the time that Homer felt them.



(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.

Question 30 is about the *whole booklet*.

30. Here are some sentences which are going to be added to the reading booklet.

Tick to show to which section of the booklet they should be added.

The first one has been done for you.

	<i>Small tunnels</i>	<i>Getting bigger...</i>	<i>The biggest tunnels</i>	<i>Down the Mine</i>
People used to go on tours of the sewers in Paris.		✓		
The underground system in New York serves about 5 million passengers every day.			✓	
Ferrets have been used to put wires into hard-to-reach places in planes.	✓			
The noise was terrifying.				✓

(1 mark)

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

Award 1 mark for all three sentences correctly ticked (or any other clear mark / indication).

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 2005 test, the shorter task asks pupils to give safety advice for young people embarking on a new activity. The longer task asks pupils to write two diary entries, relating to before and after a memorable event. 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 is 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.

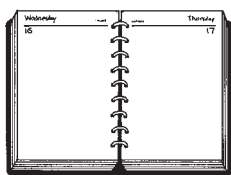
Longer writing task: *Something to Remember*

The task is to write two diary entries, before and after a memorable event. The prompt provides some suggestions, instructing pupils to think about a time when they had to do something that made them feel worried or excited, such as the first day at a new school or a competition or challenge of some kind. The need to focus on the thoughts and feelings before and after the event is emphasised through repetition, the formatting of the prompt sheet and the planning sheet.

Further support for the organisation of the piece is provided in the *writing answer booklet*, where two pages are formatted to replicate diary pages, with the word 'Date' printed at the top. A final reminder about the content of each diary page – before and after the event – also aids organisation.

Better performances are distinguished by the evolution of thoughts and feelings before and after the event, with some explanation of the reasons for these feelings; in addition, the writing engages readers by means of a variety of stylistic features which might include the use of colloquialism or figurative language.

Something to Remember



Think of a time when you had to do something that you were worried or excited about.

This could be:

First day at a new school

First time away from home

Making a speech in assembly

A competition or challenge

Or your own idea...

Your task is to write two diary entries:

- the first one **before** the event;
- the second one **after** the event, when it is all over.

In your diary, write some of the most important things that happened to you and your thoughts and feelings **before** and **after** the event.

You can make up some of the details if you cannot remember them clearly.

2

Planning

Make some brief notes to help you with your diary entries.

The event: _____

Thoughts and feelings
before the event

Thoughts and feelings
after the event

3

LONGER WRITING TASK: Something to Remember

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**
- Clauses usually grammatically accurate. Parts of sentences mostly joined with *and, but, then*. Some simple sentences, often brief, starting with a pronoun and verb (*I saw my friend; I was excited*).
 - Sentences sometimes demarcated by capital letters and full stops.

1–2 marks

- Band A2**
- Simple connectives *and, but, or, so, when* link clauses with some variation (*because*). Subjects and verbs frequently repeated (*I was...*). Phrases mostly simple (*the teacher; my lines*) with some expansion (*quite frightened; so excited*). Some sentence variation created by use of simple adverbials (*suddenly; later*) and adjectives (*exciting; enormous*). Tense choice may not reflect the demands of the task.
 - Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

3–4 marks

- Band A3**
- Sentences are mostly grammatically sound. Subordinating connectives develop explanation or description within the sentence: *if, because, while (while I waited in the hall)*. Adverbials (*after training for a long time*) and expanded phrases (*the best day of my life; people talking to me*) vary construction of sentences. Sentence fragments may be used deliberately to create informal style. Tense choice appropriate; present tense and / or varied modal verbs express possibility before the event and past tense is used for reflection. Subjects vary beyond first person pronouns (*that day; my dream; there*).
 - Most sentences correctly demarcated; some commas mark phrases or clauses.

5–6 marks

LONGER WRITING TASK: Something to Remember

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 grouped into sequences of sentences; some division possibly indicated by layout. Some possible connection between the entries.
 - Simple connectives used (*then; and then*). Some connection between sentences, eg use of pronouns referring to the same person or thing (*I; it*).

1–2 marks

- Band B2**
- Text structure overall is simple: the diary entries relate to before and after the event. There may be a simple conclusion or summary of the experience, or an introduction. Contrasting reactions to the event may be used to create parallels between the entries, but these may be brief or repetitive. Some divisions between sections of content indicated, eg use of *also* and */* or *and if* for additional information (*I also wondered...*).
 - Relationships between ideas often simply linked by cause and effect (*It was the first day so I was excited*). Contrast sometimes used within or across sentences (*I was nervous but I had to do it*). Connection between sentences built up by pronoun reference to main things / people in the text (*the class / they*) and connections between words develop event (*race... bikes... finishing line*).

3–4 marks

- Band B3**
- The diary entries are logically organised: include introduction, thoughts about the forthcoming event, mixture of recount and reflection afterwards and conclusion to summarise or emphasise the writer's view (*It's really cool. I can't wait till tomorrow to go back to school and see my friends again*). There may also be a conclusion to the first diary entry which may provide a specific link to the second entry (*Well, I'd better go and get ready now*). Contrasts in reactions to the events may be developed to highlight differences in thoughts and feelings. New sections or paragraphs are sequenced, although paragraph transitions may be awkward.
 - Within paragraphs, content often introduced by a main sentence. Sections or paragraphs organised to expand and develop a particular topic, eg with description (*the whole school was in the hall. Everyone was looking at me...*). Connections within paragraphs established and maintained, eg by reference to a previous thought, other characters or event (*That race; what I thought before*).

5–6 marks

LONGER WRITING TASK: Something to Remember

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**
- One or two simply structured diary entries relate to a relevant experience; thoughts before the event may be repetitive and events may be listed; recount of events may drift into narrative.
 - Details (*I had to wear a crash helmet*) or simple statement of feelings (*I like it and it's fun*) expand content.

1–2 marks

- Band C2**
- A form suitable for diary entries is used; content includes speculation about the forthcoming event (*I wonder if I will win*) and some reflection afterwards (*It has been a good day*); it may also include some description of the event (*the stage was full of people*) with narrative elements.
 - The writer expresses thoughts and feelings about the event, but these might not be consistent or controlled and may lack subtlety (*I feel sick; today was really good*).
 - Vocabulary choices help depict situation (*river bank; motocross; ballet shoes*); attempts at humour or building anticipation enliven the entries (*it was getting closer*); some variety of vocabulary to express feelings.

3–5 marks

- Band C3**
- Diary entry form is maintained: realistic situation is presented and both entries, before and after the event, are paced appropriately, with some development and / or explanation of thoughts and feelings (*There is one teacher I really like...*). Speculation before the event is placed in context and reflection allows conclusion (*Mum was right. It's best to have a go*).
 - Viewpoint is consistent and maintained: the narrator's thoughts and feelings evolve over the diary entries to show some development before and after the event (*I felt relieved when it was over but I had been really worried*).
 - Stylistic features are used to engage the reader, eg sentence fragments to mimic thoughts (*Nearly tomorrow already – but can't sleep*), use of colloquialism (*no-one, zip, zilch, nada*), interesting vocabulary (*a sea of faces; frozen with fear*) or a variety of expression used to create interest (*my voice came out like a croak*).

6–8 marks

Exemplar script 1

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Date September 15

I was very worried about going to my new school because it was a lot bigger. I was scared because people sad that older kids would say nasty things to me and I was scared of not meeting new freinds.

Then again I was glad I was leaving my old school because I didnt like it at all and it was boring

Date September 16

I got to my new school it was great the teaches were great I met new freinds older pupils were freindly and I was glad I moved schools. I dont know why I was worried there was nothing to worry about I didn't get lost as well. The lessons was great every thing went fine.

repetition of subjects and simple verbs (A2)

mostly simple connectives with some use of *because* (A2)

simple noun phrases with some expansion (A2)

some sentences demarcated, but other opportunities missed (below A2)

contrast between expectation and reality (B2)

additional information (B2)

simple conclusion (B2)

Longer writing task annotated scripts

SENTENCE STRUCTURE & PUNCTUATION
Summary
Simple sentence structures with some use of subordination, repetition of subjects and verbs, the use of simple noun phrases and the use of the past tense for both entries indicate a mark in Band A2. Limited punctuation and minimal expansion makes the lower mark in the band appropriate.
Band A2 – 3 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> • Entries include speculation and some reflection with simple description (<i>older pupils were freindly</i>). (C2) • Thoughts and feelings are expressed (<i>very worried; great</i>) but they tend to be repetitive or provide simple contrasts. (C2) • Vocabulary relates to the school experience, but the expression of feelings is limited to simple adjectives. (C2)
Summary
The brief diary entries relate appropriately to before and after the event. The expression of some ambivalence in the first entry (<i>I was very worried; I was glad</i>) compensates for the repetitive nature of the reactions. For this reason, a mark just into Band C2 is awarded.
Band C2 – 3 marks

TEXT STRUCTURE & ORGANISATION
Summary
The entries relate to before and after the event and contrasting reactions are given at a simple level. Additional information relating to more complex anticipation is indicated. Some ideas are linked by cause and effect and there is a brief conclusion. The simplicity of the contrasts keeps the piece to the lower end of Band B2.
Band B2 – 3 marks

Exemplar script 2

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Date 12 May
 Hi diary (I have been entered) in a spelling compotion. (My hands are) tremberling with fear and exsiment. Say (if) my mind gose blank (or) (I cant say) eney thing. Well I have be revising (for weeks and weeks). (If it go all ocrding to plan) I will be the spelling champion. I will have (something) that know of my friends will have. (The crowd will go) wild (screming and shoutting) (and) (it) will be all for me and a big huge trophy.

Date 13 May
 Hi diary I won (I am still abit shaky now). The crown was shouting and roaring (just like I said) I have a huge trothy. (Mum and Dad lanch) out of there sit (like a rocket) and run up to me and gave me a big hug. (I still can't believe it now).

subjects and verbs vary beyond first person pronoun, with appropriate tense choice (A3)

adverbials vary sentence structure (A3)

mostly simple connectives with some variation (below A3)

demarcation mostly accurate, but some missed opportunities and limited range of punctuation (below A3)

connections between sentences established (B2)

link with previous section (B2)

simple conclusion (B2)

SENTENCE STRUCTURE & PUNCTUATION
Summary
Variation in sentence structures, created through the use of subordination, adverbials and varied subjects, supports the award of a mark in the top band. Further support is given through the controlled use of verb phrases, including appropriate tense choice and a passive construction. The punctuation is less secure, hence the lower mark in the band is awarded.
Band A3 – 5 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Diary form is maintained with direct address (<i>Hi diary</i>) and speculation and description are included, although the entries are not balanced. (C2) Viewpoint is controlled and consistent, allowing the expression of ambivalent feelings (<i>fear and exsiment</i>) and recounting the effects of the experience (<i>i am still abit shaky now</i>). (C3) Stylistic features engage interest: synonyms for emphasis (<i>screming and shoutting</i>) and figurative language for effect (<i>lanch out of there sit like a rocket</i>). (C3)
Summary
These diary entries use varied stylistic devices to convey the mixed emotions produced by the prospect of the competition and the sense of achievement afterwards. These features place the piece in Band C3, but the lowest mark in the band is awarded because of the lack of balance between the two entries.
Band C3 – 6 marks

TEXT STRUCTURE & ORGANISATION
Summary
The two entries relate to before and after the event, with some parallels between the two through repeated content. Connections within the first entry are developed through expansion of the feelings, but there is less development in the second entry. For this reason, a mark at the top of Band B2 is appropriate.
Band B2 – 4 marks

Longer writing task annotated scripts

Exemplar script 3

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Date 20th January

Fishermans UK Challenge

adverbials and expanded phrases vary sentence structure (above A2)

repeated simple subjects and verbs (below A2)

frequent comma splicing or missed demarcation (below A2), but commas also used to structure sentence (above A2)

other adverbials simple and often repetitive (A2)

tense choice appropriate (above A2)

mostly simple connectives with some variation (A2)

Dear diary tomorrow is the day (I go) head to head with 93 people (trying to win the Fishermans UK Challenge), I am so excited. (I'm going) to take (my rod signed by Matt Hayes one of Englands top fishermen) and (it gets better) he's going to give out the medals and (the big trophy). If I win I will have my name engraved on it and (it will go) on display in our local angling shop, Blakes Rods, if it does go up I am going to go mad with happiness, it will be amazing to walk in and get cheered by everyone. I hope luck will be on my side (tomorrow), this is too much for me (I am going) to get some amount of sleep to get up (tomorrow) at six a clock (in the morning), but it will be worth it (especcaly) if I see Matt Hayes again I will kindly ask him to sign my hat that (I wear) all the time. (I will try) my best, because I will do anything to cath enough fish to win. All my mates will be there aswell (so) I will find a pegg which is by them (so) I can give them some of my spare bait that I have got, (and) with the amount of bait I have I can feel free to give it to them.

opening places entries in context in time and situation (B3)

additional information indicated and linked to previous content (B3)

important information is indicated (B3)

Date 21st January

Fishermans UK Challenge

Dear diary you will never gues what happend, (I won) the competition by two pounds (because) (I caught) that twenty two pound carp followed by a fourteen pound barble and a big amount of double figure bream and tench. My names (now) on the trophy (and) it's on display in Blakes Rods it's neat because every time I go in there they all cheer at me, it's like I am king of fishing, (and) Matt Hayes signed my hat and I had a picture with him which is in all the news papers for fishermen to see. I am so proud of it so is dad he's been backflipping ever since. it's is amazing.

section expands topic (B3)

conclusion rounds off entry (B3)

Longer writing task annotated scripts

SENTENCE STRUCTURE & PUNCTUATION
Summary
Sentences are mostly grammatically sound with some variation created by subordination, adverbials and expanded phrases, but there is frequent repetition of first person pronouns and simple verbs. These elements combine to create the impetuosity of speech, which is not entirely appropriate for the task. For this reason, and insecure demarcation, a mark at the top of Band A2 is the best fit.
Band A2 – 4 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> A realistic situation, informed by detailed knowledge and enthusiasm, is presented, with anticipation before the event summarised and extended in the second entry (<i>I had a picture ... which is in all the news papers</i>). (C3) Thoughts and feelings are developed across the two entries, with the second conveying the writer's excitement. Concern for friends positions the writer as companionable and caring. (C3) Precise vocabulary relating to the sport adds realism (<i>twenty two pound carp</i>) and stylistic choices add variety and interest (<i>like I am king of fishing; he's been backflipping...</i>). (C3)
Summary
The combination of precise detail and enthusiasm, both for the sport and the success on this occasion, creates a personal voice which is engaging for the reader. More control of tone and detail would be necessary for the top mark.
Band C3 – 7 marks

TEXT STRUCTURE & ORGANISATION
Summary
The entries are logically organised, with an introduction, anticipation, description of the event, reflection and a brief conclusion, with evidence of paragraphing. Topic sentences orientate some sections, but other sections are less well organised, with details strung together by simple connectives. The lower mark in Band B3 is therefore awarded.
Band B3 – 5 marks

Exemplar script 4

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Date 25th July
Dear Diary,

Oh my gosh! I'm so scared! The Yanomamo play is in 2 hours! What if I say my bits go wrong, or my solo gets out of tune or I fall off my bench?! IT HAS HAPPENED!

These butterflies are more like blimming Tigers! Then again I feel excited! I love singing and acting and love performing for crowds. Its just before hand I get so worked up I feel like Im going to EXPLODE!!! I have 3 solo's (2 bits of long speech) and one heck of a lot of growing and burning down to do. And theres (all of the 25 songs) to forget!

See you tommorrow!
Hannah

Date 26th July
Dear Diary,

It was a success! I got all my speech right grew and burnt down (bang on time), and I did (especially) well on the River. (Everybody) laughed (when) we had to be marching ants (and) I shouted ATTENTION!! At the top of my voice! I feel so relieved, (the butterflies) have fluttered by and the tigers have gone to sleep. Me and a boy who did a solo went out last after everybody else and we got a special cheer! It was ace! (But I feel sad too because) I finish Southfield on friday and this is like a reminder. OH DEAR! I don't want to leave Southfield, and all my other friends. (I've had) good and Bad times. But (I'd never leave) if I had the choice.

Yanomamo was a great success and (brought) in loads of money. I just cant wait to do it again tommorrow night!

See you tomorrow
Hannah

P.S. I (hope) your ready for more moans about butterflies tommorrow

Annotations:
varied sentence structures (A3): exclamations, statements, questions
punctuation varied and mostly accurate (A3)
expanded noun phrases (A3)
adverbials add precision (A3)
subjects vary beyond first person pronoun (A3)
varied links between clauses, including subordinating and co-ordinating connectives (A3)
sentence fragments create informal style (A3)
controlled use of tense (A3)

Text Structure & Organisation Annotations:
framing device for each entry, with sign-off providing link (B3)
different possibilities indicated (B3)
topic sentence used to introduce section and provide link with previous content (B3)
development of content from first entry (B3)
contrasting feelings used to link sections (B3)
conclusion includes overview and reinforces writer's persona (B3)

SENTENCE STRUCTURE & PUNCTUATION
Summary
A range of different sentence structures adds variety to these entries: length, type and connectivity are all controlled. In addition, there is control of tense, use of different subjects and mostly accurate use of varied punctuation, with some over-reliance on exclamation marks. In spite of some grammatical slips, the award of the top mark is justified for the overall control.
Band A3 – 6 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Content centres on writer's thoughts and feelings about the school play, but builds in reflection on the prospect of leaving school. Pacing used effectively to express nervous anticipation in the first entry. (C3) Strong personal voice indicates the dramatic persona of the writer, well suited to the context of the event. (C3) Stylistic features engage the reader: figurative language, sentence fragments and colloquial style (<i>It was ace! See you tomorrow</i>) all create interest. (C3)
Summary
The extension of reflection beyond the immediate event, the individual and consistent viewpoint and the control of stylistic effects all contribute to the award of the top mark.
Band C3 – 8 marks

TEXT STRUCTURE & ORGANISATION
Summary
The central event of the Yanomamo performance is framed by the introduction, thoughts beforehand and reflection which emphasises the persona of the writer. There are explicit links between the entries, through reference to the same events and through development of the figurative language (<i>butterflies</i> and <i>tigers</i>); in addition there are links within sections through the indication of additional information or contrasts.
Band B3 – 6 marks

Longer writing task annotated scripts

Shorter writing task: *Safety First*

For this task, pupils are reminded of the autobiographical extract, *Down the Mine*, that appears in the reading booklet. In the extract, Homer and his father had to follow safety rules as they went down the mine. Pupils are reminded of one such issue – the need for specialist clothing. The task – to write safety advice for young people who are doing a new activity – is therefore grounded in the reading material.

Support with content is provided: two activities are suggested, but there is also an opportunity for the pupil's own choice. Pupils are prompted to explain the risks involved in the activity and ways in which people could avoid these. There is some space for planning, comprising boxes to identify the chosen activity and a further box for 'useful words and phrases'. The writing page is formatted with the words 'Safety Advice for...'.

Better performances are distinguished by the integration of instruction and explanation, so that the necessity for a rule is explained. They are usually well organised, with the most essential rules taking priority, and there is often some reassurance that the activity is enjoyable, in spite of the need for safety precautions.

<hr/> <h3>Safety First</h3>	
<p>When Homer and his father went down the mine they had to follow some strict rules so that they would be safe. For example, they had to wear special clothes such as helmets and strong boots.</p>	
<p>Your task is to write safety advice for young people who are doing a new activity.</p>	
<p>Choose one of the following:</p>	
<p style="padding-left: 40px;">Swimming in the sea or a river</p>	
<p style="padding-left: 40px;">Skateboarding</p>	
<p style="padding-left: 40px;">Other (your own choice)</p>	
<p>You should explain:</p>	
<ul style="list-style-type: none">■ What the risks are■ How people could avoid them	
<p>Planning</p>	
<p>Activity (choose one):</p>	
Swimming in the sea or a river	<input type="checkbox"/>
Skateboarding	<input type="checkbox"/>
Your own choice	<input style="width: 150px; height: 20px;" type="text"/>
Useful words and phrases	<input style="width: 250px; height: 30px;" type="text"/>
<p>2</p>	

SHORTER WRITING TASK: Safety First

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
Construct paragraphs and use cohesion within and between paragraphs

- Band D1**
- Clauses usually grammatically accurate, mostly joined with *and, then, so*. Some simple sentences, often a brief sequence starting with subject and verb (*It is; You should*). Some connections between sentences, eg pronouns linking some references.
 - Sentences sometimes demarcated by capital letters and full stops.

1 mark

- Band D2**
- Simple connectives *and, but, or, so, when* (*You need to put your helmet on when you go on a ramp*) link clauses. Occasional use of *because* or *if*. Subjects and verbs frequently repeated (*The sea; you could*). Noun phrases mostly simple (*some armbands*) with occasional expansion (*a new life jacket; deep water*). Some sentences expanded with simple adverbials (*in the skate park; always; never*). Relationships between sentences or clauses sometimes made explicit (eg contrast).
 - Full stops, capital letters, exclamation marks and question marks mostly accurate; commas are used in lists.

2 marks

- Band D3**
- Subordinating connectives develop description within the sentence: *if, because, while* (*if you want to be safe; because it can be a dangerous activity*). Adverbials (*while you are waiting; before you know it*) and expanded noun phrases (*boots with a safety stop*) vary construction of sentences. Tense is consistent. Variety of sentence types: directives and statements. Additional information indicated (*also, too*). Sections of text developed around topic sentences.
 - Accurate sentence demarcation. Some commas mark phrases or clauses.

3 marks

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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 instructions about the activity. Narrative form or listing may dominate.
 - Detail sometimes included to interest the reader (*heavy rain*).

1 mark

- Band E2**
- Form includes instructions and may contain some explanation; coverage may be uneven, eg orders predominate, or points may be repetitive. Some awareness of audience, eg attempt to make points relevant to the activity.
 - Writing shows evidence of viewpoint, eg writer shows knowledge of the chosen activity and issues relevant instructions (*Do not go out of your depth range*).
 - Vocabulary relates to the activity (*river, canoe, paddle*) and some details are elaborated (*some ramps are very steep, you should be careful*) but some references are imprecise or repeated (*safety things; a lot more stuff like that*).

2–3 marks

- Band E3**
- Coverage is balanced, eg instruction and explanation are given equal weight. Logical progression of risks and avoidance measures with points relevant to activity (*First you need to get all the equipment*). Detail adds precision (*you often need to watch for changes in the weather such as sudden rain*).
 - Viewpoint established and maintained, eg writer is positioned as authoritative and concerned with safety issues (*Keep to these simple rules to keep safe*).
 - Stylistic choices contribute to effect, eg directives and rhetorical questions (*Always watch out for young children who can get in the way; you don't want to hurt yourself, do you?*) and specific vocabulary relating to the activity (*body protector, luminous band*).

4–5 marks

Exemplar script 1

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

SAFETY ADVICE FOR Absalling

subordination (D2)

mostly simple noun phrases with some expansion (D2)

simple adverbials (D2)

repeated verbs (D2)

some grouping of instructions, eg relating to equipment (D2)

apostrophe shows omission (D2)

some sentences demarcated by full stops and capital letters (below D2)

- Always where the right eqiment.
- Always listen to the instrochins carefully.
- Make sure that you where the right shoes.
- Make sure your shoe lace is tied.
- make sure that your saftey harnes is tied.
- make sure your helment is sacure.
- Always make sure you are sacured.
- make sure whering right cloths
- make sure you listen to the Person that's telling you what to do,
- Don't try to impres other people.
- Try not to show off.
- make sure you no what your doing

<p>SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION</p> <p>Summary</p> <p>Use of imperative structures with some expansion of noun phrases, simple adverbials and subordination merits the award of 2 marks even though sentence demarcation is not secure.</p>	<p>COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> • Positive instructions predominate in this bulleted list although some advice is repetitive (<i>where the right shoes; whering right cloths</i>). (E2) • Knowledge of abseiling shown by relevant instructions about activities and equipment. (E2) • Some vocabulary is precise (<i>saftey harnes, helment</i>) but other choices are less defined, eg repetition of <i>right</i>. (E2)
<p>Band D2 – 2 marks</p>	<p>Summary</p> <p>Sensible advice about a potentially dangerous sport is framed as a bulleted list and offers a mixture of targeted and more generalised instructions. Directives are rarely expanded and much of the advice is repetitive, indicating the award of the lower mark in Band E2.</p>
<p>Band D2 – 2 marks</p>	<p>Band E2 – 2 marks</p>

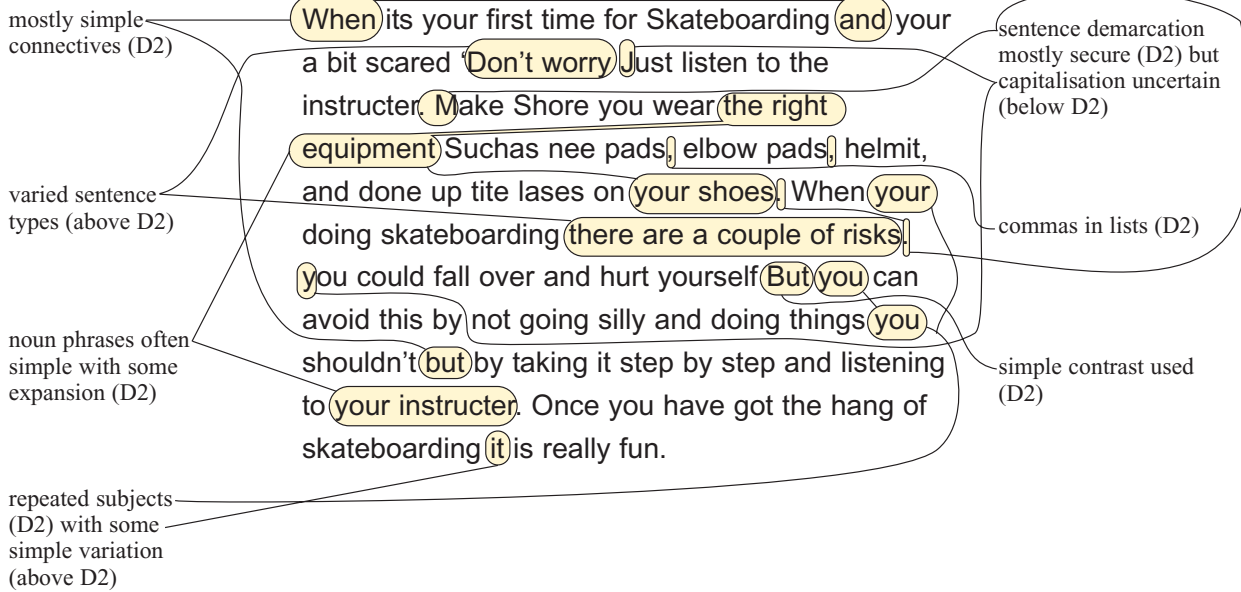
Shorter writing task annotated scripts

Exemplar script 2

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

SAFETY ADVICE FOR Skateboarding



SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION
Summary
Simple connectives linking clauses, some phrases expanded by adjectives and adverbials (<i>by not going silly</i>) and mostly secure sentence demarcation support the award of 2 marks. The variety of sentence types indicates higher performance but this is balanced by some grammatical inaccuracies.
Band D2 – 2 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> The advice includes instructions and some explanation, such as a list of equipment, but only one of the <i>couple of risks</i> is identified. (E2) Writer shows concern for people beginning the sport (<i>your a bit scared</i>) and offers reassurance (<i>it is really fun</i>). (above E2) Some vocabulary choices relating to equipment are precise, but other references are less specific (<i>doing things</i>). (E2)
Summary
Relevant instructions, an advisory tone with concern for newcomers to the sport and appropriate vocabulary indicate a mark in Band E2. More development of the risks involved would be necessary to move the piece into the higher band.
Band E2 – 3 marks

Shorter writing task annotated scripts

Exemplar script 3

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

SAFETY ADVICE FOR Science Lab

explanation supported by subordination (above D2)

noun phrases mostly simple with some expansion (D2)

some variation of verbs (above D2)

If you are going to a science lab they is some safety rules. The frist one is Do not run because you mite fall) and if your holding (bottle of cemasals) it mite drop on the floor. (The second rules if (asids) come on your body) you go to the toliet or the science tap and put (cold water) on to your body. (The tird Rules you (must put) science glasses because asids come to your eyes) and (mite make) you blind. The next Rules) is if your using the gas Tap, don't leave it on so you shut the gas Tap. The last rules is don't leave your hair down because some things mite come to your hair so you (have to) (Tie) your hair. These are the safety (Rules) if you are going to the science lab.

content explicitly organised (above D2)

comma structures sentence (above D2)

inconsistent capitalisation (below D2)

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION
Summary
Use of subordination to develop possibilities and explanations and varied structures suggest a mark in Band D3. Inconsistent capitalisation, some grammatical errors (<i>they is</i>) and omissions indicate that Band D2 is the best fit.
Band D2 – 2 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Possible dangers and ways in which they can be avoided or dealt with are clearly relevant to the activity. (E3) The writer is established as authoritative and concerned with safety issues (<i>mite make you blind</i>). (E3) Vocabulary choices combine the semantic fields of science and daily life at school (<i>cemasals, toliet</i>); directives and statements are used to give specific rules and back them up with explanations. (E3)
Summary
The rules follow a logical progression, with instructions and explanations mostly balanced, although more consistent explanation of the rules relating to the gas tap and the need to tie hair back would be needed for the award of the highest mark.
Band E3 – 4 marks

Exemplar script 4

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

SAFETY ADVICE FOR Swimming in the sea

When you are on the beach swimming you must always use sensible equipment such as waterproof shoes, floatational objects, etc. If you are not a very good swimmer you must try to stay close in to the shore but even if you are a very good swimmer still try to not go too far out also always stay in adult supervision and make sure at least someone can see you friend, parent, lifeguard etc. If you take a inflated object don't use it if the sea is rough. This will cause either injuries, floating out to sea or even drowning! So only use inflated objects if the sea is calm and the weather is reasonably good to be-able to do this in. Also if you are tired or something occurs maybe just have a little break or something. If you are quite young 6 or under try to stay with an adult keeping an eye on you in the water at all times so that they can help you to swim.

expanded noun-phrases (D3)

subordination supports description, possibility and explanation (D3)

variety of sentence types: statements and directives (D3)

advice modified by adverbials (D3)

mostly accurate punctuation, including commas to structure sentences (D3)

additional information indicated (D3)

alternatives identified (D3)

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION
Summary
Controlled use of subordination to modify directives or explain rules, precise use of adverbials, expansion of phrases, varied sentence structures and accurate punctuation support the award of the top mark.
Band D3 – 3 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Balance of instruction and information conveys both general advice (<i>use sensible equipment</i>) and more targeted advice (<i>if you are tired, if you are quite young</i>). (E3) Writer is positioned as authoritative, with thorough knowledge of the risks involved, and offers sensible advice (<i>always stay in adult supervision</i>). (E3) Specific, formal vocabulary (<i>floatational objects, supervision, inflated</i>), generalised statements (<i>This will cause...</i>) and direct address to the reader contribute to authoritative tone. (E3)
Summary
The safety advice is relevant and sensible, incorporating a concern for different levels of skill and different weather conditions. Instructions are modified to emphasise the circumstances in which they are necessary and the tone is consistently reasonable.
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 46–48 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. There are also irregularities in their size and spacing, but most ascenders and descenders are clear.

Date 18th January

I feel Nervous going
to school for the first time.
I don't know if anyone will
be my friends plus will the
teachers like me? Will I do
good in school or will I be
dumb? I hope not but I'm
going to do my best, go
gotta go bye.

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, but there are inconsistencies in positioning on the line, spacing, size of letters and the slope.

Date 7th September

I was thinking all night how my first time at a school, in the morning I wake up and I was really nervous, worried and if I liked the school or not, I got dressed and went down to the school it was huge, I went in the school and went up to my class when then I was talking to people then I sat by ~~him~~ someone and we started talking, then I saw my friend from the junior school and we started talking when it was break time and I starting playing, when I notice my nervous and my frightening was gone.

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.

Although some letters are incorrectly formed, the handwriting is consistent in size and spacing. The style is well maintained, and is both clear and easy to read.

Date 16 July

Time ~~12~~ 00:00

Dear diary on the 16th of July on my birthday I was very happy more than I have ever been. It was the most important day of my life I was so excited, happy, surprised and nervous at the same time I was scared and worried because my mom had invited ^{two} 2 people that were enemies but she didn't know that they were enemies she found out after she had invited them she was also worried and wanted to cut of the party but could not because she had invited many many people and she did not want to disappoint them. But I was still so worried and happy at the same time

THE END

SPELLING: *The Chunnel*

In the year 7 progress test, assessment of spelling contributes seven marks to the total writing score. For the spelling test, *The Chunnel*, 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 and derivational suffixes to roots of words, as in the words *suffering*, *nearly* and *decision*
- the application of spelling rules leading to the doubling of the 'p' in *stopped* and the change of 'y' to 'i' in *countries*
- avoiding inappropriate application of spelling rules leading to the deletion of the 'e' in *useful*
- the instance of homophones, as in *their*
- the spelling of unstressed vowels, as in *holiday*
- the spelling of words with silent letters, as in *signed*
- the instance of letter strings, as in *thought* and *straight*.

Quick reference mark scheme for the spelling test

- | | |
|--------------|---------------|
| 1. past | 9. useful |
| 2. suffering | 10. decision |
| 3. their | 11. signed |
| 4. nearly | 12. countries |
| 5. original | 13. deepest |
| 6. available | 14. holiday |
| 7. stopped | 15. straight |
| 8. thought | |

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		Total 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

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