

**En**

KEY STAGE

**3**

LEVELS

**4–7**

**2005**

English test

# Mark scheme Writing

Writing paper: Longer and shorter writing tasks

**2005**



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# Introduction

This document contains the mark scheme for the writing component of the 2005 key stage 3 English paper. It includes guidance on the overall structure of the mark schemes and how they should be applied.

The markers of the 2005 key stage 3 tests will be trained to follow specific guidelines to ensure consistency of marking in applying the mark schemes.

Separate levels are awarded for reading and writing. The reading level will be awarded on the basis of an aggregation of the marks achieved on the Reading paper and the Shakespeare paper. Pupil performance across the two elements may vary and the marking criteria are designed to recognise and reward a range of qualities in each. Similarly, the writing level will be awarded on the basis of an aggregation of the marks achieved on the Writing paper, and again pupil performance across the two tasks may vary. Pupils will also receive an overall English level on the basis of the aggregation of the total marks for reading and the total marks for writing.

Final decisions about the 2005 level thresholds, for separate reading and writing levels as well as overall levels for English, will be made on the basis of a review of a wide range of statistical and qualitative evidence. Level threshold tables, showing the mark ranges for the award of different levels for Reading, Writing and English, will be published on the QCA website on 20 June 2005.

# Writing paper

## Introduction

There are two tasks on the Writing paper: a longer writing task and a shorter writing task.

Both tasks are linked to the writing purposes triplets in the English Order: in the case of the longer writing task, *inform, explain, describe*; and in the case of the shorter writing task, *analyse, review, comment*.

Pupils are recommended to spend 15 minutes planning their response to the longer writing task and a planning page is provided for them to use. This planning does not form part of the test and does not affect the marks awarded.

## Assessment focuses

The assessment focuses used in this paper assess 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;
- AF8 use correct spelling.

## Longer writing mark scheme

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

- |   |  |            |
|---|--|------------|
| A | Sentence structure and punctuation (AF5 and AF6) | (8 marks)  |
| B | Text structure and organisation (AF3 and AF4)    | (8 marks)  |
| C | Composition and effect (AF1 and AF2)             | (14 marks) |

Vocabulary (AF7) is relevant to all strands and is identified in the criteria where appropriate.

AF8, *use correct spelling*, is assessed on the shorter writing task.

A set of criteria is provided for each strand, based on a common generic mark scheme which is used across all key stages and all tasks. The criteria have been customised to relate specifically to this task and take account of evidence from pre-testing.

The key areas related to each strand and how these are reflected in the bullet points in the criteria are clarified below:

### **A Sentence structure and punctuation**

*First bullet:* variety, clarity and accuracy of sentence structures

*Second bullet:* variety and accuracy of punctuation

### **B Text structure and organisation**

*First bullet:* coherence

- how the whole text hangs together, including order and sequence, and structural features such as openings and closings

*Second bullet:* cohesion

- how different sections of the text are organised, including grouping of material, connecting and elaborating within paragraphs/sections

### **C Composition and effect**

*First bullet:* adaptation to purpose, form and reader

*Second bullet:* viewpoint

- establishing and maintaining the position/stance of author, narrator, characters and others

*Third bullet:* style

- rhetorical effect, choice of language and technical or literary devices

### Shorter writing mark scheme

For the purposes of marking the shorter writing task, related assessment focuses have been drawn together into three strands, in a slightly different way from those for the longer writing task:

D	Sentence structure, punctuation and text organisation (AF4, AF5 and AF6)	(6 marks)
E	Composition and effect (AF1 and AF2)	(10 marks)
F	Spelling (AF8)	(4 marks)

Vocabulary (AF7) is relevant to all strands and is identified in the criteria where appropriate.

Because the task is designed to elicit succinct responses, there is some change of emphasis in the assessment focuses grouped to form strand D: AF3 is not assessed, nor is *construct paragraphs* or *cohesion between paragraphs* from AF4.

As for the longer writing task, a set of criteria is provided for each strand, based on a common generic mark scheme which is used across all key stages and all tasks. The criteria have been customised to relate specifically to this task and take account of evidence from pre-testing.

The spelling criteria are not customised and are carried over from year to year.

The key areas related to each strand and how these are reflected in the bullet points in the criteria are clarified below:

#### D Sentence structure, punctuation and text organisation

*First bullet:* variety, clarity and accuracy of sentence structures and cohesion

- how different sections of the text are organised, including grouping of material, connecting and elaborating within paragraphs/sections

*Second bullet:* variety and accuracy of punctuation

#### E Composition and effect

*First bullet:* adaption to purpose, form and reader

*Second bullet:* viewpoint

- establishing and maintaining the position/stance of author, narrator, characters and others

*Third bullet:* style

- rhetorical effect, choice of language and technical or literary devices

#### F Spelling

use correct spelling

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### ***Marking procedures for both tasks***

The criteria should be applied in the order in which they are given so that a picture of the strengths and weaknesses of each response is built up cumulatively.

For each strand, a judgement has to be made about which description best matches each script. This involves balancing those aspects of the performance which meet the criteria for a particular band, or the band above, against those which do not. To make this judgement it is necessary to look at the description of performance both above and below the band in question.

The exemplar responses should be referred to in order to clarify features of writing relevant to particular bands and to help confirm the marks awarded in relation to each set of criteria.

Please note:

- the italicised examples in the criteria are there to illustrate particular features, but are not a requirement for a particular band to be awarded. Nor should they be regarded, in themselves, as evidence that a particular band has been achieved.



**Table showing marks awarded to exemplar responses (Longer writing)**

<b>Example</b>	<b>A: Sentence structure and punctuation (SSP)</b>	<b>B: Text structure and organisation (TSO)</b>	<b>C: Composition and effect (CE)</b>	<b>Page</b>
<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>12</b>
<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>13</b>
<b>3</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>14</b>
<b>4</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>16</b>
<b>5</b>	<b>6</b>	<b>7</b>	<b>11</b>	<b>18</b>
<b>6</b>	<b>8</b>	<b>8</b>	<b>13</b>	<b>20</b>

**Table showing marks awarded to exemplar responses (Shorter writing)**

<b>Example</b>	<b>D: Sentence structure, punctuation and text organisation (SSPTO)</b>	<b>E: Composition and effect (CE)</b>	<b>F: Spelling</b>	<b>Page</b>
<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>26</b>
<b>2</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>27</b>
<b>3</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>29</b>
<b>4</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>31</b>
<b>5</b>	<b>6</b>	<b>10</b>	<b>4</b>	<b>33</b>

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## Longer writing task

# Robot progress

You work for a company that develops hi-tech robots. You have been building a robot to perform a range of tasks in the home.

You receive this request from your company manager.

The first fully working version of the robot should be nearly complete.

Can you write a detailed report, explaining:

- how some of the problems have been sorted out  
– robot too noisy, not finishing tasks, etc;
- which functions are now working well and how they could be used by different people;
- what improvements still need to be made.

Include anything else you need to update me on.

**Write a report for the company manager explaining the progress made on the robot.**

**30 marks**

## Longer writing mark scheme

<b>A Sentence structure and punctuation</b>		<b>Marks available</b>
<b>Band</b>	<b>Assessment focuses:</b>	
	AF5 vary sentences for clarity, purpose and effect;	
	AF6 write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.	
<b>This band is included to help differentiate writing which, whilst showing some fluency and accuracy, does not merit a mark.</b>		
A1	<ul style="list-style-type: none"> <li>Sentences mostly simple or compound with clauses linked by connectives such as <i>and</i>, <i>but</i>, <i>then</i>. Responses are written mainly in the present tense (<i>the robot now works well...</i>), with occasional use of other tenses, not always controlled. Simple expansion of noun phrases adds relevant detail (<i>little switch</i>; <i>smooth movement</i>).</li> <li>Sentences generally correctly demarcated with some attempt to use other punctuation.</li> </ul>	0
A2	<ul style="list-style-type: none"> <li>Some subordinating connectives, <i>when</i>, <i>because</i>, are used to expand explanation in the report (<i>when you leave it running, it can go for hours doing jobs</i>). There is some variation in the subjects of sentences (<i>you can use it...</i>; <i>Our robot can now function...</i>) and some use of different tenses, eg past to convey development (<i>I have made it controllable</i>); present to describe current functions (<i>it is now running smoothly...</i>) mostly used consistently. Expanded noun phrases add relevant detail (<i>extendable metal arms</i>) and adverbials clarify position / place (<i>on the underneath...</i>).</li> <li>Most sentences correctly demarcated with some use of other punctuation.</li> </ul>	1,2
A3	<ul style="list-style-type: none"> <li>Both compound and complex sentences are used with some variety of connectives, eg <i>which</i>, to develop explanation of robot's features / functions. There is some use of a range of tenses, used mostly appropriately (<i>it will be able to help old people...</i>), to develop meaning, with modals used to signal possibility (<i>You can use it to...; if people would like to...</i>). Relevant detail and information built up through phrases and clauses (<i>tidying up the kitchen and even cooking...</i>).</li> <li>Almost all sentences correctly demarcated, with some use of a range of other punctuation.</li> </ul>	3,4
A4	<ul style="list-style-type: none"> <li>A range of structures is used to vary the length and focus of sentences, eg simple sentences to give facts (<i>The robot is nearly complete</i>); compound sentences to make statements (<i>the machinery is complicated and it has taken a long time to develop</i>); subordination to elaborate explanation (<i>if anyone wants to use it for external cleaning, this is possible...</i>). Impersonal constructions convey detachment (<i>it is likely that...; the robot can be programmed...</i>) and infinitives aid formality (<i>to alleviate these problems...</i>). Modals are used to assert (<i>it should be easy to operate... it will appeal more to young people...</i>). Adverbial phrases add detail economically.</li> <li>Range of punctuation used, generally securely, to mark the structure of sentences and to give clarity.</li> </ul>	5,6
A5	<ul style="list-style-type: none"> <li>Variety of sentence structures, eg simple, compound and complex sentences, gives clarity and emphasis to the report (<i>I have adjusted the mechanism so that... it is now secure</i>). A range of verb forms is handled confidently, including modals and passive constructions (<i>these features will be amended in the next few weeks to...</i>). Embedded phrases and clauses (<i>...programmed to function on its own</i>) and expanded noun phrases (<i>a robot designed to be used by young people...</i>) contribute to succinctness.</li> <li>Range of punctuation used securely to give clarity.</li> </ul>	7
A6	<ul style="list-style-type: none"> <li>Wide variety of structures is well controlled to provide a confident and convincing report which adeptly explains progress made on the robot. These may include compound, complex and embedded sentences (<i>This robot, although not yet completely finalised, is revolutionary in design...</i>) and active and passive forms.</li> <li>Range of punctuation deployed to enhance meaning, and sometimes to create particular effects.</li> </ul>	8

## B Text structure and organisation

Assessment focuses:

**Marks available**

Band	AF3	AF4	
	organise and present whole texts effectively, sequencing and structuring information, ideas and events;	construct paragraphs and use cohesion within and between paragraphs.	
<b>This band is included to help differentiate writing which, whilst showing some fluency and accuracy, does not merit a mark.</b>			
B1	<ul style="list-style-type: none"> <li>Overall structure of the explanation is simple, eg following the three areas in the task, with some use of sections to indicate main ideas.</li> <li>Within sections, ideas are mainly linked through content (<i>the robot will look like... it will have...</i>). There may be some breakdown of cohesion, eg abrupt changes of focus.</li> </ul>		0
B2	<ul style="list-style-type: none"> <li>The report has a clear structure, with some use of sections or paragraphs to distinguish different parts of the explanation, though transitions between sections are sometimes awkward.</li> <li>Paragraphs are mostly organised round a main idea, with some development of points, eg using ongoing references (<i>the robot... it... he...</i>).</li> </ul>		1,2
B3	<ul style="list-style-type: none"> <li>Paragraphs or sections support the sequencing of ideas in the report, helping to develop explanation of progress and plans for the future. Some attempt at an effective opening and ending, and paragraphs are mostly linked to provide a logical order (<i>Another point...</i>).</li> <li>Within paragraphs or sections, main ideas are developed or illustrated by relevant detail or example (<i>At the bottom there is a switch which you can...; for example, for the lazy teenager, the robot will operate the remote control...</i>). Points are linked by pronouns (<i>This will...</i>) or connectives (<i>Although the robot...</i>).</li> </ul>		3,4
B4	<ul style="list-style-type: none"> <li>The structure of the report is clarified by the use of paragraphs, which are linked or sequenced in a variety of ways, eg by pronouns or text connectives (<i>furthermore</i>). The opening helpfully clarifies the intentions of the explanation and the ending effectively rounds off the report, eg by summarising the main points (<i>In conclusion...</i>).</li> <li>Within paragraphs, the development of ideas and explanation is supported by cohesive devices such as repetition (<i>to clarify the main point again...</i>). Linked connectives build up effective reference chains in the explanation (<i>not only... but also...</i>).</li> </ul>		5,6
B5	<ul style="list-style-type: none"> <li>The whole report is structured to give clarity and emphasis to the explanation, eg interweaving account of development work with comment and description of work to be done (<i>I believe that this is the best way forward because...</i>). Paragraphs are clearly linked or sequenced and references may be made both backwards and forwards within the text (<i>The robot overheats... we have overcome this problem by...</i>). The opening and ending, which may be linked, are convincing.</li> <li>A range of techniques is used to support cohesion, eg reformulating of ideas (<i>To put it another way...</i>), summarising (<i>so this shows that...</i>).</li> </ul>		7
B6	<ul style="list-style-type: none"> <li>The whole report is shaped and controlled to achieve particular effects, eg the deliberate sequencing and linking of paragraphs to create an authoritative explanation.</li> <li>Within paragraphs, a range of devices contributes to effective cohesion. Varied sentence links are achieved with economy and precision.</li> </ul>		8

<b>C Composition and effect</b>		<b>Marks available</b>
<b>Band</b>	<b>Assessment focuses:</b>	
	AF1 write imaginative, interesting and thoughtful texts;	
	AF2 produce texts which are appropriate to task, reader and purpose.	
<b>This band is included to help differentiate writing which, whilst showing some fluency and accuracy, does not merit a mark.</b>		
C1	<ul style="list-style-type: none"> <li>Some features of a form suitable for a report are evident, eg gives some explanation of the progress of the robot, though may slip into personal account (<i>I made it go round on its own and I thought it was very good</i>).</li> <li>Some attempt to adopt role of robot designer, but not sustained (<i>Hello, my name is Professor John Day...</i>).</li> <li>Some appropriate choices of vocabulary for factual explanation are evident (<i>metal; strong</i>).</li> </ul>	0
C2	<ul style="list-style-type: none"> <li>A form appropriate for a report is mostly maintained, eg explanation of different features of robot mostly relevant, showing some awareness of the reader and purpose (<i>the problems you saw last time are now sorted out...</i>).</li> <li>The role of the robot designer is adopted and maintained, eg by offering a generally consistent description of the robot.</li> <li>Some straightforward stylistic features are used to support purpose, eg use of third person, problems followed by solutions (<i>it is too slow so we have made it faster...</i>).</li> </ul>	1,2,3
C3	<ul style="list-style-type: none"> <li>Maintains features of a form appropriate for a report to engage the manager's attention, eg opening clarifies purpose (<i>This report is to update you on...</i>), content selected is relevant, showing awareness of level of detail required.</li> <li>A clear viewpoint is established and controlled, eg through convincing presentation of robot.</li> <li>Some stylistic features add authenticity, eg functions listed for effect, technical language (<i>programmer; rechargeable</i>), points balanced and expanded in explanation (<i>this may be frustrating but the advantage is that...</i>).</li> </ul>	4,5,6
C4	<ul style="list-style-type: none"> <li>Some aspects of the chosen form for a report adapted to provide content well focused on purpose, with ideas selected and conveyed effectively to engage manager's interest.</li> <li>The viewpoint is well controlled, eg an assured voice is deployed showing recognition of the viewpoint of the manager (<i>you were concerned at your last briefing...</i>).</li> <li>A range of features supports chosen style, eg asides to reader (<i>as you will know...</i>), fronting for emphasis (<i>To address this point, we...</i>) and use of adverbials (<i>moreover</i>).</li> </ul>	7,8,9
C5	<ul style="list-style-type: none"> <li>Chosen form adapted for the purpose of explaining progress in developing the robot, with ideas carefully selected, sequenced and presented to create a confident report for the manager.</li> <li>The viewpoint acknowledges context and viewpoint of others, eg manager, prospective buyers, recognising demands of situation (<i>from a business point of view...; for the purpose of the market...</i>).</li> <li>Choice of style supports appropriate register for technical explanation, eg sustained use of technical, subject-specific expressions and impersonal constructions to convey detachment (<i>the concern about noise has been addressed in a number of ways...</i>).</li> </ul>	10,11,12
C6	<ul style="list-style-type: none"> <li>The chosen form for the report is skilfully exploited, eg through the careful integration of information, description and explanation, in an appropriate tone for the manager.</li> <li>A coherent viewpoint is conveyed, communicating a complex perspective as the robot designer, acknowledging and anticipating different points of view.</li> <li>A range of stylistic devices is confidently employed, contributing to the impact of the whole report and supporting the chosen viewpoint.</li> </ul>	13,14

## Longer writing task Example 1

SENTENCE STRUCTURE and PUNCTUATION (SSP)	Robot progress Report	TEXT STRUCTURE and ORGANISATION (TSO)
	<i>(miner defects)</i>	subheading used to signal theme (B2)
expanded noun phrases add detail (A2)	during testing the robot had <i>(some miner problem)</i> <i>(such as frezing in a certain position)</i> we put ligher bolts on and now thats good. sometimes it would not complet a task such as washing cloths and filling the dishwasher up. we adjusted the roboert with an <i>(expensive water proof matiral.)</i>	
shifts between tenses not always controlled (A1)	<i>(One of the major problems)</i> was it did not start quick enogh we are still trying to figer out why its slow but have not been sucsefull	attempts to sequence sections of text (B2)
	<i>(however)</i> thir are some great triks making teas, drinks are exerlent but a bit ichy at bring them to us the robot is also very good at hovering which is great because we thoght hovering <i>(would drain)</i> <i>(to much battery.)</i>	some development of points (B2)
modals to define possibilities only partially successful (A1)	<i>(if all goes well it could be)</i> in shops in around 2 month	attempt at conclusion, though undeveloped (B3)
<b>Punctuation:</b> • incorrect use of capitals, eg in title (below A1) • limited use of full stops (below A1) • only other punctuation mark a comma, used inappropriately (below A1)	yours sinsirly A_____	

  

SSP summary	COMPOSITION and EFFECT (CE)	TSO summary
Loosely structured sentences are inconsistently demarcated. Some subordinating connectives, but overall control is lacking. Combined with punctuation weakness, these features place response in Band 1.	<ul style="list-style-type: none"> <li>• some awareness of purpose and audience, despite ending as a letter (C2)</li> <li>• role of designer sustained (C2)</li> <li>• some straightforward stylistic features, eg explicit identification of issues: <i>One of the major problems...</i> (C2)</li> </ul>	Heading, subheading and paragraphs give clear structure. Paragraphs each derive from a main idea at the start of each section. Lack of development keeps response at lower end of Band 2.
Band A1 – 0 marks	<b>CE summary</b> Purpose of report addressed by listing problems and solutions. Voice of robot designer consistent enough, together with clarity of details, to place answer in middle of Band 2.	Band B2 – 1 mark
	Band C2 – 2 marks	

## Longer writing task Example 2

SENTENCE STRUCTURE and PUNCTUATION (SSP)	TEXT STRUCTURE and ORGANISATION (TSO)								
different tenses aid explanation but are not fully controlled (A2)	<p>The robot is silver but made out of metal. It <u>(has)</u> a screen in the middle of the body which <u>(is)</u> the door to the secret safe. We had a problem with the safe, <u>(as you typed)</u> in the third digit to the four numbered Pin Code <u>(it makes)</u> a buzzing noise. We solved this problem by following the wire where it is connected to find out it was'nt plugged in correctly.</p> <p>some detail in description (B2)</p>								
simple connectives link facts (A1)	<p><u>(Another problem)</u> we have resolved is why it did not walk more than <u>one metre</u> <u>(and)</u> then fall over. The way we fixed this was we turned the robot upside down <u>(and)</u> to our surprise there was a block chipped off the bottom so this made it wobbly. We fixed this by changing the metal, to elastic. Now it just goes smooth!</p> <p>link made between paragraphs (B3)</p>								
subordinate clause expands explanation (A2)	<p>We added a chip card for security, it only works <u>(when your fingerprints on the special ink box next to the chip/sim card.)</u></p> <p>paragraphs have one main idea, each with limited development (B2)</p>								
modals to show prediction (A3)	<p>The robot has a remote to tell it which way it <u>(should go)</u>. The owner presses the button and the robot <u>(will do)</u> what is stored.</p> <p>We have not found out how to not cause spillages or how to solve the robot if it gets wet.</p>								
<b>Punctuation:</b> <ul style="list-style-type: none"><li>• most sentences demarcated (A2)</li><li>• some use of other punctuation, eg commas, exclamation mark (A2)</li></ul>									
<table><tr><th>SSP summary</th></tr><tr><td>Some range of sentence structures, including subordination. Adaptation of verb forms not always controlled, but this is balanced by secure use of modals. Punctuation mostly correctly applied. This places response at higher end of Band 2.</td></tr><tr><td>Band A2 – 2 marks</td></tr></table>	SSP summary	Some range of sentence structures, including subordination. Adaptation of verb forms not always controlled, but this is balanced by secure use of modals. Punctuation mostly correctly applied. This places response at higher end of Band 2.	Band A2 – 2 marks	<table><tr><th>COMPOSITION and EFFECT (CE)</th></tr><tr><td><ul style="list-style-type: none"><li>• form is appropriate for a report but limited awareness of reader (C2)</li><li>• viewpoint of designer maintained by generally consistent description (C2)</li><li>• some stylistic features, eg problems followed by solutions (C2)</li></ul></td></tr><tr><th>CE summary</th></tr><tr><td>Main features of report established from clear perspective of the designer. Some awkwardness of expression and lack of development keep this response at top of Band 2.</td></tr><tr><td>Band C2 – 3 marks</td></tr></table>	COMPOSITION and EFFECT (CE)	<ul style="list-style-type: none"><li>• form is appropriate for a report but limited awareness of reader (C2)</li><li>• viewpoint of designer maintained by generally consistent description (C2)</li><li>• some stylistic features, eg problems followed by solutions (C2)</li></ul>	CE summary	Main features of report established from clear perspective of the designer. Some awkwardness of expression and lack of development keep this response at top of Band 2.	Band C2 – 3 marks
SSP summary									
Some range of sentence structures, including subordination. Adaptation of verb forms not always controlled, but this is balanced by secure use of modals. Punctuation mostly correctly applied. This places response at higher end of Band 2.									
Band A2 – 2 marks									
COMPOSITION and EFFECT (CE)									
<ul style="list-style-type: none"><li>• form is appropriate for a report but limited awareness of reader (C2)</li><li>• viewpoint of designer maintained by generally consistent description (C2)</li><li>• some stylistic features, eg problems followed by solutions (C2)</li></ul>									
CE summary									
Main features of report established from clear perspective of the designer. Some awkwardness of expression and lack of development keep this response at top of Band 2.									
Band C2 – 3 marks									
	<table><tr><th>TSO summary</th></tr><tr><td>Overall there is a clear structure, with use of different sections. Some development of ideas within paragraphs is apparent. All criteria for Band 2 fulfilled, but lack of clear beginning and ending keeps this in Band 2.</td></tr><tr><td>Band B2 – 2 marks</td></tr></table>	TSO summary	Overall there is a clear structure, with use of different sections. Some development of ideas within paragraphs is apparent. All criteria for Band 2 fulfilled, but lack of clear beginning and ending keeps this in Band 2.	Band B2 – 2 marks					
TSO summary									
Overall there is a clear structure, with use of different sections. Some development of ideas within paragraphs is apparent. All criteria for Band 2 fulfilled, but lack of clear beginning and ending keeps this in Band 2.									
Band B2 – 2 marks									



## Longer writing task Example 3

SENTENCE STRUCTURE and PUNCTUATION (SSP)	TEXT STRUCTURE and ORGANISATION (TSO)
expanded phrase helps build up relevant information (A3)	attempt at an effective opening (B3)
shifts between verb forms and tenses aid explanation (A3)	movement from past to present to future tenses aids coherence (B3)
complex sentence elaborates explanation (A4)	
short sentence for impact and to introduce the variety of features to follow (A4)	
control of clauses insecure (A2)	
impersonal construction aids formality (A4)	

continued opposite



Longer writing task Example 3 continued

SENTENCE  
STRUCTURE and  
PUNCTUATION (SSP)  
continued

TEXT  
STRUCTURE and  
ORGANISATION (TSO)  
continued

*The robot runs on a battery which to be charged up every night for at least 10 minutes to be able to work all day. The robot will be like having a new family member and will be very close.*

**Punctuation:**

- most sentences correctly demarcated, though lapses in penultimate paragraph (A3)
- scant use of other punctuation (A3)

} abrupt ending (B2)

COMPOSITION and EFFECT (CE)		
SSP summary	<ul style="list-style-type: none"><li>• convincing tone for report, selecting relevant details with implicit sense of readership (C3)</li><li>• clear viewpoint established through specific details of robot (C3)</li><li>• some stylistic features add interest, eg list of ‘functions’ in third paragraph (C3)</li></ul>	TSO summary
	CE summary	
	Reader is guided through the stages of the report, and given convincing presentation of robot. Clear and detailed description of faults and solutions is evident. Failure to maintain tone to end keeps response in middle of Band 3.	
Band A3 – 3 marks	Band C3 – 5 marks	Band B3 – 4 marks

## Longer writing task Example 4

### SENTENCE STRUCTURE and PUNCTUATION (SSP)

### Robot progress

### TEXT STRUCTURE and ORGANISATION (TSO)

The Waiter PPK mark 5 has been built to achieve and carry out household chores and activities around the house. It has been designed for maximum energy storage and self help programs to help the average homemaker relax not having to worry about whether the "PPK" is carrying out it's jobs to full capacity.

opening clarifies aims (B4)

range of connectives  
develops explanation  
(A4)

The "PPK mark 5" has excelled in many fields where it has been tested and on the whole we have been pleased with the "PPK's" performance. Although this being said the main department that we are concerned with is the human and pet care mode. This is one of the main reasons for the "PPK's" production. It excels in the food preparation modes. It will do trial and error to calculate what is wrong with the food. It will watch and record the construction of the food then create dishes according to which the people or animals will prefer. Whether it be a sprinkle of sugar on the dog food to recalibrating a whole recipe for the recipient the "PPK" achieves this with the greatest of ease.

repetition of pronoun  
emphasises robot's specific  
abilities (B4)

complex sentence for  
emphasis attempted  
(A5)

The mode which we are most concerned with is the fact it seems unable to interpret the needs of the infants or elderly. For example several of the "PPK's" see an infant baby crying but seem unable to bring the trial and error function into play. Several chips often overload which causes severe heat to be expelled through the rear causing burning of the furniture and sometimes even fire.

passive construction conveys  
formality (A4)

range of connectives aids  
sequencing (B4)

simple sentence contrasts  
with more complex  
structures above (A4)

Although the "PPK mark 5" works well for general house cleaning and tidying, when the master of the "PPK" (mostly the elderly) asks for things to be done in a certain way (perhaps a certain detergent to be used) the "PPK" does it for a few days then returns to the initial programming. This is not good.

continued opposite

Longer writing task Example 4 continued

SENTENCE  
STRUCTURE and  
PUNCTUATION (SSP)  
continued

expanded noun phrase  
and subordination provide  
clear information (A4)

**Punctuation:**  
• a range of punctuation  
used generally securely,  
including brackets, but  
lapses towards the end  
(A4)

*These main problems have been ironed out to leave an almost flawless robot. They have been fixed by (a more intricate programming system that's still efficient and easy to use.) This has come at a price, it has increased the hard drive and memory forcing us to move it to the bottom of the outter shell. Making the harddrive open to damage from the underneath.*

*(In conclusion it is perfect) for all areas of house cleaning (although there are a few imperfections in the human and pet care mode. We will resolve these within the next few weeks.*

TEXT  
STRUCTURE and  
ORGANISATION (TSO)  
continued

effective ending sums up  
progress (B4)

SSP summary	COMPOSITION and EFFECT (CE)	TSO summary
Range of sentence structures, including subordination, aids explanation. Noun phrases combined with adverbial clauses add detail concisely. Some punctuation gives clarity but occasional lapses limit the response to the lower end of Band 4.	<ul style="list-style-type: none"><li>• features of report, such as details of robot's purpose and activities, show clear focus on reader and purpose (C4)</li><li>• controlled viewpoint includes pros and cons (C4)</li><li>• attempts detached style and consistently uses technical terms for effect, eg <i>intricate programming system</i> (C5)</li></ul>	This gives the impression of a well-structured report, written in a logical sequence. Within paragraphs, a variety of devices, such as repetition, reference chains and connectives, form effective links, placing this report in Band 4.
Band A4 – 5 marks	<p>CE summary</p> <p>Selection of ideas and a variety of appropriate devices are designed to engage the manager's interest. The voice is assured and convincing. However, the attempts at technical expressions and complex constructions, aimed to suggest the formality of a report, are not always successful, hence a mark in the middle of Band 4.</p> <p>Band C4 – 8 marks</p>	Band B4 – 5 marks

## Longer writing task Example 5

SENTENCE STRUCTURE and PUNCTUATION (SSP)		TEXT STRUCTURE and ORGANISATION (TSO)
subordinated opening statement foregrounded to give sense of continuing dialogue (A4)	<i>To the manager</i> <i>(As you are already aware) the first fully working robot is nearly complete. (As you have requested), this report contains information about the problems, what's working well and areas which still need to be sorted, concerning the robot.</i>	clear sense of direction (B5)
confident shifts between different tenses and verb forms (A4)	<i>(Firstly) I'm going to tell you about the functions the robot has which are working well. After many tests and trials, the team are pleased and happy to confirm that the wheels on the robot have been a great success. (Not only) is the grip of good quality but the robot moves across all surfaces (as specified). (Those) include, carpet, wood, laminate, paved and tiled. The programming of the robot has been changed or "updated" if you like since your last briefing. Now extra memory has been installed so that the robots owner (can command) personal commands suitable for their lifestyle. (The team have) agreed that this will hopefully improve sales as the robot can be more personal to the owner.</i>	connectives offer confident links between and within paragraphs (B5)
adverbial phrase modifies information succinctly (A4)		
modal to assert (A4)		
some errors in subject-verb agreement (A1)		
infinitive constructions aid formality (A4)	<i>(However) (there has been other aspects) of the project which have caused problems which, thankfully, we have overcome. At first, the robot was too noisy which meant that we had (to install) a smaller engine. This of course, has made the robot a little slower which led to it not finishing tasks on time. (To resolve) these problems, the robot was given more memory which will hopefully ensure that the robot completes tasks. However, this is still being worked on and the process is long (to ensure) that everything gets sorted properly.</i>	connectives provide effective links between paragraphs (B5)
	<i>(Apart from this) there are also other improvements which are still being worked on. The robot tends to move it's arms rather quickly so we are trying to install a device such as a laser, which will stop the robot if anything is in its way.</i>	

continued opposite

Longer writing task Example 5 continued

SENTENCE  
STRUCTURE and  
PUNCTUATION (SSP)  
continued

TEXT  
STRUCTURE and  
ORGANISATION (TSO)  
continued

*(Another problem) is the duration time of power the robot has. At the moment, the power supply lasts for one hour and four minutes before cutting out. However, our specified time in the plans for the duration length was one hour and thirty minutes. This nevertheless, can hopefully be overcome with minimal changes or adjustment.*

very clear signalling of structure (B5)

*(Overall) the team have worked well to complete the first robot in the little time they have had. although there are still some adjustments to be made, the robot will be complete within two weeks. Nevertheless, this will only be our first version and we think that (more time will be required) to build a second to perfection after trials have been carried out – I will update you on any further alterations. Please do not hesitate to contact me if you have any queries concerning the robot.*

coherent conclusion links with opening (B5)

passive construction aids formality (A4)

**Punctuation:**  
• range of punctuation, including internal commas to clarify sections of sentences and dash to signal change of tack (A4)

*Your faithfully,  
J\_\_\_\_\_ S\_\_\_\_\_*

SSP summary
Wide range of sentence structures aids detailed explanations. Impersonal constructions and modals confidently handled but not overused. Punctuation generally secure. Therefore all criteria met for mark at top of Band 4.
Band A4 – 6 marks

COMPOSITION and EFFECT (CE)
<ul style="list-style-type: none"><li>• effective adaptation of form supported by second person address and use of third person (C5)</li><li>• clearly aware of context and role as spokesperson for ‘the team’, and of the needs of prospective buyers, eg <i>commands suitable for their lifestyle</i> (C5)</li><li>• appropriate detached style sustained, eg <i>memory has been installed</i> (C5)</li></ul>
CE summary
Form adapted well to give a confident report, whilst anticipating the viewpoint of the recipient. Appropriate register incorporates convincing technical commentary, placing response in middle of Band 5.
Band C5 – 11 marks

TSO summary
Very clear sequencing of ideas, signalled by opening paragraph connectives and chains of reference within sections. Soundly controlled opening and conclusion secure a mark in Band 5.
Band B5 – 7 marks

## Longer writing task Example 6

### SENTENCE STRUCTURE and PUNCTUATION (SSP)

### TEXT STRUCTURE and ORGANISATION (TSO)

#### Robot Progress Report

well-controlled shifts  
between tenses (A6)

The fully working version of the robot is almost complete. Many adjustments have been made to the previous model and the robot is working better than ever.

succinct introduction shows  
control (B6)

pair of commas demarcates  
embedded phrase (A6)

(One of the key problems) which my team of engineers and I have managed to sort out was that of squeaky joints in the robot's arm. I am very pleased to be able to say that we have reached a solution. (First of all) we tried applying oil to the joints. This seemed to solve the problem but proved to be only a short term solution. It became clear we would need something a bit more radical. That was (when) we hit on the idea of gel packs. We inserted the gel into some round packets made of thick plastic. These were (then) built in to the robot itself (put between the joints) so that the arm does not directly touch the socket, this appears to have stopped the problem completely, with far better results than we had hoped for.

deliberate links clarify  
sequencing (B6)

passive voice emphasises  
decision has been taken (A6)

(Another problem) of the disposal pack becoming full too soon has been solved. The disposal pack is now going to be stored on the outside of the robot, and a new bag is being processed which is slightly elasticated, so it does not protrude unless it is filled with rubbish.

paragraphs linked and  
clearly sequenced (B6)

range of simple, compound  
and complex sentences gives  
convincing explanation (A6)

(Many functions) are currently working well. We are pleased with these and have finished testing them. At the moment, the robot is able to: sweep floors, dust, clean, Hoover (vacuum) and polish. We believe that these functions are essential to the housework robot we are creating. All of these chores are fairly simple to program into the robot, yet people hate doing them and there will probably be a big market for a robot that has the capability to do these chores.

comments justify choice of  
functions (B5)

The sweeping functions, for example, can be used to sweep floors, front gardens, pavements and even ceilings. The robot is able to use the

continued opposite



## Longer writing task Example 6 continued

### SENTENCE STRUCTURE and PUNCTUATION (SSP) continued

infinitive constructions aid convincing report (A6)

*built in vacuum function in order (to attach) itself to the ceiling. It will then proceed to vacuum and sweep any ceiling, clearing dust and leaving a bright clean surface. We are extremely pleased with this function. It can be programmed (to turn) on automatically when dust is sensed. Alternatively, the user can tell the robot where and when (to Hoover). A high tech, built-in sensor, can recognise objects, even if they are small and does not vacuum them. If a room has a lot of objects on the floor, the robot will clear the floor first.*

*We are (still) working towards improving the painting function of the robot. (During testing, this proved to be very messy, and we found that the painting was not necessarily smooth when finished. The robot did appear to have trouble co-ordinating brush strokes (over a long period) of time). However, we do not feel this is a major disaster. We (are ahead) of schedule, so we expect to have more time than expected with which to test, improve and evaluate the product.*

technical phrasing and competent control of expression to suggest future progress succinctly (A6)

*We have not yet decided on a range of colours the robot should be available in. Neither has a final decision been made about the name of the robot. (The possibility of a consumer self-programming function is being discussed.) This would involve the consumer being able to program or 'teach' the robot new chores. (You will be updated when the team and I reach a decision on this matter.)*

### TEXT STRUCTURE and ORGANISATION (TSO) continued

time references convey progress effectively (B6)

final sentence creates convincing ending (B6)

#### Punctuation:

- although not technically perfect, brackets, internal commas and inverted commas are all used to good effect (A6)

#### SSP summary

Wide variety of sentence structures contributes to a convincing report. The convincing use of verb forms throughout clarifies the progress of the robot. In spite of occasional lapses, the range of punctuation overall is used to enhance meaning, hence a mark in Band 6.

Band A6 – 8 marks

#### COMPOSITION and EFFECT (CE)

- careful adaptation of form, combining facts with comments, creates a well-balanced report (C6)
- coherent and complex viewpoint, eg *we*, *the team* and *I*, combined with awareness of the possible needs of different consumers (C6)
- range of stylistic devices confidently employed, eg original technical jargon: *consumer self-programming function* (C6)

#### CE summary

Sophisticated construction and authoritative voice contribute to the appropriately mature impact of the whole report. The form is exploited well, with information, description and explanation effectively integrated. The response merits a mark in the top band, though its lack of concision prevents it gaining the top mark.

Band C6 – 13 marks

#### TSO summary

From controlled opening to positive conclusion, this whole report is sequenced to create an authoritative report. The full range of connective devices used means that this response fulfils all the criteria for Band 6.

Band B6 – 8 marks

### Shorter writing task

## Space for everyone?

There is a small park in your area which is used by people of all ages.

The following notice appears on the gate:

**Public notice**

As a result of concerns over safety, it is proposed that:

- a skateboard ramp is built on the grass area
- skateboarding is no longer allowed on the paths
- ball games are only allowed at weekends
- dogs should be kept on leads at all times

If you have views on these proposals, please write to Mr A Williams, Park Administrator.

**Write a letter to Mr Williams giving your comments on these proposals.**

*Do not include an address.*

*20 marks including 4 marks for spelling*



## Shorter writing mark scheme

<b>D Sentence structure, punctuation and text organisation</b>		<b>Marks available</b>
<b>Band</b>	<b>Assessment focuses:</b>	
	AF5 vary sentences for clarity, purpose and effect; AF6 write with technical accuracy of syntax and punctuation in phrases and sentences; AF4 use cohesion within paragraphs.	
<b>This band is included to help differentiate writing which, whilst showing some fluency and accuracy, does not merit a mark.</b>		
D1	<ul style="list-style-type: none"> <li>Simple connectives, <i>and</i>, <i>but</i>, <i>so</i>, link clauses in the letter (<i>The skateboard ramp is a good idea so...</i>). Mostly first person and present tense to express views, but not always controlled. Simple expansion of noun phrases adds limited detail (<i>safe place</i>; <i>football games</i>). Within sections or paragraphs, some attempt to maintain links between ideas.</li> <li>Sentences generally correctly demarcated, with some attempt to use other punctuation.</li> </ul>	0
D2	<ul style="list-style-type: none"> <li>Sentences generally grammatically sound, with some variation in structure, eg subordinating connectives to expand points (<i>When dogs run around, it is...</i>), use of modals to suggest possibility (<i>Children could get hit by a car</i>) or to assert (<i>You should still allow ball games in the week</i>). Some variation of tenses to expand comments (<i>This park is safe already. I have not seen any accidents</i>). Within sections or paragraphs, content organised around a main idea or topic sentence.</li> <li>Most sentences correctly demarcated, with some use of other punctuation.</li> </ul>	1,2
D3	<ul style="list-style-type: none"> <li>Some range in sentence structures supports comments, eg modals used in combination with connectives to develop points (<i>A ramp would make the paths safer for older people because...</i>). Some use of a range of verb forms adds emphasis to comments (<i>Children have been playing ball games in the park for years...</i>), including modals for consequence (<i>This could be serious</i>). Expanded noun phrases add relevant detail (<i>a safe environment</i>; <i>a child-friendly park</i>). Within paragraphs or sections, main ideas are developed by example and illustration, eg reasons for comments or ideas.</li> <li>Almost all sentences correctly demarcated, with some use of other punctuation within sentences.</li> </ul>	3,4
D4	<ul style="list-style-type: none"> <li>Length and structure of sentences support the examination of issues, eg subordination to elaborate ideas (<i>Some people may think it is a good idea now, but when...</i>), fronted clauses or variation in word order to foreground points (<i>In order to preserve the grass area and build a skateboard ramp you need space</i>). Impersonal constructions (<i>Keeping dogs on leads will make the park safer for everyone</i>) convey objectivity. Within paragraphs, ideas linked by a range of devices, eg stacking up of points for emphasis (<i>Another reason for... On one hand... on the other hand...</i>).</li> <li>Punctuation used, generally securely, to mark the structure of sentences and give clarity.</li> </ul>	5
D5	<ul style="list-style-type: none"> <li>Range of sentence structures used to develop the analysis and clarify ideas. Variety of verb forms, including different tenses, modals and impersonal structures, supports the analysis of points, eg contrasts between current and future use (<i>Dogs running wild can be a nuisance; once this rule has been introduced their owners will have to control them</i>). Expanded noun phrases and controlled placing of adverbials give concision. Within paragraphs, a range of devices gives clarity, eg use of connectives, summarising, generalising.</li> <li>Range of punctuation used to clarify meaning and sometimes create particular effects.</li> </ul>	6

## E Composition and effect

Assessment focuses:

**Marks available**

Band	AF1 write imaginative, interesting and thoughtful texts; AF2 produce texts which are appropriate to task, purpose and reader.	
<b>This band is included to help differentiate writing which, whilst showing some fluency and accuracy, does not merit a mark.</b>		
E1	<ul style="list-style-type: none"> <li>Some awareness of purpose and reader evident, though comment often limited to simple opinion (<i>We like skating on the paths</i>).</li> <li>Simple viewpoint conveyed but with little elaboration (<i>I don't agree with stopping ball games</i>) and not always sustained.</li> <li>Some awareness of appropriate choice of vocabulary, though not always sustained.</li> </ul>	0
E2	<ul style="list-style-type: none"> <li>Attempt to engage through mostly suitable tone for a formal readership, eg by use of appropriate introduction and conclusion (<i>I am writing to you to... please think about my comments</i>).</li> <li>Consistent viewpoint mostly maintained, with some development of ideas to support writer's comments about proposed changes (<i>...because we want to play football in the week too</i>).</li> <li>Some appropriate stylistic features support purpose of letter, eg personal anecdote (<i>when my kids go to the park...</i>), or questions to suggest alternatives (<i>Why don't you make the paths wider?</i>).</li> </ul>	1,2,3
E3	<ul style="list-style-type: none"> <li>Letter maintains appropriate tone for the purpose, eg by establishing a suitable level of formality for context and reader (<i>I believe that a skating track as well as a ramp would be better...</i>).</li> <li>Clear viewpoint supported by evidence (<i>...for example, mothers with small children...</i>) and recognition of others' viewpoints (<i>...some people are frightened of dogs but...</i>).</li> <li>Appropriate stylistic features support purpose or add interest, eg rhetorical questions for emphasis (<i>Would you rather I let my dog run about on the road?</i>).</li> </ul>	4,5,6
E4	<ul style="list-style-type: none"> <li>Reader's attention sustained by some variation in tone, eg by moving from emphatic to more reflective comments (<i>Why destroy the grass? I can see the need for skateboard facilities but...</i>).</li> <li>Clear viewpoint developed and sustained, eg by acknowledging differing ideas, or consideration of various points of concern.</li> <li>Range of stylistic devices gives variety and interest, eg contrast (<i>We want a restful environment, not a racetrack</i>), or repetition (<i>The park belongs to parents with small children, to teenagers and to old people. It belongs to us all</i>).</li> </ul>	7,8,9
E5	<ul style="list-style-type: none"> <li>Purpose of task fulfilled by adoption of varied tone appropriate for context and reader of letter (public official), eg weighing up the proposed options to give a considered analysis (<i>...so the park needs to be a recreation area, a quiet place to sit, and somewhere for people to take their pets</i>).</li> <li>Viewpoint adopted which is individual while acknowledging the complexities involved (<i>While I want to keep the park as it is, I recognise that young people must have somewhere to enjoy themselves as well</i>).</li> <li>Appropriate and individual style conveys thoughtful and balanced commentary.</li> </ul>	10

<b>F Spelling</b>		<b>Marks available</b>
<b>Band</b>	Assessment focus: AF8 use correct spelling	
	Main criterion: the spelling of simple and common polysyllabic words is usually accurate.	
	Likely patterns of error:	
F1	<ul style="list-style-type: none"> <li>■ There may be some confusion of more complex homophones (eg <i>course/coarse, breaking/braking</i>), phoneme omission (eg <i>rem[em]ber</i>).</li> <li>■ There may be errors in using suffixes and prefixes (eg <i>tryed, familys, dissappear, hoping/hopeing/hopping</i>).</li> </ul>	1
	Main criterion: the spelling of words with complex regular patterns is usually accurate.	
	Likely patterns of error:	
F2	<ul style="list-style-type: none"> <li>■ There may be incorrect hyphenation of some compound words (eg <i>re-act, grand-father</i>).</li> <li>■ There may be errors in more complex suffix formations (eg <i>responsable, physicly, basicly</i>).</li> </ul>	2
	Main criterion: most spelling, including that of irregular words, is usually correct.	
	Likely patterns of error:	
F3	<ul style="list-style-type: none"> <li>■ Errors may occur with unstressed vowels (eg <i>dependant, definately</i>) or with consonant doubling in some more complex words (eg <i>embarrasement, occassionally, adress</i>).</li> </ul>	3
F4	Main criterion: virtually all spelling, including that of complex irregular words, is correct. Any errors stand out as untypical or one-off slips.	4

A response which does not fulfil the criteria for Band F1 for spelling should be awarded 0.

## Shorter writing task Example 1

SENTENCE STRUCTURE		PUNCTUATION and TEXT ORGANISATION	
Dear Mr Williams			
I recieved your letter and will give you my opinion.			
some variation in sentence structures (D2)	{	The skateboard (which is built on the grass area is a stupid idea)	{ exclamation mark gives force to statement (D2)
		Where are the people going to play there ball games or walk there dogs. (You should) let the people who skateboard skateboard on a different path so they don't have to skate on the grass, i mean you were a teenager once, (you should) make the public happy not miserable.	
modals give force to points of view (D2)			
attempt at expanded noun phrase (D1)		(The issue on the ball games only on the weekend	
variation of sentence structures develops argument (D2)	{	is stupid. yes there will be more family's coming down to the park on a weekend, but children want to come back from school and just play in the park. I agree and disagree with your next concern, I think dog's should be kept on leads but not all the time, they don't want to run around and play. Not being kept on a lead all the time. I mean you wouldn't like it if you were a dog. Think how the dogs feel.	{ some loss of organisational control (D1)
yours sincerely			
B _____			

<b>Sentence structure, punctuation and text organisation summary</b>	<b>COMPOSITION and EFFECT (CE)</b>	<b>Spelling</b>
Some variety of generally grammatically sound sentences, though there is some loss of control towards the end. Most sentences are correctly demarcated, though there are examples of comma splicing and incorrect use of apostrophes. On a best-fit basis the response merits the lower Band 2 mark.	<ul style="list-style-type: none"><li>• appropriate introduction attempts to engage the reader, though context is misunderstood (E2)</li><li>• some development of ideas, to support a mostly consistent viewpoint (E2)</li><li>• some appropriate stylistic features attempted, eg rhetorical question to express frustration (E2)</li></ul>	Some common polysyllabic words are accurately spelt, eg <i>opinion, miserable</i> , although <i>recieved</i> and <i>family's</i> are incorrect. As <i>there</i> is also wrong, the mark is restricted to Band 1.
	<b>CE summary</b>	
	Mostly suitable and consistently indignant voice adopted, covering the issues suggested with a little development of each one. Style mostly convincing, though lapses in tone towards the end leave response in middle of Band 2.	
Band D2 – 1 mark	Band E2 – 2 marks	Band F1 – 1 mark

Shorter writing task Example 2

SENTENCE STRUCTURE		PUNCTUATION and TEXT ORGANISATION
	Dear Mr Williams,	
	I feel that your ideas are quite good but, also quite bad. I (firstly) feel that it is a good idea building a skate ramp on the grass, because then the elder children will have something to do, and more people will come to the park. I think that you saying that 'Skateboarding is no longer allowed on the paths,' is a very silly and bad idea. Skateboarding is like cycling, and it is a way of getting around. One idea (you could do) is, cut the path in half and having skateboarding cycling etc on one side and walking on the other side, so everyone gets what they want. I am not a skateboarder but feel my idea will do well. I also feel that you only letting ball games in the park on weekends is a bad idea (because) the younger kids will use the park all day, while the other kids are at school, (so) I don't see why the older kids can't bring balls into the park later. It will mean more kids having fun and choosing to come to your parks over someone elses park (where) balls are allowed in on weekdays. (Your final point) about dogs being kept on leads at all times is a great idea because (some young kids) are scared of (big dogs) and will be scared to come to the park. The dogs will then be all calm and staying with their owners, rather than being loud and chasing kids.	attempt to structure points (D3)  speech marks used to demarcate quotation (D3)          main points developed with reasons (D3)  main idea of concluding section signalled clearly (D4)
modal shows possibility (D3)		
variation in verb forms but not always completely controlled (D2)		
subordinating connectives expand points (D2)		
simple expansion of noun phrases to add detail (D1)		

continued over

## Shorter writing task Example 2 continued

### SENTENCE STRUCTURE continued

### PUNCTUATION and TEXT ORGANISATION continued

*I hope you take my ideas in this letter into consideration and look over your ideas to see if you have made a good choice. Will check to see if your ideas change and will be back in contact.*

accurate demarcation of sentences (D2)

*Yours sincerely, T\_\_\_\_\_ L\_\_\_\_\_*

#### Sentence structure, punctuation and text organisation summary

Some range in sentence structures but changes in verb forms not always successful. Subordination and noun phrases support the development of points. Mostly correct demarcation of sentences but limited use of other punctuation keeps response in Band 3.

Band D3 – 3 marks

#### COMPOSITION and EFFECT (CE)

- appropriate tone for the most part, but some lapses, eg *silly and bad idea, Will check to see*, along with weak opening (E2)
- clear viewpoint with reasons and awareness of others, eg *younger kids, dogs ... with their owners, your ideas* (E3)
- some appropriate stylistic devices support purpose, eg giving a quotation and then commenting on it (E3)

#### CE summary

Develops comments within body of letter after weak opening. Attempts to establish rapport with reader. Lack of variation in style keeps response at lower end of Band 3.

Band E3 – 4 marks

#### Spelling

High degree of accuracy, with complex regular words, eg *younger, sincerely*, but range of vocabulary limits evidence.

Band F2 – 2 marks

Shorter writing task Example 3

SENTENCE STRUCTURE		PUNCTUATION and TEXT ORGANISATION
	Dear Mr Williams,	
	My name is Mrs. R___ and I am writing to you to express my views on the proposals made over the concerns of safety. I am (a mother of two young children) and we often use the local park during the weekends.	opening clause places following content in context (D3)
expanded noun phrases give concise descriptions (D3)	(My eldest son and his friends) have skateboards and bring them to the park and I think it is a very good idea building a ramp on the grass area for them to used, because I think it is dangerous when they are using their skateboards around young children.	main ideas developed, with reasons for opinions (D3)
variety of verb forms and shifts between tenses to express opinions clearly (D3)	I think banning skateboarding on the paths is a good idea and it will make the park a much safer place. I have seen on many occasions people being knocked over by people on skateboards and this should no longer happen.	
	I think ball games should be allowed through the whole week, not just weekends. Many children, especially in the summer, come to the park after school to play football and other games which involve balls. If you are going to ban ball games	pair of commas neatly demarcates adverbial phrase (D4)
secure use of range of modals to explore ideas (D3)	I think (it would be) a good idea to make a small football pitch where (people can go) to play and by doing that (you would decrease) the number of people playing ball games around the park.	

continued over



## Shorter writing task Example 3 continued

### SENTENCE STRUCTURE continued

### PUNCTUATION and TEXT ORGANISATION continued

coordination builds up argument (D3) — *(I have a dog myself and I do not think they should be kept on leads.) Their owners bring them to the park to run around and get exercise and by keeping them on leads they will not be able to do this.*

*I hope you have listened to what I had to say and I hope you take my comments into account.* — ending adds little (D1)

*Yours faithfully*  
*R. R\_\_\_*  
*(Mrs R\_\_\_)*

#### Sentence structure, punctuation and text organisation summary

Some variety of sentence structures develops relevant points, using noun phrases and different verb forms, including a range of modals. Some detail is given through expanded noun phrases, and ideas are developed with specific examples. Punctuation is secure, though unambitious apart from a pair of commas within a sentence. Response achieves a mark at higher end of Band 3.

Band D3 – 4 marks

#### COMPOSITION and EFFECT (CE)

- establishes tone by clear explanation of identity (E3)
- consistent viewpoint with some development of ideas (E2)
- appropriate stylistic features support purpose, eg giving personal experiences, then widening argument (E3)

#### CE summary

Letter adopts appropriate tone for purpose by clearly stating personal interest. Consistent viewpoint deals with, then modifies or contradicts, original suggestions. Style is repetitive but assertive. In all, response earns mark in middle of Band 3.

Band E3 – 5 marks

#### Spelling

All spellings are correct, including the more complex *occasions*, *especially* and *listened*, though the range of vocabulary limits evidence, thereby keeping the mark in Band 3.

Band F3 – 3 marks



Shorter writing task Example 4

SENTENCE STRUCTURE		PUNCTUATION and TEXT ORGANISATION
	Dear Mr Williams,	
	I am absolutely appalled by some of the proposals for the park down Memory Lane.	
	(Firstly) my son and his friends play football on the grass area everyday and I know others (older and younger) play there too. It is the only place where children can play in the whole village, and they are being heavily restricted.	connective used to structure section (D4) internal commas for clarity (D4)
fronted clause for emphasis (D4)	(As for the skateboard ramp) I believe it is unacceptable. The area is only small and it would take up most of the space, leaving no room for any sports, let alone football. It is only the older teenagers that skate. In my opinion they are receiving a huge benefit in the form of the ramp, yet they will still skate on the paths. It is unavoidable.	
varied sentence structures clearly identify the problems (D4)		
	(However) I entirely agree with you that dogs should be kept on a lead. As you know there is a field outside the village (also with no ball games) where they can run free. (Too many children are being bitten) by loose dogs in the park. (There is also the problem concerning the amount of dog dirt on the grass area) This needs to be looked into.	connective emphasises change in subject (D4) brackets for clarity (D4)
impersonal construction implies objectivity (D4)		
statement made without development or expansion (D2)		
	As for other concerns over safety, I have only seen two accidents in my time here. I think that these concerns are exaggerated.	concise counter-argument for emphasis (D4)

continued over

## Shorter writing task Example 4 continued

### SENTENCE STRUCTURE continued

### PUNCTUATION and TEXT ORGANISATION continued

*I hope you will take into account all that is said  
in this letter and action is taken. I look forward  
to hearing from you in the near future.*

} conclusion clearly seeks  
a response, showing  
awareness of the future (D5)

*Yours sincerely, D\_\_\_\_\_ P\_\_\_\_\_*

#### Sentence structure, punctuation and text organisation summary

Range of sentence structures clarifies main points. Within paragraphs sequencing is effective, with opinions emphasised by various devices. Generally, punctuation is secure and the response merits a mark in Band 4.

Band D4 – 5 marks

#### COMPOSITION and EFFECT (CE)

- mix of reflective statements and emphatic comments provides a balanced letter (E4)
- clear viewpoint that takes into account others' perspectives, eg *where children can play; the older teenagers; I hope you will take into account* (E3)
- style moves from personal, eg *my son*, to objective concerns, eg *over safety*, with appropriate formality (E4)

#### CE summary

Engages reader's interest by concise opening that establishes position of the writer. The commentary has an appropriately formal tone but some aspects are supported by insufficient detail, keeping this response at bottom of Band 4.

Band E4 – 7 marks

#### Spelling

Accurate throughout, eg *restricted, unacceptable, receiving*, including complex irregular words, eg *exaggerated*.

Band F4 – 4 marks

Shorter writing task Example 5

SENTENCE STRUCTURE		PUNCTUATION and TEXT ORGANISATION
	Dear Mr Williams,	
	I am writing to express my views over the public notice which I read in the park. (Though I agree there are some safety issues about skateboarding) I do not agree with all the points of action you have put forward.	
concessional clause fronts sentence for emphasis (D4)		
	I would strongly support the plans to build a skateboard ramp on the grass area in the parks; (however, I find it) rather extreme to ban skateboarding on the paths. I do admit that I (myself) have found (the conduct of some skate boarders) quite dangerous at times, (but I think it) would be a much better idea to have a skate lane running parallel with the paths. (This would mean) skaters would no longer need to skate on the same paths as pedestrians, (yet) both parties would be happy.	semi-colon helps juxtapose ideas (D4)
reflexive form for reinforcement (D4)		
expanded noun phrase incorporates implied comment concisely (D5)		range of devices linking ideas controlled securely (D4)
	I also feel that the proposed ban of ball games on week days is (absolutely ludicrous). If children cannot play ball games in the park, where can they play them? I have never been concerned for my safety due to a ball game being played. If there is an issue for some people, maybe a certain area (could be designated) for ball games, another for skateboarding and another for just sitting down and relaxing? In my opinion, the park should be available for everyone to use. I don't think any particular group should be singled out and banned from using the park.	question-and-statement format builds up argument (D5)
concise adjectival phrase adds weight to argument (D5)		
modal/passive construction conveys objectivity (D5)		topic summarised at end of discussion (D5)
	I do agree that dogs should be kept on their leads at all times, but I am sure many dog owners would disagree with me. Perhaps you could address this problem by allocating 'dog-free' zones.	

continued over

## Shorter writing task Example 5 continued

### SENTENCE STRUCTURE continued

formal verb form adds weight  
to argument (D5)

*I do hope you will give some consideration to the  
views I have expressed and the points I have  
raised.*

### PUNCTUATION and TEXT ORGANISATION continued

link with introduction (D5)

*I look forward to seeing the future plans for the  
park.*

*Yours sincerely*

F \_\_\_\_\_ K \_\_\_\_\_

#### Sentence structure, punctuation and text organisation summary

Secure control of range  
of sentence structures  
develops the  
commentary lucidly.  
Wide variety of verb  
forms used to analyse.  
Within paragraphs,  
textual pointers are  
frequent and helpful.  
Punctuation helps  
shape the analysis.  
All Band 5 criteria  
addressed.

Band D5 – 6 marks

#### COMPOSITION and EFFECT (CE)

- tone consistently and appropriately formal (E5)
- viewpoint allows strength of feeling of objections to be voiced convincingly, eg *absolutely ludicrous*, whilst acknowledging the complexities involved (E5)
- analytical style isolates each proposal, makes comments – sometimes in the form of questions – and summarises each point at end of section (E5)

#### CE summary

Purpose of task convincingly fulfilled in a suitable formal register.  
Viewpoint given precisely and forcefully. Style incorporates discursive  
element, allowing for views of others. All Band 5 features addressed.

Band E5 – 10 marks

#### Spelling

All spelling correct,  
including the complex  
irregular *parallel*,  
*ludicrous*, *designated*.  
Therefore a mark of 4.

Band F4 – 4 marks



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