One day me and Tom was feed the duckes and then Tom saw a statue. Tom said "come here Sophia" so I went to her and then we wet closer to the statue. It was moving the statue was madt out of stownand it saw us and came closer and closer it was innum. It said "I am King Sam whats your name I said" Sophia and this is Tom." In the bushishs there was a man how mad muney by seting people up. We toock the statue home the man in black saw me and Tom going home. Tom said "he wat fited in and I said "we will put him in the gurig none gos there eney muer. The man in black was called raspyootn was very ugley he had Spost on her fas. Me and Tom had our dinre and then we got the statue and took him to the woldos because he eat wood. When he is finsh he has to go in the goringch. That night the man in the black coot brock in the garingch and nicked the Statue and put him in a Lagch. Tom and me wock up and went to see the statue but when I owpened the door we saw the garich door was owpened and we ran to see where he went and there was a lotter. We got a dog and the dog led me and Tom to the statue Tom said "Look it's the man in the black coot" and I said "and there is king Sam. You de stat him and I will sav the statue Tom mad the man. Chaser and I ran to saw the statue I sat on the statue naned and said "we hav to sav Tom. The statue ran and saw Tom and the man in the black coot and he put up the man u throo him and Tom said "you hav to go home", me and Tom put him con the staner me and sam staied to cry and so we wens nemo to bed.
COMPOSITION & EFFECT

- Beginning establishes time and place (*One day me and Tom was feeding the ducks*); simple recount of a series of events (C2).
- Use of dialogue (*Tom said “Look it’s the man in the black coot!”*) adds detail but not always clearly (C2).

Summary
Narrative form used to present a recount of events loosely structured round the statue’s actions; some development of characters through direct speech; shifts in time and place sometimes awkward, making the plot hard to follow; on balance this leads to Band C2

Band C2 – 2 marks

PUNCTUATION

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

Band B2 – 2 marks

2. The Moving Statue

SENTOENCE STRUCTURE PUNCTUATION

SENTOENCE STRUCTURE

Summary
Clauses mainly grammatically accurate; linked clauses are speechlike; tenses sometimes confused

Band A2 – 3 marks
COMPOSITION & EFFECT

- Writing relates simple chronological sequence of actions of a moving statue; some attempt to create a beginning, middle and end; passage of time marked by simple connectives and adverbials (when, some times, one time) (C2).

- Vocabulary choice and some detail help to expand the story (it rilly herts the rober becose he is mayde from stowne) (C2).

Summary
Writing gives brief sequence of broadly chronological events, including relevant details, meriting the middle mark in Band C2

Band C2 – 3 marks

PUNCTUATION

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

Band B1 – 1 mark
3. **The Moving Statue**

**SENTENCE STRUCTURE**

One day I went to call on Jake and Jeff to see if they want to play in the park. Unfortunately, they were grounded. So I went and called on Molly my girlfriend, she could come out. I went with Molly she was good company, but not as good as Jake and Jeff. I offered Molly a apple, her favorite fruit, she replied "yes please". We sat down and ate by the pond when they finished they throw the core into the pond. Suddenly the statue in the middle took a jump and court the statue jumped back in the same position it was. Molly let out a terrible yell. Joining in we were friend to death. We ran home to Molly's house and impatiently told her mum the story. Molly's mum did not believe them but said but went with them to see high a apple core. She dropped the apple core in and nothing happened. All fell silent. Then Molly, mum said to molly "you are grounded for a mouth" for that "but mum" mum was to quick and grabbed her by the arm. Molly walked to the house. Molly's mum went to my mum and toled her all of it. I got grounded for a mouth. I stamped up the stairs and into my room. Just remember my long rope maybe I could climb out of my window and call on greg. I got my long rope out of the cupbord and tied the end of it to my window. I opened the window and let the rope fall out. It fitted perfectly. I climbed down it and fell to the garden. I sneaked out and called up greg he came out and we ran to the park. I told him my story of the statue had got a stone and chucked it at the statue it jumped and court it. Cool man said greg he jump in and the statue corte him and took him under a bridge the statue came back but not greg.

**PUNCTUATION**

Use of dots to create tension (above A2)

Use of exclamation marks (B2)

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**SENTENCE STRUCTURE**

**Summary**

Variation in sentence types; subordinating connectives give explanations and move plot on; adverbials and noun phrases add detail; sentences sometimes speech-like or confused in focus, suggesting the award of the lower mark in this band

Band A3 – 4 marks
COMPOSITION & EFFECT

- Sequence of events with a beginning, middle and end demarcated by shifts in place; ending is unexpected but appropriate (C3).

- Narrator’s character emerges as his thoughts and feelings are revealed (*we were fritend to death; I stamped up the stairs*) (C3).

- Problems posed, creating suspense, then solved (*I got grounded to for a mounth... mabye I courd climb out my window*), although statue rather incidental to boys’ adventure (C3).

Summary

The sequence of events is explained and developed with a suitable conclusion; narrator’s character is evident and attempts are made to create suspense, meriting the higher mark in Band C3

Band C3 – 7 marks

PUNCTUATION

Summary

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

Band B2 – 3 marks
4. The Moving Statue

SENTENCE STRUCTURE

There once was a statue in a joyful park where happy children played. The statue was a 2nd world war General who looked at children play every day. So one day he was bored and decided to go on a stroll, maybe a stroll wasn’t a great idea, but he strolled here and there and then he found an airport. He got on a plane but the plane was too light so he went in a jumbo jet and it flew to London. He walked through London crushing anything in his path. Suddenly he saw a car about to crush a child, he ran faster and faster until he flung himself across the road. He caught the little boy and when he saved the kid his mother thanked him. He felt like a hero again like in the war times he was published in papers. (He walked on with a gold medal) presented to him by the mayor of the city. He saw everything he even watched Wimbledon. He carried on his stroll seeing other war heroes. Some were even friends of his. He carried on walking and came to a great big palace and he thought about trying to see the Queen. He thought it wasn’t best to bother her and became a statue again and he is still there standing guard outside the palace.

SENTENCE STRUCTURE

Summary

Use of different sentence types and adverbials in different positions varies sentence structure; simple noun phrases add basic details; further development needed to gain higher mark

Band A3 – 4 marks

COMPOSITION & EFFECT

• Plot is developed through the statue’s interaction with the boy he saves (C4).

• Character’s viewpoint revealed through his thoughts and observations (he felt like a hero again); narrator’s voice also evident (maybe a stroll wasn’t a great Idea) (C4).

• Story starts with an attempt at literary opening; events in story work towards an imaginative ending in which the statue returns to his original state in a new location (C4).

Summary

development of interaction between the characters, and of narrator’s and character’s viewpoints together with a suitable ending lead to Band C4; more expansion required to gain higher mark in this band

Band C4 – 8 marks
**PUNCTUATION**

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

**Band B2 – 3 marks**

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**SENTENCE STRUCTURE**

**5. The Moving Statue**

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One day I was walking along the park, when I came to a beautiful pond, it had clear sparkling water; but there in the centre of the pond was the most beautiful statue.

It was a statue of a mermaid. It had long red hair, a purple tail and brown eyes. Water came out her mouth and she was holding a golden mirror, she was leaning against huge boulders.

The next day I went to the pond and the beautiful statue had gone.
Then I saw water coming out someone's mouth, I looked in the pond, there I saw the beautiful statue.

I was shocked, it came to life, it danced around the pond like a tadpole, it was the most wonderful sight.

The next day I saw a handsome, human statue, he had short, black hair, white tattered shirt and black, tan trousers and blue eyes.

The next day he was gone, I looked into the pond, there I saw both statues dancing around the pond, I heard them sing. They kissed, without knowing they turned into humans.

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**SENTENCE STRUCTURE**

**Summary**

Variety of subjects and sentence types used effectively; adverbial phrases and expanded noun phrases suggest higher band; however, repetition of phrases and overlong sentences makes Band A3 appropriate

**Band A3 – 5 marks**
COMPOSITION & EFFECT

- The story follows a sequence and has a suitable conclusion; time-related phrases are used to move the story on but are repetitive (C3).
- Narrator’s reaction is revealed (I was shocked; it was the most wonerful sight) (C3).
- Detail included to create interest (it had long, red hair, a purple tail and brown eyes) (C3).

Summary

A broadly chronological sequence with some development; reactions of narrator revealed through direct and indirect comments; shifts in place are indicated but passage of time not very clear, indicating that the lower mark in Band C3 should be awarded

Band C3 – 5 marks

PUNCTUATION

Summary

Sentence demarcation is generally accurate; some correct use of commas to separate adjectives; commas sometimes used instead of full stops; paragraphs attempted (above B3). Overall this piece is judged to be in Band B3

Band B3 – 5 marks
6. The Moving Statue

SENTENCE STRUCTURE

One afternoon I was playing in the park when I noticed the old mermaid statue moving slightly. Her white stone hand was waving happily at the ducks and her fish like tail was swaying slightly. I was amazed; she had been there for fifty years and never moved an inch. I watched her waving for at least three minutes until to my astonishment she dived into the pond and swam joyfully with the fish and ducks.

The ducks started to get angry and annoyed with her when she started bashing into them, so they started chasing her around the pond, so she jumped back onto her rock, which was part of the statue, and they left her alone.

I ran home to tell my mum what had happened but she didn't believe me so I dragged her back to the park. To my surprise while I was away, her statue was gone and I knew straight away that the ducks had got so cross they had pecked her away and she had crumbled into the pond.

Mum was angry with me for making things up but just as she was telling me off an eerie outline appeared in the water. It was the mermaid. From now on whenever I go down to the park I always see the figure of the mermaid, and once I even saw a fish shaped tail poke out of the water and it swayed from side to side as if it was waving at me........

SENTENCE STRUCTURE

Summary

Variation in sentence structures achieved by use of different subjects and sentence types; verb choice is appropriate and varied; expanded noun phrases and adverbials express ideas clearly

Band A4 – 6 marks
COMPOSITION & EFFECT

- The story is well paced and structured; interactions between the statue and narrator are made to seem mysterious (an eerie outline; as if it was waving at me...) (C4).
- The narrator’s viewpoint is established (To my surprise/astonishment) and maintained (C4).
- Imaginative ending (as if it was waving at me) and interesting vocabulary (white stone hand; swaying slightly) engage the reader, despite some repetition (started, so) (C4).

Summary
Style and tone consistent; the characters of the narrator and the statue are clearly distinguishable; the unravelling of plot with shifts in time and place adds to overall effect; reader engaged by build-up to imaginative ending, suggesting the middle mark in Band C4

Band C4 – 9 marks

PUNCTUATION

Summary
Commas used accurately to demarcate clauses; other sentence demarcation accurate; paragraphs support shifts in time, place or viewpoint; series of dots used to mark deliberately unfinished ending

Band B4 – 6 marks