

**En**

YEAR

**4**

LEVELS

**2-4**

Year 4 optional tests in English

# Teacher's guide

Reading test, writing test and spelling test

4



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# Introduction

Since the introduction of optional tests for years 3, 4 and 5 in 1998, there has been much development in the teaching of English. New optional tests were introduced in 2003 in order to reflect the changes, including the now widespread use of the Primary National Strategy *Framework for teaching*. Most schools use these tests and teachers are accustomed to their administration and marking. These new optional tests are administered and marked in the same way, providing consistency for teachers and fresh material for pupil assessment.

The same sets of assessment focuses for reading and writing are now in use for the English tasks and tests at all key stages. These provide information about the particular processes or skills a pupil needs to answer the questions. This information is provided in order to explain the structure of the mark schemes. It enables tracking of pupils' progress and may be used to look at different aspects of reading and writing for diagnostic purposes.

In writing, the style of mark schemes introduced in 2003, and the writing commentaries to inform the interpretation of those mark schemes, continue to be used. These combine to make the task of marking pupils' writing more precise and yield more useful information to those interpreting the outcomes.

These tests can be used to track progression reliably, not only between years 3, 4 and 5, but also to make links between optional tests and the statutory tests at the end of key stages 1 and 2. During the development of the tests, large numbers of pupils completed various components of the new tests, as well as the 2005 statutory tests, to establish a statistical link between the optional and statutory tests.

These tests provide a set of thematically linked reading, writing and spelling tests for each year group. Reading is assessed on at least two texts of different genres, while the assessment of writing involves two pieces of writing – a longer and a shorter piece of different text types.

The administration, organisation and appearance of the tests designed for use in year 3 is adapted from key stage 1 practice. In years 4 and 5, the style is more similar to that used at the end of year 6. Unlike the statutory tests at the end of key stage 2, however, these optional materials are not due to be replaced annually and schools will need to store or reorder materials from year to year, as has been the case previously.

This guide will provide the user with information needed to administer and mark the tests. It also presents the necessary information to convert total marks to national curriculum levels for reading and writing, and to age standardised scores for reading.

# Administration of the tests

## Introduction

There are three tests to administer, all linked to the theme of Antarctica. The reading test is to be administered first as changing the order of the test components would disadvantage pupils and detract from the sense of the writing tasks. In addition, it is recommended that the spelling test is administered after the reading test and before the writing tasks.

To help you with your planning, the pupils' working times are given below. You will need to add the time for preparation and for distributing and collecting the tests.

## Reading

Part 1

10 minutes' reading time and 30 minutes to respond

Part 2

8 minutes' reading time and 25 minutes to respond

## Writing

Longer task: 40 minutes

Shorter task: 25 minutes

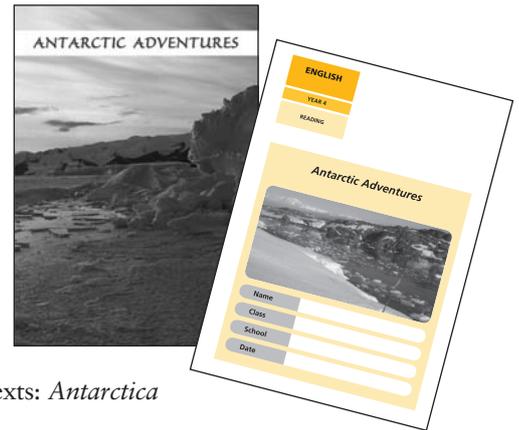
## Spelling

10–15 minutes, approximately

## Resources

Pupils will need their usual writing equipment and copies of the booklets they are to work in. In the case of the reading test, this includes the reading booklet *Antarctic Adventures* and the accompanying Reading Answer Booklet. For writing and spelling, you can use either the photocopiable sheets at the back of this guide or the printed prompts and answer booklets, available from the QCA Orderline on 08700 606015.

# Reading test



## Timing

The test session consists of the following stages:

- **10 minutes** for the pupils to read through the first two texts: *Antarctica* and *The Race to the South Pole*
- **5-10 minutes** for the teacher to give test instructions and for pupils to complete practice questions
- **30 minutes** for the pupils to complete the first section of the Reading Answer Booklet
- **break** (duration to be decided by the teacher)
- **8 minutes** for the pupils to read through the third text: *Visiting Antarctica*
- **5 minutes** for the teacher to give test instructions
- **25 minutes** for the pupils to complete the second section of the Reading Answer Booklet.

## Administration of the reading test – first session

- Each pupil taking the test should be given a copy of the reading booklet: *Antarctic Adventures*.

After handing out all the reading booklets, explain to the pupils that they will be doing a test by covering the following points:

- they have **10 minutes** to read the first two texts (*Antarctica* and *The Race to the South Pole*) in the reading booklet. They should stop when they get to the end of the second text (page 8) and, if they have time available, should re-read the booklet
  - afterwards they will have **30 minutes** to answer questions about what they have read
  - they will be able to refer back to the reading booklet as often as they wish during the test.
- Allow the pupils **10 minutes** to read the first two sections of the reading booklet (to the end of page 8).
  - Ask the pupils to open the first page of the Reading Answer Booklet and to listen to you read aloud the instructions. They should then do the practice questions on page 3. Point out to pupils that some questions require longer answers. These are worth up to 2 marks and may have two or three lines for pupils to write their answer.

Depending on the pupils' familiarity with tests of this type, you may wish to add further explanation about the different question formats used and indicate the usefulness of the mark allocation (at the side of the page) in judging how much time and effort is to be invested in each question.

- In your own words, describe the work entailed in the booklet, ensuring that the following points are covered:
  - most of the tasks in the booklet consist of writing out answers to questions
  - pupils should work through the Reading Answer Booklet answering as many questions as they can until they reach the end of the section on page 9
  - if they find a question too hard, rather than spending too long on it they should go on to the next one and come back to it later if they have time
  - they can look at the booklet *Antarctic Adventures* as often as they wish when they are answering the questions
  - they should not be worried about the spelling of difficult words, punctuation or grammar, as these are not marked
  - if they have problems, they may ask for help
  - they have 30 minutes to complete this part of the test.
- You may use your discretion in reminding the pupils of any of these points, as appropriate, during the test session.
- As the session continues, remind the pupils of the time as necessary. Pupils finishing early should be encouraged to look over their work.
- When 30 minutes have elapsed, please ask the pupils to finish the question they are answering. No extra time should be allowed except in the special circumstances outlined on pages 12–13.

### The reading test – second session

- After a break, the length of which is left to your judgement, ask the pupils to turn to page 9 of the reading booklet and repeat the procedure outlined for the first session, allowing the pupils 8 minutes to read the final text, *Visiting Antarctica*.
- Depending on the time that has elapsed between the first and second sessions, you may wish to remind pupils of the relevant points listed under section 4 above.
- Allow 25 minutes for completion of section 2 of the Reading Answer Booklet (this starts on page 11).
- Collect up all the booklets.



# Writing test

There are two tasks to complete for the writing assessment – a longer and a shorter activity. The two tasks can be administered on the same day, with a break between the two sessions. Pupils should have completed the reading test before the writing tasks. It may also be beneficial for pupils to have completed the spelling test before they undertake the longer writing task.

Pupil materials for this test are available as separate writing booklets and also as photocopiable pages at the end of this guide. These include:

- prompt sheets for both tasks
- planning sheet for the longer task
- formatted pages for pupils' responses.

You are not obliged to use these prompts in this form and may enlarge or remodel the planning sheet as desired. However, any substantial change to the prompts themselves, or providing more help than intended on the planning sheet, would invalidate your pupils' results.

## Timing

One hour and five minutes is available, in all, for the writing assessment: 40 minutes for the longer task and 25 minutes for the shorter task. These timings represent the maximum. If you find that your pupils do not require the full time available to them, then you may wish to stop either session early.

- **15 minutes** approximately for introduction and instructions
- **40 minutes** longer task (incorporating both planning and writing)  
**break**
- **25 minutes** shorter task (incorporating both planning and writing).

For the longer task, pupils can have a maximum of 10 minutes to plan. Pupils can start their writing during that time. If any pupils are still planning after 10 minutes you should encourage them to move on to their writing.

For the shorter task, a maximum of five minutes should be spent thinking and planning. If any pupils are still planning after five minutes, you should encourage them to move on to their writing.

Before starting either of the two writing tasks, remind pupils of the booklet *Antarctic Adventures*, and in particular the final text, *Visiting Antarctica*, as it provides a context for the tasks.

### The longer writing task – *Day trip to the summer base*

- Give all pupils a copy of the longer task prompt and planning sheet and either an answer booklet or paper on which to write. Ask pupils to fill in the details on the cover.
- Introduce the writing test to the pupils in your own words, making sure you cover the following points:
  - there are two pieces of writing to do: one now, one at a later time
  - you will read through the instructions to the task they are going to do first
  - the pupils will have **40 minutes** to plan and write for this task.
- Introduce the longer task by reading through the writing prompt in full and drawing pupils' attention to the planning sheet that accompanies it (reproduced at the end of this guide).
- While your discussion with the pupils must not explore their ideas for the task given or help to structure the contents of their written test work, you may wish to remind them that they can use any of the information in the reading booklet to give them ideas, especially the information about Antarctica and Lizzie Greenwood's diary. Tell them that they can use their imagination and make up any details that they do not know or cannot remember.
- Remind the pupils that brief notes, even one or two words for the main ideas, are sufficient for the planning sheet. These notes are for their own use and will not be marked.
- Explain that no more than 10 minutes should be spent on planning. When individual pupils feel that they have completed their plan, they should move on to writing.
- After **10 minutes**, remind the pupils that they should now have started on their writing.
- During the test, you should remind the pupils of the time, eg halfway through the test. Pupils who finish early should be encouraged to check their work.
- After **40 minutes**, ask the pupils to stop writing.



## The shorter writing task – *Off to the frozen south*

Distribute the shorter task prompt and the pupils' writing booklet or paper.

- Read through the prompt for the shorter writing task.

Lead a discussion about possible things to take, reminding pupils that they must be small and should be appropriate for a trip to Antarctica – remind them of the context.

If there are questions about clothes and food, reassure them that they have already packed nearly all their clothes and food will be provided.

Possible choices could be drawn from the following (but pupils may well have other ideas):

- something useful, eg a camera, binoculars or a note book
  - something for amusement / to pass the time, eg a book (fiction or non-fiction – possibly something about Antarctica) or a small game
  - something to remind them of home or for comfort, eg photograph or teddy
  - an extra small item of clothing, eg a favourite pair of gloves or special hat.
- While your discussion with the pupils must not explore their ideas for the task given or help to structure the contents of their written test work, tell them that they can use their imagination and make up any details.
  - There is no separate sheet for planning. Remind pupils of the time available – they should spend no more than 5 minutes thinking about the task and deciding what they will write about. When they have done this, they should move onto writing.
  - After **25 minutes**, ask the pupils to stop writing.



## Spelling test

A copy of the information text *Midwinter's Day* complete with the words to be spelled is reproduced on page 11. Pupil materials for this test are available as separate booklets and as a photocopiable sheet at the end of this guide.

- The spelling test is not strictly timed; 10-15 minutes is suggested as a guide. Ask pupils to write their name, the class, the name of the school and the date in the appropriate boxes on the cover.
- Using the teacher's version of the test available in this *Teacher's guide*, you should first read the complete passage aloud, including the words in the gaps, as the pupils follow in their booklets. Pupils do not write anything at this point.
- You must then read the complete passage aloud again, pausing at each space to allow pupils to write in the missing word.
- Pupils should attempt all the words, making their writing as clear as possible.

In your own words, explain the nature and purpose of the test, making it clear that the pupils should each decide the spelling of the missing words alone and without copying. The pupils should be encouraged to make their best attempts at spelling, even those words with which they are unfamiliar. Use the instructions below, adapting them and/or repeating them as you judge necessary, so that all pupils understand what is expected of them.

1. When everyone is ready, read out the following, changing the wording if necessary:

*I am going to read out some information about Midwinter's Day in Antarctica.*

*On your sheet you will find a copy of the text, but your version has words missing from it.*

*Follow the text on your sheet as I read through the passage for the first time, but don't write anything at this stage.*

*I will then read out the passage again, giving you time to write the missing words in the spaces.*

2. Read aloud the text (reproduced on page 11) for the first time, including all the missing words. Before re-reading it, tell the pupils:

*I will now read the text to you again.*

*When you come to a space, wait for me to tell you the word and then write it on the line.*

*If you're not sure how to spell it, just have a go and put the letters you think are right.*

*When you write the words, try to make your writing as clear as possible.*

3. Read out the passage again, allowing time for the pupils to write the missing words on their sheets. If necessary, repeat the missing word so that all pupils understand what the target word is.

The words omitted from the pupils' spelling test are those printed in **bold** in the version below.

### Midwinter's Day

Some scientists stay on their bases in Antarctica all year round, even through the terrible winter months.

Winter starts when the sun sets in February, and ends when the sun rises in August. No planes can land because of the very cold weather so there is no fresh food for the whole winter. The people who are left have to find different ways to keep themselves entertained.

Many bases celebrate Midwinter's Day on June 21st. It is the middle of the long winter. Midwinter's Day was first enjoyed in 1898 by the crew of a ship trapped in ice. This day has become an important tradition in Antarctica.

Now, it means everyone on an Antarctic base can wear their best clothes, give each other gifts and have a massive feast. All the bases and ships in the area send each other greetings by e-mail and fax and there are special shows broadcast on the radio, with messages from families and friends. There are also some strange traditions such as the Polar Plunge. This involves jumping into the freezing cold sea.

Midwinter's Day gives people in Antarctica a welcome break from the miserable winter. It means they can start counting down the days until they will see the sun again.

# Special arrangements

## General advice

These materials are suitable for any pupil who is operating at levels 2–4 in English. The majority of pupils will be able to take the tests as a whole-class exercise, but there may be one or two pupils, or a small group, who might need more sensitive arrangements. For some individuals, for example those that suffer from attention related difficulties, breaking the testing into shorter sessions may be beneficial. For others, working separately away from the main group with an assistant would aid concentration and more closely resemble their normal working conditions. Whatever special arrangements are made, they should make it possible for the pupil to work to the best of their ability but should not provide an unfair advantage. At the back of this guide, photocopiable sheets are provided to give guidance to any additional adults in the classroom who are available to assist in the administration of these tests. You should note the nature and extent of the support outlined on those pages, as the help described there may be made available to all pupils, not only those with special needs. However, any adult who is to administer any parts of the tests independently to a group of pupils will need to follow the administration instructions found in this *Teacher's guide*.

It is advisable to have read the test materials thoroughly beforehand so that you can deal with questions readily. However, it should be noted that teachers must help pupils only with questions of test procedure and not with the content, for example by explaining word meanings.

Pupils should work individually and independently, producing their own ideas. They should not be totally unsupported, but you should avoid giving direct or indirect help.

## Additional time

In considering whether to allow pupils to have extra time, teachers are referred to the guidance contained in QCA's *Assessment and Reporting Arrangements* booklet for Key Stage 2. ([www.qca.org.uk/12305\\_9976.html](http://www.qca.org.uk/12305_9976.html)).

It is the responsibility of the school to ensure that pupils who are given extra time meet the criteria specified for extra time at the end of key stage 2 tests. If extra time is used inappropriately, then the scores derived from the test will be unreliable.

## English as an additional language

If you have pupils in your class who speak a language other than English at home, and whose English is not developed fully, you will need to plan carefully to ensure that the pupils are given the best possible opportunity to show what they can do. You are free to use gestures or drawings to help you, or to rephrase instructions in several different ways. You should use your knowledge of individual pupils to check that they have understood. As part of the introduction to the reading test, you are also free to discuss any concepts covered in the reading materials which may be culturally unfamiliar to your pupils. However, the English curriculum must be assessed in English and you should not define specific vocabulary used. Your pupils' achievements in speaking, reading and writing their first languages are not directly relevant to these English assessments.

## Special educational needs

As is the case with all pupils working at levels 2–4, those with special educational needs should be reassured and encouraged to complete what they can of the test, leaving what they cannot do.

Pupils with physical or sensory impairment may use whatever technological aids they normally use. Pupils with a language disorder or hearing impairment may use their usual methods of communication. Responses to the reading test can be oral if necessary or an amanuensis may be used. In these cases a separate individual test session will need to be arranged. Responses for the writing tests must be in written format; they cannot be oral. Again, responses can be dictated by the pupil to an amanuensis, but all punctuation and features to do with presentation and layout will need to be explicitly specified by the pupil.

## Modified versions of the test

The Optional English tests are also available in braille and modified large print. These can be ordered from the QCA's agency for the distribution of optional modified tests. Full details can be found on the NAA's test orders website. All orders must be placed as soon as possible, to ensure delivery of the tests by the end of April. Ideally, orders will be placed before the end of January in the year the pupil will be taking the test.

This page may be used for your own notes

page for your own notes

# Marking the reading test

The range of marks available for each question is given under the mark box in the margin of the Reading Answer Booklet.

Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.

There are several different answer formats:

- ***short answers***  
These may be a word or phrase only, and **1 mark** may be awarded for each correct response.
- ***several line answers***  
These may be phrases or a sentence or two, and up to **2 marks** may be awarded.
- ***other answers***  
Some responses do not involve writing and the requirements are explained in the question.

The mark scheme was devised after trialling the tests with pupils and contains examples of some frequently occurring correct answers given in the trials. These are shown in italics. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, you should focus on the content of what has been written and not on the quality of the writing, expression, grammatical construction, etc.

## ***Assessment focuses for reading***

The aspects of reading to be assessed are pupils' ability to:

1. use a range of strategies, including accurate decoding of text, to read for meaning
2. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
3. deduce, infer or interpret information, events or ideas from texts
4. identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
5. explain and comment on writers' use of language, including grammatical and literary features at word and sentence level
6. identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
7. relate texts to their social, cultural and historical contexts and literary traditions.

## How the reading mark scheme is set out

Marking the reading test

28. *bang, thump, giggle*

What does this tell you about Lizzie's feelings about the boat ride?

**up to 2 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **2 marks** for responses which identify the contrast between the physical discomfort / nervousness and the excitement she experiences, eg:

- *it tells you that she is feeling scared like she is going to fall out of the boat. That is what the bang and the thump is but also having a good time so she is giggling*
- *she felt excited and a bit nervous*
- *it was very bumpy but she found it funny*
- *with bang and thump it tells me she hurt herself but she's laughing about it.*

Award **1 mark** for responses which refer to **either** the physical discomfort / nervousness **or** the excitement of the trip, eg:

- *she enjoyed the boat ride*
- *she was happy and excited because they went really fast and she had probably never done it before*
- *it was bumpy.*

**Also accept** a very simple contrast, eg: *she liked it and she didn't like it* (1 mark).

**Do not accept** simple responses which are based on the word *giggle* with no interpretation, eg: *she was very happy / she kept laughing / it was funny.*

aspect of reading assessed by this question

criteria for 2 marks

examples of responses worth 2 marks produced in the trials

criteria for 1 mark

examples of responses worth 1 mark produced in the trials

occasional responses which do not meet the criteria but are deemed creditworthy

responses which may occur quite frequently but do not merit any marks

The following table identifies the questions (with marks available) that address each assessment focus (AF).

Focus	Assessment focus 2	Assessment focus 3	Assessment focus 4	Assessment focus 5	Assessment focus 6	Assessment focus 7
	<i>understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i>	<i>deduce, infer or interpret information, events or ideas from texts</i>	<i>identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</i>	<i>explain and comment on writers' use of language, including grammatical and literary features at word and sentence level</i>	<i>identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader</i>	<i>relate texts to their social, cultural and historical contexts and literary traditions</i>
<b>Section 1:</b>	<b>Antarctica</b>					
Q1	1					
Q2	1					
Q3					1	
Q4	1					
Q5		1				
Q6			2			
Q7					1	
<b>Section 2:</b>	<b>The Race to the South Pole</b>					
Q8	1					
Q9	1					
Q10	1					
Q11	1					
Q12	2					
Q13		1				
Q14	1					
Q15a		1				
Q15b		1				
Q16				1		
Q17		1				
Q18	2					
Q19	2					
<b>Section 3:</b>	<b>Visiting Antarctica</b>					
Q20	1					
Q21	1					
Q22	1					
Q23		1				
Q24	2					
Q25				1		
Q26					1	
Q27			1			
Q28		2				
Q29		2				
Q30				1		
Q31		1				
Q32		2				
<b>Section 4:</b>	<b>Whole booklet</b>					
Q33		1				
Q34		2				
<b>Total marks</b>	<b>19</b>	<b>16</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>

Assessment focus 1 underlies the reading of and response to the text and questions in the test, and is not explicitly separately assessed in this test. Not all focuses will be appropriate to, or appear in, any one test at any given level.

## Section 1: Antarctica

Page 4

1. Which of these animals live in Antarctica?

**1 mark**

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for both boxes ticked correctly.

Tick **two**

- penguins
- polar bears
- ponies
- seals
- brown bears

2. Complete the table to show whether the sentences are **true** or **false**.

One has been done for you.

**1 mark**

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for all three cells correctly completed.

	True (T) or False (F)?
Inuit people live in Antarctica.	F
Scientists work in Antarctica.	T
The research stations are built of wood.	T
On top of the ice is permafrost.	F

3. It says in the text that Antarctica is about 60 times larger than the United Kingdom.

Why do you think the writer has included this fact?

**1 mark**

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** for the correctly ticked box.

Tick **one**

to show how cold it is

to show how big it is

because the writer likes Antarctica

because the writer likes the UK

4. What is the weather like most of the time in Antarctica?

**1 mark**

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for three ticks correctly placed.

Tick **three**

wet

dry

snowy

windy

cold

warm

Page 5 (continued)

5. What helps to make the research stations comfortable places to stay in?

Find **one** thing.

**1 mark**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for reference to one of the following:

- (central) heating, eg: *it has its own chef to feed everyone well*
- good food / a chef, eg: *they have central heating to make it warm.*

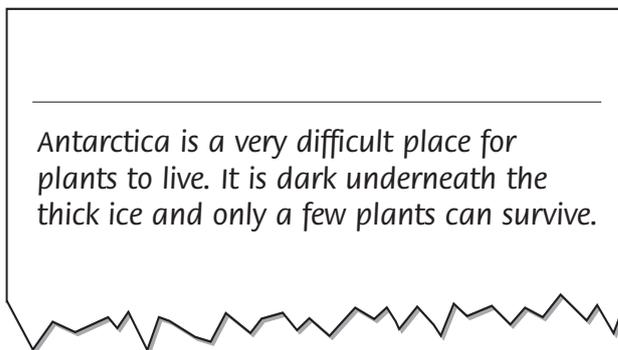
**Do not accept** reference simply to food or warmth.

Page 6

6. Here is some more information about Antarctica.

Look at the headings on pages 4 and 5.

Make up your own heading that could go with this information.



**up to 2 marks**

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for answers which focus on plants and have appropriate content and a further mark for use of a question (do not penalise the omission of a question mark), eg:

- *What plants live there?* (2 marks)
- *What can't live in Antarctica?* (2 marks)
- *Can plants survive there?* (2 marks)
- *Plants in Antarctica* (1 mark)
- *Plants.* (1 mark)

**Do not accept** overlong answers or answers which do not focus on plants even if in the form of a question, eg: *What it's like underneath the ice* or *What is Antarctica like?*

## Page 6 (continued)

7. What is the purpose of the text on pages 4 and 5?

1 mark

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** for the correctly ticked box.

Tick **one**

to persuade people to visit Antarctica

to give you background information

to tell you who lives there

to tell you how to get to Antarctica

## Section 2: The Race to the South Pole

Page 7

Marking the reading test

8. Which country was Amundsen from?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award 1 mark for the correctly ticked box.

Tick **one**

Britain

Norway

Canada

Antarctica

9. What inspired Amundsen to become an explorer?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award 1 mark for references to the stories Amundsen read (as a child) about expeditions / exploration / the North Pole / the Arctic / the Poles, eg:

- *when he was a boy he read books about expeditions to new lands*
- *reading books about the North Pole*
- *he read books about it and that inspired him*
- *he read books about expeditions.*

**Do not accept** very general answers, eg: *he read books* or incorrect answers which refer to Antarctica / South Pole only, eg: *he read stories about Antarctica.*

## Page 7 (continued)

10. When was Amundsen's ship freed from the ice?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for the correctly ticked box.

Tick **one**

Winter 1898

October 1911

March 1899

December 1911

11. Who was the race to the South Pole between?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for:

- *Scott and Amundsen.*

**Also accept** other correct answers, eg: *the British and Norwegians / Scott's team and Amundsen's team / Britain (England) and Norway.*

## Page 8

12. Find two things that Amundsen learned from the Inuit people.

up to 2 marks

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for each detail of what Amundsen learned, to a maximum of **2 marks**:

- about life in the extreme cold / how they lived
- how they drove their dog teams / they drove dogs
- the food they ate
- the clothes they wore
- (their) customs.

**Do not accept** general answers, eg: *food / clothes.*

Page 8 (continued)

13. Why was it useful for Amundsen to learn from the Inuit people?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for references to **either** Amundsen's need to survive in the extreme cold **or** how he could use his knowledge about the Inuit's way of life on his expeditions, eg:

- *so he could use the knowledge later*
- *if he hadn't studied them he wouldn't have been properly kitted out for the trip to the South Pole*
- *because when he became an explorer he would need to know how to survive*
- *because Canada was extremely cold like the Pole*
- *because it would help him on his journey.*

**Do not accept** general answers which do not relate to Amundsen's future plans, eg: *because he wanted to know about people who lived there.*

14. Look at the first paragraph on page 7.

**Find and copy** the words that show what Amundsen's crew thought of him.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for:

- *(he was) firm but fair.*

**Also accept:** *the crew knew he was firm but fair / firm and fair.*  
Do not penalise minor copying errors.

15a. What did Amundsen do when he heard that an American had reached the North Pole?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for responses which refer to Amundsen deciding to aim for the South Pole, eg:

- *he changed his plans and set off for the South Pole.*

**Also accept:** *he changed his plans.*

15b. Why do you think he did this?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for responses which recognise Amundsen's motivation to be first or to achieve recognition, eg:

- *because he wanted to reach one of the poles first*
- *because he wanted to be first (in the race)*
- *he wanted to achieve his dream*
- *he wanted to be one of the world's greatest explorers.*

**Also accept** references to the fact that he hadn't succeeded being first, eg: *because he hadn't won / because someone reached the North Pole first.*

**Do not accept** responses for 15b which are clearly referring back to an incorrect answer for 15a, eg: (15a) *he was shocked / (15b) because he thought he could win.*

16. *the news "The North Pole is reached!" flashed all over the world.* (page 7)

What does the use of the word *flashed* tell you about the news?

1 mark

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for responses which recognise that 'flashed' emphasises **either** the significance of the message **or** the speed at which it travelled, eg:

- *it was important news*
- *it reached all over the world very quickly.*

**Also accept** answers which suggest that this makes it sound exciting.

17. How did Scott's team find out that they had lost the race?  
(page 8)

**1 mark**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for references to the (Norwegian) flag, eg:

- *they saw a flag flying there*
- *they saw Amundsen's flag.*

18. Put these events in Amundsen's life in order.  
The first one is done for you.

**up to 2 marks**

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **2 marks** for all **four** statements correctly numbered, and **1 mark** for **two** or **three** statements correctly numbered.

- |                                       |          |
|---------------------------------------|----------|
| spent two years with the Inuit people | <b>3</b> |
| planned to explore the North Pole     | <b>4</b> |
| trained as a ship's captain           | <b>1</b> |
| raised flag at the South Pole         | <b>5</b> |
| got trapped in ice                    | <b>2</b> |

## Page 9 (continued)

19. Decide which team these statements are about.

One has been done for you.

*up to 2 marks*

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **2 marks** for all **four** ticks correctly placed, and **1 mark** for **two** or **three** ticks correctly placed.

	Scott's team	Amundsen's team
spent several months at their Antarctic base		✓
had tractors	✓	
did not survive the journey	✓	
travelled in the same way as the Inuit people		✓
travelled in a team of 12	✓	

### Section 3: Visiting Antarctica

Page 11

Marking the reading test

20. What is Lizzie Greenwood’s job?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award 1 mark for the correctly ticked box.

Tick **one**

researcher

reporter

chef

producer

21. Where was Lizzie’s base?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award 1 mark for the correctly ticked box.

Tick **one**

James Clark Ross

Lagoon Island

Rothera Research Station

North Pole

## Page 11 (continued)

Look at the diary entry for Sunday 7th December.

22. Find **one** thing Lizzie says people miss in Antarctica.

**1 mark**

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for any of the following:

- (fresh) milk
- ketchup
- equipment.

**Also accept** references to the sentence 'All the stuff that has run out, broken down or just been lost can now be replaced'.

## Page 12

23. *The ship's here!*

What does this tell you about how everyone felt about the ship's arrival?

**1 mark**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for answers which refer to delight, excitement or relief at the arrival of the ship, eg:

- *happy so they can get goods*
- *that everyone was excited.*

**Do not accept** *it's what everyone's been waiting for.*

Page 12 (continued)

Look at the diary entry for Friday 12th December.

24. Why is beautiful weather good news for everyone?

Give **two** reasons.

**up to 2 marks**

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for each of the following different reasons, to a maximum of **2 marks**:

- pilots can fly their planes
- the researchers can get to places
- divers can take out the boats / it makes the sea calm
- Paul and Lizzie can get a tan
- they can film the landscape.

**Also** award **1 mark** for a general statement about people being able to do what they wanted to do, eg:

- *they can do more.*

25. Why is *dotted* a good word to describe where the people are in Antarctica?

**1 mark**

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for answers which recognise that *dotted* suggests that the people are widespread / sparse **or** that they are relatively small **or** that it shows the size of Antarctica, eg:

- *because they are far away from each other*
- *they are all in different places*
- *because people look like dots from a plane / a distance*
- *because Antarctica is such a big place.*

**Do not accept:** *they are all over the place.*

26. 'over and out'

Why has Lizzie used these words in her diary?

**1 mark**

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** for any of the following reasons:

- it's the end of the section / entry
- she's been talking about radio operators
- because people use radios to keep in touch there
- a joke / to be amusing / because she found it funny.

Examples:

- *it's a way of saying goodbye*
- *she used it because people accidentally use radio phrases*
- *people there use radios a lot*
- *to show she has finished (talking)*
- *because it made her giggle*
- *so she can make people laugh and make it fun.*

**Also accept:** *because they use it in Antarctica / because her friend used it.*

**Do not accept** answers which focus on the radio without relating it to the context, eg: *because it's what people say on the radio*, or which refer to Lizzie's use of a radio, eg: *because she's on a walkie-talkie.*

Look at the diary entry for Sunday 14th December.

27. Why does Lizzie put *very fast* in brackets?

**1 mark**

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for the correctly ticked box.

Tick **one**

to show how far they went

to explain where they were going

to explain how fast 23 knots is

to show that she liked travelling fast

28. *bang, thump, giggle*

What does this tell you about Lizzie's feelings about the boat ride?

**up to 2 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **2 marks** for responses which identify the contrast between the physical discomfort / nervousness and the excitement she experiences, eg:

- *it tells you that she is feeling scared like she is going to fall out of the boat. That is what the bang and the thump is but also having a good time so she is giggling*
- *she felt excited and a bit nervous*
- *it was very bumpy but she found it funny*
- *with bang and thump it tells me she hurt herself but she's laughing about it.*

Award **1 mark** for responses which refer to **either** the physical discomfort / nervousness **or** the excitement of the trip, eg:

- *she enjoyed the boat ride*
- *she was happy and excited because they went really fast and she had probably never done it before*
- *it was bumpy.*

**Also accept** a very simple contrast, eg: *she liked it and she didn't like it* (1 mark).

**Do not accept** simple responses which are based on the word *giggle* with no interpretation, eg: *she was very happy / she kept laughing / it was funny.*

Page 13 (continued)

29. *Lagoon Island was pretty cool.*  
 The word 'cool' can have two different meanings.  
 What are they?

**up to 2 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for answers which make an association between 'cool' and temperature and 1 mark for answers which recognise 'cool' as a positive term, to a maximum of **2 marks**, eg:

- *cool, like warm and cold, and cool wicked (2 marks)*
- *good and cold (2 marks)*
- *cool can mean cold (1 mark)*
- *it was amazing, great (1 mark).*

**Do not accept** responses which use the word 'cool' to explain its meaning, eg: *as in I'm a cool dude and it's very cool in here.*

Page 14

30. Lizzie says that people go to Lagoon Island when they  
*want to escape.*  
 What does this tell you about life at Rothera Research Station?

**1 mark**

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for any reference to the following:

- the desire to be away from other people / on their own
- the conditions are crowded / intense
- the station is very busy
- the word suggests it is like a prison.

Examples:

- *it gets really cramped and you need some time on your own*
- *Rothera Research Station is busy and noisy and you want to escape the noisy, busy people*
- *it's nice to go there to get away from everyone*
- *there are too many people there.*

**Do not accept** very general answers, eg: *that it isn't very nice / they don't like it / it's hard work there / it's boring there.*

31. Why do you think Lizzie says  
*the penguins must have been holding their wings over  
their ears?*

**1 mark**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for answers which refer to the noise / music or the humorous intent, eg:

- *Lizzie said that because the noise that people made is very loud*
- *it was too noisy for them*
- *to explain how loud the music was*
- *the singing was bad*
- *because of the karaoke*
- *it's a joke.*

**Do not accept** responses which suggest that this is due to the noise from a boat or plane.

32. Now that you have read Lizzie’s diary, would you like to go to Antarctica?

Tick **one**

yes  no  yes and no

Explain your answer using details from the diary.

**up to 2 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for each appropriate explanation, to a maximum of **2 marks**:

Yes

- could see wildlife
- getting up close to wildlife
- experience the extreme cold
- could get a tan
- would like to travel on a boat
- there was entertainment
- like the idea of living in a hut
- going to Lagoon Island
- for the amazing landscape / beautiful views.

No

- would feel trapped / cramped
- boat journey sounds scary
- would miss home comforts
- lack of facilities, eg fresh milk
- too cold
- seals are smelly.

Responses must be drawn from the *Visiting Antarctica* text and not from other parts of the booklet.

**Do not accept** general answers to do with being away from home, eg: *would miss family*, or in a new environment, eg: *could learn new things / there are lots of things to do / would like to play in the snow*, or answers which are clearly personal opinion with no support from the text, eg: *because I think it sounds cool to go there*.

## Examples:

- [Yes] *because I would like to see what animals there are and see how cold it is down there (2 marks)*
- [Yes] *they had a BBQ and karaoke night and she went on a boat ride and she got up close to a penguin (2 marks)*
- [No] *it will be cold. There won't be that many facilities (2 marks)*
- [No] *because it's crowded with people and it's really cold (2 marks)*
- [Yes and No] *I would like to go there to meet the penguins but I would be scared because I might fall in the water (2 marks)*
- [Yes and No] *yes because I want to see the animals and find things out. No because it's freezing cold (2 marks)*
- [Yes] *she wasn't having any trouble except on the boat ride which you don't have to go on and you can get to see penguins and seals (1 mark)*
- [Yes] *I would like to go on a ride because it would be fun (1 mark)*
- [No] *because it is too cold and I would shiver and cry (1 mark)*
- [Yes and No] *yes, because it sounds good fun and exciting and no, because it might be cold (1 mark).*

### Section 4: The whole booklet

Page 15

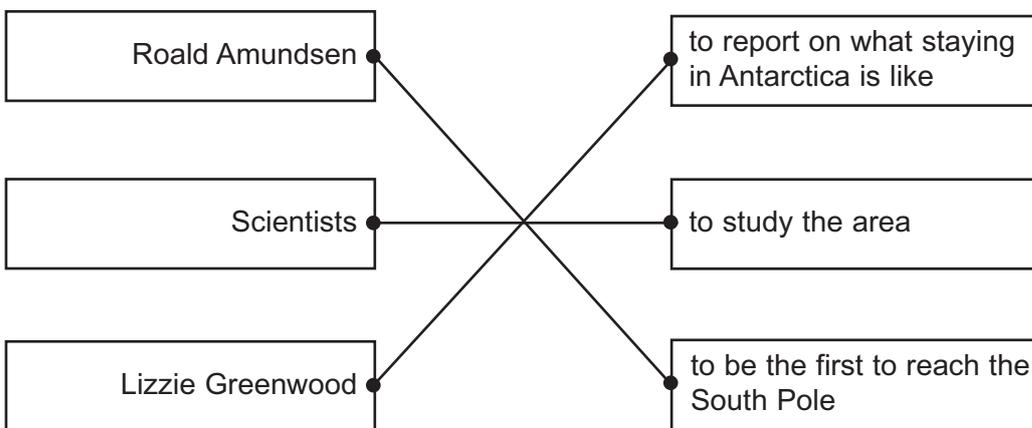
Marking the reading test

33. People have visited Antarctica for different reasons.  
Match the visitor with the reason for their visit.

Award **1 mark** for matching all three pairs correctly.

**1 mark**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*



34. The whole booklet is called 'Antarctic Adventures'.  
Who do you think had the more exciting adventure?

Tick **one**

Roald Amundsen

Lizzie Greenwood

Explain your answer.

**up to 2 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for each appropriate detail from the text, to a maximum of **2 marks**:

Roald Amundsen

- first person to do something / won the race
- he was racing someone
- had to battle against harsh conditions / challenge
- risked his life
- went to the South Pole
- something he had always wanted to do
- crossed the Atlantic / visited Inuits
- got frozen in ice.

Lizzie Greenwood

- contrast with usual life / a once in a lifetime experience
- watched the wildlife
- watching the supply ship come in
- travelled to Lagoon Island / on a dangerous boat
- travelled on a plane
- did many different things
- found out about / explored Antarctica
- excitement of reporting on her activities.

Examples:

Roald Amundsen

- *I think Roald Amundsen because he claimed the South Pole and had a race (2 marks)*
- *he could make history, it was dangerous and he won the race (2 marks)*
- *because in his whole life he wanted to go to the South Pole and studied about Antarctica and got there (2 marks)*
- *he travelled to the South Pole and Lizzie Greenwood just stayed at a hut on an island (1 mark)*
- *he discovered the South Pole (1 mark)*
- *his adventure was more exciting than Lizzie's because he was in a race (1 mark).*

Lizzie Greenwood

- *she'll be going against winds, across hills, seeing animals (2 marks)*
- *Lizzie got close to penguins and had an exciting boat ride (2 marks)*
- *she is a reporter and she gets to go there and see animals and see what happens in Antarctica and that sounds fun (2 marks)*
- *she wrote a diary and was exploring nature and Antarctica (1 mark)*
- *she didn't only go to Antarctica, she went to Lagoon Island, on a speed boat over Antarctic waves. (1 mark).*

**Do not accept** undeveloped answers, eg: *she had fun / she got to see lots of things.*

# Marking the writing test

There are two mark schemes, one for the longer task *Day trip to the summer base* (pages 43–45) and the other for the shorter task *Off to the frozen south* (pages 56–57).

## Assessment focuses for writing

The aspects of writing to be assessed are pupils' ability to:

1. write imaginative, interesting and thoughtful texts
2. produce texts which are appropriate to task, reader and purpose
3. organise and present whole texts effectively, sequencing and structuring information, ideas and events
4. construct paragraphs and use cohesion within and between paragraphs
5. vary sentences for clarity, purpose and effect
6. write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
7. select appropriate and effective vocabulary (this is not assessed separately, but contributes to text structure and organisation and composition and effect)
8. use correct spelling (assessed through the spelling test).

## The mark scheme strands

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

- sentence structure and punctuation
- text structure and organisation
- composition and effect.

For the longer task, the strands are organised as follows:

<b>Assessment focuses</b>	
■ sentence structure and punctuation	<ul style="list-style-type: none"> <li>– vary sentences for clarity, purpose and effect</li> <li>– write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</li> </ul>
■ text structure and organisation	<ul style="list-style-type: none"> <li>– organise and present whole texts effectively, sequencing and structuring information, ideas and events</li> <li>– construct paragraphs and use cohesion within and between paragraphs</li> </ul>
■ composition and effect	<ul style="list-style-type: none"> <li>– write imaginative, interesting and thoughtful texts</li> <li>– produce texts which are appropriate to task, reader and purpose.</li> </ul>

Handwriting is assessed as part of the longer task. The marking criteria are shown in section F on pages 52–54.

For the shorter task, the strands are organised as follows:

<b>Assessment focuses</b>	
<ul style="list-style-type: none"> <li>■ sentence structure, punctuation and text organisation</li> </ul>	<ul style="list-style-type: none"> <li>– vary sentences for clarity, purpose and effect</li> <li>– write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</li> <li>– construct paragraphs and use cohesion within and between paragraphs</li> </ul>
<ul style="list-style-type: none"> <li>■ composition and effect</li> </ul>	<ul style="list-style-type: none"> <li>– write imaginative, interesting and thoughtful texts</li> <li>– produce texts which are appropriate to task, reader and purpose.</li> </ul>

The criteria encourage positive recognition of achievement in writing. Pupils do not necessarily develop uniformly across categories, and the strands allow separate judgements to be made about the relative strengths and weaknesses of a pupil's work.

## Marking procedures

The criteria for each strand identify typical characteristics of pupils' work in different bands. When marking, it is helpful first to identify which bands are most relevant to the writing and then refine the judgement to a mark within a band. The annotations on the example scripts show how to look for features in the writing, and the summary boxes show how to weigh these features to reach a mark.

Where the writing clearly does not meet the criteria for Band 1, a mark of 0 should be awarded.

Pupils are expected to follow the prompt very carefully, especially in content and form. Pupils whose writing is unrelated to the prompt should not be credited with any marks for composition and effect. Those pupils who do not maintain the form throughout the piece, for example a non-fiction piece becoming narrative, do not have access to the full range of marks for composition and effect.

## Marking the writing

A set of annotated scripts, written by year 4 pupils during the pre-tests, is presented here to help your judgements of the writing. Scripts are reproduced without corrections to spelling.

## The longer task: *Day trip to the summer base*

The task is to write a diary entry for a day spent at a temporary summer base in Antarctica. Pupils are asked to imagine that they are accompanying Lizzie Greenwood, whose diary entries for *Newsround* they have read in the reading booklet.

The prompt provides considerable support, with photographs and entries in an electronic diary. In addition, it is suggested that teachers remind pupils of the reading booklet before they begin writing. The spelling test also provides more information that they can use. The planning sheet offers support with content, focusing on events, sensory description and feelings.

Further support is given in the answer booklet (the photocopiable writing template) by the provision of the day (*Tuesday*) and opening sentences: *I've had a great day! Today we went to a base that's only open in the summer.* These sentences are designed to cue pupils in to the need for a first person, past tense recount of events.

Better performances are distinguished by expansion and development of events and feelings, either by providing details about the events suggested by the prompt, or, more rarely, introducing new ideas inspired by the reading booklet, the spelling test or the pupils' own imaginations. In some cases, there is an attempt to reproduce stylistic features of Lizzie Greenwood's diary, with varying degrees of success.

### Day trip to the summer base

Imagine you are with Lizzie Greenwood at the Rothera Research Station in Antarctica. While you are there, you visit a temporary summer base. Here is some information about the day:

**Write your diary entry for the trip to the summer base.**

Remember to make your writing lively and interesting. Use the information in the photographs and picture, but you can also make up details.

## Mark scheme for the longer task: *Day trip to the summer base*

SECTION A		SENTENCE STRUCTURE AND PUNCTUATION	
		<i>Assessment focuses: vary sentences for clarity, purpose and effect</i> <i>write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</i>	
Band A1	<ul style="list-style-type: none"> <li>Meaningful words and phrases express ideas in sentence-like structures, although occasional omission of words or phrases detracts from sense.</li> <li>Some awareness shown of how full stops are used.</li> </ul>		1 mark
Band A2	<ul style="list-style-type: none"> <li>Clauses usually grammatically accurate, joined with connectives such as <i>and</i>, <i>when</i> and <i>then</i>, often repetitively. Some simple sentences, often brief and starting with personal pronoun and verb, with little variation (<i>I went on the plane; I saw a seal</i>).</li> <li>Sentences sometimes demarcated by capital letters and full stops.</li> </ul>		2–3 marks
Band A3	<ul style="list-style-type: none"> <li>Simple connectives (<i>and</i>, <i>but</i>, <i>then</i>, <i>when</i>, <i>so</i>) link clauses. Noun phrases mostly simple (<i>the boat; gloves</i>) with some expansion (<i>hard ice; sunny day</i>). Some sentence variation created by the use of simple adverbials (<i>later; on the sledge</i>) and adjectives, sometimes modified for emphasis (<i>so frightened; really excited</i>).</li> <li>Full stops, capital letters, exclamation marks and question marks are used to demarcate sentences, mostly accurately; commas used in lists.</li> </ul>		4–5 marks
Band A4	<ul style="list-style-type: none"> <li>Sentences are mostly grammatically sound. Subordinating connectives develop description or explanation within the sentence: <i>if</i>, <i>because</i>, <i>which</i>, <i>while</i> (<i>while we were waiting</i>). Adverbials (<i>after we had seen the seals</i>) and expanded phrases (<i>Thick hats to keep us warm; the driver who was very nice</i>) vary construction of sentences. Some words add shades of meaning (<i>definitely; certainly; extremely</i>). Subjects vary beyond first person pronouns. Sentence fragments may be used deliberately to create informal style. Tense choice usually appropriate: past tense for narration and present tense for reflection.</li> <li>Most sentences correctly demarcated; some commas mark phrases or clauses.</li> </ul>		6 marks

<b>SECTION B</b> <b>TEXT STRUCTURE AND ORGANISATION</b> <i>Assessment focuses: organise and present whole texts effectively, sequencing and structuring information, ideas and events</i> <i>construct paragraphs and use cohesion within and between paragraphs</i>	
<b>Band B1</b>	<ul style="list-style-type: none"> <li>Ideas developed within sentences.</li> <li>Some relationship between ideas marked by simple connectives or repeated use of pronouns, not always consistently.</li> </ul> <p style="text-align: right;"><b>1 mark</b></p>
<b>Band B2</b>	<ul style="list-style-type: none"> <li>Ideas grouped into sequences of sentences; some division possibly indicated by layout.</li> <li>Simple connectives used (<i>and; and then</i>). Some connection between sentences, eg use of pronouns referring to the same person or thing and some link to topic.</li> </ul> <p style="text-align: right;"><b>2–3 marks</b></p>
<b>Band B3</b>	<ul style="list-style-type: none"> <li>Text structure overall is simple: the diary entry covers the day in Antarctica. There may be a simple conclusion or summary of the experience (<i>It was a great day</i>). Events follow a chronological sequence, with a variety of time references relating to chronology (<i>Later on; after a few hours; when it got dark</i>), or there is some thematic grouping. Main ideas are sometimes clarified by paragraph or section divisions.</li> <li>Relationship between ideas often simply linked by cause and effect (<i>It was bumpy so I was scared</i>). Contrast sometimes used within or across sentences (<i>it was smelly but the seals were very funny</i>). Connections between sentences built up by pronoun reference to main events and/or people in the text and the use of words from the same field of vocabulary (<i>ice, snow, igloo, snow shoes</i>). Additional information is signalled (<i>also; too</i>).</li> </ul> <p style="text-align: right;"><b>4–5 marks</b></p>
<b>Band B4</b>	<ul style="list-style-type: none"> <li>The diary entry is logically organised: introduction may be extended, followed by recount and conclusion. Organisation may focus on particular events or follow chronological structure with selection of material. Movement between ideas may be abrupt.</li> <li>Within sections, content may be introduced by main or topic sentence. Sections or paragraphs organised to expand and develop a particular topic, eg with description (<i>the sea was dazzling because it was so bright</i>). Simultaneous events may develop action (<i>the ice was falling whenever I moved</i>). Connections within paragraphs linked by consistent references to perceptions, feelings and theme, eg consistency of excitement or attitude.</li> </ul> <p style="text-align: right;"><b>6 marks</b></p>

## 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

- Meaningful words and phrases convey some events or thoughts related to the trip, although these may rely heavily on the prompt or drift into narrative or fantasy. Writing tends to be very brief.
- Word choice is simple but sometimes linked to topic (*it's cold*).

1 mark

## Band C2

- Simple, first-person diary entry recounts some relevant experiences with some thoughts about them. Events may be listed with some description or minimal development of perceptions or feelings.
- Details (*I had to wear a hat*) or simple statement of feelings (*I liked it and it was fun*) are sometimes included to interest the reader.

2–4 marks

## Band C3

- Diary entry includes some description about a number of realistic events during the day with some pertinent detail of sights, sounds or smells; coverage may be unbalanced.
- The writer expresses thoughts and feelings about the events, but these may not be consistent or controlled and may lack subtlety (*I really had fun; it looked amazing*).
- Vocabulary choices help depict situations (*thick snow; elephant seals; sledges*) although other choices are imprecise (*warm stuff; lots of things; nice lunch*); attempts at humour, informality or building excitement (*whizzing down*) may enliven the entries. Some aspects of sights, sounds or smells are expanded for interest.

5–7 marks

## Band C4

- Diary entry form is maintained: realistic situations are presented, sometimes moving beyond the prompt. Events are paced appropriately with some development and/or explanation of reactions. The entry is rounded and complete (*It was a fantastic day. I wonder what will happen tomorrow?*).
- Viewpoint is established and maintained; the narrator's thoughts and feelings show varying reactions to the different events but there is a consistent tone.
- Language choices contribute to authenticity of diary style, eg informal remarks, use of colloquialisms, interesting vocabulary or a variety of expression used to create interest (*and cor, was that fun or what!; snoring seals; strange noise like a fire alarm*). There is a balance between informality and the use of technical and specific vocabulary (*swimming in formation*), giving a sense of time and place.

8–10 marks

Exemplar script 1

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

**Tuesday**

I've had a great day! Today we went to a base that's only open in the summer. I caught a plane from Rothera. (And) I went to have lunch with scientists at base. (And) visited penguins and went ice climbing. Prepar for filming sun at midnight. The sight's were nice and butful. (The sound's were were OK. The sounds were normel I felled Happy and exsited. I whated to stayther.

simple connectives link clauses (A2)

missing subject (below A2)

accurate full stops and capital letters (above A2)

repetition of electronic diary entries (B1)

ideas drawn from planning (B1)

Marking the writing test

<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Most clauses grammatically accurate but reliant on clauses from the prompt; some difficulties with past tense suffixes; variation in subjects led by the prompt and planning. Sentence demarcation is accurate on the whole, adding evidence for the award of 2 marks.
Band A2 – 2 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>• Mostly listing with some minimal comment (<i>The sight's were nice and butful</i>). (C1)</li> <li>• Simple statement of feelings included (<i>I whated to stayther</i>). (C2)</li> </ul>
<b>Summary</b>
The diary entry links the information provided in the prompt sheet and adds some detail suggested by the planning sheet. The simple statement of feeling just lifts the response into band C2.
Band C2 – 2 marks

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
The diary entry mostly repeats the electronic diary entries, using simple connectives to link them; it then adds sentences initiated by the planning sheet. As a result, the piece lacks clear structure and cohesion and is placed in Band B1.
Band B1 – 1 mark

Exemplar script 2

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

**Tuesday**  
**I've had a great day! Today we went to a base that's only open in the summer.** (wene) I was on the plan I felt very scerd becuas I am terror fide of hihgt's.  
 (wene) I was I the plan I looked out the windo (and) I saw pengwins going in the water and saw two poler baers digging the ice to find some fish. I herd a poler baer gral very loud (and) I smelled) sane dead fish by the water. (I felt) very scerd on the plan and I got sick on the plan. (we) catch the plan at 8am to 9am from Rothera. (we) arrived at sommer base at 10am to 11am. (We had) lunch with the scientists at (12pm till 1pm) at the base. we visited the pengwins at (3pm till 4pm). we iced clind at 5pm till 6pm and it was fun.

Annotations on the left:

- simple connectives link clauses (A2)
- sentences led by pronouns and verbs (A2)
- demarcation secure but capitalisation insecure (A2)

Annotations on the right:

- grouping of feelings on the plane and sights in Antarctica (B2)
- structure weakened by return to feelings on the plane (B2)
- reliance on simple time adverbials to structure later section (B2)

Marking the writing test

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p><b>Summary</b></p> <p>Mostly accurate clauses with some use of subordination to develop feelings and location; sentences are led by pronouns and verbs, with repetitive structures. Full stops are generally accurate, but sentence onset capitalisation is insecure.</p>	<ul style="list-style-type: none"> <li>Relevant experiences are recounted, with the expression of some feelings about them (<i>I felt very scerd; it was fun</i>). (C2)</li> <li>Details add interest to some events (<i>I herd a poler baer gral very loud</i>). (C2)</li> </ul> <p><b>Summary</b></p> <p>Although the introductory section is overlong, there is an attempt to provide appropriate content, with clear expressions of feelings about events that are more familiar to the writer. This, together with some pertinent detail, place the piece at the top of Band C2.</p>	<p><b>Summary</b></p> <p>Some grouping of content, but returning to an earlier topic affects the overall text structure. In the second half, reliance on the prompt is evident.</p>
<p>Band A2 – 3 marks</p>	<p>Band C2 – 4 marks</p>	<p>Band B2 – 2 marks</p>

Exemplar script 3

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Marking the writing test

**Tuesday**

**I've had a great day! Today we went to a base that's only open in the summer.** I did Ice climbing, penguin watching and filming the sun.

It was planned out quite well. (At 8.am) I caught a plane (At 10.am) I saw the amazing sights of the first few miles.

At 12.am I filled (my stomach) with lunch. At 3.pm we visited (the plodderly white and black birds, Penguins) And at 5.pm (we climbed) the freezing ice. (Last of all) at 7.pm (we prepared) for the massive radiator, the sun, to come down at midnight) so we could film it.

We had a hot time looking hearing and smelling these sights (and) I hope we do it again, It's (so) FUN!!!!

(And) If I get chance I will put some brilliant pictures like the sun and the penguins on the Internet! Bye.

noun phrases with some expansion (B3)

simply structured sentences with repetitive subjects (B3)

simple adverbials (B3)

adjective modified for emphasis (B3)

time adverbials based on prompt provide structure for day (B2)

grouping of events shown by layout (B2)

simple connectives link reactions (B2)

<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Numerous expanded noun phrases are a strength in this diary entry, comprising mostly simple sentences with repetitive structures but with some use of subordination. Punctuation is generally accurate, including commas to mark phrases within the sentence.
Band A3 – 4 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Several events included with details of some sights (<i>plodderly white and black birds, Penguins</i>). (C3)</li> <li>Feelings about the day are generalised rather than specific and are simply expressed (<i>had a hot time looking hearing and smelling these sights; It's so FUN!!!!</i>) (C3)</li> <li>Vocabulary choices attempt to enliven the entry (<i>the massive radiator, the sun</i>). (C3)</li> </ul>
<b>Summary</b>
This diary entry is awarded 5 marks primarily because of some imaginative use of language; some description is added to the events, but the emphasis is on activities and sights rather than on other senses, and feelings are expressed in simple statements.
Band C3 – 5 marks

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
The structure of the entry follows the prompt and planning sheet, with the times on the display adopted as an organisational device. Layout separates sections of the piece, but there is little independent organisation.
Band B2 – 3 marks

Exemplar script 4

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Tuesday

I've had a great day! Today we went to a base that's only open in the summer. It's the best day I ever had!

I got to Antarctica by a bright red helicopter, this is the story of how I got here and what I did. Everyone was waiting for the helicopter, I was inside getting ready for the big icy and frosty holiday. Suddenly one of my friends shouted out "its here its here!" I went outside and I was relieved it was massive I could not beleive my eyes. I sat in the helicopter and with the help of pete, my friend and we flew of well not that rapidly. It was really noisy although it was relaxing! When I got their it was really cold it was unbelivable! it was -8°C I thought phew I got my warmest clothes on! I got into my boots and ate some warm food, it was over night so I slept snoozly. The next day I went out to get some fresh air and gues what I saw? Some penguins paddling over to the pond. I ran inside and took a shot of them. I went further to the south pole and I saw seals and gues what? I saw them sleeping and snoring it was so funny I had to move on. Next I went on a blow up boat to the Lagoon islands and that was superb! I saw the funny seals again this time they smelt disgusting! It smelt like fish I had to run away rapidly.

some variation in subject pronouns (A3)

adverbials vary sentence focus and add emphasis (A3)

punctuation for direct speech and a correctly used comma (above A3)

noun phrases mostly simple with some expansion (A3)

full stops and question marks mostly accurate, but some comma splices and some missed opportunities to demarcate sentences (A3)

extended but repetitive introduction (B3)

adverbs locate events (B3)

relationship between events and feelings (B3)

time references relate to chronology (B3)

thematic grouping (B3)

lack of conclusion or summary (below B3)

Marking the writing test

<b>SENTENCE STRUCTURE &amp; PUNCTUATION</b>
<b>Summary</b>
Sentence structures are varied by shifts in sentence focus, subordination and some alternative choices of subjects, but there is also some missing punctuation and loss of control, keeping the mark to the top of Band A3.
Band A3 – 5 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Realistic events depicted, including sights, sounds and smells (<i>It smelt like fish</i>). (C3)</li> <li>Thoughts and feelings about the events are expressed (<i>It's the best day I ever had; I was relieved</i>). (C3)</li> <li>Attempts to address the reader directly through rhetorical questions help to create a sense of excitement (<i>gues what I saw?</i>) and technical details give sense of realism (<i>it was -8°C</i>). (C3)</li> </ul>
<b>Summary</b>
The diary entry is unbalanced by the lengthy introduction and the inclusion of an entry for the second day affects pacing; some elements are more appropriate to narrative but pertinent detail and sustained tone help to enliven the piece.
Band C3 – 7 marks

<b>TEXT STRUCTURE &amp; ORGANISATION</b>
<b>Summary</b>
This diary entry moves beyond the frame provided and, in spite of extending beyond the one day specified, shows thematic grouping of material. The introduction is extended but there is no conclusion.
Band B3 – 4 marks

Exemplar script 5

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Marking the writing test

**Tuesday**  
**I've had a great day! Today we went to a base that's only open in the summer.** I got on the plane from Rothera at 8am and arrived at base for 10am. (First) I had lunch with (the scientists) (till 2pm). I (then) went to meet the penguins at 3pm. We saw (two baby seal cubs) and about five groups of penguins. (The cubs) kept calling for food and the penguins splashed into a hole. (One of the cubs) came and lay down ((we) got close to it) (it) smelt very fishy!! I've got to go to bed (now) so i can film the sun and penguins!!

It was (really exciting) (when it came to 12am). I filmed the sun, it was really bright!! I loved the penguins and seal cubs best. I think I should (.....)

(YAWN).....ZZZ oh, |huh, |yeah  
 Bye i'm soooo sleepy, must go!!

Lizzie Greenwood  
 Lizzie Greenwood reporting for...  
 .....ZZZZZZzzzzzzzz

**Annotations:**

- mostly simple noun phrases with some expansion (A3)
- some variation in subjects, but mostly first person pronouns (A3)
- adverbs modify adjectives for emphasis (A3)
- varied punctuation: accurate demarcation, ellipsis, brackets, commas (above A3)
- time references integrated into account (B3)
- link with previous sentence (B3)
- section break separates events (B3)
- extended conclusion (above B3)

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p><b>Summary</b></p> <p>Sentence structures are controlled with some use of adverbials and expanded phrases to add variety; sentence fragments help to add an informal style; punctuation is used to personalise the diary entry. More complex structures would be needed for the highest band.</p> <p>Band A3 – 5 marks</p>	<p><b>Summary</b></p> <p>This entry, although quite brief, includes relevant sights, sounds and smells, maintaining an enthusiastic tone throughout and adding interesting stylistic features to create some realism for the diary.</p> <p>Band C4 – 8 marks</p>	<p><b>Summary</b></p> <p>A clear continuation from the opening sentence, chronological structure and appropriate conclusion support the award of 5 marks. Connections between sentences are maintained by vocabulary related to the experience and some development of topics in sections; more development would be needed for Band B4.</p> <p>Band B3 – 5 marks</p>

Exemplar script 6

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Tuesday

I've had a great day! Today we went to a base that's only open in the summer. I have only been here for an hour but I've got to know everybody so quickly. In an hour I'm going to have lunch with the scientists I've met. The chef is very nice and is cooking lovely warm spaghetti. It smells good!

Peter, who is a scientist is showing me round the base and has shown me my room I'll be staying in. When we were having lunch we all chatted about Antarctica. I asked what sort of animals lived here, they said penguins, seals, sea birds, dolphins and whales.

Once I'd put my big snow boots on we went to visit the penguins. They all had bright orange belly's! I saw lots of cliffs and wondered which one I would be climbing in two hours. I hoped it was the smallest! When I asked they said it was going to be. I managed to go up close to the penguins and stroke them. They didn't mind. We walked back to the base, got our climbing gear and and set of for the cliff. I knew it would take about an hour and a half. It was very hard but fun. We had to dig into the ice with a thing with a handle and a bit of pointy, sharp metal on the end. In about half an hour I really got the hang of it.

The scientists said it was very hard to do it today because the ice was so hard.

Once we got back to base I went to sleep for about half an hour but then Peter woke me up saying we all need to start preparing for filming the sun at midnight. We all had to get our camracorders and camres out and take them outside ready. Then we had tea which was chips and pizza. Yum! For desert we had chocolate brownies. Now all we have to do is wait for midnight!

control of tense to indicate past, present and future (A4)

connectives add description and help control pacing (A4)

expanded noun and verb phrases (A4)

commas used to structure sentences (A4)

adjective modified to show varying reactions (A4)

varied subjects (A4)

adverbials vary sentence focus (A4)

getting to know people provides a link between the introduction and details of lunch (B4)

topic sentence provides focus for section (B4)

two events – visiting penguins and ice climbing – interlinked in paragraph (B4)

time references reinforce immediacy and chronology (B4)

reference to another character links to beginning of entry (B4)

appropriate and succinct conclusion (B4)

Marking the writing test

SENTENCE STRUCTURE & PUNCTUATION
<b>Summary</b>
Variety of sentence structures, verb and noun phrases, adverbials and sentence openings place this piece firmly in the top band. In addition, different length sentences provide effective contrast and punctuation is accurate and well controlled.
Band A4 – 6 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>Events are developed by the inclusion of other people and connection of different elements, eg seeing the cliffs while visiting the penguins. (C4)</li> <li>The role as an interested participant is maintained, with feelings and fears expressed (<i>I hoped it was the smallest!</i>). (C4)</li> <li>Stylistic features include deliberately vague referencing for effect (<i>a thing with a handle and a bit of pointy, sharp metal on the end</i>) and choices relevant to a diary entry (<i>Yum!</i>). (C4)</li> </ul>
<b>Summary</b>
This rounded and complete diary entry develops and explains events, maintaining pace throughout and adding realistic detail and a personal response to the events. Stylistic effects appropriate to the genre are included, adding to the authenticity of the diary style.
Band C4 – 10 marks

TEXT STRUCTURE & ORGANISATION
<b>Summary</b>
The entry is logically organised, with an extended introduction, developed points sometimes supported by paragraphing and a succinct but appropriate conclusion; consistent references to feelings link the sections.
Band B4 – 6 marks

# Mark scheme for handwriting

**SECTION F**

**HANDWRITING**

Make this judgement based on the legibility and clarity of the handwriting throughout the longer task, supported by a closer look at the site and the position of words and letters.

**Band F1**

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

1 mark

Marking the writing test

At 8am we took the plane from Rothera to the summer base arriving at 10:00. The views from the plane were amazing! Just a blanket of snow and icy cold waters. At the summer base it is not cold, it was <sup>surprisingly</sup> quite warm. At 12:00 I had lunch with the scientists at the base. At 3:00 we went to see some penguins

melt. I was feeling frustrated when I was going there & staying there. We did lots of fun like ice climbing & seeing penguins taking pictures of sea sun going down and penguins. We went climbing about 10 times went skating 5 times when we walked to the base it was 5 miles. We exs melt very cold water under the ice.

## Band F2

- 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

climbing. I had luck with the Scientist  
 at the Base. I filmed the Sun at midnight  
 We heard fun noise and smelled unjive  
 Smell. There's some nice Peaceful  
 Peaceful Places and ~~sit~~ sights to see  
 I'm enjoying Summer base because it  
 is nice and quiet. It was  
 Sun alot of the time - It cold  
 her at night. Today he had

on a airplane. When I got there  
 I look all around me "wow" it was  
 Buterful it was so different to Eengland  
 I said in a quiet voice. when I  
 got out the plane I want climbing  
 on the Snowy mountains. And Scating we  
 were rely happy ~~but~~ when it got cold  
 I went in a hotel and we went to  
 Sleep in the hotel and the next morning

## Band F3

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

3 marks

belongs to Rothera. Touch down! The plane has arrived at the base. You can see penguins every where I'm amazed to see so many penguins together and they're not running away even when the plane is landing. As I step out it feels like I'm about to be blown over. The wind is so strong! It's about 7am but it is really light and the penguins are so active. I'm ~~staved~~<sup>starved</sup> I haven't had breakfast yet. The hut stinks of seal and smoked fish, It seems as if fish is the only thing on the ~~menu~~<sup>menu</sup>. ~~After breakfast we~~ After breakfast we've had breakfast and now we're practicing ice climbing. incise anybody gets stuck when we go to check the ice depth with some

we could look at the sights below they were gorgeous. The tents are so cold to sleep in and we can't go to sleep. The ice is so slippery and i've fallen over twice. I hope the weather's good! in England it is really sunny here but it is still cold. Say hello to my friends. I am really enjoying it and the dogs are really being annoying and they always lick me. We often go to the cafe and look at the glimmering sun shining

## The shorter task: *Off to the frozen south*

For this task, pupils are asked to imagine that they have won a competition to visit Antarctica and that they have space in their rucksack for two more small items. Their task is to identify two items and explain the reasons for the choices.

It is suggested that teachers discuss the prompt with their pupils, reminding them of what they have learnt about Antarctica and eliciting some initial ideas from the class discussion. This provides pupils with a range of ideas as starting points for their writing. The page for the writing is divided into two halves, each introduced by a box to indicate the chosen item.

Better performances are distinguished by the development of the explanations for both items, supported by appropriate detail and justification, and showing an awareness of the context, either in terms of physical conditions or associated feelings.

### Off to the frozen south

You have won a competition to visit Antarctica. Your rucksack is packed and you have space for two more small things. What will you take?



Your task is to explain what the two things are and why you want to take these two things to Antarctica.

### Planning

Choice 1: \_\_\_\_\_

Choice 2: \_\_\_\_\_

**Mark scheme for the shorter task: *Off to the frozen south***

**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**

- Meaningful words and phrases relate to the task, with some ideas expressed in sentence-like structures.
- Some awareness is shown of how full stops are used.

**1 mark**

**Band D2**

- Clauses usually grammatically accurate, mostly joined with *and, then, but* with possible use of repetitive subordinating conjunction *because*. Some simple sentences, often a brief sequence starting with pronoun and verb (*I choose; I like*) or overlong strings of clauses. Modal verbs often repetitive (*I would take*). Some connections between sentences, eg pronouns referring to the choice.
- Sentences sometimes demarcated by capital letters and full stops.

**2–3 marks**

**Band D3**

- Sentences mostly linked by connectives such as *and, but, so, when* with some use of *because* or *if* to provide simple explanations (*because she is cuddly*). Subjects and verbs frequently repeated with some simple adverbials or prepositional phrases adding detail (*everywhere; at night*). Simple noun phrases (*my friends; a picture*) with some expansion (*a warm jumper*). Additional information sometimes indicated (*also; too*). Links between sentences shown, eg use of pronouns or vocabulary from the same topic field.
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

**4–5 marks**

**Band D4**

- Sentences are mostly grammatically sound. Variation in sentence structure is achieved through the use of expanded noun phrases (*goggles for my eyes; my favourite teddy*) and adverbials (*walking in the snow; at the end of the day*) to add detail. Subordinating connectives are varied in choice or position and develop explanations (*because I could take it everywhere*). Some variation in subjects of sentences. Tenses are generally consistent or appropriate, with some variety of verb phrases. Sections of text developed around topic sentences and grouping of content.
- Accurate sentence demarcation. Some commas mark phrases or clauses.

**6 marks**

**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**

- Understandable ideas expressed; ideas may be unrelated to context of choice (*it make my quiet*).
- Word choice is simple but linked to topic; listing may occur.

**1 mark****Band E2**

- One or two brief reasons for choice, focusing either on practical or emotive appeal. Only one item may be chosen and reasons may be repetitive for one or both choices.
- Simple reasons justify choice (*it would be useful*) or details to interest the reader included (*take a picture of a penguin*).

**2–3 marks****Band E3**

- Reasons for both choices given although justification may be uneven and underdeveloped, eg focus on plausible uses of the item or on emotive connotations. Attempt to maintain explanatory tone.
- Some evidence of viewpoint, eg comments indicate an attitude to the item (*it's good for walking in snow*) and/or simple evaluation.
- Some vocabulary accurately describes items and explains their benefits (*elephant seals; camera for outside*) although other references may be vague (*the great stuff; other things*). Some use of impersonal constructions or generalised 'you' (*you need warm things for the huts*).

**4–5 marks****Band E4**

- Reasons for the selection of appropriate items are explained and developed with some understanding of the context (*when you are in the middle of nowhere*) or the effects of the context (*if you're feeling bored on really long expeditions*). Different reasons are given for each choice, with extended justification or some consideration of the disadvantages of other choices. Details to interest the reader included (*a camera to remind me of where I went*).
- Viewpoint is established and maintained, eg description and reasoning suggest thoughtful or pragmatic approach to the choice and/or an awareness of possible feelings in the situation (*every time I get lonely I can look at the photo*).
- Stylistic choices support the explanation; careful word choice demonstrates imagination (*we might need it for emergencies*) or precision (*calculating my position*); and impersonal constructions (*binoculars are essential*) or generalisations (*most people*) add to informative style.

**6–7 marks**

Exemplar script 1

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Marking the writing test

**My first choice is:** Teddy

To remind me of my family, And to keep comfut and  
 so I could cuddle (it) at night so I can get to sleep (And)  
 so I can rember my family at night (but) if like can here  
 som thing (I won't be) afraid (and) (I won't have) any  
 worry's about what's out there and anything that try's  
 to get me.

most clauses grammatically accurate but overlong sequences (D2)

structures led by pronoun and verbs (D2)

pronoun refers back to choice (D2)

simple connectives link clauses (D2)

**My second choice is:** camerer

So I (can) Take pictures the animals (And) The places  
 I've been To (And) so I (can) take pictures of the animals  
 that live in the sea (And) of the animals and me and I  
 get back (I) (can) show family what I've been up to and  
 show them what the animals where like and To show  
 them what it is like.

repetitive use of modal verbs (D2)

limited sentence demarcation (D2)

capitalisation generally insecure but accurate for first person pronoun (D2)

<b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b>
<b>Summary</b>
Repetitive structures together with some grammatical inaccuracies and overlong strings of clauses indicate that Band D2 is appropriate. The lower mark reflects the erratic capitalisation and the lack of control in some clauses.
Band D2 – 2 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>Different reasons given for each choice, but very little development. (E2)</li> <li>Some details show simple awareness of context (<i>pictures of the animals that live in the sea</i>). (E2)</li> </ul>
<b>Summary</b>
Explanations focus on the personal, listing a series of results of the choices rather than justification of them, but sufficient details are given for the higher mark in the band.
Band E2 – 3 marks

Exemplar script 2

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

My first choice is: phone and charcher

overlong strings of clauses linked by simple connectives (D2)

repetitive use of single subordinating conjunction (D2)

structures led by pronoun and verbs (D2)

adverbial adds simple reason (D2)

I want to take a phone because I want to phone friends and famely to tell them wat it is like here and because I want to know wat is going on at home and so I don't get lonle.

pronouns refer to earlier references (D2)

My second choice is: Game boy

I chose this because I want it fore ceeping me happy and not bord)and ceeping my stay enjoyable.

limited sentence demarcation (D2)

Marking the writing test

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>
<p>Simple connectives linking strings of grammatically accurate clauses and some use of <i>because</i> and <i>so</i> indicate the upper mark in Band D2. The separation of some clauses into separate sentences would be needed for the next band.</p>
<p>Band D2 – 3 marks</p>

<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Reasons for choice are brief and are all given the same status with little ordering. (E2)</li> <li>Little expansion of reasons (<i>fore ceeping me happy and not bord</i>). (E2)</li> </ul>
<p><b>Summary</b></p> <p>The two chosen items are supported by a number of different reasons, but each of these is stated with little expansion of any single reason. The brevity of the writing limits the amount of justification that can be given.</p>
<p>Band E2 – 3 marks</p>

Exemplar script 3

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Marking the writing test

**My first choice is:** a lighter

I would use a lighter **Becous if** you get cold you can light a fire. And **(if)** i ned a light you can get a candle and light it **(with a lighter)**. And it woud be very very good to defend your self **(agast anmail)**. **Thats why (i)** used a lighter.

**My second choice is:** Mobile phone

**(If)** i ever get hert i **(can)** phone the **(Hosptail athey)** **(would)** be thier in a fuw Houers. **(As well to)** you **(could)** use it to show the time and the date thats why i would use a phone.

subordination adds to explanations (D3)

detail provided by simple adverbials (D3)

some variety of modals (D3)

sentence demarcation mostly accurate (D3)

summary to each entry, but repetitive (D3)

some capitalisation errors (below D3)

additional information indicated (D3)

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>
<p>Some variation in sentence structure created by subordination, simple adverbials and different subject pronouns makes Band D3 appropriate. For the top mark in the band, there should be fewer repeated structures and fewer capitalisation errors.</p>
<p>Band D3 – 4 marks</p>

<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>• Mostly plausible reasons given for the choices, with some links between ideas (<i>get a candle and light it with a lighter</i>). (E3)</li> <li>• Simple evaluative words indicating attitude are evident in the first choice (<i>very very good to defend your self</i>). (E3)</li> <li>• Some use of impersonal constructions and generalised <i>you</i> to explain the choices. (E3)</li> </ul>
<p><b>Summary</b></p>
<p>The choices are supported by a number of reasons, some of which have further development, with impersonal comments adding an element of authority. More balance between the two items would be needed for a higher mark.</p>
<p>Band E3 – 4 marks</p>

Exemplar script 4

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

**My first choice is:** My furry rabbit

adverbials add precision (D3)

subordination develops reasons (D3)

noun phrases mostly simple with some expansion (D3)

repetition of subjects but some variation in verbs (D3)

I want to take my furry rabbit because when the plane goes up I feel a bit dizzy sometimes and when I do, I can stroke it and cuddle it. And when I go to bed I can cuddle it as well and can, keep me warm and company so i dont feel, lonley, in the night because some time I'm scard of the darck.

link maintained across clauses (D3)

additional information indicated (D3)

related and contrasting vocabulary links choice (D3)

**My second choice is:** A picture of my little brother

I want to take a picture of my when he was two because I dont always see him becaus when I come back from school, I just go upstairs have a bath get dressed eat my dinner and out. I come back at six, watch t.v, go have a bath again. Seven thirty or eaght, I finnish watch t.v. so I want to take it to remind me of his cute little face and his big cheecky face.

commas structure sentences (above D3) and are used in lists (D3)

but others used incorrectly or missed (below D3)

Marking the writing test

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>
<p>Sentences mostly grammatically sound, including subordination and adverbials to add detail and commas for structure, balanced by some overlong strings of clauses and some omissions which impair clarity. Additional information indicated and links maintained throughout, by pronoun referencing in the first choice and chronological sequencing in the second.</p>
<p>Band D3 – 5 marks</p>

<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Reasons for the first choice link feelings to the context (<i>keep me warm and company</i>). (E3)</li> <li>Emotive words used to convey attitude (<i>lonley; scard; cute</i>) and personal viewpoint sustained. (E3)</li> <li>Vocabulary choices are appropriate for the first choice (<i>stroke; cuddle</i>) and consistently relate to daily routine in the second. (E3)</li> </ul>
<p><b>Summary</b></p> <p>The first choice is explained in terms that relate to the feelings evoked by the context, but there is a loss of focus in the reasons for the second choice, resulting in the lower mark in the band.</p>
<p>Band E3 – 4 marks</p>

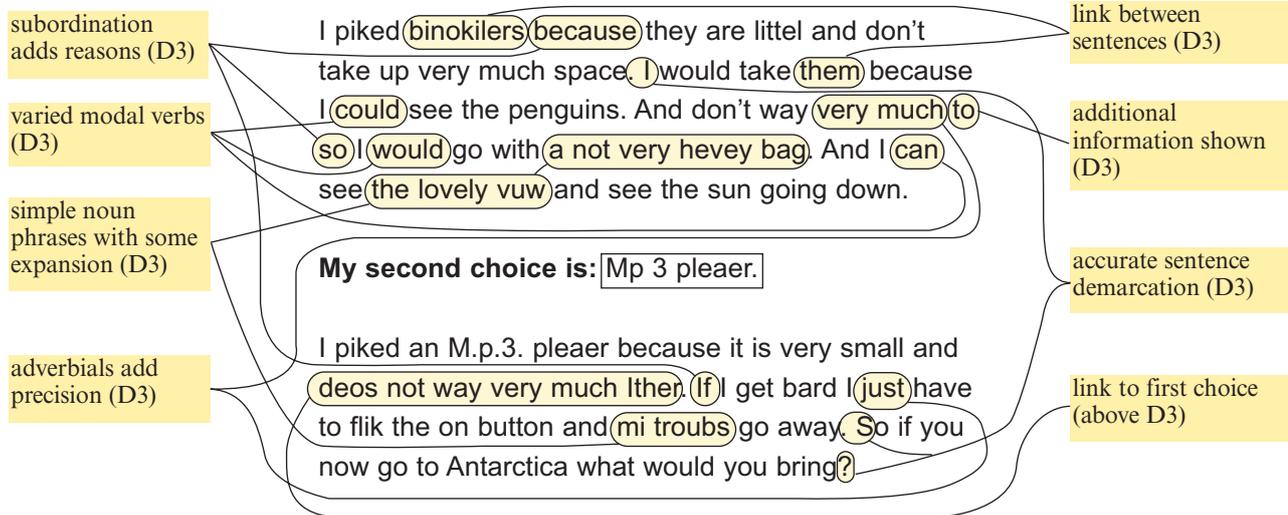
Exemplar script 5

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Marking the writing test

**My first choice is:** binokilers



<b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b>
<b>Summary</b>
Most sentences are accurate, both in terms of demarcation and grammar, with subordination developing explanations and adverbials adding precision and detail. There is also a link between the entries provided by the adverb <i>either</i> .
Band D3 – 5 marks

<b>COMPOSITION &amp; EFFECT</b>
<ul style="list-style-type: none"> <li>• Size and weight are the dominant reasons for the choices, reflecting the task appropriately for the most part. (E3)</li> <li>• Practical attitude to the items is conveyed (<i>not very hevey bag</i>) and there is simple evaluation (<i>lovely vuw</i>). (E3)</li> <li>• Some imaginative vocabulary choices (<i>mi troubs go away</i>); other words provide accurate descriptions (<i>much space; very small</i>). (E3)</li> </ul>
<b>Summary</b>
Both choices are plausible in terms of the context and the writer provides reasons for taking the items and identifies some potential uses. The loss of focus on purpose revealed by the final question prevents the award of a mark in the top band.
Band E3 – 5 marks

Exemplar script 6

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

**My first choice is:** A Swiss Army Knife

some sentence openings varied but others pronoun led (D3)

noun phrases with some expansion (D3)

I choose this because if you are trapped in an little Ice cave you could cut your way out. Also its a survile tool and good for opening things with. As a past time you could use it to carve shapes in the ice or you could try to make ice staues with your blades and tools.

alternatives offered to link clauses (D3)

connectives link clauses to expand information and express possibilities (D3)

adverbials add information and modify meaning (above D3)

**My second choice is:** A Rubix Cube

I would take it because they are very good games for passing time. Their also light, small and there really hard to solve so you probaly won't solve it, but if you do you could ask someone to de-solve it without you looking so then you try again.

additional information indicated (D3)

punctuation accurate, including use of commas (D3)

Marking the writing test

<p><b>SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION</b></p> <p><b>Summary</b></p>	<p><b>COMPOSITION &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>Explanation includes both description and uses (<i>their also light, small; you could cut your way out</i>). (E4)</li> <li>Knowledgeable attitude and pragmatic reasoning create thoughtful viewpoint. (E4)</li> <li>Stylistic choices include ambitious vocabulary (<i>survile tool</i>) and adverbials to indicate possibility (<i>you probaly won't solve it</i>). (E4)</li> </ul>
<p>Sentences are varied by noun phrases and sentence openings, with subordination developing explanations; adverbials express some information economically; demarcation is secure, with some commas used correctly. More variation in subjects and modal verbs would be needed for the top mark.</p>	<p><b>Summary</b></p> <p>The context of cold and possible boredom informs both choices, with a variety of imaginative reasons and applications suggested for each item. Although the writing is brief, the authoritative tone and precise stylistic choices merit the award of the top mark.</p>
<p>Band D3 – 5 marks</p>	<p>Band E4 – 7 marks</p>

# Marking the spelling test

## Quick reference mark scheme for the spelling test

1. stay	11. massive
2. through	12. special
3. terrible	13. messages
4. months	14. families
5. weather	15. strange
6. themselves	16. involves
7. enjoyed	17. freezing
8. trapped	18. break
9. important	19. miserable
10. clothes	20. counting

### Scoring spelling

Count the number of words spelled correctly and enter this score (out of 20) on the cover of the spelling test. Using the table below, calculate the spelling mark (out of 7) and record this on the cover. Transfer this mark to the writing mark box.

Number of correct words	Spelling test mark
0	0
1–3	1
4–6	2
7–9	3
10–12	4
13–15	5
16–18	6
19–20	7

## Using the outcomes of the tests

This section provides information about interpreting the scores from the year 4 tests in English. It explains how teachers can use the test scores to find out more about pupils' attainments in the national curriculum, and about their performance in comparison with other pupils of the same age.

In order to make use of the information in this section, you should administer the tests according to the guidance given in this booklet. It is particularly important that you observe the time limits given in the test instructions, and mark questions strictly according to the mark schemes. If not, the information derived from this section cannot be used reliably.

To establish the national curriculum level attained, you must first begin with a raw score. For the reading test, you should total the marks for each pupil. For the writing test, the total score is comprised of the following elements: longer task, shorter task, handwriting and spelling. You should add the marks obtained on the longer and shorter tasks and the score for handwriting. The number of words spelled correctly on the spelling test should be converted to a mark. This mark (out of 7) should be added to the score on the two writing tasks. It is not possible to calculate the level attained by a pupil if they do not complete all three parts of the writing test.

This will give you the raw scores for each pupil for reading and for writing.

### Finding the level

Details of the reading and writing level thresholds can be found on page 66.

Information about age standardised scores as well as the age standardised scores in reading can be found on pages 67–69.

### Reading and writing analysis sheets

Analysis sheets are provided in this *Teacher's guide* for the reading and the writing tests. Completion of these will provide further information about pupils' skills in reading and writing and could usefully form part of the transfer of information from one class teacher to another.

### National curriculum levels

The following tables give an indication of the national curriculum levels for pupils attaining each of the score bands in the tests.

For the reading test, total the marks on both sections of the test.

For writing, add together the total scores for the longer writing task, the shorter writing task, handwriting and spelling (out of 7).

#### Reading test (maximum mark 44)

<b>Below level 2</b>	<b>0–4 marks</b>
<b>Level 2</b>	<b>5–15 marks</b>
2C	5–7
2B	8–12
2A	13–15
<b>Level 3</b>	<b>16–27 marks</b>
3C	16–19
3B	20–23
3A	24–27
<b>Level 4</b>	<b>28+ marks</b>

#### Writing test (maximum mark 45)

<b>Below level 2</b>	<b>0–9 marks</b>
<b>Level 2</b>	<b>10–25 marks</b>
2C	10–14
2B	15–20
2A	21–25
<b>Level 3</b>	<b>26–33 marks</b>
3C	26–27
3B	28–31
3A	32–33
<b>Level 4</b>	<b>34+ marks</b>

## Age standardised scores

This section explains how to work out age standardised scores for reading. They are not available for writing.

Age standardised scores take into account a pupil's age in years and months, so you have a better indication of how each pupil is performing relative to other pupils of the same age. It also means that the tests can be administered at different points in the school year including, in the case of year 4 tests, in the first half of the autumn term in year 5, and comparative information still be obtained. The standardised scores in this booklet cover the age range 8 years 5 months to 10 years 3 months. If you have decided to give the test to pupils outside this range, you will not be able to use the table. You will still, though, be able to calculate national curriculum levels.

To convert a raw score into an age standardised score:

- list the ages of all pupils in your class in *years and completed months* at the time of testing
- for each pupil, locate his or her age in years and months along the top of the table
- locate the pupil's raw score down the left side of the table
- read off the standardised score from where the row and column meet.

Statistically, the average standardised score is 100. A higher score is above average and a score below 100 is below average. About two-thirds of pupils will have standardised scores between 85 and 115. Almost all pupils fall within the range 70 to 130, so scores outside this range can be regarded as exceptional.

### National comparisons – using the shaded bands

The tables of standardised scores are divided into five shaded bands. These bands give an indication of how the scores relate to the national population. The band nearest the top of the table contains the scores that correspond to the lowest fifth of the population; the next band, the next fifth; and so on. If a pupil has a score in the final band, you know that his or her score is in the top 20 per cent nationally, once age has been taken into account.

Very low and very high standardised scores are printed in the table as \*\*\*. This means that they would be below the lowest score in the table or above the highest, but cannot be calculated with the necessary degree of statistical reliability. If an exact score is needed, for example to calculate an average for the class, 69 or 141 should be used as appropriate for these pupils.

## Making use of age standardised scores

If you choose to work out age standardised scores, you may use this additional information about the pupils' performance in various ways, for example:

- Age standardised scores could be averaged across a group, for example a class or year group. In the average school, year group or class, the mean score should be close to 100; if it is much above or below this, the performance of your class or school varies from the national average.
- You may include it as part of the information to parents, eg: *an age standardised score of 112 shows us that the test performance was above average for his or her age.* Remember that parents will not necessarily understand an age standardised score if it is quoted without any explanation.
- You may be able to identify patterns and results which indicate teaching and learning issues to be addressed, eg *the difference between older / younger pupils' performance.*
- Similarly, age standardised scores can be used to work out the differences between boys and girls, or between pupils who have English as an additional language and those who do not, to compare the performance of these groups. In order to provide useful information, these groups need to be reasonably large; small groups will not provide reliable information.
- The progress made by an individual, a class or a school can be monitored from one year to the next. Age standardised scores can be calculated and reported for individual pupils. However, because of the nature of the scores and the fact that they are a statistical estimate (see 'Confidence bands' below), the scores are much more reliable when calculated for groups of pupils. In addition, if reported to parents, the fact that a pupil who is making typical progress from year to year will remain on a similar age standardised score will need to be explained.

## Confidence bands

As the standardised scores in the table are derived only from one short test, some margin of error is inevitable, as is the case for all standardised tests. A margin of error does not mean pupils have been assessed incorrectly. It is simply a statistical estimate, based on the fact that tests can only sample the particular area of learning which they assess. To indicate how wide this margin of error is likely to be, a '90 per cent confidence band' has been calculated. This means that you can have 90 per cent certainty that the true score lies within the confidence band. In this case, the 90 per cent confidence band is plus or minus 6. So, for example, if a pupil has a standardised score of 110 in reading, you can be 90 per cent certain that the pupil's true score is between 104 and 116.

# Age standardised scores for reading

Raw score	Age in years and months																						
	8.05	8.06	8.07	8.08	8.09	8.10	8.11	9.00	9.01	9.02	9.03	9.04	9.05	9.06	9.07	9.08	9.09	9.10	9.11	10.00	10.01	10.02	10.03
0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
1	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
2	72	71	71	70	70	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
3	77	76	76	75	74	74	73	73	72	72	71	71	70	70	***	***	***	***	***	***	***	***	***
4	80	79	79	78	78	77	77	76	76	75	75	74	74	73	73	72	72	71	70	70	***	***	***
5	82	82	81	81	80	80	79	79	78	78	77	77	76	76	75	75	74	74	73	73	72	72	71
6	84	84	83	83	82	82	81	81	80	80	80	79	78	78	77	77	76	76	75	75	74	74	73
7	86	86	85	85	84	84	83	83	82	82	81	81	80	80	79	79	78	78	77	77	76	76	75
8	88	87	87	86	86	85	85	84	84	83	83	82	82	81	81	80	80	80	79	78	78	77	77
9	89	88	88	88	87	87	86	86	85	85	84	84	83	83	82	82	81	81	80	80	79	79	78
10	90	90	89	89	88	88	87	87	86	86	86	85	85	84	84	83	83	82	82	81	81	80	80
11	92	91	91	90	90	89	89	88	88	87	87	86	86	85	85	84	84	83	83	82	82	82	81
12	93	92	92	91	91	90	90	89	89	88	88	87	87	86	86	85	85	85	84	84	83	83	82
13	94	93	93	92	92	91	91	90	90	89	89	88	88	87	87	87	86	86	85	85	84	84	83
14	95	95	94	93	93	92	92	91	91	90	90	89	89	89	88	88	87	87	86	86	85	85	84
15	96	96	95	95	94	94	93	93	92	92	91	91	90	90	89	89	88	88	87	87	86	86	85
16	97	97	96	96	95	95	94	94	93	93	92	92	91	91	90	90	89	89	88	88	87	87	86
17	98	98	97	97	96	96	95	95	94	94	93	93	92	92	91	91	90	90	89	89	88	88	87
18	99	99	98	98	97	97	96	96	95	95	94	93	93	92	92	91	91	90	90	89	89	89	88
19	101	100	99	99	98	98	97	97	96	96	95	94	94	93	93	92	92	91	91	90	90	89	89
20	102	101	100	100	99	99	98	98	97	97	96	95	95	94	94	93	93	92	92	91	91	90	90
21	103	102	102	101	100	100	99	99	98	98	97	96	96	95	95	94	94	93	93	92	92	91	91
22	104	103	103	102	101	101	100	100	99	99	98	97	97	96	96	95	95	94	94	93	93	92	92
23	105	104	104	103	103	102	101	101	100	100	99	98	98	97	97	96	96	95	95	94	94	93	93
24	106	106	105	104	104	103	102	102	101	101	100	100	99	98	98	97	97	96	96	95	95	94	94
25	107	107	106	105	105	104	104	103	102	102	101	101	100	99	99	98	98	97	97	96	96	95	95
26	109	108	107	107	106	105	105	104	103	103	102	102	101	101	100	99	99	98	98	97	97	96	96
27	110	109	109	108	107	107	106	105	105	104	103	103	102	102	101	100	100	99	99	98	98	97	97
28	111	111	110	109	109	108	107	107	106	105	105	104	103	103	102	102	101	100	100	99	99	98	98
29	113	112	111	111	110	109	109	108	107	107	106	105	105	104	103	103	102	102	101	100	100	99	99
30	115	114	113	112	111	111	110	109	109	108	107	107	106	105	105	104	103	103	102	102	101	101	100
31	116	115	115	114	113	112	111	111	110	109	109	108	108	107	106	106	105	104	104	103	102	102	101
32	118	117	116	116	115	114	113	112	112	111	110	110	109	108	108	107	106	106	105	104	104	103	103
33	120	119	118	117	117	116	115	114	114	113	112	111	110	110	109	109	108	107	107	106	105	105	104
34	121	121	120	119	118	118	117	116	116	115	114	113	112	112	111	110	110	109	108	108	107	106	106
35	124	123	122	121	120	120	119	118	118	117	116	115	115	114	113	112	111	111	110	109	109	108	107
36	126	125	125	124	123	122	121	120	120	119	118	118	117	116	115	115	114	113	112	111	111	110	109
37	129	128	127	126	126	125	124	123	122	121	121	120	119	118	118	117	116	116	115	114	113	112	112
38	132	131	130	130	129	128	127	126	125	125	124	123	122	121	120	120	119	118	117	117	116	115	114
39	136	135	134	133	132	131	131	130	129	128	127	126	126	125	124	123	122	121	120	120	119	118	118
40	140	139	138	137	137	136	135	134	133	132	132	131	130	129	128	127	126	126	125	124	123	122	121
41	***	***	***	***	***	***	140	139	139	138	137	136	135	134	133	133	132	131	130	129	128	128	127
42	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	140	139	138	137	137	136	135
43	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
44	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***

Age standardised scores

This page may be used for your own notes

page for your own notes

# Photocopiable pages

## Contents

<b>Spelling test</b>	<b>2 pages</b>
<b>Longer task writing prompt and planning</b> These pages may be photocopied on A3 paper, if you wish.	<b>2 pages</b>
<b>Longer task writing template</b> These pages may be photocopied on A3 paper, if you wish.	<b>2 pages</b>
<b>Shorter task writing prompt</b>	<b>1 page</b>
<b>Shorter task writing template</b>	<b>1 page</b>
<b>Reading test analysis sheet</b>	<b>1 page</b>
<b>Writing tasks analysis sheet</b>	<b>1 page</b>
<b>Guidance for teaching assistants</b>	<b>2 pages</b>

# Midwinter's Day

Some scientists \_\_\_\_\_ on their bases in  
Antarctica all year round, even \_\_\_\_\_ the  
\_\_\_\_\_ winter \_\_\_\_\_.

1  
  
2  
   
3 4

Winter starts when the sun sets in February, and ends when  
the sun rises in August. No planes can land because of the  
very cold \_\_\_\_\_ so there is no fresh food  
for the whole winter. The people who are left have to find  
different ways to keep \_\_\_\_\_ entertained.

5  
  
  
6

Many bases celebrate Midwinter's Day on June 21st. It is the  
middle of the long winter. Midwinter's Day was first  
\_\_\_\_\_ in 1898 by the crew of a ship  
\_\_\_\_\_ in ice. This day has become an  
\_\_\_\_\_ tradition in Antarctica.

7  
  
8  
  
9

Now, it means everyone on an Antarctic base can wear their best \_\_\_\_\_, give each other gifts and have a \_\_\_\_\_ feast. All the bases and ships in the area send each other greetings by e-mail and fax and there are \_\_\_\_\_ shows broadcast on the radio, with \_\_\_\_\_ from \_\_\_\_\_ and friends. There are also some \_\_\_\_\_ traditions such as the Polar Plunge. This \_\_\_\_\_ jumping into the \_\_\_\_\_ cold sea.

10

11

12

13

14

15

16

17

Midwinter's Day gives people in Antarctica a welcome \_\_\_\_\_ from the \_\_\_\_\_ winter. It means they can start \_\_\_\_\_ down the days until they will see the sun again.

18 19

20

Total

# Day trip to the summer base

Imagine you are with Lizzie Greenwood at the Rothera Research Station in Antarctica. While you are there, you visit a temporary summer base. Here is some information about the day:



**Write your diary entry for the trip to the summer base.**

Remember to make your writing lively and interesting. Use the information in the photographs and picture, but you can also make up details.

# Planning

How I travelled to the  
summer base

What I did

Sights, sounds and  
smells

Feelings





# Off to the frozen south

You have won a competition to visit Antarctica. Your rucksack is packed and you have space for two more small things. What will you take?



**Your task is to explain what the two things are and why you want to take these two things to Antarctica.**

## Planning

Choice 1: \_\_\_\_\_

Choice 2: \_\_\_\_\_



# Reading test analysis sheet – year 4

## Optional reading assessment record for the year 4 test

Pupil's name:	Date:
---------------	-------

In the boxes, indicate the mark attained on each question (use – to show that question was omitted). The numbers show the marks available for each question.

<i>Antarctica</i>	<i>The Race to the South Pole</i>	<i>Visiting Antarctica / overview</i>																														
Assessment focus 2																																
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**Other features**, eg: interest level / attitude, stamina, pattern of omissions, strengths, weaknesses, use of time, test-taking strategies.

Next steps with pupil / class

Sourced from SATs-Papers.co.uk

<b>Total</b>	
<b>Reading level</b>	
<b>Age standardised</b>	

**SCORE**

# Writing tasks analysis sheet – year 4

## Optional writing assessment record for the year 4 test

Pupil's name:

Date:

This record sheet is provided to help you note evidence of achievement in the writing task. There is no need to record detailed observations for each of these features and **brief notes are sufficient**. You may wish to refer to the writing assessment focuses to inform your observations.

### Longer Task: *Day trip to the summer base*

Sentence structure and punctuation

Text structure and organisation

Composition and effect

### Shorter Task: *Off to the frozen south*

Sentence structure, punctuation and text organisation

Composition and effect

Handwriting

Spelling (out of 7)

Notes for next steps with pupil / class

**Total**

**Writing level**

# Guidance for teaching assistants

*This guidance is for teaching assistants or other adults assisting in the administration of the year 4 optional tests. If a teaching assistant is to administer any parts of the tests independently to a group of pupils, they will need to follow the administration instructions found in the main part of the Teacher's guide.*

**Please read this guidance** carefully as it gives information about the different tests, specifies what help may or may not be given to pupils taking the tests and has additional guidance for adults scribing answers for pupils. **If pupils are given too much help, the test results may be invalid.**

There are two assessments: reading and writing. They are based around the theme of Antarctica and cover aspects of the programme of study in English for key stage 2 at levels 2–4. The reading assessment has a reading booklet and a Reading Answer Booklet with questions split into two sections. The writing assessment has two writing tasks and one spelling test. Pupils will do the reading assessment before the writing assessment, as the two writing tasks are related to the reading booklets.

## Reading test

- *Antarctic Adventures*
- Reading Answer Booklet

The answer booklet is divided into two sections with questions about the first two texts in the first section followed by questions about the final text in the second section. After a short introduction and reading time, (10 minutes for the first section and 8 minutes for the second section) pupils should have **30 minutes** to answer questions about *Antarctica* and *The Race to the South Pole* and **25 minutes** to answer questions about *Visiting Antarctica*. The teacher can choose whether to give pupils a break between each section.

## Guidance for assisting pupils

### You may:

- read the cover and **page 3** of *Antarctic Adventures* with pupils
- help them read and answer the practice questions on page 3 of the answer booklet
- ask pupils to read a question again to themselves, if they claim that they do not understand it
- encourage pupils not to give up at the first difficult question because there may be easier questions further on
- indicate any omitted questions when pupils have finished that they should go back and try to answer.

### You should not:

- give help with reading the booklet or any questions when pupils are working on their own
- give clues which help the pupils to work out an answer to a question
- rephrase or rewrite any part of the test
- prompt the pupils to confirm or change answers by pointing, frowning, smiling, head shaking or nodding, offering rubbers or asking leading questions.

If you are to write down or type the pupil's answers for them, you should write exactly what the pupil says. You should not indicate to the pupil that they need to expand or delete any answer or rephrase any parts of their answer.

## Spelling test

- *Midwinter's Day* passage.

The pupils listen while the teacher reads through the passage. The teacher then re-reads the passage, pausing at the gaps in which the pupils write the missing words. The test should take about **10–15 minutes**.

### You may:

- read aloud any section of the passage to the pupils
- remind pupils about which word they need to fill in which space
- repeat the target words as often as necessary.

### You should not:

- tell pupils how to spell words
- deliberately sound out words or emphasise spelling patterns
- prompt the pupils to confirm or change answers by pointing, frowning, smiling, head shaking or nodding or offering rubbers.

If you are to write down or type the pupil's answers for them, you should write exactly the letters the pupil says. You should not indicate to the pupil that they need to write more letters or delete letters from any word.

## Writing test

The writing test asks for two pieces of writing from the pupils:

- the longer task is to write a diary entry about a trip to the summer base in Antarctica
- the shorter task is to explain the choice of two items to take on a trip to Antarctica.

After a short introduction, pupils should have **40 minutes** for the longer writing task and **25 minutes** for the shorter task. These tasks can be done on the same day, with a break between the two sessions, or they may be done on different days.

### You may:

- read any part of the prompt or planning sheet to the pupils
- in the shorter task, engage the pupils in a discussion about possible items to take to Antarctica (see page 9 of the *Teacher's guide*)
- encourage pupils to attempt to spell words on their own.

### You should not:

- give the pupils any ideas about what to write in the longer task apart from the ideas given on the prompt or planning sheet
- give the pupils any help with organising or punctuating the writing
- give the pupils any help with the spelling of words.

If you are to write down or type the pupil's writing for them, you should write exactly what the pupil says and not rephrase any parts of their writing. The pupil should be able to see what you are writing as you write. You should put in punctuation such as full stops, commas and capital letters only where the pupil indicates. The pupil does not have to spell any words used in the writing. The writing should be assessed in these tasks.





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