

## M1. The shorter task: *Instruction Leaflet*

*Sentence structure, punctuation and text organisation*

**Assessment focuses:**      **organise and present whole texts effectively, sequencing and structuring information, ideas and events**  
**construct paragraphs and use cohesion within and between paragraphs**  
**vary sentences for clarity, purpose and effect**  
**write with technical accuracy of syntax and punctuation in phrases, clauses and sentences**

### **Band D1**

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- Predominantly simple imperative sentences, often without explanation. Construction of clauses usually grammatically accurate. Some reference between sentences (pronouns, repeated / related vocabulary).
- Sentences sometimes demarcated by capital letters and full stops.

**1 mark**

### **Band D2**

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- Strings of simple or compound imperatives, not always full sentences. Clauses mostly linked by connectives such as *then, when, if, or*. Within them verbs, and subjects if used, frequently repeated (*Do..., do..., don't, don't, you must*). Noun phrases mostly simple with some expansion (*the red button*). Some variation in word order to highlight meaning. Content of each section may not adhere strictly to heading. Reference chains / vocabulary help maintain links between ideas (*your boots, them*).
- Full stops, capital letters, exclamation marks and question marks used mostly accurately to demarcate sentences (where used); commas used in lists.

**2 marks**

### **Band D3**

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- Sentences are structured for clarity either through repetition for emphasis or variation to alter focus, for example use of expanded noun phrases or imperatives (*take boots; you must / may take boots; boots should be taken; Do not take...; Never...*). Some subordinating connectives used (*if, because, when*) and some variation in subjects of sentences. Ellipsis may be found (*if dissatisfied, return to shop*). Tenses generally consistent and modal verbs used. Appropriate content grouped together within each section although may not be well balanced. New sections / paragraphs sometimes introduced by main / general sentence.
- Some correct use of commas within sentences to mark phrases or clauses. Sentence punctuation may be absent if an alternative method of demarcating instructions is adopted, for example bullet points, numbering and line breaks (or a combination of these).

**3 marks**

## Band D4

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- The content is appropriately grouped under given headings with important ideas given prominence. Compound and complex sentences may be used, with some variety of construction and connectives (*although, which, unless*), or they may be deliberately succinct. Expanded phrases and clauses build up relevant detail and information. Shades of meaning established through use of qualifying words and phrases (*completely, should, can*). Meaning developed through use of complex verb phrases (*must always be kept*); tense changes and modal verbs managed appropriately. Passive constructions used (*boots must be stored, it is recommended*). May adopt different approaches within sections, for example introductory paragraph with full sentences followed by bullet points.
- Some internal sentence punctuation, for example dashes, brackets.

4 marks

### *Composition and effect*

**Assessment focuses:**      **write imaginative, interesting and thoughtful texts**  
   **produce texts which are appropriate to task, reader and purpose**  
   **select appropriate and effective vocabulary**

## Band E1

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- A short series of points about the boots; purpose may be unclear, for example may simply describe the boots or what they can do, or may omit important facts.
- Some detail included, not always appropriate to the task, for example may describe the colour or material.

1 mark

## Band E2

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- Instruction form includes some of the main features of a manufacturer's leaflet, for example to inform, or advise, although explanation element may be minimal. Selection of material generally apt and of potential use to user, but may focus on trivial aspects of boots at expense of more important information.
- Writing shows evidence of a viewpoint, for example author as adviser. Attempts at formal tone of address but authoritative tone not sustained (*...or they might get all ruined and you would be sad*).
- Some use of informative style, for example simple lists of imperatives and appropriate vocabulary.
- May attempt to explain reasons for instructions or may simply give list. Some superfluous information may be included

2–3 marks

## Band E3

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- The purpose of the leaflet is clear. A suitable balance of information, instruction and advice relating to boots given under appropriate headings.
- Formal tone of address and impersonal voice established and largely maintained in attempt to help reader.
- Consistent informative style, usually with some explanation, unless style adopted is deliberately minimal, for example short direct bullet points. Imaginative detail and precise vocabulary may be included for effect, for example to engage as well as inform.

4–5 marks

## Band E4

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- Secure use of instructional / informative forms establishing context and purpose: effective adaptation of writing forms, for example contrasting longer explanation with short note-form 'tips', as appropriate.
- Formal tone of address to reader sustained throughout. Authoritative voice is established and controlled, may vary between conversational tone and strong imperatives. May show recognition that readers will have varying needs by presenting alternatives to suit reader's potential problems / enquiries (*to change size of boots, call helpline and say SHOE SIZE*).
- Style may be formal but friendly. Stylistic choices maintain reader's interest, for example personal appeal or detailed explanation. Selection of content totally appropriate and imaginative.

6–7 marks

## Band E5

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- Content well focused on the function of each section, giving balance of instruction, advice, information and explanation within the leaflet as a whole. Important details given most prominence.
- Viewpoint well controlled, for example a convincing voice in impersonal style appropriate for a leaflet, with positive attitude to product and distinct approach to user, for example may choose to be persuasive, stimulating, patronising.
- Clear and detailed information expressed precisely, calling on a range of stylistic devices. Every statement serves a purpose within the overall context.

8 marks

### M2. The longer task: *Feature Article*

#### *Sentence structure and punctuation*

Assessment focus:            vary sentences for clarity, purpose and effect  
   write with technical accuracy of syntax and punctuation in phrases,  
   clauses and sentences

## Band A1

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- Parts of sentences mostly joined with *and*. Some simple sentences, often brief, starting with 'Oran' and verb (*Oran is ....*), or a pronoun and verb (*He has...*). Construction of clauses usually accurate.
- Sentences sometimes demarcated by capital letters and full stops.

1 mark

## Band A2

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- Sentences may be simple or compound, linked with connectives such as *and*, *but* or *when*. Subjects and verbs frequently repeated (*He is from far away and he is small and he is good at football*). Noun phrases, sometimes expanded, used to describe Oran or his planet (*a strange boy; a round circle house*). Simple adverbials, often of place (*On Oran's planet*); connectives such as *because* may link ideas.
- Full stops, capital letters, mostly accurate. Question marks may be used appropriately to signal interview questions; or exclamation marks for dramatic effect; commas used in lists.

2–3 marks

## Band A3

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- Construction of sentences shows some variation. Sentence openings may include scene setting / contextualising adverbials (*during his visit; after spending a few days here*). Some complex sentences use subordinating connectives, for example *because*, *which*, to develop explanation (*'We don't go swimming on my planet which is why I found it very odd here at first.'*). Expanded noun phrases aid precision (*a robotic pet; all the other aliens; the first flinkonian to the other place*). Use of pronouns generally consistent (*when I asked Oran how he liked Earth he said he found it quite strange*). Direct quotations from interview, where used, reflect realistic dialogue (*'Well, it was very confusing at first...'; 'Yeah, well...'*). Tense choices appropriate.
- Some commas mark phrases or clauses; inverted commas demarcate direct speech or quotations, usually correctly.

4–5 marks

## Band A4

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- Both compound and complex sentences used, with variety of connectives, for example *otherwise*, *even though*. Expansion of phrases and clauses adds information and detail (*the scenery is exciting in a misty cloudy sort of way; hopping around as if the ground was burning his feet*). Qualifying words and phrases contribute to precision (*completely incredible; swelteringly hot*). Meaning developed through complex verb phrases (*Oran has been trying to adjust to life back home*). Tense changes well managed enabling movement between past or future events and between different perspectives (*Now Oran is looking forward to returning home, but he will be able to tell them about the strange things he learned while he was here*). Some succinct phrases or quotations may be used to direct the reader's focus (*Whatever next; Who knows?*) or for effect (*Incredible!*).
- Range of punctuation used, almost always correctly, for example full punctuation of direct speech.

6–7 marks

## Band A5

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- Range of grammatical structures used to vary length and focus of sentences and to express subtleties in meaning. Sentences may include embedded subordinate clauses, for example, for economy of expression in narration (*There are so many creatures on his planet that Oran and a few others of his age group have been sent out in search of possible alternative living environments*). Short sentences may be used for impact (*This boy is astounding!*) or to give authority to voice of feature writer.
- Range of punctuation, with little omission, to give clarity.

8 marks

### *Text structure and organisation*

**Assessment focus:**           organise and present whole texts effectively, sequencing and structuring information, ideas and events

  construct paragraphs and use cohesion within and between paragraphs

#### **Band B1**

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- Ideas developed through sequence of sentences grouped around main topic, for example Oran, his home planet, family life. May be some basic reporting conventions, for example headline (*Oran the Alien*).
- Relationships between ideas usually marked by simple connectives (*and then, and*) to indicate straightforward sequence or list of details. Connections within the text may be unclear, for example pronouns may be used to refer to different, non-specific, people or things. Some coherence achieved by repetition of vocabulary or use of appropriate related vocabulary (for example associated with Oran: *he is an alien and he lives on an alien's planet*).

**1 mark**

#### **Band B2**

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- Article usually given shape by simple introduction but often minimal or no conclusion. Headlines, where used, are simple. Divisions in overall ordering / presentation of information indicated, for example, by words or phrases that indicate different areas of Oran's life (*at home, in school*). These are sometimes marked by paragraphs or may have simple string of questions or sub-headings. Coverage may be uneven or unfocused.
- Connection within sentences built up by pronoun reference to information or detail within article (*Oran's planet / It*) or by questions and answers and comparisons (*What is it like in space? Well I can tell you it is a lot different there*). Sequences of ideas may be linked by related vocabulary (*aliens; space; stars; planet*) but extraneous information may be included.

**2–3 marks**

#### **Band B3**

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- Article is shaped to help reader, for example explicit headline, sub-headings, quotations. Introduction sets a simple context and provides a clear sense of purpose. Strands of the text focusing on specific features of Oran and his character may be introduced then expanded upon (*On Planet Oran...: the clouds are purple and Oran and his friends like to bounce between them*). Quotes from interview may be incorporated into article or entire piece may be a series of questions and answers. Sections or paragraphs clearly identifiable but transitions between them sometimes awkward. Usually has conclusion / summing up.
- Some references (for example to Oran or his home) link through a paragraph / section with some variation of expression, for example to discuss Oran's planet (*Oran's home / Smatran / up there*). Contrasts (*it's totally different here*) and similarities (*just like on Earth*) are sometimes signalled or implicit comparisons developed (*to humans it tastes like chocolate*).

**4–5 marks**

## Band B4

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- Relationships between paragraphs give structure to whole article, for example engaging headline followed by focused summary / introduction and well controlled coverage of a range of aspects of Oran's life. Conclusion draws together key features and may include reflective comments. Connections within text give structure to the whole article and links between paragraphs maintained through interplay between characters, for example probing or prediction (*Even stranger than that was... But do you mean that...?*).
- Main points in paragraphs supported by relevant detail, for example selection of features of planet / effect on Oran's lifestyle. A range of comparative relationships may be built up and thematic links (*it's hard to imagine unless you've seen it*) and vocabulary are evident (*can't be seen; invisibility cloak; shrouded in mystery*).

6–7 marks

## Band B5

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- Sequencing of sections within the article contributes to the overall effectiveness: information is prioritised and manipulated for maximum impact. Key themes are highlighted and developed throughout (*The most extraordinary thing was... Oran's strange way of speaking... 'I ask Joe what is holiday?'*). Interplay between the reporter and Oran is confidently managed and presents an overview of selected details. Transition between sections is controlled.
- Individual paragraphs vary in length and structure. Connection between ideas manipulated in a variety of ways, for example the use of a reference to create deliberate ambiguity in the mind of the reader until later in the text (*"I live with my parents, my siblings and my goach."*), or to prompt a follow-up question.

8 marks

### Composition and effect

**Assessment focus:**            **write imaginative, interesting and thoughtful texts**  
   **produce texts which are appropriate to task, reader and purpose**  
   **select appropriate and effective vocabulary**

## Band C1

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- Simple report or interview form may be used. Ideas, expressed in a simple form, generally relevant. May be some narration, for example events during Oran's visit to Earth; writing may drift into narrative.
- Some detail included to interest reader (*he has green hair*), but may assume some knowledge on the part of the reader, for example Oran is not introduced or descriptive details minimal, and may include details not relevant to overall theme.

1–2 marks

## Band C2

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- Selection of information is generally apt and simple headline may be used. Main features of report or interview, for example simple opening to introduce article or main character, Oran. Some development of information about Oran and/or his lifestyle.
- May show evidence of a viewpoint, for example some signals about Oran's strangeness or oddities about his lifestyle, or may implicitly report differences with minimal comment.
- Some detail included and attempts are made to incorporate some novel aspects of Oran's life but these may not be developed. Dialogue or quotations may be included to support information presented. May attempt to use 'alien' vocabulary.

3–5 marks

### Band C3

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- Article written as report or interview with opening used to establish reason for interview and to introduce main character, for example a simple context is set (*he was sent to discover about Earth; we found him wandering the streets...*). An engaging headline is followed by a series of points that focus on and develop Oran's background or character.
- Consistent viewpoint of Oran's 'strangeness' established, for example reporter may include his / her thoughts (*he's not like the rest of us; he's never heard of football – that's a surprise*). The beginnings of Oran's view may be presented either explicitly (*He found it very strange at first*) or through dialogue (*What do you call that blowing thing?*).
- Straightforward description and some detail highlight some unusual features of Oran or his home life (*they have white hair and wrinkly hands but a child's mind and body*). Quotations and comment may reveal Oran's character (*my favourite thing is to have really difficult homework*). May invent words or describe concepts that highlight 'foreign' or unfamiliar aspects.

6–8 marks

### Band C4

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- Ideas in prompt selected and adapted to engage reader. Creative headlines, background information, 'interesting facts' and reflective comments are effectively combined in an entertaining and informative article. (*On the planet Z users they spend most of the time entertaining themselves on a very complicated musical instrument called a Tompakina*).
- Reporter's viewpoint established and maintained, for example reporter sets context (*the discovery of this boy could be very important for science*), and contrasts are revealed through lines of questioning (*how is it different here?*) or through the presentation of Oran's point of view (*I do not understand aggression, it seems very odd*).
- A conscious addressing of reader is evident, for example deliberate use of an informal, conversational style (*I've just had the most fascinating interview...*). Spoken stylistic devices are consistent and may be used to develop character or differentiate between speakers. Imaginative details developed and there may be attempts to introduce some elements of humour. Direct speech / quotations may be condensed to aid continuity or interviewee / reporter's voices may be established through the use of particular vocabulary to show contrast between speakers and develop the interplay between them.

9–11 marks

- Content is well selected and clearly focused on the purpose of the article, for example several strands of interest identified and developed. Lively openings (*At a glance, Oran looks like a normal boy, but look closer...*), detailed descriptions and explanations and comments manipulated to achieve particular effects and maintain reader's interest.
- Viewpoint is well controlled, for example reader made aware of significant aspects of Oran's life from different perspectives. Counterbalancing of the two viewpoints (Oran's and the interviewer's) is well handled.
- Stylistic devices manipulated to fully support purpose and engage audience, for example placement of reporter / interviewee's comment before or after quotations (*he became very animated when he explained the rather unusual way their families celebrate together*). Characters developed and maintained throughout and vocabulary is carefully chosen to enhance the writing with imaginative and thought-provoking detail, for example humour, suspense, mystery or sensation may be incorporated depending on creative style adopted.

**12 marks**



