

En

KEY STAGE

2

LEVEL

6

English tests

Mark scheme

English writing

2012

National Curriculum assessments

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Introduction

The new Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments in 2012. STA is an executive agency of the Department for Education (DfE).

Following Lord Bew's independent review of Key Stage 2 testing, assessment and accountability, interim arrangements will be in place for Level 6 writing in 2012, ahead of fully implementing Lord Bew's recommendations for writing in 2013.

In 2012, the Level 6 writing test will continue to be marked internally. The result of this test must be used to inform teacher assessment. It is solely the teacher assessment in writing (not test results) that will be published, that will contribute towards an overall English level and will be used for accountability purposes.

The test can be administered by schools at a time of their choosing, but then must be marked internally.

External marking is NOT available for this test. Do not send any scripts for this writing test to external markers.

The 2012 Key Stage 2 Level 6 English tests and mark schemes were produced by the English team at STA.

For the outcomes of the Level 6 writing test to be valid and the level thresholds to be reliable the tests should be marked as outlined in this booklet. This booklet outlines the marking of the longer and shorter tasks. Unlike the standard test, spelling is assessed as part of the longer writing task. Handwriting is not assessed.

The level threshold tables for this test will be posted on the Department's website at www.education.gov.uk/keystage2 on 29 February 2012.

The mark schemes were devised after trialling the tests with pupils and contain examples of some responses given in the trials. The mark schemes indicate the criteria on which judgements should be made. In areas of uncertainty, however, professional judgement should be used.

The assessment focuses for writing provide information about the particular processes or skills the pupil needs in order to answer the questions. The assessment focuses are drawn from the national curriculum and are common across both the standard and Level 6 tests.

Further guidance for marking the longer task and shorter task will be available to download from www.education.gov.uk/keystage2 in the spring term.

Assessment focuses for writing

The assessment focuses assess pupils' ability to:

-
- | | |
|------------|---|
| AF1 | Write imaginative, interesting and thoughtful texts |
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- | | |
|------------|---|
| AF2 | Produce texts which are appropriate to the task, reader and purpose |
|------------|---|
-
- | | |
|------------|--|
| AF3 | Organise and present whole texts effectively, sequencing and structuring information, ideas and events |
|------------|--|
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- | | |
|------------|---|
| AF4 | Construct paragraphs and use cohesion within and between paragraphs |
|------------|---|
-
- | | |
|------------|--|
| AF5 | Vary sentences for clarity, purpose and effect |
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-
- | | |
|------------|---|
| AF6 | Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences |
|------------|---|
-
- | | |
|------------|---|
| AF7 | Select appropriate and effective vocabulary |
|------------|---|
-
- | | |
|------------|---------------------------|
| AF8 | Use the correct spelling. |
|------------|---------------------------|
-

Copies of the writing tasks are provided for reference. The writing mark scheme comprises three sections: the longer writing task, the shorter writing task and criteria for marking spelling. For both tasks, the mark scheme describes performance at the target level first, then performance at the level below the target level. Performance above the target level is not described, as the test is seeking to confirm that a pupil is working at the level of the test.

The mark scheme is organised in strands in the same way as national curriculum standard test mark schemes. Features described in each strand are customised to be task specific, but are drawn from a generic writing mark scheme for the Level 6 tests. This is similar to the requirements of the mark scheme used to develop the standard national curriculum test writing mark schemes.

Longer writing task mark scheme

Assessment focuses are grouped into strands, as follows:

| Strand | Acronym | Assessment focus | Marks available |
|------------------------------------|---------|------------------|-----------------|
| Sentence structure and punctuation | SSP | AF5 AF6 | Up to 4 marks |
| Text structure and organisation | TSO | AF3 AF4 | Up to 4 marks |
| Composition and effect | CE | AF1 AF2 | Up to 6 marks |
| Spelling | S | AF8 | Up to 2 marks |

The total number of marks available for the longer writing task is 16.

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

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

| Strand | Bullet points |
|------------------------------------|--|
| Sentence structure and punctuation | <ul style="list-style-type: none">• Variety, clarity and accuracy of sentence structures• Accuracy of sentence grammar and punctuation |
| Text structure and organisation | <ul style="list-style-type: none">• Coherence<ul style="list-style-type: none">– how the whole text hangs together, including order and sequence, and structural features such as openings and closings• Cohesion<ul style="list-style-type: none">– how different sections of the text are organised, including grouping of material, connecting and developing ideas within paragraphs / sections |
| Composition and effect | <ul style="list-style-type: none">• Adaptation to purpose, form and reader• Viewpoint<ul style="list-style-type: none">– establishing and maintaining the position / stance of author, narrator, characters or others• Style<ul style="list-style-type: none">– stylistic features in choice of language and technical or literary devices |
| Spelling | <ul style="list-style-type: none">• Accuracy of spelling, including complex regular patterns, and that of irregular words |

Shorter writing task mark scheme

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

| Strand | Acronym | Assessment focus | Marks available |
|---|---------|-------------------|-----------------|
| Sentence structure, punctuation and text organisation | SSPTO | AF4 AF5 AF6 | Up to 3 marks |
| Composition and effect | CE | AF1 AF2 | Up to 4 marks |

The total number of marks available for the shorter writing task is 7.

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

Because the task is designed to elicit succinct responses, there is some change of emphasis in the assessment focuses grouped to form sentence structure, punctuation and text organisation: AF3 and *construct paragraphs or cohesion between paragraphs* from AF4 are not assessed.

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

| Strand | Bullet points |
|---|---|
| Sentence structure, punctuation and text organisation | <ul style="list-style-type: none">• Variety, clarity and accuracy of sentence structures• Accuracy of sentence grammar and punctuation• Cohesion– how different sections of the text are organised, including grouping of material, connecting and developing ideas within paragraphs / sections |
| Composition and effect | <ul style="list-style-type: none">• Adaptation to purpose, form and reader• Viewpoint– establishing and maintaining the position / stance of author, narrator, characters or others• Style– stylistic features in choice of language and technical or literary devices |

Spelling

Spelling is assessed on the longer writing task. The criteria given in the mark scheme are based on the national curriculum level descriptors. The criteria for the target level describe features of spelling a pupil would be expected to understand. Qualifiers such as *virtually all*, *some* and *mostly correct* are used to guide the application of the criteria.

The tasks

Shorter writing task: **Shipwrecked**

You have been invited to take part in a new radio programme entitled 'Shipwrecked'. In the programme, people choose two people they would like to be shipwrecked with and explain why.

Your task is to choose two people with whom you would like to be shipwrecked and explain your choices.

Remember that you need to provide convincing explanations of your reasons for choosing these people. The people can be real or imagined.

Planning

Longer writing task: **Stop the cars**

Your local council is concerned about congestion **and** pollution caused by traffic. The councillors are considering making the areas around schools traffic-free zones.

The councillors want to hear from all members of the community and they particularly want to hear from younger citizens – those still at school.

Your task is to write a speech, giving your opinion about the idea of traffic-free zones around schools. You need to take into account different views.

Planning page: use this page to make **notes**. This page will not be marked.

Stop the cars

Think about:

- how you will introduce and conclude your speech
- how the issues affect you
- other people's views
- making your own opinion clear

Mark scheme

Marking procedures

The criteria should be applied in the order they are given, so that a picture of the strengths and weaknesses of each response is built up cumulatively. For each strand, a judgement has to be made about whether the writing fulfils the requirements of the target level. If there is some doubt, then the criteria from the level below should be considered, and then a judgement made about the description which best matches the script. Once a decision has been reached, markers must decide which of the mark points to award. The full range of mark points should be employed, as the test is not assessing performance at the level above the target level.

The examples and italicised features are **not** requirements of the writing at the level. Instead, they illustrate common ways in which the feature was exemplified in pupils' writing during pre-testing.

Level 6 writing mark scheme: shorter task – Shipwrecked

| Assessment focus | AF5 Vary sentences for clarity, purpose and effect. | AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences. | AF4 Construct paragraphs and use cohesion within and between paragraphs. | AF1 Write imaginative, interesting and thoughtful texts. | AF2 Produce texts which are appropriate to the task, reader and purpose. |
|------------------|--|---|---|---|---|
| Strand | Sentence structure, punctuation and text organisation | | | | |
| Level 6 | <ul style="list-style-type: none"> Generally controlled use of a variety of simple and complex sentences with a range of grammatical structures used to vary length and focus of the explanation, eg subordination to elaborate reasons (<i>even if we can't escape, she...</i>). Expanded noun phrases to compress information (<i>his ability to fly; best at keeping people safe</i>). Effective placing of clauses or variation in word order to emphasise particular points (<i>with the help of these people...</i>). Well managed shifts between verb forms help clarify and emphasise meaning, eg modals to express possibility, impersonal constructions, active/passive voice (<i>spent...being penalised and hated</i>). Mostly secure range of appropriate punctuation used to mark the structure of sentences and to give clarity; some slips in the use of comma or semi-colon. Within paragraphs, ideas are organised and developed to support reasons for choice, and to convince the reader. A range of cohesive devices is used to show logical connections, eg adverbials to begin sentences, reference chains, varied synonyms (<i>certainly; this well-known actor</i>). | | | | |
| Marks | 2 or 3 | | | | |
| Below level 6 | <ul style="list-style-type: none"> Variety in sentence structure, length and subject gives emphasis to the explanation and provides clarity, with phrases and clauses adding relevant information, description and explanation (<i>very down to earth; because he knows a lot about the environment; as a comedian</i>). Some variety of subordinating connectives add detail. Generally accurate use of complex verb phrases develops explanation (<i>would be able to lighten</i>). A range of punctuation used almost always accurately to demarcate sentences, with generally accurate use of commas within sentences; some errors where ambitious structures attempted. Within paragraphs, distinct ideas are developed by additional details; some use of pronouns maintains links with other ideas (<i>These two</i>). | | | | |
| Marks | 1 | | | | |
| Marks | 1 or 2 | | | | |
| Marks | 3 or 4 | | | | |
| Below level 6 | <ul style="list-style-type: none"> Aspects of the explanation are adapted by the inclusion of plausible reasons for each choice, with some reasons developed in detail to engage the reader. A clear and consistent viewpoint is established, eg gives a positive view of each of the chosen people; some justification of the choices. Some stylistic features add emphasis and interest, eg descriptive detail (<i>tiny boat made of wood</i>), plausible praise for the selected choices (a very 'normal' person) or some figurative language (<i>deadly waves</i>). | | | | |
| Marks | 1 or 2 | | | | |
| Marks | 3 or 4 | | | | |
| Below level 6 | <ul style="list-style-type: none"> The choices may be selected to contrast or complement each other and the explanation provides different reasons for each choice, achieving conviction and firmly engaging the reader's interest, eg selection of pertinent and precise detail; thorough coverage of qualities of the selected people (or generic choices, eg builder, survival expert) and supporting personal comment with links between the two choices (<i>one would keep us laughing while the other would focus on survival – we'd need both</i>). The viewpoint is well controlled and in keeping with the explanatory role, eg convincing reasons providing extended justification of the choices. A range of stylistic features used to add interest and variety to the explanation, eg precise descriptive detail (<i>his world-famous Captain Jack Sparrow character</i>), anecdotes, figurative language (<i>huge icons in the footballing world</i>). | | | | |
| Marks | 3 or 4 | | | | |
| Below level 6 | <ul style="list-style-type: none"> Aspects of the explanation are adapted by the inclusion of plausible reasons for each choice, with some reasons developed in detail to engage the reader. A clear and consistent viewpoint is established, eg gives a positive view of each of the chosen people; some justification of the choices. Some stylistic features add emphasis and interest, eg descriptive detail (<i>tiny boat made of wood</i>), plausible praise for the selected choices (a very 'normal' person) or some figurative language (<i>deadly waves</i>). | | | | |
| Marks | 1 or 2 | | | | |
| Marks | 3 or 4 | | | | |
| Below level 6 | <ul style="list-style-type: none"> The choices may be selected to contrast or complement each other and the explanation provides different reasons for each choice, achieving conviction and firmly engaging the reader's interest, eg selection of pertinent and precise detail; thorough coverage of qualities of the selected people (or generic choices, eg builder, survival expert) and supporting personal comment with links between the two choices (<i>one would keep us laughing while the other would focus on survival – we'd need both</i>). The viewpoint is well controlled and in keeping with the explanatory role, eg convincing reasons providing extended justification of the choices. A range of stylistic features used to add interest and variety to the explanation, eg precise descriptive detail (<i>his world-famous Captain Jack Sparrow character</i>), anecdotes, figurative language (<i>huge icons in the footballing world</i>). | | | | |
| Marks | 3 or 4 | | | | |

Level 6 writing mark scheme: longer task – Stop the cars

| Assessment focus | AF5 | AF6 | AF3 | AF4 | AF1 | AF2 |
|------------------|--|---|---|--|---|--|
| | Vary sentences for clarity, purpose and effect. | Write with technical accuracy of syntax and punctuation in phrases clauses and sentences. | Organise and present whole texts effectively, sequencing and structuring information, ideas and events. | Construct paragraphs and use cohesion within and between paragraphs. | Write imaginative, interesting and thoughtful texts. | Produce texts which are appropriate to the task, reader and purpose. |
| Strand | Sentence structure and punctuation | | | Text structure and organisation | | Composition and effect |
| Level 6 | <ul style="list-style-type: none">Generally controlled use of a variety of simple and complex sentences, eg embedded subordinate clauses (<i>pupils, if they do not experience traffic, may...</i>) to develop complex ideas, simple sentences to sum up key points. A range of grammatical structures used to vary length and focus, eg effective placing of clauses and phrases (<i>needless to say, this problem</i>). Well managed shifts between verb forms help to clarify and emphasise meaning eg varied modals to assert a view, impersonal constructions to convey impartiality, active / passive voice (<i>accidents would be reduced and drivers will be more careful</i>).Mostly secure range of appropriate punctuation used to mark the structure of sentences and to give clarity, eg some slips in use of comma or semi-colon. | | <ul style="list-style-type: none">Structure of speech controlled, with paragraphs linked in a variety of ways to signal overall direction clearly for the reader / listener, eg using paragraphs of different length to emphasise key points, juxtaposing contrasting views or developing a theme. Effective opening (eg <i>stating position</i>) and conclusion (eg <i>summary, final plea</i>) frame the response.Within paragraphs ideas are organised and developed in a number of ways to support purpose, eg effective reference chains (<i>the school / our community / the pupils</i>), linked connective (<i>not only... but also</i>), demonstrative pronouns to refer to ideas (<i>in spite of this, children would benefit</i>). | | <ul style="list-style-type: none">The form chosen for the speech is adapted for the imagined audience, with sufficient formality for a response to the council (<i>to conclude</i>). The content is appropriate to the topic and is shaped to affect decisions, eg providing good evidence for views (<i>the majority of pupils who were asked...</i>), personal experience.The convincing viewpoint is well controlled and mostly sustained throughout, eg authoritative or informal; other views recognised and integrated into argument.A range of stylistic features are integrated to support the effective expression of opinion, eg universal appeal (<i>who wouldn't want safer roads?</i>); repetition for effect, emotive appeal (<i>valuable lives would be saved</i>), level of formality, figurative language to add emphasis and convince listeners (<i>a battle between drivers and greens</i>). | |
| Marks | 3 or 4 | | 3 or 4 | | 4, 5 or 6 | |

Level 6 writing mark scheme: longer task – Stop the cars

| Assessment focus | AF5 | AF6 | AF3 | AF4 | AF1 | AF2 |
|------------------|--|---|---|--|---|--|
| | Vary sentences for clarity, purpose and effect. | Write with technical accuracy of syntax and punctuation in phrases clauses and sentences. | Organise and present whole texts effectively, sequencing and structuring information, ideas and events. | Construct paragraphs and use cohesion within and between paragraphs. | Write imaginative, interesting and thoughtful texts. | Produce texts which are appropriate to the task, reader and purpose. |
| Strand | Sentence structure and punctuation | | | Text structure and organisation | | Composition and effect |
| Below level 6 | <ul style="list-style-type: none"> Variety in sentence structure, length, and subject provides clarity and emphasis to the opinion piece, with phrases and clauses adding relevant detail and information. Some variety of subordinating connectives (<i>which; although</i>) develop comments. Generally accurate use of complex verb phrases and tenses to distinguish between current situation and possibilities (<i>even though I live far away, it would help</i>). A range of punctuation used almost always accurately to demarcate sentences, with generally accurate use of commas within sentences; some errors where ambitious structures attempted. | | <ul style="list-style-type: none"> The whole text is structured clearly with different paragraphs used to consider different aspects of the proposal and linked by contrast or similarity of topic. Opening and closing are generally appropriate, eg closing may refer back to opening. Within paragraphs, main ideas are developed and linked by a range of cohesive devices, eg examples related to topic, integrated connectives, eg <i>on the one hand</i>, pronouns (<i>cars / they</i>). | | <ul style="list-style-type: none"> The speech is appropriate to purpose, eg providing relevant views on the council's suggested solution and some developed ideas, although development is not clearly sustained. A clear and consistent viewpoint is established and controlled, eg including own opinion but also taking some account of the views of other groups. Some stylistic features add interest and authenticity to the speech, eg some formal or emotive language, rhetorical questions (<i>don't you agree?</i>), appropriate vocabulary (<i>fumes; asthma; dangerous drivers</i>). | |
| Marks | 1 or 2 | | 1 or 2 | | 1, 2 or 3 | |
| | A response that does not meet the criteria for below level 6 should be awarded 0 marks. | | | | | |

Level 6 writing mark scheme: spelling

Spelling should be assessed on the *longer writing task only*. The table below indicates the features of spelling likely to be seen at level 6 (2 marks), just below level 6 (1 mark) and clearly below level 6 (no marks). If spelling is mostly accurate throughout, the occasional common error should not override evidence drawn from successful spelling, especially where there is evidence of spelling more ambitious, uncommon words correctly.

| Features of spelling | |
|------------------------------|--|
| Level 6 | 2 marks should be awarded where virtually all spelling is correct, including for example: assimilating prefixes such as <i>aggression</i> , <i>immobile</i> and words with unstressed vowels eg such as <i>frightening</i> , <i>pedestrian</i> . Any errors stand out as untypical or one-off slips. |
| Marks | 2 |
| Just below level 6 | 1 mark should be awarded where spelling is mostly correct, including for example: inflected words <i>families</i> , <i>allowed</i> ; derivational suffixes <i>responsible</i> , <i>comfortable</i> and common prefixes such as <i>unacceptable</i> , <i>subway</i> . Likely occasional errors will be phonetically plausible (<i>enviroment</i>) and unstressed syllables in content words (<i>intresting</i>). |
| Marks | 1 |
| Clearly below level 6 | No marks should be awarded where errors in spelling are more than occasional. However, many words will be spelt correctly, including for example: common function words <i>between</i> , <i>your/you're</i> ; adverbs with 'ly' formation and multi-syllable words such as <i>slowly</i> , <i>officer</i> . |
| Marks | 0 |

Note to marker: handwriting is NOT assessed at Level 6.

Examples of pupils' work

Shipwrecked – example 1

| SSP | TO |
|--|--|
| Clauses add explanation | I would like to be ship-wrecked with my mum, Nadia (as she is kind and will help me.) |
| Phrase adds description | She is (a very kind and caring person,) so she would be able to look after me in a ship wreck. Her kindness would calm me down and make me feel more content. |
| Complex and simple sentences give variety in sentence structure and length | If we got in any danger she would be able to save me and keep me safe, she would never let anything happen to me. She is strong and tall. |
| Variety in subject gives emphasis and provides clarity | (Food) would be important if (we) were ship-wrecked and (my mum) is a really good cook, she would be able to skavenge for food and she would deffinately be able to make the most of any ingrediants she could find. |
| Shows accurate use of commas within the sentence | My mum would be able to find a way home out of the ship wreck – she would make sure we got home safely. |
| Some variety of subordinating connectives adds detail | (The other person) would be to be ship-wrecked with is Katy my sister. |
| Generally accurate use of complex verb phrases develops explanation | (Although) sometimes she may be harsh, she would always keep my mind on the goal – getting home, and she would help support me every step to getting home and keep me going (when) I got close to giving up. |
| | She would be some-one to play with and talk to (so) I wouldn't get lonely. She would be there for me all the time and keep me occupied when my mum wasn't around. |
| | Help (would be) crucial and Katy (would be able to lend) a hand with anything, as she is good at cooking and (can help build) a boat of some sort to get us home. |
| | (Katy would always put me first) as I am the youngest and she would always make me feel I am the safest and in least danger, so she is the best sister ever! |

| Sentence structure, punctuation and text organisation | Composition and effect |
|---|---|
| <ul style="list-style-type: none"> Phrases and clauses add relevant information, description and explanation (<i>good at cooking; strong and tall; as I am the youngest</i>). Some subordinating connectives (<i>as, so, if, although, when</i>) add detail. Complex verb phrases include 'keep me occupied'. Range of punctuation (comma, dash, fullstop, exclamation mark) used almost always accurately. Dashes are well-placed, for example, but there is some comma-splicing in longer sentences. Within paragraphs, distinct ideas are developed with sufficient additional details. | <ul style="list-style-type: none"> Plausible reasons are given for each choice – mother will protect, nurture and rescue. Sister will be an optimistic, companionable and practical friend. A clear and consistent viewpoint is established, with a positive view of each choice (<i>A kind and caring person; the best sister ever!</i>) There is some justification of each choice. Some stylistic features add emphasis and interest, eg descriptive detail (<i>strong and tall; a boat of some sort</i>), use of the superlative (<i>the safest and in least danger</i>), plausible praise (<i>make the most of any ingredients she could find</i>). |
| 1 mark | 2 marks |

Shipwrecked – example 2

| SSP | | TO |
|---|--|---|
| Secure use of dash for parenthesis | <p>If I ever become shipwrecked – & I could choose two people to be shipwrecked with – I would choose a doctor & an explorer who has travelled in jungles, rainforests; <u>any place where you have to survive in harsh conditions.</u> <u>Firstly,</u> I would choose a doctor because if one person did fall ill, he or she would know how to cure us. <u>Similarly,</u> if somebody were to injure themselves, they would be able to help them heal. The doctor <u>should've brought</u> some of his equipment on board the ship (bandages, medicines or casts), and hopefully <u>they would be able</u> to scavenge it from the wreck. This should help them if anything were to happen.</p> <p>I would <u>also</u> choose an explorer who has had experience of this sort of thing so they would help us to find food & water, & generally help us to survive until help arrives. They could help us build shelters against whatever weather it is like in the location where we were shipwrecked. Hopefully, <u>with the help of my crew,</u> I could survive a shipwreck if it ever happened...</p> | Adverb refers back, ranking the choices of doctor and explorer |
| Effective placing of expanded noun phrase for emphasis | | Adverbial for cohesion refers back to make logical connection |
| Subordination elaborates reason | | Within this paragraph ideas are organised and developed to convince the reader |
| Verb phrases include modals (<i>should've brought/ would be able</i>) | | |
| Multiple clauses elaborate explanation | | Cohesive connective introduces second choice, an explorer |
| Well-placed phrase compresses information. Commas mark off phrase | | Reference chain (<i>doctor... explorer... my crew</i>) aids cohesion within the piece |

| Sentence structure, punctuation and text organisation | Composition and effect |
|--|--|
| <ul style="list-style-type: none"> Throughout the piece, well managed shifts between verb forms help clarify and emphasise meaning. A variety of modals is used effectively. The subjunctive is used (<i>if anything were to happen</i>) and the present tense is used appropriately (<i>any place where you have to survive; until help arrives</i>). Appropriate punctuation (dash, comma, semi-colon, apostrophe of omission, brackets, ellipsis) is mostly securely used to give clarity and mark the structure of sentences. A range of cohesive devices, including the way the final sentence refers back to the opening, support the reasons for choice and convince the reader. | <ul style="list-style-type: none"> Generic choices (<i>doctor and explorer</i>) complement each other. Pertinent and precise detail (<i>his equipment... bandages, medicine or casts</i>) firmly engages the reader's interest, particularly in the case of the doctor. A link is made between the two choices when the writer convincingly refers to them as 'my crew'. The viewpoint is well-controlled and in keeping with the explanatory role. The passage concerning the doctor is more convincing and provides more extended justification of the choice. Stylistic features include emotive vocabulary (<i>harsh conditions</i>), some precise word choice (<i>jungles, rainforests, equipment, scavenge, location</i>) and the final sentence. In this, the hesitant adverb '<i>hopefully</i>' combined with the ellipsis in '<i>if it ever happened...</i>' leave the reader in some doubt. |
| 2 marks | 3 marks |

Shipwrecked – example 3

| SSP | | TO |
|--|--|--|
| <p>Modal (<i>can</i>) expresses certainty modified by adverb (<i>probably</i>)</p> <p>Complex sentence subordinate clause (<i>If I was...</i>) and non-finite clause (<i>heading... rocks</i>) elaborate reasons</p> | <p>The first person I would like to be shipwrecked with is a sailor or ship captain. My main reasons are that a sailor <u>can probably</u> control a ship to safety, putting on warning lights or a siren, and not panicking in a bad situation. This hero would just carry in trying to keep as many people alive as possible.</p> <p>If I was being shipwrecked, heading towards rocks, I wouldn't know how to work or steer a ship away, <u>however,</u> an expert mariner <u>would definitely know!</u> <u>Also,</u> if they ship was letting in water and the steering didn't work the expert would quickly rescue the situation by putting on a light or activate the siren to show passing ships that something was wrong.</p> <p>My second person is Superman! <u>Superman is almost invincible.</u> He has super strength; he can fly (very fast), has X-ray vision <u>and never ever gives up.</u> <u>If all was lost,</u> Superman would just pick you up and fly with you back to safety. If you were unlucky enough to fall in the water on a pitch black night, you wouldn't know what could be lurking in the water... Superman would use X-ray vision to locate sharks and other man-eating monsters.</p> <p>You <u>would be assured</u> of <u>your safety with a sailor and Superman!</u></p> | <p>Reference chain: sailor, this hero, expert mariner</p> <p>Adverbials (<i>however, also</i>) show logical connections</p> <p>Paragraph convincingly organises and develops four reasons for choosing Superman. Each reason is then expanded</p> <p>Final sentence refers back to opening</p> |
| <p>Effective use of simple sentence</p> <p>Effective placing of clause</p> <p>Effectively placed impersonal construction</p> <p>Use of passive voice emphasises meaning</p> <p>Expanded noun phrase compresses information</p> | | |

| Sentence structure, punctuation and text organisation | Composition and effect |
|---|---|
| <ul style="list-style-type: none"> Varied sentence lengths, with evidence of well controlled complex structures, using subordination to support explanation. Clauses and expanded noun phrases are used confidently to emphasise particular points. Verb phrases are used confidently to clarify and emphasise meaning, with shifts managed securely. Mostly secure range of punctuation used to mark the structure of sentences and to give clarity, eg commas to mark off phrases and clauses, exclamation marks, semi-colon, brackets, ellipsis. Within paragraphs, ideas are organised and developed to support reasons for choice and to convince the reader. Cohesive devices include varied synonyms, adverbials and referring back to the opening. | <ul style="list-style-type: none"> The choices are selected for contrast – the practical ship's captain and the fantastic Superman. This firmly engages the reader's interest, detail is pertinent and precise (<i>putting on warning lights or sirens, use X-ray vision to locate sharks</i>). Coverage of the qualities of each character is thorough, eg the description of why Superman is almost invincible. The well-controlled viewpoint maintains its explanatory role. Justification of each choice is convincing. The range of stylistic features includes underlining for emphasis (<i>would definitely know!</i>), precise detail (<i>activate the siren</i>), figurative language (<i>in a pitch black night</i>) and alliteration (<i>man-eating-monsters</i>) |
| 3 marks | 3 marks |

Stop the cars – example 1

| SSP | | TSO |
|---|---|--|
| Variation in sentence length provides clarity and emphasis | "Good afternoon, my name is R_____ S_____ and I am here today to tell you my opinion about traffic free zones around schools. | Appropriate opening sentence |
| Some variety of subordinating connectives (<i>because, when</i>) develops comments | Firstly, I think that it is a very good idea but could affect some children and adults. This may cause arguments and criticism. | Adverb (<i>secondly</i>) forms cohesive link |
| Complex verb phrases and tenses (<i>don't need to be aware, might be allowed</i>) distinguish between current situation and possibilities | Secondly, I think that children will like the idea because when they come out of school they don't need to be aware of many cars. They might be allowed to go out with there friends with out an adult. | Effect of proposal on children. The disadvantages for adults and the environment |
| Subordinating connective (<i>although</i>) develops comment | Although it is safe for the children, it seems inconsiderate that adults might need to take the long route round. If they do this, it will cause more pollution and will kill animals and plants. | Pronoun links back to 'take the long route round' |
| Comma marks off clause | Parents or guardians want to keep children safe. | Examples related to topic |
| Clauses add relevant detail and information | So by using traffic free zones, it would not cause so many car accidents.* | |
| Phrase adds relevant detail | In conclusion, different people have different opinions. Thank-you for listening and I hope that you take my points into consideration." | |
| Comma within sentence | | |
| | * If the traffic free zones are causing people trouble they could always cycle to work. It would help the world a lot. | |

Summative commentary and marks awarded appear on page 21.

| Sentence structure and punctuation | Text structure and organisation | Composition and effect |
|---|--|--|
| <ul style="list-style-type: none"> Generally controlled use of sentences varying in structure, length and subject, with phrases and clauses adding detail and information. Some variety of subordinating connectives (<i>because, when, although, if, so</i>). Shifts between verb forms well managed (<i>could affect, may cause</i>). Sentence demarcation generally accurate. Range of punctuation includes speech marks to mark opening and conclusion of speech, and some commas to mark off clauses or adverbs. | <ul style="list-style-type: none"> Whole text has brief introduction and conclusion and is usually clearly structured. Paragraphs consider different aspects with links made between them. Within paragraphs, cohesive links include use of pronouns (<i>This</i>) referring back, examples related to topic and adverbial connectives (<i>Firstly, secondly</i>). | <ul style="list-style-type: none"> Speech provides relevant views of children and adults concerning the council's suggested solution. There are some developed ideas (<i>longer journeys add to pollution</i>), but they are not clearly sustained. The writer includes own opinion and takes into account the possible views of other children, adults, in particular parents or guardians. Stylistic features include formal language (<i>Good afternoon; take my points into consideration</i>) and appropriate vocabulary (<i>arguments and criticism, the long route</i>). |
| 2 marks | 2 marks | 2 marks |
| Spelling | | |
| <ul style="list-style-type: none"> Spelling is mostly correct, including inflected words (<i>allowed</i>), derivational suffixes (<i>arguments, guardians</i>) and common prefixes (<i>inconsiderate</i>). | | |
| 1 mark | | |

Stop the cars – example 2

| SSP | | TSO |
|--|---|---|
| Verb phrase in passive voice, including modal expressing obligation | Mr Speaker, Ladies and Gentlemen, I believe cars, lorries, vans and all other vehicles should be banned | Opening states position |
| Effective placing of phrase marked off by commas | from school areas unless, of course, they are the cars of pupil's parents driving their children to or from school. | Opening links with previous paragraph |
| | The issues affect me in obvious ways: I come in late for school; the noise of the cars affects my work; I have to breathe in unpleasant air pollution because of all of the cars, and it takes me longer to drive home at the end of school. | Variety of punctuation used accurately including colons and semicolons |
| | I do realise that other people do not mind the vehicles driving up and down the road. I respect that. I also know that the cars and lorries and vans and motorbikes don't cause too much chaos, but I still think that schools will be better places without lots of vehicles storming up and down the roads. | Paragraphs juxtapose contrasting views |
| Complex sentence develops relatively complex idea | | Link from 'me' to 'other people' |
| Controlled use of simple sentence with impersonal construction | Obviously, there are emergencies. Ambulances, police cars and vans may have to use these roads to arrive quickly at destinations. From that point of view, the less regular traffic the better. | Pronoun (<i>that</i>), adverb (<i>also</i>) and conjunction (<i>but</i>) form cohesive links within paragraph |
| Well managed shifts between verb forms clarify and emphasise meaning | I really hope that I have made my opinion clear and that people will all think about this situation very carefully and decide their opinion wisely, | |
| Effective placing of clause to emphasise key points | letting their communities and government know. | Final plea frames the response |
| | Thank you. | |

Summative commentary and marks awarded appear on page 23.

| Sentence structure and punctuation | Text structure and organisation | Composition and effect |
|--|--|---|
| <ul style="list-style-type: none"> Generally controlled use of simple and complex sentences; simple used for effect (<i>I respect that</i>). Non-finite clauses (<i>storming up and down the road; letting their communities and government know</i>) aid compression. Shifts between verb forms particularly well-managed in penultimate and final paragraphs. Appropriate punctuation is mostly securely used. Commas mark off lists, are used for parenthesis, and mark off clauses and adverbs (<i>Obviously, there are emergencies.</i>) Semi-colons are correctly used, but there is a slip in '<i>pupil's parents</i>' where an apostrophe is wrongly placed. | <ul style="list-style-type: none"> Effective opening and closing frame the response. Overall direction is signalled clearly for the reader, as the speaker's personal opinion and various counter-arguments are outlined. Within paragraphs, cohesive devices include demonstrative pronouns to refer to ideas (<i>I respect that</i>), use of conjunction to introduce counter-argument (<i>but I still think</i>). | <ul style="list-style-type: none"> Speech adapted for imagined audience (<i>Mr Speaker, Ladies and Gentlemen</i>) with sufficient formality for purpose (<i>letting their communities and government know</i>). Appropriate content shaped to help people to decide, including the citing of personal experience. The convincing viewpoint, authoritative but able to compromise, is mostly sustained. Other views (<i>parents, the drivers of emergency vehicles</i>) are integrated into the argument. Stylistic features supporting effective expression of opinion include descriptive vocabulary (<i>unpleasant air pollution</i>), cumulative effect of list (<i>cars and lorries and vans and motorbikes</i>) and figurative language (<i>vehicles storming up and down the roads</i>). |
| 3 marks | 3 marks | 4 marks |
| Spelling | | |
| <ul style="list-style-type: none"> Spelling is correct including inflected words (<i>driving, lorries</i>), derivational suffixes (<i>destinations, government</i>) and common prefixes (<i>unpleasant</i>). | | |
| 1 marks | | |

Stop the cars – example 3

| SSP | TSO |
|---|---|
| | I believe we should create traffic free zones in front of our school! |
| Effective placing of phrase | Firstly, what is a traffic free zone? It is a bit of road where only certain drivers can go through, such as parents dropping off their children or picking them up at the end of the day. If we did have such zones it would mean less anxiety for parents about where to park. And, <u>of course</u> , it would stop traffic polluting our school atmosphere. |
| Controlled use of a complex sentence containing four clauses | |
| Varied modals assert a view | A further benefit is that it would encourage all of us to walk because there would only be space for those people who NEED to drive. If children live so far away, then the parents <u>could (and should)</u> drop them off fairly near the school instead of at its very gates. |
| Effective simple sentence sums up key point | <u>Immediately – carbon emissions reduced by 50%!</u> |
| Appropriate punctuation securely used | <u>However</u> , unfortunately, there are (as many people know) some downsides to the creation of a traffic-free zone. One problem is that late drivers would have to take a longer route around it, aggravating them by making them even later! Lorry drivers <u>who didn't know about the zone</u> would need to perform a difficult U-turn before choosing another route. <u>This</u> will affect us because it <u>may make</u> the road busier if lots of cars <u>are having</u> to stop and turn around! |
| Embedded subordinate clause develops complex idea | |
| Shifts between verb forms including varied modals, well-managed | |
| | Councillors would end up getting complaints from angry car and lorry drivers and late business people because of the inconvenience and troublesome nature of the proposed zone. |
| Simple sentence sums up key point | <u>So, I'm asking you to decide.</u> Do you want traffic accelerating down Anywhere Lane? Would you prefer a peaceful lane with a barrier? Should we prevent late people or lorries from tearing apart our delicate community or (even worse) the planet's fragile ecosystems? I have put before you different pro's and cons' such as annoyance, ecological issues or pollution. Now you've heard my argument, it's time for you to decide. Contact the local council today, <u>letting them know your views</u> , because they need you, and you need them... |
| Effective placing of clause | |
| Range of punctuation used. Inverted commas, question marks, ellipsis and parenthetical commas | So, <u>you</u> can change what happens in our community; <u>your</u> opinion matters; <u>you</u> matter! |
| | |

| Sentence structure and punctuation | Text structure and organisation | Composition and effect |
|--|---|---|
| <ul style="list-style-type: none"> Varied and well controlled sentence structures include complex sentences with embedded clauses and simple sentences for effect (<i>Immediately – carbon emissions reduced by 50%! </i>). Clauses and phrases positioned effectively (<i>or (even worse) </i>). Shifts between verb forms clarify and emphasise meaning (<i>Do you want, would you prefer, Should we prevent, I have put, it's time, Contact</i>). Mostly secure range of punctuation supports the structure of sentences and clarifies meaning: internal use of commas, appropriate question and exclamation marks, brackets, ellipsis, semi-colons, apostrophes. | <ul style="list-style-type: none"> The structure of the speech is controlled, with paragraphs linked in a variety of ways to signal the overall direction clearly for the listener. Paragraphs of different lengths are used to emphasise key points or develop a theme. The opening and conclusion frame the response. Within paragraphs ideas are organised and developed to support purpose, eg question followed by its answer, reference chain (<i>downsides/ one problem</i>) accumulating rhetorical questions, link within a sentence (<i>Now you've heard my argument, it's time for you to decide</i>). | <ul style="list-style-type: none"> Form is adapted for the imagined audience, with sufficient formality in the response (<i>I have put before you different pro's and cons</i>). Appropriate content is shaped to affect decisions, such as the forceful delineation of the pros and cons of a traffic-free zone, leading up to 'it's time for you to decide'. The convincing viewpoint is both informal (<i>Now you've heard my argument</i>) and authoritative (<i>Contact the local council today</i>). Other views (<i>late drivers, lorry drivers in unfamiliar surroundings</i>) are recognised and integrated into the argument. A range of stylistic features support the effective expression of opinion, eg emphasis (<i>could (and should) </i>), aptly chosen vocabulary (<i>inconvenience and troublesome nature</i>), rhetorical questions (<i>Would you prefer a peaceful lane with a barrier?</i>), figurative language (<i>tearing apart our delicate community</i>), emotive appeal (<i>the planet's fragile ecosystems</i>), repetition for effect (<i>you can change what happens in our community; your opinion matters; you matter!</i>) |
| 4 marks | 4 marks | 6 marks |
| Spelling | | |
| <ul style="list-style-type: none"> Virtually all spelling is correct, including that of assimilating prefixes (<i>aggravating, accelerating</i>) and words with unstressed vowels (<i>atmosphere, emissions</i>). | | |
| 2 marks | | |

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