

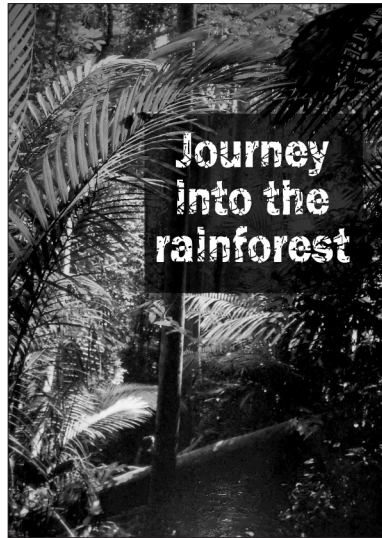
En

KEY STAGE
3

LEVELS
3-4

Year 7 optional tests Teacher's guide

OPTIONAL



Reading booklet

En Year 7 English test

KEY STAGE 3

LEVELS 3-4

Reading test answer booklet

First name _____

Last name _____

Class _____

Date _____

Remember

- The test is in two parts.
- The first part is 35 minutes long. You have 10 minutes to read the first part of the booklet (pages 2 to 6) and 25 minutes to answer the questions (questions 1-16).
- The second part is 25 minutes long. You have 5 minutes to read the second part of the booklet (pages 7 to 11) and 20 minutes to answer the questions (questions 17-31).
- The booklet contains different types of questions. The spaces for answers and the number of marks indicate how much you need to write.
- Ask your teacher if you are not sure what to do.

For marking use only

Page	Max. (Mark)
Page 2	4
Pages 3 & 4	9
Pages 5 & 7	7
Page 8	3
Page 9	2
Pages 10 & 11	5
Pages 12 & 13	3
Pages 14 & 15	5
Total for reading	40

Reading test answer booklet

En Year 7 English test

KEY STAGE 3

LEVELS 3-4

Spelling

First name _____

Last name _____

Class _____

Date _____

Remember

- Your teacher will read the spelling passage to you.
- Your version of the passage has words missing. You should fill these in when your teacher tells you.

For marking use

Number of words correct	Total marks available
0	0
1	2
2	4
3	6
4	8
5	10
6	12
7	14
8	16
9	18
10	20

Spelling test booklet

En Year 7 English test

KEY STAGE 3

LEVELS 3-4

Writing test prompts

First name _____

Last name _____

Class _____

Date _____

Remember

- Your teacher will read these writing prompts to you.
- You should spend:
 - 40 minutes on the longer writing task, including up to 10 minutes of planning time
 - 20 minutes on the shorter writing task, including up to 5 minutes of planning time.
- Each task has a planning sheet to help you organise your ideas before you start. The planning sheets will not be marked, but using them may help you do your best.
- Ask your teacher if you are not sure what to do.

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Writing test prompts

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Introduction

Year 7 and 8 optional tests offer schools a means to support a smooth transition through the whole of key stage 3. Schools can use them selectively as part of a repertoire of assessment tools, including the Assessing pupils' progress (APP) materials developed by QCDA and published via the national strategies.

The report of the Expert Group in May 2009 concluded that children's progress in education is best achieved through a combination of summative and formative assessment. Contributing to this, appropriate testing can help teachers to focus on achievement and provide clear information to parents on their children's attainment and progress. The tests can also help with measuring the progress of those pupils who entered key stage 3 behind national expectations.

Schools decide how to use the tests and how they might provide additional evidence to inform teacher assessment level judgements. They are marked internally and results will not be collected or published. The tests contribute to the identification of pupils' strengths and weaknesses and to the provision of targeted support and challenge where needed.

The year 7 optional test in English, levels 3–4, has been developed specifically for those pupils who did not achieve level 4 at the end of key stage 2, and who are assessed by their teacher to be working at level 3 or 4 during year 7. This test is designed to assess levels 3 and 4 only and it is therefore specifically tailored to this group of pupils.

These English tests have been reviewed and updated since their original publication in 2007. These tests provide a thematically related reading, writing and spelling test. Reading is assessed on four texts of different genres, while the assessment of writing involves two pieces of writing – a longer and a shorter piece of different text types. Handwriting is assessed as part of the longer task. There is also a test of spelling.

The English tests are structured by the assessment focuses for reading and writing that are in use in APP and in the tests at other key stages. The assessment focuses provide information about the particular processes or skills a pupil needs to answer the questions. This information informs 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.

This guide will provide the user with information needed to administer and mark the tests. It also presents information about how to convert total marks to national curriculum levels for reading, writing and English overall.

Administration of the tests

Introduction

These tests are only for pupils who did not achieve level 4 at the end of key stage 2. They can be administered at any time.

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.

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

Reading

15 minutes reading time and 45 minutes to respond

- This can be divided as follows:
- Session one
 - 10 minutes to read pages 2–6
 - 25 minutes to answer questions 1–16
 - Session two
 - 5 minutes to read pages 7–11
 - 20 minutes to answer questions 17–31

Writing

Longer task: 40 minutes

Shorter task: 20 minutes

Pupils should be allowed a break between the two writing tasks.

Spelling

15 minutes should be allowed to administer and complete this test.

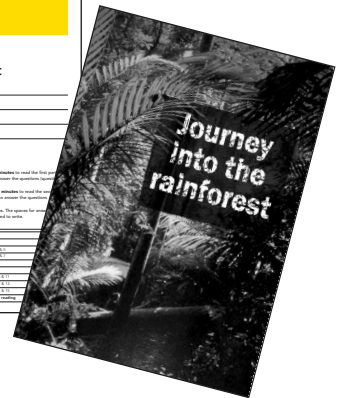
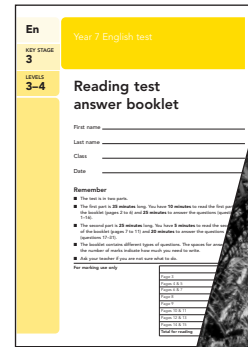
Resources

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 comprises the *Reading booklet* 'Journey into the rainforest' and the accompanying *Reading test 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 'Test orders' section of the NCA tools website at www.qcda.gov.uk/ncatools. If schools wish to discuss their order, they should contact the QCDA orderline on 0300 303 3015.

Reading test

Key points

- The reading test must be administered before the writing and spelling tests.
- The reading test is **one hour** long. It is in two parts and can either be administered in one session or split over two sessions. See below (one session) or overleaf (two sessions) for details.
- You should ensure that each pupil has a copy of the *Reading booklet* 'Journey into the Rainforest' and a *Reading test answer booklet*.



Timing

Administration in **one** session:

- 15 minutes' reading time
- 45 minutes to answer questions

Administration in **two** sessions:

Session one:

- 10 minutes to read pages 2–6
- 25 minutes to answer questions 1–16

Session two:

- 5 minutes to read pages 7–11
- 20 minutes to answer questions 17–31

Administration in one session

- Pupils must be instructed to read the whole *Reading booklet* during the 15 minutes' reading time. They must not look at the questions in the *Reading test answer booklet* during this time. If they do not complete the reading in this time, tell them they can use some of the answering time to do so.
- Remind pupils that they will be able to refer to the *Reading booklet* when they are answering the questions.
- After the 15 minutes' reading time, ask pupils to write their name and the name of the class on the appropriate lines on the *Reading test answer booklet*. Explain that the *Reading test answer booklet* has questions on each text in the *Reading booklet* and on the booklet as a whole.
- Explain to pupils that they should work through the whole *Reading test answer booklet*, referring to the *Reading booklet* as necessary. If they cannot answer a question, they should move on and return to it later.
- Explain to pupils that if they have any problems they may ask for help, but they cannot be helped with the answering of any questions or have any words read to them.
- Give pupils appropriate time reminders during the test.

Administration in two sessions

Session one:

- Pupils must be instructed to read only the first section (pages 2–6) of the *Reading booklet* during the 10 minutes' reading time. They must not look at the questions in the *Reading test answer booklet* during this time.
- Pupils must be instructed to stop reading when they reach the bottom of page 6.
- Remind pupils that they will be able to refer to the *Reading booklet* when they are answering the questions.
- After the 10 minutes' reading time, explain to the pupils that the *Reading test answer booklet* has questions on the first text in the *Reading booklet*.
- Read the 'Remember' section on the front cover of the *Reading test answer booklet* to the pupils.
- Pupils have 25 minutes to answer the questions. They must be instructed to answer **Part 1** only of the *Reading test answer booklet*, stopping at the bottom of page 8.
- Explain to pupils that they should work through **Part 1** (stopping at the bottom of page 8) of the *Reading test answer booklet*, referring to the first section of the *Reading booklet* as necessary. If they cannot answer a question, they should move on and return to it later.
- Explain to pupils that if they have any problems they may ask for help, but they cannot be helped with the answering of any questions or have any words read to them.
- Give pupils appropriate time reminders during the test.
- All pupils' test materials must be collected in and stored safely until they are required for session two.

Session two:

- Pupils must be reissued with their *Reading test answer booklet* from session one and a copy of the *Reading booklet*.
- Pupils must be instructed to read only the second section (pages 7–11) of the *Reading booklet* during the 5 minutes' reading time. They must not look at the questions in the *Reading test answer booklet* during this time.
- Remind pupils that they will be able to refer to the *Reading booklet* when they are answering the questions.
- Pupils have 20 minutes to answer the questions. They must be instructed to answer **Part 2** only of the *Reading test answer booklet*, starting at page 9 and continuing until they have reached the end of the booklet.
- Explain to pupils that they should work through **Part 2** of the *Reading test answer booklet*, referring to the *Reading booklet* as necessary. If they cannot answer a question, they should move on and return to it later.
- Explain to pupils that if they have any problems they may ask for help, but they cannot be helped with the answering of any questions or have any words read to them.
- Give pupils appropriate time reminders during the test.

Writing test

There are two tasks to complete for the writing test – a longer and a shorter task. 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.

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

- booklet covers
- 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.

There is a separate spelling test which contributes to the total mark for writing.

Timing

Longer writing task

- **40 minutes** (including up to 10 minutes of planning time)

Shorter writing task

- **20 minutes** (including up to 5 minutes of planning time)

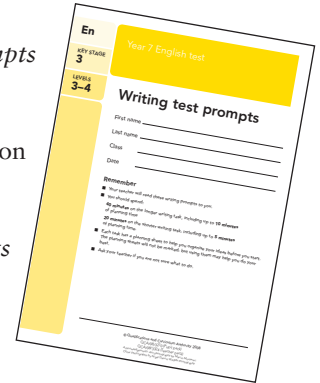
Information about the longer and shorter writing tasks

- The writing test must be administered after the reading test.
- The writing test is one hour long. It is split in two parts and can either be administered in one session or split over two sessions.
- It is recommended that pupils are given a short break of 5–10 minutes between the two writing tasks.
- The *Writing test prompts* booklet contains the instructions and planning sheet for both writing tasks.
- The *Writing test answer booklet* contains the writing pages for both tasks.

Before starting either of the two writing tasks, remind pupils of the *Reading booklet* ‘Journey into the Rainforest’, as it provides a context for the tasks.

Administration of the longer writing task

- For the longer writing task, issue pupils with the booklet *Writing test prompts* and their *Writing test answer booklet*.
- Ask the pupils to write their name, class and date on the appropriate lines on the *Writing test answer booklet*.
- Read the ‘Remember’ section on the front cover of the *Writing test prompts* to the pupils.
- Explain to pupils that they have **40 minutes** in which to complete the longer writing task, including up to 10 minutes of planning time.
- **Read through the writing prompt and planning sheet in full. You must not explore pupils’ ideas on the prompt.**
- After you have read the prompt, explain to pupils that they should read the writing prompt through carefully to themselves, considering the audience and purpose while thinking about their writing.
- Remind pupils that brief notes, even one or two words for the main ideas, are quite sufficient for the planning sheet. These notes are for their own use and will not be marked.
- Pupils should be advised to begin their writing for the longer writing task on the pages headed ‘Rainforest World’ in the *Writing test answer booklet* (page 3 in the pre-printed version).
- Once the test has started, you should remind pupils after 10 minutes to start writing if they have not done so already. You should give other time reminders as you feel appropriate, eg 10 minutes before the end.
- Explain to pupils that if they have any problems they may ask for help. Remember, you must not explore the writing prompt, or structure the content of their written test work.
- If the writing test is being split over two sessions, you must collect in all test materials and store them securely until they are required for session two.



Administration of the shorter writing task

- If the writing test has been split into two sessions, pupils must be reissued with their *Writing test prompts* and their *Writing test answer booklet*.
- Explain to pupils that they have **20 minutes** in which to complete the shorter writing task, including up to 5 minutes of planning time.
- **Read through the writing prompt and planning sheet in full. You must not explore pupils' ideas on the prompt** but you can point out that they can use their imagination to make up details about the animal, even though it is a real animal.
- After you have read the prompt, explain to pupils that they should read the writing prompt through carefully to themselves, considering the audience and purpose while thinking about their writing.
- Remind pupils that brief notes, even one or two words for the main ideas, are quite sufficient for the planning sheet. These notes are for their own use and will not be marked.
- Pupils should be advised to do their writing for the shorter task on the page headed 'The pangolin' of the *Writing test answer booklet* (page 6 in the pre-printed version).
- Once the test has started, you should remind pupils after 5 minutes to start writing if they have not done so already. You should give other time reminders as you feel appropriate, eg 5 minutes before the end.
- Explain to pupils that if they have any problems they may ask for help. Remember, you must not explore the writing prompt, or structure the content of their written test work.

Spelling test

The spelling test can be administered at any stage after the reading test. Pupil materials for this test are available as a separate *Spelling test booklet* and also as photocopiable pages at the end of this guide. These include:

- booklet cover
- text for the spelling test.

A ‘Teacher’s copy’ of the information text, *Saving the orang-utans*, complete with the target words to be spelled is reproduced on page 62.

Timing

The spelling test should take 10–15 minutes to administer.

Administering the spelling test

- Ask the pupils to write their name, class and date on the appropriate lines on the booklet cover.
- The spelling test is not strictly timed; 10–15 minutes is suggested as a guide.
- Using the ‘Teacher’s copy’ of the test on page 62 of this booklet, you must 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, telling the pupils each missing word and giving them time to write the words in the gaps.
- Pupils should make their best attempt at spelling all the words, making their writing as clear as possible.
- Explain to pupils that if they have any problems they may ask for help, but they cannot be helped with any spelling.

Access arrangements

General advice

These materials are suitable for pupils who are working at levels 3–4 in English in year 7. The pupils should be tested in a separate group to pupils taking the year 7 optional tests covering levels 4–6 to allow for different arrangements, such as reading the prompts, having breaks between reading sections and writing tasks and taking the spelling test. Some pupils might need more sensitive arrangements. For some individuals, for example those who 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 arrangements are made, they should make it possible for pupils 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 teaching assistants or any additional adults 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 with responses.

Additional time

In considering whether to allow pupils to have extra time, teachers are referred to the access arrangements information on the QCDA website at www.qcda.gov.uk/accessarrangements.

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 3 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. When administering the test, 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 tests.

Special educational needs

As is the case with all pupils working at levels 3–4, 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

Braille, modified large print and enlarged test papers are available from the modified test agency. Orders can be made on the NCA tools website at www.qcda.gov.uk/ncatools. If you have any questions about ordering modified tests, contact the QCDA modified test agency on 0844 500 6727. Orders must be placed by the end of November to ensure delivery in March of the year the pupil will be taking the test.

Marking the reading test

The reading test assesses pupils' understanding of unprepared texts in relation to each question set and the assessment focus targeted.

The reading test is based on the *Reading booklet* 'Journey into the rainforest' which includes four thematically linked texts of different genres. The first text is a narrative set in a rainforest and told through the eyes of Miguel, a 12-year old boy. The second text is a short poem by Tennyson about an eagle. The final two texts are non-narrative. One includes a map showing the location of rainforests around the world. The other consists of a table containing information about four animals introduced in the narrative text. All of the texts are set in a rainforest context, with the exception of the poem, which continues the theme of the eagle introduced in the story.

Questions

The *Reading test answer booklet* contains 31 questions, in a variety of formats, relating to the texts. These include tables to be completed or boxes to be ticked, short answers and longer answers requiring more detailed explanations. The number of marks allocated to these questions varies between one and three.

About the mark scheme

The reading mark scheme was devised after trialling the tests with pupils and contains some frequently occurring correct answers given in the trials. These are shown in italics and punctuation, grammar and spelling have not been corrected. 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 or grammatical structure. The mark scheme indicates the criteria on which judgements should be made. In areas of uncertainty, however, you should make judgements based on the assessment focus and the relevance of the answer. You should be aware that pupils can give plausible answers that do not address the assessment focus of the particular question.

For questions requiring boxes to be ticked, any other clear mark or indication of response is also acceptable.

Marking procedures

You may find it helpful to mark one double-page spread for all pupils before moving on to the next spread. This helps to develop a greater familiarity with the mark scheme and is likely to achieve greater accuracy.

Assessment focuses for reading

The year 7 optional English tests use the same set of assessment focuses for reading as all the key stages, which are drawn from the national curriculum and are also related to the Assessing pupils' progress materials developed by QCDA and published via the national strategies. These provide fuller information about the focus of the question, indicating the particular process or skill the pupils need to use in order to obtain their answer.

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

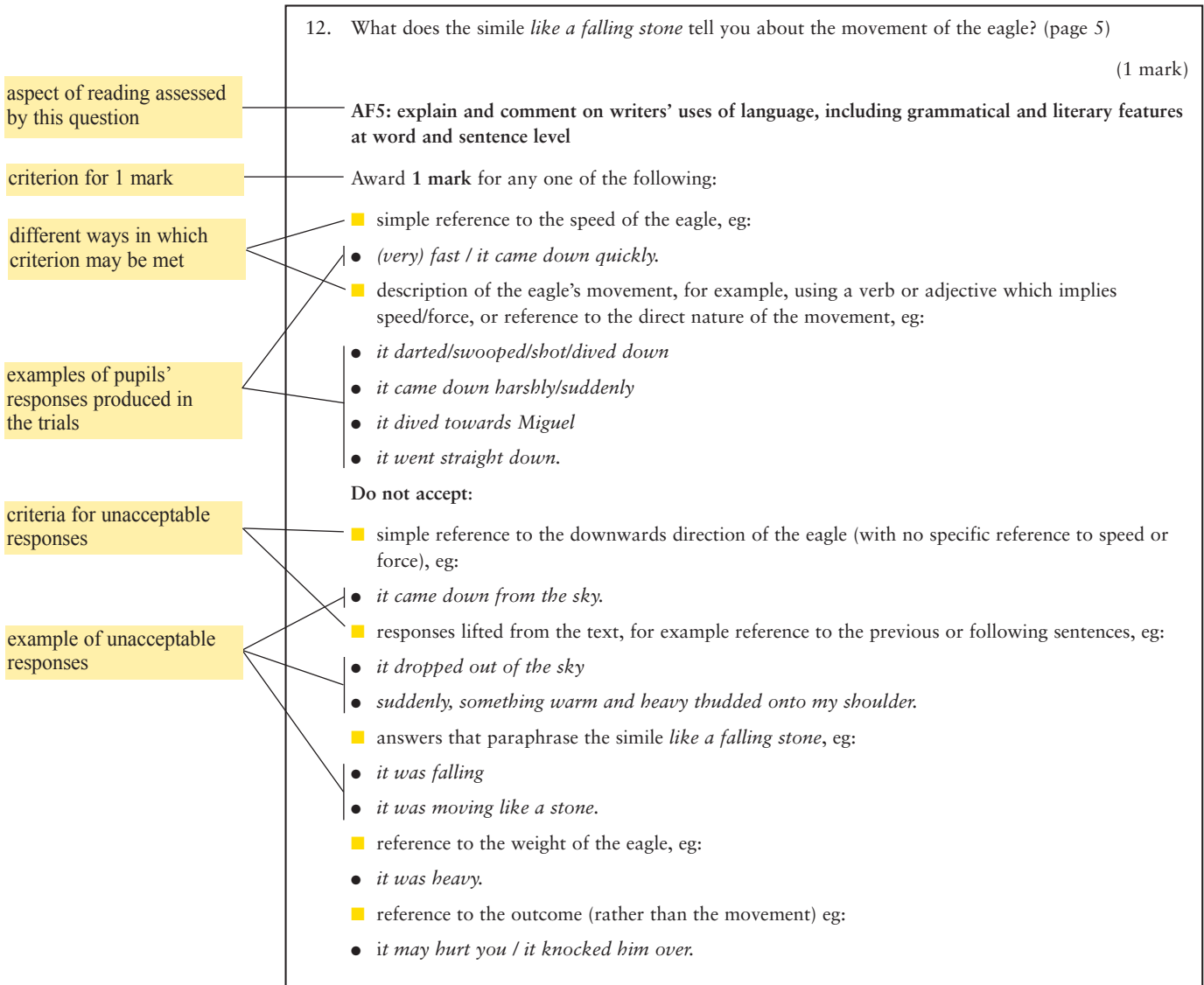
1. use a range of strategies, including accurate decoding of text, to read for meaning
2. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
3. deduce, infer or interpret information, events or ideas from texts
4. identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
5. explain and comment on writers' uses 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.

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' uses 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>
Part 1: The Eagle's Shadow						
Q1	1					
Q2		1				
Q3		2				
Q4		2				
Q5	1					
Q6a	1					
Q6b	1					
Q7		1				
Q8		2				
Q9		1				
Q10				1		
Q11	1					
Q12				1		
Q13		1				
Q14		3				
Q15		1				
Q16			2			
Part 2: The Eagle, Rainforests and Animals of the rainforest						
Q17		1				
Q18		1				
Q19			1			
Q20				1		
Q21	1					
Q22			1			
Q23	1					
Q24		2				
Q25			1			
Q26			1			
Q27		1				
Q28	1					
Q29	1					
Q30					2	
Whole booklet						
Q31					1	
Total marks	9	19	6	3	3	0

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How the reading mark scheme is set out



For high mark questions, a set of criteria and descriptions of the quality of answers expected are provided, followed by sample answers (not corrected for punctuation, grammar and spelling). Marks should be awarded according to the criteria, using the accompanying sample answers to confirm judgements.

Reading mark scheme

Questions 1–16 are about *The Eagle’s Shadow* (pages 2–6)

1. How old was Miguel when he went into the forest? (1 mark)

AF2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Award 1 mark for the following:

- ‘12 (years old)’.

2. What is the first thing Miguel did that showed he was afraid?

Tick one.

He walked on.

He looked round quickly.

He crouched down.

He drew the eagle.

(1 mark)

AF3: deduce, infer or interpret information, events or ideas from texts

Award 1 mark for the correct answer ticked as above.

3. Look at paragraph 4 on page 2.

What **three** things made it seem as though the forest was warning Miguel?

Tick **three** things.

unusual sounds

the hornbill's beak

the eagle's shadow

the empty sky

the tall trees

the fruit on the tree

(2 marks)

AF3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark** for two answers correctly ticked.

Award **2 marks** for all three answers correctly ticked.

4. Look at page 3.

Why was the twisted tree a good place to watch for animals?

(2 marks)

AF3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark** for reference to **either** the fruit/food on the tree **or** simple reference to the animals coming there to eat, eg:

- *because fruit on its branches was just beginning to ripen*
- *there was fruit on the branches / because of the fruit*
- *there was food on the tree*
- *because the animals might come and feed there*
- *to watch what came to eat.*

Award **2 marks** for answers which include reference to **both** the fruit on the tree and to the animals feeding from the tree, eg:

- *because hornbills came there to eat the ripe fruit*
- *fruit on its branches so they will come and feed.*

Also award **2 marks** for responses which address both points in less specific terms, eg:

- *it had food on it so it can eat*
- *because there are fruit on the tree and animals like fruit.*

Do not accept:

- reference to staying out of sight, eg:
 - *because the animals can not see you*
 - *because it was easy to hide near.*
- answers which repeat the question, eg:
 - *it's a good place to find animals*
 - *because you can see all kinds of animals.*

5. What made the hornbills fly away?

(1 mark)

AF2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

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

- Miguel's shout / the boy shouted
- Miguel / the boy
- a shout / scream.

Do not accept the following:

- the eagle
- the eagle's shadow
- Mr Santos / Mr Santos' shout
- (chittering) monkeys.

6a. Look at paragraphs 5 and 6 on page 3.

What did Miguel think the eagle was watching?

(1 mark)

AF2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Award **1 mark** for reference to Miguel, eg:

- *him / Miguel / the boy.*

Also accept:

- *me.*

Do not accept reference to the following:

- Mr Santos
- the snake / prey
- hunting / food.

6b. What did Mr Santos say the eagle was really doing?

(1 mark)

AF2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

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

- hunting / hunting for food / trying to hunt
- watching for other animals / looking for food.

Do not accept reference to the following:

- not watching him / Miguel
- watching him / Miguel
- watching (with no reference to food).

7. Look at page 4.

Mr Santos said the jungle was *unknown territory*. What did he mean?

(1 mark)

AF3: deduce, infer or interpret information, events or ideas from texts

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

- specific reference to the jungle being unfamiliar to Miguel, eg:
 - *he meant that afraid because Miguel didn't know what was in the jungle*
 - *he meant that Miguel didn't know the jungle well*
 - *he meant that he wasn't used to it because he hasn't been in the jungle before*
 - *he has not been there before*
 - *he is not used to it there.*
- general answers that explain the meaning of 'unknown' using own words, eg:
 - *nobody ever goes there*
 - *because maybe people don't normally go there*
 - *it is undiscovered*
 - *no one knows about it*
 - *it means you don't know what the jungle is like*
 - *anything could happen there.*
- reference to features of the jungle that might be frightening or unfamiliar to Miguel, eg:
 - *there might be strange animals in there.*

Do not accept:

- reference to the jungle/eagle posing **no danger**, eg:
 - *he means that there was no danger from the eagle*
 - *they were not in danger*
 - *there was nothing to be afraid of.*
- reference to the jungle not belonging to anyone, eg:
 - *no-one owns this place*
 - *this is no one's territory.*
- reference to Miguel being afraid, taken directly from the text, eg:
 - *he was afraid of the jungle (because it was unknown territory).*
- a repeat of the question stem, with no explanation of 'unknown', eg:
 - *it was unknown*
 - *it was not known.*

8. Mr Santos talked to Miguel about fear.

Tick **three** speech bubbles to show what Mr Santos meant.

The eagle will attack you.

You are not used to the jungle.

Being scared of danger helps keep you safe.

The jungle is very dangerous.

You are not scared of anything real.



(2 marks)

AF3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark** for two answers correctly ticked.

Award **2 marks** for all three answers correctly ticked (and no others).

9. Look at page 5.

Why did Mr Santos tell Miguel to cross the drawing out?

Tick **one**.

because Miguel had drawn a hornbill

because it would make the eagle go away

because it would get rid of his fear

because the drawing wasn't good enough

(1 mark)

AF3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark** for the correct answer ticked as above.

10. This text appears on page 5.

Underline the **word** that shows how much Miguel hated the eagle.

So I took the stick in both hands, stabbed one end of it into the earth near the head, and crossed the whole thing out in one move.

(1 mark)

AF5: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

Award **1 mark** for 'stabbed' underlined as above.

Do not award a mark if any other words are underlined, eg:

- *stabbed one end of it into the earth.*

11. Why was Miguel too embarrassed to call the others back?

(1 mark)

AF2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

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

- he had made enough fuss already
- he wanted to hide his fear / he didn't want the others to know he was scared
- he thought he would be laughed at / teased.

Do not accept reference to the following:

- he was afraid of the eagle
- he had a twig in his shoe / he was undoing his laces.

12. What does the simile *like a falling stone* tell you about the movement of the eagle? (page 5)

(1 mark)

AF5: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

Award 1 mark for any one of the following:

- simple reference to the speed of the eagle, eg:
 - *(very) fast / it came down quickly.*
- description of the eagle's movement, for example, using a verb or adjective which implies speed/force, or reference to the direct nature of the movement, eg:
 - *it darted/swooped/shot/dived down*
 - *it came down harshly/suddenly*
 - *it dived towards Miguel*
 - *it went straight down.*

Do not accept:

- simple reference to the downwards direction of the eagle (with no specific reference to speed or force), eg:
 - *it came down from the sky.*
- responses lifted from the text, for example reference to the previous or following sentences, eg:
 - *it dropped out of the sky*
 - *suddenly, something warm and heavy thudded onto my shoulder.*
- answers that paraphrase the simile *like a falling stone*, eg:
 - *it was falling*
 - *it was moving like a stone.*
- reference to the weight of the eagle, eg:
 - *it was heavy.*
- reference to the outcome (rather than the movement) eg:
 - *it may hurt you / it knocked him over.*

13. Why did the eagle swoop onto Miguel?

Tick **one**.

It was attacking Miguel.

It was falling down.

It was hunting the snake.

It was chasing monkeys.

(1 mark)

AF3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark** for the correct answer ticked as above.

14. Look at page 6.

After the eagle had flown away, Miguel lay on the ground. Fill in the thought bubble to show what Miguel might be thinking and feeling.

(3 marks)

AF3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark**, up to a maximum of **3 marks**, for each of the following points:

- relief/happiness at not being hurt by the eagle and/or snake, eg:
 - *I am so happy it has gone*
 - *The cobra might have killed me.*
- realisation that the eagle wasn't trying to/didn't want to hurt him, or that it was saving/protecting him, eg:
 - *it didn't kill/hurt me*
 - *it was trying to help me.*
- understanding of the eagle's real motivation for flying down, eg:
 - *it was hunting the snake.*
- identification of Miguel's changed perception of the eagle, eg: reference to his earlier fear, or realisation he had faced his fear, or that he was not scared anymore, eg:
 - *I thought it was going to get me*
 - *now I am not scared of the eagle.*
- reference to the fact that Mr Santos was right
- reference to the 's' shape of the snake
- reference to Mr Santos or the rest of the group, eg:
 - *I will go and tell the others.*

Also award **1 mark** for an appropriate unsupported expression of emotional reaction to the event, for example, shock, surprise, disbelief, wonder or relief:

- *phew*
- *wow that was amazing!*
- *oh my god that was scary*
- *I feel happy.*

Also award **2 marks** for any one of the above points supported by **explanation** and/or **illustration**, eg:

- *so happy not to been bit by the snake cos it might been poisonous and he was thinking if the snake did bit him he could have been dead just lying there* (expansion of first bullet point above)
- *he might feel better about the eagle that it saved him and that it wasn't going to hurt him* (expansion of second bullet point above)

Also accept responses written in the third person, for example:

- *Miguel probably was in shock and couldn't believe what just happened* (1 mark)
- *He must be thinking that he thought he was going after him and going to kill him but then he picked up the king cobra and flew away!* (2 marks)

Sample answers:

1 mark

- *Wow! That was amazing! I've never seen something like that before!*
- *oh my days that looks like the 's' I drew*
- *I can't believe that has just happened to me*
- *I am not afraid anymore*
- *the eagle was getting its prey.*

2 marks

- *Wow, that eagle is one brave eagle and strong. Thank goodness that the cobra didn't hurt me*
- *Oh that was scary. I'm relieved the eagle took the snake away*
- *I thought it was trying to kill me but instead it was helping me and watching me and protecting me*
- *I am so happy it has gone. It was really scaring me. I thought it was going to attack me.*

3 marks

- *Ow it was my stupid mistake the eagle was really hunting like the teacher said. It was not trying to get me*
- *oh my gosh, all this time I thought it was watching me, but Mr Santos was right, it was hunting for food*
- *That the eagle had protected him from a deadly snake. And it did not want to hurt him and that he was not scared anymore*
- *wow that was close I thought I'd be a goner but the eagle was not after me it was after the snake*
- *all those times I was scared of that eagle trying to attack me but then when I saw the eagle take the snake then I knew it wasn't trying to attack me.*

Do not award marks for responses which suggest that Miguel was still scared/afraid of the eagle, or in danger from the eagle, eg:

- *the eagle is going to get me*
- *I am so scared*
- *help the eagle is going to kill me*
- *Miguel was very scared because he thought the eagle was going to attack him.*

15. Look at page 6.

Why did Mr Santos look worried?

Tick **one**.

because the eagle had flown away

because cobras are poisonous

because the eagle had caught the snake

because the cobra had hurt Miguel

(1 mark)

AF3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark** for the correct answer ticked as above.

16. Put the following events in the correct order.

The first and the last have been done for you.

They go to a tree to watch animals.

The eagle knocks Miguel over.

Miguel becomes scared of the eagle.

Miguel draws a picture in the ground.

Miguel is no longer afraid of the eagle.

Mr Santos realises Miguel is scared.

(2 marks)

AF4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Award **1 mark** for two or three numbers correctly placed.

Award **2 marks** for all four numbers correctly placed.

Questions 17–20 are about *The Eagle* (page 7).

17. Look at the first line.

He clasps the crag with crooked hands;

Who is *He*?

(1 mark)

AF3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark** for ‘the eagle’.

Also accept:

- *the bird.*

Do not accept reference to the following:

- the crag / the rock
- Mr Santos / the teacher.

18. What do you think the poet means by *crooked hands*? (line one)

Tick **one**.

beak

feathers

wings

claws

(1 mark)

AF3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark** for the correct answer ticked as above.

19. Look at the first verse.

Underline the words that rhyme.

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

(1 mark)

AF4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Award 1 mark for all three words correctly underlined as above.

Do not award a mark:

- if additional words are underlined
- if only one or two correct words are underlined.

20. Look at the second verse.

Find and copy the **phrase** that tells you the eagle is fast.

(1 mark)

AF5: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

Award 1 mark for the following:

- *thunderbolt*
- *(and) like a thunderbolt (he falls).*

Do not accept longer sections of text copied out.

Questions 21–25 are about Rainforests (pages 8–9).

21. How many species of plants and animals are there in the tropical rainforests?

(1 mark)

AF2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Award 1 mark for the following:

- (approximately) 30 million
- (approximately) 30m.

Do not accept:

- 5
- 6%
- 30

22. Why has a map been used on pages 8 and 9?

Tick one.

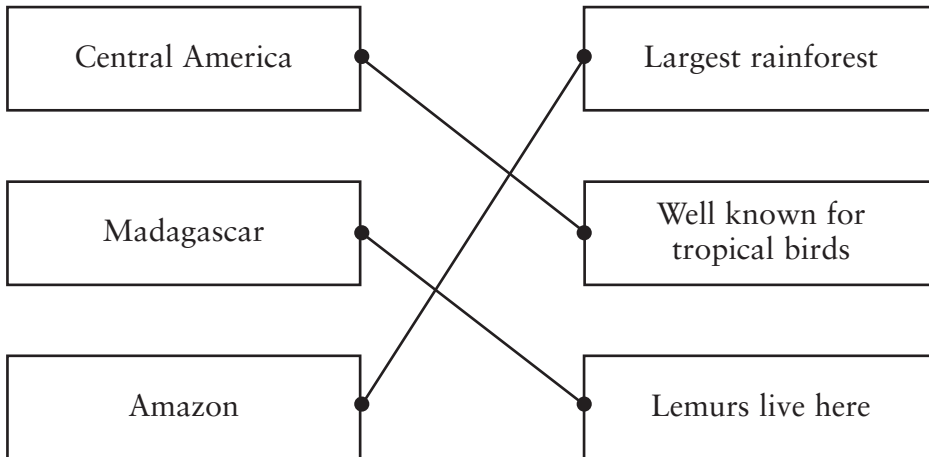
- to show how many animals live in the rainforest
- to show where rainforests are located
- to show where monkeys live
- to show the number of tree species in the world

(1 mark)

AF4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Award 1 mark for the correct answer ticked as above.

23. Draw lines to match each rainforest with the appropriate fact.



(1 mark)

AF2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Award 1 mark for all three boxes correctly matched.

24. Look at pages 8 and 9.

Tick to show if the following are true or false.

The first one has been done for you.

	T	F
Madagascar is part of Africa.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The same animals live in every rainforest.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Southern Asia has the largest rainforest.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Only Australia's rainforest has been destroyed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
There are mangroves in the Philippines.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(2 marks)

AF3: deduce, infer or interpret information, events or ideas from texts

Award 1 mark for two or three statements correctly ticked.

Award 2 marks for all four statements correctly ticked.

25. Put a letter in each box to label the different parts of the page.

The first one has been done for you.

- Map – A
- Title – B
- Fact Box – C
- Introduction – D

RAINFORESTS

Rainforests are very warm, wet forests. Approximately 30 million animals live in tropical rainforests. This is more than in the rest of the world.

There are rainforests across the world but in total they cover only a small part of the Earth's surface. The map below shows the location of the world's tropical rainforests.

Central America
The rainforest here is famous for its large number of tropical birds such as parrots.

North America

■ = Rainforest

(1 mark)

AF4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Award 1 mark for all boxes correctly completed as above.

Questions 26–30 are about Animals of the rainforest (pages 10–11).

26. The following sentence has been missed out of the table.

Hornbills prefer small animals and fruit, and figs are their favourite.

Which column in the table should it be added to?

Tick **one**.

Appearance

Habitat

Diet

Other facts

(1 mark)

AF4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Award **1 mark** for the correct answer ticked as above.

27. Some people think King cobras are very dangerous.

Give **one** reason from page 11 why King cobras are not as dangerous as people think.

(1 mark)

AF3: deduce, infer or interpret information, events or ideas from texts

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

- they are shy animals
- they avoid people (whenever possible).

Do not accept the following:

- Text-based reasons as to why King cobras are dangerous, eg:
 - *they have deadly fangs*
 - *they are poisonous.*
- Non text-based responses, eg:
 - *they only bite people if you scare them*
 - *they are scared of people.*

28. Tick **two** boxes to show what **Philippine eagles** and **hornbills** have in common.

Tick **two**.

They live in large groups.

They nest in trees.

They eat snakes.

They feed on birds.

They are in danger of extinction.

They have deadly fangs.

(1 mark)

AF2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Award **1 mark** for both correct answers ticked as above.

29. Look at page 10.

How does a long-tailed macaque monkey's appearance change when it gets older?

(1 mark)

AF2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Award **1 mark** for:

■ (its fur) changes colour.

Also accept appropriate references to a specific change in colour, eg:

- *the fur goes brown*
- *it turns to brown.*

Also accept simple references to colour, eg:

- *(the) colour.*

Do not accept large sections of text copied from the reading booklet, eg:

- *It is born with black fur which changes colour as it grows up. It has short arms and legs and a long tail.*

30. Tick to show whether the following descriptions apply to **Rainforests**, **Animals of the rainforest** or **both**:

	Rainforests	Animals of the rainforest	Both
gives information about where animals live			✓
shows differences between rainforests	✓		
describes what animals look like		✓	
gives facts about plants and trees	✓		

(2 marks)

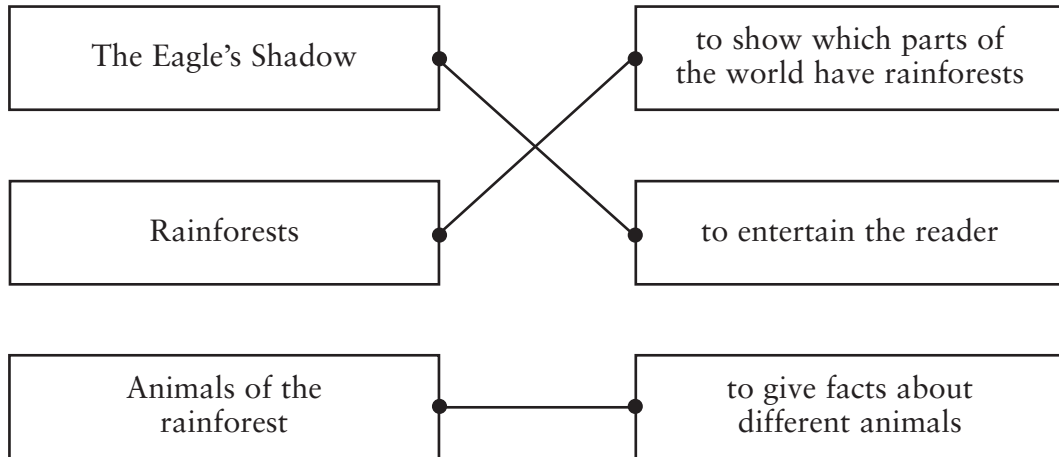
AF6: identify and comments on writers’ purposes and viewpoints, and the overall effect of the text on the reader

Award **1 mark** for two or three statements correctly ticked.

Award **2 marks** for all four statements correctly ticked.

Question 31 is about the whole booklet.

31. Draw lines to match each text to its main purpose.



(1 mark)

AF6: identify and comments on writers' purposes and viewpoints, and the overall effect of the text on the reader

Award **1 mark** for all three boxes correctly matched.

Marking the writing test

The tasks

This test includes two different writing tasks. The shorter task focuses on pupils' ability to write concisely and accurately, while the longer task requires pupils to plan, organise and sustain a piece of writing, shaping the whole for the reader and maintaining coherence over the piece. For the 2008 test, the longer task asks pupils to write a report about a visit to a rainforest theme park. The shorter task asks pupils to provide an information sheet about a strange animal. Both tasks have planning formats designed to help pupils structure their writing. The planning is not marked.

Assessment focuses

As with reading, the writing mark scheme is based on a common set of assessment focuses that assess pupils' ability to:

- AF1 – write imaginative, interesting and thoughtful texts
- AF2 – produce texts which are appropriate to task, reader and purpose
- AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events
- AF4 – construct paragraphs and use cohesion within and between paragraphs
- AF5 – vary sentences for clarity, purpose and effect
- AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
- AF7 – select appropriate and effective vocabulary.

Assessment focus 8, *use correct spelling*, is explicitly assessed in a separate test.

About the mark scheme

The mark scheme for this paper is based on a common generic mark scheme which is used across all key stages on all tasks. The criteria have been customised to relate specifically to these writing tasks in the light of evidence from pre-testing.

For the purposes of marking the writing tasks on this paper, related assessment focuses have been drawn together into three strands:

- composition and effect (AF1 and AF2)
- text structure and organisation (AF3 and AF4)
- sentence structure and punctuation (AF5 and AF6).

Assessment focus 7, *select appropriate and effective vocabulary*, is not assessed separately. It contributes to text structure and organisation in that vocabulary choices need to be appropriate to the task and contribute to cohesiveness. Vocabulary is also significant in composition and effect, since word choice contributes to style and to the impact of the whole text on the reader.

The longer writing task will be marked for:

- A sentence structure and punctuation (maximum 6 marks)
- B text structure and organisation (maximum 6 marks)
- C composition and effect (maximum 8 marks)

The shorter writing task will be marked for:

- D sentence structure, punctuation and text organisation (maximum 3 marks)
- E composition and effect (maximum 5 marks)

Handwriting (up to 3 marks) will be assessed in the longer writing task.

Spelling will be assessed as a separate test, but the score out of 15 will be scaled to a maximum of 7 marks, giving a total of up to 38 marks for writing.

Marking the writing

In the longer task, in order to build up a more complete picture of the strengths and weaknesses of each response, marking will start with sentence structure and punctuation, and move on to text structure and organisation followed by an overall judgement about composition and effect.

It is important to remember that the aim is to judge which band best fits a piece of work. This will involve balancing those aspects of the performance which do meet the mark scheme against those which do not. Where more than one mark is available in a band, once the broad decision has been made it is also necessary to determine which mark in the band is most appropriate for the particular piece of writing.

Each writing task is introduced separately and is followed by the relevant mark scheme.

A set of annotated scripts, written by year 7 pupils during the pre-tests, is presented to guide your judgements of the work produced. Scripts are reproduced without corrections to spelling. Marginal notes and summaries are included to show how the mark scheme relates to the specific pieces of writing.

The longer task: *Rainforest World*

The task is to write a report for a school website about a visit to a theme park, Rainforest World. Pupils are encouraged to think about the various areas of the park, as depicted on a map, and to select at least three for comment. There is no penalty for selecting fewer attractions or a greater number, although writing about all five can result in very brief comments about each one, with a general lack of development.

The planning page provides a series of questions that can be answered for each area in turn, as well as more general advice to think about the opening and ending of their reports. The questions are designed to help with description and evaluation. The prompt and planning page are available as photocopiable pages at the end of this *Teacher's guide*.

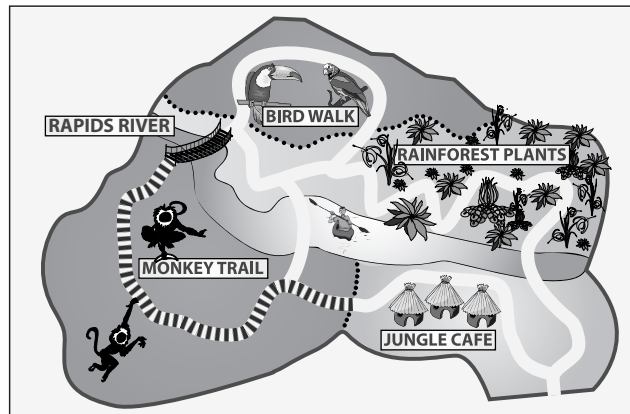
Better performances are well-organised, with at least a brief introduction and some final evaluation of the park as a whole. Within this structure, the areas of the park are described and evaluated individually, with some awareness of differing tastes and interests. Opinion in these pieces is justified by appropriate reasons, rather than reliance on assertion.

Longer writing task: Rainforest World

You should spend 40 minutes on this task.

Rainforest World

Here is a map showing the different areas of Rainforest World.



Imagine that you have visited this park. Your school wants to know if it would be a good place for other pupils to visit.

Your task:

Write a report about Rainforest World for your school website.

You should think about the different areas and make some comments about them.

Use the map and your own ideas.

Give reasons for your opinions.

The report should tell other pupils what you liked about it and what you didn't like about it.

Mark scheme for the longer task: *Rainforest World***SECTION A SENTENCE STRUCTURE AND PUNCTUATION***Assessment focuses: vary sentences for clarity, purpose and effect**write with technical accuracy of syntax and punctuation in phrases, clauses and sentences***Band A1**

- Construction of clauses is usually accurate, predominantly starting with subject and verb (*you can; it has*). Clauses mostly joined with *and, but, then*. Some simple sentences or, alternatively, strings of clauses which are not controlled.
- Sentences sometimes demarcated by capital letters and full stops.

1–2 marks**Band A2**

- Simple connectives *and, but, or, when, then* link clauses with some repetition of *because* or *if*. Subjects and verbs frequently repeated; some use of modal verbs (*you can; they would*). Noun phrases mostly simple (*friends; crocodiles*) with occasional expansion (*different animals; jungle cola*); many words derived from prompt. Some use of adverbs, especially for emphasis (*really want; so amazing*).
- Full stops, capital letters, exclamation marks and question marks are used to demarcate sentences, mostly accurately; commas are used in lists.

3–4 marks**Band A3**

- Sentences are mostly grammatically sound. Variation in sentence structure is achieved through the use of expanded noun phrases (*enjoyable place to go*) and adverbials (*up to an average size; flying around; probably*). Subordinating connectives develop explanation within the sentence, eg *when, if, because, which, where* (*which you can eat; where you can get a great lunch*) and there is some variation in subjects of sentences (*you; the animals; children and adults*). Verb phrases may be varied to create impersonal tone (*won't be harmed*); tense choice appropriate including past and present.
- Most sentences correctly demarcated and some correct use of commas within sentences to mark phrases or clauses.

5–6 marks

SECTION B TEXT STRUCTURE AND ORGANISATION <i>Assessment focuses: organise and present whole texts effectively</i> <i>construct paragraphs and use cohesion within and between paragraphs</i>	
Band B1	<ul style="list-style-type: none"> Ideas listed in sequences of sentences, often repetitively; some division possibly indicated by layout. Organisation may be limited to brief, simple statements related to the planning headings, or, alternatively, disparate points grouped randomly. Within sections some connections are made between ideas, with limited connection between sentences, eg some use of pronouns referring to the same thing (<i>the food / it</i>). <p style="text-align: right;">1–2 marks</p>
Band B2	<ul style="list-style-type: none"> Text structure overall is simple: may include brief introductory comment and/or concluding statement or comment. Some divisions between sections of content indicated, eg subheadings or new sections for different attractions; some similar content grouped. If based on planning provided, some simple development. Relationship between ideas often simply linked by shared topic (<i>birds / feathers; café / burgers</i>), indication of additional information (<i>also; too</i>) or simple contrast within or across sentences. Connections between sentences built up by more extensive pronoun references to main things / people in the text (<i>my friends; we</i>). <p style="text-align: right;">3–4 marks</p>
Band B3	<ul style="list-style-type: none"> Structure includes introduction, ordered points (<i>I've got another good reason</i>) and conclusion to round off report (<i>Everyone should go – but don't forget your camera</i>). Content grouped into sections / paragraphs, eg thematically or following the map, although transitions between paragraphs or sections may be awkward, eg abrupt shifts from one attraction to another. Within paragraphs or sections, content often introduced by simple topic sentences (<i>this is the best attraction in the whole place</i>). Ideas developed within sections, eg further description or information about the attraction. Links in text are evident, eg by reference to a previous part of the text or by continuous references through the whole text. <p style="text-align: right;">5–6 marks</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**

- A short series of points; features of attraction may be simply listed or focus may be on peripheral aspects of the park, eg travel directions. Narrative may dominate.
- Details (*pizza and chips*), or simple statement of opinion (*I think it's great*) or persuasion (*please go there*) expand content.

1–2 marks**Band C2**

- Report provides some information and some description or explanation about attractions in the park, although coverage may be uneven. Evaluation may be incorporated but may be dominated by persuasion or recount.
- Some attitude towards the park is evident, with opinions expressed about different attractions (*the monkey walk is best*), although these may be implicit (*the birds were really noisy*).
- Vocabulary choices relate to informative and evaluative aspects of the report and develop content and appeal (*exciting animals; bumpy rides*), although some choices may be imprecise (*loads of other things*); direct address (*you can stay the whole day*) may be used to sway opinion.

3–5 marks**Band C3**

- The report form is maintained and presents information about various attractions, possibly including appropriate additional ideas. Description, explanation and evaluation are balanced, eg description of what the attractions are like, explanation of what the visitor could do and evaluation. Tone is consistent (eg, formal or friendly).
- Viewpoint established and maintained, eg writer appears informative and authoritative and provides evaluation of the different areas (*if you don't mind getting wet*), adjusted according to the purpose of the section, as well as some overview.
- Some stylistic choices support informative and descriptive purpose, justifying and explaining opinion, eg careful word choice (*suitable for older children; approximately waist-deep*), appealing description (*the birds are like rainbows*), anecdote (*if a monkey swings over your head, don't be worried*) and opinion (*it is the best activity centre in the country*).

6–8 marks

Exemplar script 1

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Marking the writing test

The monkeys: the babes are about 30cm long the mums are bigger and they are 1m and something. They do make noise but it's when the are fighting. The food that they eat is bananas, oranges, chocolate balls monkey food and things like that. If you start plaiying with them they migh hit you but not hard.

Hobis: Play with littel babes monkeys and baby people.

Birds: The size of baby birds are about 5cms long. The mothers are about 90cms. They have a really nice coloures baby blue, red, orange, black, yellow, green, white and I think that is all of them did not see any more different coloures. Some of the birds talk but not all the ones I saw 5 of the did not talk and when I when to them they said don't tuch me cause I will kill you. The food they have is only birds food.

Plants: There are different coloures of plants they smell funny. Some of them live in water and some of them don't some of them need lots of water and some of them don't you can look after some at home but some of them you can't.

Annotations:

- simple connectives with some use of subordination (A2)
- most sentences in first three sections demarcated correctly (A2)
- adverbs add emphasis or limit (A2)
- commas used in lists (A2)
- some variation in subjects (above A2)
- repetitive structures (A2)
- some structural similarities between sections (B2)
- subheadings show different sections (B2)
- grouping of content (B2)
- sentences linked by some variation in reference, although repetitive (B2)

<p>SENTENCE STRUCTURE & PUNCTUATION</p> <p>Summary</p>	<p>COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> Monkeys and birds are described using aspects of size (<i>about 30cm long</i>), appearance (<i>really nice coloures</i>), diet and habitat. (C2) Evaluative words express opinion simply (<i>smell funny</i>). (C1) Some use of direct address (<i>you can look after them</i>) and details about diet and colour add information. (C2) 	<p>TEXT STRUCTURE & ORGANISATION</p> <p>Summary</p>
<p>Sentences include some subordination but many are simple in structure and not always controlled. Noun phrases are sometimes simply expanded with adverbs used to add emphasis; a modal verb adds possibility. Commas are used in lists and most sentences are demarcated; colons are also used accurately, but the lower mark in the band is appropriate because of the simple sentence structures.</p>	<p>Summary</p> <p>This report focuses on description of the three selected areas, with some awareness of the audience and some use of recount; vocabulary choices add information and description about the selected areas, but there is some reliance on listing. More evidence of evaluation would be needed for a higher mark in the band.</p>	<p>Subheadings introduce the three sections of the report although there is no overall introduction or conclusion. Within the sections, some content is grouped, using the headings provided for the shorter task, and simple contrasts show relationship between ideas.</p>
<p>Band A2 – 3 marks</p>	<p>Band C2 – 3 marks</p>	<p>Band B2 – 3 marks</p>

Exemplar script 2

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

rainforest world was good let me tell you about some of the things that was there.

First of all I went to the bird walk that had loads of fascinating birds all diffrent sizes and couler (best bit about it was) the parrots because they kept on saying funny things. Secondly I visited the rainforest plants it had big ones small ones large ones and tall ones (best plant was) the fly capture evrey 10 minuts fly was one of the workers showed us was looked like it look (really slimy and gourey) with loads of flies. (Thirdly) I went to the Jungle cafe It did lads food diffrent kinds and it wasent expensive. but it was nice and large. (fourthly) I went to the monky trait that was good it had diffrent kinds of monkeys it had orang guans and alot more it (also) had baby ones adult ones and female ones. after I went to the rapid river you (sat) on and (go) around the hole park looking at the thing I (have visited) it also a bit scary beacuse it went (really fast) and you kept on getting hit (rocks) (after that) I went and saw the tigers the scaryist thing I done yet (the tigers) really thurvous and one tiger jump the glass cage that made me jump. then one of the workers wanted me to hold one of the tigers first of all I said no then I said yes (it was really scary after I did I wasent scared). (Next) I went and seen (the strange animals) that was the freakiest but (also) the most fasinating I never seen (this animal) before (that) made me more scary it had all the strangest animals you can think off

lastly I went to the tropical fruit bar to call us down (it) was really nice tasting all the diffrent flavours. I would advise you to go to to rainforest world it is one of the funnest places in the world.

Annotations:

- uncontrolled sentences (A1)
- adverbs add emphasis (A2)
- sequence of undemarcated simple sentences (A1)
- inconsistent use of tense (A1)
- simple noun phrases with some expansion (A2)
- pronouns frequently used as subjects (A1)
- introduction indicates purpose (B2)
- initial attempt to follow similar structure (B2)
- simple development (B2)
- recount clearly sequenced (B3)
- additional information indicated (B2)
- contrast in emotions links ideas (B2)
- simple evaluation provides conclusion (B2)

Marking the writing test

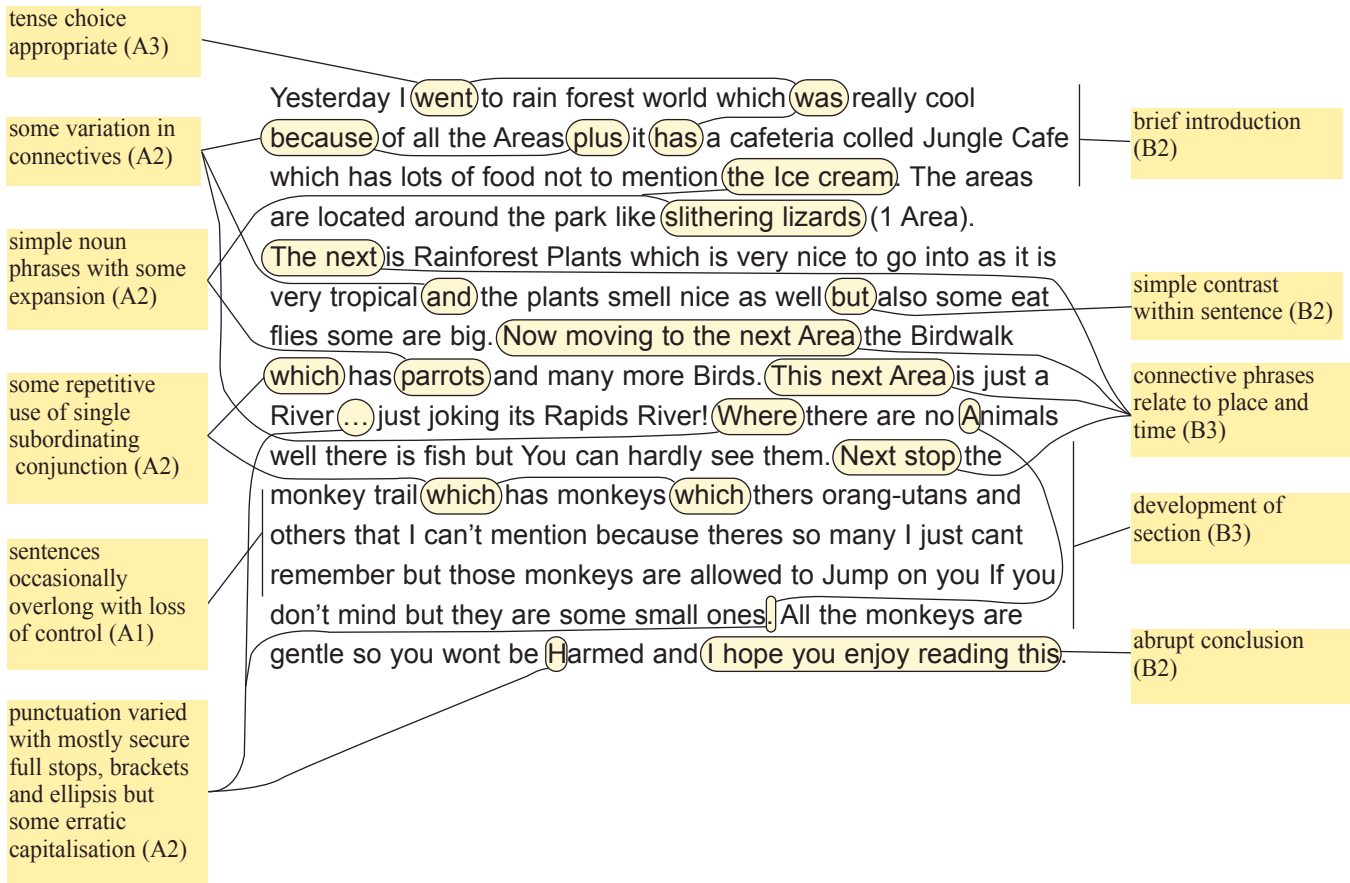
SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p>Summary</p> <p>Some expanded noun phrases, adverbials and subordinate clauses to provide explanation add interest and emphasis but there is also limited control with strings of clauses, omitted words, grammatical errors and lack of punctuation creating barriers to understanding. More effective punctuation would be needed for a mark in the next band.</p>	<ul style="list-style-type: none"> Information about a range of areas, with an appropriate additional attraction (<i>the tigers</i>), is described through a sequence of events. (C2) Personal opinion is evident (<i>the scaryist thing I done yet; one of the funnest places</i>). (C2) Vocabulary choices relate to the topic although some are occasionally repetitive (<i>big ones; baby ones...</i>). (C2) <p>Summary</p> <p>Recount dominates this report, although description, information and evaluation are included. Personal opinion helps to convey a sense of excitement and interest which leads to a brief but clear endorsement of the attraction. Vocabulary choices are mostly appropriate but would need to be more precise for a higher mark.</p>	<p>Summary</p> <p>This recount of a day at the theme park is structured with a simple opening, chronologically ordered events and an appropriate conclusion; there is some development of ideas within sections and ideas are connected by contrast or additional comment. More variation in connecting phrases and more secure pronoun referencing would be needed for the top band.</p>
<p>Band A1 – 2 marks</p>	<p>Band C2 – 5 marks</p>	<p>Band B2 – 4 marks</p>

Exemplar script 3

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Marking the writing test



<p>SENTENCE STRUCTURE & PUNCTUATION</p> <p>Summary</p>	<p>COMPOSITION & EFFECT</p>	<p>TEXT STRUCTURE & ORGANISATION</p> <p>Summary</p>
<p>Some sentences are varied by the use of subordination although some are overlong and not always controlled; tense is varied, using the past tense to introduce the visit before moving to present tense for the commentary style of presentation. Most sentences are demarcated and brackets and an ellipsis are also used. A mark at the top of Band A2 is the best fit.</p>	<ul style="list-style-type: none"> Description and explanation are supported by some evaluation (<i>lots of food not to mention the ice cream; but some eat flies</i>). (C3) There is some awareness of the feelings of others (<i>you wont be Harmed</i>) and a positive view of the park is established from the beginning (<i>really cool</i>). (C3) Stylistic choices add to description (<i>slithering lizards; located</i>) and an attempt at humour (<i>just joking</i>). (C3) 	<p>The report includes a brief introduction, a series of comments about the different areas and a brief and abrupt conclusion. Within the text, organisation follows the map provided, with connectives relating to both place and time. Some ideas developed by additional description or comment. The introduction and conclusion would need to be more closely linked to the content for a mark in the higher band.</p>
<p>Band A2 – 4 marks</p>	<p>Band C3 – 6 marks</p>	<p>Band B2 – 4 marks</p>

Exemplar script 4

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Rainforest World is a great place to go to in a trip or just for you own leisure. It is quite a good educational experience and very fun. Once you get in to the park you will get a map and go around the whole rainforest area. You will first cross a river and their is the first place you will go. It is rainforest Plants, and it is very unique and Educational. There are some beautiful and encharnting plants that you would only really see in books. After you have walked through the Rainforest Plants section there is quite a long walk round the Bird walk which is the next section.

The Bird walk I thought, was boring and nothing special for all that walking around there. Although there are a few exotic birds there mostly plain and ordinary. Next up was my favourite area of the day, the Rapids River.

I had to cross a bridge and under me was crashing hard rapids. Not for the faint-hearted though. It is so scary, exciting and very energetic it just feels really cool. All good thing have to come to an end though, atleast that's what I thought.

The monkey trail was just so wicked because there were monkeys swinging in all the trees making their noises, and hanging on the vines. Even though the monkey trail takes it out of you its deffinatly worth it. And what more after all your energy is gone there at the end of the walk is, the jungle cafe. Have a nice hot or cold drink to end a beautiful day.

I would hugely recommend Rainforest world to anyone who's thinking about goin there because it is GREAT!!!

Report by xxxx

Annotations:

- expanded noun phrases (A3)
- control of tense and verb forms (A3)
- sentence structure manipulated for effect (above A3)
- apposition, with comma, creates deliberate suspense (A3)
- minor sentence for effect (above A3)
- variety of subordination (A3)
- adverbials add to personal opinion (A3)
- introduction provides opinion and context (B3)
- organisation based on map (B3)
- development of content (B3)
- links between paragraphs (above B3)
- references to the walk provide links through text (B3)
- recommendation provides appropriate conclusion (B3)

Marking the writing test

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p>Summary</p> <p>Variation in sentence structure is created by expanded noun phrases, adverbials, subordinate clauses that develop explanation or add descriptive detail and different sentence types including a directive and a minor sentence for effect; past tense is used for the experiences of the reporter, with present tense used to describe places and activities, while modal verbs indicate possibilities. Commas are used to support sentence structures.</p> <p>Band A3 – 6 marks</p>	<ul style="list-style-type: none"> • Endorsement of the park (<i>a great place to go</i>) and acknowledgement of school context (<i>quite a good educational experience</i>) provide background for the report. (C3) • Writer appears well informed (<i>plants that you would only really see in books</i>) and maintains awareness of others' possible reactions to different areas (<i>Not for the faint-hearted though</i>). (C3) • Stylistic choices include deliberate withholding of information (<i>...there at the end of the walk is...</i>) and careful word choice to enhance descriptions (<i>unique; enchanting; crashing hard rapids</i>). (C3) <p>Summary</p> <p>The opening of the report provides overall judgement of the park and orientation for potential visitors. A sense of journey maintains interest but never loses awareness of the purpose of writing, including description, explanation and evaluation in equal measure. Asides, careful word choice and a consistent and authoritative tone help to create a coherent and controlled piece of writing.</p> <p>Band C3 – 8 marks</p>	<p>Summary</p> <p>Overall organisation of the report is supported by the grouping of content into paragraphs, with an appropriate introduction and conclusion. Links between sections are occasionally evident and within sections there is development of ideas by the inclusion of description, explanation and comment.</p> <p>Band B3 – 6 marks</p>

Marking the handwriting

All pupils need to develop a serviceable handwriting style which is legible, clear and encourages the reader to engage with what has been written.

This assessment of handwriting is based on pupils' ability to write legibly and fluently in a sustained piece of writing. Judgements will be made on the basis of the legibility and clarity of the handwriting on one complete page of the longer writing task, supported by a closer look at the size and position of words and letters.

The mark scheme for handwriting appears below and is exemplified on pages 51–53, where it is supported by samples of pupils' handwriting.

Mark scheme

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

1 mark

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

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

3 marks

If the writing is very irregular or illegible, a mark of 0 may be awarded.

Example awarded 1 mark

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

Rainforest World

Welcome to Rainforest World
where you will see loads of stuff so
carry on looking.

Rapids River

Our Rapids River is in the middle of
the park where when you
go down the slope and ditch you
will want to do it again when you
go down you will see the best
of the park. every age group would
like it.

MONKEY trail

Our Monkey trail is ~~the~~ one of our
best nature resorts on the site where
you would see all kinds
of monkeys. like apes orangs and tamaris

The writing is disjointed and words are positioned unevenly on the line. There is some variation in the size of the letters and not all letters are correctly formed but the spacing of words is more regular. In spite of these irregularities, the writing is legible.

Example awarded 2 marks

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.

Rainforest World

I have gone to the one and only rainforest world and I am going to tell you all about it as what I say will be the discussion of it, class of you will on there trip.

The rainforest park is a very big park which designed to look like a rain forest and it has lots of animals. ~~They they had~~

They have a huge river in the middle of it and you will get a boat ride on the river from side to the other side that you would like to get to.

In one corner of the rainforest park there was a very, big, colorful, monkey walk. You have to walk on one big path and as you walk on you see all sorts of monkeys hanging around.

When you end the monkey walk there is a Jungle cafe and they serve all kinds of foods.

Letter formation is generally correct and words are positioned on the line, spaced appropriately. In spite of some inconsistencies in size, there is some flow to the handwriting.

Example awarded 3 marks

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

different birds flying round and swooping onto hoop and through a big ring. They can fly to the window and sit on the window ledge and you can watch them.

Rain forest plants: Plants that are fully grown can be big or small, but our plants are huge growing up to the height of 5.14m up to top of the tree. Some plants are growing again because they have died.

Pumping Penguins: Penguins are fast swimmers and they swim all day here. You can see penguins swim under water to pick up stars at deep swimming pool these penguins will not get out.

Living lion: To see these lions you have to go above them on a train because they will bite you and kill you if they get old of you. lions can run faster than a car a 90mph.

Water fountain: this is to cool you down on a very hot day

The handwriting is mostly joined; letters are clearly formed although the misspelling of penguins as 'penquins' confuses this. Size and spacing are consistent and a personal style is emerging.

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The shorter task: *The pangolin*

For this task, pupils are asked to write an information sheet about a strange animal. The prompt provides some photographs to help with basic information about its appearance, size, habitat and diet but the prompt makes it clear that pupils can use their imagination to make up details about it. Pupils could be reminded about the ‘Animals of the Rainforest’ section of the *Reading booklet*, as that could provide a model for their writing. They should not, however, have access to the *Reading booklet* while they plan and write their information sheets.

The planning space supports the organisation of material, with space for pupils to note pertinent details of the animal’s appearance, diet, location and ‘other interesting facts’. There is also a space for them to note useful words and phrases, with some words and phrases supplied.

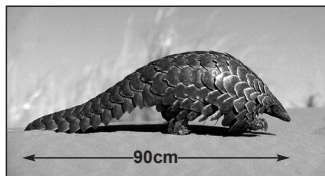
Better performances are distinguished by balanced coverage of all aspects of the pangolin, as suggested in the planning space, with development of at least some aspects of the information. Additional material is also frequently included, with interest added to the whole piece by the use of precise language, extended comparisons or lively detail.

Shorter writing task: The pangolin

You should spend 20 minutes on this task.

The pangolin

This is a pangolin:



Where it lives and what it eats:



Your task:

**Write an information sheet about the pangolin.
The information sheet will be included in a pack about strange creatures for your classmates.**

Remember, you can use your imagination to make up some details.

Planning

What it looks like:



What it eats:

Other interesting facts:

Where it lives:

Useful words and phrases (you can add your own):

ant hill	desert	scales
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Mark scheme for the shorter task: *The pangolin*

<p>SECTION D SENTENCE STRUCTURE, PUNCTUATION AND TEXT ORGANISATION</p> <p><i>Assessment focuses: vary sentences for clarity, purpose and effect</i></p> <p><i>write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</i></p> <p><i>construct paragraphs and use cohesion within and between paragraphs</i></p>	
Band D1	<ul style="list-style-type: none"> • Clauses usually grammatically accurate, mostly joined with <i>and, but, so</i> (<i>so they can scratch</i>). Some simple sentences, often a brief sequence starting with pronoun or <i>the pangolin</i> and verb (<i>The pangolin is 90 cms long; it is yellow</i>). Some connections between sentences, for example, pronouns referring to animal (<i>It has a small head</i>). • Sentences sometimes demarcated by capital letters and full stops. <p style="text-align: right;">1 mark</p>
Band D2	<ul style="list-style-type: none"> • Simple connectives <i>and, but, so, when</i> (<i>when it moves</i>) link clauses with some limited or repetitive use of <i>because, if</i> or <i>to</i> to provide simple explanations (<i>because they don't go to sleep; they do that to keep warm</i>). Some variation in subjects but verbs mostly simple and frequently repeated (<i>it has; the pangolin gets</i>). Phrases simply expanded with varied adjectives and adverbs (<i>very sharp teeth; extremely hard</i>). Simple adverbials (<i>in spring; from its prey</i>). Tense use is consistent and appropriate. Connections between sentences built up by reference to aspects of the animal or its environment (<i>a desert with lots of trees</i>). Additional information indicated (<i>also; as well</i>). • Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists. <p style="text-align: right;">2 marks</p>
Band D3	<ul style="list-style-type: none"> • Sentences mostly grammatically sound, with some more varied use of subordination: <i>because, if, which, where</i> (<i>teeth which can slice a pineapple; where it is very hot</i>). Adverbials (<i>to fit down a hole; whether it's female or male; normally</i>) and expanded noun phrases (<i>just the right temperature; tough scales covering its body</i>) add detail and precision. Variation in subjects. Ideas developed within sections, eg appearance, diet. Brief conclusion may be included (<i>so that is the pangolin</i>). • Most sentences correctly demarcated; some commas mark phrases or clauses. <p style="text-align: right;">3 marks</p>

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

- A short series of statements / comments about the pangolin, sometimes based literally on the picture (*it has two legs*). Alternatively, narrative approach dominates.
- Detail sometimes included to expand content, eg simple description (*has a big tongue*).

1 mark**Band E2**

- The information sheet may focus predominantly on one aspect, eg appearance, or include coverage of several aspects based on the prompt and/or planning; some listing of features.
- Some evidence of viewpoint, eg objective description and / or evaluative comments such as comparisons (*like a dinosaur*).
- Some vocabulary is accurate (*prey; fierce; habitat; mammal*) although other words may be drawn from the prompt or be more generalised (*nice animal; lots of trees*).

2–3 marks**Band E3**

- Coverage is balanced, eg includes several aspects relating to the pangolin. Additional content may be included; expansion of some content supports informative / explanatory purpose (*they like the shade better than the sun because too much sun hurts its scales*).
- Consistent viewpoint mostly maintained, either neutral or conveying concern, fascination or excitement (*their amazing scaly bodies*).
- Stylistic choices contribute to factual and descriptive presentation, eg varied and precise word choice (*camouflage; nocturnal; predators*); extended comparisons (*as spiky as a hedgehog; resembles an armadillo*); direct address (*they can poison you*); appropriate level of formality.

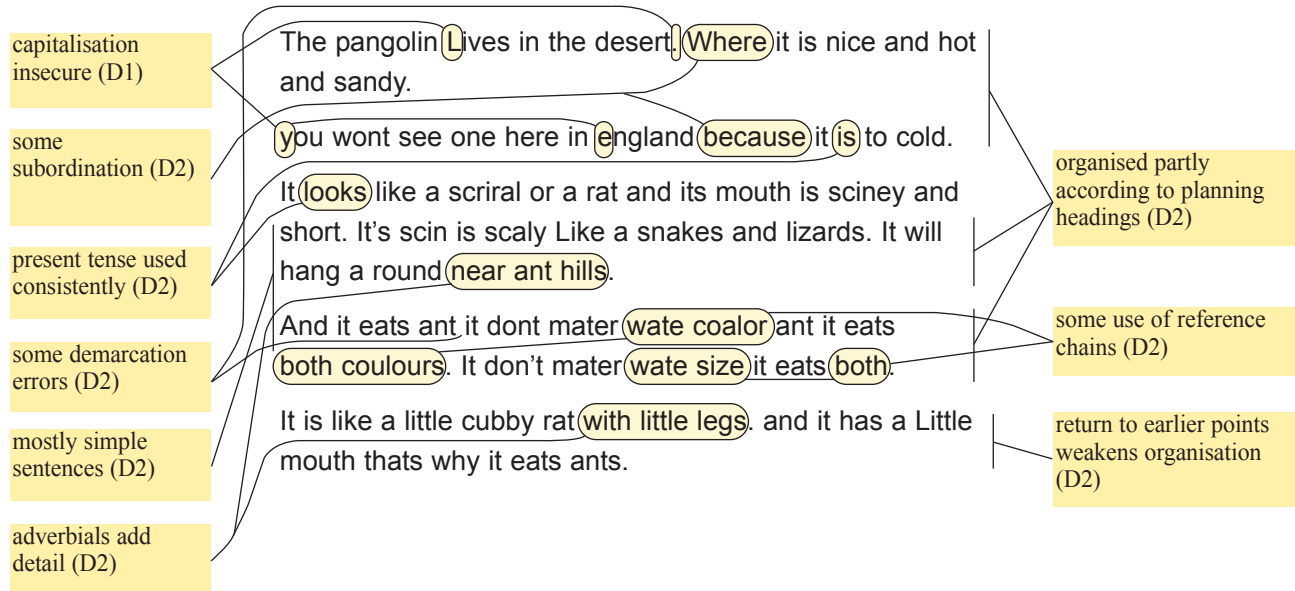
4–5 marks

Exemplar script 1

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Marking the writing test

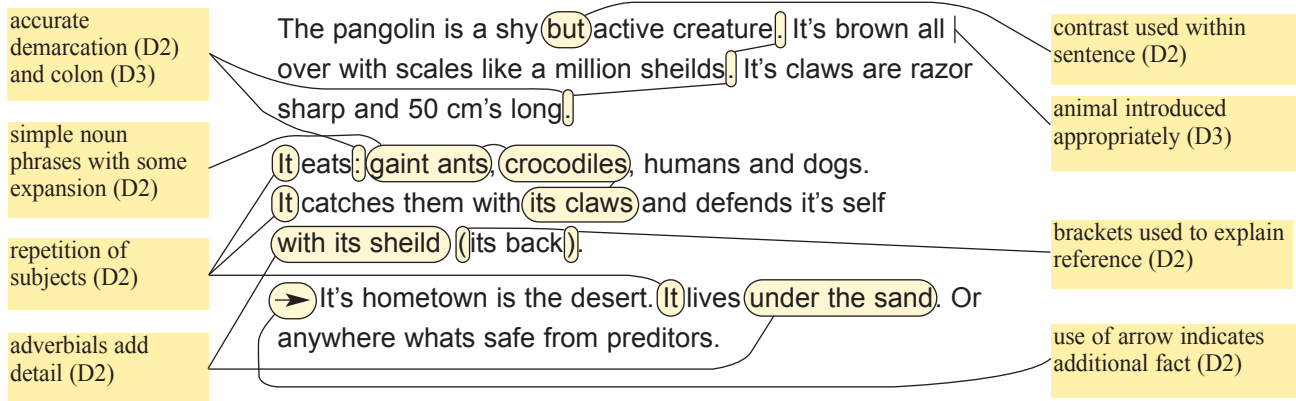


<p>SENTENCE STRUCTURE PUNCTUATION & TEXT ORGANISATION</p> <p>Summary</p> <p>Sentences are mostly simple, with pronouns as subjects, but there is some variation created by occasional subordination and simple adverbial phrases. Sentence demarcation and capitalisation are inconsistent, but some information is ordered according to the planning headings.</p>	<p>COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> The pangolin's diet is emphasised but other aspects are included (<i>Lives in the desert</i>). (E2) Evaluative words imply a liking for the animal (<i>like a little cubby rat</i>). (E2) Vocabulary choices are mostly simple (<i>nice and hot</i>) but some are precise (<i>snakes and lizards</i>). (E2)
<p>Band D2 – 2 marks</p>	<p>Summary</p> <p>Brief coverage of the pangolin's habitat, appearance and diet provide appropriate information based on the prompt, although some of the information is repetitive or relates to other aspects of the task, such as the ants' colour. A positive viewpoint is implied and some words are precise but others are simple. More balance would be needed for a higher mark in the band.</p>
	<p>Band E2 – 2 marks</p>

Exemplar script 2

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION



Marking the writing test

<p>SENTENCE STRUCTURE PUNCTUATION & TEXT ORGANISATION</p> <p>Summary</p> <p>Variation is created by the use of adverbial phrases to add pertinent detail and some interesting verbs. Punctuation is accurate, including a colon, brackets and apostrophes but the reliance on simple sentences and repetitive subjects makes Band D2 the best fit.</p>	<p>COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> Coverage is balanced although each point is dealt with briefly; overview (<i>shy but active creature</i>) creates context for the information. (E3) Use of exaggerated details suggests fascination (<i>like a million sheilds</i>). (E3) Word choices are precise (<i>crocodiles; hometown; preditors</i>) and include figurative language (<i>razor sharp</i>). (E3)
<p>Band D2 – 2 marks</p>	<p>Summary</p> <p>Well chosen expressions add descriptive detail to the information about the pangolin, with additional original points included; the lack of development and some reliance on listing prevent the award of the top mark.</p>
	<p>Band E3 – 4 marks</p>

Exemplar script 3

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Marking the writing test

The pangolin is a land creature that lives in the desert. And it looks like a Ball with Scales and it has a long nose to sniff about for little Bugs and ants. Every day it looks for ant hills and small nests of Bugs and when the pangolin sniffs them out he even choly eats them. The pangolin lives in a Burrow underground and it lives with it Babies. It can have over four Babies and it Teaches them how to look for food and shows them how to servive in the roasting heat of the Desert. The pangolin use's a very intresing Defence mecernisam. When it is troubled, or something trys to attack it curls up into a little Ball so the scals can protect them from the animal whats trying to attack it.

expanded noun phrases (D3)

phrases and clauses add detail or change sentence focus (D3)

control of complex structure (D3)

some use of subordination (D2)

subjects frequently repeated (D2)

link across text (D3)

simple connectives build up information (D2)

inconsistent capitalisation (D1)

accurate demarcation (D3)

development of content (D3)

<p>SENTENCE STRUCTURE PUNCTUATION & TEXT ORGANISATION</p> <p>Summary</p> <p>Subordination adds explanation and description, with adverbials adding detail; sentences are sometimes varied by expanded phrases and the positioning of clauses and phrases. Modal verbs are used for possibility and the present tense is used to present most of the information. Punctuation is mostly accurate and the information is presented succinctly before it is further expanded.</p> <p>Band D3 – 3 marks</p>	<p>COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> Coverage is balanced with description supporting the topic (<i>it lives with it Babies</i>) and additional information (<i>it teaches them...</i>). (E3) A neutral viewpoint appropriate to the task is maintained. (E3) Some choices contribute to description (<i>the roasting heat of the Desert</i>) and informative purpose (<i>a very intresing Defence mecernisam</i>). (E3) <p>Summary</p> <p>Content is expanded with details which develop several aspects of the prompt, providing explanation and information; viewpoint is consistently engaged and stylistic choices add to the descriptive presentation through some varied and lively word choices. This would need to be more sustained for the top mark.</p> <p>Band E3 – 4 marks</p>
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Exemplar script 4

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

expanded phrases add precision (D3) → (A) Pangolin looks like an armadilo and an ant eater but with a shorter mouth. (The) Pangolin is 90cm long when you measure it. They (also) live in the Desert that looks like a Safari Jungle for lions. The Pangolin eats ants out of ant hills (found all over the jungle). When the Pangolin senses danger it turns into a ball where its scales stick out and (attacks) the (preditor that is going to attack it).

reference moves from general to specific (D3) → (A) Pangolin looks like an armadilo and an ant eater but with a shorter mouth.

additional information indicated (D2) → They (also) live in the Desert that looks like a Safari Jungle for lions.

varied verb choices (D3) → senses danger it turns into a ball where its scales stick out and (attacks) the (preditor that is going to attack it).

sentence demarcation secure (D3) → When the Pangolin senses danger it turns into a ball where its scales stick out and (attacks) the (preditor that is going to attack it).

subordinate clauses add comment and detail and support explanations (D3) → If your lucky enough you may find one in a zoo in a Desert area (where) they (will walk) around or they will roll because of danger.

some content grouped into paragraphs (D3) → If your lucky enough you may find one in a zoo in a Desert area (where) they (will walk) around or they will roll because of danger. But Pangolins are very shy when they see new faces (other Pangolins) (so) it may attack the other (which is how they greet each other) so it knows who's territory it is in. (The mother pangolin) looks after the babys (whilst) the male collects ants. The baby Pangolins stay with the mother (when) (she) leaves for food but some baby Pangolins get eaten by hawks on their way. The Pangolins are endangered animals.

some variation in subjects (D3) → (The mother pangolin) looks after the babys (whilst) the male collects ants.

parenthetic comment adds explanation (D3) → (The mother pangolin) looks after the babys (whilst) the male collects ants.

simple sentence contrast with complexity (D3) → Pangolins get eaten by hawks on their way. The Pangolins are endangered animals.

Marking the writing test

<p>SENTENCE STRUCTURE PUNCTUATION & TEXT ORGANISATION</p> <p>Summary</p>	<p>COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> An explanatory tone is maintained in this information about the pangolin (<i>will roll because of danger; so it may attack the other</i>), creating a realistic account which emphasises its appearance and behaviour. (E3) Writer's attitude to the pangolin is evident (<i>If your lucky enough...</i>) and the writing shows empathy (<i>very shy; endangerd animals</i>). (E3) Comparisons are expanded for precision (<i>like...an anteater but with a shorter mouth</i>) and some varied vocabulary adds interest (<i>Safari Jungle; territory</i>). (E3)
<p>Sentences are mostly grammatically sound with varied subordination used to supply additional information or explanation; verb choice includes modal constructions and a number of different main verbs. Expanded phrases add further detail and punctuation is mainly accurate, including the use of brackets. Content is grouped and the information concludes with an appropriate comment.</p>	<p>Summary</p> <p>Coverage of the pangolin's appearance, habitat and diet are balanced and details of its behaviour add interest to the information provided. An authoritative tone is maintained, with a sense of fascination aided by direct address to the reader. Stylistic choices include precise and extended comparisons and appropriate vocabulary.</p>
<p>Band D3 – 3 marks</p>	<p>Band E3 – 5 marks</p>


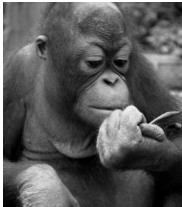
Marking the spelling test

In the year 7 optional test in English, levels 3–4, assessment of spelling contributes seven marks to the total writing score. For the spelling test, *Saving the orang-utans*, the target words have been selected in order to assess pupils' ability to apply their knowledge of a variety of spelling rules and patterns and also of irregular words. The words reflect the Spelling and Phonics units of the *Literacy Progress Units* as well as the year 7 English curriculum.

Here is the passage, with the target words indicated in bold.

Spelling: Saving the orang-utans

Saving the orang-utans

Orang-utans are apes and they are the largest tree dwelling mammals in the world. There are very few of them left and their number is decreasing because the rainforest where they live is being cut down to provide land for farms.

Male orang-utans grow to the size of a small human, but females only reach half that size. Orang-utans are very intelligent animals and they have great strength.

2

Spelling: Saving the orang-utans

They are adapted to life in the trees. Their hands and feet are used for gripping branches and they travel through the rainforest by climbing and swinging gracefully from tree to tree. They rarely come to the ground, making themselves nests high up in the trees every night. Their diet is mainly fruit and vegetables and they spend almost half the day looking for food.

Because they are gentle animals, many people have kept them as pets, but they should live in their natural environment. In 1964, a centre caring for these animals was set up in Borneo; it gives them protection and helps them return to the forest. Today, 60 to 80 orang-utans are living free around the centre and there is a nursery for babies who have lost their mothers.

Acknowledgements
Photographs of orang-utans by courtesy of Sepilok Orangutan Appeal UK www.orangutan-appeal.org.uk

3

The words exemplify key aspects of spelling, for example:

- the addition of derivational and inflectional suffixes to roots of words, as in the words *largest* and *adapted*
- selection of correct ‘shun’ suffix in *protection*
- the application of spelling rules leading to the change of ‘y’ to ‘i’ in *babies*, the deletion of ‘e’ before the ‘ing’ suffix in *caring* and *decreasing* and the doubling of the ‘p’ in *gripping* and the ‘l’ in *gracefully*
- the instance of silent letters, as in *climbing*
- the spelling of unstressed vowels, as in *natural*.

Pupils should not be penalised for capitalising words in this spelling test.

Quick reference mark scheme for the spelling test

- | | | | |
|----|--------------------|-----|-------------------|
| 1. | largest | 9. | climbing |
| 2. | decreasing | 10. | gracefully |
| 3. | provide | 11. | gentle |
| 4. | intelligent | 12. | natural |
| 5. | strength | 13. | caring |
| 6. | adapted | 14. | protection |
| 7. | gripping | 15. | babies |
| 8. | through | | |

Each correct spelling should be awarded one mark, up to a possible total of 15. This total score should then be converted to a mark out of 7 using the table below:

Number of words correct		Total mark awarded
0		0
1	2	1
3	4	2
5	6	3
7	8	4
9	10	5
11	12	6
13	14	7

The marks for spelling (out of 7) should be added to the box on the front of the *Writing test answer booklet* as they contribute to the total writing score.

Using the outcomes of the tests

This section provides information about interpreting the scores from the year 7 optional test in English, levels 3–4. It explains how teachers can use the test scores to find out more about pupils’ attainments in the national curriculum.

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, you should total the scores of the longer task, shorter task and the scaled spelling test score (out of 7).

Level thresholds

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

Reading test (maximum mark 40)

Below level 3	0–12 marks
Level 3	13–20 marks
Level 4	21–40 marks

Writing test (maximum mark 38)

Below level 3	0–15 marks
Level 3	16–25 marks
Level 4	26–38 marks

English overall (maximum mark 78)

Below level 3	0–28 marks
Level 3	29–46 marks
Level 4	47–78 marks

Photocopiable pages

Contents

Writing test prompts These pages may be photocopied on A3 paper.	4 pages
Writing test answer booklet These pages may be photocopied on A3 paper.	6 pages
Spelling test These pages may be photocopied on A3 paper.	3 pages
Guidance on the administration of the tests	2 pages

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En

KEY STAGE

3

LEVELS

3–4

Year 7 English test

Writing test prompts

First name _____

Last name _____

Class _____

Date _____

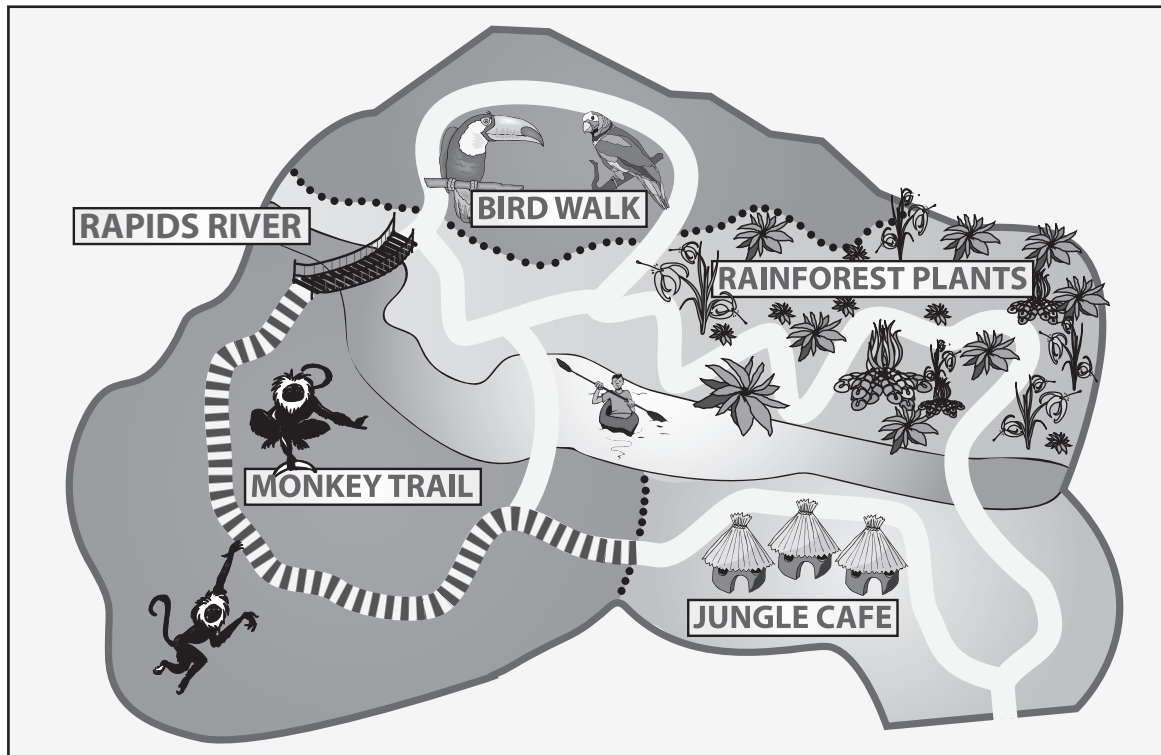
Remember

- Your teacher will read these writing prompts to you.
- You should spend:
 - 40 minutes** on the longer writing task, including up to **10 minutes** of planning time
 - 20 minutes** on the shorter writing task, including up to **5 minutes** of planning time.
- Each task has a planning sheet to help you organise your ideas before you start. The planning sheets will not be marked, but using them may help you do your best.
- Ask your teacher if you are not sure what to do.

You should spend 40 minutes on this task.

Rainforest World

Here is a map showing the different areas of Rainforest World.



Imagine that you have visited this park. Your school wants to know if it would be a good place for other pupils to visit.

Your task:

Write a report about Rainforest World for your school website.

You should think about the different areas and make some comments about them.

Use the map and your own ideas.

Give reasons for your opinions.

The report should tell other pupils what you liked about it and what you didn't like about it.

Planning: Think about how to start and finish your report.

Note key ideas (You can write about three or more areas.):

Area 1:

Area 2:

eg. *Rapids River*
Bird Walk
Rainforest Plants
Monkey Trail
Jungle Café

What and where it is
What you can see and do
Who would like it
Why it is exciting

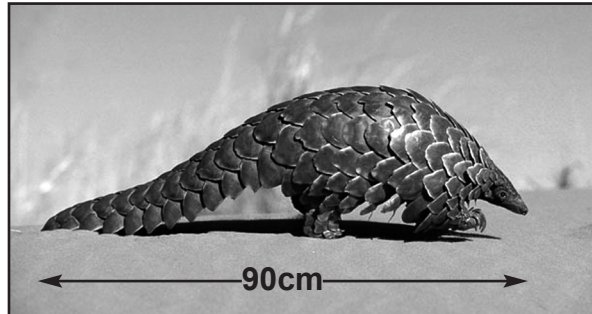
Area 3:

Shorter writing task: The pangolin

You should spend 20 minutes on this task.

The pangolin

This is a pangolin:



Where it lives and what it eats:



Your task:

**Write an information sheet about the pangolin.
The information sheet will be included in a pack about strange creatures for your classmates.**

Remember, you can use your imagination to make up some details.

Planning

What it looks like:

Pangolin

What it eats:

Other interesting facts:

Where it lives:

Useful words and phrases (you can add your own):

ant hill

desert

scales

En

KEY STAGE

3

LEVELS

3–4

Year 7 English test

Writing test answer booklet

First name _____

Last name _____

Class _____

Date _____

Remember

- You should spend:
 - 40 minutes** on the longer writing task, including up to **10 minutes** of planning time
 - 20 minutes** on the shorter writing task, including up to **5 minutes** of planning time.
- Ask your teacher if you are not sure what to do.
- You may ask for more paper if you need it.

For marking use only

Longer writing task	Max	Mark	Shorter writing task	Max	Mark
Sentence structure and punctuation	6		Sentence structure, punctuation and text organisation	3	
Text structure and organisation	6		Composition and effect	5	
Composition and effect	8		SUBTOTAL		
Handwriting	3		Spelling	7	
SUBTOTAL			TOTAL		

Shorter writing task: The pangolin

The pangolin

En

Year 7 English test

KEY STAGE

3

LEVELS

3–4

Spelling

First name _____

Last name _____

Class _____

Date _____

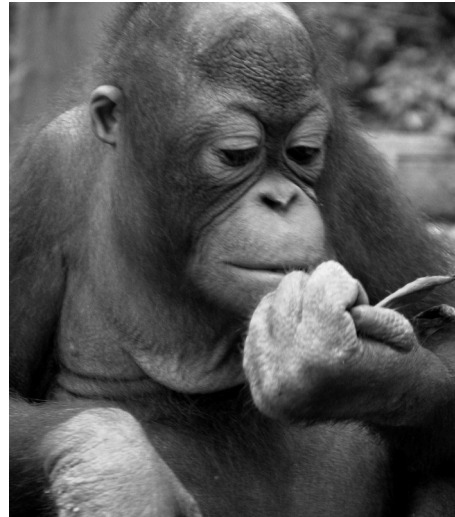
Remember

- Your teacher will read the spelling passage to you.
- Your version of the passage has words missing. You should fill these in when your teacher tells you.

For marking use

Number of words correct		Total mark awarded
0		0
1	2	1
3	4	2
5	6	3
7	8	4
9	10	5
11	12	6
13	14	7

Saving the orang-utans



Orang-utans are apes and they are the _____
tree dwelling mammals in the world. There are very few of
them left and their number is _____ because
the rainforest where they live is being cut down to
_____ land for farms.

1

2

3

Male orang-utans grow to the size of a small human,
but females only reach half that size. Orang-utans are very
_____ animals and they have great
_____.

4

5

They are _____ to life in the trees. Their hands and feet are used for _____ branches and they travel _____ the rainforest by _____ and swinging _____ from tree to tree. They rarely come to the ground, making themselves nests high up in the trees every night. Their diet is mainly fruit and vegetables and they spend almost half the day looking for food.

- 6
- 7
- 8
- 9
- 10

Because they are _____ animals, many people have kept them as pets, but they should live in their _____ environment. In 1964, a centre _____ for these animals was set up in Borneo; it gives them _____ and helps them return to the forest. Today, 60 to 80 orang-utans are living free around the centre and there is a nursery for _____ who have lost their mothers.

- 11
- 12
- 13
- 14
- 15

Acknowledgements

Photographs of orang-utans by courtesy of Sepilok Orangutan Appeal UK

Sourced from SATs-Papers.co.uk

www.orangutan-appeal.org.uk

<https://www.SATs-Papers.co.uk>

Guidance on the administration of the tests

This guidance is for teaching assistants or other adults assisting in the administration of the year 7 optional test in English, levels 3–4. 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 this 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 tests: reading and writing. Both tests cover levels 3–4. The reading test has a *Reading booklet* and a *Reading test answer booklet*. The writing test has two writing tasks and a spelling test. The spelling test can be administered at any stage after the reading test. **Pupils will do the reading test before the writing test**, as the two writing tasks are related to the reading booklet.

Reading test (administer before the writing and spelling tests)

- *Reading booklet* ‘Journey into the rainforest’
- *Reading test answer booklet*

The reading test is one hour long. It is in two parts and can be administered in one session or split over two sessions. If the test is taken in **one session**, pupils have **15 minutes’** reading time and **45 minutes** to answer the questions. If the test is administered in **two sessions**, pupils have **10 minutes** to read the first part of the booklet (*The Eagle’s Shadow*) and **25 minutes** to answer the questions. Pupils then have **5 minutes** to read the second part of the booklet and **20 minutes** to answer the questions.

Guidance for assisting pupils

You may:

- read the cover of the *Reading test answer booklet* with pupils
- 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
- when pupils have finished, indicate any omitted questions 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 a 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.

Writing test

The writing test consists of two pieces of writing as well as completion of a spelling test:

- the longer task is to write a report for a school website about a visit to a theme park called Rainforest World
- the shorter task is to write an information sheet about an animal called a pangolin.
- the spelling test presents 15 words in the context of information about orang-utans.

After a short introduction, pupils should have **40 minutes** (including 10 minutes' planning time) for the longer writing task and **20 minutes** (including 5 minutes' planning time) 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.

The spelling test can be done at any time after the reading test. The administrator should read the passage through once while the pupils listen. During the second reading, pupils should insert the target word when the administrator pauses at each one.

You may:

- remind pupils of the *Reading booklet* 'Journey into the rainforest'
- read the covers of the test booklets with the pupils.

You should:

- read the writing prompts and the planning sheet information to the pupils
- read the spelling test through once before the pupils begin to write the words.

You should not:

- give the pupils any ideas about what to write in either 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 a 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. If an amanuensis is used a mean mark of 2 (out of 3) is awarded for handwriting on the longer task.



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