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QCDA/11/4901
ISBN 978-1-84962-435-0

First published 2007
This edition January 2011

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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.

These English tests have been reviewed and updated since their original publication in 2007. They provide a thematically related reading and writing test for both year groups. Reading is assessed on three texts of different genres, while the assessment of writing involves two pieces of writing – a longer and a shorter piece of different text types.

The 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 demonstrate when answering 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

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 60 minutes to respond

Writing

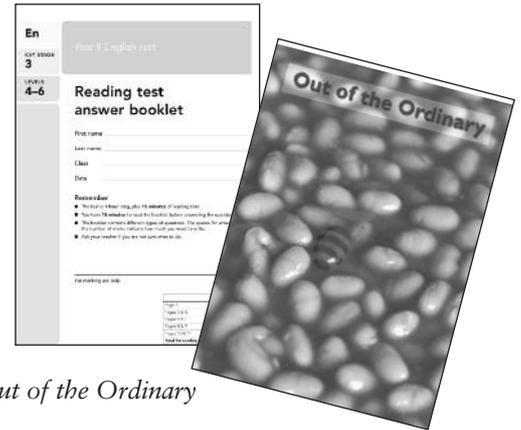
Longer task: 45 minutes

Shorter task: 25 minutes

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 *Out of the Ordinary* and the accompanying *Reading test answer booklet*. For writing, 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 or email orderline@qcda.gov.uk

Reading test



Timing

The test session consists of the following stages:

- 15 minutes for the pupils to read through the booklet *Out of the Ordinary*
- 5 minutes for the teacher to give test instructions
- 60 minutes for the pupils to complete the *Reading test answer booklet*
- The instructions below are for administering the test in one session. If you decide to administer the test in two sessions, the time can be split accordingly, ensuring the total reading and answering time is 1 hour and 15 minutes.

Administration of the reading test

- Each pupil taking the test should be given a copy of the reading booklet *Out of the Ordinary*
- After handing out all the reading booklets, explain to the pupils:
 - they have **15 minutes** to read the booklet. If they have time available, they should re-read the booklet
 - they will then have **60 minutes** to answer questions about what they have read
 - they will be able to refer back to the reading booklet as often as they wish during the test
- Allow the pupils **15 minutes** to read the booklet. If any of the pupils finish reading before the **15 minutes** have elapsed, encourage them to re-read the booklet
- Make sure each pupil has a copy of the *Reading test answer booklet*. Ask pupils to fill in the details on the cover
- In your own words, describe the work entailed in the booklet, ensuring that the following points are covered:
 - pupils should attempt all of the questions in the *Reading test answer booklet*
 - if they cannot answer a question, rather than spending too long on it, they should move on and come back to it later
 - they can look at the reading booklet *Out of the Ordinary* as often as they wish when they are answering the questions
 - if they have problems, they may ask for help
 - they have **60 minutes** to answer the questions

- Remind pupils that the size of the space provided for answers and the number of marks available indicate how much they need to write
- As the session continues, remind the pupils of the time as necessary. Pupils finishing early should be encouraged to look over their work
- When **60 minutes** have elapsed, please ask the pupils to finish the question they are answering. No extra time should be allowed except in the special circumstances outlined on pages 9–10.

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

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.

Spelling is assessed through the shorter writing task.

Timing

One hour and 10 minutes is available, in all, for the writing assessment: 45 minutes for the longer task and 25 minutes for the shorter task. These timings represent the maximum. If you find that your pupils do not require the full time available to them, then you may wish to stop either session early. Both tasks can be administered in one session or split over two sessions.

The timing of the writing test is as follows:

- **5 minutes** for instructions
- **45 minutes** for the longer task (incorporating both planning and writing)
(optional break)
- **25 minutes** for the shorter task (incorporating both planning and writing).

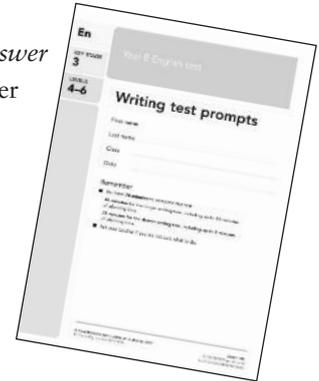
For the longer task, pupils can have a maximum of 10 minutes to plan. Pupils can start their writing during that time. If any pupils are still planning after 10 minutes, you should encourage them to move on to their writing.

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

Before starting either of the two writing tasks, remind pupils of the booklet *Out of the Ordinary*, as it provides a context for the tasks.

Administration of the writing test

- Give all pupils a copy of the *Writing test prompts* and either a *Writing test answer booklet* or paper on which to write. Ask pupils to fill in the details on the cover
- Introduce the writing test to the pupils in your own words, making sure you cover the following points:
 - there are two pieces of writing to do
 - they will have 1 hour and 10 minutes for the test, including 45 minutes for the longer task and 25 minutes for the shorter task (either to be completed in one or two sessions)
- Explain to the pupils that for the longer task they should spend about 10 minutes planning their work. Emphasize that when planning pupils should not attempt to write in full sentences; **one or two words** for main ideas is quite sufficient. Explain that they should refer to their planning while they are completing the task
- After 10 minutes on the longer task make sure all pupils have stopped planning and have started on their writing (direct them to page 3 of the *Writing test answer booklet*)
- 5 minutes before the end of the longer task remind pupils of the time
- After 45 minutes make sure that all pupils have completed the longer task, and moved on to the shorter task
- Explain to the pupils that they can use up to 5 minutes' thinking and planning time for the shorter task
- After 5 minutes on the shorter task make sure all pupils have stopped planning and have started on their writing (direct them to page 6 of the *Writing test answer booklet*)
- Allow 25 minutes (including 5 minutes' planning time) for the shorter task, reminding pupils of the time 5 minutes before the end.



Access arrangements

General advice

These materials are suitable for any pupil who is working at levels 4–6 in English. The majority of pupils will be able to take the tests as a whole-class exercise, but there may be one or two pupils, or a small group, who might need more sensitive arrangements. For some individuals, for example those 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.

Additional time

Teachers should make a judgement about whether to allow pupils to have extra time, in the light of their usual arrangements.

If extra time is used inappropriately, then the scores derived from the test will be unreliable.

English as an additional language

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

Special educational needs

As is the case with all pupils working at levels 4–6, 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

Modified large print, enlarged print and Braille test papers for visually impaired pupils are available from the QCDA modified test agency. Additional guidance notes for teachers administering the modified version of the tests are supplied with the test papers. These include guidance for people administering the tests to pupils with hearing impairment and pupils who use sign language.

If you have any questions about ordering the modified tests, contact the QCDA modified test agency on: 0844 500 6727.

For further guidance on access arrangements please refer to *Access arrangements* available on the QCDA website at: www.qcda.gov.uk/accessarrangements.

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 *Out of the Ordinary* which includes three thematically linked texts of different genres. All of the texts are related to the notion that the extraordinary can sometimes be found among the ordinary and mundane. The first text is a narrative extract from the opening of a novel by Simon Armitage. The second text consists of the first part of a poem by Brian Lee, entitled *Night Music*. The final text is an article about the proportion of time spent on different activities.

Questions

The *Reading test answer booklet* contains 22 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 six.

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 against which judgements should be made. In areas of uncertainty, however, markers should make judgements based on the assessment focus and the relevance of the answer.

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.

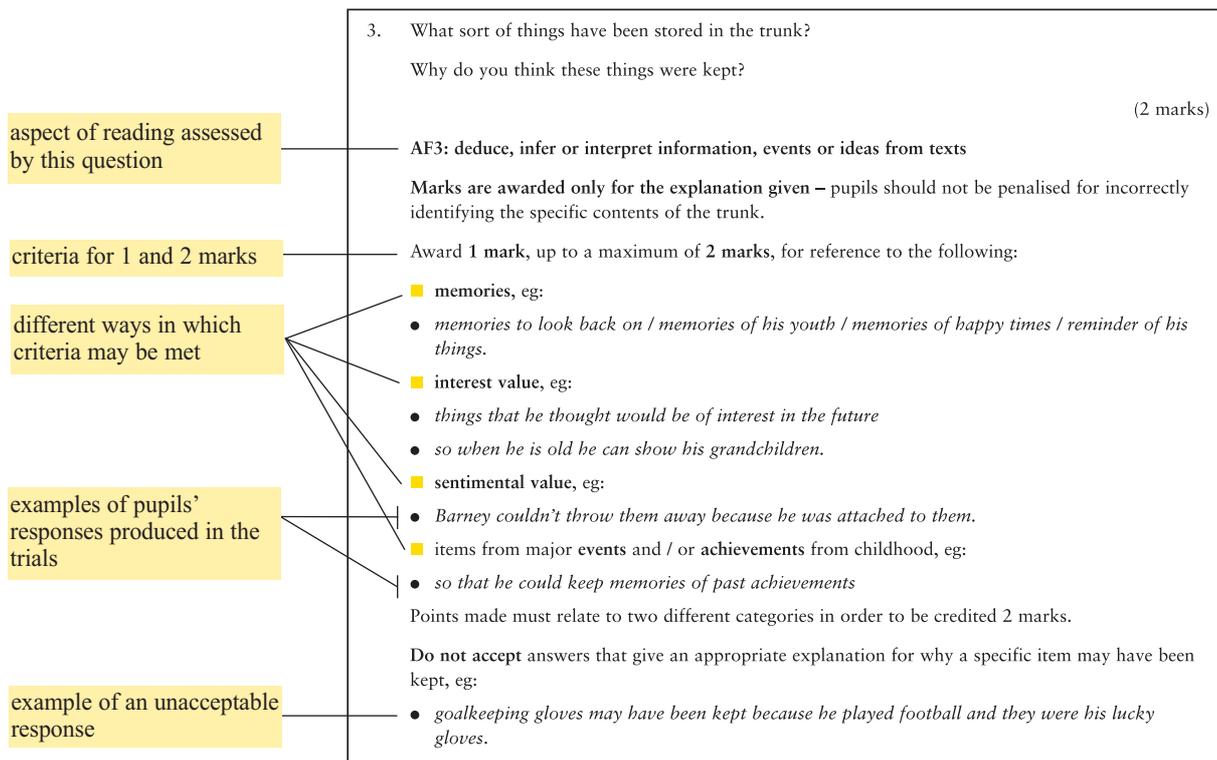
Assessment focuses for reading

The year 8 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 demonstrate in 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.

How the reading mark scheme is set out



For mark tariff 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.

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

Marking the reading test

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>
Section 1:	In the attic					
Q1	1					
Q2	2					
Q3		2				
Q4			1			
Q5		3				
Q6					2	
Q7					1	
Q8		6				
Section 2:	Night Music					
Q9	1					
Q10				3		
Q11				2		
Q12				1		
Q13				2		
Q14		4				
Section 3:	How do we fill our day?					
Q15			1			
Q16			1			
Q17	3					
Q18				1		
Q19a			1			
Q19b		1				
Q20				2		
Q21					6	
Section 4:	Whole booklet					
Q22						2
Total marks	7	16	4	11	9	2

Assessment focus 1 underlies the reading of and response to the text and questions in the test, and is not explicitly and separately assessed in this test.

Reading mark scheme

Questions 1–8 are about *In the attic* (pages 4–5)

1. Find and quote two words showing that the stepladders are old.

(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 ‘creaking’ and ‘rickety’.

2. Find two ways in which the narrator shows how dark it is at the beginning of the extract.

(2 marks)

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

Marks can be awarded for quotations or explanations.

Award 1 mark, up to a maximum of 2 marks, for any of the following:

Quotations:

- *darkest* or *innermost* (only 1 mark for either or both of these)
- *daylight hidden* or *sunlight trapped* (only 1 mark for either or both of these)
- *blackness is dazzling (as if I've stuck my head through the roof into outer space).*

Explanations:

- comparison to outer space
- contrast of light elsewhere in the house, eg bedrooms and bathroom
- the fact that Barney needs to reach for the light cord / the fact that the light is not on
- contrast with chrome, mirrors and glass in bathroom
- any relevant explanation in addition to the quotations listed above, eg:
 - *he uses a simile to compare the darkness with something pitch black and this helps by creating an image of darkness.*

3. What sort of things have been stored in the trunk?

Why do you think these things were kept?

(2 marks)

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

Marks are awarded **only for the explanation given** – pupils should not be penalised for incorrectly identifying the specific contents of the trunk.

Award **1 mark**, up to a maximum of **2 marks**, for reference to the following:

■ **memories**, eg:

- *memories to look back on / memories of his youth / memories of happy times / reminder of his things.*

■ **interest value**, eg:

- *things that he thought would be of interest in the future*
- *so when he is old he can show his grandchildren.*

■ **sentimental value**, eg:

- *Barney couldn't throw them away because he was attached to them.*

■ **items from major events and/or achievements** from childhood, eg:

- *so that he could keep memories of past achievements.*

Points made must relate to two different categories in order to be credited 2 marks.

Do not accept answers that give an appropriate explanation for why a **specific item** may have been kept, eg:

- *goalkeeping gloves may have been kept because he played football and they were his lucky gloves.*

4. The sentences in the last paragraph on page 4 become shorter and shorter.

What effect do you think the writer was trying to create?

(1 mark)

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

Acceptable answers can refer to any of the following points. Award 1 mark for covering any one of them.

- the **urgency of Barney's actions** / the **quantity of items** coming out of the trunk, eg:
 - *to reflect Barney's panic / urgency / excitement*
 - *that Barney thought less of these objects than the one he's looking for*
 - *he's getting closer and closer to the green man*
 - *that there's loads of his stuff in the trunk.*
- the **writer's intention** to convey panic / speed / the specific emotions of the character, eg:
 - *the writer wants you to read faster and faster*
 - *the effect is that there are lots of things in the trunk and he could go on listing them*
 - *it gives the effect of someone breathing heavily when they're scared.*
- the effect on the **reader**, eg:
 - *a tense feeling so that people want to quickly find out what he is*
 - *that you say it fast as there are so many things*
 - *a tense and speedy atmosphere is created.*

Do not accept 'stock' answers referring to suspense, tension, motivating the reader to read on without specific reference to the text, eg:

- *a sense of excitement because they get short and snappy*
- *trying to make us feel the tension but also the excitement*
- *encouraging the reader to continue*
- *trying to create reactions like curiosity in the reader.*

5. Describe the atmosphere in the attic.

(3 marks)

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

Award **1 mark**, up to a maximum of **3 marks**, for explained / justified references to each of the following points. Each of these points is illustrated in the sample answers below.

- dark / cold
- neglect / unused / disrepair / dusty
- eerie / spooky
- cluttered / full of relics of the past
- hidden / alien.

Note: not all listed aspects of the points above need to be covered in any answer in order to be credited. A pupil may refer to ‘dark’ or ‘cold’ in order to be credited on the first bullet point.

Also award **1 mark** for one or more unexplained references to the bullets above, if they are not supported with further evidence from / reference to the text (see first example below).

Sample answers:

1 mark

- *the atmosphere in the attic was silent, eerie, creepy and dirty* [unexplained responses]
- *the atmosphere in the attic is I think a bit sad because all his memories are up there and they now come flooding back* [full of relics of the past]

2 marks

- *the attic was cold, the darkest room in the house and had a lot of things piled up, like suitcases and boxes* [dark and cold, cluttered]
- *the atmosphere in the attic is very peaceful. It is also quite sentimental to Barney, like a special place. It is also quite spooky and airy as the dust has settled on everything that has been there for quite a time* [eerie / dusty]

3 marks

- *it is quite gloomy and overcast with lots of shadows from the low energy bulb. It seems quite tense and uncomfortable because there are a lots of boxes and it would be hard for Barney to move. Also a bit mysterious* [dark / cluttered / eerie]
- *the attic is crammed full of worthless items, but they may be precious to someone as they have been tucked away in the attic. It is very dull in the attic because the light bulb does not produce much light. There are a lot of cobwebs to show that it is old and funny smells of objects abandoned for a long time* [cluttered / hidden / dark / neglect]
- *the attic is dark and dusty, but not sinister. It is friendly and houses many memories. It is full with a lot of things in it from the past. It is not very sturdy, but rickety and old.* [dark / disrepair and dusty / cluttered]

6. On page 4, how does the writer show that the little green man is so important to Barney? (2 marks)

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

Award **1 mark** for reference to any of the following pieces of evidence of the significance of the statue, up to a maximum of **2 marks**:

- knowing exactly where it is, eg:
 - *he keeps saying 'I know exactly where he is'.*
- climbing to the top of the house / walking past the other boxes / bin bags, eg:
 - *because Barney has climbed to the top of his house to find something*
 - *he went up to the cold, dark attic to get him*
 - *he makes a lot of effort to get to him.*
- his lack of interest in the other contents of the trunk, eg:
 - *all the other memories, like football gloves and certificates are all pushed to the side*
 - *Barney doesn't care about anything else, he is just after that one thing.*
- the fact that it is stored in a trunk with other precious possessions, eg:
 - *the little man is kept with things that are important to Barney.*
- he calls it *he*.

Points made must relate to **two** different categories in order to be credited 2 marks.

Do not accept references to page 5.

7. What is the purpose of the paragraph beginning: *Lying awake ... ?*

Tick **one**.

- to explain how the central heating works
- to show you how cold Barney was feeling
- to show you the tension building up inside Barney
- to make central heating more exciting than it really is

(1 mark)

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

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

8. Barney's feelings about the little green man develop during this extract.

Using evidence from the text, explain Barney's feelings:

- during the search
- when he finds the little green man.

(6 marks)

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

Award 1, 2 or 3 marks for each stage of the search dependent upon the quality, sophistication and justification given. Award up to a maximum of 6 marks. Credit appropriate textual support by giving 1 mark for a relevant quotation.

Award marks for reference to the following points, some of which are illustrated in the sample answers below:

during the search

- Barney is excited / anxious / intent / focused / driven in his search for the statue
- repetition of 'I know where he is'
- pushing aside everything else in his search for this one object.

when he finds the little green man

- Barney is emotional / excited / overwhelmed
- the extended 'central heating' metaphor, eg: *blood bumping, flooding the engine of my heart*
- animation of the statue, eg: *show him his new freedom / Does he approve?*

Sample answers:

1 mark

- *Barney's feelings throughout the text were mixed: during the search Barney was eager to find this thing that he had set out to find. [intent – 1m] When he first finds the little green man, he is trying to remember how heavy he was and is happy that he found him [0m]*

2 marks

- *Barney is determined to find the little green man and will go through anything to get it back like darkness, cold and cobwebs. [driven and textual support – 2m] He is really happy to have it back and to be back in the normal light-filled world [0m]*

3 marks

- *during the search for the little green man he seems to just be on the edge and he is determined to get the little green man. [anxious / intent – 2m] When he first picks the little green man up he is so pleased that he found him he was so excited [excited – 1m]*

4 marks

- *at the beginning he might feel tense, thinking 'where did I last put him' or 'what if I can't find him' because he's reassuring himself by saying 'I know exactly where he is.' He says this twice telling himself that it's OK. [anxious and textual support / repetition – 3m] When he finds the statue, he was feeling overwhelmed and glad that he found it [overwhelmed – 1m]*

5 marks

- *during the search Barney is full of anticipation. He knows what he is looking for and he's keen to find it and he repeats 'I know exactly where he is' which shows that he's been there before. [excitement / intent / repetition – 3m] When he finds it, his pulse is racing 'feel blood driving the little turbines in my wrists and thumbs time [emotional and textual support – 2m]*

6 marks

- *during the search Barney was very excited looking for the lost item, like it was the most valuable item in his life. He builds up the tension looking for it, by not stopping until he has found it. [excitement / anxious / focused – 3m] When he finds him, he's feeling happy, relief that he's found him, 'I can feel blood flooding the engine in my heart' is a sign of the excitement he feels but also a bit emotional because he's got a lump in his throat [excitement / emotional and textual support – 3m]*

Do not accept reference to Barney's reactions to the physical features of the green man statue, such as its size / weight, eg:

- *he was surprised that the little green statue was heavier than he remembered*
- *it felt cold to him and he felt that it was smaller than he thought.*

Questions 9–14 are about Night Music (page 6)

9. List five sounds that are mentioned in the poem.

(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 five sounds retrieved from the poem (listed below). The answers may include the sound, eg *knocking*, or the agent, eg *floorboards*, in order to be credited.

train

clock / tick / tock

conversations / murmurs

dog / bark

leaves / rustling

staircase / creaks

bike ticks

shed doors (close)

knocking / floorboards

floorboards / groan

mutters / radios

person clearing his throat

match scrapes

wheezy streetlamp

door clicks

door swishes

milk-bottles / tinkle

bath tap / whispers

window / shrieks

Do not accept: *tick / tock* on two separate lines, unless clear reference to '*clock tock*' and '*bike tick*'.

Also do not accept:

- *the sound of everyone / ceaseless monotone.*

10. How does the poet suggest that the sounds of the train, the conversation and the dog are not disrupting noises?

(3 marks)

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

Marks (up to a maximum of 3) can be awarded for explanations and relevant quotations in the following way:

Award **1 mark** for citing *fades* and/or *once / one bark* and/or *murmurs* from the text without any explanation, eg:

- *he says fades for the train*
- *the poem has words like 'one bark' and 'murmurs'*
- *fades and murmurs and one bark.*

Award **2 marks** for answers focussing on **one** or **two** of the citations above **and** providing explanation, eg:

- *he says the train fades to make you think it is not loud*
- *it's only one bark so it can't be annoying*
- *murmurs are very quiet sounds.*

(If all three sounds are explained, award 3 marks.)

Also award **2 marks** for generalisations / explanations as to why the sounds are not disrupting **without** quotation from the poem, eg:

- *the poet uses words to make the sounds seem quieter*
- *they either fade away or are just so quiet that it's hard to hear them.*

Award **3 marks** for responses that consist of a generalisation with quotation from the text, eg:

- *because he is describing what he can hear as if it is sending him to sleep and all the noises are drifting out, eg 'the mail train south fades into the dark'*
- *he says that the train fades into the distance and conversations are murmurs through a wall, the dog barks once. The sounds are so quick, they don't have time to be disrupting or they are too quiet.*

Do not accept references to latter sections of the poem which convey the gentleness or familiarity of the sounds, eg:

- *when it comes to the end, it says 'the steady stir', which suggests they are peaceful*
- *he hears them every night, he has learnt to live with these sounds.*

11. Explain what this line tells you about the sounds it describes.

the bath-tap whispers (line 13)

(2 marks)

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

Award **1 mark** for a simple statement about the quietness of the sound, eg:

- *it is quiet / gentle*
- *it is not loud as it's described as a whisper*
- *a soft hissing sound*
- *it is quietly running.*

Also award **2 marks** for a fuller explanation of the idea that gentleness / softness / continuous quietness are conveyed in the sound of the running water, eg:

- *he can hear the soft running sound that doesn't make a lot of noise, as it sounds like whispers*
- *the bath tap is trickling quietly and slowly*
- *the bath tap leaks with water but it can hardly be heard.*

Do not accept answers that:

- do not refer to the sound of the water, eg:
 - *the tap is dripping / leaking.*
- repeat the words of the poem without elaboration, eg:
 - *the tap is making a whispering sound.*
- explain how the sound is made without mentioning what it sounds like, eg:
 - *the tap is leaking because someone hasn't turned it off properly.*

12. The last two lines in the poem are rich in 's' sounds.

What effect is created by the repeated use of this sound?

(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 reference to a quiet or whispering sound, eg:

- *it gives the poem a rustling sound*
- *he makes it sound quiet*
- *it's a sleepy sort of effect*
- *it's a shushing sound.*

Also accept explanations which refer to an eerie, sinister or snake-like quality to the sound, eg:

- *the effect created is like a snake hissing*
- *it's a spooky effect.*

Do not accept answers that identify the poetic technique used without explaining the effect, eg:

- *it's alliteration / assonance / sibilance.*

13. The title of the poem is *Night Music*.

Explain why *music* is an appropriate idea for the title of this poem.

(2 marks)

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

Award **1 mark** for answers that identify an aspect of the night-time sounds that are like music, eg:

- *they are like the 'beat' of the night*
- *they are the background music to going to bed*
- *because continuous sound can come across like music*
- *the individual sounds are put together to create a musical effect*
- *there are many different sounds and that is how a piece of music is created by using many different instruments and sounds.*

Award **2 marks** for answers that identify **two or more** aspects of the night-time sounds that are like music, eg:

- *the sounds happen in a rhythm and one after the other in time, then you have all the different pitches of sound.*

Also award 2 marks for answers that refer to the positive connotations associated with music, eg:

- *it's like soothing lullaby sounds*
- *music is appropriate because the sounds of the night are like music with all the different tones and sounds in harmony with each other.*

Do not accept simple association between sound and music, eg:

- *these are all the sounds you hear at night*
- *they are night-time noises*
- *it's all about sounds and noises, so the word 'music' fits in.*

14. The poet lists many different sounds but what is the overall impression created by the end of the poem?

Use evidence from the poem to support your answer.

(4 marks)

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

Award up to **4 marks** dependent upon the quality, sophistication and justification of the response. Credit appropriate textual support by giving **1 mark** for a relevant quotation.

Award marks for reference to the following points, all of which are illustrated in the sample answers on the facing page:

- a **constant** sound, dull hum of noise
- **familiar** sounds, domestic household sounds or sounds to do with familiar objects (eg trains) all immediately recognisable

- **reassuring** / comforting
- **quiet**, background sounds – though some of them may be loud and sudden, the overall effect is that they are subdued, unnoticed, unheard (the loud ones are distant, the near sounds are low in volume)
- all the separate sounds **combine** to make one.

No more than 2 marks may be awarded for answers that refer only to **sinister** or **spooky** interpretations of the poem, dependent upon quality, sophistication and justification of the response. See last two sample answers illustrated below.

Sample answers:

1 mark

- *that there are a lot of sounds like floorboards groaning, leaves rustling and wheezy streetlamps but they aren't very loud* [quiet]
- *the overall impression is that the person enjoys listening to the night music* [reassuring]

2 marks

- *that all the sounds are quiet so it makes it sound like night time, eg the conversations come in murmurs and the dog only barks once* [quiet and textual support]
- *it makes you think that everyone, everywhere is making a noise but you can't hear them very well* [constant / quiet]

3 marks

- *the overall impression by the end of the poem is that it's quiet at night with lots of sounds that you hear every night, but don't really hear them or take them in like the leaves rustling, which you would not normally notice* [quiet, familiar and textual support]
- *it's trying to say that sound is everywhere and that it is all mixed together, as the sound is made by everything, eg 'the sound of everyone'* [constant / separate sounds combine and textual support]

4 marks

- *I think that the poem gives the overall impression that it is never completely quiet: 'the steady stir, the sound of everyone'. It also makes the impression that every little thing makes its own quiet noise, like a bath-tap whispers.'* [constant and textual support / quiet and textual support]
- *it's referring to all the sounds coming together because it is the 'sound of everyone'. It makes them all sort of merge together in a 'ceaseless monotone' and 'the steady stir'. It gives the impression of everything is dying down in a continuous mumble of life.* [separate sounds combine and textual support / quiet / constant]

Sample answers for sinister interpretations of poem

1 mark

- *it's a spooky impression with all those frightening sounds*

2 marks

- *the overall sound of the poem is like a silent spooky night like in a horror film because it says 'the dog barks' and 'conversations come in murmurs' so you think someone else is downstairs with a dog.*

Question 15–21 are about How do we fill our day? (page 7)

15. Order these activities according to the amount of time we spend doing them.

Number them 1 to 4, starting with the one we do most.

(1 mark)

work outside the house

leisure

eat / travel / dress / wash

sleep

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

Award 1 mark for correctly ordering all four activities.

16. Explain the order Emily Hollis chose to report the different activities we do.

(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 answers that identify that the order relates to the amount of time we spend doing the activities, eg:

- *most time spent to least*
- *from biggest to smallest*
- *most first*
- *she reports on what we do the most in spending time to the least we do*
- *in what we do most in a day*
- *she chose to set them down in how much of it we do*
- *it is in order of how much time they take.*

17. Using the information in the article, fill in the details missing from this table.

(3 marks)

who	time spent	activity
most people	6 hours per day or 30 hours per week (must include reference to day / week)	at work / school
most people	43 minutes or 45 minutes	extra sleep on Sunday
8 year olds	11 hours per night	sleep
women	21 hours per week or 3 hours per day (must include reference to day / week)	housework
children	45 minutes per day	helping at home

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

Award 1 mark for 3 or 4 correct answers.

Award 2 marks for 5 correct answers.

Award 3 marks for 6 correct answers.

18. In the first paragraph the text says that mundane activities

eat into our day

What does this expression mean?

(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 an explanation that the activities take up a lot of our time, eg:

- *mundane activities take up lots of time*
- *they take up our day, bit by bit*
- *it means all the 24 hours we get a day is taken away by work, school, sleep, tidying.*

19a) Which of the six paragraphs in the article do the following sentences summarise?

(1 mark)

Summary	Number of paragraph
The younger you are, the more you sleep.	2
Most people do some kind of work every day of the week.	4
We spend little time at leisure.	1 or 6
<i>[Question 19b]</i>	5

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

Award 1 mark for correctly numbering all three paragraphs.

19b) Now write a summary of paragraph 5 here.

(1 mark)

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

Award 1 mark for summaries which include any correct reference to housework, eg:

- *women do most housework*
- *women do most chores in the home. Kids do a little bit.*
- *how many hours we do housework*
- *most people do some housework.*

Credit answers whether they are inscribed in the table or below the question.

20. Emily Hollis based her article on the formal report of the UK Time Use Survey.

How can you tell that she changed the style and tone of that formal report?

(2 marks)

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

Award 1 mark, up to a maximum of 2 marks, for reference to each of the following:

■ **humour, jocular tone**, eg:

- *she has a jokey attitude to the report*
- *she uses language that would not be found in a report, eg precious little.*

■ **cartoon drawings**, eg:

- *it has funny pictures.*

■ **use of colloquialism**, speech-like language, eg:

- *she uses common language*
- *she has added sayings.*

■ **content** is exciting / fun / not just dry facts and figures, eg:

- *it's facts you'd be interested in.*

■ **inclusion of her own point of view**, eg:

- *she has put in her own opinion.*

■ **punctuation**, eg:

- *she has used lots of exclamation marks!*

Marks can also be awarded for:

■ **synonyms / explanations** that the article is informal in style, eg:

- *ensures that it appeals to a wide variety of readers*
- *seems to be talking to the reader*
- *uses rhetorical questions*
- *uses personal pronouns.*

■ **relevant quotations** when they are used as a vehicle to make a point, eg:

- *it says things like 'Sunday lie-ins'.*

No **extra** credit is given for quotations / textual support when used to support a point made.

Do not accept reference to informality / lack of formality without explanation, eg:

- *she used informal words*
- *she talked about it in an informal tone.*

21. This article reports on how we use our time. It has three purposes in doing this:

- to entertain
- to inform
- to alarm.

Explain how the article achieves each of these purposes.

(6 marks)

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

Marks are awarded depending on the sophistication, depth and extent of the explanation and the textual support provided relating to each of the purposes. Credit appropriate textual support by giving **1 mark** for a relevant quotation.

Award marks for reference to the following points, some of which are illustrated in the sample answers below:

A maximum of 3 marks can be awarded for creditworthy answers relating to any **one** purpose.

A maximum of 5 marks can be awarded for creditworthy answers relating to any **two** purposes.

6 marks can only be awarded for creditworthy answers that address each of the **three** purposes.

Marks may be awarded for reference to the following points:

to entertain:

- light-hearted tone of article
- use of questions to capture interest
- use of 'we' and 'us' to make it personal to the reader
- colloquial language, eg *teenagers not seeing enough daylight*
- reporting the same facts in different ways to make it humorous, eg *7 years watching TV*
- use of exaggeration
- cartoon-style illustrations.

to inform:

- use of facts and figures
- use of chart
- informs reader about how we use our time generally
- informs reader about differences between different groups of people
- the source of the information is a survey
- reports facts in accessible way
- use of sub-headings to organise text.

to alarm:

- the text contains shocking facts about time wastage / how little time is used for leisure / edifying activities
- same facts are reported in different ways (intensifying the statistics), eg time spent sleeping in week, month and year – large numbers make it more alarming.

Sample answers:**1 mark**

- *because it explains how life is when you are younger to when you get older*
[entertain – 0m; inform – 1m; alarm – 0m]
- *the article is entertaining because you find out what people do in 24 hours. It informs us by telling us about all the different activities we do and tells us the length of time we spend doing those activities*
[entertain – 0m; inform – 1m; alarm – 0m]

2 marks

- *the article achieves all three because it is written in an entertaining style. The writing in the article is aimed to inform you on what happens through your daily routine and alarms you by telling you things that you do that are bad for you but you don't even notice*
[entertain – 0m; inform – 1m; alarm – 1m]
- *the article entertains by telling people what happens to most of the time in our day and how we get hardly any time to have fun. It informs us by telling us that we sleep a third of our life and do work which takes up most of our life. It alarms us by telling us that we waste too much of our life by sleeping, chores and school work and we need more time to do all the activities that people want to do. It also alarms us that we spend too much time doing chores and household work*
[entertain – 0m; inform – 1m; alarm – 1m]

3 marks

- *she wants to alarm us because it shows how much time we do on activities such as housework: for example how much time women spend on it; and how much time we spend in front of the TV. It's alarming because it multiplies the time by showing it in years, days and hours to make it sound shocking*
[entertain – 0m; inform – 0m; alarm – 3m]
- *it entertains us by trying to be funny by giving us some jokes. It informs us by telling us the truth about what we do with our time. It alarms us by telling us that we need to take it easy instead of rushing around*
[entertain – 1m; inform – 1m; alarm – 1m]

4 marks

- *the article entertains us because it has some quite funny lines in it. Also the pictures are entertaining. It alarms us because some of the facts are alarming. 7 years watching TV for the average 65 year old!! It also alarms us because it shows just how much of our lives we spend doing pointless things, such as watching TV and doing housework for 3 hours*
[entertain – 2m; inform – 0m; alarm – 2m]
- *it entertains us with the language she uses and the comments she makes. She uses words such as 'kids' and 'we all like to relax at weekends.' She gives us all the facts needed for us to know about and has also put in a small graph. Then to alarm us she has put in some extra facts just to scare us*
[entertain – 2m; inform – 2m; alarm – 0m]

continued...

5 marks

- *it entertains us as it makes you laugh because the amount of time spent sleeping a year is 3120 hours, which is a lot. It informs people because it takes actual figures from a survey and puts it in terms that you can understand. It contains comparisons between different groups of people, like the young and old sleeping roughly the same amount*
[entertain – 2m; inform – 3m; alarm – 0m]
- *the article informs us by including facts. It entertains us by using amusing pictures and putting humour into the facts ‘enough to earn the same amount of time in bed on Sunday’. It alarms us because all of the facts are shocking because of how much time we spend on each activity every day*
[entertain – 3m; inform – 1m; alarm – 1m]
- *the article achieves only two of the purposes. It is informing because it presents you with figures and facts that you may not have known before about how much time we spend doing things. It also tells you about the previous survey and how it was carried out. It was rather alarming due to when he converts the numbers into what we do in a year, eg 8 hours a day sleeping becomes 3120 hours a year. This makes it a lot more shocking than 8 hours a day. Also the comment on the time women spend on house work (1000 hours a year) – that is very shocking. It is not entertaining*
[entertain – 0m; inform – 3m; alarm – 3m, but because creditworthy points only relate to two purposes a maximum of 5 marks can be awarded]

6 marks

- *it entertains in many ways. First it’s not formal which makes it easier to read. It also has small jokes, which are finished off by exclamation marks. It informs you because it gives you all the facts from the survey. It gives you statistics in a graph. It alarms you by the amount of time that is wasted*
[entertain – 2m; inform – 3m; alarm – 1m]
- *it entertains us because it makes it very interesting to read by giving us pictures and talking in a more chatty way than formal, making it easier and more friendly to read. It also has a bar chart at the top just to give us a clearer idea of what the text is trying to tell us. It also uses headings to tell us what is in the next paragraph, which is helpful to know when the subject has changed to something else. It alarms us by showing how little leisure time we have and that we actually spend more time working than playing. This proves that we never seem to have enough playing time*
[entertain – 2m; inform – 2m; alarm – 2m]
- *the article is very entertaining and it achieves it by being informal with the reader and referring to people as ‘we’ and ‘you’ and ‘us’ making it personal. There are also three animations with the report which keeps a light hearted tone to it. The article informs us in an informal way using statistics as well as graphs. The statistics are also used to alarm the reader, eg ‘the average 65 year old having spent nearly 7 years of their lives watching tv’. The statistics are also expanded to show how many hours it takes up in a day, a week, a month and a year*
[entertain – 3m; inform – 2m; alarm – 3m, but a maximum of only 6 marks can be awarded on this question]

Question 22 is about the whole booklet

22. Why do you think the photograph on the front cover has been used?

Explain your answer using the texts to help you.

(2 marks)

AF7: relate texts to their social, cultural and historical contexts and literary traditions

Award **1 mark** for answers that relate the ordinariness of baked beans or the extraordinariness of the blue striped bean only to one of the following:

- the front cover / title, eg:
 - *this booklet is called 'Out of the ordinary' and baked beans are just ordinary food*
 - *there are lots of beans and one stripy blue bean to show it is 'out of the ordinary'.*
- to the booklet very generally on a simple level, eg:
 - *there's an odd bean and there's something odd about all of the texts.*
- a (near) verbatim lift of the text from the introduction of the booklet, eg:
 - *when you see a blue bean this is very extraordinary like this booklet because something extraordinary and surprising can be created out of the ordinary.*

Award **2 marks** for answers that identify the ordinariness of baked beans or the extraordinariness of the blue striped bean and explain how this central theme relates to **at least one of the texts**, eg:

- *baked beans are really ordinary food so they are good way of showing how ordinary the things in Barney's life and trunk were*
- *it's really out of the ordinary to have a stripy bean and Barney's little green statue was an extraordinary thing amongst the ordinary stuff in the attic*
- *the photograph on the front cover has been used because it is so busy. The article refers to people's lives as being busy and all the sounds in the poem sound busy at night when you are listening to them*
- *the whole booklet is about ordinary things and facts, like the sounds in the poem and the article about sleeping and eating and baked beans are a good way to show a picture of really ordinary things.*

Marking the writing test

There are two mark schemes, one for the longer task *That Reminds Me ...* (pages 39–42) and the other for the shorter task *Time Capsule* (pages 53–56).

Assessment focuses for writing

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

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

The mark scheme strands

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

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

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

	Assessment focuses	Marks
■ sentence structure and punctuation	<ul style="list-style-type: none"> – vary sentences for clarity, purpose and effect (AF5) – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences. (AF6) 	8
■ text structure and organisation	<ul style="list-style-type: none"> – organise and present whole texts effectively, sequencing and structuring information, ideas and events (AF3) – construct paragraphs and use cohesion within and between paragraphs. (AF4) 	8
■ composition and effect	<ul style="list-style-type: none"> – write imaginative, interesting and thoughtful texts (AF1) – produce texts which are appropriate to task, reader and purpose. (AF2) 	14

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

	Assessment focuses	Marks
■ sentence structure, punctuation and text organisation	<ul style="list-style-type: none"> – vary sentences for clarity, purpose and effect (AF5) – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences (AF6) – construct paragraphs and use cohesion within and between paragraphs. (AF4) 	6
■ composition and effect	<ul style="list-style-type: none"> – write imaginative, interesting and thoughtful texts (AF1) – produce texts which are appropriate to task, reader and purpose. (AF2) 	10
■ spelling	<ul style="list-style-type: none"> – use correct spelling. (AF8) 	4

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

Marking procedures

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

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

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

Marking the writing

A set of annotated scripts, written by year 8 pupils during the pre-tests, is presented here to help your judgements of the writing. Scripts are reproduced without corrections to spelling.

The longer task: *That Reminds Me ...*

For this task, pupils are reminded about the narrative that they read in the reading booklet about finding a little green man in the attic. With this in mind, pupils are asked to write a personal account based on an object that brings back a memory from their own past. They are reminded that they can make up any details, as this is not a test of their recall ability.

The planning page is formatted as a spider diagram or mind map to encourage pupils to make connections about different parts of the account, with some details about finding the object and some details about the memory evoked. At both stages, the planning encourages pupils to think about thoughts and feelings as well as characters and events. There is also half a side of blank paper available below the prompt for those pupils who prefer their own planning formats.

Better performances balance recount and reflection and identify the relationship between past and present, creating imaginative accounts which include a range of stylistic devices often deliberately chosen for their rhetorical effect.

Longer writing task: *That Reminds Me ...*

You should spend **45 minutes** on this task.

That Reminds Me ...

In the story you read in your reading booklet, the narrator found objects in the attic that reminded him of his past. Imagine that you find an object that reminds you of your past.

Your task:

Write a personal account based on finding an object that brings back a memory from your past.

You can make up the details.

Mark scheme for the longer task: *That Reminds Me ...*

SECTION A SENTENCE STRUCTURE AND PUNCTUATION <i>Assessment focuses: vary sentences for clarity, purpose and effect</i> <i>write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</i>	
Band A1	<ul style="list-style-type: none"> Sentences mostly compound with clauses linked by simple connectives <i>and, but, then, so</i> and <i>when</i>. Some repetition of sentence structures and verb forms (<i>it was; I thought</i>). Mostly simple phrases with some expansion (<i>broken case; really wondered</i>). Full stops, capital letters, exclamation marks and question marks demarcate sentences, mostly accurately; commas used in lists. <p style="text-align: right;">1 mark</p>
Band A2	<ul style="list-style-type: none"> Sentences are mostly grammatically sound. Some subordination (<i>because, which, where</i>) used to expand ideas and vary sentence structure (<i>which was nearly hidden</i>). Adverbials (<i>in the darkest corner; when I looked</i>) and expanded noun-phrases (<i>my long-lost teddy; tennis racket with no strings</i>) add detail. Appropriate verb choice in sentences, typically past tense for recount and present tense for reflection. Accurate sentence demarcation; some commas mark phrases or clauses. <p style="text-align: right;">2–3 marks</p>
Band A3	<ul style="list-style-type: none"> Sentences are grammatically sound with both compound and complex structures. Some variety in connectives used to expand content, eg <i>while, where, although, however</i>. Expansion of phrases and clauses adds detail (<i>slowly stepped down; easier to hold; the barely visible photograph</i>). Verbs may refer to continuous action (<i>while I was thinking</i>), past, future or possible events. Range of punctuation used, almost always securely, eg brackets, dashes, colon. <p style="text-align: right;">4–5 marks</p>
Band A4	<ul style="list-style-type: none"> Length and focus of sentences varied to express subtleties in meaning and to highlight key events. Sentences may include embedded subordinate clauses, sometimes compressed for economy of expression (<i>rummaging through my old possessions; holidays I used to have</i>). Short, simple sentences may be included for impact (<i>Lost no more!</i>); word order and tense may be manipulated for emphasis or for dramatic effect. Range of punctuation, with little omission, used to give clarity. <p style="text-align: right;">6–7 marks</p>
Band A5	<ul style="list-style-type: none"> Range of varied sentence structures gives clarity and emphasis to meaning such as an increased use of adverbials, prepositional phrases and non-finite clauses. Condensed or elaborated phrases / clauses contribute to overall effect. Full range of punctuation, including colons and semi-colons, used to give clarity and sometimes for emphasis or deliberate effect. <p style="text-align: right;">8 marks</p>

SECTION B TEXT STRUCTURE AND ORGANISATION

Assessment focuses: *organise and present whole texts effectively, sequencing and structuring information, ideas and events*
construct paragraphs and use cohesion within and between paragraphs

Band B1

- Account follows simple chronology with possible initial time shift to memory. Some grouping of content to indicate main ideas.
- Within sections, connections between sentences built up by reference to object and/or participants (*the photo / it*); ideas linked simply, eg *so / then* or contrast; additional information indicated (*also; too*).

1 mark**Band B2**

- Shifts in time and place generally support the overall account and guide the reader, eg by introducing new section or to draw attention to shift in time frame (*I was only five when my gran gave it to me*). Some continuous references provide links through whole text but transitions between paragraphs / sections may be awkward, particularly when using time shifts.
- Paragraphs / sections often introduced by a main / topic sentence (*The box was nearly squashed flat...*) and organised to expand and develop some points, eg with description or anecdote. Connections within sections or paragraphs maintained, eg by reference to previous ideas.

2–3 marks**Band B3**

- Relationship between sections or paragraphs gives structure to whole account, eg contrasts of people or atmosphere, shifts in time to take account of the find and memory, changes in location. Opening and ending linked to content.
- Within paragraphs / sections, details develop events by expansion of content, eg varied reference to participants and objects. Connectives provide links between ideas / topics.

4–5 marks**Band B4**

- Structure of the account is clarified by links between paragraphs and sections, eg causal or thematic linkage, use of repetition, or contrast. Paragraphs are used in varied ways that support the structure of the writing as a whole. Ending effectively rounds off the account.
- The development of ideas within paragraphs is well developed and supported, eg by balancing description with action and reflection.

6–7 marks**Band B5**

- Text structured throughout with linked paragraphs giving clarity and emphasising the shape of the account, eg interweaving description, recount and reflection. Opening and ending fully integrated.
- Varied techniques within paragraphs and between ideas to support cohesion, eg deliberate use of ellipsis, substituting pronouns for clauses, reformulating ideas to indicate changes in thinking.

8 marks

SECTION C COMPOSITION AND EFFECT <i>Assessment focuses: write imaginative, interesting and thoughtful texts</i> <i>produce texts which are appropriate to task, reader and purpose</i>	
Band C1	<ul style="list-style-type: none"> Account includes finding an object, with attempts to interest readers through description, participants and setting, but may lose focus on task. Writing shows evidence of viewpoint, eg writer comments on thoughts or feelings (<i>I was happy</i>) but this may not be consistent. Vocabulary choices are sometimes specific (<i>very dusty</i>), but other references may be imprecise (<i>school things</i>); there may be attempts to create interest by description. <p style="text-align: right;">1–2 marks</p>
Band C2	<ul style="list-style-type: none"> Account includes a plausible object and associated memory and describes some aspects of the find and events surrounding it. Viewpoint established, eg attitude towards the object and memory are evident (<i>I was really pleased to remember that day</i>). Stylistic choices contribute to different aspects of the account, eg descriptive detail, dialogue or use of humour or suspense. <p style="text-align: right;">3–5 marks</p>
Band C3	<ul style="list-style-type: none"> Account establishes a context for the find and links it to the memory. Past and present are clearly delineated. Consistent tone supports content. Viewpoint established and controlled, eg writer includes some thoughts and feelings, linking them to different times. Stylistic choices support adaptation, eg precise and consistent vocabulary and/or dialogue and description; humour, deliberate use of suspense or idiomatic language may be evident. <p style="text-align: right;">6–8 marks</p>
Band C4	<ul style="list-style-type: none"> The writing presents a well-realised memory, including both recount and reflection to engage the reader’s interest; the relationship between past and present is established. Viewpoint is well controlled and developed, eg thoughts and feelings are convincing with some possible change in emotions between the present and the past. A range of stylistic devices enliven the account and expresses attitudes and feelings, eg emotive or figurative language (<i>shielded myself from the barrage of objects</i>). <p style="text-align: right;">9–11 marks</p>
Band C5	<ul style="list-style-type: none"> Account deliberately crafted to engage and entertain a general audience, eg withholding information for narrative effect. Viewpoint takes account of some complexity in the content and contains alternative interpretations, eg thematic exploration or subtlety (<i>my hesitancy and doubt conflicting with my sense of reason. Reason won.</i>). Style consistently shows awareness of reader; stylistic features are integrated to shape account (<i>the thunderous clank echoed ominously</i>). <p style="text-align: right;">12–14 marks</p>

Exemplar script 1

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

I was looking through my dad's treasure chest on the landing, and I spotted a little blue piece of fabric. I pulled it. It was my favourite thing in the entire world. It was my cinderella doll that has two sides to it: you pull the skirt up and it turns into raggy cinderella, all dirty, and the other side all pretty and clean. I loved this doll; it reminded me of my grandma who died. Luckily she gave me this doll a couple of days before she died. It makes me feel mixed emotions: happy that I have found it and that my grandma made it for me, but it also makes me feel sad because she isn't alive now. It also makes me feel angry because my old best friend tried to steal it, but I caught her so I got it back. I forgot about it because she was coming to my house so I hid it in this treasure chest.

My Dad asked me to help my mum to clean the house and she told me to clean the landing and hall. So I was emptying the treasure chest and that's when I found it. My Cinderella Doll.

Marking the writing test

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p style="text-align: center;">Summary</p> <p>Sentences are grammatically accurate even if lacking in demarcation; expanded noun-phrases and subordination add detail and expand ideas, with tense choice varied according to past events and current reflection.</p>	<ul style="list-style-type: none"> Finding of Cinderella doll prompts appropriate memories of grandmother and friend (<i>my old best friend tried to steal it</i>). (C2) Attitude to the doll is evident (<i>It was my favourite thing in the entire world</i>) and the account includes a range of emotions (<i>It makes me feel mixed emotions happy... but also sad; angry</i>). (C2) Some descriptive details provide contrast (<i>raggy cinderella all dirty... all pretty and clean</i>) and the identity of the doll is delayed to create some suspense. <p style="text-align: center;">Summary</p> <p>The account includes the finding of a plausible object and some memories and feelings surrounding the doll, although these are recounted briefly with some stylistic choices contributing to the piece.</p>	<p style="text-align: center;">Summary</p> <p>Straightforward account of finding the doll is divided into sections according to the memories evoked; concluding paragraph would be more effective as introduction, providing context for find. Some sections developed with descriptive details and brief anecdote.</p>
<p style="text-align: center;">Band A2 – 3 marks</p>	<p style="text-align: center;">Band C2 – 4 marks</p>	<p style="text-align: center;">Band B2 – 2 marks</p>

Exemplar script 2

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Marking the writing test

some comma splicing but demarcation mostly secure (below A3)

adverbials and expanded phrases add detail and precision (A3)

subjects of sentences help orientation (A3)

word order manipulated for effect (above A3)

some variety of connectives (A3)

verbs varied: present passive continuous action past (A3)

embedded clause used to emphasise speed of event (A3)

adverbials provide contrast of place (A3)

context established and developed with descriptive detail (B3)

naming of referent delayed to create suspense (B3)

link between paragraphs – from external environment to content of the box (B3)

medal used to trigger shift in time (B3)

reference links to earlier paragraph (B3)

brief ending linked to find (B3)

I open the door, bright rays of sun are shining through the small high window. It is cold and dingy. The cobwebs hang from high up, it sends a shiver down my back. I pull the cord by the door, a dim light turns on. I walk down into the cellar. I can remember exactly where it is. I head towards the tall wooden wardrobe. I pull the door of cupboard. Its handle is cold and feels icy and smooth. The door gives an old creak. A tin box is inside it. That's it I remember, the box has a small dent in it and a picture of the sea on it. I unclip the lock on it and pull it open.

Inside cobwebs hang, I blow. The cobwebs fly away, I can now see it properly. It was just as I remember it. I feel just as proud now as when I received it. A smile lights up on my face as I look at the goldenest of it, and the red, white and blue strips on the neck chain.

I remember the exact day, when I was given the medal, we was at Bournemouth, me and my friends, I was watching this boy play in the water, he seemed like he was struggling. I realised he was drowning. No one was there to help him! I ran as fast as I could towards him, I had to save him. I pulled the little boy from the sea and dragged him onto the sand. I was then awarded by the lifeguards and sea repusentives, with this beautiful golden medal.

It was shinning in the sun. A reflection was made on the roof. I felt joy and happiness inside me.

SENTENCE STRUCTURE & PUNCTUATION Summary
Simple sentences are used to build suspense, with complex sentences used to expand description. There is also some evidence of manipulated word order for effect. Expanded phrases and clauses add detail and verbs are varied both in aspect and tense. Demarcation is mostly accurate but with some comma splicing and little variety apart from an exclamation mark. The lower mark in band A3 is the best fit.
Band A3 – 4 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> • Clear distinction between past and present, with the memory embedded appropriately; tone is less consistent. (C3) • Feelings triggered by the object are expressed and are used to link the find with the memory (<i>I feel just as proud now as when I received it</i>), contrasting with feelings at the outset (<i>it sends a shiver down my back</i>). (C3) • Descriptive detail used to build anticipation in the first section (<i>The cobwebs hang from high up</i>) with fewer imaginative choices later in the piece. (C2)
Summary
Account includes description of the find, creating an atmospheric context but the memory itself is related in a more prosaic manner. Feelings are evident but with little exploration. Some deliberate use of suspense adds to the descriptive power of the first section; the same level of detail and atmosphere would be needed throughout for a higher mark.
Band C3 – 6 marks

TEXT STRUCTURE & ORGANISATION Summary
Opening provides a context for the find, creating a mysterious atmosphere which contrasts with later events; shifts in time and place are clearly indicated and the ending is linked to the find. Some variation in reference to the object provides links through the text. Descriptive paragraphs are well developed but the recount of the memory relies on simple sequencing.
Band B3 – 4 marks

Exemplar script 3

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

some variation in connectives (A3)

expansion of phrases and clauses (A3)

precise use of verb (A3)

adverbials change sentence focus (above A3)

range of punctuation with little omission (above A3)

some omission of pronouns (below A3)

control of complex sentences (A3)

simple past tense with some variation (below A3)

initial context followed through in later sections (above B3)

contrast used to lead into memory (B3)

time shift initiates memories and links to following paragraph (B3)

adverbs structure recount (B3)

adverbial phrase separates next episode from previous one (B3)

conclusion provides brief summary of feelings and memories (B3)

I was looking for a piece of clothing in the attic for our drama assessment when I triped over the cardboard box marked: KLM Cargo / Germany-Nüremberg to England-Newcastle

I could remember when mum and dad packed the box with old stuff before we came here. It was quite full and I dicided to unpack it and see if I could find anything. I got a pair of scissors from downstairs, cut open the sello-tape and started looking.

I was supposed to be a butler in the school play, and I did find a tuxido to wear, but the catch of the day was a quite big book with the name "Stories of the world" on the cover. That night, in my room, I couldn't sleep; not because of a negative emotion like anger, but I was excited. The book I found was fancient, because I got it back when I was 4. The book one of the best I ever heard. It all started on my 4th birthday, 2nd May 1998.

On our birthdays, our parents took us first to the mall to get us a present and then somewhere else. I chose this book cause it looked so colourful. It was one of the expencive books, but my dad got it anyway. In the park, afterwards, my dad read me a story about a poor man and a dog. Dogs sounded nice in the story, so went near one to stroke it (...) unfortunatly went after me from one side of the park to the other, nearly breaking my leg, until the owner got hold of the leash. He was a nice bloke. He told me that the hunting instingt would set off every time the dog saw someone running, so you shouldn't run.

Another time, we were by the outdoor pools, when mum read me a story about Tarzan; the jumping into water sounded really easy, so I tried it. I saw big kids do it so I thought it was no problem for me. I couldn't swim then. Nearly drowned, you know. Got saved by my dad.

I've got lots of good or bad memories from this book, but I couldn't find it for a long time. I couldn't wait to show my sister. At this moment I slowly fell asleep.

Marking the writing test

SENTENCE STRUCTURE & PUNCTUATION
Summary
Sentence structures are varied and mostly controlled, although there is occasional awkwardness. Variation includes simple and complex sentences, with some examples of adverbial phrases placed at the front of sentences to alter focus. Simple past tense predominates, with minimal use of the present tense. Punctuation is varied and supports structures throughout.
Band A3 – 5 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Finding of book triggers a range of related memories which explain the importance of the book to the writer. (C3) Some feelings are directly expressed (<i>not... anger, but I was excited</i>). Other feelings can be inferred from attitude to the book (<i>one of the best I ever heard</i>) and parents. (C3) Stylistic choices include idiomatic language (<i>catch of the day</i>), use of colloquialism (<i>a nice bloke</i>) and conversational style (<i>nearly drowned, you know</i>). (C3)
Summary
This ambitious attempt to embed several layers of memories into one account, linked to the finding of a childhood story book, provides a clear context for the find and a series of associated memories, which are briefly narrated. Viewpoint is mostly implicit, but some emotions are more directly expressed. Some idiomatic and colloquial stylistic choices support the account.
Band C3 – 7 marks

TEXT STRUCTURE & ORGANISATION
Summary
Time shifts are used to move the recount between recent time, past time and even earlier events, although these shifts are sometimes confusing. Different locations are used and paragraphing supports the development of different episodes, with variable amounts of expansion. The ending is linked to the earlier reference to sleeplessness.
Band B3 – 5 marks

Exemplar script 4

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

punctuation includes speech marks, full stops and commas but also comma splices and missed opportunities for demarcation (below A3)

expanded phrases and clauses add descriptive detail (A3)

short sentence contrasts with surrounding complex sentences (above A3)

some varied connectives (A3)

verbs refer to past (simple and complex forms), and include passive voice; also present tense (A3)

'Don't want this, don't want that.' I mumbled as I rummaged through all the old junk, that felt like it had almost been hidden for all these years.

There were dolls, cars, soft toys, baby games all tucked away at the back of the wardrobe.

The Sun was as bright and as bold as an orange over the tree tops. It was a perfect day to be outside playing and having fun, and the light that was beaming through my bedroom window didn't help my mood of being inside. But Mum had been nagging me non-stop to sort through all the old stuff at the back of my wardrobe, so I had no choice.

I carried on searching, I found an old barbie doll that I used to love and care for that had now been torn, battered, her hair like a messy pile of straw sticking out from her scalp. I threw her aside 'don't want that' I mumbled.

I was gradually getting through everything, I had cleared nearly everything out, I pulled out a few more toys, but I never decided wether I wanted to keep them or not, because behind them was one of my most prized possessions something I had lost for years and gave up hope of finding. It was the bouquet of flowers I held at my cousins wedding when I was a bridesmaid. It was one of my favorite days of my life.

The sun sparkled that day, I remember driving up to Hintalsham hall, through the gates and then I saw it, a white, yellow building that had been outlined by the sun, It was a picture postcard.

I remember getting ready and putting on that beautiful dress that made me feel like I was putting on a cloth of gold.

Then I remember having my hair done in perfect french plaits with little white roses placed inbetween each one.

But the best part I remember as clearly as I did the day after the wedding, walking down the Isle behind my cousin and his wife, It was like walking down the red carpet photographers shooting pictures at us with every step we took, but it was the bagpipes behind me I remember most, how they were blaring in my ears and defening me.

direct speech opens text effectively (above B3)

varied references to 'junk' provide links through first sections (above B3)

suspense created by delayed referent (B3)

shift in time and place provides link between paragraphs (B3)

selection of particular detail expands content (B3)

Marking the writing test

Exemplar script 4 (continued)

After the main ceremony everyone went outside, had drinks and had photoes taken, and I remember holding that bonquet in my hands, all the time, Its white roses matching my hair.

adverbials signal time shifts (B3)

sentence fragment used for comment (above A3)

Later that evening everyone went to the club, there were snacks, and more family were invited everyone danced and laughed, gave each other presentens, I had to dance with the best man, (so embarrassing), my cheeks still burn when I think about it.

Everyone was sad when it was over, we left at 1:00pm in the morning

My mind went into fast forward and I returned to the present day, my hands still cluching the bonquet.

I wish I could rewind the whole thing and start it all over again, I placed the bonquet on my bed ('keep that' I said) and carried on rummaging.

ending reflects style of opening but provides contrast to round off account (above B3)

Marking the writing test

<p>SENTENCE STRUCTURE & PUNCTUATION</p> <p>Summary</p> <p>Complexity is added by expanded phrases and clauses to add detail with some use of subordination. Short, simple sentences are used for contrast and there is a range of verb forms to relate to the different time periods in the text. There is some variety in punctuation although demarcation is not always secure, with comma splices and missed full stops.</p>	<p>COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> The central memory is recounted fondly and is foregrounded because of the mundane activity that opens the account. (C4) The excitement of finding the <i>bonquet of flowers</i> is sustained in the description of the wedding and contrasts with the feelings evident in the earlier section. (C4) Stylistic choices include emotive and figurative language which is sometimes strained or predictable. (C3) 	<p>TEXT STRUCTURE & ORGANISATION</p> <p>Summary</p> <p>A bedroom sort out provides a narrative frame for the recount of the memory. The time and place of this are differentiated from the opening context and shifts between the two are clear. Some paragraphing is used and sections are sequenced with some connections between them. Within sections, content is developed by description of events, places and people.</p>
<p>Band A3 – 4 marks</p>	<p>Summary</p> <p>Reflection is interwoven into the recount with balance between description of finding the object and account of the wedding day. The different times are further distinguished by contrasting feelings of boredom and excitement. Stylistic choices include speech and figurative language which strives for effect.</p>	
	<p>Band C4 – 9 marks</p>	<p>Band B3 – 5 marks</p>

Exemplar script 5

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

verb choice, noun phrases and adverbials combine to create menacing mood (A4)

simple sentence and fragment (A4)

range of punctuation (A4)

compressed clauses build up detail, but overused (A4)

shift to question and present tense, followed by future speculation signals shift to time of the memory (A4)

noun-phrases relating to sounds and sight add to effect (A4)

varied past tenses with non-standard form (below A4)

The creaky ladders groaned as I cautiously entered the dreary dominion of the attic ... Cobwebs showered the walls like drapes, and my stomach lurched, as I clambered reluctantly up the echoing steps, into the looming darkness...

Pushing the masses of old objects aside, I found it. There it was ... A train ticket of an evacuee - me. My heart beating like a drum as the harsh memories of all those years ago came flooding back to me ...

Masses of crying parents stood on the solid platform, desperately waving to their loved ones, watching them leave.

I gazed out of the train, watching my mother, crying, like pearls running down her cheeks. Who knows?

Maybe this will be the last time I ever see her again.

However, through my sadness came reliefment. Ghastly pictures of the bombings from the nights before struck me.

High pitched screams of terror echoed through my head, sirens blasted in my mind, and the heaps of rubble left on the cobbled streets after the nights were over, were not easy to forget.

I glanced around my compartment. Other children - my age, and younger, were slumped on their seats, their faces glazed over. The war had took its toll and had snatched away their childhood, forcing them to become sharp and self reliant. I gazed out of the train again. The train was starting the engine. Smoke protruted from the funnel, and the wheels started to run.

opening mood sets scene for memory (B4)

vocabulary relating to train journey provides thematic link (B4)

connective signals transition to additional reflection (B4)

paragraph includes description, reflection and action (B4)

Marking the writing test

Exemplar script 5 (continued)

compressed clauses build up detail (A4)

repetition of structure for effect (A4)

collection of sentence fragments for impact (A4)

departure links paragraphs (B4)

awkward transition to abrupt conclusion (below B4)

There was my mother, running along the platform trying to keep up with the train. Waving and crying, uttering words I could not hear. The train gathered speed, the engine sprung to life, and soon enough we were gone.

Leaving London.

Leaving my mother.

Away from the midst of bombing, the german planes thundering through the air, towering over London, off to a whole new world ...

Blood rushed through my head, as I found myself, clambering down the steps of the attic, leaving behind all the memories of long ago ...

Marking the writing test

<p>SENTENCE STRUCTURE & PUNCTUATION</p> <p>Summary</p>	<p>COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> Description creates a realistic picture of the horrors of war (<i>High pitched screams of terror; sirens blasted</i>). (C4) Feelings of reluctance to enter the attic are justified by the feelings triggered by the memories; these are further enhanced by the inclusion of others' emotions (<i>crying parents; children...their faces glazed over</i>). (C4) A question, emotive and figurative language (<i>desperately; harsh memories; my heart beating like a drum</i>) are used to express attitude. 	<p>TEXT STRUCTURE & ORGANISATION</p> <p>Summary</p>
<p>Sentences are varied in length and focus, with compressed phrases adding pertinent detail and some repetition used for effect; sentence fragments also used selectively. Most verbs are dynamic, moving events and description forward and adding to the impact. A range of punctuation adds to clarity.</p>	<p>Summary</p> <p>A convincing and well-realised memory is triggered by the finding of a simple train ticket; a persona is established and appropriate thoughts and feelings are powerfully developed. The text is supported by a range of stylistic devices which are mostly well chosen and integrated.</p>	<p>Thematic linkage – feeling of dread followed by traumatic memories – creates an overall structure for the piece; paragraphs combine action, description and reflection. The ending would need to create a more effective closure for the top mark in the band.</p>
<p>Band A4 – 7 marks</p>	<p>Band C4 – 11 marks</p>	<p>Band B4 – 6 marks</p>

Exemplar script 6

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

clause given additional precision by use of adverb plus time adverbial (A4)

onomatopoeic single word sentence for effect (A4)

sentence focus shifts: personal and impersonal pronouns concrete nouns adverbials abstract nouns (A4)

manipulation of word order for effect (A4)

short sentences build suspense (A4)

range of verb forms (A4)

It was a cold November morning. I was outside in the back-garden of my house. I was digging into the fresh earth, looking for it. I remember exactly where I buried it, all that time ago.

The heavy wooden handle of the spade I was digging with, scratched roughly against my smooth hands as the blade penetrated deeper into the moist earth.

Thud! The spade hit something hard and hollow underground. I dropped the spade and began to paw at the earth with my hands. My fingernails scraped against something wooden.

Eventually after a few hasty minutes of digging I had found it. A small rose wood chest stained with the brown mud. I lifted it out of the small hole I had made, it was light and smooth to touch.

Expectancy welled up inside my heart. As I put the chest down onto the concrete slab behind me, I heard a rattling noise, metal against wood and I knew that at last I had found it.

Slowly my hand clasped the ancient padlock on the chest, my other hand went to my neck where a rusty, victorian key hung upon a chain of silver. I had taken the key with me everywhere, ever since I had buried it.

I pulled the key from the chain and felt its weight in my earthy hands, I fitted it into the paddlock and turned it clockwise slowly. It clicked.

Hastily I threw the padlock to the ground, leaving an imprint of it in the earth. This was it. My hand reached out. I felt the wood on my fingers. I lifted the lid.

A creaking noise issued forth, but that was to be expected, the hinges hadn't been oiled for decades. A cloud of musty dust like the pyroclastic flow of a volcano came out. I coughed, tilted my head and looked into the chest.

It was empty. I stared at it in disbelief; tears welled up inside my eyes. I had been cheated. Someone had stolen it! Rage seared up inside me, an angry beast waiting to attack.

setting established with precise detail and initial reference to the mysterious 'it' (B4)

expanded phrase moves focus from personal action to objects associated with the action and also links to previous paragraph through words from same semantic field (B4)

link between paragraphs suggests imminent resolution of mystery (B4)

descriptive paragraphs interrupt action, adding suspense (B4)

shift to thoughts and feelings provides transition from action to memory (B4)

Marking the writing test

Exemplar script 6 (continued)

range of verb forms (A4)

ellipses for effect, suggesting hopelessness (A4)

range of punctuation and tenses in direct speech (A4)

substitution of part of body for first person pronoun adds emotional impact (A4)

paragraphs expand on the feelings of anger and grief (B4)

embedded memory provides impetus for resolution (B4)

descriptive paragraphs provide further dramatic delay (B4)

final revelation leads to effective ending (B4)

The anger inside my chest was a great tidal wave of fury and anger, the wave crashed down again and again but it couldn't change what had happened. It was empty... just empty... I wept; I could taste salty tears running down my face, disappointment was etched into my mind. Then something came back to me. All those years ago when I buried it, I remember someone saying something to me and then it hit me. The voice of my Grandfather swam in and out of focus, "Use a fake bottom, son. That will keep it secret for much longer!" I grabbed the bottom of the chest, my fingers grabbing a small clasp and it flipped up. I could see it! An instant change came over me. Colours became brighter, birds started to sing, their cacophonous voices echoed merrily around. The Sun came out from behind a cloud, a great, fiery, orange dinghy sailing placidly along a calm sea of perpetual blue. I picked it up from the depths of the chest and saw the face of my late mother staring up at me, something that was a light to me in dark places, the face of my mother. Tears welled up in my eyes but my heart rejoiced.

Marking the writing test

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p style="text-align: center;">Summary</p> <p>Sentence focus shifts from the personal to concrete objects and abstract nouns and is further varied by the use of pre-posed adverbials. A single word sentence incorporating onomatopoeia and other short sentences for effect contrast with more complex constructions. Word order is varied for emphasis. Direct speech aids variation in verb forms. The whole is supported by mostly accurate punctuation.</p>	<ul style="list-style-type: none"> Expectation is deliberately thwarted until the end as the first find is revealed not to be the direct object of the search. (C5) Deliberate contrasts in emotion reveal subtle changes, for example from tears of frustration and rage to tears of joy. (C5) Stylistic features are used to convey a strongly sensory account of the search (<i>heavy wooden handle / smooth hands; A cloud of musty dust; a great tidal wave of fury and anger</i>). (C5) <p style="text-align: center;">Summary</p> <p>The account is crafted and focuses on a desperate search for an object, the identity of which is deliberately hidden until the end. The memory of the grandfather's words is an effective way of moving the account forward to this end. Changing emotions are evident throughout the search, adding to the build up of tension. Stylistic features support the development of the account on the whole although the use of some extended images such as the sun as a dinghy is not entirely successful.</p>	<p style="text-align: center;">Summary</p> <p>The search for the picture shapes the whole account, from the initial setting, through expectation and disappointment to a final and effective resolution. Paragraphs describing activity are balanced by an increasing number devoted to thoughts and feelings as the account unfolds. More variation within paragraphs – for example in relative length – would be needed for the highest band.</p>
<p style="text-align: center;">Band A4 – 7 marks</p>	<p style="text-align: center;">Band C5 – 13 marks</p>	<p style="text-align: center;">Band B4 – 7 marks</p>

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The shorter task: *Time Capsule*

Pupils are told to imagine that their school is burying a time capsule which will be opened in one hundred years time. They are given a list of five objects for inclusion, from which they should select two. The task is then to review the choices and comment on the reasons for selecting each, with particular reference to the way in which they would help people in the future understand life now.

No formal planning, apart from the boxes for ticking the choices, is provided, but there is space for planning should pupils choose to use it.

Some pupils choose objects other than those suggested and write about them as effectively as they do about the choices listed in the prompt. Such responses should be rewarded according to the quality of the writing. Pupils who write about all the choices, rather than selecting two, reduce their chance of giving sustained explanations of any one item and thus penalise themselves.

Better performances are distinguished by focus on purpose, with an awareness of possible changes in the future and the impact of the chosen item. These responses move beyond personal reasons for the choices to a wider view of how these reflect current society. In some cases, these pieces are framed with an introduction and/or conclusion and include some comparison with the rejected items.

Shorter writing task: Time Capsule

You should spend **25 minutes** on this task.

Time Capsule

Imagine your school is burying a time capsule that will be dug up in 100 years' time. The capsule should contain objects to help people in the future understand how we live today.

Here are some of the things suggested for the time capsule.

- | | |
|---|---|
| <input type="checkbox"/> An MP3 player | <input type="checkbox"/> A letter written by a grandfather about how life has changed |
| <input type="checkbox"/> DVD of a walk by a stream in the country | <input type="checkbox"/> A pair of trainers |
| <input type="checkbox"/> Photographs of a theme park ride | |

Your task:

Choose the *two* suggestions that you think are best to help people in the future understand how we live now. For each one, write a paragraph reviewing your choice and commenting on the reasons for it.

Start by ticking the **two** 'objects' you have chosen.

Mark scheme for the shorter task: *Time Capsule*

SECTION D

SENTENCE STRUCTURE, PUNCTUATION AND TEXT ORGANISATION

Assessment focuses: *vary sentences for clarity, purpose and effect*

*write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
construct paragraphs and use cohesion within and between paragraphs*

Band D1

- Simple connectives (*and; but; so; then; when*) link clauses. Some repetition of sentence structures and verb forms (*I think; it will...*). Adjectives used to evaluate qualities, with occasional modification (*a lot of information; really fun*). Some use of reference chains or vocabulary choices to maintain links between ideas, eg pronouns substitute for nouns.
- Full stops, capital letters, exclamation marks and question marks are used to demarcate sentences, mostly accurately. Commas used in lists.

1 mark

Band D2

- Sentences are mostly grammatically sound with some use of subordinating connectives to develop analysis and review (*because; if; which; as*). Some structural repetition across choices. Adverbials (*when they've all disappeared*) and expanded noun-phrases (*a long forgotten idea*) expand ideas. Tenses generally consistent and appropriate, with modal verbs to suggest possibility. Sections of text expanded around topic sentences and similar content grouped.
- Accurate sentence demarcation and some correct commas to mark phrases / clauses.

2–3 marks

Band D3

- Simple and complex sentences used with some variety of connectives (*while; although; in case; since; however*) to shape and extend the review. Variation in verbs may be used to develop ideas, eg complex verb phrases (*will be understood; could have been entertained*) and appropriate tense for considering the future and speculating about reactions. Expanded phrases and clauses add detail and evaluation, eg adverbials may indicate positioning of writer (*looking back to the past*). Ideas are developed and illustrated by relevant detail.
- Range of punctuation used, almost always correctly, including brackets, dashes, colons.

4–5 marks

Band D4

- Length and focus of sentences varied to express subtleties in meaning. Sentences may include embedded subordinate clauses, sometimes for economy of expression. Sentences linked in a range of ways to increase overall effectiveness, eg thematic linkage, reference forwards or backwards to other choice.
- Range of punctuation, with little omission, to give clarity, and sometimes for emphasis or deliberate effect.

6 marks

SECTION E**COMPOSITION AND EFFECT**

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

Band E1

- Two choices are made, but coverage of each may be unbalanced or repetitive, with description predominating; similar, implausible or personal reasons may be given for both choices.
- Writing shows some evidence of attitude, although this may be implicit (*it's so fun*) or personal.
- Vocabulary relates to the choices, but may be limited, repetitive or vague.

1–2 marks**Band E2**

- Review of both choices, possibly including description of the items with some limited (possibly pedestrian) explanation about how the choices depict life now or would show changes.
- Viewpoint established, eg writer presents reasons going a little beyond personal preference.
- Some straightforward stylistic choices support purpose of review, eg informal or formal style of address; appropriate vocabulary.

3–4 marks**Band E3**

- Review is adapted by provision of different and pertinent reasons for both choices with some development.
- Viewpoint established and then controlled, eg personal or objective tone makes stance of writer clear.
- Stylistic choices add to the explanatory and analytical effect, eg clear and precise detail.

5–6 marks**Band E4**

- Review is well shaped and focused on purpose, eg includes awareness of possible changes in the future and the likely impact of the chosen items.
- Viewpoint well controlled and convincing, eg awareness of advantages and limitations of selected items.
- Stylistic devices used confidently to add weight to choices, eg maintenance of formal or informal tone, use of emotive or figurative language and/or use of humour.

7–8 marks**Band E5**

- Development of commentary and review is controlled and analytical and informed by logic and/or emotion.
- Viewpoint is authoritative and shows understanding of the wider context of a time capsule.
- Stylistic features are well judged for effect, eg examples and anecdotes are integrated as part of the whole.

9–10 marks

SECTION F SPELLING
Assessment focus: use correct spelling

Band F1	<p>Main criterion: the spelling of simple and common polysyllabic words is usually accurate. Likely patterns of error:</p> <ul style="list-style-type: none"> • There may be some confusion of more complex homophones and phonemes (<i>course / coarse; breaking / braking; extremly</i>), phoneme omission (<i>rem[em]ber</i>). • There may be errors in using suffixes and prefixes (<i>tried; dimand; familys; imposible; coverd</i>). <p style="text-align: right;">1 mark</p>
Band F2	<p>Main criterion: the spelling of words with complex regular patterns is usually accurate. Likely patterns of error:</p> <ul style="list-style-type: none"> • There may be incorrect hyphenation of some compound words (<i>re-act; grand-father</i>). • There may be errors in more complex suffix formations (<i>responsabl; physicy; basicly; crusial</i>). <p style="text-align: right;">2 marks</p>
Band F3	<p>Main criterion: most spelling, including that of irregular words, is usually correct. Likely patterns of error:</p> <ul style="list-style-type: none"> • Errors may occur with unstressed vowels (<i>dependant; definately; intresting</i>) or with consonant doubling in some more complex words (<i>embarrasement; dissappear; occassionally</i>). <p style="text-align: right;">3 marks</p>
Band F4	<p>Main criterion: virtually all spelling, including that of complex irregular words, is correct. Any errors stand out as untypical or one-off slips.</p> <p style="text-align: right;">4 marks</p>

Note to teachers:

Please note that the following words are given in the prompt and this should be taken into account when marking spelling:

burying, capsule, people, future, photographs, grandfather, trainers, suggestions

Exemplar script 1

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

expanded noun-phrases (D2)

overlong sentences (below D2)

missing subject (below D2)

series of adverbials to build up detail (D2)

some subordination (D2)

repetitive modals but some variation in verbs (D2)

Our school was going to build a time capsule. It wasn't (one of those things that made out of scraps of metal and takes you back in time). No, it was like a chest that you put things in that are of some significance to that time and then maybe one-hundreded years later will dig up the chest and see all the items from the past.

I was in charge of what two things went into the time capsule, and I had chose the thing I wanted to put in.

I have chosen to put in a photograph taken of my uncle on the apocolypse at Drayton Manor theme park. (If) I put this in the people from the future would know what drayton Manor and a ride like that would have looked like in 2006.

I also (decided) to put in a pair of trainers, they were mine that were to small for me. I decided to put this in (because) I thought it (would be) good to let them see what we used to wear back in 2006 if the trainer was then out of fashion and maybe bring it back

correct use of comma (D2)

grouping of content: introduction items (D2)

mostly accurate demarcation (D2)

Marking the writing test

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION
Summary
Sentences are mostly grammatical but occasionally overlong. Complexity is added by expanded noun-phrases and occasional use of subordinating connectives. Modal verbs are repeated but there is some variation in verbs. Sections of text are grouped although there is some repetition. Punctuation is generally accurate.
Band D2 – 2 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Personal reasons dominate choice and reasons are similar for both; in both cases they are based on the task wording. (E1) Choices are made but viewpoint remains implicit. (E1) Vocabulary relating to the proposed time capsule makes use of some specific words (<i>scraps of metal; like a chest</i>) with some other appropriate choices (<i>apocolypse; fashion</i>). (E2)
Summary
Two choices are made, in spite of some confusion about the concept of a time capsule. The choices are placed in a narrative framework which limits the opportunity to develop reasons. The use of some pertinent vocabulary lifts the piece to the upper mark in the band.
Band E1 – 2 marks

SPELLING
Summary
Most words are either simple or common, but there is evidence of control of a more complex word (<i>significance</i>). There is an unnecessary unstressed vowel in <i>hundered</i> and <i>apocolypse</i> has one error, but overall there is sufficient accuracy for band F2.
Band F2 – 2 marks

Exemplar script 2

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Marking the writing test

MP3 Player

adverbial establishes present time (D2)

varied subordination but in strings of clauses (D2)

simple adjectives and adverbials indicate evaluation (D2)

expanded noun-phrases express excitement and add detail (above D2)

sentence becomes muddled and incoherent (below D2)

At the moment an MP3 player is one of the most hi-tech peices of equipment. With it you can download songs off of a computer and put it onto the MP3 player and then listen to the songs wherever you are as long as you have ear phones which attach to the MP3 player in a small hole on the outside of the MP3 player which can be rectangular, square shaped, oval and many more varieties. These aren't very big at all and can quite easily fit in your pocket. I have chosen this as in the future they may have an extremely amazing gadget in the future which isn't even worth thinking about.

topic sentence opens description (D2)

commas in lists and mainly accurate demarcation (D1)

shift to personal indicates move from description to reasons for choice (D2)

A Pair Of Trainers

Trainers have been around for ages and fit all sizes of feet big or small. They are used for sport and casual wear and can be in all different colours and designs. They are made by many types of companies the more common trainers are Nike and Adidas which are the two main giants of sports wear and foot wear. I have chosen this as in the future there maybe shoes which can help you fly or do something so amazing that at the moment would seem impossible to do.

structure follows that of first entry: description personal view of future (D2)

At least everyone in the whole has a pair of trainers in the whole world so if I choose something everyone maybe in the future everyone will which is as common as trainers.

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION
Summary
Subordination is used to develop description, either as additional clauses or embedded in noun or adjectival phrases. Some sentences are very long, with multiple subordination, but this is not always controlled, particularly at the end of each review. Material is grouped around topic sentences but the development of some ideas is incoherent. Demarcation is generally secure.
Band D2 – 3 marks

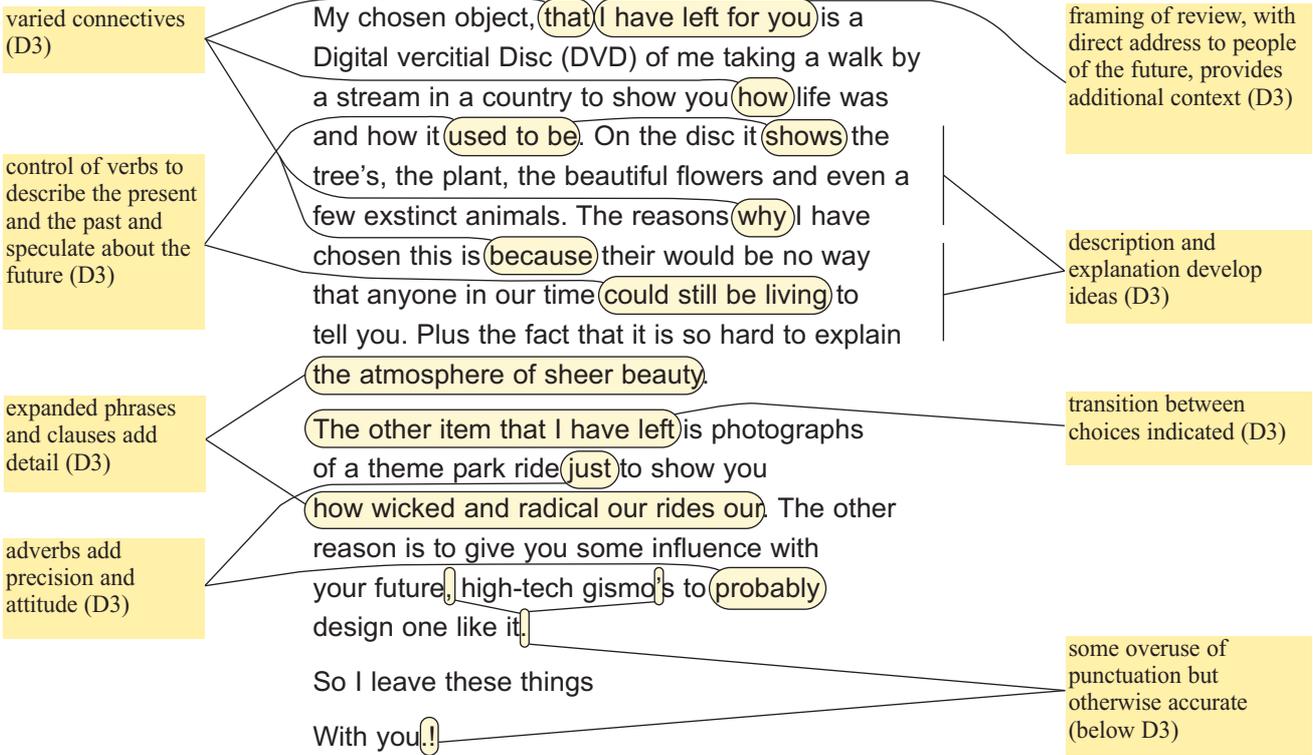
COMPOSITION & EFFECT
<ul style="list-style-type: none"> Description dominates this piece, but there is evidence of imagination in the awareness of possible advances in the future (<i>shoes which can help you fly</i>). (E2) Objective viewpoint is established with use of generalised <i>you</i> and impersonal tone. (E2) Precise vocabulary adds to description (<i>a small hole on the outside; rectangular</i>) and some words express excitement about the future (<i>extremely amazing gadget</i>). (E2)
Summary
The chosen items are reviewed according to their place in today's world, with careful attention to detail and an appropriate tone, but there is little consideration of how these items might depict life today for future generations. In spite of this there is a sense of excitement about how things might change and improve.
Band E2 – 4 marks

SPELLING
Summary
Spelling of most words is accurate, apart from the phoneme in <i>peices</i> . There is some variety of complex words, both those with regular patterns (<i>rectangular, equipment</i>) and unstressed vowels (<i>different</i>). More evidence of control of a wider range for words would be needed for the top band.
Band F3 – 3 marks

Exemplar script 3

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION



Marking the writing test

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION	COMPOSITION & EFFECT	SPELLING
<p>Summary</p>	<ul style="list-style-type: none"> Different reasons are given for each choice, with the first choice making these more explicit (<i>no way...still be living to tell you</i>) and the second providing advice to the people of the future (<i>to give you some influence...</i>). (E3) Viewpoint incorporates personal and objective tone, presenting aspects of today's world in a positive light (<i>atmosphere of sheer beauty</i>). (E3) Stylistic choices support the descriptions and explanations with some precise detail (<i>high-tech gismo's</i>) but also some mismatch between formal and colloquial language in the two choices. (E2) 	<p>Summary</p>
<p>Complex sentences expand explanations and add detail to descriptive elements. Further expansion is provided by verb and noun phrases, with the former used to indicate some consideration of the future. The first choice has more development of ideas. Brackets are used appropriately and other punctuation is mostly accurate.</p>	<p>Summary</p> <p>Direct address to the people of the future creates immediacy and provides a reason for some description of the DVD contents. Some variation in the reasons for each choice, clear viewpoint and some use of emotive and colloquial language support the award of 5 marks. More balance in the consideration of the two items would be needed for the higher mark in the band.</p>	<p>Some complex words are accurate (<i>beautiful, atmosphere</i>) but others are spelled incorrectly (<i>vercital, extinct</i>) and there is some confusion about the correct use of <i>their / there</i>. Most regular words are correct, making band F2 the best fit.</p>
<p>Band D3 – 4 marks</p>	<p>Band E3 – 5 marks</p>	<p>Band F2 – 2 marks</p>

Exemplar script 4

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Marking the writing test

clauses varied in position and introductory connectives (D4)

compressed clauses add detail (D4)

use of apposition to support and expand acronym (D4)

rhetorical conditional clause with solution (D4)

verbs express a range of tenses but expansion is limited (below D4)

One very common and popular type of technology is called the MP3 (Music Player). Even though there is also an even better upgraded version called MP4 the MP3 player is still the most seen, used by kids and teenagers in the streets.

The MP3 player lets you to listen to music on the go, whenever you want. Most MP3 players range between £25-£60. Some have less space to put songs in and therefore are cheaper and vice versa. The MP3 player enables you to import songs from a computer to your MP3 using another very good technology, a USB

(Universal Serial Bus) cable. The MP3 player has a good design and normally comes in a rectangle shape about half the size of a scientific calculator. All you then need are speakers, which are relatively easy to buy, insert them, and then you can start listening to your favorite artists and tracks 24/7. I have to say, I am fond of the MP3 player, as I also have one, and as soon as you put the speakers on your ears, it lifts your mood up considerably listening to the sound of music. The MP3 player is very modern, enjoyable, easy to use and if you can't get songs on your mobile phone then the MP3 player is the equivalent. I have chosen to describe and review the MP3 player because it is a popular type of technology in the 21st century, very noticeable, plus the MP3 could tell future generations that the MP3 player was a terrific type of technology all those years ago. Maybe by then, there might even be an MP6 player!! You never know, and future generations might think there was nothing in the 21st century, well the MP3 player demonstrates how powerful the world of technology is. So, if your really bored, you want something to cheer you up, it's gotta be an MP3 player!

topic sentence introduces first item which is expanded in detail (D4)

transition from technology to design to accessories develops ideas (D4)

comment clause signals shift to personal view (D4)

speculation leads to conclusion of first choice (D4)

Exemplar script 4 (continued)

varied expansion (D4) If there was one other thing, that the future generations, could learn about, it's definitely going to be a theme park. Plus the photographs can give you a much much better idea of a theme park. A theme park is a place where there are hundreds of 'rides' as people like to call them, and you can enjoy yourselves there too. Some of rides, are absolutely exhilarating, they go up to fantastic speeds, basically a day at a theme park is absolutely unmissable. The main thing is the rides, the technology is astounding, abnormal as those rides go up to staggering wild heights, rocket fast speeds, unbelievable spins, and much more.

embedded clauses provide additional comment (D4)

adjectives supported by specific noun-phrases (D4)

There are many theme parks here in Britain, the best ones are Alton Towers in Derbyshire and Thorpe Park in Surrey. In U.S.A. there are probably about a thousand!

Marking the writing test

<p style="text-align: center;">SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION</p> <p style="text-align: center;">Summary</p> <p>Sentences are varied in length and focus, with clauses and compressed phrases adding description, detail and evaluation. This variation in structure merits the award of the top mark even though there are some slips in punctuation and occasional sentences that could be better controlled. The logical development of ideas provides further support for the mark.</p> <p style="text-align: center;">Band D4 – 6 marks</p>	<p style="text-align: center;">COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> Reasons for each choice focus on the level of technology in the world today, but include an awareness of possible changes in the future (<i>might even be an MP6 player!.</i>). (E4) Writer champions the chosen items enthusiastically but also presents some aspects objectively. (E3) Stylistic choices provide clear detail, using precise scientific terms (<i>Universal Serial Bus</i>) and some more emotive language (<i>absolutely exhilarating; astounding</i>) to make enthusiasm clear. (E4) <p style="text-align: center;">Summary</p> <p>Both items are given thorough coverage in terms of description, with clear justification for the selection of the MP3 player but rather more implicit reasoning in the choice of the photographs of the theme park. The attitude of the writer is clear, with an emphasis on the attractions and benefits of the two items. Some emotive and adventurous stylistic choices add weight to the selections, in spite of the loss of focus on purpose shown by the inappropriate tone at the end of the first section.</p> <p style="text-align: center;">Band E4 – 7 marks</p>	<p style="text-align: center;">SPELLING</p> <p style="text-align: center;">Summary</p> <p>The words selected cover a wide range of rules and patterns and include several difficult polysyllabic words (<i>considerably, equivalent, noticeable</i>). There are minor slips, including the American spelling of <i>favorite</i> and a problem with the unstressed vowel in <i>definitely</i>.</p> <p style="text-align: center;">Band F4 – 4 marks</p>
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Exemplar script 5

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Marking the writing test

relative clauses add precision and detail to noun-phrases and are neatly embedded in sentences (D4)

sentence focus varied by adverbials (D4)

adverbials provide a caveat to the information (D4)

compressed phrases add information economically (D4)

embedded clauses (D4)

some variation in verbs (below D4)

In the time capsule, which will be buried for a 100 years, I will be placing in a DVD of a walk by the stream and a letter written by my grandfather; I will briefly describe what each item is;

The DVD of a walk by the stream, is of Dorney Stream which runs from Devon to Slough; The river is home to a variety of wildlife including; Herons; Tadpoles; Frogs and goldfish. (The Herons, which are big white birds), have lived in the stream for a century and are regularly fed by tourists. The goldfish, who only inhabit the stream in the summer bring a lot of tourists but do not seem to be disturbed by them. The tadpoles, who are rarely seen, normally hide themselves by the riverbank for shelter and protection.

Finally, the frogs, who are also rarely seen, protect the tadpoles by the river banks; and (normally) are seen, if ever, at the grassland (surrounding the stream). I chose to take a DVD of the stream to put in the time capsule because of global warming might destroy it and for wildlife scientists in the future so they have a record of nature in our time.

My second choice, the letter from my grandfather; (Which is factual; Describes life in his time of World War 2, which he is lucky he survived), to the modern day times of now and will be very good for historical reference. It also shows a detailed comparison of the past to the present. I chose this particular item, which has sentimental value to me, because it (will be put) to good use for historical reference in the future; as well as my grandfather possibly being mentioned in historical books and journals for his hard work.

introduction provides direction for review (D4)

varied punctuation gives clarity (D4)

lengthy description justified by later comments (D4)

inaccurate punctuation impedes flow of sentence (below D4)

features of second choice selected for contrast (D4)

Exemplar script 5 (continued)

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

compressed phrases add information economically (D4)

embedded clauses (D4)

some variation in verbs (below D4)

sentence focus varied by adverbials (D4)

I think the two items, **although individually different**, are similar **because they are both of factual nature** and in the future **can be used** for reference; I think the DVD will be a better factual source because **as well as my detailed comments** it also shows a lot of footage and you know people say “a picture tells a thousand words” so to sum up I think they are similar because of the factual nature.

Although, they are similar they both have substantial differences: such as the DVD is more use than the letter because instead of just words it **shows** pictures as well. The letter is different because it is a comparison of past and present whilst the DVD is about nature.

To conclude my items which I am putting in the time capsule are very different, but **will both provide** a very good reference for natural and historical reference.

comment justifies earlier lengthy description (D4)

consideration of similarities and differences provides thematic linkage (D4)

effective summary to conclude review (D4)

Marking the writing test

<p>SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION</p> <p>Summary</p>	<p>COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> • Commentary is controlled and analytical for the first choice with the second informed more by emotion (<i>has sentimental value to me</i>). (E5) • Writer shows understanding of the benefits of the choices to future generations (<i>better factual source; natural and historical reference</i>); it also envisages the inclusion of the writer’s notes as a useful addition to the items (<i>as well as my detailed comments</i>). (E5) • Precise detail and the maintenance of a formal tone add weight to the choices, with some use of personal comment (<i>he is lucky he survived</i>) and the inclusion of a familiar quotation (“<i>a picture tells a thousand words</i>”), but some choices are repetitive. (E4) 	<p>SPELLING</p> <p>Summary</p>
<p>Varied structures are evident in the description of the letter and the comparison sections with subordination including embedded clauses. In the description of the DVD, sentences are frequently expanded by noun-phrases followed by relative clauses introduced by different pronouns. Throughout the review there is some use of shifting sentence focus, compressed phrases for economical expression and a range of verb forms to refer to the past, present and future. The review is highly organised and structures are supported by punctuation, which is sometimes a little overused.</p>	<p>Summary</p> <p>This review integrates both items into a coherent whole, providing description, reasons for their inclusion and some comparison of their advantages and disadvantages. It is underpinned by precise detail which personalises the whole review by relating the DVD and the letter to particular places and people, using these as a basis for generalising. More deliberate use of stylistic features would be needed for the highest mark.</p>	<p>Spelling is accurate throughout with only one minor slip: a soft ‘c’ instead of ‘s’ in <i>sentimental</i>. There is a range of polysyllabic words such as <i>regularly, inhabit, protection, historical</i> and <i>reference</i>. These words support the award of the top mark.</p>
<p>Band D4 – 6 marks</p>	<p>Band E5 – 9 marks</p>	<p>Band F4 – 4 marks</p>

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Using the outcomes of the tests

This section provides information about interpreting the scores from the year 8 optional tests in English. 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 score of the longer task and shorter task.

Finding the level

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

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 49)

Below level 4	0–12 marks
Level 4	13–19 marks
4C	13–14
4B	15–17
4A	18–19
Level 5	20–28 marks
5C	20–22
5B	23–25
5A	26–28
Level 6	29–49 marks
6C	29–35
6B	36–42
6A	43–49

Writing test (maximum mark 50)

Below level 4	0–10 marks
Level 4	11–19 marks
4C	11–13
4B	14–16
4A	17–19
Level 5	20–28 marks
5C	20–22
5B	23–25
5A	26–28
Level 6	29–50 marks
6C	29–35
6B	36–43
6A	44–50

English overall (maximum mark 99)

Below level 4	0–23 marks
Level 4	24–39 marks
4C	24–28
4B	29–34
4A	35–39
Level 5	40–57 marks
5C	40–45
5B	46–51
5A	52–57
Level 6	58–99 marks
6C	58–71
6B	72–86
6A	87–99

Photocopiable pages

Contents

Writing test booklet covers These pages may be photocopied on A4 paper, if you wish.	2 pages
Longer task writing prompt and planning These pages may be photocopied on A3 paper, if you wish.	2 pages
Shorter task writing prompt This page may be photocopied on A4 paper, if you wish.	1 page
Guidance on the administration of the tests	2 pages

En

KEY STAGE

3

LEVELS

4–6

Year 8 English test

Writing test prompts

First name _____

Last name _____

Class _____

Date _____

Remember

- You have **70 minutes** to complete this test:
 - 45 minutes** for the longer writing task, including up to **10 minutes** of planning time
 - 25 minutes for the shorter writing task, including up to **5 minutes** of planning time.
- Ask your teacher if you are not sure what to do.

En

KEY STAGE

3

LEVELS

4–6

Year 8 English test

Writing test answer booklet

First name _____

Last name _____

Class _____

Date _____

- 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	8		Sentence structure, punctuation and text organisation	6	
Text structure and organisation	8		Composition and effect	10	
Composition and effect	14		Spelling	4	
SUBTOTAL			SUBTOTAL		
			TOTAL		

Longer writing task: That Reminds Me ...

You should spend **45 minutes** on this task.

That Reminds Me ...

In the story you read in your reading booklet, the narrator found objects in the attic that reminded him of his past. Imagine that you find an object that reminds you of your past.

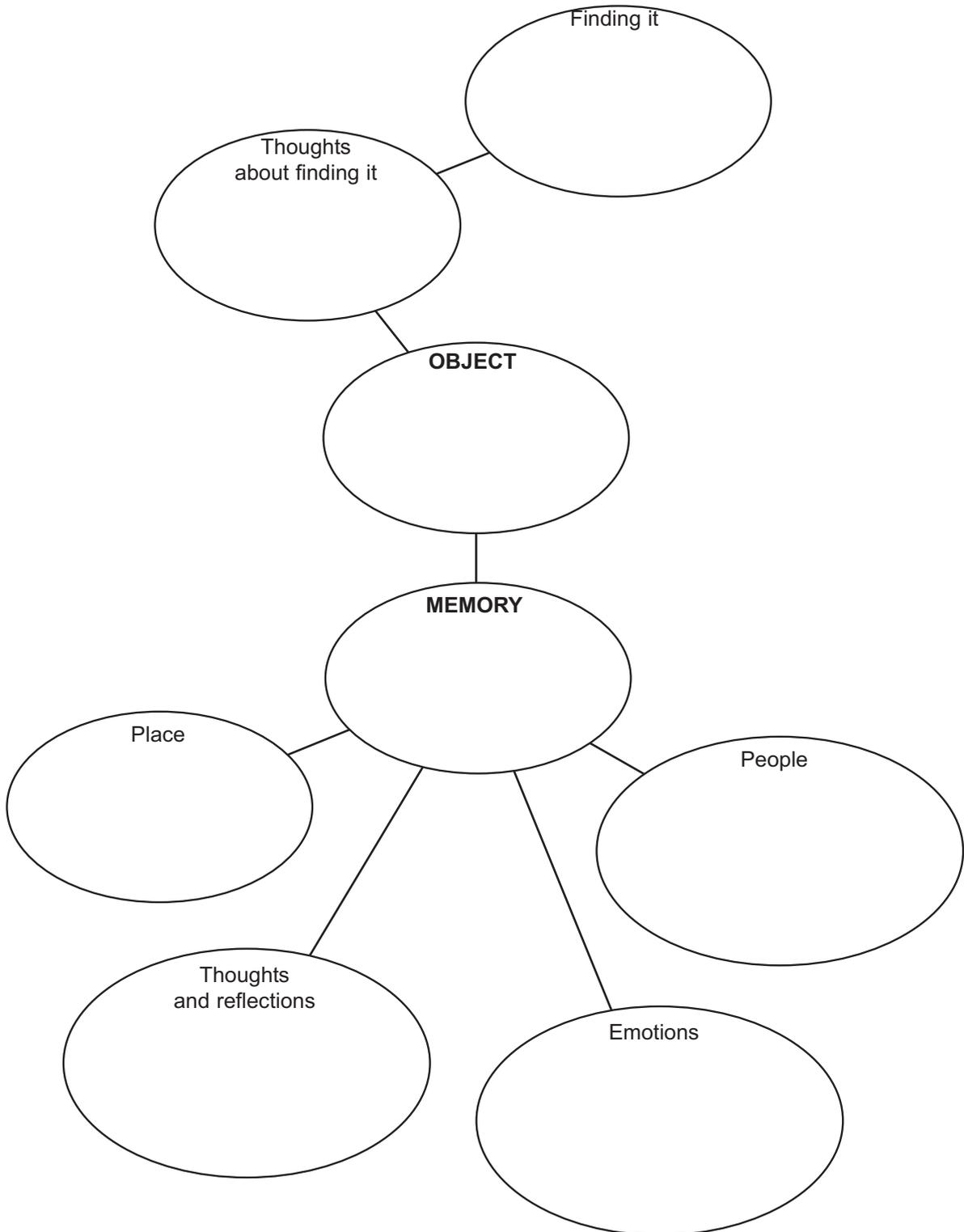
Your task:

Write a personal account based on finding an object that brings back a memory from your past.

You can make up the details.

Longer writing task: That Reminds Me ...

Planning: note down key ideas



Shorter writing task: Time Capsule

You should spend **25 minutes** on this task.

Time Capsule

Imagine your school is burying a time capsule that will be dug up in 100 years' time. The capsule should contain objects to help people in the future understand how we live today.

Here are some of the things suggested for the time capsule.

An MP3 player

A letter written by a grandfather about how life has changed

DVD of a walk by a stream in the country

A pair of trainers

Photographs of a theme park ride

Your task:

Choose the *two* suggestions that you think are best to help people in the future understand how we live now. For each one, write a paragraph reviewing your choice and commenting on the reasons for it.

Start by ticking the **two** 'objects' you have chosen.

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Guidance on the administration of the tests

This guidance is for teaching assistants or other adults assisting in the administration of the year 8 optional tests. If a teaching assistant is to administer any parts of the tests independently to a group of pupils, they will need to follow the administration instructions found in the main part of the Teacher's guide.

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

There are two tests: reading and writing. Both tests cover levels 4–6. The reading test has a reading booklet and a *Reading test answer booklet*. The writing test has two writing tasks. Pupils will do the reading test before the writing test, as the two writing tasks are related to the reading booklet.

Reading test

- *Out of the Ordinary*
- *Reading test answer booklet*

The answer booklet is divided into sections with questions about different parts of the reading booklet. After a short introduction and 15 minutes' reading time, pupils should have **60 minutes** to answer questions. The whole test should be completed in a single session.

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
- indicate any omitted questions when pupils have finished that they should go back to 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 asks for two pieces of writing from the pupils:

- the longer task is to write a personal account based on an object that brings back a memory from their own past
- the shorter task is to select two objects to include in a time capsule, and then to review the choices and comment on the reasons for selecting each item.

After a short introduction, pupils should have **45 minutes** (including 10 minutes' planning time) for the longer writing task and **25 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.

You may:

- remind pupils of the reading booklet *Out of the Ordinary*
- read the covers of the test booklets with the pupils.

You should not:

- read any part of the prompt or planning sheet to the whole class. However, if an individual pupil requests that the task be read to them, it may be read out to the individual
- 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 4) is awarded for spelling on the shorter task.

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