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# Introduction

This document contains the mark schemes for the writing component of the 2006 key stage 3 English papers – the longer writing task and the shorter writing task. It includes guidance on the overall structure of the mark schemes and how they should be applied.

The markers of the 2006 key stage 3 tests will be trained to follow specific guidelines to ensure consistency of marking in applying the mark schemes.

Separate levels are awarded for reading and writing. The reading level will be awarded on the basis of an aggregation of the marks achieved on the Reading paper and the Shakespeare paper. Pupil performance across the two elements may vary and the marking criteria are designed to recognise and reward a range of qualities in each. Similarly, the writing level will be awarded on the basis of an aggregation of the marks achieved on the Writing paper, and again pupil performance across the two tasks may vary. Pupils will also receive an overall English level on the basis of the aggregation of the total marks for reading and the total marks for writing.

Final decisions about the 2006 level thresholds, for separate reading and writing levels as well as overall levels for English, will be made on the basis of a review of a wide range of statistical and qualitative evidence. Level threshold tables, showing the mark ranges for the award of different levels for Reading, Writing and English, will be published on the NAA website ([www.naa.org.uk/tests](http://www.naa.org.uk/tests)) on 19 June 2006.

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# Writing paper

## Introduction

There are two tasks on the Writing paper: a longer writing task and a shorter writing task.

Both tasks are linked to the writing purposes triplets in the English Order: in the case of the longer writing task, *persuade, argue, advise*; and in the case of the shorter writing task, *imagine, explore, entertain*.

Pupils are recommended to spend 15 minutes planning their response to the longer writing task and a planning page is provided for them to use. This planning does not form part of the test and does not affect the marks awarded.

## Assessment focuses

The assessment focuses used in this paper assess pupils' ability to:

- AF1 write imaginative, interesting and thoughtful texts;
- AF2 produce texts which are appropriate to task, reader and purpose;
- AF3 organise and present whole texts effectively, sequencing and structuring information, ideas and events;
- AF4 construct paragraphs and use cohesion within and between paragraphs;
- AF5 vary sentences for clarity, purpose and effect;
- AF6 write with technical accuracy of syntax and punctuation in phrases, clauses and sentences;
- AF7 select appropriate and effective vocabulary;
- AF8 use correct spelling.

## Longer writing mark scheme

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

- |   |  |            |
|---|--|------------|
| A | Sentence structure and punctuation (AF5 and AF6) | (8 marks)  |
| B | Text structure and organisation (AF3 and AF4)    | (8 marks)  |
| C | Composition and effect (AF1 and AF2)             | (14 marks) |

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

AF8, *use correct spelling*, is assessed on the shorter writing task.

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A set of criteria is provided for each strand, based on a common generic mark scheme which is used across all key stages and all tasks. The criteria have been customised to relate specifically to this task and take account of evidence from pre-testing.

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

### **A Sentence structure and punctuation**

*First bullet:* variety, clarity and accuracy of sentence structures

*Second bullet:* variety and accuracy of punctuation

### **B Text structure and organisation**

*First bullet:* coherence

- how the whole text hangs together, including order and sequence, and structural features such as openings and closings

*Second bullet:* cohesion

- how different sections of the text are organised, including grouping of material, connecting and elaborating within paragraphs / sections

### **C Composition and effect**

*First bullet:* adaptation to purpose, form and reader

*Second bullet:* viewpoint

- establishing and maintaining the position / stance of author, narrator, characters and others

*Third bullet:* style

- rhetorical effect, choice of language and technical or literary devices

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### Shorter writing mark scheme

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

D	Sentence structure, punctuation and text organisation (AF4, AF5 and AF6)	(6 marks)
E	Composition and effect (AF1 and AF2)	(10 marks)
F	Spelling (AF8)	(4 marks)

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

Because the task is designed to elicit succinct responses, there is some change of emphasis in the assessment focuses grouped to form strand D: AF3 is not assessed, nor is *construct paragraphs* or *cohesion between paragraphs* from AF4.

As for the longer writing task, a set of criteria is provided for each strand, based on a common generic mark scheme which is used across all key stages and all tasks. The criteria have been customised to relate specifically to this task and take account of evidence from pre-testing.

The spelling criteria are not customised and are carried over from year to year.

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

#### D Sentence structure, punctuation and text organisation

*First bullet:* variety, clarity and accuracy of sentence structures and cohesion

- how different sections of the text are organised, including grouping of material, connecting and elaborating within paragraphs / sections

*Second bullet:* variety and accuracy of punctuation

#### E Composition and effect

*First bullet:* adaptation to purpose, form and reader

*Second bullet:* viewpoint

- establishing and maintaining the position / stance of author, narrator, characters and others

*Third bullet:* style

- rhetorical effect, choice of language and technical or literary devices

#### F Spelling

use correct spelling

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### **Marking procedures for both tasks**

The criteria should be applied in the order in which they are given so that a picture of the strengths and weaknesses of each response is built up cumulatively.

For each strand, a judgement has to be made about which description best matches each script. This involves balancing those aspects of the performance which meet the criteria for a particular band, or the band above, against those which do not. To make this judgement it is necessary to look at the description of performance both above and below the band in question.

The exemplar responses should be referred to in order to clarify features of writing relevant to particular bands and to help confirm the marks awarded in relation to each set of criteria.

Please note:

- the italicised examples in the criteria are there to illustrate particular features, but are not a requirement for a particular band to be awarded. Nor should they be regarded, in themselves, as evidence that a particular band has been achieved.

**Table showing marks awarded to exemplar responses (Longer writing)**

<b>Example</b>	<b>A: Sentence structure and punctuation (SSP)</b>	<b>B: Text structure and organisation (TSO)</b>	<b>C: Composition and effect (CE)</b>	<b>Page</b>
<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>12</b>
<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>14</b>
<b>3</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>16</b>
<b>4</b>	<b>5</b>	<b>4</b>	<b>8</b>	<b>18</b>
<b>5</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>20</b>
<b>6</b>	<b>8</b>	<b>7</b>	<b>14</b>	<b>23</b>

**Table showing marks awarded to exemplar responses (Shorter writing)**

<b>Example</b>	<b>D: Sentence structure, punctuation and text organisation (SSPTO)</b>	<b>E: Composition and effect (CE)</b>	<b>F: Spelling</b>	<b>Page</b>
<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>29</b>
<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>30</b>
<b>3</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>31</b>
<b>4</b>	<b>5</b>	<b>8</b>	<b>3</b>	<b>33</b>
<b>5</b>	<b>6</b>	<b>10</b>	<b>4</b>	<b>35</b>

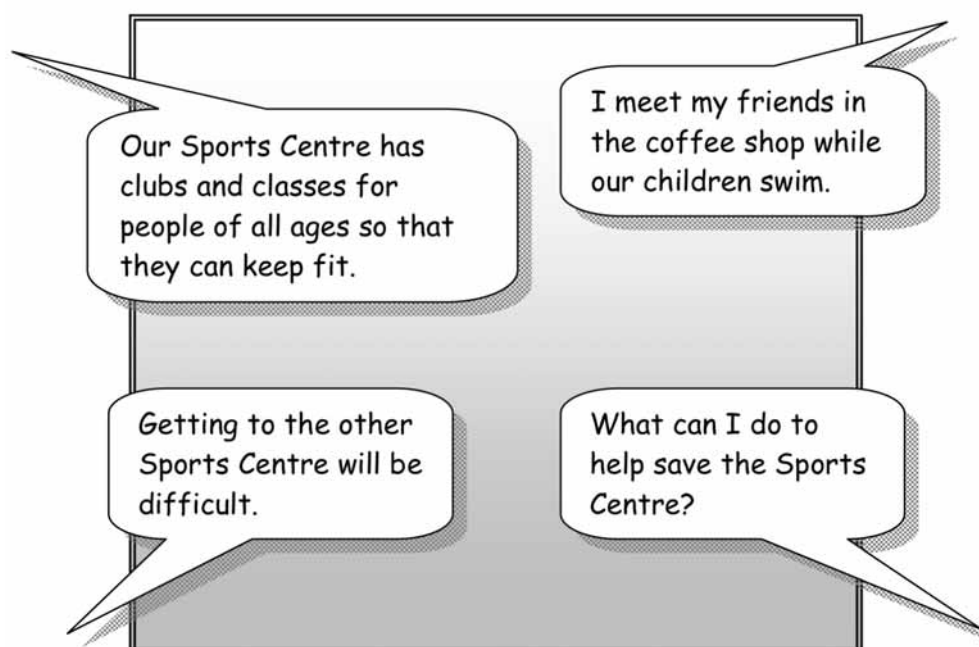
## Longer writing task

# Save our Sports Centre

Your local Sports Centre is going to be closed down. People have been told they can use another centre 20 km away.

You want to start a campaign to save the Sports Centre. You decide to write a letter to everyone who lives in the area, arguing that the Sports Centre should be saved, and persuading them to get involved in the campaign.

You have heard some people say:



**Write a letter to local people persuading them to join the campaign to save the Sports Centre.**

*Do not include an address.*

*30 marks*

## Longer writing mark scheme

<b>A Sentence structure and punctuation</b>		<b>Marks available</b>
<b>Band</b>	<b>Assessment focuses:</b>	
	AF5 vary sentences for clarity, purpose and effect; AF6 write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.	
<b>This band is included to help differentiate writing which, whilst showing some fluency and accuracy, does not merit a mark.</b>		
A1	<ul style="list-style-type: none"> <li>Simple connectives (<i>and, but</i>) link clauses to express ideas in the letter. Sentence subjects and verb forms may be repeated (<i>The Sports Centre is important... The Sports Centre has clubs...</i>). Mostly present tense with some variation, not always controlled. Simple expansion of noun phrases adds limited detail (<i>nice café; good exercise</i>).</li> <li>Sentences generally correctly demarcated with some attempt to use other punctuation.</li> </ul>	0
A2	<ul style="list-style-type: none"> <li>Sentences generally grammatically sound with some use of subordinating connectives to offer reasons why the Sports Centre should be saved (<i>It is important because people want to get fit...</i>). There is some variation in the subjects of sentences (<i>The other sports centre is... People need buses...</i>) and some variation in tenses, mostly used appropriately (<i>We went swimming when we were kids. Now my children use the pool</i>). Modals may be used, eg to suggest possible actions (<i>you could write letters</i>). Expanded noun phrases (<i>long bus ride; bright, modern gym</i>) add relevant detail.</li> <li>Most sentences correctly demarcated with some use of other punctuation.</li> </ul>	1,2
A3	<ul style="list-style-type: none"> <li>Both compound and complex sentences used, with some variety of connectives to clarify the line of argument (<i>We have spent many hours there because...</i>) or to persuade (<i>Write a letter which will only take a minute...</i>). Some use of different sentence types, eg questions, commands, exclamations, adds variety to the letter. Adaptation of verb forms mostly sound, to denote the difference between the past (<i>We have all seen the swimming pool...</i>), the present (<i>It is the only place...</i>) and the future (<i>there will be nowhere...</i>). Some range of modals may be used, eg for exhortation (<i>You should...</i>) and obligation (<i>we must...</i>). Relevant detail or information built up through phrases (<i>crèche with games and toys</i>) and clauses (<i>children like making banners</i>).</li> <li>Almost all sentences correctly demarcated, with some use of a range of other punctuation.</li> </ul>	3,4
A4	<ul style="list-style-type: none"> <li>A range of structures is used to vary the length and focus of sentences, eg simple sentences to state facts (<i>You can learn judo</i>), complex sentences to develop arguments (<i>Although we are a small town, it's important we have our facilities since...</i>). A range of sentence types used to persuade, eg exclamations (<i>It's outrageous that this is being allowed!</i>) or commands (<i>Hand out leaflets, or contact TV stations</i>). Movement between tenses and other verb forms, including modals, mostly secure (<i>People have been used to walking to the gym; now they will have to drive</i>) and contributes to the development of the argument. Impersonal constructions convey a sense of authority (<i>It is obvious that we should keep this sports centre...</i>).</li> <li>Range of punctuation used, generally securely, to mark the structure of sentences and to give clarity.</li> </ul>	5,6
A5	<ul style="list-style-type: none"> <li>A variety of sentence types and structures is deployed to give clarity or emphasis, and add to the persuasiveness of the arguments, eg question and answer (<i>Do you care about this? Yes? Well...</i>) or statement and command (<i>Everyone knows obesity can kill. So help me do something to prevent it</i>). Shifts between verb forms are secure, with passive constructions and modals used, eg to give added force to arguments (<i>These amenities will be lost forever</i>), and foregrounding of subordinate clauses for emphasis (<i>If you would like to be invited, read on...</i>).</li> <li>Range of punctuation used securely to give clarity.</li> </ul>	7
A6	<ul style="list-style-type: none"> <li>Wide variety of sentence structures deployed confidently to combine a clear argument with the persuasive appeal of the letter, eg juxtaposition of complex sentences and short sentences for effect; use of active and passive constructions; controlled placing of adverbial (<i>as soon as humanly possible</i>) or expanded noun phrases (<i>the weekly competitions in the gym</i>).</li> <li>Range of punctuation deployed to enhance meaning and sometimes to create particular effects.</li> </ul>	8

## B Text structure and organisation

Assessment focuses:

Band	AF3	AF4	Marks available
	organise and present whole texts effectively, sequencing and structuring information, ideas and events;	construct paragraphs and use cohesion within and between paragraphs.	

**This band is included to help differentiate writing which, whilst showing some fluency and accuracy, does not merit a mark.**

B1	<ul style="list-style-type: none"><li>Overall structure of the letter is simple, eg an opening is signalled (<i>I am writing to ask...</i>). Some use of sections to show main ideas.</li><li>Within sections, ideas mainly linked through topic, though there may be lapses in cohesion, eg abrupt shifts from one idea to another (<i>Our sports centre is better. The buses are no good...</i>).</li></ul>	0
B2	<ul style="list-style-type: none"><li>The letter has a clear structure with main ideas clarified by some use of sections or paragraphs, eg to distinguish different aspects of what the Sports Centre offers, though transitions between sections may be awkward.</li><li>Sections or paragraphs are mostly organised around a main idea, with some development, eg using pronouns (<i>The pool is important. It is always busy</i>).</li></ul>	1,2
B3	<ul style="list-style-type: none"><li>Paragraphs or sections support the overall structure of the letter, eg separate sections to clarify reasons why the Sports Centre is important to different age groups. There are some links between paragraphs, eg connective phrases (<i>Another point to consider...</i>), and there is some attempt at an effective opening and ending (<i>I am writing to ask for your support... I hope you will do your best to support the campaign</i>).</li><li>Within paragraphs or sections, main ideas are developed, eg by exemplification (<i>The gym is a good facility. It is marked up for football and badminton</i>) or by a train of logical thought (<i>If you can swim, it can save your life. So you can see why the Sports Centre is needed</i>). Text connectives clarify links between ideas (<i>Although we all like to be lazy, we know...</i>).</li></ul>	3,4
B4	<ul style="list-style-type: none"><li>The structure of the letter is clarified by paragraphs, which are linked in a variety of ways, eg by pronouns (<i>This shows how important it is...</i>) or by connectives (<i>If that is not enough...</i>). Paragraphs are varied to support the structure of the whole text, eg contrast between a developed paragraph giving a set of reasons and a simple one-sentence paragraph for an effective summary. The ending may refer back to the opening (<i>So, as I said at the start, we must keep our sports centre open...</i>).</li><li>Within paragraphs, ideas are linked to develop or illustrate persuasive arguments, eg by using pairs of connectives (<i>on one hand... on the other hand</i>) or effective reference chains (<i>Our Sports Centre... this lively place... a hub of activity...</i>).</li></ul>	5,6
B5	<ul style="list-style-type: none"><li>The whole letter is structured to give clarity and emphasis to the arguments, eg interweaving direct address, persuasive details and information about the Sports Centre. Paragraphs are clearly linked and references may be made backwards and forwards within the text, eg to clarify an argument (<i>for all these reasons, you understand...</i>). The opening and ending may be deliberately linked for effect (<i>I appeal to you... I hope you will respond to my appeal – now!</i>).</li><li>Within paragraphs a range of techniques is used to support cohesion, eg reformulating ideas (<i>We take less exercise nowadays; in fact, we are becoming a nation of couch potatoes...</i>).</li></ul>	7
B6	<ul style="list-style-type: none"><li>The whole letter is shaped and controlled to give emphasis and clarity, eg a range of purposefully structured paragraphs supports the persuasive appeal of the letter; a series of compelling arguments builds up to an authoritative conclusion.</li><li>Within paragraphs, a range of devices is deployed to create effective cohesion, eg varied sentence links are achieved with economy and precision; ideas are balanced (<i>At the moment young people have somewhere to go. Soon there will be nowhere</i>); main issue is summarised (<i>In brief, we must use it or lose it</i>).</li></ul>	8

<b>C Composition and effect</b>		<b>Marks available</b>
<b>Band</b>	<b>Assessment focuses:</b>	
	AF1 write imaginative, interesting and thoughtful texts; AF2 produce texts which are appropriate to task, reader and purpose.	
<b>This band is included to help differentiate writing which, whilst showing some fluency and accuracy, does not merit a mark.</b>		
C1	<ul style="list-style-type: none"> <li>Some features of a form appropriate for a campaign letter are evident, eg through the selection of a few ideas appropriate for local readers (<i>It is the only Sports Centre in town</i>).</li> <li>Evidence of a simple viewpoint through presentation of material, though it may tend to be limited to a personal view (<i>I really want the Sports Centre to stay open because I...</i>).</li> <li>Some awareness of appropriate style shown, eg through relevant choice of vocabulary (<i>fitness; community; important</i>).</li> </ul>	0
C2	<ul style="list-style-type: none"> <li>A form appropriate for a campaign letter is mostly maintained which attempts to gain the reader's attention, eg opening establishes purpose of the letter simply (<i>The council has said...</i>).</li> <li>A viewpoint is established and maintained which shows awareness of the importance of the Sports Centre, eg presents the situation and some reasons for saving the Sports Centre (<i>There is a football club and we play matches</i>).</li> <li>Some straightforward stylistic features support the purpose of the letter, eg use of second person (<i>you must help me...</i>) or use of warnings (<i>you will be sorry...</i>).</li> </ul>	1,2,3
C3	<ul style="list-style-type: none"> <li>Aspects of a form appropriate for a campaign letter are adapted to gain the reader's attention, eg ending reinforces purpose of letter (<i>So, if you want to help, contact me at this address...</i>); content includes illustrative information, showing awareness of reader and purpose.</li> <li>A clear and consistent viewpoint is established, eg by referring to different perspectives of local people (<i>For teenagers, this is the only place in the area they can meet their friends...</i>), or to the benefits of a range of facilities at the centre.</li> <li>Some use of appropriate stylistic features, eg facts and figures (<i>20% of local people</i>); rhetorical questions (<i>Do you want your children to be obese?</i>); use of 'we' (<i>we must all work together</i>).</li> </ul>	4,5,6
C4	<ul style="list-style-type: none"> <li>The form chosen for the campaign letter is adapted for persuasive impact and to engage the interest of the reader, eg through selection and sequencing of ideas well focused on the purpose of persuading local people to join the campaign.</li> <li>The viewpoint is well controlled, eg by acknowledging the consequences of closure for local people (<i>Where will the junior school hold its sports day?</i>).</li> <li>A range of stylistic features adds to persuasive effect, eg deliberate overstatement (<i>More people will die of heart attacks</i>); slogans (<i>Say no to knocking down our Sports Centre!</i>); quotations used as supporting evidence (<i>As Dr Ameet, Head of Cardiology in our hospital, said: "Exercise is essential for a healthy heart."</i>).</li> </ul>	7,8,9
C5	<ul style="list-style-type: none"> <li>Chosen form of the campaign letter is deliberately adapted to manipulate the reader, eg the presentation of arguments, supported by emotive examples; some variation in tone, from assertive (<i>you have got to take this seriously...</i>) to more reflective (<i>we need to consider...</i>).</li> <li>The viewpoint recognises some complexity in the context, eg by considering the implications for the health of the local people (<i>This area already has one of the highest rates of child obesity...</i>), or by taking account of the views of the council (<i>The council is looking for space to build a new school, but...</i>).</li> <li>Choice of stylistic features is well judged to support the persuasive thrust of a campaign letter, eg high-flown language for emotive impact (<i>It is our right and our duty to...</i>); balanced sentences to highlight an argument (<i>Children's physical health improves. Parents' mental health improves</i>).</li> </ul>	10,11,12
C6	<ul style="list-style-type: none"> <li>The chosen form for the campaign letter is skilfully exploited, showing a full appreciation of the persuasive purpose of the task, eg through the deliberate integration of argument and persuasive illustrations or strong personal appeals to the reader.</li> <li>The viewpoint addresses the complexities of the situation, eg by examining wider issues arising from the closure (<i>unemployment will have disastrous effects on our town. Crime levels...</i>), or by anticipating a range of local views (<i>you may think this has nothing to do with you... or you may feel passionately about...</i>).</li> <li>A range of stylistic features is well deployed to support the chosen form and viewpoint.</li> </ul>	13,14

Longer writing task Example 1

SENTENCE  
STRUCTURE and  
PUNCTUATION (SSP)

TEXT  
STRUCTURE and  
ORGANISATION (TSO)

*Dear Sir / Madam*

*It (has come) to my attention that the local council (wants to close) are sports centre down.*

single sentence  
paragraph signals  
opening (B1)

some variation in  
verb forms and  
tenses (A2)

*I (am writing) to you (to ask) for your support and help in are hour of need. So I (ask) of you to please use the sports centre more. we have Yoga classes on a Wednesday night. Monday night we have swimming classes. Tuesday nights we have indoor Bowling. Thursday nights we have basket ball club. friday nights (we) have cricket club. On Saturday and Sundays and any time inbetween that all the other (sport) are avalable.*

some variation in  
subjects of  
sentences (A2)

*eg (Squosh courts the tennis courts and the gym) are open in times are as follows.  
monday to friday is 9:00 till 8:00  
Saturdays are 10:00 till 4:00  
Sundays are 12:00 till 3:00.*

list of timings  
used as a  
section (B2)

*continued opposite*

**Longer writing task Example 1 continued**

<p><b>SENTENCE STRUCTURE and PUNCTUATION (SSP) continued</b></p> <p>modal to persuade (A2)</p> <p>expanded noun phrases add relevant detail (A2)</p> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• inconsistent use of capital letters (A1)</li> <li>• apart from forward slash in initial greeting, no punctuation other than full stops (A1)</li> </ul>	<p><i>On monday we are going to the councill offices to protest. please (would) you come along with some banners to protest with us. Please help us are nearest Sports Centre from here is 20 km away and (people from here) can not walk that far from here. So please support (your local commuity)</i></p> <p><i>Your faithfully</i></p> <p>T _____ R _____</p>	<p><b>TEXT STRUCTURE and ORGANISATION (TSO) continued</b></p> <p>limited detail develops idea (B2)</p> <p>brief conclusion (B1)</p>
<p><b>SSP summary</b></p> <p>Sentences are mostly sound, with limited use of subordinating connectives to develop ideas. There is a little variation in the subjects of sentences, but repetitive sentence constructions and errors in demarcation keep the response at the lower end of Band 2.</p> <p>Band A2 – 1 mark</p>	<p><b>COMPOSITION and EFFECT (CE)</b></p> <ul style="list-style-type: none"> <li>• some awareness of purpose and audience, evidenced by formal tone adopted, eg <i>It has come to my attention...</i> (C2)</li> <li>• viewpoint is established through description of facilities showing awareness of the Sports Centre's importance, eg <i>we have indoor bowling...</i> etc (C2)</li> <li>• some straightforward stylistic features, eg direct appeal in final paragraph: <i>please support your local commuity</i> (C2)</li> </ul> <p><b>CE summary</b></p> <p>Letter attempts to engage the reader's attention with opening outlining topic. Viewpoint shows awareness of significance of the Sports Centre to local community. Stylistic features support the purpose, placing response in middle of Band 2.</p> <p>Band C2 – 2 marks</p>	<p><b>TSO summary</b></p> <p>The opening and ending are clearly signalled, and each section is organised around a main idea with activities and times being listed. However, the awkward transitions between sections, and the limited development within them, place this response at the bottom of Band 2.</p> <p>Band B2 – 1 mark</p>

**Longer writing task Example 2**

SENTENCE STRUCTURE and PUNCTUATION (SSP)	TEXT STRUCTURE and ORGANISATION (TSO)
	<i>Dear Reader</i>
	<p><i>Please help us for the fight to keep our sports center open. For the people who don't know the Council want to shut it down. Our sports center provides <u>excellent excitement</u> and <u>hours of fun</u> so please don't let the council take that away!</i></p>
expanded noun phrases add detail (A2)	clear opening states purpose (B2)
	<p><i>I would like to start a campaign to stop the Council. But to do this I need people to help me. I think we <u>should</u> all stand together and fight for the right to keep our sports center.</i></p>
modals give force to argument (A2)	
	<p><i>The sports center is important to us for all kinds of reasons. It will keep us fit with a gym they have there. And it is a great place to meet up and let your children have a swim. But if you don't help it might make youngsters bored and they will cause havoc to the town. And it brings all sorts of tourism to the town and brings in money.</i></p>
variation in tenses not always controlled (A2)	paragraph organised around one main topic with an attempt to link ideas with pronouns (B2)
	<p><i>there are lots of ways you and your family could do to help us. We need 7000 posters for putting all around L_____. <u>And</u> it would be a great help if someone did this. <u>And</u> i feel if we get enough people (4000) to sign a petition they will have to stop.</i></p>
some adaptation of verb forms, including modals, indicates present and future (A3)	repetitive use of simple conjunction to link ideas (B2)
	<p><i>I do not think we should let the Council win, and i will do anything to stop that happening. And it would be a great pleasure to have beaten the Council.</i></p>
	abrupt change of focus (B2)
	<p><i>I myself have 3 children all of which take regular visits to the sports center <u>however</u> if it was to be closed down that would change and no one would get any peace or happiness.</i></p>
	connective signals change of direction (B3)

**continued opposite**

**Longer writing task Example 2 continued**

**SENTENCE STRUCTURE and PUNCTUATION (SSP) continued**

**TEXT STRUCTURE and ORGANISATION (TSO) continued**

*Our sports center has clubs and classes for people of all ages So that they can keep fit. And without this a lot of people will become ill however if you just write your name on a piece of paper it will all change and you would have taken part in Saving a loved Sports Centre.*

paragraph has introductory sentence, which is developed a little (B2)

subordination develops line of thought (A2)

*The Council think it is all right (because there is another one 20km down the road)but I know that there is a lot of people who dont have cars. Also busses are very expensive and there is not a train service.*

simple connective links paragraphs (B2)

some variation in tenses to explain consequences (A2)

*(And)for the people who (work)there it (will be) very bad for them to travel all that way just for a badly paid job. (On the other hand)you can help and save these jobs so we can all enjoy.*

connecting phrase makes effective link (B3)

brief conclusion (B2)

**Punctuation:**

- some incorrect use of capitals (below A1)
- exclamation mark appropriately included (A2)
- brackets used for numbers (A2)

*Yours sincerely J \_\_\_\_\_ S \_\_\_\_\_*

**SSP summary**

There is some range of verb forms and sentence structures, including modals and subordination to develop points. Although there is a heavy reliance on compound sentences, most sentences are correctly demarcated and there is some use of other punctuation. These features place the response at the top of Band 2.

Band A2 – 2 marks

**COMPOSITION and EFFECT (CE)**

- sets out to gain reader's attention with a direct address including *people who don't know* (C3)
- references made to different perspectives, eg *might make youngsters bored* and *people who dont have cars* (C3)
- appropriate stylistic features attempted, eg use of statistics: *enough people (4000)*; emotive language: *loved Sports Centre* (C3)

**CE summary**

Some aspects of a form appropriate for a campaign letter are adapted, showing awareness of reader and purpose. However, the lack of a consistently focused viewpoint, and the limited effectiveness of stylistic features, lead to the mark at the bottom of Band 3.

Band C3 – 4 marks

**TSO summary**

A clear opening and ending attempted, and most paragraphs organised around a main idea, although transitions between them are sometimes awkward. There is a little development of ideas within paragraphs but with over-use of *And*. Overall, the answer merits a mark at the top of Band 2.

Band B2 – 2 marks

**Longer writing task Example 3**

SENTENCE STRUCTURE and PUNCTUATION (SSP)	SAVE OUR SPORTS CENTRE	TEXT STRUCTURE and ORGANISATION (TSO)
<p>verb forms adapted to denote past, present, future (A3)</p> <p>modals express volition and possibility (A3)</p> <p>relative clause gives relevant detail (A3)</p>	<p><i>I (have just heard) that the council (is going to shut) our sports centre down. Wouldn't that be a shame? It would be such a loss to our community. I told them that it would be a shame and please (would) they let us keep it, but they (say) that not enough people use it. They also said that the people (who do use it), (could) still use the one 20 km away.</i></p>	<p>attempt at effective opening (B3)</p> <p>pronoun links opening sentence to previous paragraph (B3)</p>
<p>variety of connectives clarifies argument (A3)</p>	<p><i>(If) you don't think (this) is fair, join the sports centre, (otherwise) we will lose it. The children at our primary school won't be able to go anymore (because) it would cost too much to hire a coach to take them to the other one.</i></p>	<p>main idea developed by exemplification (B3)</p>
<p>different sentence types give variety (A3)</p>	<p><i>Why do people do sports? To keep fit, healthy and lose weight. Its working out at the moment, but if the sports centre goes (it won't be just a short walk) there half an hour of sports and a short walk back again. (It) will be a 15 min drive – you know how busy the road is in the morning.</i></p>	<p>abrupt shift of focus (B2)</p>
<p>over-use of pronoun creates lack of variety and clarity (A2)</p> <p>subject-verb agreement inaccurate (A2)</p>	<p><i>(It's) ruining our Town. The Council has already closed our theatre and (are bulldozing) our park right now. (It) must stop.</i></p>	<p>transition between paragraphs awkward (B2)</p>

*continued opposite*

**Longer writing task Example 3 continued**

**SENTENCE STRUCTURE and PUNCTUATION (SSP) continued**

**TEXT STRUCTURE and ORGANISATION (TSO) continued**

*If you, like I, don't want to see it go, organise some sponsored fun runs or sporting activities, to show how much we really care about it.*

limited development of paragraph (B2)

*Join the campaign and help save our sports centre. None of us would want to see it go. Our way of life would definitely change if it did go, so help me to save the sports centre.*

effective ending (B3)

*yours sincerely*

J \_\_\_\_\_ B \_\_\_\_\_

**Punctuation:**

- all sentences correctly demarcated (A3)
- some use of range of punctuation including question mark, dash and commas within sentences (A3)

**SSP summary**

Variety of sentence structures and verb forms, including a range of modals, clarifies the argument but there is some loss of grammatical control. Sentence demarcation and punctuation within sentences are generally accurate. Overall, the response merits a mark at the lower end of Band 3.

Band A3 – 3 marks

**COMPOSITION and EFFECT (CE)**

- directly addresses and involves reader to gain attention (C3)
- clear and consistent viewpoint, eg refers to perspective of schoolchildren and acknowledges consequence for them (C4)
- some stylistic devices used appropriately, eg simple forceful statement: *It must stop*; deliberate direct address, *you know* (C3)

**CE summary**

Reader is taken through arguments and persuasive, personal tone is maintained up to the final appeal. All elements of Band 3 are met and the response gains the top mark in that band.

Band C3 – 6 marks

**TSO summary**

Clear opening and ending. Separate paragraphs focus on different ideas but the links between them are not always smooth. There is limited development of ideas and cohesion breaks down in places. These features place the answer at the bottom of Band 3.

Band B3 – 3 marks

**Longer writing task Example 4**

SENTENCE STRUCTURE and PUNCTUATION (SSP)	TEXT STRUCTURE and ORGANISATION (TSO)	
	<i>Dear whoever this concerns,</i>	
secure control of verb forms and shifts between them, including modals and passives, to introduce and develop the line of argument (A4)	<p><i>I (am writing) this letter (to persuade) all you local people to help campaign against the closing down of our sports centre.</i></p>	clear opening outlines purpose (B3)
repetitive structures weaken sense of variety (A3)	<p><i>You (may be wondering) why the sports centre shouldn't be closed? Well, (these are) the reasons why I think the sports centre should remain open:</i></p> <ul style="list-style-type: none"> <li>• <i>The centre has a range of classes for young children and older adults. (These) classes don't only teach you how to do something, you can also meet other new people you have never seen before.</i></li> <li>• <i>There are also many different clubs held at the centre, involving children to adults. (These) clubs are (not only) fun for little children (but can also) be amusing for older people as well.</i></li> </ul>	sentence acts as link between question and the answers which follow (B3)
range of sentence structures and types adds variety and helps to persuade (A4)	<ul style="list-style-type: none"> <li>• <i>The sports centre is one of the only places where you can keep yourself fit and healthy. There are many activities available.</i></li> <li>• <i>Also it is a place where young and old people can go and have fun, and get fit at the same time!!!</i></li> </ul>	bullet points act as cohesive device (B3)
	<p><i>(These) are all the activities you can do at the sports centre. Why would you want to close it down?</i></p>	pair of connectives develops persuasive argument (B4)
	<p><i>Now you may be asking yourself what can I do to help save the sports centre? (There are different) things you can do to help us save the sports centre from being closed down completeley.</i></p>	pronoun refers back to bullet points to link paragraphs (B4)
attempt at concision not fully controlled (A3)	<p><i>Pass this letter around to all of your family and friends that live in this area, ask them if they would like to get involved with helping to stop the closure of the centre. When you have got as many people as you can involved, you can write letters to the council asking them to stop the plan of closing down the centre. (Your letter you write) can be similar to mine.</i></p>	structure clarified by final sentence, leading reader to next steps to be taken (B4)
		nouns and pronouns form clear reference chain (B4)

**continued opposite**

**Longer writing task Example 4 continued**

**SENTENCE STRUCTURE and PUNCTUATION (SSP) continued**

**TEXT STRUCTURE and ORGANISATION (TSO) continued**

*However the consequences of not getting involved and helping us could be disastrous for the hundreds of people who want the centre to stay open for good. These consequences are as follows:*

colon introduces list (A4)

- *You will have to drive 20km to get to the next sports centre.*
- *This may be difficult for the older generation because of dissabilitys, it also may be difficult for the younger generation to get there as well.*
- *The sports centre may not be the same as the last one, may not have the same classes and clubs for the younger and older people.*

attempt to use bullet points for cohesion not fully controlled (B3)

contrasting sentence structures and lengths heighten persuasive impact (A4)

*All I'm asking for is your support. we need you to help us campaign against the closure of the sports centre, so we can still all enjoy it like we used to.*

*Thankyou*

*yours sincerley*

**Punctuation:**

- a range of punctuation, including question and exclamation marks, commas, colons and apostrophes, used generally securely (A4)

<b>COMPOSITION and EFFECT (CE)</b>		<b>TSO summary</b>
<p style="text-align: center;"><b>SSP summary</b></p> <p>A range of sentence types and structures, using co-ordination and subordination, develops the line of thought, although there is occasional loss of control. On balance the response merits a mark at the bottom of Band 4.</p>	<ul style="list-style-type: none"> <li>• the form chosen for the campaign letter is adapted for persuasive appeal, eg points well focused on local people (C4)</li> <li>• viewpoint well controlled, acknowledging effects of the closure on local people, eg those with disabilities (C4)</li> <li>• rhetorical features, eg direct address, question / answer format, and exaggeration: <i>hundreds of people</i>, add to persuasive effect (C4)</li> </ul>	<p>Clear opening sets agenda and concluding paragraph provides a brief but forceful ending. Paragraphs are clearly linked but there is some lack of variety of methods. Within paragraphs, ideas are developed. The response meets all the criteria in Band 3.</p>
<p><b>CE summary</b></p> <p>The tone throughout is mostly assured and convincing; reader is engaged and led through a series of arguments. The repetitiveness of some features detracts from its overall impact, keeping response in the middle of Band 4.</p>		
Band A4 – 5 marks	Band C4 – 8 marks	Band B3 – 4 marks

**Longer writing task Example 5**

**SENTENCE  
STRUCTURE and  
PUNCTUATION (SSP)**

**TEXT  
STRUCTURE and  
ORGANISATION (TSO)**

*My fellow neighbours,*

subordinate clause  
foregrounded for  
emphasis (A5)

*(As most of you will now know)*

*our council want to close down our sports centre. And we don't want this. Soon I am going to write a letter to our council but before I do I would like to make sure I have your support. So if you aren't sure what to do hopefully this letter will get you on my side.*

opening statements  
set out situation  
clearly (B5)

shifts between tenses  
and verb forms,  
including modals,  
handled securely to  
develop argument (A4)

*(Firstly), a sports centre is a great privilege as young and old can come and go as freely as they like. As you know the centre is very close to all of us and is very easily accessed, but the council are planning on making it 20 km down the road. What good is that? Then if you want to go you will have to get in your car and drive down where as at the minute you can have a five minute walk.*

variety of sentence  
types adds to the  
persuasive effect  
(A4)

*(Another good thing) about our sports centre is it runs lots of clubs and classes which help people improve at sports or just start using them. (These clubs) help people, from 1–70 years old get fit and stay fit. Just think, if it goes we won't have that. These clubs also keep young children off the streets and out of trouble because mostly they are just with a couple of friends at the centre. If we didn't have (this centre) who knows what might happen on the street, and who wants to know?*

connectives and  
pronouns provide  
confident links  
between and within  
paragraphs (B4)

*continued opposite*

Longer writing task Example 5 continued

SENTENCE  
STRUCTURE and  
PUNCTUATION (SSP)  
continued

TEXT  
STRUCTURE and  
ORGANISATION (TSO)  
continued

variety of sentence  
structures, lengths and  
types develops  
persuasive argument  
(A4)

*It also gives a variety of different sports for our children, instead of the usual favourites, football, rugby, tennis and swimming you can do gymnastics, trampolining and I heard they were going to introduce la cross. So would you want to take these opportunities away from your child?*

*(To add to that) the sports centre is also very useful for parties. The children are very well looked after and it is so easy to book and organise. It offers lots of different choices to do on the child's birthday. (Not only that but) it is so cheap, like it cost £10 to hire out the swimming pool for one hour for 12 children.*

simple sentence  
provides contrast  
(A4)

*(And all this) is on your doorstep. They also do party bags which is £1.20 a bag and they fill it with lots of goods.*

set of connective  
phrases aids cohesion  
within paragraph (B4)

*(Another thing) the centre is always open from 8:00 to 10pm and on Sundays 10:00 to 10pm. It is open every day of the week 46 weeks a year, so think about the staff and how hard they work, do you think they deserve for their job to be shut down? Would you like it if someone closed your work down?*

attempts links  
between paragraphs  
but repeats technique  
(B4)

*(And another) isn't it just a nice clean place for all you mums to catch up in while you children play some sport and stay fit. The café there does meals and drinks so you could have dinner there after.*

exemplification  
develops idea (B3)

continued over

**Longer writing task Example 5 continued**

**SENTENCE STRUCTURE and PUNCTUATION (SSP) continued**

**TEXT STRUCTURE and ORGANISATION (TSO) continued**

*Now you maybe thinking, yes I want it to stay open but how do I help. Well you (can) write a letter to the council saying you want it to stay open, because enough of us do think it will work. You (can) make some posters about it should stay open. We are also going to do a vote round all the houses to see if people want it to stay, so just put yes. Or if you (can't) do any of these and you can't think of anything else to do just keep going to centre so they see that it is used.*

ending refers back to opening (B4)

modals suggesting possibility integrated securely with a range of other verb forms (A4)

**Punctuation:**

- range of punctuation, including question marks and apostrophes, used mostly securely to give clarity (A4)
- some effective use of internal commas (A4)

*Yours faithfully*

*J \_\_\_\_\_ G \_\_\_\_\_*

**COMPOSITION and EFFECT (CE)**

- confident opening clarifies purpose and there is variation in tone, eg indignant, enthusiastic, understanding (C5)
- viewpoint is well controlled, and mentions some effects of closure, eg loss of jobs and children not kept *off the streets* (C4)
- a range of stylistic features supports argument, eg emotive language, *a great privilege*, use of balanced sentences, *who knows... who wants...* (C5)

**CE summary**

The campaign letter form is deliberately adapted to manipulate the reader. Arguments are presented clearly and supported by example. Viewpoint acknowledges some consequences of closure and starts to consider implications, though not in detail. The response gains a mark at the bottom of Band 5.

Band C5 – 10 marks

**SSP summary**

Wide range of sentence structures and types aids development of persuasive argument. Movement between tenses and other verb forms is handled confidently. A range of punctuation gives clarity to the piece. All the criteria are met for Band 4.

Band A4 – 6 marks

**TSO summary**

Structure of letter is clarified by paragraphs, linked in a variety of ways. Sense of direction is provided by the opening, and the last paragraph refers back to the beginning. Within paragraphs, ideas are linked to develop argument in a variety of ways. These features place response at top of Band 4.

Band B4 – 6 marks

**Longer writing task Example 6**

SENTENCE STRUCTURE and PUNCTUATION (SSP)	TEXT STRUCTURE and ORGANISATION (TSO)
combination of active and passive constructions deployed confidently for variety and effect (A6)	opening is a direct address, setting out purpose clearly and succinctly (B6)
range of punctuation used to create particular effects (A6)	variety of devices, including pronouns and connectives, creates effective cohesion (B6)
variety of sentence types and structures deployed confidently for persuasive appeal (A6)	range of techniques (repetition, pronouns, connectives, reference chain) creates cohesion and gives emphasis (B6)
complex sentences juxtaposed with short phrases build up argument (A6)	
deliberate placing of adverbial clause to add detail (A6)	

To the people of P \_\_\_\_\_

*Re: Sports centre being closed*

*I am writing to alert the whole town to the fact that our local sports centre – Splash ‘n’ Laugh is being closed down by the local Council due to lack of staff. I am sure like me, you are shocked and upset by this. (For me, and of course, for many other families, Splash ‘n’ Laugh is a big part of our lives. Since 1974 it has kept people healthy, taught them how to swim and been a source of joy and excitement.*

*Many people who are unable to drive are able to hop onto the bus for the 5 minute trip to Splash ‘n’ Laugh, do their exercise and go home again. It has kept people in shape who otherwise would have let all of the fast food of today take over their lives and their bodies. The council, however, don’t seem to realise this and want us to use Fun Fitness – another centre which is 20 km away from Splash ‘n’ Laugh.*

*It is your right to know that that buses (instead of running every hour as they do to Splash ‘n’ Laugh) run twice daily. So how do our bus users get there and back in the times that want to? They don’t! Our bus users cannot get to Fun Fitness as they do to Splash ‘n’ Laugh.*

*We need help to keep Splash ‘n’ Laugh. It’s not just a sports centre, it’s a meeting place for parents (whilst they watch their happy children in the pool.) A haven for fitness fenatics who love to keep in shape. A place for the elderly to come together and enjoy a quiet dip. It’s a place for youngsters to have role models so they can be healthy aswell. It’s so much more than a sports centre and that’s why we have to keep it.*

*continued over*

**Longer writing task Example 6 continued**

**SENTENCE STRUCTURE and PUNCTUATION (SSP) continued**

**TEXT STRUCTURE and ORGANISATION (TSO) continued**

*The council say that if we come up with enough money, they will train and employ staff for us. We need these staff so (lets get the money) Fêtes, car washes, stalls. All of these can help keep our centre. We don't want Fun Fitness. It's not "Fun" paying for extra petrol to get there so (let's all raise the cash and keep our gym).*

reformulation of idea creates effective cohesion (B5)

deliberate placing of clause, with paired commas, creates persuasive appeal and emphasis (A6)

*I would love it if people would show some enthusiasm and help me to organise something, something everyone will want to do. And for you children, (because this letter is for you too) why not do a sponsored swim or something fun like that, then you would be raising money AND using the sports centre. It's so easy to just do something and help to keep P \_\_\_\_\_ Splash 'n' Laugh. I am calling out for your help so please answer.*

direct call for help, refers back to direct address at opening (B4)

**Punctuation:**  
 • despite the occasional omission of commas, a good range of punctuation, including brackets and inverted commas, enhances meaning (A6)

*Yours Faithfully*

L \_\_\_\_\_ D \_\_\_\_\_

Tel 01 \_\_\_\_\_

**COMPOSITION and EFFECT (CE)**

- strong appeal directly to reader, confident address and awareness of persuasive purpose throughout (C6)
- viewpoint addresses the complexities of the problem, including the different needs of users, council's position, health and transport issues (C6)
- range of stylistic features deployed with confidence, eg repetition for emphasis: *a place... a place*, manipulation of language for sarcasm: *Fun Fitness. It's not "Fun"...* (C6)

**CE summary**

Authoritative voice sustains a convincing and persuasive argument, addressing the complexities of the situation and using a wide range of stylistic devices. Merits a mark at the top of Band 6.

Band C6 – 14 marks

**SSP summary**

Wide variety of sentence structures develops a clear argument, with verb forms contributing to persuasive effect. The piece is well controlled, with accurate punctuation enhancing meaning, and so it merits the top mark in Band 6.

Band A6 – 8 marks

**TSO summary**

Letter is sequenced to lead the reader through a series of compelling arguments, though some links between paragraphs are abrupt. However, cohesion is achieved by a variety of techniques and, on balance, the response achieves the Band 5 mark.

Band B5 – 7 marks

## Shorter writing task

### Cooking up trouble

Imagine that a well-known person has just opened a new food technology room in your school. You had to look after the visitor while other Year 9 pupils demonstrated their cooking skills.

The Head of Year 9 sends you a note:

You did a good job looking after the visitor - particularly when the pizzas got burnt...

We need an entertaining article about the visit for the school website. I'm sure parents will enjoy reading about it.

**Write the article about the visit, for parents to read.**

*20 marks including 4 marks for spelling*

## Shorter writing mark scheme

<b>D Sentence structure, punctuation and text organisation</b>		<b>Marks available</b>
<b>Band</b>	<b>Assessment focuses:</b>	
	<p>AF5 vary sentences for clarity, purpose and effect;</p> <p>AF6 write with technical accuracy of syntax and punctuation in phrases, clauses and sentences;</p> <p>AF4 use cohesion within paragraphs.</p>	
<p><b>This band is included to help differentiate writing which, whilst showing some fluency and accuracy, does not merit a mark.</b></p>		
D1	<ul style="list-style-type: none"> <li>■ Sentences mostly simple or compound with clauses linked by connectives such as <i>and</i>, <i>but</i>, to give a straightforward account of the visit. Mostly past tense, but with verb forms not always controlled. Simple expansion of noun phrases adds limited detail (<i>important man</i>; <i>burnt cheese</i>). Within sections or paragraphs, some attempt to link ideas, mainly through the chronological order of events.</li> <li>■ Sentences generally correctly demarcated, with some attempt to use other punctuation.</li> </ul>	0
D2	<ul style="list-style-type: none"> <li>■ Sentences generally grammatically sound, with some variation achieved, eg through different subjects (<i>The children all smiled... Delia Smith helped make...</i>) or through relative clauses (<i>Jamie Oliver, who has been on TV</i>). Some use of subordinating connectives, eg to indicate order of events (<i>He washed his hands before he made the pastry</i>). Some variation in tenses used appropriately (<i>I was holding the ribbon... he cut it...</i>) to convey events or ideas in the article. Modals may be used, eg to suggest ability (<i>they can all do that</i>). Expanded noun phrases (<i>thick black smoke</i>) add relevant detail. Within sections or paragraphs, content organised around main ideas or stages of the visit.</li> <li>■ Most sentences correctly demarcated, with some use of other punctuation.</li> </ul>	1,2
D3	<ul style="list-style-type: none"> <li>■ Compound and complex sentences used, with some variety of connectives, eg to clarify sequence of events (<i>he jumped back as soon as he saw the flames</i>). Adaptation of verb forms mostly secure to denote different points in time (<i>Mrs Jones had prepared one in advance. It was now ready</i>). Some range of modals may be used, eg to express prediction (<i>Cakes will take ten minutes...</i>) or necessity (<i>We must evacuate the school</i>). Noun phrases in apposition may be used for variety and conciseness (<i>Jamie Oliver, TV chef and writer, came...</i>). Within paragraphs or sections, main ideas developed by examples or detail (<i>I lost sight of our guest in the great clouds of smoke</i>).</li> <li>■ Almost all sentences correctly demarcated, with some use of other punctuation within sentences.</li> </ul>	3,4
D4	<ul style="list-style-type: none"> <li>■ Length, focus and structure of sentences varied to add interest to the article, eg subordination to elaborate relationship between events or ideas (<i>Despite the fact that a number of things went wrong, it was a positive day for most people...</i>), fronted clauses or variation in word order to highlight points (<i>For all Year 9 would-be chefs, this was...</i>). Impersonal constructions give a sense of formality (<i>It was a memorable occasion</i>). Expanded noun phrases (<i>enormous pizza with every conceivable topping</i>) or adverbials (<i>during the afternoon</i>) add detail succinctly. Within paragraphs, ideas linked by a range of devices, eg connectives indicating the order of events (<i>First of all... Later on... Finally...</i>); repetition (<i>Never before... never before... never again</i>).</li> <li>■ Punctuation used, generally securely, to mark the structure of sentences and give clarity.</li> </ul>	5
D5	<ul style="list-style-type: none"> <li>■ Range of different sentence structures deployed to give clarity and contribute to the entertaining article. Variety of verb forms including different tenses (<i>I said, 'I am your host'... we were busy baking... she screamed...</i>) and modals (<i>you would have been proud...</i>) used confidently to create interest. Controlled placing of adverbial or adjectival phrases (<i>having cut the ribbon with the special scissors...</i>) adds to succinctness or precision. Within paragraphs, a range of devices is used deliberately, eg building up details for effect; use of connectives to indicate contrast (<i>instead of...</i>); summarising.</li> <li>■ Range of punctuation used to clarify meaning and sometimes create particular effects.</li> </ul>	6

<b>E Composition and effect</b>		
Assessment focuses:		
<b>Band</b>	AF1 write imaginative, interesting and thoughtful texts; AF2 produce texts which are appropriate to task, reader and purpose.	<b>Marks available</b>
<b>This band is included to help differentiate writing which, whilst showing some fluency and accuracy, does not merit a mark.</b>		
E1	<ul style="list-style-type: none"> <li>■ Some awareness of purpose and reader evident, eg a few relevant events are given (<i>We made cakes and pizzas</i>).</li> <li>■ Simple role and viewpoint adopted but with little elaboration (<i>I had to take the mayor around the school</i>) and not always sustained.</li> <li>■ Some awareness of an appropriate choice of vocabulary (<i>display boards; DT lesson</i>).</li> </ul>	0
E2	<ul style="list-style-type: none"> <li>■ Attempt to engage reader through mostly suitable selection of material and tone for an article, eg an appropriate introduction (<i>We had a good day when Bono opened our new technology room</i>).</li> <li>■ Viewpoint established and maintained, eg background given to support the imagined situation (<i>I was very lucky to be chosen to show David Beckham around, because I am a keen footballer</i>).</li> <li>■ Some appropriate stylistic features for an article adopted, eg lists for effect (<i>We had all kinds of toppings, onions, olives, tuna, baked beans and bananas</i>).</li> </ul>	1,2,3
E3	<ul style="list-style-type: none"> <li>■ The article maintains an appropriate tone and engages the parent-reader's attention, eg through choice of detail or establishing a suitable level of formality (<i>We were all on our best behaviour</i>).</li> <li>■ Clear, consistent viewpoint established and controlled, eg supported by relevant descriptive detail about the event (<i>Mr Jones, wearing a tall white hat, carried a tray of cakes</i>).</li> <li>■ Appropriate stylistic features support the purpose of the article or add interest, eg reported speech used to give authenticity to the imagined event (<i>The U.S. President said that he thought the kids were great</i>).</li> </ul>	4,5,6
E4	<ul style="list-style-type: none"> <li>■ The form of the article is adapted to engage the parent-reader's interest, eg by some variation in focus or tone, shifting between account and comment (<i>The day ended with the headmaster's speech. It had been a long and tiring day...</i>).</li> <li>■ Viewpoint is developed and well controlled, eg by recognising viewpoint of the visitor (<i>The Prime Minister looked nervous</i>), teachers or other pupils (<i>This was rather embarrassing for Lucy, who blushes easily</i>).</li> <li>■ Range of stylistic features used to add interest and variety, eg figurative language (<i>a deep rumbling, like a volcano, could be heard...</i>); exaggeration in description (<i>millions of kids swarmed towards us</i>); the inclusion of asides (<i>yummy!</i>).</li> </ul>	7,8,9
E5	<ul style="list-style-type: none"> <li>■ Purpose of task fulfilled with the form of the article skilfully adapted for parent-readers, eg ideas and events deliberately selected and organised to present a particular view of the event; tone varied confidently for effect (<i>Now to be serious for a moment...</i>).</li> <li>■ Individual viewpoint adopted, eg by acknowledging and incorporating school perspective as well as that of visitor or parents (<i>It wasn't the best advert for Sundown Comprehensive, but the mayor kept smiling bravely through it all</i>).</li> <li>■ Stylistic features appropriate for an entertaining article used confidently, eg quotation used for humour (<i>The Queen said, "It is not often that one has the chance to cook pizza."</i>); ironic humour; understatement (<i>...not the best pizza I have ever seen</i>).</li> </ul>	10

## F Spelling

Assessment focus:

Band	AF8 use correct spelling.	Marks available
	Main criterion: the spelling of simple and common polysyllabic words is usually accurate.	
F1	Likely patterns of error: <ul style="list-style-type: none"><li>■ There may be some confusion of more complex homophones (eg <i>course / coarse, breaking / braking</i>), phoneme omission (eg <i>rem[em]ber</i>).</li><li>■ There may be errors in using suffixes and prefixes (eg <i>tryed, familys, dissappear, hoping / hopeing / hopping</i>).</li></ul>	1
	Main criterion: the spelling of words with complex regular patterns is usually accurate.	
F2	Likely patterns of error: <ul style="list-style-type: none"><li>■ There may be incorrect hyphenation of some compound words (eg <i>re-act, grand-father</i>).</li><li>■ There may be errors in more complex suffix formations (eg <i>responsable, physicyly, basicly</i>).</li></ul>	2
	Main criterion: most spelling, including that of irregular words, is usually correct.	
F3	Likely patterns of error: <ul style="list-style-type: none"><li>■ Errors may occur with unstressed vowels (eg <i>dependant, definatly</i>) or with consonant doubling in some more complex words (eg <i>embarrasement, occassionally, adress</i>).</li></ul>	3
F4	Main criterion: virtually all spelling, including that of complex irregular words, is correct. Any errors stand out as untypical or one-off slips.	4

A response which does not fulfil the criteria for Band F1 for spelling should be awarded 0.

**Shorter writing task Example 1**

SENTENCE STRUCTURE	THE OPENING OF OUR NEW D.T FOOD ROOM WENT WELL	PUNCTUATION and TEXT ORGANISATION
<p>modal signals possibility (D2)</p> <p>some variation in sentence structure (D2)</p> <p>different subjects add variety (D2)</p> <p>expanded noun phrase adds detail (D2)</p>	<p><i>Dear Parents</i></p> <p><i>As some of you (may) know our new D.T food room was opened on Wednesday.</i></p> <p><i>(All) was going well. (Our two top student cooks Tom and Craig) were cooking pizza. (They) were demonstrating when they turned there backs for two minuits they burned them, which was very embarrassing.</i></p> <p><i>I quickly wisked are visitor off to show him the display boards. Whilst are (so called expert cooks) sorted their problem. When we came back they had cleared up the problem. We then had an enjoyable afternoon.</i></p> <p><i>Yours faithfully</i></p> <p>T _____ R _____</p>	<p>sentences generally correctly demarcated (D1)</p> <p>content organised around stage of visit (D2)</p>
<p><b>Sentence structure, punctuation and text organisation summary</b></p> <p>Sentences generally grammatically sound with some variation in structure. Each section deals with a separate stage of the event. Most sentences are correctly demarcated, though the only other punctuation mark is a single comma. The response merits the lower Band 2 mark.</p> <p style="text-align: center;">Band D2 – 1 mark</p>	<p style="text-align: center;"><b>COMPOSITION and EFFECT (CE)</b></p> <ul style="list-style-type: none"> <li>• appropriate opening attempts to engage the reader (E2)</li> <li>• some development of ideas establishes viewpoint, incorporating that of the adult, eg <i>very embarrassing</i> (E2)</li> <li>• some appropriate stylistic features attempted to create suspense, eg <i>All was going well</i>, and to add interest, eg <i>quickly wisked</i> (E2)</li> </ul> <p style="text-align: center;"><b>CE summary</b></p> <p>Mostly suitable tone for an article, which attempts to engage the reader. However, the limited development of material keeps the response in the middle of Band 2.</p> <p style="text-align: center;">Band E2 – 2 marks</p>	<p style="text-align: center;"><b>Spelling</b></p> <p>Some common polysyllabic words are spelt correctly, including <i>Wednesday</i> and <i>enjoyable</i>, although <i>minuits</i> and <i>wisked</i> are incorrect. As <i>there</i> is also wrong, the mark is restricted to Band 1.</p> <p style="text-align: center;">Band F1 – 1 mark</p>

**Shorter writing task Example 2**

SENTENCE STRUCTURE		PUNCTUATION and TEXT ORGANISATION
<p>different sentence subjects achieve variety (D2)</p>	<p><i>Delia Smith</i> came to our school to open the new food technology room, and see it working. Well <i>(its)</i> quite a funny story, you see I was showing her around and everytime we walked past somone they tried to look fancy, but they couldn't do it so they looked really funny.</p>	<p>some attempt to link ideas (D1)</p>
<p>subordinating connective repeated in attempt to develop account (D2)</p>	<p>Normally we just cook our food and then display it on the table, but <i>(because)</i> we had a guest, Miss Taylor made us talk about italian cooking that took quite a long time <i>(because)</i> none of us new anything about pizza or pasta.</p>	
<p>expanded noun phrase adds a little detail (D1)</p>	<p>Anyway she didn't realise that the pizza's should of come out of the oven by now, so they</p>	
<p>appropriate variation in tenses (D2)</p>	<p><i>(were)</i> a bit burnt. But <i>(the funniest thing)</i> is that Delia <i>(had said)</i> she would tast them to see if they tasted nice because we used her recipe.</p>	<p>most sentences correctly demarcated, with exclamation mark and apostrophe for omission used correctly (D2)</p>
<p>modal indicates possibility (D3)</p>	<p>She bit into it and you <i>(could)</i> hear CRunch CRunch! Miss Taylor looked really embarrassed but Delia just laughed. We all laughed, then I said couldn't she make something nice that isn't burnt so she did. Mmmm biscuits.</p>	

<p><b>Sentence structure, punctuation and text organisation summary</b></p> <p>Generally grammatically sound sentences are varied by different subjects and some variation of tenses. Within sections, content is organised simply in chronological order. Most sentences are correctly demarcated and other punctuation is used appropriately. The response gains the higher mark in Band 2.</p> <p style="text-align: center;">Band D2 – 2 marks</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 5px;">COMPOSITION and EFFECT (CE)</th> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• appropriate introduction sets the scene. Tone is informally entertaining, eg <i>Well, you see</i>, and sustained (E2)</li> <li>• viewpoint established, eg <i>our school</i>, and maintained by relevant detail, eg <i>I was showing her around</i> (E2)</li> <li>• stylistic features appropriate for an article adopted, eg sound effects: <i>CRunch, Mmmm</i> (E2)</li> </ul> </td> </tr> <tr> <th style="text-align: center; padding: 5px;">CE summary</th> </tr> <tr> <td style="padding: 5px;"> <p>The persona is maintained and attempts to engage reader with an entertaining account in a suitable tone. Some appropriate stylistic devices add interest. The response earns a mark at the top of Band 2.</p> </td> </tr> <tr> <td style="text-align: center; padding: 5px;">Band E2 – 3 marks</td> </tr> </table>	COMPOSITION and EFFECT (CE)	<ul style="list-style-type: none"> <li>• appropriate introduction sets the scene. Tone is informally entertaining, eg <i>Well, you see</i>, and sustained (E2)</li> <li>• viewpoint established, eg <i>our school</i>, and maintained by relevant detail, eg <i>I was showing her around</i> (E2)</li> <li>• stylistic features appropriate for an article adopted, eg sound effects: <i>CRunch, Mmmm</i> (E2)</li> </ul>	CE summary	<p>The persona is maintained and attempts to engage reader with an entertaining account in a suitable tone. Some appropriate stylistic devices add interest. The response earns a mark at the top of Band 2.</p>	Band E2 – 3 marks	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 5px;">Spelling</th> </tr> <tr> <td style="padding: 5px;"> <p>Complex, regular words, eg <i>realise, funniest, laughed</i>, are spelt correctly. The irregular <i>recipe</i> and <i>biscuits</i> are correct, but errors such as <i>somone, tast</i> restrict the mark to Band 2.</p> </td> </tr> <tr> <td style="text-align: center; padding: 5px;">Band F2 – 2 marks</td> </tr> </table>	Spelling	<p>Complex, regular words, eg <i>realise, funniest, laughed</i>, are spelt correctly. The irregular <i>recipe</i> and <i>biscuits</i> are correct, but errors such as <i>somone, tast</i> restrict the mark to Band 2.</p>	Band F2 – 2 marks
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**Shorter writing task Example 3**

SENTENCE STRUCTURE	PUNCTUATION and TEXT ORGANISATION
fronted subordinate clause for emphasis (D3)	ellipsis creates anticipation (D4)
expanded noun phrases add detail (D2)	temporal clause aids cohesion (D4)
some variety of subordinating connectives develops account (D3)	details develop main idea (D3)
modals express volition and probability (D3)	

*It was a couple of days ago when they finished building our new technology room.*

*(What we didn't know) was that a well known person was coming to launch the opening. We didn't know who this famous person was either...*

*The day came of the opening and we were all excited to find out who (this famous person) was going to be. We saw the limo stop outside the school. We all waited anxiously to find out who the celebrity was! Jamie Oliver!*

*I gave him a tour of the school and took him down to the new technology room. The year 9's had to do a task to show Jamie Oliver (some of their cooking skills). They all decided that they were going to make and cook pizza. They got all the ingredients ready. (Once it was all ready) they began to make the pizza's. Jamie Oliver was also helping the students to make their pizza's (which) they really enjoyed doing.*

*We had a few accidents (where) a couple of students pizzas collapsed and fell on the floor (when) they picked them up to put them in the oven. Also one young boy (I (won't) mention his name) thought it (would) be funny if he threw his pizza up in the air. Jamie Oliver didn't find that very amusing when it landed on his head in one big slap.*

*continued over*

**Shorter writing task Example 3 continued**

**SENTENCE STRUCTURE continued**

control of verb forms and tenses to denote order of events (D3)

**PUNCTUATION and TEXT ORGANISATION continued**

connectives indicate sequence of events and support cohesion (D3)

*Once we cleaned up the kitchen (and Jamie Oliver) we placed the pizza's in the ovens ready to be cooked. When all the pizza's had been placed carefully in the ovens we got on with our worksheets and talking to Jamie Oliver. Then one of the students smelt burning. we opened the oven doors to find all the pizzas had been burnt. I'm sure the children and the families enjoyed eating their pizza's for dinner!*

**Sentence structure, punctuation and text organisation summary**

Some variety of sentence structures with secure use of expanded noun phrases, different verb forms and tenses. Ideas are developed within sections to add detail. Punctuation is mostly secure, including ellipses and brackets within sentences. Response achieves the higher Band 3 mark.

Band D3 – 4 marks

**COMPOSITION and EFFECT (CE)**

- appropriate tone maintained with a suitable level of formality, eg *The day came of the opening* (E3)
- clear viewpoint supported by relevant details, eg *one of the students smelt burning* (E3)
- appropriate stylistic features create interest, eg withholding the name of the celebrity for suspense; using brackets to create humour: *Once we cleaned up the kitchen (and Jamie Oliver)*; use of onomatopoeia: *one big slap* (E3)

**CE summary**

Engages reader's interest by building up a sense of anticipation in the opening. The formal tone is balanced by the amusing anecdotes and stylistic devices. The somewhat rushed ending keeps the response in the middle of Band 3.

Band E3 – 5 marks

**Spelling**

Most spellings are correct, including *accidents, launch, excited, anxiously, celebrity, collapsed*, but the misspelling of *ingriediants* and the lack of complex irregular words restricts the mark to Band 3.

Band F3 – 3 marks

**Shorter writing task Example 4**

SENTENCE STRUCTURE	PUNCTUATION and TEXT ORGANISATION
	<i>Dear Parents.</i>
expanded noun phrase adds detail succinctly (D4)	<p><i>Well, I'm sure that your children have told you about our new food technology room, opened by <u>none other than popstar Britney Spears.</u></i></p> <p>clear reference chain aids cohesion (D4)</p>
complex sentence with variation in word order for emphasis (D4)	<p><i>We in year 9 had to wait to see who <u>the visitor</u> would be and didn't we get a surprise! Well, we took <u>Britney</u> down to the food room and we all, including <u>Miss Spears</u>, made pizzas. We <u>then</u></i></p> <p>internal commas for clarity (D4)</p>
lengths and structures of sentences varied for effect (D4)	<p><i>invented juice drinks in the juicer. That bannana and orange one... Anyway, we got so carried away that to our horror smoke started tumbling out of the oven and, you guessed it the pizzas were burnt. <u>After</u> chucking the charred remains of the first ones into the bin, we made some more and these, thankfully, did not burn.</i></p> <p>events linked by temporal connectives (D4)</p>
passive verb forms create formality (D4)	<p><i>So, <u>after</u> the juice was drunk and the pizzas devoured, we decided a little bit of dessert was in order. A upside-down-pineapple cake was concocted and popped into the oven.</i></p>

*continued over*

**Shorter writing task Example 4 continued**

**SENTENCE STRUCTURE**  
continued

**PUNCTUATION and TEXT ORGANISATION**  
continued

*Britney, (in the meantime,) amused us all with a game called "guess the song". The cake was gorgeous and no peices survived the 30 year nines who ate it. Well after all of that it was nearly home time so we had a rendition of ("Toxic"), got our autographs and yelled a goodbye to Britney in her limo.*

succession of clauses adds pace to narrative (D4)

adverbial phrase indicates order of events (D4)

inverted commas highlight ironic title (D4)

**Sentence structure, punctuation and text organisation summary**

Range of verb forms and sentence structures adds interest to the article with subordination helping to establish the relationship between events and ideas. Within paragraphs, ideas are linked by a range of devices to indicate the order or causes of events. Punctuation is generally secure and gives clarity to the writing. All Band 4 criteria are met.

Band D4 – 5 marks

**COMPOSITION and EFFECT (CE)**

- engages reader's interest by variation in tone appropriate to purpose and reader, eg shifting between formality of passive voice and informality in the asides, eg *well* and *you guessed it* (E4)
- viewpoint well controlled with surprise and excitement conveyed convincingly by exclamations and comments, eg *to our horror* (E4)
- range of stylistic features adds interest and variety, eg alliteration: *chucking the charred remains*; mock formality, *no peices survived* (E4)

**CE summary**

Engages reader's interest with an opening that builds up to name of visitor. Variation in tone, shifting between account and comment, and range of stylistic features add interest and variety, placing this response in the middle of Band 4.

Band E4 – 8 marks

**Spelling**

Most spellings are correct, including *charred*, *devoured*, *gorgeous* and *survived*. The range of irregular words used, bearing in mind the errors *bannana* and *peices*, justifies a mark in Band 3.

Band F3 – 3 marks

**Shorter writing task Example 5**

SENTENCE STRUCTURE	PUNCTUATION and TEXT ORGANISATION	
<i>Fiery day in the food room!</i>		
controlled placing of appositional phrase aids concision (D5)	<p><i>Last Friday, (a well known chef, Jamie Oliver) made an unexpected visit to the school to open the new food technology room.</i></p>	pair of commas gives clarity and emphasis (D5)
foregrounded clause gives clarity and emphasis (D5)	<p><i>(Little did he know) the food he was to taste certainly wouldn't sell in his restaurant!</i></p>	
control and variety of verb forms create interest (D5)	<p><i>After receiving applause for cutting the shiny green ribbon and announcing 'Open!' Mr Oliver took a seat to watch some year 9 pupils demonstrate their cooking skills.</i></p>	
	<p><i>The few excited students asked him to sample their meals and waited in anticipation for a result.</i></p>	
embedded adverbial phrases build detail (D5)	<p><i>(Churning the pale green gloop inside his mouth, eye brows raised, many expressions fluttering across his face,) Jamie simply asked,</i></p>	confident punctuation clarifies meaning (D5)
	<p><i>'Soup?'</i>  <i>'Yes, of course!' one happy pupil replied.</i>  <i>'A little less salt next time,' he chuckled, finally swallowing and breathing a sigh of relief.</i></p>	direct speech deliberately intertwined with succinct detail creates strong cohesion (D5)

*continued over*

**Shorter writing task Example 5 continued**

**SENTENCE STRUCTURE continued**

**PUNCTUATION and TEXT ORGANISATION continued**

*(Then) for the pizzas which unfortunately were a bit too crispy. 'Bit burnt!' he laughed (whilst) a smoke alarm in the room rang.*

connectives indicate order of events and create cohesion (D5)

balanced phrases deployed for concision and clarity (D5)

*(Despite) his bad experiences, or perhaps (because) of them, Mr Oliver promised he would return bringing a few tips.*

*When I asked one pupil to comment, she said, 'At least we didn't give him the apple pie!'*

*Reported by J\_\_\_\_\_ M\_\_\_\_\_*

**Sentence structure, punctuation and text organisation summary**

A wide variety of sentence structures and verb forms is deployed confidently to produce an entertaining article. Expanded noun phrases contribute to its concision. A range of devices creates cohesion within paragraphs, and the whole response is supported by clear, controlled punctuation. All Band 5 criteria are met.

Band D5 – 6 marks

**COMPOSITION and EFFECT (CE)**

- tone deliberately adapted, varying from formality of the opening to irony, eg *finally swallowing* (E5)
- skilfully incorporates perspectives of pupils, visitor and writer, with account of events, eg *one happy pupil...*, *sigh of relief* (E5)
- appropriate stylistic features, eg ironic humour: *Soup?* and understatement: *Bit burnt!*, used confidently. Suitable alliterative headline (E5)

**CE summary**

Purpose of task convincingly fulfilled. Reader is engaged and entertained by a range of stylistic devices which are impressively deployed. All Band 5 criteria met.

Band E5 – 10 marks

**Spelling**

An error-free piece, which includes some complex and irregular words, eg *receiving, announcing, excited, experiences*. This piece therefore achieves the Band 4 mark.

Band F4 – 4 marks



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