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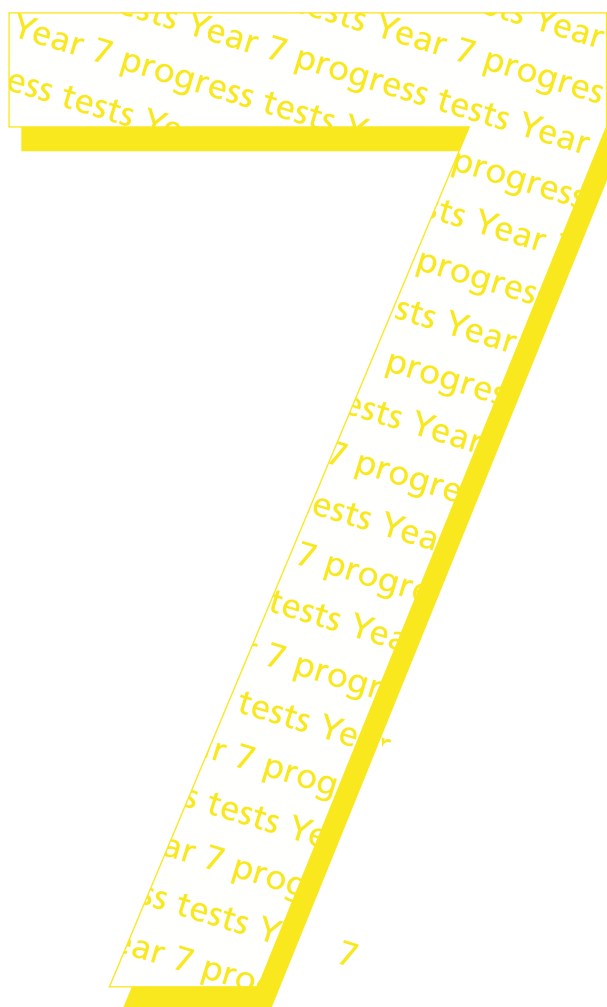
LEVELS  
**3–4**

**2004**

# Year 7 progress tests in English

## Mark scheme

**2004**



First published in 2004

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# Introduction

This is the second year of the year 7 progress tests in English in their new format. They have been developed specifically for those pupils who did not achieve level 4 at the end of key stage 2, and who are assessed by their teacher to be working at level 3 or 4 during year 7. These tests are designed to assess levels 3 and 4 only. They are therefore specifically tailored to this group of pupils. This document contains the complete set of mark schemes for the year 7 progress test. It also includes guidance on the overall structure of the mark schemes and how they should be applied.

Marks are allocated as follows: 41 marks for reading and 38 marks for writing (including three marks for handwriting and seven marks for spelling). The marks for the reading and writing components, when added together, give a total of 79. Level thresholds will be available in late June and will be based on the judgement of standards, rather than preset in the mark scheme. These will be given separately for reading and writing, as well as for English overall.

This booklet includes the mark schemes for the reading, writing and spelling tests. For ease of reference, the test questions have been reproduced in the mark schemes.

The test papers will be marked by external markers. The markers will follow the mark scheme in this booklet. All markers will be trained to follow the guidelines given here to ensure consistency of marking.

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## Reading test: *Stranger Than Fiction?*

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

The reading test is presented in two sections. The first section consists of a contents page, information about Bermuda, tales surrounding the Bermuda Triangle and a recount of a voyage through the Bermuda Triangle. The second part includes a narrative about Flight 19 and further information about the environment together with proposed explanations for the unusual occurrences in that area.

### Questions

The *Reading answer booklet* contains 28 questions relating to the texts in a variety of formats. These may include completing tables or ticking boxes, short answers requiring a word or phrase and longer answers which may require a more detailed explanation of a pupil's opinion. The number of marks allocated to these questions varies between one and three.

### About the mark scheme

The reading mark scheme was devised after trialling the tests with pupils and contains some frequently occurring correct answers given in the trials. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers must focus on the content of what has been written and not on the quality of the writing, expression or grammatical structure. The mark scheme indicates the criteria on which judgements should be made. In areas of uncertainty, however, markers make judgements based on the assessment focus and the relevance of the answer.

## Assessment focuses

The same set of assessment focuses for reading as used in 2003, drawn from the national curriculum and related to the National Literacy Strategy's *Framework for teaching*, is being used for the 2004 English tasks and tests at all key stages. These provide fuller information about the focus of the question, indicating the particular process or skill the pupil needs to use in order to obtain their answer. These focuses will ensure more accurate marking and enable teachers to gain clearer diagnostic information from their pupils' performance. The assessment focuses in this reading test (AF2–6) assess pupils' ability to:

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

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

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

AF5 – explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level

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

There are two assessment focuses which are not explicitly covered in this test:

AF1 – use a range of strategies, including accurate decoding of text, to read for meaning

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

The table on the facing page identifies the questions (with marks available) that address each assessment focus covered in this reading test.

## Stranger Than Fiction?: questions and assessment focuses

		understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	deduce, infer or interpret information, events or ideas from texts	identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level	identify and comment on the writers' purposes and viewpoints, and the overall effect of the text on the reader
Text		AF2	AF3	AF4	AF5	AF6
<b>Part 1</b>						
Contents Page	Q1	1				
The Bermuda Triangle	Q2	1				
	Q3			2		
	Q4	2				
The lucky escape of the <i>Good News</i>	Q5	1				
	Q6	2				
	Q7	1				
	Q8	1				
	Q9				1	
	Q10	1				
	Q11		1			
	Q12	1				
	Q13		3			
	Q14		2			
	Q15		2			
<b>Part 2</b>						
Flight 19 is in trouble	Q16	1				
	Q17		2			
	Q18	1				
	Q19		2			
	Q20				1	
	Q21		1			
	Q22		1			
	Q23		1			
A natural explanation	Q24a	1				
	Q24b	1				
	Q25	1				
Whole booklet	Q26			2		
	Q27		2			
	Q28					2
	Totals	16	17	4	2	2

## Reading mark scheme

### Stranger Than Fiction?

#### Part 1

Questions 1–4 are about the *Contents Page* and *The Bermuda Triangle* (pages 3–5).

1. Look at the *Contents Page* (page 3).

On which page would you find out about Flight 19?

Tick one.

- |         |                                     |
|---------|-------------------------------------|
| Page 4  | <input type="checkbox"/>            |
| Page 6  | <input type="checkbox"/>            |
| Page 8  | <input checked="" type="checkbox"/> |
| Page 12 | <input type="checkbox"/>            |

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for a correct answer ticked as above.

2. Look at page 4.

According to the text, what have disappeared from the Bermuda Triangle?

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for (some) boats and planes.

Do not accept responses which only list part of the answer, such as:

- *boats / ships;*
- *planes.*



## Reading mark scheme

### Stranger Than Fiction?

3. How do the maps on pages 4 and 5 help the reader?

Give **two** ways.

(2 marks)

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

Award 1 mark (up to a maximum of 2) for any of the following:

- *they help you understand where named places (for example Bermuda, Sargasso Sea, Puerto Rico) are*
- *they help you to understand more about where the events took place*
- *they show you where Bermuda is in the world / compared to UK (in relation to other countries)*
- *they help you to visualise how the shape of the triangle is made up / what it looks like.*

Do not accept very general responses, such as:

- *they make it better to look at*
- *they show you how big it is.*

4. *In the ships' graveyard*, which **two** things stopped ships from escaping?

(2 marks)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark (up to a maximum of 2) for each of the following:

- *(trapped by) seaweed*
- *lack of wind.*

Do not accept answers drawn from other sections of the text, such as:

- *fog.*

## Reading mark scheme

### Stranger Than Fiction?

Questions 5–15 are about *The lucky escape of the Good News* (pages 6–7).

5. For how long had the *Good News* been at sea?

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for three days.

6. Look at page 6.

What evidence was there that things were going wrong?

Name **two** things.

(2 marks)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark (up to a maximum of 2) for any of the following:

- *the controls seemed to flicker and die*
- *the controls went crazy*
- *power is down on all electrical equipment / power is lost*
- *the officer looked flustered*
- *captain's surprise at being called to control area.*

Also accept other relevant answers which refer to page 7, such as:

- *sea went milky yellow*
- *the fog*
- *the weather changing.*

Do not accept more general responses, such as:

- *weather / bad weather*
- *the controls.*

## Reading mark scheme

### Stranger Than Fiction?

7. Which word tells you that the officer was worried?

Tick one.

- |           |                                     |
|-----------|-------------------------------------|
| crazy     | <input type="checkbox"/>            |
| drained   | <input type="checkbox"/>            |
| flickered | <input type="checkbox"/>            |
| flustered | <input checked="" type="checkbox"/> |

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for a correct answer ticked as above.

8. Look at page 7.

What was the first sign of the change in the weather?

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for indicating that the horizon was no longer visible, such as:

- *the sky and sea seemed to blur into a milky yellow haze*
- *no longer see the horizon*
- *fog.*

Also accept answers which indicate that the sky changed colour.

Do not accept:

- *blur.*

## Reading mark scheme

### Stranger Than Fiction?

9. Look at page 7.

Find and copy **the simile** used to describe the way the fog held the barge.

(1 mark)

Focus of question: explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level (AF5)

Award 1 mark for:

■ *like a spider's web holds a fly.*

Accept parts of text (up to one sentence) which include the clause 'like a spider's web holds a fly'.

Also accept smaller parts of the phrase which include 'like' to indicate that a simile has been identified:

■ *like a spider's web.*

10. Look at page 7.

Why did the ship begin to creak?

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for either of the following:

■ *(under) the strain*

■ *because the struggle went on for some time.*

Also accept a description of what is happening to result in the creaking, such as:

■ *because the Good News was putting the ship's speed up but the barge would not move.*

Do not accept the phrase '*tug of war*' if not supported by a further explanation.

## Reading mark scheme

### Stranger Than Fiction?

11. *Were we about to become its latest victims?* (page 7)

What is the purpose of this question?

(1 mark)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark for any of the following:

- *to involve the reader*
- *to create suspense / make you read on*
- *to make you think there's going to be a disaster*
- *to show what the captain and / or crew were thinking, for example:*  
     *– he thought they were going to die.*

12. Look at page 7.

Which verb describes how the tug moved as it escaped from the fog?

Tick one.

- |         |                                     |
|---------|-------------------------------------|
| lurched | <input checked="" type="checkbox"/> |
| sailed  | <input type="checkbox"/>            |
| pulled  | <input type="checkbox"/>            |
| slipped | <input type="checkbox"/>            |

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for a correct answer ticked as above.

## Reading mark scheme

### Stranger Than Fiction?

13. Fill in the thought bubble to show what the crew were thinking after they escaped from the fog. (3 marks)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark (up to a maximum of 3) for each of the following points in the response:

- *thoughts of how lucky / relieved they were*
- *looking to the future*
- *consideration of what could have happened*
- *reflection on what did happen / scariness / weirdness of the situation*
- *comment / reference to other strange Bermuda Triangle tales.*

Sample answers:

- *phew that was close! (1 mark)*
- *I hope we can carry on the rest of the journey without any more scary things happening (1 mark)*
- *I thought I might never have seen my family again (1 mark)*
- *it was weird that the boat was being held by fog (1 mark)*
- *I've heard scary tales about the Bermuda Triangle, now I know they are true! (1 mark)*
- *Thank god, I've never been so scared in my life. I saw my life before my eyes. What was holding the barge? I wonder (2 marks)*
- *Thank god we got out of there alive. I want a job in an office (2 marks)*
- *Thank god we are alive we could have died. I can't believe I am still alive. I wish I could just go home where it is safe and warm (3 marks)*
- *Phew that was close we all nearly died. Thanks to the captain we all escaped alive. I'm never going back there. I will go and see if anyone's hurt (3 marks)*
- *Thanks to the captain telling us to keep pulling otherwise we would be dead. What happened to us? What on earth was that? (3 marks)*
- *I'm glad that is over. I thought I was going to die and I thought of the stories. I was really scared I'm not going through there again (3 marks)*

## Reading mark scheme

### Stranger Than Fiction?

Accept responses written in the 3rd person, such as:

- *I think they were feeling relieved* (1 mark)
- *They thought they might never see their families again* (1 mark)

Also award 1 mark for answers which include relevant direct quotations from the text, such as:

- *I can't help thinking about the tales of ships that had sailed into eerie fogs, never to be seen again*
- *We knew we were lucky to be alive.*

Do not accept:

- *worried*
- *quotations which are irrelevant / from irrelevant sections.*

14. Think about the whole recount.

Put these events in the correct order.

The first one has been done for you.

It was a perfectly clear day.

1

The captain was called to the bridge.

3

The ship's instruments went wrong.

2

The boat escaped from the fog.

5

Captain Henry ordered the tug to be put on full power.

4

(2 marks)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 2 marks for all four events correctly ordered; award 1 mark for two or three events correctly ordered.

## Reading mark scheme

### Stranger Than Fiction?

15. Think about the whole recount.

Do you think Captain Henry was a good leader?

Tick **one**.

Yes

No

Explain your answer as fully as you can.

(2 marks)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Marks should be awarded for the justification given and must agree with the box ticked.

Award 1 mark (up to a maximum of 2) for each of the following:

Responses for yes:

- *he was commanding – shouted / ordered / told others what to do / he was in control*
- *he was concerned for his ship / crew / barge / thought of others*
- *he understood his crew – saw fear in their eyes*
- *kept his fears to himself / he kept calm / role model / calmed the crew / confidence in the crew / self-belief*
- *he got them out of the fog / he got them to safety*
- *he was persistent*
- *he took responsibility.*

Responses for no:

- *he didn't reassure his crew*
- *he thought about the barge rather than his crew*
- *he shouted / was bossy*
- *he took the ship into an area known to be dangerous.*



## Reading mark scheme

### Stranger Than Fiction?

#### Sample answers:

- *(y) because when his crew were looking worried the captain kept on going (1 mark)*
- *(y) because he got out of the fog yes I do think he is a good leader (1 mark)*
- *(y) because he did not give up he kept on trying (1 mark)*
- *(n) because he should of never took his crew out to the Bermuda triangle after hearing the tales and true stories (1 mark)*
- *(n) because all he seemed to care about was the boat and cargo (1 mark)*
- *(y) he was calm and he was trying to get out and he did in the end because he was trying (2 marks)*
- *(y) because he told everyone what to do and how they should do it. He also believed that he was going to get out. He had a lot of confidence in the crew (2 marks)*
- *(y) he did not panic when they were stuck in the triangle and he keep on trying to get out (2 marks)*
- *(n) because he leaded them into the fog and he nearly killed all of them and when he saw the fog he said go forward (2 marks)*
- *(n) because he knew about the Bermuda Triangle and they could of all died because he lead them into it (2 marks)*
- *(n) because he cared more about his boat than his crew and why didn't he just cut the rope pulling the cargo ship? (2 marks)*

Also accept responses where both yes and no have been ticked, if they have been appropriately justified:

- *(y/n) he was very bossy but he did get them out of the fog (2 marks)*

## Reading mark scheme

## Stranger Than Fiction?

## Part 2

Questions 16–23 are about *Flight 19 is in trouble* (pages 8–11).

16. How many aeroplanes were in Flight 19?

Tick one.

60 ☐

5 ☒

19 ☐

45 ☐

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for a correct answer ticked as above.

17. *shouted...*  
*frantically...* (page 8)

What do these two words tell you about how the characters are feeling?

(2 marks)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Answers must refer to the feelings of the characters in the control tower, not to the feelings of members of Flight 19.

Award 2 marks for identifying one or more suitable words to appropriately describe the characters' feelings and for fully explaining the situation / response, such as:

- *they are scared and they want to help but they aren't sure what to do. They are afraid they are going to lose Flight 19*
- *that they are very scared and they are panicking about what to do.*

Award 1 mark for identifying one or two simple, but suitable, words to describe the feelings of fear and urgency, such as:

- *they were feeling scared*
- *they were worried and scared.*

## Reading mark scheme

### Stranger Than Fiction?

18. Who was Charles Taylor?

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for any of the following:

- *the flight leader*
- *the leader of Flight 19*
- *pilot.*

Do not accept:

- *leader*
- *captain.*

19. *It was difficult to work out where they were...* (page 9)

Give **two** reasons for this.

(2 marks)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark (up to a maximum of 2) for each of the following:

- *the compass wasn't working / instruments were going crazy*
- *lack of visual clues, for example:*
  - *nothing looked familiar*
  - *everything is strange*
  - *couldn't see anything*
  - *couldn't see the sun*
  - *no sign of land*
  - *ocean doesn't look as it should.*

## Reading mark scheme

### Stranger Than Fiction?

20. Look at page 9.

Find and copy a **phrase** the writer uses to describe the sun.

(1 mark)

Focus of question: explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level (AF5)

Award 1 mark for red ball.

Do not penalise minor copying errors.

21. Look at page 10.

What is one explanation for why the radio messages were being lost?

(1 mark)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark for the planes were flying the wrong way.

Do not accept:

- *losing the signal / signal is getting weaker*
- *they were too far away.*

## Reading mark scheme

### Stranger Than Fiction?

22. Look at page 10.

Why was the control tower full of people?

(1 mark)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark for any of the following:

- *because they were worried about their friends / anxious about their friends in the air*
- *because they wanted to find out what was going on*
- *they wanted to help.*

Do not accept imprecise answers, such as:

- *they were anxious*
- *they were their friends*
- *there was an emergency.*

---

23. *Suddenly, the radio burst into life once more.* (page 10)

What did the writer mean by this phrase?

(1 mark)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award 1 mark for an indication that the radio started working (again), such as:

- *they could communicate again*
- *they could get a signal again.*

## Reading mark scheme

### Stranger Than Fiction?

Questions 24–25 are about *A natural explanation* (pages 12–13).

24.

- a) What is another name for a tornado at sea?

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for waterspout.

- b) Find and copy **two** words used to describe the noise that it makes.

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for both hissing and sucking.

25. Look at page 13.

What is the Gulf Stream?

Tick **one**.

a tug ☐

an ocean current ☒

an ocean trench ☐

a barge ☐

(1 mark)

Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award 1 mark for a correct answer ticked as above.

## Reading mark scheme

### Stranger Than Fiction?

Questions 26–28 are about the whole booklet.

26. The following sentences have been missed out of the reading booklet.

Tick to show which section they should be added to.

The first one has been done for you.

	<i>The Bermuda Triangle</i>	<i>The lucky escape of the Good News</i>	<i>Flight 19 is in trouble</i>	<i>A natural explanation</i>
Wreckage from the planes has never been found.			✓	
I have never felt so relieved to see land again.		✓		
Sudden changes in depth can create huge waves.				✓
Although strange events happen in other parts of the world, they do not get the same attention.	✓			
Investigators have long argued about the cause of the disappearance.			✓	

(2 marks)

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

Award 2 marks for all four sentences correctly ticked; award 1 mark for two or three sentences correctly ticked (or any other clear mark / indication).

## Reading mark scheme

### Stranger Than Fiction?

27. Think about the whole booklet, including the explanations on pages 12–14.

What do you think happened to Flight 19?

Explain your answer as fully as you can.

(2 marks)

Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Answers must show an understanding that Flight 19 was lost / did not return.

For answers which correctly refer to *human error* and / or *compass error*:

Award 1 mark for a simple explanation which is text based; award 2 marks for a full explanation which is text based.

Sample answers:

- *I think it flew in the wrong direction* (1 mark)
- *they crashed because they ran out of fuel* (1 mark)
- *Flight 19 flew the wrong way instead of going back to land* (1 mark)
- *I think the radio had no reception and for some reason the compass was broken and they flew out to sea* (1 mark)
- *I think they flew in the wrong direction and then ran out of fuel and had to do a crash landing* (2 marks)
- *I think Flight 19 was driving and they had gone the wrong way. They ran out of fuel and the signal had gone because they went too far* (2 marks)
- *It got turned around in the struggle to find its way out of the fog and it also ran out of fuel so they probably went round in circles until plummeting into the sea to perish* (2 marks)



## Reading mark scheme

### Stranger Than Fiction?

For answers where *another explanation* has been chosen:

Award 1 mark for answers which provide a simple explanation which is based on information from the text; award 2 marks for answers which provide a full explanation which is text based.

Sample answers:

- *it got sucked into the Bermuda Triangle and vanished* (1 mark)
- *waterspouts – because they were flying in the air so the waterspouts came up and hit them* (1 mark)
- *sudden fog might have caused them danger* (1 mark)
- *the wind went in the wrong direction and they could not handle it and they got caught with sudden fog and powerful currents* (1 mark)
- *I think that the plane just got caught up in the fog and then fell in the water and sunk* (2 marks)
- *I think the planes crashed into the sea and the pilots were attacked by giant squid* (2 marks)
- *I think Flight 19 was hit by lightning and the tornadoes then it fell into the Gulf Stream and they drowned* (2 marks)
- *I think it might have been a powerful current because if it had sunk just a few kilometres from the coast it could be lost forever and be impossible to find so this might be why they couldn't find Flight 19* (2 marks)

Do not accept:

- Simple statements, for example:
  - *it crashed*
  - *it sunk.*
- Answers which state the obvious, for example:
  - *it got lost.*
- Answers which suggest that Flight 19 got back safely.

## Reading mark scheme

### Stranger Than Fiction?

28. Think about the whole booklet.

Which section did you most enjoy?

Tick one.

*The Bermuda Triangle*

☐

*The lucky escape of the Good News*

☐

*Flight 19 is in trouble*

☐

*A natural explanation*

☐

*What really happened?*

☐

Explain your answer as fully as you can, making reference to the text.

(2 marks)

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

Answers may refer to the content or style of the text, or to qualities of the text type.

Award 1 mark for a simple text-based explanation of chosen section and / or for making a simple contrast with other texts in the booklet, such as:

- *The Bermuda Triangle – I liked The Bermuda Triangle best because it tells you more about the triangle than the rest of the stories*
- *The Bermuda Triangle – because it told you a lot of information and told you where it was*
- *The lucky escape – I liked it because it ended with a happy ending instead of death like in Flight 19*
- *Flight 19 – I thought it was very real and I like real stories*
- *A natural explanation – because it tells you what can happen sometimes in weathers*
- *A natural explanation – I think this one because I learnt about stormy weather, waterspouts, sudden fog and powerful currents*
- *What really happened? – well it told you what really happened and not a load of lies and you actually know what happened*
- *What really happened? – I liked reading what really happened because I thought it was good telling you what did actually happen – I agree with what the text said.*

## Reading mark scheme

### Stranger Than Fiction?

Award 2 marks for either a precise or detailed text-based explanation or for a response which includes the personal impact of the text, such as:

- *The Bermuda Triangle – because it convinced me about the strange events that happened to aeroplanes and boats and how the weather changes when someone passes through it*
- *The lucky escape – because it was good how they coped with it and how they felt after it happened*
- *The lucky escape – because they didn't disappear and they safely escaped and no one was hurt and they got back home*
- *Flight 19 – it was a bit scary and it was like it was true and the last bit was the scariest about the signal going ft, ft, ft*
- *Flight 19 – because it was exciting and it was a suspense story that ended with a cliff-hanger*
- *Flight 19 – because it was a really weird true story and how could it just have vanished into thin air, with such good weather, and suddenly the controls went crazy*
- *Flight 19 – I liked Flight 19 because it sounds kind of scary because NO wreckage was found*
- *A natural explanation – because it gave lots of facts and told you what the changes of weather could do to you if you were out in a boat or plane*
- *A natural explanation – I liked this because it was the one thing I did not know. I also liked the other ones but I liked this one best because it had lots of information about all four boxes that I didn't know anything about*
- *What really happened? – because it was interesting and you could learn from it. Before I read that I didn't really believe the story but now I really do believe it*
- *What really happened? – because it tells you what people think and people do make mistakes so Flight 19 could of gone the wrong way after all.*

Do not accept answers that are not specific to these texts, such as:

- *it was good*
- *it was interesting*
- *it made me want to read more.*

# Writing test

## The tasks

This test includes two different writing tasks. The shorter task focuses on pupils' ability to write concisely and accurately, while the longer task requires pupils to plan, organise and sustain a piece of writing, shaping the whole for the reader and maintaining coherence over the piece. For the 2004 test, the shorter task asks pupils to explain their choice of two items for an adventure trip to the jungle. The longer task asks pupils to write out an interview with an explorer who has just returned from a challenging journey. Both tasks have planning formats designed to help pupils structure their writing. The planning is not marked.

## Assessment focuses

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

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

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

## About the mark scheme

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

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

- Composition and effect (AF1 and AF2)
- Text structure and organisation (AF3 and AF4)
- Sentence structure and punctuation (AF5 and AF6).

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

The **longer writing task** will be marked for:

- A Sentence structure and punctuation** (maximum 6 marks)
- B Text structure and organisation** (maximum 6 marks)
- C Composition and effect** (maximum 8 marks)

The **shorter writing task** will be marked for:

- D Sentence structure, punctuation and text organisation** (maximum 3 marks)
- E Composition and effect** (maximum 5 marks)

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

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

## Marking the writing

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

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

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

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

## Longer writing task: *Magazine Interview*

The task is to write out an interview with a famous explorer who has just returned from a trip where she encountered many problems. The prompt suggests some of these problems. The pupils are asked to imagine that they are writers for a travel magazine, and the interview with the explorer will appear in the magazine.

The prompt provides a model for setting out the interview and the planning sheet provides support for the content and organisation, focusing on the questions and answers that will appear in the interview.

Further support for the organisation of the piece is provided in the *writing answer booklet*, where the opening exchange is reproduced and the pages are formatted to provide a space to insert either 'Interviewer' or 'Explorer' in the margin.

Better performances are distinguished by the use of open questions and developed answers, with topics covered in some detail, and by the characters of both interviewer and explorer emerging from the writing.

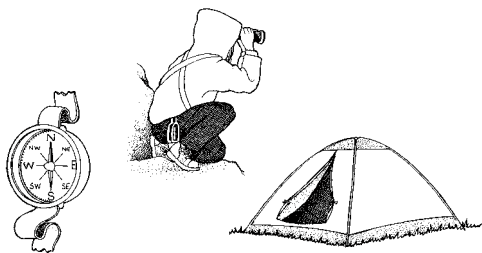
### Magazine Interview

Imagine you are a writer for a travel magazine that features stories about people who travel to unusual or faraway places.

A famous explorer has just returned from a trip where she met many problems such as bad weather, running out of supplies and losing important equipment.

You have been asked to interview the explorer about her experiences.

Your task is to write out the interview with the explorer.



You must set out the interview like this:

**Interviewer:** Where did you choose to go and why?

**Explorer:** Well, I've always loved a challenge and...

2

### Planning

Problems that the explorer met:

weather ☐ running out of supplies ☐ losing equipment ☐ other: your own choice ☐

Questions I will ask her	How the explorer might answer

How I will end the interview

3

## LONGER WRITING TASK: Magazine Interview

### Mark scheme

#### Section A Sentence structure and punctuation

**Assessment focuses:** Vary sentences for clarity, purpose and effect  
Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

**Band A1** ● Clauses usually grammatically accurate mostly joined with *and*, *but*. Questions and answers relating to the trip often brief or excessively lengthy, frequently starting with a pronoun and simple verb (*I was on a mountain; it was cold*).

● Sentences sometimes demarcated by capital letters and full stops.

1–2 marks

**Band A2** ● Simple connectives *and*, *but*, *or*, *so*, *when* (*I found a cave and I hid in it*) link clauses. Subjects (*I*, *you*) and verbs frequently repeated. Noun phrases mostly simple (*the sky; the mountains*) with occasional expansion (*a lovely place; a very dirty train*). Past tense maintained for events of the journey. Some sentence variation created by use of adverbial words or phrases to show chronology (*once; on the last day*) or location (*to the forest*). Possible use of exclamations.

● Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

3–4 marks

**Band A3** ● Sentences mostly grammatically sound. Subordinating connectives (*if*, *when*, *while*, *because*) develop explanation within the sentence (*because it was too slow; if anything tried to attack me*). Adverbials (*after a long two weeks; as the day went on; all of a sudden; on the top of the hills*) and expanded noun phrases (*three hundred feet of snow; a boat full of bananas; exciting stories*) vary construction of sentences. Some variation of verb use (*I have seen; I was walking; you could have used*) with appropriate tense choice: typically past tense used to refer to the trip with some use of present tense or reference to possibility to conclude account. Some adverbs indicate the explorer's attitude (*luckily*). Some variation in subjects other than pronouns (*the wind; there; half my food*).

● Most sentences correctly demarcated; some commas mark phrases or clauses.

5–6 marks

## LONGER WRITING TASK: Magazine Interview

### Mark scheme

### Section B Text structure and organisation

**Assessment focuses:** Organise and present whole texts effectively  
Construct paragraphs and use cohesion within and between paragraphs

**Band B1** ● Some ideas are relevant but organisation may be limited. Pronouns refer to interviewer and explorer (*I, you*) appropriately in questions and answers. There may be a simple conclusion, either very brief (*thank you, bye*) or disproportionate to the interview. Layout conventions possibly ignored.

- Simple connectives used (*and, and then*), eg *I got my tent out and I camped there; the rocks were falling and I got hit on the head*. Some connection between sentences, eg use of pronouns referring to the same thing (*tent / it*).

1–2 marks

**Band B2** ● Simple overall interview structure includes conclusion (*Thank you for talking to us*) or concluding exchange. Divisions based around questions and answers, with answers following from the questions. Topic changes initiated by interviewer's questions.

- Within sections, connection between sentences built up by relationship between question and answer, eg repeated vocabulary (*Was there any snakes? I didn't see snakes*), related vocabulary (*noises / growl*) or pronoun reference to main events or people in the text (*The polar bears came out. I threw a lump of snow at them*). Contrast sometimes used within or across sentences (*I was scared but I carried on*).

3–4 marks

**Band B3** ● Interview develops a logically ordered series of questions and answers covering the experience and draws the interview to a conclusion with some summary remarks (*That was very interesting. I hope to talk to you again*). Introductory exchange usually well integrated, indicating where the challenge took place (*I went to the north Pole*) or expanding on the idea of the challenge. Overall, answers comprise a larger part of the interview than questions. Relationship between sections may relate to sequence of events (*at first; a few hours later*) or difficulties encountered. Connections between sections sometimes established by questions referring to previous answer (*After losing all your food, what did you do?*) or by reference to a previous part of the text (*This experience*).

- Sections may extend over more than one question and answer, eg to provide explanation or detail (*extremely hard to live without supplies... so I had to get a helicopter to come with new ones*). Within answers, content often introduced by a main sentence (*Yes, I soon ran out of food*) followed by further expansion (*I had to eat leaves*). Additional information indicated (*also, either, too*). Other relationships within and between sentences may be used, eg events taking place at the same time (*there was a storm while I was climbing*), contrast or ellipsis to avoid repetition (*I: Did you like the jungle? E: Yes, I did [like the jungle], so I decided to stay and explore more*).

5–6 marks



## LONGER WRITING TASK: Magazine Interview

### Mark scheme

### Section C Composition and effect

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

- Band C1**
- A short series of relevant questions and answers; some awareness of purpose with some clear points.
  - Detail sometimes included to interest reader, eg reference to the problems encountered (*I had no food*) or the situation (*it was windy*).

1–2 marks

- Band C2**
- Interview format used; questions and answers follow sequentially, with some open questions used. Content focuses on relating the events on the journey or the difficulties encountered. Some explanation or detail included (*I wore twice the amount of clothes*).
  - Exchanges show evidence of the interviewer's or explorer's viewpoint, eg evaluative comment (*you must be a strong person; it was awful; the wind was getting very fast*).
  - Vocabulary mainly relevant and develops content (*mountains, coconuts, maps, wolves, escape*) although not necessarily consistent or specific (*stuff, things*). Some use of impersonal constructions, eg to refer to aspects of the trip (*it lasted about an hour*) or situation. Some use of conversational style for effect ( *...um ...about four years*).

3–5 marks

- Band C3**
- Interview format is adapted to the situation by the addition of detail and explanation about the events, eg content informative. Balance between account of events and comment. Questions used to develop the description (*How did you escape? I had to burrow my way to the top*); questions and answers also develop the character of the interviewer or explorer.
  - Viewpoint established and maintained, eg relationship established between interviewer and explorer or explorer gives reactions to the experience and interviewer shows interest and concern (*Wow! I never knew that; What about your husband – doesn't he mind that you travel around?*). Evaluation often accompanied by explanation (*it was alright because...* ).
  - Style of address (formal, friendly) sustained throughout. Features of conversational language may be used to sustain the interaction between the interviewer and explorer (*Well, like I said before; you won't believe me, but...* ). Stylistic choices contribute to effect, eg appropriate or adventurous vocabulary (*avalanche, raining cats and dogs, the snowy desert of Antarctica*).

6–8 marks

## Exemplar script 1

SENTENCE STRUCTURE  
& PUNCTUATIONTEXT STRUCTURE &  
ORGANISATION

**Interviewer (I):** Where did you choose to go  
and why?

**Explorer (E):** Well, I've always loved a  
challenge and...

question marks used  
consistently (A2)

I: what was the weather like?

E: it was terrible the snow and the wind nearly  
blew me off the mountain

simple sentences  
(A1)

I: what supplies did you run out of?

E: I ran out of food and water.

I: How cold cold was it there?

E: I don't know

I: estimate?

simple connectives  
(A1)

E: about 50°C .

I: How big was the mountain?

E: about a kilomameter and

I: did you loose any thing?

E: yes my cumpass and my Penoculas.

simple noun  
phrases with some  
expansion (A2)

I: did Any animals come near you?

E: yes a flock of artic foxs chased after me but I  
was able to get a way.

questions and answers  
linked by related  
vocabulary (B2)

answers follow  
questions  
sequentially (B2)

contrast used to  
structure sentence (B2)

inconsistent  
demarcation and  
capitalisation (A1)

I: when are you going to do more chalingers?

E: Probely next month

I: I'm looking Forawd to it?

E: thank you

inconsistent  
pronoun use  
(below B1)

I: See you in july.

E: Bye now.

concluding  
exchange (B2)

SENTENCE  
STRUCTURE &  
PUNCTUATION

## Summary

Use of simple sentences  
and some variation in  
sentence structure are  
features of band A2, but  
the number and brevity of  
sentence fragments,  
inconsistent punctuation  
and some repetition makes  
band A1 a better fit.

Band A1 – 2 marks

## COMPOSITION &amp; EFFECT

- Simple interview format used with open questions and relevant replies. (C2)
- Explorer indicates attitude to one of the problems (*it was terrible*) and there is some realistic interaction between the participants (*I don't know/ estimate?*). (C2)
- Vocabulary mainly drawn from the prompt but some imaginative choices (*flock of artic foxs*). (C2)

## Summary

This brief interview draws on all the suggestions in the prompt and goes on to two further topics, but only one of these is expanded beyond a single question and answer exchange. This expansion, with its attempt to indicate a relationship between the interviewer and the explorer, is sufficient to lift the response just into band C2. Further support is given by the use of relevant vocabulary, even where it is drawn from the visual prompt (*Penoculas*).

Band C2 – 3 marks

TEXT STRUCTURE &  
ORGANISATION

## Summary

The opening exchange is ignored but the interview follows a sequential pattern with the interviewer initiating the topic changes. Related vocabulary links the questions and answers and there is an instance of contrast within a sentence. In spite of some pronoun confusion, the piece merits the lower mark in band B2.

Band B2 – 3 marks

## Exemplar script 2

SENTENCE STRUCTURE  
& PUNCTUATIONTEXT STRUCTURE &  
ORGANISATION

Interviewer (I): Where did you choose to go and why?

Explorer (E): Well, I've always loved a challenge and...adventures so i went to little Bitham. *(It's like a little place were theres loads of hills and fields but no one lives up there. People say its very dandrus.*

some variation of subjects (A3)

well integrated opening (B3)

some sentences demarcated by full stops and capital letters (A1)

i Well what was it like then what did you meet up ther or see up there *(what was dandrus.*

answer relates to preceding question (B2), but ignores others

E 1 you have to make sure that you dont set your tent up by eney rocky hills *(other wise they would full on you. Iv seen 6 fall now and iv only been there for 2 weeks. But i had to come back early.*

some use of subordination (A3)

i yes *(this is what we hurd you was going to stay there Longer wasn't you*

pronoun establishes link between question and answer (B2)

E. yes but i had to come back i had no water *(hardley eney food) and after (what i see) i wanted to come back*

expanded noun phrases (A3)

i why was that would you mind telling us *(what you saw.*

repeated vocabulary provides link (B2)

E Well it was *(the fist time) i have ever seen (a grey greeny couler bear in and on hills and fields. And there was this brown creatur he was round*

adverbials show time and place (A2)

i Did you like it *(up there) would you say it's the best place you've been so far.*

simple connectives link clauses (A2)

E. Yes i did like it *(but the weather was a pain it was boiling hot then it went frozen cold (and) it even started to rain. (And) i even used all my sun cream. But yes it is the best place i've been to yet.*

concluding remarks provide conventional ending (B2)

i. Well it was lovley to be speaking to you about you trip. Hope you hade a Lovley time there and we hope to hear from you soon.

SENTENCE STRUCTURE & PUNCTUATION
<b>Summary</b>
Sentence structures are mostly simple, but variation is created by adverbials, some subordination and expanded noun phrases, although these are not always well controlled. Some grammatical errors and the lack of consistent punctuation indicate the lower mark of band A2 to be the best fit.
Band A2 – 3 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>Mostly open questions lead to answers which relate some of the difficulties of the trip, with some detail (<i>Iv seen 6 fall now</i>). (C2)</li> <li>Explorer offers view of experience (<i>it is the best place i've been to yet</i>) and the interviewer appears interested and polite (<i>would you mind telling us...</i>). (C3)</li> <li>Stylistic choices include advice given by means of generalised <i>you</i>, impersonal constructions and some features of conversational style (<i>Well</i>); vocabulary choices are relevant to the topic. (C2)</li> </ul>
<b>Summary</b>
This interview develops the interaction between the interviewer and the explorer more successfully than it provides detail and explanation about the events. Content would need to be further developed to move into band C3.
Band C2 – 5 marks

TEXT STRUCTURE & ORGANISATION
<b>Summary</b>
The opening provides a context for the experience; and the following questions and answers develop some of the topics. Connections between questions and answers are maintained, with some questions drawing on preceding answers, but others ignored. The resulting lack of continuity prevents the award of a mark in band B3.
Band B2 – 4 marks

### Exemplar script 3

#### SENTENCE STRUCTURE & PUNCTUATION

#### TEXT STRUCTURE & ORGANISATION

	<b>Interviewer (I):</b> Where did you choose to go and why?	
	<b>Explorer (E):</b> Well, I've always loved a challenge and... decided to go camping.	
expanded noun phrases (A3)	Interviewer: Was it (your first time)?	brief continuation of opening (B3)
	Explorer: I guess it was (because) last time I went just looking at animals and exploring them.	
	Interviewer: How did you feel when you got there?	
subordinating connectives develop explanation (A3)	Explorer: I felt like (an intrepid explorer). (My heart) was beating fast and I knew myself I was excited.	ellipsis ( <i>I guess it was [the first time]</i> ) to avoid repetition (B3)
	Interviewer: How was (the weather) when you got there?	
	Explorer: The weather at first was smashing. (It) was hot and that is (why) I was excited.	
	Interviewer: What was your task to do?	
varied subjects (A3)	Explorer: (My task) was to explore (wild birds) and look at different ones.	topic continued over more than one question and answer (B3)
	Interviewer: Where they all different birds?	
	Explorer: Yes. they were big and small. some were white and others were different to one another.	
adverbials vary sentence structure (A3)	Interviewer: (In the adventure) did anything go wrong?	
	Explorer: Yes. (The weather) after a couple of hours went so bad that (my clothes) were drenched with water.	
	Interviewer: Beside weather what else went bad.	
	Explorer: (Firstly) I lost (my binoculars). They were important to explore birds.	link maintained through section (B2)
sentence demarcation mostly accurate including commas	Interviewer: Did you find (them)?	
	Explorer: (When I was eating) I felt something in my pocket. (There) they were. I felt stupid not checking in the most important place people check.	
	Interviewer: Did the rain stop?	reference to previous part of text (B3)
short sentence for effect (above A3)	Explorer: Eventually after 12 hours it stopped, but it was still chilly.	
	Interviewer: Now did you wish you had been?	
	Explorer: I felt as if I wish I never thought of going camping.	
	Interviewer: For how long did you stay.	
	Explorer: I stayed for two days, but on the third day I got so angry that I went back home.	
complex sentence with multiple subordination (above A3) but not entirely controlled	Interviewer: Thank you very much indeed for answering my questions well. I hope next time you enjoy it.	concluding exchange with expression of good wishes (B3)
	Explorer: I hope next time I enjoy it. Thanks for asking good questions.	

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<b>Summary</b>		<b>Summary</b>
Grammatically sound sentence structure is supported by punctuation and varied by the use of adverbials in different positions. Further interest is created by subordination, different subjects and expanded noun phrases, all of which develop events or description.	<ul style="list-style-type: none"> <li>A balance between events and comment is maintained and open questions allow development of content (<i>beside weather what else went bad</i>). (C3)</li> <li>The explorer expresses a range of views about the experience, sometimes in some detail (<i>My heart was beating fast and ...I was excited</i>). (C3)</li> <li>Word choice is sometimes adventurous (<i>intrepid, drenched</i>) and usually appropriate to the context. (C3)</li> </ul>	This interview covers several topics but maintains links within most sections, by means of related vocabulary or reference. Transitions between sections are sometimes awkward, with abrupt returns to earlier topics. The concluding remarks provide an effective closure.
<b>Band A3 – 6 marks</b>	<b>Summary</b> Development of content by means of detail and explanation plus the expression of feelings by the explorer suggest a mark in band C3. More interaction between the explorer and interviewer and a wider range of stylistic choices are needed for a higher mark in the band.	
	<b>Band C3 – 6 marks</b>	<b>Band B3 – 5 marks</b>

## Exemplar script 4

SENTENCE STRUCTURE & PUNCTUATION		TEXT STRUCTURE & ORGANISATION
<p>comma supports sentence structure (A3)</p> <p>adverbials add precision and vary sentence structure (A3)</p> <p>some expanded noun phrases (A3) and nominal clauses (above A3)</p> <p>subordination develops explanation (A3)</p> <p>tense use varied: past for events of the trip, modal auxiliaries for possible events and present tense for conclusion (A3)</p> <p>sentence fragment develops explanation</p>	<p><b>Interviewer (I):</b> Where did you choose to go and why?</p> <p><b>Explorer (E):</b> Well, I've always loved a challenge and... I went <u>to the jungle by myself</u>.</p> <p>Interviewer: Did you enjoy your journey or was it a mistake?</p> <p>Explorer: I enjoyed it yes, <u>but I felt like just coming home but the weather was excellent.</u> I thought it was a mistake <u>when I lost some of my essentials.</u></p> <p>Interviewer: What did you lose? Did you manage without them?</p> <p>Explorer: <u>On the second of 5 days</u> I lost my compass and my tent. I struggled a bit without my compass, <u>but</u> the weather was so warm I did not need my tent.</p> <p>Interviewer: What did you eat? Did you take food with you or did you catch it all?</p> <p>Explorer: I <u>took</u> some food with me but I eat it all. I <u>did catch</u> some fish with my penknife and <u>what ever I could get my hands on.</u> I did not have alot to drink <u>either</u> <u>because I had to drink all the water</u> because of the weater.</p> <p>Interviewer: Would you go again? What <u>would you do</u> differently from last time? Would you take more people, and more equipment?</p> <p>Explorer: Yes, <u>I think I would go again.</u> I think <u>next time</u> I would go more prepared for the weather. I would take some one with and some back up essentials like more food, water, compass, tent, sleeping bag. <u>Things that would ensure my survival.</u></p> <p>Interviewer: Well, <u>I'm</u> glad you survived even without essentials.</p>	<p>indication of location follows opening (B3)</p> <p>section covers more than one question and answer (B3)</p> <p>indication of sequence of events (B3)</p> <p>connective used for contrast (B3)</p> <p>additional information indicated (B3)</p> <p>topic sentence introduces answer (B3)</p>
SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p><b>Summary</b></p> <p>Adverbials, different question forms and well integrated expansion vary sentence structure. Punctuation is mostly accurate, with sentences clearly demarcated and commas also used for lists and to support structure. A mark in band A3 is therefore indicated, but the lower mark is awarded because of the repetition of subjects and limited use of subordination.</p> <p>Band A3 – 5 marks</p>	<ul style="list-style-type: none"> <li>The interview expands on some of the ideas in the prompt (<i>weather, lost items</i>) but also adds and develops other topics through the questions and answers. (C3)</li> <li>The explorer is presented as a thoughtful character who is aware of the safety issues involved in such a trip (<i>I would go more prepared...</i>). (C3)</li> <li>Stylistic choices result in precision (<i>some back up essentials</i>) supporting the presentation of the explorer's character. (C3)</li> </ul> <p><b>Summary</b></p> <p>The development of the content and the character of the explorer place this interview in band C3. More development of the relationship between the interviewer and the explorer or more stylistic variation is needed to earn the top mark in the band.</p> <p>Band C3 – 7 marks</p>	<p><b>Summary</b></p> <p>The interview is clearly organised with a series of topics developed over several exchanges; the conclusion links the interview with possible future trips, creating an effective summary. Within sections, the answers deal with the preceding series of questions sequentially, maintaining a clear structure. More variety in organisation would be necessary for the higher mark in the band.</p> <p>Band B3 – 5 marks</p>

## Shorter writing task: *Jungle Adventure*

For this task, pupils are asked to imagine that they have won a competition to go on a survival course in the jungle. They are told that they have been provided with some essential items and their task is to select and explain their reason for their choice of two further items.

Support with content is provided. A planning grid shows five items which pupils could take, and also offers the opportunity for them to have their own idea. The page for the writing is presented with a heading and a lead sentence: 'The two extra items I would like to take are:'. There is also a reminder on this page that they should not write a story.


Better performances are distinguished by the development of the explanations for both items, supported by appropriate detail and justification. Comparisons with other items may also be made.

### Jungle Adventure

Imagine you have won a competition to go on a survival course in the jungle.

You have been given the following essential items:

- water
- food
- a 2-way radio
- a compass
- a medical kit








You can take **two** more items.

**Your task is to explain to the judges why you would choose these two items.**

Remember you must be able to carry them.

**Planning:**

You might choose to take:

	✓ or X	Reasons for choice
tent 		
sleeping bag 		
torch 		
penknife 		
rope 		
your own idea		

2



## SHORTER WRITING TASK: Jungle Adventure

### Mark scheme

#### 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**
- Clauses usually grammatically accurate, mostly joined with *and*, *but*, *then*, *so*. Some simple sentences, often a brief sequence starting with subject and verb (*I chose; I didn't*). Some connections between sentences sometimes shown, eg pronouns referring to the choice.
  - Sentences sometimes demarcated by capital letters and full stops.

1 mark

- Band D2**
- Sentences mostly compound linked by *and*, *but*, *so*, *when* with some limited use of *because* or *if* to provide simple explanations (*if I was cold*); subjects and verbs frequently repeated (*It is; It has*); simple adverbials or prepositional phrases (*quickly; at night*) add some detail. Simple noun phrases (*the ground; some leaves*) with some expansion (*little animals; sloshy mud*). Additional information sometimes indicated (*also, too*). Links between sentences shown, eg use of pronouns or vocabulary from the same topic field.
  - Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

2 marks

- Band D3**
- Sentences mostly grammatically sound. Variation in sentence construction to indicate reasons or add detail: adverbials (*if there's an animal coming; when it's raining*) and expanded noun phrases (*the sleeping area*); more varied use of subordination to develop explanations (*because the penknife would be light to carry*); and some variation in subjects of sentences. Pronouns and tenses generally consistent with some expanded verb phrases and varied use of modal verbs. Connections established within sections by grouping of content, use of connectives and more use of reference chains (*leaves... branches... trees*).
  - Most sentences correctly demarcated with some commas marking phrases or clauses.

3 marks

## SHORTER WRITING TASK: Jungle Adventure

### Mark scheme

### Section E Composition and effect

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

- Band E1**
- A short series of comments about the items; only one item may be chosen and uses may be listed. Irrelevant points may be included. Possible lapse into narrative.
  - Reasons (*it keeps you dry*) sometimes included to justify choice.

1 mark

- Band E2**
- Reasons for the two choices are given although coverage may be uneven, eg focus on one item or repetition of reasons for both choices; points may include description of the items' features and uses. Some awareness of audience, eg attempt to maintain explanatory tone.
  - Some evidence of viewpoint, eg comments indicate an attitude to the items (*a tent because you need shelter*) and / or simple evaluation (*If I didn't have a sleeping bag I would be cold*).
  - Some vocabulary accurately describes items and explains their uses (*torch – to see in the dark; act like a light bulb*) although other references may be vague (*stuff, things*).

2–3 marks

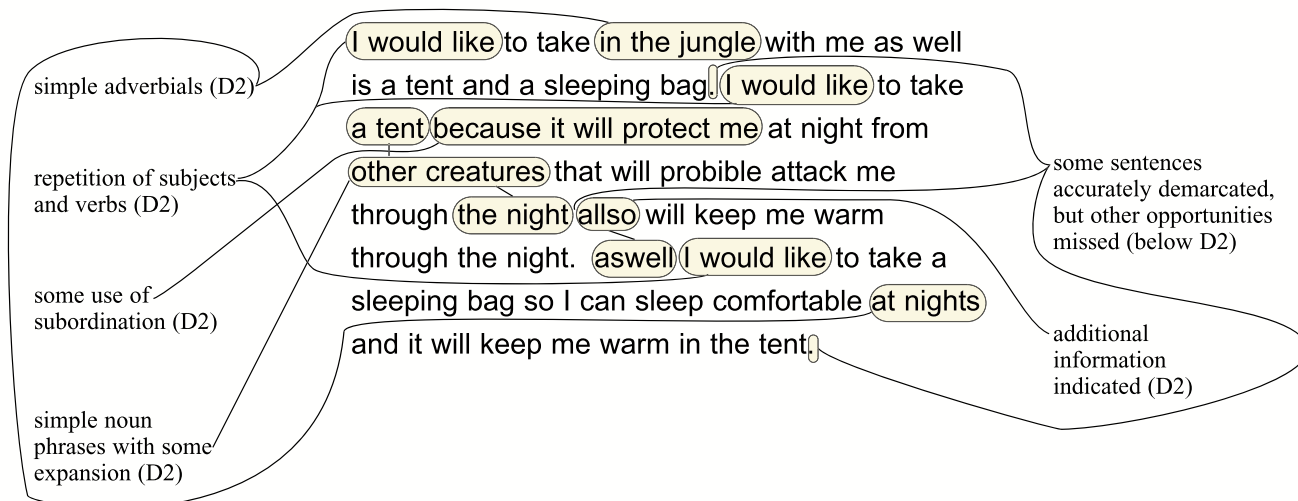
- Band E3**
- Reasons for the selection of both items are explained, with the explanations showing some expanded justification or some comparison with the rejected items. Details to interest the reader sometimes prioritised (*you'll need a rope so you can trap food and make camp and also climb trees*) and attempts to engage the audience may be evident (*Just imagine if you were freezing...* ).
  - Viewpoint is established and maintained, eg description and reasoning suggest thoughtful approach to the choice (*so I can signal to planes and boats*) and the choice may be evaluated (*the rope would be more useful because it is easier to carry*).
  - Use of informative style, eg impersonal constructions or generalisations (*most people*); careful word choice demonstrates imagination or precision (*vital equipment; to cut bamboo*). Stylistic choices also support explanatory purpose (*it could be life saving; it will be a reminder of home*).

4–5 marks



**Exemplar script 1****SENTENCE STRUCTURE****PUNCTUATION & TEXT ORGANISATION**

**The two extra items I would like to take are:**



**SENTENCE  
STRUCTURE,  
PUNCTUATION &  
TEXT ORGANISATION**

**Summary**

Sentence structures mostly repetitive, but some limited use of subordination and adverbials create variety. There is inconsistent punctuation, but the text is well organised. Band D2 is the best fit.

Band D2 – 2 marks

**COMPOSITION & EFFECT**

- Choices explained with some development of a reason to take the tent; other reasons repeated (*warm*). (E2)
- Evidence of viewpoint shown by evaluative word (*probable*) and thoughtful attitude (*so I can sleep comfortable*). (E2)
- Simple vocabulary appropriate to the task. (E2)

**Summary**

Reasons for the two choices given, with some repetition of reasons, evidence of viewpoint and the use of vocabulary mostly drawn from the prompt indicate band E2. The minimal level of development of the explanations leads to the lower mark in the band.

Band E2 – 2 marks

## Exemplar script 2

## SENTENCE STRUCTURE

## PUNCTUATION &amp; TEXT ORGANISATION

The two extra items I would like to take are:

A sleeping bag for sleeping in and also to keep worm and maybe Driae, it is light and not to big and it's easy to cary around. I choic the rope. Because if I was stuck I could got out and if I nidded to get over a deap river I could use it there and also it's not big and it wount take up to much room and it is light

simple noun phrases with some expansion (D2)

some use of *because* and *if* (D2)

overuse of simple connectives (D2)

inconsistent capitalisation (not D2)

full stops mostly accurate (D2)

pronouns maintain links between items (D2)

**SENTENCE  
STRUCTURE,  
PUNCTUATION &  
TEXT ORGANISATION**

**Summary**

Mostly compound sentence structure with some subordination leads to band D2. Some variation in verb phrases adds further support for the award of 2 marks in spite of inconsistent capitalisation and some ungrammatical constructions.

Band D2 – 2 marks

**COMPOSITION & EFFECT**

- Reasons given for two choices, with some repetition of reasons (*light, not big*) but also with some expansion. (E2)
- Some simple evaluation (*Driae, too much room*). (E2)
- Choices simply described (*worm, easy*), but with words appropriate to the subject. (E2)

**Summary**

Use of explanation, evidence of viewpoint and simple but appropriate vocabulary to support choices suggest band E2. Expanded justification for the second item leads to the higher mark in the band.

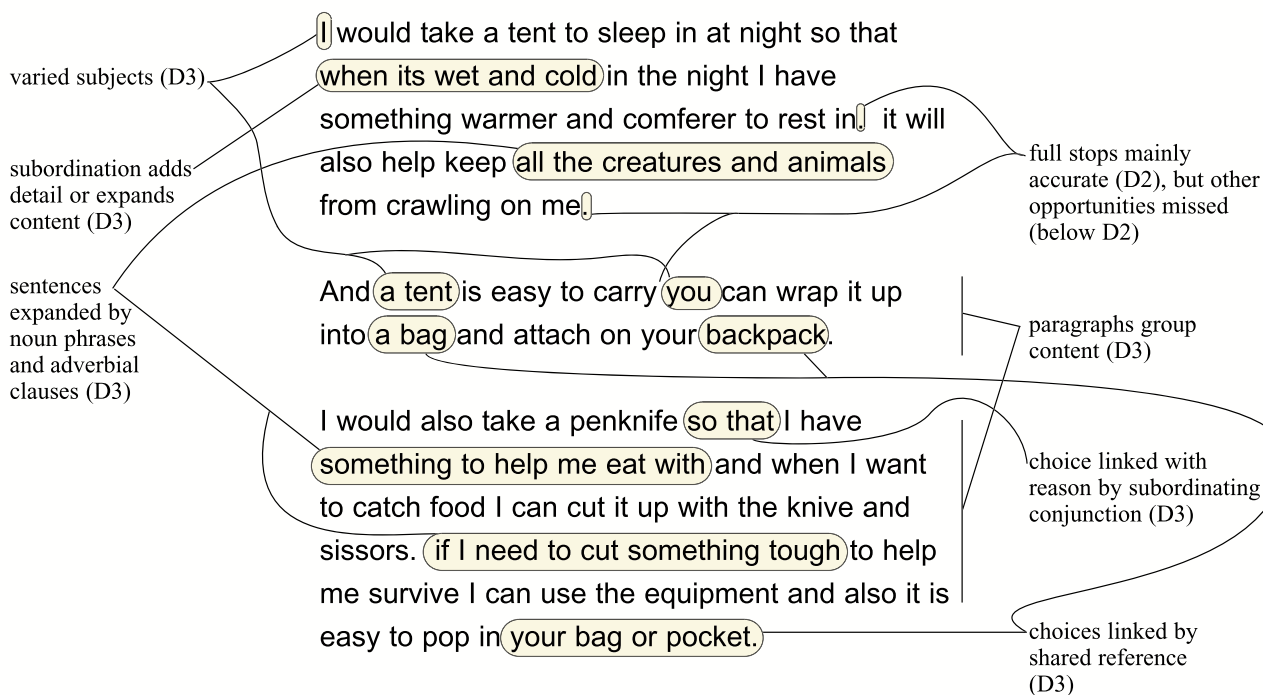
Band E2 – 3 marks

## Exemplar script 3

## SENTENCE STRUCTURE

## PUNCTUATION &amp; TEXT ORGANISATION

The two extra items I would like to take are:



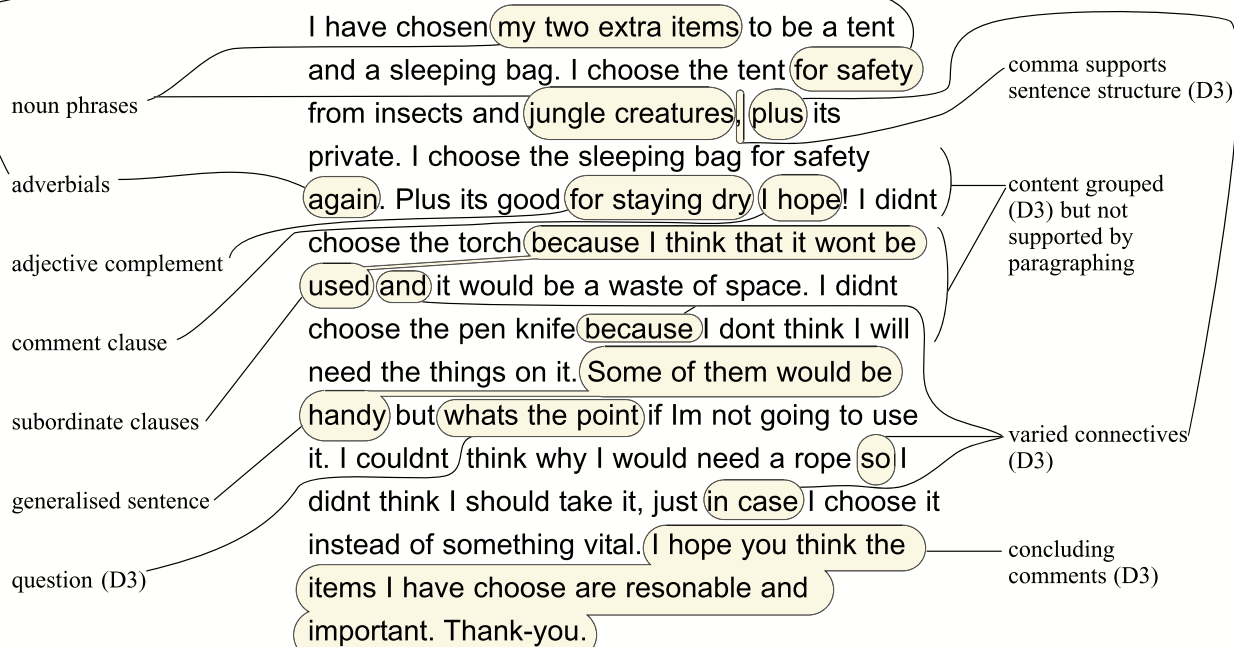
SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION
<b>Summary</b>
Sentence demarcation is not always secure but this is balanced by the variation in sentence structure achieved by means of subordination and expanded phrases ( <i>crawling on me, to help me survive</i> ). Adverbials are also used to add detail and the text is organised into paragraphs. Overall, band D3 is appropriate.
Band D3 – 3 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> <li>Reasons are explained, with some expanded justification for both choices. (E3)</li> <li>The writing gives clear indication of personal preferences (<i>keep creatures...from crawling on me</i>). (E3)</li> <li>Some vocabulary choices are precise (<i>equipment</i>) and other choices support explanatory purpose (<i>to help me survive</i>). (E3)</li> </ul>
<b>Summary</b>
Reasons for both choices are developed and they are linked to a thoughtful approach to survival in the jungle, eg ability to carry the items. Some links between the chosen items and those rejected are implied ( <i>warmer; comferer</i> ), but these are not specific, nor are the links between the penknife and its component parts ( <i>knife and sissors</i> ). For this reason, the lower mark in band E3 is awarded.
Band E3 – 4 marks

## Exemplar script 4

## SENTENCE STRUCTURE

## PUNCTUATION &amp; TEXT ORGANISATION



## SENTENCE STRUCTURE, PUNCTUATION &amp; TEXT ORGANISATION

## Summary

Sentence structures in this piece show considerable variety, indicating that it is firmly in band D3. Other features which support the award of 3 marks are the organisational features and the mostly accurate punctuation.

Band D3 – 3 marks

## COMPOSITION &amp; EFFECT

- Choices are explained briefly, but further justification is given by the provision of reasons for the rejection of other items. (E3)
- Personal voice evident, both by comment (*I hope*) and direct address to the judges. (E3)
- Some attempts to use formal vocabulary (*vital, resonable*) and generalisations (*some...would be handy*) support explanatory purpose. (E3)

## Summary

The piece as a whole is well organised, with reasons for the choice balanced by reasons for the non-selection of other items. In addition, an explanatory tone is maintained throughout, relating the choices made (or not made) to the writer's personal circumstances. For these reasons, the higher mark in band E3 is awarded.

Band E3 – 5 marks

## HANDWRITING

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

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

The mark scheme for handwriting appears below and is exemplified on pages 44–46 where it is supported by samples of pupils' handwriting.

### ***Mark scheme***

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

1 mark

Overall, the handwriting is regular with some flow and movement. Letters and words are usually appropriate in size and position but there is some variation.

2 marks

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

3 marks

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

### Example awarded 1 mark

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

The letters are not always correctly formed or positioned. The size and orientation of the letters is irregular. However, the writing is legible.

<b>Interviewer (I):</b>	Where did you choose to go and why? <del>on a trip to the jungle</del>
<b>Explorer (E):</b>	Well, I've always loved a challenge and... <del>there it was,</del>
<b>Interviewer:</b>	What was it like?
<b>Explorer:</b>	terrible.
<b>Interviewer:</b>	did you like it there
<b>Explorer:</b>	no.
<b>Interviewer:</b>	Why didn't you like it.
<b>Explorer:</b>	because I could not sleep at night.
<b>Interviewer:</b>	Why couldn't you sleep at night.
<b>Explorer:</b>	because there were lots of noise.
<b>Interviewer:</b>	What shout, or noise. <del>people and</del>
	<del>animals</del>
<b>Explorer:</b>	<del>in people</del> people and animals.
<b>Interviewer:</b>	did you see the people and what did they look like.
<b>Explorer:</b>	yes I did the people were very old and blurry.
<b>Interviewer:</b>	it sounds like a ghost <del>did</del> did you think it looked like a ghost.

### Example awarded 2 marks

Overall, the handwriting is regular with some flow and movement. Letters and words are usually appropriate in size and position but there is some variation.

Letter formation is generally correct. The letters are regularly sized and positioned. There is some flow to the writing but the joining is not consistent.

<b>Interviewer</b>	<b>(I):</b> Where did you choose to go and why?
<b>Explorer</b>	<b>(E):</b> Well, I've always loved a challenge and... since I was little girl I was use to watch explorers explore and <del>that's</del> that's where I got the <del>interests</del> interests.
	<b>I):</b> How was the travelling was it <del>is</del> very difficult?
	<b>E):</b> The travelling was quite good it was only hard when I had to jump of the plane with a parachute on.
	<b>I):</b> <del>Was</del> Was the shelter good or bad?
	<b>E):</b> I slept in a tent it was extremely cold I barelyly went to sleep.

### Example awarded 3 marks

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

The handwriting is consistent in size and formation. Joins are correctly made and fluent. The positioning of the words is accurate with well spaced words and letters. The style is clear, consistent and easy to read.

<b>Interviewer</b>	<b>(I):</b>	Where did you choose to go and why?
<b>Explorer</b>	<b>(E):</b>	Well, I've always loved a challenge <del>and</del> ... so I decided to go to the Rain Forest to see lots of different animals.
Darren	:	How was the weather?
Explorer	:	It was TERRIBLE it rained so hard it ripped my tent in several places. But it didn't just rain it thundered and lightning for one whole day.
Darren	:	How did you <del>lose</del> run out of supplies?
Explorer	:	Well because <del>my</del> it rained really hard most of my food got soaked my water had a whole bit so that wasn't.
Darren	:	Wow, that sound bad, you said you <del>run out of</del> lost a lot of your equipment!
Explorer	:	Yes I did <sup>the</sup> first thing I lost was my torch, as I was climbing a hill (a big one) my torch fell and smashed then



## SPELLING: *Looking for the past*

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

The words exemplify key aspects of spelling, for example:

- the addition of derivational and inflectional suffixes to roots of words, as in the words *searches* and *collections*
- the application of spelling rules leading to the doubling of the 'g' in *digging* and the change of 'y' to 'i' in *enemies*
- the instance of homophones, as in *tales* and *whole*
- the spelling of unstressed vowels, as in *imagine* and *famous*
- the instance of letter strings, as in *might* and *found*.

### Quick reference mark scheme for the spelling test

- |              |                 |
|--------------|-----------------|
| 1. large     | 9. digging      |
| 2. imagine   | 10. expensive   |
| 3. unlikely  | 11. collections |
| 4. enemies   | 12. tales       |
| 5. destroyed | 13. might       |
| 6. hidden    | 14. famous      |
| 7. whole     | 15. found       |
| 8. searches  |                 |

**Marking the spelling test**

Markers will complete the total score box, calculate the spelling mark, and enter this on the front cover of the Spelling test booklet as follows:

Number of words correct			Total mark awarded
0			0
1	2		1
3	4		2
5	6		3
7	8		4
9	10		5
11	12		6
13	14	15	7

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