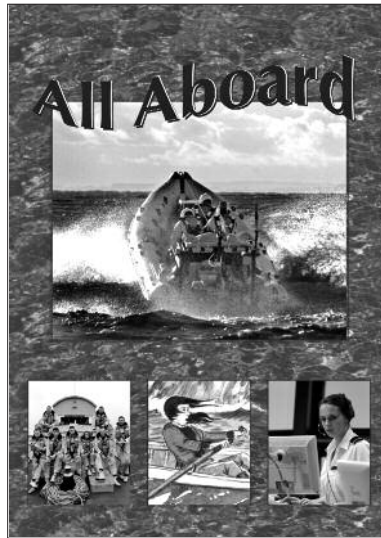


En

KEY STAGE
3LEVELS
4-6Year 7 optional tests
Teacher's guide

Reading booklet

En
KEY STAGE
3
LEVELS
4-6

Year 7 English test

Reading test answer booklet

First name: _____
Last name: _____
Class: _____
Date: _____

Remember

- The test is 1 hour long, plus 15 minutes of reading time.
- You have 15 minutes to read the booklet before answering the questions.
- The booklet contains different types of questions. The spaces for answers and the number of marks indicate how much you need to write.
- Ask your teacher if you are not sure what to do.

For marking use only

	Max Marks
Page 1	4
Pages 4 & 5	6
Pages 8 & 9	8
Pages 10 & 11	7
Pages 12 & 13	11
Pages 14 & 15	9
Page 16	1
Total for reading	45

Reading test answer booklet

En
KEY STAGE
3
LEVELS
4-6

Year 7 English test

Writing test prompts

First name: _____
Last name: _____
Class: _____
Date: _____

Remember

- You have 20 minutes to complete this test.
- 40 minutes for the longer writing task, including up to 10 minutes of planning time.
- 20 minutes for the shorter writing task, including up to 5 minutes of planning time.
- Ask your teacher if you are not sure what to do.

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Writing test prompts

OPTIONAL

We want our website and publications to be widely accessible, so please contact us if we're not meeting your needs.

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Introduction

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

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

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

The year 7 optional English tests are for year 7 pupils who achieved level 4 or higher at the end of key stage 2. Pupils who did not achieve level 4 at key stage 2 are expected to be entered for the levels 3–4 optional English test.

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

The English tests are structured by the assessment focuses for reading and writing that are in use in APP and in the tests at other key stages. The assessment focuses provide information about the particular processes or skills a pupil needs to demonstrate when answering the questions. This information informs the structure of the mark schemes. It enables tracking of pupils' progress and may be used to look at different aspects of reading and writing for diagnostic purposes.

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

Administration of the tests

Introduction

The reading test is to be administered first as changing the order of the test components would disadvantage pupils and detract from the sense of the writing tasks.

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

Reading

15 minutes' reading time and 60 minutes to respond

Writing

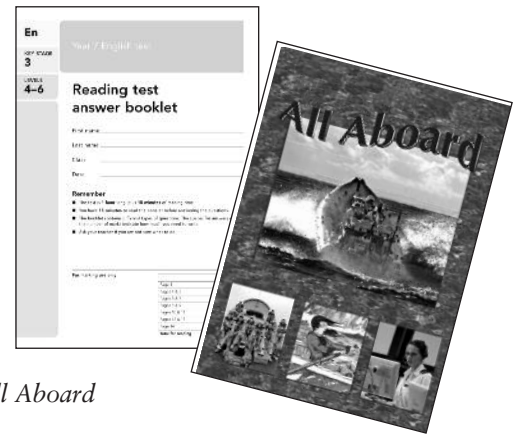
Longer task: 45 minutes

Shorter task: 25 minutes

Resources

Pupils will need their usual writing equipment and copies of the booklets they are to work in. In the case of the reading test, this comprises the reading booklet *All Aboard* and the accompanying *Reading test answer booklet*. For writing, you can use either the photocopiable sheets at the back of this guide or the printed prompts and answer booklets, available from the 'Test orders' section of the NCA tools website at www.qcda.gov.uk/ncatools. If schools wish to discuss their order, they should contact the QCDA Orderline on 0300 303 3015 or email orderline@qcda.gov.uk.

Reading test



Timing

The test session consists of the following stages:

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

Administration of the reading test

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

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

Writing test

There are two tasks to complete for the writing test – a longer and a shorter task. The two tasks can be administered on the same day, with a break between the two sessions. Pupils should have completed the reading test before the writing tasks.

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

- booklet covers
- prompt sheets for both tasks
- planning sheet for the longer task
- formatted pages for pupils' responses.

You are not obliged to use these prompts in this form and may enlarge or remodel the planning sheet as desired. However, any substantial change to the prompts themselves, or providing more help than intended on the planning sheet, would invalidate your pupils' results.

Spelling is assessed through the shorter writing task.

Timing

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

The timing of the writing test is as follows:

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

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

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

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

Administration of the writing test

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



Access arrangements

General advice

These materials are suitable for any pupil who is working at levels 4–6 in English. The majority of pupils will be able to take the tests as a whole-class exercise, but there may be one or two pupils, or a small group, who might need more sensitive arrangements. For some individuals, for example those who suffer from attention-related difficulties, breaking the testing into shorter sessions may be beneficial. For others, working separately away from the main group with an assistant would aid concentration and more closely resemble their normal working conditions. Whatever arrangements are made, they should make it possible for pupils to work to the best of their ability but should not provide an unfair advantage. At the back of this guide, photocopiable sheets are provided to give guidance to teaching assistants or any additional adults who are available to assist in the administration of these tests. You should note the nature and extent of the support outlined on those pages, as the help described there may be made available to all pupils, not only those with special needs. However, any adult who is to administer any parts of the tests independently to a group of pupils will need to follow the administration instructions found in this *Teacher's guide*.

It is advisable to have read the test materials thoroughly beforehand so that you can deal with questions readily. However, it should be noted that teachers must help pupils only with questions of test procedure and not with the content, for example by explaining word meanings.

Pupils should work individually and independently, producing their own ideas. They should not be totally unsupported, but you should avoid giving direct or indirect help.

Additional time

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

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

English as an additional language

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

Special educational needs

As is the case with all pupils working at levels 4–6, those with special educational needs should be reassured and encouraged to complete what they can of the test, leaving what they cannot do.

Pupils with physical or sensory impairment may use whatever technological aids they normally use. Pupils with a language disorder or hearing impairment may use their usual methods of communication. Responses to the reading test can be oral if necessary or an amanuensis may be used. In these cases a separate individual test session will need to be arranged. Responses for the writing tests must be in written format; they cannot be oral. Again, responses can be dictated by the pupil to an amanuensis, but all punctuation and features to do with presentation and layout will need to be explicitly specified by the pupil.

Modified versions of the tests

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

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

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

Marking the reading test

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

The reading test is based on the reading booklet *All Aboard* which includes three thematically linked texts of different genres. The first text provides information about a typical rescue operation and utilises a diagrammatical presentation. The second text represents an opinion piece by a local coastguard volunteer written for a local newspaper. The final text is an extract from a novel by Helen Dunmore. All of the texts are set in a sea context, with an underlying theme relating to the importance of teamwork and working together to overcome difficult situations.

Questions

The *Reading test answer booklet* contains 27 questions, in a variety of formats, relating to the texts. These include tables to be completed or boxes to be ticked, short answers and longer answers requiring more detailed explanations. The number of marks allocated to these questions varies between one and four.

About the mark scheme

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

Marking procedures

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

Assessment focuses for reading

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

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

1. use a range of strategies, including accurate decoding of text, to read for meaning
2. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
3. deduce, infer or interpret information, events or ideas from texts
4. identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
5. explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
6. identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
7. relate texts to their social, cultural and historical contexts and literary traditions.

How the reading mark scheme is set out

aspect of reading assessed by this question	<p>3. <i>hear a calming voice</i></p> <p>Why is it important that a coastguard watch officer uses a <i>calming voice</i>?</p> <p style="text-align: right;">(1 mark)</p> <p>AF5: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level</p>
criterion for 1 mark	<p>Award 1 mark for answers that explain either of the following:</p>
different ways in which criterion may be met	<ul style="list-style-type: none"> ■ a calming voice provides comfort / reassurance / prevents panic, eg: <ul style="list-style-type: none"> • <i>to calm the person down so they don't do anything stupid or have a panic attack</i> • <i>because the caller can hear some reassurance in the person's voice</i> • <i>because if the caller hears a panicky voice they're going to get worried and startled so if the coastguard member stays calm, the caller will stay calm</i> • <i>so the person who is ringing doesn't get more worried.</i> ■ the coastguard watch officer uses a calming voice to obtain better / necessary information, eg: <ul style="list-style-type: none"> • <i>so that they can get better information</i> • <i>so that the person gets calmed down and talks slowly.</i>
examples of pupils' responses produced in the trials	<p>Do not accept responses that refer only to calming the caller (This is suggested in the question and is therefore not creditworthy on its own.), eg:</p> <ul style="list-style-type: none"> • <i>it helps calm the other person down.</i>
example of an unacceptable response	<ul style="list-style-type: none"> • <i>it helps calm the other person down.</i>

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

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

Marking the reading test

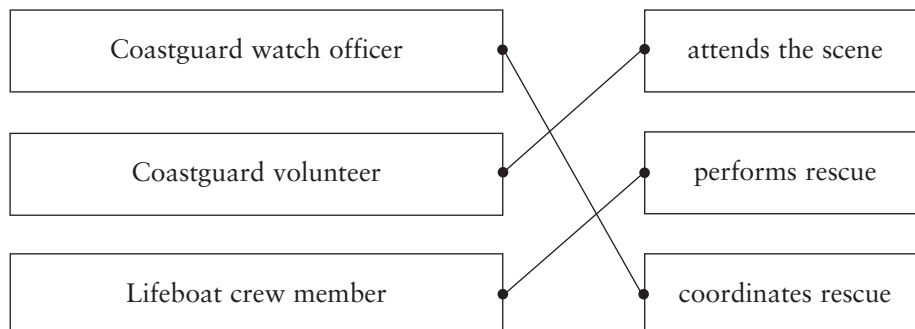
Focus	Assessment focus 2	Assessment focus 3	Assessment focus 4	Assessment focus 5	Assessment focus 6	Assessment focus 7
	<i>understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i>	<i>deduce, infer or interpret information, events or ideas from texts</i>	<i>identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</i>	<i>explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level</i>	<i>identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader</i>	<i>relate texts to their social, cultural and historical contexts and literary traditions</i>
Section 1: Rescue at Sea						
Q1	1					
Q2		1				
Q3				1		
Q4	2					
Q5		2				
Q6			1			
Q7		1				
Section 2: Exciting? Or Just Plain Irresponsible?						
Q8					1	
Q9	1					
Q10		1				
Q11	2					
Q12					3	
Q13				3		
Section 3: Danger at Sea						
Q14a	1					
Q14b	1					
Q15				1		
Q16		1				
Q17		2				
Q18			1			
Q19		2				
Q20		2				
Q21				2		
Q22				2		
Q23			1			
Q24			1			
Q25		4				
Q26			1			
Section 4: Whole booklet						
Q27					3	
Total marks	8	16	5	9	7	0

Assessment focus 1 underlies the reading of and response to the text and questions in the test, and is not explicitly and separately assessed in this test. Not all focuses will be appropriate to, or appear in, any one test at any given level.

Reading mark scheme

Questions 1–7 are about Rescue at Sea (pages 4–5)

1. Draw lines to match the following people with what they do.



(1 mark)

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

Award 1 mark for all three boxes correctly matched.

2. Why does the writer describe a rescue operation as a *chain*?

(1 mark)

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

Award 1 mark for indications that the chain represents any one of the following:

- a team of people working together / depending on one another / coordinated action / teamwork, eg:
 - *if one of those people were missing then the operation would go wrong*
 - *there are so many people which help each other and carry on from each other*
 - *because you have to give other people in the team information so you don't break the chain.*
- a series of interrelated actions / events of the rescue team, eg:
 - *there are many different steps to be taken that link up together like a chain in order for the rescue to be complete*
 - *because each part of it links to the next like a chain – if one person or link was missing then it would not work.*

Do not accept responses lifted from the text without expansion or explanation, eg:

- *if one link breaks the rescue will become a disaster*
- *Watch officer deals with incoming calls – providing the first link.*

Do not accept vague, undeveloped responses about the order of events or people, with no indication of the interdependence of people / events, eg:

- *a chain of events*
- *because it goes from person to person.*

3. *hear a calming voice*

Why is it important that a coastguard watch officer uses a *calming voice*?

(1 mark)

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

Award **1 mark** for answers that explain either of the following:

- a calming voice provides comfort / reassurance / prevents panic, eg:
 - *to calm the person down so they don't do anything stupid or have a panic attack*
 - *because the caller can hear some reassurance in the person's voice*
 - *because if the caller hears a panicky voice they're going to get worried and startled so if the coastguard member stays calm, the caller will stay calm*
 - *so the person who is ringing doesn't get more worried.*
- the coastguard watch officer uses a calming voice to obtain better / necessary information, eg:
 - *so that they can get better information*
 - *so that the person gets calmed down and talks slowly.*

Do not accept responses that refer **only** to calming the caller (this is suggested in the question and is therefore not creditworthy on its own), eg:

- *it helps calm the other person down.*

4. Gemma Davies and Simon Dennison play different roles in a rescue operation.

Decide which of the following statements apply to **Gemma's** role, to **Simon's** role or to **both**.

Tick the appropriate box.

	Gemma	Simon	Both
responds to a phone call			✓
contacts rescue teams	✓		
advises victims over the telephone	✓		
meets victims		✓	

(2 marks)

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

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

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

5. Look at the introduction

something that starts as a minor incident can become a disaster

Explain what this tells you about a rescue operation.

(2 marks)

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

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

- a rescue operation requires a quick response
- a successful rescue operation requires appropriate action / coordinated sequence of events / coordinated team work
- incidents escalate because of someone / something being missing or going wrong.

Also award **2 marks** for developed responses that explore one of the above ideas in depth.

Sample answers:

1 mark

- *it is important that they go straight to the scene and don't wait*
- *if the rescue is not carried out properly the problem will get bigger*
- *because if you go wrong or a member of your team goes wrong it then becomes a disaster*
- *if one thing is missing the whole thing can fall apart*

2 marks

- *if one thing goes wrong, many more things may follow like if one of the rescue team is missing, they would not know what to do*
- *that if something isn't done quickly it can turn into a disaster. So that is why every volunteer is so vital*
- *if someone doesn't turn up or somebody doesn't do as they're told, everything could go wrong. Everyone has to work as a team and follow their instructions.*

Do not accept answers that paraphrase the question, eg:

- *a little incident can turn big*
- *it might only be a little problem but can get a lot worse.*

6. How does the diagram on pages 4 and 5 help you to understand the information?

(1 mark)

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

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

- diagram shows or emphasises the sequence of events or the different options for action, eg:
 - *it shows the order of which types of rescue come into the operation*
 - *it tells us the options that the CWO has of contacting people, as each operation is acted on differently.*
- diagram simplifies information by breaking it into chunks or boxes, eg:
 - *it is clearly laid out in boxes and is like a flow chart*
 - *it is broken up into different parts with headings and there's not so much information.*
- layout / arrows provide visual cues / signposting, eg:
 - *the coastguard calls the team so arrows go from the guard to the team*
 - *it helps you to understand how the whole rescue operation works by having arrows connect each person to their jobs.*
- pictures illustrate roles / actions / equipment of rescue team members, eg:
 - *the pictures help you to understand the information by showing what everyone's role is and what they do to help with the rescue operation*
 - *because you are able to actually see what sort of equipment and people they need in order to rescue the people who get lost out at sea.*

Do not accept vague responses that do not refer to any specific benefits of the diagrammatic presentation, eg:

- *it tells you what they do and it shows you how*
- *it shows what the information means.*

Do not accept general references to pictures that do not relate to the benefit of these specific pictures, eg:

- *so you can see how it would look like*
- *because it has pictures.*

7. *only the marine equivalent of a flat tyre*

What type of situation is Gemma Davies referring to?

(1 mark)

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

Award **1 mark** for responses that indicate that the situation is not serious, eg:

- *something simple but it could turn bad*
- *a small problem*
- *something that happens all the time.*

Questions 8–13 are about *Exciting? Or Just Plain Irresponsible?* (page 6)

8. What is the purpose of this text?

Tick **one**.

to describe the role of the coastguard

to complain about the cost of running a lifeboat

to persuade people to be more responsible at sea

to entertain people with an exciting story

(1 mark)

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

Award 1 mark for the correct answer ticked as above.

9. Look at this extract.

Underline the phrase which best shows that the rescue operation was carried out without any problems.

(1 mark)

The emergency phone rings in the coastguard rescue centre. The watch officer responds coolly and efficiently. "What is your position? How many people are on board? Is anybody injured?" A small motor boat with four passengers is stranded in a stormy sea. One of them has been hurt. Once the watch officer has the facts at his command, he sets off a chain of events that runs smoothly because of the expertise and bravery of all the team involved.

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

Award 1 mark for:

- *(sets off a chain of events that) runs smoothly*
- *runs smoothly (because of the expertise and bravery of all the team).*

Do not accept underlining of the whole sentence, including the correct phrase, eg:

- *Once the watch officer has the facts at his command, he sets off a chain of events that runs smoothly because of the expertise and bravery of all the team involved.*

10. Look at the third paragraph, beginning:

Four people set out in their new motor boat.

How **should** you prepare to go out in a boat?

Give **two** ways.

(1 mark)

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

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

- practise / drive the boat beforehand, eg:
 - *make sure you have driven the boat before.*
- take a map, eg:
 - *make sure you have a map.*
- check the weather / sea conditions, eg:
 - *check the weather forecast*
 - *check for strong winds and heavy tides.*
- check how much petrol you have / need, eg:
 - *check if there is enough petrol to last the whole journey*
 - *fill up the petrol tank.*
- tell the coastguard about your trip, eg:
 - *tell the coastguard before setting off.*
- take lifejackets, eg:
 - *wear a lifejacket.*

Do not accept imprecise answers, vague generalisations or specific preparations not given in the text, eg:

- *weather / petrol / lifejacket*
- *be prepared*
- *tell people what you are doing*
- *take a first aid kit.*

11. Going out in a boat without preparation is irresponsible.

Look at the **fourth paragraph**, beginning: *Every year ...*

What other types of irresponsible behaviour can cause rescue teams to risk their lives?

Name **two**.

(2 marks)

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

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

- exploring caves / cliffs without checking tides, eg:
 - *people explore caves and cliffs without checking tides*
 - *exploring cliffs and caves and getting cut off.*
- taking inflatables out to sea (when there is a strong wind), eg:
 - *they take inflatables with them and get swept out.*
- going out without lifejackets, eg:
 - *not wearing lifejackets*
 - *go into the sea with no lifejackets.*

Do not accept irresponsible behaviour taken from other parts of the text, eg:

- *not checking the weather*
- *not checking how much petrol you have.*

Do not accept imprecise answers including:

- *explore caves and cliffs*
- *don't check tides.*

12. *Superb teamwork, an exciting adventure story and a happy ending?*

Does Steve Bennett believe this to be true?

Use evidence from the text to support your answer.

(3 marks)

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

Marks are awarded for answers that recognise Steve Bennett's views as follows:

- supported answers that relate (explicitly or implicitly) to one part of the quote
- answers that provide textual evidence (examples or quotes) that demonstrate this is not Steve Bennett's opinion
- references to the use of a question
- references to the sentence immediately following the quote.

Award **1 mark** for answers that relate to one of the above bullets.

Award **2 marks** for more developed answers that relate to **two** of the above bullets or consider at least **two** parts of the quote.

Award **3 marks** for more developed answers that relate to **three** of the above bullets or consider all **three** parts of the quote.

Sample answers:

1 mark

- *yes the lifeboat crew worked together as a good team*
- *no because he says about all the money it is wasting and how irresponsible everyone was*
- *no because he put a question mark after it*
- *no he does not think this is true because right after that sentence he says 'Reality is not quite like that'*

2 marks

- *he believes the superb teamwork to be true, but the other bits aren't because it wouldn't be exciting, just life threatening and even though no-one died it's not a happy ending, it just leaves you with thoughts about irresponsible idiots*
- *no because Steve says 'Reality is not quite like that'. He also says 'It doesn't take long to make basic preparations when you're going to the coast' – so basically what he is saying is that you need to know what you are doing when you go out in a boat*
- *the superb teamwork could be right because the lifeboat crew would have worked as a team to save those four people. But it isn't really an exciting adventure because the four people had to be rescued as they were irresponsible and I wouldn't think the crew would have thought of it as an adventure*

3 marks

- *Steve Bennett believes this is not true because he uses a question mark after this sentence. If he believed it would be an exclamation mark. I also know this by the sentence he writes after it 'Reality is not quite like that'. This shows that the sentence before it was sarcastic. Also he gives two versions of the story. If he had believed it then he wouldn't have needed the next paragraph because the first one was true and that is how it all happens*
- *Steve Bennett believes this is not true because after that he says that 'reality is not quite like that'. He is trying to persuade in the text that it won't always be a happy ending at sea and people could die. He is telling people to be more careful at sea and treat the sea with respect. Steve explains a story which isn't an exciting adventure more like a disaster if people can lose their lives*
- *superb teamwork: I think he believes this is true as he thinks they all work together as a quote says, 'a chain of events that all run smoothly because of the experience and bravery of the team involved. Exciting adventure story: no he thinks it is an irresponsible act of people who do not think as he expresses this with remarks such as, 'this is irresponsible behaviour'. Happy ending: he thinks that they are saved but that sometimes they do not deserve it. He said 'they go out in boats without any preparation' – if they go unprepared they should expect something to happen to them.*

13. What are the similarities and differences between the first and the third paragraph?

You should write about:

- the content
- the style (sentence structures and vocabulary).

(3 marks)

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

Answers may refer to the following points (within either prompt):

the content

- descriptions of the same events / refer to the same events
- different starting / ending points
- different details included, eg third paragraph refers to the cost of a rescue.

the style (sentence structure and vocabulary)

- both – journalistic style / attention grabbing
- immediacy (first paragraph)
- more descriptive vocabulary (first paragraph)
- use of passive sentences (first paragraph)
- narrative style (first paragraph)
- third paragraph is more informative / persuasive
- use of short, sharp sentences (third paragraph)
- use of repetition (third paragraph).

Award **1 mark** for answers that identify at least one similarity or difference between the paragraphs.

Award **2 marks** for answers that explore one similarity / difference or make two separate points (these can be within the same prompt).

Award **3 marks** for developed answers that address both prompts (content and style).

Sample answers:

1 mark

- *the first paragraph tells how something happens...the third says why these accidents happen and what the consequences are*
- *they are the same story*
- *the sentences in the first paragraph are the same length and fit together smoothly. In the third paragraph they are short*
- *the first paragraph has more description about the sky and the weather and the watch officer speaks 'coolly and efficiently'*

2 marks

- *the similarities are that they are both talking about the same four people in the boat. The differences are that in the first paragraph they are mainly talking about the weather and the lifeboat crew, in the third paragraph they are saying that the people in the boat are very careless, not preparing for the trip*
- *a similarity is that they are both recounting the same event. The difference is that they are making one sound much more dramatic than the other to stress how serious it can be about the safety of you and your family at sea*
- *the content is different because in the first they don't go into a lot of detail and just tell the basics, but in the third they go into more detail about how they got there and how it was their fault. The style is different because in the first the sentences are generally longer and don't have much of an effect but in the third paragraph they use short sentences for effect*
- *in the first paragraph he writes about how efficient the coastguard team are and how they sort out the problems. He describes the weather and uses longer sentences than in the third. In the third paragraph he uses short sentences to get his point across quickly. He writes about how the people were careless and silly*

3 marks

- *in both paragraphs he is talking about the same rescue but from a different perspective. In the first paragraph he makes it sound like everything runs smoothly but the opposite in the third. In the first paragraph all the sentences are fairly long which gives a calm feel, but there is more of an angry short-tempered feel in the third because all the sentences are quite short. The vocabulary range is greater in the first paragraph than in the third*
- *in the first paragraph it tells you of a story which goes right and it tells you the whole thing, but in the third it is a paragraph about the dangers and not the tale of an event. In the first paragraph it seems like a fiction story as it uses lots of adjectives to describe things, like 'black clouds' and 'rough sea'. In the third paragraph it is the man speaking to you with an opinion that they are stupid. In the third paragraph words are used to criticise the unready boat drivers like 'irresponsible' and 'just do not think'*
- *even though they are written by the same person about the same events they are written differently. The first paragraph is about how the victims are saved with a small amount of setting the scene. The third has a sense of sternness because it is describing the silliness of the victims. The sentence structures are similar as they are both written in short sentences; 'The lifeboat crew are summoned at work' from the first paragraph and 'They do not check the weather forecast (which is stormy)' from the third paragraph. Also the vocabulary is different, in the first paragraph the language is calm and descriptive where the third paragraph is simple and a sort of annoyed or angry feeling.*

Do not accept unsupported references to the first paragraph containing speech, eg:

- *it has speech.*

Questions 14–26 are about *Danger at Sea* (pages 7–10)

14. Look at the first two paragraphs.

Find and copy:

a) Two verbs that show the movement of the waves:

(1 mark)

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

Award 1 mark for any two of the following:

- *splashed*
- *chopped*
- *danced*
- *smacking*
- *flopped.*

b) Two verbs that show the movement of the boat:

(1 mark)

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

Award 1 mark for any two of the following:

- *danced*
- *tossing*
- *spun (sideways)*
- *rock (harder)*
- *bucked*
- *shuddered.*

15. *The water landed with an icy smack on my knees*

Why is *smack* a good way of describing the sensation of the wave?

(1 mark)

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

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

- the suddenness of the sensation, eg:
 - *it's short and snappy, so you know it was quick*
 - *the character is shocked because the wave smacks her*
 - *it shows the shock she got.*
- pain or force, eg:
 - *it must have been rough sea and it hit hard onto her legs*
 - *it would hurt*
 - *because the force of the waves hit her knees.*
- references to the onomatopoeic quality of the word 'smack', eg:
 - *smack sounds like the actual sound*
 - *because when water hits you it makes a smack kind of noise.*

Do not accept references to the strength of the waves without reference to pain / force, eg:

- *it tells you that the waves are strong.*

16. Look at the second paragraph.

How do you know that Katie was not used to boats?

(1 mark)

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

Award **1 mark** for Katie's fear or uncertainty, eg:

- *she held on tight to the boat*
- *she wondered if this is normal*
- *she didn't know if she should be frightened.*

Also accept answers that describe her surprise at the boat spinning sideways.

Do not accept answers taken from other parts of the text or that assume information not given in the text, eg:

- *she asks if they should go back*
- *Katie had never gone out in a boat before.*

17. *I was angry. Angry with Zillah and the games she was playing.* (page 8)

Why was Katie angry?

Use evidence from the text to support your answer.

(2 marks)

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

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

- Zillah showing off / being foolhardy / irresponsible
- Zillah planning or trying to scare Katie / trying to make her beg to go back
- Katie realising that she has been tricked.

Also award **2 marks** for developed responses that explore one of the above ideas in depth.

Sample answers:

1 mark

- *because she took Katie out and put her life in danger*
- *because Zillah was being stupid and doing this on purpose*
- *because Zillah was trying to scare her*
- *she kept on trying to make Katie scared to make her beg her to go back*
- *she was angry because her friend had deliberately tricked her*

2 marks

- *because she knew that Zillah was trying to make her say she was scared and Zillah even says to her 'what's the matter? Are you scared?' in a cunning way*
- *because Zillah had said she knew everything about boats but it was going wrong. And Zillah had tricked her because she said "We'll take the boat out for a bit" when she meant rowing out into the sea and Katie didn't know this otherwise she wouldn't have gone*
- *because she knew Zillah was trying to scare her, 'She wanted me to be scared'. And she knew she was putting their lives at risk*
- *because she felt that she was tricked to come out on the boat and Katie thought that Zillah wanted to see if Katie would beg to go back.*

Do not accept:

- unsupported reference to Katie being scared, eg:
 - *because she was scared.*
- paraphrase of the quotation in question 18, eg:
 - *because Zillah lives here and Katie thinks she should know all about boats.*

18. *She lived here. She was supposed to know all about boats ...* (page 8)

What is this section of the text?

Tick **one**.

- Katie's thoughts
- Katie speaking
- Zillah's thoughts
- Zillah speaking

(1 mark)

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

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

19. Look at page 8.

How do Katie's feelings change when she starts to bail?

(2 marks)

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

Award **1 mark** for references to Katie being determined / positive / part of a team / making a contribution, eg:

- *she is more confident and strong and feels she can do it no matter how hard the wind smacks on her face*
- *she starts to feel determined and thinks she is about to prove something to Zillah*
- *she starts to feel more of herself because she realises that she is helping and doing something rather than letting Zillah do all the work.*

Award **2 marks** for responses that describe a specific change of feelings, from a negative emotion to a positive one, with support for at least one, eg:

- *her feelings go from anger to hope and it made her feel better because it took her mind off what was happening*
- *before she was scared and did not know what was happening but when she started to bail she started to have hope and started to think she could beat the waves*
- *Katie's feelings start to change from angry to determined. She was determined to win against the waves.*

Also award **2 marks** for responses that **strongly imply** a specific change of feelings, from a negative to a positive emotion, eg:

- *because before she was just a girl in the boat and Zillah knew how to do everything but then when she bailed it was like she was part of it and like she was going to beat the waves.*

20. *But Zillah must have done it loads of times before, I told myself. It couldn't be as dangerous as it looked. Could it?* (page 8)

Explain what this tells you about Katie's feelings.

(2 marks)

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

Award **1 mark**, up to a maximum of **2 marks**, for each of the following references to Katie's feelings:

- uncertainty as to whether she should have trusted Zillah
- doubts about Zillah's experience / skills or knowledge of boats
- attempts to reassure herself / trying not to get frightened.

Sample answers:

1 mark

- *she doesn't want to admit to herself that she doesn't trust Zillah*
- *she was doubting Zillah's knowledge of sailing and she was also nervous*
- *she was starting to wonder if Zillah knew what she was doing*
- *Katie is trying to reassure herself that nothing dangerous is going to happen*
- *she's trying to tell herself that she's safe because she is with Zillah*
- *Katie was trying to convince herself that the boat was safe*

2 marks

- *Katie is beginning to feel insecure with Zillah in charge. She is starting to wonder whether Zillah really does know what she is doing*
- *she is hoping for the best and trying to convince herself that she was with an experienced boater but she was wondering if it was true*
- *Katie wants to trust Zillah but is not sure if she can – she is trying to convince herself that everything will be OK.*

Do not accept vague, undeveloped responses, eg:

- *she thinks she might die*
- *she felt scared / worried / confused.*

21. *the muscle of the current* (page 9)

Explain why this is an effective phrase.

(2 marks)

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

Award **1 mark** for answers that recognise the authorial intent of using *muscles* as an indication of strength, eg:

- *it makes the sea sound strong*
- *it makes you think that this current has a lot of power and force*
- *it is effective because it's telling you that the current is really strong and you get the feel of what the current is like.*

Award **2 marks** for more developed responses that indicate the personification of the sea or explain the metaphor by referring to the strength of muscles in humans, eg:

- *it is making it seem as if the water is alive and has muscles when it doesn't*
- *because it is giving the sea a human like feature saying it has muscles (personification)*
- *in our bodies the muscle is the strong part so the muscle of the current shows that it is really powerful*
- *because this is an effective phrase giving the current a human feature showing how strong the current is.*

Do not accept answers that explain the meaning of the phrase but do not relate this to its effectiveness (ie, do not recognise the authorial intent), eg:

- *because the current is strong*
- *it means the current was strong.*

22. Look at the paragraph beginning: *It did get rough.* (page 10)

In what ways does the author make the sea seem human?

Give **two** ways.

(2 marks)

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

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

- the sea performing human actions, eg:
 - *'the sea hit us again' like humans hit each other*
 - *the sea 'shovelled' – a human action*
 - *it says the current and Zillah are having a fight.*
- the sea having a face, eg:
 - *it says that the sea had a face when she was throwing the water back.*
- the sea being capable of human thoughts and emotions, eg:
 - *it said it thought it was going to win*
 - *the sea thought as if it has a brain.*
- Katie addressing the sea directly, eg:
 - *she makes Katie have an argument with the sea, saying 'you're not going to win' which is giving it human characteristics*
 - *she was talking to it like a human.*

Also accept direct relevant quotations, eg:

- *the sea thought that it was going to win but it wasn't*
- *the sea hit us again*
- *I hurled water back into the face of the sea.*

Do not accept:

- reference to other sections of the text, eg:
 - *the muscle of the current.*
- answers that do not relate to the **human** qualities of the sea, eg:
 - *the sea is rough*
 - *the sea is called 'it'.*

23. *Don't think you're going to win, because you're not.* (page 10)

Why is this sentence in italics in the text?

(1 mark)

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

Award 1 mark for reference to the quote representing Katie's thoughts or speech, eg:

- *because she is thinking*
- *because she's talking to the sea*
- *Katie was, in a way, talking to the sea but not saying it aloud.*

Do not accept:

- *because she's shouting*
- *someone is speaking.*

24. *She'd done her best for us.* (page 10)

Who does the 'she' refer to in this sentence?

Tick one.

Katie

the current

Zillah

the boat

(1 mark)

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

Award 1 mark for the correct answer ticked as above.

25. Think about the whole story.

Describe the relationship between Zillah and Katie.

You should write about:

- how they behave towards one another
- their feelings
- what they say to each other
- how events in the story affect their relationship.

(4 marks)

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

Answers may refer to the following points:

how they behave towards one another

- Zillah wants to scare Katie / make Katie feel inferior
- Zillah showing off by taking the boat out
- Zillah in control / gives orders.

their feelings

- at the beginning they are not friends / do not like each other very much
- at the beginning Zillah is in control / Katie feels useless or frightened
- Katie hides her feelings / does not want to show Zillah she is scared
- Katie is angry with Zillah for tricking her / trying to scare her.

what they say to each other

- at the beginning very brief exchanges
- Zillah starts to talk to Katie / explain what's happening
- at the end they share similar comments about boat
- different tone in the way Zillah talks to Katie.

how events affect their relationship

- Zillah needs Katie's help / need to work together
- shared experience / mutual respect / developing a relationship.

Award **1 mark** for answers that show some understanding of the competitive / adversarial relationship between the two girls at the beginning of the story or indicate some improvement in this relationship at the end of the story.

Award **2 marks** for answers that show some understanding of the relationship between Katie and Zillah at two points in the story and provide some minimal textual support.

Award **3 marks** for answers that show some understanding of the different feelings of Zillah and Katie and the change in their relationship. Responses should explain the significance of working together to achieve a common goal or facing adversity together. At least two or more question prompts are addressed with relevant textual support.

Award **4 marks** for answers that describe the relationship and how it changes, addressing at least three of the question prompts and giving appropriate textual support. There may be some reference to a shift in the balance of power between Zillah and Katie.

Sample answers:

1 mark

- *they helped each other and were finally safe, that is what made their relationship stronger*
- *I think Zillah behaves a bit selfish towards Katie when Katie wanted to go back*
- *they can't trust each other properly – Zillah isn't very trustworthy if she takes you out to sea when it isn't even safe*

2 marks

- *Katie at the beginning was angry with Zillah because she didn't listen to her. They didn't speak much when they were on the boat but on the way back they were helping each other and that got their friendship back*
- *Zillah was joking with Katie and doesn't think about what she might be feeling. When they were in the boat struggling a bit I think this made them get along a bit better. They were helping each other and listening to each other. They worked together*
- *the relationship between Zillah and Katie was not the best – they weren't friends. When they were in the boat they started to work as a team and became friends because they had been through a lot*
- *they are trying to impress each other. Zillah went really far out. Zillah is more of a bully, the boss. In the end they probably became a lot closer because they helped each other*

3 marks

- *while they were rowing the sea became angry and hit the boat. Katie became scared and told Zillah they should go back but she didn't want to go back so Katie got angry at her. Another wave hit them but this time Katie trusted Zillah because Zillah knew what to do. And in the end they worked as a team and won against the sea*
- *the relationship between Zillah and Katie wasn't that strong because Zillah had lied to Katie about taking the boat out for a bit and she had gone straight out to sea. They spoke to each other but it wasn't that friendly. In the end it seemed to me that they were better friends and they trusted each other more because they worked together as a team and they were closer*
- *at the beginning of the story their relationship isn't that friendly because Zillah taunts Katie about being scared. When the water gets rough Katie gets angry with Zillah for getting them into trouble. At the start the way they talk to each other is short and Zillah orders Katie around. When they are in trouble, and once they have gotten out of trouble, they act more friendly towards each other because it was teamwork that got them through*

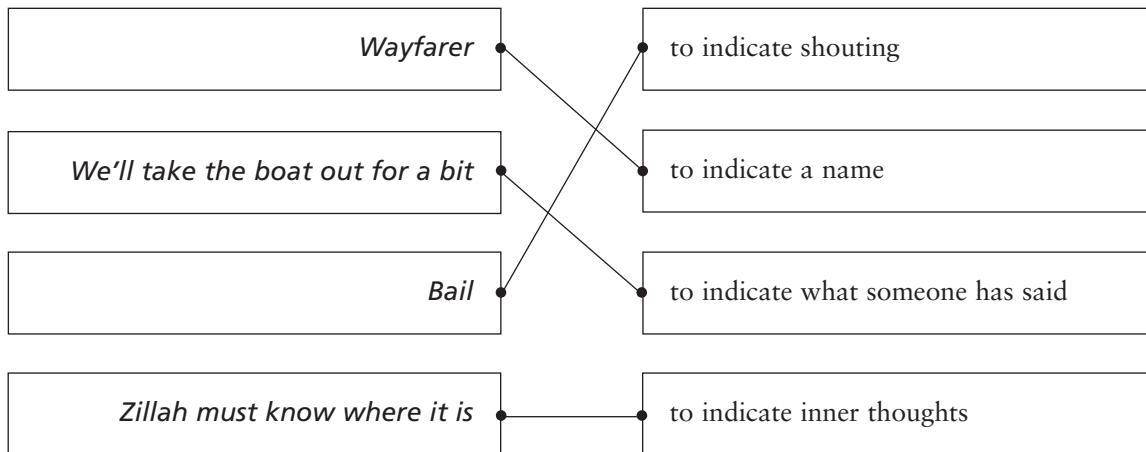
continued...

4 marks

- *at the start they aren't very good friends and they are playing games with each other, trying to score points. Zillah feels power over Katie because she knows more about boats and she tries to wind Katie up about this, for example, 'What's the matter? Are you scared?' Katie feels anger towards Zillah. However, as the story goes on and they are in danger – and they are both scared – they have to pull together to get out alive and Zillah has to stop looking down on Katie and know that she is as important as her. I think they would have a better relationship at the end because they will respect each other. Zillah will respect Katie for helping her and Katie will respect Zillah for giving her the chance to prove herself.*

26. In *Danger at Sea* the author uses italics to emphasise certain parts of the story.

Draw lines to match each word or phrase with the reason italics is used.



(1 mark)

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

Award 1 mark for all four boxes correctly matched.

Question 27 is about the whole booklet

27. Think about Zillah's character.

Do you think Zillah would make a good lifeboat crew member, when she is older?

Explain your answer, giving evidence from the texts.

(3 marks)

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

Marks are awarded for reference to the following points:

- No – she is irresponsible taking the boat out without checking weather / conditions
- No – she goes out further than is safe just to scare Katie
- No – she is trying to scare Katie rather than comfort her
- Yes – she is calm / determined / resilient in a crisis / takes control of situation / hard working / quick thinker / gives orders
- Yes – she is knowledgeable about currents / rocks / boats / the sea / has experience of dangerous conditions
- Yes – because in the end she communicates / works as a team.

Accept responses that refer to a mixture of yes and no points.

Award **1 mark** for reference to one or more of the above but with minimal evidence or development.

Award **2 marks** for reference to **at least one** of the above with evidence from **any of the texts** in support of one of the points.

Award **3 marks** for reference to **two** of the above points with evidence for **both** cited from any of the texts.

Sample answers:

1 mark

- *I think yes because she is strong in the story...she would cope with everything thrown at her*
- *she knows a lot about boats and never gives up*
- *yes, because she knows what to do, she can calm people and she likes being in a commanding role*

continued...

2 marks

- *no because she didn't prepare and check everything before she went out like the weather*
- *no because she likes watching people get scared and she waits until the last minute to get out of trouble. She won't ask for help until it is nearly too late*
- *she knows a lot about boats and the sea and she never gives up. In the text it says that Zillah said to Katie, 'We've got into the current'. I think that proves Zillah is very good at sea because not many teenage girls know where the currents are*
- *yes, because she knows the sea very well. She tells Katie that she will need to row in a diagonal line across the current. She also keeps calm in an emergency*
- *yes because you have to speak calmly to other members of the chain and she didn't have any problems explaining what was happening to Katie and how they could handle it*

3 marks

- *yes, because she takes control and gives Katie instructions, "Bail Katie while I turn her". She leads the way to safety. She knows what to do, "I am going to cut across the current"*
- *I think Zillah would make a good lifeboat crew member because she never gave up and thought of good ideas for saving them like "Bail". She knew about the current and the direction she should go and why she should have gone that way*
- *I think Zillah would make a good lifeboat crew member because although she didn't check the weather before she took the boat out she reacted fast, but calmly, and knew what to do. Working as a team, she carried on and got them safe. If she had panicked or turned against Katie they might not have made it. Just like a crew member she saved them*
- *I think that Zillah would not make a good lifeboat crew member because she didn't make any checks before she got into the boat and also she didn't bring anything to contact anyone with if there had been an accident. She also let the sea take her out just so that she could scare her friend. This endangered her and her friends life but on the other hand when push came to shove she got Wayfarer out of the current.*

Marking the writing test

There are two mark schemes, one for the longer task *Support the Lifeboats* (pages 41–44) and the other for the shorter task *Working Together* (pages 53–56).

Assessment focuses for writing

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

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

The mark scheme strands

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

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

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

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

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

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

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

Marking procedures

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

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

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

Marking the writing

A set of annotated scripts, written by year 7 pupils during the pre-tests, is presented here to help your judgements of the writing. Scripts are reproduced without corrections to spelling.

The longer task: *Support the Lifeboats*

The task is to write a letter to the headteacher, persuading him or her to allow year 7 pupils to support the Royal National Lifeboat Institution (RNLI) as the year 7 charity. The prompt provides some facts about the RNLI in a series of five bullet points and also explains what is involved in supporting a charity. The planning sheet is divided into three sections with the first two designed to aid content generation, focusing on reasons why year 7 should raise money for a charity and reasons why the RNLI needs support. The third section is for pupils to note words and phrases that will help with the persuasive aspects of the task. Pupils are also supported by some of the content in the reading booklet and many use aspects of this to inform their writing, occasionally using details about the coastguard service to provide further examples or persuasive detail. Where these are appropriate, they show that pupils have been sensible in adapting the information to the purpose.

The space in the writing answer booklet is formatted with an address so that pupils can concentrate on the body of the letter.

Better performances are distinguished by the development of content and persuasion, often well integrated and focused on purpose, with selected information, balanced ideas, appropriate examples and persuasive argument. In these pieces, there is a clear awareness of the need to appeal to the headteacher and there is evidence of the use of stylistic features such as rhetorical questions, directives and deliberately emotive language.

Longer writing task: Support the Lifeboats

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

Support the Lifeboats

The lifeboats, which go to sea to rescue people in danger, are run by the Royal National Lifeboat Institution (RNLI). Here are some facts about the RNLI.

- The RNLI is a charity and gets all its money from voluntary donations.
- There are over 4,600 lifeboat crew members, and all of them are volunteers who do not get paid for their work.
- There are 331 lifeboats at lifeboat stations around the coast.
- In a single year, lifeboats rescued 7,897 people at sea.
- A new lifeboat costs between £6,000 and £1.3 million.

Imagine that year 7 is going to support a charity. This means that you will take a special interest in the work of the charity and hold a series of events to collect money for it.

Your task:

Write a letter to persuade your headteacher to let you support the RNLI as the year 7 charity.

Mark scheme for the longer task: *Support the Lifeboats*

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	<ul style="list-style-type: none"> Simple connectives <i>and, but, then, so</i> and <i>when</i> link clauses, sometimes in overlong sentences. Subjects and verbs often simple and repeated (<i>I think; we could</i>). Some sentence variation created by adverbials (<i>hopefully</i>). Noun-phrases mostly simple (<i>the prizes</i>) with some limited expansion (<i>very good idea</i>). Full stops, capital letters, exclamation marks and question marks demarcate sentences, mostly accurately; commas used in lists. <p style="text-align: right;">1 mark</p>
Band A2	<ul style="list-style-type: none"> Most sentences are grammatically sound, with some use of subordinating connectives (<i>because; if; where</i>) to add reasons. Adverbials (<i>just outside the school</i>), expanded noun-phrases (<i>adventurous children</i>) and different subjects add variety. Appropriate verb choice including modals to express possibility. There is accurate sentence demarcation. Some commas mark phrases or clauses. <p style="text-align: right;">2–3 marks</p>
Band A3	<ul style="list-style-type: none"> Simple and complex sentences with some variety of connectives, eg <i>until, although, which</i>. Expansion of phrases and clauses adds detail and/or emphasis (<i>which would give us something to aim for; saving even more lives</i>). Qualifying words and phrases contribute to precision (<i>almost exactly</i>). Verb forms varied appropriately to show past events, facts and possibilities. Range of punctuation used, almost always correctly, eg brackets, dashes, colon. <p style="text-align: right;">4–5 marks</p>
Band A4	<ul style="list-style-type: none"> Length and focus of sentences varied to express subtleties in meaning and to focus on key ideas. Sentences may include multiple subordinate clauses, sometimes compressed for economy of expression (<i>work frenziedly to get them out of danger</i>). Short, simple sentences may be included for impact (<i>Think about it</i>). Word order may be manipulated for emphasis. Range of punctuation, used with little omission, to give clarity. <p style="text-align: right;">6–7 marks</p>
Band A5	<ul style="list-style-type: none"> Range of varied sentence structures give clarity and emphasis to meaning, such as increased use of adverbials and prepositional phrases. A mixture of condensed and elaborated clauses and phrases contributes to overall effect. Full range of punctuation used to give clarity, and sometimes for effect, eg appropriate use of colons or semi-colons. <p style="text-align: right;">8 marks</p>

SECTION B**TEXT STRUCTURE AND ORGANISATION**

Assessment focuses: *organise and present whole texts effectively, sequencing and structuring information, ideas and events*

construct paragraphs and use cohesion within and between paragraphs

Band B1

- Simple letter form including brief introduction or concluding statement, eg *Please use my ideas*. Some grouping of content to indicate main ideas.
- Connection between sentences built up by reference to aspects of the topic. Other relationships within and between sentences may be used, eg contrast.

1 mark**Band B2**

- Letter is clearly organised: introduction, reasons for supporting the RNLI, conclusion. Sections are sequenced, although section / paragraph transitions may be awkward.
- Within paragraphs or sections, content may be developed around a main sentence. Sections or paragraphs organised to expand and develop a particular topic, eg explanation. Connections within paragraphs or sections maintained, eg by reference to a previous idea.

2–3 marks**Band B3**

- Overall organisation supported by paragraphs or sections which give structure to the whole text and help to expand points. Opening and ending link to the purpose of the letter (*Please feel free to ask me for any more information*) and paragraphs are mostly linked to emphasise important points.
- Within paragraphs, main ideas are developed, eg by relevant explanation and/or argument. Points are linked, eg by pronouns (*This is the reason...*) or connectives.

4–5 marks**Band B4**

- Structural features of the letter contribute to shape and meaning of whole text, eg an opening section which clearly identifies the purpose of the letter and an ending which closes it effectively. There may be explicit contrasts and strategic placing of significant ideas or suggestions.
- Paragraphs varied in length and structure. Connection between ideas manipulated in variety of ways, eg contrast and repetition within paragraphs, and connectives used effectively to link to earlier ideas (*As I said earlier*).

6–7 marks**Band B5**

- Letter structured throughout to give clarity and emphasise the shape of the text, eg interweaving explanation and persuasion.
- Varied devices used within each paragraph and between ideas to support cohesion, eg substituting pronouns for clauses, deliberate repetition of wording or omission of words to avoid repetition (ellipsis).

8 marks

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

- Letter includes some explanation with little development, probably largely drawn from prompt or unrelated, and some persuasion, though often repetitive or unbalanced.
- Writing shows evidence of viewpoint, eg some ideas presented positively, but may rely on assertion (*it will be great*).
- Some awareness of appropriate style shown, eg impersonal constructions to refer to the charity or generalised *you* or attempts to persuade through emotive language (*we'll be happy*). Specific vocabulary from prompt.

1–3 marks

Band C2

- Letter shows awareness of reader and purpose, eg development of some content and some variety of persuasive techniques. Attempts to engage through a mostly suitable tone.
- Viewpoint is maintained, eg writing generally suggests enthusiasm for the charity (*It is all for a brilliant cause*).
- Some straightforward stylistic choices support the persuasive purpose, eg deliberate selection from vocabulary provided and/or simple directives (*Please let's donate a large sum to help*).

4–6 marks

Band C3

- Letter adapted to engage the headteacher's interest (*Mr Lewis, you are probably thinking how would we raise this money. Well...*). Appeal is supported by selected information and persuasion is linked to content and varied.
- Viewpoint established and controlled, eg writer gives impression of concern for the charity and may consider benefits for year 7 (*it will give us more responsibility which we need coming from primary school*).
- Some stylistic features add emphasis and interest, eg repetition for effect, rhetorical questions and directives, or emotive language (*the wonderful work they do*).

7–9 marks

Band C4

- Content well shaped and focussed on purpose, eg precise details, balanced ideas, examples and argument.
- Viewpoint is well controlled, eg a strongly held attitude emerges or the writer envisages wider benefits from the plan.
- A range of stylistic devices express opinions, attitudes and feelings, eg formal, emotive or figurative language is linked to persuasive purpose (*on top of that financial nightmare; people say money can't buy life, but in this case it can*).

10–12 marks

Band C5

- Development of ideas deliberately crafted for a persuasive letter, eg overview and pertinent details used to develop persuasion.
- Viewpoint presents an individual voice or alternative interpretations.
- Style consistently supports purpose, eg sustained use of formal language or effective and controlled emotive appeal (*Think, if you were stranded at sea with the salty water lapping at your cheeks, knowing you were about to conclude your final chapter, how would it feel?*).

13–14 marks

Exemplar script 1

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

43 Terrace Road
Southborough
Midshire

Dear [Headteacher],

For the year 7 charity I think we should sponsor the Royal National Lifeboat (RNLI) Institution. They help to save peoples lives from all around the world.

I would want to save peoples lives would'nt you? (When you watch the news there are LOADS of drowning problems) or problems to do with the sea.

Would'nt you like to help them I would, it would be cool to think that you would have saved somebodys life. Do you even think about what other people are doing, at this very moment people could be gotten eaten by a shark, or somebody could be saving a drowning person's life.

Its weird to wonder what could be going on is'nt it. Well if you've never thought about it maybe, just maybe you should think about it.

Well anyway I am going to tell you a few facts about the (RNLI):

- The RNLI is a charity and gets all its money from voluntary donations.
- There are over 4600 lifeboat members and all of them don't get paid.
- In a single year, lifeboats rescued 7897 people at sea.
- A new lifeboat cost between £6000 and £1.3 million.
- There are 331 lifeboats at lifeboat stations around the coast.

We should help because you get to help peoples lives. To rescue more people and also to get more lifeboats.

I hope you will take in mind what I have said!

From

[signature]

introduction leads on to paragraphs of explanation (B2)

explanation and illustration expands upon importance of saving lives (B2)

generalised comments loosely linked to topic (B2)

facts from prompt included with minimal comment (B2)

conclusion is repetitive but returns to purpose of letter (B2)

noun-phrases and adverbials add detail (A2)

missing or inappropriate punctuation occasionally hinders meaning (below A2)

modals express possibility (A2)

reliance on pronouns as subjects (below A2)

subordinating connectives extend ideas and add reasons (A2)

Marking the writing test

SENTENCE STRUCTURE & PUNCTUATION
Summary
The variation in sentence types (statements and questions) lifts this piece into band A2 in spite of limited subordination and some repetitive structures. Further support is given by expanded phrases and varied verb forms, but punctuation is weak.
Band A2 – 2 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> • The writing attempts to engage the headteacher's interest (<i>Would'nt you like to help them</i>), but there is no shaping of the facts provided. (C2) • Concern for the safety of people at sea is evident throughout. (C2) • Rhetorical questions are used as a persuasive device, combined with some possible scenarios to provide interest (<i>people could be gotten eaten by a shark</i>). (C2)
Summary
This letter summons some reasons in support of its argument, but relies heavily on the information supplied in the prompt; a consistently enthusiastic tone and the use of questions to support the purpose lead to the top mark in Band C2.
Band C2 – 6 marks

TEXT STRUCTURE & ORGANISATION
Summary
Overall organisation is clear, with relevant introduction, some development of reasons incorporating the facts in the prompt and appropriate conclusion.
Band B2 – 3 marks

Exemplar script 2

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

43 Terrace Road
Southborough
Midshire

Dear [Headteacher],

I am writing to you **because** I would like your permission to support the RNLI as our year 7 charity. We have all contributed to decide **which** charity to sponcer and we would be very grateful **if** you let us.

The reasons why we would like to help this charity out are as follows:- as the years progress **more and more children and young adults that think they know best** are getting more and more dangerous, **as a result of this** more and more lifeboats are needed. The only problem is is that lifeboats cost a staggering £6000 and £1.3 million each. **And if we raised a little bit more money I'm sure that would go** towards a brand new lifeboat.

Another reason why is that the actual lifeboat crew members **are** only volentry donators and **do not get** a single **penny** for the fantastic work that they produce. If we **gave** the **money** to the RNLI then as well as a new lifeboat then some left over money can go to paying the **wages** of a crew member.

Again I have Another point to make about that all the money coming in to the RNLI is only from donations. I am very sure that they would really appreciate all the money we raise than any other charity.

One last point that I have is that it is important to me and the rest of the year 7 group. A number of the girls in year 7 have **lost or nearly lost** a relative or friend to the ragous and rough sea.

P.S. Thank you for your time for reading this letter and we all sould love it if you picked us, just remember the populations lives count on the money going into the RNLI trust fund.

Yours faithfully

[signature]

And the whole of year 7.

opening and ending highlight purpose of letter, though 'PS' is misplaced (B3)

paragraph openings mark attempts at distinct reasons (B3)

linking of points gives relevant explanation (B3)

grouping of ideas (B3)

logic sometimes unclear (below B3)

complex sentences with varied connectives (A3)

expanded noun-phrases add detail (A3)

sentence demarcation usually accurate and some variety of punctuation (just A3)

varied verb tenses and modals clarify present situation and conditional possibilities (A3)

qualifying words contribute to precision (A3)

Marking the writing test

SENTENCE STRUCTURE & PUNCTUATION Summary	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION Summary
<p>Extended sentence structures are used to build the explanation. Verb forms are well controlled to express conditional ideas and punctuation is generally accurate.</p>	<ul style="list-style-type: none"> The letter engages the headteacher's interest by explaining the needs of the charity and emphasising the personal involvement of pupils (<i>We have all contributed; A number of the girls in year 7</i>). (C3) Viewpoint is one of concern and surprise (<i>they would really appreciate; a staggering £6000</i>). (C3) The writer makes use of emotive language (<i>ragous and rough sea</i>) and positive adjectives (<i>fantastic work</i>) but there is some overuse of stylistic features (<i>more and more</i>). (C3) 	<p>Clear overall organisation is combined with sufficient development within paragraphs for a mark in Band B3. Repetitive reasoning detracts from logical development and leads to the lower mark in the band.</p>
<p>Band A3 – 5 marks</p>	<p>Summary</p> <p>This letter seeks to persuade the headteacher using some developed explanation of the role and needs of the charity, combined with a stress on the importance of this proposal to the year 7 girls. Its sustained appeal leads to a mark in Band C3, but the limited expansion of some points weakens its argument and suggests the lowest mark in the band.</p>	<p>Band B3 – 4 marks</p>
<p>Band C3 – 7 marks</p>		

Exemplar script 3

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

43 Terrace Road
Southborough
Midshire

Dear [Headteacher]

variation of verb forms expresses past background, present situation and future possibilities (A3)

I would like to appear helpful to the Royal National Lifeboat Institution and as a result have recently become interested in supporting this charity. And so I would like to enquired about you allowing the whole of our year, who (feel) this is also a great idea, to raise money to suport this charity.

opening and ending emphasise purpose of letter (B3)

complex sentences with a range of connectives support reasoning (A3)

We have all agreed that this is a good idea. We recently (watched) a documentary in class. About the Royal National Lifeboat Institution. And during the inspiring documentary the lifeboat crew statted (that) they were in desperate need of new and even more lifeboats. (But) this was not likely (as) each new lifeboat costs between £6000 and £1.5 million. As you can see this is a large sum of money (and so) our help would (be) a large bonus.

ideas linked in paragraph of explanation and evidence showing need for support (B3)

expanded noun-phrases and adverbials add detail (A3)

Lifeboats are (a very helpful emergency service) and are saving about 7897 people every year. Isn't that brilliant? But with our donation we could help this amount grow larger. Lifeboat crews save people (in all different situations such as; cliff accidents, drowning) people, drowning animals, boat accidents, injured people, people (caught in tides, stranded surfers and many more). So as you can clearly see it is a very important service.

paragraph expanded by detail of charity's work (B3)

some variety of punctuation (A3), but weaknesses in sentence demarcation (below A3)

We could help the charity by putting on a school fete. (Having stalls with fun activitys for parents and children. (Also selling icepops as a result of hot wether would bring in a profit also be useful for the children.

undeveloped paragraph giving ideas for events is unclear and less successful (below B3)

So as you can see we all feel strongly about making a donation, (so) we would be very thankful if you allow us to go ahead with our idea. Even Mr dugdale said, (that's a very good idea). So please can we carry this out.

Yours sincerely
[signature]

Marking the writing test

SENTENCE STRUCTURE & PUNCTUATION Summary	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION Summary
A range of sentence structures is used to link arguments and build detail, usually successfully. Punctuation is generally sound, despite occasional weaknesses.	<ul style="list-style-type: none"> The letter has a clearly persuasive purpose and is gauged to appeal to the headteacher by building reasoning on school experiences (<i>recently watched a documentary in class; Even Mr dugdale said</i>). (C3) There is a sustained viewpoint of admiration for the work of the charity, combined with some indication of the benefits to the pupils. (C3) There is a sustained formal tone. Persuasive techniques include a rhetorical question (<i>Isn't that brilliant?</i>) as well as positive descriptions of the charity and the proposed course of action (<i>very important; fun activitys</i>). (C3) 	Paragraphs of explanation and detail generally linked to support the letter's argument, with some weakness towards the end.
Band A3 – 5 marks	<p style="text-align: center;">Summary</p> <p>This letter presents a persuasive appeal, clear viewpoint and generally successful stylistic features. Its coherent and well-supported argument for supporting the charity, carefully developed to engage the headteacher's interest and sympathy, merit the highest mark in Band C3.</p>	
	Band C3 – 9 marks	Band B3 – 4 marks

Exemplar script 4

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

43 Terrace Road
Southborough
Midshire

Marking the writing test

- variation in sentence structures shapes focus and meaning (A4): imperative demands reader's attention
- economy of expression (A4)
- conditional clauses contrast possibilities (A4)
- variety of effective punctuation (A4)
- repetition and inappropriate informal structures (below A4)
- subordinating connectives develop explanation (A4)

Dear [Headteacher],

I would like to put forward an idea to you. We in the school think it would be good if we could make a donation to the RNLI (Royal National Lifeboat Institution). I mean (imagine this): Your stuck in the middle of the sea. (No way to land) and you've lost your oars. Well (if we make) a donation the RNLI would rescue you. (If not) they might shut down and leave you (adrift). Do you really want that to happen? Every year the RNLI save 7,897 people if they shut down 7,897 "dead" people will be on your conscience. (Also) we could have a fun time as well raising money. You know bake sales, sponsored events (stuff like that). (Also) if 1 lifeboat breaks down it can cost from £6000 - £1.3 million. So I think (they) deserve it they don't even get paid. Most of them have other jobs and (when) an alert is sounded they have to rush off and save someone (because) of someone's stupidity or arrogance. So I leave it to you to decide the fate of the RNLI.

- opening and ending establish and reinforce purpose of letter (B3)
- connections between ideas manipulated to support explanation and persuasion (above B3)
- reference is unclear (below B3)

Yours faithfully,

[signature]

P.S. I have faith in your decision, and hope you choose right. Many peoples lives are in your hands. Please strive to say yes.

SENTENCE STRUCTURE & PUNCTUATION
<p>Summary</p> <p>In the opening and final sections, sentence structures are well controlled for effect and supported by a range of accurate punctuation. Despite some weaknesses in the middle section, including repetitive and less controlled structures, this merits the higher mark in Band A4.</p>
<p>Band A4 – 7 marks</p>

COMPOSITION & EFFECT
<ul style="list-style-type: none"> The persuasive argument is supported by examples and exhortation, contrasting the desired course of action with the dire consequences of refusal. (C4) A strong viewpoint of moral pressure emerges from the letter (<i>on your conscience; someone's stupidity or arrogance; Please strive to say yes</i>). (C4) A variety of stylistic devices supports the chosen approach: rhetorical question (<i>Do you really want that to happen?</i>); repetition for effect (<i>7,897 people / 7,897 'dead' people</i>) and emotive language (<i>Many people's lives are in your hands</i>). (C4)
<p>Summary</p> <p>The sustained viewpoint and the strength of the persuasive devices deployed are enough to merit a mark in Band C4. Further support for this band is provided by the integration of facts from the prompt. Better shaping of content overall and a wider range of persuasive and explanatory techniques would be needed for a higher mark in the band.</p>
<p>Band C4 – 10 marks</p>

TEXT STRUCTURE & ORGANISATION
<p>Summary</p> <p>Within a clear overall structure, the argument is developed in sections but these are not supported by paragraph divisions. In spite of this weakness, some ideas are logically related and some sections are well developed, leading to a mark in Band B3.</p>
<p>Band B3 – 5 marks</p>

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Exemplar script 5

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

43 Terrace Road
Southborough
Midshire

Dear [Headteacher],

I am writing to you to persuade you to let the year 7's support the RNLI as our charity. I have talked to other year 7 pupils who agree that this is a great idea.

opening paragraph establishes purpose (B4)

sentences shaped to highlight key ideas (A4): shift from school as focus to direct personal address

First of all, raising money for this charity is an excellent idea! The school would get a fantastic appearance if you let us have this chance. It would be spectacular to have this amazing opportunity – however only you can make it possible. It would be a new thing for this school, as I don't think our charity work has ever gone towards the RNLI.

aspects of explanation set out in separate paragraphs with new topics marked by opening phrases (B4)

sentence demarcation is accurate, commas are used to clarify meaning and other punctuation is used appropriately (A4)

Also, the RNLI, would be particularly pleased by how much effort we would put into this charity. I think it is our duty to help this charity because of how many lives they have saved. I also think that if we help this charity, and people see how much more rescues the RNLI achieve by our help, it would encourage other people to help. Another reason is that by doing well on this charity, we could raise money for several other charities too! Just think how popular the school would be then! All you have to do is say yes.

clear explanatory links within paragraphs (B4)

varied ways of expressing cause and effect in reasoning (A4)

One of the most important reasons is that the RNLI desperately needs our help! Without it, more lives are at risk. If you say no, think how guilty you would feel, if the number of rescues decrease! This charity needs a lot more money, so that they can have more lifeboats which they urgently need.

repetition highlights contrasting ideas (B4)

short sentences for effect (A4)

Without more lifeboats, less people will live if they were ever in the situation of dying. New lifeboats cost between £6000 and £1.3 million, think how much help it would be, if we put money towards new lifeboats. As the RNLI is a charity, it can only get its money from voluntary donations. We could be part of that. It would be such a thrilling experience! However we can't help them, until you help us!

adverbials used economically (A4)

There are 331 lifeboats at lifeboat stations around the coast. We could make that number increase. In a single year, lifeboats rescue about 7897 people at sea, just think how many more people could be saved with our help. There are over 4600 lifeboat crew members, all of these people are volunteers who do not get paid for their work. By us helping, more people might volunteer to work there.

grouping of ideas builds argument (B4)

Marking the writing test

Exemplar script 5 (continued)

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

qualifying phrases identify tentative possibilities (A4)

first person subjects for final appeal (A4)

personal address shifts focus back to school (B4)

conclusion relates to opening and refers back to previous arguments (B4)

You are probably reading this and thinking how will we raise the money, but we are all sorted. About every 3 months, me and some other year 7's (thought we could) hold a series of events to collect money for this chosen charity. For example, people had ideas like cake stalls, a dress up day, a school fair, a bring and buy sale and many more. I am 100% certain that we won't let you down and we promise to make you proud. This charity means so much to us, that we are willing to make serious sacrifices for it – whatever that sacrifice may be.

We have done loads of research about this charity and I think it sounds amazing. It would make me and others feel good to know, that with our help, the RNLI have saved more lives than usual. I really think this is a good idea. I hope you do too.

Please consider agreeing to this charity, it would be marvellous for you, me and the year 7's. I hope this letter has made your decision, it would certainly make mine!

Thank-you for reading this letter, I'm just praying it has helped.

Yours hopefully,

[signature]

Year 7JS

Marking the writing test

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p>Summary</p> <p>Sentence structures are used effectively to convey shades of meaning, shape explanations and shift the focus between personal and impersonal. Punctuation is almost entirely accurate and varied to support clarity of expression.</p>	<ul style="list-style-type: none"> A variety of personal and impersonal approaches, drawing selectively on the information given in the prompt, leads to a persuasive argument which is developed, balanced and effective. Adaptation for the headteacher is evident in a sensitivity to the benefits for the school (<i>The school would get a fantastic appearance</i>) and the pupils (<i>It would make me and others feel good</i>). (C4) There is a sustained viewpoint of enthusiasm (<i>It would be such a thrilling experience!</i>) and sincerity (<i>We are willing to make serious sacrifices</i>). (C4) Emotive vocabulary is used both to commend the proposal (<i>fantastic; spectacular; thrilling</i>) and to evoke the life-threatening alternative (<i>desperately; guilty; urgently</i>). Repetition is used for emphasis (<i>we can't help them, until you help us!</i>) and direct appeals are intermingled with information (<i>Just think; we won't let you down</i>). (C4) <p>Summary</p> <p>The letter's persuasive success results from a sustained viewpoint and arguments shaped to appeal in a range of ways. The details selected indicate careful thought about both the charity and the fundraising process. Stylistic features are chosen to support the overall purpose. Overall, this combination of features merits the highest mark in Band C4.</p>	<p>Summary</p> <p>The arguments for supporting the charity are developed in the course of extended explanatory paragraphs of logical reasoning, framed by an appropriate opening and conclusion.</p>
<p>Band A4 – 7 marks</p>	<p>Band C4 – 12 marks</p>	<p>Band B4 – 7 marks</p>

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The shorter task: *Working Together*

This task is related to the longer task and also reflects an aspect of the reading booklet – that of team work. The context for the task is planning a sponsored event with a partner and pupils are asked to write two descriptions, one of themselves and one of their selected partner. The instructions tell pupils to explain the skills and abilities that would make them good choices and also to explain why the pair would be good organisers of a specific event.

The planning sheet provides space for noting the name of the chosen partner and the sponsored event. There is also blank space available for pupils' own planning.

The pages in the writing book are formatted with a box for the name of the event, two further boxes to prompt a description of the skills and abilities of the writer and their chosen partner, and a final box for an explanation about the ways in which the pair would make a good team.

Better performances are distinguished by focus on purpose, with the skills and abilities that are described being relevant to the chosen event. In these pieces, pupils may choose a partner with contrasting qualities to their own in order to offer a broader range of skills and abilities. Higher performing pupils also provide some overview and maintain an appropriate tone for the context.

Shorter writing task: Working Together

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

Working Together

Your class is planning a sponsored event. Two pupils will be selected to organise it. Who would you choose to work with and why? You need to tell your tutor why you and your partner would be the right people for the job.

Your task:

Write a description of your partner and yourself, explaining what skills and abilities you both have, and why you would be good organisers of your chosen event.

Before you start writing your descriptions, make a note of the name of the other pupil you have chosen.

Decide what kind of sponsored event you will be organising.

Mark scheme for the shorter task: *Working Together*

<p>SECTION D SENTENCE STRUCTURE, PUNCTUATION AND TEXT ORGANISATION</p> <p><i>Assessment focuses: vary sentences for clarity, purpose and effect</i></p> <p><i>write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</i></p> <p><i>construct paragraphs and use cohesion within and between paragraphs</i></p>	
<p>Band D1</p>	<ul style="list-style-type: none"> • Simple connectives <i>and, but, then, so</i> and <i>when</i> link clauses. Subjects and verbs often simple and repeated (<i>I think; she is</i>). Simple adjectives used to evaluate qualities, with occasional qualification (<i>he works well; she's really good</i>). Reference chains sometimes used to maintain links between ideas, eg pronouns substitute for nouns. • Full stops, capital letters, exclamation marks and question marks are used to demarcate sentences, mostly accurately; commas used in lists. <p style="text-align: right;">1 mark</p>
<p>Band D2</p>	<ul style="list-style-type: none"> • Sentences are mostly grammatically sound with some use of subordinating connectives (<i>because; which; who</i>) to develop description. Some repetition of subjects and verbs. Adverbials (<i>when we're organising it; in general</i>) and expanded noun-phrases (<i>an intelligent and fast thinker</i>) give details. Verbs varied, eg modals to express possibility (<i>would; can; will</i>). Sections of text developed around topic sentences and similar content grouped together; may be repetitive. • There is accurate sentence demarcation and some commas mark phrases or clauses. <p style="text-align: right;">2–3 marks</p>
<p>Band D3</p>	<ul style="list-style-type: none"> • Simple and complex sentences used, with some variety of connectives (<i>while; although; whereas</i>) to develop the description and explanation. Verbs may be varied to develop ideas, eg complex verb phrases (<i>will need to be taken</i>) and appropriate tense for justification of opinion (<i>he always knows how to approach people; we will work very well together</i>). Expansion of phrases and clauses adds detail (<i>especially useful in this competition; even if some of us are discouraged</i>). Ideas are linked and developed, eg use of pronouns, connectives, or reference to partner's characteristics or event. • Range of punctuation used, almost always correctly, appropriate to the task. <p style="text-align: right;">4–5 marks</p>
<p>Band D4</p>	<ul style="list-style-type: none"> • Length, focus and structure of sentences varied, eg by embedded subordinate clauses; short, simple sentences for impact, to support description and to express subtleties of meaning. Impersonal or generalised constructions used appropriately (<i>if you're going to work as a team you need a range of skills</i>). Sentences linked in a range of ways to increase overall effectiveness, eg use of deliberate repetition; causal or thematic linkage; reference forwards or backwards to other points or sections. • Range of punctuation, with little omission, to give clarity, and sometimes for emphasis or deliberate effect. <p style="text-align: right;">6 marks</p>

SECTION E COMPOSITION AND EFFECT

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

Band E1

- Writing provides some description and justification in at least two sections, or covers all three aspects very briefly. Description may focus on non-essential traits such as appearance.
- Writing shows evidence of attitude (*he's my best mate*) but may rely on assertion.
- Vocabulary is appropriate to topic, but may be limited, repetitive or vague.

1–2 marks**Band E2**

- Description includes mostly pertinent detail and explanation, and includes comment in all three sections including some reference to working together.
- Viewpoint established, eg writer presents a reasonable attitude, going a little beyond personal preference.
- Style sustained, whether informal or formal; word choices emphasise qualities of participants (*talkative; encouraging others; sense of humour*).

3–4 marks**Band E3**

- The two descriptions include relevant detail and explanation relating to the participants' abilities as organisers; some comparison in the third section.
- Viewpoint established and controlled, eg personal or objective tone makes stance of writer clear; views are supported with some evidence.
- Stylistic choices add to descriptive and explanatory effect, eg clear and precise detail (*interested in the three disciplines; taking on responsibility; extremely organised*).

5–6 marks**Band E4**

- Descriptions are well shaped and focussed on purpose, eg preference justified through reasoned comments about each participant, including differentiation between the two; third section provides some overview.
- Viewpoint well controlled; convincing impersonal or personal tone, eg awareness of comparative strengths / abilities of self and chosen team member.
- Stylistic devices used to develop descriptions, eg maintaining formal or informal tone, use of emotive or figurative language and/or use of humour (*we would be just outstanding; give 100% to any challenge; ideas buzzing in our minds*).

7–8 marks**Band E5**

- Description and overview integrated to present choices realistically but in best light, eg use of impersonal constructions to substantiate explanations.
- Viewpoint expands consideration of roles of team members, eg consideration of different aspects of team work in different contexts.
- Stylistic features are used for effect, eg fronting to emphasise particular features.

9–10 marks

SECTION F**SPELLING****Assessment focus: use correct spelling****Band F1**

Main criterion: the spelling of simple and common polysyllabic words is usually accurate.
Likely patterns of error:

- There may be some confusion of more complex homophones or phonemes (*break/brake; alter/altar; extreamly*), phoneme omission (*rem[em]ber*).
- There may be errors in using suffixes and prefixes (*writeing; magicle; colourfull; uncomplete*).

1 mark**Band F2**

Main criterion: the spelling of words with complex regular patterns is usually accurate.
Likely patterns of error:

- There may be incorrect hyphenation of some compound words (*with-out; re-act*)
- There may be errors in more complex suffix formations (*especily; responsable; proberly*).

2 marks**Band F3**

Main criterion: most spelling, including that of irregular words, is usually correct.
Likely patterns of error:

- Errors may occur with unstressed vowels (*intresting; definately*), silent letters in complex words (*disipline*) or with consonant doubling / double consonants in some more complex words (*occassionally; oportunity*).

3 marks**Band 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 marks**Note to teachers:**

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

sponsored, organise, explaining, abilities

Exemplar script 1

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Event: A 5 mile run

Description of your own skills and abilities:

I think that I am (a good runner) I can sprint quite fast but (only) for a short period of time. If I pace myself I can run (a much longer distance).

Description of your partner's skills and abilities:

I think that (he) can run a long distance. (We) are both good sprinters but we've never raced each other so I wouldn't know (which) one of us is (the fastest). (He) can run a long distance (if) he like me paces himself a little.

Why you would make a good team to organise this event:

We are both very good runners and fast sprinters (so) we could be hanging back and encouraging people to go a bit faster and put all of their effort into running the five miles.

expanded noun-phrases (D2)

adverbials add detail (D2)

repetitive subjects (below D2)

some variation in connectives (D2)

control of complex sentences with multiple clauses (above D2)

some demarcation correct but some missed or replaced with comma splice (below D2)

comparison provides link for section (D2)

summary does not link to ensuing statement (below D2)

Marking the writing test

<p>SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION</p>	<p>COMPOSITION & EFFECT</p>	<p>SPELLING</p>
<p>Summary</p>	<ul style="list-style-type: none"> Detail provided is pertinent to the sporting activity but less so to the planned event. (E2) Some awareness of the needs of others as well as own interests is shown (<i>we could be hanging back and encouraging people...</i>). (E2) There is some comparison of abilities relating to the activity (<i>the fastest</i>) and vocabulary is pertinent to the event (<i>sprinter; paces</i>) with some choices emphasising other aspects (<i>encouraging people; all of their effort</i>). (E2) 	<p>Summary</p>
<p>Subjects of clauses are pronouns, with some variation of person; modal verbs also tend to be repetitive but there is some range in the choice of other verbs. In places, complex structures are well controlled, lifting the piece above band D1, in spite of insecure punctuation.</p>	<p>Summary</p>	<p>All spelling is correct, but apart from <i>encouraging</i> there is insufficient range to merit a higher mark.</p>
<p>Band D2 – 2 marks</p>	<p>Description concentrates on abilities relevant to the chosen event, with some awareness of how these could be utilised. Enthusiasm for running is evident but there is some inherent conflict between personal ambition to race and the need to help slower runners.</p>	<p>Band F2 – 2 marks</p>
<p>Band D2 – 2 marks</p>	<p>Band E2 – 4 marks</p>	<p>Band F2 – 2 marks</p>

Exemplar script 2

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Marking the writing test

Event: A fun day for grown up + kids

Description of your own skills and abilities:

repetition of subjects but some variation (D2)

expanded noun phrases add detail (D2)

repetition of co-ordinated structures (below D2)

range of subordinating connectives (D2)

varied modals (D2)

I am able to work with everyone, I listen to people carefully, (my organising skills) can be abit up and down but most of the time (its) alright, I can handle big tasks and I like being and playing boss. I have writing skills and very good at planning.

Description of your partner's skills and abilities:

Nisha is very good at organising, (she) can think of loads of good ideas, she can work with everyone and dosenot argue. Nisha is good at sports and can help everyone out. Nisha has (a very big caring heart). (Nisha dose not like to be the boss) but likes people she dose what she has been given. Nisha takes everything calmly. Nisha laughs and jokes auroned and is very friendly with everyone. Nisha is able to handle anything and is very good at it.

Why you would make a good team to organise this event:

Well, I me and nisha (will be able) to work together (because) we have a lot of things in common (although) she dosent like to play boss I do and so she wants a boss. We have the same abilttes and skills. We (can work) togethr as a very good team. And I think it is the perfect team (that) you (would find). We have got loads of abbilttes that you (will be able to join) together and make really good thoughts.

grouping of content, mostly linked (D2)

incorrect pronoun for referent (below D2)

contrast with first section (above D2)

demarcation mostly secure with correctly used comma (D2)

some repetition of content (D2)

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION
Summary
Sentence structures in the first two sections are predominantly simple, but with some variation provided by expanded noun-phrases and adverbials. A greater range of structures in the final section, including subordination and varied modal verbs, lifts the piece into band D2. Punctuation would need to be controlled throughout to make the mark secure.
Band D2 – 3 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Mostly relevant detail leads to comparison (<i>I like being and playing boss / Nisha dose not like to be the boss</i>) and emphasis on team work. (E3) Writer is self-effacing about own skills (<i>abit up and down but ...alright</i>) but provides a series of positive assertions in support of partner. (E3) Word choices relate to the qualities of the participants (<i>listen... carefully; big caring heart</i>) and their suitability as organisers (<i>the perfect team</i>). (E2)
Summary
The writer's skills and abilities are presented diffidently, with those of the partner providing a complement to these. Focus is primarily on team roles, but some characteristics are not linked to the event. The thoughtful and honest tone is matched by an informal, speech-like style.
Band E3 – 5 marks

SPELLING
Summary
Some words are linked inappropriately (<i>abit; dosenoi</i>) and some simple words are inaccurate (<i>auroned</i>), but there are enough correct spellings, including <i>carefully, planning</i> and <i>friendly</i> , to merit 1 mark.
Band F1 – 1 mark

Exemplar script 3

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Event: An auction

Description of your own skills and abilities:

I am very good with people and have a previous experience on doing class auctions. I am excellent in working as a team. I am a good leader, I also put my best effort into everything I do. I have a loud voice which will come in handy when shouting out lots. Also, I am very persuasive and could get people to donate items.

Description of your partner's skills and abilities:

Clare is very funny and will make the people laugh. She also has experience on doing class auctions. She is a valuable link in the year chain and Clare does a lot for charity already. She feels very passionate for this charity as they saved her life when she was seven years old.

Why you would make a good team to organise this event:

We would make a great team because we are friends already, we hardly ever argue but when we do we make up about ten minutes later. We are some of the best behaved girls in the year and are prompt with everything. We love to work together, therefore we are the best people for the job.

some variation in modal verbs (D2)

control of multiple clauses (D3)

expanded phrases and clauses add description and explanation (D3)

varied adverbials add precision (D3)

link between sections provided by references to auctions (D3)

accurate demarcation and use of comma (D2)

points linked for cumulative effect (D3)

connective suggests logical conclusion (D3)

Marking the writing test

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION	COMPOSITION & EFFECT	SPELLING
<p>Summary</p>	<ul style="list-style-type: none"> Description is mostly relevant and linked to the event (<i>a loud voice which will come in handy</i>) or provides explanation (<i>as they saved her life</i>). (E3) Viewpoint is persuasive, emphasising previous experience and good behaviour as prerequisites for the role. (E3) Vocabulary relating to the event adds precise detail (<i>when shouting out lots</i>) and a simple metaphor derived from the reading booklet adds stylistic effect (<i>a valuable link in the year chain</i>). (E3) 	<p>Summary</p>
<p>Both simple and complex sentences are used to develop description and explanation, sometimes with control of multiple clauses; tense is appropriate with modal verbs for possibility; other verb phrases are less varied but there is a range of expanded phrases. Demarcation is accurate with correct use of a comma.</p>	<p>Summary</p> <p>Some relevant detail about the participants, with supporting evidence for the writer's view, lifts this piece to the top of band E3. Stylistic choices including appropriate vocabulary and some use of figurative language add further support. In order to move into the next band, more points would need to be developed rather than asserted.</p>	<p>Spelling is accurate throughout, including a number of irregular words such as <i>experience</i>, <i>persuasive</i>, <i>valuable</i> and <i>passionate</i>.</p>
<p>Band D3 – 4 marks</p>	<p>Band E3 – 6 marks</p>	<p>Band F4 – 4 marks</p>

Exemplar script 4

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Event: Music festival

Description of your own skills and abilities:

I am not shy and I am good at communicating with people and I myself can play a musical instrument. I am a good Joker but I can be deadly serious when I want to be.

clauses expand ideas (D3)

grouping of content (D2)

embedded clauses (above D3)

I am reliable, so if I needed to get something done, it would be done as soon as possible.

range of punctuation (D3)

I like a variety of different musical Artists so the festival would have a good choice of bands and solo performances.

expanded phrases add description (D3)

Description of your partner's skills and abilities:

Tyler is also not shy, so he would do well in front of a crowd of screaming people!! He is very funny, so he would be able to make the audience laugh as well as the bands. He is reliable, and will get things done exactly for when you want them to be done for.

less controlled sentence (below D3)

paragraph developed and linked to first entry (D3)

some overuse of exclamation marks (below D3)

complex verb phrases develop meaning (D3)

Tyler is very good at researching information about bands, places to play, instruments and many other things. He has a variety of "contacts", so if he could not get the job done, he would find someone who could!

subordinating connectives limited (below D3)

Tyler would be my first choice!!!!

conclusion to section (D3)

Marking the writing test

Exemplar script 4 (continued)

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Why you would make a good team to organise this event:

subordinating connectives limited (below D3)

Tyler and I would make a great team for this event **as** we both have good skills with information and music. If I needed Tyler to get something done, he would without hesitation, and vice versa!!

expanded phrases add description (D3)

We are both funny, and we are not shy, **so** we would be good in front of audiences, and good at organising ourselves!! We both have similar tastes in music, so it would be **the best show since Live Aid!!**

effective closure includes persuasive element (above D3)

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION	COMPOSITION & EFFECT	SPELLING
<p>Summary</p> <p>Sentences are nearly all well controlled, with some containing embedded clauses, although the range of connectives is limited and the majority are subject-led. Verb choice is appropriate for the task, with some verb phrases expressing subtleties of meaning. Expanded noun-phrases and clauses add detail. Punctuation is almost always correct, and is occasionally used for effect.</p>	<ul style="list-style-type: none"> • Development of some points produces well-rounded description of chosen partner (<i>Tyler is not shy, so he would do well ...; Tyler is very good at researching information...</i>). (E3) • Viewpoint is consistently upbeat, presenting both participants positively with some indication of different strengths. (E3) • Informal tone is maintained, with appropriate description (<i>a crowd of screaming people</i>) and an example of hyperbole (<i>the best show since Live Aid!!</i>). (E3) 	<p>Summary</p> <p>Most spelling is accurate, with some polysyllabic words such as <i>reliable</i> and <i>researching</i>. Errors with <i>seriouise</i> and <i>veriaty</i> make band F3 the best fit.</p>
<p>Band D3 – 4 marks</p>	<p>Summary</p> <p>The descriptions supply relevant information about the event and the participants' organisational abilities, with some overview; viewpoint is evident in the presentation of differing skills and there is an attempt to provide some humour. This would need to be more sustained for the higher mark in the band.</p> <p>Band E4 – 7 marks</p>	<p>Band F3 – 3 marks</p>

Exemplar script 5

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Event: Sponsored run

Description of your own skills and abilities:

My name is Becky Hall and I think that I should be chosen as this event organiser, because I enjoy raising money, either for charity or not. I would describe myself as organised and responsible, which I am sure you will agree is what this person needs to be. I have come up with the idea of a sponsored run especially for adults. All of the children will get their parents to run 2 miles and then each adult would get sponsored for it. I have a hidden persuasive talent and I am sure I will be able to persuade swaying adults to take part.

Description of your partner's skills and abilities:

My chosen partner would have to be Tessa Hodgson, she is one of my best mates and is just as organised and responsible as I am. She is very good at picking out people who would be good for certain things, just like this. She also helped me think of this idea and is very keen to help myself forward it. She has also taken part in a lot of races and would be a good judge of who the winner is. Tessa would also enjoy running with the adults, as I would, and cheering them to the end.

expanded phrases and clauses develop description (D3)

variation in verbs and appropriate tense for justification (D3)
past tense used to indicate prior action (D3)

embedded clause (above D3)

clear opening statement sets out sales pitch (D3)

connectives used to develop ideas (D3)

linking of ideas across sections (D3)

Marking the writing test

Exemplar script 5 (continued)

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Why you would make a good team to organise this event:

I think that Tessa and I would make a good team organising this event because we are very skilled in getting people involved. Tessa would pick out all of the candidates and I would persuade them to get involved. We are organised enough to give everyone numbers and would do a good job of collecting all the sponsorship money. We also both think that it would be a good idea to give half of the money to charity and spend some on prizes for the 1st, 2nd and 3rd runners in. The rest can go to the school and go towards new equipment.

adverbial adds detail (D3)

well-controlled variation in subjects (D3)

punctuation mostly accurate throughout (D3)

examples of how organisational skills will be used links to previous paragraphs (D3)

Marking the writing test

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION	COMPOSITION & EFFECT	SPELLING
<p>Summary</p> <p>Well-controlled complex sentences are used throughout. Structures and tenses are varied appropriately and expanded phrases add detail. Punctuation supports structures and is almost entirely accurate. Some linking of ideas across sections provides further evidence for the top mark in band D3.</p>	<p>Summary</p> <p>Descriptions of participants are focused and well developed, with additional careful consideration of the different stages of the sponsored run. The writer positions herself as already involved in planning the event. Further use of stylistic features for effect would be needed to lift this piece into band E5.</p>	<p>Summary</p> <p>Spelling is accurate throughout and includes a range of irregular words including <i>responsible, especially, persuasive</i> and <i>candidates</i>.</p>
<p>Band D3 – 5 marks</p>	<p>Band E4 – 8 marks</p>	<p>Band F4 – 4 marks</p>

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Using the outcomes of the tests

This section provides information about interpreting the scores from the year 7 optional tests in English. It explains how teachers can use the test scores to find out more about pupils' attainments in the national curriculum.

In order to make use of the information in this section, you should administer the tests according to the guidance given in this booklet. It is particularly important that you observe the time limits given in the test instructions, and mark questions strictly according to the mark schemes. If not, the information derived from this section cannot be used reliably.

To establish the national curriculum level attained, you must first begin with a raw score. For the reading test, you should total the marks for each pupil. For the writing test, you should total the score of the longer task and shorter task.

Finding the level

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

Level thresholds

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

Reading test (maximum mark 45)

Below level 4	0–12 marks
Level 4	13–22 marks
4C	13–15
4B	16–19
4A	20–22
Level 5	23–31 marks
5C	23–25
5B	26–28
5A	29–31
Level 6	32–45 marks
6C	32–36
6B	37–41
6A	42–45

Writing test (maximum mark 50)

Below level 4	0–10 marks
Level 4	11–19 marks
4C	11–13
4B	14–16
4A	17–19
Level 5	20–29 marks
5C	20–22
5B	23–26
5A	27–29
Level 6	30–50 marks
6C	30–36
6B	37–43
6A	44–50

English overall (maximum mark 95)

Below level 4	0–23 marks
Level 4	24–42 marks
4C	24–29
4B	30–36
4A	37–42
Level 5	43–61 marks
5C	43–48
5B	49–55
5A	56–61
Level 6	62–95 marks
6C	62–73
6B	74–85
6A	86–95

Photocopiable pages

Contents

Writing test booklet covers These pages may be photocopied on A4 paper, if you wish.	2 pages
Longer task writing prompt and planning These pages may be photocopied on A3 paper, if you wish.	2 pages
Longer task writing template These pages may be photocopied on A4 paper, if you wish.	3 pages
Shorter task writing prompt This page may be photocopied on A4 paper, if you wish.	1 page
Shorter task writing template These pages may be photocopied on A3 paper, if you wish.	2 pages
Guidance on the administration of the tests	2 pages

En

KEY STAGE

3

LEVELS

4–6

Year 7 English test

Writing test prompts

First name _____

Last name _____

Class _____

Date _____

Remember

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

En

KEY STAGE

3

LEVELS

4–6

Year 7 English test

Writing test answer booklet

First name _____

Last name _____

Class _____

Date _____

- You may ask for more paper if you need it

For marking use only

Longer writing task	Max	Mark	Shorter writing task	Max	Mark
Sentence structure and punctuation	8		Sentence structure, punctuation and text organisation	6	
Text structure and organisation	8		Composition and effect	10	
Composition and effect	14		Spelling	4	
SUBTOTAL			SUBTOTAL		
			TOTAL		

Longer writing task: Support the Lifeboats

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

Support the Lifeboats

The lifeboats, which go to sea to rescue people in danger, are run by the Royal National Lifeboat Institution (RNLI). Here are some facts about the RNLI.

- The RNLI is a charity and gets all its money from voluntary donations.
- There are over 4,600 lifeboat crew members, and all of them are volunteers who do not get paid for their work.
- There are 331 lifeboats at lifeboat stations around the coast.
- In a single year, lifeboats rescued 7,897 people at sea.
- A new lifeboat costs between £6,000 and £1.3 million.

Imagine that year 7 is going to support a charity. This means that you will take a special interest in the work of the charity and hold a series of events to collect money for it.

Your task:

Write a letter to persuade your headteacher to let you support the RNLI as the year 7 charity.

Longer writing task: Support the Lifeboats

Planning: note down key ideas

Reasons why it is a good idea for year 7 to raise money for a charity:

-
-
-

Reasons why the RNLI needs your help:

-
-
-

Words and phrases that will help you to persuade your headteacher:

Shorter writing task: Working Together

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

Working Together

Your class is planning a sponsored event. Two pupils will be selected to organise it. Who would you choose to work with and why? You need to tell your tutor why you and your partner would be the right people for the job.

Your task:

Write a description of your partner and yourself, explaining what skills and abilities you both have, and why you would be good organisers of your chosen event.

Before you start writing your descriptions, make a note of the name of the other pupil you have chosen.

Decide what kind of sponsored event you will be organising.

Shorter writing task: Working Together

Sponsored event:

Description of your own skills and abilities:

Description of your chosen partner's skills and abilities:

Guidance on the administration of the tests

This guidance is for teaching assistants or other adults assisting in the administration of the year 7 optional tests. If a teaching assistant is to administer any parts of the tests independently to a group of pupils, they will need to follow the administration instructions found in the main part of the Teacher's guide.

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

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

Reading test

- *All Aboard*
- *Reading test answer booklet*

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

Guidance for assisting pupils

You may:

- read the cover of the *Reading test answer booklet* with pupils
- ask pupils to read a question again to themselves, if they claim that they do not understand it
- encourage pupils not to give up at the first difficult question because there may be easier questions further on
- indicate any omitted questions when pupils have finished that they should go back to and try to answer.

You should not:

- give help with reading the booklet or any questions when pupils are working on their own
- give clues which help the pupils to work out an answer to a question
- rephrase or rewrite any part of the test
- prompt the pupils to confirm or change answers by pointing, frowning, smiling, head shaking or nodding, offering rubbers or asking leading questions.

If you are to write down or type a pupil's answers for them, you should write exactly what the pupil says. You should not indicate to the pupil that they need to expand or delete any answer, or rephrase any parts of their answer.

Writing test

The writing test asks for two pieces of writing from the pupils:

- the longer task is to write a letter to the headteacher, persuading him or her to allow year 7 pupils to support the Royal National Lifeboat Institution (RNLI) as the year 7 charity
- the shorter task is to write two descriptions, one of themselves and one of their chosen partner, and explain why they would be good organisers of a chosen event.

After a short introduction, pupils should have **45 minutes** (including 10 minutes' planning time) for the longer writing task and **25 minutes** (including 5 minutes' planning time) for the shorter task. These tasks can be done on the same day, with a break between the two sessions, or they may be done on different days.

You may:

- remind pupils of the reading booklet *All Aboard*
- read the covers of the test booklets with the pupils.

You should not:

- read any part of the prompt or planning sheet to the whole class. However, if an individual pupil requests that the task be read to them, it may be read out to the individual
- give the pupils any ideas about what to write in either task apart from the ideas given on the prompt or planning sheet
- give the pupils any help with organising or punctuating the writing
- give the pupils any help with the spelling of words.

If you are to write down or type a pupil's writing for them, you should write exactly what the pupil says and not rephrase any parts of their writing. The pupil should be able to see what you are writing as you write. You should put in punctuation such as full stops, commas and capital letters only where the pupil indicates. If an amanuensis is used, a mean mark of 2 (out of 4) is awarded for spelling on the shorter task.

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