

Section B: Writing

Question	Answer	Marks
<p>Notes to markers</p> <ul style="list-style-type: none"> • Marking should always begin from the lowest mark in each column and work upward. • A 'best fit' judgement should be made in judging first in which box to place the response and then, within that box, which mark is appropriate. • The lower mark within a box should be given if some the criteria have been met but not all. • In some boxes, there are additional notes as follows: e.g. means an example / suggestion BUT i.e. means the extra information is necessary for the descriptor to be achieved. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>21 Write a biography about someone you know about.</p> </div>		
21	Content, purpose and audience. (Wa)	8
	Text structure and organisation. (Wt)	7
	Sentence structure and punctuation. (Wp)	7
	Spelling (Ws)	3
		[Total 25]

Content, purpose and audience (Wa) 8 marks	Text structure and organisation (Wt) 7 marks
<p>Material is wholly relevant with content developed and an appropriate vocabulary well chosen for the purpose / text type.</p> <p>Features of the text type are clearly established, i.e. <i>3rd person throughout</i>.</p> <p>Clear viewpoint with a consistent, engaging style throughout, i.e. <i>highlighting interesting facts</i>.</p> <p style="text-align: right;">7–8</p>	<p>Clear structure with well-organised material within paragraphs.</p> <p>Chronological or logical links between paragraphs help the development of ideas.</p> <p>Cohesion within and between paragraphs is achieved using devices such as connectives, i.e. <i>time connectives to clarify timing</i>.</p> <p style="text-align: right;">6–7</p>
<p>Relevant material has ideas and content with some detail developed with deliberate choices of vocabulary for the purpose / text type, i.e. <i>achievements, events described in some detail</i>.</p> <p>Main features of the text type are evident, i.e. <i>chronological order, date(s) essential</i>.</p> <p>Straightforward viewpoint, with a generally appropriate and consistent style, which mostly sustains reader interest, i.e. <i>factual/informative language engages</i>.</p> <p style="text-align: right;">5–6</p>	<p>Paragraphs are used to help structure the text where the main idea is usually supported by following sentences, e.g. <i>paragraphs may signal a change in time, place or a new event</i>.</p> <p>Chronological sequence with attempts to link ideas evident but not consistent.</p> <p>Some use of organisational devices such as subheadings, etc., e.g. <i>includes dates as part of structuring if used as a sub-heading</i>.</p> <p style="text-align: right;">4–5</p>
<p>Relevant material with attempts to develop basic information using a simple vocabulary relevant to the purpose / text type, i.e. <i>some details are clear beyond who, when, where, etc</i>.</p> <p>General aspects of text type are evident, i.e. <i>mostly past tense; 3rd person, e.g. date(s) as part of content</i>.</p> <p>The writer's attitude to the subject may be conveyed, with some attempt to engage the reader, i.e. <i>why the subject is important / famous</i>.</p> <p style="text-align: right;">3–4</p>	<p>Paragraphs / sections are evident with related points grouped together or linked by time sequence.</p> <p>Some attempt to sequence relevant ideas logically, e.g. <i>introduction / closing statement may be evident</i>.</p> <p>Movement between paragraphs or sections may be disjointed.</p> <p style="text-align: right;">2–3</p>
<p>Some material included that is relevant to the task, e.g. <i>some basic details about the person</i>.</p> <p>Vocabulary is simple and relevant.</p> <p>Some elements of the text type can be seen, i.e. <i>it must be an impersonal recount about a named person</i>.</p> <p style="text-align: right;">1–2</p>	<p>Some basic sequencing of material grouped by content.</p> <p style="text-align: right;">1</p>
<p>No creditable response.</p> <p style="text-align: right;">0</p>	<p>No creditable response.</p> <p style="text-align: right;">0</p>

Sentence structure and punctuation (Wp) 7 marks	Spelling (Ws) 3 marks
<p>Use of complex sentences to provide clarity and emphasis, e.g. <i>by positioning of clauses, using a wide range of connectives (although, meanwhile), varying word order or detailed expansion of phrases.</i></p> <p>Grammar is almost always accurate throughout the text.</p> <p>Punctuation is used accurately to demarcate sentences and for speech punctuation – <i>errors may occur where structures are ambitious.</i></p> <p>Commas are always used in lists and usually to mark clauses.</p> <p style="text-align: right;">6–7</p>	
<p>Some complex sentences are used to create effect, such as using expanded phrases to develop ideas (e.g. <i>noun, adverbial, adjectival, and verb phrases</i>), or a range of connectives (e.g. <i>if, so, because, then</i>).</p> <p>Grammar in complex sentences is generally correct in terms of tense and verb form.</p> <p>End of sentence punctuation is nearly always accurate throughout the text. Capitalisation is always correct.</p> <p>Speech marks may be used around words spoken but other speech punctuation may not be accurate.</p> <p>Commas are always used in lists and occasionally to mark clauses.</p> <p style="text-align: right;">4–5</p>	<p>Spelling is generally correct throughout. (There may be occasional phonetically plausible attempts at complex words.)</p> <p>Correct spelling of most, not all, polysyllabic words, e.g. <i>appear, information, making, possible, probably, wondering, search.</i></p> <p style="text-align: right;">3</p>
<p>A mix of simple and compound sentences.</p> <p>Compound sentences use simple connectives to join clauses, e.g. <i>and, but.</i></p> <p>Generally correct grammar, i.e. <i>subject and verb generally agree. Past and present tense of verbs generally consistent.</i></p> <p>Demarcation of straightforward sentences is usually correct. There may be evidence of comma splicing.</p> <p>NB: <i>if punctuation is totally lacking and other descriptors met then give lower mark here.</i></p> <p style="text-align: right;">2–3</p>	<p>Spelling of common words, including polysyllabic and compound words, is generally accurate, e.g. <i>friend, another, around, because, anything, something.</i></p> <p>Spelling of plurals and some past and present words is generally accurate, e.g. <i>boxes, clothes, told, stopped, wanted.</i></p> <p style="text-align: right;">2</p>

<p>Some simple sentence structures are used successfully.</p> <p>Some variation in sentence openings.</p> <p>Some correct use of punctuation, such as full stops and capital letters.</p> <p><i>NB: where more ambitious structures are used with NO simple sentences, begin marking at Box 2 provided 2nd descriptor about variation in sentence openings has been met.</i></p> <p><i>Also: learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English.</i></p> <p style="text-align: right;">1</p>	<p>Spelling of high frequency words is generally correct, e.g. <i>their / there, when, were, what, some, etc.</i></p> <p style="text-align: right;">1</p>
<p>No creditable response.</p> <p style="text-align: right;">0</p>	<p>No creditable response.</p> <p style="text-align: right;">0</p>