

**Section B: Writing**

Question	Answer	Marks
<p><b>Notes to markers</b></p> <ul style="list-style-type: none"> <li>• Marking should always begin from the lowest mark in each column and work upward.</li> <li>• 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.</li> <li>• The lower mark within a box should be given if some the criteria have been met but not all.</li> </ul>		
<p><b>18 Your school team reached the final of a national school sports competition. The final took place yesterday. Now your teacher has asked you to write a news report about the final of the competition for your school newsletter.</b></p> <p><b>You could choose one of the following sports:</b></p> <ul style="list-style-type: none"> <li>• football</li> <li>• tennis</li> <li>• cricket</li> <li>• volleyball</li> <li>• basketball</li> <li>• gymnastics.</li> </ul> <p><b>Write a news report about the final of the sport competition that took place yesterday. Remember to use the features of a news report.</b></p>		
<b>18</b>	Content, purpose and audience. (Wa)	<b>8</b>
	Text structure and organisation. (Wt)	<b>7</b>
	Sentence structure and punctuation. (Wp)	<b>7</b>
	Spelling (Ws)	<b>3</b>
<b>[Total: 25]</b>		

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Content, purpose and audience (Wa) 8 marks	Text structure and organisation (Wt) 7 marks
<p>The response is wholly relevant with content developed and a <u>wide</u> vocabulary well chosen for the purpose/text type, <b><i>i.e. is each argument supported by evidence, explanation or examples?</i></b></p> <p>Features of the text type are clearly established, <b><i>i.e. consistently 3<sup>rd</sup> person: either generalized voices and/or passive voice.</i></b></p> <p>Clear viewpoint with a consistent, engaging style throughout, <b><i>i.e. are arguments on <u>each</u> side of the debate, clearly stated?</i></b></p> <p style="text-align: right;"><b>7–8</b></p>	<p>Clear structure with well-organised material within paragraphs. <b><i>i.e. as a refinement of Box 4/5.</i></b></p> <p>Chronological or logical links between paragraphs help the development of ideas. <b><i>i.e. leading to a reasoned conclusion of the argument.</i></b></p> <p>Cohesion within and between paragraphs is achieved using devices such as connectives, <b><i>i.e. connectives show logical relationships, e.g. however, therefore, on the other hand, since.</i></b></p> <p style="text-align: right;"><b>6–7</b></p>
<p>Relevant material has ideas and content with some detail developed with deliberate choices of vocabulary for the purpose/text type. <b><i>i.e. there must be a balance between the two sides of the argument</i></b></p> <p>Main features of the text type are evident, <b><i>e.g. formal/impersonal style; present tense throughout.</i></b></p> <p>Straightforward viewpoint, with a generally appropriate and consistent style, which mostly sustains reader interest. <b><i>i.e. reader must be clear which side (for or against) argues which point.</i></b></p> <p style="text-align: right;"><b>5–6</b></p>	<p>Paragraphs are used to help structure the text where the main idea is usually supported by following sentences: <b><i>e.g. EITHER: arguments for + evidence followed by arguments against + evidence, OR: argument/counter argument one point at a time.</i></b></p> <p>Logical sequence with attempts to link ideas evident but not consistent.</p> <p>Some use of organisational devices such as sub-headings, etc.</p> <p style="text-align: right;"><b>4–5</b></p>
<p>Relevant material with attempts to develop basic information using a simple vocabulary relevant to the purpose/text type. <b><i>i.e. arguments are supported by evidence and/or examples.</i></b></p> <p>General aspects of text type are evident, <b><i>i.e. largely present tense (apart from historical references)</i></b></p> <p>The writers' attitude to the subject may be conveyed, with some attempt to engage the reader, <b><i>i.e. reader must be aware that there <u>are</u> two sides of the argument</i></b></p> <p style="text-align: right;"><b>3–4</b></p>	<p>Paragraphs/sections are evident with related points grouped together <b><i>e.g. paragraph breaks often show the division between the two points of view</i></b></p> <p>Some attempt to sequence relevant ideas logically, <b><i>e.g. introduction/followed by arguments/closing statement may be evident.</i></b></p> <p>Movement between paragraphs or sections, may be disjointed.</p> <p style="text-align: right;"><b>2–3</b></p>
<p>Some material included that is relevant to the task, <b><i>i.e. clear statement of issue under discussion.</i></b></p> <p>Vocabulary is simple and relevant.</p> <p>Some elements of the text type can be seen, <b><i>i.e. it must be an argument with <u>some</u> ideas for and/or against the issue.</i></b></p> <p style="text-align: right;"><b>1–2</b></p>	<p>Some basic sequencing of material grouped by content.</p> <p style="text-align: right;"><b>1</b></p>
<p>No creditable response</p> <p style="text-align: right;"><b>0</b></p>	<p>No creditable response</p> <p style="text-align: right;"><b>0</b></p>

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Sentence structure and punctuation (Wp) 7 marks	Spelling (Ws) 3 marks
<p>Use of complex sentences to provide clarity and emphasis, <b>e.g. by positioning of clauses, using a wide range of connectives (although, since..., as...), varying word order or detailed expansion of phrases such that 'cause and effect' can be identified</b></p> <p>Grammar is almost always accurate throughout the text.</p> <p>Punctuation is used accurately to demarcate sentences and for speech punctuation – <b>errors may occur where structures are ambitious.</b></p> <p>Commas are always used in lists and usually to mark clauses. <b>6–7</b></p>	
<p>Some complex sentences are used to create effect, such as using expanded phrases to develop ideas <b>e.g. noun, adverbial, adjectival, and verb phrases, or a range of connectives (e.g. if, so, because, then).</b></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. <b>4–5</b></p>	<p>Spelling is generally correct throughout. (There may occasional be phonetically plausible attempts at complex words.)</p> <p>Correct spelling of most, not all, polysyllabic words <b>e.g. appear, information, making, possible, possibly, probably, wondering, search.</b></p> <p style="text-align: right;"><b>3</b></p>
<p>A mix of simple and compound sentences. Compound sentences use simple connectives to join clauses, <b>e.g. and, but</b></p> <p>Generally correct grammar, <b>i.e. subject and verb generally agree. Present tense of verbs generally consistent.</b></p> <p>Demarcation of straightforward sentences is usually correct. There may be evidence of comma splicing. <b>NB. If punctuation is totally lacking <u>and</u> other descriptors met then give lower mark here.</b> <b>2–3</b></p>	<p>Spelling of common words, including polysyllabic and compound words, is generally accurate, <b>e.g. friend, another, around, because, anything, something,</b></p> <p>Spelling of plurals and some past and present words is generally accurate, <b>e.g. boxes, clothes, told, stopped, wanted.</b></p> <p style="text-align: right;"><b>2</b></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><b>NB: where more ambitious structures are used with NO simple sentences, begin marking at Box 2 provided 2<sup>nd</sup> descriptor about variation in sentence openings has been met.</b></p> <p><b>Also: learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English.</b></p> <p style="text-align: right;"><b>1</b></p>	<p>Spelling of high frequency words is generally correct, <b>e.g. their/ there, when, were, what, some, etc.</b></p> <p style="text-align: right;"><b>1</b></p>
<p>No creditable response <b>0</b></p>	<p>No creditable response <b>0</b></p>