

Section B: Writing

Question	Answer	Marks
<p>Notes to markers</p> <ul style="list-style-type: none"> • Use the marking grids on the next two pages. • 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 of the criteria have been met but not all. • NO credit to be given for the plan. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>17 What happens next? Continue the story about Tom and Zuma.</p> <ul style="list-style-type: none"> • Where do they go? • Do they find any of the coins? • Do they meet any other characters? </div>		

17	Content, purpose and audience. (Wa)	8
	Text structure and organization. (Wt)	7
	Sentence structure and punctuation. (Wp)	7
	Spelling (Ws)	3
		[Total 25]

Content, purpose and audience 8 marks	Text structure and organisation 7 marks
<p>Content is relevant and developed with imaginative detail using a variety of techniques, e.g. imagery and figurative language.</p> <p>Features of the genre, if required, are clearly established.</p> <p>Uses adventurous and precise vocabulary.</p> <p>Characterisation is shown through actions and reactions during the story.</p> <p>A clear, consistent relationship between writer and reader is established and controlled.</p> <p>Narrative viewpoint is clear with the style established to engage the reader's interest throughout. 7–8</p>	<p>Clear structure with well-organised material within paragraphs.</p> <p>Paragraphs are used to structure the narrative e.g. there is an appropriate build up and resolution of the main event, as a refinement of previous box.</p> <p>Chronological or logical links help the development of ideas.</p> <p>Cohesion within and between paragraphs is achieved using devices such as connectives.</p> <p style="text-align: right;">6–7</p>
<p>Relevant content with some detail developed using deliberate choices of vocabulary for the task.</p> <p>Main features of the genre are evident, e.g. ideally fantasy</p> <p>Characters are well described with actions linked to key events. i.e. need to address the idea of searching for coins with reactions of T & Z</p> <p>A clear relationship between writer and reader is established in parts of the story, which engages the reader.</p> <p>Straightforward viewpoint, with a generally appropriate and consistent style. 5–6</p>	<p>Paragraphs are used to help structure the narrative, e.g. signal a change in time, place and/or focus on a different character or event, where the main idea is usually supported by following sentences,</p> <p>Logical sequence with attempts to link ideas evident but not consistent attempts to link ideas with fitting openings and closings, i.e. has to be linked to the stimulus.</p> <p style="text-align: right;">4–5</p>
<p>Content is straightforward with an appropriate balance, e.g. <i>speech, action and description</i>.</p> <p>Vocabulary is simple, with some choices to create interest.</p> <p>At least one event is described, i.e. something happens involving T & Z linked to the search for coins.</p> <p>General features of the genre, if required, are shown, e.g. fantasy (but not required...)</p> <p>Some attempt to engage the reader. 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 <u>in relation to the stimulus</u>. Also, introduction/closing statement may be evident.</p> <p>Movement between paragraphs or sections, may be disjointed.</p> <p style="text-align: right;">2–3</p>
<p>Ideas are mostly relevant to the narrative with a simple plot. i.e. involves T & Z continuing the action (from the museum).</p> <p>Vocabulary is simple and relevant.</p> <p>NB: allow 1st or 3rd person as long as viewpoint consistent (see Box 5/6) 1–2</p>	<p>Some basic sequencing with story ideas evident.</p> <p style="text-align: right;">1</p>
<p>No creditable response 0</p>	<p>No creditable response 0</p>

Sentence structure and punctuation 7 marks	Spelling 3 marks
<p>Use of complex sentences to provide clarity and emphasis, e.g. by positioning of clauses, using a wide range of connectives (although, meanwhile), varying word order or detailed expansion of phrases.</p> <p>Grammar is almost always accurate throughout the text.</p> <p>Punctuation is used accurately to demarcate sentences and for speech punctuation – errors may occur where structures are ambitious.</p> <p>Commas are always used in lists and usually to mark clauses. 6–7</p>	
<p>Some complex sentences are used to create effect, such as using expanded phrases to develop ideas e.g. noun, adverbial, adjectival, and verb phrases, or a range of connectives (e.g. if, so, because, then).</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. 4–5</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 e.g. appear, information, making, possible, probably, wondering, search.</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. and, but</p> <p>Generally correct grammar, i.e. subject and verb generally agree. Past and present tense of verbs generally consistent.</p> <p>Demarcation of straightforward sentences is usually correct. There may be evidence of comma splicing. NB. If punctuation is totally lacking and other descriptors met then give lower mark here. 2–3</p>	<p>Spelling of common words, including polysyllabic and compound words, is generally accurate, e.g. friend, another, around, because, anything, something,</p> <p>Spelling of plurals and some past and present words is generally accurate, e.g. boxes, clothes, told, stopped, wanted.</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>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.</p> <p>Also: learners should gain marks for good English with punctuation errors rather than lose marks for essentially good English. 1</p>	<p>Spelling of high frequency words is generally correct, e.g. their/there, when, were, what, some, etc.</p> <p style="text-align: right;">1</p>
<p>No creditable response 0</p>	<p>No creditable response 0</p>