

Longer writing mark scheme: *Rescued*

Band A Sentence structure and punctuation

Marks available

Assessment focuses:

AF5 vary sentences for clarity, purpose and effect;

AF6 write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.

A1	<p>This band is included to help differentiate writing which, whilst showing some fluency and accuracy, does not merit a mark.</p> <ul style="list-style-type: none">• Simple connectives (<i>and, then</i>) link clauses to convey events in the story (<i>I was in the jungle and I lost my way and it was dark ...</i>). Sentence subjects and verb forms may be repeated (<i>I got tired ... I got hungry ...</i>). Mostly first person and simple past tense, with some variation, but not always controlled. Simple expansion of noun phrases adds limited detail (<i>big boat; hard ground</i>).• Sentences generally correctly demarcated with some attempt to use other punctuation.	0
A2	<ul style="list-style-type: none">• Sentences generally grammatically sound with some use of subordinating connectives to expand ideas in the story (<i>I was hungry so I ate an apple</i>). There is some variation in subjects of sentences, and some variation in tenses, mostly used appropriately (<i>I was trying to escape, then I heard a noise ...</i>). Expanded noun phrases (<i>baking hot sand; sore feet</i>) add relevant detail to the story.• Most sentences correctly demarcated with some use of other punctuation, eg commas for lists, exclamation marks for effect.	1, 2
A3	<ul style="list-style-type: none">• Simple, compound and complex sentences used to develop the story, with some variety of connectives, eg to convey the sequence of events or cause and effect (<i>When I opened my eyes I thought, I'm alive!</i>). Adaptation of verb forms usually secure, eg to denote different points in the past (<i>I had just got to Australia, it took me ages</i>). Relevant detail built up through noun (... <i>tonnes of wet snow</i>) and adverbial (... <i>through the undergrowth</i>) phrases.• Almost all sentences correctly demarcated with a range of other punctuation, eg some use of commas to mark phrases or clauses, speech marks for dialogue or internal monologue.	3, 4
A4	<ul style="list-style-type: none">• Sentences of varying length and complexity are used to develop the story (<i>I saw the light. I heard voices, then faces appeared. I realised that I was safe at last</i>). Mostly secure shifts between a range of verb forms (<i>It had always been my dream to climb Everest ...</i>). Adverbials (<i>we tried frantically to fix the aerial</i>) or prepositional phrases (... <i>with limited ammunition; ... in the towering waves</i>) add detail economically.• Range of punctuation used, mostly securely, eg dashes or semi-colons to mark the structure of sentences.	5, 6
A5	<ul style="list-style-type: none">• A variety of sentence structures gives clarity and emphasis to the action and ideas in the story, eg using embedded or fronted clauses (<i>Being an explorer, I was used to challenges ...</i>). Secure shifts between verb forms, eg conditionals (<i>I had decided that if the radios didn't work the next day I would ...</i>). Well-selected phrases (<i>murderous troops of baboons ...</i>) and clauses (<i>a deep gorge where crocodiles snapped hungrily</i>) add appropriate detail economically, or enhance narrative.• A full range of punctuation is used correctly, for clarity and sometimes for effect.	7

- A6**
- Wide variety of structures used confidently to create a well-developed and effective story. Range of verb forms used to enhance narrative. Condensed or elaborated phrases or clauses used for both detail and effect (*He sat under a tree, shuddering horribly, as cold beads of sweat trickled down his sunken blue cheeks*).
 - A full range of punctuation is deployed to enhance meaning and to create particular effects.

8

Band B Text structure and organisation

Marks available

Assessment focuses:

AF3 organise and present whole texts effectively, sequencing and structuring information, ideas and events;

AF4 construct paragraphs and use cohesion within and between paragraphs.

B1 This band is included to help differentiate writing which, whilst showing some fluency and accuracy, does not merit a mark.

- Overall structure of the story is simple, eg chronological account of events, with some sections to indicate main parts of narrative.
- Within sections ideas mainly linked through content, with some use of pronouns for continuity (... *me and Wendy were the only ones left we were too tired to carry on*).

0

- B2**
- The story has a clear structure, with some use of sections or paragraphs to distinguish different parts of the narrative. The opening is clear (*Things started to go wrong when ...*) and there are generally simple chronological transitions between sections (*The next day ... ; after that ...*) but sometimes awkward.
 - Paragraphs or sections are mostly organised around one event or incident, with some expansion or linking, eg by describing actions or feelings (*I got scared and upset. I was all alone with no-one or thing to help ...*).

1, 2

- B3**
- Paragraphs or sections support the overall structure of the narrative, helping to sequence episodes effectively, eg by clarifying temporal sequence of events (*It was the third day of our expedition; ... I'd finally arrived in Australia*). Some attempt at an effective opening or ending (*I know next time I'll have to be more careful*).
 - Within paragraphs or sections, main ideas are developed by relevant detail or example, eg to move the story forward (*I had always wanted to go there since I was little, and now was my chance*). Some attempt to establish effective links between sentences, eg by pronouns (*I could see a stream. It ran through the forest towards the sea*) or connectives (*However, I decided to carry on ...*).

3, 4

- B4**
- The structure of the story is clarified by the use of paragraphs, which are linked or sequenced in a variety of ways, eg adverbials (*Finally, a week after we had set off ...*) or topic sentences (*Now the heat was really hitting me*) used to set up next stage in story. The opening is engaging and the ending appropriately rounds off the narrative, eg by reflecting on the experience (*I am so lucky to be here today. I so nearly wasn't*).
 - Within paragraphs, a range of linking devices used, eg to integrate action and narrator's thoughts (*My heart thumped in my chest as I packed up camp; ... I ignored the pounding in my chest and set off into the forest*) and fluency is aided by a variety of links between sentences, eg through connectives (*But I had already made my choice*) or adverbials (*Luckily I managed to ...; having travelled south-west for two days ...*).

- B5**
- The whole story is structured for effect, eg by withholding information (*It was only then I realised that the noise I had been hearing was ...*). Paragraphs are clearly sequenced and linked, and some narrative threads may be tracked throughout (*It turns out Jack had pressed the emergency button while having his heart attack, and a search team had been searching for me ever since ...*). The ending is well integrated into the narrative (*It was a horrible experience I'll never forget. Sometimes, I re-live it clearly still in my mind*).
 - A range of techniques is used confidently to support cohesion within paragraphs, eg skilfully managed reference chains (*my blood dripped into the water ... of course it was only a matter of time ... a few metres away a shark fin appeared*).

7

- B6**
- The whole piece is shaped and controlled to create a well-crafted and coherent story: from the opening, the structure is manipulated to lead the reader through a series of deliberately sequenced paragraphs to an appropriate and effective ending.
 - Within paragraphs, a well-judged range of devices contributes to effective cohesion.

8

Band C Composition and effect

Marks available

Assessment focuses:

AF1 write imaginative, interesting and thoughtful texts;

AF2 produce texts which are appropriate to task, reader and purpose.

C1 This band is included to help differentiate writing which, whilst showing some fluency and accuracy, does not merit a mark.

- Some features of a narrative form evident, eg a story opening (*Well I was driving in my car when ...*).
- Evidence of a simple viewpoint (*I am a famous explorer*).
- Some evidence of appropriate style, eg choices of vocabulary for a narrative (*polar bear; frightened*).

0

- C2**
- An appropriate narrative form is maintained, showing some attempts to engage the reader in the story, eg by establishing context (*I was in the jungle somewhere in Africa ...*).
 - Viewpoint is established and maintained, eg character revealed through action (*I thought it would be days before I was rescued so I built a shelter*).
 - Some straightforward stylistic features support the purpose of the writing, eg description of feelings (*I was so glad I found the river*).

1, 2, 3

- C3**
- Appropriate narrative form adapted to engage the reader's attention, eg by developing the context in some realistic detail (*I walked to the pilot's cabin and saw the red emergency lights flashing*).
 - A clear and consistent viewpoint is established and controlled, eg by conveying the feelings or thoughts of the narrator (*I was terrified. I was shivering. I thought it was all over*).
 - Some stylistic features used to add interest to the story, eg precise choice of vocabulary to describe situation (*suffering from dehydration; losing altitude*) or figurative language for effect (*my head was spinning like a wheel*).

4, 5, 6

- C4**
- Writing achieves its intended purpose of engaging the reader's interest, eg by deliberate sequencing of events. Narrative tone contributes to effectiveness of story, eg dramatic (*I realized in horror that darkness was drawing in!*) or humorous (*The lions were back, and I was their breakfast*).
 - The viewpoint is well-controlled, eg by using the narrator's voice to add interest (*What if I died? Who would know? I am not a religious person, but right then I prayed*).
 - A range of stylistic features supports the chosen style for the story, eg well-chosen figurative language (*I stalked up silently like a cheetah*) or exaggeration (*The tarantula was as big as a dinner plate!*) for dramatic effect.
- 7, 8, 9**
- C5**
- Chosen narrative form deliberately adapted to create a convincing and entertaining story, eg through realistic detail (*attached to our belts we had GPS handsets and maps in case they failed*) or skilfully integrating thoughts and feelings with the action (*when I saw my rescuers, I thought I was having hallucinations*).
 - The viewpoint shows some complexity in perspectives, eg moving skilfully between present and past (*I longed for the comforts of home, my cosy bed, the hot shower. Even now writing this it brings tears to my eyes*).
 - A range of well-chosen stylistic features is used effectively, eg to create atmosphere (*Suddenly a great carpet of grey crept over the shining blue sky*) or produce tension (*My pilot was slumped limp and lifeless across the controls*).
- 10, 11, 12**
- C6**
- The chosen narrative form is skilfully exploited to position the reader, eg through the careful integration of action, detail and reflection, through variation of tone or build up of suspense.
 - A strong individual voice is sustained, communicating complex perspectives, eg reflecting on the outside world, or conveying an idiosyncratic perspective (*I had that sickly feeling in my stomach that you get on a rollercoaster, as you creep up one side, knowing that in seconds you'll be plummeting down*).
 - A range of stylistic features is employed consistently well, contributing to the impact of the whole story and supporting the chosen form and viewpoint.
- 13, 14**