

## Key Stage 3 : Non-fiction Writing Mark Scheme

	<b>Communication and organisation</b> <i>12 marks</i>	<b>Vocabulary, sentence structure, spelling and punctuation</b> <i>8 marks</i>
Band 5	<b>11-12 marks</b> <ul style="list-style-type: none"> <li>Shows clear understanding of the purpose and format of the task</li> <li>Shows clear awareness of the reader /intended audience</li> <li>Register is appropriately adapted to purpose / audience</li> <li>Content is developed and appropriate reasons are given in support of opinions / ideas</li> <li>Ideas are organised into coherent arguments</li> <li>There is some shape and structure in the writing (paragraphs are used to give sequence and organisation)</li> <li>Communication has clarity and fluency</li> </ul>	<b>8 marks</b> <ul style="list-style-type: none"> <li>there is a variety of sentence structure</li> <li>control of sentence construction is mostly secure</li> <li>a range of punctuation is used, mostly accurately</li> <li>most spelling, including that of irregular word, is correct</li> <li>control of tense and agreement is mostly secure</li> <li>vocabulary is beginning to develop and is used with some precision</li> </ul>
Band 4	<b>8-10 marks</b> <ul style="list-style-type: none"> <li>Shows some awareness of the purpose and format of the task</li> <li>Shows awareness of the reader / intended audience</li> <li>A clear attempt to adapt register to purpose / audience</li> <li>Some reasons are given in support of opinions and ideas</li> <li>Limited development of ideas</li> <li>Some sequencing of ideas into paragraphs (structure / direction may be uncertain)</li> <li>Communication has some clarity and fluency</li> </ul>	<b>6-7 marks</b> <ul style="list-style-type: none"> <li>Some variety of sentence structure</li> <li>There is some control of sentence construction</li> <li>Some control of a range of punctuation</li> <li>The spelling is usually accurate</li> <li>Control of tense and agreement is generally secure</li> <li>There is some range of punctuation</li> </ul>
Band 3	<b>5-7 marks</b> <ul style="list-style-type: none"> <li>Basic awareness of the purpose and format of the task</li> <li>Shows basic awareness of the reader / intended audience</li> <li>Some attempt to adapt register to purpose / audience (e.g. degree of formality)</li> <li>Some relevant content despite uneven coverage of the topic</li> <li>Content may be thing and brief</li> <li>Simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order)</li> <li>There is some basic clarity but communication of meaning is limited</li> </ul>	<b>4-5 marks</b> <ul style="list-style-type: none"> <li>Limited range of sentence structure</li> <li>Control of sentence construction is limited</li> <li>There is some attempt to use punctuation</li> <li>Some spelling is accurate</li> <li>Control of tense and agreement is limited</li> <li>Limited range of vocabulary</li> </ul>
Band 2	<b>3-4 marks</b> <ul style="list-style-type: none"> <li>Some awareness of purpose, format and intended audience.</li> <li>Some understanding of structure and presentation</li> <li>Some organisation / sequencing – may use headings.</li> <li>Some meaning</li> </ul>	<b>2-3 marks</b> <ul style="list-style-type: none"> <li>writing is limited to words and phrases</li> <li>limited attempt to use punctuation – full stops and capital letters</li> </ul>
Band 1	<b>1-2 Marks</b> <ul style="list-style-type: none"> <li>Some words have relevance</li> <li>Some words are appropriate for audience</li> <li>No paragraphs</li> <li>Some knowledge about form</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>Some words spelt correctly</li> <li>Confused syntax</li> <li>No punctuation</li> <li>No suffixes</li> </ul>
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit

## Key Stage 3 : Narrative Writing mark scheme

	<b>Communication and organisation</b> <i>24 marks</i>	<b>Vocabulary, sentence structure, spelling and punctuation</b> <i>16 marks</i>
Band 5	<b>20-24 marks</b> <ul style="list-style-type: none"> <li>the writing is mostly controlled and coherent (plot and characterisation show some detail and development)</li> <li>the writing is organised (narrative has shape and direction)</li> <li>structure and grammatical features are used with some accuracy to convey meaning</li> <li>communication is clear but limited in ambition</li> </ul>	<b>14-16 marks</b> <ul style="list-style-type: none"> <li>there is variety in sentence structure</li> <li>control of sentence construction is mostly secure</li> <li>a range of punctuation is used, mostly accurately</li> <li>most spelling, including that of irregular words, is correct</li> <li>control of tense and agreement is mostly secure</li> <li>vocabulary is beginning to develop and is used with some precision</li> </ul>
Band 4	<b>15-19 marks</b> <ul style="list-style-type: none"> <li>there is some control and coherence (some control of plot and characterisation)</li> <li>there is some organisation (narrative is beginning to have some shape and development)</li> <li>structure and grammatical features are used to convey meaning</li> <li>communication is limited but clear</li> </ul>	<b>11-13 marks</b> <ul style="list-style-type: none"> <li>some variety of sentence structure</li> <li>there is some control of sentence construction</li> <li>some control of a range of punctuation</li> <li>the spelling is usually accurate</li> <li>control of tense and agreement is generally secure</li> <li>there is some range of vocabulary</li> </ul>
Band 3	<b>10-14 marks</b> <ul style="list-style-type: none"> <li>there is basic control and coherence (a basic sense of plot and characterisation)</li> <li>there is basic organisation (paragraphs may be used to show obvious divisions)</li> <li>there is some use of structure and grammatical features to convey meaning communication is limited but some meaning is conveyed</li> </ul>	<b>7-10 marks</b> <ul style="list-style-type: none"> <li>limited range of sentence structure</li> <li>control of sentence construction is limited</li> <li>there is some attempt to use punctuation</li> <li>some spelling is accurate</li> <li>control of tense and agreement is limited</li> <li>limited range of vocabulary</li> </ul>
Band 2	<b>5-9 marks</b> <ul style="list-style-type: none"> <li>there is a beginning, middle and an end</li> <li>there may be paragraphs or attempt to organise text into sections</li> <li>communication is unclear and little meaning is conveyed.</li> </ul>	<b>4-6 marks</b> <ul style="list-style-type: none"> <li>writing is limited to words and phrases</li> <li>spelling is sometimes phonetic</li> <li>limited attempt to use punctuation</li> <li>some simple spelling rules are known</li> </ul>
Band 1	<b>1-4 marks</b> <ul style="list-style-type: none"> <li>free writing</li> <li>some words have relevance</li> <li>no paragraphing</li> </ul>	<b>1-3 marks</b> <ul style="list-style-type: none"> <li>simple vocabulary, often monosyllabic</li> <li>no attempt to use punctuation</li> <li>no subordination e.g because, when, if</li> <li>a reliance on the conjunction 'and'</li> </ul>
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit

## Key Stage 3 : Literature mark scheme

<b>Band</b>	<b>A01</b>	<b>A02</b>	<b>A03</b>
<b>5</b> <b>33-40 marks</b>	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the text, with engagement; support and justify their responses by appropriate direct reference to the text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.	Candidates: show an understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
<b>4</b> <b>25-32 marks</b>	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the text, with some engagement; support and justify their responses by some direct reference to the text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.	Candidates: show some understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
<b>3</b> <b>17-24 marks</b>	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the text, with a little engagement; may support and justify their responses by some general reference to the text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	Candidates: show limited understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
<b>2</b> <b>9-16 marks</b>	Candidates: Are able to retell / recall, in detail, the key features of a text i.e. character, setting and plot; some attempt to complete task; occasional appropriate register and knowledge of text.	Candidates: may make some basic inferences based on language; may offer some meaning to words found in a text; may spot a simile.	
<b>1</b> <b>1-8 marks</b>	Candidates: can retell / recall, in paraphrase, the key features of a text i.e. character, setting and plot; there will be no attempt to use quotations.	Candidates: May find specific information in simple texts and comment	
<b>0 marks</b>	Nothing worthy of credit	Nothing worthy of credit	Nothing worthy of credit

A cumulative total of marks will be counted before applying the grade boundaries below

## **Grade boundaries**

### **Narrative:**

0 = nothing of credit

1-8 = U1

9-14 = U2

15-19 = U3

20-26 = 1

27-29 = 2

30-32 = 3

33-37 = 4

38-40 = 5

### **Non-fiction writing:**

0 = nothing of credit

0-3 = U1

4-6 = U2

7-9 = U3

8-10 = 1

11-13 = 2

14-16 = 3

17-18 = 4

19-20 = 5

### **Literature:**

0 = nothing of credit

1-8 = U1

9-14 = U2

15-19 = U3

20-26 = 1

27-29 = 2

30-32 = 3

33-37 = 4

38-40 = 5