

English

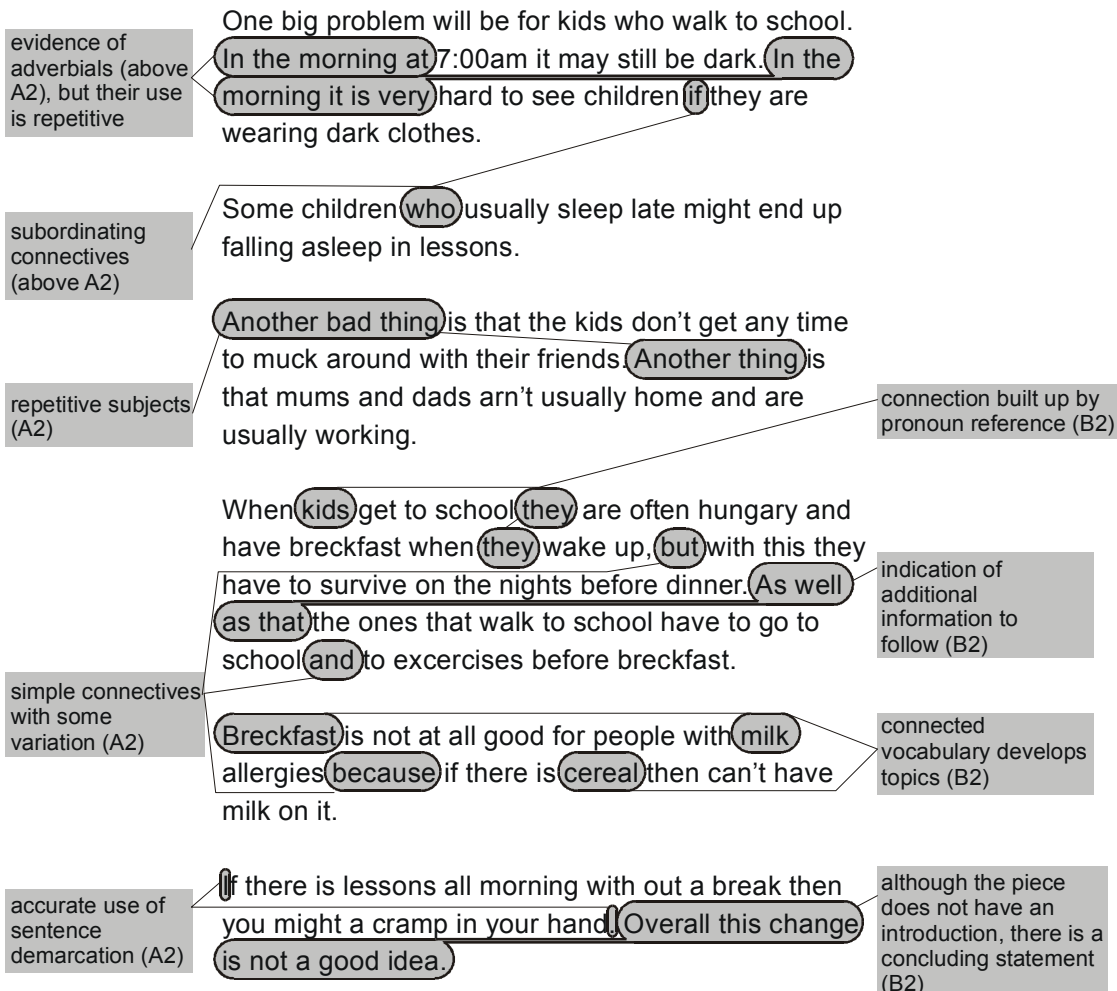
Writing Test Exemplars

2004

1. Time for a Change?

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION



SENTENCE STRUCTURE & PUNCTUATION

Summary

Some sentence features (adverbials, subordinating connectives) characteristic of A3, but repetition of sentence openings and very limited evidence of commas keeps the mark at the top of Band A2.

Band A2 – 3 marks

COMPOSITION & EFFECT

- Some relevant content and explanation of ideas (*because if there is cereal*); address to audience less secure (switches between *kids* and *you*) (C2).
- Writing expresses opposition to new timetable (*big problem*) (C2).
- Some vocabulary supports persuasive purpose (*survive*) or is specific (*allergies*), but elsewhere simple terms are used (C2).

Summary

There is some evidence of the development of content and the piece maintains a simple but clear point of view. Greater use of persuasive vocabulary would be necessary for a mark in the higher band.

Band C2 – 5 marks

TEXT STRUCTURE & ORGANISATION

Summary

The piece has some overall shape, and there is evidence of connections within the text; greater grouping of ideas and organisation within paragraphs would be necessary for Band B3.

Band B2 – 3 marks

2. Time for a Change?

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

some variation in use of modal verbs (A3)	I think the new timetable is great! I love the fact we can do alot of sport because I think I'm a sporty person. Also as you may not know, I love working so I agree with the amount of time we have for lessons.	brief introductory statement (B2)
adverbials help to vary sentence openings (A3)	Sometimes I think assembalys fun but I'm not too sure about the arrangement about the assembly time. If we have breakfast at school I think that	additional information indicated (B2)
sentence demarcation secure (A3)	minght be a problem because some people are fussy eaters and they may not have anything. Now the registration thing I think can be a bit of a problem with	use of pronoun to refer back (B2)
use of comma to separate parts of sentence (A3)	me because I hate registration and as it says on the time table there is alot of time being spent on that. I have quite alot of bad points to be made too firstly,	attempts to indicate divisions between sections of text (B2), but effect weakened as content not always grouped logically (registration)
adaptation of verb form (passive) (above A3), but elsewhere limited variety of subordinating connectives	just don't really agree with the assembly because I think some kids would prefer to do some work instead. Also I do think it's good because I think when teachers read things out to you I think it's fun and I adore him practice because I love singing. And another bad thing I think is Registration because again we could be learning things.	
some weaknesses in the control of longer sentence structures (below A3)		

SENTENCE STRUCTURE & PUNCTUATION

Summary

Some variety of adverbials and modals suggests Band A3; there is also mostly correct sentence demarcation. Less repetition of connectives and more control over the development of long sentences would be necessary for the higher mark in this band.

Band A3 – 4 marks

COMPOSITION & EFFECT

- A series of opinions, with some explanation, covers several areas of content (C2); however initial support for new timetable unbalanced by main emphasis on problems.
- Writer's attitude is expressed (*I agree with*) (C2), although views are not consistently held.
- Some vocabulary supports persuasive purpose (*love, adore*) (above C2), but other choices are unspecific and repetitive (*registration thing, read things, bad thing*).

Summary

The writing expresses relevant views about several aspects of the new timetable, with some development and attempts to use language persuasively. However, weakness in consistency of purpose keeps the mark within Band C2.

Band C2 – 5 marks

TEXT STRUCTURE & ORGANISATION

Summary

Some simple overall organisation of text together with some use of cohesion lead to Band B2. However, weaknesses with the grouping of similar ideas suggest the lower mark in this band.

Band B2 – 2 marks

3. Time for a Change?

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

some variation of modal verbs (A3), but also some repetitive use (below A3)

use of commas to separate phrase (A3)

subordinate clause expands sentence (A3)

verb forms varied and adapted (above A3) to refer to: continuous action

future time

past time

adverbial varies sentence construction (A3)

conventional organisational words and phrases are integrated into the text, helping to give overall structure (B3)

logical link within the paragraph connects a related point (B3)

organisation within the paragraph: an opinion is given and then backed up with reasons (B3)

connections maintained by reference back to previous ideas (B3)

Firstly, I would like to say that the new timetable may have many good points but also a few bad points. Unfortunately you will have to get up early, and will have to have enough energy to do some energetic exercises. Although you will be getting up early, that will result in you having the whole afternoon off. You will have 4 hours of tiring work non-stop with no break, but then you will have them over and done with so you can relax and enjoy yourself in the afternoon. Furthermore the lessons wouldn't be spread out so you would be very busy. Although you may think that you won't be very energetic for the exercise session at 7.20am it may help you to wake up and help you to concentrate more when you are doing your work. However, you will get a fair bit of homework so I think the homework club is an excellent idea. You will be able to get all your homework done, so you have more time to do some sport and other fun things. In conclusion to what I have said so far I think the new timetable is a fairly good idea. although you have to get up early, it may result in a few students being late. I hope what I have said has been interesting and worth listening too.

Thank you.

SENTENCE STRUCTURE & PUNCTUATION

Summary

Extended sentences, adverbials and some accurate use of commas with mainly secure sentence demarcation suggest Band A3; evidence of adapted verb forms (above A3) takes the mark to the top of the band. Less repetition of modal verbs and greater range of punctuation would be necessary for the higher band.

Band A3 – 5 marks

COMPOSITION & EFFECT

- The opinion piece is clearly in support of new timetable: writing anticipates possible concerns (*Although you may think*) and emphasises advantages (*help you to concentrate*) (C3); the effect is slightly weakened by ordering of points and limited appeal.
- Writer portrayed as giving careful consideration to both sides and coming to a reasoned conclusion (C3).
- The polite style (*would like to say*) is supported by formal language (*In conclusion*), and some words help to persuade (*relax, enjoy*) (C3); however, word choice is mostly unadventurous.

Summary

A series of relevant points designed to persuade a school audience is presented, suggesting Band C3. More effective ordering of points and more use of vocabulary to interest and appeal would be necessary for a higher mark in this band.

Band C3 – 6 marks

TEXT STRUCTURE & ORGANISATION

Summary

Organisational devices – used meaningfully to guide the reader through the text – together with some elaboration of topics with explanation lead to Band B3; more consistent development of paragraphs at the beginning of the text would be necessary for the higher band.

Band B3 – 5 marks

4. Time for a Change?

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

sentence boundary ignored (below A3)	There is no reason why we should start school earlier we will be at school for the same amount of time any way. The Registration should take no more than five minutes so our assembly will only be fifteen minutes long! We won't fit a lot	reference to previous idea helps maintain links (B3)
variation in modals (A3)	in fifteen minutes. Usually we <u>would</u> have a story a song and a prayer and we only just manage to fit <u>all that</u> in half an hour.	
use of comma splice (below A3)	There is no reason why we <u>should</u> change times, all it's doing is making us go to school earlier!	paragraphs used to group ideas (B3), but some weaknesses in development and ordering
subordination introduces conditional into sentence (A3)	We won't get a lot of fresh air there doesn't seem to be enough time to go outside for a few minutes! The only fresh air we will get is from the sports club and sometimes you don't have to go outside to do sports!	
adverbial phrase begins sentence (A3)	<u>If school closes at 1:30pm</u> that means most of us won't get any dinner until about 2:00pm we wouldn't have eaten for five and 1 half hours! We won't have enough energy to get through the day. <u>Without fresh air or food</u> we won't have enough energy to do work and sports and <u>if we get up earlier</u> we will be tired.	paragraph develops an idea (hungriness) (B3), but focus not entirely sustained (returns to 'fresh air' theme)
comma supports division within sentence (A3)	If we get homework when are we supposed to do it. We will be spending too much time catching up on food drink and fresh air. And we would probably go to bed earlier to catch up on some sleep. So you see theres no need in doing something if <u>you</u> don't really need to do it. And <u>we</u> don't need to change the times and come to school earlier. <u>Everything</u> would be fine if we just stay the way we are.	
variation in subjects (A3)	I've got a question, <u>why do we need this and why do you want this.</u> Nothing will change. I have to say in my opinion I think everyone would like it if we stuck to our normal times. I've given you enough reason now <u>try give us some reasons why you want to change the times</u> or do you agree with everyone else?	final paragraph emphasises writer's view and provides conclusion (B3)
questions and an imperative add variety to sentence types (above A3)		

SENTENCE STRUCTURE & PUNCTUATION

Summary

Sentence variety is created by modals, adverbials and subordination, suggesting Band A3. However, weaknesses in punctuation, including sentence demarcation, limit the award to the lower mark in Band A3.

COMPOSITION & EFFECT

Band A3 – 4 marks

- Writing persuades by emphasising negative impact of change (*wouldn't have eaten for five and 1 half hours!*) (C3), although there is some repetition of points.
- Writer's expression of strongly held views suggests concern for situation (C3).
- Direct address (*we, So you see*) (C3); rhetorical questions (above C3) consistent with spoken approach; some simple vocabulary used repetitively (*food, fresh air*) (below C3).

Summary

Writing engages with direct address; views are supported with explanation; sustained approach gives evidence for Band C3. Less repetition of ideas and greater use of vocabulary to persuade would be necessary for a higher mark in this band.

Band C3 – 7 marks

TEXT STRUCTURE & ORGANISATION

Summary

Grouping of points, mostly supported by paragraph divisions, allows organisation of whole text and gives evidence for Band B3. More consistent development of ideas within individual paragraphs would be needed for the higher mark in this band.

Band B3 – 4 marks

5. Time for a Change?

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

I think that it would be an excellent idea to change the school timetable to the one proposed. It may mean getting up very early in the morning, but after a while you would get used to it!

variation in sentence type: imperative (A4) **varied reference to the new timetable avoids repetition (B4)**

This scheme is all ready in use in France, so now **lets make it happen** in Britain as well.

If we had our Registration and Assembly in the morning we would know what was going on in that day before it happened. **It would** mean we would all know what to expect. **It would** take a lot of stress out of our lives as well so we know what to expect in the lessons. Also, we usually sing in assembly, so that would help us to wake up a bit more.

some repetition of sentence opening (below A4) **developed paragraph: main idea introduced and consistently supported by explanation (B4)**

The idea of having an exercise session - or P.E or Games - is simply excellent. **It would** make us a lot more healthy because it is so early. Usually it would have been in the afternoon when we were all still a bit tired from break time and the other lessons. Also for those who haven't woken up yet **figuritvly speaking** it would be great to sort them out.

range of punctuation within the sentence: dashes and commas used to enhance meaning (A4)

I really like the idea of having breakfast in school because it means you could talk to your friends and refresh yourself after that tiring **but fun** exercise session.

I especially like the idea of having all the lessons in one big block! Usually you would just be arriving at school now, but if this new timetable was introduced you would all ready have got three out of the five parts of the day over with!! Another good thing about lessons being in one big block is that you get the usual three lessons all together instead of bieng spread out all through the day.

less successful idea development weakens paragraph (below B4) – some overlap and repetition of points

longer, complex constructions used in combination with short, simple sentences and phrases for emphasis (above A4) **paragraph development: contrast used to expand topic (B4)**

If the old school day was kept you would only be half way through it, **but** if the new one was introduced you would only have one hour to go before you went home. The final part of the day would be the easiest - and the funniest. **Sport or Homework club.** An excellent way to end the day.

So you know the right choice to make. **It's obvious!**

SENTENCE STRUCTURE & PUNCTUATION

Summary

Varied sentence structures and types, along with a range of correctly placed punctuation, suggest A4; further variation of sentence openings would be necessary for the higher mark in this band.

Band A4 – 6 marks

COMPOSITION & EFFECT

- Range of persuasive approaches combined, including enthusiastic direct address (*lets make it, you know*) and encouragement (*you would get used to it*) (C4). However, there is some content reiteration.
- Writer adopts knowledgeable stance (*all ready in use in France*) and appears convinced of own opinions (C4).
- Formal style almost always maintained through vocabulary choice (*propossed, scheme, figuritvly speaking*). Persuasive language interwoven with content (*would all ready have got three out of the five parts of the day over with*) (C4).

Summary

Thorough coverage of points combined with a confident, persuasive explanation of views lead to an award in Band C4; less repetition of content would be necessary for the higher mark in this band.

Band C4 – 9 marks

TEXT STRUCTURE & ORGANISATION

Summary

Evidence of overall shape and paragraph divisions support grouping of content; more consistency of within-paragraph organisation would be necessary for the higher mark in this band.

Band B4 – 6 marks

6. Time for a Change?

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

additional words for nuance and emphasis (A4)	As you will probably know, our school is thinking of making some very big changes to the timetable. We have been asked to talk to you today about our reactions on this new timetable. These are my views.	introductory paragraph establishes context and clarifies purpose of speech (B4)
adaptation of verb forms extends scope of time reference (A4): continuous action, passive	The school would open at 7.00. This is a very early start and would mean pupils having to get up extremely early, especially people like me, who have to catch a bus in the morning.	reference back to previous sentence increases connections and avoids repetition (B4)
variety of subordinating conjunction (A4)	The combined registration and assembly time is only 20 minutes, and since registration takes at least 5 minutes, by the time everyone is in the hall, there would only be about 10 minutes for assembly. Therefore we could not talk as fully about things as we do now, and would not be able to have us children speak to you as I am doing now.	
secure and varied use of commas to support meaning (A4)	On the plus side , we have a 40 minute exercise session to wake us up before having our breakfast in the hall. I think this is a wonderful idea and would be nice to have breakfast with your friends, but breakfast should be before Exercise session, registration and assembly, yet still at 8.00.	contrast with previous paragraph is made clear (B4)
some variation in sentence type used for effect (A4)	Another thing I like about the new timetable is the fact that instead of 5 hourly lessons, there is only four, and to make up that extra hour there is a sport or homework club. I'm sure that you, like me, love the idea of having a homework club. Not having to do homework at home? Brilliant!	
range of punctuation (A4) includes possessive apostrophe	There does not seem to be a lunch hour in this new timetable, so you would have to have your lunch after school closed, which would be a very late lunch. Therefore although the new timetable has many good points, I still feel strongly the school's timetable should stay the way it is.	conclusion given, although opportunity for paragraph division ignored (below B4)

SENTENCE STRUCTURE & PUNCTUATION

Summary

Evidence of a good range of simple and complex structures and verb forms used to extend meaning, together with commas and other punctuation, leads to Band A4; greater use of varied sentence type or word order for effect needed for the higher mark in this band.

Band A4 – 7 marks

COMPOSITION & EFFECT

- Coverage of points is thorough as consideration is given to both sides of the argument; adaptation evident in selection and emphasis of most appealing points (*Not having to do homework at home?*), although weakened by brief conclusion (C4).
- Writer positioned as one of the pupils gives impression of identifying with audience's concerns (*I'm sure that you, like me*) (C4).
- Simple, direct language increases immediacy of speech (*as I am doing now*); strategic use of emotive adjectives (*wonderful, Brilliant*) to persuade (C4).

Summary

Adaptation and effective use of stylistic choices to present the writer's opinions in an appealing way merit the award of 10 marks; more effective use of conclusion to reinforce points would be necessary for the highest mark in this band.

Band C4 – 10 marks

TEXT STRUCTURE & ORGANISATION

Summary

The structure of the text is clarified for the reader and links are developed within paragraphs, suggesting Band B4. Further consistency of paragraph divisions towards the end would be necessary for the higher mark in this band.

Band B4 – 6 marks

7. Eyewitness

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Date of accident	7/12/02	Time of accident	18:00
What happened Well, I was walking home from a bad day at school when I head a sqwel that come from a heghe. I bent down to look and I saw five baby fox's! So I carried on home to tell my mum (shes a animal doter). I was about half way when a car came zooming past me (going about 60-70 mph.) I carried on walking when I heard a crash the car had swerved out of the way of a fox. The car was red and small. I run to see if the diver was ok. He was and so was the fox, but the car was unfrountert. The fox, old ran up the road not relising what had happened.			

noun phrase with simple expansion (D2)

sentences start repetitively (D2)

simple phrase to describe (D2)

simple phrase to indicate position (D2)

relationship between events indicated (D2)

accurate use of exclamation mark (D2)

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION

Despite some insecure use of tense (*come, run*), sentence structures include evidence of simply expanded phrases and some development to clarify the order of events. These features, combined with mostly accurate sentence demarcation, lead to an award of 2 marks.

Band D2 – 2 marks

COMPOSITION & EFFECT

- Some description of the car (*red and small*), but other detail (*a bad day*) does not always support the informative purpose of the account (E2).
- Attempts to establish an objective view of the scene (*saw five baby fox's!*) are somewhat limited by the emphasis on the eyewitness's role in the incident (E2).
- Account includes a mixture of informal, conversational language (*Well, ok*) and more formal abbreviation (*mph*). There are some attempts to describe sounds with precision (*sqwel, zooming, crash*) (E2).

Summary

The inclusion of some relevant detail supported by some descriptive vocabulary choices provides evidence for Band E2; however, greater emphasis on information relating to the fox or driver, rather than the eyewitness, would be necessary for the higher mark in this band.

Band E2 – 2 marks

8. Eyewitness

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

	Date of accident	4th November 03	Time of accident	3.25pm
	What happened			
position indicated by simple phrase (D2)	A fox was slowly walking across the road then the driver came speeding down the road. The car tried to swerve away from the fox			
simple connective (D2)	but bash into a tree. As the driver was ok he stepped out of the car to see if the fox was all right. But unforchently the car was badly damaged. The driver tried to catch the fox to make sour It was not hurt. The man called for help I went over and took the man home.			
repetition of subject (D2)	The man phoned the police to let them know what happend. The man gave them a ruth detail of he was speeding. Hopfully the man and the fox was not hurt.			
limited expansion of noun phrase (D2)				
continuous action expressed through verbs (D2)				
	events expresse mainly as a simple sequence (D2)			
	evidence of accurate sentence demarcation (D2)			
	inconsistent capitalisation (below D2)			

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION

Use of simple connectives to link a basic sequence of events, varied by occasional expansion and inclusion of phrases to show position, leads to the award of 2 marks. Mostly accurate sentence demarcation supports the award of this mark.

Band D2 – 2 marks

COMPOSITION & EFFECT

- Some attempt to present detail of event sequence (*called for help, phoned the police*); some explanation for audience (*to make sure it was not hurt*) (E2).
- Writer mostly describes what happened from an objective position (*a tree, The driver*), with occasional comment suggesting writer's attitude (*unforchently, hopfully*) (E2).
- Some vocabulary choices are specific, supporting an accurate depiction of events (*bash, stepped*), but other references are very general (*the car, the fox*) (E2).

Summary

Although the use of detail is not consistent, there is evidence of a simple but relevant account of events to inform the audience. There is sufficient evidence of a detached viewpoint to merit the higher mark in the band.

Band E2 – 3 marks

9. Eyewitness

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Date of accident	4th November 03	Time of accident	3.25pm
What happened			
<p>I was walking along the road when I heard a terrible noise from far of it's like the sound of screeching and squeeling tyres. Suddenly I saw a fox running of unhurt, but now a car came of the road and left a fog of smoke and a disturbing bang.</p>			
<p>The next thing that happend was that the smoke lifted and the car of the door open, to my surprise I saw a unhurt dazed young man. He was very shaken, and of most annoyed of the wreck of the car.</p>			
<p>The car was in a much worse state, the bumbers bent, and the bonnet was in the cab! In fact it was a writeof. Simply for the man he just walked off.</p>			

sentence developed by subordination (D3)

adverbial varies sentence construction (D3)

expanded noun phrase used to convey description (D3)

a variety of relationships between different events are indicated (D3)

attempts to use commas to separate parts of sentences (D3)

some sentence demarcation ignored (below D3)

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION

Although there are some inconsistencies in punctuation, there is sufficient evidence of developed sentence structure and organisation of content just to merit the award of 3 marks.

Band D3 – 3 marks

COMPOSITION & EFFECT

- Several details support the purpose of the account; coverage includes different stages of the changing scene (*fog of smoke / smoke lifted*) and reaction of the driver (*very shaken*) (E3).
- Writer gives the impression of a detached observer; personal opinions (*terrible, to my surprise*) are evident but are not the focus of the account (E3).
- Some descriptive words are carefully chosen for effect (*screeching, squeeling*); formal style apparent in description of car (*tyres, bumpers, bonnet*), although not completely sustained (*a writeof*) (E3).

Summary

This piece presents a fairly comprehensive account of the incident, including detail about how events unfolded and the consequences for the driver, car and fox. To gain a higher mark in this band, greater consistency of style would be necessary.

Band E3 – 4 marks

10. Eyewitness

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Date of accident	12/3/03	Time of accident	4:00 pm
What happened			
some repetition of sentence openings (below D3)	I was walking home from school and it was a nice clear sunny day. But something happened.		
expanded phrase for spatial description (D3)	I was nearly home when I saw a little fox on the opposite side of the road, now I'm an animal lover, so I thought It was cool seeing a fox, so, not thinking I shouted across the road, "Come here Foxie! c'mon, c'mon." The fox ran across the road, but I only just noticed the car coming towards it. The man who was driving the car saw		
adverbial varies sentence construction (D3)	it just in time and he swerved the car, but unluckily straight into a tree. The fox was so scared it scampered away. But the driver of the car was very upset he had only got the car yesterday and it was wrecked. I was so scared he would blame me I ran home as fast as I could.		
subordinate clause clarifies information (D3)			

sentence shapes account by indicating contrast relationship between previous sentence and next section of text (above D3)

a range of punctuation, including omission apostrophes and commas, is used accurately (above D3), but there is also some inconsistency in sentence demarcation (below D3)

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION

Events are clearly organised, and there is evidence of expanded sentences and correct punctuation. However, some repetition of sentence structures and insecure sentence punctuation limits the mark to Band D3.

Band D3 – 3 marks

COMPOSITION & EFFECT

- The account describes the whole chain of events; explanation of the eyewitness's thoughts and actions engages but is also mostly relevant to the incident (*not thinking I shouted...*) (E3).
- The writer chooses to involve the eyewitness directly in the incident; however, an informative approach to events is also maintained (E3).
- A conversational style is adopted (*now, cool*) and held fairly consistently; some vocabulary choices support precise description (*scampered*) (E3), although others are less specific (*nice*) (below E3).

Summary

The writer's decision to give the eyewitness a role in the accident slightly weakens the focus on the key event; however, the moment-by-moment record of happenings contributes to a full description of the unfolding scene.

Band E3 – 4 marks

11. Eyewitness

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Date of accident	9.4.03	Time of accident	8:35
What happened			
As I was walking to school, a fox came out of nowhere and ran in front of a car. The car was not speeding. Due to the fox running on the road the driver swerved into a tree to dodge the fox. The man was not harmed by this and got out of his car. The fox was not injured and ran into a nearby forest. The car was badly damaged as fumes came from the back of it. The bonnet was in pieces from it colliding with a tree. The man was shocked and shaken up, although not physically injured. I asked the driver if he wanted an ambulance but he replied "No, I'll be fine." As I was there at the time, I phoned the fire brigade to come right away because I was afraid that the car might set alight. I tried to keep the man well away and calmed him down.			

verb forms adapted for purpose (D4): simple past

continuous action

passive

complex sentences with varied connectives (D4)

range of punctuation evident (D4); comma separates sections within a sentence

dashes used appropriately to insert comment into a sentence

omission apostrophe used correctly

text organisation: time-related comments separate sections of the account (D4)

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION

Complex sentence structures and adapted verb forms give evidence for Band D4; accurate punctuation and control over the organisation of the text support the award of 4 marks.

Band D4 – 4 marks

COMPOSITION & EFFECT

- Selection of detail builds a clear picture of events (*fumes came from the back of it, bonnet was in peices*); description covers several aspects of the situation (appearance of car, reaction of driver) (E4).
- Eyewitness's comments suggest careful observation and responsible attitude to the incident (*I was afraid that the car ...*) (E4).
- Stylistic choices include use of technical terms (*colliding, physically injured*) and words that contribute to precise description (*dodge*) (E4).

Summary

The form of an account is adapted to provide a full description of events from an informed point of view. Further coverage of the context of the accident (eg positioning of car or fox at different points in time) would be needed for the higher mark in this band.

Band E4 – 6 marks

12. Eyewitness

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

	Date of accident	13/4/03	Time of accident	3:30 pm
	<p>What happened</p> <p>I was walking home from school taking my normal route, when a small red car came skidding round the bend. Suddenly a fox darted out, it was a young male fox who was limping slightly. He darted out - rather quickly for a fox that was limping - right in front of the car, the car swerved to avoid the creature, it then hit a tree.</p> <p>Steam rose from the bonnet and boot, the front of the car looked like an acordion and a front wheel had rolled off. I thought the driver would be hurt badly but he was not, he stepped out of the car and checked it over, he was a young man, no older than 21 and he had short blonde hair. His red jumper and jeans were dirty and covered with sticks and leaves from the tree.</p> <p>By this time the fox had darted away to safety. From what I had seen and the way the driver was now pacing up and down, talking to someone on his mobile phone, also the fact that the fox had darted away rather quickly, they were both unhurt from the accident. The rescue people then came for the car, and I did not see the fox again.</p>			
expanded noun phrases include subordinate clauses, conveying information economically (D4)				
adaptation of verb forms to express a range of meanings, including time reference and possibility (D4)				
additional words included to suggest nuance of meaning (D4)				
	<p>pronouns and nouns are used in careful combination to provide cohesion to the account, avoid ambiguity and support textual organisation (D4)</p> <p>information is grouped to give shape to each section of text (D4), description of the car; description of the driver</p> <p>commas are used to clarify the structure of long, complex sentences (D4), although elsewhere there is evidence of comma splice (below D4)</p>			

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION

Despite some weaknesses in range and quality of punctuation, ample evidence of complex and varied sentence structures and the consistent control of textual organisation merit the award of 4 marks.

Band D4 – 4 marks

COMPOSITION & EFFECT

- Throughout the account, priority is given to comprehensive coverage of relevant information; detail used to give a full picture of the driver's behaviour at different stages of the incident (E5).
- Events depicted from the point of view of a thoughtful passer-by; careful differentiation of factual detail (*covered with sticks and leaves*) and inference (*From what I had seen*) (E5).
- Stylistic features, including figurative language (*looked like an accordion*), verbs for precision (*skidding, darted, limping*) and formal reference (*normal route*), combine to present an informative, vividly described account (E5).

Summary

The apt selection of content and use of stylistic features to engage and inform produce a developed and purposeful description of events, as if seen through the eyes of an observant witness. The account justifies the award of 8 marks.

Band E5 – 8 marks