

2016 national curriculum assessments

Key stage 2

2016 teacher assessment exemplification: end of key stage 2

English writing

**Working at the
expected standard: Morgan**

Without annotation

Revised March 2016



**Standards
& Testing
Agency**

Piece A: Short story

Following a class reading of 'Tom's Midnight Garden', pupils were asked to write a story, incorporating a time slip between the present and the past, which links the main characters. The pupil uses a significant birthday gift of a photograph as the means by which her character, Anabeth, goes back in time, just as Tom used the clock in the novel.

"Happy 13th Birthday Ana!" Anabeth's mother exclaimed loudly, while handing Anabeth her birthday present.

"Thanks mum," she grinned; "but you really didn't have to get me anything."

"Ahh, come on, I did!"

Suddenly, Ana tore off the blue and pink polka dot wrapping paper, and laughed.

"Wow! Thank you so much! It's just what I ^{needed} ~~wanted~~!"

She smiled at the neon blue pumps.

"Ok. I'm going to go and try them on!" She got up and walked ~~out of the room~~ ^{to the front}.

"Oh... Wait dear, there's another present!" The excited mother was holding a rectangular box wrapped in brown, rusty paper.

Ana stared at the present with sadness. She knew what it was. She knew that as soon as she opened it, she would weep.

"Um... Oh," she cried, "I always tried to forget about that!" Her mother, now whimpering, placed it gently in Anabeth's cold peach hands.

"It's ok," she said sighing, "you don't have to open it."

Ana's mother stroked her daughter on the back.

"No," Ana murmured, while letting her tears fall like raindrops. "I'll open it."

She tore off the mud colored wrapping paper and fell to her knees.

"Dad..." Anabeth cried.

Suddenly, everything started to shake, everything started to disappear, everything was gone, exactly, gone. Soon, it was just Anabeth and the photograph of her family; darkness...

"Mum?" she asked with bewilderment. "Mum? Where am I?"

All of a sudden, Ana fell, and fell, and fell. Then, landed on a mossy surface. The light found itself again. But she was not in her stark living room, like she was seconds ago. Anabeth found herself lying on a battlefield.

Slowly, she got up with ^{congruence} ~~beginning~~ in her head and gear in her eyes. She looked around, and noticed a figure; a tall figure, with dark hair and ocean blue eyes, just like hers. Soon after, there were 5 more figures, 10, 11-thousands... She turned around with gear and legs ready to run, but she couldn't run, she was planted in ^{squelching} ~~stinking~~ mud: mixed with scarlet blood. Before she knew it, there were millions of injured and bloodied soldiers lying on the muddy floor ground...

"Ahhhhhhhh!" She screamed with fright ^{while} ~~and~~ ^{trying} to move her feet, but they wouldn't budge. She needed to get out, she needed to get! But how? Suddenly, she remembered the photo, maybe that was the way back; back to home, back to ~~own~~ her mother. She started to search around her, but she could just not find the picture, it was gone. She Anabeth, allowed her clear tears fall greedily down her cheeks. Ana knew it, this was the end..

Piece E: Balanced argument

Pupils researched the topic of graffiti and explored different, often conflicting, views. They debated and wrote about the topic in various ways. Having learnt about the features of argument, they then wrote this piece to present their views to the local council.

Should Graffiti be made legal?

Some people ^{argue} say that graffiti symbolises a declined neighbourhood. Others say while other people believe it is an ^{expressive} ~~reasonable~~ piece of art, but ~~constantly~~ continuously, both of these opinions are being judged. There is no doubt that this is a raging argument that no is in desperate need of solving.

It is a fact that some graffiti can be considered a work of art yet, on the other hand, some can be spiteful and rude. Consequently, graffiti is mostly on places it shouldn't be on, however there are allocated places for graffiti, so artists can be recognised without getting into trouble.

No one can deny that ^{some} graffiti is offensive and quite scary but if perpetrators get caught writing rude and offensive things then they will be compelled to clean the vandalism off and as well as ~~over~~ get a fine or community service. Some people say it is a bad influence for younger children but, on the contrary, children can be informed that ~~its~~ graffiti vandalism is against the law and ^{can} be brought up in a kind but firm way to be against bad graffiti offensive material.

To conclude my balanced argument, clearly the art version of graffiti is ~~steadily~~ misunderstood unlike ~~unsightly~~ vandalism which, if the artists are caught, ^{they} should get severely punished. I hope you have formed a clearer view on the matter.

Piece F: Science Investigation

Pupils were asked to make predictions about whether different foods could be used to make a circuit. They then undertook a practical activity to investigate the capacity of three different foods to act as a cell and recorded their findings. Following class discussion, pupils wrote up their experiment in full.

Which out of a potato, a lemon and a bread roll acts as a battery?

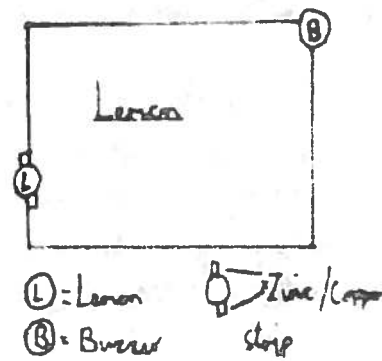
Method:

Last week, we did an experiment testing whether a potato, lemon or a bread roll acts as a cell. My prediction was that the lemon was going to work, and the others weren't. We used two pieces of metal called copper and zinc. Firstly, we would stick the two pieces of metal either side of the object. Then we would connect the red wire to the copper and the black wire to the zinc; after that we would listen for a buzz. If it buzzed, then that would mean the object acted as a cell, ^{and was a conductor of electricity,} but if it didn't then that would mean it wouldn't ^{conduct} electricity.

| Object | WHY? | x | ✓ | Equipment |
|------------|--------------------------|---|---|----------------------------|
| Bread Roll | No moisture. | ✓ | | Zinc Strip Copper Strip |
| Potato | It has moisture. | | ✓ | Lemon Bread Roll |
| Lemon | It has moisture as well. | ✓ | | Potato Wires Buzzer |

Conclusion:

It turns out that the potato and the lemon both worked but the bread roll didn't. This is because of the citric acid in the lemon and the chemicals in the potato - they act as a low-power battery. As we wait for the buzz, the chemicals in the ~~lemon~~ ^{lemon} and potato create a negative charge in the zinc strip, then electrons move from the zinc strip and travel up the wire attached, and travel up to the copper strip, which has become the positive end of the circuit.



Note: you must also refer to the 'Interim teacher assessment frameworks at the end of key stage 2' on GOV.UK as they have not been fully duplicated here.

Interim teacher assessment framework at the end of key stage 2 – writing

Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly* (years 3 and 4)
- spelling some words correctly* (years 5 and 6)
- producing legible joined handwriting.

Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]