



# Edexcel International Primary Curriculum English

Year 6 Achievement Test  
Sample Assessment Material  
and Sample Mark Scheme  
Issue 2

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Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel International  
Primary Curriculum**

**English**  
**Year 6**

**Sample Assessment Material**  
**Time: 1 hour 30 minutes**

Paper Reference

**JEH01**

**You must have:**  
Resources Booklet (enclosed)

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 70.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

## SECTION A

These questions are about Text A: Sea Turtles

Answer ALL questions.

For multiple choice questions, put a cross in each correct box ☒ to indicate your answer. If you change your mind, put a line through the box ~~☒~~ and then put a cross in another box ☒.

1 What can be learned about the planet by looking at sea turtles?

.....

.....

(Total for Question 1 = 1 mark)

2 What is largely to blame for the sea turtle's struggle for survival?

Put a cross ☒ in one box.

- A the condition of the planet
- B people's treatment of oceans and beaches
- C the condition of the environment
- D sea turtles are 100 million years old

(Total for Question 2 = 1 mark)

3 Write out the sentence from paragraph 1 (lines 1 to 5) which **leads** the reader into paragraphs 2 and 3 (lines 6 to 23).

.....

.....

.....

(Total for Question 3 = 1 mark)

4 (a) Green turtles are the only animals to eat sea grass.

Is this statement true or false? Put a cross ☒ in one box.

True

False

(1)

(b) Give a reason for your answer to 4(a)

(1)

**(Total for Question 4 = 2 marks)**

5 Put a cross ☒ in **two** boxes.

Sea grass needs to be kept short so that:

A marine species can survive

B sea turtles can nest

C the grass can grow upwards

D more nutrients are created

E fish and shellfish can breed

**(Total for Question 5 = 2 marks)**

6 How many eggs can a sea turtle lay in one nest?

**(Total for Question 6 = 1 mark)**

7 Read through example 2 (lines 13 to 23) paying attention to the words used to begin sentences.

Underline the word below which tells the reader that the hatching of eggs is not always successful.

This      They      However      But      Therefore

**(Total for Question 7 = 1 mark)**

8 Write a number against these statements (1–5), so they are in the right order:

- Nutrients enable vegetation to grow on the beach.
- Beaches have little growing on them.
- The root systems keep the sand in place.
- Unhatched sea turtle eggs and trapped hatchlings provide nutrients.
- This stops the beach from disappearing.

**(Total for Question 8 = 2 marks)**

9 Sea turtle numbers are dropping.

Tick the boxes below to show which of the following statements are reasons (causes) and which are things that can be done (actions).

Statement	Reason (causes)	Things that can be done (actions)
Turtle Excluder Device (TED)		
crowded beaches at night		
turtle parks		
sun loungers		

**(Total for Question 9 = 2 marks)**



**10** Read the following sentence from Text A.

'Driving on a beach can confuse – or even crush – emerging hatchlings.'

Why has the writer used dashes in this sentence?

.....

.....

**(Total for Question 10 = 1 mark)**

**11** Explain how tyre tracks can extend the time it takes hatchlings to reach the sea.

.....

.....

**(Total for Question 11 = 1 mark)**

**12** Put a cross  in one box.

The main purpose of the text is to:

- A** warn you not to go on the beach at night
- B** tell you about the history of sea turtles
- C** explain the importance of conserving sea turtles
- D** persuade you to become involved in the conservation of sea turtles

**(Total for Question 12 = 1 mark)**

**13** Read the section, 'How can the sea turtle be conserved?' (lines 24 to 36).

How has the writer used language to explain what needs to be done to help save the sea turtle?

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**(Total for Question 13 = 4 marks)**

**These questions are about Text B 'Turtle Rescue'**

**14** In Text B, what name does Kensuke call Michael?

.....

**(Total for Question 14 = 1 mark)**

**15** Find a word or phrase in paragraph 1 (lines 1 to 6) which tells the reader that the event is happening at **night**.

.....

**(Total for Question 15 = 1 mark)**

**16** Paragraph 1 (lines 2 to 7) builds up tension by quickly increasing the numbers of baby turtles that appear.

Number these words and phrases 1–5 so they are in the right order:

- dozens
- alive with them
- another
- hundreds
- a miniscule turtle

**(Total for Question 16 = 1 mark)**

**17** Underline **one** word which shows the baby turtle moved quickly.

*It was a minuscule turtle, tinier than a terrapin, clambering out of a hole in the sand and then beetling off down the beach towards the sea.*

**(Total for Question 17 = 1 mark)**

**18** In Text B, which word or phrase tells the reader that Stella is a dog?

.....

.....

**(Total for Question 18 = 1 mark)**

19 Give a word from paragraph 3 which shows that Kensuke and Michael **both** helped the baby turtles.

.....  
.....  
**(Total for Question 19 = 1 mark)**

20 ‘...we kept our vigil over the mass birth.’

Underline the correct meaning of the word ‘vigil’:

hopes      watch      concentration      faith

**(Total for Question 20 = 1 mark)**

21 Give a phrase from the text which shows that the baby turtles already know how to swim.

.....  
.....  
**(Total for Question 21 = 1 mark)**

22 What did Kensuke and Michael do to help the baby turtles reach the sea?

Tick **two** boxes.

chase birds	<input type="checkbox"/>
stroke them	<input type="checkbox"/>
search in holes	<input type="checkbox"/>
revive them	<input type="checkbox"/>

**(Total for Question 22 = 2 marks)**

23 The phrase ‘all night long’ tells us that Kensuke and Michael spent a long time looking after the turtles.

Give one other phrase which shows how long Kensuke and Michael spent looking after the baby turtles.

.....  
.....  
**(Total for Question 23 = 1 mark)**

**24** Why was Kensuke so tired at the end of the rescue?

.....  
.....

**(Total for Question 24 = 1 mark)**

**25** Give **two** reasons why a reader might want to carry on reading this story:

1.....  
.....

2.....  
.....

**(Total for Question 25 = 2 marks)**

**26** Which **two** of the following are themes of the Turtle Rescue?

Put a cross  in **two** boxes.

- A** Helping animals can have positive results.
- B** Not all baby sea turtles survive.
- C** Birds sometimes eat baby turtles.
- D** People can achieve more if they work together.
- E** People working together argue a lot.

**(Total for Question 26 = 2 marks)**



## SECTION B

### Grammar and punctuation

#### Answer ALL questions

**28** Join the underlined word to the correct part of speech. The first one has been completed for you.

A few were plucked from the water.

preposition

They were taken to the sea's edge.

verb

The infant turtle scurried quickly down to the sea.

adverb

We picked up the sea turtle.

pronoun

**(Total for Question 28 = 3 marks)**

**29** Insert the **two** missing apostrophes in the sentence below.

Lets do what we can to ensure this animals future.

**(Total for Question 29 = 1 mark)**

**30** Insert the missing punctuation in these sentences.

(a) Maria who is very clever girl talked to us about the preservation of animals. (1)

(b) Can I come and see the turtles he asked. (2)

**(Total for Question 30 = 3 marks)**

**31** Complete this sentence using a subordinating connective.

.....there is a storm, this will affect the sea turtle's chances of survival.

**(Total for Question 31 = 1 mark)**

**32** Change this sentence from the present tense to the past tense.

When the baby sea turtle starts to move, some find it frightening.

.....  
.....

**(Total for Question 32 = 1 mark)**

**33** Change this sentence from the active to the passive voice.

The birds had eaten all the eggs.

.....  
.....

**(Total for Question 33 = 1 mark)**

---

**TOTAL FOR SECTION B = 10 MARKS**



## SECTION C

### Writing

**34** Your teacher wants the school to become involved in a project to help endangered animals. Students have been asked to write a letter to **persuade** their teacher that their idea is best.

Write a letter to your teacher, suggesting:

- which endangered animal you could help
- ways your school could become involved
- how the project could help students' education.

The animal could be the sea turtle or any other endangered animal of your choice.

Dear .....,

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Blank writing area with horizontal dotted lines.

**TOTAL FOR SECTION C = 20 MARKS**  
**TOTAL FOR PAPER = 70 MARKS**

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**Pearson Edexcel International  
Primary Curriculum**

# English

**Year 6**

**Sample Assessment Material  
Resources Booklet**

Paper Reference

**JEH01**

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## TEXT A

*This is an extract from a web site about the conservation of sea turtles. Sea turtles are large air breathing reptiles that live in tropical seas throughout the world*

### Sea turtles

#### Why care about sea turtles?

- 1 Much can be learned about the condition of our planet's environment by looking at sea turtles. They have existed for over 100 million years, but suddenly, they are struggling to survive – largely because of what people are doing to the planet's oceans and beaches. Here are two examples of what the extinction of the sea turtle
- 5 could mean for the human species:
1. Sea turtles, especially green sea turtles, are one of the very few animals to eat sea grass. Like normal lawn grass, sea grass needs to be constantly cut short to keep healthy and help it grow across the sea floor, rather than just getting longer. By keeping the sea grass short, sea turtles keep the sea bed healthy. Sea grass beds
  - 10 are important because they provide breeding grounds for many species of fish and shellfish. Without sea grass beds, many marine species would be lost; this would eventually impact on humans.
  2. Beaches do not get very many nutrients during the year, so that is why they have very little growing on them. This is because sand does not hold nutrients very
  - 15 well. But sea turtles use beaches and the lower dunes to nest and lay their eggs. They lay around 100 eggs in a nest and make between 3 and 7 nests during the summer nesting season. Along a 20 mile stretch of beach sea turtles can lay nearly 70,000 kilos of eggs! However, not every nest or egg will hatch – and not all of the hatchlings in a nest will make it out of the nest. But all the unhatched nests,
  - 20 eggs and trapped hatchlings are very good sources of nutrients. Therefore, the beach vegetation is able to grow and become stronger because of the turtle eggs. Stronger vegetation and root systems help to hold the sand in the dunes and protect the beach from wearing away, and eventually disappearing!

#### How can the sea turtle be conserved?

- 25 Some immediate goals for protecting sea turtles include:
- crack down on illegal trade in sea turtles
  - protect nesting beaches by establishing turtle parks
  - stop littering on beaches, or dumping in the sea
  - enforce the Turtle Excluder Device (TED) in commercial fishing nets.
- 30 Another aim is for humans to change their behaviour on beaches. If there are too many people on the beach at night with artificial lighting, this can prevent sea turtles from emerging on to the beach – or even cause females to stop nesting and return to the ocean. Furniture on the beach – such as sun loungers – can put females off nesting; many even become trapped. Driving on a beach can confuse – or even
- 35 crush – emerging hatchlings. Tyre tracks left by vehicles can extend the time it takes hatchlings to reach the ocean and their chances of being caught by a predator.

## TEXT B

After a terrible storm, Michael was washed up on an island in the Pacific. He is befriended by a Japanese man called Kensuke – the only other inhabitant. One night, Michael discovers something interesting on the beach...

### Turtle Rescue

- 1 I thought it was a crab at first. It wasn't. It was a minuscule turtle, tinier than a terrapin, clambering out of a hole in the sand and then beetling off down the beach towards the sea. Then another, and another, and further down the beach, dozens of them, hundreds, maybe thousands, all scuttling across the moonlit sand into the sea.
- 5 Everywhere the beach was alive with them. Stella was nosing at one, so I warned her off. She yawned and looked innocently up at the moon.

I saw that one of them was on its back at the bottom of the hole, legs kicking frantically. Kensuke reached down, picked it up gently and set it on its feet in the sand. 'You go to the sea, little turtle,' he said. 'You live there now. You soon to be big

10 fine turtle, and then one day you come back and see me maybe.' He sat back on his haunches to watch him scuttle off. 'You know what they do, Micasan. Mother turtles, they lay eggs in this place. Then, one night time every year, always when the moon is high, little turtles are born. Long way to go to the sea. Very many die. So always I stay. I help them. I chase birds away, so they do not eat baby turtles. Many years

15 from now, when turtles are big, they come back. They lay eggs again. True story, Micasan.'

All night long we kept our vigil over the mass birth, as the infant turtles made their run for it. We patrolled together, reaching into every hole we found to see if there were any left, stuck or stranded. We found several too weak to make the journey, and

20 carried them down into the sea ourselves. The sea seemed to revive them. Away they went, no swimming lessons needed. We turned dozens the right way up and shepherded them safely into the sea.

When dawn came and the birds came down to scavenge, we were there to drive them off. Stella chased and barked after them, and we ran at them, shrieking,

25 waving, hurling stones. We were not entirely successful, but most of the turtles made it down into the sea. But even here, they were still not entirely safe. In spite of all our desperate efforts a few were plucked up out of the water by the birds and carried off.

By noon it was all over. Kensuke was tired as we stood ankle deep in the water watching the very last of them swim away. He put his arm on my shoulder. 'They

30 very small turtles, Micasan, but they very brave. They braver than me. They do not know what they find out there, what happen to them, but they go anyway. Maybe they teach me a good lesson. I make up my mind. When one day ship come, and we light fire, and they find us, then I go. Like turtles. I go. I go with you.'

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Mark Scheme for paper JEH01

### Section A

Question Number	Answer	Mark
1	One mark for one of the following responses: <ul style="list-style-type: none"> <li>• The condition of the planet's environment</li> <li>• Much</li> </ul>	1

Question Number	Answer	Mark
2	B = people's treatment of oceans and beaches	1

Question Number	Answer	Mark
3	Here are two examples of what the extinction of the sea turtle could mean for the human species.	1

Question Number	Answer	Mark
4a	False	1
4b	1 mark for an appropriate explanation eg: <ul style="list-style-type: none"> <li>▪ <i>It says that it is one of the very few animals so that means it is not all of them.</i></li> </ul> (There must be some reference to 'one of the very few animals')	1

Question Number	Answer	Mark
5	A = marine species can survive E = fish and shellfish can breed	1 1

Question Number	Answer	Mark
6	Accept: <ul style="list-style-type: none"> <li>• 100</li> <li>• Around/about 100</li> </ul>	1

Question Number	Answer	Mark
7	<u>However</u>	1

Question Number	Answer	Mark
8	<p>Correct order as follows:</p> <ol style="list-style-type: none"> <li>1. Beaches have little growing on them.</li> <li>2. Unhatched sea turtle eggs and trapped hatchlings provide nutrients.</li> <li>3. Nutrients enable vegetation to grow on the beach.</li> <li>4. The root systems keep the sand in place.</li> <li>5. This stops the beach from disappearing.</li> </ol> <p>Award one mark for 3 or 4 in the correct order. Award two marks for all 5 in the correct order.</p>	2

Question Number	Answer	Mark															
9	<table border="1"> <thead> <tr> <th>statement</th> <th>reason</th> <th>things that can be done (actions)</th> </tr> </thead> <tbody> <tr> <td>Turtle Excluder Device (TED)</td> <td></td> <td>✓</td> </tr> <tr> <td>crowded beaches at night</td> <td>✓</td> <td></td> </tr> <tr> <td>turtle parks</td> <td></td> <td>✓</td> </tr> <tr> <td>sun loungers</td> <td>✓</td> <td></td> </tr> </tbody> </table> <p>Award 1 mark for 2 or 3 correct answers. Award 2 marks for 4 correct answers for each of 'Reason' and 'Action' (no errors accepted).</p>	statement	reason	things that can be done (actions)	Turtle Excluder Device (TED)		✓	crowded beaches at night	✓		turtle parks		✓	sun loungers	✓		2
statement	reason	things that can be done (actions)															
Turtle Excluder Device (TED)		✓															
crowded beaches at night	✓																
turtle parks		✓															
sun loungers	✓																

Question Number	Answer	Mark
10	<p>Award 1 mark for an appropriate explanation based on emphasis/ making the phrases stand out.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>- <i>The dashes make the crushing of the hatchlings seem worse.</i></li> <li>- <i>They really emphasise that the hatchlings are crushed which is cruel.</i></li> </ul> <p>Allow 'dashes function to punctuate the sentence' or any correct grammatical explanation.</p>	1

Question Number	Answer	Mark
11	Award 1 mark for an appropriate explanation based on how the tyres will make a dip in the sand that hatchlings will need to get in and out of, so extending the time of their journey. Accept also explanations that imply that the tracks will confuse the hatchlings. e.g. <i>-They will make a sort of hole that the hatchlings will need to get through so this will make it longer.</i>	1

Question Number	Answer	Mark
12	C = explain the importance of conserving sea turtles	1

Question Number	Answer	Mark
13	<p>Reward answers which focus on any of the following features, with credit given for evidence and development of points:</p> <ul style="list-style-type: none"> <li>- Sub titles provide clarity</li> <li>- Points built up logically/persuasively moving from problem to solution, e.g. - survival concerns - why humans should be concerned - conservation methods</li> <li>- Points explained in detail, e.g. human behaviour on beaches</li> <li>- Direct, precise language, e.g. <i>some immediate goals/crack down</i></li> <li>- Strong language/expression, e.g. <i>struggling to survive/or even crush</i></li> </ul> <p>Accept other appropriate points focused on features of language.</p> <p>1 mark for feature spotting without development. 2 marks for answers that attempt some development. 3 marks for answers that are fully developed. 4 marks for answers that are fully developed and describe a range of features</p>	4

Question Number	Answer	Mark
14	Micasan	1

Question Number	Answer	Mark
15	<p>One mark for one of the following:</p> <ul style="list-style-type: none"> <li>• ‘moonlit (sand)’</li> <li>• ‘(looked up innocently at the) moon’</li> </ul>	1

Question Number	Answer	Mark
16	Award one mark for the statements numbered as follows: 1 a miniscule turtle 2 another 3 dozens 4 hundreds 5 alive with them	1

Question Number	Answer	Mark
17	beetling	1

Question Number	Answer	Mark
18	Accept:  <ul style="list-style-type: none"> <li>• Stella chased and barked after them.</li> <li>• Stella was nosing at me.</li> </ul>	1

Question Number	Answer	Mark
19	we	1

Question Number	Answer	Mark
20	<u>watch</u>	1

Question Number	Answer	Mark
21	'...no swimming lessons needed.'	1

Question Number	Answer	Mark
22	One mark for each correct response:  <ul style="list-style-type: none"> <li>• search in holes</li> <li>• chase birds</li> </ul>	2

Question Number	Answer	Mark
23	Accept either: when dawn came Or: by noon it was all over	1

Question Number	Answer	Mark
24	Award 1 mark for an appropriate explanation which picks up on how hard Kensuke has worked to save the turtles or the amount of time.	1

Question Number	Answer	Mark
25	<p>Award 1 mark each for any of the following reasons, up to a maximum of 2.</p> <ul style="list-style-type: none"> <li>- To find out if Kensuke and Michael ever leave the island</li> <li>- To find out if they are rescued</li> <li>- To find out if they light a fire</li> <li>- To find out if a ship comes</li> <li>- To find out if any of the turtles return</li> <li>- To find out if either Michael or Kensuke are brave in their actions</li> </ul> <p>Accept any other reasonable response.</p>	2

Question Number	Answer	Mark
26	<p>Award 1 mark for each of, up to a maximum of 2:</p> <p>A = Helping animals can have positive results.</p> <p>D = People can achieve more if they work together.</p>	2

Question Number	Answer	Mark
27	<p>Reward answers which focus on any of the following features, with credit given for evidence and development of points:</p> <ul style="list-style-type: none"> <li>- The rapid increase in hatchlings emerging</li> <li>- Time devoted to helping the hatchlings e.g. working through the night</li> <li>- How the relationship between Kensuke and Michael is emphasised</li> <li>- The care of Kensuke and Michael e.g. <i>picked up gently, shepherded them safely</i></li> <li>- Kensuke and Michael's hard work e.g. <i>shrieking, waving, hurling</i></li> <li>- The fact that some of the hatchlings do not survive</li> <li>- The lessons learned by Kensuke</li> <li>- The build up of tension /interest from initial problem through to relatively happy resolution</li> </ul> <p>Accept other appropriate points focused on features of language</p> <p>1 mark for feature spotting without development.  2 marks for answers that attempt some development.  3 marks for answers that are fully developed.  4 marks for answers that are fully developed and describe a range of features</p>	4

## Section B

Question Number	Answer	Mark
28	Award 1 mark for each of the correct answer, up to a mark of 3 <ul style="list-style-type: none"> <li>• We <u>picked</u> up the turtle - verb</li> <li>• <u>They</u> were taken to the sea's edge - pronoun</li> <li>• The infant turtle scurried <u>quickly</u> down to the sea - adverb</li> </ul>	3

Question Number	Answer	Mark
29	Award 1 mark for both apostrophes inserted as follows: <u>Let's</u> do what we can to ensure this <u>animal's</u> future.	1

Question Number	Answer	Mark
30 (a)	Award 1 mark for 2 commas inserted as follows: Maria, who is a clever girl, talked to us about the preservation of animals.	1
30 (b)	Award 1 mark for both speech marks, 1 mark for question mark as follows: 'Can I come and see the turtles?' he asked.	2

Question Number	Answer	Mark
31	Award 1 mark for the subordinating connective 'If' , inserted as follows: If there is a storm, this will affect the sea turtle's chances of survival.  Accept any subordinating connective which makes sense in this sentence.	1

Question Number	Answer	Mark
32	Award 1 mark for the verb tenses changed as follows: When the sea baby turtle <b>started</b> to move, some <b>found</b> it frightening.	1

Question Number	Answer	Mark
33	Award 1 mark for 'All the eggs were eaten by the birds.'	1

## Section C

Question Number	Indicative content
34	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• Detail of the endangered animal and why it merits focus</li> <li>• Ways the school could become involved in helping /conserving it</li> <li>• How the endangered animal would be helped</li> <li>• Range of ways in which the project would improve students' education</li> <li>• Summing up of suggestions and why they deserve attention</li> <li>• Points presented in a persuasive manner.</li> </ul>

### *Form, communication and purpose*

Level	Marks	Criteria
3	1-4	<ul style="list-style-type: none"> <li>• Form is a simple letter; content may be unbalanced. Some detail or description of the chosen animal, with some explanation and /or persuasion.</li> <li>• Some evidence of a positive viewpoint.</li> <li>• Word choice often general, but with some detail. Level of formality may be inconsistent.</li> <li>• Simple overall text structure: some events organised into a basic sequence, with brief opening and/ or ending. Some division between points indicated.</li> <li>• Connections built up by reference to animals/actions.</li> </ul>
4	5-8	<ul style="list-style-type: none"> <li>• The form of a letter is maintained. Some balance between description, explanation and persuasion. Some content developed to engage reader.</li> <li>• Viewpoint established and generally maintained.</li> <li>• Some stylistic features used to support purpose.</li> <li>• The letter is organised: paragraphs or sections are logically sequenced although transitions may be awkward.</li> <li>• Within paragraphs or sections content may be developed around a main sentence. Paragraphs or sections organised to expand a particular point. Connections within paragraphs or sections maintained.</li> </ul>
5	9-12	<ul style="list-style-type: none"> <li>• Content of letter is adapted so as to appeal to the reader, with persuasion balanced with description and explanation.</li> <li>• Viewpoint established and controlled.</li> <li>• Some stylistic features add emphasis and interest.</li> <li>• Overall organisation supported by paragraphs or sections. Relationship between paragraphs or sections give structure to the whole text.</li> <li>• Within paragraphs or sections main ideas are developed with relevant detail or examples. Reference to animals/people/ events sometimes varied to avoid repetition.</li> </ul>





### ***Spelling, punctuation and grammar***

Level	Marks	Criteria
3	1-3	<ul style="list-style-type: none"><li>• Subject and verbs are very simple and often repeated.</li><li>• Simple connectives used to link clauses.</li><li>• Some sentence variation created (e.g. simple adverbials).</li><li>• Noun phrases mostly simple, with some limited expansion.</li><li>• Full stops, capital letters, exclamation marks and question marks mostly accurate. Commas used in lists.</li><li>• Spelling is usually accurate, including that of common, polysyllabic words.</li></ul>
4	4-6	<ul style="list-style-type: none"><li>• Sentences mostly grammatically sound.</li><li>• Some variety in subordinating connectives.</li><li>• Adverbials, expanded noun phrases and modals add variety. Tense choice mainly appropriate.</li><li>• Some variation in subjects of sentences.</li><li>• Most sentences correctly demarcated. Some commas mark phrases or clauses.</li><li>• Spelling, including that of polysyllabic words that confirm to regular patterns, is generally accurate.</li></ul>
5	7-8	<ul style="list-style-type: none"><li>• Simple and complex sentences with some variety of connectives.</li><li>• Expansion of phrases and clauses adds detail.</li><li>• Range of verb forms develops meaning and maintains appropriate tense choice.</li><li>• Additional words and phrases contribute to shades of meaning.</li><li>• Range of punctuation used almost always correctly.</li><li>• Words with complex regular patterns are usually spelt correctly.</li></ul>