

	<b>Communication and organisation - 10 marks</b>	<b>Vocabulary, sentence structure, spelling and punctuation - 5 marks</b>
Band 5	<p><b>9-10 marks</b> <b>CONSISTENT, RANGE OF TECHNIQUES, WELL JUDGED, IMAGINATIVE, DETAILED, ORGANISED, COHERENT, EMERGING AMBITION</b></p> <ul style="list-style-type: none"> <li>Shows consistent understanding of the descriptive writing task and uses a secure range of techniques to accurately describe (confidently using show-not-tell and moving from general to specific to hook the audience).</li> <li>Content is well judged, imaginative and detailed. There will be clear length, style and substance to the response.</li> <li>Ideas are organised and coherently developed with supporting detail</li> <li>There is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation)</li> <li>Communication has clarity, fluency and there is an emerging sense of ambition for the specific audience</li> </ul>	<p><b>5 mark</b> <b>VARIED FOR AFFECT, SECURE, ACCURATE, AMBITIOUS, PRECISION</b></p> <ul style="list-style-type: none"> <li>Sentence structure is varied to achieve particular effects</li> <li>Control of sentence construction is secure</li> <li>A range of punctuation is used accurately</li> <li>Spelling, including that of irregular words, is secure</li> <li>Control of tense and agreement is secure</li> <li>Vocabulary is ambitious and used with precision</li> </ul>
Band 4	<p><b>7-8 marks</b> <b>CLEAR, NUMBER OF TECHNIQUES, EMERGING DETAIL, DEVELOPED, ORGANISED, COHERENT, CLEAR LINKS, CLAITY, FLUENCY</b></p> <ul style="list-style-type: none"> <li>Shows clear understanding of the purpose of the task to describe.</li> <li>The candidate can use a number of techniques to describe with emerging sense of detail.</li> <li>Descriptive techniques such as figurative language and show-not-tell enhance the response for the audience.</li> <li>Content is developed and there is an emerging sense of style and substance to the description.</li> <li>Ideas are organised into coherent paragraphs and there are clear links between paragraphs for effective shape and structure</li> <li>Communication has clarity and fluency but lacks ambition</li> </ul>	<p><b>4 mark</b> <b>VARIETY, CONTROL, MOSTLY ACCURATE. MOSTLY SECURE, SOME PRECISION</b></p> <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 3	<p><b>5-6 marks</b> <b>SOME AWARENESS AND TECHNIQUES, SOME DEVELOPMENT, SOME SEQUENCING, SOME CLARITY AND FLUENCY</b></p> <ul style="list-style-type: none"> <li>Shows some awareness of the task's purpose to describe and includes some descriptive techniques such as descriptive vocabulary and use of the senses to appeal to the audience.</li> <li>Some reasons are given in support of opinions and ideas</li> <li>Some 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>	<p><b>3 mark</b> <b>SOME VARIETY, SOME CONTROL, SOME RANGE</b></p> <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 2	<p><b>3-4 marks</b> <b>BASIC, EMERGING DETAIL, UNEVEN, SIMPLE</b></p> <ul style="list-style-type: none"> <li>Basic awareness of the task's purpose to describe and there is an emerging sense of descriptive detail (such as an emerging attempt to use vocabulary and the senses to appeal to the audience)</li> <li>Some relevant content despite uneven coverage of descriptive detail</li> <li>Content may be thin 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>	<p><b>2 mark</b> <b>LIMITED RANGE AND CONTROL, SOME</b></p> <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 1	<p><b>1-2 marks</b> <b>BEGINNING, LIMITED, CONTENT THIN, SIMPLE AND BASIC</b></p> <ul style="list-style-type: none"> <li>Beginning to show a basic awareness of the purpose to describe</li> <li>Limited relevant content with less convincing descriptive detail</li> <li>Content will be thin and brief</li> <li>Some simple sequencing of ideas (paragraphs may be used to show obvious divisions)</li> <li>There is some simple and basic communication; meaning is limited</li> </ul>	<p><b>1 mark</b> <b>VERY BASIC, LIMITED</b></p> <ul style="list-style-type: none"> <li>Very basic sentence structure</li> <li>Limited control of sentence construction but very limited</li> <li>There is some attempt to use punctuation</li> <li>Spelling with limited accuracy</li> <li>Control of tense and agreement is limited</li> <li>Limited range of vocabulary</li> </ul>
	0 marks nothing worthy of credit	0 marks nothing worthy of credit