

**Devonport High School for Boys**  
**11+ Familiarisation**  
**10 June 2017**

**English Test – Mark Scheme**

**Section A: Reading ‘To Kill a Mockingbird’**

1. B
2. A
3. D
4. B
5. C
6. C
7. B
8. D
9. C
10. D
11. A
12. B
13. A
14. C
15. A
16. D
17. B
18. A
19. B
20. C

## **Section B: Writing: Choice of three tasks**

**15 marks available divided into three sections: SSP, TSO and CE**

### **Sentence structure and punctuation – maximum of five marks**

5 – Candidates can confidently use varied sentence lengths (including complex sentences) and structures for emphasis, specific effects of to make ideas clear; full range of accurately used punctuation is evident, including punctuation to show speech.

4 – Candidates attempt to use varied sentence lengths and structures (including complex sentences) and use a range of punctuation.

3 – Candidates try to vary length and structure of sentences but may rely on complex sentences with straightforward connectives such as because, if and when. Sentences are generally closed off accurately and some speech punctuation is used accurately. There may be an over-reliance on ‘and’ as a way of joining ideas.

2 – Sentence structures are mostly simple and complex with basic punctuation used correctly.

1 – Basic sentence structures employed with punctuation such as full stops and commas used. Commas may not always be used correctly.

### **Text structure and organisation – maximum of five marks**

5 – Writing is well planned and structured with a clear idea of where the story/writing is going. Ideas are developed in a clear order. Paragraphs are used to clearly structure the main ideas across the whole text.

4 – Writing is planned and structured using paragraphs. Organisation shows thought and an idea of where the text is going.

3 – Paragraphs are used to organise writing and ideas are linked within the paragraphs. Writing is structured with a sense of beginning, middle and end. Direction of writing not always clear.

2 – Evidence of some grouping of ideas which is usually in paragraphs, with a sense of beginning, middle and end, although the direction of writing is not always clear.

1 – Text employs a beginning/middle/end structure but the demarcation of paragraphs is not always clear and does not always help make the writing more coherent.

## **Composition and Effect – maximum of five marks**

5 – Candidate has the purpose and form of task firmly in mind as they write. A variety of features is evident in their writing, such as adjectives and descriptive detail in creative writing, an appropriate persuasive tone in the letter or creative and descriptive first person accounts. Writing is generally thoughtful, imaginative and interesting.

4 – Overall the purpose and form of task is evident and the candidate follows requirements for the form they are using. Detail is sufficiently developed to create interest.

3 - Some evidence of form and task as candidate writes and the main purpose is clear. Text shows thought but execution may not make all ideas as clear as possible.

2 – Candidate has attempted to follow purpose of task set but the main purpose may not be clear and there will be lapses in the execution of the writing, e.g. no descriptive detail to make writing interesting.

1 – Candidate has evidence of formulating ideas in the planning stage and has made attempts to create writing which follows the purpose but they have not interested or engaged reader as there is no descriptive detail or not enough attention to format/purpose.