**BWS ENGLISH DEPARTMENT**

YEAR 9 **COMPOSITION** MARK SCHEME – total 40 marks

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| Mark | Grade | Marking Criteria |
| 27-30 | Exceptional**‘insightful’****‘imaginative’** | * Integrates a range of complex details and has a subtlety of purpose
* Compelling communication with personal voice, extensive and ambitious vocabulary choices and sustained crafting of linguistic devices
* Tone, style and register is assuredly matched to purpose/form/audience
* Uses a variety of structural features e.g. flashbacks to enhance meaning, fluently linked paragraphs with seamlessly integrated discourse markers
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| 23-26 | Confident**‘confident’****‘assured’** | * Uses a range of effective and engaging ideas
* Controlled and convincing communication with developed ideas and some sophisticated vocabulary choices and consciously crafted linguistic devices
* Tone, style and register is consistently matched to purpose/form/audience
* Includes varied and effective structural features e.g. consistently coherent use of paragraphs with integrated discourse markers
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| 19-22 | Secure**‘considered’****‘thoughtful’** | * Communication is consistently clear and effective with a range of detailed connected ideas
* Increasingly sophisticated vocabulary & phrasing chosen for effect with a range of appropriate linguistic devices
* Tone, style and register is matched to purpose/form/audience
* Effective use of structural features e.g. coherent paragraphs with integrated discourse markers
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| 15-18 | Developing**‘clear’****‘consistent’** | * Writing is engaging with a range of connected ideas
* Clear communication with effective vocabulary choices and successful use of linguistic devices
* Tone, style and register is generally matched to purpose/form/audience
* Usually effective use of structural features e.g. usually coherent paragraphs with a range of discourse markers
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| 11-14 | Foundation**‘some’** | * Writing contains an increasing variety of linked and relevant ideas
* Communication is mostly successful with a conscious use of vocabulary and some use of linguistic devices
* Sustained attempt to match purpose/form/audience; some control of register
* Some use of structural features e.g. some control over paragraphing, some use of discourse markers
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| Mark | Grade | Description |
| 10 | Exceptional | Writing is subtle and detailed with a compelling personal voice and an original vocabulary. Sentences and paragraphs are manipulated for effect. Spelling and punctuation are virtually flawless, and punctuation is used, with flair, to enhance meaning. |
| 8/9 | Confident | Writing is highly effective and developed; and shows an impressive awareness of its reader’s response. Sentences and paragraphs are controlled with confidence. Spelling and punctuation is highly accurate, and punctuation is used to enhance meaning.  |
| 6/7 | Secure | Writing is effective and develops details; there is general awareness of the need to adapt to the reader. Sentence structure and paragraphing are varied appropriately. Spelling and punctuation are largely accurate, perhaps with some misspelling of more complex irregular words; and there is some grasp of punctuation for meaning. |
| 4/5 | Developing | Writing is clear; and there are some successful attempts to go into detail and manipulate reader response. Spelling of most common and some irregular complex words is secure, and sentences have accurate sentence demarcation in general.  |
| 0-3 | Foundation | Most of the writing is clear and there are some attempts to manipulate reader response. More complex words are generally spelled correctly, and the basics of sentence demarcation have been grasped.  |

**Total Exceptional 36-40**

 **Confident 31-35**

 **Secure 25-30**

 **Developing 20-24**

 **Foundation 15-19**

**Year 9: Structuring Your Answer**

**A Description**



**The Hourglass Technique** *– See your description as a camera sees it on a film set. Begin with a wide, panoramic view of the whole.*

*In an orderly sequence, zoom in on details, and describe them using imaginative vocabulary and imagery. Change paragraph for each area of focus – but remember to LINK paragraphs! Somewhere, try to paragraph for EFFECT – with a flashback paragraph, or a single word / sentence paragraph for effect.*

*At the end, widen out to look at the whole again, this time in a more reflective, meaningful way than how you started.*

**A Story (or story opening)**



**Bang Start!** *– Begin by throwing your reader into the thick of the climax of the story – the cliff-hanger part. Don’t give away anything of character or event here – just the excitement of a situation in two or three sentences…*

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**Develop Your Exposition** *– In your SECOND paragraph, use the PAST PERFECT tense to go back to the beginning of your story. Introduce characters through SHOWING not TELLING, and give a sense of a setting that reflects the atmosphere of your story.*



**Lead into your PLOT** *– this is sometimes called the INCITEMENT – a key event that happens to the main character that gets the plot started. Most plots involve character X wanting to get from A to B. Then, a character or event (Y) gets in the way!*

**NB: *It may be that you’re asked to write a story OPENING – in which case, you can end there! However, if writing the whole story, you’ll need to return to your climactic opening point, this time describing differently and in more detail, and then move through to a satisfying RESOLUTION or ending!***



WHAT MAKES GOOD WRITING?

* Thoughtful structure and good paragraphing
* Showing NOT telling, using powerful imagery and the best words
* Varying sentence length and openings
* Punctuating clearly and well using the full range of punctuation with accuracy