

Writing Task A: Narrative

Students at this level typically:

Level	Combined description for Content, Language and Spelling
10	Write a sustained story distinguished by complexity of purpose, viewpoint or subject matter. Include thought-provoking reflection on attitudes, values or ideas. Construct a skilful and original plot supported by carefully selected detail. Create a convincing persona as author or as a participant in the action. Develop characters with emotional or psychological complexity. Write maturely and fluently. Form well-constructed sentences whose grammar, syntax and punctuation are error-free. Use effectively a sophisticated but unpretentious vocabulary. Display a strong individual voice and considerable flair. Spell a wide-ranging vocabulary with virtually no errors.
9	Write a sustained and convincing story that engages the reader. May include some reflection. Create characters that give the reader a sense of insight into their lives. Structure the story effectively overall, and use correct grammar and punctuation. Select imaginative vocabulary and phrasing to create mood and atmosphere. Demonstrate an individual voice or style that suggests growing maturity.
8	Link ideas and events within a well-constructed story that has a clear time sequence and a consistent narrative voice. Create convincing characters, showing the motives behind their actions and their emotional responses. Deliberately engage the audience, perhaps through humour or suspense. Control grammatical structures and punctuation in a variety of complex sentences. Select precise and effective vocabulary, though it may not necessarily be sophisticated or extensive. Spelling is competent.
7	Link ideas and events within a sound structure that has a clear time sequence. Create individualized and credible characters, showing the motives behind their actions and their emotional responses. Attempt to engage the audience. Generally control grammatical structures and punctuation in complex sentences. Select appropriate vocabulary, with some sense of emerging voice. Spelling is mostly correct.
6	Shape writing with a clear beginning and end and with ideas, details and events chosen to enhance the story. Create distinct characters through description, speech or action. Write fluently and smoothly overall, though may include some lapses in grammar or syntax. Use a variety of sentence forms and a range of linking devices. Organise writing using paragraphs. Use a vocabulary suited to the content and type of text. Spell correctly most words from a typical student vocabulary, including those with irregular patterns.
5	Show an understanding of narrative writing, with most ideas contributing to the story and an emerging ability to develop characters through description, speech or action. Write with a degree of fluency using a variety of sentence forms, and possibly paragraphs. Attempt to select vocabulary for effect. Spell correctly a wide range of vocabulary that is commonly used by school students.
4	Develop a story that includes key elements such as a logical sequence of events, main character/s, and a setting. Show an emerging sense of audience. Include compound and complex sentences in which clauses are joined by linking words such as "but", "when", "after", "because", "or", "so". Vary sentence beginnings. Punctuate sentences using full stops / periods, capital letters, question marks, and perhaps commas. Spell correctly most words from a limited (student) vocabulary.
3	Develop a story with a simple plot. It may be episodic or descriptive, rather than a connected narrative. Control simple sentence structures, using common punctuation and demonstrating a sense of sentence shape. Generally use simple vocabulary without spelling errors. Show awareness of phonetic and visual patterns when attempting to spell less common words.
2	Show a basic understanding of the task by producing a recognisable (possibly very brief) story that is related to the prompt. The story includes some narrative elements such as characters, setting or a problem to be resolved. Use simple sentences and some linking words such as "and", "but", "then", "because". Use full stops / periods and capital letters. Spell common words and readily recognised words of one- and two- syllables consistently and accurately.
1	Show an awareness of the topic and the task, though without necessarily producing a recognisable story. Use basic conventions and simple (perhaps unpunctuated) sentences. Usually spell correctly frequently used words and one- and two-syllable words with common spelling patterns.