

## KS2 Assessment Update - EXS

Recent STA Moderator Training focused on one particular statement from ‘working at greater depth within the expected standard’: Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.

In the following 3 pieces *do not, provide evidence for this greater depth statement.*

***They are credited as demonstrating evidence for expected standard statement:***

- **Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly.**

The following 3 examples are single pieces of writing – from different pupils.

Each piece is accompanied by an STA commentary to support your understanding.

1. **Palm Oil (persuasive letter)**
2. **The Pie (first person short narrative)**
3. **London Trip (promotional leaflet)**

## 1. Palm Oil (persuasive letter)

Dear Sir/Madam,

I am writing to tell and ask you about an issue which is endangering orang-utans and other animals, so much so that they are on the verge of extinction; this problem is palm oil. You probably know that most of your products contain palm oil, in fact over 50% of your products contain this vegetable oil. I hope when you have finished reading this letter you will understand the impact that palm oil has on the environment, know more about this issue and start thinking about using sustainable palm oil in most of your products.

What is palm oil?

Palm oil is a vegetable oil which is grown in warm countries, mostly Indonesia and Malaysia. The palm oil industry is increasing rapidly as more companies want access to it to use in their products.

Why is palm oil a problem?

As the palm oil industry expands, the demand for palm oil grows bigger, and as the demand grows bigger the palm



oil producers need to have access to more land, for their plantations to grow and flourish. This is a risk to animals, such as orangutans, because the farmers and producers cut down their habitat, the rainforest, to make space for the plantations. The orangutans rely on the rainforest for food, shelter and exercise; orangutans are becoming increasingly rare. This is why you should reduce the number of products which include non-sustainable palm oil.

How will selling sustainable palm oil instead of non-sustainable raise your profit and increase the chances for your business?

Firstly you could begin by advertising the problems about orangutans and other endangered species; your audience, especially children, if I am correct, will feel like they owe these species which are on the hanging on the verge of extinction - an apology and will start buying products which contain sustainable palm oil. I suggest that you advertise these problems by producing orangutan cups, coasters, tea towels etc. Furthermore, as people begin to purchase items with sustainable palm oil included in the ingredients, you could gradually reduce the



number of products - food or house-  
hold - which include nonsustainable  
palm oil. Your economy will rise as  
you begin to sell more products which  
include sustainable palm oil, because  
it is more expensive than non-  
sustainable palm oil. As the human  
population begins to buy more products  
which include sustainable palm oil,  
your profit will rise.

I hope that this letter has persua-  
ded you to reduce the number of  
products you sell which include  
nonsustainable palm oil. and make a  
conscious effort to recognise the  
relevant issues surrounding the  
gathering of palm oil.

Yours Sincerely



## Palm Oil (persuasive letter)

### Commentary:

- The letter maintains an appropriately formal style throughout. The second person, direct address to the recipient is appropriate to the letter form, and the integrated question and answer format does not undermine the formality of the vocabulary and grammatical structures that are effectively deployed throughout (as the demand grows bigger the oil producers need to have access to more land, for their plantations to grow and flourish; The orangutans rely on the rainforest... orangutans are becoming increasingly rare; I suggest that you advertise these problems; make a conscious effort to recognise the relevant issues surrounding the farming of palm oil).



## 2. The Pie (short first person narrative)

### The Pie

I am on a mission. A mission to buy a  $\frac{1}{2}$  pie with the last shilling we've got. I am darting along, silent as a shadow, creeping in and out of a mixture of the poor and rich. My eyes fall on their baskets full of food, wondering how on earth they could have ended up with so much money. Anyway, I need to concentrate on the task in hand: getting to the meat pudding shop. The bright <sup>electric</sup> yellow candles flicker as I sweep past them, my breath coming out like clouds of smoke.

Two minutes later I am turning the last corner, being flung with grey, muddy, ~~with~~ melting snow and being chased by a pack of starving boys. At last I reach the battered wooden door and fling it open. As I step inside tiny snowflakes swirl round the room from my thin <sup>skin</sup> shorts. If looks could kill, I'd be dead right now because ~~at~~ Mrs Hodder is glaring at me through her glasses, held together with string. I ~~clutch~~ <sup>am clutching</sup> my coin, too terrified to speak. Realising that what I ~~was~~ <sup>am</sup> standing on, (rotten, damp, slippery, blood stained hay) I shifted around my feet, <sup>so</sup> blue with cold that they ~~had~~ <sup>now</sup> gone numb. I thrust the small shilling at her, knowing perfectly what I want to say, but the words are stuck in my throat. She silently ladles thick, \*delicious - smelling gravy over a fat meat pie. I quickly snatch the pie, covered with a cloth, from her and slip out of the shop.



## The Pie (short first person narrative)

### Commentary:

- This short narrative establishes and maintains an appropriately informal style throughout, with vocabulary choices in keeping with the character and situation of the young first person Victorian narrator (the last shilling we've got; If looks could kill, I'd be dead right now; the words are stuck in my throat). The use of the present tense, with simple present and present progressive forms, and non-finite (-ing) verbs, conveys urgency and immediacy in this brief but pacy narrative.





### 3. London Trip (promotional leaflet)

# London Trip



## Year 6 London Trip:

Are you nervous about the London trip next year? Don't want to get lost? Any questions playing on your mind will be answered in this brochure about supposedly the best primary school trip that you'll go on, better Hilltop!

Rainforest Cafe:  
This heart-stopping cage will take the wind out of your sails as you step into the world of the Amazonian rainforest. On the walls, leaves on strings (not real) and fake tigers sit comfortably in grooves in the walls, covering any bare patches perfectly. Mechanical animals are dotted about, ~~including~~ including: gargantuan gorillas, beautiful butterflies, exotic elephants and many more.

For food, the choices are a <sup>cheeseburger</sup> cheeseburger and chips or vegetable linguini (a vegetarian pasta). With this will be 5 pils, Tango or Pepsi and a deliciously creamy vanilla ice-cream with sticky chocolate sauce drizzled on it. Lovely!

X  
The Lion King:



In Central London, there is a special theatre - called the Lyceum Theatre - that is designed ~~only~~ for productions of The Lion King. In this theatre, prepare to be transported to the sunny Savannah as you watch the breathtaking performance.

Any money you bring can be spent on souvenirs, but it was agreed by Year 6 that it was better to bring your own!



## Harry Potter Studios:

Ever wanted to stroll in Hogwarts? Well now you can!

Warner Bros. Studios was enjoyed by all, as the models were the actual props and sets used in the films. Furthermore, you can walk & wander down Diagon Alley and take a peek in the wizarding shops!

It is like you are following Harry, Ron



and Hermione's footsteps into the great hall, riding a Firebolt, travelling in the Hogwarts Express. I'd recommend you catch a few Harry Potters by before you come and morph into a witch or wizard!

### TRUE OR FALSE?!

At the Rainforest Cafe, you must sit with an adult.

FALSE!

Take selfies with no teacher in!

You are allowed a lot of freedom!



### TRUE OR FALSE?!

At Harry Potter World, you must stay in strict groups.

FALSE!

Go and marvel at the attractions!

So Now you should be fully informed and ready!



## London Trip (information leaflet)

### Commentary:

- An informal style, appropriate to the intended audience, is used from the start, with questions (including an elliptical question) that directly address the reader and acknowledge their anxieties (Are you nervous about the London trip next year? Don't want to get lost?). There is a hint of greater formality in the next sentence with the agentless passive (Any questions... will be answered in this brochure), but the idiomatic playing on your mind and the use of informal vocabulary and structures (school trip that you'll go on; bother Hilltop!) are not indicative of a managed shift. The central section of the leaflet provides information about London's attractions whilst continuing to entice and reassure the reader (This heart-stopping café will take the wind out of your sails; ...sticky chocolate sauce drizzled on it. Lovely!) The greater formality of the passives (Any money you bring can be spent on...but it was agreed by Year 6...) and the impersonal construction (it was better to bring your own!) is somewhat undermined by the use of an exclamation mark at the end of the sentence. The leaflet concludes with a 'true or false' section, which maintains the light-hearted and informal tone of the piece (Take selfies with no teacher in! Go and marvel at the attractions!).

