En

**KEY STAGE** 

2

LEVEL

6

# English tests Mark scheme English writing

2012

National Curriculum assessments

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STA/12/5609 ISBN 978-1-4459-5241-3

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# Introduction

The new Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments in 2012. STA is an executive agency of the Department for Education (DfE).

Following Lord Bew's independent review of Key Stage 2 testing, assessment and accountability, interim arrangements will be in place for Level 6 writing in 2012, ahead of fully implementing Lord Bew's recommendations for writing in 2013.

In 2012, the Level 6 writing test will continue to be marked internally. The result of this test must be used to inform teacher assessment. It is solely the teacher assessment in writing (not test results) that will be published, that will contribute towards an overall English level and will be used for accountability purposes.

The test can be administered by schools at a time of their choosing, but then must be marked internally.

**External marking is NOT available for this test.** Do not send any scripts for this writing test to external markers.

The 2012 Key Stage 2 Level 6 English tests and mark schemes were produced by the English team at STA.

For the outcomes of the Level 6 writing test to be valid and the level thresholds to be reliable the tests should be marked as outlined in this booklet. This booklet outlines the marking of the longer and shorter tasks. Unlike the standard test, spelling is assessed as part of the longer writing task. Handwriting is not assessed.

The level threshold tables for this test will be posted on the Department's website at www.education.gov.uk/keystage2 on 29 February 2012.

The mark schemes were devised after trialling the tests with pupils and contain examples of some responses given in the trials. The mark schemes indicate the criteria on which judgements should be made. In areas of uncertainty, however, professional judgement should be used.

The assessment focuses for writing provide information about the particular processes or skills the pupil needs in order to answer the questions. The assessment focuses are drawn from the national curriculum and are common across both the standard and Level 6 tests.

Further guidance for marking the longer task and shorter task will be available to download from www.education.gov.uk/keystage2 in the spring term.

#### **Assessment focuses for writing**

The assessment focuses assess pupils' ability to:

AF1	Write imaginative, interesting and thoughtful texts
AF2	Produce texts which are appropriate to the task, reader and purpose
AF3	Organise and present whole texts effectively, sequencing and structuring information, ideas and events
AF4	Construct paragraphs and use cohesion within and between paragraphs
AF5	Vary sentences for clarity, purpose and effect
AF6	Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
AF7	Select appropriate and effective vocabulary
AF8	Use the correct spelling.

Copies of the writing tasks are provided for reference. The writing mark scheme comprises three sections: the longer writing task, the shorter writing task and criteria for marking spelling. For both tasks, the mark scheme describes performance at the target level first, then performance at the level below the target level. Performance above the target level is not described, as the test is seeking to confirm that a pupil is working at the level of the test.

The mark scheme is organised in strands in the same way as national curriculum standard test mark schemes. Features described in each strand are customised to be task specific, but are drawn from a generic writing mark scheme for the Level 6 tests. This is similar to the requirements of the mark scheme used to develop the standard national curriculum test writing mark schemes.

#### Longer writing task mark scheme

Assessment focuses are grouped into strands, as follows:

Strand	Acronym	Assessment focus	Marks available
Sentence structure and punctuation	SSP	AF5 AF6	Up to 4 marks
Text structure and organisation	TSO	AF3 AF4	Up to 4 marks
Composition and effect	CE	AF1 AF2	Up to 6 marks
Spelling	S	AF8	Up to 2 marks

The total number of marks available for the longer writing task is 16.

Vocabulary (AF7) is relevant to all strands and is identified in the criteria where appropriate.

The key areas related to each strand and how these are reflected in the bullet points in the criteria are shown below.

Strand	Bullet points
Sentence structure and punctuation	<ul> <li>Variety, clarity and accuracy of sentence structures</li> <li>Accuracy of sentence grammar and punctuation</li> </ul>
Text structure and organisation	<ul> <li>Coherence</li> <li>how the whole text hangs together, including order and sequence, and structural features such as openings and closings</li> <li>Cohesion</li> <li>how different sections of the text are organised, including grouping of material, connecting and developing ideas within paragraphs/sections</li> </ul>
Composition and effect	<ul> <li>Adaptation to purpose, form and reader</li> <li>Viewpoint</li> <li>establishing and maintaining the position / stance of author, narrator, characters or others</li> <li>Style</li> <li>stylistic features in choice of language and technical or literary devices</li> </ul>
Spelling	<ul> <li>Accuracy of spelling, including complex regular patterns, and that of irregular words</li> </ul>

#### Shorter writing task mark scheme

For the purposes of marking the shorter writing task, related assessment focuses have been drawn together into two strands, in a slightly different way from those of the longer writing task.

Strand	Acronym	Assessment focus	Marks available
Sentence structure, punctuation and text organisation	SSPTO	AF4 AF5 AF6	Up to 3 marks
Composition and effect	CE	AF1 AF2	Up to 4 marks

The total number of marks available for the shorter writing task is 7.

Vocabulary (AF7) is relevant to all strands and is identified in the criteria where appropriate.

Because the task is designed to elicit succinct responses, there is some change of emphasis in the assessment focuses grouped to form sentence structure, punctuation and text organisation: AF3 and *construct paragraphs* or *cohesion between paragraphs* from AF4 are not assessed.

The key areas related to each strand and how these are reflected in the bullet points in the criteria are shown below.

Strand	Bullet points
Sentence structure, punctuation and text organisation	<ul> <li>Variety, clarity and accuracy of sentence structures</li> <li>Accuracy of sentence grammar and punctuation</li> <li>Cohesion</li> <li>how different sections of the text are organised, including grouping of material, connecting and developing ideas within paragraphs/sections</li> </ul>
Composition and effect	<ul> <li>Adaptation to purpose, form and reader</li> <li>Viewpoint</li> <li>establishing and maintaining the position / stance of author, narrator, characters or others</li> <li>Style</li> <li>stylistic features in choice of language and technical or literary devices</li> </ul>

### **Spelling**

Spelling is assessed on the longer writing task. The criteria given in the mark scheme are based on the national curriculum level descriptors. The criteria for the target level describe features of spelling a pupil would be expected to understand. Qualifiers such as *virtually all*, *some* and *mostly correct* are used to guide the application of the criteria.

# The tasks

# Shorter writing task: **Shipwrecked**

You have been invited to take part in a new radio programme entitled 'Shipwrecked'. In the programme, people choose two people they would like to be shipwrecked with and explain why.

Your task is to choose two people with whom you would like to be shipwrecked and explain your choices.

Remember that you need to provide convincing explanations of your reasons for choosing these people. The people can be real or imagined.

# Planning

# Longer writing task: **Stop the cars**

Your local council is concerned about congestion **and** pollution caused by traffic. The councillors are considering making the areas around schools traffic-free zones.

The councillors want to hear from all members of the community and they particularly want to hear from younger citizens – those still at school.

Your task is to write a speech, giving your opinion about the idea of traffic-free zones around schools. You need to take into account different views.

**Planning page:** use this page to make **notes**. This page will not be marked.

## Stop the cars

#### Think about:

- how you will introduce and conclude your speech
- how the issues affect you
- other people's views
- making your own opinion clear

# Mark scheme

#### **Marking procedures**

The criteria should be applied in the order they are given, so that a picture of the strengths and weaknesses of each response is built up cumulatively. For each strand, a judgement has to be made about whether the writing fulfils the requirements of the target level. If there is some doubt, then the criteria from the level below should be considered, and then a judgement made about the description which best matches the script. Once a decision has been reached, markers must decide which of the mark points to award. The full range of mark points should be employed, as the test is not assessing performance at the level above the target level.

The examples and italicised features are **not** requirements of the writing at the level. Instead, they illustrate common ways in which the feature was exemplified in pupils' writing during pre-testing.

Assessment	AF5	AF6	AF4	AF1	AF2
focus	Varysentences for clarity, purpose and effect.	Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.	Construct paragraphs and use cohesion within and between paragraphs.	Write imaginative, interesting and thoughtful texts.	Produce texts which are appropriate to the task, reader and purpose.
Strand	Sentence structure,	punctuation and text	organisation	Composition and effect	
Level 6	<ul> <li>Generally controlled use of a variety of simple and complex sentences with a range of grammatical structures used to vary length and focus of the explanation, eg subordination to elaborate reasons (even if we can't escape, she). Expanded noun phrases to compress information (his ability to fly; best at keeping people safe). Effective placing of clauses or variation in word order to emphasise particular points (with the help of these people). Well managed shifts between verb forms help clarify and emphasise meaning, eg modals to express possibility, impersonal constructions, active/passive voice (spentbeing penalised and hated).</li> <li>Mostly secure range of appropriate punctuation used to mark the structure of sentences and to give clarity; some slips in the use of comma or semi-colon.</li> <li>Within paragraphs, ideas are organised and developed to support reasons for choice, and to convince the reader. A range of cohesive devices is used to show logical connections, eg adverbials to begin sentences, reference chains, varied synonyms (certainly; thiswell-knownactor).</li> </ul>		engaging the reader's interest, eg sel- coverage of qualities of the selected p expert) and supporting personal come would keep us laughing while the other  The viewpoint is well controlled and in convincing reasons providing extender  A range of stylistic features used to an	of for each choice, achieving conviction and firmly ection of pertinent and precise detail; thorough ection of pertinent and precise detail; thorough ecople (or generic choices, eg builder, survival ment with links between the two choices (one er would focus on survival – we'd need both).  In keeping with the explanatory role, eg d justification of the choices.  In the detail of the development of the explanation, and the explanation, and the explanation of the choices.	
Marks	2 or 3			3 or 4	
Below level 6	provides clarity, with phraexplanation (very down to	ure, length and subject gives em ses and clauses adding relevant o earth; because he knows a lot a of subordinating connectives add	information, description and about the environment; as a	choice, with some reasons developed	ed by the inclusion of plausible reasons for each in detail to engage the reader.  tablished, eg gives a positive view of each of the

1 or 2

- use of complex verb phrases develops explanation (would be able to lighten).
- A range of punctuation used almost always accurately to demarcate sentences, with generally accurate use of commas within sentences; some errors where ambitious structures attempted.
- Within paragraphs, distinct ideas are developed by additional details; some use of pronouns maintains links with other ideas (These two).

- chosen people; some justification of the choices.
- Some stylistic features add emphasis and interest, eg descriptive detail (tiny boat made of wood), plausible praise for the selected choices (a very 'normal' person) or some figurative language (deadly waves).

#### Marks

1

A response that does not meet the criteria for below level 6 should be awarded 0 marks.

Marks

3 or 4

Assessment	AF5	AF6	AF3	AF4	AF1	AF2
focus	Varysentences for clarity, purpose and effect.	Write with technical accuracy of syntax and punctuation in phrases clauses and sentences.	Organise and present whole texts effectively, sequencing and structuring information, ideas and events.	Construct paragraphs and use cohesion within and between paragraphs.	Write imaginative, interesting and thoughtful texts.	Produce texts which are appropriate to the task, reader and purpose.
Strand	Sentence structure	and punctuation	Text structure and or	ganisation	Composition and	effect
Level 6	(pupils, if they do not exp develop complex ideas, s key points. A range of gra vary length and focus, eg and phrases (needless to managed shifts between emphasise meaning eg v impersonal constructions passive voice (accidents will be more careful).	embedded subordinate clauses perience traffic, may) to simple sentences to sum up ammatical structures used to geffective placing of clauses o say, this problem). Well everb forms help to clarify and varied modals to assert a view, as to convey impartiality, active / would be reduced and drivers appropriate punctuation used sentences and to give clarity,	the reader/listener, eg usi lengthtoemphasise keypo views or developing a ther	al overall direction clearly for any paragraphs of different bints, juxtaposing contrasting me. Effective opening (eg usion (eg summary, final plea)  reorganised and developed oport purpose, eg effective pol/ourcommunity/sive (not only but also), or refer to ideas (in spite of	response to the council is appropriate to the top decisions, eg providing (the majority of pupils wexperience.  The convincing viewpois sustained throughout, enother views recognised  A range of stylistic feature the effective expression eg universal appeal (whe safer roads?); repetition (valuable lives would be	in sufficient formality for a (to conclude). The content of and is shaped to affect good evidence for views tho were asked), personal of an integrated into argument. The are integrated to support of opinion, to wouldn't want for effect, emotive appeal a saved), level of formality, defined to support of opinion, and the saved of the area of the saved o

3 or 4

4, 5 or 6

Assessment	AF5	AF6	AF3	AF4	AF1	AF2
focus	Varysentences for clarity, purpose and effect.  Write with technical accuracy of syntax and punctuation in phrases clauses and sentences.		Organise and present whole texts effectively, sequencing and structuring information, ideas and events.  Construct paragraphs and use cohesion within and between paragraphs.		Write imaginative, interesting and are appropriate thoughtful texts.  Produce texts where are appropriate the task, reader purpose.	
Strand	Sentence structure	and punctuation	Text structure and or	ganisation	Composition and	effect
Below level 6	<ul> <li>Variety in sentence structure, length, and subject provides clarity and emphasis to the opinion piece, with phrases and clauses adding relevant detail and information. Some variety of subordinating connectives (which; although) develop comments. Generally accurate use of complex verb phrases and tenses to distinguish between current situation and possibilities (even though I live far away, it would help).</li> <li>A range of punctuation used almost always accurately to demarcate sentences, with generally accurate use of commas within sentences; some errors where ambitious structures attempted.</li> </ul>		<ul> <li>The whole text is structure paragraphs used to consider proposal and linked by cortogening and closing are glosing may refer back to consider the structure.</li> <li>Within paragraphs, maining linked by a range of cohesi related to topic, integrated hand, pronouns (cars/the)</li> </ul>	derdifferent aspects of the atrast or similarity of topic. enerally appropriate, egpening.  deas are developed and vedevices, egexamples a connectives, eg on the one	relevant views on the cosome developed ideas clearly sustained.  • A clear and consistent controlled, eg including some account of the views of the speech, eg some rhetorical questions (december 2).	iate to purpose, eg providing ouncil's suggested solution and , although development is not viewpoint is established and g own opinion but also taking ews of other groups.  add interest and authenticity e formal or emotive language, on't you agree?), appropriate arma; dangerous drivers).
					1, 2 or 3	

## Level 6 writing mark scheme: spelling

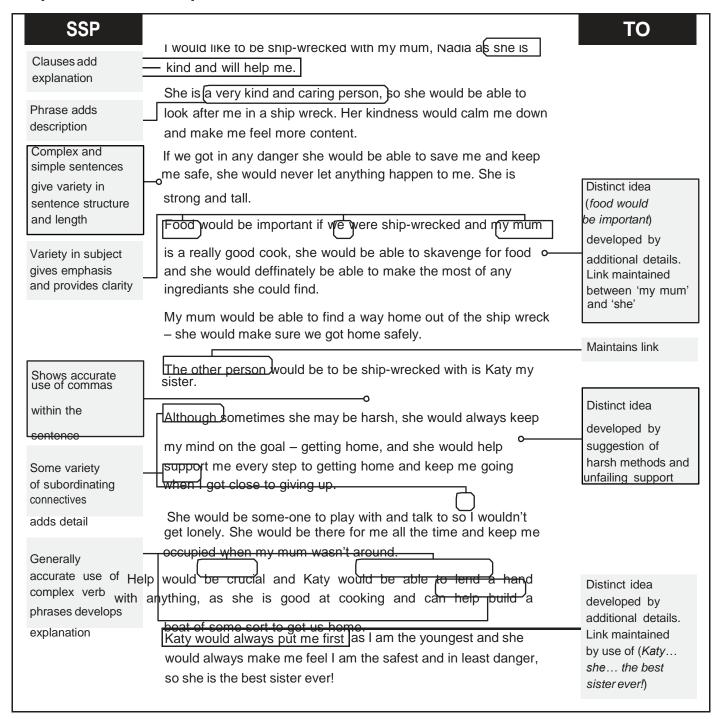
Spelling should be assessed on the *longer writing task only*. The table below indicates the features of spelling likely to be seen at level 6 (2 marks), just below level 6 (1 mark) and clearly below level 6 (no marks). If spelling is mostly accurate throughout, the occasional common error should not override evidence drawn from successful spelling, especially where there is evidence of spelling more ambitious, uncommon words correctly.

	Features of spelling
Level 6	2 marks should be awarded where virtually all spelling is correct, including for example: assimilating prefixes such as aggression, immobile and words with unstressed vowels eg such as frightening, pedestrian.
	Any errors stand out as untypical or one-off slips.
Marks	2
Just below level 6	1 mark should be awarded where spelling is mostly correct, including for example: inflected words families, allowed; derivational suffixes responsible, comfortable and common prefixes such as unacceptable, subway.
	Likely occasional errors will be phonetically plausible (enviroment) and unstressed syllables in content words (intresting).
Marks	1
Clearly below level 6	No marks should be awarded where errors in spelling are more than occasional. However, many words will be spelt correctly, including for example: common function words between, your/you're; adverbs with 'ly' formation and multi-syllable words such as slowly, officer.
Marks	0

Note to marker: handwriting is NOT assessed at Level 6.

# Examples of pupils' work

#### Shipwrecked - example 1



#### Sentence structure, punctuation and text organisation

- Phrases and clauses add relevant information, description and explanation (good at cooking; strong and tall; as I am the youngest). Some subordinating connectives (as, so, if, although, when) add detail. Complex verb phrases include 'keep me occupied'.
- Range of punctuation (comma, dash, fullstop, exclamation mark) used almost always accurately. Dashes are well-placed, for example, but there is some comma-splicing in longer sentences.
- Within paragraphs, distinct ideas are developed with sufficient additional details.

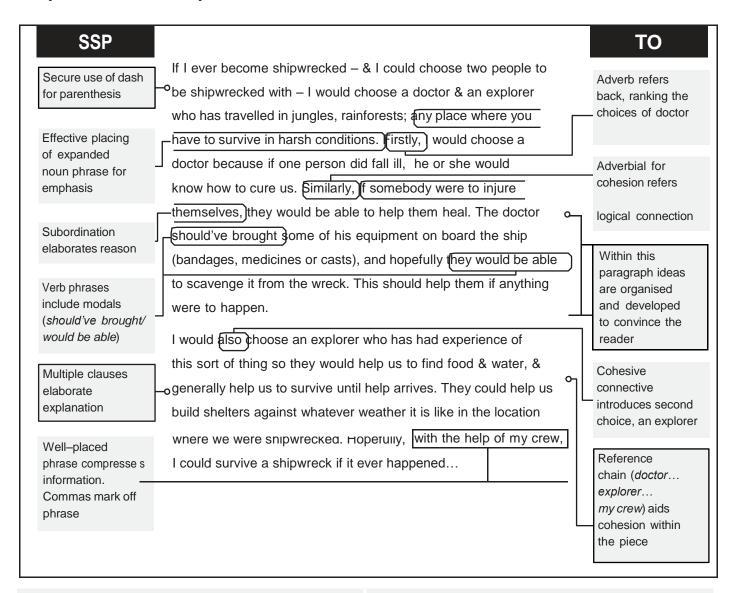
#### Composition and effect

- Plausible reasons are given for each choice mother will protect, nurture and rescue. Sister will be an optimistic, companionable and practical friend.
- A clear and consistent viewpoint is established, with a positive view
  of each choice (A kind and caring person; the best sister ever!)
   There is some justification of each choice.
- Some stylistic features add emphasis and interest, eg descriptive detail (strong and tall; a boat of some sort), use of the superlative (the safest and in least danger), plausible praise (make the most of any ingredients she could find).

#### 2 marks

1 mark

#### Shipwrecked - example 2



#### Sentence structure, punctuation and text organisation

- Throughout the piece, well managed shifts between verb forms help clarify and emphasise meaning. A variety of modals is used effectively. The subjunctive is used (if anything were to happen) and the present tense is used appropriately (any place where you have to survive; until help arrives).
- Appropriate punctuation (dash, comma, semi-colon, apostrophe of omission, brackets, ellipsis) is mostly securely used to give clarity and mark the structure of sentences.
- A range of cohesive devices, including the way the final sentence refers back to the opening, support the reasons for choice and convince the reader.

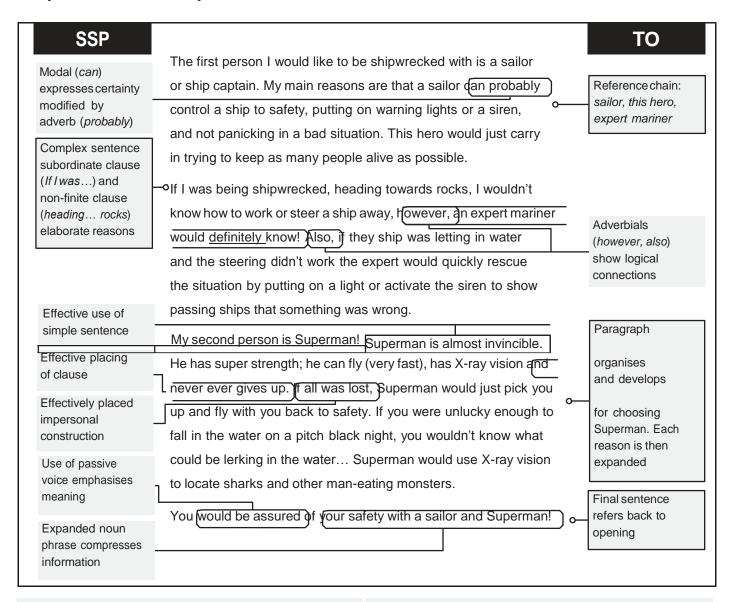
#### Composition and effect

- Generic choices (doctor and explorer) complement each other.
   Pertinent and precise detail (his equipment... bandages, medicine or casts) firmly engages the reader's interest, particularly in the case of the doctor. A link is made between the two choices when the writer convincingly refers to them as 'my crew'.
- The viewpoint is well-controlled and in keeping with the explanatory role. The passage concerning the doctor is more convincing and provides more extended justification of the choice.
- Stylistic features include emotive vocabulary (harsh conditions), some precise word choice (jungles, rainforests, equipment, scavenge, location) and the final sentence. In this, the hesitant adverb 'hopefully' combined with the ellipsis in 'if it ever happened...' leave the reader in some doubt.

3 marks

#### 2 marks

#### Shipwrecked - example 3



#### Sentence structure, punctuation and text organisation

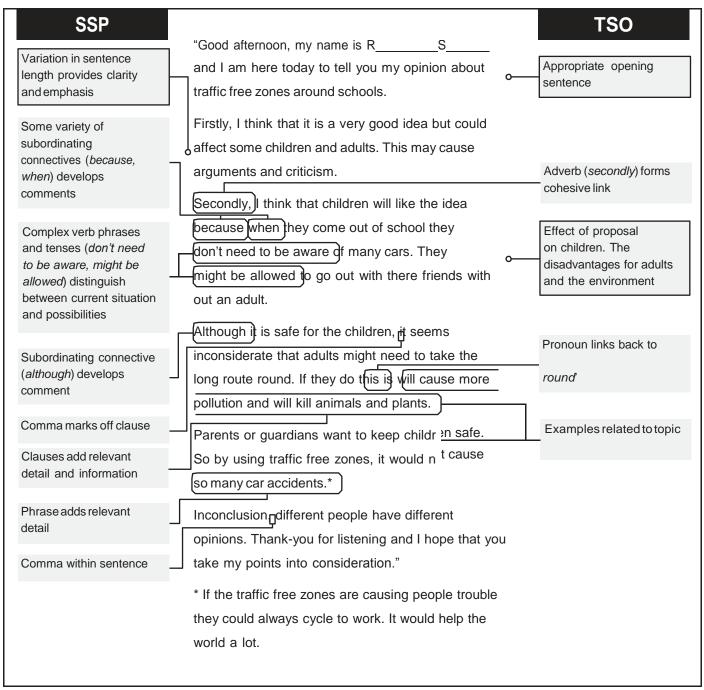
- Varied sentence lengths, with evidence of well controlled complex structures, using subordination to support explanation. Clauses and expanded noun phrases are used confidently to emphasise particular points. Verb phrases are used confidently to clarify and emphasise meaning, with shifts managed securely.
- Mostly secure range of punctuation used to mark the structure of sentences and to give clarity, eg commas to mark off phrases and clauses, exclamation marks, semi-colon, brackets, ellipsis.
- Within paragraphs, ideas are organised and developed to support reasons for choice and to convince the reader. Cohesive devices include varied synonyms, adverbials and referring back to the opening.

#### Composition and effect

- The choices are selected for contrast the practical ship's captain and the fantastic Superman. This firmly engages the reader's interest, detail is pertinent and precise (putting on warning lights or sirens, use X-ray vision to locate sharks). Coverage of the qualities of each character is thorough, eg the description of why Superman is almost invincible.
- The well-controlled viewpoint maintains its explanatory role.
   Justification of each choice is convincing.
- The range of stylistic features includes underlining for emphasis (would <u>definitely</u> know!), precise detail (activate the siren), figurative language (in a pitch black night) and alliteration (maneating-monsters)

3 marks 3 marks

#### Stop the cars - example 1



Summative commentary and marks awarded appear on page 21.

#### Sentence structure and punctuation

- Generally controlled use of sentences varying in structure, length and subject, with phrases and clauses adding detail and information. Some variety of subordinating connectives (because, when, although, if, so). Shifts between verb forms well managed (could affect, may cause).
- Sentence demarcation generally accurate.
   Range of punctuation includes speech marks to mark opening and conclusion of speech, and some commas to mark off clauses or adverbs.

#### Text structure and organisation

- Whole text has brief introduction and conclusion and is usually clearly structured.
   Paragraphs consider different aspects with links made between them.
- Within paragraphs, cohesive links include use of pronouns (*This*) referring back, examples related to topic and adverbial connectives (*Firstly*, secondly).

#### Composition and effect

- Speech provides relevant views of children and adults concerning the council's suggested solution. There are some developed ideas (*longer journeys add to* pollution), but they are not clearly sustained.
- The writer includes own opinion and takes into account the possible views of other children, adults, in particular parents or guardians.
- Stylistic features include formal language (Good afternoon; take my points into consideration) and appropriate vocabulary (arguments and criticism, the long route).

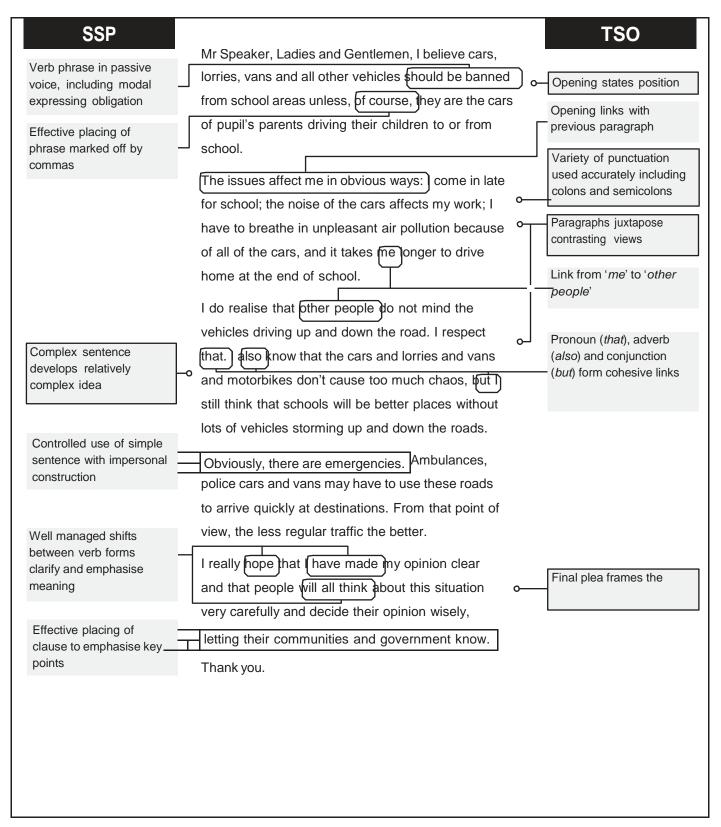
2 marks 2 marks 2 marks

#### **Spelling**

• Spelling is mostly correct, including inflected words (allowed), derivational suffixes (arguments, guardians) and common prefixes (inconsiderate).

#### 1 mark

#### Stop the cars - example 2



Summative commentary and marks awarded appear on page 23.

#### Sentence structure and punctuation

- Generally controlled use of simple and complex sentences; simple used for effect (I respect that). Non-finite clauses (storming up and down the road; letting their communities and government know) aid compression. Shifts between verb forms particularly well-managed in penultimate and final paragraphs.
- Appropriate punctuation is mostly securely used. Commas mark off lists, are used for parenthesis, and mark off clauses and adverbs (Obviously, there are emergencies.) Semi-colons are correctly used, but there is a slip in 'pupil's parents' where an apostrophe is wrongly placed.

#### Text structure and organisation

- Effective opening and closing frame the response. Overall direction is signalled clearly for the reader, as the speaker's personal opinion and various counterarguments are outlined.
- Within paragraphs, cohesive devices include demonstrative pronouns to refer to ideas (*I respect that*), use of conjunction to introduce counter-argument (*but I still think*).

#### Composition and effect

- Speech adapted for imagined audience (Mr Speaker, Ladies and Gentlemen) with sufficient formality for purpose (letting their communities and government know).
   Appropriate content shaped to help people to decide, including the citing of personal experience.
- The convincing viewpoint, authoritative but able to compromise, is mostly sustained.
   Other views (parents, the drivers of emergency vehicles) are integrated into the argument.
- Stylistic features supporting effective expression of opinion include descriptive vocabulary (unpleasant air pollution), cumulative effect of list (cars and lorries and vans and motorbikes) and figurative language (vehicles storming up and down the roads).

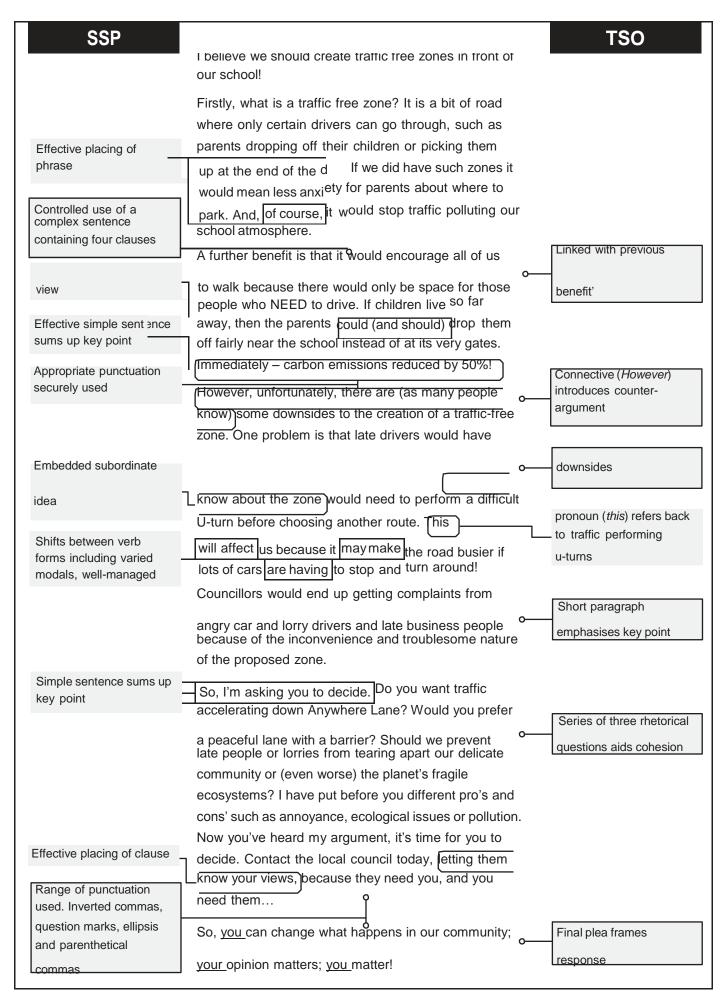
3 marks 3 marks 4 marks

#### **Spelling**

• Spelling is correct including inflected words (driving, lorries), derivational suffixes (destinations, government) and common prefixes (unpleasant).

#### 1 marks

#### Stop the cars - example 3



#### Sentence structure and punctuation

- Varied and well controlled sentence structures include complex sentences with embedded clauses and simple sentences for effect (Immediately – carbon emissions reduced by 50%!). Clauses and phrases positioned effectively (or (even worse)). Shifts between verb forms clarify and emphasise meaning (Do you want, would you prefer, Should we prevent, I have put, it's time, Contact).
- Mostly secure range of punctuation supports the structure of sentences and clarifies meaning: internal use of commas, appropriate question and exclamation marks, brackets, ellipsis, semi-colons, apostrophes.

#### Text structure and organisation

- The structure of the speech is controlled, with paragraphs linked in a variety of ways to signal the overall direction clearly for the listener. Paragraphs of different lengths are used to emphasise key points or develop a theme. The opening and conclusion frame the reponse.
- Within paragraphs ideas are organised and developed to support purpose, eg question followed by its answer, reference chain (downsides/ one problem) accumulating rhetorical questions, link within a sentence (Now you've heard my argument, it's time for you to decide).

#### Composition and effect

- Form is adapted for the imagined audience, with sufficient formality in the response (I have put before you different pro's and cons'). Appropriate content is shaped to affect decisions, such as the forceful delineation of the pros and cons of a traffic-free zone, leading up to 'it's time for you to decide'.
- The convincing viewpoint is both informal (Now you've heard my argument) and authoritative (Contact the local council today). Other views (late drivers, lorry drivers in unfamiliar surroundings) are recognised and integrated into the argument.
- A range of stylistic features support the effective expression of opinion, eg emphasis (could (and should)), aptly chosen vocabulary (inconvenience and troublesome nature), rhetorical questions (Would you prefer a peaceful lane with a barrier?), figurative language (tearing apart our delicate community), emotive appeal (the planet's fragile ecosystems), repetition for effect (you can change what happens in our community; your opinion matters; you matter!)

6 marks

4 marks 4 marks

#### **Spelling**

 Virtually all spelling is correct, including that of assimilating prefixes (aggravating, accelerating) and words with unstressed vowels (atmosphere, emissions).

#### 2 marks

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