

Describe Your Favourite Food

Name: _____

Class: _____

Date: _____

Time: **20 minutes**

Marks: **12 marks**

Comments:

It's my favourite meal

Think about your favourite meal.



What do you like about it?

How would you describe it to someone who has never tasted it?

Think of its appearance, how it smells and what it tastes like.

Think about what makes the meal special.

**Your task is to write a description of your favourite meal
for someone who has never tasted it.**

Mark schemes

1

The shorter task: *It's my favourite meal*

In this prompt, children are asked to consider the qualities of their favourite meal, focusing on how it appeals to the senses and what is special about it. The task is to describe the meal for someone who has never tasted it. The planning space provides support for the writer's choice of meal and selection of vocabulary to describe its features. Better performances are distinguished by precise word choice together with developed, varied sentence structures used to create an appealing, well-shaped description of the meal.

SECTION D **SENTENCE STRUCTURE, PUNCTUATION AND TEXT ORGANISATION**

Assessment focuses: **vary sentences 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

Band D1

- Clauses usually grammatically accurate, mostly joined with *and*, *but*. Some simple sentences, often a brief sequence starting with pronoun + verb (*I like*, *It is*). Some connections between sentences, eg pronouns referring to ingredients.
- Sentences are sometimes demarcated by capital letters and full stops.

1 mark

Band D2

- Simple connectives *and*, *but*, *when*, *or*, *so* link clauses. Subjects and verbs frequently repeated (*It is ...*). Phrases with simple expansion (*very hot*, *golden brown*). Some sentences expanded with simple adverbials (*sometimes*). Connections between sentences built up by pronoun references to different component parts of the meal (*with sauce on it*). Brief concluding statement may be included.
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

2 marks

Band D3

- Sentences are mostly grammatically sound. Some subordination: *because*, *if* (*if you don't like vegetables*). Adverbials (*In the middle*) and expanded noun phrases (*long delicious strings*) vary construction of sentences. Tense choice is generally consistent and appropriate. Some variation in subjects (*You*, *Roast potatoes*). Ideas developed within sections. Connections between ideas established and maintained, eg by reference to a previous part of the text (*that's what is so special about pizza*).
- Most sentences correctly demarcated; some commas mark phrases or clauses.

3 marks

Band D4

- Compound and complex sentences used, with varied connectives, eg *although, which, who* (*who would try this meal*). Expanded phrases and clauses express ideas economically. Additional words and phrases (*utterly*) may be included. Organisation supports thorough coverage and emphasis on main components of the meal (*but on the inside ...*).
- Range of punctuation used, almost always correctly, eg brackets, dashes, colons.

4 marks

SECTION E

COMPOSITION AND EFFECT

Assessment focuses:

write imaginative, interesting and thoughtful texts

produce texts which are appropriate to task, reader and purpose

Band E1

- A short series of points and comments; purpose possibly unclear.
- Detail sometimes included to expand content, eg simple description (*hot*), or simple statement of attitude (*It is very tasty*).

1 mark

Band E2

- Descriptive form used; may focus on one aspect of the meal, eg taste, texture (*spicy, crunchy, crispy*); may include listing of ingredients.
- Writing shows evidence of viewpoint, eg positive statements about the meal (*best food in the world*).
- Vocabulary choice is mostly relevant; some word choice supports appeal (*gorgeous*) although not consistently (*really nice*).

2–3 marks

Band E3

- Descriptive form is maintained, eg coverage includes detail about several elements of the meal (*the pasta ... the garlic bread*) and considers the senses (*warm and squishy inside*).
- A viewpoint is established, eg writing uses evaluative comment or emotive appeal to promote meal (*makes your tongue tingle with joy ...*).
- Stylistic choices contribute to descriptive effect, eg specific vocabulary (*sprinkled on top*), appealing phrases (*a dollop of red sauce*).

4–5 marks

Band E4

- Adaptation for reader, eg direct appeal (*the feel of the crust tempts you ..*). Thorough coverage of points with reference to several senses.
- The writer's viewpoint is consistent and controlled, eg enthusiasm is supported by details about the meal (*aromatic spices wafting around your nose*).
- Stylistic features maintain interest, eg vivid or sensuous description of food (*dab the chips in the cold, rich, creamy ketchup*).

6–7 marks

Band E5

- Reader informs choice and placing of content, eg the writer prioritises descriptive detail and information thought to be of most interest to the reader.
- Viewpoint well controlled and convincing, eg writer appears authoritative and knowledgeable about the meal.
- Range of stylistic features manipulated to fully support purpose and inform, eg word choice integrates appeal to the senses and enhances description of the meal (*encrusted with tiny salt granules*).

8 marks