

Mini Language Paper 1 AQA Exam

<p><u>Section A:</u> Comprehension (Q1)</p>	<p><u>Section B:</u> How does the writer use language to (Q2)</p>	<p><u>Section C:</u> How has the writer structure the text to.. (Q3)</p>	<p><u>Section D:</u> To what extent do you agree? (Q4)</p>	<p><u>Section E:</u> Q5: Creative writing (Q5)</p>
<ul style="list-style-type: none"> • Understand what is happening in the extract. • Select the correct meaning of a phrase. • Identify a detail that shows a character's feelings or awareness. 	<ul style="list-style-type: none"> • Read the quotation carefully. • Decide what it suggests about thoughts or feelings. • Pick out key words from the quotation. • Identify techniques such as: metaphors/similes/personification/triple/alliteration/semantic field etc. • Identify key words and comment on the effect: verbs/adjectives/noun/adverbs etc. • Explain how these create mood or meaning. 	<ul style="list-style-type: none"> • Read the quotation carefully. • Explore how the writer builds suspense/creates atmosphere etc. • Structural techniques, such as: <ul style="list-style-type: none"> • Cliff-hanger – Ending without resolution • Repetition of an image – Same idea repeated • Non-chronological order – Not in time order • Cyclical structure – Ending mirrors beginning etc. • Analysing the effect of structural techniques 	<ul style="list-style-type: none"> • Decide if you agree, disagree, or partly agree. • Give clear reasons. • Use quotations from the extract. • Analyse language and structure to support your judgement. 	<ul style="list-style-type: none"> • Content & Organisation (4 marks) • You should include: <ul style="list-style-type: none"> • Strong description • Language techniques • Varied sentence lengths • Clear atmosphere • Technical Accuracy (4 marks) • You are marked on: <ul style="list-style-type: none"> • Spelling • Punctuation • Sentence control • To reach top marks: <ul style="list-style-type: none"> • Use ambitious vocabulary • Use punctuation accurately (commas, full stops, dashes)

Language Paper 1 - Section A (Reading)



Assessment Objectives

One fiction text with four questions to assess your ability to analyse, evaluate and understand. 25% of GCSE

Section A - Reading

AO1: identify and interpret explicit and implicit information and ideas. And, select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views





AO4: Evaluate texts critically and support this with appropriate textual references

Section B - Creative Writing

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.



Question 1: Multiple choice /4	Question 2: Language /8	Question 3: Structure /8	Question 4: To what extent... /20
<p>Finding information - multiple choice</p> <p>Before you begin: read the source.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 marks = 5 minutes <input type="checkbox"/> Only look at the lines named <input type="checkbox"/> AO1 <input type="checkbox"/> Tick the relevant boxes 	<p>How does the writer use LANGUAGE to...?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 8 marks = 15 minutes <input type="checkbox"/> The extract will be reprinted on your answer page <input type="checkbox"/> AO2 - Language <input type="checkbox"/> Don't stray from the lines given as you won't be credited for it. 	<p>How has the writer STRUCTURED the text to...?</p> <p>Suspense/tension/mood/perspective</p> <ul style="list-style-type: none"> <input type="checkbox"/> 8 marks = 10 minutes <input type="checkbox"/> AO2 - structure <input type="checkbox"/> You will need to think about the WHOLE source 	<p>You'll be given a statement about the text and asked how far do you agree?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 20 marks = 25 minutes <input type="checkbox"/> AO4 - Evaluate <input type="checkbox"/> Focus on writers methods. This means techniques! <input type="checkbox"/> You can discuss both structure and language here. 

Q2: Language Analysis (8 marks/ 15 minutes)

Two PEAKTL paragraphs



Planning your answer



Read the question carefully! What are you being asked to analyse?

3

Find 3 quotations – these must have interesting key words and techniques!



Use your Writer's Toolkit to help with your analysis!

Sentence Starters

PEAKTL X 2

Point: The writer presents _____ because/as _____

Evidence: " _____ "

Analysis:

- This suggests...
- This makes the reader feel...
- This could also imply....
- This creates an impression of...

Key words:

- The word "[specific word]" has connotations of... which suggests.....
- The writer chooses the phrase "[insert specific phrase]" to imply....

Techniques: Use your toolkit!

- Furthermore, the writer uses a [insert technique] to imply...
- The use of [insert technique] implies...

Link to another quotation:

- This is also shown in " _____ " which suggests...

Mark scheme

Level 4: Perceptive, detailed (7-8 marks)

- Shows detailed and perceptive understanding of language
- Analyses the effects of the writer's choices of language
- Selects a range of judicious quotations/references
- Uses sophisticated subject terminology accurately

Level 3: Clear, relevant (5-6 marks)

- Shows clear understanding of language
- Clearly explains the effects of the writer's choices of language
- Selects a range of relevant quotations/references
- Uses subject terminology accurately

Level 2: Some attempt (3-4 marks)

- Shows some understanding of language/
- Attempts to comment on the effects of the writer's choices of language
- Selects some relevant quotations/references
- Uses some subject terminology, not always appropriately



Level 1: Simple, limited (1-2 marks)

- Shows simple awareness of language
- Offers simple comment on the effect of language
- Simple references or textual details.
- Simple mention of subject terminology

Writer's Toolkit: Techniques

Technique	Definition
Metaphor	Compares one thing to another as if it IS LITERALLY that thing. E.g. The wind was a howling dog.
Alliteration	The repetition of the initial letter of each word e.g. <u>t</u> all, <u>t</u> owering <u>t</u> rees that's done purposefully for effect.
Semantic field	Multiple words that all relate to the same topic e.g. gun, tank, soldier and trench all come from the semantic field of war.
Simile	Compares one thing to another using like or as. E.g. The wind was like a howling dog.
Emotive Language	Language used to make the reader feel a particular emotion.
Repetition	Using the same word more than once
Personification	Giving an animal or an inanimate object human qualities. E.g. the tree waved.
Triple	Using a word more than once for effect
Juxtaposition	Two things that contrast each other

Q3: How does the writer use **structure** to.... Build suspense? Mystery? An atmosphere of? Sense of?

 Big Idea? 				
Start	Point	Evidence	Structural Techniques	Analysis
Middle	Point	Evidence	Structural Techniques	Analysis
End	Point	Evidence	Structural Techniques	Analysis

This creates a sense of...

This makes the reader feel....as...

Here, the reader questions if.....

The writer focuses our attention on...

This shifts from....

Suspense increases/decreases as....

This foreshadows...

Structural Techniques
<ul style="list-style-type: none"> Shifting between times and places
<ul style="list-style-type: none"> Sudden introduction to new characters at significant points
<ul style="list-style-type: none"> Switching between different points of view
<ul style="list-style-type: none"> Flashbacks
<ul style="list-style-type: none"> Repetition of an image or point of view
<ul style="list-style-type: none"> Cyclical structure – returning at the end to what happened at the beginning
<ul style="list-style-type: none"> Chronological narrative
<ul style="list-style-type: none"> Non-chronological narrative (not in time order)
<ul style="list-style-type: none"> Omission (when the writer holds back information, usually to create suspense)
<ul style="list-style-type: none"> Foreshadowing (a warning or indication of a future event)

Q3 Mark scheme
<p>Level 4 / Perceptive, detailed / 7-8 marks</p> <p>Shows detailed and perceptive understanding of <i>structure</i></p> <p>Analyses the effects of the writer's choices of <i>structure</i></p> <p>Selects a range of judicious quotations/references</p> <p>Uses sophisticated subject terminology accurately</p>
<p>Level 3 / Clear, relevant / 5-6 marks</p> <p>Shows clear understanding of <i>structure</i></p> <p>Clearly explains the effects of the writer's choices of <i>structure</i></p> <p>Selects a range of relevant quotations/references</p> <p>Uses subject terminology accurately</p>
<p>Level 2 / Some, attempts / 3-4 marks</p> <p>Shows some understanding of <i>structure</i></p> <p>Attempts to comment on the effects of the writer's choices of <i>structure</i></p> <p>Selects some relevant quotations/references</p> <p>Uses some subject terminology, not always appropriately</p>
<p>Level 1 / Simple, limited / 1-2 marks</p> <p>Shows simple awareness of <i>structure</i></p> <p>Offers simple comment on the effect of <i>structure</i></p> <p>Simple references or textual details.</p> <p>Simple mention of subject terminology</p>

Q4: To what extent do you agree or disagree?(20 marks/ 25 minutes)

AO4: Evaluate critically and support with appropriate textual references








- ✓ Make a judgment about how effective something is and explain why, giving your opinion
- ✓ Choose appropriate quotations
- ✓ Evaluate how successful the writer's choice of language is and how this impacts your opinion

Planning your answer	Sentence Starters	Mark scheme
<p>Overarching idea: Do you agree or disagree, and why?</p> <ol style="list-style-type: none"> 1. Judgement: Give your first reason as to why you agree or disagree 2. Evidence: Support with a quotation – “This encourages me to agree with the statement as....” 3. Techniques & effect: <ul style="list-style-type: none"> • What are the impact of the writer's choice of key words? What effect do techniques create? • Structure choices? • Language choices? • How does the writer's choice of techniques affect your opinion? 4. Evaluate: Summarise how and why this choice of quotation encourages you to agree/disagree with the statement. <p style="text-align: center; font-size: 2em; font-weight: bold;">X 3</p>	<p>Agree: I strongly agree with the statement because... The writer effectively creates the impression that... This is convincing because the writer uses... One reason this is successful is...</p> <p>Disagree: I do not fully agree because... The writer does not successfully create... This is less convincing because...</p> <p>Evaluating effect: The writer achieves this through the use of... This technique is effective because it makes the reader... The choice of [word/phrase/structure] successfully suggests... This skilfully creates an impression of... This therefore encourages me to agree/disagree as...</p> <p>Adding depth: Alternately, this could also be interpreted as... On the other hand, some readers might think... This is particularly powerful because...</p>	<p>Level 4 - Perceptive, detailed evaluation - 16–20 marks Shows perceptive and / or detailed evaluation:</p> <ul style="list-style-type: none"> • Develops a convincing and critical response to the focus of the statement • Shows perceptive understanding of writer's methods • Selects a range of judicious textual detail • Evaluates critically and in detail the effect(s) on the reader <p>Level 3/ Clear, relevant evaluation / 11-15 marks Shows clear and relevant evaluation:</p> <ul style="list-style-type: none"> • Makes a clear and relevant response to the focus of the statement • Shows clear understanding of writer's methods • Selects a range of relevant textual references • Evaluates clearly the effect(s) on the reader <p>Level 2/ Some evaluation / 6-10 marks Shows some attempts at evaluation:</p> <ul style="list-style-type: none"> • Makes some response to the focus of the statement Shows some understanding of writer's methods • Selects some appropriate textual reference(s) • Makes some evaluative comment(s) on effect(s) on the reader <p>Level 1/Simple, limited/ 1-5 marks Shows simple, limited evaluation:</p> <ul style="list-style-type: none"> • Makes a simple, limited response to the focus of the statement • Shows a limited understanding of writer's methods • Selects simple, limited textual reference(s) • Makes simple, limited evaluative comment(s) on effect(s) on reader

Q5 Creative Writing

B band Style Model 2: Character and an object

<p><u>Paragraph 1: Zoom Out!</u> Paint a very detailed picture of your scene as a whole!</p> <p>The weather – can you reflect the mood of the description/story? Buildings/ people/ animals/ vehicles etc. What else might you be able to see/hear/smell?</p>  	<p>Students on a school bus</p>	<p>Zoom out: Describe a range of things in your setting</p>	<p>As the day came to an end, a lively group of school students filled the bus on their way home. The double-decker, a familiar sight in the rainy streets, rattled along the slick road. The bus driver, a sturdy man with a thick moustache and a serious look, navigated the wet conditions with precision. Outside, the rain poured down, making the world appear blurry and soft. The rhythmic patter of raindrops on the roof contrasted sharply with the boisterous chatter of the students inside. Did they even notice the gloomy weather?</p>
<p><u>Paragraph 2: Zoom in on a person!</u></p> <p>Describe their appearance. Does it contrast or match the setting? SHOW their feelings – by describing the way they are stood and their facial expressions. Describe them moving about the setting while giving an insight into their thoughts – what are they thinking about? Worrying about?</p>	<p>Y11 boy on way home from school</p>	<p>Appearance? Thinking? Feeling? Doing?</p>	<p>Among the crowd sat a Year 11 boy, dressed in his tidy school uniform; he looked anything but cheerful. His shoulders slumped under the weight of the day. After receiving a detention for being late, he dreaded the talk he would have to have with his parents. Their disappointed looks haunted him. What of the upcoming mock exams? His mind raced, anxiety enveloping him like a thick fog.</p>
<p><u>Paragraph 3: Shift to an object!</u></p> <p>Get your character to notice an object e.g. a piece of jewellery, a photograph, a souvenir from holiday etc. that's in their location Describe it in detail – what does it look like? What would it feel like to touch it? If the object is small, get your character to pick it up and turn it over in their hands while describing what it is like. If the object is large, get your character to walk towards it and touch it – what does it feel like? End your paragraph with explaining what your character's emotional connection to the object is</p>  	<p>Football scarf</p>	<p>What does it look like? Emotions associated with it? Sensory description?</p>	<p>Wrapped in a Burnley Football Club scarf, he sought comfort in its familiar warmth. The wool felt soft against his skin, providing a sense of security. As he stroked the claret and blue fabric, a pleasant scent of grass and rain filled his senses, flooding back memories of happier times... The scarf, slightly frayed at the edges, still boasted vibrant colours, reminding him of days filled with joy and passion.</p>
<p><u>Paragraph 4: Flashback!</u></p> <p>Flash back to a memory involving the object e.g. when your character first received it or a special memory that relates to a person with it like being on holiday together and bringing it back. Describe it in detail – what happened? Who was there? Describe them. What was the weather like? Include how your character felt and what that moment meant to them.</p>	<p>Memory of being given scarf on first football match</p>	<p>Sensory description: See/hear/smell/taste/feel</p>	<p>Suddenly, he was whisked back to his first Burnley match with his grandad. The atmosphere at Turf Moor was electric. Cheers erupted from passionate fans; the smell of hot dogs wafted through the stands, mingling with the fresh-cut grass. His grandad had placed the scarf around his neck, a warm gesture that symbolised their close bond. In that moment, surrounded by excitement and love, he found a glimmer of hope—offering a light against the shadows of his current worries.</p>
<p><u>Paragraph 5: End it in a sentence!</u> Use a one sentence paragraph or one word paragraph to finish off your story. E.g. That was a time when everything was perfect.</p> 	<p>One sentence</p>		<p>He smiled, knowing today will pass and tomorrow will be brighter.</p>

<p><u>So, so sentence</u></p> <p>There was one item, so small, so unrecognisable, it didn't register.</p>	<p><u>Using dashes instead of brackets sentence</u></p> <p>The roof - the straw thatch - was gone.</p>	<p><u>The 'as if verb' sentence</u></p> <p>He pulled absently at some grass, as if searching for memories.</p>
<p><u>The more, more, more sentence</u></p> <p>The more he worried, the more he felt uncomfortable, the more he wanted to leave.</p>	<p>UPGRADE YOUR SENTENCE</p>	<p><u>The three-verb sentence</u></p> <p>The monster pushed, crashed and smashed its way through.</p>
<p><u>Two similes sentence</u></p> <p>It could have been Esther's, as black as jet, as dark as the night.</p>	<p><u>The less, less, less sentence</u></p> <p>The less I tried, the less I cared, the less I got</p>	<p><u>Adjectives at the start sentence</u></p> <p>Cold and hungry, martin waited for someone to take pity on him.</p>

Creative Writing (AQA Language, Paper 1) – Word Bank

Setting		Hot		Cold		Good Weather		Bad Weather				
		Torrid, sweltering, sweaty, blistering, feverish, roasting, balmy, tropical, flaming, searing		Frosty, raw, numbing, polar, Arctic, biting, glacial		Radiant sunshine, glorious, sunlit, glowing, picturesque, salubrious, fresh, crisp		Overcast, torrential rain, squally showers, , monsoon, wild, downpour, lashing rain, blustering wind, drizzle, howling wind, dewy, soggy, forked lightning				
Sensory Language	Smell and Taste		Touch		Sound		Negative Personality Traits					
	<p>Pleasant Smells Appetizing, aromatic, delicious, delicate, fresh, flowery, fragrant, earthy, spicy, subtle, tantalizing, tangy, mature, syrupy</p> <p>Unpleasant Smells Acid, acrid, antiseptic, bitter, briny, burnt, chemical, cloying, coppery, curious, damp, foul, fetid medicinal, metallic, musty, musky, noxious, odious, oily, putrid, pungent, pungent, peppery, rancid, rank, sickly, sharp, sour, sulphurous, stale, stench, reek, odour</p>		<p>Smooth Textures Airy, buttery, creamy, glazed, glassy, polished, even, glossy, oily, plush, velveteen, satin, silken, waxy</p> <p>Rough Textures Brittle, coarse, crisp, crumbly, crunchy, , fibrous, gnarled, grooved, grainy, hooked, jagged, knotted, leathery, lumpy, matted, meaty, rusty, pleated, porous, pulpy, rugged, rumpled, sloppy, stringy, spongy, spiked, spurred, sodden, saturated, thorny, tangled</p>		<p>Noises Blast, blurt, billow, bellow, bark, boom, burst, blare, clank, clink, clang, clash, clap, crow, chink, chime, creak, click, crackle, chug, crack, caw, drone, fizz, gush, gurgle, grind, gasp, growl, hiss, hammer, roar, rip, screech, squeal, sizzle, scream, scratch, swish, slice, spatter, tap, thud, thump, thwack, whine, wail, whisper, wheeze, yelp</p> <p>Describing Sounds Acute, blatant, clear, clanging, disjointed, discordant, deafening, echoing, eerie, faint, gruff, guttural, harsh, hollow, hoarse, intermittent, jarring, metallic, muffled, piercing, reverberating, shrill, silvery</p>		<p>Untrustworthy Dishonest, deceitful, treacherous, traitorous, unfaithful, duplicitous, dishonourable, disloyal, unprincipled, unscrupulous, corrupt, underhand; unreliable, undependable, capricious, fickle, Machiavellian</p> <p>Cold Inhospitable, unwelcoming, unsympathetic, forbidding, stony, haughty, supercilious, disdainful, aloof, distant, remote, indifferent, reserved, withdrawn, uncommunicative, unresponsive, unfeeling, unemotional, dispassionate, passionless, wooden, impersonal, formal, stiff, austere</p> <p>Nasty Aggressive, brutal, savage, inhumane, barbaric, barbarous, brutish, bloodthirsty, vicious, ferocious, fiendish, devilish, diabolical, abominable, monstrous, atrocious, vile, hideous, ghastly, spiteful, callous, sadistic, ruthless, merciless, pitiless, unsparing, remorseless, uncaring, uncharitable, severe, harsh, stern, inclement, flinty, draconian. dastardly</p>					
			Sight		Shape		Positive Personality Traits					
	<p>Bright Luminous, gleaming, iridescent, vivid, blazing, beaming, glaring, dazzling</p> <p>Clear Crystalline, transparent, translucent, unblemished, diaphanous, clarion</p>		<p>Dark Discoloured, opaque, dismal, sombre, drab, dreary, bleak, unilluminated, leaden, ominous</p> <p>Obscured Murky, gloomy, speckled, mottled, flickering, indefinite, indistinct, hazy, foggy, concealed, nebulous</p>		<p>Arch, bow, bend, barrel, bulbous, curve, cube, creased, concave, domed, fork, globe, hoop, horizontal, hollow, loop, orb, oval, pleated, ridge, ruffled, rifted, spiral, sphere, shield, tubular, vertical, wedge, web</p>		<p>Trustworthy Authentic, candid, reliable, supportive, dependable, honourable, ethical, incorruptible</p> <p>Determined Accountable, tenacious, ambitious, responsible, committed, assertive, focussed, consistent, dedicated, disciplined</p> <p>Nice Genial, congenial, gracious, affable, compassionate, charismatic, empathetic, dynamic, generous, enthusiastic, innovative, inquiring, optimistic, nurturing, charming, amiable, personable</p>					
	Speech		Movement		Size		Positive Emotions		Negative Emotions			
	<p>Said Accused, chimed, explained, maintained, ranted, speculated, acknowledged, choked, marvelled, mentioned, reasoned, sputtered, admitted, advised, squeaked, slurred, murmured, announced, remarked, coaxed, gossiped, greeted, conceded, grunted, replied, guessed, taunted, uttered, bleated, cried, boasted, dared, inquired</p>		<p>Walked Coiled, ducked, gambolled, grimaced, recoiled, reclined, squatted, stooped, scrunched, squirmed, writhed, wriggled, wilted, crumpled, dove, twisted, danced, slunk, stumbled, traipsed, rotated, pivoted, pirouetted, lunged, slumped, strolled, sauntered, ambled, trudged, prowled, wandered</p>		<p>Small Compact, elfin, emaciated, gaunt, meagre, miniature, miniscule, microscopic, narrow, paltry, puny, scrawny, teeny, teensy, skeletal</p> <p>Large Beefy, brawny, chunky, corpulent, colossal, epic, enormous, expansive, fleshy, gargantuan, hefty, hulking, immense, immeasurable, massive, mammoth, obese, portly, oversize, stocky, stout, strapping, towering, whopping, vast</p>		<p>Happy Delighted, ecstatic, content, enraptured, enchanted, overjoyed, awed, merry, joyful, jovial, jolly, jocular, gleeful, carefree, untroubled, delighted, buoyant, beatific, thrilled, exuberant, elated, exhilarated, blissful, euphoric, exultant Vindicated, victorious, satisfied, gratified, comfortable, serene, placid, untroubled</p>		<p>Sad Distraught, grief-stricken, uneasy, anxious, sorrowful, dejected, regretful, depressed, downcast, despondent, despairing, disconsolate, desolate, wretched, doleful, melancholy, mournful, woeful, woebegone, forlorn, crestfallen, inconsolable</p> <p>Unfulfilled Exhausted, incompetent, incomplete, incapable, disheartened</p>			
	Colour											
	Black		Grey		Brown		Red		Orange		Yellow	
	Raven, coal, midnight, onyx, obsidian, ink, ebony, charcoal		Graphite, smoke, slate, pewter, flint, lead, pebble		Hickory, coffee, mahogany, tawny, cedar, walnut		Merlot, berry, crimson, blush, ruby, garnet, scarlet		Amber, cider, marmalade, bronze, rust, ginger, apricot, ochre, peach		Dandelion, honey, corn, flaxen, mustard, lemon, canary	
	Green		Blue		Purple		White					
Shamrock, sea foam, chartreuse, pickle, mint, pistachio		Cobalt, azure, peacock, indigo, cerulean, sapphire		Heather, lavender, amethyst		Ivory, porcelain, powder, cotton, pearl, alabaster						

Q5 Creative Writing

Success criteria

Have you:

- Used each stage of the style model/toolkit
- Used a variety of language techniques
- Used a variety of structure techniques
- Used varied sentence starters in each section
- Varied sentence structures (the more, the more, the more)
- Range of punctuation
- No more than two characters / settings
- Varied sentence types (short and long)
- Used ambitious vocabulary
- Checked your spelling
- Checked your writing is clear

Writing Levels		
	Content & Organisation	Technical Accuracy
Level 4 Confident & thoughtful communication	19-24 marks • Convincing & compelling communication • Tone, style and purpose matched to audience • Extensive crafting of persuasive techniques & use of ambitious vocab • Varied use of structural techniques • Complex ideas • Fluent paragraphs	13-16 marks • Wide range of accurate punctuation. • Full range of sentence types. • Nearly all accurate spelling. • Accurate grammar
Level 3 Consistent, clear communication	13-18 marks • Consistently clear • Consistent tone and style • Sophisticated vocabulary and a range of persuasive techniques • Language chosen for effect • Effective structural features • Clear, connected ideas • Coherent paragraphs	9-12 marks • Range of mostly accurate punctuation. • Variety of sentence types • Generally accurate spelling • Mostly accurate grammar
Level 2 Some successful communication	7-12 marks • Some sustained communication • Some sustained use of tone and style • Conscious choices of language and use of some persuasive techniques • Some structural techniques • Variety of linked/relevant ideas • Paragraphs	5-8 marks • Some accurate punctuation - but variety in its use. • Attempted a variety of sentence types but not always accurate. • Some accurate spelling • Some accurate grammar
Level 1 Simple, limited communication	1-6 marks • Simple ideas and communication • Simple awareness of tone and style • Simple vocabulary and persuasive techniques • Simple structural devices • One or two relevant ideas • Incoherent paragraph structure	1-4 marks • Occasionally accurate punctuation • Simple use of sentence types. • Accurate basic spelling • Limited control of grammar