



# Exam Preparation Guide

## AQA English Language Paper 2 – Writers’ Viewpoints and Perspectives



### *Key Tips to Success!*

*Well done on your hard work, efforts +  
progress. Do your best and good luck!*

## **Overview**

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**Paper 2 Overview**  
**Article- YOUR point of view**  
**4 Questions based on 2 extracts**

**GOOD LUCK  
YEAR 11**  
Aspire, Believe, Achieve

**9.00 – 9.05 – Look at Q5 topic, read extract – ideas + vocab!**

**9.05 – 9.40 – Write Q5! Re-read intro before con + check!**

*Read 4 Questions + extract again!*

**9.45 – 10.15 – Q4 Connecting Texts – all methods**

**10.15 – 10.25 – Q2 EXPLAIN similarities OR differences (NO METHODS)**

**10.25-10.35 – Q3 – Language Methods**

**10.35 – 10.40 – Q1 – True/False – MAKE SURE DO THIS!**

**TIME LEFT – Q4!**

**Question 5 – Article Writing - Point of View**

**Statement = SPRINGBOARD!**

**Take it where you want to go – explore layers!**

**Formal, passionate, developed**

**Tips for Paras: Use questions ...**

- *What*
- *Why*
- *How*
- *So what / What if*

**Article**

**TITLE** – short, linked – could use

Question // Alliteration // Triplet // Rhyme

Can just be a couple of relevant words from statement if stuck!

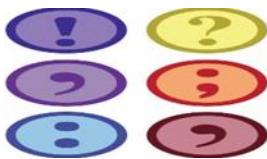
**PARAGRAPHS** – COULD have subheadings

**Plan**

- Interesting perspective – AVOID USING ‘I’
  - Intro – Overall belief
  - 3-4 paras – develop thinking
    - Con – link to intro

<b>Alliteration Phrases</b>	
Important increase	Reducing results
Drastic decrease	Dramatic drop
Significant surge	Critical control
Bear the burden / blame	fight for the future
Hope and happiness / health	Safe and secure
Precious planet	Sadness and sorrow
Brutal bullying	Betraying our beloved
Compassion + consideration	Price to pay

**Statistics – Explained – NOT unrealistic / Expert Quotes – Explained – NOT unrealistic /  
Short Sentences / Semi Colon / Single Line Para/ Triplet sentences starting same way**



**9.00 – 9.05 – Look at Q5 topic, read extract – ideas + vocab!**

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**TIME LEFT – Q4!**



### Reading

**Start First – 30 mins**

**Q4 – Compare/Contrast - difference/similarity - quote / method / what we learn**

**If in doubt – what does one say + what does the other say?**

What are the key words in question?

**Methods – Use title + structure if can .....**

**alliteration – sounds soft/hard – why? Adjectives / verbs / metaphors / personification / simile**

Quote A / Method + Quote B/Method – what do we see from these x3

Quotes can be ONE word – no more than 5ish

**Shows / conveys / demonstrates / helps us to see / illustrates / portrays**

*Use Q2 info to help!*

**Q2 – 10 mins – Question / Quote / Learn**

**NO METHODS, JUST EXPLAIN POINTS**

What difference/similarity is the question asking you about?

This is based on overall reading of sources – what 2/3 differences/ similarities can you see?

Find quote to back these up

Quote A + Quote B = explain what the difference is x2/3

*In Source A we are told ‘QUOTE’ but in B we learn ‘QUOTE’. From this we can see they are different because .....*

**Q3 –Language show something - 10 mins – question – quote / method / what we learn**

Give an overview of answer – keep linking back to this

**Methods – alliteration – sounds soft/hard – why? Adjectives / verbs / metaphors / personification / simile**

Look for connections in words used for any ongoing imagery

WHY???? What these show?? Don’t keep repeating same words

*The writer uses .....*

*From this we can .....*

**Shows / conveys / demonstrates / helps us to see / illustrates / portrays**

Short sentences – what do?

Complex sentences – what do? Link these to what is happening + why?

**Q1 – 5 mins – True / False**

Decide all statements first – check WHY these are right

**MAKE SURE YOU COLOUR IN THE CIRCLE**

**Don't repeat yourself – develop why + what word shows – check! BEST OF LUCK!**

# Timings

## Pre Exam:

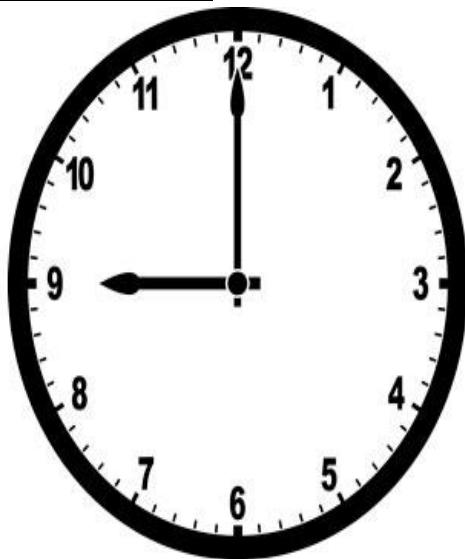
Be at school on time!

Have 2 pens + a highlighter!

Go to the toilet before you go to  
avoid taking time out!



## 9.00 Start



-Look at Section B. Read the task is there to

-

Create a vocab list – extract + your own

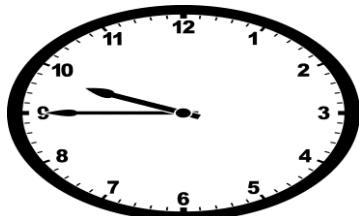
9.00 – 9.05 Read extracts

9.05 - 9.40 Plan and do writing

9.40 - Re-read intro, write conc.

Check for errors!

9.45 – 9.50ish Read the 4 reading questions and re-read extracts



9.45ish – 10.15 - Q4  
Compare/Contrast

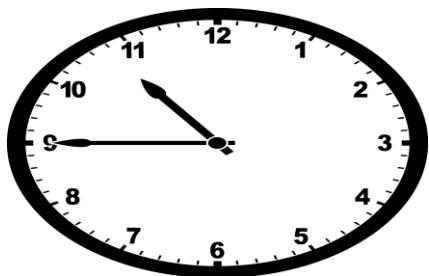
**10.15 – 10.25 - Q2 Summary- Explain**



**10.25 – 10.35 - Q3 – Language**

**10.35 -10.40 – Q1 – True/False**

**10.40 – 10.45 – Last checking and add to any answers**



**10.45 – FINISH**

**ANSWER EVERYTHING!  
TIME LEFT – Reading Q4**

**YOU HAVE ONE CHANCE – USE ALL THE TIME YOU ARE  
GIVEN WHILE YOU HAVE IT!  
NO REGRETS!**

## Discursive Writing Top Tips – 9.00 – 9.40

### Q5 Writing Develop YOUR Point of View!

	<b>Article / Leaflet</b>
<b>Open</b> <b>Triplet</b> <b>NOT 'I am going to'</b> Don't just re-write statement!	Can use a headline before introduction Can have question / alliteration – method already included
<b>Structure</b> <b>Always use</b> <b>Single line para</b>	Can use subheadings at start of para Devices throughout Use topical or real life examples Be passionate and emotive
<b>End</b>  <b>Always use cyclical!</b>	Strong conclusion

<u>Alliteration Phrases</u>	
Important increase Drastic decrease Significant surge Bear the burden / blame Hope and happiness / health Precious planet Brutal bullying Compassion + consideration	Reducing results Dramatic drop Critical control fight for the future Safe and secure Sadness and sorrow Betraying our beloved Price to pay



- Triplet
- **DEEP rhetorical question (NOT 'Do you think so? Do you agree? Would you like this?')**
- **Expert quote (anyone connected to situation)**
- **Statistic**
- *What learn from these / what reveal?*

## **SPAG Tips**

### **Semi colon ;**

The exam was drawing near; the feeling of success was in the air.  
 They had worked hard; every moment was used wisely.  
 Excitement washed over the students; this was their time to show  
 their potential.

### **Dash –**

This was it – the moment to show what they could do!  
 The moment had arrived – it was time to shine!  
 The doors opened – it was time to begin .....

### **Question marks ?**

Was this the sign they had been waiting for?  
 Would their hard work pay off?

### **Exclamation marks !**

It was time!  
 They were ready!

### **Ellipsis .....**

The end was drawing near .....

The doors shut .....

their  
there  
they're

Their success was clear.

There was no time left - this was it!

They are going to do their best.

## Are / Our

We ARE going  
to do well!

OUR exam is  
today!

TWO  
Is a number



Two cats are on  
a scooter.

TOO  
Means also or  
excessively



It is too hot  
outside.

TO  
Is used for  
everything else



The alien is  
traveling to Earth.

I am - I'm  
do not - don't  
cannot - can't  
I would - I'd  
we would - we'd

## APOSTROPHES



It's - it is  
They're - they are  
Who's - who is  
We're - we are  
You're - you are

**I will not be afraid  
to use a  
semicolon.**

Do your best; you have  
worked so hard!  
You have one chance; make  
the most of it!  
Be proud of yourself; you have  
Vocab Listen English language way!



## Apostrophe

In place of missing  
letter

Show ownership

Eg

Ms Smith's paper.

Ollie's grade.

Lucy's ideas.

DON'T need on

Shows / conveys /  
portrays / suggests

Agony	Ascend	A heaven, a haven, a home	Fighting	Watching
Apocalypse	Astonishing	Sanctuary – safe + secure	warring battling brutal	observing peering glancing
Armageddon	Astounding	Retreat	confronting	detecting
Assault	Belief	Refuge	attack + assault	perceiving
Catastrophe	Blissful	Idyllic	clash + combat	
Caution	Bravery	Paradise	conflict + crusade	
Collapse	Breath taking	Tranquil	encounter	
Deadly	Command	Peaceful	hostility	
Death	Conquer	Serene	ravage	
Deceiving	Courage	Eternal + everlasting	havoc	
Destroy	Daring	Defiance	chaos	
Devastating	Defeat	Delight	Victim	
Disastrous	Defiance	Devoted	Hero / heroic	
Feeble	Delight	Dignity	Brutal	soaring
Frantic	Devoted	Dominate	Survival	
Frightening	Dignity	Effortless	Suffering	distraught
Horrific	Dominate	Empower	Sacrifice	devastation
Insidious	Effortless	Epic	Brandish	despairing
Invasion	Empower	Excellent	Division	distressed
Jeopardy	Epic	Excited	Torture	agitated
Lurking	Excellent	Fearless	Punishment	
Looming	Excited	Ferocious	Blazing + burning	Apprehensive
Massacre	Fearless	Fierce	Scorching	Anxiety
Nightmare	Ferocious	Force	Afflicting	Nervously
Painful	Fierce	Fulfil	Anguish + agony	
Pale	Force	Glorious	Condemning	Delight
Panic	Fulfil	Glory	Distance	Elated
Peril	Glorious	Graceful	Gulf	Excited / excitement
Plummet	Glory	Jubilant	abyss	Anticipation
Plunge	Graceful	Miraculous	chasm	Exhilarated
Poison	Jubilant	Noble	void	Ecstatic
Torture	Miraculous	Perfection	crater	
Tragedy	Noble	Praise	Clawing	
Victim	Perfection	Prevail	Biting	Heartless
Volatile	Praise	Revile	Stabbing	Cruelty
Vulnerable	Prevail	Revolted	Nostalgic	Dehumanising
Ruthless	Revile	Revolted	Yearning	
Savage	Revolted	Tyranny	Sentimental	Triumphant
Barbaric	Tyranny	Ancient	Remembrance	
Arrogant	Ancient	Relic	Memories	Thunderous
Delinquent	Relic	Concealed	Craving	Devastating
Demolish	Concealed	Veil	Demanding / dominating	Dangerous
Rampant	Veil	Shroud	Towering	Treacherous
			Taking over	Peril
			devour + demolish	Tempest
			flood	
			overpower	
			controlling	

## Sample Questions

**'Too many people are only concerned about themselves and their own situations. We need to be more aware and supportive to others around us in our communities'.**

**Write an article for a magazine in which you explain your point of view on this statement.**

**'We are facing a crisis due to the unhealthy lifestyles within our society. We must adapt our attitudes towards our health!'**

**Write an article for a website in which you argue your point of view on this statement.**

**'Technology plays a key role in our society today. However, too many people are becoming too dependent on this and losing their independence due to it.'**

**Write an article for a broadsheet newspaper in which you explain your view on this statement.**

**'Exercise is important for a healthy lifestyle. Too many people today are not prioritising their physical wellbeing which is going to cause an impact on our health service.'**

**Write an article for a magazine in which you argue your point of view on this statement.**

**'Young people today need more direction to be prepared for their future. More needs to be done to help them with this.'**

**Write an article for a website in which you explain your point of view on this statement.**

**'The future can seem a frightening prospect for many young people. Schools should provide clear advice on how to be successful in their futures'.**

**Write an article for a broadsheet newspaper in which you explain your view on this statement.**

**'Social media has changed the way of life for this generation. The impact of this has had a number of consequences for people today'.**

**Write an article for a website in which you argue your point of view on this statement.**

**'A lot of people experience stress in their lives. It is important that people have a hobby or interest in order to help them manage their feelings and emotions'.**

**Write an article for a magazine in which you explain your point of view on this statement.**

**'It can be very difficult to form true connections with people in our society today. These are important to help people feel like they are not alone'.**  
**Write an article for a website in which you explain your point of view on this statement.**

**'People today are constantly searching for ways in which they can be happy. This can lead to people feeling insecure and having unrealistic expectations about their lives'.**

**Write an article for a magazine in which you argue your point of view on this statement.**

**'There can be a very negative view on teenagers today – it is important for people to not judge based on age'.**

**Write an article for a website in which you argue your point of view on this statement.**

**'Parents today are far too lenient with their children which is leading to many showing a lack of respect to others.'**

**Write an article for a broadsheet newspaper in which you explain your point of view on this statement.**

**'Young people today often feel a great deal of pressure from their peers. It is important that everyone is able to feel confident and independent in their choices!'**  
**Write an article for a magazine in which you explain your point of view on this statement.**

**'Many people today miss out on vital life experiences because they lack the confidence to face challenges. It is important to be resilient and take chances!'**  
**Write an article for a website in which you explain your point of view on this statement.**

**'True loyalty can be a difficult quality to find today. Too many people are too self-interested and willing to betray others for their own advancement'.**  
**Write an article for a broadsheet newspaper in which you explain your point of view on this statement.**

#### Sample Answers

## **Student 1**

**Question: 'Cars are noisy, dirty, smelly and downright dangerous. They should be banned from all town and city centres, allowing people to walk and cycle in peace.'**

**Write a letter to the Minister for Transport arguing your point of view on this statement.**

I am writing to you today to argue that cars should be banned from our cities, for a multitude of reasons.

Firstly, cars are pollutive, they create noises and particle pollution making the air in city centres dirty. This high level of particulates in the air in the city centres is terrible for the health of the people who live and work there, increasing the likelihood of diseases like cancer. In some areas the pollution is so bad that it has a similar impact on people's lungs to smoking. On top of the pollutive and health issues already displayed, cars seem to be completely pointless for travel purposes. This is because of the amount of congestion caused, so as a result, walking is faster than taking the car. The public transport links in city centres are also good enough that people can access any area of a city centre via bus or train. So overall, cars are mostly pointless in city centres.

You could argue that vehicles are needed for deliveries to shops and other similar things, however, the resupplying shops need to do can easily be completed without the use of motor vehicles. An alternative could be a system similar to luggage transport in airports, where smaller more pedestrian-friendly vehicles could resupply all the shops. There are already zones in some of our city centres dedicated to pedestrians, and these zones have worked flawlessly already. Therefore, the simple expansion of them would create hardly any hassle, as most people are already used to using these zones on a daily basis. These places are also proven to be far less dangerous as pedestrians don't make rash decisions when faced with a road to cross.

I would disagree, however, that it is the cars that make places more dangerous. The only reason cars are dangerous to people on foot is because of the pedestrian's decision-making skill. If people just obeyed the traffic lights and crossed roads when they were supposed to, there would be no danger at all. This, however, is an impossible thing to prevent. There are always going to be those people that think crossing the road two seconds earlier in front of a car is worth it just to save those two seconds. If you do not consider removing cars, please at least consider the proper education of people regarding road safety.

Across the world, there are some cities in quite developed areas, like Japan, that have made the move to ban cars from city centres. This has only gone well for them so far, and as they keep investing in the city centres, it will only keep getting better. They have introduced cycling schemes in these areas with wide, easy to distinguish cycle lanes that many people use daily to commute and go to events. The success of these schemes largely depends on the willingness of people to cooperate and so I would personally recommend some sort of vote on the subject to take place. To conclude, cars in city centres are pollutive and, from a transport point of view, pointless. They also can be dangerous to pedestrians in the wrong

circumstances. Also, pedestrian zones have been proven efficient and well-executed in our cities, and in other countries entire centres pedestrianised has been a huge success.

I hope you will consider this matter. Thank you for your time. L4

### **Student 2**

**Question: 'Cars are noisy, dirty, smelly and downright dangerous. They should be banned from all town and city centres, allowing people to walk and cycle in peace.'**

**Write a letter to the Minister for Transport arguing your point of view on this statement.**

Killing Machines!

Dear Minister of Transport

I plead for not only the mercy of our citizens, but for the mercy of our planet. Millions and millions of cars in our city centres are destroying not only our livelihood, but our environment. My little siblings are coming home each day with blackened faces, tainted from the dirty smog that oozes so unhealthily out of those tin cans that patrol our streets. The walls of our once opal and silver architecture are now covered with a dull brown stain of depression and failure.

I write to you here today not only speaking for myself, but also for the public. The daily commuters on foot who have to put up with the endless racket and drone of cars killing everything it sees with its horrible blast of noise and disgusting blow of fumes. They must be banned today!

Take a minute and think about your child. How would you feel knowing that they can't walk safely in their own city without their lungs being stuffed constantly with bacteria and smog. Remove cars from main city areas and you will literally be restoring peace to the community. Cleaner air, peaceful sounds and altogether healthier people.

The lack of cars will free the roads up for cyclists, this will lead to drops in obesity as people will be exercising more often. It will also lead to a complete eradication of road accidents, saving taxpayers millions over the coming years.

Dare I mention the slash of police time that would be saved? No more spending, no more driving in bus lanes, and best of all, no more drink drivers. This will force the yearly death rates to plummet into the ground, leaving our community safer, happier and healthier.

So I ask you today, fulfil your responsibility at making our transport systems safer, and you can be the person that saves our society not only money, but their lives. L4

### **Student 3**

**'Education is not just about which school you go to, or what qualifications you gain; it is also about what you learn from your experiences outside of school.'**

**Write a speech for your school or college Leavers' Day to explain what you think makes a good education.**

I think learning how to act like a good human and also smartly. More involved in your studies makes a good education. Education is experience where you gain almost as much experience as you can. It might not be only mentally challenged subjects but other things like sports. It's a journey on how well you can adapt not a competition. L1

**Student 4**

**'Education is not just about which school you go to, or what qualifications you gain; it is also about what you learn from your experiences outside of school.'**

**Write a speech for your school or college Leavers' Day to explain what you think makes a good education.**

This statement is very much true in my eyes. If you are shaking your head 'no' because you disagree with it, just listen to what I have to say.

Have you ever wanted to be good at something or make someone proud? I know I have because being good at something or making someone proud encourages you to do well, it reflects off of your work. Just like if you go into school with a positive attitude, you will most definitely have a better day than going in miserable.

It is scientifically proven that doing extra activities or hobbies that you enjoy/love will help you with improving your education. Do you have a hobby? If you don't then you should. This is why teachers encourage these things to happen because being positive allows you to learn as you aren't so focused on the negative things.

Do you think that school is boring? Yes. I know you think school is as boring as mass on a Sunday because you have to sit in silence and listen to everything that is being told to you. Well there are ways around it, for example if you actually listen to the things that are being taught then you would find them interesting and teachers play games if you show respect.  
L2

**Student 5**

**'Education is not just about which school you go to, or what qualifications you gain; it is also about what you learn from your experiences outside of school.'**

**Write a speech for your school or college Leavers' Day to explain what you think makes a good education.**

Greetings, hello and welcome. It's lovely to see you all. It's lovely to hear you have done so well. I've written a speech for you today to answer this, 'What makes a good education?' Well, I know for a fact its not where you grow up, although that helps, its not about how talented you are in the beginning but its who teachers you! It may be yourself, a friend, a teacher or even your parents. It could be Maths, English, Science or even bad jokes from your Dad to tell to your kids one day.

Now, you may ask why I say this. Surely talent's important and we're all different aren't we? Good questions but fundamentally flawed, anyone can learn anything as long as you have the right people to inspire you, motivate you and push you to your goals and beyond.

It may be daunting at first but every mountain looks enormous from the base, but you've already climbed hundreds just like it. Everyone can look back at a time when something looked hard but overcame it with ease, like carrying all the shopping bags from the car in one go, or getting all that laundry upstairs without dropping those pesky socks!

So who cares? Well you've all finished your time here at this school and you're about to head out into the big bad world or carry on education somewhere else but that doesn't mean it will get easier. No no no! It only gets harder from here so please prepare yourselves to start learning like you've never learned before because out there you may not have your teacher or your parents but someone who will always be with you is you!

So after all that, telling you to climb mountains and not disregard others help, I say to you that a good education is learning to teach yourself and others, take on others advice and criticism and push yourself to be a better you... L3

### **Student 6**

**'Education is not just about which school you go to, or what qualifications you gain; it is also about what you learn from your experiences outside of school.'**

**Write a speech for your school or college Leavers' Day to explain what you think makes a good education.**

Education. What is it? Six painful hours of mandatory work for thirteen mandatory years of wretched school life, for a few hours of stressful exams which test how much you've been listening and how much you understand.

Education is reading from a textbook and memorising each and every word because who knows what questions could come up in the test?

Education is listening to a teacher when they tell you, 'Write this down, it may come up in the test' because you don't want to fail.

Education is learning the cruel mark scheme off by heart in order for you to know how to answer the question in the way the examiner wants it answered and to dodge any sneaky tricks they add in to try and trip you up and fail you.

Education is whatever the government wants it to be.

However, to us, it can become much more. People will tell you that you must hand in your homework at a certain time because it prepares you for deadlines that you will meet at work, correct? And they will bang on about how important it is to use high level words so you sound sophisticated in your work, correct? And they will also tell you that you must score highly in your test because there's nothing else left for you if you don't, correct?

Incorrect. Some people struggle with being organised and actually need help becoming more organised. Some people don't have an enormous advanced dictionary in their minds, maybe due to lack of skill or maybe due to learning difficulties. Some people don't perform well under pressure, maybe due to nerves or anxiety. My point is that not everyone has the same skills and abilities and strengths, so why treat them as if they do? Not everyone learns the same way, eats the same way, moves the same way or thinks the same way, so don't treat them as if they do.

Everyone is different and unique and I believe that education is key to highlighting those differences and evolving them to become something even greater. Education should be about encouraging people to explore the world and themselves, to gain experience, to try new things, to find out what works best for them. Not forcing them to do everything the same, stripping them of everything but their name for a non-identification in test.

I refuse to be a marionette and let someone else pull my strings. I challenge education to let go and do something different for a change, to let itself evolve like the world around it, before it becomes extinct.

A good education should be dispensed to all. Education with an open mind and diverse ways of thinking. No one is the same so treat them as they deserve to be treated. Don't let us become the victims of education, let us become proud children of it. L4

**'Travel has limited benefits. It is absolutely right that parents should not be allowed to take their children out of school during term time for holidays.'**

**Write an article for an educational website in which you argue for or against this statement.**

### Sample 1

How much do you care for your child? How much do you care for your child's education? How much do you care for your child's future? One day off school can change everything. The government has told us that people with higher attendance will get higher grades.

Some of you may want to take your children on holiday during school time because it's cheaper. You are right, but is it worth it? By doing this, you are running the risk of being fined by the government which will add to the cost. Why not just wait a week more? That one week will impact your child's grades negatively and that will impact the University they can go to and the job they can get. That one week may be fun for your child then but will it still be fun when they are struggling to get a job? That one week should be spent at school!

It won't just impact your child's grade but also the grades of their classmates. When your child is back in class, their teacher will have to go over the topic they learned causing the others to fall behind. You won't just ruin your child's future but also the future of others.

Next time you book a holiday, think about whose futures you are impacting. Think smart – book your holiday during the holiday!

### **Sample 2**

My daughter runs over and smiles at me, her tiny feet stamping in the sand as her 6 year old brain takes in the surroundings. We are sitting on a beach on the Spanish coast. We had flown out the previous day – Thursday – to maximise our time together before we had to fly back on Sunday night. Whilst spending a week here would have been a dream (and given the time of year, an affordable one!) Emily's school wouldn't allow it. The headmaster had viciously turned down my request to take her for more than 2 days – a complete contrast from the benevolence which parents normally experience at his competent hands.

All this begs the question: 'Why'? According to the administrator at the school it is a government policy not to let children's attendance drop below 90% without excellent reasons, which is, on the surface, a fair condition. However, after conducting my own research, I found there to be more to this 'policy' than expected. As it turns out, schools can apply for a 'beneficiary grant' if the attendance of 95% of their students is above 90%. That's the reasoning behind this – money.

However, in a despairing bid for more funding, the schools of the nation are severely failing to recognise the needs of an ever-growing number of parents. Let me present an example. For whatever reason, there is a single mother, earning a standard wage, with a young, school age daughter. Again, for any inconsequential reason, she wishes to go on a holiday more interesting than Brighton Pier with her child for once. Naturally, given the substantially reduced rates available during term time, she desires, honourably and non maliciously to remove her daughter from school for a week. Given that my daughter's current attendance is 98% and she is consistently receiving top results in her classwork, this sounds fairly reasonable, yes?

Actually, how about no?

I felt like I'd been slapped in the face with the full force of greed-incited bureaucracy. No, I couldn't take my Year 1 daughter out of school for 5 days. No, not even if I helped her catch up on the work missed (and it's not like they are learning that much – they're learning to read! It's not like it is calculus or algebra which I couldn't teach myself!)

In my opinion, the world has been taking this attitude too much of late – the obedience to the letter of the law standing far above genuine human compassion and consideration for individual circumstances. It is not silly, the lack of control parents have over their child's education? It is immature, silly and careless to assume that a 6 year old's education will be ruined by missing 5 days out of the 150 a year. I think not. It is transparently clear that these measures that have been put in place are a benefit to the schools themselves, holding nearly no relevance to the education of our children.

On Sunday afternoon, we arrived at the airport and Emily asked what she had missed at school. Whatever it was, I severely doubt it had the same impact as 4 days in the sun with her family.

**A local newspaper commented: *'There are no facilities any more for local children to enjoy themselves and build happy memories: where are the parks, the pools, the playgrounds?'***

**Write a letter to your local MP arguing that more should be done to improve facilities for children in your area**

Dear Sir/Madame

How can our children fulfil their childhood and fill it with memories that they can pass on to future generations? How can they laugh, play and grow when there are no parks. No playgrounds. No swimming pools!

We moan when our children stay indoors and play on their phones, tablets and playstations but do they really have a choice?

Children have to endure a long, tiresome and monotonous day at school. They simply want to then spend an evening bonding with their friends and erase the feeling of dread before the next day. How, may I ask, are they supposed to do this when all the paths have been savagely ripped out so new houses can be built? How are they meant to splash aimlessly in pools in the summer when they don't feel safe anymore?

It's heart breaking to know that the next generation of doctors, lawyers and artists are being forced to be entrapped in their room with only a screen for company. Nobody cares. Nobody cares about the next generation – the generation we rely on.

Children are judged every single day of their lives by the way they look, sound and their background. How can we expect children to broaden their minds and explore the world around them when every time they take two steps forward, the place they are is cruelly taken?

Who knows who could be waiting for them around the corner? We can't protect our children for all eternity but what we can do is give them a place where they feel safe and secure to let their imaginations grow. You wouldn't be the person you are today without your childhood, so why are you depriving the next generation of theirs?

Kind regards,

---

**Write a speech informing young people of ways in which they can help the environment.**

Where are we going? Do you know? Do you care? Due to tremendous lack of interest in the environment, the earth does not know where it is going! We need to take action and show we care if the planet is to survive. It is our legacy to the next generation Are you willing to join the battle and fight back to save our precious planet?

Firstly, recycle, recycle, recycle! Too many people throw away unwanted items; this is a waste! The landfill sites are nearly 60% full and this is rapidly expanding. This is an important increase we can't ignore! We need to stop using these and find ways to re-use rather than neglect. There is a charity shop in every town who will appreciate any items you have. The owner of a local Basildon charity shop states 'Many people do not appreciate what we have. Donating this will support those in need rather than further punish the Earth'. This shows re-using has a much more beneficial impact than wasting. This is an easy way to help the environment by re-using rather than ignoring.

Secondly, is the pollution from cars helpful? No! The immense increase of traffic on our congested roads has had a severe impact on the environment. There is an easy solution! Cut down the amount of traffic – it is unnecessary with the many alternatives we are provided with today. Using public transport will dramatically decrease the amount of pollution; the impact will be substantial. The amount of people cycling to and from school and work places has seen a rapid rise of 60% in the last 5 years. This again reduces the amount of cars on the road and is a cleaner, purer, unpolluted way to travel. What about walking? Do you find people use their vehicles unnecessarily? Be a role model and use your feet to get you where you want to go. A physical footprint will be so much more effective than the damaging carbon footprint we are leaving for the next generation. Alternative transportation is key!

Finally, does your school have a programme to recycle paper? We are cutting down thousands of rainforests every year to sustain the amount of paper we use. Imagine the last class you attended. Think of the space you used in your exercise book. Was this efficient? Many students today are wasting paper which is causing for trees to be cut down – trees which are essential to ensuring the good health of our planet. Can your school help? One school used their Student Voice council to encourage a programme to recycle paper and one student stated – 'I was amazed at the amount we had been wasting. Hopefully this new programme will allow us to give back to the planet'. Next time you go to doodle in class, stop and think! What consequences will this have on our planet? Do you want this on your conscience?

The planet is a gift to us. A precious gift. Our selfish actions could mean we are not able to pass it on to the next generation. It is this generation who hold the power – please make the right decision for our planet. It needs you.

**Write a letter to your local council about how to improve the local area you live in.**

Dear council members,

What should we expect from our town? What should our town expect from us? What should the next generation expect from us? Our local area is suffering and it is our responsibility to ensure it is improved for us and for the future generations who will follow in our footsteps.

Freedom. Tranquillity. Peace. Everyone deserves these aspects. We need to ensure that our parks provide this for everyone. The parks provide a release for children to run about, play and bond. An improved park would improve relations in the local area; it can bring us together. Mothers can come together while their children play and can relax knowing they are safe and protected. One mother stated ‘We do not come to the park often – I do not feel the area is secure or developed enough’. If we do this, our area will be improved for all.

Should our streets be covered in a blanket of litter? What kind of example does this set? We want to show both our own members of this community and the local communities that we have a high level of respect for our environment. This is not currently the case. We currently have less than 50s in our area whereas a similar sized town in England which has been named ‘Cleanest Area’ has triple this number! What can we learn from this? The more bins we have, the more people will use them and the more respect they will have for this area. Less litter will mean more benefits for us.

Finally, let’s build a local community centre. The parks create a sense of freedom for the young children but we want these children to remain a key aspect of our community. A centre will give us somewhere which is a symbol for us. It can provide space for sports which teenagers can participate in; this will give teens a sense of belonging, pride and respect in their area. This can also be used to host events or parties for the adults which will again provide a clear path for how we can bond as a community. This centre could be the key to our improvements!

Our town is what we make it. It needs to be a mirror for what is happening in the community. Do you think what we see in the mirror is acceptable? Providing for the needs of all? There is a simple way to adjust this; please take this into consideration.

Yours faithfully,

Natasha Bennett

**Write a speech providing young people with ways they can stay safe while using the internet**

What are your privacy settings on the internet? Do you know? Do you care? You should know and you should care. You wouldn't walk down the high street handing out photos with your address on so why would you on the internet? The internet can be a dark and dangerous place for teenagers but it doesn't have to be. So are you ready to make the Internet a safer place for you and me?

Firstly, privacy, privacy, privacy! Too many people throw away information about themselves to millions of people: this is dangerous! A recent survey by the government has uncovered that 60% of teenagers have been approached by strangers on social media. This is an important, potentially threatening situation that we would be foolish to ignore! We need to stop leaving ourselves vulnerable by ensuring our privacy settings are protecting us from these dangers. Just as you would lock your front door to thieves you need to lock your social media accounts to criminals too.

#### ***WHAT OTHER IDEAS COULD YOU USE?***

**Write a letter to the Board of Governors at your school persuading them to use more modern technology in your lessons.**

Dear Board of Governors

What are we preparing for in school? The future! However, in order to do this successfully, efficiently and realistically, we must take into consideration the impact of technology. This plays a tremendous part on our everyday lives and used in the right way, can play a tremendous role in providing us with the best education. Education which reflects the future.

The first reason we should use more technology in the classroom is to improve student engagement in lessons. A recent Ofsted report stated 'young people are not involved enough in their own learning'. This could easily be overturned by allowing students to use computers to do more research in school. This would build up their independent study skills, make them accountable for their own learning and more likely to remember it! Is it right that teachers should do all the work? No – it is down to us to play a part in our own learning. This would make a major difference. If students are more engaged in their own learning and taking responsibility for it, there is less chance of poor behaviour in lessons. An average school loses up to 60 minutes a day dealing with students who are off task, unfocused and distracting others. 60 minutes! If a student was able to use the internet or complete work on an Ipad, this would dramatically decrease the negative behaviour. Surely this is what you want?

#### ***WHAT OTHER REASONS ARE THERE FOR USING MODERN TECHNOLOGY?***

You play a major role in our school. You are a key part of our exam results. You have a strong impact on our future. All of these aspects are determined by the resources we use and the tools we have to create the path to our future. Please consider the view of the future you wish us to have.

Kind regards,

NAME

**The new government plans to create a new curriculum for students to study. You have been asked to create a proposal about what students in your school feel should be included in their studies.**

School days are supposed to be the best days of your life. They are supposed to prepare you and mould, shape and develop you into a person ready for the challenges ahead. Yet many schools see students as numbers, codes or statistics. They have become factories for products. A new curriculum is needed to suit the new world students will face. This will prepare students to be prepared, organised and equipped for the world to follow.

Firstly, many students leave school without a CV, an understanding of how to conduct themselves in a job interview or even know how to apply for these! What will have been the point in learning, exams and grades if students do not use these to take the next step? There should be lessons which are focused on these skills so students do not feel lost, alone and abandoned once the GCSE or A-Level envelope is opened. In Essex, there is up to 46% of young people who have walked out of school with qualifications but are jobless. Sitting at home. Wasting their talents. Unsure what to do next. This would be easily solved with classes to inform students what is needed in a CV. Local business firm manager stated ‘Many people do not know how to develop their answers in an interview to sell themselves and present themselves positively’. Mock interview lessons would be a vital way to adjust students’ attitudes and help them know how to commence the hunt for the jobs which are out there. If they are never taught, how will they ever learn?

#### ***WHAT ELSE COULD YOU WRITE ABOUT?***

A student will know basic facts. A developed student will understand these facts. We need a curriculum which creates students who will critically assess, evaluate and ponder these facts. These suggestions would allow for a curriculum which creates individuals not robots. It would allow for personal success and create a successful, driven and motivated next generation. Preparing for the next step – surely this is fundamental for education?

**‘Modern technology has improved the lives of young people’**  
**Write the text for a class debate arguing FOR or AGAINST this statement.**

Classmates!

How many of you ran straight to a computer to research this speech? How many of you sat down, pondered and reflected on your own ideas? We may have been blessed with technology in our generation but I believe it is a burden on our society. We are becoming slaves to it; our individuality is at risk. Technology may be improving but it is at the expense of our young people.

Firstly, it is clear it is not improving our lives because our communication skills are becoming increasingly limited. We spend too much time typing we forget to use our tongues to speak! Our speech is often littered with contractions such as ‘gonna’ and our written work is full of abbreviations such as ‘fyi’. What examiner or employer going to think of us? Speaking and listening grades saw a dramatic decrease over the last 5 years; Ms Abraham attributes this to the fact that young people have lost the art form of a conversation. Discussion. Question. Debate. These skills have vanished; we are not using them. Many amongst us now spend

time texting each other from across a room rather than speak. How is this preparing us for the world of work? It is evident that we are losing valuable skills by relying on technology. This is not improving us.

***What else could you include?***

What will you do after this debate?

How many of you will run to Facebook or Twitter to mock and ridicule what I have said? How many of you will discuss, argue and critique what I have said? We can all appreciate what technology has given us; it has transformed us. But who is in control? Your brain or a keyboard? Technology may be improving but will the young people of this generation also improve with it?

Thanks for listening – I hope you will consider these words!

**Reading Questions**

**Key Language Methods – Use in Q4 + Q3**

Remember,

Don't need to say what the method means BUT why used – what does it show us?

Title	What convey about Point of View?
Quote from someone	What saying? Provide Authority / clarification / strengthen view / sense of knowledge
Adjective	Describing word
Verb	Doing word
Adverb	Describes a verb
Simile	Describes something as LIKE something else
Metaphor	Describes AS something else
Personification	Gives human features WHAT FEATURES + WHY?
Alliteration	Words with same letter What sound create? Eg 's' – soft? Sinister? 'h' – hard? Threatening? 'b' – aggressive?
Triplet	3 words / phrases used together What feeling create? Could create entrapment / enclosed / surrounded
Dialogue	Speech
Repetition	Idea / word / phrase which re-used –why?
Sensory language	Linked to senses See, hear, touch, smell, taste
Contrast	Opposing / opposite ideas
Imperative	Order / command
Colloquial	Informal language
Hyperbole / hyperbolic	Exaggerating – why?
Imagery	Words which connect to something else

	Eg animalistic Can't just say imagery is used – what kind + why?
Onomatopoeia	Creating sound described
Oxymoron	2 contrasting words put together
Pathos	Creates pity / sorrow
Irony	Not what expected
Symbol / symbolic / symbolism	Represents something else / deeper concept / idea
Tone	Creates mood / feeling

### Key Structural Methods – Use in Q4

Remember,

Don't need to say what the method means BUT why used – what does it show us?

Start / beginning / commencement	
End / close/ denouement	
Contrast	Opposite ideas
Juxtaposition	Opposing ideas placed side by side
Cyclical	Linking back to previous idea
Foreshadowing	Hinting / inferring / introducing idea which returned to later
Chronological	Ordered time sequence
Flashback	Use of past
Flashforward	Use of future
Narrative	Who is telling – why?

### Reading Questions

Q4 – Compare/Contrast – quote / method / what we learn – layers of meaning/development to show connections!

9.45 – 10.15

- One point between the texts
- What do we see in one? Explain
- How is this similar/ different to other? Explain
- What methods do you see?

**USE POINT FROM Q2 TO HELP + METHODS!**

*The writer of Source A believes that .....  
 The writer has successfully portrayed this through .....  
 The use of the ..... shows us that .....  
 This could also reveal that ..... which lead us to .....  
 However, we see a difference in the view in Source B as .....  
 The use of the ..... is significant to demonstrate .....  
 This might also lead us to .....  
 Their differences are clear through their.....*

*The writer in Source A clearly shows that they ..... whereas Source B suggests that.....  
 We are told that ..... but the writer of Source B conveys .....  
 This could show that A believes ..... through the use of .....  
 In stark contrast, the writer of B demonstrates that they .....  
 Both writer do show ..... but .....  
 The writer of Source A states that ..... which conveys they .....  
 This could indicate that .....  
 However, Source B uses ..... to show that they ..... which is different to .....  
 Source A because .....*

**Q2 –Summary – Explain similarities OR differences based on key word in Question**

**key word in question / quote / method / what we learn – layers of meaning + development**

**10.15 – 10.25**

What are your 2-3 points?

Find quotes to back these up

EXPLAIN what makes them similar / different? Don't just say they are / surface  
– DEVELOP!

*One sim/diff is .....*

*We see this in Source A which shows .....*

*However/Similarly in Source B we are told which shows.....*

*This clearly demonstrates that one writer believes ..... which  
is mirrored/contrasted in Source B because.....*

### **Q3 –Language - Just ONE source from ONE place**

**key word in question / quote / method / what we learn – layers of meaning + development**

**10.15 – 10.25**

*The writer conveys..... link to question*

*This is shown through ..... quote*

*The use of the ..... Method*

THIS SHOWS ...	THIS SUGGESTS ...	THIS HIGHLIGHTS	THIS INTERESTS ...
Demonstrates	Implies	Emphasises	Fascinates
Reveals	Infers	Stresses	Amuses
Expose	Hints at	Spotlights	Satisfies
Discloses	Signifies	Underlines	Terrifies
Uncovers	Connote	Accentuates	Enthralls
Unearths	Denote	Underscores	Enthusiases
Proves	Insinuate	Foreshadows	Stimulates
Validates	Intimate	Exaggerates	Galvanises
Exhibits	Advocate	Reiterates	Animates
Establishes	Poses	Restates	Rouses
Denotes	Conjure	Zeroes in on	Stirs
Displays	Symbolise	Promotes	Placates
Flaunts	Point towards	Pinpoints	Provokes
Showcases	Indicate	Bombards	Deceives
Presents	Allude to		Astonishes
Conveys	Evokes		Manipulates

**Key words**  
shows  
implies  
highlights  
portrays  
conveys  
**Demonstrates**  
**Significant**

### **Q1 – True / False**

**10.35-10.40**

Take from section given ONLY! Information should be in text order.

Annotate answers to ALL before commit to answer to check.

**MAKE SURE YOU FULLY COLOUR IN CIRCLE IN MIDDLE!**

<p><b>Q2 - Summary – 8 marks = 10 mins</b></p> <p>Question – what asking? Sim / Diff? Decide 2 -3 points Point Quote A + Quote B Explain what learn!</p> <p><b>Similarity / Difference</b></p> <ul style="list-style-type: none"> <li>Alike Likewise Also</li> <li>Both have in common</li> <li>Same Similarly comparable</li> <li>In contrast However</li> <li>A key difference</li> <li>Although Alternatively</li> </ul>	<p><b>Q2 - Summary – 8 marks = 10 mins</b></p> <p>The first (sim/diff) is .....</p> <p>Source A tells us that ...QUOTE ..... but in Source B we know that ....Q.....</p> <p>From this we learn that A ..... However / In contrast / but / This is different to B as .....</p> <p>X2</p>
<p><b>Q3 - Language – 12 marks = 10 mins</b></p> <p>Question – what do you have to ans? Approx 3 <b>quotes</b> Method used What does this show?</p> <p><b>Language methods</b></p> <ul style="list-style-type: none"> <li>Nouns + adjectives</li> <li>Verbs + adverbs</li> <li>Similes / metaphors / personification</li> <li>Imagery / symbols</li> <li>Short sentences / complex sentences</li> </ul>	<p><b>Q3 - Language – 12 marks = 10 mins</b></p> <p>No intro + DON'T list devices</p> <p>The writer uses a .....DEVICE.....</p> <p>This is shown in the .....QUOTE.....</p> <p>From this, we can learn that .....</p> <p>Develop / explain / detail!</p> <p><b>Key words</b></p> <ul style="list-style-type: none"> <li>shows</li> <li>implies</li> <li>highlights</li> <li>portrays</li> <li>conveys</li> <li>Demonstrates</li> <li>Significant</li> </ul>
<p><b>Q4 – Compare/contrast – 20 marks – as long as possible!</b></p> <p>What viewpoint of each? Linking point Quote A + Quote B + METHODS! What learn? X 3</p>	<p><b>Methods</b></p> <ul style="list-style-type: none"> <li>Title</li> <li>Narrative</li> <li>Tone</li> <li>Structure</li> <li>Evidence – quote/stats</li> <li>Adjectives / verbs / adverbs</li> <li>Similes / metaphors</li> <li>Short / complex sentences</li> </ul> <p><b>Key words</b></p> <ul style="list-style-type: none"> <li>shows</li> <li>implies</li> <li>highlights</li> <li>portrays</li> <li>conveys</li> <li>Demonstrates</li> <li>Significant</li> </ul>
<p>Source A portrays ..... However Source B believes... We see this in ..QUOTE A .... Whereas ...QUOTE B ... A uses ....METHOD ... to illustrate their view that ..... In contrast, B uses ....METHOD .... to convey that ..... From this we learn that .....</p>	<p>Alike Likewise Also Both have in common Same Similarly comparable In contrast However A key difference Although Alternatively</p>

## Mark Schemes

### Question 2 - Total Marks - 8

*Identify and interpret explicit and implicit information and ideas. Select quotations and details from both texts to support ideas. This question assesses Understanding ie:*

identifying key points, finding evidence to support ideas, discussing both texts and comparing/contrasting texts.

Marks	Skills Descriptors
<u>Level 4</u> Perceptive, detailed 7-8 marks	<b>Shows a <u>detailed understanding</u> of differences between the texts</b> <input type="checkbox"/> Offers <u>perceptive</u> interpretation of <b>both texts</b> <input type="checkbox"/> <u>Synthesises</u> <b>evidence between texts</b> <input type="checkbox"/> Selects a <u>range</u> of <u>judicious</u> quotations from <b>both texts</b>
<u>Level 3</u> Clear, relevant 5-6 marks	<b>Shows a <u>clear understanding</u> of differences between the texts</b> <input type="checkbox"/> <u>Begins to interpret</u> <b>both texts</b> <input type="checkbox"/> Demonstrates <u>clear connections</u> between texts <input type="checkbox"/> Selects <u>relevant</u> quotations/references from both texts to support response
<u>Level 2</u> Some, attempts 3-4 marks	<b>Identifies some differences between the texts</b> <input type="checkbox"/> Attempts <u>some</u> inference from <b>one/both texts</b> <input type="checkbox"/> <u>Attempts</u> to link evidence between texts <input type="checkbox"/> Selects <u>some</u> quotations/references; <b>not always supporting</b> (from <b>one/both texts</b> )
<u>Level 1</u> Simple, limited 1-2 marks	<b>Shows <u>simple</u> awareness of difference(s)</b> <input type="checkbox"/> Offers <u>paraphrase</u> rather than inference <input type="checkbox"/> Makes <u>simple or no</u> links between texts <input type="checkbox"/> <u>Simple</u> reference or textual details from <b>one/both texts</b>
<u>Level 0</u> No marks	Candidates in this band will not have offered any differences Nothing to reward

### Question 3 - Total Marks - 12

#### 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.

This question assesses Language ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms

Marks	Skills Descriptors
<u>Level 4</u> Perceptive, detailed 10-12 marks	<b>Shows detailed and perceptive understanding of language</b> <input type="checkbox"/> Analyses the effects of the writer's choices of language <input type="checkbox"/> Selects a range of judicious quotations <input type="checkbox"/> Uses a range of subject terminology appropriately
<u>Level 3</u> Clear, relevant 7-9 marks	<b>Shows clear understanding of language</b> <input type="checkbox"/> Clearly explains the effects of the writer's choices of language <input type="checkbox"/> Selects relevant quotations <input type="checkbox"/> Uses subject terminology accurately
<u>Level 2</u> Some, attempts 4-6 marks	<b>Shows some understanding of language</b> <input type="checkbox"/> Attempts to comment on the effect of language <input type="checkbox"/> Selects some relevant quotations <input type="checkbox"/> Uses some subject terminology, not always appropriately
<u>Level 1</u> Simple, limited 1-3 marks	<b>Shows simple awareness of language</b> <input type="checkbox"/> Offers simple comment on the effects of language <input type="checkbox"/> Simple references or textual details <input type="checkbox"/> Simple mention of subject terminology
<u>Level 0</u> No marks	No comments offered on the use of language Nothing to reward

#### Q4 - Total Marks - 16

##### **AO3**

*Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts*

Marks	Skills Descriptors
<u>Level 4</u>	

<b>Detailed, perceptive</b>  13-16 marks	<b>Shows a detailed understanding of the differences between the ideas and perspectives</b> <ul style="list-style-type: none"> <li>□ Compares ideas and perspectives in a <u>perceptive</u> way</li> <li>□ Analyses how methods are used to convey ideas and perspectives</li> <li>□ Selects <u>range of judicious quotations</u> from both texts</li> </ul>
<b><u>Level 3</u> Clear, relevant</b>  9-12 marks	<b>Shows a clear understanding of differences between the ideas and perspectives</b> <ul style="list-style-type: none"> <li>□ Compares ideas and perspectives in a <u>clear and relevant</u> way</li> <li>□ Explains clearly how methods are used to convey ideas and perspectives</li> <li>□ Selects <u>relevant quotations</u> to support from both texts</li> </ul>
<b><u>Level 2</u> Some, attempts</b>  5-8 marks	<b>Identifies some differences between the ideas and perspectives</b> <ul style="list-style-type: none"> <li>-<u>Attempts</u> to compare ideas and perspectives</li> <li>-<u>Some comment</u> on how methods are used to convey ideas and perspectives</li> <li>-Selects <u>some quotations/references</u>, not always supporting (from one or both texts)</li> </ul>
<b><u>Level 1</u> Simple, limited</b>  1-4 marks	<b>Simple awareness of different ideas and/or perspectives</b> <ul style="list-style-type: none"> <li>□ <u>Simple cross reference</u> of ideas and/or perspectives</li> <li>□ <u>Simple identification</u> of how differences are conveyed</li> <li>□ <u>Simple references</u> or textual details from one or both texts</li> </ul>
<b><u>Level 0</u> No marks</b>	<b>No ideas offered about the differences</b> Nothing to reward

## Writing

24 marks for content and organisation + 16 marks for technical accuracy =40 marks

### ***A05 Content and Organisation***

*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.*

Marks		Skills Descriptors
Level 4 19-24 marks  <b>Content</b> is convincing and crafted;  <b>Organisation</b> is structured, developed, complex and varied	Upper Level 4 22-24 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Communication is convincing and compelling throughout</b></li> <li><input type="checkbox"/> <b>Tone style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract</b></li> <li><input type="checkbox"/> <b>Extensive and ambitious vocabulary with sustained crafting of linguistic devices</b></li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Highly structured and developed writing, incorporating a range of integrated and complex ideas</b></li> <li><input type="checkbox"/> <b>Fluently linked paragraphs with seamlessly integrated discourse markers</b></li> <li><input type="checkbox"/> <b>Varied and inventive use of structural features</b></li> </ul>
	Lower Level 4 19-21 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Communication is convincing</b></li> <li><input type="checkbox"/> <b>Tone, style and register consistently match purpose, form and audience;</b></li> <li><input type="checkbox"/> <b>Extensive vocabulary with evidence of conscious crafting of linguistic devices</b></li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Structured and developed writing with a range of engaging complex ideas</b></li> <li><input type="checkbox"/> <b>Consistently coherent use of paragraphs with integrated discourse markers</b></li> <li><input type="checkbox"/> <b>Varied and effective structural features</b></li> </ul>
Level 3 13-18 marks  <b>Content</b> is clear and chosen for effect  <b>Organisation</b> is engaging and connected	Upper Level 3 16-18 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Communication is consistently clear and effective</b></li> <li><input type="checkbox"/> <b>Tone, style and register matched to purpose, form and audience</b></li> <li><input type="checkbox"/> <b>Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices</b></li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Writing is engaging using a range of detailed connected ideas</b></li> <li><input type="checkbox"/> <b>Coherent paragraphs with integrated discourse markers</b></li> <li><input type="checkbox"/> <b>Effective use of structural features</b></li> </ul>
	Lower Level 3 13 -15 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Communication is clear</b></li> <li><input type="checkbox"/> <b>Tone, style and register generally matched to purpose, form and audience</b></li> <li><input type="checkbox"/> <b>Vocabulary clearly chosen for effect and successful use of linguistic devices</b></li> </ul>

		<p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>□ Writing is <u>engaging</u> with a <u>range of connected ideas</u></li> <li>□ <u>Usually coherent paragraphs</u> with <u>range of discourse markers</u></li> <li>□ <u>Usually effective</u> use of structural features</li> </ul>
Level 2 7-12 marks  <b>Content</b> is mostly successful and controlled	Upper Level 2 10-12 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>□ <u>Communication</u> is <u>mostly successful</u></li> <li>□ <u>Some sustained attempt</u> to match <b>purpose, form and audience</b>; some control of register</li> <li>□ <u>Conscious use of vocabulary</u> with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>□ <u>Increasing variety</u> of linked and relevant ideas</li> <li>□ <u>Some use of paragraphs</u> and some use of <b>discourse markers</b></li> <li>□ <u>Some use</u> of structural features</li> </ul>
 <b>Organisation</b> is linked/relevant and paragraphed	Lower Level 2 7-9 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>□ <u>Communicates</u> with <u>some success</u></li> <li>□ <u>Attempts</u> to match <b>purpose, form and audience</b>; <u>attempts</u> to control register</li> <li>□ <u>Begins to vary vocabulary</u> with <u>some use</u> of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>□ <u>Some linked and relevant ideas</u></li> <li>□ <u>Attempt</u> to write in <b>paragraphs</b> with <u>some</u> <b>discourse markers</b>, not always appropriate</li> <li>□ <u>Attempts</u> to use structural features furniture</li> </ul>
Level 1 1-6 marks  <b>Content</b> is simple  <b>Organisation</b> is simple and limited	Upper Level 1 4-6 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>□ <u>Simple communication</u> of ideas</li> <li>□ <u>Simple awareness</u> of <b>purpose, form and audience</b>; <u>limited</u> control of register</li> <li>□ <u>Simple vocabulary; simple</u> linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>□ One or two relevant ideas, <u>simply linked</u></li> <li>□ <u>Random paragraph structure</u></li> <li>□ Evidence of <u>simple</u> structural features</li> </ul>
	Lower Level 1 1-3 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>□ <u>Communicates</u> <u>limited meaning</u></li> <li>□ <u>Occasional</u> sense of <b>purpose, form and/or audience</b></li> <li>□ <u>Simple vocabulary</u></li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>□ One or two <u>unlinked</u> ideas</li> <li>□ <u>No paragraphs</u></li> <li>□ <u>Limited or no</u> evidence of structural features</li> </ul>
Level 0 No marks	Candidates will not have offered any meaningful writing to assess Nothing to reward	

#### A06 Technical Accuracy

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

Marks	Skills Descriptors
<u>Level 4</u> 13-16 marks	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentence demarcation is <u>consistently secure</u> and <u>consistently accurate</u></li> <li><input type="checkbox"/> Wide range of punctuation is used with a <u>high level of accuracy</u></li> <li><input type="checkbox"/> Uses a <u>full range</u> of appropriate <b>sentence forms for effect</b></li> <li><input type="checkbox"/> Uses <b>Standard English</b> <u>consistently and appropriately</u> with secure control of complex grammatical structures</li> <li><input type="checkbox"/> <u>High level of accuracy</u> in <b>spelling</b>, including ambitious vocabulary</li> <li><input type="checkbox"/> Extensive and ambitious use of <b>vocabulary</b></li> </ul>
<u>Level 3</u> 9-12 marks	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentence demarcation is <u>mostly secure</u> and <u>mostly accurate</u></li> <li><input type="checkbox"/> Range of punctuation is used, <u>mostly with success</u></li> <li><input type="checkbox"/> Uses a <u>variety</u> of <b>sentence forms for effect</b></li> <li><input type="checkbox"/> <u>Mostly uses</u> <b>Standard English</b> appropriately with <u>mostly controlled</u> grammatical structures</li> <li><input type="checkbox"/> <u>Generally accurate</u> <b>spelling</b>, including complex and irregular words</li> <li><input type="checkbox"/> Increasingly sophisticated use of <b>vocabulary</b></li> </ul>
<u>Level 2</u> 5-8 marks	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentence demarcation is <u>mostly secure</u> and <u>sometimes accurate</u></li> <li><input type="checkbox"/> Some control of a range of punctuation</li> <li><input type="checkbox"/> Attempts a variety of <b>sentence forms</b></li> <li><input type="checkbox"/> Some use of <b>Standard English</b> with <u>some control</u> of agreement</li> <li><input type="checkbox"/> Some accurate <b>spelling</b> of more complex words</li> <li><input type="checkbox"/> Varied use of <b>vocabulary</b></li> </ul>
<u>Level 1</u> 1-4 marks	<ul style="list-style-type: none"> <li><input type="checkbox"/> Occasional use of <b>sentence demarcation</b></li> <li><input type="checkbox"/> Some evidence of conscious punctuation</li> <li><input type="checkbox"/> Simple range of <b>sentence forms</b></li> <li><input type="checkbox"/> Occasional use of <b>Standard English</b> with limited control of agreement</li> <li><input type="checkbox"/> Accurate basic <b>spelling</b></li> <li><input type="checkbox"/> Simple use of <b>vocabulary</b></li> </ul>
<u>Level 0</u> No marks	Candidates' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.