



Marks: Q1 /4 Q2 /8 Q3 /8 Q4 /20 Q5 /40 Total /80

Question 1 EBIs:

- Make sure you take information from the correct place.
- Only list four things- no more and no less.
- List one clear point per line.
- Read the question carefully and ensure you have listed things about the focus in the question (the weather).
- The question says to 'list', not 'infer'- do not overcomplicate your answer.
- Your points must be true and not made up.

Question 2 EBIs:

- Do not feel you have to write about all three bullet points, remember the word '*could*' in the question- use the bullet points to guide you.
- Choose examples that you feel best help you answer the question- don't just look for language devices.
- Make sure you choose examples that you actually understand.
- Do not just identify techniques, you must comment on their effect.
- Use subject terminology accurately.
- Your comments are too simple/ generic, develop them into clear explanations about the writer's choice of language.
- Avoid simple comments such as 'it creates a picture in the reader's mind'- think about the writer's purpose.
- Extend your explanations into analysis.
- Analyse your language choices in greater detail: explore connotations, the writer's intention and the effect on the reader.
- Analyse by saying a lot about a little.
- When writing about connotations, ensure you put your ideas into context- your explanations must fit with the source.

Question 3 EBIs:

- Remember that structure is how the writer has chosen to organise their ideas: what happens where and more importantly, why.
- Use the bullet points to help guide your answer.
- You've mistakenly analysed language instead of structure- ensure you clearly understand the difference between the two. Only analyse the writer's use of structure in this question.
- Revise structural devices.
- Avoid basic/ simple/ generic comments like 'it makes the reader want to read on'.
- When answering this question, keep in mind three Ws: where, what and why- the last w is the most important.
- Think about the whole source.
- Clearly explain the writer's use of structural features in the source.
- Develop your explanations with greater detail.
- Analyse the effects of the writer's use of structural features in the source: say a lot about a little, look for links/ patterns or deliberate choices.

Question 4 EBIs:

- Remember that this question is Q2 and 3 combined.
- Ensure you are responding to the statement.
- Include the effect on the reader.
- Reread the relevant lines and **plan** your answer by picking your evidence carefully.
- Think about **WHAT** your ideas are in relation to the statement.
- Support your ideas with evidence.
- Remember to also write about **HOW** the writer achieves what they do (e.g.: language/ structural devices they might use).

Question 5 EBIs:

Key areas for development:

Planning:

1. Spend 5 minutes planning your ideas.
2. Remember that planning should be in two parts: a) generating ideas and then b) thinking about the logical sequence of these ideas (structure of your writing).
3. You need a more effective plan.
4. Your writing shows a poor plan/ ineffective planning.

Content:

1. Avoid formulaic responses such as 'I can hear...' 'I can see...'
2. You have some good ideas, but you need to develop them in greater detail.
3. Your narrative has no plot/ a poor plot- nothing much is actually happening.
4. Ensure that your language matches your purpose. (Purpose= descriptive or narrative etc.)
5. Ensure your writing matches your audience. (audience= who you are writing to)
6. Ensure your writing matches your form. (Form= type of text you're being asked to write).
7. Your writing needs to match your P.A.F (purpose, audience and form).
8. Use devices/ a wider range of devices to bring your writing to life.
9. You're using literary devices, but they need to be crafted better.
10. Don't just use literary and linguistic devices, think about how you use them- use them for effect.
11. Your vocabulary is too simple.
12. Think carefully about your vocabulary and which words you could possibly change for better words.
13. Some of your word choices are overly ambitious and misused.
14. Your vocabulary needs to be more judicious (well- chosen).
15. You've used some ambitious vocabulary, but it needs to be more consistent.

Organisation:

1. You must use paragraphs to organise your ideas.
2. Your paragraphing needs to be clearer- use TiP TOP to help you (new time, place or topic = new paragraph).
3. As part of your planning, you should have spent a few minutes thinking about the shape of your writing- the structure.
4. Think about the structure of your writing- which structural devices could you have used?
5. Try and link your paragraphs together, use topic and linking sentences to help you.
6. Use discourse markers to help you link ideas together. (Firstly, however, furthermore etc...)
7. Your writing needs a clearer structure: a clear beginning, middle and end.
8. Think about which structural devices you can use to engage your reader.
9. A more engaging ending needed.
10. A more effective ending needed.
11. You've written more than necessary- write less and craft more (quality over quantity).

Technical accuracy: **(16 marks)**

1. You clearly haven't proofread your work- it is imperative you spend 5 minutes at the end proofreading.
2. Use a range of sentence forms in your writing (simple, compound and complex).
3. Use a range of sentence openers in your writing.
4. Use sentences for effect e.g.: a one word or sentence paragraph on its own for dramatic impact.
5. You need to use a wider range of punctuation.
6. Revise how to use a: comma/ semi- colon/ exclamation mark/ ellipsis/ apostrophe accurately.
7. Revise how to punctuate dialogue.
8. Check your spelling carefully
9. Ensure you consistently use the correct verbs tenses throughout your writing.

Any additional teacher comments: