



Marks:    Q1    /4    Q2    /8    Q3    /12    Q4    /16    Q5    /40    Total    /80

**Question 1 EBIs:**

- Read the text and questions carefully
- Remember the statements only relate to a small section of the text, not the whole source
- Choose four **true** statements
- **Shade** the circle

**Question 2 EBIs:**

- Avoid copying information: show inference.
- Make sure you write about the focus of the question: drivers' behaviour
- Write about **both** texts
- Provide evidence/quotations from both texts
- Use quotes which are more relevant to the focus of the question: drivers' behaviour
- Write about the similarities between the behaviour of the drivers in each source
- Use connectives to introduce the similarities
- Develop your analysis of the similarities between the two texts
- Do not spend time analysing writers' techniques – save that for questions 3 and 4.

**Question 3 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.
- Analyse a wider range of examples

**Question 4 EBIs:**

- Spend longer on this question and write more – it's worth 16 marks
- Remember to **compare** the writers' ideas/perspectives (what they think about the topic), focusing on how they are similar
- Identify the writer's methods (language and structural) – but always link this to effect: how this helps to convey a particular point of view
- Write about **both** sources
- Make references to text/use quotations from both texts
- Replace some of the quotes you've used with ones which better link to the focus of the question
- Respond in a way that is relevant to the question – the focus is on the writers' perspectives on cycling in the city

## 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 am writing to you to..
2. You have some good ideas, but you need to develop them in greater detail.
3. You need to make a wider range of linked points to build your argument – some of the points you make are repetitive
4. Ensure that your language matches your purpose. (Purpose= argue, persuade, inform, explain 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 – e.g starting a letter with Dear.. and ending with Yours...).
7. Your writing needs to match your GAP (genre, audience and purpose).
8. Use devices/ a wider range of devices to bring your writing to life.
9. You're using persuasive devices, but they need to be crafted better.
10. Don't just use persuasive/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 opening 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 haven't proofread your work- spend minutes at the end of the exam proofreading to edit out spelling, punctuation, sentencing and grammatical errors and improve your vocabulary choices.
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. Remember to use capitals only when needed (starting sentences and for names, places etc) and to end sentences with full stops.
6. You need to use a wider range of punctuation.
7. Revise how to use a: comma/ semi- colon/ exclamation mark/ ellipsis/ apostrophe accurately.
8. Revise how to punctuate dialogue.
9. Check your spelling carefully
10. Ensure you consistently use the correct verbs tenses throughout your writing.

Any additional teacher comments: