

Teacher Notes

This task should be completed independently in exam conditions with no notes. Students are putting into practice what they have learned. The addition of the language question reminds students that the evaluation question does not appear in isolation.

When assessing next steps for students, look to what they cannot do yet to give clear advice on next steps. To assess students' performance and determine next steps, use the following:

QUESTION 1:

Level 4:

Shows perceptive and detailed evaluation: Evaluates critically and in detail the effect(s) on the reader Shows perceptive understanding of writer's methods Selects a range of judicious textual detail Develops a convincing and critical response to the focus of the statement

Level 3:

Shows clear and relevant evaluation: Evaluates clearly the effect(s) on the reader Shows clear understanding of writer's methods Selects a range of relevant textual references Makes a clear and relevant response to the focus of the statement

Level 2:

Shows some attempts at evaluation: Makes some evaluative comment(s) on effect(s) on the reader Shows some understanding of writer's methods Selects some appropriate textual reference(s) Makes some response to the focus of the statement

Level 1:

Shows simple, limited evaluation: Makes simple, limited evaluative comment(s) on effect(s) on reader Shows limited understanding of writer's methods Selects simple, limited textual reference(s) Makes a simple, limited response to the focus of the statement.

QUESTION 2

Level 4

Compelling, Convincing Communication

Content Communication is convincing and compelling Tone, style and register are assuredly matched to purpose and audience Extensive and ambitious vocabulary with sustained crafting of linguistic devices

Organisation Varied and inventive use of structural features Writing is compelling, incorporating a range of convincing and complex ideas Fluently linked paragraphs with seamlessly integrated discourse markers

Level 3

Consistent, Clear Communication

Content Communication is generally clear Tone, style and register are generally matched to purpose and audience Vocabulary clearly chosen for effect and appropriate use of linguistic devices

Organisation Usually effective use of structural features Writing is engaging, with a range of connected ideas Usually coherent paragraphs with range of discourse markers

Level 2

Some successful Communication

Content Communicates with some sustained success Some sustained attempt to match tone, style and register to purpose and audience Conscious use of vocabulary with some use of linguistic devices

Organisation Some use of structural features Increasing variety of linked and relevant ideas Some use of paragraphs and some use of discourse markers

Level 1

Simple, Limited Communication

Content Communicates simply Simple awareness of matching tone, style and register to purpose and audience Simple vocabulary; simple linguistic devices

Organisation Evidence of simple structural features One or two relevant ideas, simply linked Random paragraph structure