



KS4

English Language

Exam Details:

Exam Board: AQA

Exam consists of two papers:

Paper 1: 1hr 45mins (80 marks)

Paper 2: 1hr 45mins (80 marks)



Paper 1 Section A	R	A	G
Basic Knowledge			
I can read and understand basic information about events and characters in a text I haven't read before.			
I can manage my time appropriately so that I can answer all 4 questions in 45 minutes.			
Question 1			
I can correct 4 correct answers from a selection of statements.			
Question 2			
I know the BIG8 and can correctly identify examples of different types of words and techniques.			
I can structure my ideas into PEEE paragraphs.			
I can select appropriate evidence to support my ideas.			
I can develop ideas using connectives such as 'Furthermore' in order to give detailed answers			
I can write 2 – 3 PEEE paragraphs in approximately 10 minutes			
I can explore the connotations of words and images.			
I can suggest why a writer may have used a chosen word or image.			
Question 3			
I can identify when a writer has shifted focus in a text.			
I can write about the structure of texts using 3Ws paragraphs			
I can explain the effect of a writer's shift of focus.			
I can identify whether the extract ends with a resolution, cliffhanger or open ending.			
I can explain the effect of the ending of the extract.			
I can use a range of appropriate terminology when writing about a text's structure.			
I can write a response to Q3 in approximately 10 minutes.			
Question 4			
I can identify what the key words in the question are.			
I can plan an answer for question 4 knowing that I must write about my best ideas first.			
I can use PEEE paragraphs to respond to question 4.			
I can select and use precisely chosen quotations and references to support my ideas.			
I can use key words from the question in each paragraph to provide a focussed response.			
I can use connectives such as "furthermore" in order to provide a detailed answer.			
I can use BIG8 words in my answer appropriately and correctly.			
I can use my inferential skills to help show my understanding of the text.			
I can write 3-4 detailed PEEE paragraphs in 20 minutes.			

Paper 1 Section B	R	A	G
I know the OZZZO structure for writing.			
I know the ODPCC structure for writing.			
I can organise my writing into five, clearly defined paragraphs.			
I can use similes in my writing.			
I can use metaphors in my writing.			
I can use repetition for effect in my writing.			
I can use personification in my writing.			
I know how to plan my writing before I write.			
I generate original, interesting ideas to write about.			
I consciously choose vocabulary for effect.			
I form upper and lower case letters clearly and correctly.			
I use full stops and capital letters correctly throughout my writing.			
I can use a range of higher level punctuation for effect.			
I can use a range of sentence structures for effect.			
I choose and sustain an appropriate tense for my writing.			
My handwriting is clear and easy for an examiner to read.			
I can manage my time effectively so that my writing is completed in the time allowed.			

Paper 2 Section A	R	A	G
Basic Knowledge			
I can read and understand basic information in two non-fiction texts I haven't read before.			
I can manage my time appropriately so that I can answer all 4 questions in 45 minutes.			
Question 1			
I can select 4 correct answers from a selection of statements.			
Question 2			
I can synthesise ideas from two texts			
I have a range of vocabulary I can use when identifying a writer's attitude.			
I can identify similarities and differences in writers' attitudes.			
I know a range of sentence stems to use when comparing writers' attitudes.			
I can use references from texts to support my ideas.			
I can use quotations from texts to support my ideas.			
I can write a response to Q2 in approximately 10 minutes.			
Question 3			
I know the BIG8 and can correctly identify examples of different types of words and techniques.			
I can structure my ideas into PEEE paragraphs.			
I can select appropriate evidence to support my ideas.			
I can develop ideas using connectives such as 'Furthermore' in order to give detailed answers			
I can write 2 – 3 PEEE paragraphs in approximately 10 minutes			
I can explore the connotations of words and images.			
I can suggest why a writer may have used a chosen word or image.			
Question 4			
I can identify what the key words in the question are.			
I can plan an answer for question 4 knowing that I must write about my best ideas first.			
I can use PEEE paragraphs to respond to question 4.			
I can select and use precisely chosen quotations and references to support my ideas.			

I can use key words from the question in each paragraph to provide a focussed response.			
I can use connectives such as “furthermore” in order to provide a detailed answer.			
I can use BIG8 words in my answer appropriately and correctly.			
I can use my inferential skills to help show my understanding of the text.			
I can compare both writers’ attitudes and the use of writers’ techniques.			
I can comment on the effects of writers’ techniques and how these convey their attitudes.			
I can write 3-4 detailed PEEE paragraphs in 20 minutes.			

Paper 2 Section B	R	A	G
I know the ODPCC structure for writing.			
I can organise my writing into five, clearly defined paragraphs.			
I can use similes in my writing.			
I can use metaphors in my writing.			
I can use repetition for effect in my writing.			
I can use personification in my writing.			
I can use a range of rhetorical devices in my writing such as: direct address; amplification; question-and-answer; emotive language and rhetorical questions.			
I know how to plan my writing before I write.			
I generate original, interesting ideas to write about.			
I consciously choose vocabulary for effect.			
I form upper and lower case letters clearly and correctly.			
I use full stops and capital letters correctly throughout my writing.			
I can use a range of higher level punctuation for effect.			
I can use a range of sentence structures for effect.			
I choose and sustain an appropriate tense for my writing.			
My handwriting is clear and easy for an examiner to read.			
I can manage my time effectively so that my writing is completed in the time allowed.			