

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 |
|--|---|---|---|
| <b>Basic Knowledge</b>   |   |   |   |
| 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.                   |   |   |   |
| <b>Question 1</b>  |   |   |   |
| I can correct 4 correct answers from a selection of statements.  |   |   |   |
| <b>Question 2</b>  |   |   |   |
| 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.   |   |   |   |
| <b>Question 3</b>  |   |   |   |
| 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.  |   |   |   |
| <b>Question 4</b>  |   |   |   |
| I can identify what they key words in the question are.  |   |   |   |
| I can plan an answer for question 4 know 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 |
|---|---|---|---|
| <b>Basic Knowledge</b>  |   |   |   |
| 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.          |   |   |   |
| <b>Question 1</b>   |   |   |   |
| I can select 4 correct answers from a selection of statements.                                  |   |   |   |
| <b>Question 2</b>   |   |   |   |
| 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.                                       |   |   |   |
| <b>Question 3</b>   |   |   |   |
| 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.                                |   |   |   |
| <b>Question 4</b>   |   |   |   |
| 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.   |   |   |   |