

# WHAT'S THE EXAM ALL ABOUT?

UNIT 2 (2 hours) 40%

## Section A (20%) - Reading (40 marks)

Understanding of at least one description, one narration and one exposition text, including continuous and non-continuous texts, assessed through a range of structured questions. (35 marks)

This section will also include an editing task focusing on understanding short texts at word, sentence and text level (5 marks)

## Section B (20%) - Writing (40 marks)

One writing task to be selected from a choice of two that could be description, narration or exposition. (35 marks)

This section will also include one proofreading task focusing on writing accurately (5 marks)

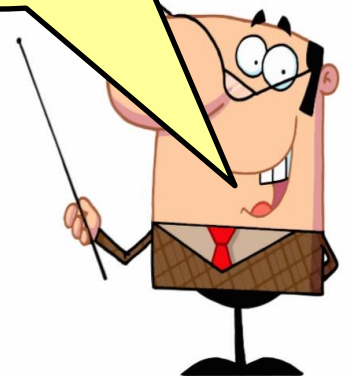
Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other for writing accurately (language, grammar, punctuation and spelling).

### What to look out for?

- A non-continuous text
- 5/6 reading texts in Section A
- At least 3 MCQs
- 1 synthesis question
- 1 compare question
- 1 question worth 10 marks

### What the WJEC say...?

Remember to prioritise high-tariff questions!



# MCQ: MULTIPLE-CHOICE QUESTIONS



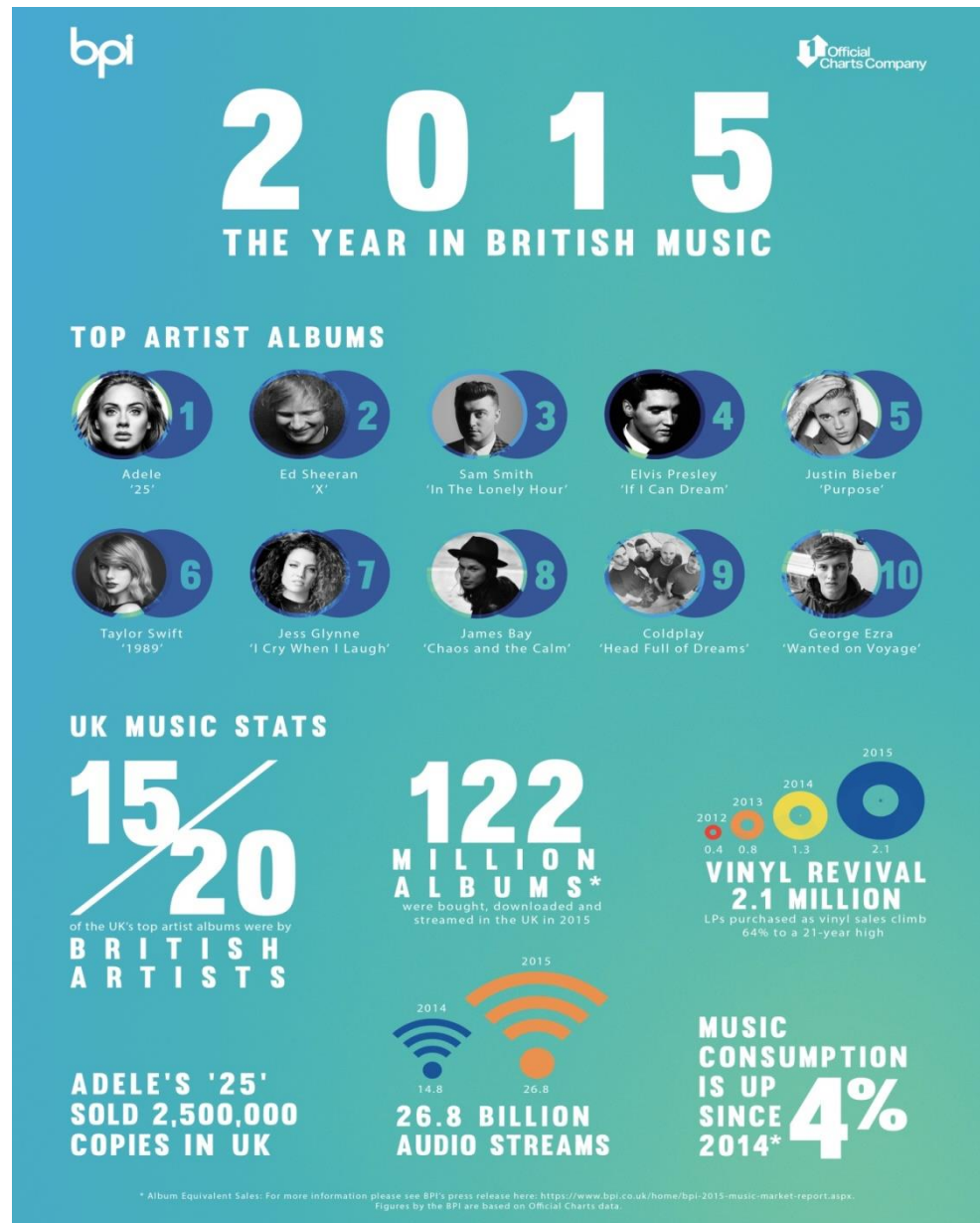
## What the WJEC say?

- Take care with corrections
- Use verbal reasoning skills
  - Reading in context
- Eliminate distractors

The information refers to a 'Vinyl Revival'.  
Select **one** definition from the list below that best defines 'Vinyl Revival'.

[1]

- a) a decrease in sales of CDs
- b) a small increase in record sales
- c) an increase in sales of all music
- d) a significant increase in record sales



The following text is about the musician Ed Sheeran and is from The Daily Mail.

## 'Here's a ginger kid who raps with a guitar. That's not good a start': Ed Sheeran reveals how he became one the music industry's biggest names



Last summer, his name was a more popular search term in the UK than Harry Potter or the weather. But whatever you think you know about Ed Sheeran – the 20-year-old singer with more Brit nominations this year than Adele, Coldplay or Jessie J – don't make the mistake of describing him as an overnight sensation.

'The thing people have confused about me is they think I became successful because of YouTube, Twitter and Facebook,' he says.

'They are tools that help, 100 per cent. There are websites like TuneCore where you can pay \$60 and distribute your online CD all over the world via iTunes, and YouTube is a brilliant way to get yourself out there. There are definitely ways to use the internet. But to rely on it is not a good idea.'

In fact, his is a remarkable story of a young man who set off for London at 16 to hone his talent, went to Hollywood and ended up befriending a superstar, impressed Elton John so much that the 'Rocket Man' became his mentor and last year had three top five singles, sold more than two million records and shifted over 100,000 tickets for his live shows.

Teetotal, modest and extravagant only to the extent that he celebrates his hits by splashing out on Lego kits, Sheeran is the folk star every kid would want their parents to like, and the rapper every parent would want their kids to listen to.

'I was a hard sell for the major labels,' he says of the years he struggled to make an impact. 'Here's a ginger kid who raps with a guitar. That's not a good start.'

How times have changed. It's five days on from the second of Sheeran's sell-out shows at Brixton Academy, and nearly five years since he left Thomas Mills High School, in the sleepy Suffolk town of Framlingham, bound for London with his guitar, a loop pedal used to create his own backing tracks and a head full of songs.

What item does Ed Sheeran tend to 'splash out' on?

- a) Expensive cars
- b) Lego kits
- c) Mansions
- d) Designer clothes

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Which of the following is **not** true of Ed Sheeran?

- a) His success has happened very quickly
- b) He uses social media to get noticed
- c) He left home as a teenager
- d) He does not drink

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### What to look out for?

- MCQs that test location of information
- MCQs that test definitions
- MCQs that test verbal reasoning

# SUMMARISE (IN YOUR OWN WORDS)

Learners should know that **a summary is a brief document or statement that gives the main points of something**. It is a shortened version of a longer text which is written up in the reader's own words.

1. Read through the text closely and highlight any key or main ideas.
2. Look at topic sentences as these may help summarise the information within a paragraph.
3. Look at the highlighted words and phrases and see if any of these are duplicated or can be linked together.
4. Try to combine the highlighted words/phrases into your own words.
5. Do not add any additional information/ideas or opinions.
6. If you are provided with bullet points on the exam paper, you must use them!



## Truant officers stop 216 children in Cardiff - 200 with their parents

The Cardiff truancy sweep divided the city into 11 areas, including Queen Street and Cardiff Central train stations. Eighteen police officers, seven British Transport Police officers and 26 education welfare and school attendance officers took part in the operation.

Many parents excused their behaviour by saying they could not leave children alone while they do food shopping, pay important bills or drop siblings at school. One pupil was said to be ill by her mother but was dressed in thin tights and a black leather mini skirt despite the cold.

Her mum said they were in town 3.5 hours early for a doctor's appointment. "We're just having a little look around. She's got a doctor's appointment this afternoon at half past one," she said at 10am.

Sadie Olson, an education welfare officer, said the mother of one 13-year-old boy let her son miss school because he didn't want to go on a school trip. "First she said it was a teacher training day but there isn't one today then it transpired he was supposed to be on a school trip and didn't fancy going so they came out for a lunch," she said. "She was not at all apologetic. Her son didn't want to go to school so why should he bother?"

**In your own words, summarise the actions of the parents in this article.**

- Most parents argued that they did not want to leave children unattended*
- Some parents tried to mislead truancy officials*
- Some argued that their children had medical reasons for absences*
- Parents claimed that there were excursions at school*
- Parents refused to accept responsibility for the actions of the pupils*

# SUMMARISE (IN YOUR OWN WORDS)

*The following is from an autobiography. In this extract, Jenny, who owns a sheep farm, is starting the job of shearing.*

Catching sheep is exhausting, even for a strong man. The animals are quick on their feet; yearlings particularly are lithe and strong. They can turn faster than a human, and they feint this way and that. When they are packed tightly and cannot escape it is merely a backbreaking question of stooping, grabbing and heaving, but as you get through them the remainder have room to duck and space to get up speed. As you tire and your concentration flags your first grab is often in vain; you follow up, but the animal you have missed once is now panicking, hurling itself over its fellows to avoid you. Doing it herself saves Jenny the cost of another helper, and allows her to catch as she prefers to, as gently as possible, with her arms around the animals, rather than digging her fingers into their wool. She hates to see sheep held like that, imagining it must be like being dragged by the hair. She tries to swallow her distress, but sometimes it blurts out. 'Under the chin, arms around her,' she cries. 'Careful - you'll hurt her!' And the men muzzle their frustration, and try to do as she asks. She works all day in the narrow race, talking to the beasts, trying to soothe them, straddling them, guiding them towards the shearers. She sticks at it, and as her strength wanes the shearers take pity, reaching over into the race as she presents each captive, and hauling them up and over the barrier. The first day is tiring but the next is a marathon: 193 ewes caught, lifted and shorn, as well as the rams, Tommy and Ron.



**In your own words**, summarise **five** main reasons that make catching sheep exhausting, according to the writer.

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# HOW DOES THE WRITER?

**If they are analysis questions, they are likely to be 5 or 10 marks.**

Learners must ensure that they constantly refer to the question to make sure they remain on task.

- Every claim made should be supported by a reference to the text/textual evidence.
- Where relevant (and to access the top bands), learners need to comment on the **writer's techniques**.
- Don't feature spot and pick out short sentences!
- Learners should never allow themselves to be driven by device spotting approach; they should try to answer the question and refer to techniques that support the points they make.

## 'The Knot' by Mark Watson

I had been given an old, red and white scarf of Max's and **tottered along nervously** behind him, amid a gang of shouting, smoking, laughing men. **I had no real enthusiasm for the game**, just a strong sense that if I managed to enjoy it, I would impress Max. The crowd thickened through the narrow streets leading up to the football stadium, and there were yelling programme-sellers and policemen on enormous horses, It felt as if everyone was **converging on the stadium not for entertainment, but for some serious and frightening purpose**. Max was showing off by talking about different players and ignoring me as best he could. Each time Dad took my arm to guide me around a new obstacle, Max sighed heavily.

When we got inside the stadium, the mass of bigger humans was even more daunting: thousands of faces packed together so tightly it was impossible to look at one and saw which body it belonged to. Dad went off to join the other journalists, and though I heard him say, "Look after him," I knew Max had no intention of doing so. Where we were standing to watch the game was jammed with limbs and bodies; behind me a boy of about sixteen was using my shoulder as a shelf to get a better view. There was a vast roar as the teams took to the field, and it swelled as the game progressed. Each surge of noise had a threatening quality; I felt as if the shouting were out of control, might sweep me physically off my feet. Max joined in hoarsely, his just-broken voice rising in confident yells. I desperately needed the toilet, but could not ask my scornful brother where to go, and would never be able to find my way back.

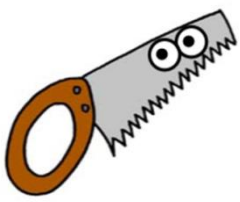
Eventually there was a goal, and the men all around us yelled louder than ever, rocking with delight. The crowd staggered this way and that, and as they did I lost my footing and cracked my knee on the concrete. Tears sprang into my eyes as a stranger yanked me to my feet. Max glanced across in disgust and, with a heavy sigh, beckoned me to follow him. Without taking his eyes off the game he led me up the long slope of steps to where Dad was hunched over his notebook.

"What's up, Dominic? Not enjoying the game?"

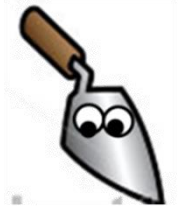
I shook my head wretchedly.







# EDITING



This section will include an editing task focusing on understanding short passages at word, sentence and text level. You will be required to complete an editing section worth 5 marks. It focuses on verbal reasoning skills. Verbal reasoning is, in a nutshell, thinking with words. Generally speaking, it involves thinking about text, solving word problems, following written instructions to come up with a solution, spotting letter sequences and cracking letter- and number-based codes.

## Cloze Exercises

The (1) fought hard to keep the village school open. The chairman of the governors won (2) from the audience when he explained that they had won the battle.

a. Circle the word below that best fits gap (1).

neighbours  
campaigners  
instigators  
councillors

b. Circle the word below that best fits gap (2).

gratitude  
praise  
notoriety  
applause

Connie felt a growing \_\_\_\_\_ as the stranger drew closer. But as she spun to confront her pursuer she recognised his face and laughed in sudden \_\_\_\_\_.

Which pair of words best fit the gaps?

- a. distress, terror
- b. dread, relief
- c. anticipation, boredom
- d. happiness, relief

Owing to her \_\_\_\_\_ nature and her penchant for extreme sports, Sylvie had developed a reputation amongst her friends as a bit of a \_\_\_\_\_.

Which pair of words best fit the gaps?

- a. open, diva
- b. irresponsible, entrepreneur
- c. reckless, daredevil
- d. calm, eccentric





## Sequencing

Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow.

1. When she got to her grandma's, she found the wolf in bed.
2. As she was walking, she met a wolf who asked her where she was going.
3. A passing woodcutter saved her before the wolf could eat her.
4. She took a short-cut through the woods.
5. Little Red Riding Hood left to visit he grandma.

**a. Which sentence should come second? \_\_\_\_\_**

**b. Which sentence should come fourth? \_\_\_\_\_**

Read all of the sentences first.

Look for clues that might help you:

- Are there any proper nouns used which are replaced by pronouns in other sentences?
- Look at the tenses – do they change?
- What do the connectives tell you about the sequence?

So, what's the correct order?

5, 4, 2, 1, 3

Therefore:

a. 4

b. 1

It's worth putting them all into the correct order first, then working out what's needed to answer the question.

Read carefully the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow.

1. The introductory talk and film, which followed a delicious supper, made the pupils feel very excited about the coming week's activities.
2. At four thirty, they arrived at their destination, looking decidedly bedraggled after standing in the rain for hours while waiting for various connections on the way.
3. They could now relax, feeling confident that even if the weather remained inclement, they could enjoy all the facilities the centre had to offer.
4. On the morning of November 10th, bright and early, twenty pupils could be seen hurrying for the north-bound train, eager anticipation written all over their faces.
5. After meeting the Outdoor Pursuits centre's staff, they were taken to their rooms which were cosy and warm and they were able to change into dry clothes.

**a. Which sentence should come second in the text? \_\_\_\_\_**

**b. Which sentence should come fifth in the text? \_\_\_\_\_**



Read the sentences below. They are taken from a job rejection letter and are in the wrong order. Answer the questions that follow.

1. I regret to inform you that on this occasion your application has been unsuccessful.
2. I would like to take this opportunity to thank you for your interest in Andy's Supermarket and wish you every success in your future.
3. Thank you for your recent application for the post of Warehouse Manager at Andy's Supermarket.
4. However, we will keep your details on file and contact you should a more suitable position become available.

a. Which of these sentences should come first? \_\_\_\_\_

b. Which sentence should come fourth? \_\_\_\_\_

Read carefully the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow.

1. Suddenly, a dark shape materialized from the crowd and headed towards her. Her breath caught in her throat.
2. The room was filled with the sound of music and the movement of dancers blocked her view. She craned her neck to see over their heads.
3. She pushed through the open door and felt a twitch of anxiety as her eyes scanned the crowded room.
4. The party was already in full swing when Carrie arrived and entered the house.
5. But as she recognised the figure she sighed in relief; perhaps this night wouldn't be so terrible after all.

a. Which of the above sentences should come first? \_\_\_\_\_

b. Which of the sentences should come fourth? \_\_\_\_\_

c. Which sentence should come fifth? \_\_\_\_\_



## PROOF-READING

In Unit 2, you will also be asked to proofread and correct a text. It will be worth five marks, so it's more than likely that there will be five mistakes to **spot and correct**.

### Top Tips: These are useful for checking your own writing too!

- Look closely at prepositions – under, to, around, through, etc. – as these can be misused or confuse the sentence.
- Check for content/spelling /tenses on one read-through and punctuation on a separate read-through. Read aloud in your head.
- Read work backwards. You tend to see spelling mistakes this way.
- Create a personal checklist of things that you tend to get wrong. Your teacher's careful marking will help you.

To open a bank account you usually have to fill in an application form. Read the application below which has some errors in it.

Identify the five errors and correct them.

Name:  
~~James~~  
James Thomas ✓

Address:  
Avenue ✓  
112 Wood Avenue, Newport, NP2 4PK

Contact telephone number:  
0774 326 139

Reason for opening account:  
For my weekly wages to be transferred from my employers account and for easy access to my money. ✓

Name:

james Thomas

Address:

112 Wood Avenue, Newport, NP2 4PK

Contact telephone number:

0774 326 139

Reason for opening account:

For my weakly wages to be transferred from my employers account and for easy access to my money.

The following text is to be posted on a school website. Identify and correct the 5 errors. (5)

#### ROADWORKS

We have been informed by the Counsel that extensive road works are scheduled to take place along Llanfair Road starting on 12th October. Access to the school sight will continue for safety reasons for staff and for visitors, but it will not be possible for parents to park opposite the school for the duration of the road works. I hope that this will not effect your child's travel arrangements too seriously and I know that we can relie on your co-operation.

The following is part of a draft of letter sent to the customers of a water supply company. Identify and correct five errors in the text.

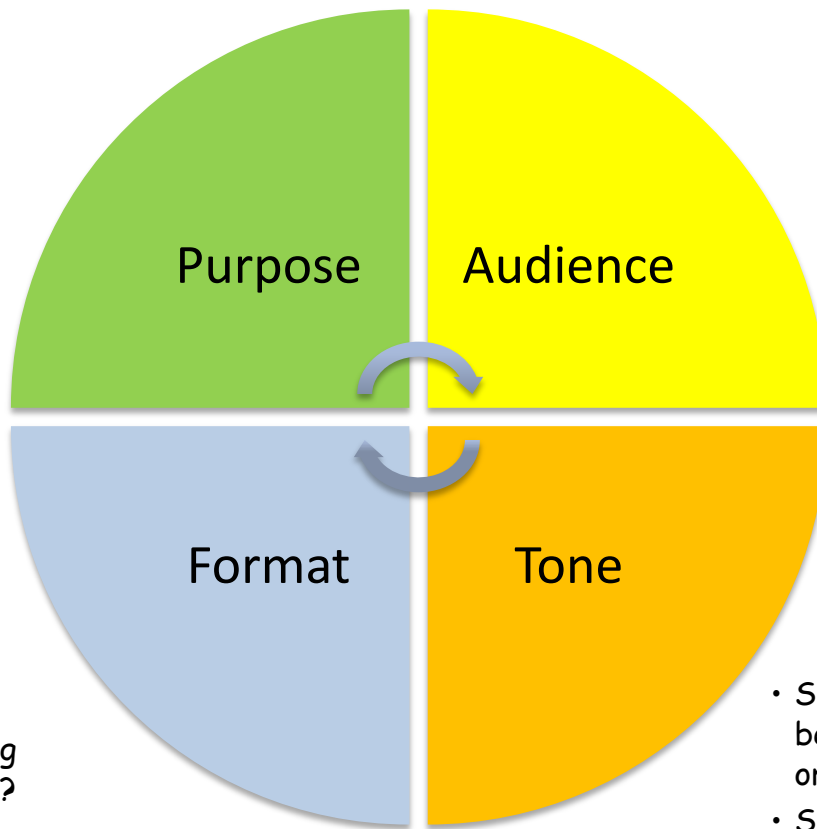
Dear customer

Our job is to provide you with the best quality water and sewerage services. Some customers in your area have experienced discoloration to the water supply. We would like to apologise if you have been effected.

We would like to reasure customers that discoloured water is unlikely to be harmful to health but we wouldn't expect anyone to drink it when it looks unpleasant. Please be assured that we carry out regular sampling and analysis to insure your water supply meets the highest standards.

## Planning My Writing

- Why am I writing this?
- What do I want to achieve?
- What do I want the reader to do as a result of reading my text?



- Who am I writing this for?
- What does the reader need to know?
- How should I address the reader? Direct address or more detached?

- What type of text am I being asked to write?
- What would be the expected features of this kind of text?

- Should my writing be lively, serious or entertaining?
- Should I be writing formally or informally?
- What sort of language should I use?

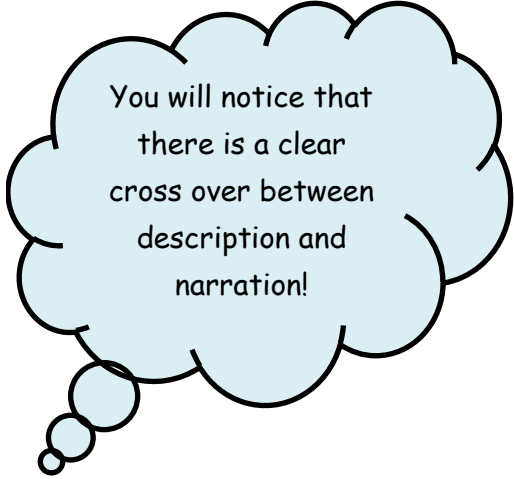
### How my writing is assessed?

Band	Writing Accurately
5	<ul style="list-style-type: none"> <li>✓ A wide range of appropriately ambitious vocabulary used for effect</li> <li>✓ Effectively varied and accurate sentence structures</li> <li>✓ Confident use of accurate punctuation throughout</li> <li>✓ Secure tenses and grammar throughout</li> </ul>
4	<ul style="list-style-type: none"> <li>✓ A wide range of appropriately ambitious vocabulary</li> <li>✓ Varied and accurate sentence structures</li> <li>✓ A range of accurate punctuation used</li> <li>✓ Accurate spellings most of the time</li> <li>✓ Secure tenses and grammar</li> </ul>
3	<ul style="list-style-type: none"> <li>✓ A good range of appropriate vocabulary, some precision</li> <li>✓ Varied sentence structures, mostly accurate</li> <li>✓ A range of punctuation used, mostly accurate</li> <li>✓ Mostly correct spellings</li> <li>✓ Mostly secure tenses and grammar</li> </ul>

# DESCRIPTION

The PISA definition for *descriptive writing* is:

Description is the type of text where the information refers to properties of objects in space. The typical questions that descriptive texts provide an answer to are *what* questions. Descriptions can take several forms. Impressionistic descriptions present information from the point of view of subjective impressions of relations, qualities, and directions and space. Frequently, technical descriptions use non-continuous text formats such as diagrams and illustrations. Examples of text objects in the text type category descriptions are a depiction of a particular place in a travelogue or diary, a catalogue, a geographical map, and online flight schedule or a description of a feature, function or process in a technical manual.



You will notice that there is a clear cross over between description and narration!

Describe an occasion when someone unexpectedly comes into money.

## Sample Answer 1

One day, a man ment to come in with some money cause he didn't pay me back when I borrowed him some money. So I tried to phone the man so many times. And I didn't get an answer. Me and my mate went round to find his house and we couldn't find it, so we asked some people if they know the man who didn't pay back the money and all of them said 'no'. We went back to see if the guy cam to pay us back but he didn't.

About a week later the man came in to ask if he could borrow some money, so we gave him £100 and he said that he was going on holiday and can't pay back to price in at least a month. We said 'ok, but you need to pay when you're back home'. Later on this evening the man came at last so we asked him where he has been and he told me that he came earlier on and no one was here apparently. So we said that me and my mate went out to find you. And then he payed us back happily and another customer came in to say that he needs to pay back the will of borrowing money.

We asked for his name and he said 'Jacob Howard' and we searched him up and the name wasn't on the computer so we searched again but I didn't pop up. He told us that he's been here before to ask for money. They guy came earlier to pay back and he said his name was Jacob Howard and he payed us back. So are you sure your name is Jacob Howard and he said 'yes' so that means you don't need to pay us anymore.

So we have 10 minutes as left until the shop is closed and another man came in to see if he borrowed money like ma month ago and there was someone who hasn't payed us back likea months ago and I asked him, Is your name 'Michael; Nicholas' and he said yes so that is £200 for pay back and he didn't have enough money to pay me back so he ran back home to get more money and came back to pay us back.



### What the WJEC said?

4/20 (Content and Organisation) 3/15 (Writing Accurately) TOTAL: 7/35

It does not make much sense. There was no evidence of a plan. It is very basic in terms of its vocabulary.



## Sample Answer 2

### PLAN

#### PLAYING THE LOTTERY

- (1) Sent husband to choose lottery number on way home.
- (2) Putting the lottery numbers on.
- (3) Watching the tele, not thinking we'd won.
- (4) Text message from husband.
- (5) Turn to my mum and give her money for the bill she

I couldn't believe we were having this conversation. AGAIN! Mum was always at mine moaning about some bill or another - gas, water, council tax ... It was always the same conversation "How am I goin' to pay it? I've tried gettin' another job, but, well, it's not ..... workin' out for me. "She had my sympathy but I was just about making ends meet.

"Mum, Mum, Dad is on the phone, he wants to know what numbers to put on the lottery" my daughter, Ava, shouted loudly from the gloomy small and tired looking hall. "A lucky dip and the normal birthday numbers," I boomed back to her.

My mind wandered.....

"Can you just check my lottery ticket for me?" I asked the girl politely not expecting to win anything. "I'm just going to get my manger. Er, I need to check something. "My mind was battered with thoughts - what WAS going on?

The manager trotted after the girl. He was a fat man with what I supposed was a fake smile. He put the ticket through again and nodded "You've won!" I've won! I've won! I've won! I

thought to myself excitedly My heart pounded as tears of joy started to form in my huge, aqua eyes (my best feature I'd always been told). My hand shook as I took the ticket back. my troubles were finally over. My mother's troubles were finally over! A cruise to the Caribbean. A new mansion to live in. Botox. The list was endless.

Lying on the sunbed I turned to my loving husband 'Isn't life just great,' I stated. The calm and tranquility of the poshest resort in Tenerife was a dream come true. After years of struggling here I was not worrying about money. The 5\* hotel stood proudly to the right. Glass doors sparkled and the classy hotel sign with its elegant font shouted 'luxury'. The clear blue sky and gentle breeze encompassed me in happiness.

"Jane, Jane. What am I going to do about the council tax? I've been threatened with court." My mother again demanded my attention.

"Oh, Mum. I don't know." My dream had just been shattered into a thousand pieces and here I was back to reality.

Later that evening as usual my hopes were raised again just before the lottery started; I always imagined winning. For those 10 minutes I was rich beyond my wildest dreams. It was a fabulous feeling that made me feel good. Ava, was sat next to me cuddled in - our Saturday night routine when John was at work (which was most Saturdays).

18.....54.....29.....22.....47.....1.....

Unfortunately these were not my numbers. Lady luck had escaped me once again.

Suddenly my phone beeped loudly:

JANE I THINK WEVE WON

I replied hastily.

WON WHAT?

### What the WJEC said?

16/20 (Content and Organisation)

12/15 (Writing Accurately)

TOTAL: 28/35

Some maturity; sustains interest; lively style; well planned.



It did cross my mind but I didn't want to believe it. Could we have won the lottery?

THE LOTTERY

was the reply. Maybe we'd got 3 numbers and we'd won £10.

I smiled at mum as she handed over the cheque to the bank teller:

Please pay JOAN SUMMERS ONLY The sum of FIFTY THOUSAND POUNDS ONLY Signed _____	£50,000
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### Possible Titles

- Describe a familiar landscape or building exaggerating its dramatic or sinister qualities.
- Describe an occasion when someone visited the beach.
- Describe a place you are familiar with following an episode of extreme weather.
- Describe an occasion when you felt nervous.

**Look at the description below. Colour code the successful use of techniques evident in the response.**



Tentatively, I looked around. The carnage had spread. Skyscrapers and office blocks, once proud and grand structures, crumbled meekly into the maelstrom of black dust and rubble which gathered relentlessly at their feet. One glass panelled building on the edge of the now ruined industrial estate bore the scars of the explosions that followed the arrival of the water, its sleek and smooth veneer now eerily jagged and sharp. Through the glassless frames poked the luxurious furniture that had enveloped its boozy guests with warmth and comfort only hours earlier. The true cost of this day is impossible to comprehend. More than money, more than property: lives have been shattered, hopes have been stolen, and homes ransacked by Mother Nature's scornful hand. Irony exists in the East, where the Beacons which cut the mountainous horizon conceal the devastation that struck Newport in the evening's fading light. To the West, however, the view is bleak and barren. One might be forgiven for mistaking the muddy torrent for the wildest ocean, though no ocean ought exist in the rural destitute of South Wales. Upturned cars float like dented icebergs, carving their path through the fast flowing debris, dancing and bobbing in the wake of the current.

Similes

Variety of sentence lengths

BOOM adjectives

Verbs

Personification

## Unit 2 Writing Mark Scheme

Communicating and Organising	Mark /20	Writing Accurately	Mark /15
<ul style="list-style-type: none"> <li>• Basic coherence</li> <li>• Some relevant content but uneven</li> <li>• Simple sequencing of ideas</li> </ul>	1-4	<ul style="list-style-type: none"> <li>• Limited vocabulary</li> <li>• Some attempt to use punctuation</li> <li>• Limited command of grammar</li> </ul>	1-3
<ul style="list-style-type: none"> <li>• Some coherent writing</li> <li>• Develops some ideas with interest</li> <li>• Some attempt at organisation</li> </ul>	5-8	<ul style="list-style-type: none"> <li>• Some range of vocabulary</li> <li>• Some control of punctuation</li> <li>• Spelling usually accurate</li> </ul>	4-6
<ul style="list-style-type: none"> <li>• Writing is mostly controlled</li> <li>• Clear awareness of reader</li> <li>• Some development of ideas</li> </ul>	9-12	<ul style="list-style-type: none"> <li>• Good range of vocabulary</li> <li>• Some variety of sentence structure</li> <li>• Most spelling usually accurate</li> </ul>	7-9
<ul style="list-style-type: none"> <li>• Controlled and secure writing</li> <li>• Engages interest with some techniques</li> <li>• Develops ideas with detail</li> <li>• Writing is clearly organised</li> </ul>	13-16	<ul style="list-style-type: none"> <li>• Wide range of vocabulary</li> <li>• Secure command of grammar</li> <li>• Range of punctuation used accurately</li> <li>• Spelling is secure</li> </ul>	10-12
<ul style="list-style-type: none"> <li>• Mature and fluent writing style</li> <li>• Sustains reader's interest</li> <li>• Confident use of techniques</li> <li>• Ideas convincingly developed with detail</li> </ul>	17-20	<ul style="list-style-type: none"> <li>• Wide range of ambitious vocabulary</li> <li>• Effective variation of sentence structure</li> <li>• Virtually all spelling correct</li> </ul>	13-15
How did I do?		How did I do?	
<b>TOTAL /35</b>			
<b>WHAT WENT WELL?</b>			
