

# Year 11 English Language GCSE Revision Booklet

## Autumn 2

Name		
Peer assessment dates		
Task 1	Technology email	
Task 2	Cocoa industry letter	
Task 3	Recycling article	
Task 4	Healthy living speech	
Task 5	Account	

### Instructions

- Answer all the reading questions. In exam conditions, you would have around 45 minutes to complete these.
- Complete the writing task. You must plan your response before you start writing. It should take you around 30 minutes.
- Bring your booklet into school on the right dates for peer assessment.

### Suggestion point examples

Secondly, it says "discount retailers such as Aldi and Lidl carrying far fewer Fairtrade lines" which suggests that they can try coffee cheaper in more places.

Thirdly, it says "their trade is already fairer than Fairtrade" which suggests that they can help farmers more without Fairtrade. Moreover, it says "doubts about effectiveness of Fairtrade" which suggests that Fairtrade isn't really effective so they prefer to buy elsewhere.

In addition, it says "those who receive these payments spread the payment" which suggests that they think it won't make a difference if they buy Fairtrade or not. Overall it suggests that Fairtrade isn't effective and there are better ways to shop for coffee.

### PALE? examples

Secondly, the writer uses an anecdote to show the reader how hard his life was which makes the reader feel sad for him: "jump the border from Mexico to America, like me".

Thirdly, the writer uses statistics to make the reader think about the improvements that they have made and what improvements could also be done if they contributed which makes the reader want to donate: "80% in 10 years".

In addition the writer uses direct address to make the reader feel like the writer is talking directly to them which makes the reader think about their actions: "When you are shopping..."

Read the question and check how many marks it is worth.  
(1 mark = 1.5 mins; 5 marks = 7.5 mins; 10 marks = 15 mins)

Is it worth 4 or more marks?

NO

This question does not require **ACTIVE READING**. Read the questions quickly then look for the answers in the text using **skim and scan**.

These questions may be **multiple choice**, **vocabulary tests**, **sequencing**, **explaining** ideas or phrases, **identifying** documents or **locating** key information.

YES

This question requires **ACTIVE READING**. Read the question carefully before reading the text and **highlight or underline examples** to support your answer as you read.

Are you expected to look at more than one text for this question?

NO

You can concentrate on finding all your quotes or information from one of the texts.

YES

Your answer needs to **refer to all the texts** equally. In a 10 mark question with 3 texts, you should make 3/4 marks worth of points about each text. You may be asked to **compare** or **synthesise/explain**. If you are comparing, you should use comparative language like **'similar'** or **'different'** when identifying points between texts.

Does the question ask you how the writer/text does something or ask you to discuss the 'language'?

NO

For every mark available, make a **Suggestion Point** and link it to a quote or quotes to get ticks. Necessary explanations may get an extra tick.

**5 marks = 5 things from the text linked to Suggestion Points**

YES

For every mark available, make a **PALE? Point** and link it to a quote or quotes to get ticks. Necessary explanations may get an extra tick. **To score 5/10 you will need at least 5 PALE? Points.**

**10 marks = 10 quotes linked to PALE? Points**

Does the question ask you to write in your own words or summarise?

NO

You should use **clear quotes** from the text in 'quote marks'.

YES

You should not use quotes; rephrase things **in your own words**.

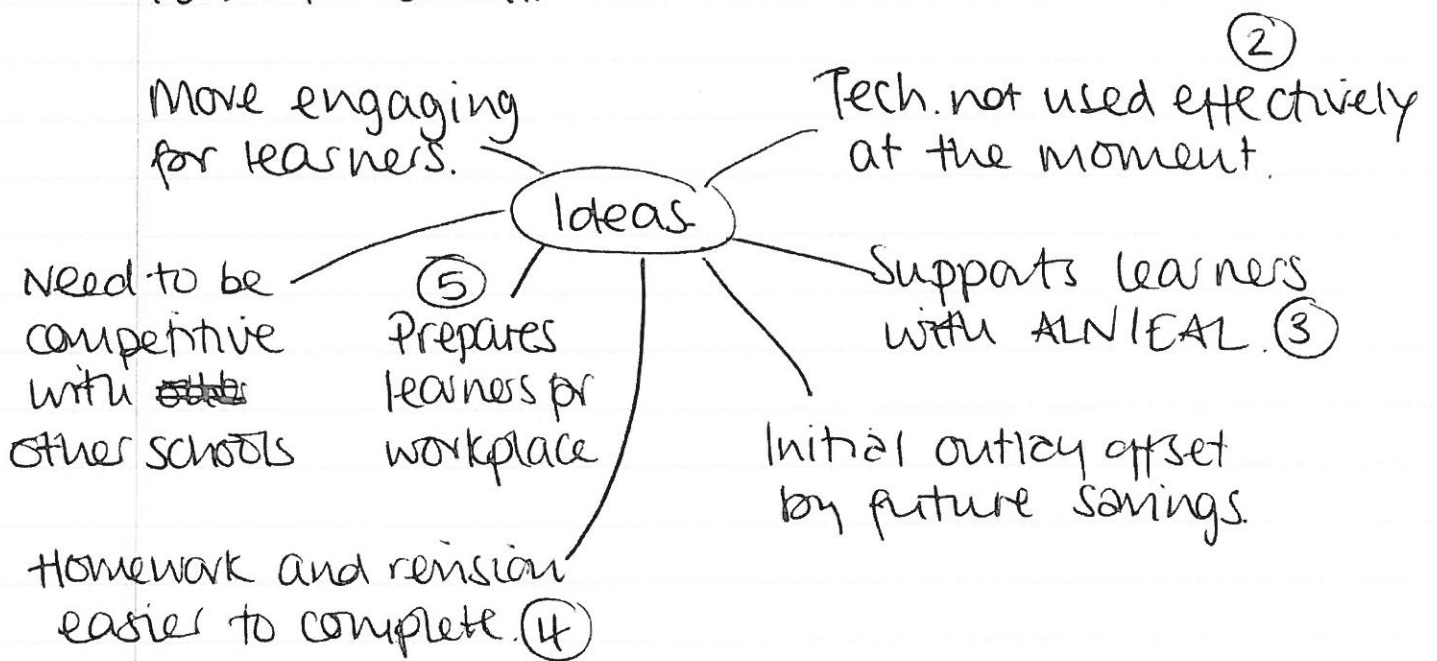
Write an email to the head teacher persuading them that more use should be made of technology in school. [20 marks.]

Plan.

Purpose: persuade

Audience: head teacher

Format: email.



- 1 Introduction - overview of topic/purpose for writing
- 2 Not used effectively at the moment.
- 3 Learners with ALN and EAL.
- 4 Work at home independently.
- 5 Prepares learners for the workplace.
- 6 Conclusion - reiterate argument.

To: headteacher@lliswerryhigh.com  
From: ajones@lliswerryhigh.com  
Subject: Use of technology at Lliswerry High School

Dear Mr Davies,

I strongly feel that Lliswerry High School should be making more effective use of technology to support learning. Learners have the right to the best possible resources so they can make progress. You must agree that learners' progress and achievements are of paramount importance. Your role is to ensure an effective, productive, constructive learning environment.

Currently, some teachers do make use of technology in their lessons, for example in science. However, there is a lack of consistency across the school. I am aware that most departments have their own iPads for students to use but they are often not included in lessons. Sometimes, iPads are used without sufficient supervision (which leads to behaviour issues in some cases). I suggest that you introduce a policy where iPads must be used for research, planning or self and peer assessment at least once per half term in every subject.

Furthermore, technology can be used to help learners who struggle to understand information or complete work. Learners with English as an additional language can use technology to



look up ~~information~~ vocabulary and translate instructions; some learners with additional learning needs may find it helpful to use technology to present their work. Don't you agree that their needs are just as important as everyone else's? Technology can help them to access learning and strive for progress.

We are told that we need to become more independent. If we could use Google Docs to do our classwork, we would be able to continue and improve work independently at home. If revision tasks were set online, we would have access to resources all the time. If our assessments were completed online, we would be able to act on feedback in our own time. This would be a more effective use of our time and it would support us in cultivating our independence.

Every learner - regardless of what they want to do in the future - deserves to be prepared for the workplace. It is a fact that almost every job requires the use of technology. It is vital that young people leave Liswerry High School equipped with the skills they need to succeed in their careers. Your responsibility is to increase the likelihood of learners' future employment.

Overall, it is my belief that Liswerry High School needs to improve its use of technology for multiple reasons: supporting

learners' needs in school, developing independence and preparing learners for the future. You must develop a school policy that makes provision for technology in the classroom.

Yours sincerely,  
A. Jones

**Write an email to the head teacher persuading them that more use should be made of technology in school. [20]**

**Reading questions**

1. Find and number these writing features in the email. [10]

1. Discourse marker/adverb phrase
2. Complex sentence – subordinate clause at the start
3. Complex sentence – subordinate clause in the middle
4. Colon or semicolon
5. Impact sentence
6. Rhetorical question or imperative command
7. Interesting vocabulary
8. Imagery (simile, metaphor, descriptive language)
9. Parenthesis (brackets, dashes, commas)
10. Language device (alliteration, repetition, direct address, etc.)

2. Without looking them up, write a definition for these words. After you have written the definition, look the words up. Tick them if you got them right; write the correct definition if you got them wrong. [5]

Paramount		
Sufficient		
Strive		
Cultivating		
Regardless		

3. Find and copy three examples of complex sentences which use different types of punctuation. [3]

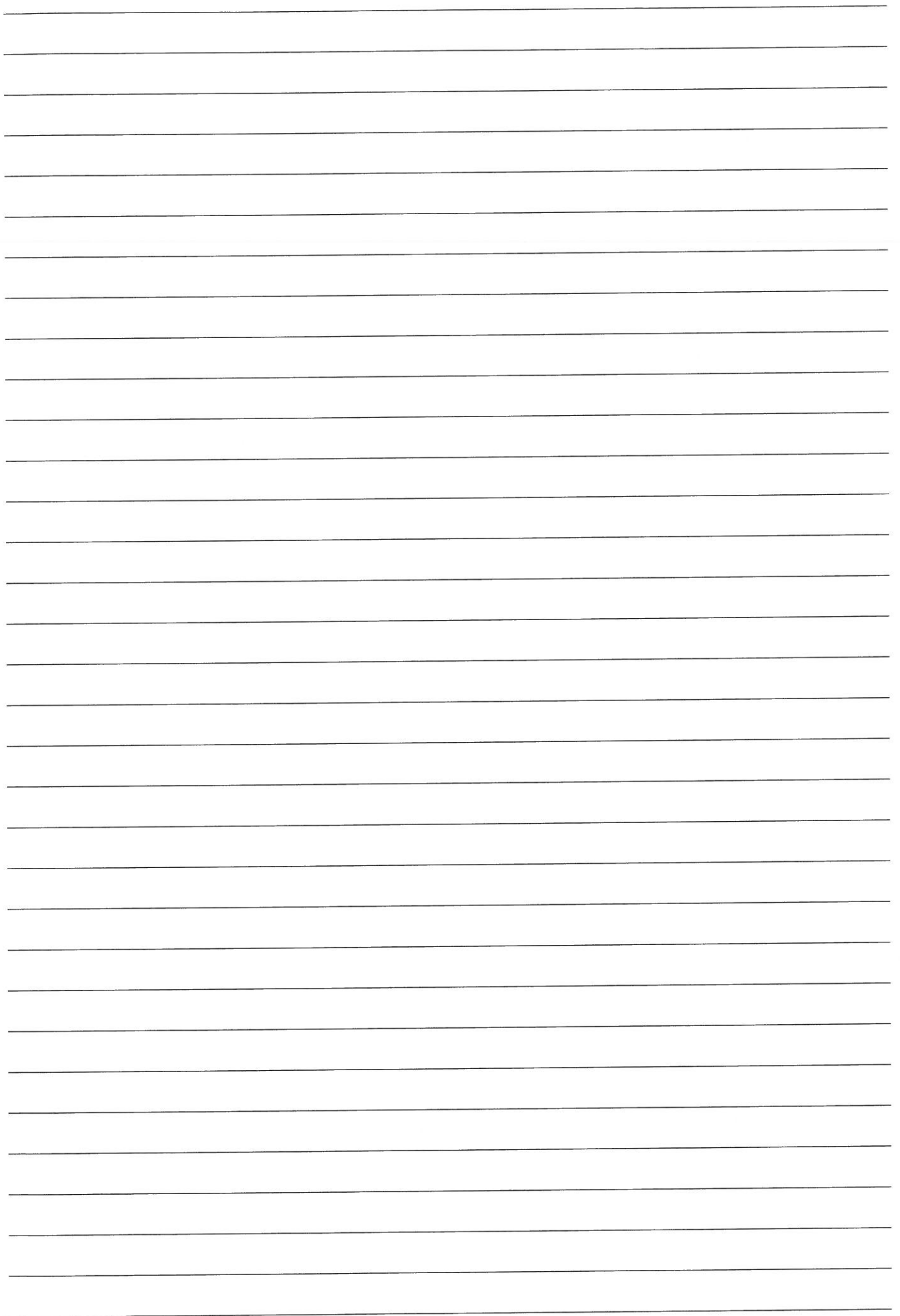
1. Commas:

2. Brackets:

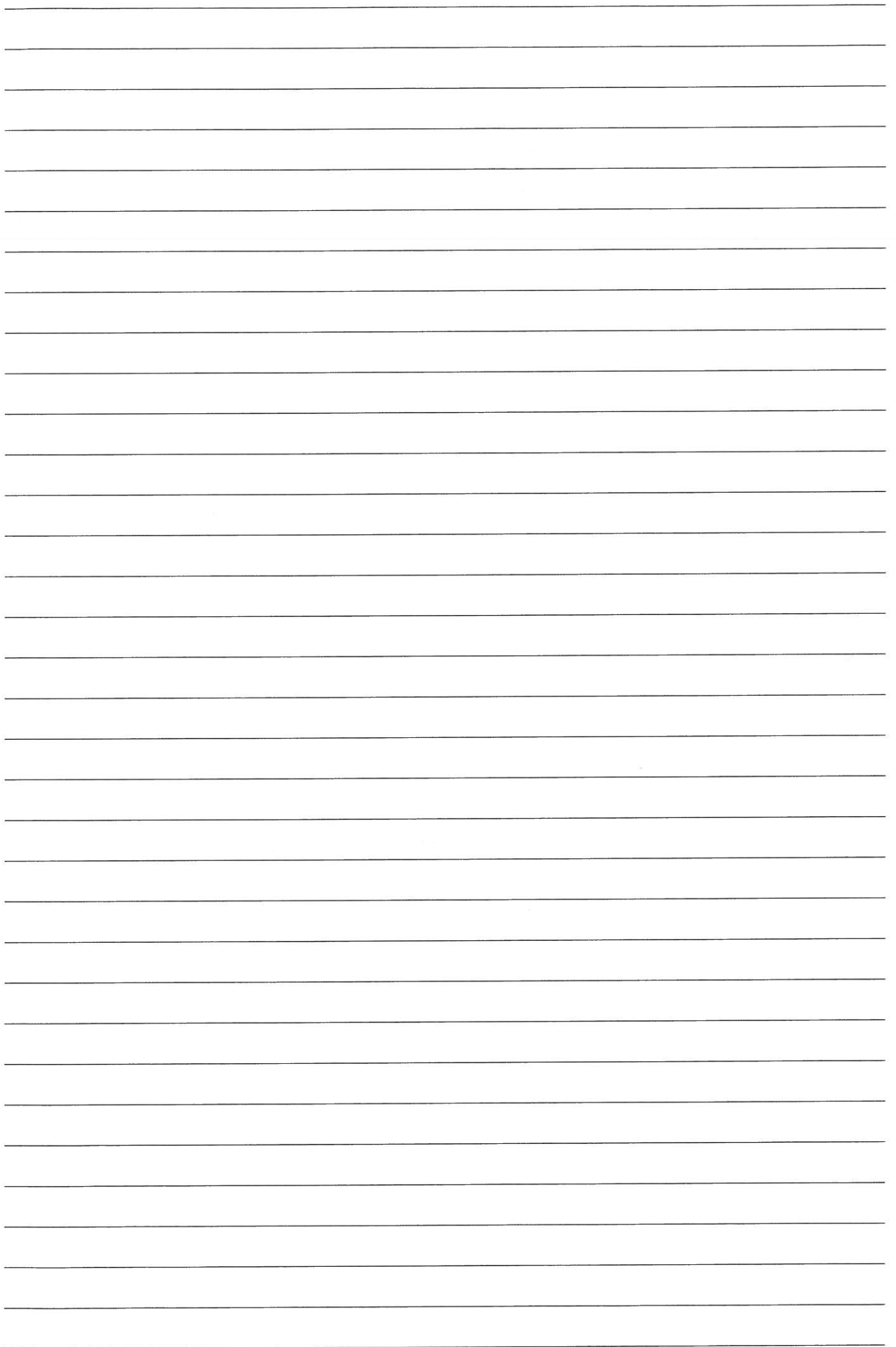
3. Dashes:

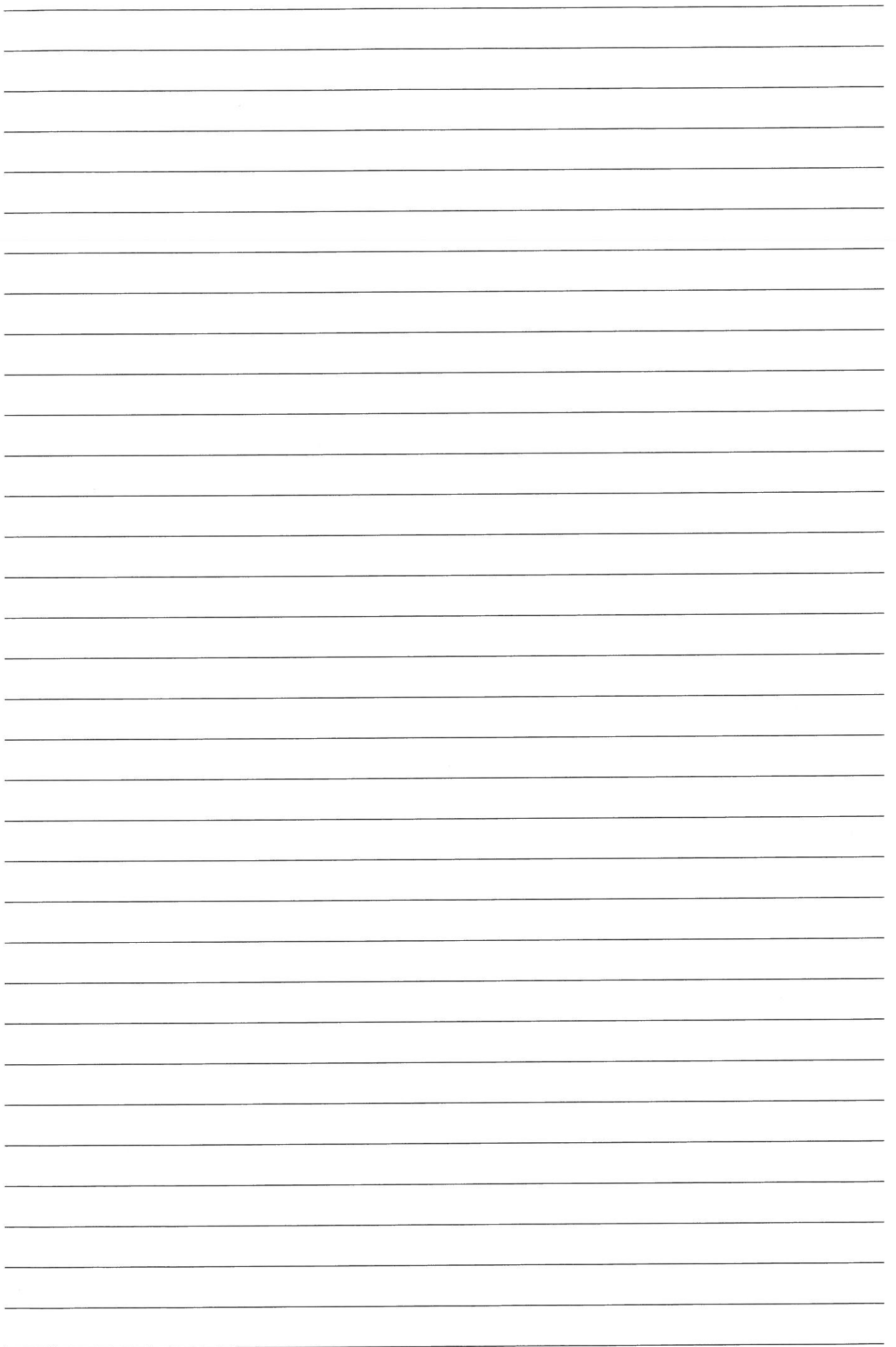














**Revision Task 1 peer assessment**

**Reading questions**

Question		WWW	EBI
1	Identify writing features		
2	Define vocabulary		
3	Skim and scan question		
4	Suggestion points/summary question		
5	PALE? Question		
<b>CTG</b>			

**Writing question**

Writing feature	WWW	EBI
Discourse marker/adverb phrase		
Complex sentence – sub clause at start		
Complex sentence – sub clause in the middle		
Colon or semicolon		
Impact sentence		
Rhetorical question or imperative command		
Interesting vocabulary		
Imagery (simile, metaphor, descriptive language)		
Parenthesis (brackets, dashes, commas)		
Language device (alliteration, repetition, direct address, etc.)		
Spellings generally correct		
Appropriate format and paragraphs		
<b>CTG</b>		

## Unit 3 Question B2.

Write a letter to your MP arguing that we should do more to stop child labour in the cocoa industry.

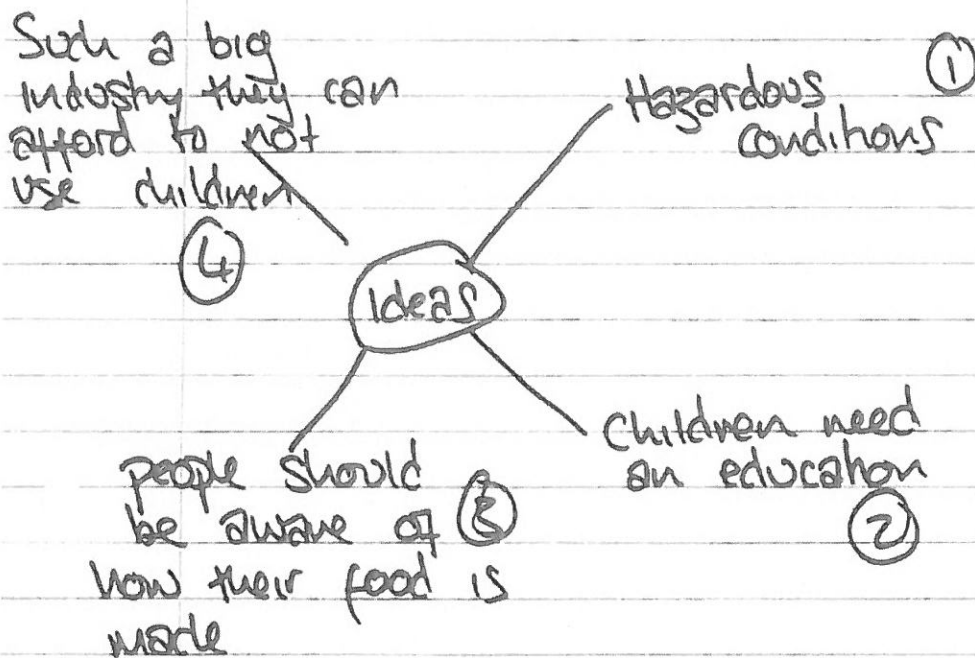
[20 marks]

### PLAN

Purpose : Argue

Audience : ~~Parent~~ MP (formal tone)

Format : Letter



- 5 mins each
- |                | Arguments                                       |
|----------------|---|
| ① Introduction | - Outline <del>arguments</del>                  |
| ② Paragraph 1  | - Hazardous conditions<br>- Pesticides/Machetes |
| ③ Paragraph 2  | - They need to go to school not work            |
| ④ Paragraph 3  | - People wouldn't buy it they knew              |
| ⑤ Paragraph 4  | - They have the money to do better              |
| ⑥ Conclusion   |   |

M Jones  
146 Nash Road  
Newport  
NP19 4RP  
25/01/18

R Smith  
Corporation Road  
Newport  
NP19 4HU

Dear Mr Smith,

The fact that children still work in horrendous conditions is a crime! It is time now that we took action to stop this. You, as an MP, have the power to ensure the abuse of children in the cocoa industry stops. These children work in hazardous conditions, lack an education and are forced to work in this industry whilst big cocoa companies reap the benefits.

Firstly, it is unacceptable that these children are forced to work, especially in hazardous, horrendous conditions. These children have no choice but to turn to work. These children have no choice but to be exposed to life-threatening pesticides. These children have no choice but to be forced to use machetes which cause life-altering injuries. Unless you do something to help end the crime of child labour, these children will continue to face these conditions. This must stop!

Secondly, how can we allow children to not gain an education? Education is the key to a better future; education is a life-line out of poverty. Between 200,000 and 800,000 children work on 2 million cocoa farms in West Africa. Those children - unless we take action - will never get the education you and I ~~received~~ <sup>received</sup>. How can this be allowed to stand? Education is a birthright of every child on the planet.

Thirdly, would you buy chocolate if you knew 800,000 children had their childhood stolen to make it? I would not and neither would anyone else in the ~~world~~ world. If a chocolate bar ~~was~~ read "may contain child labour" alongside "may contain nuts", I ~~guarantee~~ guarantee people would think twice. We would stop child labour overnight! Pounds equal power; we could end this crime using the power of our wallets.

Finally, this \$2.3 billion industry can afford to stop this abuse. These criminals put profit over people. Allowing companies such as Hershey, Mars and Nestle to set our moral compass sets a bad precedent. You have been elected to represent us so you have a duty to help defend our ethics. These criminals can afford to end the abuse of children suffering on the cocoa fields. Don't allow money to come before people.



We can end this together.

Children in the cocoa industry face horrendous conditions: harmful pesticides, use of machetes and forced labour. We can stop this. Together, we can end this suffering. Don't allow companies to put profit before people. Help us end child labour!

Yours Sincerely,

Mr Jones

Write a letter to your MP arguing that we should do more to stop child labour in the cocoa industry. [20]

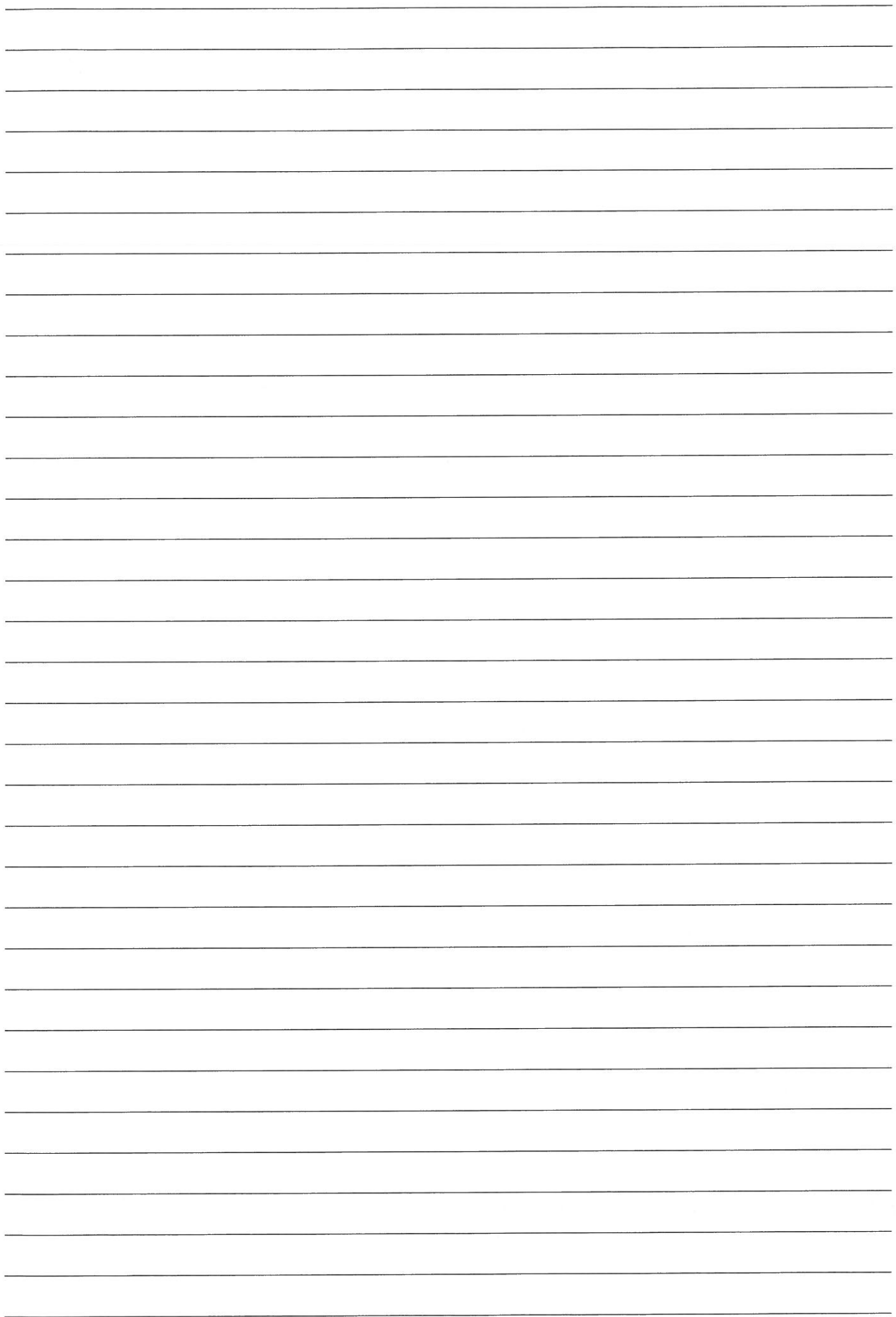
Reading questions

1. Find and number these writing features in the email. [10]
  1. Discourse marker/adverb phrase
  2. Complex sentence – subordinate clause at the start
  3. Complex sentence – subordinate clause in the middle
  4. Colon or semicolon
  5. Impact sentence
  6. Rhetorical question or imperative command
  7. Interesting vocabulary
  8. Imagery (simile, metaphor, descriptive language)
  9. Parenthesis (brackets, dashes, commas)
  10. Language device (alliteration, repetition, direct address, etc.)
  
2. Without looking them up, write a definition for these words. After you have written the definition, look the words up. Tick them if you got them right; write the correct definition if you got them wrong. [5]

Hazardous		
Exposed		
Life-altering		
Birth-right		
Industry		

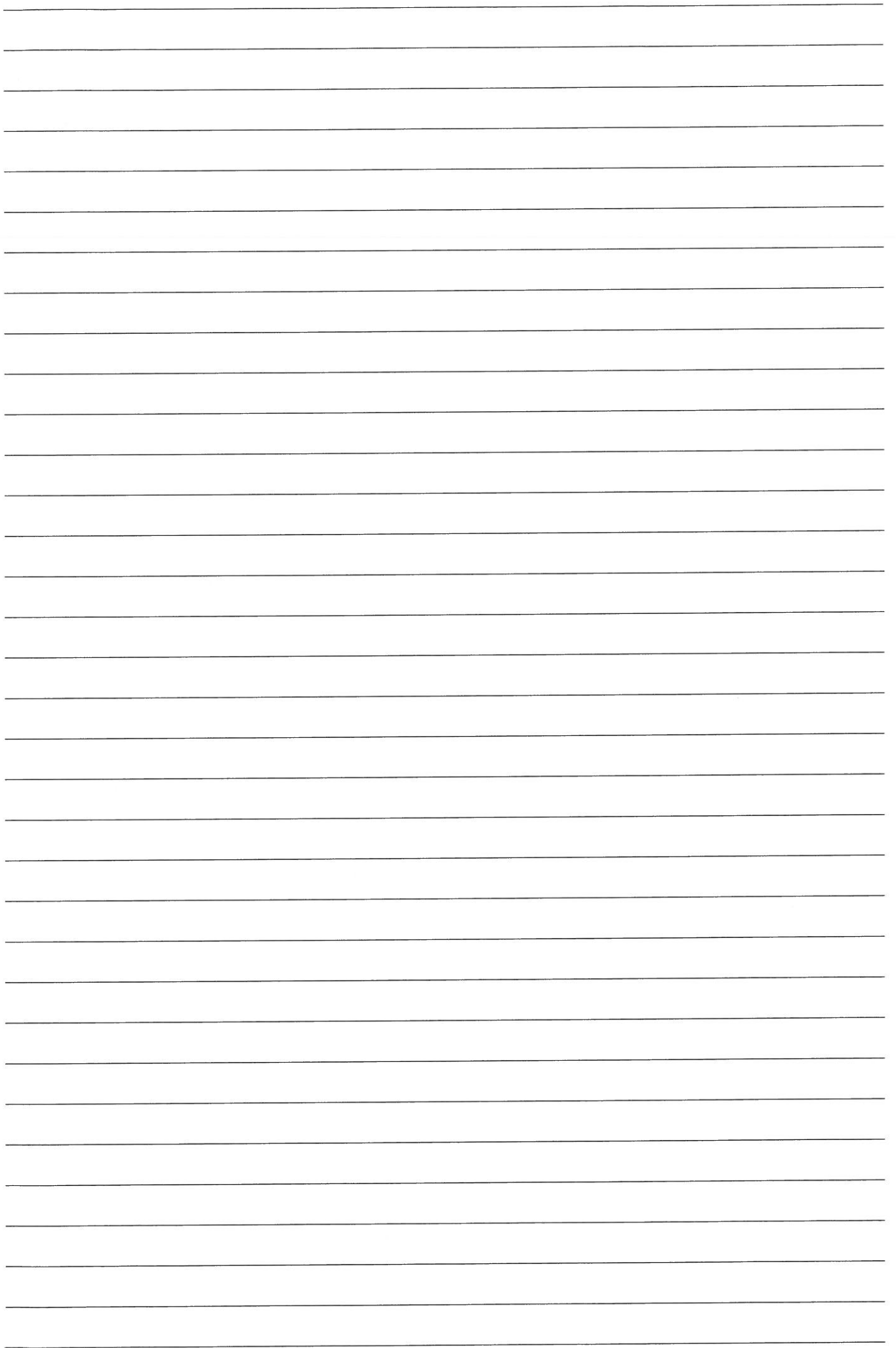
3. Find and copy three examples of sentences which use different types of punctuation. [3]
  1. Speech marks:
  2. Dashes:
  3. Semicolon:

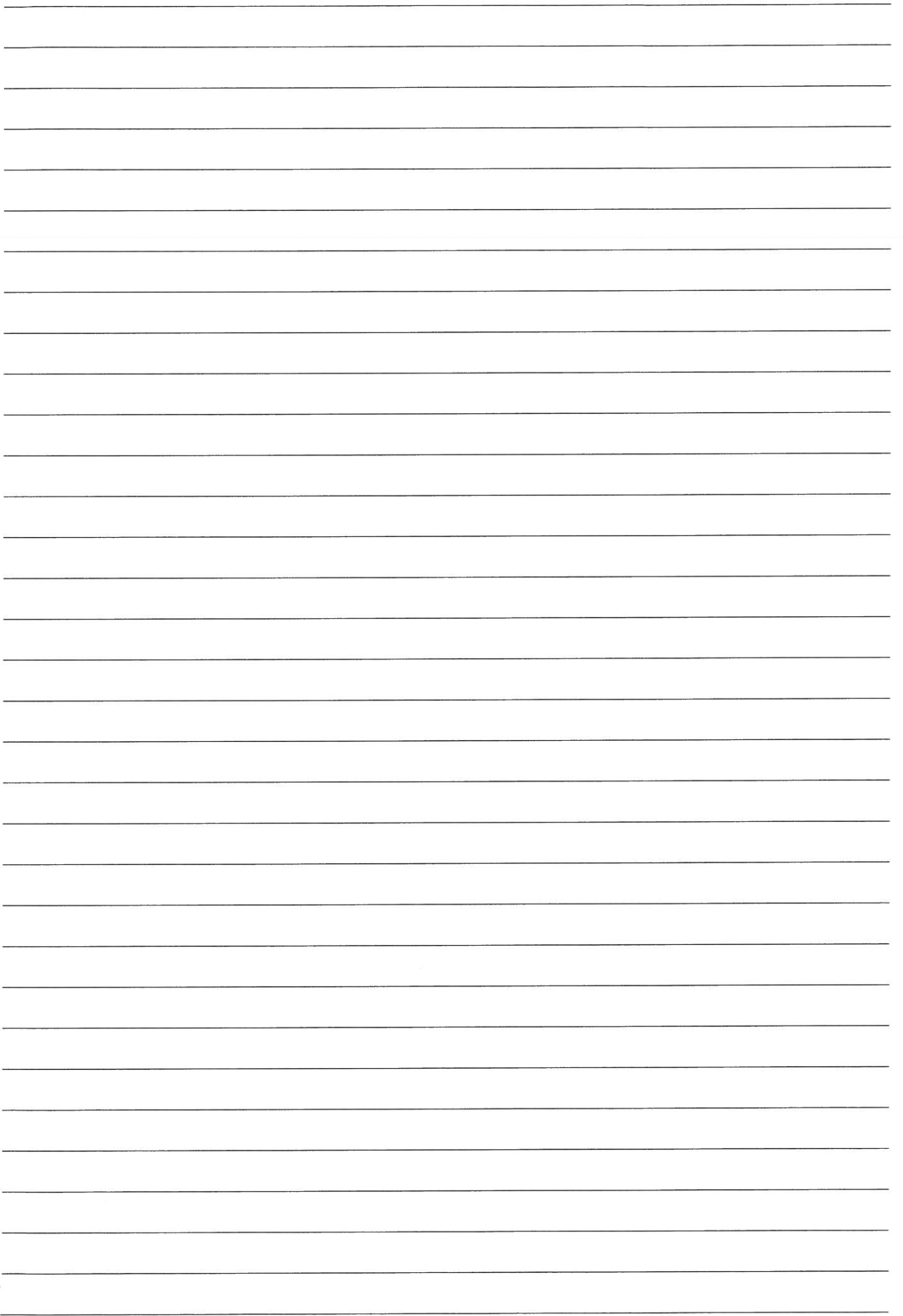












## Revision Task 2 peer assessment

### Reading questions

Question		WWW	EBI
1	Identify writing features		
2	Define vocabulary		
3	Skim and scan question		
4	Suggestion points/summary question		
5	PALE? Question		
<b>CTG</b>			

### Writing question

Writing feature	WWW	EBI
Discourse marker/adverb phrase		
Complex sentence – sub clause at start		
Complex sentence – sub clause in the middle		
Colon or semicolon		
Impact sentence		
Rhetorical question or imperative command		
Interesting vocabulary		
Imagery (simile, metaphor, descriptive language)		
Parenthesis (brackets, dashes, commas)		
Language device (alliteration, repetition, direct address, etc.)		
Spellings generally correct		
Appropriate format and paragraphs		
<b>CTG</b>		

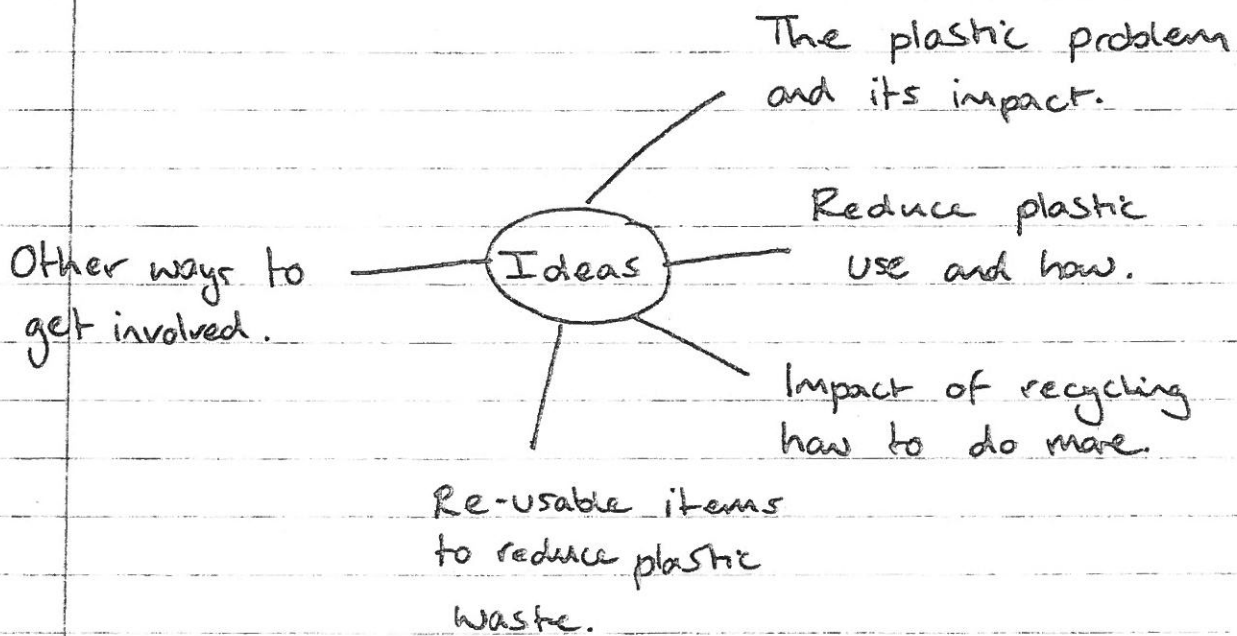
Write an article for the school newsletter about plastic pollution persuading people to recycle more.  
[20 marks]

Plan:

Purpose: Persuade

Audience: Students and parents

Format: Article.



1. Introduction - Plastic problem and its impact.
2. Reduce plastic use
3. Recycle plastic
4. Reusable items
5. Conclusion - How else you can get involved.

## The Plastic Pollution Problem

Every year, a shocking eight million tonnes of plastic waste flows into the world's oceans. It is a problem that is decimating the marine environment and it is not going to get better on its own. For the first time, a study has confirmed the presence of plastic in the digestive systems of eight people from across the globe. Our bodies are becoming landfill filled with literal junk food. The damage caused by our throwaway plastic society is all around us (and in us) but what can be done about it? How can you make a difference?

### Less is more

The easiest way to reduce your plastic waste is to reduce your plastic use. Next time you order a frosty beverage, think before you ask for a plastic straw. Do you really need it? Ask your local cafes, restaurants and school canteen to stop using plastic straws and suggest that they offer paper straws to the customers that need them. It is a small change that can make a big difference. Who needs plastic straws anyway?

### A new lease of life

One of the quickest, simplest and most effective ways to have a positive impact on the plastic problem is to recycle your waste. Following a recent study, it was found that a startling 91% of the plastic used globally is not recycled. This is a tragedy. Through recycling, a humble plastic bottle can be transformed into a multitude of things: t-shirts, sweaters,



Sleeping bags, carpeting and even more bottles. It is as simple as making sure your waste is sorted and going into the correct bins as often as possible. Don't let your used plastic become part of the 91%.  
Recycle your rubbish.

Single use is no use.

From Fast Food to Fast Fashion, people are producing and discarding more plastic than ever. The majority of that plastic is used only once. The BBC has reported that an estimated forty million tonnes of single-use plastic is produced each year. Whether it is cotton bud or a tea bag, plastic is present in thousands of products that get thrown in the bin without a second thought. Ask yourself - as you pick up that white plastic fork to eat your lunch - is there a better, eco-friendlier alternative? Re-using items can significantly reduce your environmental impact. Next time you fancy a bottle of water, why don't you refill the last bottle you bought?

What next?

Plastic is where it shouldn't be. It is in the sea, on the beach, and in us and causing harm. You, as has been shown, have the ability to make a significant and positive difference. Although the changes suggested seem small, if we all act together we can make a clear improvement to the problems our over-reliance on plastic has caused both the environment and ourselves. It really is as simple as reduce, recycle, reuse. So what are you waiting for?

Write an article for your school newsletter about plastic pollution persuading people to recycle more. [20]

**Reading questions**

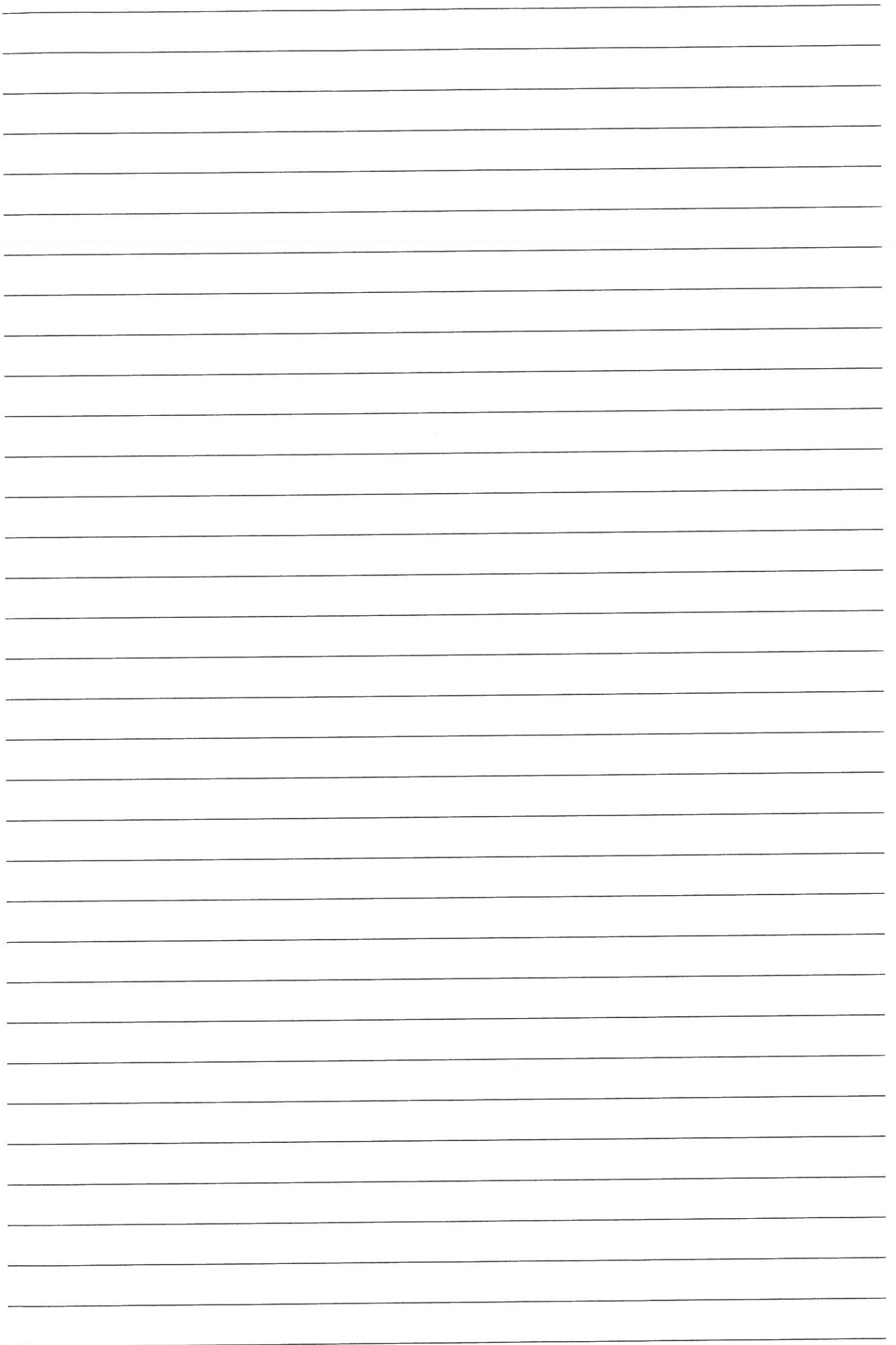
1. Find and number these writing features in the email. [10]
  1. Discourse marker/adverb phrase
  2. Complex sentence – subordinate clause at the start
  3. Complex sentence – subordinate clause in the middle
  4. Colon or semicolon
  5. Impact sentence
  6. Rhetorical question or imperative command
  7. Interesting vocabulary
  8. Imagery (simile, metaphor, descriptive language)
  9. Parenthesis (brackets, dashes, commas)
  10. Language device (alliteration, repetition, direct address, etc.)
  
2. Without looking them up, write a definition for these words. After you have written the definition, look the words up. Tick them if you got them right; write the correct definition if you got them wrong. [5]

Decimating		
Multitude		
Discarding		
Majority		
Significantly		

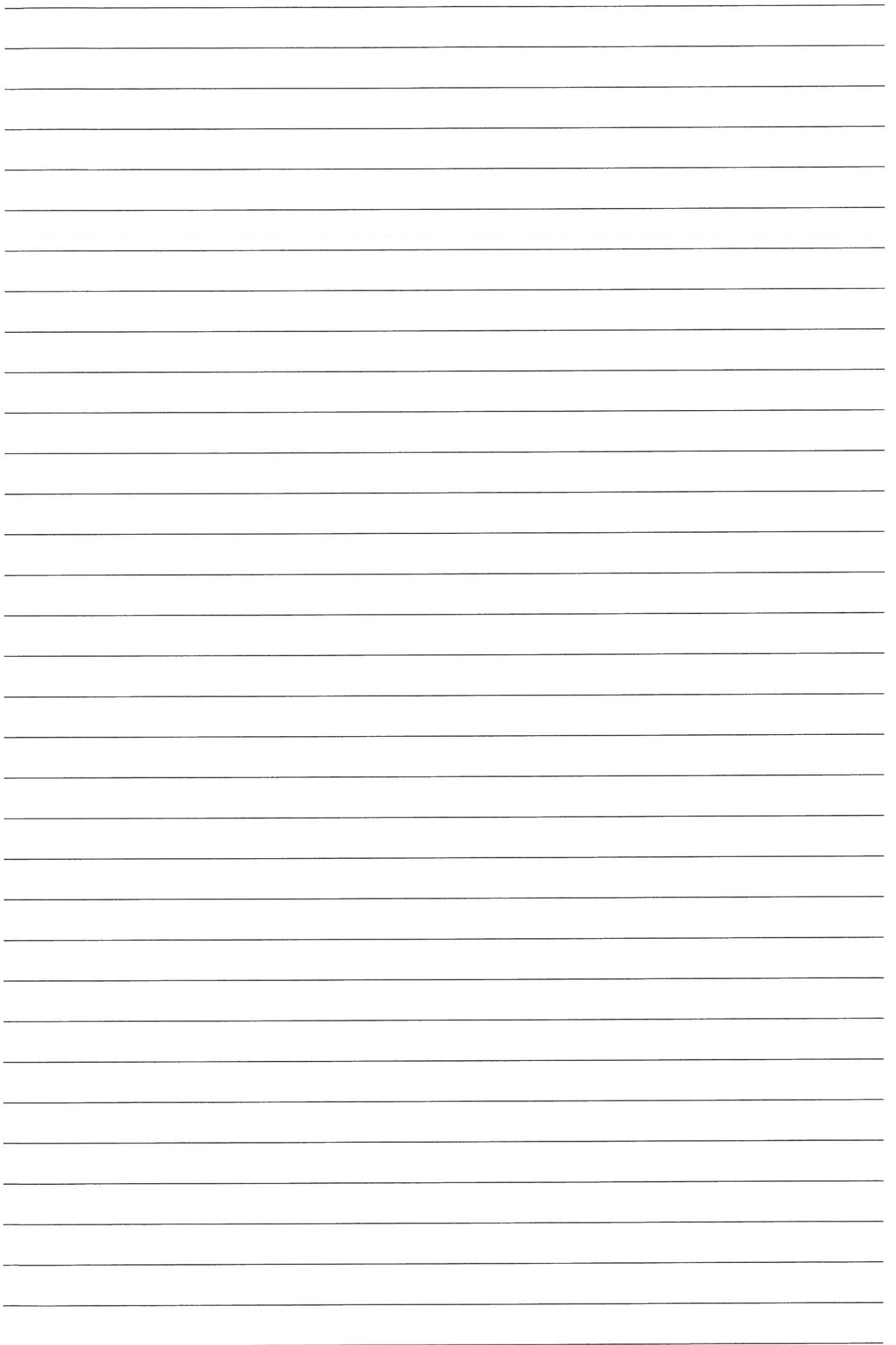
3. Find and copy three examples of complex sentences where the subordinate clause is not at the end. [3]

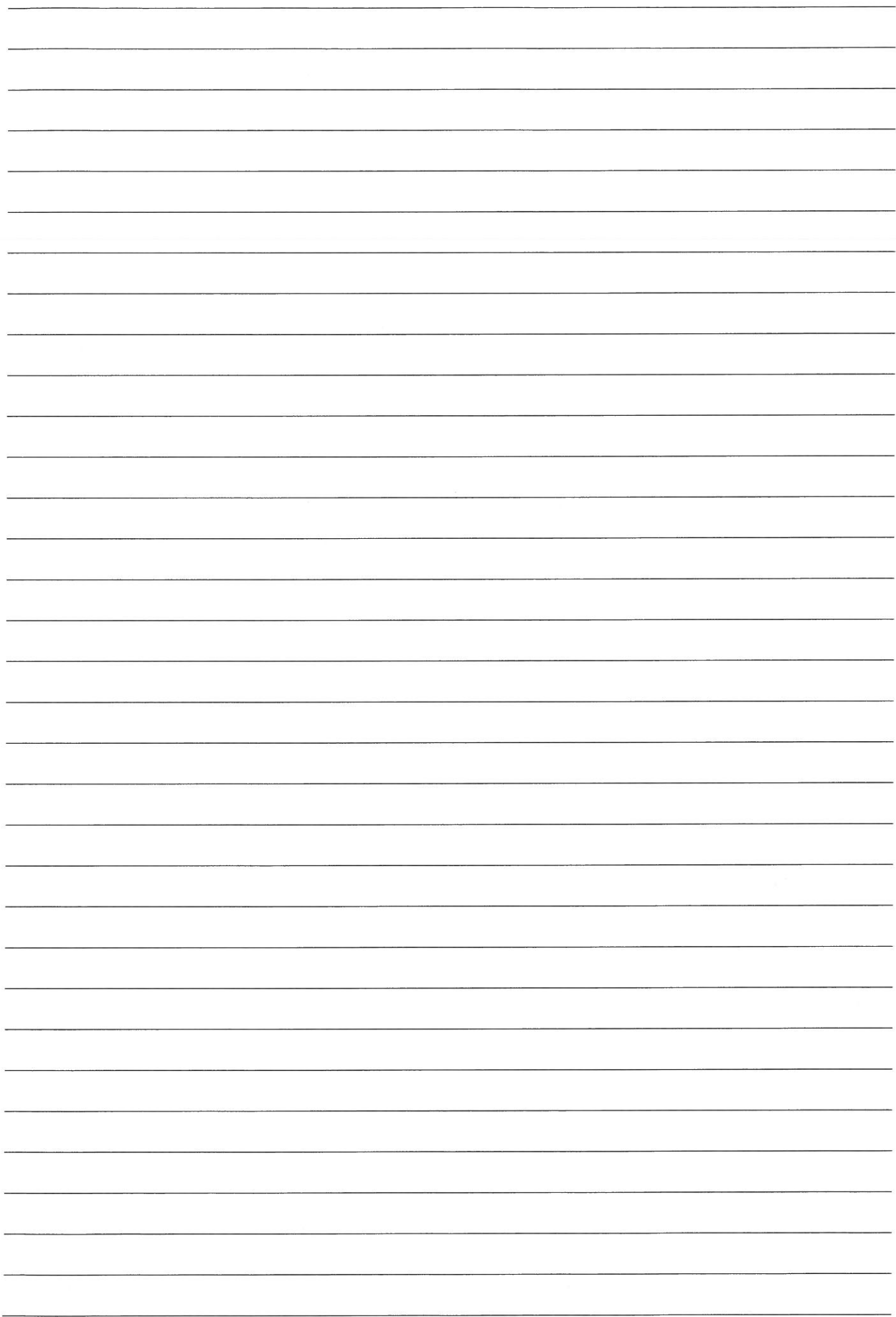
- 1.
- 2.
- 3.













## Revision Task 3 peer assessment

### Reading questions

Question		WWW	EBI
1	Identify writing features		
2	Define vocabulary		
3	Skim and scan question		
4	Suggestion points/summary question		
5	PALE? Question		
<b>CTG</b>			

### Writing question

Writing feature	WWW	EBI
Discourse marker/adverb phrase		
Complex sentence – sub clause at start		
Complex sentence – sub clause in the middle		
Colon or semicolon		
Impact sentence		
Rhetorical question or imperative command		
Interesting vocabulary		
Imagery (simile, metaphor, descriptive language)		
Parenthesis (brackets, dashes, commas)		
Language device (alliteration, repetition, direct address, etc.)		
Spellings generally correct		
Appropriate format and paragraphs		
<b>CTG</b>		

Hello year 7s. My name is Bob Fisher. I am here today from the charity Health Plus to talk to you about healthy living. Hands up if you think it is important to be healthy. As I expected, most of you are aware of the importance of a healthy lifestyle. In today's assembly, I will explain the top four ways you can embark on a healthier life. Health, happiness and a longer life - ~~is that~~ what we all want?  
~~isn't that~~

Firstly, I will focus on a healthy, balanced diet. Because it is important to keep your body healthy, you need to eat five pieces of fruit and veg each day. You can start with your breakfast by fortifying your cereal with raisins. In addition, you can add a crunchy, tasty and nutritious salad to your lunch. It's that <sup>simple</sup> easy! In a recent interview, Mary Caprice (~~Minister~~ government minister for health) said, 'Eating your five-a-day is imperative. We should all do it.'

Secondly, as most people know, sport helps to keep ~~people~~ humans physically fit, active and happy. By exercising for as little as 30 minutes each day, you are helping your body combat killer ~~diseases~~ <sup>illnesses</sup> such as diabetes and heart disease.

Moreover, intense exercise releases chemicals called endorphins. Endorphins, also known as 'happy hormones', help to give you a warm buzz when you swim, run or even go for a ~~vigorous~~ vigorous walk. Doesn't that sound fabulous? Unfortunately, mental health issues are on the rise amongst young people in Wales. Team sports can shield you from this frightening epidemic. In a recent BBC interview, Dr Felix Strum (professor of mental health studies at Swansea University) explained, 'Team sports are great! In my most recent study, I found that 94% of young people who play team sports on a regular basis were less likely to develop depression when they are in their twenties.' Look after your mental health and play sport!

Thirdly, seven to eight hours sleep is essential for any young person who values their ~~px~~ physical and mental health. I remember being in year 7. My mother told me (on repeated occasions), 'Go to bed early!' I ignored her for; I knew best. That December, I caught the flu and had two weeks off school with diarrhoea that flowed like a river. My immune system had been depleted due to a lack of <sup>energising</sup> sleep. Don't let this happen to you.

~~Further more~~ Furthermore, I would like you all to do yourselves a <sup>big, humorous</sup> favour and turn off your phones for one hour as soon as you get home from school. Why? Research has shown that young people who indulge in more than three hours screen time each day are 82% less likely to gain enough sleep or do enough exercise to sustain a healthy life style. You can live without your phone. However, you won't live long with an unhealthy ~~heart!~~ heart. Reduce your screen time today!

To conclude, healthy eating, regular exercise, eight hours sleep and reduced screen time. What do these all have in common? Do they make you more angry? Do they make you more sad? Or, do they make you more happy and healthy? Now you know, it's easy, easy, easy to be healthy!

Write a speech for students in your year group, arguing in favour of having a healthy lifestyle. [20]

### Reading questions

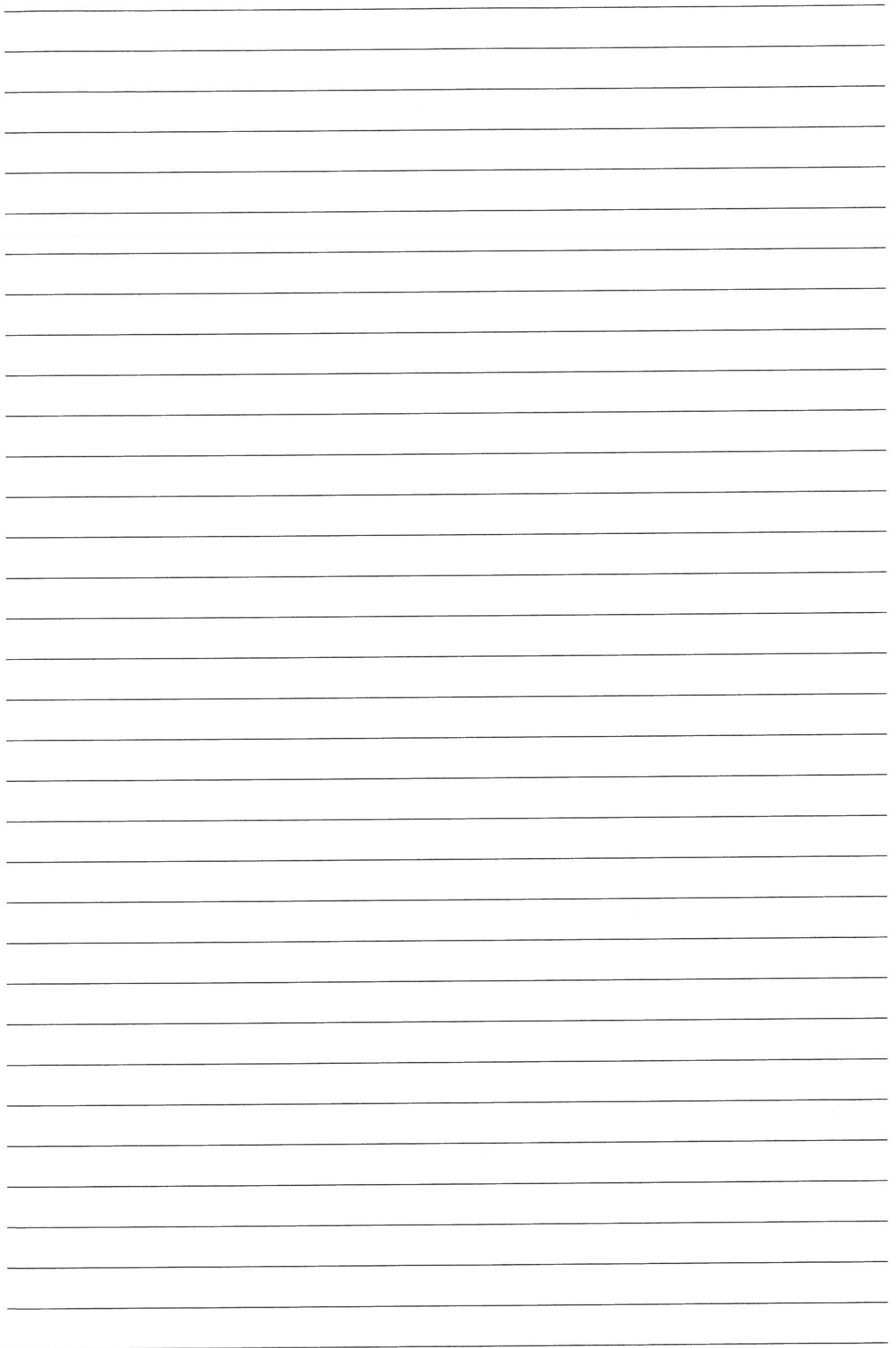
1. Find and number these writing features in the email. [10]
  1. Discourse marker/adverb phrase
  2. Complex sentence – subordinate clause at the start
  3. Complex sentence – subordinate clause in the middle
  4. Colon or semicolon
  5. Impact sentence
  6. Rhetorical question or imperative command
  7. Interesting vocabulary
  8. Imagery (simile, metaphor, descriptive language)
  9. Parenthesis (brackets, dashes, commas)
  10. Language device (alliteration, repetition, direct address, etc.)
  
2. Without looking them up, write a definition for these words. After you have written the definition, look the words up. Tick them if you got them right; write the correct definition if you got them wrong. [5]

Embark		
Fortifying		
Vigorous		
Depleted		
Sustain		

3. Find and copy three examples of sentences which use different types of punctuation. [3]
  1. Dash and question mark:
  2. Speech marks:
  3. Semicolon:

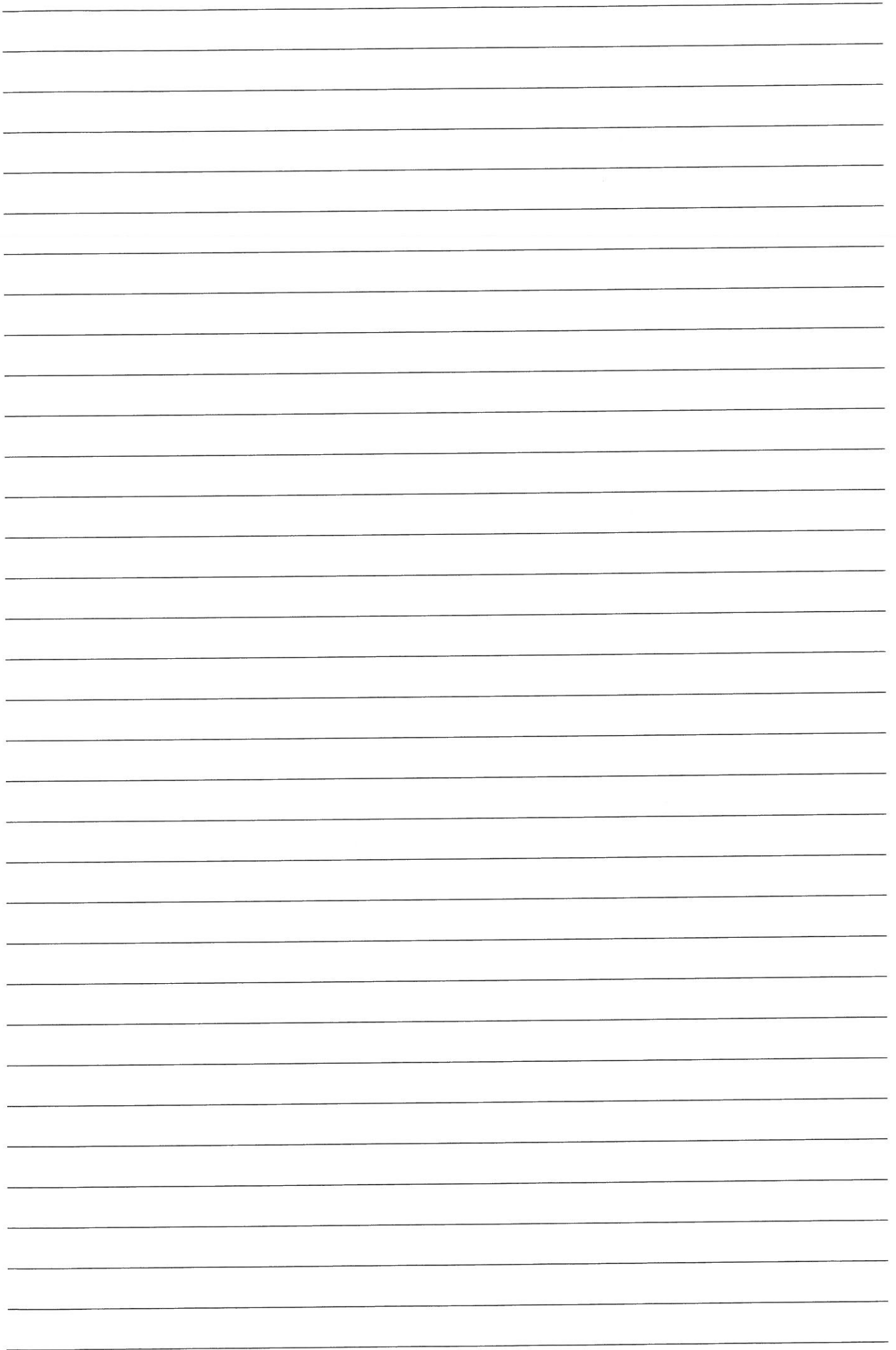


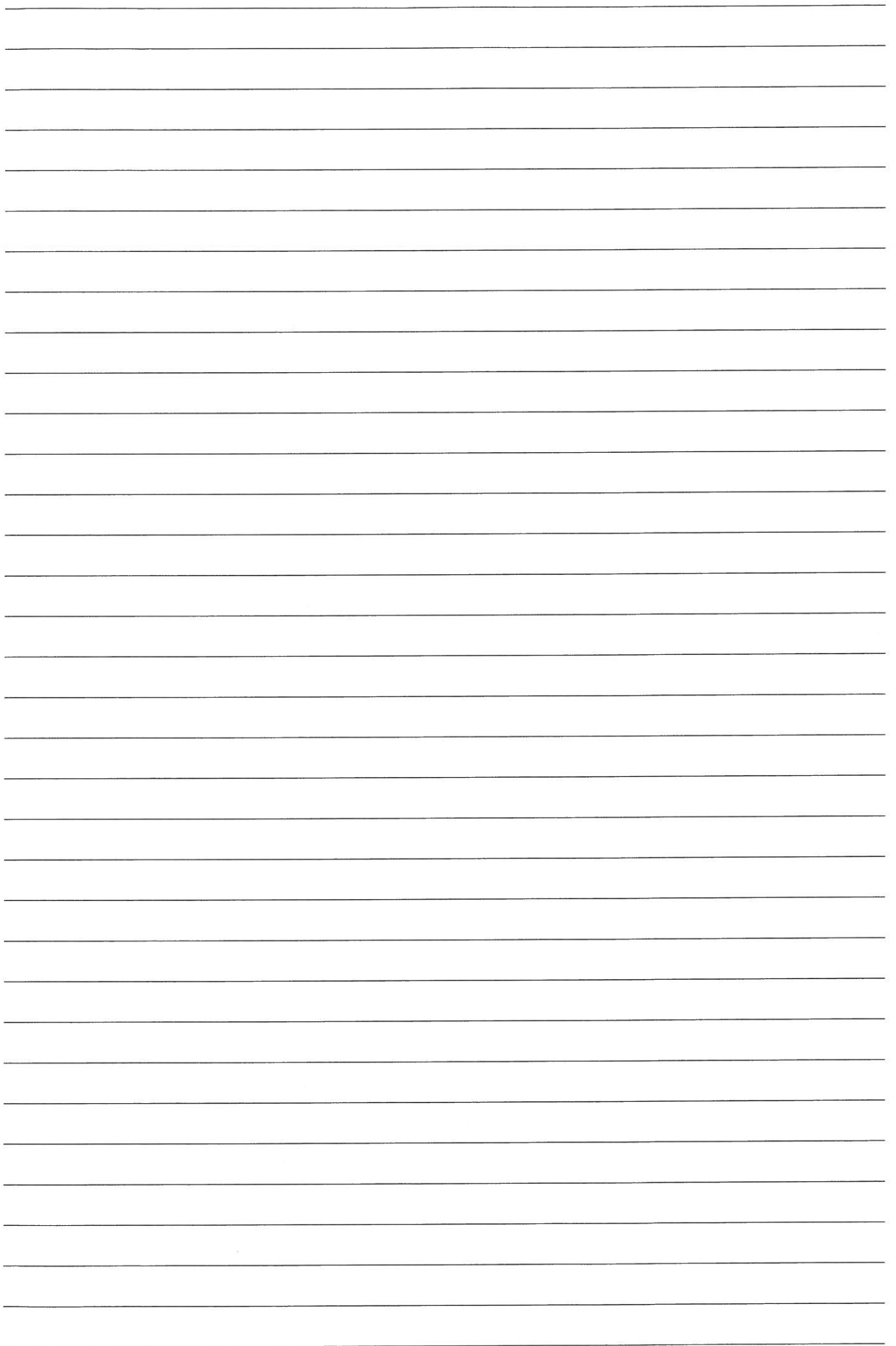












## Revision Task 4 peer assessment

### Reading questions

Question		WWW	EBI
1	Identify writing features		
2	Define vocabulary		
3	Skim and scan question		
4	Suggestion points/summary question		
5	PALE? Question		
<b>CTG</b>			

### Writing question

Writing feature	WWW	EBI
Discourse marker/adverb phrase		
Complex sentence – sub clause at start		
Complex sentence – sub clause in the middle		
Colon or semicolon		
Impact sentence		
Rhetorical question or imperative command		
Interesting vocabulary		
Imagery (simile, metaphor, descriptive language)		
Parenthesis (brackets, dashes, commas)		
Language device (alliteration, repetition, direct address, etc.)		
Spellings generally correct		
Appropriate format and paragraphs		
<b>CTG</b>		

**Write an account of a time you achieved something that you were proud of.  
[40]**

Paragraph Plan (5 mins each):

1. Setting the scene/mood – very worried, waking up on big morning
2. Characters – me and my son, Sam
3. Problem – would I be able to complete the swimming challenge?
4. Events 1 – starting the challenge
5. Events 2 – it feels like it will be easy
6. Events 3 – cramp strikes
7. Twist – will I have to give up?
8. Resolution – success! Feeling very proud

I awoke with a sense of dread! It was the day of the Swimathon and I felt very unprepared all of a sudden. Since I knew it would be physically hard, I stuffed cereal and bananas into my stomach, even though hunger was the last thing I felt. My attempts to cheer myself with music ended up with the radio being unplugged. This was going to be tough!

Sam, my 8 year old son, strolled confidently into the room ready to swim. He, since he was so young, seemed to be motivated, excited and ready to succeed. Compared to him, I was like a deflated whale – only without the swimming ability! He sat opposite me and, cheerfully, ate a bowl of cereal. If he could be so positive before a challenge like this, surely I could too. He was an inspiration.

After a short drive, we were at the pool. It was now that the scale of our task became clear: Sam was swimming one and a half KM (60 lengths); I was swimming five KM (200 lengths). It was farther than either of us had swum before. The challenge would be a test of stamina, speed and also focus, as we would have to concentrate for nearly two hours at peak intensity. Was I up to the test?

When the time came, I jumped in. The water was cold and I was grateful that I wouldn't be standing around for long. As it was going to be a long swim, I took some time to adjust my goggles, set my watch up as a timer and loosen my limbs. At this point, five KM seemed like the length of the Atlantic Ocean – thankfully without the sharks. I looked over at Sam, gave the signal and went. It felt good to be getting on with it at last.

At first, it felt great. I powered through the water with an elegant front crawl and felt each stroke rip through the water like a paddle steamer. My breathing, at this stage, was deep and regular and I started to believe I could do it. Although I was going well, I kept sneaking a look at Sam to see if he was keeping up. I needn't have worried; he was going even better than me. This was going to be easy!

Then, the pain struck – cramp! My arm felt like it was twisting apart at the roots with every stroke. Because I was only half-way through, I started to panic. Thoughts flew through my head: would it get worse with every length? Should I take a break to see if I recovered? I looked to my side; Sam sliced through the blue in my peripheral vision. If he could do this, I could too!

I battled. I fought. I pushed my pain threshold to its limit and then I pushed some more. Sadly, I started to realise that it wouldn't be enough. This was a challenge I was going to fail. At 4,500 metres I started to slow down. Suddenly, I saw Sam. He was out of the pool, celebrating! He'd done it! My body felt a rush of adrenaline. I put my head down and the throbbing pain and thrashing arms subsided into a smooth action. 500 metres was gone in a blink.

All that was left was to clamber out of the water – no easy task after one hour and forty minutes of torture. I gave Sam a well-deserved hug and we posed for a picture in our silly swimming hats. It had been hard, brutal in fact. However, my sense of achievement was monumental. Sam's success, as he was much younger, was probably even greater. It made me incredibly proud of both of us: not easy but definitely worth it.

Write an account of a time you achieved something that you were proud of. [40]

Reading questions

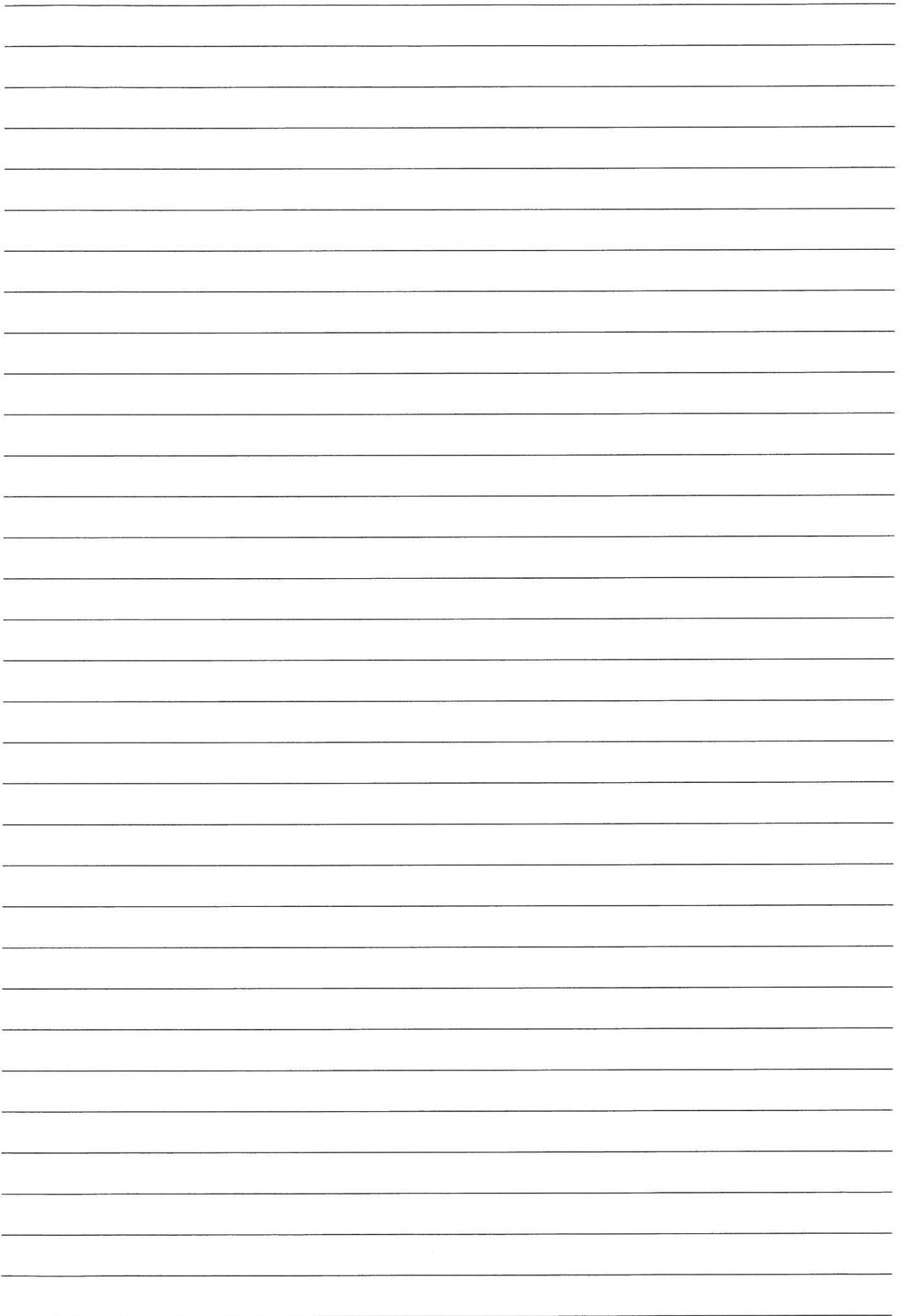
1. Find and number these writing features in the email. [10]
  1. Discourse marker/adverb phrase
  2. Complex sentence – subordinate clause at the start
  3. Complex sentence – subordinate clause in the middle
  4. Colon or semicolon
  5. Impact sentence
  6. Rhetorical question or imperative command
  7. Interesting vocabulary
  8. Imagery (simile, metaphor, descriptive language)
  9. Parenthesis (brackets, dashes, commas)
  10. Language device (alliteration, repetition, direct address, etc.)
  
2. Without looking them up, write a definition for these words. After you have written the definition, look the words up. Tick them if you got them right; write the correct definition if you got them wrong. [5]

Strolled		
Stamina		
Intensity		
Threshold		
Subsided		

3. Find and copy three examples of sentences which use different types of punctuation. [3]
  1. Impact sentence with exclamation mark:
  2. Brackets:
  3. Dash:







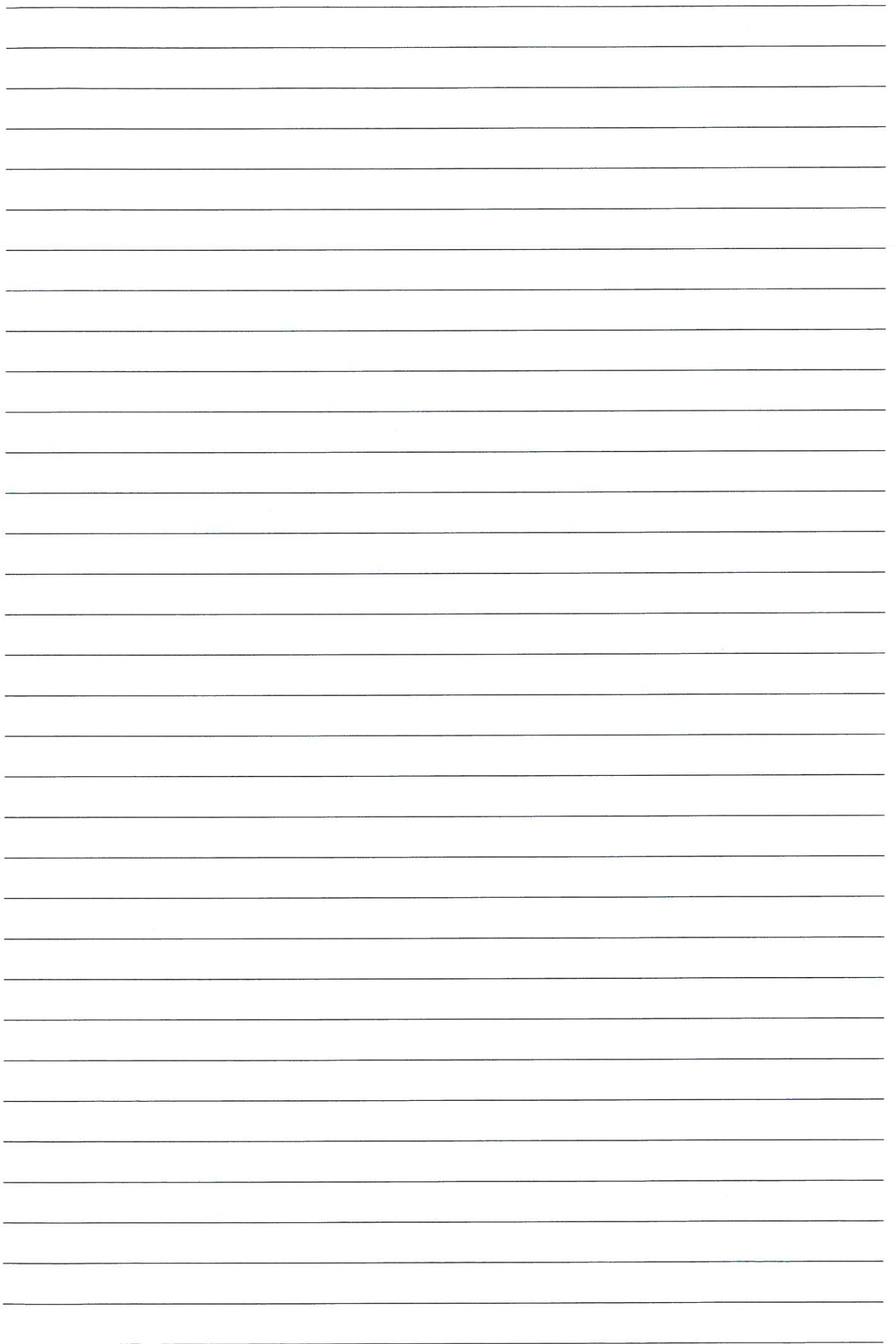
Writing task:

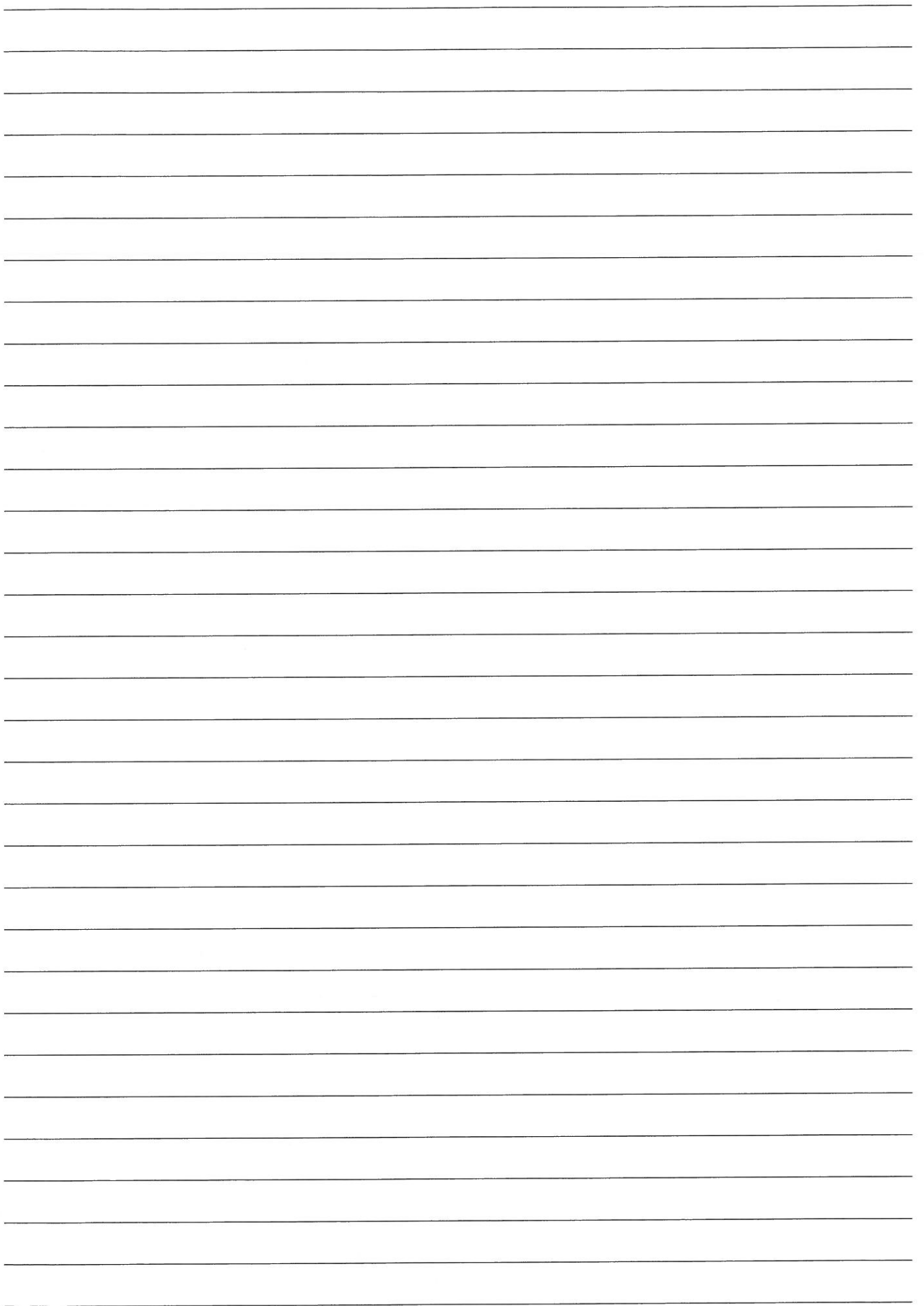
Write an account of a time you had to do something that scared you. [40]

**Planning**

Blank rectangular box for planning the writing task.

Series of horizontal lines for writing the account.





## Revision Task 5 peer assessment

### Reading questions

Question		WWW	EBI
1	Identify writing features		
2	Define vocabulary		
3	Skim and scan question		
4	Suggestion points/summary question		
5	PALE? Question		
<b>CTG</b>			

### Writing question

Writing feature	WWW	EBI
Discourse marker/adverb phrase		
Complex sentence – sub clause at start		
Complex sentence – sub clause in the middle		
Colon or semicolon		
Impact sentence		
Rhetorical question or imperative command		
Interesting vocabulary		
Imagery (simile, metaphor, descriptive language)		
Parenthesis (brackets, dashes, commas)		
Language device (alliteration, repetition, direct address, etc.)		
Spellings generally correct		
Appropriate format and paragraphs		
<b>CTG</b>		