**AQA English Language Paper 1 Rubric**

**QUESTION 1** /4

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| **QUESTION 2**  **LANGUAGE** – verbs, adjectives, adverbs, prepositions ,pronouns, connotations, semantic fields, personification, metaphors, similes, pathetic fallacy, alliteration, assonance, emotive language, sensory language, hyperbole, repetition, imagery, sentence types etc  |
|  | **Use of subject terminology**(see above) | **Use of textual detail (quotes)**The range and suitability of the references and quotes you select to help answer the question. | **Inference and analysis of the writer’s choices of language** How well you explain the effects of the language the writer has chosen |
| 1-2 | Simple, not always accurate | Simple, limited | Simple, limited, mostly paraphrasing/stating the obvious |
| 3-4 | Some, mostly accurate | Some, appropriate | Attempts to comment on the effect of the language choices |
| 5-6 | Clear and accurate | A range, relevant  | Clearly explains the effects of language choices with developed paragraphs |
| 7-8 | Sophisticated and accurate use of subject terminology | A judicious (well-chosen) range  | Effectively analyses the effects of language choices with developed thoughtful paragraphs |

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| **QUESTION 3**  **STRUCTURE** -**openings** – how it hooks/introduces ideas/raises questions; **focus** – what is your attention focused on; s**hifts** – is there a change with focus, mood, pace, between paragraphs; **order of events/narrative structure** (flashback, dual, circular, chronological); **foreshadowing**; **juxtaposition**; **repetition/patterns/anaphora;** **Narrative voice** 1st, 2nd, 3rd, withholding information; **tense; dialogue; sentence structures; punctuation; paragraph lengths; endings**  |
|  | **Use of subject terminology**(See above) | **Use of textual detail (quotes)**The range and suitability of the references and quotes you select to help answer the question. | **Inference and analysis of the writer’s choices of structure**How well you explain the effects of the way the writer has structured the text. |
| 1-2 | Simple, not always accurate | Simple, limited | Simple, limited, mostly paraphrasing/stating the obvious |
| 3-4 | Some, mostly accurate | Some, appropriate | Attempts to comment on the effect of the structural choices |
| 5-6 | Clear and accurate | A range, relevant  | Clearly explains the effects of structural choices with developed paragraphs |
| 7-8 | Sophisticated and accurate use of subject terminology | A judicious (well-chosen) range  | Effectively analyses the effects of structural choices with developed thoughtful paragraphs |

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| **QUESTION 4**  **OPINION** - what extend do you agree or disagree with the ‘opinion’. You can agree/disagree or have a balanced view. view. You are evaluating 2 things. 1. The ideas in the source. 2. The writers’ methods. You can write about anything - language or structure, as long as the methods you choose relates to the impression the source has stated.  |
|  | **Evaluation and focus on the question**How well you 'weigh up' the effects the text has on the reader and explain them.How much detail you respond to the student's statement in the question with. | **Use of textual detail (quotes)**How well you use quotes and references to the text to support your response. | **Inference and analysis of the writer’s choices of language and structure**How well you understand and explain what the writer does to create the effects you explore. |
| 1-5 | Simple, limited | Simple, limited | Simple, limited, mostly paraphrasing/stating the obvious |
| 6-10 | Some evaluation, some focus on the question | Some, appropriate | Attempts to comment on the effect |
| 11-15 | Clear and relevant evaluation and focus on the question | A range, relevant  | Clearly explains the effects |
| 16-20 | Critical and perceptive/detailed; a convincing response to the focus of the question | A judicious (well-chosen) range  | Analyses the effects  |

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| **QUESTION 5 WRITING (SAME RUBRIC FOR PAPER 1 AND PAPER 2)****AO6: Technical Accuracy. Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.** |
|  | **Sentences - How accurately you put together your sentences, and mark where they begin and end. (This is called 'sentence demarcation').** | **Punctuation - How accurately you use punctuation, and how wide a range you can control.** | **Use of Standard English -How much of your writing is in Standard English (for example, not inappropriate or overly informal slang), and how your grammar use matches this.** | **Spelling - How accurate your spelling is.** | **Vocabulary - The range of vocabulary you choose and its effect.** |
| 1-4 | Some demarcation, simple range | Some evidence | Occasional, limited control | Accurate basic spelling | Simple |
| 5-8 | Attempts a variety, secure and sometimes accurate demarcation | Some control, a range | Some use and control | Mostly accurate, some accuracy of high level words | Varied |
| 9-12 | A variety, used for effect, mostly accurate demarcation  | A range, mostly successful | Consistent, appropriate, secure control of complex grammar  | Generally accurate, including complex and irregular words | Sophisticated |
| 13-16 | A full range, used for effect, accurate demarcation | Wide range, high level of accuracy | Consistent, appropriate, secure control of complex grammar | Accurate, including ambitious vocabulary  | Extensive, ambitious |
| **AO5: Content and Organisation. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.** |
|  | **Register****How well your writing is matched to the purpose - for example, if the task asks you to write a speech, how well it is written in the style of speech, and whether it does the things a speech should.** | **Purpose** | **Vocabulary and language devices****The range of vocabulary and linguistic devices (repetition, metaphor, emotive language, etc) you use, and how accurately you use them.** | **Structural features****How well your writing is organised and structured.** | **Use of ideas** |
| Simple, limited1-6 | Simple awareness of audience | Simple awareness  | Simple | No paragraphs, basic organisation | One or two simple but relevant ideas |
| 7-9 | Some success | Attempts to match register to audience | Attempts to match purpose | Some variation of vocabulary, some language devices | Attempts to use structural features, some paragraphing (not always accurate) | Some linked and relevant ideas |
| 10-12 | Some sustained attempt to meet needs of audience | Some sustained attempt to match purpose | Conscious use of vocabulary, some use of linguistic devices | Some use of structural features, some use of paragraphs, some discourse markers | Increasing variety of linked, relevant ideas |
| 13-15 | Consistent, clear | Generally matched to audience | Generally matched to purpose | Vocabulary clearly chosen for effect, appropriate use of language devices | Usually coherent paragraphs, a range of discourse markers | Connected ideas, engaging |
| 16-18 | Consistently matched to audience | Consistently matched to audience | Increasingly sophisticated vocabulary and phrasing, chosen for effect, a range of successful language devices | Effective, coherent paragraphs, integrated discourse markers | Clear, connected ideas, engaging |
| 19-21 | compelling, convincing | Consistently matched to audience | Convincingly matched to purpose | Extensive vocabulary, conscious crafting of linguistic devices | Varied and effective structural features, consistently coherent use of paragraphs, integrated discourse markers | Highly engaging, a range of complex ideas |
| 22-24 | Convincing and compelling | Assuredly matched to purpose | Extensive and ambitious vocabulary, sustained crafting of linguistic devices | Varied and inventive use of structural features, fluently linked paragraphs with seamlessly integrated discourse markers | Compelling, incorporating a range of convincing and complex ideas |