



Checklist for English Paper 1

KS4 > GCSE > GCSE Specification Resources AQA: A

- How it works** This is a checklist for students to use during and after completing a practice Paper 1 for their GCSE English (AQA. A). It should help them to check whether they are meeting the demands of the paper and identify weaknesses in their approach to this examination.
- Try this!** After students have completed a practice Paper 1, they could be given the checklist in order to assess their own work before receiving teacher feedback. Teachers may wish to follow up the checklist by allowing students the opportunity to improve their Paper 1 response before submitting it for teacher assessment.
- Or this!** Giving students the checklist after mock Paper 1 exams will help teachers to reduce the amount of detailed feedback they need to give to each student individually while helping students to spot where they are losing marks for themselves. The checklist could also be used for self-assessment or peer assessment *instead* of teacher assessment, for example during independent revision.
- Or this!** Students could use their checklists in order to set themselves targets (possibly in negotiation with their teachers) for improving their performance on Paper 1.
- Or this!** Instead of asking students to tick relevant boxes, you could encourage a more thorough approach to self-assessment by asking students to rank how well they have met each of the criteria or to traffic light them. This approach is particularly good for any students with a slapdash approach or particular zeal for rushing at the sheet and ticking the boxes without reading the criteria.
- Or this!** There's also room for discussion here – which of the criteria strikes the students as most or least important? Do they understand exactly what is meant by and involved in each of the selected criteria?

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Section A

Have I ...	✓
read the questions carefully and shown that I have understood what is expected in my response?	
answered with an appropriate amount of detail for the amount of marks allocated for each question?	
used my own words or used quotation marks to indicate when I've copied words or phrases from the extracts?	
given specific examples from the texts when appropriate?	
identified presentational devices and/or aspects of layout (images, bold, different fonts, shade, white on black, columns, sections etc.) and given particular examples of these when told to do so?	
commented on the effect of particular presentational devices and/or aspects of layout when told to do so?	
identified linguistic techniques (e.g. persuasive language, formal language, second person address etc) and given particular examples of these when told to do so?	
and commented on the effect of these examples of linguistic techniques when told to do so?	
spent enough time on this section (approx. 1 hr)?	

Section B

Have I ...	✓
read the questions carefully and chosen a question I will be able to answer effectively?	
considered the purpose and audience of the piece of writing before beginning to write?	
spent at least 10 minutes creating a three stage plan: 1) generating ideas 2) grouping these ideas into paragraph topics 3) ordering these ideas so that my writing follows a logical structure?	
written in paragraphs ?	
ensured that each paragraph deals with the same topic or groups together linked ideas?	
given each paragraph a signpost sentence?	
used an appropriate tone, style, register and vocabulary for the purpose and audience?	
made my writing interesting to read (e.g. by using humour or other techniques as appropriate)?	
tried to write a powerful beginning and ending?	
used a wide variety of sentence structures and vocabulary?	
checked for mistakes in spelling and punctuation (particularly ones I frequently make)	
written enough and spent enough time on this section (you should write approx. two sides of A4 in approx. 45 minutes)	