* **Not Enough Writing**
* **Think**: What would you add if you had the opportunity to write half a page more?
* **Do**: Create a brief plan before you start writing
* **Do**: Be more aware of the time available
* **Do**: Revise strategically beforehand
* **Do**: Get started more quickly and write more
* **Underdeveloped Ideas**
* **Think**: What information could you add to each paragraph?
* **Think**: Which part of the text has been analysed in the least depth?
* **Use**: Templates e.g. *not only… but also* **+** *this is significant because* **+** *this reveals*
* **Use**: Extenders e.g. *furthermore* **+** *additionally* **+** *also*
* **Unclear Introduction**
* **Think**: Would someone from a different class be able to understand your line of argument if they read the first paragraph?
* **Do**: Start your essay with a brief, concise thesis statement
* **Use**: Key words from the question in your introduction
* **Unclear Line of Argument**
* **Think**: Do each of your points contain a reference to the key words of the task?
* **Do**: Refer to your plan after each section to make sure you’re on track
* **Do**: Review the length of your sentences to make sure they don’t ‘run on’ for too long
* **Weak Links Across the Text**
* **Do**: Aim for a 40/60 split between your analysis of the extract and other aspects of the text
* **Use**: Connecters: *in contrast to* **+** *a similarity is* **+** *a difference is* **+** *equally* **+** *however*
* **Unclear Links Between Paragraphs**
* **Think**: How does each paragraph link together and are those links clear?
* **Do**: Begin a new paragraph each time you shift the focus to a new part of the text
* **Use**: Signposts: *before* **+** *after* **+** *initially* **+** *as the text progresses* **+** *finally*
* **Underdeveloped Language Analysis**
* **Think**: Why has the writer used a particular word or image?
* **Do**: Zoom-in on single words
* **Do**: Focus on striking or unusual images
* **Use**: Analysers e.g. *this implies* **+** *this conveys* **+** *this reinforces* **+** *this emphasises*
* **Unclear Use of Quotations**
* **Think**: Do the quotations you’ve used help to illustrate your points or do they make your writing a bit unclear?
* **Do**: Embed short quotations into your sentences
* **Use**: Single words or short fragments
* **Unclear Handwriting**
* **Think**: What would someone from a different class think about the presentation?
* **Do**: Slow down a bit and take more care
* **Not Enough Accuracy**
* **Think**: What are the most common errors?
* **Do**: Proofread after each page
* **Do**: Make clear corrections
* **Informal or Imprecise Language**
* **Think**: Are the vocabulary choices too chatty?
* **Think**: What words could you swap?
* **Do**: Remember that good quality writing starts and word and sentence level
* **Use**: The language we use every lesson when we discuss and write about texts
* **Further Refinement Needed**
* **Think**: Which sentences could you shrink and which could you combine to achieve greater fluency?
* **Use**: Appositive phrases (i.e. additional information enclosed within commas)
* **Use**: Qualifiers: *although* **+** *despite* **+** *whilst* **+** *whereas*
* **Use**: Speculators: *could* **+** *might* **+** *arguably*