

Levels of achievement	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		B2/C2	B3/C3	C4
Level 4	<ul style="list-style-type: none"> <li>Convincing attempt to persuade a customer</li> <li>Selected information is provided to effectively make simple point(s) about the value of the product</li> <li>Language is limited to essential phrases and expression that convey key messages</li> </ul>	<ul style="list-style-type: none"> <li>Use of cultural icons and conventions to add to message and interests and perceptions of the audience</li> <li>Shows skilful control of tone to create relationship with audience</li> </ul>	<ul style="list-style-type: none"> <li>Layout allows key words and phrases to be prominent</li> <li>Text shows an effective and varied use of cohesive devices throughout</li> <li>Text is fully coherent and makes references readers will understand</li> <li>Reference to sales brand or source of product</li> </ul>	<ul style="list-style-type: none"> <li>Use of limited grammatical features to convey a simple but strong meaning and impression, including:                             <ul style="list-style-type: none"> <li>Conditional e.g. <i>Could you live without...?</i></li> <li>Imperative e.g. <i>Just do it!</i>,</li> <li>Comparison of adjectives &amp; adverbs e.g. <i>When only the finest is good enough.</i></li> <li>Rhetorical questions, e.g. <i>Don't you deserve the best?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Precise and skilful use of a range of vocabulary to convey meaning and impression</li> <li>Use of words that have impact in terms of impression being conveyed e.g. <i>Enjoy! Quality!</i></li> </ul>	<ul style="list-style-type: none"> <li>Minimal punctuation, so as not to detract from main message of the limited text</li> <li>Careful integration of visual elements (picture, logo) and text</li> </ul>	<ul style="list-style-type: none"> <li>Uses devices observed in real world print advertisements e.g. <i>you and your baby will be happier and healthier</i></li> </ul>			
Level 3	<ul style="list-style-type: none"> <li>Text provides reasons to persuade the audience about the value of the product</li> <li>Provision of information about the qualities of the product</li> </ul>	<ul style="list-style-type: none"> <li>Explicit indication of persuasive purpose</li> <li>Appropriate voice and tone is used overall with occasional inconsistency</li> </ul>	<ul style="list-style-type: none"> <li>The layout and text structure are appropriate for an advertisement</li> <li>Cohesion in the text, through use of pronouns for the article, audience and the seller</li> <li>Provides contact information, price</li> </ul>	<ul style="list-style-type: none"> <li>Use of a range of features, to provide information about the product, including:                             <ul style="list-style-type: none"> <li>complex sentences</li> <li>conditional,</li> <li>imperatives,</li> <li>adjectives &amp; adverbs of comparison</li> <li>rhetorical questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use of terminology that portrays product favourably</li> <li>Use of comparatives and superlatives e.g. <i>better than... the best., the cheapest,</i></li> </ul>	<ul style="list-style-type: none"> <li>Punctuation used successfully within text</li> <li>Picture and important information (price, source of product, contact for product) given prominence</li> </ul>	<ul style="list-style-type: none"> <li>Uses ideas from prompt sheet</li> </ul>			
Level 2	<ul style="list-style-type: none"> <li>Text partially achieves its purpose to persuade a customer</li> <li>Information provided is limited but appropriate to an advertisement</li> </ul>	<ul style="list-style-type: none"> <li>Some appropriate use of persuasive language and elements of advertisements</li> <li>Use of interpersonal voice and tone but not consistent</li> </ul>	<ul style="list-style-type: none"> <li>Layout and text structure show some appropriate features for an advertisement</li> <li>Cohesion is achieved through use of pronouns, such as <i>it</i>, and <i>this</i></li> <li>Use of some advertising techniques - inducement and website information</li> </ul>	<ul style="list-style-type: none"> <li>Writing shows varying control but uses some features successfully, including complex sentences, conditional, imperatives, comparative adjectives, including superlative, and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is generally sufficient for the task.</li> <li>Usually uses correct part of speech with some errors</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation is adequate for the task with some errors.</li> <li>Organisation of text elements around picture</li> </ul>	<ul style="list-style-type: none"> <li>Follows the task prompt sheet closely</li> </ul>			
Level 1	<ul style="list-style-type: none"> <li>Provides description of product emphasising positive features</li> <li>Some Information provided is relevant but some is not relevant for the purpose of an advertisement</li> </ul>	<ul style="list-style-type: none"> <li>The writing shows some use of persuasive strategies,</li> <li>Voice and tone are often inappropriate for an advertisement</li> </ul>	<ul style="list-style-type: none"> <li>Layout has limited elements of an advertisement text, name of product s heading, text and illustration</li> <li>Text is too long for an advertisement</li> <li>Excessive repetition and limited linking between sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Writing shows limited range and control with frequent errors.</li> <li>Some basic grammatical features may be used successfully e.g. conditional, imperatives, comparative adjectives, e.g. <i>beeter than before</i> &amp; adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Use of adjectives to provide information about the product.</li> </ul>	<ul style="list-style-type: none"> <li>Capitalisation errors, some initial letters inappropriately capitalised</li> <li>Errors with us of inverted commas, incomplete or separated from conversational context</li> <li>Text relates to picture of product</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to spell new words e.g. <i>deret</i> for decorations</li> </ul>			