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	• Convincing attempt to persuade a customer • Selected information is provided to effectively make simple point(s) about the value of the product • Language is limited to essential phrases and expression that convey key messages	• Use of cultural icons and conventions to add to message and interests and perceptions of the audience • Shows skilful control of tone to create relationship with audience	• Layout allows key words and phrases to be prominent • Text shows an effective and varied use of cohesive devices throughout • Text is fully coherent and makes references readers will understand • Reference to sales brand or source of product	• Use of limited grammatical features to convey a simple but strong meaning and impression, including: - Conditional e.g *Could you live without…?* - Imperative e.g *Just do it!*, - Comparison of adjectives & adverbs e.g *When only the finest is good enough.* - Rhetorical questions, e.g. *Don't you deserve the best?*	• Precise and skilful use of a range of vocabulary to convey meaning and impression • Use of words that have impact in terms of impression being conveyed e.g. *Enjoy! Quality!*	• Minimal punctuation, so as not to detract from main message of the limited text • Careful integration of visual elements (picture, logo) and text	• Uses devices observed in real world print advertisements e.g. *you and your baby will be happier and healthier*			
Level 3	• Text provides reasons to persuade the audience about the value of the product • Provision of information about the qualities of the product	• Explicit indication of persuasive purpose • Appropriate voice and tone is used overall with occasional inconsistency	• The layout and text structure are appropriate for an advertisement • Cohesion in the text, through use of pronouns for the article, audience and the seller • Provides contact information, price	• Use of a range of features, to provide information about the product, including: - complex sentences - conditional, - imperatives, - adjectives & adverbs of comparison - rhetorical questions	• Use of terminology that portrays product favourably • Use of comparatives and superlatives e.g. *better than.., the best.., the cheapest,*	• Punctuation used successfully within text • Picture and important information (price, source of product, contact for product) given prominence	• Uses ideas from prompt sheet			
Level 2	• Text partially achieves its purpose to persuade a customer • Information provided is limited but appropriate to an advertisement	• Some appropriate use of persuasive language and elements of advertisements • Use of interpersonal voice and tone but not consistent	• Layout and text structure show some appropriate features for an advertisement • Cohesion is achieved through use of pronouns, such as *it,* and *this* • Use of some advertising techniques - inducement and website information	• Writing shows varying control but uses some features successfully, including complex sentences, conditional, imperatives, comparative adjectives, including superlative, and adverbs	• Vocabulary is generally sufficient for the task. • Usually uses correct part of speech with some errors	• Punctuation is adequate for the task with some errors. • Organisation of text elements around picture	• Follows the task prompt sheet closely			
Level 1	• Provides description of product emphasising positive features • Some Information provided is relevant but some is not relevant for the purpose of an advertisement	• The writing shows some use of persuasive strategies, • Voice and tone are often inappropriate for an advertisement	• Layout has limited elements of an advertisement text, name of product s heading, text and illustration • Text is too long for an advertisement • Excessive repetition and limited linking between sentences.	• Writing shows limited range and control with frequent errors. • Some basic grammatical features may be used successfully e.g. conditional, imperatives, comparative adjectives, e.g *beeter than before* & adverbs	• Use of adjectives to provide information about the product.	• Capitalisation errors, some initial letters inappropriately capitalised • Errors with us of inverted commas, incomplete or separated from conversational context • Text relates to picture of product	• Attempts to spell new words e.g *dere*t for decorations			