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Specification



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English Language

Unit 1

Writing for Purpose and Audience and
Reading to Access Non-fiction and
Media Texts

[GEN11]

THURSDAY 31 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

A General Introduction to the Assessment of CCEA's GCSE English Language

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria by which marks are allocated to candidates' responses. The task specific instructions should be read in conjunction with these general marking instructions.

Assessment objectives

Below are the relevant assessment objectives for English Language Unit 1.

Reading AO3 Candidates must:

- (i) read and understand texts, selecting material appropriate to purpose;
- (ii) develop and sustain interpretations of writers' ideas and perspectives; and
- (iii) explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and engage and influence the reader.

Writing AO4 Candidates must:

- (i) write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader;
- (ii) organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence; and
- (iii) use a range of sentence structures for clarity, purpose and effect, with accurate spelling, punctuation and grammar.

Quality of candidates' responses

In assessing candidates' work, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated responses, examiners are expected to use their professional judgement to assess their validity. If a response is particularly problematic, then examiners should seek the guidance of their Supervising Examiner.

Positive marking

Examiners will be positive in their marking, giving appropriate credit for what candidates know, understand and can do. Examiners should make use of the whole of the available mark range and be prepared to award full marks taking into consideration the time available and the maturity of the candidature.

A mark of zero

This score should only be used where there is no creditworthy response.

The style of assessment

The exams will be marked using positive assessment; crediting what has been achieved. The mark schemes emanate from the Assessment Objectives and are designed to support this positive approach.

The relationship between tasks, mark schemes and Competence Level Strands

Each task is designed to test a specified series of Assessment Objectives. Every task has either:

- (a) a mark scheme that is built around a task specific checklist, Competence Level (CL) strands and a mark grid

The Competence Levels, which detail increasing levels of proficiency, are made up of three strands. These are derived from the task-specific Assessment Objectives and each of the strands focuses on important characteristics within the response. The job for each examiner is to identify positively what has been achieved and then match each candidate's level of proficiency to the appropriate descriptors.

Or

- (b) an individual task checklist tied to specific mark allocations

Reading and Writing: the marking process

The required process, standard and style of marking will be the business of the standardising meetings. Pre-marked exemplar scripts will be distributed to all examiners at these conferences. These 'benchmark scripts' will have been marked and annotated by the senior examining team prior to each standardising meeting.

Section A: Writing for Purpose and Audience

Task 1

The Assessment Objectives

Writing (AO4)

- (i) Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.
- (ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and coherence.
- (iii) Use a range of sentence structures for clarity, purpose and effect, with accurate spelling, punctuation and grammar.

All are being assessed.

The examiner will be required to make **two** distinct assessments: one for **Task 1(i): AO Writing (i)** and **(ii)** and a second assessment for **Task 1(ii): AO Writing (iii)**.

The two required assessments

- 1 Each response will be assessed on the basis of a **single reading** and annotated using **three e-marking tools: underlining, circling and wavy underlining**.

The method and style of annotation:

- the **underlining tool** is used to indicate creditworthy material.
- the **circling tool** serves two purposes:
 - (a) to highlight spelling mistakes with each error being circled only once - alot ...
happend
 - (b) for indicating minor and/or occasional lapses in punctuation such as missing apostrophes, commas and full stops – run's...
two three or four/ ...to me it was not long after....
- the **wavy underlining tool** will denote lapses in expression – for example – he seen yous threw the open door. Use the vertical option in the margin to indicate ongoing issues.

- 2 The method and style of marking outlined on p.4 is used in conjunction with the Competence Level (CL) strands for both elements of **Task 1: (i)** and **(ii)**, so that the examiner will assess, positively, the features of that response.

The process will be carried out **in this order**:

- (a) The examiner will carefully read and annotate the response.
- (b) The three Competence Level strands that best match the candidate's achievement will be selected and noted.
- (c) Only **after** selecting and noting the three Competence Level strands will the examiner turn to the mark grid to establish the mark to be awarded. Where the mark grid calls for an examiner judgement, the extent to which a candidate has met the overall requirements of the particular Competence Level strands will determine the mark to be awarded.

In exceptional circumstances the standard of a candidate's work might range across more than two strand levels. Such an eventuality is not covered by the mark grids. Where this happens, the examiner should decide the mark to be awarded on a 'best fit' basis. The support of the supervising examiner could usefully be sought.

Here is an example of this style of annotation in action for **Task 1(i)** (this should be read in conjunction with the relevant Competence Level strands on p. 10):

The response is positively assessed against each of the three strands that make up the Competence Levels for **Task 1(i)**. Let's assume it can best be summarised by the following descriptors:

- “Generally effective and appropriate development. An increasingly fluent and engaging style...” (Development and Style CL3)
- “Logical structuring with a conscious effort to use some structural and linguistic devices” (Structuring/Linguistic and Structural Features CL3)
- “An overall recognition of purpose and audience...a straightforward direction... Language choices...generally appropriate” (Purpose and Audience CL2)

These individual strand levels are noted at the end of the response in the dialogue box for **1(i)**:

1(i)
332

The next stage in the process is to check these ‘strand scores’ on the mark grid for **Task 1(i)** on p. 11. This indicates a mark range of **26–29 marks**. The examiner will consider whether the response is mostly at the ‘top’, ‘middle’ or ‘bottom’ of the achieved Competence Level strands and award the appropriate mark accordingly.

This score would then be entered against **1(i)** in the scoring facility on the right side of the screen.

Here is an example of this style of annotation in action for **Task 1(ii)** (this should be read in conjunction with the relevant Competence Level strands on p. 12).

The response is positively assessed against each of the three strands that make up the Competence Level strands for **Task 1(ii)**. Let's assume it can best be summarised by the following descriptors:

- “Increasingly sustained competence in the control of sentence structures. Some variety of sentence structuring may be evident” (Range of Sentence Structure CL3)
- “The basics of punctuation...increasingly secure...used to add clarity and occasionally to engage” (Use of Punctuation CL3)
- “Greater care...widening vocabulary to help engage the audience...Increasingly accurate spelling of regular words...some with irregular patterns”. (Spelling and Range of Vocabulary CL3)

These individual strand levels are noted at the end of the response in the dialogue box for **1(ii)**:

1(ii) 333

The next stage in the process is to check these 'strand scores' across the mark grid for **Task 1(ii)** on p. 13. This indicates a score of **17/18 marks**. The examiner will consider whether the response is mostly in the 'upper half' or 'lower half' of the achieved Competence levels and award either mark accordingly.

The selected score would then be entered against **1(ii)** in the scoring facility on the right side of the screen.

General Guidance on applying the Competence Level strands

The first assessment: Task 1(i)

The following checklist will help to highlight the extent to which a candidate has shaped the response appropriately. It offers general guidance on how the candidates, across all the Competence Level strands, may employ the required skills for **Task 1(i)**.

Communicate clearly, effectively and imaginatively attempting:

- a handling of the topic in such a way as to attempt to persuade the prescribed audience and positively develop the audience's interest;
- use of a style that builds a positive relationship with the prescribed audience; and
- possible use of anecdotes/humour to engage/persuade.

Adapting form and vocabulary to task and purpose in ways that engage the audience, attempting:

- to tailor the piece specifically for the prescribed audience;
- use of an appropriate tone that is designed to engage and sustain the audience's attention; and
- use of vocabulary that is in keeping with the purpose of the task.

Organise information and ideas into structured, sequenced sentences, paragraphs and whole texts attempting:

- to create a persuasive pathway/a logical progression through the student's point of view;
- use of engaging/challenging introductory and concluding paragraphs;
- use of topic/link sentences for different paragraphs; and
- development that endeavours to use organisation to sustain the audience's interest.

Use a variety of linguistic and structural features to support cohesion and overall coherence attempting:

- a conscious varying of sentence length for effect;
- the use of connectives to give coherence; and
- the use of rhetorical devices (such as the rule of three, questions, hyperbole) to develop interest/build a case/develop a rapport with the specified audience.

Credit any other valid strategies used that are not mentioned above.

The second assessment: Task 1(ii)

The following checklist will help to highlight the extent to which a candidate has shaped the response appropriately. It offers general guidance on how the candidates, across all the Competence Levels, may employ the required skills for **Task 1(ii)**.

The range and effectiveness of sentence structures:

- the wider the range and the greater the degree of originality and control in structuring sentences, the more opportunity the candidate has to establish a positive rapport with the specified audience; and
- the more assured and varied that manipulation of sentence structuring is, the more engaging the response is likely to be.

The use made of accurate punctuation:

- linked to the control of sentence structure is the control of a variety of appropriate punctuation. Here, too, competent usage can help to maintain interest. The greater the control and variation in the use of punctuation, the more engaging the outcome.

The use made of accurate spelling and range of vocabulary:

- accuracy in spelling, in isolation, can be misleading; it needs to be viewed beside the range and precision of the vocabulary used. A limited vocabulary spelt accurately is unlikely to capture attention; and
- examiners should credit ambitious use of vocabulary where the word may not always be accurately spelt but has been chosen carefully.

Credit any other valid strategies used that are not mentioned above.

Competence Level Strands and Mark Grids

Task 1(i) Response time: 55 minutes Mark allocation: 57 marks

Write a speech for your classmates persuading them to agree with your views on the following issue: “Young people today are too worried about their body image.”

Competence Level Strands Task 1(i)				
	Development and Style	Structuring/Use of Linguistic and Structural Features	Purpose and Audience	
CL0	No creditworthy response.	No creditworthy response.	No creditworthy response.	CL0
CL1	Simple/superficial development constrains style and limits communication to a basic level.	A basic/rudimentary structure; there may be some attempt to use simple structural or linguistic features.	Some broad, basic sense of purpose and/or audience may be evident.	CL1
CL2	Some deliberate development using a straightforward style in an attempt to present a point of view.	Attempts progression, leading the audience through the response. This may occasionally be supported with some straightforward use of structural or linguistic features.	An overall recognition of purpose and audience giving a straightforward direction to the writing. Language choices may be generally appropriate.	CL2
CL3	Generally effective and appropriate development. An increasingly fluent and engaging style consciously attempting to persuade.	Combines logical structuring with a conscious effort to use some structural and linguistic devices in order to develop interest.	Purpose and audience are understood. This is supported by some conscious attempts to vary language choices.	CL3
CL4	Increasingly competent development of an engaging style that is closely aligned to purpose.	Clear structuring allied to the positive use of structural and linguistic devices to enhance engagement.	Increasingly convincing sense of purpose and audience within the fabric of the response. This is increasingly apparent in the conscious use of suitable language.	CL4
CL5	Confident development of an engrossing/apposite style that commands attention.	Assured competence in structuring is matched by the skilled use of a variety of structural and linguistic devices to enliven the work.	A confident handling of purpose allied to a consciously developed rapport with the specified audience. This is, in part, generated through precise selection of apposite language.	CL5

Mark Grid Task 1(i)	
Strands attained	Marks awarded
000	0
100	1–2
110	3–5
111	6–9
112	10–13
221	14–17
222	18–21
223	22–25
332	26–29
333	30–33
334	34–37
443	38–41
444	42–45
445	46–49
554	50–53
555	54–57

Task 1(ii) Response time: **55 minutes** Mark allocation: **30 marks**

Competence Level Strands Task 1(ii)				
	Range of Sentence Structures	Use of Punctuation	Range of Vocabulary and Spelling	
CL0	No creditworthy response.	No creditworthy response.	No creditworthy response.	CL0
CL1	Some attempt to use sentence structuring.	Some basic punctuation (full stops) is occasionally used in an attempt to support meaning.	A narrow range of vocabulary limits communication to a basic level. Some accurate spelling of basic words.	CL1
CL2	Control of straightforward sentence structure is generally evident.	Generally secure basic punctuation (full stops and commas) to support uncomplicated communication.	Some conscious attempt to use straightforward vocabulary. Generally accurate spelling of regular, straightforward words.	CL2
CL3	Increasingly sustained competence in the control of sentence structures. Some variety of sentence structuring may be evident.	The basics of punctuation (full stops, commas, exclamation and question marks) are increasingly secure and are used to add clarity and occasionally to engage.	Greater care in the selection of a widening vocabulary to help engage the audience. Credit attempts at ambitious usage. Increasingly accurate spelling of regular words, as well as some with irregular patterns.	CL3
CL4	Increasing variety in sentence types and structuring and, where appropriate, these may be deliberately manipulated for effect.	A competently handled range of punctuation sustains clarity and actively helps to engage the audience.	Some extended vocabulary is employed with increasing precision. Accurate spelling of most words, although some errors with more problematic words will persist.	CL4
CL5	Assured use of a wide range of sentence structures to enhance the overall effect in terms of clarity, purpose and audience.	A full range of punctuation is confidently deployed. The resultant effect facilitates fluency, enhances style and helps to generate a rapport with the audience.	Extended, apposite vocabulary consciously used for effect. Errors will be limited to one-off mistakes or the outcome of ambitious attempts to use complex language.	CL5

Mark Grid Task 1(ii)	
Strands attained	Marks awarded
000	0
100	1–2
110	3–4
111	5–6
112	7–8
221	9–10
222	11–12
223	13–14
332	15–16
333	17–18
334	19–20
443	21–22
444	23–24
445	25–26
554	27–28
555	29–30

Section B: Reading to Access Non-fiction and Media Texts

The Assessment Objectives

Reading (AO3)

- (i) Read and understand texts, selecting material appropriate to purpose.
- (ii) Develop and sustain interpretations of writers' ideas and perspectives.
- (iii) Explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and engage and influence the reader.

All strands of Reading (AO3) are being assessed in Tasks 2, 3, 4 and 5.

The assessment process

Tasks 2 and 4 will be assessed using Competence Level based assessment.

Tasks 3 and 5 will be assessed using task-specific checklists.

The required style of annotation for all tasks

- 1 Each response will be assessed on the basis of a **single reading** using the **two e-marking tools: underlining and ticking**
 - use **underlining** to highlight **appropriate explanation/interpretation**;
 - use **ticking** to indicate presentation of **relevant examples/evidence**; and
 - ignore all errors in punctuation, syntax and spelling as they are not being assessed.
- 2 The examiner **will carefully read and annotate** the response.

The purpose of the annotation is to clarify, positively, for the examiner, exactly what is creditworthy so, in turn, leading to the award of the correct Competence Level strands/mark.

3 Tasks 2 and 4

- (a) Having annotated the response as required, the examiner will then assess the response in relation to **each of the three strands of the relevant Competence Levels**.
- (b) The **three** selected Competence Level strands will be noted in the appropriately numbered dialogue box at the end of the response.
- (c) Only **after** selecting and noting the three Competence Level strands will the examiner turn to the mark grid to establish the mark to be awarded.

Where the mark grid calls for an examiner judgement, the extent to which a candidate has met the overall requirements of the selected Competence Level strands will determine the mark to be awarded.

In exceptional circumstances the standard of a candidate's work might range across more than two strand levels. Such an eventuality is not covered by the mark grids. Where this happens, the examiner should decide the mark to be awarded on a 'best fit' basis. Alternatively, the support of the supervising examiner could usefully be sought.

4 Tasks 3 and 5

- (a) The actual assessment of each of these tasks is measured against task specific criteria laid out in detail later.
- (b) The score for each will then be entered in the scoring facility on the right side of the screen.

5 A final check of the examination booklet and any additional objects

- (a) Use the 'E' tool to indicate the end of the candidate's final response.
- (b) Stamp all planning pages and unused response pages with the 'SEEN' facility.

Here is an example of this style of annotation in action for a **Task 2** response (it should be read in conjunction with the relevant Competence Level strands on p. 18).

The response is positively assessed against each of the Competence Level strands for **Task 2**. Let's assume that the response can best be summarised by the following descriptors:

- "A general understanding...some attempt to exemplify conclusions." (Read and understand text/select material **CL2**)
- "An overall explanation...some straightforward comment" (Develop and sustain interpretations **CL2**)
- "A generally purposeful approach...comments on and/or attempts some evaluation" (Explain and evaluate elements of writer's craft **CL3**)

These individual strand levels are noted at the end of the response in the Task 2 dialogue box:

2
223

The next stage in the process is to check these 'strand scores' across the mark grid for **Task 2** on p. 19. This indicates a score of **9/10 marks**. The examiner will consider whether the response is mostly in the 'upper half' or 'lower half' of the achieved Competence levels and award either mark accordingly.

The selected score would then be entered against **2** in the scoring facility on the right side of the screen.

Task 2:

Response time: **15 minutes.** Total: **21 marks**

Read the text below where the writer describes his attempt to reach the top of the volcano. Explain how he has presented this in a way that engages his readers.

Below is a task-specific checklist outlining the material that candidates at all Competence Levels may draw from in their responses. **Credit any other valid suggestions.**

- the text opens up with dramatic descriptive details of the writer’s location to capture the reader’s attention: “I was standing in the middle of the night in a deep black canyon”
- personification adds to the sense of threat: “straining to hear the volcano whisper its menace.”
- the details in a metaphor are used to evoke the atmosphere of the night visit: “a blizzard had smothered the mountain”
- adjectives add to the threatening nature of the area: “a deep black canyon”/“the violent red glow”
- choice of verbs help to make the description vivid: “smothered”/“blotted out”/“exploded”
- description of distant sounds increases the sense of threat/tension: “the occasional muffled explosion”
- detail is added to relate his experience vividly. The use of alliteration is linked with sibilance to metaphorically give the volcano a sense of a menacing, living threat: “the heavy, sulphurous stench of the beast”
- factual details add to the reality of the situation: “red glow I had seen...three days before”/“the 5,466 ft”/“the winter of 1821”
- the guide’s deadly list reinforces their potentially life-threatening situation: “the flash flood of rocks, new lava, ice, mud and water...volcanic ash”
- the throwaway afterthought highlights yet more danger: “to say nothing of the lightning”
- first person narration engages as the reader wants to learn about the writer’s adventure: “I was standing”/“I asked our guide”

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Competence Level Strands Task 2					
	Read and understand text/select material	Develop and sustain interpretations	Explain and evaluate elements of writer's craft		
CL0	No creditworthy response.	No creditworthy response.	No creditworthy response.	CL0	
CL1	A very basic understanding may be supported by textual references some of which may be relevant.	Some basic sense of the writer's overall intention may be offered.	A rudimentary attempt to offer some basic remarks on one or two examples from the text.	CL1	
CL2	A general understanding is developed through some attempt to exemplify conclusions.	An overall explanation of the writer's intentions with some general comment.	An uncomplicated consideration of some of the devices the writer has employed.	CL2	
CL3	A straightforward understanding is supported by some appropriately selected examples from the text, linked to some valid explanations.	A straightforward interpretation that recognises how some of the writer's intentions have been delivered through language choices.	A generally purposeful approach which comments on and/or attempts some evaluation of some of the linguistic strategies.	CL3	
CL4	A clear understanding is evident through the relevant selection of material which is used to comment appropriately on a series of the writer's intentions.	An interpretation that demonstrates a valid understanding of how the writer's intentions are reflected in language choices.	A generally evaluative approach that explores a series of the linguistic strategies.	CL4	
CL5	A full understanding underpins a focused, precise selection of material which is used to facilitate the scrutiny of the writer's intended strategies.	An analysis that demonstrates a perceptive/thorough understanding of how the writer's intentions are evidenced in the use of language.	A confident, evaluative approach is used to examine relevant elements of the writer's craft.	CL5	

Mark Grid Task 2	
Strands attained	Marks awarded
000	0
100	1
110	2
111	3
112	4
221	5–6
222	7–8
322	9–10
332	11–12
333	13–14
334	15–16
443	17
444	18
445	19
554	20
555	21

Task 3

Response time: **10 minutes**. Total: **12 marks**.

Read the text below where the writer is thinking about his increased respect for the power of nature.

In your own words, write down two reasons for this increased respect: select one reason from each paragraph. Present two pieces of supporting evidence for each reason.

[Whether or not the candidates choose to present their two reasons and supporting evidence chronologically is not an issue.]

Style of Assessment**Crediting each reason [up to a max. of 4 marks]**

- These are initially assessed on the basis of a single reading.
- Use underlining to highlight the creditworthy elements of the response. If none is present, use the 'SEEN' stamp to indicate that the response has been read.
- This underlined creditworthy material will then be assessed against the following descriptors before the mark is selected on the basis of best fit.
- Enter this mark in the scoring facility for **3(a)** or **3(c)** on the right-hand side of the screen.

A confident summary using the candidate's own words	4
A competent summary mainly in the candidate's own words	3
A straightforward, mainly valid attempt to summarise in the candidate's own words but with some reliance on the language of the text	2
A general sense, relying on the language of the text	1
No creditworthy response	0

Crediting the supporting evidence [up to a max. of 2 marks – 1 mark for each piece of supporting evidence]

- Evidence may be reported or quoted.
- Use the ticking tool to indicate each piece of valid supporting evidence. If none is present, use the 'SEEN' stamp to indicate that the response has been read.
- The score awarded is the total number of ticks (none, one or two) and this is entered in the scoring facility for **3(b)** or **3(d)** on the right-hand side of the screen.

(a) Reason from first paragraph:

The sheer scale of the devastation caused by the volcanic eruption and the long term consequences.

(b) The supporting evidence:

Validate the supporting evidence with a **tick** [one for each piece of correct evidence whether reported or quoted]; if none is present, use the 'SEEN' stamp to indicate that the response has been read.

- “The mountain has changed shape.”
- “Thousands of square miles are covered in ash.”
- “All the local farms and settlements have been evacuated”
- “the sheep and stocky Iceland horses rounded up and moved away...”
- “The road ... has been swept away by the melting glacier.”
- “This volcanic eruption will seriously disrupt life in Iceland for a long time.”

(c) Reason from second paragraph:

It is clear how dangerous/lethal nature/volcanoes can be for humans.

(d) The supporting evidence:

Validate the supporting evidence with a **tick** [one for each piece of correct evidence whether reported or quoted]; if none is present, use the 'SEEN' stamp to indicate that the response has been read.

- “three Icelandic volcano experts...trapped in a storm.”
- “the body of one man...perished in the cold.”
- “female companion, who had left the vehicle to find him, also died.”
- “second woman, who had stayed in their jeep, was clinging to life.”
- “you become aware of nature’s power to dispose of life.”

Task 4

Response time: **17 minutes**. Total: **20 marks**

Read the text and explain how language has been used to develop a sense that this book would be interesting and exciting to read. Present supporting evidence.

Below is a comprehensive task-specific checklist outlining the material that candidates at all Competence Levels may draw from in their responses. **Credit any other valid suggestions**

- the opening adverb “Never” emphatically expresses the grim situation Aman and his mother are in
- dramatic and vivid adjectives develop a sense of the negative impact of the war: “thin and war-ravaged”/“treacherous”/“war-torn”
- the poverty and destitution experienced by the boy and his mother is captured by the shocking fact that they are living in a “cave” and this creates sympathy with the reader
- the dramatic and negative verbs “struggle to survive” emphasised by the sibilance describe their serious life-threatening predicament
- a triple is used to convey the horrible consequences of war: “poverty, corruption and brutality”
- the alliteration “constant companion” reinforces a sense of the strong relationship and friendship between the boy and the dog
- “Shadow” is the name of the dog but is also used as a metaphor for conveying the friendship and loyalty of the dog
- the dramatic adjective “terrifying” describes the characters’ emotions as they contemplate the long arduous journey ahead
- a short sentence emphatically describes the uniqueness of the dog: “*This dog is not like other dogs.*” The use of direct speech adds authenticity to Aman’s statement.
- a simile and positive adjective along with Aman’s own words, are used to emphasise the strong connection between the boy and the dog :“*like a friend*”/“*a friendly shadow*”
- the certainty and belief the boy has in the dog is stressed by the use of short statements/sentences: “*This dog is not like other dogs ... You never lose your shadow.*”
- the use of two questions in the brief final paragraph creates a sense of fear and uncertainty for the characters: “But how far...? And...is anywhere really safe...?”
- the use of ellipsis in the final line of the blurb creates a cliff-hanger and emphasises their precarious dilemma: “is anywhere really safe...?”

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Competence Level Strands Task 4				
	Read and understand text/select material	Develop and sustain interpretations	Explain and evaluate elements of writer's craft	
CL0	No creditworthy response.	No creditworthy response.	No creditworthy response.	CL0
CL1	A very basic understanding may be supported by textual references some of which may be relevant.	Some basic sense of the writer's overall intention may be offered.	A rudimentary attempt to offer some basic remarks on one or two examples from the text.	CL1
CL2	A general understanding is developed through some attempt to exemplify conclusions.	An overall explanation of the writer's intentions with some general comment.	An uncomplicated consideration of some of the devices the writer has employed.	CL2
CL3	A straightforward understanding is supported by some appropriately selected examples from the text, linked to valid explanations.	A straightforward interpretation that recognises how some of the writer's intentions have been delivered through language choices.	A generally purposeful approach which comments on and/or attempts some evaluation of some of the linguistic strategies.	CL3
CL4	A clear understanding is evident through the relevant selection of material which is used to comment appropriately on a series of the writer's intentions.	An interpretation that demonstrates a valid understanding of how the writer's intentions are reflected in language choices.	A generally evaluative approach that explores a series of the linguistic strategies.	CL4
CL5	A full understanding underpins a focused, precise selection of material which is used to facilitate the scrutiny of the writer's intended strategies.	An analysis that demonstrates a perceptive/thorough understanding of how the writer's intentions are evidenced in the use of language.	A confident, evaluative approach is used to examine relevant elements of the writer's craft.	CL5

Mark Grid Task 4	
Strands attained	Marks awarded
000	0
100	1
110	2
111	3
112	4
221	5
222	6–7
322	8–9
332	10–11
333	12–13
334	14–15
443	16
444	17
445	18
554	19
555	20

Task 5Response time: **8 minutes**Total: **10 marks**

Select **two** presentational features used in this cover to make this book appealing to the reader. Explain the intended effect of these **two** presentational features on the reader.

Style of Marking**Crediting the selection of valid presentational features [1 mark for each]**

- Use the ticking tool to indicate the presence of a valid presentational feature from the list provided. If none is present, use the 'SEEN' stamp to indicate that the response has been read.
- In each case the score awarded is nought or one mark and this is entered in the appropriate scoring facility, **5(a)** or **5(c)**, on the right-hand side of the screen

Crediting each 'Explanation' [up to a max. of 4 marks]

- These are initially assessed on the basis of a single reading.
- Use underlining to highlight the creditworthy elements of the response. If none is present, use the 'SEEN' stamp to indicate that the response has been read.
- This underlined creditworthy material will then be assessed against the following descriptors before the mark is selected on the basis of best fit.
- Enter this mark in the scoring facility, **5(b)** or **5(d)**, on the right-hand side of the screen.

A confident and accurate explanation	4
A competent explanation	3
A straightforward, mainly valid attempt to present an explanation	2
A general attempt to present an explanation	1
No creditworthy response	0

List of possible presentational features for 5(a) and 5(c):

- the title
- a specific aspect of colour within the text
- the dog
- the military helicopters
- the soldier and the boy meeting
- the desert setting

Credit any other valid suggestions (check with your Supervising Examiner)

List of possible explanations for 5(b) and 5(d):

- the title is prominently positioned in large, bold, capital letters. The dark colours are very obvious against the lighter background shades. The speckled, 'transparent effect' hints at the qualities associated with a shadow
- the colours are used to reinforce the setting – the cloudless blue sky and the dusty ground, emphasising the barren nature of the location
- the large close-up image of the dog dominates the front cover. The dog is looking directly out of the cover at the reader which further adds to its appeal. It is the focal point of the front cover, implying that it has a central role in the story
- the inclusion of the three low-flying military helicopters emphasise that this is a war setting and would suggest that the storyline may well contain action and drama
- the soldier reaching out to the boy is a positive 'human' moment, symbolising hope amidst the trauma of war
- the blue sky and blown sand with barren looking mountains in the distance all combine to create a traditional desert setting

Credit any other valid suggestions