**General Certificate of Secondary Education
2019**

English Language

Unit 1

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

[GEN11]

WEDNESDAY 29 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): Writing (i)** and **(ii)** and a second assessment for **Task 1(ii): 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 lining.**

   The method and style of annotation:

   • the **underlining tool** is used to indicate <u>creditworthy material</u>.

   • 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 lining tool** will denote lapses <u>in expression – for</u> 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.

Where a range of marks is available, the following procedure should be followed:

- where a **two mark range** is available, 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; and
- where a **three or four mark range** is available, the examiner will consider whether the reponse is mostly at the "top", "middle" or "bottom" of the achieved Competence Levels and award the available marks accordingly.

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: Writing (i) and (ii)** (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 CL**3**)

- "Clear structuring with a conscious effort to use some structural and linguistic devices" (Structuring/Linguistic and Structural Features CL**3**)

- "Recognition of purpose and audience...a straightforward direction... Language choices...generally appropriate" (Purpose and Audience CL**2**)

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

1(i)
332

W i + ii

The next stage in the process is to check these 'strand scores' on the mark grid for **Task 1: Writing (i) and (ii)** 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: Writing (iii)** (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 is evident"
  (Range of Sentence Structure CL**3**)

- "The basics of punctuation...and grammar...increasingly secure...used to add clarity and engage" (Use of Punctuation CL**3**)

- Increasingly accurate spelling of regular words...some with irregular patterns. Greater care... widening vocabulary to help engage..." (Spelling and Range of Vocabulary CL**3**)

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

| 1(ii) |
| 333 |

| W iii |

The next stage in the process is to check these 'strand scores' across the mark grid for **Task 1: Writing (iii)** 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;
- the 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;
- the use of an appropriate tone that is designed to engage and sustain the audience's attention; and
- the 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;
- to use engaging/challenging introductory and concluding paragraphs;
- the 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 create 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 and grammar:

- linked to the control of sentence structure is the control of a variety of appropriate punctuation and accurate use of grammar. 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 an article for your school magazine persuading the readers to agree with your views on the following question: **"Should school uniform have a place in 21st century schools?"**

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.
CL1	Simple development which constrains style and limits communication to a basic level.	A basic/rudimentary structure with some attempt at progression – there may be some attempt to use simple structural or linguistic features.	Some broad/overall, basic sense of purpose and/or audience may be evident.
CL2	Deliberate development using a straightforward style in a conscious attempt to persuade/present a point of view.	Logically organised, leading the audience through the response. This may occasionally be supported with some straightforward use of structural or linguistic features.	Recognition of purpose and audience giving a straightforward direction to the writing. Language choices are also generally appropriate.
CL3	Generally effective and appropriate development. An increasingly fluent and engaging style consciously attempting to persuade.	Combines clear structuring with a conscious effort to use some structural and linguistic devices in order to develop the audience's interest.	Purpose and audience are clearly understood. This understanding underpins the response and is evident in the variety of some of the language choices.
CL4	Increasingly competent development of a style that is closely aligned to purpose. The engagement of the audience is sustained.	Proficient structuring allied to the positive use of structural and linguistic devices to enhance the audience's engagement.	Increasingly convincing sense of purpose and audience woven within the fabric of the response. This is apparent in the conscious tailoring of suitable language.
CL5	Confident development of an engrossing/apposite style that commands attention of the specified audience.	Assured competence in structuring is matched by the skilled use of a variety of structural and linguistic devices to enliven the work, and actively cultivate a connection with the audience.	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.

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

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 Tasks 2 and 4

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   **(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.

Here is an example of the style of annotation required for a **Task 2** response (it should be read in conjunction with the relevant Competence Level strands on p. 17).

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 straightforward understanding...an attempt to exemplify conclusions." (Read and understand text/select appropriate material CL**2**)

- "An overall explanation...some straightforward appreciation is evident" (Develop and sustain interpretations CL**2**)

- "A generally purposeful approach...comments on and/or attempts some evaluation" (Explain and evaluate elements of writer's craft CL**3**)

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. 18. 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.

4 Tasks 3 and 5

(a) The 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, only if the candidate has taken an additional page to complete Task 5.

(b) Stamp all unused response spaces with the 'SEEN' facility.

Section B

Task 2

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

Explain how the writer has used language to share his concerns about fizzy drinks. Present evidence to support your comments.

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 writer opens with the clichéd "Once upon a time" in order to highlight how things were in the past, when fizzy drinks were "an occasional treat"

- anaphora is used to emphasise the current consumption of fizzy drinks with the repetition of "Now" at the beginning of the next three sentences: "Now, many of us…"/"Now, we use them as…"/ "Now, no trip to the cinema…" The writer combines this repetition with a list of current habits to emphasise just how much consumption of these drinks has changed: "at least one every day… instant pick-me-ups…no trip to the cinema…a supersize fizzy drink"

- language is used emotively to alert the reader to the dangers and develop a sense of alarm: "astonishing"/"so dangerous that they should carry health warnings"/"throwing up very worrying results"/"contribute to serious, long-term health problems"

- a conversational style allied to the use of inclusive pronouns builds a rapport with the reader in order to suggest that both reader and writer are on the same side when it comes to this issue: "many of us think nothing of"/"It's no surprise to learn"/"We've long suspected…not good for us"/"we swallowed"

- the writer directly questions the reader, comparing potential health warnings on fizzy drinks with those on cigarette packets, cleverly ramping up reader anxiety, given the dire health issues associated with cigarettes: "could these 'innocent' treats…such as those printed on cigarette packets?"

- inverted commas are used to accentuate the writer's concerns and to develop even more doubt in the reader's mind: "even as 'healthy' sports aids"/"these 'innocent' treats

- the writer increasingly uses factual information and research findings to build his case. He begins by highlighting the increase in consumption before going on in the next paragraph to list the associated health risks: "more than doubled since 1985"/"14,585 million litres"/"Even moderate consumption…causes us to pile on weight"/"contribute to… heart disease, liver failure, high blood pressure and Type 2 Diabetes"

- clever use is made of deliberate ambivalence in the selection of: "we swallowed"/"throwing up"

- this part of the article ends with a cautionary appeal to emphasise the dangers to health associated with fizzy drinks: "We may like our fizzy drinks but the medical evidence is stacking up against them!"

Competence Level Strands Task 2

	Read and understand text/select appropriate material	Develop and sustain interpretations of the writer's intentions	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 presented.	A rudimentary attempt to offer some basic remarks on how an aspect/s of the text has/have been used.	CL1
CL2	A straightforward understanding is developed through an attempt to exemplify conclusions.	An overall explanation of the writer's intentions is presented. Some straightforward appreciation is evident.	An uncomplicated review/consideration of some of the language and/or linguistic devices the writer has employed.	CL2
CL3	Some appropriately selected examples from the text are linked to valid insights/explanations.	A competent overall interpretation that recognises how some of the writer's intentions have been delivered through language choices.	A generally purposeful approach which effectively comments on and/or attempts some evaluation of the linguistic strategies.	CL3
CL4	Relevant selection of material is used to pinpoint and comment on a series of the writer's intended strategies.	An interpretation that competently demonstrates a valid understanding of how the writer's intentions are reflected in language choices.	A generally evaluative approach that competently explores the use of some of the linguistic strategies.	CL4
CL5	Focused, precise selection is used to facilitate the scrutiny of the writer's intended strategies.	An analytical interpretation that demonstrates a perceptive 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**.

In your own words, explain two of the harmful effects highlighted by the writer: select one effect from each paragraph. Present two pieces of supporting evidence from the text for each effect.

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

Style of Assessment

Crediting each harmful effect [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

• This underlined creditworthy material will then be assessed against the following descriptors before the mark is selected on the basis of best fit. If none is present, use the 'SEEN' stamp to indicate that the response has been read

• 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) Harmful effect from the first paragraph:

Research has shown that children drinking fizzy drinks displayed unhealthy and addictive behaviour.

(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:

- "harmful, lifetime habit – craving fizzy drinks"

- "made the children want to drink more often, even when they were not actually thirsty"

- "what they wanted was more sugary, fizzy drinks"

- "Children who were given water or fruit juice…didn't show this unnecessary need to drink"

- "displayed addict-like responses…when their fizzy drink consumption was stopped"

(c) Harmful effect from the second paragraph:

Research suggests there is a link between fizzy drinks and less healthy diets which may in turn lead on to health issues in the future.

(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:

- "fizzy drinks twist children's appetites..."

- "hunger for junk food"

- "putting them at risk of obesity..."

- "children aged between three and five… avoided eating vegetables"

- "went for foods such as chips, burgers and crisps"

- "This did not happen when the children were given water to drink"

- "are far more likely to develop a taste for high-calorie, high-salt food"

Task 4

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

Explain how language has been used to promote this show. Present evidence to support your comments.

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 plays on the familiar words from the Cinderella story, "One day her prince will come." It is followed by some unexpected details: "…along with a TV crew and a personal stylist!". This both surprises and intrigues the reader from the start whilst the use of an ellipsis and an exclamation mark engages the reader by adding a sense of drama and excitement whilst emphasising the modern approach to a traditional story

- language is used to highlight that this is an original and contemporary take on the Cinderella story in order to persuade the theatre-goer that the show offers something different: "A new twist on a classic tale"/"relocated to modern-day"/"new version of a much-loved fairy tale"

- the location, "modern-day Paris" is, again, different from the original story and adds appeal as this city is associated with romance, fashion and glamour

- a brief synopsis creates anticipation for potential theatre-goers: "longs for the love…rather unique Prince"/"Her world is shattered by the arrival…"

- descriptive details encourage the reader to see the show as they suggest a lively and humorous spectacle: "unique Prince"/"wonderfully hilarious and awful "new sisters" "/"truly terrifying (alliterative for emphasis) mother"

- the light-hearted question, "Where is a Fairy Godmother when you need one?" helps sustain the impression that this will be a quirky and entertaining show

- the list, "original songs with magic, spells and lots of laughs" effectively conveys a sense of an enchanting and entertaining experience

- the reader is reassured (in so far as self-praise can be reassuring) regarding the excellent quality of the show on offer at the Lyceum: "another high-quality production"

- the use of the verb "delight" in "to delight families this Christmas" is intended to ensure that the show will appeal to the widest possible audience

- the reader is further encouraged to see this "new version" as they are told it is "by the well-known writer, director and performer, Johnny McKnight"

- the idea that this show is a unique opportunity is clearly conveyed to the reader: "We are delighted to bring the premiere…of *Cinderella* to the Lyceum"

- the piece ends with a short statement which sums up the special experience that's on offer: "A 21st century tale of love and loss."

Competence Level Strands Task 4

	Read and understand text/select appropriate material	Develop and sustain interpretations of the writer's intentions	Explain and evaluate elements of writer's craft
CL0	No creditworthy response.	No creditworthy response.	No creditworthy response.
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 presented.	A rudimentary attempt to offer some basic remarks on one or two examples of language use.
CL2	A straightforward understanding is developed through an attempt to exemplify conclusions.	An overall explanation of the writer's intentions is presented. Some straightforward appreciation is evident.	An uncomplicated consideration/review of some of the language and/or linguistic devices the writer has employed.
CL3	Some appropriately selected examples from the text are linked to valid insights/explanations.	A competent overall interpretation that recognises how some of the writer's intentions have been delivered through language choices.	A generally purposeful approach which effectively comments on and/or attempts some evaluation of the linguistic strategies.
CL4	Relevant selection of material is used to pinpoint and comment on a series of the writer's intended strategies	An interpretation that competently demonstrates a valid understanding of how the writer's intentions are reflected in language choices.	A generally evaluative approach that competently explores a series of the linguistic strategies.
CL5	Focused, precise selection used to facilitate the scrutiny of the writer's intended strategies.	An analyical interpretation that demonstrates a perceptive 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.

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 5

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

The image below is taken from the promotional material for the show "Cinderella".

Select two presentational features used to promote this show as an exciting, modern version of "Cinderella". Explain the intended effect of these two presentational features on the reader.

Style of Marking

<u>**Crediting the selection of valid presentational features**</u> **[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 zero 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

<u>**Crediting each 'Explanation'**</u> **[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 picture of Cinderella: how she is posed/what she is holding/her hair/what she is wearing

• the reflection in the mirror

• the use of a specific aspect of colour within the text

• the cityscape

• the use of starlight/stardust

• the "bubble" effect in the background

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

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

• a large close-up figure of a girl dominates the image – clearly suggesting she is the main character, Cinderella

• she is posed in a compelling way with her back to the reader; her long hair adds strongly to the striking visual appeal

• she is looking directly at the reader through the mirror of a compact she is holding in her right hand; the tantalising glimpse of her eyes is intriguing. The lipstick she is holding in her other hand, along with her styled hair, further suggests that this is a beautiful, modern-day Cinderella perhaps getting ready to go to The Ball

• the predominant background colour is pink which conveys an exuberant sense of love and romance; Cinderella's light-coloured dress contrasts with the background ensuring she is the central focus and adds to the magical scene

• a purple cityscape of Paris, with the iconic image of the Eiffel Tower, stands out against the pink "sky" reinforcing the overall sense of romantic appeal and emphasising the unique nature of the setting

• a starburst appears to be encircling Cinderella in sparkling light, creating a dramatic, magical, fairy-tale effect

• lights on the Eiffel Tower mirror those surrounding Cinderella subtly linking her with Paris and its associations with romance

• sparkles of starlight bouncing off her compact and lipstick draw attention to these stylish objects as well as adding dazzle and a touch of glamour

• the attractive 'bubble' background effect adds to the overall sense of enchantment and the fairy-tale theme of the storyline

Credit any other valid suggestions