



General Certificate of Secondary Education  
January 2016

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## English Language/English

Unit 1: Personal Writing and  
Reading Multi-Modal Texts

Higher Tier

[GEG12]

FRIDAY 8 JANUARY, MORNING

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**MARK  
SCHEME**

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

### 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 Levels of Competence

Each task is designed to test a specified series of Assessment Objectives.

Every task has an individual mark scheme built around three components:

1. a task specific checklist
2. Levels of Competence strands and descriptors
3. 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.

### Writing: an outline of the marking process

**Two** discrete assessments have to be made.

The first assessment will be used to gauge the candidate's performance in **Writing (i)** and **(ii)** of the Assessment Objectives. The second assessment is measured against the remaining Assessment Objective **Writing (iii)**.

The assessment of Task 1 begins with the examiner highlighting what is creditworthy as well as marking the errors in SPG. At the conclusion of the response, the examiner will evaluate the candidate's achievement and then select the appropriate mark from the mark grid.

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' have been marked and annotated by the senior examining team prior to each standardising meeting.

### Studying Written Language (Reading): an outline of the marking process

The assessment of an individual response begins with the examiner highlighting what, within a response, is creditworthy. Then, at the conclusion of the response, the examiner will evaluate the candidate's achievement before selecting the appropriate mark from the mark grid.

These procedures, which have been outlined above, are described in detail overleaf.

## Section A: Personal Writing

## The Assessment Objectives

**Writing**

- (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 punctuation and spelling.

All are being assessed. The examiner will be required to make **two** distinct assessments: one for **Writing (i)** and **(ii)** and a second assessment for **Writing (iii)**.

**The two required assessments**

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

The following method and style of marking is to be used:

- the **underlining tool** to indicate creditworthy material.
- the **circling facility** which 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...
- **Wavy underlining** to denote failings in syntax. When used vertically in the margin this will indicate ongoing issues, for example, failings in grammar/ lapses in sentence structure – He seen yous threw the open door

- 2 Using the method and style of annotating outlined above in conjunction with the Competence Levels and Mark Grid for **Writing (i)** and **(ii)**, the examiner will assess, positively, the features of that response.

This process (a worked example follows on the next page) 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 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 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.

- 3 Stages **(b)** and **(c)** above will then be repeated using the Competence Levels and Mark Grid for **Writing (iii)**.

Here is an example of this style of annotation in action for **Task 1a** (this should be read in conjunction with the relevant Competence Level strands on p. 8):

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

- “Competent development and style that maintains the audience’s clear engagement” (Development and Style CL **3**)
- “Proficient structuring allied to the positive use of structural and linguistic devices enhances the audience’s engagement” (Structuring/ Linguistic and Structural Features CL **3**)
- “Purpose and audience is clear and underpins the response” (Purpose and Audience CL **2**)

These individual strand levels are noted at the end of the response in a text box -

a.	<b>332</b>
b.	

The next stage in the process is to check these ‘strand scores’ on the mark grid for Task 1a. This indicates a score of **9 marks**.

This score would then be entered against No. **1a** in the scoring facility at the bottom, right corner of the screen.

In order to assess **Task 1b**, the same process (step 2 above) is used to make this second assessment using the Competence Levels that relate to **Writing (iii)**.

Here is an example of this style of annotation in action (it should be read in conjunction with the relevant Competence Level strands on p. 9)

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

- “Deliberate manipulation of a range of sentence structures demonstrating conscious control of sentence variety” (Sentence Structure and Use of Punctuation CL **3**)
- “Accurate spelling of most words... some errors with more problematic words” (Spelling CL **3**)
- “Extended vocabulary which is employed with increasing precision” (Range of Vocabulary CL **3**)

These individual strand levels are noted at the end of the response in a text box -

a.	
b.	<b>333</b>

The next stage in the process is to check these ‘strand scores’ across the mark grid for Task **1b**. This indicates a score of 5/6 marks.

The selected score would then be entered against No. **1b** in the scoring facility at the bottom, right corner of the screen.

**Task 1a – Personal writing Testing Writing (i) and (ii) Response time: 45 minutes Max. 16 marks**

**Write an article for your school magazine about a meaningful gift you have given or received.**

**How Writing (i) and (ii) feed through to marks:** use the task specific checklist to ascertain the extent to which a candidate has crafted language in order to:

- **communicate clearly, effectively and imaginatively;**
- **use and adapt forms and select vocabulary appropriate to the task and purpose in ways that engage the reader;**
- **organise information and ideas into structured and sequenced sentences, paragraphs and whole texts;**
- **use a variety of linguistic and structural features to support cohesion and overall coherence.**

The overall performance is then assessed against the three individual Competence Level strands. These are noted before the final stage in the process which is to match these 'strand scores' across the mark grid in order to decide upon a mark.

This task specific checklist outlines the skills associated with Writing (i) and (ii) that candidates at all Competence Levels may be expected to attempt to employ in their responses. **Credit any other valid strategies used that are not mentioned below.**

**Communicate clearly and effectively and imaginatively, demonstrating:**

- a handling of the topic in such a way as to positively develop the reader's interest
- use of a style that builds a positive relationship with the target audience
- possible use of anecdotes/ humour to enliven the writing and so engage the reader.

**Adapting form and vocabulary to task and purpose in ways that engage the reader, demonstrating:**

- a conscious awareness of the magazine readership as audience
- a use of tone that is designed to engage and sustain the attention of the audience
- use of vocabulary that is in keeping with the task and audience to enhance the writing.

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

- a sense of logical progression - being led through the writer's choices
- the use of engaging/challenging introductory and concluding paragraphs
- the deployment of topic/link sentences for different paragraphs
- development that uses conscious organisation to sustain the audience's interest.

**Use of a variety of linguistic and structural features for cohesion and coherence demonstrating:**

- a conscious varying of sentence length for effect
- the use of connectives to give coherence
- the use of rhetorical devices such as the rule of three, questions, hyperbole to develop interest and a rapport with the reader.

**Task 1b – Personal writing Testing Writing (iii)****Max. 8 marks**

**How Writing (iii) feeds through to marks:** use the task specific checklist to ascertain the extent to which a candidate has crafted language by using:

- **a range of sentence structures for clarity, purpose and effect;**
- **accurate punctuation and spelling.**

The overall performance is then assessed against the three individual Competence Level strands. These are noted before the final stage in the process which is to match these 'strand scores' across the mark grid in order to decide upon a mark.

This task specific checklist outlines the skills associated with Writing (iii) that candidates at all Competence Levels may be expected to attempt to employ in their responses. **Credit any other valid strategies used that are not mentioned below.**

**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 gives him/herself to attempt to establish a positive rapport with the reader.
- The fresher, the more assured and varied that manipulation of sentence structuring is, the higher will be the mark awarded.

**The use made of accurate punctuation and spelling:**

- Linked to the control of sentence structure is the control of a variety of appropriate punctuation. Here, too, competent usage can help to maintain the reader's interest. The greater the control and variation in the use of punctuation, the higher will be the reward.
- 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 the reader's attention.
- Examiners should credit ambitious use of vocabulary where the word may not always be accurately spelt but has been chosen carefully for effect.

The 3 strands outlining the key qualities at each Competence Level for Writing (i/ii)

<b>Task 1a</b>					
<b>Development and Style</b>		<b>Structuring/Linguistic and Structural Features</b>	<b>Purpose and Audience</b>		
<b>CL 1</b>	<b>Deliberate approach to development that uses a straightforward style in an attempt to respond positively</b>	<b>Logically organised, leading the audience through the response. This is supported by some straightforward use of structural and linguistic features</b>	<b>Recognition of purpose and audience giving a straightforward direction to the writing</b>	<b>CL 1</b>	
<b>CL 2</b>	<b>Generally effective development supported by an increasingly fluent style which engages and develops interest</b>	<b>Combines clear structuring with a conscious effort to use some structural and linguistic devices in order to develop the audience's interest</b>	<b>Purpose and audience is clear and underpins the response</b>	<b>CL 2</b>	
<b>CL 3</b>	<b>Competent development and style that maintains the audience's clear engagement</b>	<b>Proficient structuring allied to the positive use of structural and linguistic devices helps to enhance the audience's engagement</b>	<b>Convincing sense of purpose and audience woven within the fabric of the response</b>	<b>CL 3</b>	
<b>CL 4</b>	<b>Poised development combined with a sophisticated style to command the reader's attention</b>	<b>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</b>	<b>Confident understanding of purpose in conjunction with a conscious development of a rapport with the audience</b>	<b>CL 4</b>	

<b>Task 1a Mark Grid</b>		
<b>Competence Levels</b>	<b>Strands attained</b>	<b>Mark awarded</b>
<b>0</b>	<b>000</b>	<b>0</b>
<b>1</b>	<b>111</b>	<b>1/2/3</b>
	<b>112</b>	<b>4</b>
<b>2</b>	<b>221</b>	<b>5</b>
	<b>222</b>	<b>6/7</b>
	<b>223</b>	<b>8</b>
<b>3</b>	<b>332</b>	<b>9</b>
	<b>333</b>	<b>10/11</b>
	<b>334</b>	<b>12</b>
<b>4</b>	<b>443</b>	<b>13</b>
	<b>444</b>	<b>14/15/16</b>

The 3 strands outlining the key qualities at each Competence Level for Writing (iii)

<b>Task 1b</b>			
	<b>Sentence Structure/Use of Punctuation</b>	<b>Spelling</b>	<b>Range of Vocabulary</b>
<b>CL 1</b>	<b>Controlled straightforward sentence structure with generally secure basic punctuation (full stops and commas)</b>	<b>Generally accurate spelling of regular, straightforward words</b>	<b>Some conscious attempt to use vocabulary to enliven the writing</b>
<b>CL 2</b>	<b>Increasingly sustained competence with a variety of sentence structures where the basics of punctuation (full stops, commas, exclamation and question marks) are used to add clarity</b>	<b>Mainly accurate spelling, including some words with irregular patterns – credit attempts at ambitious usage</b>	<b>Greater precision in the use of a widening vocabulary that actively helps to engage the audience</b>
<b>CL 3</b>	<b>Deliberate manipulation of a range of sentence structures demonstrating conscious control of sentence variety for effect and a proficiently handled range of punctuation that enhances the writing</b>	<b>Accurate spelling of most words, although some errors with more problematic words will persist</b>	<b>Extended vocabulary which is employed with increasing precision and accuracy</b>
<b>CL 4</b>	<b>Assured use of a wide range of sentence structures that enhances the overall effect in terms of clarity, purpose and audience; confidently deploying a full range of punctuation to facilitate fluency</b>	<b>Errors will be limited to one-off mistakes or the outcomes of ambitious attempts to use complex language</b>	<b>Extended, apposite vocabulary consciously used for effect</b>

<b>Task 1b Mark Grid</b>		
<b>Competence Levels</b>	<b>Strands attained</b>	<b>Mark awarded</b>
<b>0</b>	000	0
<b>1</b>	111	1/2
	112	2
<b>2</b>	221	3
	222	3/4
	223	4
<b>3</b>	332	5
	333	5/6
	334	6
<b>4</b>	443	7
	444	8

## Section B: Studying Written Language (Reading)

### The Assessment Objectives:

- (i) Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- (ii) Develop and sustain interpretations of writers' ideas and perspectives.
- (iii) Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and to engage and influence the reader.

### The two tasks and how they meet specific elements of the Assessment Objectives

- Task 2**
- (i) selecting material appropriate to purpose/collating and making cross-references
  - (ii) dev. and sustain interpretations
  - (iii) explaining and evaluating how a writer uses linguistic, grammatical and structural devices to achieve effects
- Task 3**
- (i) selecting material appropriate to purpose/collating and making cross-references
  - (ii) dev. and sustain interpretations
  - (iii) explaining and evaluating how structural and presentational features achieve effects and engage and influence the reader

Examiners will be required to make **one** assessment in respect of each of the two tasks.

Each response will be assessed on the basis of **a single reading** and annotated using the **three e-marking tools: underlining/ ticking/ C & C button** → C

### The required process of assessment

1. The following style of marking and annotation is to be used:
  - use the **underlining** facility to highlight **explanation and interpretation**;
  - use the **ticking** tool to indicate **relevant examples/evidence**;
  - employ the C button in the margin to highlight comparing and contrasting;
  - ignore all errors in punctuation, syntax and spelling as they are not being assessed.
2. Using the style of annotation outlined above in conjunction with the Competence Levels for **Reading**, the examiner will assess, positively, the features of that response.

This process (a worked example follows on the next page) will be carried out in this order:

- (a) The examiner will carefully read and annotate the response.
- (b) The three selected Competence Level strands will be 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 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.

**3** A final check of the booklet:

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

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. 15)

The response is positively assessed against each of the three strands that make up the Competence Levels for Reading in this task. Let's assume it can best be summarised by the following descriptors:

- “Confident and precise development of perceptive interpretations” (Developing and Sustaining Interpretations CL 3)
- “Competent explanations - some insightful - are developed through an approach that is generally evaluative” (Explaining and Evaluating CL 2)
- “Precise cross-referencing of apposite, supporting evidence” (Selecting Material and Cross-Referencing CL 3)

These individual strand levels are noted at the end of the response in a text box -

<b>T2</b>	<b>323</b>
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The next stage in the process is to check these ‘strand scores’ across the mark grid for **Task 2**. This indicates a score of **11/12 marks**.

The selected score would then be entered against No. **2** in the scoring facility at the bottom, right corner of the screen.

Here is an example of this style of annotation in action for a **Task 3** 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 three strands that make up the Competence Levels for Reading in this task. Let's assume it can best be summarised by the following descriptors:

- “Clearly developed generally accurate interpretations of how presentational devices engage” (Developing and Sustaining Interpretations CL 2)
- “Clear evaluation. Confident explanations” (Explaining and Evaluating CL 3)
- “Focused comparing and contrasting”. (Supporting evidence both sources CL 2)

These individual strand levels are noted at the end of the response in a text box -

<b>T3</b>	<b>223</b>
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The next stage in the process is to check these ‘strand scores’ across the mark grid for **Task 3**. This indicates a score of **6 marks**.

This score would then be entered against No. **3** in the scoring facility at the bottom, right corner of the screen.

**Task 2. Language**Response time: **23 minutes approx.****Max. 15 marks**

**Compare and contrast** how **language** has been used in **both** book covers to **persuade** potential readers that these are intriguing and exciting books to read.

**How Reading (i), (ii) and (iii) feed through to marks:** use the question specific checklist to ascertain the extent to which a candidate has:

- **selected and evaluated evidence;**
- **developed and sustained interpretations;**
- **explained how a writer uses linguistic devices to achieve effects.**

The overall performance is then assessed against the three individual Competence Level strands. These are noted before the final stage in the process which is to match these 'strand scores' across the mark grid in order to decide upon a mark.

Task specific checklist outlining the material that candidates at all Competence Levels may be expected to include in their responses. **Credit fully any other valid suggestions/comment.**

**Language used to persuade:**

- both titles generate interest in the story content: "City of Bones" creates an eerie sense of hidden horror; whereas "Full Whack" is a colloquial phrase with possible double meaning (the complete amount to be paid or a heavy blow)
- "City of Bones" uses an intriguing, melodramatic statement on the front cover to grab the reader's attention: "The truth lies with the dead"; whereas "Full Whack" uses a flattering review for the same purpose: "Piercing wit and accelerated action"
- "City of Bones" uses the writer's fame to attract the reader: "FROM THE BESTSELLING AUTHOR"; whereas "Full Whack" creates the illusion that it is a film poster: "SHOT IN GLORIOUS SCREAM 'O' VISION"/ "R RATED". This works through two puns to give a humorous effect: "SHOT IN" suggests the crime background of the book and "SCREAM 'O' VISION reinforces the idea of the book as comic horror
- the blurb for "City of Bones" uses two well-known clichés to engage the reader's curiosity: "Give a dog a bone"/ "a whole can of worms"; whereas "Full Whack" uses rhyme and an alliterative rule of three to create interest in the main character: "wild man of Tottenham"/ "the birds, the brawls, the beers"
- both use the name of the main character in the opening lines: in "City of Bones" it suggests that he is well known, "the 8th great Detective Harry Bosch novel" and in "Full Whack" there is a humorous link to a famous comic book character, "Dennis 'The Menace' Pike"
- "City of Bones" uses alliteration to create a sense of the famous location: "the glitz and glamour of Hollywood"; whereas in "Full Whack" it is used to create a sense of the character: "going grey and going straight"
- "City of Bones" uses language to suggest that this is about a serious, harrowing crime: "human arm bone"/ "a horrific case"; whereas "Full Whack" uses humour to soften the threat level: "it was hard work being a job"/ "hasn't really got the energy any more for life on the edge"

- both texts use punctuation for effect: “City of Bones” uses ellipsis to suggest further mystery, “Too simple ...”; whereas “Full Whack” uses both dashes and ellipsis: “from the past – the Bishop brothers”/ “mere kid’s play ...” to intrigue the reader
- both use metaphors to engage the reader’s interest: “City of Bones” continues the idea of revealing the past: “uncover the truth”/ “Digging back into the neighbourhood’s past unearths secrets”; similarly “Full Whack” uses “They were bad news”/ “unhinged” to describe figures from Dennis’ past
- both books feature flattering reviews of the content from the ‘Evening Standard’, to encourage the potential reader: “City of Bones” is described as “stunningly good...powerful, intriguing”; similarly “Full Whack” has “Lively narration, a superabundance of action”
- both feature effective adjectives to persuade the reader that they are intriguing and exciting: “City of Bones is “crime fiction at its brilliant best”; whereas “Full Whack” is “gruesome and hilarious”/ “wicked fun”
- “City of Bones” offers a brief biography of the writer which serves to support the claims made in the reviews: “highly acclaimed legal thriller”/ “won awards all over the world”. Unusually, the writer has his own slogan: “100% CONNELLY 100% ADDICTIVE”; “Full Whack” also includes comments on the writer’s excellence: “acclaimed comedy writer”/ “internationally best selling”

The 3 strands outlining the key qualities at each Competence Level for Reading

<b>Task 2 Language use in Multi-Modal Texts</b>				
	<b>Developing and Sustaining Interpretations</b>	<b>Explaining and Evaluating</b>	<b>Selecting Material and Cross-Referencing</b>	
<b>CL 1</b>	Mainly purposeful comment supports appropriate interpretation of how language has been used	Overall consideration of how linguistic devices achieve their effects – there may be some attempt at focused explanation/ evaluation	Relevant selection of examples of language from both texts – some used for purposeful cross-referencing	<b>CL 1</b>
<b>CL 2</b>	Clearly developed, generally accurate interpretation of the use of linguistic effects from both sources	Competent explanations – some insightful – are developed through an approach that is generally evaluative	Focused comparing and contrasting using appropriate supporting evidence from both sources	<b>CL 2</b>
<b>CL 3</b>	Confident and precise development of perceptive interpretation across both sources	Clear evaluation of linguistic devices that is thorough and/or assured Confident explanations assess how these impact upon the audience	Precise cross-referencing of apposite, supporting evidence	<b>CL 3</b>

<b>Task 2 Mark Grid</b>		
<b>Competence Levels</b>	<b>Strands attained</b>	<b>Mark awarded</b>
<b>0</b>	000	0
<b>1</b>	111	1/2/3
	112	4/5
<b>2</b>	221	6/7
	222	8/9
	223	10
<b>3</b>	332	11/12
	333	13/14/15

**Task 3. Presentational Devices**Response time: **12 minutes approx.****Max. 9 marks**

**Compare and contrast** how **presentational devices** are used in **both** book covers to make these books appealing to potential readers. Analyse the use of **images, colour** and **layout** in your response.

**How Reading (i), (ii) and (iii) feed through to marks:** use the question specific checklist to ascertain the extent to which a candidate has:

- **selected and evaluated evidence;**
- **developed and sustained interpretations;**
- **explained how a writer uses structural and presentational devices to achieve effects.**

The overall performance is then assessed against the three individual Competence Level strands. These are noted before the final stage in the process which is to match these 'strand scores' across the mark grid in order to decide upon a mark.

Task specific checklist outlining the material that candidates at all competence levels may be expected to include in their responses. **Credit fully any other valid suggestions/comment.**

**The use of images, colour and layout:**

- both front covers use an image which links to the plot of each book: the "City of Bones" cover shows a wood in deep shadow with a mysterious space in the foreground. The picture is slanted to add a subtle, sinister feel; the "Full Whack" cover is dominated by a more obvious violent image of a clenched fist
- the background to "City of Bones" uses a picture of sinister woods as background to reinforce the mysterious element of the book and to develop tension; whereas "Full Whack" has a 'messy' painted background that is dramatic and reflects the raw energy suggested by the image and the font used for the title
- both front covers use colours in a striking way: in "City of Bones" an eerie atmosphere is suggested by the cool blue darkening to black which develops the sense of mystery; similarly, "Full Whack" uses green for both the background and the clenched fist: this could be to suggest a comic book character e.g. The Incredible Hulk
- "City of Bones" uses white for the book title along with a stark and simple font to reflect the subject matter – bones; the front cover of "Full Whack" also uses white for the book title. Additionally this cover outlines letters in orange which adds to the attractive 3D film title effect
- "City of Bones" uses layout to engage the reader's interest: the title seems to be set underneath the ground in the picture; "Full Whack" also uses layout perhaps appealing to the reader's sense of humour – the "R" rating icon bottom right of the front cover suggests a film poster rather than a book while concluding information on the back is in the shape of a cinema ticket
- Both front covers feature the writer's name prominently above the title, to appeal to fans of their previous work: "City of Bones" uses large letters in striking blue placed in the middle of the cover; whereas "Full Whack" places the writer's name in the middle of the image of the clenched fist
- "City of Bones" engages the reader with a chilling strap line above the author's name: "The truth lies with the dead..."; whereas "Full Whack" places the publisher's name at the top of the front cover again suggesting a cinematic poster: "ABACUS BOOKS PRESENTS". This further adds to the 'illusion' of the film poster

- the back cover of “City of Bones” uses an abstract image, possibly a magnified version of the shadowy wood on the front cover to create a disturbing optical effect. This supports the sinister aspect of the story; the back cover of “Full Whack” simply uses the painted effect to sustain the high impact effect of the front cover
- the contrasting use of font styles on each front cover may well reflect the different target audiences: “City of Bones” is formal and restrained (aimed at an adult audience); whereas “Full Whack” uses an eye-catching font which reflects the thriller genre of this book (aimed at a teenage readership)
- both back covers have small photos of the writers as well as a brief biography in order to appeal to the potential reader. Above the photo of Connelly his slogan is designed to look like it is stamped on; whereas beside the photo of Higson, the cover of another of his books is shown to appeal to fans of his work
- both covers position reviews in a prominent position on the back cover for maximum visual appeal

The 3 strands outlining the key qualities at each Competence Level for Reading

<b>Task 3 Pres. Dev. use in Multi-Modal Texts</b>				
	<b>Developing and Sustaining Interpretations</b>	<b>Explaining and Evaluating</b>	<b>Selecting Material and Cross-Referencing</b>	
<b>CL 1</b>	Mainly purposeful comment supports appropriate interpretation of the use of presentational devices	An overall consideration of how presentational devices achieve their effects – some may offer focused explanation/ evaluation	A relevant selection of examples of presentational devices from both texts – some used for purposeful cross-referencing	<b>CL 1</b>
<b>CL 2</b>	Clearly developed, generally accurate interpretation of how presentational devices from both sources engage and influence the reader	Competent explanations – some insightful – presented to reveal how presentational devices engage and positively influence the reader	Focused comparing and contrasting using appropriate supporting evidence from both sources	<b>CL 2</b>
<b>CL 3</b>	Thorough and assured interpretation of how the most significant presentational devices have been developed to impact upon the reader	A clear evaluation that confidently analyses how significant presentational devices impact upon the audience	Precise cross-referencing of apposite, supporting evidence	<b>CL 3</b>

<b>Task 3 Mark Grid</b>		
<b>Competence Levels</b>	<b>Strands attained</b>	<b>Mark awarded</b>
<b>0</b>	000	0
<b>1</b>	111	1/2
	112	3
<b>2</b>	221	4
	222	5
	223	6
<b>3</b>	332	7
	333	8/9