



*Rewarding Learning*

**General Certificate of Secondary Education  
January 2017**

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**English Language/English**

**Unit 1: Personal Writing and Reading  
Multi-Modal Texts**

**Higher Tier**

**[GEG12]**

**TUESDAY 10 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 the candidate's level of proficiency to the appropriate Level of Competence.

### 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 up the errors in SPG. At the conclusion of the response, the examiner will summarise 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, question marks, commas and full stops – run's / ...two three or four / ...to me  
it was not long after...
- **Wavy underlining** will 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 marking outlined above in conjunction with the Competence Levels 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.

Here is an example of this style of annotation in action for **Task 1a** (it 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	332
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	333

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 time you had an exciting surprise.

**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, effectively and imaginatively demonstrating:**

- a handling of the topic in such a way as to positively develop the audience'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 audience.

**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 choice
- 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 audience.

**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.
- Credit ambitious use of vocabulary where the word may not always be accurately spelt but has been chosen carefully for effect/to capture a sense of the situation.

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

<b>Task 1a 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
<b>2</b>	221	5
	222	6/7
	223	8
<b>3</b>	332	9
	333	10/11
	334	12
<b>4</b>	443	13
	444	14/15/16

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</b> (full stops and commas)	<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</b> (full stops, commas, exclamation and question marks) <b>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 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) develop 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) develop 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.

### The required process of assessment

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**

1 The following style of marking and annotation is to be used:

- use the **underlining** facility to highlight **appropriate explanation and interpretation**;
- use the **ticking** tool to indicate **relevant examples/evidence**;
- use 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 method and style of marking outlined above in conjunction with the Competence Levels for **Reading**, the examiner will assess, positively, the features of the 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 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 answer 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 –

**T2 323**

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 analysis" (Explaining and Evaluating CL 3)
- "Focused comparing and contrasting. Supporting evidence both sources" (Selecting Material and Cross-Referencing CL 2)

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

**T3 232**

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: **22 minutes approx.****Max. 15 marks**

**Compare and contrast** how **language** is used in **both** texts to **persuade** the reader that these attractions are exciting and fun places to visit.

**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/comments.**

**Language used to persuade:**

- the company name "AERIAL EXTREME" suggests exciting experiences; likewise the name "Airkix" is a pun used to attract thrill-seekers
- "AERIAL EXTREME" is promoted as a place full of adventure with fun aerial activities: "HIGH ROPES ADVENTURE"/"action-packed"/"challenging obstacles"; while "Airkix" is promoted as a place where you can actually fly: "dreams of flight become reality"/"indoor skydiving"
- both texts use positive adjectives to describe the experience visitors will have: "AERIAL EXTREME" – "challenging"/"fun"/"perfect"/"unique"; "Airkix" – "realistic"/"safe"/"extensive"/"permanent smiles ... great new friendships"
- both texts use imperatives to give direction, guidance and encouragement to potential customers: "AERIAL EXTREME" – "DISCOVER"/"BOOK"/"head for"/"check out"; "Airkix" – "Avoid"/"lean"/"grin"/"dazzle"
- both texts use direct address to speak directly to and develop a closer relationship with potential customers: "AERIAL EXTREME" – "You'll find yourself"/"You remain connected throughout"; "Airkix" – "avoid the concern of your parachute opening"/"you'll be flying"
- both texts use superlative language to sell the experience to customers: "AERIAL EXTREME" – "we work with the best"/"a great sense of adventure"/"fantastic outdoor learning experience"; "Airkix" – "the best gift"/"the perfect reward"
- both texts use alliteration to positively promote the experience customers will have: "AERIAL EXTREME" – "huge hit"; "Airkix" – "feeling of freefall"
- both texts use exclamation marks to emphasise the positive experience awaiting customers: "AERIAL EXTREME" – "plus many more!"/"as little as six years old!"; "Airkix" – "come and fly at Airkix!"/"great new friendships!"
- both texts use repetition for impact: "AERIAL EXTREME" continually repeats the word "extreme" to suggest this is a place for thrill seekers; "Airkix" repeats the word "flying" to promote their experience

- both texts emphasise strongly how safe their attractions are. “AERIAL EXTREME” uses “connected by instructors...safety line, that’s it!”; in contrast “AirKix” uses the rule of three and dramatic verbs to emphasise how safe their indoor skydiving experience is in comparison with the real thing: “Avoid the plunging, plummeting and hurtling”/“It’s completely safe”
- “AERIAL EXTREME” uses a list to highlight the variety of activities on offer to entice customers: “rope bridges, scramble nets, zip wires ...”; whereas “AirKix” uses an ironic warning to encourage customers to visit: “highly addictive”/“Symptoms may include ...”
- both texts use enticing language to encourage customers: “AERIAL EXTREME” – “whole day of action”/“mouth-watering offers”; “AirKix” – “Celebrate in style”/“the ideal family gift”
- both texts use adverbs effectively: “AERIAL EXTREME” uses the adverb “definitely” to confirm this attraction is one to experience – “definitely worth the trip”; “AirKix” uses the adverb “completely” to emphasise how safety conscious they are – “completely safe”
- both texts appeal to a wide target audience: “AERIAL EXTREME” – “FOR AGES 6YRS AND UP”/ “to suit each and every need”; “AirKix” – “welcomes all flyers” and lists wide-ranging opportunities/ occasions, “Christmas...Mother’s Day”
- both texts employ an ellipsis to leave the customer thinking about the potential adventure awaiting them: “AERIAL EXTREME” – “worth the trip ...”; “AirKix” – “Get your kix ...”

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

Task 2 Language use in Multi-modal Texts				
	Developing and Sustaining Interpretations	Explaining and Evaluating	Selecting Material and Cross-Referencing	
CL 1	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	CL 1
CL 2	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	CL 2
CL 3	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	CL 3

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

**Task 3. Presentational Devices**Response time: **13 minutes approx.****Max. 9 marks**

**Compare and contrast** how **presentational devices** have been used in **both** texts to add to the appeal of these attractions. **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 presentational and structural devices to achieve effects and engage and influence the reader.**

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/comments.**

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

- the first panel of "AERIAL EXTREME" is dominated by a large action shot of an excited young person swinging dramatically through the air. It also has four thumbnail photos showcasing some of the activities on offer and visitors enjoying themselves; similarly, the front cover of "Airkix" has a number of action shots of customers skydiving that surround the central image which appears to be dramatically bursting through the page
- both texts use dramatic action photographs: "AERIAL EXTREME" uses low angle shots to emphasise the height of the activities, e.g. climbing wall, rope ladder; whereas "Airkix" shows customers flying in a variety of skydiving poses.
- both texts use close-up photographs of smiling customers of all ages to highlight how much fun these attractions are and that they cater for a wide target audience
- both texts use bright colours for visual appeal and to attract potential customers: "AERIAL EXTREME" uses yellow, green, red and navy; "Airkix" uses navy and orange with some red to make this leaflet visually striking
- both texts use different coloured text boxes to highlight key sections: in "AERIAL EXTREME" headings are presented in bright green text boxes with yellow capitalised text to help the reader navigate through the information. The main heading is a question which dominates in a red text box with large yellow capitalised text; in contrast "Airkix" uses a navy blue and orange textboxes to promote their attraction as an ideal gift for a variety of special occasions – they even have skydivers appearing to come out of a gift box
- "AERIAL EXTREME" promotes its website on the bottom of the first panel; whereas "Airkix" displays its website more prominently as a title in large font at the top of two of the three panels
- "AERIAL EXTREME" uses a QR Code on its front page to show it is a modern company. It is also endorsed by a quality assurance logo from enjoyengland.com; alternatively, "Airkix" uses the striking yellow warning sign which stands out at the bottom of the page. The large exclamation mark adds to the ironic warning which attracts the customer and promotes the attraction

- in “AERIAL EXTREME” the logo, cleverly designed with the letter “X”, is displayed to show the company’s unique identity; similarly in the “AirKix” website design the red letter “X” is designed to look like the skydiving pose
- in “AERIAL EXTREME” the word “FUN” is displayed in large navy text to stand out and promote the attraction; whereas “AirKix” uses a word cloud under the title to draw the reader’s eye to a variety of key words in orange and navy text in a variety of font sizes and orientations
- “AERIAL EXTREME” is methodically organised over three pages with five angled sections of ‘Extreme’ experiences; whereas “AirKix” utilises slanting text boxes and a random selection of ‘falling’ words to create a sense of excitement and drama to mimic the experience on offer.

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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>	<b>Mainly purposeful comment supports appropriate interpretation of the use of presentational devices</b>	<b>An overall consideration of how presentational devices achieve their effects – some may offer focused explanation/evaluation</b>	<b>A relevant selection of examples of presentational devices from both texts – some used for purposeful cross-referencing</b>	<b>CL 1</b>
<b>CL 2</b>	<b>Clearly developed, generally accurate interpretation of how presentational devices from both sources engage and influence the reader</b>	<b>Competent explanations – some insightful – presented to reveal how presentational devices engage and positively influence the reader</b>	<b>Focused comparing and contrasting using appropriate supporting evidence from both sources</b>	<b>CL 2</b>
<b>CL 3</b>	<b>Thorough and/or assured interpretation of how the most significant presentational devices have been developed to impact upon the reader</b>	<b>A clear evaluation that confidently analyses how significant presentational devices impact upon the audience</b>	<b>Precise cross-referencing of apposite, supporting evidence</b>	<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>	<b>000</b>	<b>0</b>
<b>1</b>	<b>111</b>	<b>1/2</b>
	<b>112</b>	<b>3</b>
<b>2</b>	<b>221</b>	<b>4</b>
	<b>222</b>	<b>5</b>
	<b>223</b>	<b>6</b>
<b>3</b>	<b>332</b>	<b>7</b>
	<b>333</b>	<b>8/9</b>