



Rewarding Learning

**General Certificate of Secondary Education
2014**

English Language/English

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

Higher Tier

[GEG12]

TUESDAY 3 JUNE, MORNING

**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 a task specific checklist; Levels of Competence strands and descriptors; 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 strands within the Competence Levels.

Writing: the marking process

Two discrete assessments have to be made.

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

The assessment of this task begins with the examiner highlighting what is creditworthy as well as marking up the errors in SPG. Then, 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 an answer, is creditworthy. Then, at the conclusion of the response, the examiner will summarise 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** using the **three e-marking tools: underlining, circling and wavy underlining**

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

- Use the **underlining tool** to indicate creditworthy material.
- The **circling facility** 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.)
3. (a) Use the 'e' tool to indicate the end of the candidate's final response.
 - (b) Stamp all other blank or planning pages with the 'seen' tool.

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. 10]

The response is positively assessed against each of the three strands that make up the Competence Levels for Writing (i/ii). It is 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 enhance 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
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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. 11]

The response is positively assessed against each of the three strands that make up the Competence Levels for Writing (iii). It is 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 –

b	333
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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 essay for the examiner about a time when you did something you felt was really worthwhile.

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 examiner'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 examiner as audience
- a use of tone that is designed to engage and sustain the audience's attention
- 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 experience
- 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 a variety of linguistic and structural features to support cohesion and overall coherence demonstrating:

- a conscious varying of sentence lengths and types 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 examiner.

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 to capture a sense of the situation.

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

Task 1a			
	Development and Style	Structuring/Linguistic and Structural Features	Purpose and Audience
CL 1	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
CL 2	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
CL 3	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
CL 4	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

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

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

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

Mark Grid Task 1a		
Competence Levels	Strands attained	Mark awarded
0	000	0
1	111	1/2
	112	2
2	221	3
	222	3/4
	223	4
3	332	5
	333	5/6
	334	6
4	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 specific elements of the Assessment Objectives addressed by Tasks 2 and 3:

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

The examiner 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** using the **three e-marking tools: underlining/ ticking/ C & C button** → **C**

1. The following method and style of marking is to be used:
 - use the **underlining** facility to highlight appropriate explanation and interpretation;
 - use the **ticking** tool to indicate consideration of relevant examples/ evidence;
 - employ the **C** button in the margin to highlight appropriate 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 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 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. Having completed the assessment for Section B, the examiner should utilise the 'e' and 'seen' tools as set out on p.6.

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.17]

The response is positively assessed against each of the three Competence Level strands for **Reading (i - iii)** and 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 descriptors 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.20]

The response is positively assessed against each of the three strands that make up the Competence Level for **Reading** in this task. It is summarised as:

- “Clearly developed generally accurate interpretations of how presentational devices engage” (Developing and sustaining interpretations CL **2**)
- “Competent explanations - some insightful - presented to reveal how presentational devices engage and positively influence” (Explaining and evaluating CL **2**)
- “Precise cross-referencing of apposite, supporting evidence” (Selecting material and cross-referencing CL **3**)

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

T3 223

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 Focus – LanguageResponse time: **23 minutes approx.**Max. **15 marks**

Compare and contrast how **language** has been used in **both** texts to **persuade** customers to get involved in Kellogg's healthy lifestyle programmes.

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.

This task specific checklist outlines 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:

- Corn Flakes are highlighting the positive, responsible nature of the company as well as asking their customers to support their "Help Give a Child A Breakfast" programme; whereas Special K are trying to motivate their customers to choose a healthier diet and lifestyle
- Corn Flakes appeals to the customer's charitable nature to give generously and help others: "help give even more"; whereas Special K appeals to the customer's personal desire to be fit, healthy and slim: "Vitality"/ "Joy"/ "Pride"
- both use different emotional appeals – Special K creates a light-hearted tone repeating "You can gain..." whilst dealing with weight loss as well as using a positive, encouraging and upbeat tone to persuade their customers to adopt healthy lifestyles: "more positive approach"/ "so let's get moving"; Corn Flakes appeals more to the generous nature of the customers to convince them to help others: "deserves"/ "to fuel their every smile"/ "Sadly"
- both texts use direct address and inclusive language to appeal to the customers: Corn Flakes – "Hello there"/ "Like you"/ "Thank you"; Special K – "all the positives we could gain"/ "100s of delicious recipes for you to enjoy"
- both emphasise a 'partnership' with their customers – they suggest that supporting the school breakfast clubs and choosing a healthier lifestyle will be things that Kellogg's and the customer will do "together": Corn Flakes - "Help us spread the word"/ "we'd love your support again"; Special K - "Let's turn our backs"/ "let's get moving"
- both texts use repetition for effect: Corn Flakes repeats the word "together" to convince the customer that this will be a joint venture; Special K uses repetition to convey its message – "You can gain"/ "let's"/ "simple changes"
- Corn Flakes uses endorsements to seek support from customers: "wonderful initiative"/ "a big thank you"/ "huge difference to our breakfast club"; whereas Special K entices customers with the chance to win "A YEAR'S SUPPLY OF SPECIAL K CEREALS & SNACKS" when you sign up to their "FREE Slimming Plan"

- Special K presents lots of advice and support for the customer: “Personal Slimming Service”/ “Walking...lowest impact forms of exercise”/ “exercise tracker”; whereas Corn Flakes offers some encouragement and suggestions: “Every special pack of Kellogg’s cereal you buy will help”/ “Help us spread the word”
- both texts use statistics and facts to support their message: “20% of children in the UK and Ireland”/ “for the last 14 years”/ “over 700,000 breakfasts”; “creates weekly meal plans”/ “100s of delicious recipes”/ “A YEAR’S SUPPLY...WHEN YOU SIGN UP”
- both texts use the rule of three to reinforce their positive message: Corn Flakes – “smile, skip and imagination”; Special K – “easiest, cheapest, lowest”
- both texts use punctuation for effect: Corn Flakes uses exclamation marks to reinforce their message – “Thank you!”; whereas Special K uses both exclamation and ellipsis – “foods we love!”/ “so let’s get moving...”
- Special K tries to persuade the reader that choosing a healthier lifestyle is easy to do: “simple changes”/ “a little more exercise a lot more often”/ “easily be incorporated”/ “easy to stay motivated”; Corn Flakes, however, uses a personal/emotive tone to persuade customers to do even more this year: “so together we can donate more breakfasts”/ “will help serve even more breakfasts”/ “Together we can help”
- Special K encourages customers to start immediately: “Starting today”; Corn Flakes is less urgent in approach and encourages customers to “learn more” about how they can help through visiting the relevant website
- both texts use positive adjectives to promote their products: Corn Flakes – “nutritious”/“good”; Special K – “healthy”/“delicious”
- both texts reinforce their message and provide further information through promoting their websites: “go to” www.kelloggs.co.uk; MYSPECIALK.IE to find out more!

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 that supports appropriate interpretations 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 interpretations 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 interpretations 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

Mark Grid Task 2		
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 Focus – Presentational DevicesResponse time: **12 minutes approx.** Max. **9 marks**

Compare and contrast how **presentational devices** are used in **both** texts to **attract** the attention of the customers. 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.

This task specific checklist outlines 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, colour and layout:

- all the Corn Flakes images present a positive and attractive picture appealing primarily to parents and reinforcing an encouraging message of supporting a healthy lifestyle for children:
 - three photographs of young school children with smiling, happy faces dominate the right hand side of the text. The letterhead/logo also contains an image of smiling, happy children. These images reinforce the beneficial effects of a healthy breakfast
 - each photograph has a caption which endorses the school breakfast clubs
 - the images on the text of a bowl of cereal and spoon alongside pencils and sharpener, highlight the educational aspects/effects of a breakfast club
- in contrast, Special K appeals to its adult audience by relying mostly on text but uses two main images to promote its campaign for a healthy lifestyle:
 - the text uses large, red thought bubbles across the page (all different – thought, heart and cloud) to draw attention to the three key aspirational words
 - a red ribbon effect stretched across the packet and coloured images of various Special K cereals and snacks near the bottom of the text are used to attract the customer to the websites and the promotional competition
- both use colours that identify the brand: Corn Flakes use bright, primary colours which will appeal particularly to younger children; Special K, however, mainly uses the clean, white background with the colour red which ties in with the red K in their logo/symbol, creating a more “grown-up” feel to the text
- Corn Flakes uses red text to highlight key words in the text “Thank you”; Special K also highlights key words by displaying them in red and by using larger font. “You can gain”. Corn Flakes promotes its websites using red text; whereas Special K promotes its websites by presenting them in a separate red textbox and by bolding them in black in the main text

- Corn Flakes presents the product itself with a bowl of the cereal in the top left corner; however, Special K advertises the different types of product available through the images at the bottom of the text
- the layout of the Corn Flakes text is made to look like the aerial view of a breakfast table. The letter to the customer helps to personalise Kellogg's and is central and dominates. Photographs and other images surround the letter and help draw attention to it; Special K's text, by contrast, uses centralised text towards the top of the page to promote its message of choosing a healthier lifestyle. The websites and competition are placed towards the bottom of the page in a less dominant position but they are reinforced by the visually strong red ribbon with its large "Win" in distinctive font
- logos are prominently positioned and emphasise the Kellogg's K; in Corn Flakes greater prominence is given to their "Give" logo and slogan. The letters 'i' and 'v' in the "Give" logo convey an image of energy and vitality
- Special K presents the word "Win" in large font to draw attention to the website competition; however, Corn Flakes uses the Twitter symbol to appeal to a modern audience and to promote further their healthy breakfast clubs

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

Task 3 Pres. Dev. use in Multi-Modal Texts				
	Developing and Sustaining Interpretations	Explaining and evaluating	Selecting material and cross-referencing	
CL 1	Mainly purposeful comment supports appropriate interpretations 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	CL 1
CL 2	Clearly developed, generally accurate interpretations 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	CL 2
CL 3	Thorough and/or assured interpretations 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	CL 3

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