



General Certificate of Secondary Education
2015

English Language/English

Unit 1: Personal Writing and
Reading Multi-Modal Texts

Foundation Tier

[GEG11]

THURSDAY 28 MAY, 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 levels 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 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 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 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, 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) **After** selecting and noting the three Competence Level strands, the examiner will 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:

Use the 'E' tool to indicate the end of the candidate's final response.

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. 8):

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:

- “Deliberate approach to development that uses a straightforward style” (Development and Style CL 3)
- “Logically organised leading the audience through the response... supported by some straightforward use of structural and linguistic features” (Structure/ Linguistic and Structural Features CL 3)
- “Some overall, basic sense of purpose and audience” (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). It is summarised by the following descriptors:

- “Controlled straightforward sentence structure with generally secure basic punctuation” (Sentence Structure and Use of Punctuation CL 3)
- “Generally accurate spelling of regular, straightforward words” (Spelling CL 3)
- “Some conscious attempt to use vocabulary to enliven” (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 a speech for your classmates about someone who inspires you.

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 audience;**
- **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 attempt to positively develop the audience's interest
- use of a style that endeavours to build a positive relationship with the audience
- possible use of anecdotes/humour to engage the audience.

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

- an awareness of classmates as audience
- a use of tone that is meant to engage and sustain the audience's attention
- use of a straightforward vocabulary that is in keeping with the task and audience and that, occasionally, may enliven the writing.

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

- a sense of progression – the audience being taken through the writer's thoughts and feelings
- an awareness of opening and closing paragraphs
- some use of topic/link sentences for different paragraphs
- development that uses organisation in an attempt to hold the audience's interest.

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

- some variety of sentence length for effect
- occasional use of connectives to give coherence to paragraphing
- the use of rhetorical devices – the rule of three, questions, hyperbole to attempt to create interest and connect 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 sustain the audience's interest.
- More control of sentences and variety in their structuring demonstrates a higher level of competence and will be rewarded accordingly.

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 audience'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 vocabulary used. A limited vocabulary spelt accurately is unlikely to capture the audience's attention.
- 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)

Task 1a				
	Development and Style	Structure/Linguistic and Structural Features	Purpose and Audience	
CL 1	Disjointed and/or superficial engagement with little sense of a conscious style	Rudimentary attempt to structure a response	Some broad relevance in relation to purpose and/or audience	CL 1
CL 2	Simple and uncomplicated development that communicates in a basic, functional style	Basic structure with some attempt at progression; there may be some attempt to use simple structural or linguistic features	Some overall, basic sense of purpose and audience	CL 2
CL 3	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 3
CL 4	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 4

Task 1a Mark Grid		
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	Some evidence of an attempt to make use of sentence structure	Some accurate spelling of some simple words	A very limited selection of language	CL 1
CL 2	Basic use of simple sentence structuring characterised by generally appropriate use of full stops	Usually accurate spelling of basic words	A narrow range of vocabulary that constrains communication to a basic, functional level	CL 2
CL 3	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 3
CL 4	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	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 4

Task 1b Mark Grid		
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 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.

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 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 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 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 Having completed the assessment of all the work in the candidate's booklet, the examiner should use the 'E' and 'SEEN' tools as indicated on page 4.

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. It is summarised as:

- “Mainly purposeful comment that supports appropriate interpretations” (Developing and Sustaining Interpretations CL **3**)
- “Some straightforward explanation” (Explaining and Evaluating CL **2**)
- “Relevant selection of examples... both texts... purposeful c-ref” (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
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The next stage in the process is to check these ‘strand scores’ on the mark grid for **Task 2**.

This indicates a score of **11/12 marks**.

This 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. It is summarised as:

- “Some straightforward comment that supports uncomplicated interpretations” (Developing and Sustaining Interpretations CL **2**)
- “Some straightforward explanation of how some presentational devices have been employed” (Explaining and Evaluating CL **2**)
- “Relevant selection of examples... both texts... purposeful cross-referencing” (Selecting Material and Cross-referencing CL **3**)

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

T3	223
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The next stage in the process is to check these ‘strand scores’ on 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: **22 minutes approx.****Max. 15 marks**

Compare and contrast how **language** has been used in **both** texts to **persuade** the reader that these are 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/comment.**

How words and phrases have been used to persuade:

- "Ice Bowl" sparks interest with the emphatic statement: "The fun starts here!" The word "fun", helps to convey a sense of excitement; whereas "NEW! NOW OPEN" conveys the sense of a fresh experience to be had at "Sea Life".
- "Ice Bowl" lists its main attractions in the opening section: "Ice Skating"/"Tenpin Bowling"/ "Indiana Land"/"Birthday Parties" to persuade and inform potential visitors of its wide ranging appeal; whereas "Sea Life" focuses on its major attraction: "EUROPE'S FIRST SEA BED WALK" by featuring it twice in the opening section and so highlighting this unique experience
- "Ice Bowl" highlights the excellence – uniqueness of its facilities: "Northern Ireland's only public Olympic size ice rink!"/ "30 lane state of the art bowling centre"/ "ultimate bowling experience"; whereas "Sea Life" boasts about "our interactive turtle world"/ "expert guides"/ "EUROPE'S FIRST SEA BED WALK"
- an enthusiastic tone and flattering language are used in both texts to enhance the feeling of fun and anticipation: "Ice Bowl" boasts "state of the art bowling centre"/ "awesome jungle inspired indoor play kingdom"; whereas "Sea Life" promotes "dazzling array of amazing creatures"/ "fascinating journey...magical underwater world"
- direct appeal is used in both texts to highlight the fun in store: "Ice Bowl" – "Get your skates on!"/ "Are you brave enough to play in the dark?"/ "Discover the 'big kid' inside you"; "Sea Life" – "Let us take you"/ "you can team up with"/ "you'll have privileged access"
- "Ice Bowl" consciously targets families with children: "Penguin skating aids are available to help children"/ "family activity"/ "An exclusive toddlers' area is also available"; whereas "Sea Life" highlights its conservation work: "learn about our extensive breeding...programmes"/ "Discover what threatens...and how you can help protect"/ "how SEA LIFE...BREED...RESCUE...PROTECT"
- use is made of imperatives in both texts to create a sense of anticipation by inviting potential visitors to savour the exciting activities available: "Ice Bowl" – "take to the ice for a cool day out!"/ "Enjoy all the fun of tenpin bowling"/ "swing over daring rope bridges"; "Sea Life" – "DIVE IN"/ "Watch our fun talks and feed shows"/ "immerse yourself in our Behind the Scenes Tour"

- vocabulary is deliberately chosen in both texts to convey the impression that a visit to these places would be exciting and adventurous: “Ice Bowl” – “wicked DJ sessions and mega video screens”/ “spectacular glow in the dark Xtreme sessions”/ “free fall...for an exciting adventure”; “Sea Life” – “face to face encounter with sharks”/ “incredible creatures”/ “even deeper experience”
- both texts are described as “magical”: “Ice Bowl” makes the claim “Where the magic lasts forever!”; whereas “Sea Life” refers to “a magical underwater world”
- “Ice Bowl” also offers the opportunity to learn and improve skills: “learn the right way with a course of ice skating lessons”/ “we have bumper lanes...for beginners and children”; whereas “Sea Life” explicitly focuses on the educational value of this attraction: “DISCOVER...the truth about...”/ “Learn about turtles”/ “where you can learn about our extensive breeding...programmes”
- both texts use puns to create liveliness and to positively engage with the reader: “Ice Bowl” – “Get your skates on”/ “a cool day out”; “Sea Life” – “DIVE IN”/“immerse yourself in our Behind the Scenes Tour”
- both texts use facts: “Ice Bowl” – “Olympic size ice rink”/ “30 lane...”; “Sea Life” – “5000 creatures”/ “Europe’s First Sea Bed Walk”
- Both utilise exclamation marks. “Ice Bowl” uses this throughout the leaflet to create an enthusiastic tone and sense of fun

© Merlin Entertainments (SEA LIFE) Limited
© Dundonald International Ice Bowl

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

Task 2 Language use in Multi-Modal Texts				
	Developing and Sustaining Interpretations	Explaining and Evaluating	Selecting Material and Cross-referencing	
CL 1	Some reporting that offers a basic attempt at rudimentary interpretation	Some basic sense of how language has been used for a purpose – in a specific example or at a broad overall level	Some obvious examples – there may be some very broad and/or basic linking across the texts	CL 1
CL 2	Some straightforward comment that supports uncomplicated interpretations	Some straightforward explanation of how some linguistic devices have been employed	Generally appropriate selection of some examples supported by straightforward cross-referencing	CL 2
CL 3	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 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 Focus – Presentational DevicesResponse 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 two places. Comment on how **images**, **colour** and **layout** add to the appeal.

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 and colour:

- both leaflets feature close-up images of children enjoying a fun day out participating in the activities at both attractions: in "Ice Bowl" the children are smiling, happy and active; in "Sea Life" the children appear awestruck and engrossed, clearly having a wonderful time interacting with the exciting marine life
- both texts use images to highlight the facilities on offer at both venues: circular pictures in "Ice Bowl" create focus on fun and learning – the little girl learning to skate safely with her Penguin Skating Aid/ children having an exciting time in Indiana Land; whereas in "Sea Life" all the children look amazed whether it's at the large and dramatic images of sea creatures; during the Sea Bed Walk or the boy happily absorbed in the hands-on rockpool. The clear message to parents is that their children can learn as part of a fun day out
- "Ice Bowl" uses a rainbow punctuated with coloured stars and psychedelic circles to convey a sense of excitement and adventure; whereas "Sea Life" features brightly coloured sea creatures to highlight the interesting sea life that may be encountered
- the dominant background colour for "Ice Bowl" is brightly coloured to capture a sense of a lively, fun venue; whereas the dominant blue background has been carefully chosen for "Sea Life" to enhance the sense of an underwater world
- in the opening section of "Ice Bowl" differently coloured rectangles are utilised to promote the main attractions. These colours are used again in the sub headings at the top of the sections that follow; whereas in "Sea Life" the opening section uses an orange strapline to highlight the fact that this is a new venue. This feature and the same colour are also utilised elsewhere in the text to attract the reader's attention and highlight the various activities available
- "Ice Bowl" uses a cartoon drawing of Indiana Jones, the iconic adventurer, with a young child to show that young children will have an adventurous experience in "Indiana Land"; whereas "Sea Life" uses a drawing of a starfish in the title for added interest and to draw the eye to the name "Sea Life"
- both texts use colour to draw attention to the names of these visitor attractions: "Ice Bowl" is highly visible in black against the lighter background; "Sea Life" is equally visible as bright white in contrast to a dark blue background

The use of layout:

- the names of the attractions are given prominence at the top of the opening sections: “Ice Bowl” also uses a distinctive font to give it a unique touch; whereas “Sea Life” uses a large font to make it more striking
- “Ice Bowl” uses circles for photographs; whereas “Sea Life” uses circles and bubbles to present information and images
- the layout of “Ice Bowl” features a separate section for each attraction but the rainbow/paint effect across these sections join these together to convey the impression of one fun-filled venue; whereas the middle section of “Sea Life” features two people totally surrounded with interesting sea creatures and plants in the foreground and fish, including a large shark and turtle, just behind them to reinforce the dramatic experience to be had at Sea Life
- “Ice Bowl” reinforces the sense of a fun place by using a series of subheadings that use exclamation marks: “The fun starts here!”/ “Strike!”/ “Where the magic lasts forever!”; whereas “Sea Life” uses capital letters and bold font to highlight particular words: “DIVE”/ “DISCOVER”/ “MUST”
- “Ice Bowl” draws attention to the Xtreme Bowling Sessions by using a distinctive font style in the subheading “Are you brave enough to play in the dark?” in order to convey a sense of thrill or danger; “Sea Life” also draws the reader’s attention to a specific section by using mini starfish (ties in with the title and, as a visual pun, adds continuity and engagement) as bullets points in the “MUST see” section
- both texts use a collage effect of images to generate excitement and anticipation in their audiences as well as to reinforce the impression of the huge variety of activities on offer in both places
- both texts use images linked to the activities available at the venues: “Ice Bowl” uses ice skates and bowling ball; “Sea Life” uses a starfish, a turtle, a seal and a shark in the logo

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

Task 3 Presentational Devices in Multi-Modal Texts				
	Developing and Sustaining Interpretations	Explaining and Evaluating	Selecting Material and Cross-referencing	
CL 1	Some reporting that offers a basic attempt at rudimentary interpretation	Some basic sense of how presentational devices have been used for a purpose – in a specific example or at a broad overall level	Some obvious examples – there may be some very broad and/or basic linking across the texts	CL 1
CL 2	Some straightforward comment that supports uncomplicated interpretations	Some straightforward explanation of how some presentational devices have been employed	Generally appropriate selection of some examples supported by straightforward cross-referencing	CL 2
CL 3	Mainly purposeful comment that supports appropriate interpretations of the use of presentational devices	Overall consideration of how presentational devices achieve their effects – some may offer focused explanation/evaluation	Relevant selection of examples of presentational devices from both texts – some used for purposeful cross-referencing	CL 3

Task 3 Mark Grid		
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