



Rewarding Learning

**General Certificate of Secondary Education
2016**

English Language/English

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

Higher Tier

[GEG12]

WEDNESDAY 1 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 three components:

1. A task specific checklist
2. Levels of Competence strands and descriptors
3. A mark grid.

The Competence Levels, which detail increasing levels of proficiency, are made up of three strands. These are derived from the task specific Assessment Objectives and each of the strands focuses on important characteristics within the response.

The job for each examiner is to identify positively what has been achieved and then match each candidate's 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 **Writing (i)** and **(ii)** of the Assessment Objectives. The second assessment is measured against the remaining Assessment Objective, **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 a response, is creditworthy. Then, at the conclusion of the response, the examiner will evaluate the candidate's achievement before selecting the appropriate mark from the mark grid.

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

Section A: Personal Writing

The Assessment Objectives

Writing

- (i) Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.
- (ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and coherence.
- (iii) Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

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

The two required assessments

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

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

➤ the **underlining tool** to indicate creditworthy material.

➤ the **circling facility** which serves two purposes:

(a) to highlight spelling mistakes with each error being circled only once – (alot) / happend .

(b) for indicating minor and/or occasional lapses in punctuation such as missing apostrophes, commas and full stops – run's/ ...two three or four/ ...to me it was not long after...

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

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

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

- (a) The examiner will carefully read and annotate the response.
- (b) The three Competence Level strands that best match the candidate's achievement will be noted.
- (c) Only **after** selecting and noting the three Competence Level strands will the examiner turn to the mark grid to establish the mark to be awarded. Where the mark grid calls for an examiner judgement, the extent to which a candidate has met the overall requirements of the particular Competence Level will determine the mark to be awarded.

In exceptional circumstances the standard of a candidate's work might range across more than two strand levels. Such an eventuality is not covered by the mark grids. Where this happens, the examiner should decide the mark to be awarded on a 'best fit' basis. The support of the supervising examiner could usefully be sought.

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

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

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

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

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

a. **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 a speech for your classmates about a place that has real significance for 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 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 classmates 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 audience.
- 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 audience'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 place and its significance.

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 1
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 2
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 3
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	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	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 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 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

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) 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** 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 A final check of the booklet:

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

Here is an example of this style of annotation in action for a **Task 2** response (it should be read in conjunction with the relevant Competence Level strands on p. 15)

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

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

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

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:

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

Response time: 22 minutes approx.

Max. 15 marks

Compare and contrast how language has been used in both texts to persuade the potential reader that these books are interesting and exciting to read.

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

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

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

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

Language used to persuade:

- The word "mystery" is featured on the front cover of both books and clearly shows the reader the genre of both books - detective/mystery genre. *London Eye* has the word "mystery" in the title which creates a sense of curiosity and suspense for the potential reader; likewise *Traitor* also uses the word "mystery" in the subtitle to create the same effect: "A Mary Quinn Mystery"
- *London Eye* uses a tagline on the front cover to directly address and intrigue the reader: "What goes up must come down ...mustn't it?"; however, *Traitor* uses a subtitle "A Mary Quinn Mystery" to show it is one of a series of books and this may attract loyal readers
- *London Eye* uses positive reviews "Compulsive reading" and "Immediately appealing" to help convince the reader that this book is worth reading; whereas *Traitor* is positively promoted as one book in a "riveting Victorian detective series"
- both texts use figurative language to promote their exciting storylines:
 - o adjectives – "frantic"/"prickly"/"sleuthing"/"desperate" in *London Eye* and "remarkable"/ "scandalous"/"mysterious"/"riveting" in *Traitor*
 - o adverbs – "mysteriously disappears"/"time ticks dangerously" in *London Eye* and "miraculously rescued" in *Traitor*
 - o alliteration – "time ticks" in *London Eye* and "*The Traitor and the Tunnel*" which also makes the title memorable
- dramatic language used in both texts encourages potential readers and promotes the books as thrilling reads: "unspoken fear" in *London Eye*; and in *Traitor* "risks losing everything"
- *London Eye* uses ellipsis to build tension: "time ticks dangerously by ..."; whereas *Traitor* uses link words to add drama and emphasise the exciting plot: "At first ... until"
- both texts present their stories in attention-grabbing London settings: "the London Eye" and "Buckingham Palace"

- *London Eye* uses dates and times to set the story and give us a sense of the exciting plot: “Monday 24 May, 11.32am”; *Traitor* also uses a date to make us aware of when the novel is set: “February 1860”
- in *London Eye* the reference to Ted and Kat’s strained relationship creates interest for the reader: “prickly”; in *Traitor* dramatic details of Mary Quinn’s younger life make the central character appear colourful to the reader: “orphan ... convicted thief ...rescued from the gallows”
- *London Eye* uses questions (including a triple of questions) to capture the reader’s interest and highlight the mystery: “but where is Salim?”/“spontaneously combusted?... kidnapped? ... still alive?”; however, in *Traitor* we are told about Mary joining the “Agency”, a mysterious organisation, which creates further interest in the story and the main character
- the synopsis of *London Eye* introduces many characters: “Ted ... Kat ... Gloria” and explains their relationships which makes them familiar to us before beginning the story; the synopsis of *Traitor* also includes striking characters in its storyline to enliven the plot: “Queen Victoria ... the Prince of Wales”
- both texts use punctuation for effect: *London Eye* uses brackets to highlight several theories about what might actually have happened to Salim and this arouses the reader’s curiosity – “[Ted’s theory.]”/ “[The family’s unspoken fear.]”; *Traitor* uses a colon to highlight the unusual setting – “Buckingham Palace:” and uses a dash for added drama, “...seems simple enough – until...”
- *London Eye* uses the reference to “the winner of The Branford Boase Award” which suggests that the novel is written by a talented writer; whereas *Traitor* is clearly one book in a popular series of “riveting” stories

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 DevicesResponse time: **12 minutes approx.****Max. 9 marks**

Compare and contrast how **presentational devices** have been used in **both** book covers to make the books appealing to the potential reader. **Analyse** the use of **images, colour and layout** in your answer.

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/comment.**

The use of images, colour and layout:

- the images on the cover of each text reflect the title and storyline of both books.
 - o *London Eye* has a modern cover which suggests a modern setting; however, *Traitor* is deliberately made to look like an old book to reflect the Victorian setting of the novel
 - o *London Eye* has a bright and colourful cover in a cartoon-like style and this suggests a lively and vibrant storyline (although the dark blue sky could be seen as creating a menacing contrast) and may appeal more to a younger audience; whereas *Traitor* has a dark melodramatic purple cover which suggests perhaps a darker and more sinister plot and this may appeal to an older audience
 - o the images on both front covers are very dramatic and eye-catching. In *London Eye* there is a dramatic low angle perspective looking up at the London Eye; in *Traitor* we see a mysterious person at the end of a long tunnel
- characters are presented on both covers and this creates interest and raises questions in the mind of the reader, e.g. Are the characters on the cover of *London Eye* Ted and Kat? Is the character on the cover of *Traitor* the detective (Mary Quinn), the murderer or the petty thief?
- in *London Eye* the title and author are presented in an unusual way, cleverly incorporated into the legs of the London Eye and this makes the cover eye-catching; whereas in *Traitor* the title and author's name have a more traditional placing at the top and centre of the front cover
- the font used on both covers reflects the setting. The font in *London Eye* is modern as the story is set in modern London; whereas the font of *Traitor* is old fashioned and this reflects its Victorian setting
- both texts use large font and capital letters to highlight key words: "LONDON EYE" in *London Eye* and "MARY QUINN MYSTERY" in *Traitor*

- *London Eye* uses a red font to highlight key dates and times and words on the front and back cover such as “Monday 24 May, 11.32 a.m.”/ “Immediately appealing”; the key date in *Traitor* is presented with ornate, period bookends either side to make it stand out and give it importance. All of the text in *Traitor* is light-coloured and this stands out against the dark background colour
- in *London Eye* the image continues from the front cover through to the back; however, in *Traitor* we have a repeated logo with question mark to link the front and back cover and spine
- *London Eye* deliberately places a review at the top of the front cover and a tagline below the title to draw our attention to them; whereas *Traitor* only uses a sub-title at the bottom of the front cover to make it stand out
- on the back cover of *London Eye* the “Branford Boase Award” endorsement focuses the reader’s attention because it is at the end and separated from the rest of the text; on the back cover of *Traitor* we see two other books in this detective series presented in colour to promote the series

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 interpretation of the use of presentational devices	An overall consideration of how presentational devices achieve their effects – some may offer focused explanation/ evaluation	A relevant selection of examples of presentational devices from both texts – some used for purposeful cross-referencing
CL 2	Clearly developed, generally accurate interpretation of how presentational devices from both sources engage and influence the reader	Competent explanations – some insightful – presented to reveal how presentational devices engage and positively influence the reader	Focused comparing and contrasting using appropriate supporting evidence from both sources
CL 3	Thorough and/or assured interpretation of how the most significant presentational devices have been developed to impact upon the reader	A clear evaluation that confidently analyses how significant presentational devices impact upon the audience.	Precise cross-referencing of apposite, supporting evidence

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