Rewarding Learning

**General Certificate of Secondary Education
2017**

English Language/English

Unit 1: Personal Writing and Reading Multi-Modal Texts

Foundation Tier

[GEG11]

WEDNESDAY 31 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 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

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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.

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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 <u>creditworthy material</u>.

➢ the **circling facility** serves two purposes:

(a) to highlight spelling mistakes with each error being circled only once – ⓐlot / happ(end) .

(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)   Only **after** selecting and noting the three Competence Level strands will the examiner turn to the mark grid to establish the mark to be awarded. Where the mark grid calls for an examiner judgement, the extent to which a candidate has met the overall requirements of the particular Competence Level will determine the mark to be awarded.

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

Here is an example of this style of annotation in action for **Task 1(i)** (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:

➢ "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 –

i	332
ii	

The next stage in the process is to check these 'strand scores' on the mark grid for Task **1(i)**. This indicates a score of **9 marks**.
This score would then be entered against No. **1(i)** in the scoring facility at the bottom, right corner of the screen.

In order to assess **Task 1(ii)**, 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:

➢ "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 –

i	
ii	333

The next stage in the process is to check these 'strand scores' across the mark grid for Task **1(ii)**.
This indicates a score of **5/6 marks**.
The selected score would then be entered against No. **1(ii)** in the scoring facility at the bottom, right corner of the screen.

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

Write a speech for your classmates. The subject is: 'A first day'.

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;**

- **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 target audience
- possible use of anecdotes/humour to engage the audience.

Adapting form and vocabulary to task and purpose in ways that engage, demonstrating:
- an awareness of the school 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 choice
- 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.

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

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

- **a range of sentence structures for clarity, purpose and effect;**

- **accurate punctuation and spelling.**

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

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

The range and effectiveness of sentence structures:
- The wider the range and the greater the degree of originality and control in structuring sentences, the more opportunity the candidate gives him/herself to attempt to sustain 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 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 situation.

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

Task 1(i)				
	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 1(i) Mark Grid		
Competence Levels	Strands attained	Mark awarded
0	000	0
1	100	1
	110	2
	111	3/4
	112	5
2	221	6
	222	7/8
	223	9
3	332	10
	333	11/12
	334	13
4	443	14
	444	15/16

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

Task 1(ii)			
	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 1(ii) Mark Grid		
Competence Levels	Strands attained	Mark awarded
0	000	0
1	100/110	1
1	111/112	2
2	221	3
2	222	3/4
2	223	4
3	332	5
3	333	5/6
3	334	6
4	443	7
4	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) developing and sustaining 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) devoping and sustaining interpretations
(iii) explaining and evaluating how structural and presentational features achieve effects and engage and influence the reader

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

The required process of assessment

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

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

➢ use the **underlining** facility to highlight **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 answer booklet:

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

(b) Stamp all blank or planning pages with the 'SEEN' tool.

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

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

➢ "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 cross-referencing" (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. 18)

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

- ➢ "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 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.   Language   Response time: **22 minutes approx.**   Max. **15 marks**

Compare and contrast how **words and phrases** have been used in **both** book covers to **persuade** the reader that these will be exciting books to read.

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

- **selected and evaluated evidence;**

- **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.**

Words and phrases used to persuade:

- both titles sound dramatic and enticing for the reader. "The Blood of the Dragon" suggests that this is a novel about violence and fantastical creatures; whilst the title "The Phoenix Code" also refers to a fantastical creature and implies a mystery or something secretive

- "The Blood of the Dragon" clearly belongs to the fantasy genre with its storyline containing dragons, werewolves and phantoms; whereas "The Phoenix Code" has a real world setting and is from the action adventure genre

- the blurb of each book presents similar storylines of adventure and intrigue which create anticipation in potential readers. In "The Blood of the Dragon" we have the main character Aidan being hunted by the Dragon Child as he attempts to find an ancient weapon to kill the dark beast and ultimately "save the planet"; likewise in "The Phoenix Code" Ryan, the main character, is in search of a "LEGENDARY TREASURE" and tries to solve an ancient mystery

- both blurbs emphasise the extreme challenge faced by the characters and this encourages the potential reader to read the book to find out what actually happens. In "The Blood of the Dragon" the main characters "must move heaven and earth" and "carry on against all odds, even when all hope seems lost"; similarly in "The Phoenix Code" the blurb ends with the dramatic question "can Ryan and Cleo outwit their enemies …?" to show the dangerous trial that they face

- the battle between good and evil appears to be a theme in both books. In "The Blood of the Dragon" Aidan is "hunted by an ancient evil" and in "The Phoenix Code" Ryan is pursued by "A DANGEROUS CULT THAT WILL STOP AT NOTHING"

- powerful, dramatic adjectives are used in both blurbs to develop a sense of risk and danger and so persuade the reader that these books would be exciting to read: "The Blood of the Dragon" uses "bloodthirsty"/"soul-feasting"; similarly "The Phoenix Code" ramps up the tension with "LEGENDARY"/"DANGEROUS"/"incredible"

- in "The Blood of the Dragon" repetition of the adjective "ancient" is used in to reinforce the time in which this story is set; however, in "The Phoenix Code" the phrase "caught up in an ancient murder" signifies the nature of the plot and suggests it contains surprises and unexpected twists

- vivid verbs are used in both blurbs to depict intense storylines. In "The Blood of the Dragon" the verbs "hunted"/"destroy"/"fights"; in "The Phoenix Code" the verbs "threatened" and "stumbled"

- both covers present extra information to promote the book to potential readers. In "The Blood of the Dragon": "… you will never know greater warmth" which arouses further intrigue in the potential reader; however, in "The Phoenix Code" we have three headlines which highlight key exciting elements of the plot: "A 3000-YEAR-OLD MYSTERY"/"A LEGENDARY TREASURE"/"A DANGEROUS … FIND IT"

- alliteration is also used in both texts to draw attention to interesting elements of the storyline: "The Blood of the Dragon" – "pains of his past"; "The Phoenix Code" – "murder mystery"

- in "The Blood of the Dragon" repetition of "dark"/"darkness" is used to highlight the menacing threat and theme of evil: "the dark beast" and "into the darkness"; whereas "The Phoenix Code" uses repetition to emphasise the mysterious storyline: "SECRETS OF THE TOMBS"/"A 3000-YEAR-OLD MYSTERY"/"ancient murder mystery"

- both texts rely heavily on hyperbole to build up the interest of potential readers: "The Blood of the Dragon" – "must move heaven and earth"/setting the world to flames; "The Phoenix Code" – "LEGENDARY"/"will stop at nothing"/"incredible"

- on the back cover of "The Blood of the Dragon" the tagline of Firefly and Wisp publisher's logo clearly emphasises the genre of the novel: "BRINGING Fantasy TO REALITY"; however, the front cover of "The Phoenix Code" uses a dramatic sub-heading "SECRETS OF THE TOMBS" to promote the dramatic nature of the story

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	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	100	1
	110	2
	111	3
	112	4/5
2	221	6/7
	222	8/9
	223	10/11
3	332	12/13
	333	14/15

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

Compare and contrast how **presentational devices** have been used in **both** book covers to make the books appealing to the 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;**

- **explained how structural and presentational features 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/comment**.

The use of images and colour:

- both front covers feature strong, dramatic images suggesting both have an action-packed storyline. These images relate to the genre of the books – action adventure and fantasy – and are designed to create a sense of expectation for the potential reader

  o   "The Blood of the Dragon" has a dramatic image of a fearsome dragon on the front cover and along with the large sword it makes the front cover visually striking. These images suggest the novel is an action-packed novel from the fantasy genre
  o   "The Phoenix Code" also has a dramatic image on the front cover. It has an image of a burning phoenix and an action shot of characters from the novel appearing to be running away or fleeing danger. The pyramids in the background and the ancient writing both show the setting of the novel and the explosion visible behind the pyramids also reinforces that this is an action-packed adventure story

- in "The Blood of the Dragon" dark colours dominate the front and back covers and suggest the storyline is about something evil, threatening and doom-laden; whereas, "The Phoenix Code" uses brighter colours such as blue, orange and yellow to attract potential readers. The flaming colours imply an exciting storyline and the yellows and oranges of the fire clearly imply danger and are linked to the phoenix in the story

- in "The Blood of the Dragon" the image of the dragon extends across the front and back cover which adds dramatic visual appeal and emphasises what the book is about; similarly, in "The Phoenix Code" the image of the burning phoenix is repeated on the back cover for the same reason and is also included along the spine of the book

- both titles are intended to dramatically represent the subject matter of the books. "The Blood of the Dragon" is written in capitals and in a dramatic old-style silver coloured font. The word "dragon" is also underlined which emphasises the role of dragons in the storyline; the title of "The Phoenix Code" is also written in capitals in a fiery, bold font that ties in directly with the phoenix

- on the back cover of "The Blood of the Dragon" the large gold capital "A" in the word "Aidan" draws attention to the beginning of the blurb encouraging potential customers to read this; whereas the blurb of "The Phoenix Code" is written within the fireburst that dominates the back cover of the book and this makes the blurb highly visible, promising excitement and drama

- in "The Blood of the Dragon" a section of text is written in a larger, lighter gold coloured font which makes it stand out from the text in the blurb and the reader is drawn towards it; likewise, in "The Phoenix Code" the three extra headlines are written in capitals and in a larger font to draw the reader's attention. The dark shadow around these headlines also makes them stand out from the blurb

- there is much greater emphasis placed on the author of "The Blood of the Dragon" as his name dominates the bottom of the front cover in large, gold-metal style font which complements the ancient times setting; whereas the name of the author of "The Phoenix Code" is given less prominence, printed in much smaller orange font at the top of the front cover

- the Firefly and Wisp publisher's logo is clearly displayed on the back cover of "The Blood of the Dragon" and its tagline emphasises the genre of the novel. It's also displayed on the spine of the book to encourage readers who like to read fantasy; whereas on the cover of "The Phoenix Code" the publisher's logo "Orion" is small and only printed along the spine

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	100/110	1
	111	2
	112	3
2	221	4
	222	5
	223	6
3	332	7
	333	8/9