cea

Rewarding Learning

General Certificate of Secondary Education
2017

English Language/English

Unit 1: Personal Writing and Reading
Multi-Modal Texts

Higher Tier

[GEG12]

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 the candidate's level 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 Task 1 begins with the examiner highlighting what is creditworthy as well as marking up the errors in SPG. At the conclusion of the response, the examiner will summarise the candidate's achievement and then select the appropriate mark from the mark grid.

The required process, standard and style of marking will be the business of the standardising meetings. Pre-marked exemplar scripts will be distributed to all examiners at these conferences. These 'benchmark scripts' have been marked and annotated by the senior examining team prior to each standardising meeting.

Studying Written Language (Reading): an outline of the marking process

The assessment of an individual response begins with the examiner highlighting what, within a response, is creditworthy. Then, at the conclusion of the response, the examiner will evaluate the candidate's achievement before selecting the appropriate mark from the mark grid.

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

Section A: Personal Writing

The Assessment Objectives

Writing

(i) Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.

(ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and coherence.

(iii) Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

All are being assessed.

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

The two required assessments

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

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

➤ the **underlining tool** to indicate <u>creditworthy material</u>.

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

(a) to highlight spelling mistakes with each error being circled only once - *(alot) / happ(e)nd.*

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

➤ **Wavy underlining** will denote <u>failings in syntax</u>. 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)** (it should be read in conjunction with the relevant Competence Level strands on p. 8)

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

➢ "Competent development and style that maintains the audience's clear engagement" (Development and Style CL **3**)

➢ "Proficient structuring allied to the positive use of structural and linguistic devices helps to enhance the audience's engagement" (Structuring/Linguistic and Structural Features CL **3**)

➢ "Purpose and audience is clear and underpins the response" (Purpose and Audience CL **2**)

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

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. **1a** 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:

➢ "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 –

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 about an experience you have had of 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, effectively and imaginatively demonstrating:
- a handling of the topic in such a way as to develop positively 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 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.

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 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 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	**Structuring/Linguistic and Structural Features**	**Purpose and Audience**
CL 1	Deliberate approach to development that uses a straightforward style in an attempt to respond positively	Logically organised, leading the audience through the response. This is supported by some straightforward use of structural and linguistic features	Recognition of purpose and audience giving a straightforward direction to the writing
CL 2	Generally effective development supported by an increasingly fluent style which engages and develops interest	Combines clear structuring with a conscious effort to use some structural and linguistic devices in order to develop the audience's interest	Purpose and audience is clear and underpins the response
CL 3	Competent development and style that maintains the audience's clear engagement	Proficient structuring allied to the positive use of structural and linguistic devices helps to enhance the audience's engagement	Convincing sense of purpose and audience woven within the fabric of the response
CL 4	Poised development combined with a sophisticated style to command the reader's attention	Assured competence in structuring is matched by the skilled use of a variety of structural and linguistic devices to enliven the work and actively cultivate a connection with the audience	Confident understanding of purpose in conjunction with a conscious development of a rapport with the audience

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

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 **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 1(ii) Mark Grid		
Competence Levels	**Strands attained**	**Mark awarded**
0	000	0
1	100/110	1
	111/112	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) 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) developing 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 **appropriate explanation and interpretation**;

➢ use the **ticking** tool to indicate **relevant examples/evidence**;

➢ use the **C** button in the margin to highlight **comparing and contrasting**;

➢ ignore all errors in punctuation, syntax and spelling as they are not being assessed.

2 Using the method and style of marking outlined above in conjunction with the Competence Levels for **Reading**, the examiner will assess, positively, the features of the response.

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

(a) The examiner will carefully read and annotate the response.

(b) The three selected Competence Level strands will be noted.

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

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

3 A final check of the answer booklet:

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

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

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

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

➢ "Confident and precise development of perceptive interpretations" (Developing and Sustaining Interpretations CL **3**)

➢ "Competent explanations – some insightful – are developed through an approach that is generally evaluative" (Explaining and Evaluating CL **2**)

➢ "Precise cross-referencing of apposite, supporting evidence" (Selecting Material and Cross-Referencing CL **3**)

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

T2	323

The next stage in the process is to check these 'strand scores' across the mark grid for **Task 2**. This indicates a score of **11/12 marks**.
The selected score would then be entered against No. **2** in the scoring facility at the bottom, right corner of the screen.

Here is an example of this style of annotation in action for a **Task 3** response (it should be read in conjunction with the relevant Competence Level strands on p.17)

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

➢ "Clearly developed, generally accurate interpretations of how presentational devices engage" (Developing and Sustaining Interpretations CL **2**)

➢ "Clear evaluation. Confident analysis" (Explaining and Evaluating CL **3**)

➢ "Focused comparing and contrasting ... supporting evidence both sources" (Selecting Material and Cross-Referencing CL **2**)

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

T3	232

The next stage in the process is to check these 'strand scores' across the mark grid for **Task 3**. This indicates a score of **6 marks**.
This score would then be entered against No. **3** in the scoring facility at the bottom, right corner of the screen.

Task 2.   **Language**   Response time: **23 minutes approx.**   **Max. 15 marks**

Compare and contrast how **language** is used in **both** texts to **persuade** the reader that these attractions would make for an interesting day out.

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 linguistic and structural devices 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.

The task specific checklist outlines the material that candidates at all Competence Levels may be expected to include in their responses. **Credit fully any other valid suggestions/comments.**

Language used to persuade:
- "STEAM TRAINS" is promoting a family day out based around railway travel from a bygone era: "Experience railway travel as your grandparents would have"; whereas "The Argory" is promoting a varied spring and summer programme: "Visit The Argory for some fantastic and fun adventures this season"

- "STEAM TRAINS" attempts to appeal to all ages: "for train fans of all ages – from wee kids to 'big kids' "; whereas "The Argory" appears to focus its appeal initially at young children and their sense of adventure: "50 things…11$\frac{3}{4}$"/"there are endless adventures to be had" but it's also aimed at parents who will bring their children: "cosy spot to enjoy a quick coffee"/"Browse our second-hand bookshop"

- "STEAM TRAINS" uses alliteration in the main heading to attract readers and persuade them to visit: "TAKE THE TRAIN BACK IN TIME …"; whereas "The Argory" uses alliterative sub headings: "A hero's home"/"Fresh food"/"Gorgeous gifts"/"Wonderful walks"

- both promote special events to entice visitors: "STEAM TRAINS" – "Halloween Ghost Trains"/ "Lapland Express"; "The Argory" – "foodie fests and Easter trails"/"Mother's Day Tea Party"

- both use a series of commands to encourage the reader to plan a visit: "STEAM TRAINS" – "Experience"/"Escape"/"Climb aboard"; "The Argory" – "Visit"/"Come and discover"/"Take a wander"/"Pop along to one of the many events"/"Browse"/"Solve"

- both texts use direct address to appeal to the customers: "STEAM TRAINS" – "You can take the train every weekend"/"Are you brave enough"; "The Argory" – "your '50 things to do'"/"see how many you can complete…"/"You're invited"

- both texts use repetition for effect: "STEAM TRAINS" repeats the words "All Aboard" to suggest an authentic train experience; "The Argory" uses repetition to emphasise the exciting nature of the attractions for young children: "fantastic zip line"/"fantastic egg trail"/"endless adventures"/"adventure play park"

- both texts use the rule of three to reinforce the variety of things to see and do: "STEAM TRAINS" offers "vehicles from all over Ireland, with displays and a children's play area"; "The Argory" offers "face painting, games and children's craft activities"

- both use puns to engage and entertain the reader: "STEAM TRAINS" uses "Easter Eggspress" while "The Argory" uses "Enjoy some eggstra Easter fun"

- both use lists to encourage the reader to visit regularly: "STEAM TRAINS" uses a list to show the range of dates on which they offer special events – "St Patrick's Day… Mince Pie Specials"; "The Argory" has a list to describe the contents of the "delightful afternoon tea … other traditional delights"

- both texts use positive adjectives to promote the experience they offer: "STEAM TRAINS" – "graceful"/"vintage"/"spectacular"/"great"; "The Argory" – "handsome"/"special"/"delightful"

- both use the past/historical elements to grab the imagination of the potential visitor: "STEAM TRAINS" states "TAKE THE TRAIN BACK IN TIME…"/"back to the great Victorian stations"; whereas "The Argory" says "You're invited to step back to the 1800s…behind the closed doors of the Victorian big house"

- both use different emotional appeals: "STEAM TRAINS" uses a nostalgic tone to persuade people to visit: "travel as your grandparents would have"/"refreshments on a 1950s buffet carriage"; "The Argory" focuses on an upbeat, positive mood to encourage visits: "The Argory's top 5 50 things to do"/"endless adventures"/"Pop along to one of the many events…packed programme"

- both texts use punctuation for effect: "STEAM TRAINS" uses exclamation marks to reinforce their message – "All Aboard for the Magic of Steam!"/"All Aboard!"/"children under three go free!"; whereas "The Argory" uses an exclamation mark and ellipsis to convey an enthusiastic, upbeat tone: "Go wild in our adventure play park!"/"see how many you can complete…"/"we've got something for everyone…"

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

Compare and contrast how **presentational devices** have been used in **both** texts to add to the appeal of these attractions. **Analyse** the use of **images**, **colour** and **layout** in your response.

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

- **selected and evaluated evidence**

- **developed and sustained interpretations**

- **explained how a writer uses presentational and structural devices to achieve effects and engage and influence the reader.**

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

This task specific checklist outlines the material that candidates at all competence levels may be expected to include in their responses. **Credit fully any other valid suggestions/comments.**

The use of images, and colour and layout:
- both use iconic photos to create a sense of anticipation: in "STEAM TRAINS" the front cover has a photo of the train steaming towards the reader; whilst in "The Argory" the main picture is of the front of this impressive National Trust property

- both use a series of photos to show a potential visitor what to expect. "STEAM TRAINS" uses large photos of engines steaming along in addition to images of places of interest to be seen en route as well as the station platform. It adds captions to these to assist with familiarisation. On the other hand, "The Argory" uses snapshot photos of children enjoying a range of interesting action-based activities. It includes other attractions such as food and house interiors to add to the 'adult' appeal

- "STEAM TRAINS" has one picture of people of mixed ages; whereas "The Argory" has more pictures of people – mostly of children

- "STEAM TRAINS" has three small circular photos of seasonal figures to highlight the range of activities; "The Argory" has a set of small icons to represent the top 5 things to do and the Easter Egg Trail which would also be attractive for younger visitors

- "STEAM TRAINS" uses a panoramic photo as background for its pages in order to create interest. This highlights the same train steaming through the countryside mentioned in the accompanying text; "The Argory" uses pastel colour washes for its pages which give a pleasing spring-like quality to the leaflet

- colours in "STEAM TRAINS" are in dark tones of black, green and red which tie in with traditional steam trains at the centre of the experience; whereas in "The Argory", colours in the background and the pictures are light to suggest the spring and summer activities. Their colour scheme uses green and blue to represent the outdoor nature of many of their activities

- the layout of "STEAM TRAINS" uses regular shapes for both words and pictures, to present information in an organised manner; "The Argory" uses seemingly casual placing of pictures to look like snapshots. It also features a lined page for 'The Argory's top 5' which looks like a child's version of a 'to do' list and an Easter egg-shaped cartoon logo for the 'Easter Egg Trail'

- a high percentage of "STEAM TRAINS" is pictorial to appeal to fans of steam trains; whereas there is more text included in "The Argory" to promote the attraction to parents of young children

- "STEAM TRAINS" uses a badge on the front cover to give an official look to their society. This features initials and shamrocks; "The Argory" has the National Trust oak leaf logo which appears inside the zero for added impact. Both of these add credibility and reinforce the overall theme of each leaflet

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 1**
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 2**
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	**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