



Rewarding Learning

**General Certificate of Secondary Education
2018**

English Language/English

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

Foundation Tier

[GEG11]

THURSDAY 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 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 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** serves two purposes:
 - (a) to highlight spelling mistakes with each error being circled only once - (alot)/ happend.
 - (b) for indicating minor and/or occasional lapses in punctuation such as missing apostrophes, commas and full stops – run's/ ...two three or four/ ...to me it was not long after...
- **Wavy underlining** will denote failings in syntax. When used vertically in the margin this will indicate ongoing issues, for example, failings in grammar/lapses in sentence structure – He seen yous threw the open door

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

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

- (a) The examiner will carefully read and annotate the response.
- (b) The three Competence Level strands that best match the candidate's achievement will be noted.
- (c) 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 **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 –

a	332
b	

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 **10 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 the writing” (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 **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 a time when you made the right decision.

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 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 the reader, demonstrating:

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

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

- a sense of progression - the reader 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.

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

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
	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) 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** and annotated using the **three e-marking tools: underlining/ticking/C & C button** → 

- 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  button in the margin to highlight **comparing and contrasting**;
 - ignore all errors in punctuation, syntax and spelling as they are not being assessed.

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

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

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

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

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

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

The response is positively assessed against each of the three strands that make up the Competence Levels for Reading in this task. 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 c-ref” (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 **12/13 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. LanguageResponse time: **23 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 are exciting books 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.

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:

- both titles have the effect of making the reader curious: "AN EAGLE IN THE SNOW" suggests a dramatic winter scenario whereas "ELEVEN ELEVEN" uses repetition to intrigue the reader
- both use dramatic, initial statements on their front covers in order to grab the reader's attention: "AN EAGLE IN THE SNOW" has the tagline "ONE MOMENT THAT COULD HAVE SAVED THE WORLD FROM WAR"; whereas "ELEVEN ELEVEN" has "Three lives, no second chance"
- both feature reviews which use adjectives to impress/excite the potential reader: "AN EAGLE IN THE SNOW" is described flatteringly as "Brilliant. Historical fiction at its most magnificent"; whereas "ELEVEN ELEVEN" is made to sound gripping and chilling: "This action-packed thriller where excitement is of the most terrifying kind"
- both use dates on the back cover to reinforce the idea that they are stories based on historical events: "AN EAGLE IN THE SNOW" uses "1940"; while "ELEVEN ELEVEN" uses a date line to link to the historical theme: "11th November 1918 8.00 a.m."
- The opening sentences in both blurbs draw the reader into the middle of the action and so create a sense of excitement: "AN EAGLE IN THE SNOW" has "The train...under attack from German fighter planes."; whereas "ELEVEN ELEVEN" says "British High Command has issued an order."
- both feature young central characters who engage the reader's interest in their personal journey/situation: "AN EAGLE IN THE SNOW" has Barney who is travelling with his mother; while "ELEVEN ELEVEN" has Will: "A few months ago, Will was at school"
- the reality and danger of war is at the forefront of both stories. In "AN EAGLE IN THE SNOW" the main characters are in a dangerous situation: "The train... under attack from German fighter planes"; likewise in "ELEVEN ELEVEN" Will is, "about to face the most terrifying ordeal of his life" despite the imminent end of the war
- both feature superlatives to reinforce the extreme nature of both incidents: "AN EAGLE IN THE SNOW" uses "the worst mistake"; whereas "ELEVEN ELEVEN" has "the most terrifying ordeal"
- both use repetition to reinforce the theme and intrigue the reader: "AN EAGLE IN THE SNOW" has "a story to pass the time"/"what a story"/"The story of a young man"; while "ELEVEN ELEVEN" uses "as three worlds collide and three soldiers fight"

- both blurbs end with dramatic cliff-hangers by using pressure of time to create exciting conclusions: “AN EAGLE IN THE SNOW” has “he must put right before it is too late...”; while “ELEVEN ELEVEN” says the soldiers must “fight for survival in the final hours of World War One”
- both texts build up a sense of anticipation about what will happen next: “AN EAGLE IN THE SNOW” uses the phrase “on the spur of the moment” to add to the readers curiosity; likewise, “ELEVEN ELEVEN” uses the phrase “No one has told them” to generate expectation
- both use short statements for maximum impact, “AN EAGLE IN THE SNOW” uses a short statement starting with a connective: “And what a story.”; whereas “ELEVEN ELEVEN” uses the abrupt sentence, “At 11 a.m. the war will end.”
- “AN EAGLE IN THE SNOW” uses a contrast to sustain the reader’s interest: “what he thought was the right thing” but “turned out to have been the worst mistake he could ever have made”; “ELEVEN ELEVEN” uses a metaphor for the same effect: “as three worlds collide”
- both use familiar clichéd phrases to engage the reader’s interest: “AN EAGLE IN THE SNOW” says “INSPIRED BY THE TRUE STORY”; similarly “ELEVEN ELEVEN” is called “This action-packed thriller”

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

Compare and contrast how **presentational devices** are used in **both** book covers to make the books appealing to the reader.

Comment on how **images, colour and layout** add to the appeal.

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

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

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

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/comment.**

The use of images, colour and layout:

- both front covers use dramatic details almost leaping out at the reader to add immediacy and generate excitement for the reader: "AN EAGLE IN THE SNOW" has a face with two blue eyes staring straight at the reader as well as two soldiers following a fierce-looking dog again looking and running straight at the reader to add a menacing/dramatic effect; whereas "ELEVEN ELEVEN" has a burning bi-plane careering directly towards the reader
- both make use of background details in the images to develop the sense of a dramatic location: "AN EAGLE IN THE SNOW" presents a snowy, mountainous scene; whereas "ELEVEN ELEVEN" shows the familiar barbed wire and skeletal trees of a battlefield
- both covers feature uniformed soldiers to establish the war setting: "AN EAGLE IN THE SNOW" portrays two German soldiers whilst "ELEVEN ELEVEN" has a group of silhouetted soldiers moving across a battlefield
- both present details within the images on the front covers that link with the book titles: "AN EAGLE IN THE SNOW" has an eagle set beside the word in the centre of the front cover; "ELEVEN ELEVEN" has a wing of the plane superimposed on "ELEVEN" also in the centre of the front cover giving a three-dimensional quality to the cover and adding to its dramatic appeal
- both front covers use colour to help to create an appropriate atmosphere for the texts: "AN EAGLE IN THE SNOW" uses pale colours to suggest snow falling and uses grey and brown tones to add detail to the dramatic image of the dog; while "ELEVEN ELEVEN" uses drab green and yellow tones to suggest the bleak nature of this war and orange and black to enhance the explosive effect in the fight between the aeroplanes
- both have used effective colours for their titles: "AN EAGLE IN THE SNOW" uses the blue from the eyes above it; while "ELEVEN ELEVEN" uses red to add drama and hint at danger
- both position positive reviews in clear view at the bottom of the front cover, to draw the attention of the reader: "AN EAGLE IN THE SNOW" uses clear black text on a white background; whereas "ELEVEN ELEVEN" uses red text on the black background directly under the author's name

- there is a contrast in the positioning and status of the author's names on the front covers: in "AN EAGLE IN THE SNOW", 'Michael Morpurgo' is above the title and is in the largest print used on the cover (suggesting perhaps that he is the main selling point of this book); whereas in "ELEVEN ELEVEN" the title takes the position of prominence and the largest print is reserved for it with the writer's name displayed less prominently below
- both front covers feature statements/reviews at the top and bottom in an attention-catching or contrasting font style or colour: "AN EAGLE IN THE SNOW" uses large, white block capitals at the top of the cover to reinforce its message and contrasting dark print at the bottom; whilst "ELEVEN ELEVEN" uses a contrasting red colour set against a break in the clouds to emphasise its dramatic point and the review at the bottom of the cover is eye-catching as it stands out against the black background
- both back covers carry over/develop the themes suggested on the front of the texts: in "AN EAGLE IN THE SNOW" the reader seems to be looking up towards a mountain chalet under a sky pale with snow. The snow covered hillside is the background for the blurb; "ELEVEN ELEVEN" continues the same sky background with the airplane on fire plunging towards the blurb
- both use logos to reassure the reader of their quality: "AN EAGLE IN THE SNOW" has the archer to represent the Bloomsbury publishers; whereas "ELEVEN ELEVEN" has the black flame design of Harper Collins

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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