



Rewarding Learning

**General Certificate of Secondary Education
2015**

English Language/English

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

Higher Tier

[GEG12]

THURSDAY 28 MAY, MORNING

**MARK
SCHEME**

A General Introduction to the Assessment of CCEA's GCSE English Language/English

The style of assessment

The exams will be marked using positive assessment; crediting what has been achieved. The mark schemes emanate from the Assessment Objectives and are designed to support this positive approach.

The relationship between tasks, mark schemes and Levels of Competence

Each task is designed to test a specified series of Assessment Objectives.

Every task has an individual mark scheme built around a task specific checklist; Levels of Competence strands and descriptors; and a mark grid.

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

The job for each examiner is to identify positively what has been achieved and then match each candidate's level of proficiency to the appropriate descriptors.

Writing: the marking process

Two discrete assessments have to be made.

The first assessment will be used to gauge the candidate's performance in the Assessment Objectives for **Writing (i)** and **(ii)**. The second assessment is measured against the remaining Assessment Objective for **Writing (iii)**.

The assessment of this task begins with the examiner highlighting what is creditworthy as well as marking up the errors in SPG. Then, at the conclusion of the response, the examiner will summarise the candidate's achievement and then select the appropriate mark from the mark grid.

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

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

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

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

Section A: Personal Writing

The Assessment Objectives

Writing

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

All are being assessed.

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

The two required assessments

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

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

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

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

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

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

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

- 3 A final check of the booklet:

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

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

The response is positively assessed against each of the three strands that make up the Competence Levels for Writing (i/ii). It is summarised by the following descriptors:

- “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 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 –

| | |
|---|-----|
| a | 332 |
| b | |

The next stage in the process is to check these ‘strand scores’ on the mark grid for Task **1a**. This indicates a score of **9 marks**.

This score would then be entered against No. **1a** in the scoring facility at the bottom, right corner of the screen.

In order to assess **Task 1b**, the same process (step 2 above) is used to make this second assessment using the Competence Levels that relate to **Writing (iii)**.

Here is an example of this style of annotation in action (it should be read in conjunction with the relevant Competence Level strands on p. 9)

The response is positively assessed against each of the three strands that make up the Competence Levels for Writing (iii). It is summarised by the following descriptors:

- “Deliberate manipulation of a range of sentence structures demonstrating conscious control of sentence variety” (Sentence structure and use of punctuation CL **3**)
- “Accurate spelling of most words... some errors with more problematic words” (Spelling CL **3**)
- “Extended vocabulary which is employed with increasing precision” (Range of vocabulary CL **3**)

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

| | |
|---|-----|
| a | |
| b | 333 |

The next stage in the process is to check these ‘strand scores’ across the mark grid for Task **1b**. This indicates a score of **5/6 marks**.

The selected score would then be entered against No. **1b** in the scoring facility at the bottom, right corner of the screen.

Write a speech for your classmates about someone who inspires you.

How Writing (i) and (ii) feed through to marks: use the task specific checklist to ascertain the extent to which a candidate has crafted language in order to:

- **communicate clearly, effectively and imaginatively;**
- **use and adapt forms and select vocabulary appropriate to the task and purpose in ways that engage the audience;**
- **organise information and ideas into structured and sequenced sentences, paragraphs and whole texts;**
- **use a variety of linguistic and structural features to support cohesion and overall coherence.**

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

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

Communicate clearly, effectively and imaginatively demonstrating:

- a handling of the topic in such a way as to positively develop the audience's interest
- use of a style that builds a positive relationship with the audience
- possible use of anecdotes/ humour to enliven the writing and so engage the reader.

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

- a conscious awareness of the classmates as audience
- a use of tone that is designed to engage and sustain the audience's attention
- 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 thoughts and feelings
- 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 a variety of linguistic and structural features to support cohesion and overall coherence demonstrating:

- a conscious varying of sentence length for effect
- the use of connectives to give coherence
- the use of rhetorical devices such as the rule of three, questions, hyperbole to develop interest and a rapport with the audience.

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

- **a range of sentence structures for clarity, purpose and effect;**
- **accurate punctuation and spelling.**

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

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

The range and effectiveness of sentence structures:

- The wider the range and the greater the degree of originality and control in structuring sentences, the more opportunity the candidate gives him/herself to attempt to establish a positive rapport with the audience.
- The fresher, the more assured and varied that manipulation of sentence structuring is, the higher will be the mark awarded.

The use made of accurate punctuation and spelling:

- Linked to the control of sentence structure is the control of a variety of appropriate punctuation. Here, too, competent usage can help to maintain the audience's interest. The greater the control and variation in the use of punctuation, the higher will be the reward.
- Accuracy in spelling, in isolation, can be misleading; it needs to be viewed beside the range and precision of the vocabulary used. A limited vocabulary spelt accurately is unlikely to capture the audience's attention.
- Examiners should credit ambitious use of vocabulary where the word may not always be accurately spelt but has been chosen carefully for effect.

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

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

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

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

| Task 1b | | | | |
|----------------|---|--|---|-------------|
| | Sentence Structure/Use of Punctuation | Spelling | Range of Vocabulary | |
| CL 1 | Controlled straightforward sentence structure with generally secure basic punctuation (full stops and commas) | Generally accurate spelling of regular, straightforward words | Some conscious attempt to use vocabulary to enliven the writing | CL 1 |
| CL 2 | Increasingly sustained competence with a variety 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 2 |
| 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 3 |
| 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 | CL 4 |

| Task 1b Mark Grid | | |
|--------------------------|-------------------------|---------------------|
| Competence Levels | Strands attained | Mark awarded |
| 0 | 000 | 0 |
| 1 | 111 | 1/2 |
| | 112 | 2 |
| 2 | 221 | 3 |
| | 222 | 3/4 |
| | 223 | 4 |
| 3 | 332 | 5 |
| | 333 | 5/6 |
| | 334 | 6 |
| 4 | 443 | 7 |
| | 444 | 8 |

Section B: Studying Written Language/Reading

The Assessment Objectives for Reading

- (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 specific elements of the Assessment Objectives addressed by Tasks 2 and 3:

- Task 2**
- (i) selecting material appropriate to purpose/collating and making cross-references
 - (ii) dev. and sustain interpretations
 - (iii) explaining and evaluating how a writer uses linguistic, grammatical and structural devices to achieve effects
- Task 3**
- (i) selecting material appropriate to purpose/collating and making cross-references
 - (ii) dev. and sustain interpretations
 - (iii) explaining and evaluating how structural and presentational features achieve effects and engage and influence the reader

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

The required process of assessment

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

- 1** The following method and style of marking is to be used:
- use the **underlining** facility to highlight **appropriate explanation and interpretation**;
 - use the **ticking** tool to indicate consideration of **relevant examples/evidence**;
 - use the **C** button in the margin to highlight appropriate **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) **After** selecting and noting the three Competence Level strands, the examiner will turn to the mark grid to establish the mark to be awarded. Where the mark grid calls for an examiner judgement, the extent to which a candidate has met 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 for Section B, the examiner should utilise the 'E' and 'SEEN' tools as set out on p.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 Competence Level strands for **Reading (i–iii)** and 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 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 Competence Level strands that make up the Competence Level in this task. It is summarised as:

- “Clearly developed generally accurate interpretations of how presentational devices engage” (Developing and sustaining interpretations CL 2)
- “Clear evaluation. Confident explanations” (Explaining and evaluating CL 3)
- “Focused comparing and contrasting. Supporting evidence both sources CL 2)

These individual descriptors 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.

Compare and contrast how **language** is used in **both** texts to **persuade** the reader that these are exciting and fun attractions to visit.

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

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

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

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

Language used to persuade:

- both claim to be the best in order to assure the reader that they offer exciting, fun experiences: "Go Ape!" claims to be "the UK's No 1 TREE TOP ADVENTURE"; while "Alton Towers" boasts that it is "Britain's favourite Resort" offering "world beating rides"
- both offer different types of thrills: "Go Ape!" appeals more to the reader's desire for outdoor excitement – "live your life even more adventurously"/"the thrill of pelting along"; whereas "Alton Towers" suggests a visit will offer a variety of special experiences – "experience spine tingling spooks"/"spectacular fireworks ... dazzle and delight"
- both texts use direct address and inclusive language to appeal to the customers: "Go Ape!" – "the most fun you can have"/"You'll see"/"a day out you'll never forget"; "Alton Towers" – "grab your last chance"/"ready for your next adventure!"/"let your senses wander"
- both work hard to connect with their audience: "Go Ape!" uses an informal, conversational style – "Well, sort of"/"Ok, so we don't really do 'corporate' "; whereas "Alton Towers" creates an enthusiastic style to develop a rapport with its audience by using lots of exclamation marks – "the most amazing events!"/"water-filled adventure!"/"the perfect winter escape!"
- both use puns to attract and engage those reading the texts: "Go Ape!" – "WE'VE BRANCHED OUT"/ "Bring your tribe"; "Alton Towers" uses "super cool Ice Age themed rooms"/"splashtastic fun"
- commands are used in both for immediacy that will encourage the reader to visit: "Go Ape!" uses "Pick up...grab a helmet"/"Watch the smile"/"Explore the forest standing still"; "Alton Towers" uses "ESCAPE to Britain's"/"Visit"/"Enjoy"
- both make use of cliché in their attempts to encourage potential visitors to visit the attractions: "Go Ape!" – "the most fun you can have"/ "a day out you'll never forget"; "Alton Towers" – "something for all the family"/ "to suit every taste!"
- both use hyperbole to give the impression of quality in the experience: "Go Ape!" – "fantastic new Go Ape adventures"/"fly down the big Zip Wire finale!"; whereas "Alton Towers" uses "sensational display"/"amazing flying ship"

- because of the nature of their attraction, “Go Ape!” focus on their responsible approach emphasising safety features: “Supervision ratios apply”/“grab a helmet”; whereas “Alton Towers” relentlessly uses superlative language (some repeatedly) to promote the attractions: “fabulous”/“perfect”/“great”/“sensational”
- “Go Ape!” use their ‘ape theme’ puns: “your little monkeys”/“WE’VE BRANCHED OUT”; whereas “Alton Towers” use alliteration for impact: “haunting horrors”/“dazzle and delight”/“crazy cannons”
- both aim to encourage families to visit: “Go Ape!” states “And take the family too”; “Alton Towers” suggest “for all the family”

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

| Task 2 Language use in Multi-Modal Texts | | | | |
|---|---|--|---|-------------|
| | Developing and sustaining interpretations | Explaining and evaluating | Selecting material and cross-referencing | |
| CL 1 | Mainly purposeful comment supports appropriate interpretation of how language has been used | Overall consideration of how linguistic devices achieve their effects – there may be some attempt at focused explanation/evaluation | Relevant selection of examples of language from both texts – some used for purposeful cross-referencing | CL 1 |
| CL 2 | Clearly developed, generally accurate interpretation of the use of linguistic effects from both sources | Competent explanations – some insightful – are developed through an approach that is generally evaluative | Focused comparing and contrasting using appropriate supporting evidence from both sources | CL 2 |
| CL 3 | Confident and precise development of perceptive interpretation across both sources | Clear evaluation of linguistic devices that is thorough and/or assured. Confident explanations assess how these impact upon the audience | Precise cross-referencing of apposite, supporting evidence | CL 3 |

| Task 2 Mark Grid | | |
|--------------------------|-------------------------|---------------------|
| Competence Levels | Strands attained | Mark awarded |
| 0 | 000 | 0 |
| 1 | 111 | 1/2/3 |
| | 112 | 4/5 |
| 2 | 221 | 6/7 |
| | 222 | 8/9 |
| | 223 | 10 |
| 3 | 332 | 11/12 |
| | 333 | 13/14/15 |

Compare and contrast how **presentational devices** are used in **both** texts to add to the appeal of these two attractions.

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

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

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

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

The use of images, colour and layout:

- all the images in “Go Ape!” present exciting and action-based outdoor pictures appealing primarily to those seeking adventure:
 - photographs show a range of people happily taking part in different activities
 - three of these photographs use the logo with small icon to add to the visual appeal
 - the image of the location (Scotland) is presented as a piece of wood with the tree rings visible to reinforce the type of natural, outdoors adventure on offer

Whereas the overwhelming variety of images in “Alton Towers” is designed to create the ‘Wow’ factor:

- the main picture is a stylised collage of the theme park and its best known rides
 - photographs of families happily enjoying themselves blend with drawings of fantastic creations like the octopus tentacles at the bottom of the main picture. This adds to the sense of a magical experience on offer at the theme park
 - each special event or area of the resort has its own visually quirky icon/illustration which reflects its theme. These further develop the impression of a wide variety of experiences on offer
- both use colours that catch the eye: “Go Ape!” uses bold natural colours (green and orange) which emphasise the outdoors nature of the attraction; “Alton Towers”, however, uses a range of colours for a vibrant effect which attracts the eye, e.g. in the title “Escape”
 - “Go Ape” highlights key words in orange e.g. “WE’VE BRANCHED OUT”; “Alton Towers” also highlights key words in the logos by displaying them in a variety of colours and by using an attractive font, e.g. “Scarefest” and “Fireworks”

- “Alton Towers” uses the word ‘escape’ to signal the variety of experiences available: each letter is created differently to illustrate a separate activity, e.g. the ‘s’ is a water slide in blue with an image of two girls enjoying the exciting ride; whereas the main “Go Ape!” logo incorporating a tree symbol highlights the outdoor activities on offer
- the names of both attractions are given a suitable logo to draw the eye: “Go Ape!” has a stylised tree and “Alton Towers” has the outline of buildings showing an old castle with flags
- “Go Ape!” presents the available activities in snapshots laid out systematically with the accompanying text underneath; however, “Alton Towers” advertises the different types of rides, shows and hotels available through a seemingly chaotic background overlaid with three clearly organised informative sections
- in “Go Ape!” the frames for the images use a roughly framed design which adds to the natural appeal: it seems to be like someone’s notes rather than a piece of carefully designed publicity; whereas the “Alton Towers” material presents the theme park as a fantastical place crammed full of excitement and fun whilst the text is set in very regular rectangles on either side of the main picture so that the reader can enjoy finding out about the many experiences on offer. These text boxes are designed to look like old brass name plates which links to the castle theme – as does the gothic lettering
- both refer to the internet and highlight their email addresses for bookings and further information

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