



**General Certificate of Secondary Education  
January 2015**

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**English Language/English**

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

**Foundation Tier**

**[GEG11]**

**THURSDAY 8 JANUARY, MORNING**

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**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 levels of proficiency to the appropriate descriptors.

### **Writing: an outline of the marking process**

**Two** discrete assessments have to be made.

The first assessment will be used to gauge the candidate's performance in 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 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 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 **three 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, 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:

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

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:

- “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 –

<b>a</b>	<b>332</b>
<b>b</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:

- “Controlled straightforward sentence structure with generally secure basic punctuation” (Sentence Structure and Use of Punctuation CL 3)
- “Generally accurate spelling of regular, straightforward words” (Spelling CL 3)
- “Some conscious attempt to use vocabulary to enliven” (Range of Vocabulary CL 3)

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

<b>a</b>	
<b>b</b>	<b>333</b>

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 an article for your school magazine about “Things that make you happy”.

**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 reader’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 the school magazine readership 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 choices
- 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 reader’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 the reader's 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 the reader's interest. The greater the control and variation in the use of punctuation, the higher will be the reward.
- A limited vocabulary spelt accurately is unlikely to capture the reader's attention. Examiners should credit ambitious use of vocabulary where the word may not always be accurately spelt but has been chosen carefully to capture a sense of the situation.
- 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)

<b>Task 1a</b>				
	<b>Development and Style</b>	<b>Structure/Linguistic and Structural Features</b>	<b>Purpose and Audience</b>	
<b>CL 1</b>	<b>Disjointed and/or superficial engagement with little sense of a conscious style</b>	<b>Rudimentary attempt to structure a response</b>	<b>Some broad relevance in relation to purpose and/or audience</b>	<b>CL 1</b>
<b>CL 2</b>	<b>Simple and uncomplicated development that communicates in a basic, functional style</b>	<b>Basic structure with some attempt at progression; there may be some attempt to use simple structural or linguistic features</b>	<b>Some overall, basic sense of purpose and audience</b>	<b>CL 2</b>
<b>CL 3</b>	<b>Deliberate approach to development that uses a straightforward style in an attempt to respond positively</b>	<b>Logically organised, leading the audience through the response. This is supported by some straightforward use of structural and linguistic features</b>	<b>Recognition of purpose and audience giving a straightforward direction to the writing</b>	<b>CL 3</b>
<b>CL 4</b>	<b>Generally effective development supported by an increasingly fluent style which engages and develops interest</b>	<b>Combines clear structuring with a conscious effort to use some structural and linguistic devices in order to develop the audience's interest</b>	<b>Purpose and audience is clear and underpins the response</b>	<b>CL 4</b>

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

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

<b>Task 1b</b>				
	<b>Sentence Structure/Use of Punctuation</b>	<b>Spelling</b>	<b>Range of Vocabulary</b>	
<b>CL 1</b>	<b>Some evidence of an attempt to make use of sentence structure</b>	<b>Some accurate spelling of some simple words</b>	<b>A very limited selection of language</b>	<b>CL 1</b>
<b>CL 2</b>	<b>Basic use of simple sentence structuring characterised by generally appropriate use of full stops</b>	<b>Usually accurate spelling of basic words</b>	<b>A narrow range of vocabulary that constrains communication to a basic, functional level</b>	<b>CL 2</b>
<b>CL 3</b>	<b>Controlled straightforward sentence structure with generally secure basic punctuation (full stops and commas)</b>	<b>Generally accurate spelling of regular, straightforward words</b>	<b>Some conscious attempt to use vocabulary to enliven the writing</b>	<b>CL 3</b>
<b>CL 4</b>	<b>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</b>	<b>Mainly accurate spelling, including some words with irregular patterns – credit attempts at ambitious usage</b>	<b>Greater precision in the use of a widening vocabulary that actively helps to engage the audience</b>	<b>CL 4</b>

<b>Task 1b Mark Grid</b>		
<b>Competence Levels</b>	<b>Strands attained</b>	<b>Mark awarded</b>
<b>0</b>	000	0
<b>1</b>	111	1/2
	112	2
<b>2</b>	221	3
	222	3/4
	223	4
<b>3</b>	332	5
	333	5/6
	334	6
<b>4</b>	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) 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

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

### The required process of assessment

Each response will be assessed on the basis of **a single reading** using the **three e-marking tools**:

**underlining/ticking/C & C button** → C

- 1 The following style of marking and annotation is to be used:
  - use the **underlining** facility to highlight **explanation and interpretation**;
  - use the **ticking** tool to indicate **relevant examples/evidence**;
  - employ the C button in the margin to highlight **comparing and contrasting**;
  - ignore all errors in punctuation, syntax and spelling as they are not being assessed.

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

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

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

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

- 3 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. It is summarised as:

- “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 strand levels are noted at the end of the response in a text box –

<b>T2</b>	<b>323</b>
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The next stage in the process is to check these ‘strand scores’ on the mark grid for **Task 2**.

This indicates a score of **11/12 marks**.

This score would then be entered against No. **2** in the scoring facility at the bottom, right corner of the screen.

Here is an example of this style of annotation in action for a **Task 3** response (it should be read in conjunction with the relevant Competence Level strands on p. 18)

The response is positively assessed against each of the three strands that make up the Competence Levels for Reading in this task. It is summarised as:

- “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 strand levels are noted at the end of the response in a text box –

<b>T3</b>	<b>223</b>
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The next stage in the process is to check these ‘strand scores’ on the mark grid for **Task 3**.

This indicates a score of **6 marks**.

This score would then be entered against No. **3** in the scoring facility at the bottom, right corner of the screen.

**Compare and contrast** how **language** has been used in **both** book covers to **persuade** you that these will be interesting and intriguing 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.

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

**How words and phrases have been used to persuade:**

- both book covers present a similar storyline which creates anticipation in potential readers. In “Out of the Darkness” we have “evil forces ... hunting” the character of Leila; likewise in “The Defender” Ian’s dad is being pursued: “two Irish strangers ... looking for his dad”
- “Out of the Darkness” presents us with the book’s two main characters Leila and Liam who have contrasting lives: “cherished and loved”/“unwanted and abused”, but how their futures are tied together: “their pasts and their futures are completely linked”; likewise “The Defender” introduces us to the main characters Ian and his father and their daunting predicament with the two Irish strangers: “two Irish strangers”/“secret past”
- in “Out of the Darkness” Liam is presented as Leila’s only hope of survival: “only Liam can save this mysterious girl”; whereas in “The Defender” the two conflicts between the two Irish strangers and Liam’s dad, and the one between Liam and his dad are emphasised to attract the reader: “forced to go on the run for his life”/“no longer trust or even forgive his dad”
- powerful adjectives are used to describe the books which encourage the reader to read these books: in “Out of the Darkness” we have the adjectives “thrilling and moving”; and in the review of “The Defender” we have the adjectives “powerful and well-written”
- the use of ellipsis creates a sense of drama in the blurb of both books. In “Out of the Darkness” the reader is enticed with a cliffhanger “The moment of destiny comes closer ...”; whereas the ellipsis in “The Defender” provides the reader with a dramatic pause to ponder the two possible outcomes of the story: “live with it ... or die with it”
- powerful adjectives are used to describe each storyline and attract the reader: in “Out of the Darkness” we have “evil forces”/“mysterious girl”; similarly in “The Defender” we have “dangerous world”
- in “Out of the Darkness” we are presented with two reviews: “powerful and well-written thriller”/ “guaranteed to keep the reader flipping through the pages”; however “The Defender” has no reviews on the cover but is promoted by the reference to the “Blue Peter Book Award Winner” which suggests that it’s a quality book

- the front cover of “Out of the Darkness” uses a dramatic tagline to promote the book and the storyline: “The killers are coming”; whereas “The Defender” uses a short passage from the text to emphasise the dramatic nature of the story. The passage contains short sentences “They’re heading his way.” and dramatic descriptions “He senses danger”/“Hairs on the back of his neck” to seduce the reader and give them a taste of what is to come in the rest of the story
- “The Defender” uses two triples in the blurb to emphasise the dramatic nature of the storyline: “looking for his dad, revenge and their stolen quarter of a million pounds”/“stained with blood, death and personal loss”; “Out of the Darkness” uses three short sentences at the beginning of the blurb for dramatic effect
- in “Out of the Darkness” the reader is told this novel is “by the author of *Buddy*” which will attract readers who enjoyed this book; in “The Defender” we are told the book was the “Blue Peter Book Award Winner” which suggests the audience for the book is teenagers

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

<b>Task 2 Language use in Multi-Modal Texts</b>				
	<b>Developing and Sustaining Interpretations</b>	<b>Explaining and Evaluating</b>	<b>Selecting Material and Cross-referencing</b>	
<b>CL 1</b>	<b>Some reporting that offers a basic attempt at rudimentary interpretation</b>	<b>Some basic sense of how language has been used for a purpose – in a specific example or at a broad overall level</b>	<b>Some obvious examples – there may be some very broad and/or basic linking across the texts</b>	<b>CL 1</b>
<b>CL 2</b>	<b>Some straightforward comment that supports uncomplicated interpretations</b>	<b>Some straightforward explanation of how some linguistic devices have been employed</b>	<b>Generally appropriate selection of some examples supported by straightforward cross-referencing</b>	<b>CL 2</b>
<b>CL 3</b>	<b>Mainly purposeful comment that supports appropriate interpretations of how language has been used</b>	<b>Overall consideration of how linguistic devices achieve their effects – there may be some attempt at focused explanation/evaluation</b>	<b>Relevant selection of examples of language from both texts – some used for purposeful cross-referencing</b>	<b>CL 3</b>

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

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

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

- **selected and evaluated evidence;**
- **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.

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

#### **The use of images and colour:**

- both front covers are striking and visually appealing suggesting both books have a dramatic storyline
- both front covers feature a dramatic image directly underneath the title to promote the book. The images relate to the genre of the books, which appear to be dramatic, adventure stories or thrillers. These images create a sense of expectation for the reader
- "The Defender" has a simple yet dramatic image on the front cover. It has an image of a bullet hole in glass and the bullet suggests the book is a thriller; "Out of the Darkness" has a more dramatic image on the front cover of bleeding hands holding a cracked or broken world. The blood dripping through the fingers makes the front cover more visually striking
- both book covers strongly feature the colours red and black. "Out of the Darkness" the colour black dominates the front and back covers and links to the title of the book; whereas, "The Defender" uses black on the front but red on the back. The colour red suggests the storylines may contain love, excitement and danger. The colour black suggests the storylines may deal with evil, death and mystery
- "Out of the Darkness" repeats the image of the cracked or broken world on the back cover; however, The Defender relies solely on text on the back. In "Out of the Darkness" the cracked globe is bright yellow to stand out against the black background. Similarly, in "The Defender" the shining bullet stands out against the black background
- The title of "Out of the Darkness" is written in capitals and a dramatic, sinister style font. The tagline is written in the same sinister font as the title and is white against a black background to stand out; the title of "The Defender" is also written in capitals but in a strong, bold font and is also white against a black background to stand out

## The use of layout:

- the layout of the book covers is similar in that they are designed to engage the reader with main images and titles dominating. They both follow very similar formats on the front and back: both have blurbs to tempt the reader with a synopsis of each storyline
- both titles are emblazoned across the top of the front cover. There is, however, much greater emphasis placed on the author of “Out of the Darkness” as it is clearly displayed first on the front cover above the title of the book as he is a popular or well-known writer
- “The Defender” features complimentary reviews to attract attention. It positions its reviews prominently at the end of the blurb: “a powerful and well-written thriller”; “Out of the Darkness” however doesn’t use any reviews but refers to another book by the author and this is also placed prominently at the end of the blurb and is the last piece of information about the book that the potential reader will get
- “The Defender” displays the publisher’s website twice on the back cover to encourage readers who may wish to seek additional information about the book. It also appeals to another potential audience through the offer of support materials online for teachers; Puffin Teenage Fiction logo placed on the back cover clearly indicates the audience that “Out of the Darkness” is directed at teenagers

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

<b>Task 3 Presentational Devices in Multi-Modal Texts</b>				
	<b>Developing and Sustaining Interpretations</b>	<b>Explaining and Evaluating</b>	<b>Selecting Material and Cross-referencing</b>	
<b>CL 1</b>	<b>Some reporting that offers a basic attempt at rudimentary interpretation</b>	<b>Some basic sense of how presentational devices have been used for a purpose – in a specific example or at a broad overall level</b>	<b>Some obvious examples – there may be some very broad and/or basic linking across the texts</b>	<b>CL 1</b>
<b>CL 2</b>	<b>Some straightforward comment that supports uncomplicated interpretations</b>	<b>Some straightforward explanation of how some presentational devices have been employed</b>	<b>Generally appropriate selection of some examples supported by straightforward cross-referencing</b>	<b>CL 2</b>
<b>CL 3</b>	<b>Mainly purposeful comment that supports appropriate interpretations of the use of presentational devices</b>	<b>Overall consideration of how presentational devices achieve their effects – some may offer focused explanation/evaluation</b>	<b>Relevant selection of examples of presentational devices from both texts – some used for purposeful cross-referencing</b>	<b>CL 3</b>

<b>Task 3 Mark Grid</b>		
<b>Competence Levels</b>	<b>Strands attained</b>	<b>Mark awarded</b>
<b>0</b>	000	0
<b>1</b>	111	1/2
	112	3
<b>2</b>	221	4
	222	5
	223	6
<b>3</b>	332	7
	333	8/9