



**General Certificate of Secondary Education
November 2022**

English Language

Unit 1

**Writing for Purpose and Audience and
Reading to Access Non-fiction and Media Texts**

[GEN11]

FRIDAY 25 NOVEMBER, MORNING

**MARK
SCHEME**

General Marking Instructions

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

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria against which marks are allocated to candidates' responses. The task-specific instructions should be read in conjunction with these general marking instructions.

Assessment objectives

Below are the relevant assessment objectives for English Language Unit 1.

Reading AO3 Candidates must:

- (i) read and understand texts, selecting material appropriate to purpose;
- (ii) develop and sustain interpretations of writers' ideas and perspectives; and
- (iii) explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and engage and influence the reader.

Writing AO4 Candidates must:

- (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 overall coherence; and
- (iii) use a range of sentence structures for clarity, purpose and effect, with accurate spelling, punctuation and grammar.

Quality of candidates' responses

In assessing candidates' work, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated responses, examiners are expected to use their professional judgement to assess their validity. If a response is **particularly problematic**, then examiners should **seek the guidance of their Supervising Examiner**.

Positive marking

Examiners will be **positive** in their marking, giving appropriate credit for what candidates know, understand and can do. Examiners should make use of the whole of the available mark range for any particular task and be prepared to award full marks taking into consideration the time available and the maturity of the candidature. Task-specific materials are indicative guides and are neither prescriptive nor exhaustive.

A mark of zero

This score should only be used where there is no creditworthy response.

The marking process

The required process, standard and style of marking will be the business of the Standardising Meeting.

The responses will be marked using positive assessment, crediting what has been achieved. The mark schemes are designed to support this positive approach.

Pre-marked exemplar scripts will be distributed to all examiners at the Standardising Meeting. These 'benchmark scripts' will have been marked and annotated by the senior examining team prior to each Standardising Meeting and should be used for reference by examiners throughout the marking period.

The relationship between tasks, mark schemes and Competence Level Strands

Every task has either:

- (a) a mark scheme that is built around a task-specific checklist, Competence Level (CL) Strands 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 role of each examiner is to identify positively what has been achieved and then match each candidate's level of proficiency to the appropriate descriptors.

Or

- (b) an individual task checklist tied to specific mark allocations

Section A: Writing for Purpose and Audience

Task 1

The Assessment Objectives

Writing (AO4)

- (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 spelling, punctuation and grammar.

All are being assessed.

The examiner will be required to make **two** distinct assessments: one for **Task 1(i): Writing(i)** and **(ii)** and a second assessment for **Task 1(ii): Writing(ii)**.

The two required assessments

- 1 Each response will be assessed on the basis of a **single reading** and annotated using **three e-marking tools: underlining, circling and wavy lining**. At the end of the response insert a text box and the appropriate W stamp.

The method and style of annotation:

- the **underlining tool** is used to indicate creditworthy material.
- the **circling tool** 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....*
- the **wavy lining tool** will denote lapses in expression – for example – *he seen yous threw the open door*. Use the vertical option in the margin to indicate ongoing issues.

- 2 Using the method and style of marking outlined on p. 4 along with the Competence Level (CL) Strands for **Task 1(i): Writing (i) and (ii)**, the examiner will positively assess the features of that response.

The process 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 selected and noted in the relevant dialogue box.
- (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 Strands will determine the mark to be awarded.

Where a range of marks is available, the following procedure should be followed:

- where a **two mark range** is available, the examiner will consider whether the response is mostly in the 'upper' half or 'lower' half of the achieved Competence Levels and award either mark accordingly; and
- where a **three or four mark range** is available, the examiner will consider whether the response is mostly at the 'top', 'middle' or 'bottom' of the achieved Competence Levels and award the available marks accordingly.

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. Apply the following mathematical rule in this case: **Task 1(i)** CL422 (totals 8; 4+2+2). This equates to CL332 (totals 8) so the mark range for this response would be 26–29 marks for **Task 1(i)**. The support of the Supervising Examiner could usefully be sought.

Here is an example of this style of annotation in action for **Task 1(i): Writing (i) and (ii)** (this should be read in conjunction with the relevant Competence Level Strands on p.10):

The response is positively assessed against each of the three strands that make up the Competence Levels for **Task 1(i): Writing (i) and (ii)**. Let's assume it can best be summarised by the following descriptors:

- “Competent development; generally effective style” (Development and Style **CL3**)
- “Competent structuring; competent use of a range of structural and linguistic devices” (Structuring/Linguistic and Structural Features **CL3**)
- “Straightforward sense of purpose; some appropriate use of vocabulary to engage the audience in a straightforward way” (Purpose and Audience **CL2**)

These individual strand levels are noted at the end of the response in the dialogue box for **1(i)**:

Wi + ii

332

The next stage in the process is to check these ‘strand scores’ on the mark grid for **Task 1: Writing (i) and (ii)** on p.11. This indicates a mark range of **26–29 marks**. The examiner will consider whether the response is mostly at the ‘top’, ‘middle’ or ‘bottom’ of the achieved Competence Level Strands and award the appropriate mark accordingly.

This score would then be entered against **1(i)** in the scoring facility on the right side of the screen.

Here is an example of this style of annotation in action for **Task 1(ii): Writing (iii)** (this should be read in conjunction with the relevant Competence Level Strands on page 12).

The response is positively assessed against each of the three strands that make up the Competence Level Strands for **Task 1(ii): Writing (iii)**. Let's assume it can best be summarised by the following descriptors:

- “Competent use of a variety of sentence structures, with increasingly accurate use of paragraphing” (Range of Sentence Structures CL3)
- “Generally secure use of grammar and punctuation to support intended meaning” (Use of Punctuation and Grammar CL3)
- “Increasingly accurate spelling of words with regular patterns” (Spelling)

These individual strand levels are noted at the end of the response in the dialogue box for **1(ii)**:

Wiii

333

The next stage in the process is to check these ‘strand scores’ against the mark grid for **Task 1: Writing (iii)** on page 13. This indicates a score of **17/18 marks**. The examiner will consider whether the response is mostly in the ‘upper’ half or ‘lower’ half of the achieved Competence Level and award either mark accordingly.

The selected score would then be entered against **1(ii)** in the scoring facility on the right side of the screen.

General Guidance on the Application of the Competence Level Strands

The first assessment: Task 1: Writing (i) and (ii)

The following guidance will help to highlight the extent to which a candidate has shaped the response appropriately.

Communicate clearly, effectively and imaginatively.

- a handling of the topic in such a way as to positively develop the audience's interest;
- the use of a style that builds a positive relationship with the prescribed audience; and
- possible use of techniques to engage the prescribed audience.

Adapting form and vocabulary to task and purpose in ways that engage the audience.

- to tailor the piece specifically for the prescribed audience;
- to use an appropriate tone that is designed to engage and sustain the audience's attention; and
- to use vocabulary that is in keeping with the purpose of the task.

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

- to create a logical progression with organisation of ideas to sustain the audience's interest;
- to use engaging/challenging introductory and concluding paragraphs; and
- to use topic/link sentences for different paragraphs.

Use a variety of linguistic and structural features to support cohesion and overall coherence.

- to vary sentence length for effect;
- to use appropriate connectives; and
- to use rhetorical devices (such as the rule of three, questions, hyperbole) to develop interest/develop a rapport with the specified audience.

Credit any other valid strategies.

The second assessment: Task 1: Writing (iii)

The following guidance will help to highlight the extent to which a candidate has shaped the response appropriately.

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 has to establish a positive rapport with the prescribed audience; and
- the more assured and varied the sentence structuring/paragraphing is, the more engaging the response is likely to be.

The use made of accurate punctuation and grammar.

- control of a variety of appropriate punctuation and grammar to help to maintain interest. The greater the control and variation in the use of punctuation, the more engaging the response is likely to be.

The use made of accurate spelling.

- accuracy in spelling of words with both regular and irregular patterns.

Credit any other valid strategies.

Competence Level Strands and Mark Grids

Task 1 Response time: 55 minutes Mark allocation: 57 marks

Write an article for a website aimed at teenagers giving your views on this question: 'For young people, does choosing to stay in mean missing out?'

Competence Level Strands Task 1: Writing (i) and (ii)				
	Development and Style	Structuring/Use of Linguistic and Structural Features	Purpose and Audience	
CL0	No creditworthy response.	No creditworthy response.	No creditworthy response.	CL0
CL1	Simple development, basic style.	Basic structure; there may be unsuccessful attempts to use simple structural or linguistic features.	Basic sense of audience with a narrow selection of language which may be relevant to the purpose.	CL1
CL2	Straightforward development and style.	Mainly logical structure; limited use of straightforward structural or linguistic features.	Straightforward sense of purpose; some appropriate use of vocabulary to engage the audience in a straightforward way.	CL2
CL3	Competent development; generally effective style.	Competent structuring; competent use of a range of structural and linguistic devices.	Competent sense of purpose; increasingly widening vocabulary some of which is selected to engage the audience.	CL3
CL4	Purposeful development; consistent and engaging style.	Purposeful structuring; purposeful use of a widening range of structural and linguistic devices to create effect.	Strong sense of purpose; an extended vocabulary to enhance and sustain the audience's engagement.	CL4
CL5	Assured development and commanding style throughout.	Confident structuring; assured use of a variety of structural and linguistic devices to create impact.	Assured sense of purpose; judicious language choices are used to sustain a positive rapport with the audience.	CL5
Each successive level description assumes the continued demonstration of the qualities described in the lower levels.				

Mark Grid Task 1: Writing (i) and (ii)

Strands attained	Marks awarded
000	0
100	1–2
110	3–5
111	6–9
112	10–13
221	14–17
222	18–21
223	22–25
332	26–29
333	30–33
334	34–37
443	38–41
444	42–45
445	46–49
554	50–53
555	54–57

Task 1 Response time: **55 minutes** Mark allocation: **30 marks**

Competence Level Strands Task 1: Writing (iii)				
	Range of Sentence Structures	Use of Punctuation and Grammar	Spelling	
CL0	No creditworthy response.	No creditworthy response.	No creditworthy response.	CL0
CL1	Some attempt to use basic sentence structures/paragraphing.	Limited use of accurate grammar and/or basic punctuation.	Some accurate spelling of basic words.	CL1
CL2	Straightforward sentence structure and/or paragraphing is generally maintained.	Some use of both accurate grammar and punctuation.	Generally accurate spelling of straightforward words.	CL2
CL3	Competent use of a variety of sentence structures, with increasingly accurate use of paragraphing.	Generally secure use of grammar and punctuation to support intended meaning.	Increasingly accurate spelling of words with regular patterns.	CL3
CL4	Variety in sentence structures, manipulated for effect. Accurate use of paragraphing.	Increasingly accurate use of grammar and a range of punctuation to sustain clarity and actively engage.	Accurate spelling of most words, including those with irregular patterns.	CL4
CL5	Confident use of a wide range of sentence structures, manipulated for impact. Effective and controlled deployment of paragraphing.	Accurate use of grammar and confident use of a variety of punctuation to create effect and enhance overall impact.	Lapses in spelling will be limited to occasional errors.	CL5
Each successive level description assumes the continued demonstration of the qualities described in the lower levels.				

Mark Grid Task 1: Writing (iii)

Strands attained	Marks awarded
000	0
100	1–2
110	3–4
111	5–6
112	7–8
221	9–10
222	11–12
223	13–14
332	15–16
333	17–18
334	19–20
443	21–22
444	23–24
445	25–26
554	27–28
555	29–30

Section B: Reading to Access Non-fiction and Media Texts

The Assessment Objectives Reading (AO3)

- (i) Read and understand texts, selecting material appropriate to purpose.
- (ii) Develop and sustain interpretations of writers' ideas and perspectives.
- (iii) Explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and engage and influence the reader.

All strands of Reading (AO3) are being assessed in Tasks 2, 3, 4 and 5.

The assessment process

Tasks 2 and 4 will be assessed using Competence Level based assessment.

Tasks 3 and 5 will be assessed using task-specific checklists.

The required style of annotation for all tasks

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

- use **underlining** to highlight **appropriate explanation/interpretation**;
- use **ticking** to indicate presentation of **relevant examples/evidence**; and
- ignore all errors in punctuation, syntax and spelling as they are not being assessed.

2 The examiner **will carefully read and annotate** the response.

The purpose of the annotation is to clarify, positively, for the examiner, exactly what is creditworthy so that the appropriate Competence Level Strands can be selected, leading in turn to the award of the correct mark. A secondary function of the annotation is to ensure that, if scrutinised, it is clear what elements of a response have been credited.

3 **Tasks 2 and 4**

- (a) Having annotated the response as required, the examiner will then assess the response in relation to **each of the three strands of the relevant Competence Levels**.
- (b) The **three** selected Competence Level Strands will be noted in the appropriately numbered dialogue box at the end of the response.
- (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 selected Competence Level Strands will determine the mark to be awarded. Where a two mark range is available, the examiner will consider whether the response is mostly in the 'upper' half or 'lower' half of the achieved Competence Levels and award either mark accordingly.

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. Apply the following mathematical rule in this case: **Task 2** CL422 (totals 8; 4+2+2) equates to CL332 (totals 8) so the mark range for this response would be 11-12 marks for **Task 2**. The support of the Supervising Examiner could usefully be sought.

Here is an example of the style of annotation required for a **Task 2** response (it should be read in conjunction with the relevant Competence Level Strands on page 17).

The response is positively assessed against each of the Competence Level Strands for **Task 2**. Let's assume that the response can best be summarised by the following descriptors:

- "Use of some appropriately selected examples from the text to support understanding" (Read and understand text/select appropriate material **CL2**)
- "Straightforward attempts to offer explanations of the writer's intention(s)" (Develop and sustain interpretations of the writer's intentions **CL2**)
- "Competent explanation of relevant elements of the writer's craft" (Explain and evaluate elements of the writer's craft **CL3**)

These individual strand levels are noted at the end of the response in the Task 2 dialogue box:

2
223

The next stage in the process is to check these 'strand scores' across the mark grid for **Task 2** on p.18. This indicates a score of **9/10 marks**. The examiner will consider whether the response is mostly in the 'upper' half or 'lower' half of the achieved Competence Level and award either mark accordingly.

The selected score would then be entered against **2** in the scoring facility on the right side of the screen.

4 Tasks 3 and 5

- (a) The assessment of each of these tasks is measured against task-specific criteria laid out in detail later.
- (b) The score for each will then be entered in the scoring facility on the right side of the screen.

5 The examiner will carry out a final check of the examination booklet and any additional objects.

Remember to:

- use the 'E' tool to indicate the end of the candidate's final response.
- stamp unused pages/boxed areas with the 'SEEN' tool.

Task 2:

Response time: **15 minutes**

Total **21 marks**

Explain how the writer has presented this in a way that engages his readers' interest. Support your comments with evidence.

Below is a range of task-specific material that candidates at all Competence Levels may draw upon for their responses. **Credit any other valid suggestions** (check with your Supervising Examiner).

- use of a **personal style**: "I told the kids..." with its honesty and direct conversational quality, helps to create a rapport with the reader
- use of the **verb**: "frolicked" to illustrate the innocence of the children and the lively manner in which they moved helps to create a further friendly insight
- use of **compound adjective/pun**: "over-the-top toppings" to introduce a humorous tone
- use of **metaphor**: "majestically crowned" to reinforce the extravagance of the ice cream
- use of **alliteration**: "colossal Crunchies!" to emphasise how excessive the toppings were
- use of a **confessional tone**: "It was as much as I could do..." to emphasise the level of self-restraint needed
- use of **hyperbole**: "hurl" and "poisonous" to exaggerate the frustration felt
- use of the **idiom in a complex sentence**: "add insult to injury" to illustrate how the writer felt extreme irritation
- use of **aside**: "(Otherwise, I might have considered abandoning...)" to reinforce the strength of his feeling
- further use of a **confessional tone**: "I found myself..." to encourage the reader to empathise with the writer's experience
- use of **ellipsis**: "It's not often you see children eating ice cream...while crying!" to highlight the humour of the situation
- use of the **adjective**: "clueless" to create a self-deprecating tone which encourages empathy from the reader
- use of **short sentence**: "I guess I'm clueless as a parent." to summarise his frustrations with this experience

Competence Level Strands Task 2				
	Read and understand text/select material	Develop and sustain interpretations of writer's intentions	Explain and evaluate elements of writer's craft	
CL0	No creditworthy response.	No creditworthy response.	No creditworthy response.	CL0
CL1	A basic understanding which may or may not make use of textual evidence.	A basic sense of the writer's overall intention(s).	Basic remarks on the writer's use of language.	CL1
CL2	Use of some appropriately selected examples from the text to support understanding.	Straightforward attempts to offer explanations of the writer's intention(s).	Straightforward explanation of some relevant elements of the writer's craft.	CL2
CL3	A competent selection of examples from the text to support understanding.	Competent explanation of the writer's intention(s) which may draw upon explicit and implicit ideas.	Competent explanation of relevant elements of the writer's craft.	CL3
CL4	A purposeful selection of examples from the text to support understanding.	Increasingly purposeful interpretation of the writer's intention(s), including explicit and implicit ideas.	Analysis of elements of the writer's craft.	CL4
CL5	Precise and judicious selection of examples from the text to support understanding.	Sustained perceptive interpretation of the writer's intention(s).	Evaluation of elements of the writer's craft and how these elements impact the reader.	CL5
Each successive level description assumes the continued demonstration of the qualities described in the lower levels.				

Mark Grid Task 2

Strands attained	Marks awarded
000	0
100	1
110	2
111	3
112	4
221	5–6
222	7–8
322	9–10
332	11–12
333	13–14
334	15–16
443	17
444	18
445	19
554	20
555	21

Task 3

Response time: 10 minutes. Total 12 marks.

In your own words, write down two reasons why taking the children to a restaurant was a bad idea: one reason from each paragraph. For each reason present two pieces of supporting evidence.

Style of Assessment

Crediting each reason [up to a max of 4 marks]

- These are initially assessed on the basis of a single reading
- Use underlining to highlight the creditworthy elements of the response. If none is present, use the 'SEEN' stamp to indicate that the response has been read;
- This underlined creditworthy material will then be assessed against the following descriptors before the mark is selected on the basis of best fit
- Enter this mark in the scoring facility for **3(a)** or **3(c)** on the right-hand side of the screen

Demonstrates a clear and precise understanding of the point using his/her own words	4
Demonstrates an accurate understanding of the point mainly using his/her own words	3
Demonstrates a mostly accurate understanding of the point using his/her own words but with reliance on the language of the text	2
Demonstrates a general sense of the point relying heavily on the language of the text	1
No creditworthy response	0

Crediting the supporting evidence [up to a max of 2 marks – 1 mark for each piece of supporting evidence]

- Evidence may be reported or quoted
- Use the ticking tool to indicate each piece of valid supporting evidence. If none is present, use the 'SEEN' stamp to indicate that the response has been read
- The score awarded is the total number of ticks (none, one or two) and this is entered in the scoring facility for **3(b)** or **3(d)** on the right-hand side of the screen

(a) Reason from the first paragraph:

The writer had a disagreement with his child because the child refused to eat what he ordered, despite his father's warning.

(b) The supporting evidence:

- "actual fish"
- "He sternly informed me"
- "he recoiled"
- "I insisted he taste it"
- "He tried a bit and proclaimed it was the most disgusting thing"

(c) Reason from second paragraph:

Bribing the child to eat the fish proves to be very costly for the writer.

(d) The supporting evidence:

- "some reward"
- "go big"
- "VR goggles"
- "I'd been outsmarted by an eight-year-old"
- "essentially paid him £200 to eat fish"
- "a payout"

Reading Media Texts

Task 4: Spend 17 minutes on this task. Total 20 marks

Explain how language has been used to develop a sense that this novel would be exciting to read. Present evidence to support your comments.

Below is a range of task-specific material that candidates at all Competence Levels may draw on in their responses. **Credit any other valid suggestions** (check with your Supervising Examiner).

- use of **one-word sentences**: “Friendship. Discovery. Myths. Magic.” to present the main themes succinctly and signal this will be an exciting and dramatic novel covering a range of genres
- use of **powerful verbs**: “steeped” and “shrouded” to establish a sense of obscurity and intrigue the reader
- use of **repetition**: “mythology”/“myth” to emphasise the supernatural aspect of the novel
- use of **setting**: “forbidden forest”, “a monster-filled wasteland”, “dry rivers and smoking mountains” to suggest that the outside world is dangerous and barren, adding further excitement and anticipation for the reader
- use of **sinister characterisation**: “legendary fire demon is stirring from its sleep” to highlight the malevolence that awaits
- use of **superlative**: “darkest parts of the island” to develop the sense of the growing threat Isabella faces
- use of **contrast**: “Isabella moves towards danger, rather than away from it” to highlight the protagonist’s courage
- use of **repetition**: “She must take action. She must bravely forge ahead” to create dramatic impact
- use of a **triple**: “Following her map, her heart and an ancient myth” to emphasise what urges Isabella to take action
- use of **ellipsis**: “nature of her journey...to save the island itself” to build suspense and further develop the sense that the novel will be dramatic and exciting given the scale of her quest
- use of a further **triple**: “magic, myth and adventure” to reinforce that the story will be action-packed and exciting throughout
- use of **simile** and/or **direct address**: “hold you like a labyrinth and won’t let you go” to suggest that the reader will not be able to put the book down, adding further to the sense of excitement
- use of **positive adjectives**: “spellbinding...beautiful, thrilling and magical” to entice the reader

Competence Level Strands Task 4					
	Read and understand text/select material	Develop and sustain interpretations of writer's intentions	Explain and evaluate elements of writer's craft		
CL0	No creditworthy response.	No creditworthy response.	No creditworthy response.	CL0	
CL1	A basic understanding which may or may not make use of textual evidence.	A basic sense of the writer's overall intention(s).	Basic remarks on the writer's use of language.	CL1	
CL2	Use of some appropriately selected examples from the text to support understanding.	Straightforward attempts to explain/explanation of the writer's intention(s).	Straightforward explanation of some relevant elements of the writer's craft.	CL2	
CL3	A competent selection of examples from the text to support understanding.	Competent explanation of the writer's intention(s) which may draw upon explicit and implicit ideas.	Competent explanation of relevant elements of the writer's craft.	CL3	
CL4	A purposeful selection of examples from the text to support understanding.	Increasingly purposeful interpretation of the writer's intention(s), including explicit and implicit ideas.	Analysis of elements of the writer's craft.	CL4	
CL5	Precise and judicious selection of examples from the text to support understanding.	Sustained perceptive interpretation of the writer's intention(s).	Evaluation of elements of the writer's craft and how these elements impact the reader.	CL5	
Each successive level description assumes the continued demonstration of the qualities described in the lower levels.					

Mark Grid Task 4

Strands attained	Marks awarded
000	0
100	1
110	2
111	3
112	4
221	5
222	6–7
322	8–9
332	10–11
333	12–13
334	14–15
443	16
444	17
445	18
554	19
555	20

Task 5

Response time: **8 minutes**

Total **10 marks**

Select **two examples of presentational features** used in this book cover to make it appealing to the reader. **Explain the intended effect** of these **two presentational features**.

Style of Assessment

Crediting the selection of valid presentational features [1 mark for each]

- Use the ticking tool to indicate the presence of a valid presentational feature from the list provided. If none is present, use the 'SEEN' stamp to indicate that the response has been read.
- In each case the score is zero or one mark and this is entered in the appropriate scoring facility **5(a)** or **5(c)** on the right of the screen.

Crediting each 'Explanation' [up to a max. of 4 marks]

- These are initially assessed on the basis of a single reading.
- Use underlining to highlight the creditworthy elements of the response. If none is present, use the 'SEEN' stamp to indicate that the response has been read.
- This underlined creditworthy material will then be assessed against the following descriptors before the mark is selected on the basis of best fit.
- Enter this mark in the scoring facility for **5(b)** or **5(d)** on the right-hand side of the screen.

Demonstrates a clear and precise understanding of the presentational feature identified	4
Demonstrates an accurate understanding of the presentational feature identified	3
Demonstrates a mostly accurate understanding of the presentational feature identified	2
Demonstrates a general sense of the presentational feature identified	1
No creditworthy response	0

List of possible presentational features for 5(a) and 5(c):

- a specific aspect of colour, including background/contrasting colour
- a specific aspect of the layout
- a specific aspect of the background/silhouette
- the presentation of text referring specifically to the title, tagline or author's name
- the image of the girl
- the images of mountains and trees on top of the girl
- the image of birds
- the image of butterflies
- the image of insects
- the image of the stars

Credit any other valid suggestions (check with your Supervising Examiner)

List of possible explanations for 5(b) and 5(d):

- striking contrast of bright and dark colours suggests that there may be conflict between good and evil forces, reinforcing the mysterious and exciting nature of the book
- large dark image/silhouette of the girl dominates the cover, showing she is the main character. The darkness may suggest she has something to uncover or unveil and reflects a sense of mystery
- distinctive font chosen for the text, with its curly designs on most of the letters adds to the striking visual appeal
- colour blue used for the title contrasts with the black background and further suggests that the action takes place at night
- the mountains and trees on top of the girl's head suggest adventure and present an exciting aspect of the storyline
- dark images of the birds suggest something evil or dangerous. One of the birds is sitting on a leafless branch, further indicating something sinister
- the positioning of the birds above the girl's head suggests they present a direct danger to her
- images of the butterflies may be associated with change and new life, suggesting the girl is trying to free herself
- image of the stars contrasts with the black background and is eye-catching
- the tagline is situated at the top of the front cover, making it important despite the smaller font size. It is printed in capital letters which also helps to draw the reader's eye to it

Credit any other valid suggestions (check with your Supervising Examiner)

Sources:

*Tasks 2+3.....Adapted from "As Good As It Gets: Life Lessons from a Reluctant Adult" by Romesh Ranganathan. (ISBN: 978-1787633605)
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*Task 4.....The Girl of Ink and Stars,
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