



Rewarding Learning

**General Certificate of Secondary Education
2014**

English Language/English

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

Foundation Tier

[GEG11]

TUESDAY 3 JUNE, 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 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. 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. 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) Only **after** selecting and noting the three Competence Level strands, will the examiner turn to the mark grid to establish the mark to be awarded. Where the mark grid calls for an examiner judgement, the extent to which a candidate has met the overall requirements of the particular Competence Level will determine the mark to be awarded. (In exceptional circumstances the standard of a candidate's work might range across more than two strand levels. Such an eventuality is not covered by the mark grids. Where this happens, the examiner should decide the mark to be awarded on a 'best fit' basis. The support of the supervising examiner could usefully be sought.)
3. (a) 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.I):

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 –

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

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.J):

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 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.

Task 1a – Personal writing Testing **Writing (i)** and **(ii)** Response time: **45 minutes** Max. **16 marks**
Write an essay for the examiner about a time when you did something you felt was really worthwhile.

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 examiner'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 examiner 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 info and ideas into structured, sequenced sentences, paragraphs and whole texts demonstrating:

- a sense of progression – the reader being taken through the writer's experience
- the use of suitable opening and closing paragraphs
- some use of topic/link sentences for different paragraphs
- development that uses organisation in an attempt to hold the examiner'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 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.
- 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 reader's attention.
- 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.

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

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

| Mark Grid Task 1a | | |
|-------------------|------------------|--------------|
| 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 | Some evidence of an attempt to make use of sentence structure | Some accurate spelling of some simple words | A very limited selection of language | CL 1 |
| CL 2 | Basic use of simple sentence structuring characterised by generally appropriate use of full stops | Usually accurate spelling of basic words | A narrow range of vocabulary that constrains communication to a basic, functional level | CL 2 |
| CL 3 | Controlled straightforward sentence structure with generally secure basic punctuation (full stops and commas) | Generally accurate spelling of regular straightforward words | Some conscious attempt to use vocabulary to enliven the writing | CL 3 |
| CL 4 | Increasingly sustained competence with a variety of sentence structures where the basics of punctuation (full stops, commas, exclamation and question marks) are used to add clarity | Mainly accurate spelling, including some words with irregular patterns – credit attempts at ambitious usage | Greater precision in the use of a widening vocabulary that actively helps to engage the audience | CL 4 |

| Mark Grid Task 1b | | |
|-------------------|------------------|--------------|
| 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

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

The examiner 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 for Section B, the examiner should utilise the 'e' and 'seen' tools as set out on page F€.

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.1H):

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:

- “Mainly purposeful comment that supports appropriate interpretations” (Developing and Sustaining Interpretations CL 3)
- “Some straightforward explanation” (Explaining and Evaluating CL 2)
- “Relevant selection of examples... both texts... purposeful c-ref” (Selecting Material and Cross-referencing CL 3)

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

| | |
|-----------|------------|
| T2 | 323 |
|-----------|------------|

The next stage in the process is to check these ‘strand scores’ across the mark grid for **Task 2**. This indicates a score of **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 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 descriptors are noted at the end of the response in a text box –

| | |
|-----------|------------|
| T3 | 223 |
|-----------|------------|

The next stage in the process is to check these ‘strand scores’ across the mark grid for **Task 3**. This indicates a score of **6 marks**.

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

Compare how **words and phrases** have been used in **both** texts to **persuade** the reader that these shows will be worth going to see.

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.

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

How words and phrases have been used to persuade:

- both texts present a synopsis to create anticipation in potential theatre-goers. Both outline the key features: in "Joseph" the lead actor is described as "having won the hearts . . . with his sensational singing voice", in "The Snowman" the story is outlined as "a magical night-time journey of adventure"
- both suggest that their show represents all-round family entertainment: "Joseph" is called a "sparkling family musical"; "The Snowman" states "has delighted children and adults alike"
- positive language is employed to reinforce the appeal of these shows: "THIS WORK OF GENIUS"/ "sensational" reinforces the idea that "Joseph" is great entertainment; likewise in "The Snowman" phrases such as "sheer theatrical magic"/ "spectacle and magic" entice the reader
- powerful adjectives encourage the reader to go and see these shows: in "Joseph", "'Wonderful' and 'Brilliant'"; in "The Snowman", "perfect"/ "enchanting". Both texts use the adjective "magical" to persuade the theatre-goer that the shows will be out of the ordinary: "this magical musical"/ "the magical night-time journey"
- enthusiastic imagery is used in the endorsements for both to suggest lively spectacle: in "Joseph", "EXPLODES LIKE GLITTERING FIREWORKS"; in "The Snowman", "Go see The Snowman and melt"
- direct address attracts the reader: in "Joseph", "KILL FOR A TICKET"; in "The Snowman", "Watch spellbound as the Snowman flies . . . above you"
- both use positive and glowing reviews to emphasise the quality of the respective shows: "Joseph" is "UTTERLY IRRESISTIBLE . . ."; "The Snowman" claims "it doesn't come much better at Christmas"
- conscious use of a high energy, upbeat tone throughout both texts: in "Joseph", "GO,GO,GO,JO"/ "A NIGHT TO REMEMBER"/ "KILL FOR A TICKET"; in "The Snowman", "The roar of delight"/ "Sheer theatrical magic"/ "Discover the wonderful white world"
- the popularity of each show is emphasised to encourage the theatre-goer: the phrase used in "Joseph" is "standing ovations at every performance"; in "The Snowman", "has delighted . . . for over fifteen years"

- both refer to the most famous songs from the shows in order to attract the reader: “*Any Dream Will Do*”/ “*Close Every Door To Me*” and “*Walking in the Air*”. The quality of the music is further emphasised through the use of positive adjectives “unforgettable” and “beautiful” and in “The Snowman” the quality of the music is again highlighted by “a live orchestra at every performance”
- hyperbole is used in both texts to assure the reader that these shows are worth the trouble and expense required to see them: “Joseph” has “sensational reviews”; in “The Snowman” there are “breath-taking flying sequences”/ “captivating live theatre”
- the use of alliteration adds to the dramatic appeal in “Joseph”, “A TECHNICOLOR TRIUMPH”/ “AMAZING ISN’T ADEQUATE” and in “The Snowman”, “wonderful white world”
- both use effective word play/ imperatives to grab the reader’s attention: in “Joseph” it is the command “GO,GO,GO,JO”; in “The Snowman”, “Go see The Snowman and melt”

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

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

| Mark Grid Task 2 | | |
|--------------------------|-------------------------|---------------------|
| 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** have been used in **both** texts to **persuade** the reader that these shows will be worth going to see. Consider the use of **images**, **colour** and **layout**.

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.

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

The use of images and colour:

Both are striking and visually effective: "Joseph" creates the sense that the show will be a dynamic, upbeat experience; whereas the style of "The Snowman" suggests that the show will have a more charming, reflective appeal.

- both feature a happy smiling image of the main character directly underneath the title to promote the show
- in "Joseph" multiple images of the leading actor are used as a means of appealing to the audience; with "The Snowman" the drawing of the central character is used to make the link to "the much-loved book"
- some of the action from each show is featured giving an impression of what the theatre-goer can expect so as to create a sense of expectation: "Joseph" has a variety of live action shots, some showing singing and dancing; "The Snowman" also shows a snapshot of the actors on stage
- both texts strongly feature colours linked to the story: in "Joseph" there is an appropriate range of bright, Technicolor colours from his multi-coloured coat throughout; "The Snowman" features colours typically associated with a cold winter's night
- the graffiti style of script for the main title of "Joseph" creates a modern, lively impression and its rainbow colours reflect the title of the show. This is further reinforced by the glints that highlight the letters and shiny reflective borders to the images of the show; whereas "The Snowman" title is in plain white script to match the snow
- the "Joseph" text uses four stars to persuade the theatre-goer about the show's quality; whereas "the Snowman" repeats the title and the famous image for the same purpose

The use of layout:

- both titles are emblazoned across the top of side one. There is, however, much greater emphasis on the “Joseph” title which is huge with the letters of his name jostling each other
- the layout of the texts is similar in that they are designed to engage the reader with main images and titles dominating side one. They both follow very similar formats on the second side; both have information to tempt the theatre-goer such as synopses, reviewer’s comments in bold and practical details
- the name of the star in “Joseph” is featured prominently in a banner/text box across his image. This would attract fans of the young man and the television show which shot him to fame, whereas in “The Snowman” the character of the Snowman clearly has major prominence
- both feature complimentary reviews to attract attention: the “Joseph” text positions all its six reviews prominently and in capital letters – “UTTERLY IRRESISTIBLE . . .”; in “The Snowman” text the five reviews are less visually obvious – “The roar of delight . . . said it all”

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

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

| Mark Grid Task 3 | | |
|--------------------------|-------------------------|---------------------|
| 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 |