



*Rewarding Learning*

**General Certificate of Secondary Education**  
**January 2019**

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## **English Language**

Unit 1

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

**[GEN11]**

**WEDNESDAY 9 JANUARY, MORNING**

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**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 by 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 and be prepared to award full marks taking into consideration the time available and the maturity of the candidature.

#### ***A mark of zero***

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

### ***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 Competence Level Strands***

Each task is designed to test a specified series of Assessment Objectives. 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 job for each examiner is to identify positively what has been achieved and then match each candidate's level of proficiency to the appropriate descriptors.

Or

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

### ***Reading and Writing: the marking process***

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' will have been marked and annotated by the senior examining team prior to each standardising meeting.

## 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: Writing (i) and (ii)** and a second assessment for **Task 1(ii): Writing (iii)**.

#### 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 underlining**.

#### 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 - ruh's)...two three or four!...to me it was not long after...
- the **wavy underlining 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 in conjunction with the Competence Level (CL) Strands for **Task 1: Writing (i) and (ii)** on p. 9, the examiner will assess, positively, the features of that response.

This process (a worked example follows below and 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.

Where a range of marks are 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. 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.

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

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

- “Generally effective and appropriate development. An increasingly fluent and engaging...” (Development and Style CL3)
- “Clear structuring with a conscious effort to use some structural and linguistic devices” (Structuring/Linguistic and Structural Features CL3)
- “Recognition of purpose and audience...a straightforward direction.... Language choices... generally appropriate” (Purpose and Audience CL2)

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

**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)**. This indicates a mark range of **26–29 marks**.

The selected score would then be entered against **No. 1i/ii** in the scoring facility on the right side of the screen.

In order to assess **Task 1: Writing (iii)**, the same process (step 2 on p. 5) is used to make this second assessment using the Competence Level Strands that relate to **Writing (iii)**.

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

- “Increasingly sustained competence in the control of sentence structures. Some variety of sentence structuring is evident” (Range of Sentence Structure CL3)
- “The basics of punctuation...increasingly secure...used to add clarity and engage” (Use of Punctuation CL3)
- “Increasingly accurate spelling of regular words...some with irregular patterns...widening vocabulary to actively help engage the audience” (Spelling and Range of Vocabulary CL3)

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

**Wiii 333**

The next stage in the process is to check these ‘strand scores’ across the mark grid for **Task 1: Writing (iii)**. This indicates a score of **17/18 marks**.

The selected score would then be entered against **No. 1iii** 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 checklist will help to highlight the extent to which a candidate has shaped her/his response appropriately. It offers general guidance on how the candidates, across all the Competence Level Strands, may employ the skills from **Task 1: Writing (i) and (ii)**.

#### **Communicate clearly, effectively and imaginatively demonstrating:**

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

#### **Adapting form and vocabulary to task and purpose in ways that engage the audience, demonstrating:**

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

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

- a sense of a persuasive pathway being created/a logical progression through the student's point of view;
- use of engaging/challenging introductory and concluding paragraphs;
- use of topic/link sentences for different paragraphs; and
- development that endeavours to use organisation to sustain the audience's interest.

#### **Use a variety of linguistic and structural features to support cohesion and overall coherence demonstrating:**

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

#### **Credit any other valid strategies used that are not mentioned above.**

### **The second assessment: Task 1: Writing (iii)**

The following checklist will help to highlight the extent to which a candidate has shaped her/his response appropriately. It offers general guidance on how the candidates, across all the Competence Levels, may employ the skills from **Task 1: Writing (iii)**.

#### **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 her/himself to establish a positive rapport with the reader; and
- the more assured and varied that manipulation of sentence structuring is, the higher will be the mark awarded.

#### **The use made of accurate punctuation:**

- 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.

#### **The use made of accurate spelling and range of vocabulary:**

- 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; and
- 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 any other valid strategies used that are not mentioned above.**

**Competence Level Strands and Mark Grids**  
**Section A Task 1** Response time: **55 minutes**      **Mark allocation: 87 marks**

[87]

Write a speech for your classmates persuading them to agree with your views on the following question: “Are celebrities the best role models for teenagers?”

Competence Level Strands Task 1: Writing (i) and (ii)				
	Development and Style	Structuring/Use of Linguistic and Structural Features	Purpose and Audience	
<b>CL0</b>	No creditworthy response.	No creditworthy response.	No creditworthy response.	<b>CL0</b>
<b>CL1</b>	Simple development which constrains style and limits communication to a basic level.	A basic/rudimentary structure with some attempt at progression; there may be some attempt to use simple structural or linguistic features.	Some broad/overall, basic sense of purpose and/or audience may be evident.	<b>CL1</b>
<b>CL2</b>	Deliberate development using a straightforward style in a conscious attempt to persuade/present a point of view.	Logically organised, leading the audience through the response. This may occasionally be supported with some straightforward use of structural or linguistic features.	Recognition of purpose and audience giving a straightforward direction to the writing. Language choices are also generally appropriate.	<b>CL2</b>
<b>CL3</b>	Generally effective and appropriate development. An increasingly fluent and engaging style consciously attempting to persuade.	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 are clearly understood. This understanding underpins the response and is evident in the variety of some of the language choices.	<b>CL3</b>
<b>CL4</b>	Increasingly competent development of a style that is closely aligned to purpose. The engagement of the audience is sustained.	Proficient structuring allied to the positive use of structural and linguistic devices to enhance the audience's engagement.	Increasingly convincing sense of purpose and audience woven within the fabric of the response. This is apparent in the conscious tailoring of suitable language.	<b>CL4</b>
<b>CL5</b>	Confident development of an engrossing/opposite style that commands the attention of the specified audience.	Assured competence in structuring is matched by the skilled use of a variety of structural and linguistic devices to enliven the work and actively cultivate a connection with the audience.	A confident handling of purpose allied to a consciously developed rapport with the specified audience. This is, in part, generated through precise selection of apposite language.	<b>CL5</b>

## Mark Grid Task 1(i)

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

Competence Level Strands Task 1 : Writing (iii)				
	Range of Sentence Structures	Use of Punctuation	Spelling and Range of Vocabulary	
<b>CL0</b>	No creditworthy response.	No creditworthy response.	No creditworthy response.	<b>CL0</b>
<b>CL1</b>	Some attempt to use sentence structuring.	Some basic punctuation (full stops) is occasionally used in an attempt to support meaning.	Some accurate spelling of basic words. A narrow range of vocabulary limits communication to a basic level.	<b>CL1</b>
<b>CL2</b>	Control of straightforward sentence structure is generally maintained.	Generally secure basic punctuation (full stops and commas) to support uncomplicated communication.	Generally accurate spelling of regular, straightforward words. Some conscious attempt to use vocabulary to enliven the writing.	<b>CL2</b>
<b>CL3</b>	Increasingly sustained competence in the control of sentence structures. Some variety of sentence structuring is evident.	The basics of punctuation (full stops, commas, exclamation and question marks) are increasingly secure and are used to add clarity and engage.	Increasingly accurate spelling of regular words, as well as some with irregular patterns. Greater care in the selection of a widening vocabulary to actively help engage the audience. Credit attempts at ambitious usage.	<b>CL3</b>
<b>CL4</b>	Variety in sentence types and structuring is controlled and, where appropriate, deliberately manipulated for effect.	A proficiently handled range of punctuation sustains clarity and actively helps to engage the audience.	Accurate spelling of most words, although some errors with more problematic words will persist. An extended vocabulary is employed with increasing precision.	<b>CL4</b>
<b>CL5</b>	Assured use of a wide range of sentence structures to enhance the overall effect in terms of clarity, purpose and audience.	A full range of punctuation is confidently deployed. The resultant effect facilitates fluency, enhances style and helps to generate a rapport with the audience.	Errors will be limited to one-off mistakes or the outcome of ambitious attempts to use complex language. Extended, apposite vocabulary consciously used for effect.	<b>CL5</b>

## Mark Grid Task 1(ii)

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 are being assessed in Tasks 2, 3 and 4.

#### The assessment process

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

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

#### The required style of annotation for all tasks

- 1 Each response will be assessed on the basis of a **single reading** using the **two marking indicators: underlining/ticking**
  - use the **underlining** tool to highlight **appropriate explanation/interpretation**;
  - use the **ticking** facility 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 first 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, this annotation will make it 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 Level Strands (CL)**.
- (b) The **three** selected Competence Level Strands will be noted in a text 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 particular Competence Level will determine the mark to be awarded.

Where a range of marks are 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. Where this happens, the examiner should decide the mark to be awarded on a 'best fit' basis. Alternatively, the support of the supervising examiner could usefully be sought.

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. 17).

The response is positively assessed against each of the Competence Level Strands for **Reading (i–iii)**. Let's assume that the response can best be summarised by the following descriptors:

- “A straightforward understanding...an attempt to exemplify conclusions.” (Read and understand text/select material **CL2**)
- “An overall explanation...some straightforward appreciation” (Develop and sustain interpretations **CL2**)
- “A generally purposeful approach...effectively comments on and/or attempts some evaluation” (Explain and evaluate elements of writer’s craft **CL3**)

These individual descriptors are noted at the end of the response:

2 322
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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 actual assessment of each of these tasks is measured against task special 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 A final check of the examination booklet and any additional objects.

(a) Use the ‘E’ tool to indicate the end of the candidates final response.

(b) Stamp all unused response spaces with the ‘SEEN’ facility.

**Task 2:** Response time: **15 minutes**. Total: **21 marks**.

**Explain how language has been used by the writer to present his experience of an earthquake. Present evidence to support your comments.**

Below is a task specific checklist outlining the material that candidates at all Competence Levels may draw from in their responses. **Credit any other valid suggestions.**

- the writer begins with a calm, matter-of-fact statement which initially suggests nothing out of the ordinary had occurred: “We’d had a couple of small rumbles”
- the use of the verb “detected” in the next sentence hints at something different and this is immediately followed by his description of altogether more ominous noises that increase the tension as he recognises the sounds of an earthquake: “those deepest of bass notes”
- the speed of the onset of the earthquake is used to shock the reader: “Within less than a second”
- the writer presents a dramatic chronological description of the experience as it happened:
  - “vibrations” immediately transform into something much more powerful and the writer describes this using the description: “deafening loudness”
  - the use of dramatic personification highlights the sense of menace he was experiencing: “the house began roaring around me”
  - he relates his physical response to the situation: “braced myself as the house was violently shaken”
- the writer continues his article by developing his initial description to clarify the sensation of being in the midst of an earthquake. He begins this by explaining what it didn’t feel like: “It wasn’t like riding big waves or being blown around in a high wind” before attempting to describe how it actually did feel: “as though the house sat on some giant machine”
- the verb “snapping” is used in an attempt to precisely capture the nature of the movement he experienced. The list that follows emphasises the chaotic nature of this movement and power of the earthquake: “back and forth...however it liked”
- his use of superlatives shows the extreme nature of the movement: “deepest of bass notes”/ “sharpest, most violent kind of shaking”
- repetition is used to reinforce the brutal and frightening sensations he experienced: “deafening loudness”/“deafening, like nothing...”/“violently shaken”/“most violent kind of shaking”
- the sheer physicality of the experience is emphasised: “The shaking itself was physically painful”/“noise was incredible...like nothing I had ever heard before”
- the use of the verb “hurled” again reinforces the raw power of the earthquake and the writer’s helplessness: “everything ... was hurled out of the cupboards and shelves”

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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	
<b>CL0</b>	No creditworthy response.	No creditworthy response.	No creditworthy response.	<b>CL0</b>
<b>CL1</b>	A very basic understanding may be supported by textual references some of which may be relevant.	Some basic sense of the writer's overall intention may be presented.	A rudimentary attempt to offer some basic remarks on how an aspect/s of the text has/ have been used.	<b>CL1</b>
<b>CL2</b>	A straightforward understanding is developed through an attempt to exemplify conclusions.	An overall explanation of the writer's intentions is presented. Some straightforward appreciation is evident.	An uncomplicated review/ consideration of some of the language and/or linguistic devices the writer has employed.	<b>CL2</b>
<b>CL3</b>	Some appropriately selected examples from the extract are linked to valid insights/ explanations.	A competent overall interpretation that recognises how some of the writer's intentions have been delivered through language choices.	A generally purposeful approach which effectively comments on and/or attempts some evaluation of the linguistic strategies.	<b>CL3</b>
<b>CL4</b>	Relevant selection of material is used to pinpoint and comment on a series of the writer's intended strategies.	An interpretation that competently demonstrates a valid understanding of how the writer's intentions are reflected in language choices.	A generally evaluative approach that competently explores the use of some of the linguistic strategies.	<b>CL4</b>
<b>CL5</b>	Focused, precise selection used to facilitate the scrutiny of the writer's intended strategies.	An analytical interpretation that demonstrates a perceptive understanding of how the writer's intentions are evidenced in the use of language.	A confident, evaluative approach is used to examine relevant elements of the writer's craft.	<b>CL5</b>

## Mark Grid Task 2

Strands attained	Mark 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 the writer gives to explain why it was so difficult to get to the school: select one reason from each paragraph. Present two pieces of supporting evidence from the text for each reason.**

[Whether or not the candidates choose to present their two reasons and supporting evidence chronologically is not an issue.]

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

A confident summary using the candidate's own words	4
A competent summary mainly in the candidate's own words	3
A straightforward, mainly valid attempt to summarise in the candidate's own words but with some reliance on the language of the text	2
A general sense, relying 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 situation was confused/chaotic and were only worrying/wild rumours rather than reliable information and the writer did not know who to believe.

**(b) The supporting evidence:**

**Validate** the supporting evidence with a **tick** [one for each piece of correct evidence whether reported or quoted]. If none is present, use the 'SEEN' stamp to indicate that the response has been read:

- “asked ... school safe ... said yes without ever stopping”
- “they did tell me to avoid the petrol station”
- “to warn me ... because she'd heard that flooding was rising very fast”
- “I didn't know whether to trust them or not”
- “everyone we met had a scary rumour of some sort”

**(c) Reason from the second paragraph:**

The writer's journey to school was disrupted by damage caused by the earthquake and the behaviour of other people.

**(d) The supporting evidence:**

**Validate** the supporting evidence with a **tick** [one for each piece of correct evidence whether reported or quoted]. If none is present, use the 'SEEN' stamp to indicate that the response has been read:

- “cables sparking with electricity”
- “cracked pavements”
- “crumbled garden walls”
- “countless collapsed chimneys”
- “houses with entire sides missing”
- “Thick dust swirled in the air”
- “people kept wandering in our way”
- “Others were trying to drive down the wrecked streets, mostly much too fast”

**Task 4:** Response time: **17 minutes**. Total: **20 marks**.

**Task 4 Removed due to Copyright**

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	
<b>CL0</b>	No creditworthy response.	No creditworthy response.	No creditworthy response.	<b>CL0</b>
<b>CL1</b>	A very basic understanding may be supported by textual references some of which may be relevant.	Some basic sense of the writer's overall intention may be presented.	A rudimentary attempt to offer some basic remarks on one or two examples of language use.	<b>CL1</b>
<b>CL2</b>	A straightforward understanding is developed through an attempt to exemplify conclusions.	An overall explanation of the writer's intentions is presented. Some straightforward appreciation is evident.	An uncomplicated review/consideration of some of the language and/or linguistic devices the writer has employed.	<b>CL2</b>
<b>CL3</b>	Some appropriately selected examples from the extract are linked to valid insights/explanations.	A competent overall interpretation that recognises how some of the writer's intentions have been delivered through language choices.	A generally purposeful approach which effectively comments on and/or attempts some evaluation of the linguistic strategies.	<b>CL3</b>
<b>CL4</b>	Relevant selection of material is used to pinpoint and comment on a series of the writer's intended strategies.	An interpretation that competently demonstrates a valid understanding of how the writer's intentions are reflected in language choices.	A generally evaluative approach that competently explores the use of some of the linguistic strategies.	<b>CL4</b>
<b>CL5</b>	Focused, precise selection used to facilitate the scrutiny of the writer's intended strategies.	An analytical interpretation that demonstrates a perceptive understanding of how the writer's intentions are evidenced in the use of language.	A confident, evaluative approach is used to examine relevant elements of the writer's craft.	<b>CL5</b>

## Mark Grid Task 4

Strands attained	Mark 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**.

The image below is taken from an advertisement.

**Select two presentational features that promote a product for people who want to lead an active lifestyle. Explain the intended effect of these two presentational features on the reader.**

### **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 awarded is zero or one mark and this is entered in the appropriate scoring facility for 5(a) or 5(c) on the right-hand side 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

A confident and accurate explanation	4
A competent explanation	3
A straightforward, mainly valid attempt to present an explanation	2
A general attempt to present an explanation	1
No creditworthy response	0

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

- the bottle
- the sports person
- the splashing water
- the use of the colour blue or a specific aspect of colour within the text
- the position and style of the tagline

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

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

**Task 5 Removed due to Copyright**