



*Rewarding Learning*

**General Certificate of Secondary Education  
November 2021**

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## **English Language**

**Unit 1**

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

**[GEN11]**

**FRIDAY 26 NOVEMBER, 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 against which marks are allocated to candidates. 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*

##### **COVID-19 Context**

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

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 question 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 role 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 and should be used for reference by examiners throughout the marking period.

## 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(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 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 The method and style of marking outlined on p.4 is used in conjunction with the Competence Level (CL) Strands for **Task 1: 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; or
- 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 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 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: 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)**. Let's assume it can best be summarised by the following descriptors:

- “Generally effective and appropriate development. An increasingly fluent and engaging style...” (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 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: Writing (iii)** (this should be read in conjunction with the relevant Competence Level Strands on p.12).

The response is positively assessed against each of the three strands that make up the Competence Level Strands for **Task 1(ii)**. 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 and grammar...increasingly secure...used to add clarity and engage” (Use of Punctuation and Grammar CL3)
- “Increasingly accurate spelling of regular words...some with irregular patterns. Greater care...widening vocabulary to help engage...” (Spelling and Range of Vocabulary CL3)

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’ on the mark grid for **Task 1(ii)** on p.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 Levels 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 applying the Competence Level Strands**

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

The following guidance may help examiners judge 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.

#### **Adapt 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.**

- with evidence of 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;
- use of appropriate connectives; and
- the use of 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 guidance may help examiners judge 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 specified audience; and
- the more assured and varied the sentence structuring 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 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 attention; and
- examiners should credit ambitious use of vocabulary where the word may not always be accurately spelt but has been chosen carefully.

#### **Credit any other valid strategies.**

## Competence Level Strands and Mark Grids

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

Write a speech for your classmates persuading this audience to agree with your views on the following statement: “Young people deserve more praise for what they offer to society.”

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 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/apposite style that commands 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: 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 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) and grammar are 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.	The use of generally secure basic punctuation (full stops and commas) and grammar to support uncomplicated communication.	Generally accurate spelling of regular, straightforward words. Some conscious attempt to use straightforward vocabulary.	<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) and grammar 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 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, may be deliberately manipulated for effect.	A proficient use of a range of punctuation and grammar to sustain clarity and actively 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 variety of punctuation and grammar is confidently and accurately deployed, enhancing style and generating 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: 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.

### 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' or 'lower' half of the achieved Competence Level and enter 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**. Alternatively, 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 p.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:

- “A straightforward understanding...an attempt to exemplify conclusions.” (Read and understand text/select appropriate material **CL2**)
- “An overall explanation...some straightforward appreciation is evident.” (Develop and sustain interpretations of the writer’s intentions **CL2**)
- “A generally purposeful approach...comments on and/or attempts some evaluation.” (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:

<b>2</b> <b>223</b>
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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 and ‘lower’ half of the achieved Competence Levels 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**

**Read the text below where the writer suggests that starting the school day later would be beneficial to students. Explain how he has presented this in a way that engages his readers' interest.**

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

- use of a **question** as an introductory statement to create an impact and grab the attention of the reader
- use of the **present tense** pulls the reader into the action, propelling the article, and the reader, forward
- use of the **metaphor**: “screens are a lure” suggests their tempting, irresistible nature, signposting the writer’s empathy with teenagers
- use of the **colloquialism**: “This double whammy...” reinforces for the reader the setback for teenagers
- use of the **idiomatic term**: “burning the candle at both ends” is a further indication of the writer’s concern
- use of **contrast** between the **verbs** “Trailing” and “waking” highlights the inequality of treatment between teenagers and adults, emphasised through the use of the **single sentence paragraph**
- use of a **tonal shift** and a **question**: “So why do teenagers struggle to get enough sleep?” highlight the writer’s strong negative opinions and force the reader to give this further consideration
- use of the **metaphors/puns**: “morning larks” and “rewired as night owls” engage the reader’s interest as these may be seen as a play on words to be up with the lark (get out of bed very early in the morning) and “rewired” linking to the reference to technology
- use of **humour and parenthesis**: “(This is not part of a conspiracy theory to frustrate parents...)” help to sustain the rapport with the reader
- use of **assertive comment** in the final paragraph: “it would be unthinkable that a school should operate without central heating in winter or with crumbling ceilings” leads the reader to agree with the writer’s strong views.

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 text 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 some of the linguistic strategies.	<b>CL4</b>	
<b>CL5</b>	Focused, precise selection is used to facilitate the scrutiny of the writer's intended strategies.	An analytical interpretation that demonstrates a perceptive/thorough 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 (21 marks)

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 this part of the article, the writer explains why getting enough sleep is important for young people.

**In your own words, write down two reasons the writer gives to explain why a lack of sleep may be damaging for young people: one reason from each paragraph. For each reason present two pieces of supporting evidence from the text.**

[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 for the given reason [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:**

Lack of sleep may have serious implications for a student's academic achievements.

**(b) The supporting evidence:**

- "insufficient sleep leads to reduced attention..."
- "insufficient sleep...leads to impaired memory"
- with more sleep "attendance goes up"
- **either** with more sleep "grades improve" **or** insufficient sleep contributes to lower grades/hinders student progress

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

A lack of sleep could result in both serious psychological and physical problems for young people.

**(d) The supporting evidence:**

- blue light "suppresses the body's secretion of melatonin"
- "Screens at night tell the brain it's still daytime, delaying the body's cues to sleep even further"
- "likely to lead to emotional problems"
- "increasing the risk of mental illness"
- "risk factor for teen obesity"
- "risk factor for...Type 2 diabetes"

## Task 4

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

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

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

- the opening is a **simple sentence** which intrigues the reader: “a world of opposites”. The following sentences indicate the nature of these “opposites”: “Above, the privileged few ... Below, the earthbound poor”
- use of the **fantasy setting** adds to the sense of a very different world: “sky mansions held aloft by secretive magic”
- use of **alliteration** highlights the words which suggest the harsh conditions, the lack of choice for the earthbound: “forced into factory work to further the flow of trade”
- use of the **strong verb** “forced” implies the lack of choice
- the main characters, like ones from a fairy tale, are also introduced as “**opposites**”: “Kettie is an orphan ... Serah is a princess” and while one is “doomed” the other is “born into power”
- use of the **adjective** “doomed” makes the reader feel sympathy for Kettie. The reversal of her fate is shown by the **conjunction** “until”: “until an admiral attempts to adopt her”. This continues the fairy tale theme as she now lives “in her new home in the clouds”
- use of the **verbs** “yearns” and “judges” suggests that the princess is not entirely happy: “She yearns to meet the orphan ... but her father judges the girl unworthy of his daughter’s curiosity”
- use of the **simile** “Like birds flying free, they dream of escaping”, expresses how trapped both girls feel. The play on words “flight paths” extends the comparison of the girls to birds
- the passage ends with the use of a **striking metaphor**: “the coming storm that threatens to overturn both their worlds”. This is designed to ensure readers are intrigued to find out what sort of event will cause such change
- a **mysterious tone** is created through the use of “secretive” and “secrets”.

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>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>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 consideration/review of some of the language and/or linguistic devices the writer has employed.
<b>CL3</b>	Some appropriately selected examples from the text 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>CL4</b>	Relevant selection of material which 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 some of the linguistic strategies.
<b>CL5</b>	Focused, precise selection used to facilitate the scrutiny of the writer's intended strategies.	An analytical interpretation that demonstrates a perceptive/thorough 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.

## 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**

Study the front cover of the book “Storm Glass” below.

**Select two examples of presentational features used in this cover to make the book appealing to the reader. 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.
- In each case the score awarded is zero or one mark and this is entered in the appropriate scoring facility **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 **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 presentation of text on the cover referring to the title
- the specific aspect of the layout
- a specific aspect of colour within the text
- the image of the buildings
- the image of the cliffs which appear to be floating
- the image of the cliff faces
- the image of the waterfalls
- the image of the skyscape with clouds

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

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

- the title is prominently positioned in large capitals. The font in green/gold has a reflective 'glass' effect which draws the reader's attention
- positioning of both parts of the title and/or the contrasting sizes between the title and the smaller font for "Harbinger series"
- the colours used are mostly darker tones of blue and green. This suggests a story full of conflict
- the inclusion of different types of buildings perched on each cliff intrigues the reader
- the impression is that the cliffs themselves are floating in the sky. This reinforces the idea that this is an unusual, fantastical world
- the book cover has two faces on the central cliff face which is an optical illusion and this grabs the reader's attention
- the waterfalls are dynamic adding a sense of the whole landscape in movement
- the entire background is sky. The light source brightens one side contrasting with the storm clouds which adds a sense of threat.

**Credit any other valid suggestions**

(check with your Supervising Examiner)