



*Rewarding Learning*

**General Certificate of Secondary Education  
November 2025**

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## **English Language**

**Unit 1**

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

**[GEN11]**

**FRIDAY 14 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' responses. The task-specific instructions should be read in conjunction with these general marking instructions.

#### *Assessment objectives*

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

##### **Reading AO3 Candidates must:**

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

##### **Writing AO4 Candidates must:**

- (i) write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader;
- (ii) organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence; and
- (iii) use a range of sentence structures for clarity, purpose and effect, with accurate spelling, punctuation and grammar.

#### *Quality of candidates' responses*

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

#### *Flexibility in marking*

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

#### *Positive marking*

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

#### *A mark of zero*

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

### ***The marking process***

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

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

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

### ***The relationship between tasks, mark schemes and Competence Level Strands***

Every task has either:

- (a) a mark scheme that is built around a task-specific checklist, Competence Level (CL) Strands and a mark grid

The Competence Levels, which detail increasing levels of proficiency, are made up of three strands. These are derived from the Assessment Objectives and each of the strands focuses on important characteristics within the response. The role of each examiner is to identify positively what has been achieved and then match each candidate's level of proficiency to the appropriate descriptors.

Or

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

## Section A: Writing for Purpose and Audience

### Task 1

#### The Assessment Objectives

#### Writing (AO4)

- (i) Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.
- (ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and coherence.
- (iii) Use a range of sentence structures for clarity, purpose and effect, with accurate spelling, punctuation and grammar.

#### All are being assessed.

The examiner will be required to make **two** distinct assessments: one for **Task 1(i): Writing (i) and (ii)** and a second assessment for **Task 1(ii): Writing (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 Using the method and style of marking outlined on p. 4 along with the Competence Level (CL) Strands for **Task 1(i): Writing (i) and (ii)**, the examiner will positively assess the features of that response.

The process will be carried out **in this order**:

- (a) The examiner will carefully read and annotate the response.
- (b) The three Competence Level Strands that best match the candidate's achievement will be selected and noted in the relevant dialogue box.
- (c) Only **after** selecting and noting the three Competence Level Strands will the examiner turn to the mark grid to establish the mark to be awarded. Where the mark grid calls for an examiner judgement, the extent to which a candidate has met the overall requirements of the particular Competence Level Strands will determine the mark to be awarded.

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

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

In exceptional circumstances the standard of a candidate's work might range across more than two strand levels. Such an eventuality is not covered by the mark grids. Apply the following mathematical rule in this case: **Task 1(i)** CL422 (totals 8; 4+2+2). This equates to CL332 (totals 8) so the mark range for this response would be 26–29 marks for **Task 1(i)**. The support of the Supervising Examiner could usefully be sought.

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

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

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

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

**Wi + ii**

**332**

The next stage in the process is to check these ‘strand scores’ on the mark grid for **Task 1(i): 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 Levels and award the appropriate mark accordingly.

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

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

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

- “Competent use of a variety of sentence structures, with increasingly accurate use of paragraphing” (Range of Sentence Structures CL3)
- “Generally secure use of grammar and punctuation to support intended meaning.” (Use of Punctuation and Grammar CL3)
- “Increasingly accurate spelling of words with regular patterns” (Spelling 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’ across the mark grid for **Task 1(ii): Writing (iii)** 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 will help to highlight the extent to which a candidate has shaped the response appropriately.

#### **Communicate clearly, effectively and imaginatively.**

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

#### **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.**

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

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

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

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

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

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

### **The range and effectiveness of sentence structures.**

- the wider the range and the greater the degree of originality and control in structuring sentences, the more opportunity the candidate has to establish a positive rapport with the specified audience; and
- the more assured and varied the sentence structuring/paragraphing is, the more engaging the response is likely to be.

### **The use made of accurate punctuation and grammar.**

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

### **The use made of accurate spelling.**

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

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

## Competence Level Strands and Mark Grids

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

Write an article for your school/college magazine persuading the readers to agree with your views on the following statement:  
 “Taking part in sport is better than watching it.”

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>CL1</b>	Simple development, basic style.	Basic structure; there may be unsuccessful attempts to use simple structural or linguistic features.	Basic sense of audience with a narrow selection of language which may be relevant to the purpose.
<b>CL2</b>	Straightforward development and style.	Mainly logical structure; limited use of straightforward structural or linguistic features.	Straightforward sense of purpose; some appropriate use of vocabulary to engage the audience in a straightforward way.
<b>CL3</b>	Competent development; generally effective style.	Competent structuring; competent use of a range of structural and linguistic devices.	Competent sense of purpose; increasingly widening vocabulary some of which is selected to engage the audience.
<b>CL4</b>	Purposeful development; consistent and engaging style.	Purposeful structuring; purposeful use of a widening range of structural and linguistic devices to create effect.	Strong sense of purpose; an extended vocabulary to enhance and sustain the audience’s engagement.
<b>CL5</b>	Assured development and commanding style throughout.	Confident structuring; assured use of a variety of structural and linguistic devices to create impact.	Assured sense of purpose; judicious language choices are used to sustain a positive rapport with the audience.
Each successive level description assumes the continued demonstration of the qualities described in the lower levels.			

## Mark Grid Task 1: Writing (i) and (ii) (57 marks)

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

## Mark Grid Task 1: Writing (iii) (30 marks)

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

## **Addressing rubric violations with Task 1**

Responses to Task 1 that have no connection to the subject matter of the set task.

Assess the response which has not taken appropriate cognisance of the stimulus question using the criteria set out below. 'Miscues' are self-limiting when measured against the Competence Level descriptors for Wi+ii and Wiii.

### **Wi+ii:**

Development and Style – **CL2** is the upper limiting level

Structuring/Use of Linguistic and Structural Features – **CL2** is the upper limiting level

Purpose and Audience – **CL2** is the upper limiting level

### **Wiii:**

Range of Sentence Structures – **CL3** is the upper limiting level

Use of Punctuation and Grammar – **CL2** is the upper limiting level

Spelling – **CL5** is the upper limiting level

**Having completed marking the response contact your Supervising Examiner to review your assessment of the script.**

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

### The Assessment Objectives Reading (AO3)

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

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

### The assessment process

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

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

### The required style of annotation for all tasks

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

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

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

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

3 **Tasks 2 and 4**

- (a) Having annotated the response as required, the examiner will then assess the response in relation to **each of the three strands of the relevant Competence Levels**.
- (b) The **three** selected Competence Level Strands will be noted in the appropriately numbered dialogue box at the end of the response.
- (c) Only **after** selecting and noting the three Competence Level Strands will the examiner turn to the mark grid to establish the mark to be awarded.

Where the mark grid calls for an examiner judgement, the extent to which a candidate has met the overall requirements of the selected Competence Level Strands will determine the mark to be awarded. Where a **two mark range** is available, the examiner will consider whether the response is mostly in the 'upper' half or 'lower' half of the achieved Competence Levels and award either mark accordingly.

In exceptional circumstances the standard of a candidate's work might range across more than two strand levels. Such an eventuality is not covered by the mark grids. Apply the following mathematical rule in this case: **Task 2** CL422 (totals 8; 4+2+2) equates to CL332 (totals 8) so the mark range for this response would be 11-12 marks for **Task 2**. The support of the Supervising Examiner could usefully be sought.

Here is an example of the style of annotation required for a **Task 2** response (it should be read in conjunction with the relevant Competence Level Strands on p.18).

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

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

The next stage in the process is to check these ‘strand scores’ across the mark grid for **Task 2** on p.19. 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 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.

**Read the text below where the writer describes her first camping trip with her children.**

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

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

- use of **hyperbole**: "it will be a life-changing experience" to create a sense of anticipation and excitement about the trip for both her children and the reader
- use of **triple**: "We'll sleep under the stars, cook over a roaring campfire, and glide along the river in a boat" to emphasise the writer's romanticised aspirations for the trip and to present an idealised image to the reader
- use of **appeal to senses**: "We'll be serenaded by birds and surrounded by spectacular views", "sun drenches us in vitamin D" to immerse the reader in this seemingly perfect natural setting
- use of **short sentence**: "It's utterly idyllic." to emphasise the simple beauty of the surroundings and confirm for the reader that this trip was the perfect choice
- use of **personification**: "while the radiant sun drenches us in vitamin D" to portray the prolonged warm conditions and evoke positivity within the reader
- use of **adverb**: "the kind of shared activity I'd secretly hoped for" to take the reader into her confidence that she is relieved the trip is turning out so well
- use of **anaphora**: "No grumpiness, no squabbling, no stress, no phones in sight" to reinforce to the reader the wide-ranging benefits of the camping trip
- use of **single-word paragraph**: "Result!" to emphatically highlight the pleasure the writer feels due to the apparent success of the camping trip
- use of **temporal details**: "in the moment...every second. At this point" to convey the immediacy of the writer's joy

*Source: Adapted from © "Our First Time Camping: The Truth" by Clare Thomson*

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 basic understanding which may or may not make use of textual evidence.	A basic sense of the writer's overall intention(s).	Basic remarks on the writer's use of language.	<b>CL1</b>
<b>CL2</b>	Use of some appropriately selected examples from the text to support understanding.	Straightforward attempts to offer explanations of the writer's intention(s).	Straightforward explanation of some relevant elements of the writer's craft.	<b>CL2</b>
<b>CL3</b>	A competent selection of examples from the text to support understanding.	Competent explanation of the writer's intention(s) which may draw upon explicit and implicit ideas.	Competent explanation of relevant elements of the writer's craft.	<b>CL3</b>
<b>CL4</b>	A purposeful selection of examples from the text to support understanding.	Increasingly purposeful interpretation of the writer's intention(s), including explicit and implicit ideas.	Analysis of elements of the writer's craft.	<b>CL4</b>
<b>CL5</b>	Precise and judicious selection of examples from the text to support understanding.	Sustained perceptive interpretation of the writer's intention(s).	Evaluation of elements of the writer's craft and how these elements impact the reader.	<b>CL5</b>
Each successive level description assumes the continued demonstration of the qualities described in the lower levels.				

## 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 your own words, write down two reasons why this camping trip was a negative experience for the writer: one reason from each paragraph.**

**For each reason present two pieces of supporting evidence.**

#### Style of Assessment

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

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

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

##### Crediting the supporting evidence 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 (with or without use of quotation marks).
- 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 paragraph one:**

Limited access to facilities/amenities at this location makes everyday activities difficult, causing upset.

**(b) Two pieces of supporting evidence from paragraph one:**

- “basic toilet cubicle”
- “bucket shower”
- “clean my face by cupping water in my hands”
- “spit my toothpaste out into a bush”
- “overcome these challenges”
- “stove is broken”
- “dreadful setback”
- “desperate for a coffee”
- “this feels like a disaster”

Unacceptable evidence for **(b)**:

- “Starting the morning without a cuppa is tough on any day”

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

In the very warm weather, the quality of their food/drink has deteriorated, and the tent provides no comfort.

**(d) Two pieces of supporting evidence from paragraph two:**

- “24-degree heat”
- “much-needed shade”
- “tent is now like an oven”
- “cool bag is no longer cool”
- “milk has gone off”
- “juice is warm”
- “chocolate has melted”
- “middle of a heatwave”

Unacceptable evidence for **(d)**:

- “abandoning our morning walk”
- “discovering the low points of camping”

*Source: Adapted from © "Our First Time Camping: The Truth" by Clare Thomson*

## Task 4

Response time: **17 minutes**.

Total **20 marks**.

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

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

- use of **triple** of short sentences: "An ancient magic. A deadly enemy. A reluctant hero." to immediately establish the exciting fantasy genre of the story
- use of **metaphor**: "Life as Sam knows it is blown apart" to suggest a strong sense of chaos and upheaval, evoking concern for his predicament
- use of **present continuous tense**: "Now... closing in, destroying all" to create a sense of urgency and convey the threat of impending danger
- **series of adjectives**: "deadly", "menacing", "Dark", "unimaginable", "risky" to intensify the extent of the danger and threat posed
- use of **combative language**: "deadly enemy", "menacing", "destroying", "overthrow", "havoc", "foe" to reinforce the intensity of the action in this adventure
- use of **question**: "Can Sam protect The Order of the Evening from those seeking to overthrow its magic and goodness to create havoc?" to emphasise the high-stakes situation and the gravity of his mission
- use of **contrast** between good and evil: "Sam [and] The Order of the Evening from those seeking to overthrow its...goodness to create havoc" to encourage readers to support Sam in his quest
- use of **metaphor**: "Time is running out" to highlight the urgent need for action
- use of **personification**: "Dark forces have gathered" to reinforce the scale of the threat and impending danger
- use of **hyperbole**: "unimaginable" to reinforce the level of danger, so extensive that it cannot even be explained or described
- use of **metaphor**: "This boy holds the future of the world in his hands" to highlight Sam's heroic responsibility, making the reader support him
- use of **direct address**: "will transport you into a hidden world... if you dare!" to challenge the reader to become a pivotal part of this story
- use of **list**: "It's time to enter this land of magic, intrigue, danger and glory" to highlight the variety and richness in the story

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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 basic understanding which may or may not make use of textual evidence.	A basic sense of the writer's overall intention(s).	Basic remarks on the writer's use of language.
<b>CL2</b>	Use of some appropriately selected examples from the text to support understanding.	Straightforward attempts to explain/explanation of the writer's intention(s).	Straightforward explanation of some relevant elements of the writer's craft.
<b>CL3</b>	A competent selection of examples from the text to support understanding.	Competent explanation of the writer's intention(s) which may draw upon explicit and implicit ideas.	Competent explanation of relevant elements of the writer's craft.
<b>CL4</b>	A purposeful selection of examples from the text to support understanding.	Increasingly purposeful interpretation of the writer's intention(s), including explicit and implicit ideas.	Analysis of elements of the writer's craft.
<b>CL5</b>	Precise and judicious selection of examples from the text to support understanding.	Sustained perceptive interpretation of the writer's intention(s).	Evaluation of elements of the writer's craft and how these elements impact the reader.
Each successive level description assumes the continued demonstration of the qualities described in the lower levels.			

## Mark Grid Task 4 (20 marks)

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

## Task 5

Response time: **8 minutes**.

Total **10 marks**.

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

### Style of Assessment

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

- Use the ticking tool to indicate the presence of a valid presentational feature from the list provided.
- 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.
- 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.

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

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

- the contrast between dark and light colours or a specific aspect of one colour
- a specific aspect of the layout
- the presentation of the text referring specifically to the lettering
- the image of the object in the boy's hand
- the image of the beams of light
- the image of the boy
- the image of the bird
- the image of the rocks/undergrowth/flames/stars/sky

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

**List of possible explanations for 5(b) and 5(d) which should demonstrate the intended effect on the reader:**

- the dominant beams of light and stars radiating from the central object provide a golden glow and imply a mystical force will feature
- the prominent image of the golden object in the boy's outstretched hand suggests it will be pivotal to the development of the plot
- the central positioning of the image of the boy on the rocks indicates he is a significant character in the book and may face challenges
- the imposing background image of the sharp shards of rock creates a sense of impending doom, promoting the idea of threat and danger
- the image of the golden bird in flight suggests it is supernatural and majestic, and so will be an intrinsic part of the narrative
- the contrasting colours of gold and dark blue/black suggest that good will triumph over evil

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