



General Certificate of Secondary Education
Summer 2025

English Language

Unit 1

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

[GEN11]

WEDNESDAY 7 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

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

Introduction

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

Assessment objectives

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

Reading AO3 Candidates must:

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

Writing AO4 Candidates must:

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

Quality of candidates' responses

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

Flexibility in marking

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

Positive marking

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

A mark of zero

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

The marking process

The required process, standard and style of marking will be the business of the standardising meeting.

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

Pre-marked exemplar scripts will be 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 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; 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 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:

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

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

Wi + ii

332

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

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

Here is an example of this style of annotation in action for **Task 1: 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:

- “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’ against the mark grid for **Task 1: 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 Level and award either mark accordingly.

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

General Guidance on the Application of the Competence Level Strands

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

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

Communicate clearly, effectively and imaginatively.

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

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

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

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

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

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

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

Credit any other valid strategies.

The second assessment: Task 1: Writing (iii)

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

The range and effectiveness of sentence structures.

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

The use made of accurate punctuation and grammar.

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

The use made of accurate spelling.

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

Credit any other valid strategies.

Competence Level Strands and Mark Grids

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

Write a speech for your classmates persuading them to agree with your views on this question:
 "Is homework still necessary for students today?"

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

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

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

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

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

Mark Grid Task 1: Writing (iii)

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

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 appropriate material **CL2**)
- “Straightforward attempts to offer explanations of the writer’s intention(s)” (Develop and sustain interpretations of the writer’s intentions **CL2**)
- “Competent explanation of relevant elements of the writer’s craft” (Explain and evaluate elements of the writer’s craft **CL3**)

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

2
223

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

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

4 Tasks 3 and 5

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

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

Remember to:

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

Task 2:

Response time: **15 minutes**.

Total **21 marks**

Read the text below where the writer expresses his enthusiasm for the cheese toastie. Explain how the writer has presented this in a way that engages his readers' interest. Support your comments with evidence.

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

- use of **simile**: "Toast, like the colour of a Strictly Come Dancing contestant's tan" to create a humorous and relatable opening
- use of **personification**: "Toast...warmly embraces" to suggest toast offers physical comfort
- use of **sensory adjectives**: "soft, oozy" to elevate the appeal for the reader
- use of **litotes**: "I don't deny" to convey to the reader the writer has considered the health risks
- use of **hyperbole**: "no finer food in the universe" to present a light-hearted and enthusiastic opinion about toasties
- use of **question**: "Where did the toastie originate?" to demonstrate the writer's keen interest in the subject, which he hopes the reader will share
- use of **anecdote** to portray the writer's detailed knowledge of, and enthusiasm for, the history of the toastie
- use of **idiom**: "weighing a ton" to develop the humour and exaggerate the weight of the toastie maker
- use of **nomenclature**: "Mr Toastie" to reflect the writer's childish naming of the toastie maker and his affection for this treasured object, consequently persuading the reader to share his enthusiasm
- use of **alliteration**: "through thick and thin, brioche and bagels" to draw attention to the versatility of the appliance
- use of **puns**: "through thick and thin...long may he continue to 'dough' just that!" to convey his gratitude for the toastie maker

Source: Adapted from When earning a crust gets harder, we need the comfort and strength of the very British toastie | Max Wallis | The Guardian

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

Mark Grid Task 2

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

Task 3

Response time: **10 minutes.** Total **12 marks.**

In your own words, write down two reasons why the writer thinks toasties are appealing: 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 above point using his/her own words	4
Demonstrates an accurate understanding of the above point mainly using his/her own words	3
Demonstrates a mostly accurate understanding of the above point using his/her own words but with reliance on the language of the text	2
Demonstrates a general sense of the above point relying heavily on the language of the text	1
No creditworthy response	0

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

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

(a) Reason from paragraph one:

The toastie is cheap, convenient and does not require specialist equipment.

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

“costs little”

“No toastie maker? No problem.”

“handy toaster bag”

“can be inexpensive”

“no need to break the bank”

“make it at home”

“for about 50p.”

(c) Reason from paragraph two:

The toastie is versatile and can be transformed/improved by including different fillings.

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

“flexible”

“can be enhanced”

“jazzed-up”

“doused in ketchup”

“become a scrumptious treat”

“elevated”

“adaptability”

“never-ending list of possibilities”

Unacceptable evidence for (d):

“processed cheese”

“pickles”

“doused”

“ketchup”

“Brie and cranberry”

“saviour”

“ultimate snack”

Source: Adapted from When earning a crust gets harder, we need the comfort and strength of the very British toastie | Max Wallis | The Guardian

Reading Media Texts

Tasks 4 and 5 are based on the DVD cover for “Hugo”.

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

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

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

- use of **triple**: “Orphaned, alone and scared” to evoke sympathy from the reader for the main protagonist
- use of **emotive language**: “evading capture by the intimidating station inspector” to create a sense of threat faced by Hugo
- use of **metaphor**: “fix the broken pieces of his past” to convey Hugo’s background and the challenges he has already encountered
- use of **personification**: “Racing against time” to suggest a sense of urgency and excitement
- use of **idiom**: “one step ahead”, to indicate the impending peril faced by Hugo and Isabelle
- use of **juxtaposition**: “imagination and intrigue” to suggest the conflict and unpredictability the characters will experience
- use of **rhetorical question**: “Will Hugo ever find the answers he seeks?” to highlight the uncertainty of Hugo’s future
- use of **imperative**: “Be captivated, be inspired”, “don’t miss your chance” to reflect the exciting narrative
- use of further **metaphor**: “let your heart take flight” to suggest the film will provide a range of exciting and emotional reactions
- use of **hyperbole**: “cinematic adventure of a lifetime” to highlight the enthralling nature of the film
- use of **short sentence**: “Hugo’s spellbinding story awaits” to heighten the anticipation
- use of **pun**: “Time is ticking” to emphasise a core theme of the film and reinforce the sense of urgency

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

Mark Grid Task 4 (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 DVD cover to make it appealing to the audience. **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):

- a specific aspect of colour, including contrasting colours
- a specific aspect of the layout
- a specific aspect of the background
- the presentation of font referring specifically to the title or review
- the image of the characters
- the image of the clock

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:

- the larger image of the boy compared to the smaller image of the man in uniform may suggest that good will overcome adversity
- the different sizes of the images of the characters indicate their respective significance in the story which will appeal to younger audiences
- the gold font and hues of the clock-face suggest that time is precious in this story

- the dominant image of the clock indicates its centrality to the narrative
- the image of the boy hanging from the clock suggests elements of danger and a dramatic, action-packed film
- the motif/image of the stars adds a sense of awe and wonder

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