



Rewarding Learning

**General Certificate of Secondary Education
January 2020**

English Language

Unit 4

**Personal or Creative Writing and
Reading Literary and Non-fiction Texts**

[GEN41]

THURSDAY 16 JANUARY, 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 by which marks are allocated to candidates' responses. The task specific instructions should be read in conjunction with these general marking instructions.

Assessment objectives

Below are the relevant assessment objectives for English Language Unit 4.

Reading AO3 Candidates must:

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

Writing AO4 Candidates must:

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

Quality of candidates' responses

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

Flexibility in marking

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

Positive marking

Examiners will be positive in their marking, giving appropriate credit for what candidates know, understand and can do. Examiners should make use of the whole of the available mark range and be prepared to award full marks taking into consideration the time available and the maturity of the candidature.

A mark of zero

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

The style of assessment

The exams will be marked using positive assessment; crediting what has been achieved. The mark schemes emanate from the Assessment Objectives and are designed to support this positive approach.

The relationship between tasks, mark schemes and Competence Level Strands

Each task is designed to test a specified series of Assessment Objectives and has a mark scheme that is built around a task specific checklist, Competence Level (CL) strands and a mark grid.

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

Reading and Writing: the marking process

The required process, standard and style of marking will be the business of the standardising meetings. Pre-marked exemplar scripts will be distributed to all examiners at these conferences. These 'benchmark scripts' will have been marked and annotated by the senior examining team prior to each standardising meeting.

Section A: Personal/Creative Writing

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): AO Writing (i) and (ii)** and a second assessment for **Task 1(ii): AO 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 facility** serves two purposes:
 - (a) to highlight spelling mistakes with each error being circled only once - alot ...
happend
 - (b) for indicating minor and/or occasional lapses in punctuation such as missing apostrophes, commas and full stops – *run's/...two three or four/ ...to me it was not long after...*
- **wavy lining** will denote lapses in expression – for example – *he seen yous threw the open door*. Use the vertical option in the margin to indicate ongoing issues.

- 2 Using the method and style of marking outlined on p.4 in conjunction with the Competence Level (CL) Strands for **Task 1: Writing (i) and (ii)**, the examiner will assess, positively, the features of that response.

This 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 noted.
- (c) Only **after** selecting and noting the three Competence Level Strands will the examiner turn to the mark grid to establish the mark to be awarded. Where the mark grid calls for an examiner judgement, the extent to which a candidate has met the overall requirements of the particular Competence Level 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; and
 - where a **three or four mark range** is available, the examiner will consider whether the response is mostly at the 'top', 'middle' or 'bottom' of the achieved Competence Levels and award the available marks accordingly.

In exceptional circumstances the standard of a candidate's work might range across more than two strand levels. Such an eventuality is not covered by the mark grids. Where this happens, the examiner should decide the mark to be awarded on a 'best fit' basis. The support of the Supervising Examiner could usefully be sought.

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

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

- “Generally effective and appropriate development. An increasingly fluent and engaging style...” (Development and Style CL3)
- “Combines clear structuring with a conscious effort to use some structural and linguistic devices...”
(Structuring/Use of Linguistic and Structural Features CL3)
- “Recognition of purpose and audience...a straightforward direction... Language choices are 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 **27–30 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: Writing (iii)**. Let's assume it can best be summarised by the following descriptors:

- “Increasingly sustained competence in the control of sentence structures. Some variety of sentence structuring is evident”
(Range of Sentence Structures CL3)
- “The basics of punctuation...and grammar...increasingly secure...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 actively help engage the audience”
(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’ across 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 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 checklist will help to highlight the extent to which a candidate has shaped the response appropriately. It offers general guidance on how the candidates, across all the Competence Level Strands, may employ the required skills for **Task 1: Writing (i) and (ii)**.

Communicate clearly, effectively and imaginatively attempting:

- a handling of the task in such a way as to attempt to clearly and fluently and/or imaginatively engage the prescribed audience;
- use of a style that builds a positive relationship with the prescribed audience; and
- possible use of anecdotes/humour to engage.

Adapting form and vocabulary to task and purpose in ways that engage the specified audience, attempting:

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

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

- to create a logical progression/a conscious attempt to develop the piece;
- to use engaging/challenging introductory and concluding paragraphs;
- the use of topic/link sentences for different paragraphs; and
- development that endeavours to use organisation to sustain the audience's interest.

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

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

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

The second assessment: Task 1: Writing (iii)

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

The range and effectiveness of sentence structures:

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

The use made of accurate punctuation and grammar:

- linked to the control of sentence structure is the control of a variety of appropriate punctuation and accurate use of grammar. Here, too, competent usage can help to maintain interest. The greater the control and variation in the use of punctuation, the more engaging the outcome.

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 used that are not mentioned above.

Competence Level Strands and Mark Grids

Task 1: Response time: 55 minutes Mark allocation: 58 marks

- (a) Write a personal essay for the examiner about an experience that resulted in a positive change in your life.
or
(b) Write a creative essay for the examiner. The picture is to be the basis for your writing. You may provide your own title.

| 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. | CL0 |
| CL1 | Simple development which constrains style and limits communication to a basic level. | Rudimentary attempt to structure a response. Any attempt at the use of linguistic features will be elementary in outcome. | Some broad/overall sense of purpose and/or audience may be evident. | CL1 |
| CL2 | Deliberate development using a straightforward style in a conscious attempt to write about an experience, or write creatively. | Logically organised, leading the audience through the response. This may occasionally be supported with some straightforward use of structural and linguistic features. | Recognition of purpose and audience giving a straightforward direction to the writing. Language choices are generally appropriate. | CL2 |
| CL3 | Generally effective and appropriate development. An increasingly fluent and engaging style is created to discuss an experience, or write creatively. | 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. | CL3 |
| CL4 | 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 within the fabric of the response. This is apparent in the conscious tailoring of suitable language. | CL4 |
| CL5 | Confident development of a style that is tailored to purpose in order to generate writing that commands the audience's attention. | 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 audience. This is, in part, generated through precise selection of apposite language. | CL5 |

| Mark Grid Task 1 Writing (i) and (ii) | |
|--|----------------------|
| Strands attained | Marks awarded |
| 000 | 0 |
| 100 | 1–2 |
| 110 | 3–6 |
| 111 | 7–10 |
| 112 | 11–14 |
| 221 | 15–18 |
| 222 | 19–22 |
| 223 | 23–26 |
| 332 | 27–30 |
| 333 | 31–34 |
| 334 | 35–38 |
| 443 | 39–42 |
| 444 | 43–46 |
| 445 | 47–50 |
| 554 | 51–54 |
| 555 | 55–58 |

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 | | |
| CL0 | No creditworthy response. | No creditworthy response. | No creditworthy response. | CL0 | |
| CL1 | 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. | CL1 | |
| CL2 | 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 vocabulary to enliven the writing. | CL2 | |
| CL3 | 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 actively help engage the audience. Credit attempts at ambitious usage. | CL3 | |
| CL4 | Variety in sentence types and structuring is controlled and, where appropriate, deliberately manipulated for effect. | A proficient use of a range of punctuation and grammar to sustain clarity and to 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. | CL4 | |
| CL5 | 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. | CL5 | |

| 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 Literary and Non-Fiction Texts

The Assessment Objectives

Reading (AO3)

- (i) Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- (ii) Develop and sustain interpretations of writers' ideas and perspectives.
- (iii) Explain and evaluate how writers use linguistic and structural features to achieve effects and engage and influence the reader.

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

The assessment process

All tasks will be assessed using Competence Level based assessment.

The required style of annotation for all tasks

- 1 Responses will be assessed on the basis of a **single reading** using **three e-marking tools**.
 - use **underlining** to highlight **appropriate explanation/interpretation**;
 - use **ticking** to indicate presentation of **relevant examples/evidence**;
 - in Task 2 only, use the

| |
|---|
| C |
|---|

 button in the margin to highlight comparing and contrasting; and
 - ignore all errors in punctuation, syntax and spelling in Section B 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, in turn, leading to the award of the correct Competence Level strands and, finally, to the correct mark.

3 All tasks:

- (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.

The mark grid for Task 2 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; and

- where a three mark range is available, the examiner will consider whether the response is mostly in the ‘top’, ‘middle’ or ‘bottom’ of the achieved Competence Levels and award the available marks accordingly.

In exceptional circumstances the standard of a candidate’s work might range across more than two strand levels. Such an eventuality is not covered by the mark grids. Where this happens, the examiner should decide the mark to be awarded on a ‘best fit’ basis. Alternatively, the support of the Supervising Examiner could usefully be sought.

Here is an example of the required style of annotation in action for a **Task 3** response (it should be read in conjunction with the relevant Competence Level Strands on p. 21).

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

- “Some appropriate examples...linked to valid insights/explanations.”
(Read and understand text/select appropriate material **CL3**)
- “An overall explanation of the writer’s intention...Some straightforward appreciation...”
(Develop and sustain interpretations of the writer’s intentions **CL2**)
- “An uncomplicated review/consideration of some of the language and/or linguistic devices the writer has employed.”
(Explain and evaluate elements of the writer’s craft **CL2**)

These individual strand levels are noted at the end of the response in the Task 3 dialogue box:

| |
|-----------------------------------|
| <p>3</p> <p>322</p> |
|-----------------------------------|

The next stage in the process is to check these ‘strand scores’ across the mark grid for **Task 3** on p. 22. This indicates a score of **7 marks**.

This score would then be entered against 3 in the scoring facility on the right side of the screen.

- 4 A final check of the examination booklet and any additional objects
 - (a) Use the ‘E’ tool to indicate the end of the candidate’s final response.
 - (b) Stamp unused pages/boxed areas with the ‘SEEN’ tool/facility.

Task 2: Spend **26 minutes** reading **both texts** (see insert) and responding to this task.

Texts A and B are the openings to two novels. Compare and contrast how the writers have created a sense of mystery. Present supporting evidence from both texts.

Below is a task specific checklist outlining the material that candidates at all competence levels may be expected to draw upon in their responses:

- both texts **focus on the unknown**. In Text A mystery is created around the place, the Circus, and its sudden and surprise arrival in the town; in Text B, by contrast, mystery surrounds the narrator's first sighting of Lucas
- Text A adds immediacy and mystery through the use of **the present tense**: "The circus arrives without warning"; the **reflective style** of Text B is also used to develop a sense of the mysterious: "I didn't even know who he was then...I didn't even know *what* he was"
- Text A repeatedly uses an **impersonal 3rd person narrative**: "It is...". The final paragraph switches to 2nd person narrative to directly involve the reader through the repeated use of "you" and "your"; in contrast Text B uses the **1st person reactions** of the narrator and the others in the car to emphasise the mystery created when they encounter Lucas for the first time
- both texts use **short paragraphs** to heighten the dramatic effect: "The circus arrives without warning." and "It was weird. Almost like a dream."
- both texts use **descriptive details** to create a sense of disquiet: Text A – "simply there, when yesterday it was not/...encasing them in a colourless world"; Text B – "He was...a shimmering haze of heat"/It was weird. Almost like a dream"

The following may be drawn upon to compare and contrast:

TEXT A

Text A - Removed due to copyright

TEXT B

The reader shares the narrator's perspective as Lucas is first seen from the back seat of the car. As they approach, an increasingly detailed description only adds to the mysterious aura that surrounds the boy until he finally makes eye contact with the narrator.

- the opening is conversational and all seems normal at first: "I first saw Lucas...fine afternoon..."
- an **italicised pronoun** is used to create mystery around the character of Lucas: "I didn't even know *what* he was"
- the use of the **unexplained noun** "creature" to describe Lucas raises disturbing questions for the reader about what kind of being he is
- the **verb** "padding" and the **alliteration** "a way of walking" describe the distinctive nature of Lucas's movement. This is further highlighted by "whispered secrets into the air" which adds to his mysterious aura
- the reader's curiosity is aroused by the **description** of his strange appearance: "slight and ragged"/"dressed loosely...tied around his waist...slung over his shoulder"
- **contrast** is used to further arouse the reader's curiosity about Lucas: "on the small side" but "wasn't as slight as I'd first thought"/"wasn't exactly muscular, but there was an air of hidden strength..."
- the **physical description** of Lucas concludes very positively in comparison to the initial description: "a graceful strength that showed in his balance, the way he held himself, the way he walked..."
- the writer adds intrigue when he **describes the effect** Lucas has on those inside the car and on his immediate environment: "stopped talking...strange, almost ghostly, silence...not just in the car, but outside as well. Birds...the wind...the sky..."
- the writer sets **two short sentences** in a single paragraph to highlight the strangeness of the scene: "It was weird. Almost like a dream." The simile "It was like a dream" adds to the sense of mystery
- **repetition, italics and a short sentence** are used to create a dramatic, tense moment in the passage: "looked at *me*. Directly at *me*." This causes the reader to question why he looks at the narrator and heightens the reader's curiosity further
- the **short sentence supported by alliteration** reinforces the impact Lucas had on the narrator upon their first encounter: "It was a face I'll never forget"
- the developing sense of mystery already built up around the character of Lucas is further heightened by the **use of ellipsis**: "something else..."
- the passage **ends dramatically** with the breaking of the 'spell' by Dominic's startled reaction: "What is *that*?"

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

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Task 2

| Competence Level Strands Task 2 | | | | |
|---------------------------------|--|--|---|------------|
| | Read and understand text/select appropriate material/making comparisons and cross references | Develop and sustain interpretations of the writers' intentions | Explain and evaluate elements of the writers' craft | |
| CL0 | No creditworthy response. | No creditworthy response. | No creditworthy response. | CL0 |
| CL1 | A general overall comment or an isolated reflection on one or two examples. These may be drawn from either or both sources. | Some elementary understanding of the text(s) reflected in a basic attempt to comment on some aspects of the writers' use of language. | Reporting/a simple consideration of the use of some language features. Examples may, occasionally, be supported by some basic attempt to suggest the intended effect. | CL1 |
| CL2 | A straightforward selection of some appropriate examples. Some attempt to link these with explanations about the writers' craft and to draw straightforward connections across both texts. | A broad grasp of the texts exemplified in straightforward comments on some specific examples OR a very general recognition of some of the writers' intentions. | Uncomplicated explanations of some of the writers' use of language. A straightforward consideration of some elements of the writers' craft. | CL2 |
| CL3 | Appropriate selection of examples from both sources and apt cross-referencing to offer explanations and occasionally interpretations. | A sound, overall understanding of the texts resulting in a generally appropriate interpretation of the writers' intentions. These are presented through increasingly specific comments on the use of language. | Generally appropriate explanations of a series of examples of writers' craft will occasionally be combined with some attempt to evaluate their intended effects. | CL3 |
| CL4 | A series of appropriately selected material from both sources in order to clearly compare and contrast inferences or interpretations of the writers' craft. | A clear understanding of the texts supporting an evaluative approach. Mainly accurate interpretations of how the writers' ideas have been presented through language choices. | A range of appropriate explanations and a generally evaluative approach to comment on elements from within the writers' craft. | CL4 |
| CL5 | A precise selection of illustrative material collated from both texts to present a focused comparative analysis of the writers' strategies. | An analytical approach is based on an assured understanding of the texts, demonstrating a confident understanding of how the writers have actively controlled the reader's perspective through language choices. | An evaluative approach which confidently explores a range of the writers' strategies and their intended effects. | CL5 |

Mark Grid Task 2

| Strands attained | Marks awarded |
|------------------|---------------|
| 000 | 0 |
| 100 | 1–2 |
| 110 | 3–4 |
| 111 | 5–6 |
| 112 | 7–8 |
| 221 | 9–10 |
| 222 | 11–12 |
| 322 | 13–14 |
| 332 | 15–16 |
| 333 | 17–18 |
| 334 | 19–20 |
| 443 | 21–22 |
| 444 | 23–24 |
| 445 | 25–26 |
| 554 | 27–29 |
| 555 | 30–32 |

Task 3: Spend **12 minutes** on this task.

The text below is the beginning of the article. Explain how the writer engages the interest of the reader.

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

- the **heading takes the form of a question** which directly addresses the target audience. It immediately draws attention to the main issue: “Should parents...kids to work out?”
- the writer **begins with an anecdote** about Louis which is **followed by a list** that provides some interesting personal details about him: “a pro in the gym”/“has the six-pack to show for it”/“three rounds of ten press-ups...lifts with a weighted medicine ball”
- the reveal in the final sentence of the first paragraph uses **direct address** as well as an **informal tone** in the phrase, “Nothing wrong with that, you might think” **before shocking the reader** by sharing the boy’s age at the end of the sentence, “– except that Louis is six years old!” The use of **the dash** and the **exclamation mark** emphasise this startling information that the writer has been setting up throughout the paragraph
- **contrast** is used in the second paragraph to highlight the problem for the reader: “A generation ago...Now a growing number...”. She also **juxtaposes** the innocence of, “playing and running around” from a bygone era with **a list** of gym chains, “offering children’s memberships...panicking about soaring child obesity rates”
- **alliteration** is utilised to emphasise parental reactions: “parents panicking...”
- **factual information** based on “a new public health report” (use of higher authority to bolster viewpoint) is used to illustrate the scale of the obesity problem so continuing to develop parental concern: “...highest obesity rates...One in five children...rising to more than a third”
- the writer is actively seeking the reader’s agreement in **a concluding stand-alone question**: “But is this really a good idea?” The use of the word “really” subtly reveals her viewpoint.

Source: © Telegraph Media Group Limited 2017

| Competence Level Strands Task 3 | | | | |
|---------------------------------|---|--|---|------------|
| | Read and understand text/select appropriate material | Develop and sustain interpretations of the writer's intentions | Explain and evaluate elements of the writer's craft | |
| CL0 | No creditworthy response. | No creditworthy response. | No creditworthy response. | CL0 |
| CL1 | 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. | CL1 |
| CL2 | A straightforward understanding is evident. There is an attempt to select some appropriate supporting material. | An overall explanation of the writer's intention is presented – some straightforward appreciation is evident. | An uncomplicated review/consideration of some of the language and/or linguistic devices the writer has employed. | CL2 |
| CL3 | An overall understanding of the text. Some appropriate examples are selected and linked to valid insights/explanations. | A competent 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. | CL3 |
| CL4 | A clear understanding of the text facilitates the relevant selection of material which is used for purposeful comment. | An interpretation that competently demonstrates a valid understanding of how the writer's intentions are reflected in language choices. | A generally evaluative approach that competently explores the use of some of the linguistic strategies. | CL4 |
| CL5 | An assured understanding ensures focused, precise selection of material, which in turn, facilitates scrutiny of the text. | An analytical interpretation that demonstrates a perceptive understanding of how the writer's intentions are evidenced in the use of language. | A confident, evaluative approach is used to examine relevant elements of the writer's craft. | CL5 |

Mark Grid Task 3

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

Task 4: Spend **12 minutes** on this task.

The text below is the final three paragraphs from the same article. Explain how the writer has developed her view that parents buying gym membership for their children is not a good idea.

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

- **language is used emotively** throughout the text to raise the level of parental anxiety/concern: “unhealthy obsession”/“disturbingly early age”/“Our children’s health is more important than anything else”
- the writer **highlights the negative effects** on children’s behaviour **by creating thought-provoking images** to confront the reader with the negative reality of gym membership for children: “...to get Instagram-worthy bodies that attract likes”/“children staring into mirrors while they work out”/“our children to pound away on machines”
- **a short sentence** using **a personal pronoun** effectively signals the writer’s strong feelings: “That worries me”. This is immediately followed with **a blunt question** which directly challenges the reader as a parent: “And, as parents, should we not also be concerned that...?”
- **inclusive language** is utilised to encourage the reader to share the writer’s views: “Our children’s health”/“do we really need”/“If we did this”. The use of **informal, colloquial language** also supports this purpose: “fork out”
- the writer develops her point of view through the use of **direct address and questioning** in order to build a rapport with her readers: “And, as parents, should we not be concerned...a disturbingly early age?”/“do we really need to fork out...gym membership?”/“If we did this...”
- the writer **strengthens her case** for parents to avoid gym membership for their children not only through her use of questions, but also by offering other parents a couple of practical alternatives: “to the park to kick a ball...going out for a bike ride”. Her lively **concluding aside**, emphasised by **double exclamation marks** “– and don’t cost a penny!!” is designed to add to the potential financial attractiveness of these solutions and continues to develop her rapport with her readers
- **a reference to research** is used to support the writer’s negative perspective: “All the research shows that children would rather...with their families”
- **a triple** is used, **along with metaphorical language**, to strengthen her perspective whilst playing on parental anxieties: “the threat of obesity, heart disease and diabetes on the horizon for the next generation”
- **the article concludes** with the writer **using contrast to create emotive imagery** which highlights the dilemma and challenges the reader to make a choice: “to pay for our children to pound away on machines indoors rather than running outside in the fresh air!!” Again, the **double exclamation marks** make the writer’s stance very clear.

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| Competence Level Strands Task 4 | | | | | |
|---------------------------------|---|--|---|------------|--|
| | Read and understand text/select appropriate material | Develop and sustain interpretations of the writer's intentions | Explain and evaluate elements of the writer's craft | | |
| CL0 | No creditworthy response. | No creditworthy response. | No creditworthy response. | CL0 | |
| CL1 | 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. | CL1 | |
| CL2 | A straightforward understanding is evident. There is an attempt to select some appropriate supporting material. | An overall explanation of the writer's intention is presented – some straightforward appreciation is evident. | An uncomplicated review/consideration of some of the language and/or linguistic devices the writer has employed. | CL2 | |
| CL3 | An overall understanding of the text. Some appropriate examples are selected and 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. | CL3 | |
| CL4 | A clear understanding of the text facilitates the relevant selection of material which is used for purposeful comment. | An interpretation that competently demonstrates a valid understanding of how the writer's intentions are reflected in language choices. | A generally evaluative approach that competently explores the use of some of the linguistic strategies. | CL4 | |
| CL5 | An assured understanding ensures focused, precise selection of material, which in turn, facilitates scrutiny of the text. | An analytical interpretation that demonstrates a perceptive understanding of how the writer's intentions are evidenced in the use of language. | A confident, evaluative approach is used to examine relevant elements of the writer's craft. | CL5 | |

Mark Grid Task 4

| Strands attained | Marks awarded |
|------------------|---------------|
| 000 | 0 |
| 100 | 1 |
| 110 | 2 |
| 111 | 3 |
| 112 | 4 |
| 221 | 5 |
| 222 | 6 |
| 322 | 7 |
| 332 | 8 |
| 333 | 9 |
| 334 | 10 |
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| 445 | 13 |
| 554 | 14 |
| 555 | 15 |