



Rewarding Learning

**General Certificate of Secondary Education
November 2021**

English Language

Unit 4

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

[GEN41]

WEDNESDAY 1 DECEMBER, 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 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

COVID-19 Context

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

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

Positive marking

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

A mark of zero

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

The relationship between tasks, mark schemes and Competence Level Strands

Each task 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 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.

Reading and Writing: the marking process

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

Section A: 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 you 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 positively assess 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 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 27–30 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: 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’ on 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 guidance may help examiners judge the extent to which a candidate has shaped the response appropriately.

Communicate clearly, effectively and imaginatively.

- a handling of the task 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.

Adapt form and vocabulary to task and purpose in ways that engage the specified 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;
- use of appropriate connectives; and
- the use of rhetorical devices (such as the rule of three, questions, hyperbole).

Credit any other valid strategies.

The second assessment: Task 1: Writing (iii)

The following guidance may help examiners judge the extent to which a candidate has shaped the response appropriately.

The range and effectiveness of sentence structures.

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

The use made of accurate punctuation and grammar.

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

The use made of accurate spelling and range of vocabulary.

- accuracy in spelling, in isolation, can be misleading; it needs to be viewed beside the range and precision of the vocabulary used.

Competence Level Strands and Mark Grids

Task 1: Response time: **55 minutes** Mark allocation: **88 marks**

(a) **Write an essay** for the examiner about the best advice you have ever been given.

or

(b) **Write an essay for a creative writing competition.** The audience is young people. Base your essay on the picture on Page 2.
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.
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.
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.
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.
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.
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.

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, 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 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 these skills 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 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 and '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 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 15–16 marks for **Task 2**. 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. 22).

The response is positively assessed against each of the Competence Level Strands for **Task 3**. 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:

3
322

The next stage in the process is to check these ‘strand scores’ on the mark grid for **Task 3** on p. 23. 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 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.

Section B

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

Compare and contrast how the writers have created a tense atmosphere. Present supporting evidence from both texts.

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

- both texts create a tense atmosphere through **the narrators** finding themselves trapped in a strange and mysterious place
- both texts use **first person narrative** to closely involve the reader in the narrator's world and create empathy
- both texts use **short sentences** for dramatic effect: "I'm trapped" and "Eyeless, it gazed at me."
- both texts use **questions** to create a sense of drama: "What is that sound?" and "How had I come to be here?"

The following may be drawn upon to compare and contrast:

TEXT A

- use of the **present tense** creates immediacy for the reader
- writer uses an intriguing **opening sentence**: "The first thing I notice is that my blanket is gone."
- use of **nouns** with negative associations highlights the predicament of the narrator: "horror"/"prison"
- use of strong **verbs** adds to the tense atmosphere: "saturates"/"struggle"
- use of **adverb** reinforces how the narrator slowly realises the dilemma he finds himself in: "saturates me gradually"
- use of **short sentences** throughout the text to add drama to the passage: "I try to move."/"I blink."
- use of **consecutive short sentences** powerfully portray the narrator's anxiety: "I'm trapped. What is that sound?"
- use of **ellipsis** dramatically emphasises the narrator's dilemma: "using precious air ..."
- use of dramatic **adjectives** portrays the narrator's fear: "trembling"/"shaking"
- use of an intense **adjective** describes the blackness but also highlights the narrator's sense of being trapped: "compressed darkness"
- use of a series of **unanswered questions** creates a foreboding atmosphere: "What is that sound? Is someone here?"
- use of a **short sentence** as a conclusion adds further drama and tension: "The one who imprisoned me."

TEXT B

- use of two **consecutive short sentences** at the start grabs the reader's attention and creates a sense of mystery: "My eyes opened. I was in a strange place."
- use of **personification** "pressed close, all around me" creates a sense of the narrator being trapped by the mist
- use of a **simile** suggests the claustrophobic nature of the mist: "it was more like a blanket than a fog"
- use of **sibilance** "swirled slowly" emphasises the mysterious movement of the mist
- use of **personification** creates a tense atmosphere throughout the text to portray the mist as a living entity which adds drama to the passage: "moved as if it had a will"/"spoke to me"/"laughed"
- use of **italics** "*touched*" emphasises further that the mist is human-like or an actual living thing
- use of **short sentence** and **repetition** reinforces the strangeness of the mist and create a sense of unease: "...touched me. I mean it *touched* me."
- use of the **verb** "crept" and the **plosive alliteration** "persistent in its path" emphasises the unpleasantness of the narrator's situation
- use of a **series of paradoxes** creates further mystery and intrigue: "Fingerless, it touched me. Eyeless, it gazed at me."/"spoke to me, wordless, soundless"
- use of a **short paragraph**, using **direct speech** (limited to only one word), reflects the growing tension: "I called out, 'Mum!'"
- use of **two dramatic questions** emphasises the sense of tension and makes the reader curious: "How had I come to be here? And where was here?"
- use of the **metaphors**: "the grey-green of bread mould, the colour of decayed life" vividly demonstrates the unpleasant experience.

Sources:

Section B, Task 2, Text A.....© The Fall by Bethany Griffin. (ISBN: 978-0062107862) Published by Greenwillow Books; Reprint edition (6 Oct. 2015)

Section B, Task 2, Text B.....© Messenger of Fear by Michael Grant. (ISBN: 978-1405265171) Published by Electric Monkey; UK ed. edition (16 April 2015)

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 has gained and held the interest of the reader.**

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

- use of **sibilance** in the headline alerts the reader to the writer’s strongly-held opinions on fast food: “SAVE OUR YOUNG FROM SINKING IN FAST-FOOD SWAMPS”
- use of the **imperative** “SAVE” commands that action be taken, engaging the reader’s interest
- use of **colloquial language** in the opening sentence “Catch ’em when they’re young” attracts the reader’s interest
- use of the **inclusive pronoun** “Our youngsters” involves the reader and makes the situation relevant and personal to everyone
- use of the **contrast** between the informal noun “youngsters” and the formal verb “exposed” creates a lively style to hold the reader’s interest
- use of **exaggeration** to convey the writer’s strong disapproval of the continuous nature of the advertising aimed at young people: “a stream of seductive marketing”
- use of the **emotive noun** “lure” along with the previous use of the adjective “seductive” suggest that young people are being strongly targeted
- use of the **persuasive adverb** “Unquestionably” forces the reader to engage with the writer’s point of view and ultimately accept it
- use of **list** illustrates the range of available fast foods and their proximity to the school. This engages the reader by indentifying the extent of the problem: “high calorie, low nutrient fried chicken, burgers, chips and pizzas... sugary treats”
- use of **direct address** is employed when the writer challenges the reader: “Did you know a new phrase has been invented ...?”
- use of **sibilance** draws attention to the children’s inability to resist these temptations: “local shops stuffed full of sugary treats”
- use of **the extended metaphor** suggests the unpleasant side of fast food: “these wastelands of empty calories: food swamps”
- use of **irony** shocks the reader with the scale of the problem: “Brilliant – if this wasn’t such a national tragedy!”
- use of **research findings/higher authority** to encourage the reader to believe her: “Recent government research has pointed out that our poorest streets are littered”
- use of the **superlative** reinforces the writer’s point that this food is most harmful to those who can least afford it: “poorest”

- use of the blunt **statement** “children in these areas are twice as likely to be obese” highlights to the reader the vulnerability of these children
- use of the **metaphor** “child magnets” continues to hold reader’s interest as it reinforces the alluring attraction of the fast food outlets.
- use of the **questions** to hold the reader’s interest right to the end: “Could this account for the fact...?”
- use of the emphatic final **exclamatory sentence** leaves the reader in no doubt of the writer’s opinion

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 paragraphs from the same article. **Explain how the writer has developed her negative view of unhealthy food.**

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

- extensive use of the **first person** connects with the reader: “I grew up abroad ... I put on more than a stone ... I was like a child in a sweet shop”
- use of the **dash** highlights the most shocking part of her confession: “– in just a few months!”
- use of **short sentences** adds to the sense of the writer’s blunt style: “I just couldn’t control myself. I’ll admit it”.
- use of the **simile/idiom** “I was like a child in a sweet shop” reinforces the writer’s inability to control her greed for fast food
- use of **negative language** (emphasised further with the **adverb** “only”) to reinforce the severity of the situation: “And the problem ... only got worse”
- use of **exaggeration** (to describe the portion sizes) reinforces the writer’s negative view of the food industry’s strategy: “a gigantic chocolate bar... A mega bucket of popcorn”
- use of **hyperbolic comparison** between a recognised danger in society and the fast-food sellers: “We don’t allow drug pushers” reinforces the negative view of these fast-food outlets, strengthening the writer’s argument
- use of an **incredulous tone** in the writer’s question expresses her outrage at the double standards: “So why on earth are these pizza pirates ... allowed to flog fast food?” emphasising the exploitation of young people
- use of **informal language** throughout encourages the reader to agree with the very serious points she makes: “Pop in to buy a pen”/“to flog fast food?”
- use of **alliteration** in the final paragraph to emphasise her sense of urgency to cut out convenience food calories “defeat the deadly indulgence down”
- use of **repetition** highlights a need for change from this negative behaviour: “we must act”, “we must defeat”
- use of an **emotive metaphor** emphasises the danger of unhealthy food: “To save our kids from drowning in salt and sugar”
- use of an **extended metaphor** “the local fast-food swamp” leaves the reader in no doubt of the writer’s emphatic views.

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
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