



*Rewarding Learning*

**General Certificate of Secondary Education  
November 2025**

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## **English Language**

Unit 4

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

**[GEN41]**

**MONDAY 17 NOVEMBER, MORNING**

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**MARK  
SCHEME**

## General Marking Instructions

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

#### *Introduction*

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

#### *Assessment objectives*

Below are the relevant assessment objectives for English Language Unit 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 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 distributed 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: 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): 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 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 along with the Competence Level (CL) Strands for **Task 1(i): Writing (i)** and **(ii)**, the examiner will positively assess the features of that response.

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 available marks accordingly.

In exceptional circumstances the standard of a candidate's work might range across more than two strand levels. Such an eventuality is not covered by the mark grids. Apply the following mathematical rule in this case: **Task 1(i)** CL422 (totals 8; 4+2+2). This equates to CL332 (totals 8) so the mark range for this response would be 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(i): Writing (i) and (ii)** (this should be read in conjunction with the relevant Competence Level Strands on p.10):

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

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

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

**Wi + ii**

**332**

The next stage in the process is to check these ‘strand scores’ on the mark grid for **Task 1(i): Writing (i) and (ii)** on p.11. This indicates a mark range of **27–30 marks**. The examiner will consider whether the response is mostly at the ‘top’, ‘middle’ or ‘bottom’ of the achieved Competence Levels and award the appropriate mark accordingly.

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

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

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

- “Competent use of a variety of sentence structures, with increasingly accurate use of paragraphing” (Range of Sentence Structures CL3)
- “Generally secure use of grammar and punctuation to support intended meaning.” (Use of Punctuation and Grammar CL3)
- “Increasingly accurate spelling of words with regular patterns” (Spelling CL3)

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

**Wiii**

**333**

The next stage in the process is to check these ‘strand scores’ across the mark grid for **Task 1(ii): Writing (iii)** on p.13. This indicates a score of **17/18 marks**. The examiner will consider whether the response is mostly in the ‘upper’ half or ‘lower’ half of the achieved Competence Levels and award either mark accordingly.

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

## **General Guidance on applying the Competence Level Strands**

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

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

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

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

#### **Adapt form and vocabulary to task and purpose in ways that engage the audience.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Competence Level Strands and Mark Grids

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

**(a) Personal Writing:** Write a speech for your classmates about your favourite television show.

**Or**

**(b) Creative writing:** Write a story for entry in a creative writing competition. The audience is young adults. The picture on page 2 is to be the basis for your creative 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	
<b>CL0</b>	No creditworthy response.	No creditworthy response.	No creditworthy response.	<b>CL0</b>
<b>CL1</b>	Simple development; basic style.	Basic structure; there may be unsuccessful attempts to use simple structural or linguistic features.	Basic sense of audience with a narrow selection of language which may be relevant to the purpose.	<b>CL1</b>
<b>CL2</b>	Straightforward development and style.	Mainly logical structure; limited use of straightforward structural or linguistic features.	Straightforward sense of purpose; some appropriate use of vocabulary to engage the audience in a straightforward way.	<b>CL2</b>
<b>CL3</b>	Competent development; generally effective style.	Competent structuring; competent use of a range of structural and linguistic devices.	Competent sense of purpose; increasingly widening vocabulary some of which is selected to engage the audience.	<b>CL3</b>
<b>CL4</b>	Purposeful development; consistent and engaging style.	Purposeful structuring; purposeful use of a widening range of structural and linguistic devices to create effect.	Strong sense of purpose; an extended vocabulary to enhance and sustain the audience's engagement.	<b>CL4</b>
<b>CL5</b>	Assured development and commanding style throughout.	Confident structuring; assured use of a variety of structural and linguistic devices to create impact.	Assured sense of purpose; judicious language choices are used to sustain a positive rapport with the audience.	<b>CL5</b>
Each successive level description assumes the continued demonstration of the qualities described in the lower levels.				

## Mark Grid Task 1: Writing (i) and (ii) (58 marks)

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

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

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

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

If a candidate writes responses to both task 1(a) and 1(b):

Mark both responses and assess them in the normal manner. Credit the response that scores the higher total.

Go back to the dialogue boxes for the task that produced the lower score and type 'RUBRIC' under the CLs that have been already entered.

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

**If a candidate writes his/her response to Task 1(a) in the space designated for 1(b) or vice versa:**

Mark the response without prejudice and enter the marks in the scoring facility that is available.

You will not have the option of filling in the scores in the correctly numbered box. In this scenario, the marking application will offer you the boxes that correspond to where the answer has been written. Use these boxes.

**Responses to Task 1(a) or Task 1(b) 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 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 Each response 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 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.

#### 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 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 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 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 15-16 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 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:

- "A competent selection of examples from the text to support understanding"  
(Read and understand text/select appropriate material CL3)
- "Competent explanation of the writer's intention(s) which may draw upon explicit and implicit ideas"  
(Develop and sustain interpretations of the writer's intentions CL3)
- "Straightforward explanation of some relevant elements of the writer's craft"  
(Explain and evaluate elements of writer's craft CL2)

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

<b>3</b>
<b>332</b>

The next stage in the process is to check these 'strand scores' across the mark grid for **Task 3** on p.23. This indicates a score of **8 marks**.

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

**3** 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: Reading Literary and Non-fiction Texts

Three tasks: 50 minutes. Mark allocation: 62 marks

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

Total 32 marks

**Compare and contrast how the writers have created unsettling environments in the two extracts.**

**Present supporting evidence from both texts.**

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**).

- both texts involve a journey by the main characters through different urban environments
- both texts highlight the characters' awe at their surroundings
- both texts emphasise the scale of the elements (library, fire) within the setting
- both texts use figurative language to create a strong sense of place and atmosphere
- both texts use different temporal settings to contribute to the unsettling atmosphere (Text A: mysterious; Text B: menacing)
- books are central to both narratives

### TEXT A

- use of **repetition**: “corner after corner, walking down cobbled street after cobbled street” to suggest the intricacy and expanse of the surroundings
- use of **metaphor**: “a palace of intrigue and shadows” to present the narrator’s ambivalent reaction to the building
- use of **personification**: “dancing beam of light” to convey the dynamic impact on the vast space
- **sequence of adjectives**: “grand”, “sprawling”, “enormous”, “immense” to illustrate the impressive size of the building
- use of **simile**: “a labyrinth of passageways and crammed bookshelves rose like an enormous beehive” to emphasise the unusual and complex nature of the structure
- use of **metaphor**: “passageways ...woven with tunnels, steps, platforms and bridges” to intensify the wonder and the interconnectedness of the library’s corridors
- use of **paradox**: “immense library of seemingly impossible design” to further emphasise the complexity of the structure
- use of **short emphatic sentence**: “I looked at my father, stunned” to reinforce the awe the character feels at the scale of his surroundings
- use of **metaphor**: “the Cemetery of Forgotten Books” to add to the intrigue of this mysterious environment

*Source: Adapted from “The Shadow of the Wind” by Carlos Ruiz Zafón (2005) Weidenfeld & Nicolson*

## TEXT B

- use of **appeal to senses**: “The entire area was filled with light and heat. Acrid smoke stung our eyes and attacked our nostrils” to highlight the intensity of the scene
- use of **personification**: “smoke ...attacked our nostrils” to suggest the threatening nature of the environment
- use of **simile**: “jets of sparks ...like a demented and chaotic firework display” to suggest that the fire is menacing and out of control
- use of **simile**: “Memory Police officers lurked like shadows among the trees” to create a further threat in the vicinity
- use of **triple**: “Above the streetlights, beyond the telephone poles and higher than the rooftops” to emphasise the increasing height and power of the flames
- use of **metaphor**: “the fire was a colossal, living beast, clawing at the sky” to intensify the danger posed by the fire
- use of **personification**: “a flurry of burning pages pirouetted into the air” to contrast the grace and elegance of the pages’ movement with the destructive nature of the fire
- use of **metaphor**: “the walls of the buildings that imprisoned the square” to suggest the claustrophobia of the scene
- use of **contrast**: “The moon and stars had vanished, as if banished by the brilliance of the flames...” to emphasise the overwhelming power of the fire and its impact on this environment

Source © Adapted from "The Memory Police" by Yōko Ogawa  
(2018) Harvill Secker

**Task 2**

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

<b>Mark Grid Task 2 (32 marks)</b>	
<b>Strands attained</b>	<b>Marks awarded</b>
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:

Response time: **12 minutes** Total **15 marks**

**Explain how the writer has gained and held the interest of the reader.**

Below is a range of task-specific 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 **adynaton** in the headline: "I would argue water isn't wet" to pre-empt the content of the article, in a humorous way which appeals to the reader's sense of curiosity
- use of confessional tone conveyed through **rule of three**: "my insistence on the perfect temperature for coffee or my obsession with news events... my overwhelming desire to win every argument and be right" to establish relatability and help the reader identify that the writer has self-awareness
- use of **emphatic statement**: "About everything!" to convey to the reader the extent of the writer's determination
- use of **anaphora**: "I argued about what colour to paint the kitchen. I argued about what height the hedges should be. I argued about what to have for dinner" to emphasise to the reader the writer's unyielding confidence in asserting his views
- use of **short sentence**: "I loved to argue." to convey the writer's unashamed arrogance which may intrigue the reader
- use of **simile**: "Stubborn as a mule, I was" to indicate that the writer recognises his own intransigence and inflexibility
- use of **list**: "my children, my wife, friends and even strangers" to ensure the reader understands the breadth of the writer's argumentative encounters
- use of **contrast**: "playfully teasing or passionately opposing" to highlight the spectrum of the writer's argumentative style to the reader
- use of **idiom**: "old habits die hard" to justify to the reader how difficult it is to change behaviours
- use of **hyperbole**: "my habit seemed immortal. Eternal" to emphasise to the reader that the writer's quarrelsome tendencies were ingrained

*Source: © Adapted from "My passion for an argument was relentless – and damaging. Then my granddaughter intervened" | Sergey Maidukov "Copyright Guardian News & Media Ltd 2025"*

<b>Competence Level Strands Task 3</b>				
	<b>Read and understand text/select appropriate material</b>	<b>Develop and sustain interpretations of the writer's intentions</b>	<b>Explain and evaluate elements of the writer's craft</b>	
<b>CL0</b>	No creditworthy response.	No creditworthy response.	No creditworthy response.	<b>CL0</b>
<b>CL1</b>	A basic understanding which may or may not make use of textual evidence.	A basic sense of the writer's overall intention(s).	Basic remarks on the writer's use of language.	<b>CL1</b>
<b>CL2</b>	Use of some appropriately selected examples from the text to support understanding.	Straightforward attempts to explain/explanation of the writer's intention(s).	Straightforward explanation of some relevant elements of the writer's craft.	<b>CL2</b>
<b>CL3</b>	A competent selection of examples from the text to support understanding.	Competent explanation of the writer's intention(s) which may draw upon explicit and implicit ideas.	Competent explanation of relevant elements of the writer's craft.	<b>CL3</b>
<b>CL4</b>	A purposeful selection of examples from the text to support understanding.	Increasingly purposeful interpretation of the writer's intention(s), including explicit and implicit ideas.	Analysis of elements of the writer's craft.	<b>CL4</b>
<b>CL5</b>	Precise and judicious selection of examples from the text to support understanding.	Sustained perceptive interpretation of the writer's intention(s).	Evaluation of elements of the writer's craft and how these elements impact the reader.	<b>CL5</b>
Each successive level description assumes the continued demonstration of the qualities described in the lower levels.				

<b>Mark Grid Task 3 (15 marks)</b>	
<b>Strands attained</b>	<b>Marks awarded</b>
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:

Response time: **12 minutes** Total **15 marks**

**Explain how the writer has developed his views on the positives of being more agreeable.**

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

- use of **direct speech**: “Grandpa, why are you so fussy?...It’s just a game. We’re here to have fun, aren’t we?” to create a relatable scene, revealing aspects of both personalities; the child’s youthful perspective and the writer’s exactness
- use of **single-sentence paragraph**: “Her words really hit home.” to highlight the significant impact her words had on the writer, initiating his change of perspective
- use of **comparison**: “a joy that far outweighed the fleeting satisfaction of winning an argument” to support the elation he felt and emphasise the ‘before and after’
- use of **pejorative epithet**: “Mr Mastermind Champion-of-the-year-every-year” to reflect the writer’s humorous awareness of his previous disposition
- use of **juxtaposition**: “letting go... pushing back” to convey the dramatic and beneficial change in his behaviour
- use of **exaggeration**: “I perfected the art of keeping quiet” to convey how the writer has embraced the new philosophy
- use of **superlative**: “most immeasurable improvement” to illustrate the extent of his changed behaviour
- **series of verbs** indicating introspection: “I found”, “I gained”, “I perfected”, “I noticed”, “I had transformed” to highlight his self-improvement journey
- use of **repetition**: “we’re here to have fun, aren’t we?” to underpin the impact his granddaughter’s words have had and to emphasise cyclically the positive lesson learnt

*Source: © Adapted from "My passion for an argument was relentless – and damaging. Then my granddaughter intervened" | Sergey Maidukov "Copyright Guardian News & Media Ltd 2025"*

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

### Mark Grid Task 4 (15 marks)

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