



Rewarding Learning

**General Certificate of Secondary Education
2024**

English Language

Unit 4

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

[GEN41]

MONDAY 20 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

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

Introduction

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

Assessment objectives

Below are the relevant assessment objectives for English Language Unit 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 question and be prepared to award full marks taking into consideration the time available and the maturity of the candidature. Task-specific materials are indicative guides and are neither prescriptive nor exhaustive.

A mark of zero

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

The marking process

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

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

Pre-marked exemplar scripts will be made available to all examiners at the Standardising Meeting. These 'benchmark scripts' will have been marked and annotated by the senior examining team prior to each Standardising Meeting and should be used for reference 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 in conjunction 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 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 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 Level 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 Level 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(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 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(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 Level Strands 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 regular 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: 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 task in such a way as to positively develop the audience's interest;
- the use of a style that builds a positive relationship with the prescribed audience; and
- possible use of techniques to engage the prescribed audience.

Adapt form and vocabulary to task and purpose in ways that engage the 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
- 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. It offers guidance on how candidates, across all competence levels, may employ the skills from **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 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.

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

Credit any other valid strategies.

Competence Level Strands and Mark Grids

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

(a) Personal writing: Write a personal essay for the examiner about a memorable occasion.

or

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

Marking 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
CL0	No creditworthy response.	No creditworthy response.	No creditworthy response.
CL1	Some attempt to use basic sentence structures/paragraphing.	Limited use of accurate grammar and/or basic punctuation.	Some accurate spelling of basic words.
CL2	Straightforward sentence structure and/ or paragraphing is generally maintained.	Some use of both accurate grammar and punctuation.	Generally accurate spelling of straightforward words.
CL3	Competent use of a variety of sentence structures, with increasingly accurate use of paragraphing.	Generally secure use of grammar and punctuation to support intended meaning.	Increasingly accurate spelling of words with regular patterns.
CL4	Variety in sentence structures, manipulated for effect. Accurate use of paragraphing.	Increasingly accurate use of grammar and a range of punctuation to sustain clarity and actively engage.	Accurate spelling of most words, including those with irregular patterns.
CL5	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.
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 candidate with 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.

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 system will offer you the boxes that correspond to where the answer has been written. Use these boxes.

Responses to T1 (a) or T1 (b) that have no connection to the subject matter of the set tasks:

Assess responses which have not taken appropriate cognisance of the stimulus question using the criteria set out below (these are based on the descriptors in the Mark Scheme.) 'Miscues' such as these 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 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 the **underlining** tool to highlight **appropriate explanation/interpretation**;
- use the **ticking** facility to indicate presentation of **relevant examples/evidence**;
- 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 first 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 Competence Levels**.
- (b) The **three** selected Competence Level Strands will be noted in a 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 examiner judgement. The extent to which a candidate has met the overall requirements of the achieved Competence Levels 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 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 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 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:

- “A competent selection of examples from the text to support understanding” (Read and understand text/select material CL3)
- “Competent explanation of the writer’s intention(s) which may draw upon explicit and implicit ideas” (Develop and sustain interpretations 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:

3 332

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 'SEEN' tool.

Section B: Reading Literary and Non-fiction Texts

Three tasks: 50 minutes. Mark allocation: 62 marks

Reading Literary Texts

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 presented interesting characters 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 extracts focus on the repulsive nature of the characters who are described in detail
- both characters' physical appearance is vividly described to create impact
- both characters are given animalistic characteristics
- both texts use appeal to senses to emphasise the despicable characteristics
- both texts use wide-ranging, provocative adjectives to create memorable characters

Text A

- use of **figurative language**: "She was a gigantic holy terror, a fierce, tyrannical monster who frightened the life out of the pupils and teachers alike" to illustrate the threat of the character
- use of **hyperbole**: "this was someone who could bend iron bars and kick down doors" to suggest the phenomenal strength of the character
- **sequence of adjectives**: "huge chin, a cruel mouth and small, arrogant eyes" to highlight the physical appearance of the character
- use of **animalistic similes**: "Her neck was like a bull's...", "The massive thighs...were like the legs of an elephant..." to emphasise the bulk of the character
- use of **humour**: "...her enormous calf muscles would have made a world champion bodybuilder jealous" to further develop the caricature
- use of **simile**: "She looked more like a bloodthirsty follower of the staghounds..." to suggest her malicious personality
- use of **contrast**: "a bloodthirsty follower of the staghounds than the headmistress of a nice school for children" to emphasise the incongruity of the characterisation
- use of **sensory description**: "you could feel the dangerous heat radiating from her as from a red-hot rod of metal" to accentuate the threat of this character
- use of **repetition**: "When she marched...she always marched" to connote military authoritarianism
- use of **parenthesis**: "— Miss Trunchbull never walked, she always marched like a storm-trooper with long strides and arms swinging —" to offer additional detail about the threatening presence of the character
- use of **onomatopoeia**: "...actually hear her snorting" to further emphasise the animalistic quality of the character
- use of **humour**: "...with small people bouncing off her to left and right" to comically reinforce her indomitable presence

Text B

- use of **adjectives/triple**: “long and tangled and greasy” to introduce the abhorrent physical appearance of the character
- use of **idiom**: “to make a body's flesh crawl” to allude to the level of disgust this character evokes
- use of **compound adjectives**: “a tree-toad white, a fish-belly white” to suggest a repulsive character
- use of **humour**: “and two of his toes stuck through, and they were black and gnarly” to highlight the uncleanliness of the character
- use of **simile**: “His hat was lying on the floor — an old black slouch with the top caved in, like a lid” to develop the sense of how unappealing this character is
- **sequence of short sentences**: “He kept looking at me. His eyes narrowing. He stood up abruptly. His ominous frame stooping over me.” to reinforce the threat posed by this character
- use of **colloquialism**: “‘Don't you give me none of your lip,’ he snarled” to allow the reader to infer more about his background through his distinctive way of speaking
- use of **dialogue**: “I'll take you down a peg or two before I get done with you” to show this character is truculent and abrasive
- use of **rhetorical question**: “‘You can read and write so you think you're better than your father, now, don't you, because he can't read?’” to portray Pap Finn as uneducated and ignorant
- use of **euphemism**: “I'll be speaking with that meddling woman” to create an ominous tone and reinforce Pap Finn's aggressive nature

Task 2

Competence Level Strands Task 2				
	Read and understand text/select appropriate material	Develop and sustain interpretations of writer's intentions	Explain and evaluate elements of writer's craft	
CL0	No creditworthy response.	No creditworthy response.	No creditworthy response.	CL0
CL1	A basic understanding which may or may not reference the text(s) directly.	A basic sense of the overall intention(s).	Basic remarks on the use of language.	CL1
CL2	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.	CL2
CL3	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.	CL3
CL4	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.	CL4
CL5	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.	CL5
Each successive level description assumes the continued demonstration of the qualities described in the lower levels.				

Mark Grid Task 2 (32 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
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 upon for their responses. **Credit any other valid suggestions** (check with your Supervising Examiner).

- use of **pun** in the headline: “Let’s stop cooking the planet — and ourselves!” to immediately shock the reader through the dark humour
- **repeated** use of **inclusive pronoun**: “We all understand...do we understand...if we keep...If we continue...are we in danger...what can we do” to convince the reader that this issue is a collective problem which needs to be addressed
- use of **juxtaposition**: “personal health reasons...the planet’s health” to conflate the impact of individual decisions on a global scale
- use of a series of **questions**: “do we understand...amounts?”, “are we in danger...‘science fact’?”, “what can we do to prevent it?” to challenge the reader to effect change
- use of **triple**: “arid landscapes or pesticide-polluted soil or living under water” to illustrate the scale of potential destruction
- use of **authority figure**: “food expert Henry Dimbleby” to add credibility to the issue
- use of **emphatic statement**: “The science is clear” to irrefutably present the situation to the reader
- use of **statistics**: “animal-based foods account for over a half of agricultural greenhouse gases compared to just a quarter for food from plants” to definitively illustrate the gravity of the situation
- use of **colloquialism**: “should be in a hurry” to appeal to the reader to take action
- use of **hyperbole**: “By cooking meat, we are cooking ourselves” to shock the reader with an uncomfortable image

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

Mark Grid Task 3 (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

Explain how the writer has presented positive and negative views about eating meat.

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 **statistics**: “30% meat reduction over 10 years is required”, “90g of red meat each week... consuming double this” to illustrate the scale of the perceived problem
- use of **challenge**: “changing public opinion won’t be easy, we need to do something about it” to highlight the difficulties associated with this complex issue
- use of **metaphor**: “entire industries hinge on the production of meat” to highlight the potential negative consequence of rapid change
- use of **list**: “farmers, butchers, factory workers, restaurateurs” to illustrate the prospective impact on a range of people’s lives
- presentation of a **balanced argument** signalled through the use of **connectives**: “even though... Although... While...But...” to illustrate the validity of both viewpoints, enhancing the reliability of the writer as being unbiased
- use of **emotive language**: “Millions of people’s livelihoods would be under threat” to highlight that readers need to carefully consider any sudden changes to their meat consumption
- use of **hyperbole**: “no need to outlaw roast dinners” to create humour and reassure that abstinence is not the aim
- use of **puns**: “can ‘meat’ halfway?”, “It’s food for thought” to bring levity to the serious topic in order to encourage more readers to reflect on a potential compromise
- use of **ellipsis**: “It’s food for thought...” to indicate this issue requires more consideration

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

Mark Grid Task 4 (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