



Rewarding Learning

**General Certificate of Secondary Education
2022**

English Language

Unit 4

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

[GEN41]

FRIDAY 10 JUNE, 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.

The style of Assessment

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

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

The Competence Levels, which detail increasing levels of proficiency, are made up of three strands. These are derived from the task-specific Assessment Objectives and each of the strands focuses on important characteristics within the response. The 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.

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.

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...
- the **wavy lining tool** will denote lapses in expression – for example – he seen yous threw the open door. Use the vertical option in the margin to indicate ongoing issues.

- 2 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’ 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 may help examiners judge the extent to which a candidate has shaped the response appropriately.

Communicate clearly, effectively and imaginatively.

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

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) to develop interest and build a rapport with the specified audience.

Credit any other valid strategies.

The second assessment: Task 1: Writing (iii)

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

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. A limited vocabulary, spelt accurately, is unlikely to capture attention; and
- examiners should credit ambitious use of vocabulary where the word may not always be accurate, but has been chosen carefully.

Credit any other valid strategies.

Competence Level Strands and Mark Grids

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

(a) Write a personal essay for the examiner describing your dream destination.

or

(b) Write a creative essay 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.
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 and structural features to achieve effects and engage and influence the reader.

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

The assessment process

All tasks will be assessed using Competence Level based assessment.

The required style of annotation

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 and syntax 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.

3 All tasks:

- (a) Having annotated the response as required, the examiner will then assess the response in relation to **each of the three strands of the relevant Competence Levels**.
- (b) The **three** selected Competence Level Strands will be noted in the appropriately numbered dialogue box at the end of the response.
- (c) Only **after** selecting and noting the three Competence Level Strands will the examiner turn to the mark grid to establish the mark to be awarded.
The mark grid for Task 2 calls for an examiner judgement. The extent to which a candidate has met the overall requirements of the selected Competence Level Strands will determine the mark to be awarded.
 - where a **two mark range** is available, the examiner will consider whether the response is mostly in the 'upper' half or 'lower' half of the achieved Competence Levels and award either mark accordingly; and

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 required for a **Task 3** response (it should be read in conjunction with the relevant Competence Level Strands on p. 20).

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: Reading (i-iii)

- “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' across the mark grid for **Task 3** on p. 21. 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 sense of unease in their writing. 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 for their response. **Credit any other valid suggestions** (check with your Supervising Examiner).

- in both texts there is a **threat to the central character** but the nature of these threats and the reasons for them **aren't made clear** to the reader
- each text makes **use of one-word sentences**: "Roy"/"Faster"/"Stronger" in Text A; "Footsteps"/"Running" in Text B. In each text these sentences focus on potential threats to the main characters and add to the unease experienced by the reader
- both texts make **use of short sentences and short paragraphs** which adds to the fast pace of each extract, increasing the sense of unease
- both texts create **oppositions** – Theo against Roy, Theo against the students at the doors; Graham against the 'pursuers' – which are exciting and tense for the readers
- both texts deploy **active verbs** throughout. In particular, both use the verb 'pounding.' In Text A this denotes Theo's determination whereas in Text B it creates a sense of danger in the situation

The following may be drawn upon to compare and contrast:

TEXT A

- use of **one-word sentence**: "Roy" builds a sense of mystery around this character
- use of **short sentences**: "Good. Bored was good" engages the reader and adds to the fast pace of the writing
- use of the **verb** "suspecting" suggests that Roy poses a threat to the narrator
- use of **military terms**: "Operation Liberate Theo", "synchronised" [in this context] adds to the tension as they pose questions for the reader about Theo's situation
- "This was my first serious attempt to escape..." the **reference to escape** heightens the tension as it implies danger
- use of **ellipsis**: "Fifteen...fourteen...thirteen..." makes the countdown seem much more tense and exciting. Tension is built in the alternating between the countdown and Theo's description of his actions
- the pace accelerates as Theo makes his escape. The use of short sentences in quick succession adds to this pace, thereby increasing the sense of unease
- use of **dynamic verbs** in these short sentences creates a sense of urgency: "Wrenched... Sped...pounded"
- use of **comparatives**: "bigger. Faster. Stronger" establishes Theo in opposition to those around him, increasing the sense of unease

TEXT B

- use of two **one-word sentences** at the beginning of the extract creates a tense and uncertain atmosphere: "Footsteps. Running."
- use of **anaphora**: "The kind of street" helps to create an echo as well as a sense of threat in the setting
- use of **personification** in: "dark openings...stared at him" creates a sense of unease in this unfamiliar area. This is further developed through the references to the increasing darkness, "densely overcast... shadows..."
- use of **repetition** of: "Footsteps. Running." marks a dramatic shift in the pace of the narrative and the tension is increased from this point
- use of further **one-word sentences**: "Hard. Desperate." along with the **powerful verb**: "Pounding" heightens the drama in the extract
- use of the **triad**: "stumbled, tripped and fell" adds drama to the description of the boy's fall
- further use of **personification**: "shadows danced" creates a clear sense of threat as it makes the mysterious shadows seem like they are enjoying the situation
- use of **hunting terms**: "pursuer...pursued" ends the extract on a clear note of unease and danger

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 Level Strands may draw from in their responses. **Credit any other valid suggestions** (check with your Supervising Examiner).

- use of the **pun** in the headline indicates the content of the article, but in a humorous and engaging fashion: "THIS ARTICLE MAY BE HARD TO STOMACH!"
- use of the **first person voice** to connect with the reader: "I despair...", "I dread..."
- use of a **conversational style** in order to build a rapport with the reader: "Well, mealtimes were an *interesting* experience", "three bags of spuds...", "throw in the oven", "zap in the microwave..."
- use of a **triad** is engaging for the reader as it highlights the frenetic nature of every-day life: "Bathtimes were... Bedtimes were... Well, mealtimes were..."
- use of **hyperbole** to convey the challenge involved in raising a large family is humorous and gains the interest of the reader: "...parental planning of military grade precision"
- use of **colloquial anecdotes** illustrates the bond between parent and child and is interesting for the reader: "three bags of spuds", "decent feed"
- use of **ellipses** provides a pause to indicate the writer is modifying or diluting his original thought about how challenging mealtimes were: "and mealtimes... Well, mealtimes were..."
- use of **cyclical structure** to create the link between the writer as a child and the writer as a parent is engaging for the reader: "Now that I'm a dad..."
- use of a single-sentence paragraph reflects the busy aspect of the writer's life, allowing the reader to empathise with his decision to resort to convenience meals: "Now that ...plate of food."
- use of **a range of carefully chosen words and phrases** holds the reader's interest throughout: "carnage", "chaotic", "peeled, boiled and mashed", "voracious little mouths", "despair that the challenges"
- use of a **confessional tone** confirms the rapport established with the reader: "I dread to think of the damage I may be doing to my children."
- use of **question** and/or **alliterative pun**: "Have I become a processed parent?" to invite the reader to reflect on the writer's concern

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 four paragraphs from the same article. **Explain how the writer has developed his negative view of ready meals.**

Below is a task-specific range of 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 a **question** and/or **direct address** to immediately engage the reader. “Fancy a chicken korma for tonight’s dinner?”
- use of **relaxed, conversational style** in the first paragraph to encourage the reader to recall a common, shared experience of food shopping: “Take a stroll up any aisle...”
- use of **exaggeration** to emphasise the manipulative advertising approaches by convenience food companies and highlight the writer’s negative views of the actions of these companies: “you’ll be spellbound...”
- use of **appeal to senses** to illustrate the unscrupulous tactics employed by companies to promote these ready meals and convenience foods: “plateful of golden curry”, “bed of gleaming, saffron rice”
- use of a **tonal shift** at the beginning of the second paragraph highlights the writer’s strong negative opinions on the topic: “But don’t kid yourselves, folks”
- use of **alliteration** and/or **onomatopoeia** to signpost the unfavourable reality of these convenience meals: “grotesque gloop”
- use of a **humorous and colloquial style** indicates the disdain the writer holds for these ready made meals: “‘nuked’ for five whole minutes”, “look like dog food and wood-shavings, and will taste even worse.”
- use of a further **question** demands introspection from the reader, thereby forcing us to agree with the writer’s negative attitude toward these products: “So, why then are we...family dinners?”
- use of **emotive language** to encourage the reader to agree with the writer’s negative viewpoint: “suspend disbelief”, “fooled into the notion”, “be duped into believing”
- use of **alliteration** and/or **hyperbole** to illustrate the strong negative views of the writer: “pre-prepared poisons”
- use of **inclusive pronoun** is a call to action for the reader to support the writer in his negative view of convenience food: “We need to make a stand...”
- use of a **pun** reinforces the topic about which the writer is expressing a negative view: “they have the perfect recipe for huge profits”
- use of a final **question** leaves the reader to reach his or her own negative conclusion about the impact of eating this type of processed food: “What price will we have to pay for these inadequate, cheap alternatives?”

Competence Level Strands Task 4					
	Read and understand text/select appropriate material	Develop and sustain interpretations of the writer's intentions	Explain and evaluate elements of the writer's craft		
CL0	No creditworthy response.	No creditworthy response.	No creditworthy response.	CL0	
CL1	A very basic understanding may be supported by textual references some of which may be relevant.	Some basic sense of the writer's overall intention may be presented.	A rudimentary attempt to offer some basic remarks on how an aspect/s of the text has/have been used.	CL1	
CL2	A straightforward understanding is evident. There is an attempt to select some appropriate supporting material.	An overall explanation of the writer's intention is presented – some straightforward appreciation is evident.	An uncomplicated review/consideration of some of the language and/or linguistic devices the writer has employed.	CL2	
CL3	An overall understanding of the text. Some appropriate examples are selected and linked to valid insights/explanations.	A competent overall interpretation that recognises how some of the writer's intentions have been delivered through language choices.	A generally purposeful approach which effectively comments on and/or attempts some evaluation of the linguistic strategies.	CL3	
CL4	A clear understanding of the text facilitates the relevant selection of material which is used for purposeful comment.	An interpretation that competently demonstrates a valid understanding of how the writer's intentions are reflected in language choices.	A generally evaluative approach that competently explores the use of some of the linguistic strategies.	CL4	
CL5	An assured understanding ensures focused, precise selection of material, which in turn, facilitates scrutiny of the text.	An analytical interpretation that demonstrates a perceptive understanding of how the writer's intentions are evidenced in the use of language.	A confident, evaluative approach is used to examine relevant elements of the writer's craft.	CL5	

Mark Grid Task 4

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