

## Competence Level Strands for The Study of Written Language

These outline the different standards of performance that candidates achieve.

Level	Reading, understanding and evaluating texts	Interpretation and evaluation of writer's/ writers' techniques and their effects	Selecting material appropriate to purpose (collation and cross-referencing, if relevant)
<b>0</b>	<b>Award zero for work not worthy of credit.</b>		
<b>CL1</b>	A basic response to the task, demonstrating a little understanding of the text(s).	Basic comments on some of the main features (plot or character).	Some basic reporting of examples or incidents loosely related to the task.
<b>CL2</b>	A straightforward response to the task, demonstrating an emerging understanding of the text(s).	Straightforward comments are presented on some of the ways meaning has been communicated (language, themes and characters).	Some specific examples from the text(s) are presented to support straightforward opinions.
<b>CL3</b>	An appropriate response to the task, demonstrating a competent understanding of the text(s).	Competent comments are presented on features such as language, themes and character, with some explanation of their intended effects.	Relevant supporting examples from the text(s) are presented to appropriately support the response.
<b>CL4</b>	A clearly engaged, analytical response to the task, demonstrating a good understanding of the text(s).	A sustained interpretation of the main features of writer's craft (language choices and devices, themes and characterisation) is presented with purposeful analysis of their intended effects.	Purposefully selected material from within and/or across the text(s) is presented to develop a cogent response.
<b>CL5</b>	A confident, evaluative response to the task, demonstrating an excellent understanding of the text(s).	Confident and perceptive interpretation of how key features (language choices and devices, themes, characterisation and structure) are presented with assured evaluation of their intended effects.	A precisely focused selection to illustrative material from within and/or across the text(s) is presented to underpin a confident, analytical response.

Mark Grid for The Study of Written Language	
Strands Attained	Mark Awarded
<b>000</b>	<b>0</b>
<b>100</b>	<b>1/2</b>
<b>110</b>	<b>3/4</b>
<b>111</b>	<b>5/6</b>
<b>112</b>	<b>7/8</b>
<b>221</b>	<b>9/10</b>
<b>222</b>	<b>11/12</b>
<b>223</b>	<b>13/14</b>
<b>332</b>	<b>15/16</b>
<b>333</b>	<b>17/18</b>
<b>334</b>	<b>19/20</b>
<b>443</b>	<b>21/22</b>
<b>444</b>	<b>23/24</b>
<b>445</b>	<b>25/26</b>
<b>554</b>	<b>27/28</b>
<b>555</b>	<b>29/30</b>