



*Rewarding Learning*

**General Certificate of Secondary Education  
2014**

---

**English Language/English**

**Unit 2: Functional Writing and  
Reading Non-Fiction**

**Foundation Tier**

**[GEG21]**

**TUESDAY 5 JUNE, MORNING**

---

**MARK  
SCHEME**

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

### 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.

### The relationship between tasks, mark schemes and levels of competence

Each task is designed to test a specified series of Assessment Objectives and every task has an individual mark scheme.

The mark scheme for each task comprises a task specific checklist as well as Competence Levels, each of which details an increasing level of proficiency. Each Competence Level is made up of a series of brief statements which, together, describe the essential characteristics of a response at that level.

The job for each examiner is to identify positively what has been achieved and then match the candidate's level of proficiency to the appropriate Level of Competence.

### Writing: the marking process

**Two** discrete assessments have to be made.

The first assessment will be used to gauge the candidate's performance in the first two of the Assessment Objectives for **Writing (i)** and **(ii)**. The second assessment is measured against the final Assessment Objective for **Writing (iii)**.

The first stage in the assessment of an individual task begins with the examiner highlighting what is creditworthy by:

- underlining and ticking valid points and relevant material
- writing positive, brief, marginal comments – taken from the Competence Level descriptors

Additionally, the examiner will highlight:

- errors in spelling, syntax, punctuation and paragraphing – each error only to be circled/noted once

At the conclusion of the response, the examiner will then select and write down two/three phrases from each of the two sets of Competence Level descriptors: initially for **Writing (i)** and **(ii)** and then for **Writing (iii)**. These will be selected to summarise the candidate's achievement.

The process of selecting and noting these comments has the effect of helping the marker to assess which Competence Level best matches the candidate's achievement.

Once selected, the extent to which a candidate has met the requirements of that particular Competence Level will determine the point that has been reached within it.

The final element of the process is then to write down the mark to be awarded in each case.

The required style of marking will be evident from the pre-marked exemplar scripts that will be distributed to all examiners at every standardising meeting. These will have been marked and annotated by the senior examining team prior to each standardising meeting.

## **Studying Written Language (Reading): the marking process**

The first stage in the assessment of an individual response begins with the examiner highlighting what, within an answer, is creditworthy by:

- underlining and ticking valid points and relevant material
- writing positive, brief, marginal comments – taken from the descriptors for the Competence Levels

At the conclusion of the response, the examiner is required to select and write down the two/three phrases from the Competence Level descriptors that best summarise the candidate's achievement.

The process of selecting and noting these comments has the effect of assisting the marker to assess which level best matches the candidate's achievement.

Once selected, the extent to which a candidate has met the requirements of that particular Competence Level will determine the point that has been reached within the mark range for that level – top, middle or bottom.

The final element of the process is then to write down the mark to be awarded.

The required style of marking will be evident from the pre-marked exemplar scripts that will be distributed to all examiners at every standardising meeting. These will have been marked and annotated by the senior examining team prior to each Standardising Meeting.

These procedures, which have been summarised above, are described in detail overleaf.

## Section A: Functional Writing

### The Assessment Objectives

- (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 punctuation and spelling.

All are being assessed.

The examiner will be required to make **two** distinct assessments: one for **Writing (i)** and **(ii)** and a second assessment for **Writing (iii)**.

### The two required assessments

1. The following style of marking and annotation is to be used:
  - each response will be assessed on the basis of **a single reading**
  - use brief affirmative comments in the margins to highlight positive achievement, for example – “*Simp dev*”; “*Broad sense p*” or “*Inc flu*”
  - use underlining and ticking to point out creditworthy material
  - circle individual spelling errors – circle the same error only once
  - use continuous wavy underlining to highlight failings in grammar and syntax
  - one-off errors in punctuation should be noted by writing “**p**” in the margin
  - consistent omissions or errors in punctuation should be signalled by writing “**p**” in the margin, using arrows to highlight the extent of the problem
  - failings in paragraphing should be flagged up by writing “**para**” in the margin
2. At the end of the response, using the descriptors from the Competence Levels for **Writing (i)** and **(ii)** as sources, summarise briefly (in two/three phrases) the most significant, positive features of the response. Only use snippets from the descriptors for these summaries. This process of summarising achievement is very important because in making this assessment it becomes clear as to where exactly the response sits within the Competence Levels.
3. Write down the Competence Level from **Writing (i)** and **(ii)** that best encapsulates the overall achievement.

4. Finally, decide upon a mark by assessing the extent to which a candidate has met all of the requirements of the particular Competence Level. This will determine the point that has been reached within each – at the top, in the middle or at the lower end of the mark range. Write this mark down.

For example, a response that is judged to be mainly CL 3 in terms of development and sense of audience but is more CL 2 in relation to style, could be summarised as follows:

**(i) and (ii)**

**S/f del dev**

**Gen grasp p and a**

**Elem style**

**CL3 10**

5. In order to assess **Writing (iii)**, the same process (steps 2 to 4 above) is used to make the second assessment based on the Competence Levels that relate to **Writing (iii)**.

For example, a response that is judged to be mainly CL 3 in terms of sentence structuring and punctuation but is more CL 2 in relation to spelling, the following would offer an adequate summary:

**(iii)**

**Contr s/f ss**

**Gen secure bas punct**

**Us acc sp bas words**

**CL3 5**

## Task 1: Functional Writing

Response time: 45 minutes.

Max. 16 marks

Write an article for your school magazine in which you put forward **your own thoughts and views** on the following topic:

**“Classrooms are for teaching not texting! Mobile devices only cause chaos in the classroom and should be banned from all schools!”**

**How Writing (i) and (ii) feed through to marks:** use the task specific checklist to ascertain the extent to which a candidate has crafted language in order to **communicate clearly, effectively and imaginatively**; use and **adapt forms and select vocabulary appropriate to task and purpose in ways that engage the reader**; **organise information and ideas into structured and sequenced sentences, paragraphs and whole texts**; use a **variety of linguistic and structural features to support cohesion and overall coherence**.

The response is then assessed against the five Competence Levels (drawn from grade descriptors) in order to award a mark that matches the level of performance.

**This task specific checklist outlines the skills associated with Writing (i) and (ii) that candidates at all Competence Levels may be expected to attempt to employ in their responses. Credit any other valid strategies used that are not mentioned below.**

**Communicate clearly, effectively and imaginatively, demonstrating:**

- a handling of the topic in such a way as to attempt to positively develop the reader's interest
- use of a style that endeavours to build a positive relationship with the reader
- possible use of anecdotes/humour to engage the reader

**Adapting form and vocabulary to task and purpose in ways that engage the reader, demonstrating:**

- an awareness of the school magazine audience
- a use of tone that is meant to engage and sustain the reader's attention
- use of straightforward vocabulary that is in keeping with the task and audience and that, occasionally, may enliven the writing

**Organise information and ideas into sentences, paragraphs and whole texts demonstrating:**

- a sense of progression – the reader being led through the writer's views and opinions
- the use of suitable opening and closing paragraphs
- some use of topic/link sentences for different paragraphs
- development that uses organisation in an attempt to hold the reader's interest

**Use a variety of linguistic and structural features for cohesion and overall coherence demonstrating:**

- some variety of sentences for effect
- occasional use of connectives to give coherence
- the use of some rhetorical devices such as questions, exclamatory sentences, rule of three, hyperbole to attempt to create interest and connect with the reader

**Competence Level 0 [0]**

*Characterised by:*

- no creditworthy response

**Competence Level 1 [1–4]**

*Characterised by:*

- some general/brief development of the candidate's views on the topic
- some sense of purpose and/or audience
- some attempt at structuring using a rudimentary style

**Competence Level 2 [5–8]**

*Characterised by:*

- simple development, that presents views at an elementary level
- a broad sense of purpose and/or audience that may be sustained
- a basic structure and an elementary style

**Competence Level 3 [9–12]**

*Characterised by:*

- straightforward, deliberate development
- a general grasp of purpose and audience
- logical structuring and an uncomplicated style

**Competence Level 4 [13–16]**

*Characterised by:*

- generally effective development that maintains interest
- a recognition of purpose and audience
- a clear structure underpinned by an increasingly fluent style

**How Writing (iii) feeds through to marks:** use the task specific checklist to ascertain the extent to which a candidate has crafted language in order to use a range of sentence structures for clarity, purpose and effect; use accurate punctuation and spelling.

The response is then assessed against the five Competence Levels (drawn from grade descriptors) in order to determine a mark that matches the level of performance.

**This task specific checklist outlines the skills associated with Writing (iii) that candidates at all Competence Levels may be expected to attempt to employ in their responses. Credit any other valid strategies used that are not mentioned below.**

**The range and effectiveness of sentence structuring:**

- The wider the range and degree of originality and control in sentence structuring, the more opportunity the candidate gives him/herself to attempt to sustain the reader's interest.
- More control of sentences and variety in their structuring demonstrates a higher level of competence and will be rewarded accordingly.

**The use made of accurate punctuation and spelling:**

- Linked to the control of sentence structure is the control of a variety of appropriate punctuation. Here too competent usage can help to maintain the reader's interest. The greater the control and variation, the higher will be the reward.
- 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 the reader's attention.

- Examiners should credit ambitious use of vocabulary, where the word may not always be accurately spelt but has been chosen with care.

**Competence Level 0 [0]**

*Characterised by:*

- no creditworthy response

**Competence Level 1 [1–2]**

*Characterised by:*

- rudimentary sentence structuring
- very occasional use of full stops and/or commas
- some accuracy in the spelling of simple words
- a limited vocabulary

**Competence Level 2 [3–4]**

*Characterised by:*

- a use of basic sentence structuring – simple connectors used to link ideas; verbs often repeated
- some appropriate use of full stops and other forms of basic punctuation
- usually accurate spelling basic words
- a narrow range of vocabulary

**Competence Level 3 [5–6]**

*Characterised by:*

- controlled use of straightforward sentence structuring with some variety in sentence construction and length
- generally secure use of basic punctuation
- generally accurate spelling of straightforward, regular words
- some conscious use of vocabulary, e.g. a particular word for effect

**Competence Level 4 [7–8]**

*Characterised by:*

- increasingly sustained competence in the handling of a variety of sentence structures – occasionally used for effect
- accurate use of basic punctuation such as full stops, commas, exclamation and question marks
- generally accurate spelling, including some words with irregular patterns
- greater precision in the use of a widening vocabulary

## Section B: Studying Written Language (Reading)

### The Assessment Objectives

- (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, grammatical structural and presentational features to achieve effects and engage and influence the reader.

### The specific elements of the Assessment Objectives addressed by Task 2:

- Task 2**
- (i) selecting material appropriate to purpose
  - (ii) develop and sustain interpretations
  - (iii) explaining and evaluating how a writer uses linguistic, grammatical, and structural devices to achieve effects

### The required process of assessment

1. The following style of marking and annotation is to be used:
  - each response will be assessed on the basis of **a single reading**
  - in the margins insert brief affirmative comments drawn from the Competence Level descriptors to highlight positive achievement, for example – “*reports*”, “*s/f rev*” or “*comp interp*”
  - use underlining and ticking to point out creditworthy material and to highlight significant strengths in a response
  - ignore all errors in punctuation, syntax and spelling as they are not being assessed
2. At the end of the response, using the descriptors from the Competence Levels as a source, summarise briefly (in two/three phrases) the most significant, positive features of the response. Only use snippets from the descriptors for this summary.
3. On the principle of “best fit”, select and write down the Competence Level that best encapsulates the overall achievement of the response.



4. The final stage in the process is to decide upon a mark by assessing the extent to which a candidate has met all of the requirements of that particular level. This will determine the point that has been reached within it – at the top, in the middle or at the lower end of the mark range. Write this mark down.

For example, a response to Task 2 that is CL 2 could be summarised as follows:

**Simp consid**  
**Some underst**  
**Some bas com**

**CL2 10**

This newspaper article suggests that the printer ink industry is making very large profits by over-charging its customers. **Explain** how the writer has presented this point of view. Discuss how the writer has used: a forceful style of writing to stress his strong feelings/particular words and phrases to highlight his concerns/facts and opinions that reinforce his negative viewpoint/different types of sentences to add impact.

**How Reading (i), (ii) and (iii) feed through to marks:** use the task specific checklist to ascertain the extent to which a candidate has **selected and evaluated** evidence to **explain how linguistic and structural features achieve effects and engage and influence the reader**. The overall performance is then assessed against the five Competence Levels (drawn from grade descriptors) in order to determine a mark that matches the candidate's achievement.

This task specific checklist of evidence outlines the material candidates at all Competence Levels may be expected to include in their responses. **Credit fully any other valid suggestions/ comments**

**A forceful style of writing to emphasise his strong feelings:**

- the short and blunt opening paragraph uses a well-known cliché “laugh all the way to the bank” to convey an image of customers being fleeced of their money by uncaring manufacturers
- the use of robust direct appeal intended to connect with the reader and to provoke a sense of outrage: “So, if you think...you’re right!”/“You don’t need to be a whizzkid”/“If you want even more evidence”
- the use of inclusive pronouns to strengthen the bond between the writer and his target audience and to convey the impression that both are on the same side as victims of a money-grabbing printer ink industry: “must see us coming”/“As we have discovered to our horror”/“So what can we consumers do”
- a lively informal style underpins the writer’s views with a determined tone: “On the face of it”/“But the trouble is”/“Well, for a start”
- the use of exclamation marks reinforce a sense of the writer’s annoyance about how unfairly consumers are being treated: “And that’s just the start of it!”/“They cost...by the way!”/“over-the-top warnings...is about to cause total destruction!!”
- direct appeal to the reader is persuasive: “Some bargain, eh?”

**Particular words and phrases to highlight his concerns:**

- the emotive headline – “THE GREAT PRINTER INK RIP-OFF!” – clearly signals from the outset what the writer thinks about the issue: stating that customers are being treated outrageously
- negative adjectives throughout the piece referring to the poor deal customers receive clearly communicate his disapproval: “shockingly expensive”/“contains a miserable 4ml of ink”/“outrageous cost”
- employs openly negative language to condemn the printer ink industry: “swindle”/“greedy”/“marketing gimmick”/“clever trick”/“the additional cost to the manufacturers is just pennies”
- in contrast, consumers are portrayed as victims: “must see us coming and laugh all the way to the bank”/“Consumers can fight back”/“printer manufacturers go out of their way to make it as hard as possible for shoppers”
- sarcasm is used to emphasise strongly held opinions about how printer ink manufacturers are cheating customers: “apparently, it’s a sophisticated device”/“Some bargain, eh??”

**Facts and opinions that reinforce his negative viewpoint:**

- it’s his opinion that manufacturers are out to ‘swindle’ customers and that they “laugh all the way to the bank”.
- details contrasting “A typical HP cartridge” with a bottle of “the very finest champagne” is an engaging and convincing device to highlight the high cost of printer ink: “£3,000 a litre”/“best champagne for £150”
- factual information used to highlight how the manufacturers have significantly reduced the amount of ink inside cartridges since 2004: “had 42ml of ink and cost £20”/“It could print 930 pages”/“Today the...best selling cartridge has just 5ml and sells for £13”/“It manages to print only 200 pages”

- the use of quotation from an expert Mr Chris Brooks from “the UK Cartridge Re-manufacturers Association” reinforces the impression that consumers are being duped: “treated like mugs”/“cost the major companies less than 50p to make”/“ridiculous amounts of money”
- the writer’s opinion that the consumer is being misled about XL refills: “It’s just a clever trick to persuade us to pay £10 more for 10ml more ink”

#### **Different types of sentences to add impact:**

- long and short emphatic statements are used to confront the reader with the enormity of the fraud: “What a swindle!!”/“But it’s also true that over the past decade...ink inside them!”/“Wrong!!”
- two questions are used towards the end of the piece to challenge the reader about the issue: “In a world...surely the great computer ink rip-off has to be one of the most disgraceful?”/“So what can we consumers do, short of going back to typewriters and fountain pens or even quills?”
- the use of the triple – “scams, dodgy deals and tricks” – at the start of a one-sentence paragraph effectively highlights the deceptive methods of the printer-ink industry
- the use of bold font and italics to emphasise particular words which highlight how customers are being deceived: “**reduced**”/“*half*”
- the piece concludes with a short sarcastic statement which ends with three exclamation marks for added impact: “But unless you’re made of money, it’s probably best to use a pen!!!”

#### **Competence Level 0 [0]**

- no creditworthy response

#### **Competence Level 1 [1–6]**

*Characterised by:*

- **rudimentary comments** in relation to a few of the features in the bullet points
- a **partial response** to a few of the features
- **reporting/description** from the text

#### **Competence Level 2 [7–12]**

*Characterised by:*

- a **simple consideration** of some of the features highlighted in the bullet points
- **some understanding of the more obvious features**
- **some basic comments that may be supported by references to the text**

#### **Competence Level 3 [13–18]**

*Characterised by:*

- a **consideration** of the features highlighted in the bullet points
- **straightforward review** of the features supported by **uncomplicated explanations**
- **some appropriately developed interpretations** backed up by **mainly straightforward supporting evidence**

#### **Competence Level 4 [19–24]**

*Characterised by:*

- **an attempt to analyse** the features highlighted in the bullet points
- **an examination** of the features that **will be supported by appropriate explanations**
- the **development of a competent interpretation** of the stimulus material through the presentation of a **range of appropriate supporting evidence**