**General Certificate of Secondary Education
2011**

English Language/English

Unit 1: Personal Writing and Reading

Multi-Modal texts

Foundation Tier

[GEG11]

WEDNESDAY 15 JUNE, AFTERNOON

MARK
SCHEME

6917.01

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 questions, 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

The marking process is slightly different for the assessment of writing.

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).

These two assessments will be made discretely. They will be reached employing a similar Competence Level approach to that used in the assessment of: **Studying Written language (Reading)**. The process of awarding marks will be broadly similar to that outlined above.

There is one additional element that makes the assessing of **Writing** different from that employed in the assessment of **Studying Written Language (Reading)**. Inaccuracies in secretarial skills of writing **will** be highlighted by the examiner in this section of the exam as they are an integral element within the Assessment Objectives.

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

•   ticking valid points;

•   underlining relevant material;

•   writing positive, brief, marginal comments – taken from the task specific checklist;

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 (Writing (i) and (ii) and Writing (iii)). These will be selected to best 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.

Prior to each standardising conference exemplar scripts will have been prepared by the senior examining team. These will be distributed to all examiners at the meetings to assist in establishing the required style and standard of marking.

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:

•   ticking valid points;

•   underlining relevant material;

•   writing positive, very 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: Personal Writing

The Assessment Objectives

Writing
(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 method of marking is to be used:

   ➢   Each response will be assessed on the basis of a **single reading**.

   ➢   Use brief affirmative comments to highlight positive achievement, for example – "*Simple dev.*", "*Broad sense purpose.*" or "*Incr. fluent*".

   ➢   Use 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 piece of writing. 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 answer sits within the appropriate competence level.)

3. Next, on the principle of "best fit", select in turn from the Competence Levels from **Writing (i)** and **(ii)** the one that comes closest to encapsulating the overall achievement in each case.

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.

For example, an answer that is judged to be mainly Competence Level 3 in terms of development and sense of audience but is more Competence Level 2 in relation to style, could be summarised as follows:

(i)/(ii)
Uncomplic dev
Gen sense purpose   } **CL3 10**
Elem style

---

5. In order to assess **Writing (iii)**, the same process (steps 2 – 4 above) is used to make the second assessment only using the competence levels that relate to the **Writing (iii)**.

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

(iii)
Controlled sf sentences
Gen secure bas punct   } **CL3 5**
Basic voc sp acc

Task 1 – Personal Writing Testing **Writing (i) and (ii)**   Response time: **45 minutes**   Max. **16 marks**

Write about the place where you would really like to live.

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 write 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 and 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 target audience
- possible use of anecdotes/humour to engage the audience

Adapting form and vocabulary to task and purpose in ways that engage the reader, demonstrating:
- an awareness of the examiner as audience
- a use of tone that is meant to engage and sustain the audience's attention
- use of a straightforward vocabulary that is in keeping with the task and audience and that, occasionally, may enliven the writing

Organise info and ideas into structured, sequenced sentences, paragraphs and whole texts
- a sense of progression – the reader being taken through the writer's experience
- an awareness of opening and closing paragraphs
- some use of topic/link sentences for different paragraphs
- development that uses organisation in an attempt to hold the audience's interest

Use a variety linguistic and structural features for cohesion and coherence demonstrating:
- some variety of sentence length for effect
- occasional use of connectives to give coherence to paragraphing
- the use of rhetorical devices – for example: questions, the rule of three, hyperbole

Competence Level 0 [0]
Characterised by:
- no creditworthy writing

Competence Level 1 [1–4]
Characterised by:
- some general development, typically brief
- some general sense of purpose and audience
- some attempt at simple structuring using a rudimentary style

Competence Level 2 [5–8]
Characterised by:
- a simple development, relating in an elementary manner
- 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
- an overall sense of purpose and audience
- a logical structure and a straightforward style

Competence Level 4 [13–16]
Characterised by:
- a generally effective development that maintains the reader's 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 the greater the degree of originality and control in structuring sentences, the more opportunity the candidate gives him/herself to attempt to sustain the reader's interest
- More control of sentence and variety in their structuring demonstrates a higher level of competence 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 in the use of punctuation, the higher will be the reward.
- 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 carefully to capture the essence of the situation

Competence Level 0 [0]
Characterised by:
- no creditworthy writing

Competence Level 1 [1–2]
Characterised by:
- some evidence of sentence structuring
- occasional use of full stops and commas
- some accuracy in the spelling of simple words
- a narrow range of vocabulary

Competence Level 2 [3–4]
Characterised by:
- a use of basic sentence structuring
- generally correct use of full stops and the use of some other forms of punctuation
- usually accurate spelling of basic vocabulary
- a limited vocabulary

Competence Level 3 [5–6]
Characterised by:
- a controlled use of straightforward sentence structuring – there may be evidence of some variety in sentence construction and length
- a generally secure use of basic punctuation to support sentence structure
- generally accurate spelling of straightforward, regular vocabulary
- 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 these may be used for effect
- the basics of punctuation – full stops, commas, exclamation and question marks – used accurately, adding clarity to the work
- generally accurate spelling, including some words with irregular patterns
- a greater precision in the use of a widening vocabulary

Section B: Studying Written Language/Reading

The Assessment Objectives for Reading

(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 engage and influence the reader.

The two tasks and how they met specific elements of the Assessment Objectives:

Task 2 **i:**   selecting material appropriate to purpose/collating & making c-refs
          ii: dev. and sustain interpretations
          iii: explaining and evaluating how a writer uses linguistic, grammatical and structural devices to achieve effects

Task 3 **i:**   selecting material appropriate to purpose/collating & making c-refs
          ii: dev. and sustain interpretations
          iii: explaining and evaluating how structural and presentational features achieve effects and engage and influence the reader

The Examiner will be required to make **one** assessment in respect of each of the two questions.

The required process of assessment

1.   The following method of marking is to be used:

   ➢   each answer will be assessed on the basis of **a single reading**

   ➢   use brief affirmative comments to highlight positive achievement, for example – "*s/f comment*", "*an understanding*" or "*approp. interpretation*"

   ➢   use underlining and ticking to point out creditworthy material and highlight significant strengths in a response

   ➢   ignore all errors in punctuation, syntax and spelling as they are not being assessed

2.   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 these descriptors for this summary.

3.   On the principle of "best fit", select the Competence Level that comes closest to encapsulating the overall achievement of the answer.

4.   Decide upon a final 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.

For example, a response to Task 2 that is a CL2 response could be summarised as follows:

S'f comment
An underst
        CL2 }   **6** ⟶ **6**

6917.01

Task 2. Focus – **Language**   Response time: **20 minutes approx.**   **Max. 15 marks**

Compare and contrast how **language** has been used in **both** DVD covers to **persuade** you that these are exciting and dramatic action-adventure films. Comment on **the use of words and phrases** in: the titles, headings and subheadings/the language used to promote each film.

How Reading (i), (ii) and (iii) feed through to marks: the Ass. Examiner will use the question specific checklist to ascertain the extent to which a candidate has <u>selected and evaluated</u> evidence <u>to develop and sustain interpretations</u> that <u>explain how a writer uses linguistic devices to achieve effects</u>. The overall performance is then assessed against the three Competence Levels (drawn from grade descriptors) in order to determine a mark that that reflects the candidate's achievement.

Question specific checklist outlining the material that candidates at all Competence Levels may be expected to include in their responses. Credit fully any other valid suggestions/comment.

How words and phrases are used to persuade:
- the tone of the language in both films is intended to promote them as exciting action-packed stories suitable for families: a short, punchy tagline on the front cover of "Race" announces that it is "A Hit For The Whole Family" and on the back cover it is referred to as "Disney's fun family action-adventure" and "an action-adventure the whole family will enjoy"; on the back cover of "Journey" it states that the film "is sure to deliver fun for the whole family" and that it "captures the imagination" of children
- both covers create drama and excitement through the use of imperative language and exclamation marks. As if the audience is to take an amazing trip: the cover of "Journey" appeals to the audience to "Get close to the action" and "take your own journey to the centre of the earth!"; whereas language used on the cover of "Race" instructs the audience to "Fasten your seat belts" for the "thrill ride" to come
- similar vocabulary is used in both films to describe the thrilling nature of the films: "action-packed adventure"; "action-adventure"
- powerful adjectives are used on both covers to enhance the feeling of anticipation and excitement in the audience: "thrilling journey into the unknown", "never-before-seen world"; "Breathtaking chases", "special effects"
- direct appeal is used on both covers: "engage your sense of wonder; "the thrill ride of your life"
- the synopses on the two covers use language to whet the appetite of the target audience in each case: in "Journey" the characters make "a breakthrough discovery" so launching them on a thrilling journey" and "encountering creatures and objects never imagined"; in "Race" the main character must help "two aliens, disguised as teenagers" in a race to "recover their lost spaceship" so that they "can return home and save their planet and ours"
- the dramatically entitled "Special Features" section on the "Journey" cover promises additional enhancements to further entice the target audience: e.g. a documentary "A World Within Our World"; the cover of "Race" does not include this feature
- both texts employ rhetorical devices to generate excitement: "Breathtaking chases …" (Race); "Get close to the action …" (Journey) – rule of three

Task 2 continued

Competence level descriptors outlining the standard of performance that candidates may be expected to achieve in their responses.

Competence Level 0 [0]
Characterised by:
• no creditworthy response

Competence Level 1 [1–5]
Characterised by:
• some basic sense of how language has been used positively
• reference to a few obvious examples
• a very general linking of the examples to their purpose of reinforcing a sense of excitement

Competence Level 2 [6–10]
Characterised by:
• an understanding of how some of these linguistic effects have been employed to generate excitement
• reference to a series of examples, some of which will be supported by straightforward comment
• some appropriate use of comparison and contrast at a straightforward level

Competence Level 3 [11–15]
Characterised by:
• some overall consideration of how the linguistic devices achieve their effects
• some sense of a purposeful explanation of how these effects have been used to support a sense of excitement
• the development of an appropriate interpretation of the stimulus materials through comparing and contrasting of mainly appropriate supporting evidence from both sources

6917.01

Task 3. Focus: **Presentational Devices**　　　　Response time: **12 minutes approx.**　　　**Max. 9 marks**

Compare and contrast how **presentational devices** are used in **both** DVD covers to make the films appealing to their audience. Analyse the use of **images, colour** and **layout** in your response.

How Reading (i), (ii) and (iii) feed through to marks: the Ass. Examiner will use the question specific checklist to ascertain the extent to which a candidate has <u>selected and evaluated</u> evidence <u>to develop and sustain interpretations</u> that <u>explain how a writer uses linguistic and devices to achieve effects</u>. The overall performance is then assessed against the three Competence Levels (drawn from grade descriptors) in order to determine a mark that that reflects the candidate's achievement.

Question specific checklist outlining the material that candidates at all competence levels may be expected to include in their responses. Credit fully any other valid suggestions/comment.

The use of images and colour:
- both front covers feature the main characters in dramatic poses along with images of thrilling scenes to create a sense of action and adventure – this is intended to create anticipation in the audience
- both front covers include images to arouse expectation of what might be encountered: e.g. a vicious looking Tyrannosaurus Rex on "Journey…" and an alien spacecraft on "Race …"
- a sense of daring adventure/danger is further reinforced on the back covers: "Journey" - central image of characters encircled by sharp tooth-like protrusions and dangerous looking plants; "Race" – central image of characters looking fearful along with additional series of four smaller action stills
- the PG logo is more prominently displayed on "Journey" and is aimed at the target audience; in "Race" this is less prominent and is aimed specifically at parents
- the use of colour enhances the sense of exciting adventure: in "Race" vibrant blue dominates with flashes of bright lights on the front cover whereas "Journey" uses more muted/earthy shades perhaps to echo the journey underground

The use of layout:
- the layout of both DVD covers is very similar – images dominate both front and back covers
- the titles of the films are prominently placed on both DVD front covers; font size and style also ensure the titles are a prominent feature
- "Race" has a tagline at the bottom of the front cover; "Journey" has what is effectively a tagline attached to the PG logo – "Action adventure and some scary themes"
- the layouts of the back of the DVD covers are very alike: images of snippets from the movies along with a paragraph of text to promote the movies; "Journey" has a section on special features whereas "Race" has some details if specifications
- the spines of both DVDs are similar in layout with the titles dominating; "Race" features a head shot of the main character at the bottom whereas "Journey" displays the PG recommendation
- displayed on both covers there are logos intended to appeal to children/families: Movie Rewards on "Race" and an invitation to visit dvd.myfun.com.au on "Journey"

Task 3 continued

<u>Competence level descriptors</u> outlining the standard of performance that candidates may be expected to achieve in their responses.

Competence Level 0 [0]
Characterised by:
• no creditworthy response

Competence Level 1 [1–3]
Characterised by:
• a basic recognition that use has been made of presentational devices
• some reporting/describing of the most obvious presentational features
• a very general linking of the examples of these devices to their purpose

Competence Level 2 [4–6]
Characterised by:
• an understanding of how some of these presentational devices generate excitement
• reference to a series of examples, some of which will be supported by straightforward comment
• some appropriate use of comparison and contrast at a straightforward level

Competence Level 3 [7–9]
Characterised by:
• some overall consideration of how the presentational devices generate excitement
• some sense of a purposeful explanation of how these devices have been used to positively engage and influence the reader
• the development of an appropriate interpretation of the stimulus material through an uncomplicated comparing and contrasting of mainly appropriate evidence from both sources

6917.01