



*Rewarding Learning*

**General Certificate of Secondary Education  
2014**

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**English Language/English**

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

**Higher Tier**

**[GEG22]**

**THURSDAY 5 JUNE, MORNING**

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**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 – *“recogn. of p and a”, “comp dev.”* or *“clear struct”*
  - 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 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, 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:

<b>(i) and (ii)</b>	
<b>Comp dev</b>	
<b>Prof struct</b>	<b>CL3 10</b>
<b>Inc flu style</b>	

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, 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:

<b>(iii)</b>	
<b>Del manip</b>	
<b>Prof punct</b>	<b>CL3 6</b>
<b>Gen acc sp/w voc</b>	

**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 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, effectively and imaginatively, demonstrating:**

- a handling of the topic in such a way as to positively develop the reader's interest
- use of a style that builds a positive relationship with the target audience
- possible use of anecdotes/humour to enliven the writing and so engage the reader

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

- a conscious awareness of the school magazine audience
- a use of tone that is designed to engage and sustain the reader's attention
- use of vocabulary that is in keeping with the task and reader to enhance, enrich and enliven the writing

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

- a sense of logical progression – the reader being led through the writer's point of view/thoughts
- the use of engaging/challenging introductory and concluding paragraphs
- the deployment of topic/link sentences for different paragraphs
- development that uses conscious organisation to sustain the reader's interest

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

- a conscious varying of sentence lengths and types for effect
- the use of connectives to give coherence
- the use of rhetorical devices such as questions, exclamatory sentences, rule of three, hyperbole to develop interest and a rapport with the magazine reader

**Competence Level 0 [0]**

*Characterised by:*

- no creditworthy response

**Competence Level 1 [1–4]**

*Characterised by:*

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

**Competence Level 2 [5–8]**

*Characterised by:*

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

**Competence Level 3 [9–12]**

*Characterised by:*

- competent development that clearly engages
- a secure awareness of purpose and audience
- proficient structuring with a developing, lively style

**Competence Level 4 [13–16]**

*Characterised by:*

- poised and sophisticated development that commands attention
- the conscious development of a positive rapport with the specified audience
- assured competence in terms of structure underpinned by a confident 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 award 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 repertoire and greater the degree of originality and control in structuring sentences, the more opportunity the candidate gives him/herself to establish a positive rapport with the reader.
- More control of sentences and variety in their structuring demonstrates a higher level of competence which is to 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. Greater control and variation merits a higher 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.
- Credit ambitious use of vocabulary where a 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:

- controlled use of straightforward sentence structuring – there will be evidence of some variety in sentence construction and length
- generally secure use of basic punctuation to support structure
- generally accurate spelling of straightforward, regular vocabulary
- uncomplicated vocabulary

#### Competence Level 2 [3–4]

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

#### Competence Level 3 [5–6]

Characterised by:

- deliberate manipulation of a range of sentence structures – conscious control of sentence variety for effect
- proficient handling of a range of punctuation to enhance the writing
- accurate spelling of most words
- extended vocabulary which is employed with increasing precision

#### Competence Level 4 [7–8]

Characterised by:

- assured use of a wide range of sentence structures that enhances the overall effect of the writing in terms of clarity, purpose and audience
- confident deployment of a full range of punctuation that facilitates fluency and complements meaning
- extended, apposite vocabulary used with precision – errors will be one-off mistakes or, occasionally, the outcome of ambitious attempts to use complex language

## 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 examiner will be required to make **one** assessment.

### 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 use brief affirmative comments to highlight positive achievement, for example – *“s/f rev”* or *“ass eval”*
  - use underlining and ticking to point out creditworthy material and to highlight significant strengths in an answer
  - 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:

<b>Attem to anal</b>		
<b>Comp interp</b>		
<b>Approp supp evid</b>	<b>CL2</b>	<b>10</b>



This blog, by the famous actor Tom Hiddleston, puts forward his feelings about the value and appeal of superhero movies. It is written in a way intended to engage the reader. Analyse how the writer engages and sustains the reader's interest. Consider how the writer has: used a personal style of writing/selected particular words and phrases for effect/used his own opinion as well as some factual information/made use of a variety of sentence structures.

**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 devices 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 outlines the material candidates at all Competence Levels may be expected to include in their responses.

**Credit fully any other valid suggestions/comments.**

#### **The personal style of writing:**

- he starts with an unglamorous anecdote to grab the reader's interest: "wind-whipped tarpaulin"/"at an ungodly hour"
- the use of first person engages his readers: "I was working on a film"/"I had not previously known"
- he uses his own childhood memories to support his point about the influence of superheroes on film: "I wasn't diving, I was flying like Superman"
- conversational direct address engages the reader's attention by personalising the piece so building rapport: "I hear you say"
- the use of inclusive tone to get the reader to share his perspective: "and we love them"/"our shared hopes"
- emphatic personal declaration of his beliefs: "And I agree with him!"/"So do I, sir."

#### **The selection of words and phrases for effect:**

- he creates an atmospheric effect through detailed description to hold the reader's attention: "the rollercoaster ride...skies of Manhattan"
- alliteration used to present self-deprecating humour and build rapport: "someone in a silly superhero film"
- the choice of adjective emphasises the strongly negative opinion of the superhero within the world of acting in the 1970s – this generates the interest of his readers in Reeve's decision: "a shameful choice"
- additionally, effective use made of rule of three sustains his readers' interest: "our shared hopes, dreams and nightmares"/"part of the fun – part of the art, part of our shared joy"
- familiar metaphor is used to convey an engaging/exciting sense of action for the reader: "cat-and-mouse chase"
- creates excitement and sustains interest through vivid images and exaggeration to describe these dramatic effects: "tripping on high wires"/"a huge triple-length truck...like a Russian acrobat"

#### **The use made of opinion with some factual information:**

- facts are used to add credibility to the blog: "in 1978 Christopher Reeve was a young actor"/"the Lumière brothers"
- presents strong personal viewpoint about the impact of Christopher Reeve as Superman: "I grew up watching Superman"/"Christopher Reeve, to my mind, was the first real superhero"
- flattering description of those who subsequently went on to play superheroes suggests the changed status of the genre: "some of the greatest actors"
- cites a noted authority in using the quotation from Pinter to reinforce his point about the value of these films and characters: "The search for truth is your task."
- he believes that these movies are now regarded as more than simple entertainment: "represent the highpoint of cinema when it comes to action and spectacle"
- ultimately, he relies heavily on his own opinion: "I hope"/"I'd like to think"/"I agree"/"to my mind"

### The use made of a variety of sentence structures:

- the opening complex sentence is used to set the scene: “Earlier this year, beneath the wind-whipped tarpaulin”
- use of parenthesis reflects/reinforces conversational style while providing explanations for the reader; “(my Lois Lane)”
- the lengthy and complex sentence in the penultimate paragraph creates for the reader a sense of the breathless speed of the action by using a combination of images : “the cat-and-mouse chase ... truck upending 180 degrees”
- short sentences are used to show his emphatic opinion: “ And we love them.”/“So do I.”
- the final paragraph consists of four short sentences which sum up his main point:
  - he quotes from the script of *Avengers Assemble*: “I still believe in heroes”
  - he ends conversationally with two positive, repeated affirmations, addressed to the character Nick Fury and the reader: “So do I , sir... ”

### Competence Level 0 [0]

*Characterised by:*

- no creditworthy response

### Competence Level 1 [1–6]

*Characterised by:*

- **consideration** of the features highlighted in the bullet points in relation to the desired outcome – engaging and entertaining the reader
- **straightforward review** that will be supported by **uncomplicated explanations**
- **appropriately developed interpretations** backed up by mainly **straightforward supporting evidence**

### Competence Level 2 [7–12]

*Characterised by:*

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

### Competence Level 3 [13–18]

*Characterised by:*

- **an evaluative approach** to the features highlighted in the bullet points
- **an assessment** that will employ **confident explanations**
- **development of an accurate interpretation** of the stimulus material through the presentation of a **range of valid supporting evidence**

### Competence Level 4 [19–24]

*Characterised by:*

- **assured evaluation** of features in the bullet points
- **secure analysis** that will utilise **perceptive explanations**
- **development of a confident interpretation** through the drawing together of a **range of precisely selected, accurate, supporting evidence**