General Certificate of Secondary Education
January 2015

English Language/English

Unit 2: Functional Writing and Reading Non-Fiction

Higher Tier

[GEG22]

MONDAY 12 JANUARY, 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 **Writing (i)** and **(ii)**/ **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 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 Assistant 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 – "*rec of p + 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 these judgements 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)**
> **Comp dev**
> **Prof struct**   **CL3 10**
> **Incr flu 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 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)**
> **Del manip**
> **Prof punct**   **CL3 6**
> **Gen acc sp/w voc**

Task 1: Functional Writing

Write a speech for your class in which you put forward your own thoughts and views on the following topic: "Who are appropriate role models today? Do we need real people we can admire rather than an endless succession of celebrities?"

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 audience's interest
- use of a style that builds a positive relationship with the target audience
- possible use of anecdotes/humour to enliven the speech and so engage the audience

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

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

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

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

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

- a conscious varying of sentence 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 audience

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

Competence Level 1 [1–4]
Characterised by:
- straightforward, deliberate development
- grasp of purpose and audience
- logical structuring and an uncomplicated style

Competence Level 2 [5–8]
Characterised by:
- generally effective development that maintains interest
- recognition of purpose and audience
- clear structure underpinned by an increasingly fluent style

Competence Level 3 [9–12]
Characterised by:
- competent development that clearly engages
- secure awareness of purpose and audience
- proficient structuring with evidence of a developing, lively style

Competence Level 4 [13–16]
Characterised by:
- poised and sophisticated development that commands attention
- conscious development of a positive rapport with the audience
- assured competence in terms of structure utilising a confident style

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Task 1: Functional Writing

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 range and the greater the degree of originality and control in structuring sentences, the more opportunity the candidate gives him/herself to establish a positive rapport with classmates.

- More control of sentences and variety in their structuring demonstrates a higher level of competence and 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 audience'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 audience's attention.

- Credit ambitious use of vocabulary where a word may not always be accurately spelt but has been chosen with precision.

Competence Level 0 [0]
Characterised by:

- no creditworthy response

Competence Level 1 [1–2]
Characterised by:

- controlled use of straightforward sentence structuring with some variety in sentence construction and length
- generally secure use of basic punctuation to support structure
- generally accurate spelling of straightforward, regular words
- 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
- proficiently handled range of punctuation that enhances the writing
- accurate spelling of most words
- an 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: 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:

(i) Read and understand texts, selecting material appropriate to purpose

(ii) Develop and sustain interpretations of writers' ideas and perspectives

(iii) Explain and evaluate how a writer uses linguistic, grammatical and structural features to achieve effects and engage and influence the reader

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 readin**g

   ➢ in the margins insert brief affirmative comments drawn from the Competence Levels descriptors 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 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:
>
> **Att anal**
> **Dev comp interp**   *CL2*   **9**
> **Approp supp evid**

Task 2: Non-Fiction   Response time: **45 minutes**   **Max. 24 marks**

This article puts forward the writer's feelings about school summer holidays. Analyse how the writer engages and sustains the reader's interest through her use of: a lively, personal style of writing/ particular words and phrases selected for effect/ a variety of sentence structures and paragraphing.

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.

A lively, personal style of writing:
- she starts with what seems like an abrupt command designed to grab the reader's attention by enlisting curiosity: "Listen hard"
- the use of first person narration throughout engages her readers and develops a strong sense of her personality: "this is what I can hear"/ "I can walk barefoot without risking injury"/ "What's the harm, I thought"
- most of the article is developed around a succession of annoying issues/incidents thrown up by her family over the long summer holidays: "two months of utter chaos"/ "the mess, the noise"/ "the situation with the TV"
- she uses a series of lists to reinforce the extent of the chaos: "The sheer amount of stuff: books, papers, toys …"; "multi-packs of crisps; fizzy drinks; luxury coleslaw…"
- her conversational tone engages the reader's attention and builds rapport: "love my children, obviously. Love my husband, too. But honestly…"
- she uses exaggeration in an amusing metaphor to make clear her feelings about her family's actions: "the hijacked online shopping order"
- she develops the worsening situation, as she sees it, by creating a strong sense of the chronological order of events using connectives: "First"/ "Next"/"And so one afternoon"

Particular words and phrases selected for effect:
- she creates an atmospheric effect through her use of sensory description: "the dog snorfling". A list of soothing onomatopoeic sounds characterise the house in term time: "the dishwasher humming quietly … the distant whirr of a drill, the buzz of a fly"
- effective use made of rule of three to reinforce the sense of peace: "Quiet. Calm. Order"/ "No one is bleeding, crying or throwing up"
- she uses images, frequently amusing, to draw the reader in to her experiences: "the squelch of a half-eaten banana between my toes"/ "The dog…covered in glitter"
- a metaphor is used to convey the size of the junk food order: "a tide of contraband."
- she sustains interest through vivid images and exaggeration: "the sensible stuff cowered in the cupboard"; "obsessed with brushing his hair into his eyes to the point where he could barely see."

A variety of sentence structures and paragraphing:
- the article begins by describing the current harmony and order and contrasts this with the earlier family-induced chaos: "humming quietly"/ "the distant whirr" contrasting with "the mess, the noise, the constant demands for food"
- the opening complex sentence clearly creates a peaceful domestic setting: "the dishwasher humming quietly … my elderly neighbour cleaning out his potting shed … the distant whirr …the buzz of a fly."
- brief sentences are used to create a conversational style: "Love my husband, too."/ "Oh… the washing!"
- the lengthy and complex sentence in the penultimate paragraph gives a sense of the writer's rising indignation: "It was when I discovered the eldest waggling her head … that I realised things had gone too far." The contrasting brief sentence that follows mirrors her decisive response: "After that it was back to CBBC."
- ellipsis and dashes are used to add humour/personality: "It's my favourite time of year – everyone's back at school"/ "But then I began to notice them changing…"
- the brief, concluding paragraph takes the form of a question and answer which re-focuses on the main point of the article: the issue of shorter school holidays
- the conversational nature of the piece is reflected in the conscious use of short paragraphs: "I love my children, obviously"/ "To begin with, it was fine"
- the short final sentence humorously suggests that the dog supports her opinion: "The dog and I both agree that is a great idea!"

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 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 appropriate supporting evidence**

Competence Level 4 [19–24]
Characterised by:
- **an 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**