



General Certificate of Secondary Education
Winter 2011

English

Paper 2
Higher Tier

[G2904]

FRIDAY 11 NOVEMBER, AFTERNOON

**MARK
SCHEME**

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

The style of assessment

The exams will be marked using positive assessment. The Assistant Examiners are solely concerned with crediting what has been achieved in an answer. They will ignore what the candidate has overlooked, misinterpreted or added irrelevantly.

The Mark Schemes are written to tie in with this positive approach and that is how they are to be used. Assistant Examiners are required to make a series of assessments. These are based on the specific Assessment Objectives that are set out in the Mark Scheme for each question.

The Mark Scheme and the process of marking

The Mark Scheme for each question is based on three or four Mark Bands. Each of these present a series of descriptors which are characteristic of what is expected if an answer is to fall within that particular mark range. The task for the Assistant Examiner is to positively identify what has been achieved and match that assessment with the appropriate Mark Band.

Reading

The first stage in the assessment of an individual question begins with the Assistant Examiner showing what has been credited in the body of the answer. There is a checklist for each answer that indicates what the examining team feel is likely to form the basis of an answer. The actual marking will be done by a combination of ticking, underlining credit-worthy material and brief, positive comments in the margins.

The Assistant Examiner will select and then write down two or three phrases or key words from the Mark Band descriptors that best summarise the candidate's achievement. The process of making this brief, summative comment has the effect of directing the marker to the relevant Mark Band and clarifying the point within the Mark Band that the candidate's response has reached. Finally, the mark is written down.

Writing

The marking process will be slightly different for writing. Each of the writing tasks will require **two** discrete assessments to be made. The initial focus is on the first two of the writing Assessment Objectives AO3 (i) and (ii), whilst the second mark is awarded for the final writing Assessment Objective AO3 (iii).

The two assessments will be based on the familiar Mark Band approach and the process is as outlined in the assessment of reading, above. Each of the two assessments will require a brief, summative comment from the relevant Mark Band descriptors.

There is one additional element in the assessing of writing that makes it different from that employed in assessing reading – inaccuracies in the secretarial elements of writing will not be ignored here as they form part of the Assessment Objectives. Errors in spelling, syntax, punctuation and paragraphing will be indicated.

The procedures are described in detail below.

Section A: Writing to inform, explain and describe

The Assessment Objectives

AO3 Writing

- (i) communicate clearly and imaginatively, using and adapting forms and genres for different readers
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features to present work neatly and clearly
- (iii) effectively use a range of sentence structures with accurate punctuation and spelling

All are being assessed.

The assistant examiner will be required to make **two** distinct assessments: one for **AO3 (i)** and **(ii)** and a second assessment for **AO3 (iii)**.

The two required assessments

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 – “*approp. sense of audience*”, “*competent dev.*” or “*well organised*”
- ✓ 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
- ✓ errors in punctuation should be signalled by writing “**p**” in the margin
- ✓ failings in paragraphing should be signalled by writing “**para**” in the margin

- 2 Using the descriptors from the Mark Bands for **AO3 (i)** and **(ii)** select, based on the principle of “best fit”, the Mark Band that comes closest to encapsulating the overall achievement of the answer.

Before deciding upon a final mark, summarise briefly under the heading “(i) and (ii)”, the most significant, positive features of the response. Use the descriptors from the relevant Mark Band or Bands as the basis for this summary.

This process of summarising achievement is very important because in making this judgement it will become clear as to where exactly the answer sits within the appropriate Mark Band – at the top, in the middle or at the lower end of the mark range. It is only **after** these comments have been noted should a mark be awarded.

For example, an answer that is mainly MB3 in terms of purposeful development and sense of audience but is more MB2 in relation to style, could be summarised as follows:

(i) and (ii)
Confident dev./active sense of aud.
Clear org.
Increase. fluent style

} **MB3** → **13**

- 3 Employing the Mark Bands that relate to **AO3 (iii)**, the same process (step 2 above) is used to make the second assessment.

For example, for an answer that is mainly MB3 in terms of sentence structuring and punctuation but is more MB2 in relation to spelling, the following would offer an adequate summary:

(iii)
Confid. sent. control/variety
Punct. - competent range
Acc. s'forward sp./more precision

} **MB3** → **7**

The expected range of achievement in the Higher Tier

AO3 (i)

- Evidence of a conscious attempt to communicate clearly: ranging from a straightforward attempt at logical development to a fluent and assured development that is confidently organised and handled.
- An awareness of the audience: at the lower end of the spectrum there will be evidence that the candidate has recognised the specified audience and has consciously tried to tailor the writing accordingly. At the top of the range, this will be effectively integrated into the response.
- Match of language with task: at the lower end, generally appropriate language may occasionally give way to colloquial expression. This will be employed for effect. At the upper ranges, language and task will be clearly and accurately matched.
- Recognition of purpose: this will range from a broad recognition of the main purpose to a more comprehensive and subtle understanding.
- Appropriateness of style to purpose: generally a personal approach will be employed – at the lower end of the mark range this will be formal and straightforward. A more idiosyncratic and engaging development of style will be evident at the top of the mark range.

AO3 (ii)

- At sentence level: this will range from a controlled development of straightforward sentences to a fluently constructed personal consideration created through to the conscious crafting of sentences. As the responses become increasingly competent, there will be the use of a developing range of appropriate linguistic devices.
- At paragraph and text level: this will range from an uncomplicated grouping of sentences that demonstrate a conscious progression through the issues to a strikingly structured personal consideration. At the lower end of the mark range, there will be generally appropriate paragraphing and some use of links, whilst at the top of the mark range the paragraphing and links will bring fluency and coherence to the writing.

AO3 (iii)

- Handling of sentence structuring: this will range from an increasing control and variation in sentence construction to an assured control and manipulation for effect.
- Punctuation: this will range from generally sound handling of the more common forms of punctuation to a more complete range used to enhance meaning.
- Spelling: this will range from general accuracy of complex regular words to the accurate spelling of an extended vocabulary.

Task-specific indicators for all Mark Bands. In **inform, explain and describe** some of the following may appear:

- ✓ an awareness of the audience
- ✓ suitable opening/concluding paragraphs that demonstrate a recognition of their function in this type of text
- ✓ use of appropriate paragraph openings/link phrases to introduce new ideas
- ✓ appropriate and convincing development of the task to sustain the audience's interest
- ✓ clear personal engagement with the task
- ✓ a lively and engaged tone
- ✓ convincing descriptive language used when writing about the chosen event
- ✓ references to specific anecdotes/examples to add authenticity to the writing
- ✓ possible use of humour
- ✓ the use of rhetorical devices to hold the attention of the audience
- ✓ a range of appropriate reflections on the chosen highlight of the school year

- 1 You have been asked to write an article for a local magazine (it could be your school magazine) about the highlight of your year.

In your article you should:

- inform your readers about who was involved and describe what happened
- explain your thoughts and feelings.

AO3 (i) and (ii)

Mark Band 1 [1–5]

The response will be appropriate:

- informing, explaining and describing using uncomplicated development
- demonstrating a suitable sense of purpose and audience
- structuring the answer in a logical manner, showing evidence of a conscious use of a straightforward style

Mark Band 2 [6–10]

The response will be competent:

- informing, explaining and describing using effective development
- demonstrating an appropriate recognition of purpose and audience
- clearly structuring the answer, using an increasingly fluent style

Mark Band 3 [11–15]

The response will be secure and competent:

- informing, explaining and describing in a clearly developed and interesting fashion
- demonstrating a confident awareness of purpose and audience
- structuring the answer competently and employing a flexible and lively style

Mark Band 4 [16–20]

The response will be thorough and assured:

- informing, explaining and describing using sophisticated development
- demonstrating a positive rapport with the audience
- structuring the answer in a highly competent manner, utilising a confident style that demonstrates poise

AO3 (iii)

Mark Band 1 [1–2]

Characterised by:

- increasingly sustained competence in the handling of sentence structuring – variety in sentence construction and length will be evident
- a generally secure range of punctuation used to structure and give variety – full stops and commas
- a generally accurate spelling of straightforward words including some that have complex regular patterns
- the use of a widening vocabulary

Mark Band 2 [3–5]

Characterised by:

- mainly competent handling of an increasing range of sentence forms and structures
- a range of punctuation accurately incorporated and used for clarity – *full stops, commas, dashes and question marks*
- generally accurate spelling, including some words that have irregular patterns
- a greater precision in the use of vocabulary

Mark Band 3 [6–8]

Characterised by:

- a sense of the conscious manipulation of a variety of sentence forms and structures – sentence variety and length will be controlled and used for effect
- a range of punctuation will be competently handled and used to enhance sentence structure – *full stops, commas, dashes, apostrophes and semi-colons*
- accurate spelling of most words, including words that have irregular patterns
- an extended vocabulary, employed with increasing precision

Mark Band 4 [9–10]

Characterised by:

- an assured range of varied sentence forms and structure
- a full range of punctuation – *full stops, commas, dashes, semi-colons, colons, apostrophes and inverted commas* – will be used appropriately to enhance meaning and to facilitate the fluency of the writing
- accurate spelling of an extended, exact and apposite vocabulary – errors will be one-off mistakes

Section B: Reading

The Assessment Objectives

AO2 Reading

- (i) read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them
- (ii) distinguish between fact and opinion and evaluate how information is presented
- (iii) follow an argument, identifying implications and recognising inconsistencies
- (iv) collate material from different sources and make cross-references
- (v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on the ways that language varies and changes

The three questions and their specific Assessment Objectives

Question 2 AO2 (v)

Question 3 AO2 (v)

Question 4 AO2 (ii), (iii), (iv) and (v)

The assistant examiner will be required to make **one** assessment in respect of each of the three 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 – “*an understanding*”, “*clear appreciation*” or “*perceptive grasp*”
- ✓ use ticking to point out creditworthy material
- ✓ use underlining to highlight significant strengths in an answer
- ✓ ignore all errors in punctuation, syntax and spelling as they are not being tested

- 2 Using the descriptors from the Mark Bands for each question select, based on the principle of “best fit”, the Mark Band that comes closest to encapsulating the overall achievement of the answer.

Before deciding upon a final mark, summarise briefly the most significant, positive features of the response. Use the descriptors from the relevant Mark Band or Bands as the basis for this summary.

This process of summarising achievement is very important because, in making this judgement, it will become clear as to where exactly the answer sits within the appropriate Mark Band – at the top, in the middle or at the lower end of the mark range. Only **after** these comments have been noted should a mark be awarded.

For example, an answer to Question 3 that is MB2 could be summarised as follows:

Range of rel. evidence
Clear recog. of structure } MB2 → 7

- 2 This leaflet sets out to encourage the reader to eat less fat. How do presentational details help to achieve this purpose? In your answer write about: the use of images and colour/the use of headings and other features of layout.
(Candidate response time: 15 minutes)

AO2 (v)

Checklist for all Mark Bands

Mark Band 1 [1–4]

Presents relevant evidence to identify and comment on straightforward aspects of presentational devices.

Characterised by:

- an overall understanding of the purpose of the leaflet
- some appreciation of how images, colour and layout are used to achieve this purpose.

Mark Band 2 [5–7]

Presents a range of relevant evidence to identify and consider pertinent aspects of presentational devices.

Characterised by:

- a clear recognition of the purpose of the leaflet
- a clear appreciation of how presentational devices are employed to achieve this purpose.

Mark Band 3 [8–10]

Presents a wide-ranging analysis of the presentational devices.

Characterised by:

- an assured grasp of the nature and purpose of the leaflet
- a perceptive assessment of the different ways presentational devices have been employed.

Reference may be made to some of the following:

The use of images and colour:

- photographs throughout the leaflet are bright and colourful: these are clearly intended to motivate people to think about eating more healthily
- the striking use of vibrant/energetic colours in the headings and sub-headings highlights their importance/ draws attention to their content
- front cover has images of a variety of popular, everyday food to highlight the fact that these contain harmful fat; further images of fatty foods inside the leaflet convey how easy it is to consume large amounts of fat
- the image of the diversity of spreads and oils available is placed alongside section which sets out to dispel confusion about the two main types of fat
- the table of “Nutritional Information” serves as a helpful example of a typical food label
- a healthy balanced diet is presented as an image of a meal on a plate: the knife and fork act as a subtle invitation for the reader to “eat”
- the “plate” is colour coded and divided into sections as a visual demonstration of a well proportioned diet

The use of headings and other features of layout:

- the heading on the front cover takes the form of an imperative: “Find out more about fat” which is a direct instruction to the reader/lively encouragement
- the sub-heading underneath has the key word “better” underlined to reinforce the positive purpose of the leaflet
- the use of alliteration in some of the sub-headings helps encourage readers to think about addressing fat in their diet: “Facts about fat”/“Ten top tips to tackle fat”
- the use of direct “questions”/appeal in sub-headings challenge the reader: “Confused about fats and oils?”/“Get the balance right”/“Foods and snacks – what’s on your menu?”
- the “menu” of popular food is a useful checklist of fat content from highest to lowest
- the question and answer section, the use of bullet points and lists give the reader access to a lot of important advice and information on how to eat more healthily

Credit any other valid suggestions

- 3 The writer has expressed her feelings in a manner which sustains the reader's interest. Consider how this has been achieved by commenting on: the lively personal nature of the writing/the variety in sentence structure and the use of paragraphing.
(Candidate response time: 15 minutes)

AO2 (v)

Mark Band 1 [1–4]

Presents relevant evidence to identify and comment on straightforward aspects of the writer's style.

Characterised by:

- an overall grasp of how the personal nature of the writing contributes to the engaging style
- some appreciation of how the writer has employed structure to achieve effect.

Mark Band 2 [5–7]

Presents a range of relevant evidence to identify and consider the main features of the writer's style.

Characterised by:

- a clear appreciation of the distinctive personal quality of the writing
- a clear recognition of how the writer has employed structure to sustain interest.

Mark Band 3 [8–10]

Presents a wide-ranging analysis of the writer's style.

Characterised by:

- a perceptive grasp of the personal nature of the piece
- an assured grasp of how the text is constructed to maximise effects.

Checklist for all Mark Bands

Reference may be made to some of the following:

The lively personal nature of the writing:

- the use of first person involves the reader with the writer's forthright views: "But I think"/"It seems to me"
- the writer's sense of frustration is clear: "How are ordinary people supposed to know?"/"Quite honestly... it's not surprising that we've lost our way when it comes to knowing what and how we should eat!"
- the informal approach engages interest by conveying a sense of a conversational style: "So we happily munched"/"And, yes, there was that chef..."
- use of puns: "need to weigh this matter up!!"/"a big fat lie"
- the use of sarcastic comments: "That's because the advice from 'experts' keeps changing!"/"So, this week, bread is bad again"
- emphatic views are punctuated with some humorous touches: "watch out for that killer slice of white bread!"/"Meanwhile, I'm off for a curried chip!!!"
- the use of capital letters highlights the writer's feelings: "We know this because the Government tells us this ALL the time"/"What exactly IS the 'right food'?"

The variety in sentence structure/use of paragraphs:

- the piece opens with a direct question: "I wonder how many of your readers are as fed up as me...?"
- the use of exclamation marks suggest a lively voice and energetic style of writing: "But I think we need to weigh this matter up!!"/"Maybe it's all a big fat lie!!"
- the last four paragraphs all conclude with exclamation marks to add liveliness which helps engage the reader/reinforces the sarcastic tone
- the writer uses well developed sentences to express her views: "It seems to me that a very sizeable proportion... however well-intentioned."/ "Numerous campaigns... linked with heart disease."
- the variety of paragraph openings helps sustain the reader's interest: "Not so long ago..."/"Fat!"/"Oh, we mustn't forget..."
- questions are used effectively to sustain attention: "Who IS telling the truth here? Who knows?"
- paragraphs 2, 4, and 6 all conclude with short emphatic sentences to force home the writer's point
- the final paragraph incorporates an engaging quotation: "Eat food. Not too much. Mostly plants".
- the lighthearted reference to "a curried chip" in the final sentence creates a humorous finish

Credit any other valid suggestions

- 4 These texts express very different views about healthy eating. **Compare and contrast** how the writers have put forward their points of view. In your answer write about: the words and phrases used in each text/the use of fact and opinion in each text.
(Candidate response time: 15 minutes)

AO2 (ii), (iii), (iv) and (v)

Mark Band 1 [1–4]

Presents relevant evidence to identify and comment on straightforward, valid interpretations of the use of language and the use of facts and opinions.

Characterised by:

- an understanding of how evidence and words and phrases are used to influence the reader
- a straightforward comparison which cross-references the main differences.

Mark Band 2 [5–7]

Presents a range of relevant evidence to identify and consider the main strategies employed in the writer's use of language and the use of facts and opinions.

Characterised by:

- a clear recognition of how evidence and language are employed to influence the reader
- a purposeful comparison offering a range of appropriate cross-references.

Mark Band 3 [8–10]

Presents a perceptive and wide-ranging analysis of the rhetorical devices and the facts and opinions that are consciously used in the texts.

Characterised by:

- an assured grasp of how evidence and language are employed to influence the reader
- a precise comparison offering a range of insightful cross-references.

Checklist for all Mark Bands

Reference may be made to some of the following.

The words and phrases used in each text:

The leaflet uses language to persuade and inform the reader about the role of fat in a healthy diet. In contrast, the writer of the letter uses language to express her personal frustration.

- the writers' differing stances are clear from the start: "Find out more about fat... for better health!"; "I wonder how many of your readers are as fed up as me with being told what to eat and what not to eat?"
- both texts use negative language but for different purposes: "can increase the risk of heart disease"/"may encourage the development of fatty deposits"; "health education 'overload'"/"Numerous campaigns have brainwashed us"
- the leaflet uses an encouraging tone to persuade, whereas the tone of the letter is mostly one of exasperation: "A small amount of fat is an essential part of a healthy diet/ "It's easy to reduce the amount of hidden fat we eat"; "That's because the advice from 'experts' keeps changing!"/ "Maybe it's all a big fat lie!"
- The language of the leaflet is restrained: "We often eat food that isn't labelled"; whereas the writer of the letter is more hard-hitting and direct: "Naturally, therefore, we should all run away screaming from bacon and butter!!"

The use of facts and opinions in each text:

The leaflet presents a wide range of factually based information. The letter is mostly the writer's strongly expressed opinions.

- The leaflet strongly promotes the need to consider our fat intake: "Most people eat too much fat"; whereas the letter expresses a different viewpoint: "In my opinion, many adults are really confused over what constitutes a healthy diet."
- The leaflet presents factual information to support its goal: "Monounsaturated fats are found in olive oil"; whereas the letter is a personal outburst: "What exactly IS the 'right food'?"
- The leaflet presents facts in a formal tone throughout: "We can see that the biggest proportion of our food should come from the two largest food groups"; whereas the letter adopts a more informal, conversational style in expressing views: "Maybe that's all we need to do!"
- The leaflet is concerned with informing and educating the public: "up to 2 years of age children should not have their fat intake reduced at all"; whereas the letter expresses more negative opinions: "a very sizeable portion of the British public is showing signs of health education 'overload' – however well-intentioned"

Credit any other valid suggestions