Rewarding Learning

General Certificate of Secondary Education
January 2013

English Language

Unit 1: Personal Writing and Reading Multi-Modal texts

Foundation Tier

[GEG11]

THURSDAY 10 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 in order 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.

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: Personal 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 to highlight positive achievement, for example –*"Simple dev.", "Broad sense purpose" or "Incr. fluent".*

    ➢ 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 judgement it becomes clear as to where exactly the answer 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)**
> **Delib. dev.**
> **Overall 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 **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)**
> **Controlled s.f. sentences**
> **Gen secure bas. punct.**   **CL3**   **5**
> **Basic voc. sp. acc.**

Task 1 Personal Writing   Response time: **45 minutes**   Max. **16 marks**

Describe for the examiner, a sport or pastime that you enjoy. In your response: give reasons for your choice/describe this sport or pastime that you enjoy. In your response: give reasons for your choice/explain how you feel about taking part in this sport or pastime.

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 writing 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 task 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 straightforward vocabulary that is in keeping with the task and audience and that, occasionally, may enliven the writing

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

Use a variety of linguistic and structural features for cohesion and coherence, demonstrating:
- some variety of sentences for effect
- occasional use of connectives to give coherence
- the use of rhetorical devices such as the rule of three, questions and hyperbole to attempt to create interest and connect with the audience

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

Competence Level 1 [1–4]
Characterised by:
- some evidence of development
- 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:
- a straightforward, deliberate development
- an overall sense of purpose and audience
- a logical structure with a straightforward style

Competence Level 4 [13–16]
Characterised by:
- a generally effective development that maintains interest
- a recognition of purpose and audience
- a clear structure underpinned by an increasingly fluent style

Task 1 Personal Writing

Response time: **45 minutes**

Max. 8 marks

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 writing 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 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 reader's interest. The greater the control and variation in the use of punctuation, the higher will be the reward.

- Accuracy in spelling, in isolation, can be misleading; it needs to be viewed beside the range and precision of the vocabulary used. A limited vocabulary spelt accurately is unlikely to capture the reader's attention.

- Examiners should credit ambitious use of vocabulary, where the word may not always be accurately spelt but has been chosen carefully to capture a sense of the situation.

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

Competence Level 1 [1–2]
Characterised by:
- some sense 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 – simple connectives used to link ideas;
- generally correct use of full stops and the use of some other forms of punctuation
- usually accurate spelling of basic words
- a limited vocabulary

Competence Level 3 (5–6]
Characterised by:
- a controlled use of straightforward sentence structuring – some variety in sentence construction and length
- a generally secure use of basic punctuation to support sentence structure
- generally accurate spelling of straightforward, regular words
- some conscious use of vocabulary, e.g. a particular word for effect

Competence Level 4 [7–8]
Characterised by:
- increasingly sustained competence in the handling of a variety of sentence structures – occasionally these may be used for effect
- the basics of punctuation – full stops, commas, exclamation and question marks – used accurately
- 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

(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 specific elements of the Assessment Objectives addressed by Tasks 2 and 3:

Task 2 **i:** selecting material appropriate to purpose/collating and 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 and 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 Assistant Examiner will be required to make **one** assessment in respect of each of the two tasks.

The required process of assessment

1. The following style of marking and annotation is to be used:

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

    ➢ in the margins insert brief affirmative comments drawn from the Competence Level descriptors to highlight positive achievement, for example – *"reports", "an understanding" or "purp. explan"*

    ➢ use underlining and ticking to point out the creditworthy material and 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 these 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 a CL2 response could be summarised as follows:
>
> **S'forward comment**
> **Some approp. C and C**   CL2 6

Task 2 Focus – **Language**   Response time: **23 minutes approx.**   Max. **15 marks**

Compare and contrast how **language** is used in **both** DVD covers to **persuade** you that these are exciting and engaging films. Comment on the use of **words** and **phrases** in: the titles and headings/the language used to promote each film.

> **How the AOs feed through to marks:** use the question specific checklist to ascertain the extent to which a candidate has **selected and evaluated evidence to develop and sustain interpretations that explain how a writer uses linguistic and structural devices to achieve effects**. The overall performance is then assessed against the four Competence Levels (drawn from grade descriptors) in order to determine a mark that that reflects the candidate's achievement.

Task 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/comments.

How words and phrases are used to persuade:

- "High School Musical" starts off with showbiz phrases in capital letters: "The All-New Smash-hit Disney Channel movie" stressing the success of the film; whereas "Fame" starts off with intriguing statements: "Passions will be tested. Hearts will be broken" highlighting the romantic theme of the storyline

- both films are set in locations appropriate to their expected audiences, i.e. high schools: East High and the New York City High School of Performing Arts

- language is consciously manipulated in both synopses to attract a youthful audience: "Fame" uses the rule of three: "Talent, dedication and hard work"/positive adjectives: "inspiring", "spirited", "soaring"/hyperbole: "tumult of schoolwork"; "High School Musical" uses informal and lively language: "very cool dance moves", "hip…gotta-get-up-and-dance movie", "bonus features that will rock your house!"

- persuasive language is used on both front covers to convey excitement to the target audience: the tagline of "Fame" uses the metaphor of electricity to suggest energy and exhilaration – "An electrifying film about living your dreams"; "High School Musical" highlights its "Encore Edition" which "Includes Original and Sing Along Versions"

- both covers use the idea of dreams to suggest the exciting progress of the main characters: "Fame" – "about living your dreams"; "High School Musical" – "they reach for the stars and follow their dreams"

- the synopsis of "Fame" uses language to suggest the inspirational nature of the storyline: "Talent, dedication and hard work will triumph"/"spirited drive to live out their dreams of stardom"/"each student must shine". The synopsis of "High School Musical" describes the plot using similar exhilarating language to promote the storyline: "everyone learns about acceptance, teamwork and being yourself" but also conveys enthusiasm in language such as "everybody is talking about"/all set to fun tunes and very cool dance moves!"/"celebrates the power of music"

- the "Bonus Features" section of "High School Musical" offers "Learning The Moves Featurette" by the choreographer and a "Never-Before-Seen" music video to attract its viewers; whereas "Fame" promotes the idea that it is a "soaring reinvention" of "the Oscar-Winning hit film"

- both covers use the names of the actors to help promote the films supported by the use of superlatives such as "gifted young performers" ("Fame") and "Featuring the hottest talent" ("High School Musical")

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 **straightforward comparing and contrasting**

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

● **mainly appropriate** use of **comparing and contrasting** of evidence from **both sources**

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. In your response comment on: the use of images and colour/the layout.

How the AOs feed through to marks: use the question specific checklist to ascertain the extent to which a candidate has **selected and evaluated** evidence to **explain how structural and presentational devices achieve effects and engage and influence the reader.** The overall performance is then assessed against the four Competence Levels (drawn from grade descriptors) in order to determine a mark that that reflects the candidate's achievement.

Task 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/comments.

The use of images and colour:

- both front covers are built around the titles which are prominently featured: the connection between the films is reinforced with the use of the light bulbs on a gold background to signify the idea of show business and performance as central to both films

- in "High School Musical", the bright red stage curtains dominate the front cover and this theatrical image adds to the sense of drama; in "Fame" bright blue and gold light radiates behind the actors to also generate a sense of drama and to reinforce its claim to be "electrifying"

- both front covers use action shots from mid performance to appeal to their youthful target audiences: in "High School Musical" the central image of a line of young people clearly enjoying their energetic stage performance conveys a sense of liveliness and fun; similarly in "Fame" the dance troupe and solo singer convey a sense of energy and sparkle

- some 'action' photographs from each DVD are included on the back covers to give the target audiences a glimpse of what to expect in each film – these emphasise that song and dance feature strongly in both films

- the image of the boy and girl on the back cover of "High School Musical" conveys a sense of romantic appeal. The use of light bulbs around the bonus features box is striking and links to the "Encore Edition" box on the front cover; on the back cover of "Fame a bright glowing light is used to illuminate the dancers to convey a sense of radiance and exhuberance

- the Disney logo is featured prominently in "High School Musical" particularly on the front cover to reinforce the expectation of a high quality film; the MGM and United Artists logos are used in "Fame" to promote the film

The layout

- the titles dominate both front covers and both are similarly highlighted with light bulbs: "Fame" is emblazoned across the centre while "High School Musical also takes a focal position at the top

- "Fame" uses a tag line on the front cover – "An Electrifying Film About Living Your Dreams" to generate interest; whereas "High School Musical" uses a box to highlight the fact that this is a special "Encore Edition". The extra bonus features are also promoted in the strap line at the bottom of the front cover

- both DVD covers follow similar formats on the back to generate interest and enhance their appeal for the potential purchaser. Both fulfil the same purpose by featuring smaller action shots from the films and a synopsis providing the audience with an exuberant summary of each story line

- "High School Musical" has a prominent section on bonus features designed to persuade the potential purchaser of the DVD's unique qualities whereas "Fame" does not

- the spines of both DVDs are similar in layout featuring the titles and company logos. "Fame" has two thumbnail images of dancers in motion and one of these is repeated from the front cover; whereas "High School Musical" has the face of the male lead smiling directly at the potential buyer

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 [1–3]
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 **comparing** and **contrasting** at a **straightforward level**

Competence Level 3 [7–9]
Characterised by:

- **some overall consideration** of how the presentational devices achieve their effects

- **some sense of a purposeful explanation** of how these devices have been used to positively engage and influence the reader

- **mainly appropriate** use of **comparing and contrasting** of evidence from **both sources**