Rewarding Learning

General Certificate of Secondary Education
January 2013

English Language

Unit 1: Personal Writing and Reading Multi-Modal texts

Higher Tier

[GEG12]

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 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 to highlight positive achievement, for example – *"confid. aware", "competent 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 these 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)**
> **Comp. dev.**
> **Prof. struct.**   **CL3   10**
> **Increas. fluent 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, 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   5**
> **Gen acc. sp./w. voc.**

Task 1 Personal writing

Response time: **45 minutes**

Max. **16 marks**

Write an essay for the examiner about a sport or pastime that you enjoy.

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 **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 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 audience

Adapting form and vocabulary to task and purpose in ways that engage the reader, demonstrating:
- a conscious awareness of the examiner 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 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 experience
- 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 audience's interest.

Use a variety linguistic and structural features for cohesion and coherence, demonstrating:
- a conscious varying of sentence length for effect
- the use of connectives to give coherence to paragraphing
- the use of rhetorical devices such as the rule of three, questions and hyperbole to develop interest and a rapport with the audience

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

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

Competence Level 2 [5–8]
Characterised by:
- a 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:
- a competent development that clearly engages
- a confident awareness of purpose and audience
- proficiently structured with evidence of a conscious style which may be lively

Competence Level 4 [13–16]
Characterised by:
- a poised and sophisticated development that commands attention
- the 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 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; using 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 attempt to establish a positive rapport with the reader.

- The more assured and varied that manipulation of sentence structuring is, the higher will be mark awarded.

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 will 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 with care to capture a sense of the situation.

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

Competence Level 1 [1–2]
Characterised by:
- a controlled use of straightforward sentence structuring – there will be evidence of some variety in sentence construction and length
- a generally secure use of basic punctuation to support sentence structure
- generally accurate spelling of straightforward, regular words
- some conscious use of vocabulary, e.g. a particular word for effect

Competence Level 2 [3–4]
Characterised by:
- increasingly sustained competence in the handling of a variety 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

Competence Level 3 [5–6]
Characterised by:
- a deliberate manipulation of a range sentence structures – conscious control of sentence variety for effect
- a 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:
- an 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
- an extended, apposite vocabulary used with precision – errors will be one-off mistakes or, occasionally, the outcome of ambitious attempts to use complex language

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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 and 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 Competence Level descriptors to highlight positive achievement, for example – *"a sf. explan.", "profic. comparison" or "assured 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 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 CL 2 response could be summarised as follows:

Comp. explan.
Range approp. evid.   *CL2 6*

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

Compare and contrast how **language** has been used in **both** DVD covers to **persuade** the audience that these films are dramatic and exciting.

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 three Competence Levels (drawn from grade descriptors) in order to determine a mark 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 language used to persuade the audience that these films are dramatic and exciting:

- both DVD covers have very similar taglines which melodramatically suggest the predicament of the main characters: "The last man alive…is not alone!"; "The last man on earth IS NOT ALONE". "I Am Legend" offers a further attention-grabbing strapline on the front cover, using a dramatic metaphor, "MANKIND IS LOSING THE RACE TO SURVIVE!"; whereas "The Omega Man" employs direct appeal by posing a dramatic question on the back cover "What price survival in a plague-ridden tomorrow?" The words "plague-ridden" are intended to convey a sense of horror and danger.

- both DVDs use the back cover to present a synopsis of the movie to whet the appetite of potential buyers: "fending off attacks by The Family, sinister neopeople spawned by the plague"; "Mutant victims of the plague, the infected, lurk in the shadows watching him"

- "The Omega Man", in two short sentences, ironically invites the reader into a bleak, desolate world: "Welcome to the future. Biological war has decimated life on Earth"; whereas "I Am Legend" plunges the audience directly into an outline of the plot, "Robert Neville…could not contain the terrible virus that was unstoppable"

- powerful language is used in both to add to the excitement and drama: "decimated"/"windswept ghost town"/ "spawned"; "incurable"/"desperate"/"he is not alone"

- both contain implicit threat – playing on our fears of being preyed upon: "lurk in the shadows watching him"; "makes damn sure he gets undercover before sundown"

- in "I Am Legend" the use of the rule-of-three adds to the doom-laden effect; in "The Omega Man" a similar sense of menace is created with the use of quotation marks, "when other 'inhabitants' emerge"

- both use disturbing, quasi-scientific terms to add drama to the situation: "plague-ridden"/"biological war"; "virus"/ "immune blood"

- the synopses of both DVDs end in a way intended to heighten expectation: "another uninfected survivor – and guardian of some healthy children representing our species' hope" dramatically suggests the knife edge nature of the situation; whereas "He is quickly running out of time…" creates a sense of a cliff-hanger

- the language used in the Special Features sections of both DVD covers heightens expectations of further entertainment beyond the film: "All – new introduction"/"Vintage documentary"; "Directors comments"/"Stars interviews"

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 overall consideration** of how linguistic devices achieve their effects

- a **straightforward explanation** of how these devices have been used to engage the audience and develop a positive and exciting mood

- the development of **an appropriate interpretation** of the stimulus materials through an **uncomplicated comparing and contrasting** of mainly appropriate supporting evidence

Competence Level 2 [6–10]

Characterised by:

- **some clear evaluation** of how the linguistic devices have been deployed to achieve their effects

- a **competent explanation** of how devices have been used in an attempt to engage and manipulate the audience as well as generating a positive and exciting mood

- the development of a **clear interpretation** of the stimulus materials through **mainly purposeful comparing and contrasting** of a range of appropriate supporting evidence from both sources

Competence Level 3 [11–15]

Characterised by:

- an **evaluation of linguistic devices** that is **thorough and/or assured**

- a **confident explanation** of how these devices positively influence and generate engagement within the target audience

- the development of a **perceptive interpretation** of the stimulus materials through **a focused comparing and contrasting** a range of precisely selected, supporting evidence from both sources

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

Compare and contrast how **presentational devices** have been used in **both** DVD covers to create interest in this type of film. Analyse the use of **images**, **colour** and **layout** in your answer.

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 to achieve effects and engage and influence the reader.** The overall performance is then assessed against the three Competence Levels (drawn from grade descriptors) in order to determine a mark that that reflects the candidate's achievement.

Task specific checklist of evidence 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:

- the front cover of "The Omega Man" is built around a large central image of the "neopeople", the hero in action and a smaller action illustration; whereas "I Am Legend" offers a scene of destruction which provides a powerful backdrop for both front and back covers

- the film title is prominently featured on the front of each DVD in large, distinctive upper case letters and large font: "The Omega Man" is in dark red whereas "I Am Legend" is in clinical white with the tagline's dire message emphasised in red underneath – the use of red in both reinforced a sense of warning and danger

- attention is drawn to the actor Will Smith's name by featuring it at the top above the title to indicate his importance as the star; Charlton Heston, the main actor of "The Omega Man", also has his name above the title on the front cover using the same font style and size to indicate his importance

- images on both covers, front and back suggest these are both action-packed films: guns are clearly visible on both covers raising expectation of the thrills and excitement viewers might expect

- in "The Omega Man" dramatic, action-packed images of the hero are shown on the front and back of the DVD cover; in "I Am Legend", the watchful/vigilant hero is featured in most of the images on the front and back featuring scenes from the film. In both cases, this is intended to reinforce the sense of threat and stimulate anticipation in potential viewers

- on the front cover of "The Omega Man" the hero's face is lit by a golden light while the mutants' faces are an eerie blue indicating a storyline of good versus evil; whereas the use of a threatening dark blue sky and image of a destroyed bridge conveys a sense of destruction in "I Am Legend"

The use of layout:

- the film titles dominate the upper section of each front cover and are supported by the stars' names to help attract fans; both are visually striking: "The Omega Man" is quirky and distinctive in style whereas "I Am Legend" uses an increasing font size to create an impression. This is carried through to the spines of both DVDs

- both follow similar formats for their back covers: stills from the films, boxes highlighting special features and synopses which are all intended to promote the films

- a question in red directed at the reader next to the hero's image on the back cover of "The Omega Man" and the red outline of the stills which echo the dramatic strapline in "I Am Legend" are both intended to imply danger and heighten audience expectation

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:

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

● **a straightforward explanation** of how these devices have been used to engage and influence the reader

● the **development of an appropriate interpretation** of the stimulus material through an **uncomplicated comparing and contrasting** of mainly appropriate evidence

Competence Level 2 [4–6]

Characterised by:

● **some clear evaluation** of how the presentational devices have been deployed to achieve their effects

● a **competent explanation** of how these devices engage and influence the reader positively

● the development of a **clear interpretation** of the stimulus materials through **mainly purposeful comparing and contrasting** of a range of appropriate evidence from both sources

Competence Level 3 [7–9]

Characterised by:

● an **evaluation of the presentational devices** that is **thorough and/or assured**

● a **confident explanation** of how these devices positively influence and generate engagement within the target audience

● the development of a **perceptive interpretation** of the stimulus materials through **a focused comparing and contrasting** of a range of precisely selected, supporting evidence