



General Certificate of Secondary Education  
January 2014

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**English Language/English**

Unit 2: Functional Writing and Reading  
Non-Fiction

Foundation Tier

[GEG21]

MONDAY 13 JANUARY, MORNING

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**MARK  
SCHEME**

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

### The style of assessment

The exams will be marked using positive assessment, crediting what has been achieved.

The mark schemes emanate from the Assessment Objectives and are designed to support this positive approach.

### The relationship between tasks, mark schemes and Levels of Competence

Each task is designed to test a specified series of Assessment Objectives and every task has an individual mark scheme.

The mark scheme for each task comprises a task specific checklist as well as Competence Levels, each of which details an increasing level of proficiency. Each Competence Level is made up of a series of brief statements which, together, describe the essential characteristics of a response at that level.

The job for each examiner is to identify positively what has been achieved and then match the candidate's level of proficiency to the appropriate level of competence.

### Writing: the marking process

Two discrete assessments have to be made.

The first assessment will be used to gauge the candidate's performance in the first two of the Assessment Objectives for **Writing (i)** and **(ii)**. The second assessment is measured against the final Assessment Objective for **Writing (iii)**.

The first stage in the assessment of an individual task begins with the examiner highlighting what is creditworthy by:

- underlining and ticking valid points and relevant material
- writing positive, brief, marginal comments – taken from the Competence Level descriptors

Additionally, the examiner will highlight:

- errors in spelling, syntax, punctuation and paragraphing – each error only to be circled/noted once.

At the conclusion of the response, the examiner will then select and write down two/three phrases from each of the two sets of Competence Level descriptors **Writing (i)** and **(ii)/Writing (iii)**. These will be selected to best 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: 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 – *“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 assessment 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 comes closest to encapsulating 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)**  
**Uncomp dev**  
**s/f style**  
**Broad sense purpose**                      **CL3 10**

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)**  
**Controlled sf sentences**  
**Gen secure bas punct**  
**Basic words sp acc**                                      **CL3 5**

**Task 1: Functional Writing**Response time: **45 minutes.****Max. [16]**

“Are TV stars paid too much money?” Write a speech for your classmates in which you aim to persuade them to share your point of view about how much TV stars are paid.

**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.

**Competence Level 0 [0]***Characterised by:*

- no creditworthy response

**Competence Level 1 [1–4]***Characterised by:*

- some general/brief development that attempts to present some views on TV stars' pay
- some sense of purpose and/or audience
- some attempt at structuring using a rudimentary style

**Competence Level 2 [5–8]***Characterised by:*

- simple development that presents views 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:*

- straightforward, deliberate development
- a grasp of purpose and audience
- a logical structure and a straightforward style

**Competence Level 4 [13–16]***Characterised by:*

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

**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, effectively and imaginatively, demonstrating:**

- a handling of the topic in such a way as to attempt to positively develop the audience's interest
- use of a style that endeavours to build a positive relationship with the 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 classmates as the 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 speech

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

- a sense of progression – the reader being led through the writer's views and opinions
- 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 overall coherence demonstrating:**

- some variety of sentences for effect
- occasional use of connectives to give coherence
- some use of rhetorical devices such as questions, rule of three, hyperbole to attempt to create interest and connect with the audience

**Task 1: Functional Writing**Response time: **45 minutes.****Max. [8]**

**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 degree of originality and control in structuring sentences, the more opportunity the candidate gives him/herself to sustain the audience'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, 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 audience's attention.
- Credit attempts at ambitious use of vocabulary, where the word may not always be accurately spelt but has been chosen with care.

**Competence Level 0 [0]**

*Characterised by:*

- no creditworthy response

**Competence Level 1 [1–2]**

*Characterised by:*

- rudimentary sentence structuring
- very occasional use of full stops and/or commas
- some accuracy in the spelling of simple words
- a limited vocabulary

**Competence Level 2 [3–4]**

*Characterised by:*

- a use of basic sentence structuring – simple connectives used to link ideas; verbs often repeated
- some appropriate use of full stops and other forms of basic punctuation
- usually accurate spelling of basic words
- a narrow range of vocabulary

**Competence Level 3 [5–6]**

*Characterised by:*

- a controlled use of straightforward sentence structuring with some variety in sentence construction and length
- a generally secure use of basic punctuation
- 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
- accurate use of punctuation such as full stops, commas, exclamation and question marks
- 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 achieve effects and engage and influence the reader.

### How the task meets the specific elements of the Assessment Objectives:

- Task 2**
- (i) selecting material appropriate to purpose
  - (ii) dev. and sustain interpretations
  - (iii) explaining and evaluating how a writer uses linguistic, grammatical and structural devices to achieve effects

The Assistant Examiner will be required to make **one** assessment.

### The required process of assessment

1. The following style of annotation is to be used:
  - each answer 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*”, “*s/f rev.*” or “*comp. interpret.*”
  - use underlining and ticking to point out creditworthy material and to highlight significant strengths in an answer
  - ignore all errors in punctuation, syntax and spelling as they are not being assessed
2. At the end of the response, using the descriptors from the Competence Levels as a source, summarise briefly (in two/three phrases) the most significant, positive features of the response. Only use snippets from the descriptors for this summary.
3. On the principle of “best fit”, select and write down the Competence Level that best encapsulates the overall achievement of the, response.

4. The final stage in the process is to decide upon a mark by assessing the extent to which a candidate has met all of the requirements of that particular level. This will determine the point that has been reached within it – at the top, in the middle or at the lower end of the mark range. Write this mark down.

For example, a response to Task 2 that is CL 2 could be summarised as follows:

<b>Simple interp</b>	<b>CL2</b>	<b>9</b>
<b>Some basic com</b>		

**Task 2: Reading Non-Fiction**Response time: **45 minutes****Max. [24]**

**Explain** how the writer holds the reader's interest by using: a lively and personal style of writing to present his feelings/words and phrases to express and share his feelings/sentence structuring and paragraphing to reinforce his views.

**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 features 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 of evidence outlines the material candidates at all Competence Levels may be expected to include in their responses. Credit fully any other valid suggestions/ comments.**

**Lively and personal style:**

- the heading combines humour, dramatic exaggeration and an imperative in order to engage the reader's attention as well as presenting the writer's solution to a family problem: "Step Away from the Computer and No-One Gets Hurt!!"
- the opening topic sentence is used to explain his 'problem'
- the conversational style creates a positive rapport with the reader: "Let's face it"/"Don't get me wrong"
- the first person narrative enables the writer to share his confidences – his thoughts and feelings – with the reader: "I had become increasingly worried"/"I can't afford a trip"/"If I'm REALLY honest... my guilty secret"
- the use of questions both sustains the reader's interest and shows the writer's frustration as a parent: "A good idea?"/"Did the weekend trip achieve its goal?"/"What ARE parents to do?"/"Not buy smartphones... 15 years old?" They are also employed in succession in the sixth paragraph to reinforce the writer's sense of confusion as to how to tackle the problem
- exclamation marks are used to portray the strength of his feelings: "they were horrified!"/"homework being done, again!" They are also used to lighten the tone by adding humour: "from a smoker!"/"neighbour's car for goals!"/"At least until about 6pm!"
- emphatic statements convey his sense of determination and further serve to draw in the reader: "It was time...time to do something."/"So, this Saturday I WILL step away"

**Words and phrases:**

- positive adjectives are used to describe the planned family weekend: "action-packed"/"Family-friendly, healthy, outdoor". Humorously, these contrast with the strong, negative adjective used to describe the boys' shocked reaction to their father's weekend plans: "horrified"
- a simile vividly and humorously describes the boy's reaction to the banning of their iPhones: "like taking cigarettes from a smoker!"
- an adverb is used to give the reader a clear sense of his reaction to his boys' behaviour: "sneakily played"
- the writer uses emotive melodramatic language to sustain the reader's interest in his concerns for the well-being of himself and his family: "my teenagers' 'addiction'"/"this creeping disease"/"the dark heart of the problem"
- onomatopoeia helps to lighten the tone of the blog: "friendly ping"
- verbs are used to support the lively mood of the writing: "were horrified"/"I'm hooked"/"peppered with"

**Sentence structuring and paragraphing:**

- questions are used to engage the reader in a personal manner – he even answers some of them: “A good idea? Well so I thought.”/“Did the weekend trip achieve its goal? Well, yes!” Questions move the blog along: “What are parents to do?” The sixth paragraph consists completely of questions; these are used to build up the writer’s sense of being overwhelmed by this issue
- short sentences are used for a variety of purposes: to highlight the writer’s initial determination, “It was time. I had decided.”/to emphasise his hurt irritation, “Well, so I thought.”/the brief, humorous final sentence concludes the piece in a suitably lighter tone, “At least until about 6pm!”
- the use of informal structures: “A good idea?”/“At least until about 6pm” – helps maintain a conversational style
- the rule of three emphasises the writer’s addiction: “to tweet it, post it or share it”
- the short paragraphs throughout reinforce the conversational, personal style of the blog
- the use of the connective “So” to begin the final paragraph helps to highlight the writer’s resolve/ strength of purpose to change his old habits
- the final paragraph focuses on the writer’s shift from ‘the boys’ to himself “I need...” The conclusion engages the reader with its honest and humorous personal style

**Competence Level 0 [0]***Characterised by:*

- no creditworthy response

**Competence Level 1 [1–6]***Characterised by:*

- **rudimentary comments** in relation to a few of the features in the bullet points
- a **partial response** to a few of the features
- **reporting/description** from the text

**Competence Level 2 [7–12]***Characterised by:*

- a **simple consideration** of some of the features highlighted in the bullet points
- **some understanding** of the **more obvious features**
- **some basic comments** that **may be supported** by references to the text

**Competence Level 3 [13–18]***Characterised by:*

- a **consideration** of the features highlighted in the bullet points
- **straightforward review** of the features supported by **uncomplicated explanations**
- **some appropriately developed interpretations** backed up by **mainly straightforward supporting evidence**

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

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