Rewarding Learning

General Certificate of Secondary Education
January 2015

English Language/English

Unit 2: Functional Writing and Reading Non-Fiction

Foundation Tier

[GEG21]

MONDAY 12 JANUARY, MORNING

MARK SCHEME

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

The style of assessment

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

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

The relationship between tasks, mark schemes and Levels of Competence

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

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

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

Writing: the marking process

Two discrete assessments have to be made.

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

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

● underlining and ticking valid points and relevant material

● writing positive, brief, marginal comments – taken from the Competence Level descriptors

Additionally, the examiner will highlight:

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

At the conclusion of the response, the examiner will then select and write down two/three phrases from each of the two sets of Competence Level descriptors **Writing (i)** and **(ii)/Writing (iii)**. These will be selected to 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 in each case.

The required style of marking will be evident from the pre-marked exemplar scripts that will be distributed to all examiners at every standardising meeting. These will have been marked and annotated by the senior examining team prior to each standardising meeting.

Studying Written Language (Reading): the marking process

The first stage in the assessment of an individual response begins with the examiner highlighting what, within an answer, is creditworthy by:

● underlining and ticking valid points and relevant material

● writing positive, brief, marginal comments – taken from the descriptors for the Competence Levels

At the conclusion of the response, the examiner is required to select and write down the two/three phrases from the Competence Level descriptors that best summarise the candidate's achievement.

The process of selecting and noting these comments has the effect of assisting the marker to assess which level best matches the candidate's achievement.

Once selected, the extent to which a candidate has met the requirements of that particular Competence Level will determine the point that has been reached within the mark range for that level – top, middle or bottom.

The final element of the process is then to write down the mark to be awarded.

The required style of marking will be evident from the pre-marked exemplar scripts that will be distributed to all examiners at every standardising meeting. These will have been marked and annotated by the senior examining team prior to each standardising meeting.

These procedures, which have been summarised above, are described in detail overleaf.

Section A: Functional Writing

The Assessment Objectives

(i) Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.

(ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and coherence.

(iii) Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

All are being assessed.

The Assistant Examiner will be required to make **two** distinct assessments: one for **Writing (i)** and **(ii)** and a second assessment for **Writing (iii)**.

The two required assessments

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

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

    ➢ use brief affirmative comments in the margins to highlight positive achievement, for example – *"Simple dev"*; *"Broad sense p"* or *"Inc flu"*

    ➢ 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 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)**
> **S/f del dev**
> **Gen grasp p + a   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 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)**
> **Contr s/f s s**
> **Gen secure bas punct   CL3 5**
> **Us acc sp bas words**

9677.01 **F**

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

Write a speech for your class in which you put forward your own thoughts and views on the following topic: "Who should young people look up to?"

| **How Writing (i) and (ii) feed through to marks:** use the task specific checklist to ascertain the extent to which a candidate has crafted language in order to **write to communicate clearly, effectively and imaginatively; use and adapt forms and select vocabulary appropriate to task and purpose in ways that engage the reader; organise information and ideas into structured and sequenced sentences, paragraphs and whole texts; use a variety of linguistic and structural features to support cohesion and overall coherence.** The response is then assessed against the five Competence Levels (drawn from grade descriptors) in order to award a mark that matches the level of performance. |

This task specific checklist outlines the skills associated with Writing (i) and (ii) that candidates at all Competence Levels may be expected to attempt to employ in their responses. **Credit any other valid strategies used that are not mentioned below.**

Communicate clearly, effectively and imaginatively, demonstrating:
- a handling of the topic in such a way as to <u>attempt to positively develop</u> the audience's interest on the topic
- use of a style that <u>endeavours to build a positive relationship</u> with the audience
- possible use of anecdotes/humour to <u>engage the audience</u>

Adapt form and vocabulary to task and purpose in ways that engage the reader, demonstrating:
- an <u>awareness</u> of classmates as audience
- a use of <u>tone</u> that is <u>meant to engage and sustain</u> the audience's attention
- use of <u>vocabulary</u> that is in keeping with the task and audience and that, occasionally, may <u>enliven the speech</u>

Organise information and ideas into sentences, paragraphs and whole texts demonstrating:
- a <u>sense of progression</u> – being led through the writer's views and opinions
- the use of a <u>suitable introduction and conclusion</u>
- some <u>use of topic/link sentences</u> for different paragraphs
- development that <u>uses organisation</u> in an <u>attempt to hold the audience's interest</u>

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

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

Competence Level 1 [1–4]
Characterised by:
- some general/brief development of the candidate's views
- 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
- broad sense of purpose and/or audience that may be sustained
- basic structure and an elementary style

Competence Level 3 [9–12]
Characterised by:
- straightforward, deliberate development on task
- grasp of purpose and audience
- logical structuring and an uncomplicated style

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

9677.01 **F**

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 greater the degree of originality and control in sentence structuring, the more opportunity the candidate gives him/herself to attempt to sustain the audience's interest.

- More control of sentences and variety in their structuring demonstrates a higher level of competence and will be rewarded accordingly.

The use made of accurate punctuation and spelling:

- Linked to the control of sentence structure is the control of a variety of appropriate punctuation. Here, too, competent usage can help to maintain the audience's interest. 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 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
- limited vocabulary

Competence Level 2 [3–4]
Characterised by:
- 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:
- controlled use of straightforward sentence structuring with some variety in sentence construction and length
- 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 basic punctuation, such as full stops, commas, exclamation and question marks
- generally accurate spelling including some words with irregular patterns
- greater precision in the use of a widening vocabulary

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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 effects and engage and influence the reader.

The specific elements of the Assessment Objectives addressed by Task 2:

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

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

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

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

The required process of assessment

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

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

   ➢ in the margins insert brief affirmative comments drawn from the Competence Level descriptors to highlight positive achievement, for example – *"reporting", "s/f rev" or "comp interp"*

   ➢ use underlining and ticking to point out creditworthy material and to highlight significant strengths in a response

   ➢ ignore all errors in punctuation, syntax and spelling as they are not being assessed.

2. At the end of the response, using the descriptors from the Competence Levels as a source, summarise briefly (in two/three phrases) the most significant, positive features of the response. Only use snippets from the descriptors for this summary.

3. On the principle of "best fit", select and write down the Competence Level that best encapsulates the overall achievement of the response.

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

> For example, a response to Task 2 that is CL 2 could be summarised as follows:
>
> **Simp consid**
> **Some underst**   **CL2**   **10**
> **Some bas com**

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

This newspaper article attempts to persuade the reader that sugar is a serious danger to public health. **Explain** how the writer has presented her point of view. Discuss how she has used: a forceful style of writing to warn the reader/particular words and phrases to highlight her concerns/facts and opinions to back up her viewpoint/ a variety of sentence structures to emphasise her strong views

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

A forceful style of writing to warn the reader:
- the determined/forthright tone used throughout strengthens the writer's views: "Despite the growing number of diets"/ "We simply shouldn't eat"/ "So let's be clear"
- sarcasm/annoyance is used to underpin the writer's view: "Supposedly healthy zero-fat yoghurt"/ "Even a Pot Noodle has been spiked"
- capital letters and italics are utilised to add further emphasis to her arguments: "absolutely NO nutritional value"/ "ADDED sugar to sell more products"
- exclamation marks reinforce outrage: "that's 140 teaspoons!!"/ "and nothing else!"/ "added sugar!!"
- inclusive pronouns throughout the piece encourage the reader to share the writer's strong views: "biggest threat to our health"/ "that we know are packed with sugar"/ "We also need to beware"
- use of a conversational style helps develop a rapport with the reader as well as focusing attention on the problems in a lively way: "to wise up to the real culprit"/ "a whole bunch of calories"

Particular words and phrases to highlight her concerns:
- the alarmist headline – "SWEET BUT DEADLY!" – sends out a strong warning from the start which is reinforced by the exclamation mark; the use of contrast effectively links the root of the problem with sugar consumption. It sets the tone that is maintained throughout the article
- metaphorical language is used to pinpoint issues in a dramatic way: "sugar war"/"sugar bombs"/ "a wave of disease and death"; the emotive focus on children increases alarm: "protect children from this public health hazard"/ "must reduce the amount of sugar…adding to children's foods"
- the subheading reinforces the sense of danger through the use of hyperbole and imperative: "Prepare for a sugar war". It also sets up the opposing sides in the battle: "food giants" versus "world health experts" who are conveyed as acting responsibly – "urging strict new limits"
- adjectives are used to clearly convey the writer's disapproval and concerns: "whopping nine??"/ "shocking truth"/ "deadly sweet stuff!"
- openly negative language is employed to convey the seriousness of the problem: "failing miserably"/ "ever increasing waistlines"/ "Sadly, it's not as simple"/ "beware the hidden sugar"
- strong verbs have been used to reinforce her harsh criticism of the food industry: "contaminated our food supply"/ "has been spiked
- language associated with drug-taking reinforces the addictive and dangerous nature of sugar: "cocaine"/ ""tobacco""/ "daily 'fix'"

Facts and opinions that back up her viewpoint:
- the factual details of the NHS findings are intended to alarm the reader and emphasise the growing threat to health: "more than 25% … are obese"/ "has tripled since 1980"/ "700g of sugar a week"
- references to expert opinions and findings add weight to the writer's arguments: "experts here and in America"/"Experts say"/ "Health chiefs are now telling food manufacturers"
- stark facts focus the reader on the cost of obesity: "already costs the UK over £5 billion a year"/ "will soar beyond £50 billion by 2050"
- the use of alarming quotations from experts strongly reinforce the addictive nature of sugar: "sugar is more addictive than cocaine!"/ "The new tobacco"

- the strategy of listing food items and the number of teaspoons of sugar they contain is intended to drive home a clear warning: "a Snickers bar contains seven teaspoons of sugar…"/ "zero-fat yoghurt has been found to contain…"

A variety of sentence structures to emphasise her strong views:
- emphatic sentences are used to confront the reader with the enormity of the problem: "Despite the growing number of diets, we are getting fatter."/ "Rather than fat…it is sugar that is the biggest threat to our health."/ "The food giants know that if they add sugar, we buy more."
- a question/answer structure is employed to deliver a strong point, forcing the reader to agree: "Did you know …?" / "Why? The answer's simple – we're addicted to the deadly sweet stuff!"
- a triple highlights the amount of sugar in common food: "yoghurt … tomato soup … Pot Noodle"
- the 4th paragraph begins with a short blunt statement that contrasts with the longer following sentence. The longer sentence contains the repetition of "no" which effectively draws the reader into thinking differently about sugar: "NO nutritional value – no proteins, no essential fats, no vitamins"
- the list of familiar sweet treats, which incorporates two triples in succession, encourages the reader to act more responsibly: "everything from Jelly Babies…and doughnuts…not a daily "fix""
- the piece ends with two short, powerful sentences – a thought-provoking statement immediately followed by a clear warning. Juxtaposing "bitter" and "sugar" in "That's the bitter truth about sugar" adds impact and the direct appeal in "You have been warned!" is intended to issue a final challenge

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**