CCEA
Rewarding Learning

General Certificate of Secondary Education
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English Language/English

Unit 2: Functional Writing and Reading Non-Fiction

Higher Tier

[GEG22]

FRIDAY 13 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 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 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 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 – "*rec of p + a*", "*comp 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 the descriptors for these summaries. This process of summarising achievement is very important because in making these judgements it becomes clear as to where exactly the response 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**
> **Sec aware p + a   CL3   10**
> **Inc flu 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, 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)**
> **Del manip**
> **Prof punct   CL3   5**
> **Gen acc sp /w voc**

Task 1: Functional Writing

Response time: **45 minutes.**

Max. 16 marks

Write an article for your school magazine in which you put forward your own thoughts and views on the following: "Should teenagers have part-time jobs?"

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 and effectively and imaginatively, demonstrating:
- a handling of the topic in such a way as to positively develop the audience's interest
- use of a style that builds a positive relationship with the target audience
- possible use of anecdotes/humour to enliven the article and so engage the audience

Adapting form and vocabulary to task and purpose in ways that engage the audience, demonstrating:
- a conscious awareness of a school magazine readership 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, enrich and enliven the article

Organise information and ideas into sentences, paragraphs and whole texts demonstrating:
- a sense of logical progression - the audience being led through the writer's point of view/thoughts
- the use of an engaging/challenging introduction and conclusion
- the deployment of topic/link sentences for different paragraphs
- development that uses conscious organisation to sustain the audience's interest

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

Competence Level 0 [0]
- no creditworthy response

Competence Level 1 [1–4]
Characterised by:
- straightforward, deliberate development
- grasp of purpose and audience
- logical structuring and an uncomplicated style

Competence Level 2 [5–8]
Characterised by:
- generally effective development that maintains interest
- recognition of purpose and audience
- clear structure underpinned by an increasingly fluent style

Competence Level 3 [9–12]
Characterised by:
- competent development that clearly engages
- secure awareness of purpose and audience
- proficient structuring with evidence of a developing, lively style

Competence Level 4 [13–16]
Characterised by:
- poised and sophisticated development that commands attention
- conscious development of a positive rapport with the audience
- assured competence in terms of structure utilising a confident style

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Max. 8 marks

Task 1: Functional Writing

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 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 establish a positive rapport with the audience.

- 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 audience's interest. Greater control and variation merits a higher 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 a word may not always be accurately spelt but has been chosen with precision.

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

Competence Level 1 [1–2]
Characterised by:
- controlled use of straightforward sentence structuring with some variety in sentence construction and length
- generally secure use of basic punctuation to support structure
- generally accurate spelling of straightforward, regular words
- uncomplicated vocabulary

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

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

Section B: Studying Written Language (Reading)

The Assessment Objectives

(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 writers use linguistic, grammatical, structural and presentational features to achieve effects.

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 devices to achieve effects

The 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 Levels descriptors to highlight positive achievement, for example – "*s/f rev*" or "*ass 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 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:

Att to anal
Devel comp interp   CL2   9
Approp supp evid

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

Read the newspaper article "The end of the celeb 'Kiss and Tell' Christmas book? Good riddance!"
Analyse how the writer has presented her strong views through: a forceful style of writing/her selection of particular words and phrases/her use of facts and personal opinions/the use of different types of sentences to add impact.

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 devices 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.

Her forceful style of writing:
- the opening 'question and answer' paragraph with her emphatic, personal response immediately engages the reader and very bluntly makes her stance clear
- the writer employs emphatic statements throughout to encourage the reader to agree with her strong views: "Oh, let us hope so"/"Saturation point has been reached"/"I can't wait to see the back of them"
- her use of direct address and conversational style further reinforces her viewpoint and helps develop a rapport with the reader: "Let us put our hands together and pray"/"we have at last fallen out of love with the genre"/"While we may have had enough … we have not, however, lost our appetite"/"we are not quite as obsessed"
- the use of exclamation marks reflect the writer's confident/distainful tone: "Good riddance!"/"and that Anton Du Beke's real name is Tony Beke!"/" … wool phobia will always be with me!!"
- she uses personal pronouns to develop a conversational style that engages her readers with a strong sense of her lively personality: "Frankly, I'm not surprised"/"I have been force fed too much celebrity trivia for my own good"/"I know about …"
- brackets and dashes are used to reinforce her scorn for celeb books: "For – just like perfume or socks – a star's book was a foolproof festive gift"/"too much celebrity trivia for my own good – with terrible consequences"/"Tulisa's dermatillomania (picking her face until it bleeds)"

Her selection of particular words and phrases:
- the writer uses metaphors and personification at the start of her article to signal her strong feelings: "Has the death knell finally sounded … "/"pray for the guillotine of good taste to fall"/"seems to be on its last legs"
- a mocking tone highlights her disapproval: "Even supposedly blockbuster political memoirs…have been met with indifference"
- her disdain for celeb autobiographies is apparent in language such as: "annual piles of self-serving drivel"/"inane dribblings, the me-me-me memoir"/"celebrity trivia"
- strong adverbs and adjectives are used to reinforce the writer's exasperation: "dreadful celebrity books"/ "terrible consequences"/"their every dull thought"
- alliteration is employed to emphasise the strength of her negative feelings: "the me-me-me memoir"/ "Christmas coffers"/"tedious task"/"force fed"
- the use of exaggeration to highlight her negative viewpoint: "Everywhere you read, new depths of banality are plumbed"

Her use of facts and personal opinions:
- the 'question and answer' title contains a confrontational opinion, "Good riddance!", which sets the overall tone for the article
- sweeping statements are expressed throughout: "New sales figures suggest we have at last fallen out of love with the genre"/"Yet recent offerings from … have all failed to shine"/"The rest … went nowhere fast"
- she uses factual sounding opinion to make provocative statements: "After a decade or so of inane dribblings"/"Not so long ago, big shots ... to swell their Christmas coffers"/ "Tailor made … trivia-obsessed Twitter generation"

- she entertains the reader with frivolous details from celeb memoirs to convey how ridiculous such books are: "I know about Lorraine Kelly's first car phone…and that Anton Du Beke's real name is Tony Beke!"/"the fact that Cheryl Fernandez-Versini suffers from a cotton wool phobia will always be with me!!"
- she acknowledges the fact that "Sir Alex Ferguson has sold over 850,000 copies" of his autobiography because in her opinion it is "fascinating"
- the writer is scathing in her opinionated remarks about those who buy celeb books: "Tailor made for the attention-deficit, trivia-obsessed Twitter generation"

Her use of different types of sentences to add impact:
- the heading is consciously structured to highlight the issue and convey the writer's disdain: first she poses a question – "The end of the celeb 'Kiss and Tell' Christmas Book?"; then follows this with a forceful answer – "Good riddance!"
- repetition is used to convey her frustration and cynicism: "big shots … on a big hit"/"On and on it goes"
- short emotive sentences are used to convey vehement statements: "On, let us hope so."/ "Saturation point has been reached!"/"Frankly, I'm not surprised."/"I can't wait to see the back of them!"
- sentences which list names of celebrities followed by a negative remark are intended to highlight the numbers of these celebs and their books: "Stephen Fry…Paul Merton have all failed to shine."/"The rest, including titles from actor Brendan O'Carroll (Mrs Brown), cricketer Kevin Pietersen and X Factor's Sam Bailie went nowhere fast."
- the article finishes compellingly with an inclusive "we" as it goes on to mock "stars who fail to understand we are not quite as obsessed with their every dull thought as they are."

© 'Death of the celeb memoir? Good riddance!' By Jan Moir. Published by the Daily Mail 05-03-2013.

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

Competence Level 1 [1–6]
Characterised by:
- **consideration** of the features highlighted in the bullet points in relation to the desired outcome – engaging the reader
- **straightforward review** that will be supported by **uncomplicated explanations**
- **appropriately developed interpretations** backed up by **mainly straightforward supporting evidence**

Competence Level 2 [7–12]
Characterised by:
- **an attempt to analyse** the features highlighted in the bullet points
- **an examination** that will be supported by **appropriate explanations**
- **development of a competent interpretation** of the stimulus material through the presentation of **appropriate supporting evidence**

Competence Level 3 [13–18]
Characterised by:
- **an evaluative approach** to the features highlighted in the bullet points
- **an assessment** that will employ **confident explanations**
- **development of an accurate interpretation** of the stimulus material through the presentation of **a range of appropriate supporting evidence**

Competence Level 4 [19–24]
Characterised by:
- an **assured evaluation** of features in the bullet points
- **secure analysis** that will utilise **perceptive explanations**
- **development of a confident interpretation** through the drawing together of **a range of precisely selected, accurate, supporting evidence**