



General Certificate of Secondary Education
2012

English Language/English

Unit 2: Functional Writing and Reading
Non-Fiction

Higher Tier

[GEG22]

THURSDAY 31 MAY, 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) and 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 – *“recogn. of audience”, “competent dev.”* or *“clear structure”*
 - 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 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)	
Comp. dev.	
Prof. struct.	CL3 10
Increas. fluent style	

5. In order to assess **Writing (iii)**, the same process (step 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 WritingResponse time: **45 minutes.****Max. [16]**

“The London Olympic Games simply isn’t worth the cost.” This statement presents one viewpoint on the London Olympic Games. The examiner wants you to put forward your own thoughts and views on the topic

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:*

- an uncomplicated, deliberate development fashion
- 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 clear recognition of purpose and audiences
- proficiently structured with evidence of a conscious style that may be lively

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

- a poised and sophisticated development that commands the reader’s attention throughout
- a positive rapport with the audience
- assured competence in terms of structure underpinned by a confident 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 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 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, enrich and enliven 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 point of view/thoughts
- 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 of linguistic and structural features for cohesion and coherence demonstrating:

- a conscious varying of sentence length 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

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 structuring sentences, the more opportunity the candidate gives him/herself to establish a positive rapport with the reader.
- The fresher, the more assured and varied that manipulation of sentence structuring is, the higher will be the mark awarded.

The use made of accurate punctuation and spelling:

- Inextricably woven into the fabric of sentence structure is the control that comes from the accurate use of appropriate punctuation. Here, too, there is scope for creativity that can help to engage the reader's interest. The greater control and innovation in the use of punctuation, the higher will be the reward.
- Accuracy in spelling, in isolation, is potentially misleading; it needs to be viewed beside the range and precision of the vocabulary used. A limited and mundane vocabulary spelt accurately is unlikely to capture the examiner's attention
- Credit ambitious use of vocabulary where a 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:*

- a controlled use of straightforward sentence structuring – some variety in sentence construction and length
- a generally secure use of basic punctuation to support structure
- generally accurate spelling of straightforward, regular vocabulary
- an uncomplicated vocabulary will be evident

Competence Level 2 [3–4]*Characterised by:*

- increasingly sustained competence in the handling of a variety of sentence structures – occasionally these may be used for effect
- the basics of punctuation – full stops, commas, exclamation and question marks – used accurately
- generally accurate spelling including some words with irregular patterns
- a greater precision in the use of a widening vocabulary

Competence Level 3 [5–6]*Characterised by:*

- a deliberate manipulation of a range of 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

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 use brief affirmative comments to highlight positive achievement, for example – *“a s/f. analysis”* or *“assured eval.”*
 - 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 here
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 CL 2 could be summarised as follows:

Comp. interpret.	CL2	8
Approp. support. evid.		

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

Analyse how the writer holds the reader's interest. In your answer show how the writer has: used a style of writing that is lively and personal selected particular words and phrases for effect/ made use of some facts as well as her own opinion/ made use of sentence structuring and paragraphing.

How the AOs 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 include in their responses. Credit fully any other valid suggestions/comments.

The lively and personal style

- the use of first person narration – writer talking directly to the reader: "The older I am"/"I must be ill"
- the conversational style sustains interest in her thoughts and views: "Surely I love shoes, no?"/ "Don't even go there"
- the use of exclamation marks adds a lively personal quality: "This will make you popular!"/ "Wear this! Wear that!"
- quirky remarks are entertaining because of their humorous use of hyperbole: "one of the ultimate evils ... along with yoghurt" / the Star Wars' reference - "It should have its own Death Star"
- use of questions develop a rapport with/ confront the reader: "How is my social life, you ask? What is my weight?"/ "And why was she wearing high-heeled shoes on an icy night?"

The selection of words and phrases for effect:

- her strong views are reflected in her choice of direct language: " Put simply, I hate fashion"/"heart attack on the catwalk ... grapes"
- strong terms are used to emphasise her essentially negative attitude towards fashion: " not a friend but an enemy"
- the use of vivid verbs suggests constant pursuit: " it's been stalking me"/"has hounded me"
- the rule of three used effectively to show writer's powerful feelings: "I scowl ... I snarl ... I spit"
- effective use made of simile to suggest relentless nature of fashion advertising: "like an eternal schoolyard bully"
- metaphor effectively suggests the horror of the central incident: "the whispering monster"
- the use of repetition along with parenthesis adds to the impact of her image: " - part human, part makeup, part computer program -"
- further repetition adds to the striking effect: "this will make you beautiful! This will make you popular!"

The use made of some fact and opinion:

- her use of the real life tragedy—the shocking factual incident sustains interest in and supports the writer's opinions: "had fallen between the carriages of a train"/"ran along that platform and is now dead"
- the basic stark facts of the reported accident focus the reader on the seriousness of the issue: "a 16-year-old girl wearing high-heeled shoes ... She died, of course"
- some straightforward details used to heighten the sense of realism and tragedy: "It was snowing that night"/ "This was an ordinary girl"
- the writer conveys her views in a highly opinionated manner: "I spit at 'Vogue'"/"Top Shop? Angry again"
- the use of exaggeration emphasises her opinion in a humorous way: "I am an outcast"

The use made of sentence structuring and paragraphing:

- the opening: "A confession" – effectively takes the reader into her confidence from the very start of the piece
- short sentences convey a blunt/ forthright tone: "She died, of course."/ "They are not for me."
- the use of conjunctions to open sentences add to the engaging informal style: "And don't forget shoes!"/"And I couldn't help suspecting"/"Because fashion"
- first four paragraphs begin with openings that engage or challenge the reader: "A confession"/" Put simply"/" You may say"/" Not at all!"
- the personal, conversational nature is supported by the use of short paragraphs – this reinforces the direct, punchy style of the piece
- the final paragraph mirrors the opening paragraph: both are brief using strong, emphatic language to reflect/ summarise the writer's views and opinions
- the piece ends with a direct, thought-provoking question: "What did she pay for her shoes?"

Competence Level 0 [0]*Characterised by:*

- no creditworthy response

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

- a **consideration** of features highlighted in the bullet points in relation to the desired outcome – holding the reader's interest
- straightforward analysis** 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** features highlighted in the bullet points
- an examination** that will be supported by **appropriate explanations**
- the 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 features highlighted in the bullet points
- an assessment** that will employ **confident explanations**
- the development of an accurate interpretation** of the stimulus material through the presentation of a **range of valid supporting evidence**

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

- an assured evaluation** of features in the bullet points
- a secure analysis** that will utilise **perceptive explanations**
- the development of a confident interpretation** through the drawing together of a **range of precisely selected accurate, supporting evidence**