Rewarding Learning

General Certificate of Secondary Education
2012

English Language/English

Unit 1: Personal Writing and Reading Multi-Modal texts

Higher Tier

[GEG12]

TUESDAY 29 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: Personal Writing

The Assessment Objectives

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

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

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

All are being assessed.

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

The two required assessments

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

   - Each response will be assessed on the basis of **a single reading**.

   - Use brief affirmative comments to highlight positive achievement, for example – "*confid aware*", "*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 piece of writing. 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)
Comp. dev.
Prof. struct.   **CL3 10**
Incr. fluent style

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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 Personal Writing

Response time: **45 minutes**

Max. **16 marks**

Write about your favourite Saturday.

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

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

Communicate clearly, effectively and imaginatively demonstrating:

- a handling of the topic in such a way as to <u>positively develop</u> the reader's interest
- use of a style that builds a <u>positive relationship</u> with the audience
- possible use of anecdotes/ humour to <u>enliven the writing and so engage the audience.</u>

Adapting form and vocabulary to task and purpose in ways that engage the reader, demonstrating:

- a <u>conscious awareness</u> of the examiner as audience
- a use of <u>tone</u> that is designed <u>to engage and sustain</u> the audience's attention
- use of <u>vocabulary</u> that is in keeping with the task and audience <u>to enhance the writing.</u>

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

- a sense of <u>logical progression</u> – being led through the writer's experiences
- the use of <u>engaging/challenging introductory and concluding paragraphs</u>
- the deployment of <u>topic/link sentences</u> for different paragraphs
- development that uses <u>conscious organisation</u> to sustain the audience's interest.

Use a variety of linguistic and structural features to support cohesion and overall coherence demonstrating:

- a <u>conscious varying of sentence length</u> for effect
- the use of <u>connectives to give coherence</u>
- the use of <u>rhetorical devices</u> such as the rule of three, questions, hyperbole <u>to develop</u> interest and a rapport with the audience.

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

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

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

Competence Level 3 ([9]–[12])
Characterised by:
- a competent development that clearly engages
- a confident awareness of purpose and audience
- proficiently structured with evidence of a conscious style that may be lively

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

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Task 1 Personal Writing

Response time: **45 minutes**

Max. **8 marks**

How Writing (iii) feeds through to marks: use the task specific checklist to ascertain the extent to which a candidate has crafted language in order to use a range of sentence structures for clarity, purpose and effect; 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 attempt 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:

- 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 in the use of punctuation, the higher will be the reward.

- Accuracy in spelling, in isolation, can be misleading; it needs to be viewed beside the range and precision of the vocabulary used. A limited vocabulary spelt accurately is unlikely to capture the reader's attention.

- Examiners should credit ambitious use of vocabulary where the word may not always be accurately spelt but has been chosen carefully to capture a sense of the situation.

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

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

Competence Level 2 ([3]–[4])
Characterised by:
- increasingly sustained competence in the handling of a variety of sentence structures – occasionally may be used for effect
- 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 and engage and influence the reader.

The two tasks and how they meet specific elements of the Assessment Objectives:

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

Task 3 **(i)** selecting material appropriate to purpose/collating and making c-refs
(ii) dev. and sustain interpretations
(iii) explaining and evaluating how structural and presentational features achieve effects and engage and influence the reader

The Assistant Examiner will be required to make **one** assessment in respect of each of the two tasks.

The required process of assessment

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

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

   - in the margins use brief affirmative comments drawn from the Competence Levels descriptors to summarise positive achievement, for example – "*a sf. explan*", "*profic. comparison*" or "*assured eval.*"

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

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

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

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

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

> For example, a response to Task 2 that is CL 2 could be summarised as follows:
>
> **Comp. explan.**
> **Range approp. evid.**   **CL2   6**

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

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

How the AOs feed through to marks: use the question specific checklist to ascertain the extent to which a candidate has **selected and evaluated evidence** to **develop and sustain interpretations that explain how a writer uses linguistic devices to achieve effects.** The overall performance is then assessed against the four Competence Levels (drawn from grade descriptors) in order to determine a mark that reflects the candidate's achievement.

Task specific checklist outlining the material that candidates at all Competence Levels may be expected to include in their responses.
Credit fully any other valid suggestions/comments.

The language used to persuade the audience that these films are dramatic and exciting:

- both DVDs use reviews extensively for endorsement purposes. The reviews contain powerful adjectives and superlative language to promote each DVD: "Green Zone" – "Gritty, thrilling"/"Matt Damon at his best"; "The Hurt Locker" – "A near-perfect movie"/"Stands as one of the defining movies of the decade"

- "Green Zone" tends to focus on the actor Matt Damon and the Director Paul Greengrass to promote the film – their names are repeated and previous successes highlighted on both front and back covers; on the other hand, the language in "The Hurt Locker" emphasises the gripping story line concerning "an elite squad of soldiers tasked with disarming bombs" to appeal to those who enjoy the thrill of war films

- both DVDs use the back cover to present a synopsis of the movie to whet the appetite of potential buyers:

  – "Green Zone" uses repetition of "Academy Award nominees" to suggest that only the best director and actors were used to make this film/also uses previous Matt Damon films to promote this film – "from the director of The Bourne Supremacy and the Bourne Ultimatum"; "Damon and director ... reteam"/powerful adjectives are used to dramatise the plot – "action-packed thriller";

  – "The Hurt Locker" uses powerful adjectives to dramatise the plot – "heat of combat"/"nerve-shredding job"; "Powerfully realistic, action-packed, unrelenting and intense"/it also uses short, teasing statements to sensationalise the storyline – "it's not enough to be the best"/"the margin of error is zero"/begins with a memorable quote which impacts on the reader – "War is a drug" – which suggests that war is addictive

- both synopses include positive reviews to tempt the potential buyer, these employ superlative language: "Green Zone" – "one hell of a thriller"; "The Hurt Locker" – "an adrenaline-soaked tour de force"/"one of the great war movies"

- the language used in the Special Features sections of both DVDs suggests further insights: "Green Zone" – "Matt Damon: Ready for Action"/"Inside The Green Zone"; "The Hurt Locker" – "Behind the Scenes"/"Image Gallery"

Competence Level descriptors outlining the standard of performance that candidates may be expected to achieve in their responses.

Competence Level 0 ([0])
Characterised by:

. no creditworthy response

Competence Level 1 ([1]–[5])
Characterised by:

. **some overall consideration** of how linguistic devices achieve their effects

. a **straightforward explanation** of how these devices have been used to engage the potential reader and develop a positive and exciting mood

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

Competence Level 2 ([6]–[10])
Characterised by:

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

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

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

Competence Level 3 ([11]–[15])
Characterised by:

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

. a **confident explanation** of how these devices positively influence and generate engagement with the potential reader

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

Task 3 Presentational Devices   Response time: **10 minutes approx.**   Max. **9 marks**

Compare and contrast how **presentational devices** are used in **both** DVD covers to make the films appealing to their audience. Analyse the use of **images**, **colour** and **layout**.

> **How the AOs feed through to marks:** use the question specific checklist to ascertain the extent to which a candidate has **selected and evaluated evidence** to **explain how structural and presentational devices achieve effects and engage and influence the reader**. The overall performance is then assessed against the four Competence Levels (drawn from grade descriptors) in order to determine a mark that reflects the candidate's achievement.

Task specific checklist outlining the material that candidates at all Competence Levels may be expected to include in their responses.
Credit fully any other valid suggestions/comments.

The use of images and colour:
- the front cover of "Green Zone" is built around a large central image of the main character/actor; whereas "The Hurt Locker" relies on two smaller but powerful action shots from the film

- the "Green Zone" front cover resembles a black and white photograph which creates a dramatic impression; in "The Hurt Locker", on the other hand, yellow, sandy colours dominate which reflect the desert setting of the film

- the title is prominently featured on the front of each DVD in upper case letters and large font – the "Green Zone" title is coloured green (as is the spine and the Special Features section) to reflect the name of the film; whereas "The Hurt Locker" title is created by a black stencil over an image of desert sand reflecting the setting of the film

- images on both covers, front and back, indicate that the genre of the two films is clearly "War"

- the actor Matt Damon is the main selling point of the film "Green Zone". We see this in the large, dominant images of his character in the film and the repetition of his name on the front and back covers; whereas "The Hurt Locker" features a range of soldiers in action-packed scenarios

- action from each DVD is featured on the back cover giving a glimpse of what the buyer can expect. Both use picture strips to feature key dramatic moments and so grip the potential buyer

The use of layout:
- both titles use font size to draw the reader's attention to a particular word within the title; "Zone" and "Hurt"

- both follow very similar formats for the back cover in order to enhance their appeal: slightly larger images/a segment given over to special features/a strip of smaller images/a paragraph of text

- both DVDs use presentational devices to highlight the favourable reviews on the front and back covers: "MATT DAMON AT **HIS BEST**"/"an adrenaline-soaked tour de force" in bold white font against a black background

- the spines of both DVDs are similar in layout featuring the title and a head shot of the star of the movie: the head shot of Matt Damon in "Green Zone" appeals to his fan base; whereas the action shot in "The Hurt Locker" helps to reinforce the themes of combat and warfare.

Competence Level descriptors outlining the standard of performance that candidates may be expected to achieve in their responses.

Competence Level 0 ([0])
Characterised by:

.   no creditworthy response

Competence Level 1 ([1]–[3])
Characterised by:

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

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

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

Competence Level 2 ([4]–[6])
Characterised by:

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

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

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

Competence Level 3 ([7]–[9])
Characterised by:

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

.   a **confident explanation** of how these devices positively influence and generate engagement with the potential reader

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