



**General Certificate of Secondary Education
2012**

English Language/English

**Unit 1: Personal Writing and Reading
Multi-Modal texts**

Foundation Tier

[GEG11]

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 questions, 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 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: 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 in the margins to highlight positive achievement, for example – *“Simple dev.”*, *“Broad sense purpose”* or *“Incr. fluent”*
 - use underlining and ticking to point out creditworthy material
 - circle individual spelling errors – circle the same error only once
 - use continuous wavy underlining to highlight failings in grammar and syntax
 - one-off errors in punctuation should be noted by writing **“p”** in the margin
 - consistent omissions or errors in punctuation should be signalled by writing **“p”** in the margin, using arrows to highlight the extent of the problem
 - failings in paragraphing should be flagged up by writing **“para”** in the margin
2. At the end of the response, using the descriptors from the Competence Levels for **Writing (i)** and **(ii)** as sources, summarise briefly (in two/three phrases) the most significant, positive features of the response. Only use snippets from the descriptors for these summaries. This process of summarising achievement is very important because in making this assessment it becomes clear as to where exactly the answer sits within the Competence Levels.

3. Write down the Competence Level from **Writing (i)** and **(ii)** that comes closest to encapsulating the overall achievement.
4. Finally, decide upon a mark by assessing the extent to which a candidate has met all of the requirements of the particular Competence Level. This will determine the point that has been reached within each – at the top, in the middle or at the lower end of the mark range. Write this mark down.

For example, a response that is judged to be mainly CL 3 in terms of development and sense of audience but is more CL 2 in relation to style, could be summarised as follows:

(i) and (ii)
Delib dev
Overall sense purpose **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, for a response that is judged to be mainly CL 3 in terms of sentence structuring and punctuation but is more CL 2 in relation to spelling, the following would offer an adequate summary:

(iii)
Controlled s/f sentences **CL3 5**
Gen secure basic punct
Basic voc sp acc

Task 1 – Personal Writing Testing Writing (i) and (ii)Response time: **45 minutes**Max. **16 marks**

Write about your favourite Saturday. In your answer you might want to: describe what you do during a favourite Saturday/ explain how you feel about your Saturday activities and why you enjoy them.

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 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 task in such a way as to attempt to positively develop the audience's interest
- use of a style that endeavours to build a positive relationship with the target audience
- possible use of anecdotes/humour to engage the audience

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

- an awareness of the reader as audience
- a use of tone that is meant to engage and sustain the audience's attention
- use of straightforward vocabulary that is in keeping with the task and audience and that, occasionally, may enliven the writing

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

- a sense of progression – being led through the writer's experience
- the use of suitable opening and closing paragraphs
- some use of topic/link sentences for different paragraphs
- development that uses organisation in an attempt to hold the audience's interest

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

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

Competence Level 0 ([0])

Characterised by:

- no creditworthy writing

Competence Level 1 ([1]–[4])

Characterised by:

- some general sense of development
- some general sense of purpose and audience
- some attempt at simple structuring using a rudimentary style

Competence Level 2 ([5]–[8])

Characterised by:

- a simple development, relating in an elementary manner
- a broad sense of purpose and/or audience that may be sustained
- a basic structure and an elementary style

Competence Level 3 ([9]–[12])

Characterised by:

- straightforward, deliberate development
- an overall sense of purpose and audience
- a logical structure with a straightforward style

Competence Level 4 ([13]–[16])

Characterised by:

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

Task 1 – Personal Writing Testing Writing (iii) Response time: 45 minutes Max. 8 marks

How Writing (iii) feeds through to marks: use the checklist to ascertain the extent to which a candidate has crafted language in order to use a range of sentence structures for clarity, purpose and effect; use accurate punctuation and spelling. The response is then assessed against the five Competence Levels (drawn from grade descriptors) in order to determine a mark that matches the level of performance.

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

The range and effectiveness of sentence structuring

- The wider the range and degree of originality and control in structuring sentences, the more opportunity the candidate gives him/herself to sustain the reader's interest.
- More control of sentences and variety in their structuring demonstrates a higher level of competence and is to be rewarded accordingly.

The use made of accurate punctuation and spelling

- Linked to the control of sentence structure is the control of a variety of appropriate punctuation. Here, too, competent usage can help to maintain the reader's interest. The greater the control and variation, the higher will be the reward.
- Accuracy in spelling, in isolation, can be misleading; it needs to be viewed beside the range and precision of the vocabulary used. A limited vocabulary spelt accurately is unlikely to capture the 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:

- some evidence of sentence structuring – simple connectives used to link ideas; verbs often repeated
- occasional use of full stops and commas
- some accuracy in the spelling of simple words
- a narrow range of vocabulary

Competence Level 2 ([3]–[4])

Characterised by:

- a use of basic sentence structure – simple connectives used to link ideas; verbs often repeated
- generally correct use of full stops and the use of some other forms of punctuation
- usually accurate spelling of a basic words
- a limited vocabulary

Competence Level 3 ([5]–[6])

Characterised by:

- a controlled use of straightforward sentence structure – 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 4 ([7]–[8])

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

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 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 & 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 & 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 to highlight positive achievement, for example – *“reports”, “an understanding” or “purp explan”*
 - use underlining and ticking to point out creditworthy material and highlight significant strengths in an answer
 - ignore all errors in punctuation, syntax and spelling as they are not being assessed
2. At the end of the response, using the descriptors from the Competence Levels as a source, summarise briefly (in two/three phrases) the most significant, positive features of the response. Only use snippets from 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 CL2 could be summarised as follows:

S'f comment
Some approp C and C **CL2 6**

Task 2 – Language

Response time: 20 minutes approximately

Max. 15 marks

Compare and contrast how language is used in both DVD covers to persuade you that these are dramatic and entertaining films. Comment on the use of words and phrases in: the titles, headings and sub-headings/ the language used to promote each film..

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.

How words and phrases are used to persuade:

- the taglines for both films feature flattering reviews from critics: 'The Vampire's Assistant' - 'Clever, original and totally entertaining' and 'New Moon' leads with 'Superb... the Twilight saga comes of age'
- both feature superlative language for promotional purposes: 'New Moon' - 'Superb' / 'Breathtaking'; 'The Vampire's Assistant' - 'totally entertaining'/'imaginative'
- both DVDs use the back cover to present a synopsis of the movie to whet the appetite of potential buyers. Similar vocabulary is used in both DVDs to describe the dramatic nature of the films: 'New Moon' - 'more of the passion, action and suspense' / 'The Vampire's Assistant' - 'fast-paced, suspenseful journey'
- 'The Vampire's Assistant' – 'Meet Darren, he's sixteen going on immortal!' uses humour to promote the film; whereas 'New Moon' emphasises the fact that this film is one of a series - 'the Twilight saga eclipse in cinemas...'
- 'The Vampire's Assistant' synopsis uses a variety of persuasive language techniques: direct address - 'Welcome' invites the audience in to the world of the film with the first word/ alliteration - 'filled with magical creatures, misunderstood freaks and the mysterious vampire' / powerful adjectives - 'dark, unpredictable world' / superlatives – 'imaginative' / hyperbole - 'ever thought possible'; similarly the synopsis of 'New Moon' also uses a variety of persuasive language techniques: hyperbole - 'international box office phenomenon' / powerful adjectives - 'a spellbinding follow-up' / also the use of the adverb 'Suddenly' suggests that there is a dramatic turn of events in the film
- the synopsis of 'The Vampire's Assistant' describes the film as 'fun' suggesting that this film has a light-hearted side to it; whereas 'New Moon' consistently develops and sustains the dramatic nature of the film: 'devastated by the abrupt departure'
- both make promotional references to the original books: 'The Vampire's Assistant' - 'Based on the best-selling book series'; 'New Moon' – 'Discover the Twilight series'
- the reference under the image of the book on the book cover of "New Moon" promotes the purchasing of The Twilight series of books: "Discover the Twilight series near you"
- the "Extra Features" section of the 'New Moon' DVD uses rhyme 'Sneak Peek' to heighten expectations of further entertainment beyond the film: 'The Vampire's Assistant' does not have such a section

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 basic sense** of how language has been used positively
- reference to **a few obvious examples**
- a **very general linking** of the examples to their purpose of reinforcing a sense of excitement

Competence Level 2 ([6]–[10])

Characterised by:

- **an understanding** of how some of these linguistic effects have been employed to generate excitement
- reference to a **series of examples**, some of which will be supported by **straightforward comment**
- **some appropriate use of straightforward comparing and contrasting**

Competence Level 3 ([11]–[15])

Characterised by:

- **some overall consideration** of how the linguistic devices achieve their effects
- **some sense of a purposeful explanation** of how these effects have been used to generate a sense of excitement
- **mainly appropriate use of comparing and contrasting** of evidence from **both sources**

Task 3 – Presentational DevicesResponse 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. In your response comment on: the use of images and colour/ the 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 to 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:

- both front covers are built around strong central images that reflect the nature of each of the films: 'New Moon' focuses on a romantic love triangle whereas 'The Vampire's Assistant' shows the young central character looking about him as he enters the 'traveling sideshow'
- the similarity in the type of film is reinforced with the use of the dark colours on both covers which match with the menacing vampire theme
- the colour red also reinforces the sense of danger along with the vampire theme. It features in both covers and while it is very prominent in 'The Vampire's Assistant' where it is used in the text, in the headings and as a surround for a clip of pictures, its use in 'New Moon' is limited but very dramatic
- action' photographs from each DVD on both the front and back covers give a glimpse of what to expect in each film. The photos show some of the main characters as well as action shots from each film. All the photographs from 'The Vampire's Assistant' are night-time shots reflecting the vampire theme, whereas the 'New Moon' images suggest romantic intrigue
- the five stars on the back cover of 'New Moon' are there to promote the film – there is no equivalent in 'The Vampire's Assistant'

The layout:

- the film titles are emblazoned across the bottom of the front covers on both DVDs. Both use distinctive font styles to create atmosphere: 'New Moon' is suggestive of moonlight in both colour and style; in 'The Vampire's Assistant' the dramatic, gothic font in white with red capital letters reinforces the vampire genre
- both covers use phrases from favourable reviews quoted in prominent positions: 'Clever, original and totally entertaining'/'Superb... the Twilight saga comes of age'/'Breathtaking'
- both DVDs follow very similar formats for the back cover: bar codes; a band of smaller images from the films to enhance their appeal. Both feature a paragraph of text. 'New Moon' has a section on extra features designed to tempt the potential purchaser. 'The Vampire's Assistant' has a tagline on the back cover written in red once more reminding the reader of blood: 'Meet Darren, he's sixteen going on immortal!'
- the spine of both DVDs are very similar in layout, featuring the title and a head shot of the star in 'The Vampire's Assistant' and a reprise of the cover image for 'New Moon'
- on the back covers both films are also promoted through their emboldened website addresses

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:

- a **basic recognition** that use has been made of presentational devices
- **some reporting/describing** of the most obvious presentational features
- a **very general linking** of the examples of these devices to their purpose

Competence Level 2 ([4]–[6])

Characterised by:

- an **understanding** of how some of these presentational devices generate excitement
- reference to a **series of examples**, some of which will be supported by **straightforward comment**
- **some appropriate use of comparing and contrasting** at a straightforward level

Competence Level 3 ([7]–[9])

Characterised by:

- **some overall consideration** of how the presentational devices achieve their effects
- **some sense of a purposeful explanation** of how these devices have been used to positively engage and influence the reader
- **mainly appropriate use of comparing and contrasting** of evidence from **both sources**