



Rewarding Learning

**General Certificate of Secondary Education
2013**

English Language/English

**Unit 2: Functional Writing and Reading
Non-Fiction**

Foundation Tier

[GEG21]

FRIDAY 7 JUNE, 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.

Task 1: AO4 Writing: the marking process

Two discrete assessments have to be made. These will be made on a single reading of the response.

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, to meet the demands of writing (iii) the examiner will highlight:

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

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

The process of selecting and noting these two sets of comments has the effect of assisting the marker to assess which Competence Level in each case 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 both marks 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.

Task 2: AO3 Studying Written Language/Reading: the marking process

The examiner will be required to make one assessment in respect of this task.

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

AO4 Assessment Objectives for Writing

- (i) Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.
- (ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and coherence.
- (iii) Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

All are being assessed.

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

The two required assessments

1. The following style of marking and annotation is to be used:
 - each response will be assessed on the basis of **a single reading**
 - use brief affirmative comments in the margins to highlight positive achievement, for example – *“Simple dev.”*, *“Broad sense 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 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 CL3 in terms of development and sense of audience but is more CL2 in relation to style, could be summarised as follows:

(i) and (ii)	
Delib. dev.	CL3 10
Overall sense purpose	
Elem. style	

5. In order to assess **Writing (iii)**, the same process (steps 2 to 4 above) is used to make the second assessment based on the Competence Levels that relate to **Writing (iii)**.

For example, for a response that is judged to be mainly CL3 in terms of sentence structuring and punctuation but is more CL2 in relation to spelling, the following would offer an adequate summary:

(iii)	
Controlled sf sentences	CL3 5
Gen secure bas. punct.	
Basic voc.sp.acc.	

Task 1: Functional WritingResponse time: **45 minutes****Max. 16 marks**

“Computer games are poisoning the minds of young people and taking over their lives!” This statement presents one viewpoint on the topic of computer games. Write an essay for the examiner in which you 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.

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 attempt to positively develop the reader'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 examiner 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, sequenced sentences, paragraphs and whole texts demonstrating:

- a sense of progression – the reader being led through the writer's views and opinions
- the use of suitable opening and closing paragraphs
- some use of topic 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 for cohesion and coherence demonstrating:

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

Competence Level 0 (0)

Characterised by:

- no creditworthy response

Competence Level 1 (1–4)

Characterised by:

- some general development of the candidate's views on the topic
- some grasp of purpose and audience
- some attempt at simple structure using a rudimentary style

Competence Level 2 (5–8)

Characterised by:

- a simple development, that presents views 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 development, relating views in a deliberate fashion
- an overall sense of purpose and audience
- a logical structure and a straightforward style

Competence Level 4 (13–16)

Characterised by:

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

Task 1: Functional WritingResponse 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 determine a mark that matches the level of performance.

Competence Level 0 (0)*Characterised by:*

- no creditworthy response

Competence Level 1 (1–2)*Characterised by:*

- some evidence of sentence structuring
- 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 structuring – simple connections used to link ideas; verbs often repeated
- generally correct use of full stops and the use of some other forms of punctuation
- basic words are usually spelt accurately
- a limited vocabulary

Competence Level 3 (5–6)*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 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

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 greater the degree of control in structuring sentences the more opportunity the candidate gives him/herself to attempt 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 use 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.
- Credit ambitious use of vocabulary, where the word may not always be accurately spelt but has been chosen with care.

Section B: Written Language/Reading

The Assessment Objectives for AO3 Written Language/Reading

- (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 Task 2 meets the specific elements of the Assessment Objectives:

- (i) selecting material appropriate to purpose
- (ii) develop and sustain interpretations
- (iii) explaining and evaluating how a writer uses linguistic, grammatical and structural devices to achieve effects

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**
 - insert in the margins brief affirmative comments drawn from the Competence Level descriptors to highlight positive achievement, for example – *“reports”, “v.s/f consid.”* or *“approp.dev.interpret.”*
 - 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 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 CL2 could be summarised as follows:

Simple interp. CL2 9
Some basic anal.

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

Explain how the article holds the reader's interest through the use of: a forceful style of writing to present her strong feelings/words and phrases to express and share her strong feelings/some facts to back up her own opinion/sentence structuring and paragraphing to reinforce her argument.

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 to include in their responses. Credit fully any other valid suggestions/ comments.

The forceful style:

- direct appeal, "You'd and "you" and the conversational style is designed to demand the reader's agreement: "You'd think . . . all over junior cage-fighting!"/"And you only have to watch the footage . . ."
- her forthright remarks keep the reader's attention and leave no opportunity to disagree: "this sick new 'sport' is a disgusting cut-and-dried case of child abuse"/"drunken louts"
- the use of exclamation marks adds an animated personal quality: "As if they are his only two life options!"
- use of questions to challenge/confront the reader: "How can it possibly be right . . . ?"/"How can we bear to live in a country . . . ?"
- her use of some colloquial language adds impact: "to make a mint"/"beat the living daylight"

The words and phrases to show strong feelings:

- her strong views are reflected in her choice of language: "drunken thugs jeered them on"/"every shade of wrong"/"How can it possibly be right . . . ?"
- the use of dramatic adjectives and verbs gives further stress to her opinion: "toothless authorities"/"evil practice"/"jeered"/"warned"
- her use of emotive words when describing cage-fighting creates sympathy in the reader: the rhyming phrase "tears and jeans"/"a tiny eight-year old . . . bursting into tears as he crumples . . . with a leg injury"/"scooping up his small boy". This description is contrasted for ironic effect with the boy's fighting title: "Lucas 'The Bone Breaker'"
- imagery effectively suggests the writer's horror: "to fight like attack dogs"/"beer-swilling mob"

The use made of some facts and opinion:

- the shocking fact of the ages of the boys mentioned in the piece seizes our attention and sustains interest in the issue: "two boys, aged eight and nine"
- the basic stark facts focus the reader on the seriousness of the issue: "primary school kids fighting one another"
- some straightforward details used to pour scorn on authorities: "social services bosses in Lancashire have launched an inquiry to 'consider any child safety concerns' "
- the writer conveys her views in a highly opinionated manner: "these toothless authorities"/"irresponsible parents"

- the reference to medical experts adds to the strength of her outrage: “Doctors have warned . . . lack of head guards . . . serious head injury or even death”

The sentence structuring and paragraphing for effect:

- the opening sentence immediately seeks the reader’s agreement as well as conveying the sense of a strong personal opinion: “You’d think after watching two small boys beat ... each other”
- exclamation marks and questions are used for stark effect: “Come again?”/“And he calls himself a dad?”/“all over junior cage fighting!”/“But this is no supervised, disciplined sport!”
- the personal, conversational nature is reinforced by the use of short paragraphs throughout: three single sentence paragraphs engage or challenge the reader: “Instead of scooping up his small boy”/“How can we bear to live”
- the use of conjunctions to open sentences adds to the engaging conversational style: “Because in anyone’s book”/“But instead of charging the parents”
- the piece ends with a direct, challenging and thought-provoking question: “How can we bear to live in a country that protects animals better than small boys?”

Competence Level 0 (0)

Characterised by:

- no creditworthy response

Competence Level 1 (1–6)

Characterised by:

- **basic comments** in relation to some of the features in the bullet points
- reporting that may **offer some simple points** that **may be supported from the text**
- **a partial and simple interpretation** of some features

Competence Level 2 (7–12)

Characterised by:

- **a very straightforward consideration** of most of the features highlighted in the bullet points
- **some basic analysis** that **may be supported by appropriate evidence**
- **some development of valid, if simple interpretations** occasionally supported by **straightforward evidence**

Competence Level 3 (13–18)

Characterised by:

- **a consideration** of the 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 4 (19–24)

Characterised by:

- **an attempt to analyse** the 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**