Rewarding Learning

General Certificate of Secondary Education
2013

English Language/English

Unit 2: Functional Writing and Reading Non-Fiction

Higher Tier

[GEG22]

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 in order to 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 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

(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 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)**
> **Comp. dev.**
> **Prof. struct.**   **CL3 10**
> **Increas. fluent 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 the **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)**
> **Del. manip.**
> **Prof. punct.**   **CL3 5**
> **Gen acc. sp. /w. voc.**

Task 1: Functional Writing Response 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 thoughts and views on this 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 positively develop the reader's interest
- use of a style that builds a positive relationship with the target 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 sentences for effect
- the use of connectives to give coherence to paragraphing
- the use of rhetorical devices such as questions, exclamatory sentences, rule of three and hyperbole to develop interest and a rapport with the audience

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Competence Level 0 (0)
Characterised by:
- no creditworthy response

Competence Level 1 (1–4)
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 2 (5–8)
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

Competence Level 3 (9–12)
Characterised by:
- a competent development that clearly engages
- an 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 the reader's attention throughout
- a positive rapport with the audience
- assured competence in terms of structure underpinned by a confident style

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Task 1: Functional 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 determine 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 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.

- 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. Greater control and variation merits a higher reward.

- Accuracy in spelling, in isolation, can be misleading; it needs to be viewed beside the range and precision of the vocabulary used. A limited vocabulary spelt accurately is unlikely to capture the 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 sentence structure
- generally accurate spelling of straightforward, regular words
- an uncomplicated vocabulary

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 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 – *"s/f. analysis" or "assured eval."*

   ➤ use underlining and ticking to point out creditworthy material and to highlight significant strengths in an 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 comes closest to encapsulating 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:

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

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

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

The lively and personal style:
- the use of first person narration engages from the start: "I'm counting the number of times"/"I mean everyone"
- he adds some quirky humour through his examples: "(rather than into it)"/"a one-legged blind man looks on mournfully"
- the use of his own family as source material and to engage his readers. He refers to stereotypical family activity on "a day trip to London"
- his thoughts and views are presented in a conversational style to sustain interest: "First one of the day and we aren't even dressed yet"
- his heavy sarcasm at the implied warning is shown by the use of italics: "*and* being monitored"
- he uses humour to suggest that these intrusive signs do have an effect: "Reading all these signs creates worry in the Rudd family. . . Harriet looks at me mistrustfully"
- the humorous style engages while conveying a serious message

The selection of words and phrases for effect:
- the title itself is comic and sets the tone for the article
- his annoyance is reflected in his choice of direct language, use of emphatic statements/opinions and his use of the present tense: "This is low-level bullying"/"giving orders to us about how to conduct our lives"
- the use of vivid verbs and alliteration emphasises the extent of the signage: "splattered with signs"; "signs spring up"
- he creates comic effect through his description of Freddie: "narrows his eyes at the pigeons"
- effective use made of irony to suggest his irritation: "helpful title . . . (what else could a sign on a train be for?)"/"cope with feeding Freddie"
- the number of signs quoted emphasises the wide diversity of subject matter from a range of areas that bombard him: "Don't let your dog foul"/"Mind your head" – his reaction to these forms the basis of the article
- his comment on "the most depressing sign of all" shows us how ridiculous he feels many signs are: "a . . . blind man looks on . . . for a seat"

The use made of some fact and opinion:
- he uses facts based on first-hand experience to develop his view; running totals for this sign counting appear at regular intervals: "seven ... one ... and ten 'No smoking' signs"/"The total is 289"
- he wants to appear precise in his counting: "I have been awake for two hours seventeen minutes and the count is 123 signs"
- the use of brackets for the asides show his lively and personal opinions to highlight the ridiculous nature of these signs:"(rather than into it)"/ "(so it won't do for your laundry then)"

The use made of sentence structuring and paragraphing:
- short sentences are used for contrast and effect: "The total is 289."; "At least I'll be safe there."
- the longer sentences are constructed of quoted signs: "Cycle thieves . . ."; "Do not trespass"; "Danger of death" – these lists reinforce his point about the vast number of these in everyday life
- brackets are also used for examples of the most overstated warnings: "(Misuse of changing mat…if not used properly)"
- the use of a conjunction as an opening to his sentence adds to the engaging conversational style: "As if we're just going to stand by"
- the opening paragraph begins with what initially appears to be speech and engages the reader: "'Keep away from fire" said the label"'
- the personal, conversational nature is reflected in the use of short paragraphs. These correspond to each stage of the outing. The effect is to reinforce the short punchy style of the piece: "We go home on the train where we have to stand for disabled people"
- the final paragraph is brief, made up of short sentences in which he speaks directly to the reader: "Good night. Please dispose of this article sensibly."
- he ends, ironically, with a short, direct, humorous order: "No, not like that!"

Competence Level 0 (0)
Characterised by:
- no creditworthy response

Competence Level 1 (1–6)
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 2 (7–12)
Characterised by:
- **an attempt to analyse** the features highlighted in the bullet points
- **an examination** that will be supported by **appropriate explanations**
- **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 the 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 highlighted in the bullet points
- **a secure explanation** that will utilise **perceptive explanations**
- **the development of a confident interpretation** through the drawing together of **a range of precisely selected, accurate supporting evidence**