



**General Certificate of Secondary Education  
2015**

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**English Language/English**

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

**Higher Tier**

**[GEG22]**

**TUESDAY 2 JUNE, MORNING**

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**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)/ Writing (iii)**. These will be selected in order to 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: Functional Writing

### The Assessment Objectives

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

All are being assessed.

The 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 – “*rec of p and a*”, “*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 response. Only use snippets from these descriptors for the 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 best encapsulates 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**  
**Inc flu style**

5. In order to assess **Writing (iii)**, the same process (steps 2–4 above) is used to make the second assessment using only the Competence Levels that relate to **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**  
**Mainly acc sp /w voc**

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

Write an **article for your school magazine** entitled: “**Is it time for us all to give up fast food?**” Your task is to **persuade** the readers to share your point of view about fast food.

**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 audience'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 readers of the school magazine 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 reader to enhance, enrich and enliven the writing

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

- a sense of logical progression – the audience being led through the writer's point of view/opinions
- 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 overall coherence demonstrating:**

- a conscious varying of sentence types for effect
- the use of connectives to give coherence.
- the use of rhetorical devices, such as questions, exclamatory sentences, rule of three, hyperbole to develop interest and a rapport with the reader

**Competence Level 0 [0]**

*Characterised by:*

- no creditworthy response

**Competence Level 1 [1–4]**

*Characterised by:*

- straightforward, deliberate development
- a grasp of purpose and audience
- logical structuring and an uncomplicated style

**Competence Level 2 [5–8]**

*Characterised by:*

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

**Competence Level 3 [9–12]**

*Characterised by:*

- competent development that clearly engages
- secure awareness of purpose and audience
- proficient structuring with a developing, lively style

**Competence Level 4 [13–16]**

*Characterised by:*

- poised and sophisticated development that commands attention
- conscious development of a positive rapport with the audience
- assured competence in terms of structure utilising a confident style

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

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

**The range and effectiveness of sentence structuring:**

- The wider the range and the 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 readers.
- 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 maintain the readers'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 readers'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:*

- controlled use of straightforward sentence structuring with some variety in sentence construction and length
- generally secure use of basic punctuation to support structure
- generally accurate spelling of straightforward, regular words
- uncomplicated vocabulary

#### Competence Level 2 [3–4]

*Characterised by:*

- increasingly sustained competence in the handling of a variety of sentence structures – occasionally used for effect
- accurate use of basic punctuation, such as full stops, commas, exclamation and question marks
- mainly accurate spelling, including some words with irregular patterns
- greater precision in the use of a widening vocabulary

#### Competence Level 3 [5–6]

*Characterised by:*

- deliberate manipulation of a range of sentence structures – conscious control of sentence variety for effect
- 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:*

- 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 extended, apposite vocabulary used with precision – errors will be one-off mistakes or, occasionally, the outcome of ambitious attempts to use complex language

## Section B: Studying Written Language (Reading)

### The Assessment Objectives

- (i) Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- (ii) Develop and sustain interpretations of writers' ideas and perspectives.
- (iii) Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

### The specific elements of the Assessment Objectives addressed by Task 2

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

The examiner will be required to make **one** assessment.

### 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 insert brief affirmative comments drawn from the competence levels to highlight positive achievement, for example – “s/f rev” or “ass eval”
  - 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
- 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 the 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:

**Att to anal**  
**Devel comp interp**  
**Approp supp evid**

**CL2 9**

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

In this article the writer, Jeremy Clarkson, puts forward his views in a typically humorous, exaggerated and outspoken manner. **Analyse** how he sustains the reader's interest through: the development of a lively, personal style of writing/his selection of particular words and phrases for effect/his use of sentence structuring and paragraphing.

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

**This task specific checklist of evidence outlines the material candidates at all Competence Levels may be expected include in their responses. Credit fully any other valid suggestions/comments.**

**The lively and personal style of writing:**

- his views are presented in a conversational style to sustain interest: "Take skiing"/"God's not daft"
- the use of direct address engages the reader fully and presents the writer's view directly: "you must accept"/"you'd think"
- informal language attempts to develop a close relationship with the reader: "toggled up"/"nice stuff"/"Nope"
- the reference to personal experience/anecdote to further engage the reader: "have you ever been ... I have"/"in my experience"
- the use of the imperative in the title and throughout presents the reader with dogmatic advice: "Don't Forget The Body Armour"/"don't be fooled"/"forget beach holidays"/"Check into the Ritz Hotel instead"
- he uses exaggeration, hyperbole and tongue-in-cheek humour to engage and entertain the reader – it is not intended to be taken seriously: "bungee jump into a shark"/"You're in a pair of Speedos"/"ready for anything . . . wearing wellies"/"until you fall over a cliff"/"better off being bitten in half by a shark"
- the use of questioning involves the reader directly and adds humour: "But have you ... in an Alpine town?"/"What could possibly go wrong with that?"
- the use of a succession of questions adds to the humour in the passage: ". . . electric shock treatment? Are you wearing a suit of armour?... Titanium shin pads?"
- the passage consists almost exclusively of writer's opinions which are reflected in his choice of direct language and use of emphatic statements: "the most dangerous pastimes are those that appear to be safe"/"Frankly you'd be better off being bitten in half by a shark"
- facts about extreme sea creatures are used to reinforce his one-sided viewpoint: "swarms of sea lice"/"invisible stonefish"/"Lots of reef fish can sting you"

**Particular words and phrases selected for effect:**

- contrast is deliberately employed for effect: in the title to emphasise the writer's opinion about holidays – "Body Armour ...Relaxing"; contrasting imagery is used to present his viewpoint that skiing is a dangerous pastime – "joyful rosy-cheeked children ...a family snowball fight" and "The Texas Chainsaw Massacre"; contrasting descriptive language reinforces his view about the dangers of swimming in the sea – "all so beautiful" and "comes out either in tears. Or in half"/"harmless ... gormless" and "sting you ... Taser you"
- hyperbole is used throughout the article for comic effect: "backflip a snowmobile"/"paraglide off an active volcano"/"bitten in half by a shark"/"prepare for a spacewalk"
- the use of vivid verbs supports his strong viewpoint: "stab you"/"sting you"/"Taser you"
- similes are used to add to the humour in the article and entertain the reader: "as hazardous as a yoghurt commercial"/"fish that look like an Airbus A380"/"armed like a Navy Seal"
- vivid imagery, often ridiculous, is used to add humour to the article: "purple jumpsuit ... green carbon fibre"/"blood on all the walls . . . wrong direction!"
- the use of personal pronouns emphasises the relationship between the writer and the reader: "you must accept"/"you'd better hope you don't encounter"
- the selective use of technical language is clearly intended to be deliberately ludicrous/absurd:

- “carbon fibre”/“titanium skid plates”/“neoprene”/“Kevlar”
- powerful adjectives are used to present extreme scenarios: “beautiful”/“dangerous”/“gormless”
- repetition of the adjective “jolly” emphasises the image of the “local ice rink” as a safe happy environment
- well-chosen nouns strongly convey his point of view: “perils”/“teeth, venom and electric shock treatment”
- onomatopoeia is used to help the reader imagine the snorkelling experience under the sea: “whizz about at top speed”

### Sentence structuring and paragraphing:

- the opening sentence presents the writer’s opinion forcefully: “...you must accept...it’ll all end in tears”
- the final paragraph summarises the writer’s main arguments and presents his viewpoint strongly: “The message, then, is clear”
- short sentences are used to emphasise his argument: “Actually, though, it isn’t.”/“Skating is just as bad.”/“All sports are extreme.”
- short sentences are also used to enhance the impact of the humour: “Or in half.”/“The sea.”
- a rhetorical question is used to present his strong opinion: “What could possibly go wrong with that?”
- in the penultimate paragraph multiple questions are used to challenge and engage the reader, followed by two short sentences for comic effect: “Nope. You’re in a pair of Speedos.”
- the use of exclamation marks reflect the writer’s lively tone and personality: “Not so!”/“wrong direction!”
- the article ends confidently and convincingly with a well-known expression/simile: “Then you’ll be as safe as houses.”

### 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 – sustaining the reader’s interest
- straightforward review** 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
- examination** that will be supported by **appropriate explanations**
- 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
- assessment** that will employ **confident explanations**
- the **development of an accurate interpretation** of the stimulus material through the presentation of a **range of appropriate supporting evidence**

### Competence Level 4 [19–24]

*Characterised by:*

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