



Rewarding Learning

**General Certificate of Secondary Education
2017**

English Language/English

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

Foundation Tier

[GEG21]

TUESDAY 6 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.

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 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 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 – *“Simp dev”*; *“Broad sense p”* or *“Inc flu”*
 - 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 response 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)	
S/f del dev	
Grasp p + a	CL3 10
Bas struct	

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

For example, 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)	
Contr s/f ss	
Gen secure bas punct	CL3 5
Us acc sp bas words	

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

Write an article for your school magazine. Put forward **your views** on the following statement: **“Sugar is simply a sweet poison and we are all eating and drinking far too much of it!”**

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, effectively and imaginatively, demonstrating:

- a handling of the topic 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 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 audience
- a use of tone that is meant to engage and sustain the audience's attention
- use of vocabulary that is in keeping with the task and audience and that, occasionally, may enliven the speech

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

- a sense of progression – the audience being led through the writer's views and opinions
- the use of a suitable introduction and conclusion
- 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
- the use of some rhetorical devices, such as questions, exclamatory sentences, rule of three, 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/brief development of the candidate's views
- some sense of purpose and/or audience
- some attempt at structuring using a rudimentary style

Competence Level 2 [5–8]

Characterised by:

- simple development, that presents views at an elementary level
- broad sense of purpose and/or audience that may be sustained
- basic structure and an elementary style

Competence Level 3 [9–12]

Characterised by:

- straightforward, deliberate development on task
- general grasp of purpose and audience
- logical structuring and an uncomplicated style

Competence Level 4 [13–16]

Characterised by:

- generally effective development that maintains the audience's interest
- recognition of purpose and audience
- clear structure underpinned by an increasingly fluent 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 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 sentence structuring, the more opportunity the candidate gives him/herself to attempt to sustain the audience's interest.
- More control of sentences and variety in their structuring demonstrates a higher level of competence and will 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 audience'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 audience's attention.
- Credit ambitious use of vocabulary, where the 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:

- rudimentary sentence structuring
- very occasional use of full stops and/or commas
- some accuracy in the spelling of simple words
- limited vocabulary

Competence Level 2 [3–4]

Characterised by:

- use of basic sentence structuring – simple connectives used to link ideas; verbs often repeated
- some appropriate use of full stops and other forms of basic punctuation
- usually accurate spelling of basic words
- narrow range of vocabulary

Competence Level 3 [5–6]

Characterised by:

- controlled use of straightforward sentence structuring with some variety in sentence construction and length
- generally secure use of basic punctuation
- 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
- accurate use of basic punctuation, such as full stops, commas, exclamation and question marks
- generally accurate spelling including some words with irregular patterns
- 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 achieve effects and engage and influence the reader.

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

- (i) Read and understand texts, selecting material appropriate to purpose.
- (ii) Develop and sustain interpretations of writers' ideas and perspectives.
- (iii) Explain and evaluate 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**
 - in the margins insert brief affirmative comments drawn from the Competence Level descriptors to highlight positive achievement, for example – *“reporting”*, *“s/f rev”* or *“comp interp”*
 - 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:

Simp consid		
Some underst	CL2	10
Some bas com		

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

This article puts forward the writer's strong opinions about the impact of the film *Frozen*. **Explain** how the writer has presented her point of view. Discuss how she has used: facts as well as her own family experiences; words and phrases to highlight her views; different types of sentences to add impact.

How Reading (i), (ii) and (iii) 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 outlines the material candidates at all Competence Levels may be expected to include in their responses. **Credit fully any other valid suggestions/comments.**

Facts as well as her own family experiences:

- the title sets the tone for the article by using the exaggerated/dramatic image of her family: "stolen my children's brains"
- the article opens with a scenario that instantly grabs the reader's attention: "Two toddlers stand face-to-face in the playground." She follows this with a vivid sentence that expresses her physical response to the exchange: "It makes the hair on my arms stand up."
- she quotes the children who know the words of the song at the age of three: "You be Anna and I'll be Elsa ... "Let it go ... the cold never bothered me anyway""
- she uses facts about the musical's success to shock the reader as well as to reinforce her view of the movie's influence: "Disney's biggest grossing movie EVER. It is the fifth highest-grossing movie in box-office history"/"the top of the U.S. music chart ... and remained there, at No 1 for a record NINE weeks". The use of capital letters emphasises her incredulity
- another family anecdote – "Walking across...afternoon" – is recounted to exemplify her claim that the film's reach is "universal"
- her tongue-in-cheek weariness at the film's grip on her children is seen in her use of the exasperated request: "Please make it stop!"

Words and phrases to highlight her views:

- in the opening scenario, vivid language is used to capture the reactions of these 3-year-old children: "a flicker of something odd". This is immediately reinforced with the dramatic simile: "It's like static electricity"
- use of direct speech and present tense gives the impression that the reader is also watching the singalong: "'You be Anna and I'll be Elsa'"/"Then they start singing loudly together"
- the writer's comparisons of the musical to some sort of illness/virus shows her concern about the widespread nature of this phenomenon. "*Frozen* is like an illness ... infecting every child under 16"/"I swear the '*Frozen* virus' has been..."
- her lively, informal style uses humour to engage the reader with what she is being subjected to: "I swear the '*Frozen* virus' has been sent from another planet"/"Peppa Pig I salute you, but you're history now, babe"/"I now hum them in meetings"
- she names a series of the songs to show her enforced familiarity with the musical: "'Do You Want to Build a Snowman?', 'Fixer Upper' and 'For the First Time in Forever'"
- the repetition with the superlatives used emphasises the success of the musical: "biggest grossing ... highest-grossing"
- the rule of three is used to emphasise her point about how successful *Frozen* has been: "outstripping *Shrek*, *Toy Story* and *The Lion King* in its popularity"
- her choice of powerful, descriptive language conveys her feeling of amazement at the film's popularity: "a song so extraordinary"/"my youngest's absolute devotion"/"The obsession shows no signs of stopping anytime soon"

- she uses vivid metaphors to indicate the impact of the musical: “the ‘Frozen virus’ has been sent from another planet”/“knocked Beyoncé off the top”/“This musical is ruling our lives”. Another set of metaphors vividly represent Mabel’s excitement: “almost burst with joy, glowing with happiness”
- she uses striking verbs to enliven the style: “commands”/“Flashback to our half term holiday”/“bawl their way”
- a conversational style is used to underline her desperation: “Just answer me this...”/“I can’t take that feeling away from her”
- her choice of extreme/exaggerated language is humorous but puts across her point clearly: “It is parental abuse!”/“Wine with my breakfast?”

Different types of sentences to add impact:

- short sentences are used in the first paragraph to generate tension/sense of a dramatic situation: “It’s like static electricity. It makes the hair on my arms stand up.” A short sentence is also used as a humorous plea for help: “Please make it stop!”
- emphatic statements are used to engage the reader’s indignation: “I swear the ‘Frozen virus’...” /“This musical is ruling our lives...”/“The obsession...stopping anytime soon”
- use of parenthesis reflects the writer’s chatty style: “(aged three to eleven)”/“(they did sing... to Cornwall)”
- ellipsis adds to the sense of a conversation: “even knocked Beyoncé off the top of the U.S. music chart ... and remained there”
- questions are used to engage the reader as well as to comically express her sense of frustration: “Why?”/“how do you stop them singing...wake me in the night?”
- she finishes the article with direct address in the form of questions to the reader showing her mock despair: “So what do I do? Ear plugs? ... Or worse still, do I just give in and sing along?”

Competence Level 0 [0]

Characterised by:

- no creditworthy response

Competence Level 1 [1–6]

Characterised by:

- **rudimentary comments** in relation to a few of the features in the bullet points
- a **partial response** to a few of the features
- **reporting/description** from the text

Competence Level 2 [7–12]

Characterised by:

- **simple consideration** of some of the features highlighted in the bullet points
- **some understanding** of the more obvious features
- **some basic comments** that may be **supported by references to the text**

Competence Level 3 [13–18]

Characterised by:

- a **consideration** of the features highlighted in the bullet points
- **straightforward review** of the features supported by **uncomplicated explanations**
- **some 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** of the features that **will be supported by appropriate explanations**
- **development of a competent interpretation** of the stimulus material through the presentation of a **range of appropriate supporting evidence**