CEA
Rewarding Learning

General Certificate of Secondary Education
2018

English Language/English

Unit 2: Functional Writing and Reading Non-Fiction

Foundation Tier

[GEG21]

TUESDAY 5 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.

Every task has an individual mark scheme built around three components.

1. A task specific checklist

2. Levels of Competence strands and descriptors

3. A mark grid.

The Competence Levels, which detail increasing levels of proficiency, are made up of three strands. These are derived from the task specific Assessment Objectives and each of the strands focuses on important characteristics within the response.

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 Levels of Competence.

Writing: an outline of the marking process

Two discrete assessments have to be made.

The first assessment will be used to gauge the candidate's performance in Writing (i) and (ii) of the Assessment Objectives. The second assessment is measured against the remaining Assessment Objective, Writing (iii).

The assessment of Task 1 begins with the examiner underlining what is creditworthy as well as marking up the errors in SPG. At the conclusion of the response, the examiner will evaluate the candidate's achievement against the two Competence Level grids and then select the appropriate mark from the appropriate mark grid.

The required process, standard and style of marking will be the business of the standardising meetings. Pre-marked exemplar scripts will be distributed to all examiners at these conferences. These 'benchmark scripts' have been marked and annotated by the senior examining team prior to each standardising meeting.

Studying Written Language (Reading): an outline of the marking process

The assessment of an individual response begins with the examiner underlining what, within a response, is creditworthy. At the conclusion of the response, the examiner will evaluate the candidate's achievement against the Competence Level grid before selecting the appropriate mark from the mark grid.

These procedures which have been outlined above are described in detail overleaf.

Section A: Functional Writing

The Assessment Objectives

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 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   Each response will be assessed on the basis of **a single reading** and annotated using **three e-marking tools: underlining, circling and wavy underlining**.

➢   the **underlining tool** is used to indicate <u>creditworthy material</u>.

➢   the **circling facility** serves two purposes:

(a)   to highlight spelling mistakes with each error being circled only once - alot / happend.

(b)   for indicating minor and/or occasional lapses in punctuation such as missing apostrophes, question marks, commas and full stops – run's/ ...two three or four/…

➢   the **wavy underlining tool** will denote lapses in expression – for example – He <u>seen yous threw</u> the open door. Use the vertical option in the margin to indicate ongoing issues.

2   Using the method and style of marking outlined above in conjunction with the Competence Levels for **Writing (i)** and **(ii)**, the examiner will assess, positively, the features of that response.

This process (a worked example follows on the next page) will be carried out **in this order**:

(a)   The examiner will carefully read and annotate the response.

(b)   The three Competence Level strands that best match the candidate's achievement will be noted.

(c)   Only **after** selecting and noting the three Competence Level strands will the examiner turn to the mark grid to establish the mark to be awarded. Where the mark grid calls for an examiner judgement, the extent to which a candidate has met the overall requirements of the particular Competence Levels will determine the mark to be awarded.

In exceptional circumstances the standard of a candidate's work might range across more than two strand levels. Such an eventuality is not covered by the mark grids. Where this happens, the examiner should decide the mark to be awarded on a 'best fit' basis. The support of the supervising examiner could usefully be sought.

Here is an example of this style of annotation in action for **Task 1(i)** (it should be read in conjunction with the relevant Competence Level strands on p. 8)

The response is positively assessed against each of the three strands that make up the Competence Levels for Writing (i/ii). Let's assume it can best be summarised by the following descriptors:

➤ "Deliberate approach…straightforward style…attempt to respond deliberately" (Development and Style CL **3**)

➤ "Logically organised…some uncomplicated use of structural and linguistic features" (Structuring/Linguistic and Structural Features CL **3**)

➤ "Some overall, basic sense of purpose and audience" (Purpose and Audience CL **2**)

These individual strand levels are noted at the end of the response in the dialogue box for **1(i)**:

1(i)
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The next stage in the process is to check these 'strand scores' on the mark grid for **Task 1(i)**. This indicates a score of **10 marks**.
This score would then be entered against No. **1(i)** in the scoring facility on the right side of the screen.

In order to assess **Task 1(ii)**, the same process is used to make this second assessment using the Competence Levels that relate to **Writing (iii)**.
Here is an example of this style of annotation in action (it should be read in conjunction with the relevant Competence Level strands on p. 9)

The response is positively assessed against each of the three strands that make up the Competence Levels for Writing (iii). Let's assume it can best be summarised by the following descriptors:

➤ "Controlled straightforward sentence structure…generally secure basic punctuation" (Sentence Structure and Use of Punctuation CL **3**)

➤ "Generally accurate spelling…regular, straightforward words" (Spelling CL **3**)

➤ "Some conscious attempt…uncomplicated vocabulary…occasional use of words for effect" (Range of Vocabulary CL **3**)

These individual strand levels are noted at the end of the response in the dialogue box for **1(ii)**:

1(ii)
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The next stage in the process is to check these 'strand scores' across the mark grid for **Task 1(ii)**.
This indicates a score of **5/6 marks**.
The selected score would then be entered against No. **1(ii)** in the scoring facility on the right side of the screen.

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

Write a speech for your classmates. Put forward your views on the following issue: "Is the craze for taking selfies getting out of control?"

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 communicate clearly, effectively and imaginatively:

- **use and adapt forms and select vocabulary appropriate to the 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 overall performance is then assessed against the three individual Competence Level strands. These are noted before the final stage in the process which is to match these 'strand scores' across the mark grid in order to decide upon a mark.

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 specified audience's interest
- use of a style that endeavours to build a positive relationship with that 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 specified audience
- a use of tone that is meant to engage and sustain the attention of that audience
- use of a 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
- an awareness of opening and closing paragraphs
- some use of topic/link sentences for different paragraphs
- development that uses organisation in an attempt to hold the audience's interest.

Use of a variety of linguistic and structural features for cohesion and coherence demonstrating:
- some variety of sentence length for effect
- occasional use of connectives to give coherence
- the use of rhetorical devices such as the rule of three, questions, hyperbole to create interest and connect with the audience.

Task **1(ii)** – Functional writing   Testing **Writing (iii)**   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 by using:

- **a range of sentence structures for clarity, purpose and effect;**

- **accurate punctuation and spelling.**

The overall performance is then assessed against the three individual Competence Level strands. These are noted before the final stage in the process which is to match these 'strand scores' across the mark grid in order to decide upon a mark.

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 structures:

- The wider the range and the greater the degree of originality and control in structuring sentences, the more opportunity the candidate creates to attempt to sustain 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 in the use of punctuation, 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 specified audience's attention.

- Credit ambitious use of vocabulary where the word may not always be accurately spelt but has been chosen for effect.

The 3 strands outlining the key qualities at each Competence Level for Writing (i/ii).

Task 1(i)		
Development and Style	**Structuring/Linguistic and Structural Features**	**Purpose and Audience**
CL 0 No Creditworthy response	No Creditworthy response	No Creditworthy response
CL 1 Disjointed/superficial engagement with little sense of a conscious style	Rudimentary attempt to structure a response	There may be some awareness of purpose and/or audience
CL 2 Simple and uncomplicated development that communicates in a basic style	Basic structure with some attempt at progression; there may be some attempt to use simple structural or linguistic features	Some overall, basic sense of purpose and audience
CL 3 Deliberate approach to development that uses a straightforward style in an attempt to respond appropriately	Logically organised, leading the audience through the response. This is supported by some uncomplicated use of structural and linguistic features	A broad grasp of purpose and audience giving a straightforward direction to the writing
CL 4 Generally effective development supported by an increasingly fluent style to develop interest	Combines conscious structuring with an attempt to use some structural and linguistic devices in order to develop interest	Purpose and audience is recognised and may be used to shape elements of the response

Task 1(i) Mark Grid	
Strands	**Mark awarded**
000	0
100	1
110	2
111	3/4
112	5
221	6
222	7/8
223	9
332	10
333	11/12
334	13
443	14
444	15/16

The 3 strands outlining the key qualities at each Competence Level for Writing (iii).

Task 1(ii)		
Sentence Structure/Use of Punctuation	**Spelling**	**Range of Vocabulary**
CL 0 No Creditworthy response	No Creditworthy response	No Creditworthy response
CL 1 Some evidence of an attempt to use sentence structure	Some accurate spelling of some simple words	A very restricted vocabulary
CL 2 Basic use of simple sentence structuring characterised by generally appropriate use of full stops	Usually accurate spelling of basic words	A narrow range of vocabulary that constrains communication to a basic level
CL 3 Controlled straightforward sentence structure with generally secure basic punctuation (full stops and commas)	Generally accurate spelling of regular, straightforward words	Some conscious attempt to use uncomplicated vocabulary with occasional use of words for effect
CL 4 Increasingly sustained competence with a variety of sentence structures where the basics of punctuation (full stops, commas, exclamation and question marks) are used to add clarity	Mainly accurate spelling, including some words with irregular patterns – credit attempts at ambitious usage	Greater precision in the use of a widening vocabulary that helps to engage the audience

Task 1(ii) Mark Grid	
Strands	**Mark awarded**
000	0
100/110	1
111/112	2
221	3
222	3/4
223	4
332	5
333	5/6
334	6
443	7
444	8

Section B: Reading Non-Fiction

The Assessment Objectives

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

The specific elements of the Assessment Objectives addressed by Task 2

• Read and understand texts, selecting material appropriate to purpose

• Develop and sustain interpretations of writers' ideas and perspectives

• Explain and evaluate how a writer uses linguistic, grammatical and structural devices to achieve effects

The examiner will be required to make one assessment.

The required process of assessment

Each response will be assessed on the basis of **a single reading** and annotated using **two e-marking tools: underlining** and **ticking**

1   The following style of marking and annotation is to be used:

•   use the **underlining** facility to highlight **appropriate explanation and interpretation**;

•   use the **ticking** tool to indicate **relevant examples/evidence**;

•   ignore all errors in punctuation, syntax and spelling as they are not being assessed.

2   Using the method and style of marking outlined above in conjunction with the Competence Levels for **Reading**, the examiner will assess, positively, the features of the response.

This process (a worked example follows on the next page) will be carried out **in this order**:

(a)   The examiner will carefully read and annotate the response.

(b)   The three selected Competence Level strands will be noted.

(c)   Only **after** selecting and noting the three Competence Level strands, will the examiner turn to the mark grid to establish the mark to be awarded. Where the mark grid calls for an examiner judgement, the extent to which a candidate has met the overall requirements of the particular Competence Levels will determine the mark to be awarded.

In exceptional circumstances the standard of a candidate's work might range across more than two strand levels. Such an eventuality is not covered by the mark grids. Where this happens, the examiner should decide the mark to be awarded on a 'best fit' basis. The support of the supervising examiner could usefully be sought.

Here is an example of this style of annotation in action for a **Task 2** response (it should be read in conjunction with the relevant Competence Level strands on p.14)

The response is positively assessed against each of the three strands that make up the Competence Levels for Reading in this task. Let's assume it can best be summarised by the following descriptors:

➢ "An uncomplicated consideration…some straightforward interpretations" (Developing and Sustaining Interpretations CL **3**)

➢ "Some understanding…more obvious features" (Explaining and Evaluating CL **2**)

➢ "Some straightforward selection of relevant supporting examples" (Selecting Material CL **3**)

These individual strand levels are noted at the end of the response in the dialogue box for **Task 2**:

2
323

The next stage in the process is to check these 'strand scores' across the mark grid for **Task 2**. This indicates a score of **14/15 marks**.
The selected score would then be entered against No. **2** in the scoring facility on the right side of the screen.

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3   A final check of the answer booklet:

(a)   Use the 'E' tool to indicate the end of the candidate's final response.

(b)   Stamp all blank or planning pages with the 'SEEN' tool.

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

Read the newspaper article "A PLANET DROWNING IN PLASTIC" on Page 5. **Explain** how the writer has presented his views on plastic pollution. Discuss **how** he has used: particular words and phrases to express his feelings strongly; facts and opinions to highlight the dangers; 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:
- read and understood text, selecting material appropriate to purpose
- developed and sustained interpretations
- explained and evaluated how writers use linguistic, grammatical and structural features

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Task specific checklist outlining the material that candidates at all Competence Levels may be expected to include in their responses. **Credit fully any other valid suggestions/comments**.

Particular words and phrases to express his feelings strongly

- the alarmist headline – "A PLANET DROWNING IN PLASTIC" – sends out a powerful message from the start reinforced by the alliterative words "PLANET" and "PLASTIC"; the emotive verb "drowning" creates a vivid image of the Earth being overwhelmed by plastic

- the subheading supports the dire warning in the headline through the deliberate use of language loaded with negative connotations in order to reinforce to the reader the serious nature of the problem: "addiction"/"toxic"

- the writer uses inclusive pronouns in the opening and closing paragraphs to communicate a sense of shared responsibility: "We all use it"/"the cars we drive"/"if we are to avoid"

- negative adjectives are used to convey the writer's concerns and strong disapproval: "deadly threats"/"disturbing new report"/"huge amounts"/"tangled mass"

- melodramatic language is used to convey the seriousness of the threat: "one of the most deadly threats to the future of our planet"/"threatening our own existence on Earth"/"our bodies will inevitably end up full of plastic"

- strong verbs have been used to shock the reader and to convey a sense of the writer's outrage: "slowly killing life"/"slash their gut walls"/"choking on our own rubbish"

- the audience involvement with the article is sustained by the writer's deliberate use of an imperative inviting his readers to think about the scale of the pollution: "Imagine how much would build up over a year"

- the metaphor – "this plastic tsunami" – is intended to increase dramatically the sense of alarm

- alliteration reinforces a sense of the writer's concern: "plastic – from polystyrene foam to tiny pellets"/"a muddled mishmash of rubbish"

Facts and opinions to highlight the dangers

- factual details in the opening paragraph are intended to alert the reader to the length of time we've been using plastic and then the wide range of goods in which it is present: "it is part of our daily lives…for 50 years or more"/"yoghurt pots to mobile phones…they all depend on plastic"

- the writer expresses his opinions forcefully to challenge the reader, contrasting its seemingly 'innocent' nature with its deadly outcome: "your unwanted coffee cup or plastic bag is slowly killing life in the world's oceans"/"Much more sinister is the fact…"/"No-one knows what the effect will be"/ "It doesn't take a scientist to work out that…our bodies will eventually end up full of plastic"

- an expert's findings and his concerning comment are used to reinforce the writer's viewpoint: "Captain Charles J. Moore…says he is "utterly shocked"…in the past 5 years"/"his team estimate that 2.3 billion pieces of plastic"

- the upsetting details of the real-life plight of the "Magnificent albatrosses" reinforce the horrific consequences of plastic littering: "feed the fragments to their young, whose stomachs gradually fill with plastic"/"The remains of dead chicks with a tangled mass of plastic where their stomachs were"

- startling facts are designed to focus the reader on the reality of the situation and drive home a clear warning: "Out in the distant Pacific…a floating 'garbage patch'… the size of Wales"/"90% of seabirds found dead on beaches have consumed plastic"/"A whale …swallowed 100 plastic bags"/"as do 100,000 other marine mammals each year"

Different types of sentences to add impact:

- the article begins with a one-word sentence, naming the cause of the problem from the outset: "Plastic."

- the writer utilises emphatic statements to confront the reader with his opinions of the stark reality of our reliance on plastic: "That's just half a week's worth of rubbish from one area alone."/"And that's just the start of another, more dreadful, journey."/"Nor is this confined to faraway places."

- the strategy of listing everyday items drives home a disturbing message to the reader: "yoghurt pots to mobile phones…cars we drive"/"Made up of plastic from cigarette lighters…toothbrushes and much more"

- exclamatory sentences are used to convey the writer's strength of feelings: "Imagine how much… over a year!"/"But one thing's for sure – it's not going to be a positive one!!"

- contrast is used to highlight the predicament and worry the reader: "Although plastic seems innocent …killing life in the world's oceans"/"clear, clean, wild sea, a floating 'garbage patch'"

- use of incomplete sentences, opening with conjunctions, to convey a conversational tone: "And that's just the start..."/ "But one thing's for sure..."

- a challenging question, using an inclusive pronoun, is posed to encourage the reader to act more responsibly: "What can we do?"

- the article ends with a powerful, thought-provoking response to the question which is intended to issue a final warning of the horrors which await us: "There is much to do…becoming part plastic ourselves, choking on our own rubbish like those albatross chicks!"

The 3 strands outlining the key qualities at each Competence Level for Reading.

Task 2 Reading Non-Fiction		
Developing and Sustaining Interpretations	**Explaining and Evaluating**	**Selecting Material**
CL 0 No creditworthy response	No creditworthy response	No creditworthy response
CL 1 Some rudimentary comment in relation to a few of the features in the bullet points	Some attempt at some general explanation(s) may be touched upon in a restricted response	A few examples from the text may be copied/ reported
CL 2 A simple consideration of some of features suggested by the bullet points	Some understanding of the more obvious features	Some references to the text may be presented to support basic comments
CL 3 An uncomplicated consideration of some of the features in the bullet points results in some straightforward interpretations	A straightforward review supported by uncomplicated explanations	Some straightforward selection of relevant supporting examples may be evident
CL 4 A consideration of the features highlighted in the bullet points supports an increasingly rounded interpretation of the text	A consideration of the bullet pointed features leads to some appropriate explanations and conclusions	An appropriate selection of supporting evidence is presented

Task 2 Mark Grid	
Strands attained	**Mark awarded**
000	0
100	1
110	2
111	3/4
112	5/6
221	7/8
222	9/10/11
223	12/13
332	14/15
333	16/17/18
334	19/20
443	21/22
444	23/24