



Rewarding Learning

**General Certificate of Secondary Education
2018**

English Language/English

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

Higher Tier

[GEG22]

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 creditworthy material.
 - 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^othree or four/...
 - the **wavy underlining tool** will denote lapses in expression – for example – He seen yous threw 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:

- "Competent development...developing lively style combine to maintain interest"
(Development and Style CL **3**)
- "Proficient structuring, allied to the conscious use of a series of structural and linguistic devices helps to sustain engagement"
(Structuring/Linguistic and Structural Features CL **3**)
- "Purpose and audience is recognised and may be used to shape elements of the response"
(Purpose and Audience CL **2**)

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

<p>1(i) 332</p>

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:

- "Deliberate manipulation of a range of sentence structures demonstrating conscious control of sentence variety" (Sentence Structure and Use of Punctuation CL **3**)
- "Accurate spelling of most words... some errors with more problematic words"
(Spelling CL **3**)
- "A wide vocabulary is employed with increasing precision and accuracy"
(Range of Vocabulary CL **3**)

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

<p>1(ii) 333</p>

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: “Should we be concerned that the selfie craze is 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 positively develop the specified audience’s interest
- use of a style that builds a positive relationship with that 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 specified audience
- a use of tone that is designed to engage and sustain the attention of that audience
- use of vocabulary that is in keeping with the task and audience to enhance the writing.

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

- a sense of logical progression – being led through the topic
- 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 specified audience’s interest.

Use of a variety of linguistic and structural features for cohesion and coherence demonstrating:

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

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 establish a positive rapport with the specified audience.
- The fresher, the more assured and varied that manipulation of sentence structuring is, the higher will be the mark awarded.

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 carefully 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	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 2	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
CL 3	Competent development and a developing lively style combine to maintain interest	Proficient structuring, allied to the conscious use of a series of structural and linguistic devices, helps to sustain engagement with the audience	Convincing sense of purpose and audience is evident and underpins the response
CL 4	Poised development and a confident style combine to command attention	Assured competence structuring is supported by the skilled use of a variety of structural and linguistic devices, actively cultivating a rapport with the audience	Confident understanding of purpose allied to an assured sense of audience

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	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 2	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
CL 3	Deliberate manipulation of a range of sentence structures demonstrating conscious control of sentence variety for effect and a proficiently handled range of punctuation that enhances the writing	Accurate spelling of most words, although some errors with more problematic words will persist	A wide vocabulary is employed with increasing precision and accuracy
CL 4	Assured use of a wide range of sentence structures, supported by a confident deployment of a range of punctuation to facilitate fluency and meaning	Errors tend to be limited to one-off mistakes or the outcomes of ambitious attempts to use complex language	Extended, apposite vocabulary consciously used for effect

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 examination of the features...mainly accurate interpretation"
(Developing and Sustaining Interpretations CL **3**)
- "A consideration...some appropriate explanations and conclusions"
(Explaining and Evaluating CL **2**)
- "A range of appropriate supporting evidence is incorporated"
(Selecting Material and Cross-Referencing 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.

- 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 online article “We should break free from virtual reality and start living in the real world!” Analyse how the writer has engaged and sustained the reader’s interest by: the way in which she expresses her feelings on the subject/ using particular words and phrases to highlight her views/ using 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

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.**

The way she expresses her feelings:

- the title is a blunt and emphatic sentence clearly stating her feelings right from the outset: “We should break free from virtual reality and start living in the real world!”
- the writer opens with an engaging and amusing statement that sums up her relationship with electronic advances: “In a bid... try to embrace new-fangled technology.”
- the writer’s lively personality becomes increasingly apparent and engaging as she amusingly works her way through a list of three pieces of technology that she does not rate highly: “computer games...buttons on my cooker...high-tech gym equipment”. These negatives are then counter-balanced by three of her technological favourites that are described in glowing terms: “such stupendous gizmos...sat navs, dishwashers...the sandwich toaster”
- her use of a conversational style helps to engage the reader: “However, I can’t quite bring myself...”/“don’t you think?”
- the use of another list (this time extended) engages the reader as it is both entertaining and enthusiastic: “We could email loved ones ... surf the World Wide Web ... book tickets for shows, watch fascinating films and give cut-price airlines our cash”
- interest is sustained by the use of a dramatic change of tone as the writer introduces the most recent ‘advances’ in social media: “And then came the enemies ... Suddenly no one had time to go see a pal”
- the reader’s interest is further sustained by the writer’s juxtapositioning of “face-to-face interaction” and “social network’ sites” to highlight the irony that she sees here
- a new, short paragraph using direct address and an exclamation mark highlights her message: “People, it’s time for revolution!”
- the choices of examples from social media are deliberately selected to force the reader to recognise how daft it all is: “witnessed the glorious sight of three Weetabix and a banana smoothie”/“YouTube videos of singing goats”/“how many ‘likes’ you got for a pic of cute kittens”
- the use of a cliché with an additional adjective humorously presents her strength of feeling to the reader: “so I’m putting my bejewelled foot down”. The use of brackets to add a humorous aside “(sparkly flip flops...)” helps to keep the tone both light and positive

Used particular words and phrases to highlight her views:

- in order to create a humorous, self-mocking tone, the writer uses colloquial words like “cool and hip”/ “mates”/“pics” to contrast with deliberately old fashioned words like “pal”/“taking snaps”/“chums”
- the use of hyperbole adds to the humorous tone: “tied to a treadmill”/“the miracle that is the sandwich toaster”/“summon a Red Arrows fly past”
- the use of sarcasm to connect to the reader in a humorous way: “too busy chatting to the 1452 friends they don’t know...”/“in case their new chums couldn’t go about their day”
- the use of the rule of three adds humour which helps develop a rapport with the reader: “surf ... for information, shopping bargains and photos of Liam Neeson”
- alliteration is used to emphasise humorously the strength of her dislike for “the inventor of high-tech gym equipment” whom she says “should be tied to a treadmill until the end of time”
- she uses a compound adjective along with a rugby metaphor to give a humorous and vivid image which engages the reader: “the opportunity to engage in an elbows-out scrum to board a flight to Malaga”
- the use of adverbs of time emphasises her point about how the internet has changed society: “And then came the enemies of face-to-face interaction ... Now, Wi-Fi has turned us into a society that goes out with friends and then ignores them”
- repetition is used to emphasise the change which the latest developments have caused: “Now, it’s... Now, Wi-Fi...Now, the World Wide Web”
- the choice of loaded language is deployed to support the point she’s making: “Malicious morons”/ “the glorious sight”
- effective similes are used to build rapport with and amuse the reader: “Like a new romance, it seemed like a great idea”/“sucks up our lives like a virtual Dyson”
- the use of a well-known cliché adds to her tone of nostalgia for a previous electronic era: “Ah, the good old days!”
- she employs metaphors (some extended) to enliven the writing and so engage the reader: “back in the honeymoon period”/“the problems soon crept in.”

Used different types of sentences to add impact:

- the opening paragraph consists of one sentence. This engages the reader and sets out her stance: “In a bid to appear cool and hip, I do try to embrace new-fangled technology.”
- four other paragraphs consist of single sentences each of which contains a clear statement of her opinion on the progress of the internet: “However, I can’t quite bring myself to hang out flags.”/“People, it’s time for a revolution!”
- short sentences are used to make clear her position on the online takeover: “I admit computer games hold no appeal.”/“Now, it’s come full circle.”
- use of exclamations add to the nostalgic, conversational tone: “Oh, the world it opened for us!”/“Ah, the good old days!”
- the use of incomplete sentences, starting with “conjunctions”, “sustains” a conversational tone: “But those seem like...”/“And then came...”
- bullet points are used to list her main points in a humorous fashion as rules to be followed: “There should be no...”/“It should be illegal to...”/“Ban all those...”
- the use of brackets to create a positive rapport: “(add name...)”/“(other brands...)”
- the final paragraph consists of one sentence which sums up her main point and directly challenges the reader to agree: “It’s time we re-joined the real world, don’t you think?”

*We should break free from virtual reality and start living in the real world by Shari Low.
Published in The Daily Record, 22 July 2016. © Reach Publishing Services Limited*

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	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 2	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
CL 3	An examination of the features highlighted in the bullet points is used to develop a mainly accurate interpretation	A range of appropriate explanations supports a series of sound evaluations	A range of appropriate supporting evidence is incorporated
CL 4	A thorough/assured scrutiny of the features highlighted in the bullet points develops a confident interpretation	Secure analysis based on a range of perceptive evaluations	Accurate supporting evidence is precisely selected and deployed

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