



**General Certificate of Secondary Education
2012**

English Language/English

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

Foundation Tier

[GEG21]

THURSDAY 31 MAY, 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) and Writing (iii)). These will be selected to best 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.

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 Assistant Examiner will be required to make two distinct assessments: one for **Writing (i)** and **(ii)** and a second assessment for **Writing (iii)**.

The two required assessments

1. The following style of marking and annotation is to be used:
 - each response will be assessed on the basis of **a single reading**
 - use brief affirmative comments in the margins to highlight positive achievement, for example – *“Simple dev.”*, *“Broad sense purpose”* or *“Incr. fluent”*
 - use underlining and ticking to point out creditworthy material
 - circle individual spelling errors – circle the same error only once
 - use continuous wavy underlining to highlight failings in grammar and syntax
 - one-off errors in punctuation should be noted by writing **“p”** in the margin
 - consistent omissions or errors in punctuation should be signalled by writing **“p”** in the margin, using arrows to highlight the extent of the problem
 - failings in paragraphing should be flagged up by writing **“para”** in the margin
2. At the end of the response, using the descriptors from the Competence Levels for **Writing (i)** and **(ii)** as sources, summarise briefly (in two/three phrases) the most significant, positive features of the response. Only use snippets from these descriptors for these summaries. This process of summarising achievement is very important because in making this assessment it becomes clear as to where exactly the answer sits within the Competence Levels.
3. Write down the Competence Level from **Writing (i)** and **(ii)** that comes closest to encapsulating the overall achievement.

4. Finally, decide upon a mark by assessing the extent to which a candidate has met all of the requirements of the particular Competence Level. This will determine the point that has been reached within each – at the top, in the middle or at the lower end of the mark range. Write this mark down.

For example, a response that is judged to be mainly 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)
Uncomp. dev.
Broad sense purpose **CL3 10**
Elem. style

5. In order to assess **Writing (iii)**, the same process (step 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)
Controlled sf sentences **CL3 5**
Gen secure bas. punct.
Basic voc.sp.acc.

Task 1: Functional Writing

Response time: 45 minutes.

Max. 16 marks

“The London Olympic Games simply aren’t worth the cost.” This statement presents one viewpoint on the London Olympic Games. Write an essay for the examiner in which you put forward your thoughts and views on this topic.

How Writing (i) and (ii) feed through to marks: use the task specific checklist to ascertain the extent to which a candidate has crafted language in order to write to communicate clearly, effectively and imaginatively; use and adapt forms and select vocabulary appropriate to task and purpose in ways that engage the reader; organise information and ideas into structured and sequenced sentences, paragraphs and whole texts; use a variety of linguistic and structural features to support cohesion and overall coherence.

The response is then assessed against the five Competence Levels (drawn from grade descriptors) in order to award a mark that matches the level of performance.

Competence Level 0 [0]

Characterised by:

- no creditworthy response

Competence Level 1 [1–4]

Characterised by:

- some general, rather sketchy development that attempts to present some views on the issue
- an unconvincing grasp of purpose and audience
- some attempt at simple structure using a rudimentary style

Competence Level 2 [5–8]

Characterised by:

- a simple development, that presents views in an elementary manner
- a broad sense of purpose and/or audience that may not be sustained
- a basic structure and an elementary style

Competence Level 3 [9–12]

Characterised by:

- an uncomplicated development, relating views in a deliberate fashion
- an unsophisticated sense of purpose and audience
- a logical structure and a straightforward style

Competence Level 4 [13–16]

Characterised by:

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

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 attempt to positively develop the reader’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 examiner as audience
- a use of tone that is meant to engage and sustain the audience’s attention
- use of 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 - the reader being led through the writer’s views and opinions
- the use of suitable 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 a variety of linguistic and structural features for cohesion and coherence demonstrating:

- some variety of sentences for effect
- occasional use of connectives to give coherence
- some use of rhetorical devices such as: questions, rule of three, hyperbole to attempt to create interest and connect with the audience

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.

Competence Level 0 [0]

Characterised by:

- no creditworthy response

Competence Level 1 [1–2]

Characterised by:

- some evidence of sentence structuring – simple connectives used to link ideas; verbs often repeated
- occasional use of full stops and commas
- some accuracy in the spelling of simple words
- the range of vocabulary is narrow

Competence Level 2 [3–4]

Characterised by:

- a use of basic sentence structuring that offers little variation in construction or length
- generally correct use of full stops and the use of some other forms of punctuation
- basic words are usually spelt accurately
- a limited vocabulary

Competence Level 3 [5–6]

Characterised by:

- a controlled use of straightforward sentence structuring – some variety in sentence construction and length
- a generally secure use of basic punctuation to support structure
- generally accurate spelling of straightforward, regular words
- an uncomplicated vocabulary will be evident

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
- the basics of punctuation – full stops, commas, exclamation and question marks – used accurately
- generally accurate spelling including some words with irregular patterns
- a greater precision in the use of a widening vocabulary

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 structuring sentences the more opportunity the candidate gives him/herself to sustain the reader's interest.
- 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 to maintain the reader'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 reader's attention.
- Examiners should credit ambitious use of vocabulary, where the word may not always be accurately spelt but has been chosen with care.

Section B: 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.

How the task meets the specific elements of the Assessment Objectives:

- 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 devices to achieve effects

The Assistant 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 answer will be assessed on the basis of **a single reading**
 - in the margins insert brief affirmative comments drawn from the competence levels descriptors to highlight positive achievement, for example – “reports”, “s/f consid.” or “comp.interpret.”
 - use underlining and ticking to point out creditworthy material and to highlight significant strengths in an answer
 - ignore all errors in punctuation, syntax and spelling as they are not being assessed here
2. At the end of the response, using the descriptors from the Competence Levels as a source, summarise briefly (in two/three phrases) the most significant, positive features of the response. Only use snippets from these descriptors for this summary.
3. On the principle of “best fit” select and write down the Competence Level 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:

Simple interp. **CL2** **9**
Some basic anal.

Explain how the writer has developed a sense of the dangers that can result from the careless use of Facebook. In your response discuss how the writer has used particular words and phrases to highlight his concerns/used a tone intended to alert the reader/used facts and opinions to warn the reader/used sentence structuring and paragraphing for effect.

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

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

Words and phrases to highlight concerns:

- the pun in the headline – “Facecrook” – sounds a strong warning note from the outset
- the negative language in the sub-heading reinforces the need for caution: “offences linked to social networking sites”/ “the terrifying truth” – the use of alliteration helps to signal a warning / “criminals using Facebook”
- the reader is alerted to possible dangers by the direct appeal: “to target **YOUR** home” – the use of capitals and bold print add extra emphasis
- emotive language used by “18-year-old Hayley” further highlights the dangers: “We never dreamed for a minute that someone would read our messages”/ “steal from us”/ “it was utterly devastating”
- the metaphorical language used to emphasise the growing problem: “They’re among an explosion of crime victims”

Tone intended to alert the reader:

- the tone of incredulity at people’s behaviour: “In spite of the warnings, Facebook users continue to tell their “friends” when they are going on holiday”
- the sense of balance in the simile: “That would be like blaming roads for helping criminals drive away from bank robberies”
- a warning tone clearly intended to encourage the reader to act more responsibly: “In spite of repeated warnings...users of social networking sites are not learning as fast as the criminals”
- experts are used to voice strong warnings: “You might as well put up signs saying: Burgle me on this day”/ “social engineering – delicately asking questions to build up information about you”

Facts and opinions to warn the reader:

- the statistic in the sub-heading is strengthened by the adjective that precedes it: “a staggering 7,000 per cent”
- the real-life story adds authenticity to the article – the emotive details are intended to encourage the reader to connect/empathise with the family’s situation: “life-threatening heart defect”/ “maintained an anxious vigil at the child’s bedside”
- information about what happened to the family is presented in a way intended to shock the reader: “Hard to believe...someone would take advantage of their Facebook messages”/“to burgle their home safe in the knowledge that they were 60 miles away”
- statistics quoted by Facebook to highlight increased usage are employed by the writer to drive home a clear warning: “there is a whole new world for criminals to exploit – and they are doing so”
- research findings are alarming: “36% of users regularly... broadcast their whereabouts”/ “45% of users would be happy to befriend someone online simply because they liked their picture”

Sentence structuring and paragraphing for effect:

- short sentences send a stark warning: “Not once but twice.”/ “Haydn and Jamie-Leigh aren’t alone.”
- the message in the penultimate paragraph appeals to the reader’s sense of reason: “you wouldn’t invite a perfect stranger into your house”
- the brief concluding question effectively encourages the reader to think more carefully: “So why do it on Facebook?”
- the blunt sentence at the end of the article concludes the piece emphatically by reminding the reader what happened to the real-life couple: “Hayley and Kurtis found out the hard way.”

Competence Level 0 [0]

Characterised by:

- no creditworthy response

Competence Level 1 [1–6]

Characterised by:

- **basic comments** in relation to some of the features in the bullet points
- **reporting** that may offer **some simple points** that **may be supported from the text**
- a **partial interpretation** of some features

Competence Level 2 [7–12]

Characterised by:

- a **very straightforward consideration** of most of the features highlighted in the bullet points
- **some basic analysis** that **may be supported by appropriate evidence**
- **some development of valid, if simple interpretations** occasionally supported by **straightforward evidence**

Competence Level 3 [13–18]

Characterised by:

- a **consideration** of the features highlighted in the bullet points in relation to the desired outcome – holding the reader’s interest
- **straightforward analysis** that will be supported by **uncomplicated explanations**
- **appropriately developed interpretations** backed up by **mainly straightforward supporting evidence**

Competence Level 4 [19–24]

Characterised by:

- **an attempt to analyse** a range of the features highlighted in the bullet points
- **an examination** that will be supported by **appropriate explanations**
- the development of a **competent interpretation** of the stimulus material through the presentation of **appropriate supporting evidence**.