



*Rewarding Learning*

**General Certificate of Secondary Education**

**January 2013**

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**English Language/English**

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

**Higher Tier**

**[GEG22]**

**MONDAY 14 JANUARY, AFTERNOON**

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**MARK  
SCHEME**

## A General Introduction to the Assessment of CCEA's GCSE English Language/English

### The style of assessment

The exams will be marked using positive assessment; crediting what has been achieved.

The mark schemes emanate from the Assessment Objectives and are designed to support this positive approach.

### The relationship between tasks, mark schemes and levels of competence

Each task is designed to test a specified series of Assessment Objectives and every task has an individual mark scheme.

The mark scheme for each task comprises a task specific checklist as well as Competence Levels, each of which details an increasing level of proficiency. Each Competence Level is made up of a series of brief statements which, together, describe the essential characteristics of a response at that level.

The job for each examiner is to identify positively what has been achieved and then match the candidate's level of proficiency to the appropriate level of competence.

### Writing: the marking process

**Two** discrete assessments have to be made.

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

The first stage in the assessment of an individual task begins with the examiner highlighting what is creditworthy by:

- underlining and ticking valid points and relevant material;
- writing positive, brief, marginal comments – taken from the Competence Level descriptors.

Additionally, the examiner will highlight:

- errors in spelling, syntax, punctuation and paragraphing – each error only to be circled/noted once.

At the conclusion of the response, the examiner will then select and write down two/three phrases from each of the two sets of Competence Level descriptors **Writing (i)** and **(ii)/Writing (iii)**. These will be selected in order to summarise the candidate's achievement.

The process of selecting and noting these comments has the effect of helping the marker to assess which Competence Level best matches the candidate's achievement.

Once selected, the extent to which a candidate has met the requirements of that particular Competence Level will determine the point that has been reached within it.

The final element of the process is then to write down the mark to be awarded.

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 of these meetings.

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

## Section A: Functional Writing

### The Assessment Objectives for 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 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 – *“recogn. of audience”, “competent dev.”* or *“clear structure”*
  - 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 judgement it becomes clear as to where exactly the answer sits within the Competence Levels.
3. Write down the Competence Level from **Writing (i)** and **(ii)** that best encapsulates the overall achievement.

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

For example, a response that is judged to be mainly CL 3 in terms of development and sense of audience but is more CL 2 in relation to style, could be summarised as follows:

**(i) and (ii)**  
**Comp. dev.**  
**Prof. struct.**                      **CL3 10**  
**Increases. fluent style**

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

For example, for a response that is judged to be mainly CL 3 in terms of sentence structuring and punctuation but is more CL 2 in relation to spelling, the following would offer an adequate summary:

**(iii)**  
**Del. manip.**                              **CL3 5**  
**Prof. punct.**  
**Gen acc. sp. /w. voc.**

## Task 1 Functional Writing

Response time: 45 minutes.

Max. 16 marks

“Designer clothes – are they worth the price tag?” Write an article for a teenage magazine in which you attempt to persuade the readers to share your point of view.

**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:*

- a straightforward, deliberate development
- an overall sense of purpose and audience
- a logical structure and a straightforward style

### Competence Level 2 [5–8]

*Characterised by:*

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

### Competence Level 3 [9–12]

*Characterised by:*

- a competent development that clearly engages
- a confident awareness of purpose and audience
- proficiently structured with evidence of a conscious style that may be lively

### Competence Level 4 [13–16]

*Characterised by:*

- a poised and sophisticated development that commands the reader’s attention throughout
- a positive rapport with the audience
- assured competence in terms of structure underpinned by a confident 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 positively develop the reader’s interest
- use of a style that builds a positive relationship with the target audience
- possible use of anecdotes/humour to enliven the writing and so engage the audience

**Adapting form and vocabulary to task and purpose in ways that engage the reader, demonstrating:**

- a conscious awareness of the teenage readership as audience
- a use of tone that is designed to engage and sustain the audience’s attention
- use of vocabulary that is in keeping with the task and audience to enhance and enliven the writing

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

- a sense of logical progression – the reader being led through the writer’s point of view/thoughts
- the use of engaging/challenging introductory and concluding paragraphs
- the deployment of topic/link sentences for different paragraphs
- development that uses conscious organisation to sustain the audience’s interest

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

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

**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 greater the degree of originality and control structuring sentences, the more opportunity the candidate gives him/herself to establish a positive rapport with the reader.
- 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 that comes from the accurate use of appropriate punctuation. Here, too, there is scope for creativity that can help to engage the reader's interest. The greater control and variation in the use of punctuation, the higher will be the reward.
- Accuracy in spelling, in isolation, is potentially misleading; it needs to be viewed beside the range and precision of the vocabulary used. A limited and mundane vocabulary spelt accurately is unlikely to capture the reader's attention.
- Credit ambitious use of vocabulary where a word may not always be accurately spelt but has been chosen with care

**Competence Level 0 [0]**

*Characterised by:*

- no creditworthy response

**Competence Level 1 [1–2]**

*Characterised by:*

- 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
- some conscious use of vocabulary – e.g. a particular word for effect

**Competence Level 2 [3–4]**

*Characterised by:*

- increasingly sustained competence in the handling of a variety of sentence structures – occasionally 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

**Competence Level 3 [5–6]**

*Characterised by:*

- a deliberate manipulation of a range of sentence structures – conscious control of sentence variety for effect
- a proficiently handled range of punctuation that enhances the writing
- accurate spelling of most words
- an extended vocabulary which is employed with increasing precision

**Competence Level 4 [7–8]**

*Characterised by:*

- an assured use of a wide range of sentence structures that enhances the overall effect of the writing in terms of clarity, purpose and audience
- confident deployment of a full range of punctuation that facilitates fluency and complements meaning
- an extended, apposite vocabulary used with precision – errors will be one-off mistakes or, occasionally, the outcome of ambitious attempts to use complex language

## Section B: Written Language/Reading

### The Assessment Objectives for Written Language/Reading

- (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:

- 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 Level descriptors to highlight positive achievement, for example – “*a s/f. analysis*” or “*assured eval.*”
  - use underlining and ticking to point out the creditworthy material and 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 that comes closest to encapsulating 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 down this mark.

For example, a response to Task 2 that is CL 2 could be summarised as follows:

**Comp. interpret.**                      **CL2**    **8**  
**Approp. support. evid.**

This article puts forward the very personal experiences of a female celebrity. It is written in a way intended to hold the reader's interest and to have an emotional impact. **Analyse** how the writer engages the reader's attention. In your answer show how the writer has: used a style of writing that is personal and conveys strong emotions/selected particular words and phrases for effect/made use of her own experiences as well as some factual information/made use of a variety of sentence structures.

**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.**

**The personal style conveying strong emotions:**

- the use of first person narration involves the reader in the writer's innermost thoughts and feelings: "My heart lurched"/"Squinting into the sunlight, I took in the full horror of the situation"/"it was those hundreds of bare feet that moved me to tears"
- some personal details reinforce the open and genuine quality of the writer: "I thought of my life in London"
- her honesty helps touch a chord with the reader: "I found it difficult to be around my celebrity friends with children"
- her determination is clear throughout which helps reinforce the emotional connection with the reader: "All I could think about was this little girl"/"But I also knew that providing shoes wasn't enough"/"I am determined to rescue these children"

**The selection of words and phrases for effect:**

- The alliterative title – "The Showbiz Slumdog" – is an effective reference to the famous film set in the slums of India
- language which appeals to the senses conveys the stark reality of life on the Cambodian dump: "The stench of rotting rubbish was overpowering"/ "children were walking barefoot on a burning, decomposing mess, littered with needles and shards of glass"
- distressing descriptive details reinforce the horrific conditions: "piles of rotting nappies"/ "a decomposing cow"/ "flies buzzing wildly"
- the language contrasting the children who live on the dump with the children of the writer's celebrity friends is intended to disturb the reader: "These tiny children – some as young as 3 – spend their days clawing for tins, plastic, rubber and clothes for just a few pence a day"/ "watching how much they spent in designer stores . . . over-priced baby bibs . . . little Nike trainers . . . to wear on the carpets . . . luxury homes"

**The use made of personal experiences and factual information:**

- the fact that the writer is presenting an account of highly emotional events she was personally involved in captures the reader's interest

- the details of her experiences allow the reader to empathise with the writer and the children she encounters: “I was sweltering in the merciless heat”/ “A stagnant pond, reeking of sulphur, is their only source of water”
- Amy’s personal desire to own Louboutin shoes makes her ashamed as she realises one pair would buy “250 pairs of wellies”
- the reader becomes caught up in the sequence of events from the writer’s perspective and this reinforces the emotional impact of the piece: “All around me were dozens of pairs of eyes, all staring up at me”/ “So, I set about raising money”/ “I watched the children laughing and giggling as they swapped sizes and helped each other try their boots on”
- poignant facts involving the children’s dreadful situation have an emotional impact on the reader: “she was barefoot and entirely naked”/ “home to more than 600 children”/ “Their job is to hunt for rubbish that can be recycled”

**The use made of a variety of sentence structures:**

- the opening sentence focuses on one little girl to emotionally involve the reader from the outset: “I found myself staring into the biggest pair of brown eyes I’d ever seen”
- the use of questions develop a rapport with/confront the reader: “And who can blame them?”/ “How shallow was that?”
- a series of short sentences to convey how quickly events unfolded: “I posted a message on Facebook. I explained what I had seen. The response was phenomenal.”
- the piece ends with a short, powerful and thought-provoking statement which sits on a line of its own for added impact: “They deserve nothing less.”

### Competence Level 0 [0]

*Characterised by:*

- no creditworthy response

### Competence Level 1 [1–6]

*Characterised by:*

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

### Competence Level 2 [7–12]

*Characterised by:*

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

### Competence Level 3 [13–18]

*Characterised by:*

- an **evaluative approach** to the features highlighted in the bullet points
- **an assessment** that will employ **confident explanations**
- the **development of an accurate interpretation** of the stimulus material through the presentation of **a range of valid supporting evidence**

### Competence Level 4 [19–24]

*Characterised by:*

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