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General Certificate of Secondary Education
2013

English Language/English

Unit 1: Personal Writing and Reading Multi-Modal Texts

Foundation Tier

[GEG11]

TUESDAY 4 JUNE, MORNING

MARK
SCHEME

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

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

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

The relationship between tasks, mark schemes and levels of competence
Each task is designed to test a specified series of Assessment Objectives and every task has an individual mark scheme.

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

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

Writing: the marking process

Two discrete assessments have to be made.

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

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

● underlining and ticking valid points and relevant material;

● writing positive, brief, marginal comments – taken from the Competence Level descriptors.

Additionally, the examiner will highlight:

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

At the conclusion of the response, the examiner will then select and write down two/three phrases from each of the two sets of Competence Level descriptors: **Writing (i) and (ii)/Writing (iii)**. These will be selected 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 standardising meeting.

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

Section A: Personal Writing

The Assessment Objectives

(i) Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.

(ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and coherence.

(iii) Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

All are being assessed.

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

The two required assessments

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

   ➤ each response will be assessed on the basis of **a single reading**.

   ➤ use brief affirmative comments 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 Level.

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 CL3 in terms of development and sense of audience but is more CL2 in relation to style, could be summarised as follows:
>
> **(i) and (ii)**
> **Delib. dev**
> **Overall sense purpose**   **CL3 10**
> **Elem 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 CL3 in terms of sentence structuring and punctuation but is more CL2 in relation to spelling, the following would offer an adequate summary:
>
> **(iii)**
> **Controlled s/f sentences**
> **Gen secure bas punct**   **CL3 5**
> **Basic voc sp acc**

Write a talk for your class about an experience that taught you a lesson.

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

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

This task specific checklist outlines the writing 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 task in such a way as to <u>attempt to positively develop</u> the audience's interest
- use of a style that <u>endeavours to build a positive relationship</u> with the target audience
- possible use of anecdotes/humour <u>to engage the audience</u>

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

- an <u>awareness</u> of fellow pupils as the audience
- a use of <u>tone</u> that is <u>meant to engage and sustain</u> the audience's attention
- use of <u>straightforward vocabulary</u> that is in keeping with the task and audience and that, occasionally, <u>may enliven the writing</u>

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

- a <u>sense of progression</u> – being led through the writer's experience and the lesson(s) learnt
- the use of <u>suitable opening and closing paragraphs</u>
- some use of <u>topic/link sentences</u> for different paragraphs
- development that <u>uses organisation</u> in an attempt to hold the audience's interest

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

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

Competence Level 0 (0)
Characterised by:
- no creditworthy writing

Competence Level 1 (1–4)
Characterised by:
- some general, brief development
- some general sense of purpose and/or audience
- some attempt at simple structuring using a rudimentary style

Competence Level 2 (5–8)
Characterised by:
- a simple development, relating in an elementary manner
- a broad sense of purpose and/or audience that may be sustained
- a basic structure and an elementary style

Competence Level 3 (9–12)
Characterised by:
- straightforward, deliberate development
- an overall sense of purpose and audience
- a logical structure with a straightforward style

Competence Level 4 (13–16)
Characterised by:
- a generally effective development that maintains interest
- a recognition of purpose and audience
- a clear structure underpinned by an increasingly fluent style

Task 1 Personal Writing

Response Time: **45 minutes**

Max. 8 marks

How Writing (iii) feeds through to marks: use the 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 writing 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 the greater the degree of control in structuring sentences, the more opportunity the candidate gives him/herself to attempt 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 use of a variety of appropriate punctuation. Here, too, competent usage can help to maintain the audience's interest. Greater control and variation merits a higher 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.
- Credit ambitious use of vocabulary where the word may not always be accurately spelt but has been chosen carefully to capture a sense of the situation.

Competence Level 0 (0)
Characterised by:
- no creditworthy writing

Competence Level 1 (1–2)
Characterised by:
- some evidence of sentence structuring
- occasional use of full stops and commas
- some accuracy in the spelling of simple words
- a narrow range of vocabulary

Competence Level 2 (3–4)
Characterised by:
- a use of basic sentence structuring – simple connectives used to link ideas; verbs often repeated
- generally correct use of full stops and the use of some other forms of punctuation
- usually accurate spelling of basic words
- 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 sentence structure
- generally accurate spelling of straightforward, regular words
- some conscious use of vocabulary – e.g. a particular word for effect

Competence Level 4 (7–8)
Characterised by:
- increasingly sustained competence in the handling of a variety of sentence structures – occasionally these may be used for effect
- 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

Section B: Studying Written Language (Reading)

The Assessment Objectives

(i) Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross references as appropriate.

(ii) Develop and sustain interpretations of writers' ideas and perspectives.

(iii) Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to engage and influence the reader.

The specific elements of the Assessment Objectives addressed by Tasks 2 and 3:

Task 2 **(i)** selecting material appropriate to purpose/collating and making c–refs

(ii) dev. and sustain interpretations

(iii) explaining and evaluating how a writer uses linguistic, grammatical and structural devices to achieve effects

Task 3 **(i)** selecting material appropriate to purpose/collating and making c–refs

(ii) dev. and sustain interpretations

(iii) explaining and evaluating how structural and presentational features achieve effects and engage and influence the reader

The Assistant Examiner will be required to make **one** assessment in respect of each of the two tasks.

The required process of assessment

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

   ➢ each response will be assessed on the basis of **a single reading**

   ➢ use brief affirmative comments to highlight positive achievement, for example – *"reports", "an understanding" or "purp. explan."*

   ➢ use underlining and ticking to point out creditworthy material and highlight significant strengths in an answer

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

2.   At the end of the response, using the descriptors from the Competence Levels as a source, summarise briefly (in two/three phrases) the most significant, positive features of the response. Only use snippets from 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 CL2 could be summarised as follows:

S'forward comment
Some approp C and C   *CL2 6*

Task 2 Language   Response time: **23 minutes approximately**   **Max. 15 marks**

Compare and contrast how **language** is used in **both** texts to **persuade** the reader that these are interesting and fun places to visit. In your response comment on **how** the **words** and **phrases** are used to promote each place.

How the AOs feed through to marks: use the question specific checklist to ascertain the extent to which a candidate has **selected and evaluated evidence to develop and sustain interpretations that explain how a writer uses linguistic devices to achieve effects**. The overall performance is then assessed against the four Competence Levels (drawn from grade descriptors) in order to determine a mark that that reflects the candidate's achievement.

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.

How words and phrases are used to persuade:
● persuasive language is used in both to convey enjoyment and excitement to potential visitors: the use of imperatives and direct appeal in "Matlock" – "Enjoy feeding the animals"/ "Let the kids play…while you enjoy a few minutes to yourself"; in "Drusillas" the use of the imperative "And don't miss the Children's Walk of Fame" and the use of superlatives "the best small zoo in the country"/ "Playland is paradise"

● an enthusiastic tone along with positive adjectives are used to enhance the feeling of fun and anticipation in both: "a great day out"/ "many pleasures"/ "tremendous fun" (Matlock); "splendid range"/ "animals are only half the fun"/ "packed with slides, swings, ropes and climbable things" (Drusillas)

● the language in both emphasises a wide variety of animals to pull in visitors: "Matlock" refers to "a large and varied selection of animals" and "Drusillas" offers "over 130 animal species"; both also use lists to underline how many different kinds of animals visitors will see: "llamas, goats, turkeys, peacocks, cattle and sheep to name a few" in "Matlock" and "monkeys, lemurs and gibbons as well as a wide variety of reptiles and creepy crawlies" in "Drusillas"

● language is consciously manipulated in both to appeal to families looking for somewhere interesting to take the children: "providing a great day out with varied activities for all the family"/ "Children will learn about the countryside" (Matlock); "one of the most popular places for children in south east England"/ "plenty of animal magic to engage everyone" (Drusillas)

● "Matlock" highlights the opportunities for children to be directly involved with the animals: "pet rabbits are always a favourite"/ "help feed the young lambs"; whereas "Drusillas" draws attention to the unusual nature of the animals to be encountered there: "fascinating and captivating creatures"/ "a walk-through bat enclosure"/ "underwater viewing at Penguin Bay"

- both appeal to potential visitors by referring in positive terms to the sites of the attractions: "part of a 600 acre working farm"/ "The park has a varied selection of animals to see" (Matlock); "Situated amidst the stunning scenery of the Cuckmere Valley"/ "natural environments" (Drusillas)

- both whet the appetite of potential visitors by emphasising their extra features: "specially designed playgrounds"/ "a go-kart track for the kids and places for the adults to relax"/ "Special event days"/ "children's birthday parties are also catered for" (Matlock); "a Safari Train that runs through the llama paddock"/ "Jungle Adventure Golf, Explorers Lagoon, the Wacky Workshop"/ "AMAZON ADVENTURE – a themed indoor soft-play centre"/ "the Children's Walk of Fame…with a host of characters and celebrities lined up for 2013" (Drusillas)

Competence Level 0 (0)
Characterised by:
- no creditworthy response

Competence Level 1 (1–5)
Characterised by:
- **some basic sense** of how language has been used positively

- reference to a **few obvious examples**

- a **very general linking** of the examples to their purpose of reinforcing a sense of interest and fun

Competence Level 2 (6–10)
Characterised by:
- **an understanding** of how some of these linguistic effects have been employed to generate interest and fun

- reference to a **series of examples**, some of which will be supported by **straightforward comment**

- **some appropriate** use **of straightforward comparing and contrasting**

Competence Level 3 (11–15)
Characterised by:
- **some overall consideration** of how the linguistic devices achieve their effects

- **some sense of a purposeful explanation** of how these effects have been used to support a sense of interest and fun

- **mainly appropriate** use of **comparing and contrasting** of evidence

Task 3 Presentational Devices   Response time: **12 minutes approx.**   **Max. 9 marks**

Compare and contrast how **presentational devices** are used in **both** texts to add to the appeal of these two places. In your response comment on **how**: **the images** and **colour** are used/the **layout** adds to the appeal.

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

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 use of images and colour:

- the background colour of "Matlock" is green whereas in "Drusillas" the background colour scheme uses shades of blue – both convey a sense of the healthy outdoors

- colour is used to ensure the names of both visitor attractions are highly visible to the reader: "Matlock Farm Park" is in a deeper shade of green to be more noticeable against the lighter green background; the word "Welcome" in "Welcome to Drusillas" is picked out in red to highlight the friendly greeting

- the eye is drawn in "Drusillas" to the red triangle on the bottom left which highlights discounts available and to the use of a variety of colours to list the many attractions; whereas in "Matlock" particular attractions are highlighted through the use of large yellow stars

- coloured text is a feature of "Drusillas" leaflet in comparison to the plain text of "Matlock"

- both use a collage effect of images of children and animals to appeal to families and to generate excitement in the variety of enjoyable activities on offer: the "Matlock" leaflet focuses on images of smiling children looking directly into the camera while holding and interacting with the farm animals; the "Drusillas" leaflet features many images of the exotic animals to be seen there along with action shots of children having fun

- both feature close up images of the animals to give the target audience glimpses of what to expect: the head shots of the donkey and pig are appealing and the close up of the horse in "Matlock" is amusing whereas the bat hanging upside down and the aggressive-looking monkey are used to spark interest in the more unusual animals to be seen at "Drusillas"

- both use images to highlight additional attractions available: the boy on the go-kart in "Matlock" and children having a good time in Playland convey a sense of delight and adventure

- images of children engaged in educational activities in "Drusillas" and children learning about animals by being allowed to touch them in "Matlock" convey a clear message to parents that their children can learn as part of a fun day out

- "Matlock use photos throughout whereas "Drusillas" uses a mix of photos and cartoons

The layout:

- they use contrasting layouts to attract attention to the activities on offer: "Drusillas" has the text at the centre with images around it; "Matlock" uses a series of images surrounded by text

- the names of the attractions are given prominence in the focal position at the top left hand side of both – this, along with the extra large font size, ensures this is the first detail the reader's attention is drawn to in each text

- each name is given a unique touch to make them more striking and memorable: "Matlock Farm Park" is curved, each letter is outlined – light also shines onto the lettering creating shadowing and a pleasing sparkle effect; the "Drusillas" name is given added interest through the striking lettering – some letters are filled in with ethnic African-style designs

- "Drusillas" uses the tagline "the fun finding-out day-out" to initially draw the reader in – this is followed up by using a variety of colours, font styles and sizes in the main body of the text to highlight the attractions available; "Matlock" relies on the main central banner "flowing" across the text punctuated with large yellow stars featuring the main attractions to highlight what's on offer

Competence Level 0 (0)
Characterised by:
- no creditworthy response

Competence Level 1 (1–3)
Characterised by:
- a **basic recognition** that use has been made of presentational devices

- **some reporting/describing** of the most **obvious** presentational features

- a **very general linking** of the examples of these devices to their purpose

Competence Level 2 (4–6)
Characterised by:
- **an understanding** of how some of these presentational devices generate appeal

- reference to a **series of examples**, some of which will be supported by **straightforward comment**

- **some appropriate use of comparing** and **contrast** at a **straightforward level**

Competence Level 3 (7–9)
Characterised by:
- **some overall consideration** of how the presentational devices achieve their effects

- **some sense of a purposeful explanation** of how these devices have been used to positively engage and influence the reader

- **mainly appropriate** use of **comparing and contrasting** of evidence

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