



General Certificate of Secondary Education
2013

English Language/English

Unit 1: Personal Writing and Reading
Multi-Modal Texts

Higher Tier

[GEG12]

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 in each case.

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 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 to highlight positive achievement, for example –“*confid. aware*”, “*comp dev*” or “*clear struct.*”.
 - 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 piece 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 Levels for **Writing (i)** and **(ii)** the one 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)	
Comp dev	CL3 10
Prof struct	
Increas 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 CL3 in terms of sentence structuring and punctuation but is more CL2 in relation to spelling, the following would offer an adequate summary:

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

Task 1 Personal writing

Response time: 45 minutes

Max. 16 marks

Write a speech 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 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 topic in such a way as to positively develop the audience'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 fellow classmates as the 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 the writing.

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

- a sense of logical progression – being led through the writer's experience and the lesson(s) learnt
- 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 to support cohesion and overall coherence, demonstrating:

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

Competence Level 0 (0)

Characterised by:

- no creditworthy writing

Competence Level 1 (1–4)

Characterised by:

- 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
- an 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 attention
- the conscious development of a positive rapport with the audience
- assured competence in terms of structure utilising a confident style

Task 1 Personal writing

Response time: 45 minutes

Max. 8 marks

How Writing (iii) feeds through to marks: use the task specific checklist to ascertain the extent to which a candidate has crafted language by using a range of sentence structures for clarity, purpose and effect; using accurate punctuation and spelling. 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 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 originality and control in structuring sentences, the more opportunity the candidate gives him/herself to attempt 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 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:

- 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
- an uncomplicated vocabulary

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
- 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: 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 achieve and 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 drawn from the Competence Levels descriptors to summarise positive achievement, for example – “*a sf. explan.*”, “*profic. comparison*” or “*assured eval.*”
 - use underlining and ticking to point out creditworthy material and highlight significant strengths in a response
 - 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 final 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 a CL2 response could be summarised as follows:

Comp. explan. **CL2 6**
Range approp. evid.

Compare and contrast how language has been used in both book covers to persuade the potential reader that these are interesting and exciting books to read.

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 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.

Language used to persuade:

- the blurb of "Tins" is written in the third person summarising the main plot of the book; the blurb of "Dreaming" also does this, however, it also uses a short passage taken directly from the novel, written in the first person and present tense. This creates the impression that the main character in the book is talking directly to the reader adding immediacy
- "Tins" uses humour throughout suggesting this is a madcap, whacky story not to be taken too seriously: "Unsuitable for adults: may contain body parts"/"Warning: traces of nuts"; whereas "Dreaming" uses language to suggest that this is a serious story: "struggling"/"propaganda"
- "Tins" uses a series of puns perhaps suggesting that this book is from the comedy-horror genre: "deadly can of worms". The review from Canned Weekly is also a pun on the book's title: "does what it says on the tin"; whereas in "Dreaming" the extended metaphor in the opening paragraph: "invisible net ...caught ...struggling" evokes the horror genre but without any comic relief. The character's situation is one of being being hunted or feeling trapped
- the Year 8 pupil's review of "Tins" uses powerful adjectives to describe the book: "fun"/"exciting"/"terrifying"; similarly, the review of "Dreaming" by Elizabeth Laird uses positive adjectives to describe the book: "rich and beautiful". She also expresses powerful emotions about the book: "I loved it" as does Michael Morpurgo in his review: "horrifyingly credible account". Morpurgo also endorses the book with flattering language: "utterly compelling"
- the blurb of "Dreaming" has attention-grabbing opening lines: "There are dreams you can't just switch off" and "I used to be sorry I couldn't get back into my dreams"; similarly, "Tins" begins dramatically with the striking line: "Unsuitable for adults: may contain body parts"
- "Tins" uses punctuation, capital letters and ellipsis to present the plot as dramatic: "the word HELP inside another..."; whereas "Dreaming" uses questions to entice the reader to find out what happens in the story: "But what of his father? Has he begun to believe the Nazi propaganda?"

- the student’s review of “Tins” contains a metaphor which suggests you won’t be able to put the book down: “hooked from beginning to end”. The nouns “surprise” and “discovery” suggest that “Tins” is full of exciting and dramatic twists and turns. The adjective “screwball” also suggests “Tins” is a story containing some weird and zany events; vivid description in “Dreaming” emphasises the character’s sense of regret and frightening predicament: “I used to be sorry ... Now I’m afraid”. A powerful verb as well as negative descriptions also convey Hannes’s predicament in “Dreaming”: “persecuted”/ “social misfits”/ “not worth living”. The negative language is then contrasted with the positive noun “solace” which describes the comfort offered by his mother
- an emphatic statement is used in “Dreaming” to convey the character’s precise feelings and the inevitability of his fate in the story: “Now I’m afraid of what’s sure to happen next”; similarly, in “Tins” the predicament of Fergal is intriguingly captured: “a screwball hobby becomes a deadly can of worms”

Competence Level 0 (0)

Characterised by:

- no creditworthy response

Competence Level 1 (1–5)

Characterised by:

- **some overall consideration** of how linguistic devices achieve their effects
- a **straightforward explanation** of how these devices have been used to engage the potential reader and develop a positive and exciting mood
- the development of an **appropriate interpretation** of the stimulus materials through an **uncomplicated comparing and contrasting of mainly appropriate supporting evidence**

Competence Level 2 (6–10)

Characterised by:

- **some clear evaluation** of how the linguistic devices have been deployed to achieve their effects
- a **competent explanation** of how these devices have been used in an attempt to engage and manipulate the potential reader as well as generating a positive and exciting mood
- the development of a **clear interpretation** of the stimulus materials through **mainly purposeful comparing and contrasting of a range of appropriate supporting evidence**

Competence Level 3 (11–15)

Characterised by:

- an **evaluation of linguistic devices** that is **thorough and/or assured**
- a **confident explanation** of how these devices positively influence and generate engagement within the potential reader
- the development of a **perceptive interpretation** of the stimulus materials through a **focused comparing and contrasting** of a range of **precisely selected, supporting evidence**

Compare and contrast how **presentational devices** are used in **both** book covers to make the books appealing to the potential reader. Analyse the use of **images, colour and layout**.

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 of evidence 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:

- both front covers are built around a dramatic central image with the title of the book prominently featured
- both covers indicate the genre of book that can be expected: the “Tins” cover is a striking representation of the storyline of the book; whereas the blurred image on the front cover of “Dreaming” adds a certain mystery to the novel and the eerie face creates the impression that this could be a ghost story
- the cover of “Dreaming in Black and White” is in black and white and reflects the name and central idea of the book; whereas the cover of “Tins” is in colour and is dominated by a large central image of a tin on the front cover that obviously reinforces the title of the book
- in “Dreaming” the text is white on black for dramatic effect; similarly, “Tins” uses mainly black writing on a white background to make the text distinctive. “Tins” also uses the colour red for the title and some text on the back cover. The colour red is distinctive, but also reflects the gory theme of the book as red is associated with blood and danger
- the red blood seeping over the edge of the tin (linking both front and back covers) reflects the gruesome nature of the story/plot of the book; the predominantly black background serves the same purpose in “Dreaming” and generates a sense of threat and fear in keeping with the book's theme

The use of layout:

- the functional details of the covers are very similar: major images, the book title in large font and the author's name dominate each front cover; both feature a blurb on the back cover to tempt potential readers; both display their publisher logos several times across the covers to further promote the books; the spines are very similar featuring the titles, authors' names and publishers' logos
- the old style font on the cover of “Dreaming” reveals to the reader that the story is set in the past, in the 1930s; whereas the font on “Tins” is modern and informal and appears to be drawn crudely by a finger in blood which reflects the genre of the book

- “Dreaming” uses favourable reviews from Elizabeth Laird and Michael Morpurgo on the front and back covers to promote the book; “Tins” also uses two reviews, one from a student and one from a magazine article, but only on the back cover of the book
- “Tins” is promoted by its “Free Downloads” section highlighted in a red background on the back cover of the book as well as a website address and telephone number on the back cover for readers to access more information about products and resources; “Dreaming” uses the brand slogan “The finest literature in translation” on the back cover to make the book appealing

Competence Level 0 (0)

Characterised by:

- no creditworthy response

Competence Level 1 (1–3)

Characterised by:

- **some overall consideration** of how the presentational devices achieve their effects
- **a straightforward explanation** of how these devices have been used to engage and influence the reader
- the **development of an appropriate interpretation** of the stimulus material through an **uncomplicated comparing and contrasting of mainly appropriate evidence**

Competence Level 2 (4–6)

Characterised by:

- **some clear evaluation** of how the presentational devices have been deployed to achieve their effects
- a **competent explanation** of how these devices engage and influence the potential reader positively
- the development of a **clear interpretation** of the stimulus materials through **mainly purposeful comparing and contrasting** of a **range of appropriate evidence**

Competence Level 3 (7–9)

Characterised by:

- an **evaluation of the presentational devices** that is **thorough and/or assured**
- a **confident explanation** of how these devices positively influence and generate engagement with the potential reader
- the development of a **perceptive interpretation** of the stimulus materials through **focused comparing and contrasting** of a **range of precisely selected, supporting evidence**