General Certificate of Secondary Education
2016

English Language/English

Unit 1: Personal Writing and Reading Multi-Modal Texts

Foundation Tier

[GEG11]

WEDNESDAY 1 JUNE, MORNING

MARK
SCHEME

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General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

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

The style of assessment

The exams will be marked using positive assessment; crediting what has been achieved. The mark schemes emanate from the Assessment Objectives and are designed to support this positive approach.

The relationship between tasks, mark schemes and Levels of Competence

Each task is designed to test a specified series of Assessment Objectives.

Every task has an individual mark scheme built around three components:
1. A task specific checklist
2. Levels of Competence strands and descriptors
3. A mark grid.

The Competence Levels, which detail increasing levels of proficiency, are made up of three strands. These are derived from the task specific Assessment Objectives and each of the strands focuses on important characteristics within the response.

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

Writing: an outline of the marking process

Two discrete assessments have to be made.

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

The assessment of this task begins with the examiner highlighting what is creditworthy as well as marking the errors in SPG. At the conclusion of the response, the examiner will summarise the candidate's achievement and then select the appropriate mark from the mark grid.

The required process, standard and style of marking will be the business of the standardising meetings. Pre-marked exemplar scripts will be distributed to all examiners at these conferences. These 'benchmark scripts' have been marked and annotated by the senior examining team prior to each standardising meeting.

Studying Written Language (Reading): an outline of the marking process

The assessment of an individual response begins with the examiner highlighting what, within a response, is creditworthy. Then, at the conclusion of the response, the examiner will evaluate the candidate's achievement before selecting the appropriate mark from the mark grid.

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

Section A: Personal Writing

The Assessment Objectives

Writing

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

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

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

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

The two required assessments

1. Each response will be assessed on the basis of **a single reading** and annotated using the **three e-marking tools: underlining, circling and wavy underlining**.

The following method and style of marking is to be used:

➢ the **underlining tool** to indicate <u>creditworthy material</u>.

➢ the **circling facility** which serves two purposes:

 (a) to highlight spelling mistakes with each error being circled only once – (alot)/ hap(p)end .

 (b) for indicating minor and/or occasional lapses in punctuation such as missing apostrophes, commas and full stops – run's/ ...two three or four/ ...to me it was not long after...

➢ **Wavy underlining** to denote failings in syntax. When used vertically in the margin this will indicate ongoing issues, for example, failings in grammar/lapses in sentence structure – *He seen yous threw the open door*

2. Using the method and style of marking outlined above in conjunction with the Competence Levels for **Writing (i)** and **(ii)**, the examiner will assess, positively, the features of that response.

This process (a worked example follows on the next page) will be carried out in this order:

(a) The examiner will carefully read and annotate the response.

(b) The three Competence Level strands that best match the candidate's achievement will be noted.

(c) Only **after** selecting and noting the three Competence Level strands will the examiner turn to the mark grid to establish the mark to be awarded. Where the mark grid calls for an examiner judgement, the extent to which a candidate has met the overall requirements of the particular Competence Level will determine the mark to be awarded.

In exceptional circumstances the standard of a candidate's work might range across more than two strand levels. Such an eventuality is not covered by the mark grids. Where this happens, the examiner should decide the mark to be awarded on a 'best fit' basis. The support of the supervising examiner could usefully be sought.

3. A final check of the booklet:

(a) Use the 'E' tool to indicate the end of the candidate's final response.

(b) Stamp all blank or planning pages with the 'SEEN' tool.

Here is an example of this style of annotation in action for **Task 1a** (this should be read in conjunction with the relevant Competence Level strands on p. 10):

The response is positively assessed against each of the three strands that make up the Competence Levels for Writing (i/ii). Let's assume it can best be summarised by the following descriptors:

➢ "Deliberate approach to development that uses a straightforward style" (Development and Style CL **3**)

➢ "Logically organised leading the audience through the response… supported by some straightforward use of structural and linguistic features" (Structure/Linguistic and Structural Features CL **3**)

➢ "Some overall, basic sense of purpose and audience" (Purpose and Audience CL **2**)

These individual strand levels are noted at the end of the response in a text box –

a.	**332**
b.	

The next stage in the process is to check these 'strand scores' on the mark grid for Task 1a. This indicates a score of **9 marks**.
This score would then be entered against No. **1a** in the scoring facility at the bottom, right corner of the screen.

In order to assess **Task 1b**, the same process (step 2 above) is used to make this second assessment using the Competence Levels that relate to **Writing (iii)**.
Here is an example of this style of annotation in action (it should be read in conjunction with the relevant Competence Level strands on p. 11)

The response is positively assessed against each of the three strands that make up the Competence Levels for Writing (iii). Let's assume it can best be summarised by the following descriptors:

➢ "Controlled straightforward sentence structure with generally secure basic punctuation" (Sentence Structure and Use of Punctuation CL **3**)

➢ "Generally accurate spelling of regular, straightforward words" (Spelling CL **3**)

➢ "Some conscious attempt to use vocabulary to enliven" (Range of Vocabulary CL **3**)

These individual strand levels are noted at the end of the response in a text box –

a.	
b.	**333**

The next stage in the process is to check these 'strand scores' across the mark grid for Task **1b**. This indicates a score of **5/6 marks**.
The selected score would then be entered against No. **1b** in the scoring facility at the bottom, right corner of the screen.

Task **1a – Personal writing** Testing **Writing (i) and (ii)**   Response time: **45 minutes**   Max. **16 marks**

W**rite a speech** for your **classmates** about **a place that means a lot to you**. Base your speech on your own experience.

How Writing (i) and (ii) feed through to marks: use the task specific checklist to ascertain the extent to which a candidate has crafted language in order to:

• **communicate clearly, effectively and imaginatively;**

• **use and adapt forms and select vocabulary appropriate to the task and purpose in ways that engage the reader;**

• **organise information and ideas into structured and sequenced sentences, paragraphs and whole texts;**

• **use a variety of linguistic and structural features to support cohesion and overall coherence.**

The overall performance is then assessed against the three individual Competence Level strands. These are noted before the final stage in the process which is to match these 'strand scores' across the mark grid in order to decide upon a mark.

This task specific checklist outlines the skills associated with Writing (i) and (ii) that candidates at all Competence Levels may be expected to attempt to employ in their responses. **Credit any other valid strategies used that are not mentioned below.**

Communicate clearly and effectively and imaginatively, demonstrating:
•   a handling of the topic in such a way as to attempt to positively develop the audience's interest
•   use of a style that endeavours to build a positive relationship with the target 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 classmates as audience
•   a use of tone that is meant to engage and sustain the audience's attention
•   use of a 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 taken through the writer's choice
•   an awareness of 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 sentence length for effect
•   occasional use of connectives to give coherence to paragraphing
•   the use of rhetorical devices - the rule of three, questions, hyperbole to attempt to create interest and connect with the audience.

Task **1b – Personal writing**   Testing **Writing (iii)**   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;**

- **accurate punctuation and spelling.**

The overall performance is then assessed against the three individual Competence Level strands. These are noted before the final stage in the process which is to match these 'strand scores' across the mark grid in order to decide upon a mark.

This task specific checklist outlines the skills associated with Writing (iii) that candidates at all Competence Levels may be expected to attempt to employ in their responses. **Credit any other valid strategies used that are not mentioned below.**

The range and effectiveness of sentence structures:
- The wider the range and the greater the degree of originality and control in structuring sentences, the more opportunity the candidate gives him/herself to attempt to sustain the audience's interest.

- More control of sentences and variety in their structuring demonstrates a higher level of competence and will 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 audience's interest. The greater the control and variation in the use of punctuation, the higher will be the reward.

- Accuracy in spelling, in isolation, can be misleading; it needs to be viewed beside the range and precision of the vocabulary used. A limited vocabulary spelt accurately is unlikely to capture the audience's attention.

- Credit ambitious use of vocabulary where the word may not always be accurately spelt but has been chosen carefully for effect/to capture a sense of the place and its importance.

The 3 strands outlining the key qualities at each Competence Level for Writing (i/ii)

Task 1a			
	Development and Style	**Structuring/Linguistic and Structural Features**	**Purpose and Audience**
CL 1	Disjointed and/or superficial engagement with little sense of a conscious style	Rudimentary attempt to structure a response	Some broad relevance in relation to purpose and/or audience	**CL 1**
CL 2	Simple and uncomplicated development that communicates in a basic, functional style	Basic structure with some attempt at progression; there may be some attempt to use simple structural or linguistic features	Some overall, basic sense of purpose and audience	**CL 2**
CL 3	Deliberate approach to development that uses a straightforward style in an attempt to respond positively	Logically organised, leading the audience through the response. This is supported by some straightforward use of structural and linguistic features	Recognition of purpose and audience giving a straightforward direction to the writing	**CL 3**
CL 4	Generally effective development supported by an increasingly fluent style which engages and develops interest	Combines clear structuring with a conscious effort to use some structural and linguistic devices in order to develop the audience's interest	Purpose and audience is clear and underpins the response	**CL 4**

Task 1a Mark Grid		
Competence Levels	**Strands attained**	**Mark awarded**
0	000	0
1	111	1/2/3
	112	4
2	221	5
	222	6/7
	223	8
3	332	9
	333	10/11
	334	12
4	443	13
	444	14/15/16

The 3 strands outlining the key qualities at each Competence Level for Writing (iii)

Task 1b			
	Sentence Structure/Use of Punctuation	**Spelling**	**Range of Vocabulary**
CL 1	Some evidence of an attempt to make use of sentence structure	Some accurate spelling of some simple words	A very limited selection of language	**CL 1**
CL 2	Basic use of simple sentence structuring characterised by generally appropriate use of full stops	Usually accurate spelling of basic words	A narrow range of vocabulary that constrains communication to a basic, functional level	**CL 2**
CL 3	Controlled straightforward sentence structure with generally secure basic punctuation (full stops and commas)	Generally accurate spelling of regular, straightforward words	Some conscious attempt to use vocabulary to enliven the writing	**CL 3**
CL 4	Increasingly sustained competence with a variety of sentence structures where the basics of punctuation (full stops, commas, exclamation and question marks) are used to add clarity	Mainly accurate spelling, including some words with irregular patterns – credit attempts at ambitious usage	Greater precision in the use of a widening vocabulary that actively helps to engage the audience	**CL 4**

Task 1b Mark Grid		
Competence Levels	**Strands attained**	**Mark awarded**
0	000	0
1	111	1/2
	112	2
2	221	3
	222	3/4
	223	4
3	332	5
	333	5/6
	334	6
4	443	7
	444	8

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 two tasks and how they meet specific elements of the Assessment Objectives:

Task 2 **(i)** selecting material appropriate to purpose/collating and making cross-references
(ii) develop 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 cross-references
(ii) develop and sustain interpretations
(iii) explaining and evaluating how structural and presentational features achieve effects and engage and influence the reader

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

The required process of assessment

Each response will be assessed on the basis of **a single reading** using the **three e-marking tools**:

underlining/ticking/C & C button ➔ C

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

➢ use the **underlining** facility to highlight **explanation and interpretation**;

➢ use the **ticking** tool to indicate **relevant examples/evidence**;

➢ employ the C button in the margin to highlight **comparing and contrasting**;

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

2 Using the style of marking outlined above in conjunction with the Competence Levels for **Reading**, the examiner will assess, positively, the features of that response.

This process (a worked example follows on the next page) will be carried out **in this order**:

(a) The examiner will carefully read and annotate the response.

(b) The three selected Competence Level strands will be noted.

(c) Only **after** selecting and noting the three Competence Level strands – will the examiner turn to the mark grid to establish the mark to be awarded. Where the mark grid calls for an examiner judgement, the extent to which a candidate has met the overall requirements of the particular Competence Level will determine the mark to be awarded.

In exceptional circumstances the standard of a candidate's work might range across more than two strand levels. Such an eventuality is not covered by the mark grids. Where this happens, the examiner should decide the mark to be awarded on a 'best fit' basis. The support of the supervising examiner could usefully be sought.

3 Having completed the assessment of all the work in the candidate's booklet, the examiner should use the 'E' and 'SEEN' tools as indicated on page 6.

Here is an example of this style of annotation in action for a **Task 2** response (it should be read in conjunction with the relevant Competence Level strands on p. 17)

The response is positively assessed against each of the three strands that make up the Competence Levels for Reading in this task. Let's assume it can best be summarised by the following descriptors:

➢ "Mainly purposeful comment that supports appropriate interpretations" (Developing and Sustaining Interpretations CL **3**)

➢ "Some straightforward explanation" (Explaining and Evaluating CL **2**)

➢ "Relevant selection of examples... both texts… purposeful c-ref" (Selecting Material and Cross-referencing CL **3**)

These individual strand levels are noted at the end of the response in a text box –

T2	323

The next stage in the process is to check these 'strand scores' on the mark grid for **Task 2**.
This indicates a score of **11/12 marks**.
This score would then be entered against No. **2** in the scoring facility at the bottom, right corner of the screen.

Here is an example of this style of annotation in action for a **Task 3** response (it should be read in conjunction with the relevant Competence Level strands on p. 20)

The response is positively assessed against each of the three strands that make up the Competence Levels for Reading in this task. It is summarised as:

➢ "Some straightforward comment that supports uncomplicated interpretations" (Developing and Sustaining Interpretations CL **2**)

➢ "Some straightforward explanation of how some presentational devices have been employed" (Explaining and Evaluating CL **2**)

➢ "Relevant selection of examples... both texts... purposeful cross-referencing" (Selecting Material and Cross-referencing CL **3**)

These individual strand levels are noted at the end of the response in a text box –

T3	223

The next stage in the process is to check these 'strand scores' on the mark grid for **Task 3**.
This indicates a score of **6 marks**.
This score would then be entered against No. **3** in the scoring facility at the bottom, right corner of the screen.

Task 2 Language   Response time: **22 minutes approx.**   **Max. 15 marks**

Compare and contrast how **language** has been used in **both** texts to **persuade** the reader that these cereals are healthy and tasty to eat.

How Reading (i), (ii) and (iii) feed through to marks: use the question specific checklist to ascertain the extent to which a candidate has:

• **selected and evaluated evidence;**

• **developed and sustained interpretations;**

• **explained how a writer uses linguistic devices to achieve effects.**

The overall performance is then assessed against the three individual Competence Level strands. These are noted before the final stage in the process which is to match these 'strand scores' across the mark grid in order to decide upon a mark.

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/comment.**

Language used to persuade:

Text removed due to copyright restrictions.

The 3 strands outlining the key qualities at each Competence Level for Reading

Task 2 Language use in Multi-Modal Texts				
	Developing and Sustaining Interpretations	**Explaining and Evaluating**	**Selecting Material and Cross-Referencing**	
CL 1	Some reporting that offers a basic attempt at rudimentary interpretation	Some basic sense of how language has been used for a purpose – in a specific example or at a broad overall level	Some obvious examples – there may be some very broad and/or basic linking across the texts	**CL 1**
CL 2	Some straightforward comment that supports uncomplicated interpretations	Some straightforward explanation of how some linguistic devices have been employed	Generally appropriate selection of some examples supported by straightforward cross-referencing	**CL 2**
CL 3	Mainly purposeful comment that supports appropriate interpretations of how language has been used	Overall consideration of how linguistic devices achieve their effects – there may be some attempt at focused explanation/ evaluation	Relevant selection of examples of language from both texts – some used for purposeful cross-referencing	**CL 3**

Task 2 Mark Grid		
Competence Levels	**Strands attained**	**Mark awarded**
0	000	0
1	111	1/2/3
	112	4/5
2	221	6/7
	222	8/9
	223	10
3	332	11/12
	333	13/14/15

Task 3.   Presentational Devices   Response time: **13 minutes approx.**   **Max. 9 marks**

Compare and contrast how **presentational devices** are used in **both** texts to add to the appeal of these products.
Comment on the use of **images, colour** and **layout** in your response.

How Reading (i), (ii) and (iii) feed through to marks use the question specific checklist to ascertain the extent to which a candidate has:

•   **selected and evaluated evidence;**

•   **developed and sustained interpretations;**

•   **explained how a writer uses structural and presentational devices to achieve effects.**

The overall performance is then assessed against the three individual Competence Level strands. These are noted before the final stage in the process which is to match these 'strand scores' across the mark grid in order to decide upon a mark.

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/comment.**

The use of images, colour and layout:

Text removed due to copyright restrictions.

The 3 strands outlining the key qualities at each Competence Level for Reading

	Task 3 Presentational Devices in Multi-Modal Texts			
	Developing and Sustaining Interpretations	**Explaining and Evaluating**	**Selecting Material and Cross-Referencing**	
CL 1	Some reporting that offers a basic attempt at rudimentary interpretation	Some basic sense of how presentational devices have been used for a purpose – in a specific example or at a broad overall level	Some obvious examples – there may be some very broad and/or basic linking across the texts	**CL 1**
CL 2	Some straightforward comment that supports uncomplicated interpretations	Some straightforward explanation of how some presentational devices have been employed	Generally appropriate selection of some examples supported by straightforward cross-referencing	**CL 2**
CL 3	Mainly purposeful comment that supports appropriate interpretations of the use of presentational devices	Overall consideration of how presentational devices achieve their effects – some may offer focused explanation/ evaluation	Relevant selection of examples of presentational devices from both texts – some used for purposeful cross-referencing	**CL 3**

Task 3 Mark Grid

Competence Levels	Strands attained	Mark awarded
0	000	0
1	111	1/2
	112	3
2	221	4
	222	5
	223	6
3	332	7
	333	8/9