



*Rewarding Learning*

**General Certificate of Secondary Education**

**January 2016**

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**English Language/English**

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

**Foundation Tier**

**[GEG21]**

**TUESDAY 12 JANUARY, MORNING**

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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

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 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 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: Functional Writing

### The Assessment Objectives

- (i) Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.
- (ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and coherence.
- (iii) Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

All are being assessed.

The 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 – *“Simp dev”*; *“Broad sense p”* or *“Inc flu”*
  - 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 the 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 response 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:

<b>(i) and (ii)</b>	
<b>S/f del dev</b>	
<b>Grasp p + a</b>	<b>CL3 10</b>
<b>Bas struct</b>	

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

For example, 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:

<b>(iii)</b>	
<b>Contr s/f ss</b>	
<b>Gen secure bas punct</b>	<b>CL3 5</b>
<b>Use acc sp bas words</b>	

## Task 1: Functional Writing

Response time: 45 minutes.

Max. 16 marks

Write a speech for your classmates in which you put forward your own thoughts and views on the following question: “Homework – hateful, harmful, horrible?”

**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 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 attempt to positively develop the audience's interest
- use of a style that endeavours to build a positive relationship with the audience
- possible use of anecdotes/humour to engage the audience

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

- an awareness of classmates as audience
- a use of tone that is meant to engage and sustain the audience's attention
- use of vocabulary that is in keeping with the task and audience and that, occasionally, may enliven the speech

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

- a sense of progression – the audience being led through the writer's views and opinions
- the use of a suitable introduction and conclusion
- 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 to support cohesion and overall coherence demonstrating:

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

### Competence Level 0 [0]

Characterised by:

- no creditworthy response

### Competence Level 1 [1–4]

Characterised by:

- some general/brief development of the candidate's views on the topic
- some sense of purpose and/or audience
- some attempt at structuring using a rudimentary style

### Competence Level 2 [5–8]

Characterised by:

- simple development, that presents views at an elementary level
- broad sense of purpose and/or audience that may be sustained
- basic structure and an elementary style

### Competence Level 3 [9–12]

Characterised by:

- straightforward, deliberate development on task
- grasp of purpose and audience
- logical structuring and an uncomplicated style

### Competence Level 4 [13–16]

Characterised by:

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

**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 degree of originality and control in sentence structuring, 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, 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 with care.

**Competence Level 0 [0]**

*Characterised by:*

- no creditworthy response

**Competence Level 1 [1–2]**

*Characterised by:*

- rudimentary sentence structuring
- very occasional use of full stops and/or commas
- some accuracy in the spelling of simple words
- limited vocabulary

**Competence Level 2 [3–4]**

*Characterised by:*

- use of basic sentence structuring – simple connectives used to link ideas; verbs often repeated
- some appropriate use of full stops and other forms of basic punctuation
- usually accurate spelling of basic words
- narrow range of vocabulary

**Competence Level 3 [5–6]**

*Characterised by:*

- controlled use of straightforward sentence structuring with some variety in sentence construction and length
- generally secure use of basic punctuation
- 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
- accurate use of basic punctuation, such as full stops, commas, exclamation and question marks
- generally accurate spelling including some words with irregular patterns
- 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 achieve effects and engage and influence the reader.

### The specific elements of the Assessment Objectives addressed by Task 2:

- (i) Read and understand texts, selecting material appropriate to purpose
- (ii) Develop and sustain interpretations of writers' ideas and perspectives
- (iii) Explain and evaluate how a writer uses linguistic, grammatical and structural devices to achieve effects

### 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**
  - in the margins insert brief affirmative comments drawn from the Competence Level descriptors to highlight positive achievement, for example – *“reporting”*, *“s/f rev”* or *“comp interp”*
  - use underlining and ticking to point out creditworthy material and to 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 the descriptors for this summary.
3. On the principle of “best fit”, select and write down the Competence Level that best encapsulates the overall achievement of the response.



4. The final stage in the process is to decide upon a mark by assessing the extent to which a candidate has met all of the requirements of that particular level. This will determine the point that has been reached within it – at the top, in the middle or at the lower end of the mark range. Write this mark down.

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

<b>Simp consid</b>		
<b>Some underst</b>	<b>CL2</b>	<b>10</b>
<b>Some bas com</b>		

“Self-important, moaning, annoying – who are they? Cyclists”

This article puts forward the writer’s strong opinions about sharing the roads with cyclists. **Explain** how the writer has presented her point of view. Discuss how she has: expressed her feelings forcefully; used particular words and phrases to highlight her views; used different types of sentences to add impact.

**How Reading (i), (ii) and (iii) 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 outlines the material candidates at all Competence Levels may be expected to include in their responses. **Credit fully any other valid suggestions/comments.**

#### **Expressed her feelings forcefully:**

- the title sets the assertive tone for the article by using a group of three vivid descriptors: “Self-important, moaning and annoying”
- the short opening sentence is clearly designed to grab the reader’s attention: “It happens every morning until about 10am.”
- direct address engages and challenges the reader’s attention: “When did you see...?”
- the use of “And” to start sentences highlights her exasperation with cyclists. The connectives to open sentences emphasises the cumulative effect of one annoyance after another: “And just why are they allowed...?”/ “So, I understand...”/ “And the fact that ...”
- a lively, informal, conversational style connects with the reader: “Think about it!”/ “And just why... their stupid bikes”/ “Unbelievable!”
- the use of rule of three highlights her sense of grievance: “don’t take a driving test, or pay road tax, or parking fines”
- her use of alliteration conveys her critical attitude: “pedal-pushing mob”/ “Lycra-clad louts ... loudly”
- the concluding remark from the taxi driver humorously summarises the author’s general sense of annoyance with cyclists: “ ‘always moaning...a wheel menace!’ ”

#### **Used particular words and phrases to highlight her views:**

- the description of the cyclists paints an amusing and vivid image: “Outside my house is a sea of luminous Lycra-covered cyclists”
- in the opening paragraph the writer presents herself as a vulnerable pedestrian: “hover nervously”/ “in danger”
- she describes “cycling tourists” humorously: “without the foggiest idea...eating and sometimes, holding hands”
- choices of colourful verbs and adverbs convey her negative opinion of cyclists. The fact that these are entertaining softens the tone: “hover nervously”/ “strung out”/ “wobble”/ “zoomed”/ “hissed”
- puns are used to humorously reinforce the writer’s annoyance: “traffic lights ... made me see red”/ “a wheel menace!”
- a humorous comparison is used to emphasise her negative opinion of mountain bikers: “quicker than wasps at a picnic”

#### **Used different types of sentences to add impact:**

- emphatic statements are used to engage the reader’s attention and create a sense of indignation: “Really, they are the most annoying road users. Think about it!”/ “... almost nothing cyclists do will ever get them fined!”
- the anecdote about her cycling accident is told simply to stress that she writes from experience: “I myself used to cycle to work...I was knocked off my bike”
- the use of exclamations show her indignation: “almost nothing cyclists do will ever get them fined!”/ “Unbelievable!”
- direct use of questioning adds to the exasperated conversational tone: “ When did you see ... for anything?”/ “what happens?”/ “And just why are they allowed to ... narrow pavements?”
- the use of dashes add impact by increasing the effect of the previous statement: “stopped by the police – for anything?”/ “as they zoomed past – with added hand gestures.”

- she finishes the article with three comments from the taxi driver which support her feeling of irritation: “ ‘Never pay for stuff; always moaning ... a wheel menace.’ ”

#### **Competence Level 0 [0]**

*Characterised by:*

- no creditworthy response

#### **Competence Level 1 [1–6]**

*Characterised by:*

- **rudimentary comments** in relation to a few of the features in the bullet points
- a **partial response** to a few of the features
- **reporting/description** from the text

#### **Competence Level 2 [7–12]**

*Characterised by:*

- **simple consideration** of some of the features highlighted in the bullet points
- **some understanding** of the more obvious features
- **some basic comments that may be supported by references to the text**

#### **Competence Level 3 [13–18]**

*Characterised by:*

- a **consideration** of the features highlighted in the bullet points
- **straightforward review** of the features supported by **uncomplicated explanations**
- **some appropriately developed interpretations** backed up by **mainly straightforward supporting evidence**

#### **Competence Level 4 [19–24]**

*Characterised by:*

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