



**General Certificate of Secondary Education  
January 2019**

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**English Language/English**

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

**Foundation Tier**

**[GEG21]**

**FRIDAY 11 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.

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 the candidate's level of proficiency to the appropriate Level of Competence.

### 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 Task 1 begins with the examiner underlining what is creditworthy as well as marking up the errors in SPG. At the conclusion of the response, the examiner will evaluate the candidate's achievement against the two Competence Level grids and then select the appropriate mark from the appropriate 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. At the conclusion of the response, the examiner will evaluate the candidate's achievement against the Competence Level grid before selecting the appropriate mark from the mark grid.

These procedures which have been outlined above will now be described in detail.

## Section A: Functional 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 required process of assessment

- 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 method and style of marking and annotation:

- the **underlining tool** is used to indicate creditworthy material.
- the **circling facility** serves two purposes:
  - (a) to highlight spelling mistakes with each error being circled only once – (alot) / happend.
  - (b) for indicating minor and/or occasional lapses in punctuation such as missing apostrophes, question marks, commas and full stops – run<sup>s</sup>/ ...two<sup>o</sup>three or four/...
- **Wavy underlining** will denote lapses in grammar/sentence structure, for example:  
*He seen yous threw the open door.* Use the vertical option in the margin to indicate ongoing issues.

- 2 Using the method and style of marking outlined on p. 3 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 selected and 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 selected Competence Level strands 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.

Here is an example of this style of annotation in action for **Task 1(i)** (it should be read in conjunction with the relevant Competence Level strands on p. 8)

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...straightforward style...attempt to respond appropriately" (Development and Style CL 3)
- "Logically organised...some uncomplicated use of structural and linguistic features" (Structuring/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 dialogue box –

|                              |
|------------------------------|
| <b>Wi + ii</b><br><b>332</b> |
|------------------------------|

The next stage in the process is to check these 'strand scores' on the mark grid for **Task 1(i)**. This indicates a score of **10 marks**.

This score would then be entered against No. **1(i)** in the scoring facility on the right side of the screen.

- 3** In order to assess **Task 1(ii)**, the same process 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. 9)

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 structures...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...uncomplicated vocabulary...occasional use of words for effect” (Range of Vocabulary CL **3**)

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

**Wiii**

**333**

The next stage in the process is to check these ‘strand scores’ across the mark grid for Task **1(ii)**. This indicates a score of **5/6 marks**. The selected score would then be entered against No. **1(ii)** in the scoring facility on the right side of the screen.

Write a speech for your classmates. Put forward your views on the following issue: “There is nothing more anti-social than social media!”

**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 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 specified audience’s interest
- use of a style that endeavours to build a positive relationship with that 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 the specified audience
- a use of tone that is meant to engage and sustain the attention of that audience
- 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
- 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 of 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
- the use of rhetorical devices such as the rule of three, questions, hyperbole to create interest and connect with the audience.

**How Writing (iii) feeds through to marks:** use the task specific checklist to ascertain the extent to which a candidate has crafted language 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 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 creates to attempt to sustain 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 specified audience's attention.
- Credit ambitious use of vocabulary where the word may not always be accurately spelt but has been chosen for effect.

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

| <b>Task 1(i)</b> |  |  |  |
|------------------|--|--|--|
|                  | <b>Development and Style</b>   | <b>Structuring/Linguistic and Structural Features</b>  | <b>Purpose and Audience</b>  |
| <b>CL 0</b>      | <b>No Creditworthy response</b>  | <b>No Creditworthy response</b>  | <b>No Creditworthy response</b>  |
| <b>CL 1</b>      | <b>Disjointed/superficial engagement with little sense of a conscious style</b>                                    | <b>Rudimentary attempt to structure a response</b>   | <b>There may be some awareness of purpose and/or audience</b>                                  |
| <b>CL 2</b>      | <b>Simple and uncomplicated development that communicates in a basic style</b>                                     | <b>Basic structure with some attempt at progression; there may be some attempt to use simple structural or linguistic features</b>                       | <b>Some overall, basic sense of purpose and audience</b>                                       |
| <b>CL 3</b>      | <b>Deliberate approach to development that uses a straightforward style in an attempt to respond appropriately</b> | <b>Logically organised, leading the audience through the response. This is supported by some uncomplicated use of structural and linguistic features</b> | <b>A broad grasp of purpose and audience giving a straightforward direction to the writing</b> |
| <b>CL 4</b>      | <b>Generally effective development supported by an increasingly fluent style to develop interest</b>               | <b>Combines conscious structuring with an attempt to use some structural and linguistic devices in order to develop interest</b>                         | <b>Purpose and audience is recognised and may be used to shape elements of the response</b>    |

| <b>Task 1(i) Mark Grid</b> |                     |
|----------------------------|---------------------|
| <b>Strands/attained</b>    | <b>Mark awarded</b> |
| 000                        | 0                   |
| 100                        | 1                   |
| 110                        | 2                   |
| 111                        | 3/4                 |
| 112                        | 5                   |
| 221                        | 6                   |
| 222                        | 7/8                 |
| 223                        | 9                   |
| 332                        | 10                  |
| 333                        | 11/12               |
| 334                        | 13                  |
| 443                        | 14                  |
| 444                        | 15/16               |

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

| <b>Task 1(ii)</b> |   |  |   |
|-------------------|---|--|---|
|                   | <b>Sentence Structure/Use of Punctuation</b>  | <b>Spelling</b>  | <b>Range of Vocabulary</b>  |
| <b>CL 1</b>       | <b>Some evidence of an attempt to use sentence structure</b>  | <b>Some accurate spelling of some simple words</b>   | <b>A very restricted vocabulary</b>   |
| <b>CL 2</b>       | <b>Basic use of simple sentence structuring characterised by generally appropriate use of full stops</b>  | <b>Usually accurate spelling of basic words</b>  | <b>A narrow range of vocabulary that constrains communication to a basic level</b>                    |
| <b>CL 3</b>       | <b>Controlled straightforward sentence structure with generally secure basic punctuation (full stops and commas)</b>  | <b>Generally accurate spelling of regular, straightforward words</b>   | <b>Some conscious attempt to use uncomplicated vocabulary with occasional use of words for effect</b> |
| <b>CL 4</b>       | <b>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</b> | <b>Mainly accurate spelling, including some words with irregular patterns – credit attempts at ambitious usage</b> | <b>Greater precision in the use of a widening vocabulary that helps to engage the audience</b>        |

| <b>Task 1(ii) Mark Grid</b> |                     |
|-----------------------------|---------------------|
| <b>Strands attained</b>     | <b>Mark awarded</b> |
| <b>000</b>                  | <b>0</b>            |
| <b>100/110</b>              | <b>1</b>            |
| <b>111/112</b>              | <b>2</b>            |
| <b>221</b>                  | <b>3</b>            |
| <b>222</b>                  | <b>3/4</b>          |
| <b>223</b>                  | <b>4</b>            |
| <b>332</b>                  | <b>5</b>            |
| <b>333</b>                  | <b>5/6</b>          |
| <b>334</b>                  | <b>6</b>            |
| <b>443</b>                  | <b>7</b>            |
| <b>444</b>                  | <b>8</b>            |

## Section B: Reading Non-Fiction

### 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 Task 2

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

The examiner will be required to make **one** assessment.

### The required process of assessment

Each response will be assessed on the basis of a **single reading** and annotated using the **two e-marking tools: underlining and ticking**

- 1 The method and style of marking and annotation:
  - use the **underlining** facility to highlight **appropriate explanation and interpretation**;
  - use the **ticking** tool to indicate **relevant examples/evidence**;
  - ignore all errors in punctuation, syntax and spelling as they are not being assessed.
- 2 Using this method and style of marking in conjunction with the Competence Levels for **Reading**, the examiner will assess, positively, the features of the 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 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.

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.14)

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:

- “An uncomplicated consideration...straightforward interpretations” (Developing and Sustaining Interpretations CL **3**)
- “Some understanding of more obvious features” (Explaining and Evaluating CL **2**)
- “Some straightforward selection...may be evident” (Selecting Material and Cross-Referencing CL **3**)

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

|            |
|------------|
| <b>2</b>   |
| <b>323</b> |

The next stage in the process is to check these ‘strand scores’ across the mark grid for **Task 2**. This indicates a score of **14/15 marks**.

The selected score would then be entered against No. **2** in the scoring facility on the right side of the screen.

**3** A final check of the answer 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.

**“Must-have toys? Kids won’t remember what they got for Christmas five years from now!”**

**Explain** how the writer has engaged the reader by: expressing her feelings in a lively way; using words and phrases to highlight her views; using 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:

- read and understood text, selecting material appropriate to purpose
- developed and sustained interpretations
- explained and evaluated how writers use linguistic, grammatical and structural features

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.**

**Expressing her feelings in a lively way:**

- the title sets the tone for the article by using a question and her exasperated answer: **“Must-have toys? Kids won’t remember what they got for Christmas five years from now!”**
- the writer addresses the reader directly at the start of the article with another question to capture attention: “Did you know there is a list somewhere...”
- the writer has researched the topic and presents a list of some of the most popular toys: “Lego is the greatest toy of all time” and then points out that these are not what children want today: “Apparently top items on every kid’s Christmas list are Hatchimals, Snuggles My Dream Puppy and a game called Silly Sausage”
- inclusive pronouns are used to connect with the reader through a shared life experience: “But what do our little darlings actually want?”/“but we all want to give our kids the best we can”
- the writer’s personal story of her Millennium Falcon is told in an entertaining, self-mocking way: “Of course, this is ridiculous... There I was...”
- a lively informal style is used to create a conversational tone: “my wee Luke Skywalker”/“And what is the reality? Read on!”
- the image of a wrestling match is used to exaggerate how stressful present hunting can be: “worthy of a WWE smackdown special”
- the use of rule of three reinforces her exaggeration about the difficulties of finding the perfect present: “I’d risked life, limb and financial ruin”/“endured stress, panic and exhaustion”

**Using words and phrases to highlight her views:**

- the writer uses a sarcastic phrase to express her irritation at the whole process of finding the perfect present for your child: “But what do our little darlings actually want?”
- the adjective “frazzled” is used to suggest the toll searching for the must-have present has on parents
- a vivid phrase/metaphor is used to describe – in a light-hearted, exaggerated way – how competitive the search is: “with parents commando-crawling up the aisles”/“toys we hunted high and low for to make his play life perfect”

- the use of exaggerated phrases featuring verbs which express her feelings about obtaining the perfect present: “I would have punched anyone”/“maxed out my credit card”/“toy-crazed parent”
- repetition of the colloquial phrase “my wee Luke Skywalker” humorously adds to the sense of a fond parent recalling her past efforts for her son now grown up
- the personification of the teddy bear adds to her humorous style: “the talking teddy is saying nothing until he gets 8 AAA batteries”
- the use of a Star Wars related metaphor adds to the humour as the writer emphasises her son’s total failure to remember the gift she had gone to such lengths to obtain: “A black hole”
- her choice of appropriately seasonal descriptive language conveys her amused irritation: “they’re rarer than an unemployed reindeer.”

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

- short emphatic statements are used to engage the reader’s attention and express the writer’s indignation: “I have been that mother!”/“Read on!”/“Blank look. Nothing. A black hole.”
- the use of questions shows her indignation: “Another sign of the toy-crazed parent?”/“And what is the reality?”
- questions are also used to engage and to draw the reader into the article: “Did you know...value for money?”/“But what do our little darlings actually want?”
- her direct conversational tone is clear in her use of the command: “Let me tell you”/“Read on!”
- she finishes the article with direct address in the form of commands passing on hard won advice: “Save yourself...buy something easy”

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

| <b>Task 2 Reading Non-Fiction</b> |   |  |  |             |
|-----------------------------------|---|--|--|-------------|
|                                   | <b>Developing and Sustaining Interpretations</b>  | <b>Explaining and Evaluating</b>   | <b>Selecting Material</b>  |             |
| <b>CL 0</b>                       | <b>No creditworthy response</b>   | <b>No creditworthy response</b>  | <b>No creditworthy response</b>  | <b>CL 0</b> |
| <b>CL 1</b>                       | <b>Some rudimentary comment in relation to a few of the features in the bullet points</b>   | <b>Some attempt at some general explanation(s) may be touched upon in a restricted response</b>              | <b>A few examples from the text may be copied/ reported</b>                          | <b>CL 1</b> |
| <b>CL 2</b>                       | <b>A simple consideration of some features suggested by the bullet points</b>   | <b>Some understanding of the more obvious features</b>   | <b>Some references to the text may be presented to support basic comments</b>        | <b>CL 2</b> |
| <b>CL 3</b>                       | <b>An uncomplicated consideration of some of the features in the bullet points results in some straightforward interpretations</b>  | <b>A straightforward review supported by uncomplicated explanations</b>                                      | <b>Some straightforward selection of relevant supporting examples may be evident</b> | <b>CL 3</b> |
| <b>CL 4</b>                       | <b>A consideration of the features highlighted in the bullet points supports an increasingly rounded interpretation of the text</b> | <b>A consideration of the bullet pointed features leads to some appropriate explanations and conclusions</b> | <b>An appropriate selection of supporting evidence is presented</b>                  | <b>CL 4</b> |

| <b>Task 2 Mark Grid</b> |                     |
|-------------------------|---------------------|
| <b>Strands attained</b> | <b>Mark awarded</b> |
| <b>000</b>              | <b>0</b>            |
| <b>100</b>              | <b>1</b>            |
| <b>110</b>              | <b>2</b>            |
| <b>111</b>              | <b>3/4</b>          |
| <b>112</b>              | <b>5/6</b>          |
| <b>221</b>              | <b>7/8</b>          |
| <b>222</b>              | <b>9/10/11</b>      |
| <b>223</b>              | <b>12/13</b>        |
| <b>332</b>              | <b>14/15</b>        |
| <b>333</b>              | <b>16/17/18</b>     |
| <b>334</b>              | <b>19/20</b>        |
| <b>443</b>              | <b>21/22</b>        |
| <b>444</b>              | <b>23/24</b>        |