



General Certificate of Secondary Education
January 2019

English Language/English

Unit 2: Functional Writing and
Reading Non-Fiction

Higher Tier

[GEG22]

FRIDAY 11 JANUARY, 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.

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^s/ ...two^othree 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:

- "Competent development and a developing lively style combine to maintain interest"
(Development and Style CL 3)
- "Proficient structuring, allied to the conscious use of a series of structural and linguistic devices, helps to sustain engagement"
(Structuring/Linguistic and Structural Features CL 3)
- "Purpose and audience is recognised and may be used to shape elements of the response"
(Purpose and Audience CL 2)

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

Wi +ii 332

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:

- “Deliberate manipulation of a range of sentence structures demonstrating conscious control of sentence variety” (Sentence Structure and Use of Punctuation CL **3**)
- “Accurate spelling of most words... some errors with more problematic words” (Spelling CL **3**)
- “A wide vocabulary is employed with increasing precision and accuracy” (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 in which you put forward your own thoughts and views on the following: “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 positively develop the specified audience’s interest
- use of a style that builds a positive relationship with that 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 the specified audience
- a use of tone that is designed to engage and sustain the attention of that audience
- 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 by the writer
- 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 specified audience’s interest.

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

- a conscious varying of sentence length for effect
- the use of connectives to give coherence
- the use of rhetorical devices such as the rule of three, questions, hyperbole to develop interest and a rapport with the specified 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 establish a positive rapport with the specified audience.
- The fresher, the more assured and varied that manipulation of sentence structuring is, the higher will be the mark awarded.

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 carefully for effect.

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

Task 1(i)			
	Development and Style	Structuring/Linguistic and Structural Features	Purpose and Audience
CL 0	No Creditworthy response	No Creditworthy response	No Creditworthy response
CL 1	Deliberate approach to development that uses a straightforward style in an attempt to respond appropriately	Logically organised, leading the audience through the response. This is supported by some uncomplicated use of structural and linguistic features	A broad grasp of purpose and audience giving a straightforward direction to the writing
CL 2	Generally effective development supported by an increasingly fluent style to develop interest	Combines conscious structuring with an attempt to use some structural and linguistic devices in order to develop interest	Purpose and audience is recognised and may be used to shape elements of the response
CL 3	Competent development and a developing lively style combine to maintain interest	Proficient structuring, allied to the conscious use of a series of structural and linguistic devices, helps to sustain engagement with the audience	Convincing sense of purpose and audience is evident and underpins the response
CL 4	Poised development and a confident style combine to command attention	Assured competence structuring is supported by the skilled use of a variety of structural and linguistic devices, actively cultivating a rapport with the audience	Confident understanding of purpose allied to an assured sense of audience

Task 1(i) Mark Grid	
Strands attained	Mark awarded
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)

Task 1(ii)			
	Sentence Structure/Use of Punctuation	Spelling	Range of Vocabulary
CL 1	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 uncomplicated vocabulary with occasional use of words for effect
CL 2	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 helps to engage the audience
CL 3	Deliberate manipulation of a range of sentence structures demonstrating conscious control of sentence variety for effect and a proficiently handled range of punctuation that enhances the writing	Accurate spelling of most words, although some errors with more problematic words will persist	A wide vocabulary is employed with increasing precision and accuracy
CL 4	Assured use of a wide range of sentence structures, supported by a confident deployment of a range of punctuation to facilitate fluency and meaning	Errors tend to be limited to one-off mistakes or the outcomes of ambitious attempts to use complex language	Extended, apposite vocabulary consciously used for effect

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

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 outlined above 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 examination of the features...a mainly accurate interpretation” (Developing and Sustaining Interpretations CL **3**)
- “A consideration...some appropriate explanations and conclusions” (Explaining and Evaluating CL **2**)
- “A range of appropriate supporting evidence is incorporated” (Selecting Material and Cross-Referencing CL **3**)

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

2
323

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.

Read the online article: “Crossing roads. Falling off climbing frames. Using iPads. Yes, all dangers to today’s children!” **Analyse** how the writer has presented his concerns: by expressing his views in an engaging manner/through the use of particular words and phrases to highlight his 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 his feelings in an engaging manner:

- the title begins with an unusual list of three because the first two we’d recognise as traditional dangers to children but the third, “Using iPads” is incongruous. It is then finished with an emphatic statement to re-affirm the writer’s view: “Yes, all dangers to today’s children!”
- the writer opens the article with an attention-grabbing short sentence: “Worrying news.” This is then supported by results from two pieces of research. The first is from “the National Association of Head Teachers”: “83% of principals report that cases are on the rise of four-year-olds... unable to speak properly!”. The second presents a worrying statistic about “techno-tots”
- the use of quotation marks signals the writer’s deep scepticism at the apparent excuse for the dreadful statement that parents don’t talk to their children: “The “pressures of modern family life” mean parents no longer have time to speak to their children”
- the writer uses a question to point out how unsatisfactory the modern bedtime routine is when compared with the old-fashioned one: “Whatever happened to warm milk and a good old bedtime story?”
- exaggeration linked to repetition is used to hold the reader’s attention and to highlight how widespread and frightening the writer feels this iPad babysitting has become: “We’ve all heard... looked... seen...”
- the writer uses a mix of honesty with conversational style based on personal experience to concede that he too has taken the easy option: “ “TV time” is often the hour (or two...OK, three) when parents can get their own work...done”
- the writer makes an effort to appear reasonable and balanced in order to strengthen his viewpoint: “You might try to argue that tablet computers assist”/ the triple – “Now I don’t want to sound like a...”/“No one said limiting screen time is easy”
- using a Q and A style to conclude the article, sustains interest to the end: “My advice for what it’s worth?... or, at least, decrease the dose.”

Using particular words and phrases to highlight his views:

- his choice of two well-known examples in the title before the final reference to iPads emphasises the seriousness of the current level of use: “Crossing roads. Falling off climbing frames. Using iPads.”
- the use of a simple adjective suggests the stark nature of the poll’s finding: “this scary fact”

- he uses vivid description to create an extremely negative vision of the future to scare the reader further: “nightmarish vision”/“mute zombies”/“permanently plugged into iPads”/ “pint-sized iPad addicts”
- use of the adverb “actually” suggests the writer’s incredulity at this parental behaviour: “10 per cent of under-fours are actually put to bed with at tablet to play with”
- he uses phrases in quotation marks to emphasise how common and unwelcome he believes these electronic advances are: “ “techno-tots” ”/“ “apptivity seats” ”
- alliteration adds emphasis to his awareness of the difficulties of modern parenting: “televisions and tablets can buy...pressured parents precious...moments ”
- the piece concludes with a list of three pieces of advice: “Swap...Be less...Just stop...”. Rhyme adds to the impact of his plea: “Be less ‘appy’ and more happy”. He uses a humorous pun to leave a lasting impression on the reader: “Just stop your kids swiping those tablets – or at least, decrease the dose!”

Using different types of sentences to add impact:

- the piece starts with a two-word sentence which attracts and grabs the reader’s attention as the reader is immediately forced to consider what this is: “Worrying news.”
- questions address the reader directly to increase their involvement: “Whatever happened to warm milk...bedtime story?”/ “My advice for what it’s worth?”
- use of parenthesis reflects/reinforces a conversational style while further highlighting what the writer views as appropriate play: “(running, climbing, making dens and making friends)”
- use of exclamations add to his alarmed tone: “cases are on the rise of four-year-olds arriving at primary school unable to speak properly!”/“under-fours are actually put to bed with a tablet to play with as they fall asleep!”
- the use of the ellipsis suggests that parents are as addicted as their children: “...after all, many parents have their noses permanently in their smartphones too”
- the final paragraph responds to the stand-alone question posed in the previous one-line paragraph: “My advice for what it’s worth?” It consists of three suggestions that sum up his message: “Swap clicks for bricks. Be less ‘appy’ and more happy. Just stop your kids swiping those tablets...”

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

Task 2 Reading Non-Fiction				
	Developing and Sustaining Interpretations	Explaining and Evaluating	Selecting Material	
CL 0	No creditworthy response	No creditworthy response	No creditworthy response	CL 0
CL 1	An uncomplicated consideration of some of the features in the bullet points results in some straightforward interpretations	A straightforward review supported by uncomplicated explanations	Some straightforward selection of relevant supporting examples may be evident	CL 1
CL 2	A consideration of the features highlighted in the bullet points supports an increasingly rounded interpretation of the text	A consideration of the bullet pointed features leads to some appropriate explanations and conclusions	An appropriate selection of supporting evidence is presented	CL 2
CL 3	An examination of the features highlighted in the bullet points is used to develop a mainly accurate interpretation	A range of appropriate explanations supports a series of sound evaluations	A range of appropriate supporting evidence is incorporated	CL 3
CL 4	A thorough and/or assured scrutiny of the features highlighted in the bullet points develops a confident interpretation	Secure analysis based on a range of perceptive evaluations	Accurate supporting evidence is precisely selected and deployed	CL 4

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