



*Rewarding Learning*

**General Certificate of Secondary Education  
January 2014**

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**English Language/English**

**Unit 1: Personal Writing and Reading  
Multi-Modal Texts**

**Foundation Tier**

**[GEG11]**

**THURSDAY 9 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 – taken from the Competence Level descriptors.

Additionally, the examiner will highlight:

- errors in spelling, syntax, punctuation and paragraphing – each error only to be circled/noted once.

At the conclusion of the response, the examiner will then select and write down two/three phrases from each of the two sets of Competence Level descriptors: initially **Writing (i)** and **(ii)** and then **Writing (iii)**. These will be selected to best summarise the candidate's achievement.

The process of selecting and noting these comments has the effect of helping the marker to assess which Competence Level best matches the candidate's achievement.

Once selected, the extent to which a candidate has met the requirements of that particular Competence Level will determine the point that has been reached within it.

The final element of the process is then to write down the mark to be awarded in each case.

The required style of marking will be evident from the pre-marked exemplar scripts that will be distributed to all examiners at every standardising meeting. These will have been marked and annotated by the senior examining team prior to each standardising meeting.

## **Studying Written Language (Reading): the marking process**

The first stage in the assessment of an individual response begins with the examiner highlighting what, within an answer, is creditworthy by:

- underlining and ticking valid points and relevant material
- writing positive, brief, marginal comments – taken from the descriptors for the Competence Levels

At the conclusion of the response, the examiner is required to select and write down the two/three phrases from the Competence Level descriptors that best summarise the candidate's achievement.

The process of selecting and noting these comments has the effect of assisting the marker to assess which level best matches the candidate's achievement.

Once selected, the extent to which a candidate has met the requirements of that particular Competence Level will determine the point that has been reached within the mark range for that level – top, middle or bottom.

The final element of the process is then to write down the mark to be awarded.

The required style of marking will be evident from the pre-marked exemplar scripts that will be distributed to all examiners at every standardising meeting. These will have been marked and annotated by the senior examining team prior to each standardising meeting.

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

## Section A: Personal Writing

### The Assessment Objectives

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

All are being assessed.

The 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. 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 “Incr 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 answer sits within the Competence Levels.
3. Write down the Competence Level from **Writing (i)** and **(ii)** that comes closest to encapsulating the overall achievement.

4. Finally, decide upon a mark by assessing the extent to which a candidate has met all of the requirements of the particular Competence Level. This will determine the point that has been reached within each – at the top, in the middle or at the lower end of the mark range. Write this mark down.

For example, a response that is judged to be mainly CL3 in terms of development and sense of audience but is more CL2 in relation to style, could be summarised as follows:

**(i) and (ii)**  
**S/f delib dev**  
**Overall sense purp                      CL3 10**  
**Elem style**

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 the **Writing (iii)**.

For example, a response that is judged to be mainly CL3 in terms of sentence structuring and punctuation but is more CL2 in relation to spelling could be summarised as follows:

**(iii)**  
**Contr s/f ss**  
**Gen sec bas punct                      CL3 5**  
**Us acc bas words**

**Write an essay for the examiner about something you have that you could not live without.** In your response you might want to: describe what it is that you could not live without/explain its importance, making clear what you feel about it and the reasons why you could not live without it.

**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 positive handling of the task that attempts to 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 the examiner as audience
- a use of tone that is meant to engage and sustain the audience's attention
- use of straightforward vocabulary that is in keeping with the task and audience and that, occasionally, may enliven the writing

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

- a sense of progression – the reader being led through the writer's selection
- the use of suitable 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 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 the rule of three, questions and 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
- some sense of purpose and/or audience
- some attempt at structuring using a rudimentary style

**Competence Level 2 [5–8]**

*Characterised by:*

- simple development, relating in an elementary manner
- a broad sense of purpose and/or audience that may be sustained
- a basic structure and an elementary style

**Competence Level 3 [9–12]**

*Characterised by:*

- straightforward, deliberate development
- a grasp of purpose and audience
- a logical structure with a straightforward style

**Competence Level 4 [13–16]**

*Characterised by:*

- generally effective development that maintains the reader's interest
- a recognition of purpose and audience
- a 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 control in sentence structuring, the more opportunity the candidate gives him/herself to attempt to sustain the reader'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 reader'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 reader's attention.
- Credit attempts at ambitious use of vocabulary, where the word may not always be accurately spelt but has been chosen carefully.

**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
- a limited vocabulary

**Competence Level 2 [3–4]**

*Characterised by:*

- a 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
- a narrow range of vocabulary

**Competence Level 3 [5–6]**

*Characterised by:*

- a controlled use of straightforward sentence structuring – some variety in sentence construction and length
- a 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
- a 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 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 & making c-refs
  - (ii) dev. and sustain interpretations
  - (iii) explaining and evaluating how a writer uses linguistic, grammatical and structural devices to achieve effects
- Task 3**
- (i) selecting material appropriate to purpose/collating & making c-refs
  - (ii) dev. and sustain interpretations
  - (iii) explaining and evaluating how structural and presentational features achieve effects and engage and influence the reader

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

### The required process of assessment

1. The following style of marking and annotation is to be used:
  - each response will be assessed on the basis of **a single reading**
  - in the margins insert brief affirmative comments drawn from the Competence Level descriptors to highlight positive achievement, for example – “reports”, “s/f com” or “purp explan”
  - 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.



**Compare and contrast** how **language** is used in **both** texts to **persuade** the reader that these are exciting and fun places to visit. In your response comment on **how** the **words** and **phrases** are used to **promote** each place.

**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 to develop and sustain interpretations that explain how a writer uses linguistic devices to achieve effects**. The overall performance is then assessed against the four Competence Levels (drawn from grade descriptors) in order to determine a mark that matches the candidate's achievement.

**Task specific checklist outlining the material that candidates at all Competence Levels may be expected to include in their responses.**

**Credit fully any other valid suggestions/comments.**

**How words and phrases are used to promote each place:**

- direct appeal is used at the beginning of both leaflets to highlight the fun in store for potential visitors at each venue: “Fun for all ages...that’s what you will find at Tulleys Farm”; “The Edinburgh Dungeon invites you to a feast of fun”
- language is used to emphasise each attraction’s unique features: “Dungeon” focuses on the idea of a scarily exciting day out: “Haunted Labyrinth”/“eerie ride”/“gruesomely fun task”; whereas “Tulleys” draws attention to the variety of mazes on offer for visitor enjoyment: “A-Maze-ing Adventure Park”/“The Dragon Maze...was the first to appear”
- persuasive devices are used in both leaflets to convince prospective visitors that these places would be exciting and interesting. The use of imperatives in “Tulleys” invite the reader to join in the fun: “Test your senses of direction & observation”/ “Jump, hide, duck & tunnel”/“pan for gem stones”; the use of an imperative and questions in “Dungeon” also directly involve the reader: “Enter the dark and terrifying labyrinth”/ “...but who will the judge pick on?”
- an enthusiastic tone is used in “Tulleys” to enhance the feeling of enjoyment to be had: “The Adventure Park where fun comes naturally”/“A barrel load of fun”/“Your country needs You!”/“... more were sure to follow!”; whereas “Dungeon” employs a melodramatic/exaggerated tone to appeal to those looking for a more spine-chillingly exhilarating experience: “...the court isn’t impressed and the punishment will be harsh!”/“A drummer boy disappeared without trace in these very caves”/ “Some travellers have gone missing”
- words and phrases are consciously manipulated in both leaflets to entice their audiences and to create a sense of anticipation. “Tulleys” tempts prospective visitors with non-threatening language such as: “getting there is all part of the fun”/ “something for everybody”/ “Tiny adventurers zone-ly!”; whereas the language used in “Dungeon” is directed at those looking for a more adventurous day out – “special effects transport you back”/ “Are you brave enough?”/“you may suffer the same dreadful fate”/ “the cannibal Sawney Bean...and is heading your way”
- “Tulleys” uses techniques such as puns and alliteration to reinforce a sense of light-hearted fun: “A-Maze-ing”/“Tiny adventurers zone-ly!”/“Football Frenzy”/“Fast & Fun”; whereas “Dungeon” deliberately uses language to reinforce a creepy/grisly atmosphere: “Haunted”/“eerie”/“black, bleak”/“gruesomely”/“terrifying”/“dreadful”/“beware”
- “Tulleys” draws attention to the wide variety of adventurous activities on offer: “action-packed Fun Yard”/ “Quad Barrel Train”/“Pedal Karts”; whereas “Dungeon” highlights the interactive nature of “Judgement of Sinners” and “The Cave of Sawney Bean” to add to the drama of these experiences: “This 18th century judge knows exactly what you have been up to”/“Sawney...is heading your way”

- details of activities on offer in “Tulleys” are intended to entice families with children: “Panning Dan & Diggy at the Gem Mine”/“Fun treasure trail”/“Toddler Terrain”; whereas “Dungeon” uses language to attract people who enjoy being scared: “Gruesome Goings-On”/“history’s horrible bits”/ “as his spirit wanders endlessly”/ “Implements of Torture”
- “Tulleys” promotes the mazes and their designer by using superlatives and flattering language: “instant attraction”/“fantastic...creations”/“world’s leading maze designer”/“previous achievements ... include”; whereas “Dungeon” specifically promotes a new attraction by including it twice in the advertising material: “NEW FOR 2014 Haunted Labyrinth”

### **Competence Level 0 (0)**

*Characterised by:*

- no creditworthy response

### **Competence Level 1 (1–5)**

*Characterised by:*

- **some basic sense** of how language has been used positively
- **reporting of a few obvious examples**
- a **very general linking** of the examples to their purpose of reinforcing a sense of excitement and fun

### **Competence Level 2 (6–10)**

*Characterised by:*

- **an understanding** of how some of these linguistic effects have been employed to generate a sense of excitement and fun
- reference to a **series of examples**, some of which will be supported by **straightforward comment**
- **some appropriate** use of **straightforward comparing and contrasting**

### **Competence Level 3 (11–15)**

*Characterised by:*

- **some overall consideration** of how the linguistic devices achieve their effects
- **some sense of a purposeful explanation** of how these effects have been **used to generate a sense of excitement and fun**
- **mainly appropriate** use of **comparing and contrasting** of evidence from **both sources**

**Compare and contrast** how **presentational devices** are used in **both** texts to build up the sense that these are exciting and fun places to visit. In your response comment on **how: images** and **colour** are used to create interest/**layout** adds to the appeal.

**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 to **explain how structural and presentational devices achieve effects to engage and influence the reader**. The overall performance is then assessed against the four Competence Levels (drawn from grade descriptors) in order to determine a mark that matches the candidate's achievement.

**Task specific checklist outlining the material that candidates at all Competence Levels may be expected to include in their responses.**

**Credit fully any other valid suggestions/comments.**

### **The use of images and colour:**

- the predominant background colour of “Tulleys” is green to convey a sense of healthy outdoor activities; whereas in “Dungeon” the background colours are darker and convey an eerie, threatening atmosphere
- a combination of colour and design is used to ensure the names of both visitor attractions are highly visible to the reader: the reader’s eye is drawn in “Tulleys” to the red triangle centre top with the name superimposed on top, enhanced with rays of light and a small image of maize “growing”; in “Dungeon” the name is written in dripping blood to create a spooky effect which reflects the gory nature of the activities on offer
- “Tulleys” uses soft pastel colours, mainly yellow and blue, to convey the sense of a happy, friendly place; whereas “Dungeon” uses red and ghostly white to highlight faces, the labyrinth and Sawney Bean’s cave to convey a creepy, eerie and bloodcurdling mood
- in order to promote their major attraction “Tulleys” give prominence to images of the mazes and families enjoying their walks through them to engender a sense of a pleasant day out; “Dungeon” also features images of their main visitor draws but, in contrast, the images of families with terrified expressions, ghostly figures in the haunted labyrinth, bats, skulls and Sawney Bean looking suitably mean and nasty are all intended to create a scary effect
- “Tulleys” uses cartoon drawings of Panning Dan and Diggy, happy smiling children enjoying the Wagon Ride and other fun activities to appeal to families; whereas “Dungeon” uses images of the judge and Sawney Bean looking directly at the reader and reaching out threateningly – these, along with the image of people ensnared/trapped in the net, are deliberately intended to reinforce an atmosphere of possible danger, thrills and adventure

### **The layout:**

- “Tulleys” uses the tagline “The Adventure Park where fun comes naturally” to initially draw the reader in – the curved shape and font style conveys fun and echoes the curved border at the bottom; “Dungeon’s” tagline “Scotland’s Bloody History Live!” is given prominence in the middle of the leaflet and thrilling interactive scenarios are featured above and below
- the word “naturally” in “Tulleys” tagline is underlined to reinforce the environmentally friendly nature of the mazes; in “Dungeon” the words “Scotland’s” and “Live!” are in bigger font, along with the use of an exclamation mark, emphasises the fact that history is re-enacted in a dramatic way

- both leaflets use a collage effect of images to generate excitement and anticipation in their audiences as well as to reinforce the impression of the huge variety of activities on offer in both places
- “Tulleys” draws the reader’s attention to the wide range of activities on offer by using a long list of bullet points in a dominant central position; whereas “Dungeon” highlights the new haunted labyrinth attraction by featuring this subheading twice so that the reader cannot fail but see it
- “Tulleys” reinforces the sense of a fun place in the curved shaped border at the bottom with happy children travelling in the Quad Barrel Train ride – the list of activities is repeated following the curved shape and the reader’s attention is drawn to “A-Maze-ing Parties and “The Gem Mine”; in “Dungeon” the reader is made aware of the gruesome attraction of “The Cave of Sawney Bean” by the prominent position on the right of what appears to be a torn out, blood-splattered page of an ancient book
- A mix of fonts is used in both leaflets. In “Tulleys” they help to create a personal, fun-filled and child-friendly atmosphere; whereas in “Dungeon” the blood-curdled effect and antique style reinforce the nature of this attraction.

#### **Competence Level 0 (0)**

*Characterised by:*

- no creditworthy response

#### **Competence Level 1 (1–3)**

*Characterised by:*

- a **basic recognition** that use has been made of presentational devices
- **some reporting/describing** of the most **obvious** presentational features
- a **very general linking** of the examples of these devices to their purpose

#### **Competence Level 2 (4–6)**

*Characterised by:*

- **an understanding** of how some of these presentational devices achieve their effects
- reference to a **series of examples**, some of which will be supported by **straightforward comment**
- **some appropriate use of comparing and contrasting** at a **straightforward level**

#### **Competence Level 3 (7–9)**

*Characterised by:*

- **some overall consideration** of how the presentational devices generate excitement and fun
- **some sense of a purposeful explanation** of how these devices have been **used to positively engage and influence the reader**
- **mainly appropriate use of comparing and contrasting** of evidence from **both sources**