



Rewarding Learning

**General Certificate of Secondary Education
January 2014**

English Language/English

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

Higher Tier

[GEG12]

THURSDAY 9 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 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 for **Writing (i)** and **(ii)** and then for **Writing (iii)**. These will be selected in order 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 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 Assistant 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 –“*rec of p and a*”, “*comp dev*” or “*clear struct*”
 - 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 piece of the response. Only use snippets from these 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 Levels for **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)
Comp dev
Prof struct **CL3 10**
Increas fluent 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 **Writing (iii)**.

For example, for a response that is judged to be mainly CL3 in terms of sentence structuring and punctuation but is more CL2 in relation to spelling, the following would offer an adequate summary:

(iii)
Del manip
Prof punct **CL3 5**
Gen acc sp/w voc

Task 1 Personal writingResponse time: **45 minutes**Max. **16 marks**

Write an essay for the examiner about something you have that you could not live without.

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 task in such a way as to positively develop the reader's interest
- use of a style that builds a positive relationship with the 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 examiner as the audience
- a use of tone that is designed to engage and sustain the audience's attention
- use of vocabulary that is in keeping with the task and audience to enhance, enrich and enliven the writing.

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

- a sense of logical progression – the reader being led through the writer's choice and his/her reasons for it
- 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 audience's interest.

Use a variety of linguistic and structural features to support cohesion and overall coherence, demonstrating:

- a conscious varying of sentence lengths and types for effect
- the use of connectives to give coherence
- the use of rhetorical devices such as the rule of three, questions and hyperbole to develop interest and a rapport with the examiner.

Competence Level 0 [0]

Characterised by:

- no creditworthy response

Competence Level 1 [1–4]

Characterised by:

- straightforward, deliberate development
- a general grasp of purpose and audience
- logical structuring and an uncomplicated style

Competence Level 2 [5–8]

Characterised by:

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

Competence Level 3 [9–12]

Characterised by:

- competent development that clearly engages
- a secure awareness of purpose and audience
- proficient structuring with evidence of a conscious style that may be lively

Competence Level 4 [13–16]

Characterised by:

- poised and sophisticated development that commands attention
- conscious development of a positive rapport with the specified audience
- assured competence in terms of structure utilising a confident 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 award 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 the greater the degree of originality and control in structuring sentences, the more opportunity the candidate gives him/herself to establish a positive rapport with the reader.
- More control of sentences and variety in their structuring demonstrates a higher level of competence and is to 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, there is scope for creativity that can help to maintain the reader's interest. Greater control and variation merits a higher 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 ambitious use of vocabulary where the word may not always be accurately spelt but has been chosen carefully to capture a sense of the situation.

Competence Level 0 [0]

Characterised by:

- no creditworthy response

Competence Level 1 [1–2]

Characterised by:

- controlled use of straightforward sentence structuring – some variety in sentence construction and length
- generally secure use of basic punctuation to support sentence structure
- generally accurate spelling of straightforward, regular words
- uncomplicated vocabulary

Competence Level 2 [3–4]

Characterised by:

- increasingly sustained competence in the handling of a variety of sentence structures – occasionally 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

Competence Level 3 [5–6]

Characterised by:

- deliberate manipulation of a range of sentence structures – conscious control of sentence variety for effect
- proficiently handled range of punctuation that enhances the writing
- accurate spelling of most words
- extended vocabulary which is employed with increasing precision

Competence Level 4 [7–8]

Characterised by:

- assured use of a wide range of sentence structures that enhances the overall effect of the writing in terms of clarity, purpose and audience
- confident deployment of a full range of punctuation that facilitates fluency and complements meaning
- extended, apposite vocabulary used with precision – errors will be one-off mistakes or, occasionally, the outcome of ambitious attempts to use complex language

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 to engage and influence the reader.

The specific elements of the Assessment Objectives addressed by Tasks 2 and 3:

- Task 2**
- (i) selecting material appropriate to purpose/collating and 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 and 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 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 use brief affirmative comments drawn from the Competence Levels descriptors to summarise positive achievement, for example – “*s/f explan*”, “*mainly purp c and c*” or “*assur eval*”
 - use underlining and ticking to point out creditworthy material and 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 comes closest to encapsulating the overall achievement of the response.

4. The final stage in the process is to decide upon a final 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 a CL2 response could be summarised as follows:

Mainly purp c and c
Comp explan **CL2 8**
Range approp evid

Compare and contrast how language has been used in both texts to persuade the reader that each offers interesting and engaging ways of learning about different aspects of the Titanic.

How AOs (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 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.

This task specific checklist outlines the material that candidates at all Competence Levels may be expected to include in their responses. **Credit fully any other valid suggestions/comments.**

Language used to persuade:

- both use a variety of persuasive language techniques to capture the reader's interest:
 - direct address: "you won't miss out"/"but how much do you really know..." in "Titanica"; "you can take the same journey"/"see how much you've really learned" in "Titanic Journey"
 - colloquial language and puns are used in "Titanica": "'Cool things to see'"; "go deeper at nmni.com"; word play is also used in "Titanic Journey": "the haunting parallels" under the heading "Ghosts"
 - powerful adjectives: "mighty"/"amazing" in "Titanica"; "freezing"/"pitch black"/"crushing weight ... intensifies" in "Titanic Journey"
 - language to emphasise scale: "the mighty ship"/"great ships like Titanic" in "Titanica"; "once great liner"/"once majestic liner and pride of Belfast" in "Titanic Journey"
- both use a series of commands to add to the reader's engagement with the material: "Prove it"/"Come inside"/"Watch a Titanic launch ticket being printed" in "Titanica" and "Join the sub"/"Browse our footage"/"Use these to create your own ... projects" in "Titanic Journey". In "Titanica", "Follow our Titanic trail" suggests an activity-based experience; whereas "Join the sub ... descending into the icy depths" in "Titanic Journey" creates a sense of being part of the adventure
- dramatic language is used to hold the reader's attention and encourage participation. In "Titanica" it reassures the reader that the whole experience will entertain: "Finding everything is going to be fun"/"Stock up on traditional treats"; whereas in "Titanic Journey" it stresses the learning opportunities by using imperatives: "Find out how"/"Learn about"/"Watch as the submarine navigates"
- the two texts each have a very different focus and different target audiences. In "Titanica" the positive feel in the succinct and comprehensive language is more appropriate for younger readers and families: "Kids Trail"/"yummy treats"/"Cool things"; whereas in "Titanic Journey" the language is more formal and sophisticated in style in approach to reflect an older target audience: "a mission to the wreck"/"light from the surface disappears"/"Browse"/"Observe"
- both texts involve action from the reader by positively encouraging further activity to extend the experience using verbs and imperatives: "get inspired, be creative" in "Titanic Journey"; "Titanica" offers souvenirs of the experience: "have your photo taken in historical clothing"/"take one home with you!"
- both offer interactive engagement with the material: "Titanica" encourages the reader to "put stickers beside each of the must-see cool locations as you are going along"; whereas "Titanic Journey" offers "take part in our special interactive quiz to see how much you've really learned"
- both make use of engaging sensory details to inform and intrigue the reader: in "Titanica" we are told "Coal was burned to make steam that powered great ships like Titanic" and in "Titanic Journey" it draws our attention to the "coal on the ocean floor"

- “explore/engage/enjoy” the alliterative tagline and the “UFTM” heading both have a direct appeal in “Titanica”; whereas the BBC’s “Titanic Journey” uses the chronological headings and highlights the website to engage the reader’s interest: “Journey to the Bottom”; “Ghosts” ; “bbc.co.uk/titanic”

Competence Level 0 [0]

Characterised by:

- no creditworthy response

Competence Level 1 [1–5]

Characterised by:

- **some overall consideration** of how some of the linguistic devices have been used
- **straightforward explanation** of how these devices have been used to engage
- **mainly appropriate** use of **comparing and contrasting** of evidence from **both sources**

Competence Level 2 [6–10]

Characterised by:

- **some evaluation** of how a series of linguistic devices has been deployed to achieve effects
- **competent explanation** of how these devices have been used to engage
- the development of a **clear interpretation** of the stimulus materials through **mainly purposeful comparing and contrasting** of a **range of appropriate supporting evidence** from **both sources**

Competence Level 3 [11–15]

Characterised by:

- a **thorough and/or assured evaluation** of a **range of the significant linguistic devices**
- **confident explanation** of how these devices positively influence and generate engagement
- the development of a **perceptive interpretation** of the stimulus materials through **focused comparing and contrasting** of a **range of precisely selected, supporting evidence** from **both sources**

Compare and contrast how **presentational devices** are used in **both** texts to develop interest and appeal for the reader. Analyse the use of **images, colour** and **layout** in your answer.

How Reading AOs (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 and 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.

This task specific checklist of evidence outlines 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:

- both focus on locations to create interest: in “Titanica” these are properties at the UFTM which recreate life in 1900s Belfast; whereas in “Titanic Journey” the backdrop consists of images of the wreck used to capture our imagination
- both use photographs to help generate the desired atmosphere: “Titanica” has inset photos of old shop and house fronts to intrigue the reader; whereas in “Titanic Journey” eerie close-up photos play a significant role in appealing to the audience
- “Titanica” uses a range of bright, cheery, colour-coded, numbered sketches of the locations of the buildings which are attractive, family friendly and unthreatening to younger readers; whereas in “Titanic Journey”, the dark, gloomy colours of the wreck suggest the disturbing underwater site
- both leaflets use images of the Titanic before the wreck: in “Titanica” the representation of the famous ship is stylised giving the impression of the Titanic steaming towards the reader; whereas in “Titanic Journey” there is an illustration of the ship hitting the iceberg to convey the drama and tragedy of the story
- the bright yellow strip with red and white star stickers is another appealing child-friendly detail in “Titanica” suggesting participation and success; whereas “Titanic Journey” uses the BBC Newline logo for local appeal

The use of layout:

- both use sections to split up the content: in “Titanica” coloured boxes set round the map are linked by their colour to a specific building of interest; whereas in “Titanic Journey” the numbered text sections follow the sequence of the writer’s trip down to the wreck of the Titanic
- in “Titanica” pictures are laid out round the map “Titanica The People’s Story”; whereas in “Titanic Journey” pictures of the shipwreck are used in their own right as well as being set as the background
- both use numbering to inform the reader of what’s in store. In “Titanica” the numbered headings are the names of interesting locations on the map, “2. Corner Shop”/“3. Kelly’s Coal Yard” and in “Titanic Journey” they chart the stages of the exciting journey to the wreck, “2. Preparing to Dive”/“3. Journey to the Bottom”

- “Titanica” offers an interactive aspect/detail: space is provided for stickers marking each property visited. This is aimed at attracting and entertaining younger readers. It also offers helpful information via icons displayed on the map. A key to these is clearly seen at the bottom of the map; whereas “Titanic Journey” offers an interactive website via a screen shot showing clearly the engaging details of the site
- in “Titanica” the roll of stars links the introductory text box to the map and adds to the appeal; “Titanic Journey” uses a more formal and ordered layout appropriate to the target audience and sombre story of the wreck

Competence Level 0 [0]

Characterised by:

- no creditworthy response

Competence Level 1 [1–3]

Characterised by:

- **some overall consideration** of how some of the presentational devices have been used
- **straightforward explanation** of how these devices have been used to appeal positively
- **mainly appropriate** use of **comparing and contrasting** of evidence from **both sources**

Competence Level 2 [4–6]

Characterised by:

- **some evaluation** of how a series of presentational devices has been deployed to create interest
- **competent explanation** of how these devices appeal positively
- the development of a **clear interpretation** of the stimulus materials through **mainly purposeful comparing and contrasting** of a **range of appropriate supporting evidence** from **both sources**

Competence Level 3 [7–9]

Characterised by:

- a **thorough and/or assured evaluation** of a **range of the significant presentational devices**
- **confident explanation** of how these devices positively interest and generate engagement with the potential reader
- the development of a **perceptive interpretation** of the stimulus materials through **focused comparing and contrasting** of a **range of precisely selected, supporting evidence** from **both sources**