New Specification

Rewarding Learning

General Certificate of Secondary Education

2011

English Language/English

Unit 1: Personal Writing and Reading Multi-Modal

Higher Tier

[GEG12]

WEDNESDAY 15 JUNE, AFTERNOON

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 questions, 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

The marking process is slightly different for the assessment of writing.

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)**.

These two assessments will be made discretely. They will be reached employing a Competence Level approach to that used in the assessment of: **Studying Written language (Reading)**. The process of awarding marks will be broadly similar to that outlined above.

There is one additional element that makes the assessing of **Writing** different from that employed in the assessment of **Studying Written (Reading)**. Inaccuracies in secretarial skills of writing **will** be highlighted by the examiner in this section of the exam as they are an integral element within the Assessment Objectives.

The first stage in the assessment of an individual task begins with the examiner highlighting what is creditworthy by:

- tickling valid points;
- underlining 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 (Writing **(i)** and **(ii)** and 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:

- ticking valid points;
- ticking 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

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 two required assessments

1. The following method of marking 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 – "*confid. aware*", "*comp. dev.*" or "*clear struct.*".
- Use 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 writing. 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 appropriate Competence Level.)

3. Next, on the principle of "best fit", select the Competence Level from **Writing (i)** and **(ii)** the one that comes closest to encapsulating the overall achievement in each case.

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.

For example, a response that is judged to be mainly Competence Level 3 in terms of development and sense of audience but is more Competence Level 2 in relation to style, could be summarised as follows:

(i) and (ii)
Comp. dev.
Prof. struct.
Increas. fluent style

CL3 10

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

For example, for a response that is judged to be mainly Competence Level 3 in terms of sentence structuring and punctuation but is more Competence Level 2 in relation to spelling, the following would offer an adequate summary:

(iii)
Del. manip.
Prof. punct.
Gen acc. sp./w. voc.

CL3 5

Task 1 – Personal Writing Testing **Writing (i) and (ii)** Response time: **45 minutes.** **Max. [16]**

Write about the place where you would really like to live.

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 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 attempts to outline 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 and effectively and imaginatively, demonstrating:
- a handling of the topic in such a way as to positively develop the reader's interest
- use of a style that builds a positive relationship with the 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 reader as 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 the writing.

Organise information and ideas into structured, sequenced sentences, paragraphs and whole texts demonstrating:
- a sense of logical progression – the reader being led through the writer's experience
- 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 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, etc. to develop interest and a rapport with the audience.

Competence Level 0 ([0])
Characterised by:
- no creditworthy response

Competence Level 1 ([1]–[4])
Characterised by:
- straightforward, deliberate development
- an overalll sense of purpose and audience
- a logical structure and a straightforward style

Competence Level 2 ([5]–[8])
Characterised by:
- a generally effective development that maintains the reader's interest
- a recognition of purpose and audience
- a clear structure underpinned by an increasingly fluent style

Competence Level 3 ([9]–[12])
Characterised by:
- a competent development that engages the reader
- a confident awareness of purpose and audience
- proficiently structured with evidence of a conscious style that may be lively

Competence Level 4 ([13]–[16])
Characterised by:
- a poised and sophisticated development that commands the reader's attention
- the conscious development of a positive rapport with the audience
- assured competence in terms of structure utilising a confident style

Task 1 – Personal Writing Testing **Writing (iii)** Response time: **45 minutes.** **Max. [8]**

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; using 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 attempt to sustain the reader's interest.
- More control of sentences and variety in their structuring demonstrates a higher Competence Level 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, competent usage can help to maintain the reader's interest. The greater control and variation in the use of punctuation, the higher will be the reward.
- A limited vocabulary spelt accurately is unlikely to capture the reader's attention. Examiners should credit ambitious use of vocabulary where the word may not always be accurately spelt but has been chosen with care to capture the essence of a situation.

Competence Level 0 ([0])
Characterised by:

- no creditworthy response

Competence Level 1 ([1]–[2])
Characterised by:

- a controlled use of straightforward sentence structuring – there may be evidence of some variety in sentence construction and length
- a generally secure use of basic punctuation to support sentence structure
- generally accurate spelling of straightforward, regular vocabulary
- some conscious use of vocabulary, e.g. a particular word for effect

Competence Level 2 ([3]–[4])
Characterised by:

- increasingly sustained competence in the handling of a variety of sentence structures – occasionally these may be used for effect
- the basics of punctuation – full stops, commas, exclamation and question marks – used accurately, adding clarity to the work
- generally accurate spelling, including some words with irregular patterns
- a greater precision in the use of a widening vocabulary

Competence Level 3 ([5]–[6])
Characterised by:

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

Competence Level 4 ([7]–[8])
Characterised by:

- an 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
- an 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 for Studying Written Language/Reading

(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 and engage and influence the reader.

The two tasks and how they meet the specific elements of the Assessment Objectives:

Task 2 **(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

Task 3 **(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

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 method of marking is to be used:
   - each response will be assessed on the basis of **a single reading**
   - use brief affirmative comments drawn from the Competence Levels descriptors to summarise positive achievement, for example – "*a sf*. *explan*", "*dev clear interp*" or "*assured eval*."
   - use ticking to point out creditworthy material
   - 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. Using the descriptors from the Competence Levels as a source, summarise briefly (in two/three phases) the most significant, positive features of the response. Only use only snippets from these descriptors for this summary.

3. On the principle of "best fit", select the Competence Level that comes closest to encapsulating the overall achievement of the response.

4. Decide upon a final mark by assessing the extent to which a candidate has met all 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. Only **after** these comments have been noted should a mark be awarded.

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

Comp. explan.
Approp. support. evid. } **CL2 6**

Task 2 – Focus – **Presentational Devices:** Response time: **12 minutes** **Max. [9]**

Compare and contrast how **presentational devices** are used in **both** DVD covers to make the films appealing to their audience. Analyse the use of **images**, **colour** and **layout**.

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 features 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 reflects the candidate's achievement.

Task specific checklist of evidence 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 colours:

- given the visual nature of DVDs both covers naturally rely heavily on image and colour to create their impact
- both front covers are built around a central image with the title prominently featured
- the similarity in the type of film is reinforced with the use of the similar sky backgrounds and similar colours
- the dominant bright, cheery colours (blue and red) match the light-hearted comic content of the DVDs
- some of the "action" from each DVD is featured giving an anticipatory glimpse at what the buyer can expect
- both covers indicate the style of film that can be expected: the "Bruce Almighty" cover is a comic representation of Michelangelo's painting of the Judgement of the Sistine Chapel with the hand of God giving special powers to Bruce; whereas the front cover of "Evan Almighty" is a comic representation of the Noah's Ark story, with images of animals posing in comic positions
- the comedy is mirrored in the smaller snippets of the movies presented on the back of the DVDs
- in "Bruce Almighty" the main character is dressed in casual clothes (back cover); whereas on the "Evan Almighty" cover the central character is dressed in a business suit, which suggests he is a more conservative character
- the 12 certificate is displayed very prominently on the front and back cover and the spine of the "Bruce Almighty" cover; whereas the PG Certificate is hard to spot amongst the detail on the back cover of "Evan Almighty"

The use of layout:

- the layout of the covers is very similar – major images and titles dominate the front covers and the back covers
- the film titles are emblazoned across the top of the front cover in red and white and in similar font
- both follow very similar formats for the back cover: barcodes; a collage of images; a segment given over to special features
- the layouts of the back of the DVDs are very similar: interwoven smaller images of snippets from the movies to enhance their appeal. They also feature a paragraph of text, as well as a section on special features that are designed to tempt the potential purchaser
- the "Evan Almighty" cover uses phrases from favourable reviews; whereas the "Bruce Almighty" cover offers an intriguing summary of the film
- the "Bruce Almighty" front cover contains a tagline to promote the film: "The guy next door just became the guy upstairs": whereas the "Evan Almighty" cover relies on a review "Laugh-Out Loud Funny"
- the spine of both DVDs are very similar in layout; featuring the titles and a head shot of the star of the movie. The spine of "Evan Almighty" features the two main stars
- there is concentrated technical text at the bottom of both back covers in small font. It is not very user-friendly - there is a profusion of logos all adding to the authenticity of the products but not really of significance in promoting them

Competence Level 0 ([0])
Characterised by:

- No creditworthy response

Competence Level 1 ([1]–[3])
Characterised by:

- some overall consideration of how the presentational devices achieve their effects
- a straightforward explanation of how these devices have been used to engage and influence the reader
- the development of an appropriate interpretation of the stimulus material through an uncomplicated comparing and contrasting of mainly appropriate evidence from both sources

Competence Level 2 ([4]–[6])
Characterised by:

- a clear evaluation of how the presentational devices have been deployed to achieve their effects
- a competent explanation of how these devices engage and influence the reader positively
- the development of a clear interpretation of the stimulus materials through a mainly proficient comparing and contrasting of a range of appropriate evidence from both sources

Competence Level 3 ([7]–[9])
Characterised by:

- an evaluation of the presentational devices that is thorough and/or assured
- a confident explanation of how these devices interact to positively influence and generate engagement within the target audience
- the development of a perceptive interpretation of the stimulus materials through purposeful comparing and contrasting, that draws together a range of precisely selected, supporting evidence

Task 2 – Focus – **Language: testing Reading (i), (ii) and (iii):** Response time: **20 minutes approx** **Max. [15]**

Compare and contrast how **language** has been used in **both** DVD covers to **persuade** you that these are fun and entertaining films.

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 a writer uses linguistic and structural 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 reflects the candidate's achievement.

Question 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 language used to persuade:

- "Evan Almighty" is marketed more aggressively than "Bruce Almighty" in that reviews are quoted in prominent positions: "Flat-Out Funny!" and "Laugh-Out-Loud Funny!" by contrast "Bruce Almighty" is more restrained and relies on the tagline: "The guy next door just became the guy upstairs". This tagline uses repetition of the word "guy" for comic effect
- both reviews use alliteration to reinforce a light-hearted tone: "side-splittingly"/"favorite funnyman"
- the repetition of the word "Funny" in the reviews of "Evan Almighty" reinforce the comic content of the film; whereas in "Bruce Almighty" the comic nature of the film is highlighted by the descriptions "funny comedy" and "hilarity breaks loose"
- "Evan Almighty" refers to "all ages" and "a great time for everyone" to make family appeal. "Bruce Almighty" just emphasises the comedy
- both DVDs use the back cover to present a synopsis of the movie to whet the appetite of potential buyers. Both outline the comic predicament that the main characters find themselves in
- the synopsis of "Bruce Almighty" uses a variety of persuasive language techniques: hyperbole, "all hilarity breaks loose"/superlatives: "Laugh master Jim Carrey"l"side splittingly funny"; powerful adjectives; "the always unpredictable Jim Carrey"; similarly, the synopsis of "Evan Almighty" also uses a variety of persuasive language techniques: direct address, "you don't want to miss"; hyperbole, "a comedy of all ages"l"Everyone's favorite funnyman"; powerful adjectives, "at his hilarious best"l"a great time for everyone!" A pun is used as a play on words with the title of the film, as well as rhyme to make this particular phrase stand out: "overnight success to almighty mess!"
- the language used to heighten expectations in the Special Features and Bonus Features sections promotes both DVDs: powerful adjective, "Hilarious outtakes"; pun, "Flooded with bonus features", hyperbole, "And much more!" The Bonus Features section of "Evan Almighty" uses a clever pun to get the audience's attention, "The Ark-itects of Noah's Ark"
- the technical and legal information has no real function as far as promoting the DVDs is concerned

Competence Level 0 ([0])
Characterised by:

- No creditworthy response

Competence Level 1 ([1]–[5])
Characterised by:

- a sound overall consideration of how linguistic devices achieve their effects
- a straightforward explanation of how these devices have been used to engage the audience and develop a positive and exciting mood
- the development of an appropriate interpretation of the stimulus materials through an uncomplicated comparing and contrasting of mainly appropriate supporting evidence from both sources

Competence Level 2 ([6]–[10])
Characterised by:

- a clear evaluation of how linguistic devices have been deployed to achieve their effects
- a competent explanation of how devices have been used in an attempt to engage and manipulate the audience as well as generating a positive and exciting mood
- the development of an interpretation of the stimulus materials through a drawing together of a range of appropriate supporting evidence from both sources

Competence Level 3 ([11]–[15])
Characterised by:

- an evaluation of linguistic devices that is thorough and/or assured
- a confident explanation of how these devices positively influence and generate engagement with the target audience
- the development of a perceptive interpretation of the stimulus materials through a purposeful comparison, drawing together of a range of precisely selected, supporting evidence