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GCSE ENGLISH LANGUAGE

J355 Mark Schemes for the Controlled Assessment Units

J355620113

J355

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GCSE English Language (J355)

MARK SCHEMES FOR THE CONTROLLED ASSESSMENT UNITS

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Released June 2011
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GCSE ENGLISH LANGUAGE

A651/Mark Scheme Extended Literary Text and Imaginative Writing

CONTROLLED ASSESSMENT
MARK SCHEME

A635590113

A651

INFORMATION FOR TEACHERS

- **Section A** is worth **30** marks.
- **Section B** is worth **30** marks.
- The total number of marks for this paper is **60**.
- This document consists of **8** pages. Any blank pages are indicated.

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Section A : Extended Literary Text Marking Criteria
Candidates submit **one** task for assessment. The task is marked out of **30** marks using the marking criteria below.

Band	Marks	Descriptors AO3
1	**30** **29** **28** **27**	• A cogent and explicitly relevant response • Explores and evaluates a range of interpretations of language and structure as appropriate • Analyses in detail the writer's perspective • Precise quotations/comparisons enhance analysis of writer's intentions
2	**26** **25** **24** **23**	• A personal and persuasive response • Develops interpretations and evaluates language and structure as appropriate • Identifies and discusses writer's perspective • Apt quotations/comparisons are used to illuminate meaning
3	**22** **21** **20** **19**	• A personal, well developed and critical response • A clear understanding of how meaning is conveyed, evaluating language and structure as appropriate • Well selected quotations/comparisons enhance analysis
4	**18** **17** **16** **15**	• A personal and critical response • Understands and demonstrates how meaning is conveyed • Quotations/comparisons used to justify views
5	**14** **13** **12** **11**	• Begins to develop a personal and relevant response • Understands some of the ways meaning is conveyed • Uses quotations/simple comparisons to support views
6	**10** **9** **8** **7**	• Makes some comments relevant to task • Some attempt to show how meaning is conveyed • Quotations/comparisons used to make simple points
7	**6** **5** **4** **3**	• Describes some of the main features of a text in attempting to address task • Some awareness of how the writer achieves effects through simple comparison/quotations
8	**2** **1** **0**	• Some comments on text with very little or no relevance to task • Struggles to develop a response

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Section B Imaginative Writing

Candidates submit **one** task containing **two** parts for assessment. Each part is marked out of **30** marks using the marking criteria below (out of 20 marks for AO4i & AO4ii **and** out of 10 marks for AO4iii), giving a total of **60** marks. Divide the total by 2 to provide the overall mark out of **30** for this section.

Band	Marks	Descriptors AO4i & AO4ii	Marks	Descriptors AO4iii
1	**20** **19** **18**	*In this band a candidate's writing:* • shows sophisticated control of the material and makes effective use of linguistic devices. • demonstrates a sophisticated understanding of the task, addressing it with complete relevance and adapting form and style with flair to suit audience and purpose. • uses precise vocabulary which is fully suited to the purpose of the writing, conveying subtlety of thought and shades of meaning, and where appropriate is imaginative and ambitious in scope. • uses structure to produce deliberate effects, developing the writing coherently and skilfully from a confident opening which engages the reader to a very convincing and deliberate ending. • is organised into coherent paragraphs which are clearly varied for effect and used confidently to enhance the ideas and meaning.	**10** **9**	*In this band a candidate's writing:* • uses a wide range of sentence structures to ensure clarity and to achieve specific effects relevant to the task. • uses ambitious vocabulary with very few spelling errors. • uses punctuation consciously and securely to shape meaning, with very few errors.

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Band	Marks	Descriptors AO4i & AO4ii	Marks	Descriptors AO4iii
2	**17** **16**	*In this band a candidate's writing:* • shows full control of the material and makes some effective use of linguistic devices. • demonstrates a confident understanding of the task, addressing it with consistent relevance and adapting form and style with assurance to suit audience and purpose. • uses imaginative vocabulary which is appropriate to the purpose of the writing, conveying some subtlety of thought and shades of meaning, and where appropriate may show some ambition in scope. • uses structure consciously for effect, developing the writing coherently from an opening which engages the reader to a convincing and deliberate ending. • is organised into paragraphs which have unity, are varied for effect and are used to control the content and achieve overall coherence.	**8**	*In this band a candidate's writing:* • uses a range of sentence structures to ensure clarity and to achieve specific effects relevant to the task. • uses more complex and irregular vocabulary, almost always securely spelled • uses punctuation to shape meaning, mainly securely, with errors only in more complex, irregular structures.
3	**15** **14**	*In this band a candidate's writing:* • shows generally competent control of the material but may not always convey meaning clearly when using more ambitious linguistic devices and structures. • demonstrates a secure understanding of the task, addressing it in a relevant way and adapting form and style with confidence to suit audience and purpose. • uses varied vocabulary to create different effects which are mainly appropriate to the purpose of the writing, conveying thought and meaning clearly. • uses structure deliberately and with direction – a focused and interesting opening, events and ideas developed clearly and in some detail, an appropriate ending. • uses paragraphs of varying length and structure for effect, which effectively organise and link ideas and create an overall sense of coherence.	**7**	*In this band a candidate's writing:* • uses generally well controlled sentence structures which are varied in length and type and show evidence of being used deliberately to create specific effects appropriate to the task. • shows secure spelling of complex regular words and generally secure spelling of irregular or more complex vocabulary. • uses punctuation to enhance or clarify meaning – is accurate both within and between sentences, but may make some errors in complex sentence structures.

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Band	Marks	Descriptors AO4i & AO4ii	Marks	Descriptors AO4iii
4	**13** **12**	*In this band a candidate's writing:* • shows general control of the material; the response may be straightforward and controlled but linguistically unambitious or may lose some control in attempting something ambitious • demonstrates an understanding of the task, addressing it in a mainly relevant way with some evidence of adapting form and style to suit different audiences and purposes. • uses some variety of vocabulary to create different effects and to suit the purpose of the writing, but which may be imprecise or fail to convey shades of meaning. • uses structure with a sense of direction – a clear and focused opening, straightforward development of ideas, an attempt to achieve an appropriate ending. • is organised into paragraphs which may be varied for effect and which are carefully linked together to make the sequence of events or development of ideas clear to the reader	**6**	*In this band a candidate's writing:* • uses sentence structures which show some variety. May tend to repeat sentence types, lose control of more ambitious structures, or make some syntactical errors. • usually spells complex regular words securely; may make errors with irregular or more complex vocabulary. • uses punctuation in an attempt to create some specific effects; is usually accurate for sentence separation and sometimes within sentences, but may make less secure use of speech marks, colons and semi colons.
5	**11** **10**	*In this band a candidate's writing:* • may not always show control of the material; the response may be simple and controlled but linguistically unambitious, or may attempt something ambitious but tend to lose control. • demonstrates some understanding of the task, addressing it in a sometimes relevant way and with some attempt to adapt form and style to suit audience and purpose. • uses vocabulary to create some limited effects, which may however be too simple to convey shades of meaning, not fully understood or not appropriate and may contain some idiomatic errors. • uses structure with some sense of direction - a generally clear and focussed opening, some development of ideas, a limited attempt to achieve an appropriate ending. • uses paragraphs which may occasionally be varied for effect and/or are linked together to make the sequence of events or development of ideas fairly clear to the reader.	**5**	*In this band a candidate's writing:* • uses sentence structures which show a little variety; may tend repeat sentence types, lose control of more ambitious structures, and/or include syntactical errors. • usually spells simple regular vocabulary securely but may make errors with complex regular vocabulary. • uses punctuation which sometimes helps clarify meaning, usually accurately for sentence separation and sometimes successfully within sentences.

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Band	Marks	Descriptors AO4i & AO4ii	Marks	Descriptors AO4iii
6	**9** **8**	*In this band a candidate's writing:* • does not always show control of the material; the response may have a level of linguistic error that distracts the reader from the merits of the content. • demonstrates a limited understanding of the task and addresses it with some relevance, making a limited attempt to adapt form and style to suit audience and purpose. • uses vocabulary which is sometimes chosen for variety and interest but likely to be limited in range, sometimes inappropriate and may contain some idiomatic errors. • structures writing with some sense of direction which may not be sustained; a fairly clear opening, some limited development of ideas, some sense of an ending. • uses paragraphs which create some sense of sequence for the events or the development of ideas but which may lack unity or have little or no evidence of links between them.	**4**	*In this band a candidate's writing:* • uses repetitive sentence structures, which are mainly simple or compound, or lengthy with some sense of control. • usually spells simple regular vocabulary accurately but may make a number of typical errors. • sometimes uses punctuation accurately for sentence separation but has limited success with attempts to use it within sentences to clarify meaning.
7	**7** **6**	*In this band a candidate's writing:* • shows limited control of the material; the level of linguistic error may require the reader to re-read some sentences before the meaning is clear. • demonstrates a very limited understanding of the task, addressing it with occasional focus and making limited attempts to adapt form and style to suit audience and purpose. • uses vocabulary to create occasional variety and interest but which is likely to be very limited in range and often inappropriate with some idiomatic errors. • shows some signs of organisation and some sense of direction – a limited attempt to create an opening, very simple or rambling development of ideas, may come to a stop rather than achieving a deliberate ending. • uses paragraphs which may signal only obvious development of events or ideas, or which may be haphazard and lack clear links or overall unity.	**3**	*In this band a candidate's writing:* • uses simple repetitive sentence structures with little control of more complex ones and frequent syntactical faults. • spells some simple regular vocabulary accurately but makes random errors. • uses some basic punctuation with some success between sentences but, within sentences, usually misuses or omits it.

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Band	Marks	Descriptors AO4i & AO4ii	Marks	Descriptors AO4iii
8	**5** **4**	*In this band a candidate's writing:* • offers occasional relevant and comprehensible content, but density of linguistic error may require the reader to re-read and re-organise the text before meaning is clear. • demonstrates a little awareness of the task, addressing it with intermittent focus; form and style may occasionally be appropriate to audience and/or purpose, but this is unlikely to be deliberate • uses vocabulary which is very occasionally chosen for variety and/or interest but which is very limited in range and often inappropriate, with obvious idiomatic errors. • shows occasional signs of organisation and a very limited – if any – sense of direction. • uses paragraphs occasionally to signal very obvious changes in the direction of events or ideas, but which may need to be re-read or re-organised before the meaning is clear.	**2**	*In this band a candidate's writing:* • uses recognisable sentence structures, with some accuracy in the use of more simple ones. • uses erratic spelling which may be recognisable for most words but is accurate for only a limited number. • uses punctuation which is occasionally successful but is inconsistent and likely to be inaccurate.
Below band 8	**3** **2** **1** **0**	*In this band a candidate's writing:* • is very short or communicates very little, with some sections making no sense at all; may gain some marks where there is occasional clarity • shows almost no awareness of task, audience or purpose. • uses vocabulary which is seriously limited. • shows almost no signs of organisation or sense of direction. • uses paragraphs – if at all – in a haphazard way such that, in spite of re-reading and re-organising, very little sense emerges.	**1** **0**	*In this band a candidate's writing:* • uses spelling and punctuation so imprecisely that very little meaning is communicated.

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GCSE ENGLISH A643
ENGLISH LANGUAGE A652 Section A

Speaking and Listening

CONTROLLED ASSESSMENT
MARK SCHEME

A635580113

A643

INFORMATION FOR TEACHERS

- The total number of marks for this paper is **40**.
- This document consists of **4** pages. Any blank pages are indicated.

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Section A: Speaking and Listening Marking Criteria

Candidates submit **three** tasks for assessment. Each task is marked out of **40** marks using the marking criteria below, giving a total out of 120 marks. Divide the total mark by 3 to provide the overall mark out of 40 for this section.

Band/ Marks	**Communicating and adapting language** (Individual Extended Contribution)	**Interacting and responding** (Group activity)	**Creating and sustaining roles** (Drama-focussed activity)
Band 1 **40-32**	Candidates • highlight priorities and essential detail when communicating complex and demanding subject matter • use a sophisticated repertoire of strategies to meet challenging contexts and purposes • show an assured choice and flexible use of standard English vocabulary and grammar in appropriate situations	Candidates • sustain concentrated listening, showing understanding of complex ideas through interrogating what is said • shape direction and content of talk, responding with flexibility to develop ideas and challenge assumptions • initiate, develop and sustain discussion through encouraging participation and interaction, resolving differences and achieving positive outcomes	Candidates • create complex characters and fulfil the demands of challenging roles through insightful choice of dramatic approaches • explore and respond to complex ideas issues and relationships in varied formal and informal scenarios
Band 2 **24-31**	Candidates • confidently convey and interpret information, ideas and feelings, emphasising significant points and issues • adapt and shape talk and non-verbal features to meet the demands of different situations, contexts and purposes • make appropriate, controlled, effective use of standard English vocabulary and grammar	Candidates • challenge, develop and respond to what they hear in thoughtful and considerate ways, seeking clarification through apt questions • analyse and reflect on others' ideas to clarify issues and assumptions and develop the discussion • identify useful outcomes and help structure discussion through purposeful contributions	Candidates • create convincing characters and roles using a range of carefully selected verbal and non-verbal techniques • respond skilfully and sensitively in different situations and scenarios, to explore ideas and issues and relationships

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Band/ Marks	**Communicating and adapting language** (Individual Extended Contribution)	**Interacting and responding** (Group activity)	**Creating and sustaining roles** (Drama-focussed activity)
Band 3 **16-23**	Candidates • effectively communicate information, ideas and feelings, promote issues and points of view • adapt talk to a variety of situations and audiences, using non-verbal features to add to impact • use a range of well-judged vocabulary and sentence structures to achieve different purposes, including competent and appropriate use of standard English	Candidates • listen closely and attentively, engaging with what is heard through perceptive responses • make significant contributions that move discussions forward • engage with others' ideas and feelings, recognising obvious bias or prejudice and referring to precise detail	Candidates • develop and sustain roles and characters through appropriate language and effective gesture and movement • make contributions to the development of situations and ideas, showing understanding and insight into relationships and significant issues
Band 4 **8-15**	Candidates • convey straightforward information and ideas, coherent accounts and narratives in extended turns • begin to adapt talk and non-verbal features to meet the needs of different audiences • use a variety of vocabulary and structures for different purposes, including appropriate features of standard English with reasonable accuracy	Candidates • respond positively to what they hear, including helpful requests for explanation and further detail • make specific, relevant contributions to discussion • allow others to express ideas or points of view that may differ from their own and respond appropriately	Candidates • show understanding of characters by creating straightforward roles using speech, gesture and movement • engage with situations and ideas, showing understanding of issues and relationships
Band 5 **0-7**	Candidates • briefly express points of view, ideas and feelings • sometimes develop detail to add interest to accounts, narratives and information, supported by appropriate non-verbal features • use straightforward vocabulary and grammar, showing awareness of some main features of standard English	Candidates • respond to what they hear, showing some interest, including non-verbal reactions • make brief, occasional contributions and general statements in discussion • follow central ideas and possibilities in what they hear and raise straightforward questions	Candidates • draw on obvious and sometimes stereotypical ideas to create simple characters • react to situations in predictable but appropriate ways, demonstrating some understanding of relationships and familiar ideas

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GCSE ENGLISH LANGUAGE

A652/Mark Scheme Spoken Language

CONTROLLED ASSESSMENT
MARK SCHEME

A635600113

A652

INFORMATION FOR TEACHERS

- **Section B** is worth **20** marks
- The total number of marks for this section is **20**.
- This document consists of **6** pages. Any blank pages are indicated.

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Section B: Spoken Language marking Criteria

Candidates submit **one** task for assessment. This task is marked out of **20** using the marking criteria below.

Band/ Marks	General Criteria	Section A	Section B	
		The study of spoken language of a public figure	**Language, Media and Technology**	**Language and Society**
Band 1 **18-20**	Candidates • show perception and originality • show analytical understanding of language variation and language choices, supported by cogent and precise references to texts/data • make subtle and discriminating comments on the detail of texts/data	Candidates show perception and originality when analysing • how they and others choose and adapt features and functions of spoken language to achieve specific outcomes in different situations • how speech and interaction patterns vary with different groups and contexts	Candidates show perception and originality when analysing • how they and others choose and adapt features and functions of spoken language to achieve specific outcomes in different situations • how specific characteristics of spoken language are influenced by changes in communities, societies and technologies	Candidates show perception and originality when analysing • how they and others choose and adapt features and functions of spoken language to achieve specific outcomes in different situations • how speech and interaction patterns vary with different groups and contexts
Band 2 **15-17**	Candidates • show insight and engagement • show analytical understanding of language variation and language choices, supported by well-selected references to texts/data • comment sensitively on the detail of texts/data	Candidates show insight and engagement when analysing • how they and others choose and adapt features and functions of spoken language to achieve specific outcomes in different situations • how speech and interaction patterns vary with different groups and contexts	Candidates show insight and engagement when analysing • how they and others choose and adapt features and functions of spoken language to achieve specific outcomes in different situations • how specific characteristics of spoken language are influenced by changes in communities, societies and technologies	Candidates show insight and engagement when analysing • how they and others choose and adapt features and functions of spoken language to achieve specific outcomes in different situations • how speech and interaction patterns vary with different groups and contexts

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Band/ Marks	General Criteria	Section A	Section B	
		The study of spoken language of a public figure	**Language, Media and Technology**	**Language and Society**
Band 3 **12-14**	Candidates • make a clear and sustained response • show sound understanding of language variation and language choices, supported by careful and relevant reference to texts/ data • comment with some thoroughness on the detail of texts/data	Candidates show sound understanding when analysing • how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts • ways in which speech and interaction vary and how these relate to social and other contextual factors	Candidates show sound understanding when analysing • how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts • how particular characteristics of spoken language are influenced by changes in communities, societies and technologies	Candidates show sound understanding when analysing • how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts • ways in which speech and interaction vary and how these relate to social and other contextual factors
Band 4 **9-11**	Candidates • make a reasonably developed response • show overall understanding of features of spoken language, including language variation and language choices, using appropriate support from texts/data • make some comment on features of texts/data	Candidates show overall understanding when discussing • how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts • ways in which speech and interaction vary and how these relate to social and other contextual factors	Candidates show overall understanding when discussing • how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts • how particular characteristics of spoken language are influenced by changes in communities, societies and technologies	Candidates show overall understanding when discussing • how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts • ways in which speech and interaction vary and how these relate to social and other contextual factors

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Band/ Marks	General Criteria	Section A	Section B	
		The study of spoken language of a public figure	**Language, Media and Technology**	**Language and Society**
Band 5 **6-8**	Candidates • begin to organise a response • show some understanding of language variation and language choices • give some support from texts/data	Candidates show some understanding when discussing • how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts • ways in which speech and interaction vary and how these relate to social and other contextual factors	Candidates show some understanding when discussing • how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts • ways in which speech and interaction vary and how these relate to social and other contextual factors	Candidates show some understanding when discussing • how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts • ways in which speech and interaction vary and how these relate to social and other contextual factors
Band 6 **4-5**	Candidates • make some relevant comment • show a little understanding of aspects of spoken language • give a little support from texts/data	Candidates show a little understanding when describing • how they and others choose and adapt features and functions of spoken language for specific purposes in different contexts • some common influences on spoken language and how these contribute to changes in vocabulary and usage	Candidates show a little understanding when describing • how they and others choose and adapt features and functions of spoken language for specific purposes in different contexts • some common influences on spoken language and how these contribute to changes in vocabulary and usage	Candidates show a little understanding when describing • how they and others choose and adapt features and functions of spoken language for specific purposes in different contexts • some common influences on spoken language and how these contribute to changes in vocabulary and usage

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Band/ Marks	General Criteria	Section A	Section B	
		The study of spoken language of a public figure	**Language, Media and Technology**	**Language and Society**
Band 7 **3-2**	Candidates • make a few straightforward comments about spoken language • occasionally refer to texts/ data	Candidates show some awareness when describing • how they and others choose and adapt features and functions of spoken language for specific purposes in different contexts • some common influences on spoken language and how these contribute to changes in vocabulary and usage	Candidates show some awareness when describing • how they and others choose and adapt features and functions of spoken language for specific purposes in different contexts • some common influences on spoken language and how these contribute to changes in vocabulary and usage	Candidates show some awareness when describing • how they and others choose and adapt features and functions of spoken language for specific purposes in different contexts • some common influences on spoken language and how these contribute to variety in vocabulary and usage
Band 8 **1-0**	Candidates • show a little awareness of spoken language • make some general comments	Candidates show a little awareness of • features and functions of spoken texts • influences on spoken language	Candidates show a little awareness of • features and functions of spoken texts • influences on spoken language	Candidates show a little awareness of • features and functions of spoken texts • influences on spoken language

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