

Rationale

Teachers may use this resource alongside the CCEA Assessment Criteria (pp 34 - 41 of the *CCEA GCSE Specification in English Language*). However, this *Clarification Document* is intended to supplement, not replace the CCEA Assessment Criteria.

The hope is that the *Clarification Document* will be useful in enhancing teachers' understanding of the CCEA Assessment Criteria resulting in the fair, consistent and accurate application of CCEA standards within and across all centres. We have illustrated standards by offering examples of responses across the full range of performance. These responses are presented in ascending order, and in such a way that teachers and their students may appreciate the standard of work associated with each Competence Level. We have opted to demonstrate performance by selecting snippets from whole responses to the set task title.

We have selected the following alternative themes (i.e. themes that are not listed for Unit 3 Controlled Assessment 2019 - 2024:

- **Task 1:** *Motivational Talk*
- **Task 2:** *Leadership*

It is intended that through the series of graduated examples contained in the *Clarification Document*, teachers and their students will be able to appreciate the features associated with each Competence Level. In particular, these examples will illustrate the different standards of performance across the three strands in each of the five different Competence Levels for each task.

- **Task 1 *The Study of Spoken Language*** (responses must be based upon **real talk**).

All five Task 1 examples are based upon the theme of *Motivational Talk* using a short excerpt from Martin Luther King's 'I Have a Dream' speech and a short excerpt from Steve Jobs' Commencement Address at Stanford University.

N.B. *While the examples contain cross-references across texts, cross-referencing both within and across texts can be credited.*

For example, in the excerpt from Steve Jobs' speech, an opportunity for cross-referencing within the text can be found in the following references to death: "I'll be dead soon", "the face of death" and "you are going to die".

For example, in the excerpt from Martin Luther King's speech, an opportunity for cross-referencing within the text can be found in the following references: "I have a dream that one day" culminating in "I have a dream today".

- **Task 2 *The Study of Written Language***

Whilst teachers are free to draw upon a wide range of literary texts for the basis of *The Study of Written Language* task, all five examples in the *Clarification Document* have been based upon a short extract from a single, but significant, incident from Jennifer Johnston's novel How Many Miles to Babylon? (1988 Penguin edition pp. 115-120). The theme is *Leadership*.

TASK 1: The Study of Spoken Language

Candidates must respond to **two Spoken Language texts**.

Candidates should focus on:

- **the language choices** which each speaker has deliberately chosen to create and elicit the desired **effect**;
- **the linguistic techniques and devices** employed by each speaker to create the intended **effect** and **impact** on the audience; and
- **the delivery techniques** used by each speaker, **their purpose and the influence of context**.

Motivational Talk

Title: Having listened to two speeches of your choice, discuss how effective each speaker is in terms of motivating the audience.

Teachers are encouraged to supply their students with criterion-referenced scaffolding, preferably in the form of a series of bullet points, appropriate to the expected level(s) of competence.

All of the sample responses are based on the following short extracts:

Commencement Address given on 12th June, 2005 by Steve Jobs, CEO of Apple Computer and of Pixar Animation Studios, to students at Stanford University

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

Martin Luther King: 28th August, 1963 (delivered on the steps of the Lincoln Memorial)

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today.

TASK 1 The Study of Spoken Language

Level	Standard of performance and content required to secure relevant Competence Level in each strand.
0	<ul style="list-style-type: none"> • Candidates will have made no creditworthy response
CL1	<ul style="list-style-type: none"> • Candidates will have reported/paraphrased some language choices from one or both sources with some attempt at basic cross-referencing. • Candidates will have offered basic description/identification of some linguistic techniques/key words from one or both sources. • There will be basic understanding of some delivery techniques. There may be some basic comment on purpose and/or context. <p>For example: <i>Steve Jobs tells the audience that he is going to die soon. He says that they should do whatever they want with their lives. He also tells them that they don't have 'something to lose' so they may as well do what they like. Martin Luther King speaks in a loud voice. He is talking about his dream. He says that everyone will be able to eat together and be free. He doesn't want his children to be judged because of their colour.</i></p>
CL2	<ul style="list-style-type: none"> • Candidates will have offered a straightforward selection of language choices. Straightforward cross-referencing will be used to support the response. • Candidates will have offered some straightforward explanation of the use of some linguistic techniques. • There will be straightforward understanding and/or cross-referencing of some delivery techniques and their purpose. There will be generally suitable comments on the influence of the contexts. <p>For example: <i>Steve Jobs is speaking to students graduating at Stanford University to talk to them about death and to tell them to make the most of their own lives. He tells them that he'll 'be dead soon' and that this has helped him to make the 'big choices in life'. He is calm all the way through the speech.</i></p> <p><i>The other speech is about a dream which Martin Luther King has. The word 'dream' is repeated four times. In his dream he sees the sons of slaves eating with the sons of slave owners. He thinks that this doesn't happen now in America because of the 'injustice'. An important part of his dream is that his own children won't be treated badly because of their skin colour. He is also calm like Steve Jobs but the way he speaks shows he really cares about what he is saying.</i></p>

Influence of context

Influence of context

Straightforward cross-referencing

CL3

- Candidates will have offered a competent selection of language choices and explanation of their intended effects. Appropriate cross-referencing will be used to support the response.
- Candidates will have offered appropriate explanations, occasionally insightful, of linguistic techniques and their potential effects.
- There will be competent understanding and/or cross-referencing of the use of delivery techniques and their purpose. There will be appropriate comments, occasionally insightful, on the influence of the contexts.

For example: *Steve Jobs is speaking to the students at Stanford University to try to motivate them to live life to the full. This is because he knows he is going to die soon and this has changed his attitude to life. On the other hand, Martin Luther King is speaking to a mostly black audience of 200,000 people from the steps of the Lincoln Memorial. White and black people were not equal in America at this time and he is sharing his dream of equality for the future. Jobs says that knowing he is going to die soon is 'the most important tool' that he ever encountered. He uses a list of three ('all external expectations, all pride, all fear of embarrassment or failure') to stress that what they think is important now will not matter when they get the news that life will soon be over. When he says the word 'truly' he stresses it so that they will listen to, and take in, the important message. He repeats the word 'all' to let them know that this applies to everything in their lives.*

Like Jobs, King uses repetition, deliberately repeating the key phrase 'I have a dream' at the beginning of each of the four sentences to show just how important the 'dream' is to him. 'Dream' is used as a metaphor as at this time in America, white and black people did not eat at the same 'table of brotherhood'. Also, he takes a pause after 'I have a dream' to keep the audience waiting for what comes next. He uses the word 'sweltering' rather than 'hot' to show how strong the 'injustice' and 'oppression' suffered by black people in places like Mississippi were at this time. He repeats 'I' to make his words seem really sincere. He also makes the speech very personal by referring to his own four children. He uses the word 'little' as he wants the audience to feel sorry for his children who will not be treated as equals because they are black.

Influence of context

Cross-referencing

Influence of context

Explanation of potential effects

Cross-referencing

Influence of context

Explanation of potential effects

CL4

- Candidates will have offered a good selection of language choices and some analysis of their intended effects. Well-selected examples from both sources will be purposefully cross-referenced.
- Candidates will have offered purposeful analysis of linguistic techniques and their intended effects.
- There will be analysis and/or cross-referencing of delivery techniques and their purpose. There will be meaningful comments on the influence of the contexts.

For example: *Steve Jobs is speaking to an audience of students at Stanford University. Aware that he is going to die soon from cancer his intention is to motivate these young people to live life to the full. On the other hand, Martin Luther King is speaking to a mostly black audience of 200,000 people from the steps of the Lincoln Memorial during the March on Washington for jobs and freedom. The purpose of the speech is to highlight the suffering of African-Americans as they struggle for Civil Rights. Although his aim is to motivate, Jobs delivers his speech in a very controlled and matter-of-fact manner especially as he is speaking about death, including his own death which is a very emotive and personal subject. He works at keeping his emotions in control so that there is no distraction from the central message, which is to inspire his audience to focus on the truly important things in life. Likewise, King remains calm throughout his speech as he does not want to stir up any trouble and take away from the Civil Rights dream of equality. Through using the metaphor 'trap of thinking', Jobs warns the students that they might fool themselves into thinking that the minor details of their daily lives are all-important when they are not. An important word used at the beginning of the speech is 'tool'. Jobs uses this word metaphorically to imply that he has made practical use of the knowledge of his impending death to change his priorities. King also makes use of a metaphor to paint a picture of an America in the future where everyone is equal. The idea of a 'Dream' is used because at this time in America white and black people would never have eaten at the same 'table of brotherhood'. The use of the word 'brotherhood' would suggest equality and justice for all, symbolised through sharing a meal. This shared equality is something that black people longed for but did not have in 1963.*

By deliberately stressing each word in the short sentence 'You are already naked' Jobs emphasises the students' vulnerability to focus them on the idea that they should live their lives to the full and that they have absolutely nothing to lose. King also stresses important words in his speech, for example the word 'sweltering' in the line 'a state sweltering with the heat of injustice, sweltering with the heat of oppression.' He wants to emphasise the extent of the inequality faced by black people in states like Mississippi suggesting how things could be better in his dream for the future.

Influence of context

Cross-referencing

Influence of context

Cross-referencing

Influence of context

Analysis

Cross-referencing

Analysis

Influence of context

Analysis

Cross-referencing

Analysis

CL5

- Candidates will have offered an excellent selection of language choices with confident analysis of their intended effects. There will be confident cross-referencing that demonstrates an appreciation of the nuances of the texts.
- Candidates will have offered a clearly focused evaluation of linguistic techniques and their intended effects.
- There will be confident evaluation and/or cross-referencing of delivery techniques and their purpose. There will be excellent comments on the influence of the contexts.

For example: *Steve Jobs is speaking to an audience of students at Stanford University at their graduation ceremony. Seeking to motivate them as they embark on their adult lives he uses his own cancer diagnosis to encourage them to ignore what many would consider to be significant driving forces in life and to focus on what he considers to be important, 'follow your heart.'* *On the other hand, Martin Luther King is speaking to a mostly black audience of 200,000 people from the steps of the Lincoln Memorial during the March on Washington for jobs and freedom. He is highlighting the injustice and the discrimination against the nation's African-Americans as they fight for Civil Rights while also providing a vision of an alternative future for all.*

The student audience will be immediately aware of the striking juxtaposition between the highly personal and emotive subject matter and the controlled, even detached, manner of delivery that Jobs uses. The subtle emphasis placed on key words and phrases such as 'almost everything', 'going to die' and 'already naked' is an attempt to highlight the message that life should be lived to the full. By maintaining a very measured approach and avoiding sentimentality, Jobs effectively inspires his audience to concentrate their attention on his message and not his situation. His diagnosis has forced him to re-evaluate his priorities in life and as he shares his story, he wants their attention, not their sympathy. This very calculated approach to such an emotive subject would have surprised, even shocked, some members of his audience.

In his simple, yet equally effective, address, King uses his considerable experience as a preacher to captivate his audience. The repetition of 'I have a dream', deliberately placed at the beginning of each sentence is used to drive home the vision of an alternative America with equality for all. This effectively creates in the audience a newfound sense of optimism as they begin to take some ownership of the 'dream'. The fact that he refers to his vision as a 'dream' makes it less threatening than other activists such as Malcolm X who spoke of the need for a revolution for Civil Rights. His desire not to provoke a violent reaction in his audience is reinforced by the controlled delivery of the speech. The restraint of both speakers, in very different contexts, is used to enhance the effectiveness of their message.

Through the words 'There is no reason not to follow your heart' Jobs makes a personal appeal to each individual. This is reinforced through the use of the double negative. These students have come to celebrate, but have been given a grim warning about death; this

Influence of context

Cross-referencing

Influence of context

Evaluation

Evaluation

Cross-referencing

Influence of context

Evaluation

Influence of context

Cross-referencing

will motivate the audience to also rethink their priorities so as to concentrate on the 'truly important'. By setting the 'sweltering heat of injustice' against the 'oasis of freedom and justice' King makes effective use of contrast to invite his audience to imagine a hell on earth being 'transformed' into a haven where all men are equal. The use of the word 'transformed' captures the extent of the change involved and further adds to the effectiveness of his vision, enabling the audience to imagine this new world of justice and equality.

Evaluation

Evaluation

TASK 2: The Study of Written Language

Candidates should focus on:

- demonstrating their **understanding** of the text(s);
- **the techniques** employed by the writer(s) to create intended **effects** on the reader; and
- **selecting material** appropriate to purpose.

Theme: Leadership

Title: Basing your response upon pages 115 -120 of How Many Miles to Babylon?, how effective do you consider Major Glendinning's leadership to be in this crisis situation?

Teachers are encouraged to supply their students with criterion-referenced scaffolding, preferably in the form of a series of bullet points, appropriate to the expected level(s) of performance.

All of the sample responses have been based on the following short extract from page 118:

'Ah,' grunted the Major suddenly. He went down on his knees. I crouched beside him, still staring at the back of his jacket. 'Torch. Hold it right down close to the ground. Here, get round to the other side. Mind the damn hole.' I felt my way round what was left of the man on the ground. He was quite oblivious to our arrival. 'Torch. Now, man.'

As the light hit his face the man began to scream again. I caught a glimmer of a wild blue eye and a splitting mouth. 'Run it slowly down his body. I don't think there's much hope. Down. Along this way. I must be sure. Oh, Jesus Christ.'

I could see his hands moving slowly, two browsing animals. He fumbled for a moment and shoved some sodden papers into my hand. 'Keep them. Hold the torch steady, damn you. By God, if only they'd given me soldiers instead of children.'

There was a small clink of metal on metal, infinitesimal. 'Far off most secret and inviolate Rose.'

'Shut up.'

TASK 2 The Study of Written Language

Level	Standard of performance and content required to secure relevant Competence Level in each strand.
0	<ul style="list-style-type: none">• Candidates will have made no creditworthy response
CL 1	<ul style="list-style-type: none">• Candidates will have made a basic response to the task, demonstrating a little understanding of the text(s).• Candidates will have offered some basic comments on some of the main features such as plot or character.• There will be some basic reporting of examples or incidents loosely related to the task. <p>For example: <i>The Major keeps talking the whole time and the other man says hardly anything. The man on the ground is screaming and the Major wants to see if he is badly hurt. The Major seems very annoyed.</i></p>
CL 2	<ul style="list-style-type: none">• Candidates will have made a straightforward response to the task, demonstrating an emerging understanding of the text(s).• Candidates will have offered straightforward comments on some of the ways meaning has been communicated such as language, themes and character.• There will be some specific examples from the text(s) to support straightforward opinions. <p>For example: <i>The Major is a good leader because he stays in charge all the time. I think that the other soldier feels that he should just keep quiet and do as he is told. The Major is rude when he says 'damn you' even though the other soldier hasn't done anything. It's even worse when he tells the other soldier to 'Shut up' when he spoke for the first time.</i></p>

CL 3	<ul style="list-style-type: none"> • Candidates will have made an appropriate response to the task, demonstrating a competent understanding of the text(s). • Candidates will have offered competent comments on features such as language, themes and character, with some explanation of their intended effects. • There will be relevant supporting examples from the text(s) to appropriately support the response. <p>For example: <i>I feel that Major Glendinning has some good leadership qualities because he takes command of this situation and gives orders which are short and to the point. A good example is when he said, 'Torch. Hold it down close to the ground.' because they were in no-man's-land and it would be dangerous for the light to be seen. However, a good leader should not insult his men by saying 'damn you' and 'Shut up' as if they were not important or by calling them 'children' rather than soldiers. Jennifer Johnston gets the character to say 'damn you' and 'Shut up' to let us see that he has no respect for Alec.</i></p>
CL 4	<ul style="list-style-type: none"> • Candidates will have made a clearly engaged, analytical response to the task, demonstrating a good understanding of the text(s). • Candidates will have offered a sustained interpretation of the main features of writer's craft such as language choices and devices, themes and characterisation, with purposeful analysis of their intended effects. • There will be purposefully selected material from within and/or across the text(s) to develop a cogent response. <p>For example: <i>Johnston uses short sentences to enable Glendinning to deliver abrupt but precise orders which gives the impression that he is in complete control of the situation. A good example of this is when he says, 'Run it slowly down his body....Down. Along this way. I must be sure'. Although he uses bad language such as 'damn' and 'damn you' this is because he is in a situation that no leader wants to be in by having to end the life of one of his men. When Alec dares to speak for the first time he is told to 'Shut up' which is not what we would expect from a leader. However, we can see that it is the stress of the situation that makes him behave in this way. Johnston gives us some idea of the terrible ordeal Glendinning has to endure by revealing details such as the 'wild blue eye' and 'splitting mouth'. These graphic details suggest that the soldier has been seriously wounded. The 'splitting mouth' indicates that he has been physically wounded and the 'wild blue eye' conveys his fear and panic. Even Glendinning is shocked by his wounds: 'Oh, Jesus Christ.' but we are reminded that he 'fumbled' for only 'a moment' before he kills the suffering soldier. By putting the screaming soldier out of his misery, Glendinning shows himself to be a compassionate and courageous leader.</i></p>

CL 5	<ul style="list-style-type: none"> • Candidates will have made a confident, evaluative response to the task, demonstrating an excellent understanding of the text(s). • Candidates will have offered a confident and perceptive interpretation of how key features such as language choices and devices, themes, characterisation and structure, are presented with assured evaluation of their intended effects. • There will be a precisely focused selection of illustrative material from within and/or across the text(s) to underpin a confident, analytical response. <p>For example: <i>Johnston allows readers to see Glendinning confront a nightmare situation and deal with it in a mechanically efficient way. For example, his movement is 'infinitesimal' to suggest minimum effort but perfect precision. Although we may not like him, we have to respect what he does. Through the metaphor, 'his hands moving slowly, two browsing animals' Johnston attempts to suggest his calm, clinical approach, particularly through the choice of the verb 'browsing'. This effectively conveys both his complete emotional detachment and the thoroughness of his actions, leaving the reader in no doubt that Glendinning is everything a leader should be. Unexpectedly, Alec quotes a line of poetry: 'Far off most secret and inviolate Rose'. Johnston uses this poetic reference to establish Alec as a well-educated and highly sensitive character and to create a contrast with the horror of the situation they are in. The spontaneous line of poetry is Alec's way of coping with the brutality of war. Glendinning's abrupt response 'Shut up' expresses his contempt for what he sees as unnecessary and sentimental. Some readers may see him as ruthlessly practical while others would feel alienated by his contempt for civilised emotion. The contrast between the lyrical poetry and the killing of a badly wounded soldier is most effective in conveying the trauma of the moment for the reader.</i></p>
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