UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Ordinary Level

ENGLISH LANGUAGE **1123/01**

Paper 1 Writing **For Examination from 2011**

SPECIMEN 2 MARK SCHEME

1 hour 30 minutes

MAXIMUM MARK: 60

Note: This specimen mark scheme is for guidance only; the actual mark scheme used at the time of examining may vary slightly in approach as well as contain fuller instructions to examiners.

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Section 1: Directed Writing

The **30** marks are allocated as follows:

Task Fulfilment	**15 marks**
Language	**15 marks**

The 'best fit' principle will be applied in the following tables.

TASK FULFILMENT

- Task Fulfilment means more than including the bullet/content points.
- No candidate should get above Band 3 for Task Fulfilment unless they have comprehended the scenario correctly and addressed all three content points (= 6 marks for reading).

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SECTION 1 TASK FULFILMENT MARK
Band 1 (15–13 marks) • Good understanding of purpose. • Clear awareness of situation and audience. • Format entirely appropriate. • All required points developed in detail, fully amplified and well organised. • Given information well used to justify personal opinion and interpretation. • Tone and register entirely appropriate.
Band 2 (12–10 marks) • An understanding of purpose. • An awareness of situation and audience. • Format appropriate. • All required points addressed but not always developed in detail. • Given information organised to support personal opinion. • Tone and register appropriate.
Band 3 (9–7 marks) • Some understanding of purpose. • Some awareness of situation and audience. • Format generally appropriate. • At least two required points addressed (and partially/fully developed). • Given information may not be logically used to support opinion. • Tone usually appropriate, although there may be slips of register.
Band 4 (6–4 marks) • Only partial understanding of purpose. • Some confusion as to situation and audience. • Format may be inappropriate. • At least one of the required points addressed (and partially/fully developed). • Given information may be used irrelevantly. • Tone may be uneven.
Band 5 (3–1 marks) • Misunderstanding of purpose. • Confusion as to situation and audience. • Little evidence of a specific format. • None of the required points addressed. • Given information misunderstood or irrelevant. • Tone may be inappropriate.
A mark of 0 should be given only when: • the response is totally incomprehensible ***or*** • the candidate has merely copied out the question or parts of it at random ***or*** • the question is not attempted at all.

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SECTION 1 LANGUAGE MARK
Band 1 (15–14 marks) • Highly accurate, apart from very occasional slips. • Sentence structures varied for particular effects. • Verb forms largely correct and appropriate tenses consistently used. • Vocabulary wide and precise. • Punctuation accurate and helpful. • Spelling accurate, apart from very occasional slips. • Paragraphs have unity, are linked, and show evidence of planning.
Band 2 (13–12 marks) • Accurate; occasional errors are either slips or caused by ambition. • Sentence structures show some variation to create some natural fluency. • Occasional slips in verb forms or tense formation, but sequence consistent and clear throughout. • Vocabulary precise enough to convey intended shades of meaning. • Punctuation accurate and generally helpful. • Spelling nearly always accurate. • Paragraphs have unity, are usually linked and show some evidence of planning.
Band 3 (11–10 marks) • Mostly accurate; errors from ambition do not mar clarity of communication. • Some variety of sentence structures, but tendency to repeat sentence types may produce monotonous effect. • Errors may occur in irregular verb forms, but control of tense sequence sufficient to sustain clear progression of events or ideas. • Simple vocabulary mainly correct; errors may occur with more ambitious words. • Spelling of simple vocabulary accurate; some errors in more ambitious words. • Punctuation generally accurate and sentence separation correctly marked, but errors may occur e.g. with direct speech. • Paragraphs may show some unity, although links may be absent or inappropriate.
Band 4 (9–8 marks) • Sufficiently accurate to communicate meaning, with patches of clear, accurate language. • Some variety of sentence length and structure, not always for particular purpose. • Errors in verb forms and tense consistency may cause uncertainty in sequence of events or disturb ease of communication. • Vocabulary usually adequate to convey intended meaning; idiom may be uncertain. • Spelling of simple vocabulary accurate, errors in more difficult words. • Punctuation used but not always helpful; occasional sentence separation errors. • Paragraphs used but may lack unity or coherence.
Band 5 (7–6 marks) • Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content. • Some simple structures accurate but script unlikely to sustain accuracy for long. • Errors in verb forms and tenses will sometimes confuse sequence of events. • Vocabulary limited, either too simple or imperfectly understood; some idiomatic errors likely. • Spelling of simple vocabulary accurate, frequent errors in more difficult words. • Simple punctuation usually accurate, but there may be frequent sentence separation errors. • Paragraphs used haphazardly.

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Band 6 (5–4 marks)

- Many serious errors of various kinds of 'single-word' type (i.e. they could be corrected without re-writing the sentence); communication established, although weight of error may cause some 'blurring'.
- Sentences probably simple and repetitive in structure.
- Frequent errors in verb forms and haphazard changes of tense confuse meaning.
- Vocabulary conveys meaning but likely to be simple and imprecise; significant idiomatic errors.
- Spelling may be inconsistent.
- Punctuation and paragraphing may be haphazard or non-existent.

Band 7 (3–2 marks)

- Sense usually decipherable but some error will be 'multiple' (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.
- Unlikely to be more than a few accurate sentences, however simple, in the whole composition.

Band 8 (1–0 mark)

- Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.
- Where occasional patches of relative clarity are evident, 1 mark should be given.
- The mark of 0 is reserved for scripts that make no sense at all from beginning to end.

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Section 2: Creative Writing

30 marks are allocated. The 'best fit' principle should be applied in the following table. Primary emphasis on quality of Language; comments on Content used to adjust mark within Band.

SECTION 2 MARK
Band 1 (30–27 marks) • **Highly accurate,** apart from very occasional slips. • **Sentence structure varied** for particular effects. • **Verb forms largely correct** and **appropriate tenses consistently used**. • **Vocabulary wide and precise**. • **Punctuation accurate** and helpful. • **Spelling accurate** apart from very occasional slips**.** • **Paragraphs have unity**, are linked, and show evidence of planning. ➢ Consistently **relevant**. **Interest aroused and sustained**. ➢ **Tone and register entirely appropriate.** ➢ **Discursive** essays are well developed, logical, even complex, in argument. ➢ **Descriptive** essays have well-developed images helping to create complex atmospheres. ➢ **Narratives** are complex, sophisticated, possibly tense, and may contain devices such as flashbacks.
Band 2 (26–23 marks) • **Accurate: occasional errors** are either slips or caused by ambition. • **Sentence structures show some variation to create some natural fluency**. • **Occasional slips** in **verb forms or tense formation** but **sequence consistent** and **clear** throughout. • **Vocabulary wide and precise enough** to convey intended shades of meaning. • **Punctuation accurate** and generally helpful. • **Spelling nearly always accurate.** • **Paragraphs** have **unity**, are usually **linked** and show some evidence of **planning**. ➢ **Relevant**. **Interest aroused and mostly sustained.** ➢ **Tone and register appropriate**. ➢ **Discursive** essays have clearly-defined, cohesive, logical stages in their argument. ➢ **Descriptive** essays have interesting images and range of detail, helping to create effective atmospheres. ➢ **Narratives** have effective detail creating character or setting, and may contain some sense of climax.

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Band 3 (22–19 marks)

- **Mostly accurate**; errors from ambition do not mar clarity of communication.
- **Some variety of sentence structures**, but tendency to repeat sentence types may produce monotonous effect.
- Errors may occur in irregular verb forms, but **control of tense sequence sufficient to sustain clear progression** of events or ideas.
- **Simple vocabulary mainly correct**; errors may occur with more ambitious words.
- **Punctuation generally accurate** and **sentence separation correctly marked**, but errors may occur e.g. with direct speech.
- **Spelling of simple vocabulary accurate**; some errors in more ambitious words.
- **Paragraphs may show some unity**, although links may be absent or inappropriate.

- ➢ **Relevant**. **Some interest aroused**, although there may some lack of originality and/or planning.
- ➢ **Tone usually appropriate**, although there may be slips of register.
- ➢ **Discursive** essays make a series of relevant points, with some being developed; linking of ideas may be insecure.
- ➢ **Descriptive** essays have satisfactory images, ideas and details which help to create atmosphere.
- ➢ **Narratives** are straightforward with proper sequencing of sentences.

Band 4 (18–15 marks)

- **Sufficiently accurate to communicate meaning**, with **patches** of clear, accurate language.
- **Some variety of sentence length and structure**, not always for particular purpose.
- **Errors in verb forms and tense consistency** may cause uncertainty in sequence of events or disturb ease of communication.
- **Vocabulary usually adequate to convey intended meaning**; idiom may be uncertain.
- **Punctuation used but not always helpful**; occasional sentence separation errors.
- **Spelling of simple vocabulary accurate**; errors in more difficult words.
- **Paragraphs used but may lack unity or coherence**.

- ➢ **Attempt to address topic** but there may be digressions or failures of logic. May lack liveliness and interest.
- ➢ **Tone may be uneven**.
- ➢ **Discursive** essays have mainly relevant points but may be only partially developed, with some repetition.
- ➢ **Descriptive** essays have some detail but may rely too much on narrative.
- ➢ **Narratives** are largely a series of events with only occasional details of character and setting.

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Band 5 (14–11)

- **Overall meaning never in doubt**, but errors sufficiently frequent and serious to **hamper precision** and distract reader from content.
- **Some simple sentence structures accurate but script unlikely to sustain accuracy for long**.
- **Errors in verb forms and tenses** will sometimes confuse sequence of events.
- **Vocabulary limited**, either too simple or imperfectly understood; some idiomatic errors likely.
- **Simple punctuation usually accurate**, but there may be frequent sentence separation errors.
- **Spelling of simple vocabulary accurate**, frequent errors in more difficult words.
- **Paragraphs used haphazardly**.

- **Some relevance**. **Some interest**.
- **Tone may be inconsistent.**
- **Discursive** essays make a few points but development is simple and not always logical; some obvious repetition of ideas.
- **Descriptive** essays are relevant but lack scope or variety.
- **Narratives** are simple, everyday or immature.

Band 6 (10–7)

- **Many serious errors of various kinds of 'single-word' type** (i.e. they could be corrected without re-writing the sentence); **communication established**, although weight of error may cause **some 'blurring'.**
- **Sentences probably simple and repetitive** in structure.
- **Frequent errors in verb forms** and haphazard changes of tense confuse meaning.
- **Vocabulary conveys meaning but likely to be simple and imprecise**; significant idiomatic errors.
- **Punctuation and paragraphing may be haphazard or non-existent.**
- **Spelling may be inconsistent**.

- **A little relevance**. **A little interest**.
- **Some recognition of appropriate tone**.
- In **Discursive** essays only a few points are discernable and the argument progresses only here and there.
- In **Descriptive** essays the overall picture is unclear.
- **Narratives** are very simple and may narrate events indiscriminately.

Band 7 (6–3)

- **Sense usually decipherable** but **some error will be 'multiple'** (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.
- **Unlikely to be more than a few accurate sentences**, however simple, in the whole composition.

- **Little relevance or interest**.
- **Tone may be inappropriate**.
- In **Discursive** essays only a very few points are discernable and the argument barely progresses.
- In **Descriptive** essays the overall picture is very unclear.
- **Narratives** are extremely simple and may narrate events indiscriminately.

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Band 8 (2–0)

- **Scripts almost entirely or entirely impossible to recognise as pieces of English writing**; whole sections make no sense at all.
- Where occasional patches of relative clarity are evident, 2 or 1 mark(s) should be given.
- The mark of 0 is reserved for scripts that make no sense at all from beginning to end.

➢ **Discursive** essays are rarely relevant and may well be disordered, as are **Descriptive** essays and **Narratives**.

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