



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Advanced Subsidiary Level and
Advanced Level

**ENGLISH LANGUAGE
LANGUAGE AND LITERATURE IN ENGLISH**

Paper 2 Composition

**8693/02
8695/02**

May/June 2009

ENGLISH LANGUAGE (HALF CREDIT)

Paper 1 Composition

0396/01

MARK SCHEME

Maximum Mark : 50

IMPORTANT NOTICE

Mark Schemes have been issued on the basis of **one** copy per Assistant examiner and **two** copies per Team Leader.

ENGLISH LANGUAGE 8693/2

Assessment Objectives

- Knowledge and understanding of features of English Language.
- Ability to write clearly, accurately and effectively for a particular purpose or audience.

Each composition is marked out of 25 marks, in accordance with the following general marking criteria.

To achieve Band 5 or above work needs to address the task chosen appropriately.

Section A: Narrative/Descriptive/Imaginative Writing

Band 1	22-25	<ul style="list-style-type: none"> • Imaginative, possibly original, appropriate approach to task, engaging audience; • Tightly controlled, appropriate structure; • Language used imaginatively to create specific effects on the reader; • Fluent, mature expression, achieves complex effects, with a high level of technical accuracy.
Band 2	18-21	<ul style="list-style-type: none"> • Imaginative approach to task, appropriate to audience and engaging interest; • Effective, appropriate structure; • Language used to create specific effects on the reader, narrative or descriptive as appropriate; • Fluent expression achieves effects; occasional technical errors will not impede expression.
Band 3	14-17	<ul style="list-style-type: none"> • Consistent focus on a relevant form and content, with an appropriate sense of audience; • Clear structure that fits the task; • Some effects of language are attempted and achieved, narrative or descriptive as appropriate; • Clear expression with some variety, a few technical inaccuracies.
Band 4	10-13	<ul style="list-style-type: none"> • Clear focus on relevant form and content, with some imaginative touches, an appropriate sense of audience; • Structure is in place though may not be fully consistent- may drift in and out of focus at times; • Appropriate effects of language are attempted, narrative or descriptive as appropriate; • Clear expression, a little unvaried or with a number of technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) which limit the ability to achieve effects.
Band 5	6-9	<ul style="list-style-type: none"> • Relevant form and content with some sense of audience; • Structure may not be fully apparent - may go on without clear narrative control or descriptive contrast; • Some effects of language are attempted, narrative or descriptive as appropriate; • Expression is clear but may not flow easily, with frequent technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation).
Band 6	2-5	<ul style="list-style-type: none"> • Evidence of attempted focus on some appropriate ideas for content, or a reasonable piece but not fully appropriate to the task; form may be less sure, e.g. a wholly narrative response to a descriptive task; • Lacks structure, may be diffuse, may ramble; • Occasional effects of language are created, narrative or descriptive as appropriate; • Expression is unclear at times; technical and structural problems (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) get in the way of the flow of the whole.
Band 7	0-1	<ul style="list-style-type: none"> • Work will be inappropriate to the task, confused or incoherent, with little grasp of suitable form or content. • Weakness of organisation and technical inaccuracy (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) will seriously impede the candidate's ability to create an

		overall impression.
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Section B: Discursive/Argumentative Writing

Band 1	22-25	<ul style="list-style-type: none"> • Interesting, lively, approach to task, possibly original, in appropriate form, and engaging audience; • Tightly controlled structure develops ideas in logical effective manner; • Wide range of language and rhetorical devices used effectively to explain, argue or persuade; • Fluent, mature expression, capable of complex argument, with a high level of technical accuracy
Band 2	18-21	<ul style="list-style-type: none"> • Thoughtful approach to task, appropriate in form, and engaging interest; • Effective, appropriate structure with clear exposition of ideas/argument; • Language and rhetorical devices used effectively to explain, argue or persuade; • Fluent expression capable of complex argument; occasional technical errors will not impede expression.
Band 3	14-17	<ul style="list-style-type: none"> • Consistent focus on relevant content and form, with an appropriate sense of audience; • Clear appropriate structure with some development; • Some language and rhetorical devices used to explain, argue or persuade; • Clear expression with some variety, a few technical inaccuracies.
Band 4	10-13	<ul style="list-style-type: none"> • Clear focus on relevant form and content, with some appropriate sense of audience; • Appropriate structure is in place though may not be fully consistent- may drift in and out of focus or digress at times; • Effects of language to explain, argue or persuade are attempted to some purpose, not always fully achieved; • Clear expression, a little unvaried or with a number of technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) which limit the ability to achieve effects
Band 5	6-9	<ul style="list-style-type: none"> • Relevant form and content with some sense of audience; • Structure may not be fully apparent-may be lacking in development or argument; • Some effects of language to explain argue or persuade are created; • Expression is clear but may not flow easily, with frequent technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation).
		<ul style="list-style-type: none"> • Work will attempt to be relevant, or a reasonable piece but not fully appropriate to the task, and will show some grasp of the topic under consideration; • Lacks structure, may leap from point to unconnected point, digress and ramble;

Band 6	2-5	<ul style="list-style-type: none"> • Occasional effects of language to explain, argue or persuade are attempted; • Expression is unclear at times; technical and structural problems (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) get in the way of the flow of the whole.
Band 7	0-1	<ul style="list-style-type: none"> • Work will be inappropriate to the task, confused or incoherent, with little grasp of the topic chosen; • Weakness of organisation and technical inaccuracy (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) will seriously impede the candidate's ability to create an overall impression.