



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education Ordinary Level

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**ENGLISH LANGUAGE**

**1123/01**

Paper 1 Writing

**For Examination from 2011**

SPECIMEN 2 MARK SCHEME

**1 hour 30 minutes**

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**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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This document consists of **9** printed pages and 1 blank page.



**Section 1: Directed Writing**

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

<b>Task Fulfilment</b>	<b>15 marks</b>
<b>Language</b>	<b>15 marks</b>

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).

## 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.

## 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.

**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.

## 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
<p><b><u>Band 1 (30–27 marks)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Highly accurate</b>, apart from very occasional slips.</li> <li>• <b>Sentence structure varied</b> for particular effects.</li> <li>• <b>Verb forms largely correct</b> and <b>appropriate tenses consistently used</b>.</li> <li>• <b>Vocabulary wide and precise</b>.</li> <li>• <b>Punctuation accurate</b> and helpful.</li> <li>• <b>Spelling accurate</b> apart from very occasional slips.</li> <li>• <b>Paragraphs have unity</b>, are linked, and show evidence of planning.</li> </ul> <ul style="list-style-type: none"> <li>➤ Consistently <b>relevant. Interest aroused and sustained</b>.</li> <li>➤ <b>Tone and register entirely appropriate</b>.</li> <li>➤ <b>Discursive</b> essays are well developed, logical, even complex, in argument.</li> <li>➤ <b>Descriptive</b> essays have well-developed images helping to create complex atmospheres.</li> <li>➤ <b>Narratives</b> are complex, sophisticated, possibly tense, and may contain devices such as flashbacks.</li> </ul>
<p><b><u>Band 2 (26–23 marks)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Accurate: occasional errors</b> are either slips or caused by ambition.</li> <li>• <b>Sentence structures show some variation to create some natural fluency</b>.</li> <li>• <b>Occasional slips in verb forms or tense formation</b> but <b>sequence consistent</b> and <b>clear</b> throughout.</li> <li>• <b>Vocabulary wide and precise enough</b> to convey intended shades of meaning.</li> <li>• <b>Punctuation accurate</b> and generally helpful.</li> <li>• <b>Spelling nearly always accurate</b>.</li> <li>• <b>Paragraphs have unity</b>, are usually <b>linked</b> and show some evidence of <b>planning</b>.</li> </ul> <ul style="list-style-type: none"> <li>➤ <b>Relevant. Interest aroused and mostly sustained</b>.</li> <li>➤ <b>Tone and register appropriate</b>.</li> <li>➤ <b>Discursive</b> essays have clearly-defined, cohesive, logical stages in their argument.</li> <li>➤ <b>Descriptive</b> essays have interesting images and range of detail, helping to create effective atmospheres.</li> <li>➤ <b>Narratives</b> have effective detail creating character or setting, and may contain some sense of climax.</li> </ul>

**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.

**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.



**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**.

