
ENGLISH LANGUAGE

1123/01

Paper 1 Writing

For Examination from 2018

SPECIMEN MARK SCHEME

1 hour 30 minutes

MAXIMUM MARK: 60

This document consists of **10** printed pages.

The assessment objectives for Sections 1 and 2 are:Assessment Objectives for Writing (**AO1**)

W1	Articulate experience and express what is thought, felt and imagined
W2	Sequence facts, ideas and opinions
W3	Use a range of appropriate vocabulary
W4	Use register appropriate to audience and context
W5	Make accurate use of spelling, punctuation and grammar

Assessment Objectives for Reading (**AO2**)

R1	Demonstrate understanding of explicit meanings
R2	Demonstrate understanding of implicit meanings and attitudes

Detailed Marking Instructions for Section 1: Directed Writing

Candidates are expected to:

1. write a speech which communicates information clearly, accurately and economically;
2. write between 200 and 300 words;
3. carry out the instructions as detailed on the question paper regarding the particular information required.

Candidates will be awarded up to 15 marks for following the task instructions and up to 15 marks for the language used.

Total marks for Section 1: **30**.

In order to fulfil these assessment objectives in Section 1, a 'best fit' principle is applied using the Task Fulfilment and Language band descriptors.

Section 1

- 1 Your best friend is a popular person at school and is very successful both inside and outside the classroom. Your friend is leaving the school to move overseas. Your teacher, Mr Johnson, asks you to make a speech to your classmates on the last day of term wishing your friend goodbye and good luck.**

Write your speech. You must include the following:

- **the name of your friend and where your friend is going**
- **why your friend is moving**
- **what you and your classmates will miss about your friend.**

Cover all three points above in detail. You should make sure your speech is both polite and friendly.

Start your speech, ‘Mr Johnson and friends...’

Task Fulfilment 15 marks		
Band 5	13–15	<ul style="list-style-type: none"> • Very good understanding of purpose. • Clear awareness of the specified situation and audience. • Text type 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 4	10–12	<ul style="list-style-type: none"> • Good understanding of purpose. • An awareness of the specified situation and audience. • Text type appropriate. • All required points addressed but not always developed in detail. • Given information organised to support personal opinion. • Tone and register appropriate.
Band 3	7–9	<ul style="list-style-type: none"> • Some understanding of purpose; may lack some focus. • Some awareness of the specified situation and audience. • Text type generally appropriate. • At least two required points addressed (and both are partially/fully developed). • Given information may not be logically used to support opinion. • Tone usually appropriate, although there may be slips of register.
Band 2	4–6	<ul style="list-style-type: none"> • Only partial understanding of purpose. • Some confusion as to the specified situation and audience. • Text type may be inappropriate. • At least one of the required points addressed (partially/fully developed). • Given information may be used irrelevantly. • Tone may be uneven.
Band 1	1–3	<ul style="list-style-type: none"> • Misunderstanding of purpose. • Confusion as to the specified situation and audience. • Little evidence of a specific text type. • None of the required points addressed. • Given information misunderstood or irrelevant. • Tone may be inappropriate.
Band 0	0	<ul style="list-style-type: none"> • Insufficient to meet the criteria for Band 1.

Language 15 marks		
Band 8	14–15	<p>Highly accurate writing, apart from very occasional slips.</p> <ul style="list-style-type: none"> • 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 7	12–13	<p>Accurate writing; occasional errors are either slips or caused by ambition.</p> <ul style="list-style-type: none"> • 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 6	10–11	<p>Mostly accurate writing; errors from ambition do not mar clarity of communication.</p> <ul style="list-style-type: none"> • Some variety of sentence structures, but a tendency to repeat sentence types may produce a 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.
Band 5	8–9	<p>Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language.</p> <ul style="list-style-type: none"> • 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.

Band 4	6–7	<p>Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.</p> <ul style="list-style-type: none"> • Some simple sentence structures accurate, but 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.
Band 3	4–5	<p>The writing has 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’.</p> <ul style="list-style-type: none"> • 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 2	2–3	<p>Sense usually decipherable but some errors will be ‘multiple’ (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.</p> <ul style="list-style-type: none"> • Unlikely to be more than a few accurate sentences, however simple, in the whole essay.
Band 1	1	<p>Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.</p> <ul style="list-style-type: none"> • Where occasional patches of relative clarity are evident, 1 mark should be given.
Band 0	0	<ul style="list-style-type: none"> • Insufficient to meet the criteria for Band 1.

Detailed Marking Instructions for Section 2: Composition

The 'best fit' principle is applied, as in the following table. Please note, the primary emphasis is on the quality of Language; descriptors for appropriateness and content are then used to adjust the mark.

Total marks for Section 2: **30**

Candidates are advised to write between 350 and 500 words.

Description

2 Describe some of the people in the crowd present at a public event.

(Remember that you are describing the people and not telling the story of the event.)

Argument

3 'Young people should obey their elders without question.' What do you think?

Give examples to support your views, which can be from your own experience if you wish.

4 What changes would you like to see take place in the next five years in your country?

Clearly present your argument by giving reasons for your views.

Narrative

5 Write a story which includes the sentence: 'You want me to lead the group but I don't think I have the right qualities.'

6 Write a story in which a fear of flying is an important part.

Quality of Language and Appropriateness and Content 30 marks		
Band 8	27–30	<p>Highly accurate writing, apart from very occasional slips; highly appropriate to chosen task type.</p> <p>Quality of Language</p> <ul style="list-style-type: none"> • 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. <p>Appropriateness and Content</p> <ul style="list-style-type: none"> • Consistently relevant. Interest aroused and sustained. • Tone and register entirely appropriate. • Descriptions have well-developed images helping to create complex atmospheres. • Arguments are well developed, logical, even complex. • Narratives are complex, sophisticated, possibly tense, and may contain devices such as flashbacks.
Band 7	23–26	<p>Accurate writing: occasional errors are either slips or caused by ambition; appropriate to chosen task type.</p> <p>Quality of Language</p> <ul style="list-style-type: none"> • 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. <p>Appropriateness and Content</p> <ul style="list-style-type: none"> • Relevant. Interest aroused and mostly sustained. • Tone and register appropriate. • Descriptions have interesting images and a range of detail, helping to create effective atmospheres. • Arguments have clearly defined, cohesive, logical stages in their development. • Narratives have effective detail creating character or setting, and may contain some sense of climax.

Band 6	19–22	<p>Mostly accurate writing; errors from ambition do not mar clarity of communication; mostly appropriate to chosen task type.</p> <p>Quality of Language</p> <ul style="list-style-type: none"> • Some variety of sentence structures, but a tendency to repeat sentence types may produce a 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. <p>Appropriateness and Content</p> <ul style="list-style-type: none"> • Relevant. Some interest aroused, although there may be some lack of originality and/or planning. • Tone usually appropriate, although there may be slips of register. • Descriptions have satisfactory images, ideas and details which help to create atmosphere. • Arguments make a series of relevant points, with some being developed; linking of ideas may be insecure. • Narratives are straightforward with proper sequencing of sentences.
Band 5	15–18	<p>Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language; sufficiently accurate for chosen task type.</p> <p>Quality of Language</p> <ul style="list-style-type: none"> • 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. <p>Appropriateness and Content</p> <ul style="list-style-type: none"> • Attempt to address topic but there may be digressions or failures of logic. May lack liveliness and interest. • Tone may be uneven. • Descriptions have some detail but may rely too much on narrative. • Arguments have mainly relevant points but may be only partially developed, with some repetition. • Narratives are largely a series of events with only occasional details of character and setting.

Band 4	11–14	<p>Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.</p> <p>Quality of Language</p> <ul style="list-style-type: none"> • Some simple sentence structures accurate but 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. <p>Appropriateness and Content</p> <ul style="list-style-type: none"> • Some relevance. Some interest. • Tone may be inconsistent. • Descriptions are relevant but lack scope or variety. • Arguments make a few points but development is simple and not always logical; some obvious repetition of ideas. • Narratives are simple, everyday or immature.
Band 3	7–10	<p>The writing has 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’.</p> <p>Quality of Language</p> <ul style="list-style-type: none"> • 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. <p>Appropriateness and Content</p> <ul style="list-style-type: none"> • A little relevance. A little interest. • Some recognition of appropriate tone. • In Descriptions the overall picture is unclear. • In Arguments only a few points are discernible and the argument progresses only here and there. • Narratives are very simple and may narrate events indiscriminately.

Band 2	3–6	<p>Sense usually decipherable but some errors will be ‘multiple’ (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.</p> <p>Quality of Language</p> <ul style="list-style-type: none"> • Unlikely to be more than a few accurate sentences, however simple, in the whole essay. <p>Appropriateness and Content</p> <ul style="list-style-type: none"> • Little relevance or interest. • Tone may be inappropriate. • In Descriptions the overall picture is very unclear. • In Arguments only a very few points are discernible and the argument barely progresses. • Narratives are extremely simple and may narrate events indiscriminately.
Band 1	1–2	<p>Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.</p> <p>Quality of Language</p> <ul style="list-style-type: none"> • Where occasional patches of relative clarity are evident, 2 or 1 mark(s) should be given. <p>Appropriateness and Content</p> <ul style="list-style-type: none"> • Arguments are rarely relevant and may well be disordered, as are Descriptions and Narratives.
Band 0	0	<ul style="list-style-type: none"> • Insufficient to meet the criteria for Band 1.