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Cambridge O Level

Cambridge Assessment International Education
Cambridge Ordinary Level

ENGLISH LANGUAGE **1123/11**

Paper 1 Writing **October/November 2017**

MARK SCHEME

Maximum Mark: 60

Published

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Question	Answer	Marks

MARKING of LANGUAGE Section 1 and Section 2

General Assessment Objectives for WRITING

W1. Communicate **appropriately**, with a clear awareness of purpose, audience and register.
W2. Communicate **clearly** and develop ideas coherently, at word level, at sentence level and at whole text level.
W3. Use **accurate** spelling, punctuation and grammar.
W4. Communicate **creatively**, using a varied range of vocabulary, sentence structures and linguistic devices.

The above objectives are assessed by impression, using as guides the Band descriptions in this mark scheme, any photostats (if available) and any exemplar marked scripts showing performance across the expected range of achievement.

Specific Assessment Objectives for Section 1: Directed Writing

To test the candidate's ability to:

1 write a **letter** which communicates information and persuades clearly, accurately and economically;

2 carry out the instructions as detailed on the question paper regarding the particular information required.

Detailed Marking Instructions for Section 1: Directed Writing

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

Task Fulfilment 15 marks
Language 15 marks

Note: Assessing task fulfilment means more than including the bullet/content points.

Note: Candidates who address only two points must be in Band 3 or below for TF.

Notation used in Section 1 to indicate where required information is addressed:

Tick 1 – why you agree that a School Council is important
Tick 2 – a brief summary of your personal qualities and achievements **and** why they make you suitable for the position
Tick 3 – the improvements to school life you would like to suggest first **and** why.

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Question	Answer	Marks

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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Question	Answer	Marks

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.
- 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 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.
- 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.

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Question	Answer	Marks

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 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 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 essay.

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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Question	Answer	Marks

Detailed Marking instructions for Section 2: Creative Writing

30 marks are allocated. The 'best fit' principle is applied, as in the following table. ***Note:*** **Primary emphasis is 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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Question	Answer	Marks

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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Question	Answer	Marks

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 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.**
- **Spelling may be inconsistent.**
- **Punctuation and paragraphing may be haphazard or non-existent.**

- A little relevance. A little interest.
- Some recognition of appropriate tone.
- In Discursive essays only a few points are discernible 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 essay.**

- Little relevance or interest.
- Tone may be inappropriate.
- In Discursive essays only a very few points are discernible 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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Question	Answer	Marks

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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