

**MARK SCHEME for the October/November 2009 question paper
for the guidance of teachers**

8695 LANGUAGE AND LITERATURE IN ENGLISH

8695/21

Paper 21 (Composition), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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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.

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Section A: Narrative/Descriptive/Imaginative Writing

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| 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

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| 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, with 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). |
| Band 6 | 2–5 | <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; • 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. |