

June 2003

**GCE ADVANCED SUBSIDIARY LEVEL AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 50**

**SYLLABUS/COMPONENT: 8693/02, 8695/02**

**ENGLISH LANGUAGE  
Paper 2 (Composition)**



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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.**

### Section A: Narrative/Descriptive/Imaginative Writing

- 0-1 Work will be confused or incoherent, with little grasp of suitable strategies for tackling this sort of piece. Matters of organisation and technical accuracy will seriously impede the candidate's ability to create an overall impression.
- 2-5 Work will attempt a clear focus, and there will be evidence of some appropriate ideas. Consistency of strategy may well be a problem, and there will be little sense of ambition or imagination at work. There will be technical and structural problems which will get in the way of the flow of the whole.
- 6-9 The work will show some attempt to shape a creative piece, although there will be clear limitations of understanding about what is possible and what will work in a piece of writing of this type. There will be evidence about decisions about point of view, although they may not be consistently maintained. Over-ambition may lead a candidate to try and do too much. Writing may well not flow easily, and there may be a lack of fluency and coherence, with frequent technical errors.
- 10-13 Sound work, with a clear focus, some imaginative effects, and a consistent point of view, though writing may not be sufficiently planned and may appear to be an unstructured outpouring rather than a carefully structured exercise. There will, however, be considerable substance for which credit can be given. There may be some lack of precision in expression or a number of technical errors, but these will not, for the most part, get in the way of a reader's ability to see the overall strategies and strengths of the piece.
- 14-17 Competent work with some ambition, whatever its strategies. The writing will be clear, with a sense of structure and purpose. There will be a clear sense of decisions being made in order to engage with an audience. There may be technical inaccuracies but they will not, for the most part, detract from the overall impression of competence given.
- 18-21 Proficient work, imaginative and with ambition, written in a fluent, consistent and effective style with an appropriate sense of structure. The writing will show an awareness of how language and form might serve to shape and enhance meaning. There may be a few technical errors, but the writing will flow and they will not impede expression.
- 22-25 Very good work, showing fluency and imagination and with ambition, whatever its strategies. There will be a distinctive sense of structure and purpose. The writing will show a strong awareness of how technique might serve to shape meaning. Work is entertaining and engaging, with a strong sense of audience. There is a high level of technical accuracy.

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### **Section B: Discursive/Argumentative Writing**

- 0-1 Work will be confused or incoherent, with little grasp of the topic chosen. Much may be irrelevant. Matters of organisation and technical accuracy will seriously impede the candidate's ability to make a case.
- 2-5 Work will attempt to be relevant and will show some grasp of the topic under consideration. There will be a lack of clear focus and ideas may seem thin and random, with little obvious connection to each other. Arguments will now be followed through effectively. Attempts at analysis and deduction from evidence may be limited. There will be technical and structural problems, which will get in the way of the flow of the whole.
- 6-9 The work will show some knowledge, understanding and grasp of the subject selected and a degree of basic relevance, but development of ideas and the seeing through of a case will be limited. There may be a degree of generalisation and a lack of detail and insight. Matters of structure and technical inaccuracy may get in the way of the flow of the whole.
- 10-13 Sound work, showing appropriate knowledge and understanding of the issue chosen. There will be evidence of relevant marshalling of argument and a fair sense of organisation. However, there may be inconsistency or an inability to sustain a topic, with occasional losses of focus. Nonetheless, there will be considerable substance for which credit can be given. There may be some lack of precision in expression or a number of technical errors, but these will not, for the most part, get in the way of a reader's understanding.
- 14-17 Competent work showing a sound knowledge and grasp of the topic under consideration. Ideas will be clearly presented and contain evidence of sustained argument. Although ideas may not be entirely original, the work will develop, clearly, explaining and exploring as it goes along. There will be a sense of structure and purpose to the writing. There may be technical inaccuracies but they will not, for the most part, detract from the overall impression of competence given.
- 18-21 Proficient work, showing good knowledge and grasp of the material, written in a fluent, consistent and effective style with an appropriate sense of structure. Insights should be reliable and well argued, offering elements of originality and reasoned argument. There should be clear illustration and exposition of ideas. There may be a few technical errors, but the writing will flow and they will not impede the expression of ideas.
- 22-25 Very good work, showing fluency and incisiveness in terms of ideas and expression. There will be a strong sense of structure, offering insight into the material under discussion. Thought is original or, if well established, interestingly and engagingly expressed. There will be a sense of clarity and maturity in the writing, with a persuasive style and a strong sense of audience. There will be a high consistency of technical accuracy.