

MARKING SCHEME 1123/1 – NOVEMBER 2001

PART ONE

Assessment Objectives

To test the candidate's ability to:

1. Produce a piece of continuous prose in accurate Standard English.
2. Respond relevantly to a task chosen from a number of alternatives.

Particular emphasis is placed upon the candidate's ability to:

- write sentences of various lengths and types, using a variety of sentence structures as an aid to meaning;
- use a wide vocabulary and suitable range of idiom with precision;
- punctuate accurately and helpfully;
- write in paragraphs which demonstrate internal unity and are appropriately linked;
- spell accurately over the full range of vocabulary used;
- respond with relevance and precision to the chosen topic;
- engage and sustain the interest of the reader.

The above objectives are assessed by impression, using as guides the following grade descriptions.

Grade Descriptions for the Assessment of Continuous Writing

A1/A2 (40 -36)

Apart from **very occasional slips**, the language is **highly accurate**. **Sentence structure is varied** and demonstrates the candidate's skill to use different lengths and types of sentences for particular effects. **Vocabulary is wide and precise**. **Punctuation is accurate** and helpful to the reader. **Spelling is accurate** across the full range of vocabulary used. **Paragraphs have unity**, are linked, and show evidence of planning. The topic is addressed with **consistent relevance**; the **interest** of the reader is **aroused and sustained**.

B3/B4 (35 -31)

The language is **accurate**; **occasional errors** are either slips or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood. **Vocabulary is wide enough** to convey intended shades of meaning with some precision. **Sentences show some variation** of length and type, including the confident use of complex sentences. **Punctuation is accurate** and generally helpful. **Spelling is nearly always accurate**. **Paragraphs show some evidence of planning**, have unity and are usually appropriately linked. The **response is relevant**, and the **interest** of the reader is **aroused and sustained** through most of the composition.

C5/C6 (30 -26)

Vocabulary and structures are mainly correct when they are simple; mistakes may occur when more sophistication is attempted. **Sentences may show some variety** of structure and length, although there may be a tendency to repeat sentence types and 'shapes', producing a monotonous effect. **Spelling of simple vocabulary is accurate**; errors may occur when more ambitious vocabulary is used. **Punctuation is generally accurate**, although errors may occur when more difficult tasks are attempted e.g. the punctuation of direct speech. **Sentence separation is correct**. The composition is written in **paragraphs, which may show some unity**, although links may be absent or inappropriate. **The composition is relevant** and will **arouse some interest** in the reader. There may be an impression of lack of originality and/or some evidence of lack of planning.

D7 (25 - 21)

The language is **sufficiently accurate to communicate meaning clearly**. There will be **patches of clear, accurate language**, particularly when simple vocabulary and structures are used. There may be **some variety of sentence length and structure** but the reader may not be convinced that this variety is for a particular purpose. **Vocabulary is usually adequate to convey intended meaning**, although it may be insufficiently developed to achieve precision. **Idiom may be uncertain** at times. **Punctuation will be used** but may not enhance/ clarify meaning. **Some sentence separation errors may occur occasionally**. **Simple words will be spelt accurately**, but more complex vocabulary may show some spelling weaknesses. **Paragraphs will be used** but may lack unity or coherence. **A genuine attempt has been made to address the topic** but there may be digressions or failures of logic. Compositions may lack liveliness and interest value.

E8 (20 -16)

Meaning is never in doubt but the **errors are sufficiently frequent and serious to hamper precision** and may slow down speed of reading. **Some simple structures will be accurate** but the script is **unlikely to sustain accuracy for long**. **Vocabulary may be limited**, either too simple to convey precise meaning or more ambitious but imperfectly understood. **Some idiomatic errors are likely**. **Simple punctuation will usually be accurate** but **there may be frequent sentence separation errors**. **Simple words will usually be spelt correctly** but there may be inconsistency and frequent mistakes in the spelling of more difficult words. **Paragraphs may lack unity** or be used haphazardly. The subject matter will show **some relevance**. The incidence of linguistic error is likely to distract the reader from merits of content.

U9 (i) (15 -11)

There will be **many serious errors of various kinds** throughout the script but **they will be of the 'single-word' type** i.e. they could be corrected without re-writing the sentence. **Communication is established**, although the weight of **error may cause 'blurring'** from time to time. **Sentences will probably be simple and repetitive** in structure. **Vocabulary will convey meaning but is likely to be simple and imprecise**. **Errors in idiomatic usage will be a significant feature**. **Spelling may be inconsistent**.

Paragraphing may be haphazard or non-existent. There may be evidence of interesting and relevant subject matter but the weight of linguistic error will tend to obscure or neutralise its effect.

U9 (ii) (10 - 6)

Sense will usually be decipherable but **some of the error will be multiple** i.e. requiring the reader to re-read and re-organise before meaning becomes clear. There are **unlikely to be more than a few accurate sentences**, however simple, in the whole composition. The content is likely to be comprehensible but may be partly hidden by the density of the linguistic error.

U9 (iii) (5 - 0)

Scripts are almost entirely or entirely impossible to recognise as pieces of English writing. Whole sections will make no sense at all. Where occasional patches of relative clarity are evident some marks will be given. The mark of 0 is reserved for scripts that make no sense at all from beginning to end.

MARKING PART TWO

Assessment Objectives

To test the candidate's ability to:

1. write a letter which communicates information clearly, accurately and economically;
2. carry out the instructions as detailed on the question paper regarding the particular information required;
3. write in accurate standard English, using a style and tone appropriate to the task.

Marking Instructions

In Part 2, the candidate is to be rewarded as follows:

- a) Content** - 5 marks; **b) Language** - 15 marks.

(a) Content

There are five specific pieces of information required in the letter. The 5 Content marks will be awarded on the basis of one mark per piece of information, given that the information is reasonable. It is obviously impossible to attempt to predict what candidates might say. Examiners must use their judgement and be prepared to be lenient when in doubt. Only reject information when it is illogical, irrelevant, or if it demonstrates that the candidate has not understood the situation or the task at all.

Candidates should cover all five points given on the question paper but not necessarily with equal emphasis.

(b) Language/Style

The qualities to be rewarded are **Accurate Standard English** and **Style and Tone** appropriate to the task. The answer should be assessed by general impression, taking into consideration the variety of fresh vocabulary supplied, structural range and merits of linking and arrangement. Please be prepared to give credit to those candidates who can adapt their style to suit the needs of this particular writing task.

To arrive at the Language /Style mark for Part 2, use the grade descriptions set out previously in this answer guide. The marks corresponding to grades for Part 2 are:

Grade	Mark
A1/A2	15/14
B3/B4	13/12
C5/C6	11/10
D7	9/8
E8	7/6
U9 (i)	5/4
U9 (ii)	3/2
U9 (iii)	1/0