

**International AS and A Level in English Language [2061]**

**Writing**

**EXAM PAPER – 02**

**MARK SCHEME**

**General guidance for marking work**

* All work must be treated in the same manner, with the first and last candidates being marked in the same way.
* Marking should be positive, with candidates being rewarded for what they have shown they can do rather than penalised for omissions.
* All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should award zero marks if the candidate’s response cannot be measured according to the mark scheme.

**Question 1**

Indicative content

Features of candidates’ writing on this task may include but are not limited to:

* Use of a headline (with suitable ‘clipped’ grammar) and possibly subheading
* Summarising first paragraph
* Short subsequent paragraphs of 1-2 sentences
* Predominantly standard English lexis and (future) grammar
* Greater use of third person/passive structures
* Standard use of punctuation (including apostrophes)
* Varying syntax for effect
* Use of rhetorical and persuasive devices
* Use of appropriate lexical field for audience
* Discourse markers to shape the appeal
* Incorporation of information from stimulus material

**Question 2**

Indicative content

Features of candidates’ writing on this task may include but are not limited to:

* Correct layout for a business letter (including sender/recipient address and salutations)
* Subject heading
* Concise and focussed content
* Predominantly standard English lexis and grammar
* Standard use of punctuation (including apostrophes)
* Varying syntax for effect
* Use of rhetorical and persuasive devices
* Use of appropriate lexical field for audience
* Discourse markers to shape the appeal
* Incorporation of and expansion on information from stimulus material

**Question 3**

Indicative content

Features of candidates’ writing on this task may include but are not limited to:

* Introductory, discursive, and concluding content
* Academic tone
* A balanced discussion and clearly stated personal opinion
* The use of complex sentences and a suitable variety of tenses
* Predominantly standard English lexis and grammar
* Standard use of punctuation (including apostrophes)
* Varying syntax for effect
* Effective use of discourse markers (including paragraphs)
* Use of rhetorical and persuasive devices
* Use of appropriate lexical field for audience
* Discourse markers to shape the appeal

A total of up to 20 marks are awarded for each text. Up to 12 marks are awarded for the ability of the candidate to use their writing ability to meet the specific task, demonstrating an understanding of relevant theories and adapt work to meet any relevant conventions (AO2 & AO3). Up to a further 8 marks are awarded for the quality of writing and organisation of the work (AO2).

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| Award **up to 12** marks for a demonstration of an understanding of language related concepts, conventions and issues in relation to the prompts and adapting language accordingly (1-12 marks) | | |
| Level 0 | 0 marks | **No relevant response** |
| Level 1 | 1-3 marks | **Very unsatisfactory**  The work is severely under length (<100 words). No attempt has been made to adopt a suitable format. The work fails to include information from the stimulus material or may do so in very basic terms (e.g. as points in a list) |
| Level 2 | 4-5 marks | **Unsatisfactory**  The work is under length, but not severely so (100-150 words). There is an attempt to incorporate some of the information from the stimulus material. No attempt to organise the information and no demonstration of the understanding of appropriate conventions, register or tone. |
| Level 3 | 6-8 marks | **Fair**  The writing is of satisfactory length. All of the information from the stimulus material has been minimally included, but essentially using the same language (and no attention to e.g., visual information). An attempt has been made to follow appropriate conventions. There is an attempt to address appropriate register and tone. |
| Level 4 | 9-10 marks | **Good**  The work has attempted to incorporate both visual and verbal information from the stimulus material. Other information has been paraphrased. The work follows appropriate conventions and uses a suitable register and tone with only occasional lapses. |
| Level 5 | 11-12 marks | **Very good**  The work is within the target range and clearly demonstrates an understanding of suitable conventions and the consistent use of appropriate register and tone. The work is engaging and (insofar as is possible) original. |

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| Award **up to 8 marks** for writing that is continuous, expresses ideas accurately, clearly and coherently and demonstrates an appropriate range of language. | | |
| Level 0 | 0 marks | **No relevant response** |
| Level 1 | 1 mark | **Very unsatisfactory**  There are no obvious signs of organisation whatsoever. Material included is of questionable relevance and possibly stated e.g., in the form of a list. There is no use of sentences or paragraphs. Comprehension of ideas requires considerable input and effort on the part of the reader. Lexis and grammar are of a limited range and/or restricted to that used in the stimulus material. Frequent factual, spelling, and grammatical errors. |
| Level 2 | 2 marks | **Unsatisfactory**  An attempt has been made to organise content, with ideas that are mostly relevant. The presentation is still somewhat disjointed. Connections between ideas may not be very clear. Points are frequently under-developed. Sentences tend to be simple. Spelling or grammar errors sometimes make the work hard to follow. Information from the poster is mostly correctly reported, but there are still frequent spelling errors |
| Level 3 | 3-4 marks | **Fair**  The work is mostly organised with some relevant ideas. However, there may be some problems, for example any required discussion exhibiting a lack of balance. Points are expressed accurately, clearly and coherently, but may often lack development. The writer normally expresses themselves using a suitable range of grammatical structures and with some variety of lexis but e.g., still has some repetition. The use of language is usually accurate and mostly error-free with no impact on comprehension. |
| Level 4 | 5-6 marks | **Good**  The work is a flowing piece that is usually organised with a range of usually relevant ideas, often expressed accurately, clearly and coherently and with development. The writer expresses themselves using a suitable range of grammatical structures and a variety of lexis that avoids unnecessary repetition. The use of language is usually accurate and mostly error-free with no impact on comprehension. |
| Level 5 | 7-8 marks | **Very good**  The work is a flowing piece that is highly organised with a range of consistently relevant and developed ideas expressed accurately, clearly and coherently. The writer expresses themselves using a suitable range of grammatical structures and a variety of lexis that avoids unnecessary repetition. The use of language is consistently accurate and overwhelmingly error-free. |