
ENGLISH LANGUAGE

9093/21

Paper 2 Writing

October/November 2017

MARK SCHEME

Maximum Mark: 50

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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Assessment Objectives

AO2: demonstrate a knowledge and understanding of English language (including, at A Level, spoken language) and its use in a variety of contexts.

AO3: write clearly, accurately, creatively and effectively for different purposes/audiences, using different forms.

The paper contains two sections: Section A and Section B. There are three questions in each section. Candidates answer two questions: one from Section A and one from Section B. Each piece of writing is marked out of 25 marks, in accordance with the general marking criteria.

Section A: Imaginative Writing (narrative/descriptive)

Questions require a narrative or descriptive piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words). Candidates are required to show that they can write imaginatively, using language to create deliberate effects, e.g. in conveying a mood or describing a character.

Section B: Writing for an Audience (discursive/argumentative)

Questions require a piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words). In each question, a specified form for the writing will be given (e.g. a magazine feature, article, review, letter to a newspaper, scripted speech, voiceover) for a specified audience. Candidates are required to show that they can present a view clearly, construct an argument carefully, and write coherently and persuasively.

Section A: Imaginative Writing (narrative/descriptive)

Band 1	22–25	- Imaginative, possibly original, appropriate approach to task, engaging audience; very strong voice; - 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	- Imaginative approach to task, appropriate to audience and engaging interest; strong sense of voice; - 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	- Consistent focus on a relevant form and content, with an appropriate sense of audience; consistent sense of voice; - 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	- Clear focus on relevant form and content, with some imaginative touches, an appropriate sense of audience; some sense of voice; - Structure is in place though may not be fully consistent – may drift in and out of focus at times or be uneven; - 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	- Relevant form and content with some sense of audience; occasional sense of voice; - 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	- 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; limited sense of voice; - 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	• 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: Writing for an Audience (discursive/argumentative)

Band 1	22–25	• Interesting, lively, approach to task, possibly original, in appropriate form, and engaging audience; very strong voice; • 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	• Thoughtful approach to task, appropriate in form, and engaging interest; strong sense of voice; • 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	• Consistent focus on relevant content and form, with an appropriate sense of audience; consistent sense of voice; • Clear appropriate structure with some development; • Some language and rhetorical devices used to explain, argue or persuade; • Clear expression with some variety, a few technical inaccuracies.
Band 4	10–13	• Clear focus on relevant form and content, and some appropriate sense of audience; some sense of voice; • Appropriate structure is in place though may not be fully consistent – may drift in and out of focus or be uneven; • 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, a range of spelling errors, absent punctuation) which limit the ability to achieve effects.
Band 5	6–9	• Relevant form and content with some sense of audience; occasional sense of voice; • 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	• 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; limited sense of voice; • 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	• 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.
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