CONFIDENTIAL
November 2020

Confidential

MARK SCHEME

ENGLISH LANGUAGE P1

{111/01}

MARKS: 50

PART 1: LETTER

GENERAL CRITERIA FOR MARKING LETTER

TOTAL MARKS [16]

Mark Band	CONTENT: relevance and development of ideas	Mark Band	LANGUAGE: style and accuracy
8	**Highly effective:** • *Relevance:* Fulfills the task, with consistently appropriate register and excellent sense of purpose and audience. • *Development of ideas:* shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.	8	**Fluent:** • *Style:* Almost first language competence. Ease of style. Confident and wide ranging use of language, idioms and tenses. • *Accuracy:* No or very few errors. Well-constructed and linked paragraphs.
6 - 7	**Effective:** • *Relevance:* Fulfills the task, with appropriate register and good sense of purpose and audience. • *Development of ideas:* Ideas are well developed and at appropriate length. Engages reader's interest.	6 - 7	**Precise:** • *Style:* Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • *Accuracy:* Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.
4 - 5	**Satisfactory:** • *Relevance:* Fulfills the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • *Development of ideas:* Material is satisfactorily developed at appropriate length.	4 - 5	**Safe:** • *Style:* Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • *Accuracy:* Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
2 - 3	**Partly relevant:** • *Relevance:* Partly relevant and some engagement with the task. Does not quite fulfill the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • *Development of ideas:* Supplies some detail and explanation, but the effect is incomplete. Some repetition. **Award 1 mark.** • Limited engagement with task, but this is mostly hidden by density of error. **Award 1 mark.**	2 - 3	**Errors intrude:** • *Style:* Simple structures and vocabulary. • *Accuracy:* Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent. • Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. **Award 1 mark.**
0 - 1	*Little relevance:* • No engagement with the task, or any engagement with task is completely hidden by density of error. **Award 0 marks.** If essay is completely irrelevant, no mark can be given for language.	0 - 1	*Hard to understand:* • Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of English writing. Paragraphs absent or inconsistent. **Award 0 marks.**

PART 2: COMPOSITION

GENERAL CRITERIA FOR MARKING <u>COMPOSITION</u>

TOTAL MARKS [20]

Mark Band	CONTENT: relevance and development of ideas	Mark Band	LANGUAGE: style and accuracy
9 - 10	**Highly effective:** • **Relevance:** Fulfills the task, with consistently appropriate register and excellent sense of purpose and audience. • **Development of ideas:** shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.	9 - 10	**Fluent:** • **Style:** Almost first language competence. Ease of style. Confident and wide ranging use of language, idioms and tenses. • **Accuracy:** No or very few errors. Well-constructed and linked paragraphs.
7 - 8	**Effective:** • **Relevance:** Fulfills the task, with appropriate register and good sense of purpose and audience. • **Development of ideas:** Ideas are well developed and at appropriate length. Engages reader's interest.	7 - 8	**Precise:** • **Style:** Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • **Accuracy:** Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.
5 - 6	**Satisfactory:** • **Relevance:** Fulfills the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • **Development of ideas:** Material is satisfactorily developed at appropriate length.	5 - 6	**Safe:** • **Style:** Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • **Accuracy:** Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
3 - 4	**Partly relevant:** • **Relevance:** Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • **Development of ideas:** Supplies some detail and explanation, but the effect is incomplete. Some repetition.	3 - 4	**Errors intrude:** • **Style:** Simple structures and vocabulary. • **Accuracy:** Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating. Paragraphs absent or inconsistent.
0 - 2	*Little relevance:* • Limited engagement with task, but this is mostly hidden by density of error. **Award 1 mark.** • No engagement with the task or any engagement with task is completely hidden by density of error. **Award 0 marks.** If essay is completely irrelevant, no mark can be given for language.	0 - 2	*Hard to understand:* • Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. **Award 1 mark.** • Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of English writing. Paragraphs absent or inconsistent. **Award 0 marks.**

PART 3:   PRACTICAL WRITING SKILLS

Points to consider for postcard:

Content

- Description of the beautiful place   [2]
- Things to enjoy in the place   [2]
- two reasons why the place is memorable   [2]
- parts of the letter / postcard: Date
                                                    Address
                                                    Salutation
                                                    Ending   [4]

                                                                                    [10]

Presentation

- 2 faces   [1]
- artwork (creativity)   [2]
- neatness and legibility   [1]

                                                                                    [4]

                                                        Total marks [14]