CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the October/November 2013 series

8693 ENGLISH LANGUAGE

8693/22   Paper 2 (Composition), maximum raw mark 50

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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.

To achieve Band 5 or above work needs to address the task chosen appropriately.

Candidates need to observe the 600–900 word length for each section of the paper. (If the question involves two parts, this should be interpreted as 300–450 words for each).

If they produce short work, candidates will inevitably limit the marks that can be awarded for their answer(s). Short work should be indicated by the symbol R (rubric infringement) enclosed within a circle, placed at the end of each short essay and at the top left hand corner of the front page of the script.

Section A: Imaginative writing

Band 1	22–25	• Imaginative, possibly original, appropriate approach to task, eng audience; a very strong voice; • Tightly controlled, appropriate structure; very directed writing; • 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; a strong sense of voice; • Effective, appropriate structure, with a strong sense of purpose; • 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 relevant form and content, with an appropriate sense of audience and some sustained imagination; a consistent voice; • Clear structure that fits the task; with a sense of purpose; • 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, and some appropriate sense of audience; some voice; • Structure is in place though purpose is sometimes unclear; 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, 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; • 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 unclear at times; 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, but not fully appropriate to the task; form may be less sure, e.g. a wholly narrative response to a descriptive task; • Lacks structure, may be diffuse, may ramble; • Occasional effects of language are created, narrative or descriptive as appropriate; • Expression is unclear; 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.

Section B: Writing for an audience

Band 1	22–25	• Interesting, lively, approach to task, possibly original, in appropriate ... and engaging audience; a very strong voice; • Tightly controlled structure develops ideas in logical effective manner; very ... directed writing; • 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; a strong voice; • Effective, appropriate structure with clear exposition of ideas/argument, with a strong sense of purpose; a strong voice; • 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; • Clear appropriate structure with some development, with a sense of purpose; a consistent voice; • 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; • Structure is in place though purpose is sometimes unclear; may drift in and out of focus at times; 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; • Structure may not be fully apparent – may be lacking in development or argument; a limited sense of voice; • Some effects of language to explain argue or persuade are created; • Expression is unclear at times; 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, if not fully appropriate to the task, and will show some grasp of the topic under consideration; • 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; 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.