**Paper 3, Question 2 Mark Scheme**

COMPOSITION TASKS: TABLE A – CONTENT AND STRUCTURE

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|  | **Argumentative/Discursive** | **Descriptive Task** | **Narrative Task** |
| Band 1  11–13 | • Consistently well  developed, logical stages in an overall, at times complex, argument.  • Each stage is linked to the preceding one, and sentences within paragraphs are soundly sequenced. | • There are many welldefined,  well-developed ideas and images, describing complex atmospheres with a range of details.  • Overall structure is provided through devices such as the movements of the writer, the creation of ashort time span, or the creation of atmosphere or tension. There is no confusion with writing a story. Repetition is avoided and the sequence of  sentences makes the picture clear to the reader. | • The narrative is complex and sophisticated and may contain devices such as subtexts,  flashbacks and time lapses. Cogent details are provided where necessary or appropriate.  • Different parts of the story are balanced and the climax carefully managed. Sentence sequences are sometimes arranged to produce effects such as the building up of tension or providing a sudden turn of events. |
| Band 2  9–10 | • Each stage of the argument is defined and developed, although the explanation may not be consistent.  • The stages follow in a generally cohesive progression. Paragraphs  are mostly well sequenced, although some may finish less strongly than they  begin. | • There is a good selection of interesting ideas and images, with a range of details.  • These are formed into an overall picture of some clarity and effectiveness. There may be occasional repetition, and opportunities for development or the provision of detail may be missed. Sentences are often well sequenced. | • The writing develops some interesting features, but not consistently so. Expect the  use of detail and some attention to character or setting.  • Writing is orderly and the beginning and ending (where required) are satisfactorily  managed. The reader is well aware of the climax even if it is not fully effective.  Sequencing of sentences provides clarity and engages the reader in events or atmosphere. |
| Band 3  7–8 | • There is a competent series of relevant points and a clear attempt is made to develop some of them.  These points are relevant, straightforward and logical/coherent.  • Repetition is avoided, but the order of the stages in the overall argument can be changed without adverse effect. The sequence of the sentences within paragraphs is satisfactory, but the  linking of ideas may be insecure. | • There is a competent selection of relevant ideas, images, and details, which satisfactorily address the task. An attempt is made to create atmosphere.  • The description provides a series of points rather than a sense of their being combined to make an overall picture, but some ideas are developed successfully, albeit straightforwardly. Some sentences are well  sequenced. | • A straightforward story (or part of story) with identification of features such as character, setting, tension, climax.  • While opportunities for appropriate development of ideas are sometimes missed, overall structure is competent, and some features of a developed narrative are evident. Sentences are usually sequenced to narrate events clearly. |
| Band 4  5–6 | • Mainly relevant points are made and they are developed partially with some brief effectiveness.  • The overall argument shows signs of structure but may be sounder at the beginning than at the end, or may drift  away from the topic. There may be some repetition. The sequence of sentences may be occasionally insecure. | • Some relevant ideas are provided and occasionally developed a little, perhaps  as a narrative. There are some descriptive/atmospheric episodes, but the use of event may overshadow them.  • There is some overall structure, but the writing may lack direction and intent.  There may be interruptions in the sequence of sentences and/or some lack of clarity. | • Responds relevantly to the topic, but is largely a series of events with only occasional details of character and setting.  • Overall structure is sound, but there are examples where particular parts are too long or short. The climax is not effectively  described or prepared. Sentence sequences narrate events and occasionally contain irrelevancies. |
| Band 5  3–4 | • A few relevant points are made and may be expanded into paragraphs, but  development is very simple and not always logical.  • There is weakness of sequencing overall and within paragraphs. Paragraphing is inconsistent. Repetition  and a failure to sustain relevant argument are obvious. | • Content is relevant but lacking in scope or variety. Opportunities to provide development and detail are frequently missed.  • The overall structure, though readily discernible, lacks form and dimension.  Paragraphing is inconsistent. The reliance on identifying events, objects and/or people  sometimes leads to a sequence of sentences without progression. | • A simple narrative with a beginning, middle and end (where appropriate); it may  consist of everyday happenings or fantastic, nonengaging events. Content may seem immature.  • Unequal or inappropriate importance is given to parts of the story. Paragraphing is inconsistent. Dialogue may be used  ineffectively. There is no real climax. Sentence sequences are used only to link simple series of events. |
| Band 6  1–2 | • A few points are discernible but any attempt to develop them is very  limited.  • Overall argument only progresses here and there and the sequence of sentences is poor. | • Some relevant facts are identified, but the overall picture is unclear and lacks  development.  • There are examples of sequenced sentences, but there is also repetition and  muddled ordering. | • Stories are very simple and narrate events  indiscriminately. Endings are simple and lack effect.  • The shape of the narrative is unclear; some of the content has no relevance to the plot. Sequences of sentences are sometimes  poor, leading to a lack of clarity. |
| 0 | • Rarely relevant, little material, and presented in a disorderly structure. Not  sufficient to be placed in Band 6. | • Rarely relevant, little material, and presented in a disorderly structure. Not  sufficient to be placed in Band 6. | • Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6 |

**COMPOSITION TASKS: TABLE B – STYLE AND ACCURACY**

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| Band 1  11–12 | Writing is consistent, stylistically fluent, linguistically strong and accurate; has sense of audience.  • Look for appropriately used ambitious words  • Complex sentence structures where appropriate |
| Band 2  9–10 | Writing is mostly fluent, sometimes linguistically effective and largely  accurate; may have some sense of audience  • Look for signs of a developing style  • Some ability to express shades of meaning |
| Band 3  7–8 | Writing is clear, competent (if plain) in vocabulary and grammar;  errors perhaps frequent, but minor  • Look for mostly correct sentence separation  • Occasional precision and/or interest in choice of words |
| Band 4  5–6 | Writing is clear and accurate in places, and expresses general  meaning in vocabulary and grammar; errors occasionally serious  • Look for simple sentences  • Errors of sentence separation |
| Band 5  3–4 | Writing is generally simple in vocabulary and grammar; errors are  distracting and sometimes serious, but general meaning can always  be followed  • Look for definite weaknesses in sentence structures  • Grammatical errors such as incorrect use of prepositions and tense |
| Band 6  1–2 | Writing is very limited in correct vocabulary and grammar; error is  persistent; meaning is sometimes blurred  • Look for faulty and/or rambling sentences  • Language insufficient to carry intended meaning |
| Band 7  0 | Writing is difficult to follow because of inadequate language  proficiency and error. |