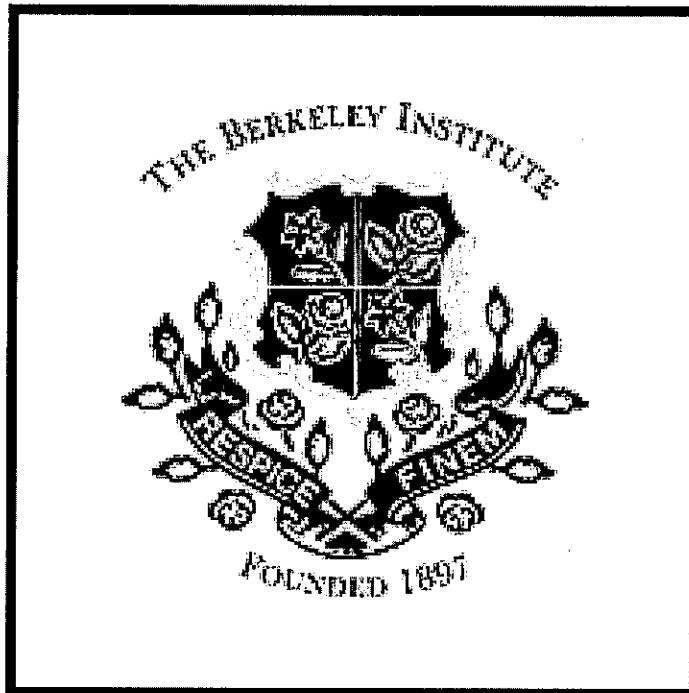


The English Department

IGCSE English 0500 Examination Study Guide



Mock Examination Date: Thursday March 19th (Paper 11)

IGCSE Examination Dates:

Paper 11 Monday May 4th 9:30 – 11:30

Paper 21 Wednesday May 6th 9:30 - 11:30

- Notes
- Sample Answers
- Mark Schemes

STRUCTURE OF EXAMINATION PAPERS

Paper 11	<p>Question 1 Comprehension and summary question 30 marks</p> <p>Question 2 Short answer and writing task (Writer's Effects) 25 marks</p> <p>Question 3 Directed Writing (letter, report, journal, speech, interview or article) 25 marks</p> <p>Total 80 marks</p>
Paper 21	<p>Section 1 Directed Writing (Argumentative/Discursive/Persuasive) 40 marks</p> <p>Section 2 Composition (Descriptive OR Narrative) 40 marks</p> <p>Total 80 marks</p>

General Notes:

- Write in dark blue or black ink. DO NOT write in pencil.
- Use your highlighters.
- Spend 10-15 minutes reading the texts.
- Plan your work.
- Read over when you have finished.

PAPER 11

Students must answer ALL questions. Students will have THREE reading passages which may be on a similar topic. Text A and Text B will be 700–750 words in length and Text C will be 500–650 words in length. Students should spend approximately 15 minutes reading the passages.

QUESTION 1

Comprehension and Summary Writing

Notes on Comprehension

The comprehension will be based on Text A

The secret to success with short-answer and structured questions lies in the way you read the passages. You should ensure that you spend enough time understanding the passage as fully as you can, before you begin to write. Remember that when you are reading you are looking to select relevant details. It is best to take it in stages.

Step 1: Read the questions first

The next step is to read through all the questions that you will have an idea of what to expect in the passage and what answers to look for.

Step 2: Read the passage

Read through the passage from beginning to end, at normal reading speed. This will help to fix the whole passage in your mind and enable you to gain a general, overall understanding of it. Do not worry too much at this stage about the occasional difficult word whose meaning is not clear; it is gaining the overview of the passage that is important.

Step 3: Read the passage again

This second reading of the passage is of absolute importance. You must attempt to gain as complete an understanding of the passage as you possibly can. Do not just look at the words; think carefully about what they mean in context, and, in particular, think about those sections on which the questions are focused. *It may help to underline or ring key points in the text so that you can find them quickly when you are writing your answers.* If you have a clear understanding of both the passage and the questions, you are well on your way to success in this part of the examination.

Step 4: Answer the questions

Try to put yourself in the position of the examiner who is reading your answer. Remember: he/she will only have what you have written on your answer paper as evidence of how well you

have understood what you have read. He/she will not know what has gone on in your mind to produce the answers that you have written. It is, therefore, of the utmost importance that what you have written provides the most complete and focused evidence of what you have understood that you can possibly give.

- Make sure the details you select are relevant to the question.
- Write your answers clearly without irrelevant comments.
- Use your own words when asked to explain details or vocabulary from the passage and make your explanation as full as possible, to demonstrate your understanding. If you are asked to explain the meaning of a word such as ‘exciting’, an answer that reads ‘something that makes you feel excited’ cannot be rewarded. However a definition such as ‘something that you find stimulating or thrilling’ would score full marks.
- When asked for a word or phrase **do not** write out the whole sentence.

More complex questions may require you to interpret and apply the material that you have read and, possibly, to extract different points from different sections to produce a complete answer. There are two main points to remember here.

- The more marks there are available for a question, the more points you will need for your answer.
- Include all the details that you consider to be relevant.

Summary Writing

The summary question will be based on Text B

Follow these steps to help you plan and organize your response.

1. Read the question carefully. Highlight/underline key words in the question, making sure you understand what is asked of you.
2. Read right through the passage once. **Make sure you are reading the correct passage!**
3. **Read the question and the passage again**, this time identifying only the relevant information – underline or highlight on the question paper.
4. Jot down notes (or bulleted points) in your own words.
5. Count the main points. **Make sure that you have at least 10 different points.**
6. Write the summary relying on your notes more than the original passage.
7. Conduct a final check (content, spelling etc.)
8. Your summary should be a well- organized and fluent paragraph that captures all your main points.

Marking criteria for Question 1(f) *Summary*

Table A, Reading

Use the following table to give a mark out of 10 for Reading.

Level	Marks	Description
5	9–10	<ul style="list-style-type: none"> • A very effective response that demonstrates a thorough understanding of the requirements of the task. • Demonstrates understanding of a wide range of relevant ideas and is consistently well-focused. • Points are skilfully selected to demonstrate an overview.
4	7–8	<ul style="list-style-type: none"> • An effective response that demonstrates a competent understanding of the requirements of the task. • Demonstrates understanding of a good range of relevant ideas and is mostly focused. • Points are carefully selected and there is some evidence of an overview.
3	5–6	<ul style="list-style-type: none"> • A partially effective response that demonstrates a reasonable understanding of the requirements of the task. • Demonstrates understanding of ideas with occasional loss of focus. • Some evidence of selection of relevant ideas but may include excess material.
2	3–4	<ul style="list-style-type: none"> • A basic response that demonstrates some understanding of the requirements of the task. • Demonstrates general understanding of some relevant ideas and is sometimes focused. • There may be some indiscriminate selection of ideas.
1	1–2	<ul style="list-style-type: none"> • A response that demonstrates a limited understanding of the task. • The response may be a simple list of unconnected ideas or show limited focus. • There is limited evidence of selection.
0	0	<ul style="list-style-type: none"> • No creditable content.

Table B, Writing

Use the following table to give a mark out of 5 for Writing.

Level	Marks	Description
3	4–5	<ul style="list-style-type: none"> • A relevant response that is expressed clearly, fluently and mostly with concision. • The response is well organised. • The response is in the candidate's own words (where appropriate), using a range of well-chosen vocabulary which clarifies meaning. • Spelling, punctuation and grammar are mostly accurate.
2	2–3	<ul style="list-style-type: none"> • A relevant response that is generally expressed clearly, with some evidence of concision. • There may be some lapses in organisation. • The response is mainly expressed in the candidate's own words (where appropriate) but there may be reliance on the words of the text. • Errors in spelling, punctuation and grammar which do not impede communication.
1	1	<ul style="list-style-type: none"> • A relevant response that lacks clarity and concision. • There may be excessively long explanations or the response may be very brief. • The response may include lifted sections. • Frequent errors of spelling, punctuation and grammar, which occasionally impede communication.
0	0	<ul style="list-style-type: none"> • No creditable content.

QUESTION 2

Short answer question and language task

The language task will require students to analyze the writer's attitude as revealed in his use of language.

These questions test how deeply you understand the passage and require that you comment on the writer's use of language. You must ensure that you demonstrate full understanding of both the literal meaning and the figurative meaning the text. Always consider whether the author's word choice:

- creates a mood or attitude in you (i.e. what does the language make you think, feel, or imagine)
- helps you see/hear/touch taste/smell what is being described
- suggests his/her emotion or attitude

Read the sample paragraph and response below:-

Following a flat tire, brake adjustments and load rearrangements, we were jolting our way downhill again, through ever more beautiful and warm jungle. Soon we were racing along through pampas luxuriant with grasses – the rich moist air of the jungle filled our lungs which felt as if they had been starved in the Andes. It was heady and intoxicating – and we just wanted to smile and laugh, out of sheer happiness. Great flocks of big, bright, buttercup-yellow butterflies were feeding on the road and when we passed they fluttered up and surrounded us, so we were cycling in a haze of butterflies – utterly dreamlike!

Question

Reread the passage. Using your own words, explain what the writer means by the words in *italics* in the following phrases:

- a. 'we were *jolting* our way downhill again' (lines 1-2)
- b. 'we were *racing* along' (lines 2-3)
- c. 'we were cycling in a *haze* of butterflies' (line 7)

Sample answer

- a. jolting

"*jolting*" means that it was a bumpy or jerky ride, that the car moved up and down on the uneven road

- b. racing

"*racing*" means that they were speeding along/going very fast

c. haze

"haze" means that there were so many butterflies that the air was thick with them.

You will then be asked the writer's effect questions. They will provide the words and phrases.

Describe the literal meaning of the words as you have done above but go further and explain what thoughts and feelings are produced by the use of these words and phrases.

For example, the words 'racing' and 'jolting' as used by the writer in the above passage, conveys the sense of excitement and exhilaration felt by the writer as he was going on this action packed ride.

You say what effect the use of the word 'haze' has on the reader.

Marking Criteria for Question 2(d)**Table A, Reading: Analysing how writers achieve effects**

Use the following table to give a mark out of 15 for Reading.

Level	Marks	Description
5	13–15	<ul style="list-style-type: none"> • Wide-ranging discussion of judiciously selected language with some high quality comments that add meaning and associations to words/phrases in both parts of the text, and demonstrate the writer's reasons for using them. • Tackles imagery with some precision and imagination. • There is clear evidence that the candidate understands how language works.
4	10–12	<ul style="list-style-type: none"> • Explanations are given of carefully selected words and phrases. • Explanations of meanings within the context of the text are secure and effects are identified in both parts of the text. • Images are recognised as such and the response goes some way to explaining them. • There is some evidence that the candidate understands how language works.
3	7–9	<ul style="list-style-type: none"> • A satisfactory attempt is made to select appropriate words and phrases. • The response mostly gives meanings of words and any attempt to suggest and explain effects is basic or very general. • One half of the text may be better addressed than the other.
2	4–6	<ul style="list-style-type: none"> • The response provides a mixture of appropriate choices and words that communicate less well. • The response may correctly identify linguistic devices but not explain why they are used. • Explanations may be few, general, slight or only partially effective. • They may repeat the language of the original or do not refer to specific words.
1	1–3	<ul style="list-style-type: none"> • The choice of words is sparse or rarely relevant. • Any comments are inappropriate and the response is very thin.
0	0	<ul style="list-style-type: none"> • The response does not relate to the question. • Inappropriate words and phrases are chosen or none are selected.

QUESTION 3 Directed Writing

- Students will be asked to read the passage and use the information from the passage to write a letter, journal, speech, report, magazine article etc.
- Students will be given three bullet points that have to be addressed in their response. Generally speaking, information for the first two bullet points can be found in the passage while the third bullet point will require students to infer or reach reasonable conclusions based on what they have read.
- Your score for content is directly related to the content you have taken from the passage so include as much relevant material from the passage as possible. Both information that is explicitly stated and material that is inferred.
- Use your own words!
- **Bear in mind the requirements of the format you are writing and use the appropriate tone and language – eg. A letter to a friend will sound different from a magazine article**

Students should ensure that they adequately respond to each bullet point.

Marking Criteria for Question 3**Table A, Reading**

Use the following table to give a mark out of 15 for Reading.

Level	Marks	Description
5	13–15	<ul style="list-style-type: none"> • The response reveals a thorough evaluation and analysis of the text. • Developed ideas are sustained and well related to the text. • A wide range of ideas is applied. • There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. • All three bullets are well covered. • A consistent and convincing voice is used.
4	10–12	<ul style="list-style-type: none"> • The response demonstrates a competent reading of the text with some evidence of basic evaluation or analysis. • A good range of ideas is evident. • Some ideas are developed but the ability to sustain them may not be consistent. • There is frequent, helpful supporting detail, contributing to a clear sense of purpose. • All three bullets are covered. • An appropriate voice is used.
3	7–9	<ul style="list-style-type: none"> • The text has been read reasonably well. • A range of straightforward ideas is offered. • Opportunities for development are rarely taken. • Supporting detail is present but there may be some mechanical use of the text. • There is uneven focus on the bullets. • The voice is plain.
2	4–6	<ul style="list-style-type: none"> • There is some evidence of general understanding of the main ideas, although the response may be thin or in places lack focus on the text or the question. • Some brief, straightforward reference to the text is made. • There may be some reliance on lifting from the text. • One of the bullets may not be addressed. • The voice might be inappropriate.
1	1–3	<ul style="list-style-type: none"> • The response is either very general, with little reference to the text, or a reproduction of sections of the original. • Content is either insubstantial or unselective. • There is little realisation of the need to modify material from the text.
0	0	<ul style="list-style-type: none"> • There is very little or no relevance to the question or to the text.

Table B, Writing: Structure and order, style of language

Use the following table to give a mark out of 10 for Writing.

Level	Marks	Description
5	9–10	<ul style="list-style-type: none"> • Effective register for audience and purpose. • The language of the response sounds convincing and consistently appropriate. • Ideas are firmly expressed in a wide range of effective and/or interesting language. • Structure and sequence are sound throughout. • Spelling, punctuation and grammar almost always accurate.
4	7–8	<ul style="list-style-type: none"> • Some awareness of an appropriate register for audience and purpose. • Language is mostly fluent and there is clarity of expression. • There is a sufficient range of vocabulary to express ideas with subtlety and precision. • The response is mainly well structured and well sequenced. • Spelling, punctuation and grammar generally accurate.
3	5–6	<ul style="list-style-type: none"> • Language is clear but comparatively plain and/or factual, expressing little opinion. • Ideas are rarely extended, but explanations are adequate. • Some sections are quite well sequenced but there may be flaws in structure. • Minor, but more frequent, errors of spelling, punctuation and grammar.
2	3–4	<ul style="list-style-type: none"> • There may be some awkwardness of expression and some inconsistency of style. • Language is too limited to express shades of meaning. • There is structural weakness and there may be some copying from the text. • Frequent errors of spelling, punctuation and grammar.
1	1–2	<ul style="list-style-type: none"> • Expression and structure lack clarity. • Language is weak and undeveloped. • There is very little attempt to explain ideas. • There may be frequent copying from the original. • Persistent errors of spelling, punctuation and grammar impede communication.
0	0	<ul style="list-style-type: none"> • The response cannot be understood.

Paper 21

Section A - Directed Writing (Argumentative/persuasive/discursive Writing)

Students will answer one compulsory question. Students will use, develop and evaluate the information in the text(s) to create a discursive/argumentative/ persuasive speech, letter or article.

Students should write 250–350 words. **40 marks**

Key Vocabulary

Students are frequently asked to evaluate/ analyze /assess the ideas or arguments presented in the passage. This simply means to look at the strengths, weaknesses and overall merits of the arguments provided in the passage. To what extent would you agree/disagree with what has been said?

- Students will be asked to read the passage and use the information from the passage to write a letter, report, magazine article etc.
- Students will be given two - three bullet points that have to be addressed in their response. Generally speaking, information for the first two bullet points can be found in the passage while the third bullet point will require students to infer or reach reasonable conclusions based on what they have read.
- Include as much relevant material from the passage as possible - information that is explicitly stated and material that can be inferred.
- As you read highlight the information that you need to include in your response. Make notes/list bullet points before you start writing.
- Use your own words!
- Use your argumentative and persuasive devices where appropriate.
- **25 of the 40 marks are awarded for the structure, style and accuracy of your answer so you must clearly develop and express your ideas and thoughts in paragraphs, use higher level vocabulary and pay attention to punctuation, spelling and grammar and use the appropriate tone/register.**

Marking criteria for Section A Question 1**Table A, Writing**

Use the following table to give a mark out of 25 for writing.

Level	Marks	Description
6	22–25	<ul style="list-style-type: none"> Highly effective style capable of conveying subtle meaning. (W1) Carefully structured for benefit of the reader. (W2) Wide range of sophisticated vocabulary, precisely used. (W3) Highly effective register for audience and purpose. (W4) Spelling, punctuation and grammar almost always accurate. (W5)
5	18–21	<ul style="list-style-type: none"> Effective style. (W1) Secure overall structure, organised to help the reader. (W2) Wide range of vocabulary, used with some precision. (W3) Effective register for audience and purpose. (W4) Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)
4	14–17	<ul style="list-style-type: none"> Sometimes effective style. (W1) Ideas generally well sequenced. (W2) Range of vocabulary is adequate and sometimes effective. (W3) Sometimes effective register for audience and purpose. (W4) Spelling, punctuation and grammar generally accurate though with some errors. (W5)
3	10–13	<ul style="list-style-type: none"> Inconsistent style, expression sometimes awkward but meaning clear. (W1) Relies on the sequence of the original text. (W2) Vocabulary is simple, limited in range or reliant on the original text. (W3) Some awareness of an appropriate register for audience and purpose. (W4) Frequent errors of spelling, punctuation and grammar, sometimes serious. (W5)
2	6–9	<ul style="list-style-type: none"> Limited style. (W1) Response is not well sequenced. (W2) Limited vocabulary or words/phrases copied from the original text. (W3) Limited awareness of appropriate register for audience and purpose. (W4) Persistent errors of spelling, punctuation and grammar. (W5)
1	1–5	<ul style="list-style-type: none"> Expression unclear. (W1) Poor sequencing of ideas. (W2) Very limited vocabulary or copying from the original text. (W3) Very limited awareness of appropriate register for audience and purpose. (W4) Persistent errors in spelling, punctuation and grammar impede communication. (W5)
0	0	<ul style="list-style-type: none"> No creditable content.

Table B, Reading

Use the following table to give a mark out of 15 for reading.

Level	Marks	Description
6	13–15	<ul style="list-style-type: none"> • Successfully evaluates ideas and opinions, both explicit and implicit. (R1, R2, R3) • Assimilates ideas from the text to give a developed, sophisticated response. (R3, R5)
5	10–12	<ul style="list-style-type: none"> • Some successful evaluation of ideas and opinions, both explicit and implicit. (R1, R2, R3) • A thorough response, supported by a detailed selection of relevant ideas from the text. (R3, R5)
4	7–9	<ul style="list-style-type: none"> • Begins to evaluate mainly explicit ideas and opinions. (R1, R2, R3) • An appropriate response that includes relevant ideas from the text. (R3, R5)
3	5–6	<ul style="list-style-type: none"> • Selects and comments on explicit ideas and opinions. (R1, R2, R3) • Makes a general response including a few relevant ideas from the text. (R3, R5)
2	3–4	<ul style="list-style-type: none"> • Identifies explicit ideas and opinions. (R1, R2, R3) • Makes a limited response with little evidence from the text. (R3, R5)
1	1–2	<ul style="list-style-type: none"> • Very limited response with minimal relation to the text. (R1, R2, R3, R5)
0	0	<ul style="list-style-type: none"> • No creditable content.

Section 2 Composition

Choose between Narrative and Descriptive Writing

Note: Remember that both styles of writing will contain elements of each other but when writing the descriptive essay remember not to make the mistake of simply telling a story.

Sample Descriptive Writing Piece

As you read through the sample, note the use of imagery that appeals to the senses, the use of similes and metaphors, and power adjectives. Use different coloured highlighters to highlight examples of these.

Task: Descriptive Writing: Describe a place that is very old and has a powerful atmosphere.

The Ancient Temple

The once lively relic stood lifelessly in the middle of the mystical forest like a white speck on a black surface. The stone roof was now caved in and was a rubble graveyard covered in dust and debris. The outer walls were engulfed in snake like vines that had slithered their way further up as time progressed. The only thing lacking was a hiss. The massive cracks of these walls subliminally reeked of age. There were two monstrous statues that were tightly fused to the moss green walls like sacred guardians and their appearance screamed “do not enter”. You could tell that they were once statues of humans but time had devoured their appearance. The unsavory green stairs of the temple had lost to the war of time and were in a horrendous wreck. Massive crows flew suspiciously in circles above this temple as if they were the sacred guardians of a long lost treasure. They were like animal spies. Their aura sent a gut wrenching chill through my spine. The gloomy grey sky bred depression and only added to the feel of misery that seemed to occupy this temple. It was not a welcoming place.

I walked anxiously and afraid into the gates of hell that they called doors of this temple. These doors were like wide gaps. A strong and overpowering odor of mold attacked my nostrils almost eliminating my sense of smell as I entered. The inside was a haven for the mummified statues and monuments that remained. The walls were blanketed with ancient writings that to me screamed “get out.” The mile high ceilings provided a great sense of discomfort as they looked frail and as if they also were about to surrender in this war of time. The very atmosphere of this place was claustrophobic and was unwelcoming to any source of life. There were gigantic boulders in every room that left the mind in a world of wonder. The mammoth statues that inhabited each and every room were like the warriors in a battle of time. You could hear the silent pitter patter of water droplets as they plummeted from the ceiling to the dirt covered ground. Moisture was lurking in this place like a tiger in a jungle.

Chills filled my spine as I felt danger creeping my way. There was an undersized room that was bursting with ancient caskets. Dust was thriving on them like weeds in a garden. They were all open just ajar and were as vacant as a desert. It was as if they were waiting for their occupiers to return. The walls of this room were smeared with ancient paintings and symbols that looked like mythical and mysterious creatures that bore an unpleasant aura. Centered in this room was a tiny pool of lifeless water. It was as still as everything else in this mystical temple. It was the

silent screamer of death. The water was a smoke blue colour and every few seconds, you could see tiny rubble tumbling hopelessly into this death pool. They produced wavy wrinkles like that on an elderly persons face. This room was a nursery for trepidation.

Narrative Writing Sample

There was a rustling, a faint groaning in the distance, an icy air all around. At that very moment I questioned my decision to take the shortcut through No Return Woods. When I left school that wintery afternoon, I heard a still small voice, urging me to listen. Maybe it was my subconscious desperately trying to protect me, warning me to stray away. As usual I ignored that gut feeling. Looking back now, I should have listened. I should have walked home on the very same pathway that my tormentors from school set out to encircle me on everyday like clockwork. I called it the daily ritual, for I knew they would be waiting. At least then, I would be out in the open, allowing for witnesses to easily come to my aid. In the woods there is no one, no body that can come to the rescue, no savior although you might so desperately wish. It is only you in the woods and the unshakable extrasensory perception that something or someone is watching you on the other side of those trees.

As I distanced myself from the pack of students leaving school, I could feel the questionable glares that were shooting at me from behind. Even my bullies, the girls who seemed fearless enough to guarantee my turmoil daily, weren't brave enough to follow me that afternoon. I thought I could escape their wrath, but I was entering the mouth of something much larger than bullies... an abyss. After my first step into the monster's belly, I could only see darkness. It engulfed me like a whale swallowing its meal whole. I could no longer see the light at the end of tunnel. That's when the cold air struck me. It felt like no normal winter breeze.

Then the groaning started. Whatever it was put a shiver down my spine. As my pace quickened, the groaning became a deafening screech matching the iciness of the air. I could still clearly envision my breath almost shattering from the cold. I ran and ran feeling trapped in a never-ending cycle, until I just...stopped. "Maybe this is all a figment of my imagination," I thought to myself. I crouched onto the unsteady ground, nestling up to my school bag. I could feel the monstrous trees drawing in closer, digesting me as if it were alive and I were its prey.

It felt like something was with me. I felt its icy pant hit my neck. "Go be free," a raspy voice whispered. As I hesitantly looked up, I noticed something strange. There I was at the end of the pathway with the light beaming on my face. The coolness that had once overcome me had dissipated. The woods stood far in the distance leaving me mind boggled.

The monster that had chewed me up had spit me right back out. I have come to realize that it was no monster at all, but something unknown that will forever remain a mystery locked away in the No Return Woods.

Marking criteria for Section B

Table A, Composition: Content and structure

Level	Marks	General and specific marking criteria	
6	14–16	General	
		<ul style="list-style-type: none"> Content is complex, engaging and effective. (W1) Structure is secure, well balanced and carefully managed for deliberate effect. (W2) 	
		Specific – descriptive	Specific – narrative
		<i>Many well-defined and developed ideas and images create a convincing overall picture with varieties of focus.</i>	<i>The plot is well-defined and strongly developed with features of fiction writing such as description, characterisation and effective climax, and convincing details.</i>
5	11–13	General	
		<ul style="list-style-type: none"> Content is developed, engaging and effective. (W1) Structure is well managed, with some choices made for deliberate effect. (W2) 	
		Specific – descriptive	Specific – narrative
		<i>Frequent, well-chosen images and details give a mostly convincing picture.</i>	<i>The plot is defined and developed with features of fiction writing such as description, characterisation, climax and details.</i>
4	8–10	General	
		<ul style="list-style-type: none"> Content is relevant with some development. (W1) Structure is competently managed. (W2) 	
		Specific – descriptive	Specific – narrative
		<i>A selection of relevant ideas, images and details, even where there is a tendency to write in a narrative style.</i>	<i>The plot is relevant and cohesive, with some features such as characterisation and setting of scene.</i>
3	5–7	General	
		<ul style="list-style-type: none"> Content is straightforward and briefly developed. (W1) Structure is mostly organised but may not always be effective. (W2) 	
		Specific – descriptive	Specific – narrative
		<i>The task is addressed with a series of relevant but straightforward details, which may be more typical of a narrative.</i>	<i>The plot is straightforward, with limited use of the features of narrative writing.</i>

Level	Marks	General and specific marking criteria	
2	3–4	General	
		<ul style="list-style-type: none"> Content is simple, and ideas and events may be limited. (W1) Structure is partially organised but limited in its effect. (W2) 	
		Specific – descriptive	Specific – narrative
		<i>The recording of some relevant events with limited detail.</i>	<i>The plot is a simple narrative that may consist of events that are only partially linked and/or which are presented with partial clarity.</i>
1	1–2	General	
		<ul style="list-style-type: none"> Content is occasionally relevant or clear. (W1) Structure is limited and ineffective. (W2) 	
		Specific – descriptive	Specific – narrative
		<i>The description is unclear and lacks detail.</i>	<i>The plot and/or narrative lacks coherence.</i>
0	0	<ul style="list-style-type: none"> No creditable content. 	

Table B, Composition: Style and accuracy

Level	Marks	Description
6	21–24	<ul style="list-style-type: none"> Precise, well-chosen vocabulary and varied sentence structures, chosen for effect. (W3) Consistent well-chosen register suitable for the context. (W4) Spelling, punctuation and grammar almost always accurate. (W5)
5	17–20	<ul style="list-style-type: none"> Mostly precise vocabulary and a range of sentence structures mostly used for effect. (W3) Mostly consistent appropriate register suitable for the context. (W4) Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)
4	13–16	<ul style="list-style-type: none"> Some precise vocabulary and a range of sentence structures sometimes used for effect. (W3) Some appropriate register for the context. (W4) Spelling, punctuation and grammar generally accurate, but with some errors. (W5)
3	9–12	<ul style="list-style-type: none"> Simple vocabulary and a range of straightforward sentence structures. (W3) Simple register with a general awareness of the context. (W4) Frequent errors of spelling, punctuation and grammar, occasionally serious. (W5)
2	5–8	<ul style="list-style-type: none"> Limited and/or imprecise vocabulary and sentence structures. (W3) Limited and/or imprecise register for the context. (W4) Persistent errors of spelling, punctuation and grammar. (W5)
1	1–4	<ul style="list-style-type: none"> Frequently imprecise vocabulary and sentence structures. (W3) Register demonstrates little or no sense of the context. (W4) Persistent errors of spelling, punctuation and grammar impair communication. (W5)
0	0	<ul style="list-style-type: none"> No creditable content.