



# Cambridge O Level

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ENGLISH LANGUAGE

1123/12

Paper 1 Writing

May/June 2020

MARK SCHEME

Maximum Mark: 60

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**Published**

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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This document consists of **15** printed pages.

### Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

#### GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

#### GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

#### GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

#### GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

#### GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

#### GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
<b>The assessment objectives for Sections 1 and 2 are:</b>		
Assessment Objectives for Writing ( <b>AO1</b> )		
W1	Articulate experience and express what is thought, felt and imagined	
W2	Sequence facts, ideas and opinions	
W3	Use a range of appropriate vocabulary	
W4	Use register appropriate to audience and context	
W5	Make accurate use of spelling, punctuation and grammar	
Assessment Objectives for Reading ( <b>AO2</b> )		
R1	Demonstrate understanding of explicit meanings	
R2	Demonstrate understanding of implicit meanings and attitudes	
<b>Detailed Marking Instructions for Section 1: Directed Writing.</b>		
Candidates are expected to:		
<ol style="list-style-type: none"> <li>1 write a letter which communicates information clearly, accurately and economically</li> <li>2 carry out the instructions as detailed on the question paper regarding the particular information required. Candidates will be awarded up to 15 marks for following the task instructions and up to 15 marks for the language used.</li> </ol>		
Total marks for Section 1: <b>30</b> .		
In order to fulfil these assessment objectives in Section 1, a 'best fit' principle is applied using the Task Fulfilment and Language band descriptors.		
<b>Notation used in Section 1 to indicate where required information is addressed:</b>		
1	which team or group you lead and why it is successful	
2	the qualities and skills a member of the team or group must have	
3	how someone who joins the group will benefit as a member.	

Question	Answer	Marks
<b>Section 1</b>		
1	<p><b>Your school has many extra-curricular activities. These include a debating team, music groups, sports teams and others. You are the leader of one of them. Your teacher asks you to make a speech to your classmates to inform them about your team or group.</b></p> <p><b>Write your speech. You must include the following:</b></p> <ul style="list-style-type: none"> <li>• <b>which team or group you lead and why it is successful</b></li> <li>• <b>the qualities and skills a member of the team or group must have</b></li> <li>• <b>how someone who joins the group will benefit as a member.</b></li> </ul> <p><b>Cover all three points above in detail. You should make your speech informative and interesting. Start your speech ‘Good morning, everyone.’</b></p>	
<b>Detailed Marking Instructions for Section 2: Composition</b>		
<p><b>Section 2 Question</b></p> <p>Candidates are advised to write between 350 and 500 words.</p>		
<b>Description</b>		
2	Describe two places which you have been to with your friends, one which you all liked and one which you all disliked. (Remember that you are describing the atmosphere and any people as well as the place).	
<b>Argument</b>		
3	If you could give your school new sports equipment or new IT equipment, which would you choose? Give reasons and examples to support your view.	
4	What are the advantages and disadvantages of having longer school days but more days off school? Give reasons and examples to support your view.	
<b>Narrative</b>		
5	Write a story which includes the sentence: ‘It was my fault so I decided to do something about it’.	
6	Write a story in which a pair of sunglasses plays an important part.	

Question	Answer	Marks
<b>Section 1 Task Fulfilment 15 marks</b>		
<b>Band 5</b>	<b>13–15</b>	<ul style="list-style-type: none"> <li>• <b>Very good</b> understanding of purpose.</li> <li>• <b>Clear</b> awareness of the specified situation and audience.</li> <li>• Text type <b>entirely</b> appropriate.</li> <li>• <b>All</b> required points developed <b>in detail</b>, fully amplified and well organised.</li> <li>• Given information <b>well used</b> to justify personal opinion and interpretation.</li> <li>• Tone and register <b>entirely</b> appropriate.</li> </ul>
<b>Band 4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>• <b>Good</b> understanding of purpose.</li> <li>• <b>An</b> awareness of the specified situation and audience.</li> <li>• Text type <b>appropriate</b>.</li> <li>• <b>All</b> required points addressed <b>not always</b> developed in detail.</li> <li>• Given information organised to <b>support</b> personal opinion.</li> <li>• Tone and register <b>appropriate</b>.</li> </ul>
<b>Band 3</b>	<b>7–9</b>	<ul style="list-style-type: none"> <li>• <b>Some understanding</b> of purpose.</li> <li>• <b>Some awareness</b> of the specified situation and audience.</li> <li>• Text type <b>generally</b> appropriate.</li> <li>• <b>At least two</b> required points addressed (both partially/fully developed).</li> <li>• Given information may <b>not be logically organised</b> to support opinion.</li> <li>• Tone <b>usually</b> appropriate although there may be slips of register.</li> </ul>
<b>Band 2</b>	<b>4–6</b>	<ul style="list-style-type: none"> <li>• Only <b>partial understanding</b> of purpose.</li> <li>• <b>Some confusion</b> as to the specified situation and audience.</li> <li>• Text type <b>may be inappropriate</b>.</li> <li>• <b>At least one</b> required point addressed (partially/fully developed).</li> <li>• Given information <b>may be used irrelevantly</b>.</li> <li>• Tone and register <b>may be uneven</b>.</li> </ul>
<b>Band 1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• <b>Misunderstanding</b> of purpose.</li> <li>• <b>Confusion</b> as to the specified situation and audience.</li> <li>• <b>Little evidence</b> of the specified text type.</li> <li>• <b>None</b> of the required points addressed.</li> <li>• Given information <b>misunderstood</b> or <b>irrelevant</b>.</li> <li>• Tone <b>may be inappropriate</b>.</li> </ul>
<b>Band 0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• Insufficient to meet the criteria for Band 1.</li> </ul>

Question	Answer	Marks
<b>Section 1 Language 15 marks</b>		
<b>Band 8</b>	<b>14–15</b>	<p><b>Highly accurate writing, apart from very occasional slips.</b></p> <ul style="list-style-type: none"> <li>• Sentence structures <b>varied for particular effects</b>.</li> <li>• Verb forms <b>largely correct</b> and <b>appropriate tenses consistently used</b>.</li> <li>• Vocabulary <b>wide</b> and <b>precise</b>.</li> <li>• Punctuation <b>accurate</b> and <b>helpful</b>.</li> <li>• Spelling <b>accurate</b>, apart from very occasional slips.</li> <li>• Paragraphs have <b>unity</b>, are <b>linked</b>, and show <b>evidence of planning</b>.</li> </ul>
<b>Band 7</b>	<b>12–13</b>	<p><b>Accurate writing; occasional errors are either slips or caused by ambition.</b></p> <ul style="list-style-type: none"> <li>• Sentence structures show <b>some variation</b> to create <b>some natural fluency</b>.</li> <li>• <b>Occasional slips</b> in verb forms or tense formation, but <b>sequence consistent</b> and <b>clear</b> throughout.</li> <li>• Vocabulary <b>precise enough to convey intended shades of meaning</b>.</li> <li>• Punctuation <b>accurate</b> and <b>generally helpful</b>.</li> <li>• Spelling <b>nearly always accurate</b>.</li> <li>• Paragraphs have <b>unity</b>, are <b>usually linked</b>, and show <b>some evidence of planning</b>.</li> </ul>

Question	Answer	Marks
Band 6	<p data-bbox="328 266 411 293">10–11</p> <p data-bbox="459 266 1390 331"><b>Mostly accurate writing; errors from ambition do not mar clarity of communication.</b></p> <ul data-bbox="459 371 1426 949" style="list-style-type: none"> <li data-bbox="459 371 1337 436">• <b>Some variety</b> of sentence structures, but a tendency to repeat sentence types may produce a monotonous effect.</li> <li data-bbox="459 472 1410 537">• Errors may occur in irregular verb forms, but <b>control of tense sequence sufficient</b> to sustain clear progression of events or ideas.</li> <li data-bbox="459 573 1350 638">• <b>Simple</b> vocabulary <b>mainly correct</b>; errors may occur with more ambitious words.</li> <li data-bbox="459 674 1426 739">• Punctuation <b>generally accurate</b> and <b>sentence separation correctly marked</b>, but errors may occur, e.g. with direct speech.</li> <li data-bbox="459 775 1331 840">• Spelling of <b>simple vocabulary accurate</b>; some errors in more ambitious words.</li> <li data-bbox="459 875 1410 940">• Paragraphs may show <b>some unity</b>, although links may be absent or inappropriate.</li> </ul>	
Band 5	<p data-bbox="344 987 395 1014">8–9</p> <p data-bbox="459 987 1326 1052"><b>Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language.</b></p> <ul data-bbox="459 1093 1410 1357" style="list-style-type: none"> <li data-bbox="459 1093 1353 1158">• <b>Some variety</b> of sentence <b>length</b> and <b>structure</b>, not always for particular purpose.</li> <li data-bbox="459 1193 1410 1258">• <b>Errors</b> in verb forms and tense consistency <b>may cause uncertainty in sequence of events</b> or disturb ease of communication.</li> <li data-bbox="459 1294 1410 1359">• Vocabulary <b>usually adequate to convey intended meaning</b>; idiom may be uncertain.</li> </ul>	
Band 5	<ul data-bbox="459 1395 1353 1630" style="list-style-type: none"> <li data-bbox="459 1395 1353 1460">• Punctuation <b>used</b> but not always helpful; <b>occasional sentence separation errors</b>.</li> <li data-bbox="459 1496 1353 1561">• Spelling of <b>simple vocabulary accurate</b>; errors in more difficult words.</li> <li data-bbox="459 1597 1182 1630">• Paragraphs <b>used</b> but may lack unity or coherence.</li> </ul>	

Question	Answer	Marks
Band 4	<p data-bbox="344 264 395 293">6–7</p> <p data-bbox="459 264 1412 331"><b>Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.</b></p> <ul data-bbox="459 367 1418 913" style="list-style-type: none"> <li data-bbox="459 367 1418 434">• <b>Some simple sentence structures accurate</b>, but unlikely to sustain accuracy for long.</li> <li data-bbox="459 470 1418 537">• <b>Errors</b> in verb forms and tenses will <b>sometimes confuse sequence of events</b>.</li> <li data-bbox="459 573 1418 640">• Vocabulary <b>limited</b>, either too simple or imperfectly understood; some idiomatic errors likely.</li> <li data-bbox="459 676 1418 743">• <b>Simple</b> punctuation <b>usually accurate</b>, but there may be frequent sentence separation errors.</li> <li data-bbox="459 779 1418 846">• Spelling of <b>simple vocabulary accurate</b>; <b>frequent errors</b> in more difficult words.</li> <li data-bbox="459 882 938 913">• Paragraphs <b>used haphazardly</b>.</li> </ul>	
Band 3	<p data-bbox="344 949 395 978">4–5</p> <p data-bbox="459 949 1364 1084"><b>The writing has many serious errors of various kinds of ‘single-word’ type (i.e. they could be corrected without re-writing the sentence); communication established, although weight of error may cause some ‘blurring’.</b></p> <ul data-bbox="459 1120 1390 1496" style="list-style-type: none"> <li data-bbox="459 1120 1241 1151">• Sentences probably <b>simple</b> and <b>repetitive</b> in structure.</li> <li data-bbox="459 1187 1339 1254">• Frequent errors in verb forms and haphazard changes of tense <b>confuse meaning</b>.</li> <li data-bbox="459 1290 1278 1357">• Vocabulary <b>conveys meaning</b> but likely to be <b>simple</b> and <b>imprecise</b>; significant idiomatic errors.</li> <li data-bbox="459 1393 922 1424">• Spelling <b>may be inconsistent</b>.</li> <li data-bbox="459 1460 1390 1491">• Punctuation and paragraphing <b>may be haphazard</b> or non-existent.</li> </ul>	
Band 2	<p data-bbox="344 1532 395 1561">2–3</p> <p data-bbox="459 1532 1374 1621"><b>Sense usually decipherable but some errors will be ‘multiple’ (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.</b></p> <ul data-bbox="459 1657 1329 1724" style="list-style-type: none"> <li data-bbox="459 1657 1329 1724">• Unlikely to be more than <b>a few accurate sentences</b>, however simple, in the whole essay.</li> </ul>	
Band 1	<p data-bbox="360 1765 379 1794">1</p> <p data-bbox="459 1765 1418 1832"><b>Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.</b></p> <ul data-bbox="459 1868 1390 1935" style="list-style-type: none"> <li data-bbox="459 1868 1390 1935">• Where <b>occasional patches of relative clarity</b> are evident, 1 mark should be given.</li> </ul>	
Band 0	<p data-bbox="360 1966 379 1995">0</p> <ul data-bbox="459 1966 1062 1998" style="list-style-type: none"> <li data-bbox="459 1966 1062 1998">• Insufficient to meet the criteria for Band 1.</li> </ul>	



Question	Answer	Marks
<b>Section 2 Language 30 marks</b>		
<b>Band 8</b>	<b>27–30</b>	<p><b>Highly accurate writing, apart from very occasional slips.</b></p> <ul style="list-style-type: none"> <li>• Sentence structures <b>varied for particular effects.</b></li> <li>• Verb forms <b>largely correct</b> and <b>appropriate tenses consistently used.</b></li> <li>• Vocabulary <b>wide</b> and <b>precise.</b></li> <li>• Punctuation <b>accurate</b> and <b>helpful.</b></li> <li>• Spelling <b>accurate</b>, apart from very occasional slips.</li> <li>• Paragraphs have <b>unity</b>, are <b>linked</b>, and show <b>evidence of planning.</b></li> </ul> <p><b>Appropriateness and Content</b></p> <ul style="list-style-type: none"> <li>• <b>Consistently relevant.</b> Interest aroused and sustained.</li> <li>• Tone and register <b>entirely appropriate.</b></li> <li>• Descriptions have well-developed images helping to create complex atmospheres.</li> <li>• Arguments are well developed, logical, even complex.</li> <li>• Narratives are complex, sophisticated, possibly tense, and may contain devices such as flashbacks.</li> </ul>

Question	Answer	Marks
<p><b>Band 7</b></p>	<p><b>23–26</b></p> <p><b>Accurate writing; occasional errors are either slips or caused by ambition.</b></p> <ul style="list-style-type: none"> <li>• Sentence structures show <b>some variation</b> to create <b>some natural fluency</b>.</li> <li>• <b>Occasional slips</b> in verb forms or tense formation, but <b>sequence consistent</b> and <b>clear</b> throughout.</li> <li>• Vocabulary <b>precise enough to convey intended shades of meaning</b>.</li> <li>• Punctuation <b>accurate</b> and <b>generally helpful</b>.</li> <li>• Spelling <b>nearly always accurate</b>.</li> <li>• Paragraphs have <b>unity</b>, are <b>usually linked</b>, and show <b>some evidence of planning</b>.</li> </ul> <p><b>Appropriateness and Content</b></p> <ul style="list-style-type: none"> <li>• <b>Relevant</b>. Interest aroused and mostly sustained.</li> <li>• Tone and register <b>appropriate</b>.</li> <li>• Descriptions have interesting images and a range of detail, helping to create effective atmospheres.</li> <li>• Arguments have clearly defined, cohesive, logical stages in their development</li> </ul> <p>Narratives have effective detail creating character or setting, and may contain some sense of climax.</p>	

Question	Answer	Marks
Band 6	<p data-bbox="293 266 379 300">19–22</p> <p data-bbox="403 266 1334 333"><b>Mostly accurate writing; errors from ambition do not mar clarity of communication.</b></p> <ul data-bbox="403 367 1430 949" style="list-style-type: none"> <li data-bbox="403 367 1430 434">• <b>Some variety</b> of sentence structures, but a tendency to repeat sentence types may produce a monotonous effect.</li> <li data-bbox="403 472 1430 539">• Errors may occur in irregular verb forms, but <b>control of tense sequence sufficient</b> to sustain clear progression of events or ideas.</li> <li data-bbox="403 577 1430 645">• <b>Simple</b> vocabulary <b>mainly correct</b>; errors may occur with more ambitious words.</li> <li data-bbox="403 683 1430 750">• Punctuation <b>generally accurate</b> and <b>sentence separation correctly marked</b>, but errors may occur, e.g. with direct speech.</li> <li data-bbox="403 788 1430 855">• Spelling of <b>simple vocabulary accurate</b>; some errors in more ambitious words.</li> <li data-bbox="403 893 1430 960">• Paragraphs may show <b>some unity</b>, although links may be absent or inappropriate.</li> </ul> <p data-bbox="403 994 823 1028"><b>Appropriateness and Content</b></p> <ul data-bbox="403 1061 1430 1397" style="list-style-type: none"> <li data-bbox="403 1061 1430 1128">• <b>Relevant.</b> Some interest aroused, although there may be some lack of originality and/or planning.</li> <li data-bbox="403 1167 1430 1200">• Tone <b>usually appropriate</b>, although there <b>may be slips</b> of register.</li> <li data-bbox="403 1238 1430 1305">• Descriptions have satisfactory images, ideas and details which help to create atmosphere.</li> <li data-bbox="403 1344 1430 1411">• Arguments make a series of relevant points, with some being developed; linking of ideas may be insecure.</li> </ul> <p data-bbox="403 1444 1294 1467">Narratives are straightforward with proper sequencing of sentences.</p>	

Question	Answer	Marks
<p><b>Band 5</b></p>	<p><b>15–18</b></p> <p><b>Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language.</b></p> <ul style="list-style-type: none"> <li>• <b>Some variety</b> of sentence <b>length</b> and <b>structure</b>, not always for particular purpose.</li> <li>• <b>Errors</b> in verb forms and tense consistency <b>may cause uncertainty in sequence of events</b> or disturb ease of communication.</li> <li>• Vocabulary <b>usually adequate to convey intended meaning</b>; idiom may be uncertain.</li> <li>• Punctuation <b>used</b> but not always helpful; <b>occasional sentence separation errors</b>.</li> <li>• Spelling of <b>simple vocabulary accurate</b>; errors in more difficult words.</li> <li>• Paragraphs <b>used</b> but may lack unity or coherence.</li> </ul> <p><b>Appropriateness and Content</b></p> <ul style="list-style-type: none"> <li>• <b>Attempt to address topic</b> but there may be digressions or failures of logic. May lack liveliness and interest.</li> <li>• Tone <b>may be uneven</b>.</li> <li>• Descriptions have some detail but may rely too much on narrative.</li> <li>• Arguments have mainly relevant points but may be only partially developed, with some repetition.</li> <li>• Narratives are largely a series of events with only occasional details of character and setting.</li> </ul>	

Question	Answer	Marks
Band 4	<p data-bbox="293 266 373 293">11–14</p> <p data-bbox="405 266 1355 333"><b>Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.</b></p> <ul data-bbox="405 371 1433 920" style="list-style-type: none"> <li data-bbox="405 371 1358 439">• <b>Some simple sentence structures accurate</b>, but unlikely to sustain accuracy for long.</li> <li data-bbox="405 472 1398 539">• <b>Errors</b> in verb forms and tenses will <b>sometimes confuse sequence of events</b>.</li> <li data-bbox="405 573 1374 640">• Vocabulary <b>limited</b>, either too simple or imperfectly understood; some idiomatic errors likely.</li> <li data-bbox="405 674 1315 741">• <b>Simple</b> punctuation <b>usually accurate</b>, but there may be frequent sentence separation errors.</li> <li data-bbox="405 775 1433 842">• Spelling of <b>simple vocabulary accurate</b>; <b>frequent errors</b> in more difficult words.</li> <li data-bbox="405 875 879 920">• Paragraphs <b>used haphazardly</b>.</li> </ul> <p data-bbox="405 954 823 981"><b>Appropriateness and Content</b></p> <ul data-bbox="405 992 1406 1335" style="list-style-type: none"> <li data-bbox="405 992 895 1019">• <b>Some relevance</b>. Some interest.</li> <li data-bbox="405 1052 831 1079">• Tone <b>may be inconsistent</b>.</li> <li data-bbox="405 1122 1123 1149">• Descriptions are relevant but lack scope or variety.</li> <li data-bbox="405 1191 1406 1258">• Arguments make a few points but development is simple and not always logical; some obvious repetition of ideas.</li> <li data-bbox="405 1292 1050 1319">• Narratives are simple, everyday or immature.</li> </ul>	

Question	Answer	Marks
Band 3	<p data-bbox="300 264 368 297">7–10</p> <p data-bbox="403 264 1398 398"><b>The writing has many serious errors of various kinds of ‘single-word’ type (i.e. they could be corrected without re-writing the sentence); communication established, although weight of error may cause some ‘blurring’.</b></p> <ul data-bbox="403 439 1398 815" style="list-style-type: none"> <li data-bbox="403 439 1177 472">• Sentences probably <b>simple</b> and <b>repetitive</b> in structure.</li> <li data-bbox="403 506 1398 573">• Frequent errors in verb forms and haphazard changes of tense <b>confuse meaning</b>.</li> <li data-bbox="403 607 1369 674">• Vocabulary <b>conveys meaning</b> but likely to be <b>simple</b> and <b>imprecise</b>; significant idiomatic errors.</li> <li data-bbox="403 707 863 741">• Spelling <b>may be inconsistent</b>.</li> <li data-bbox="403 775 1326 808">• Punctuation and paragraphing <b>may be haphazard</b> or non-existent.</li> </ul> <p data-bbox="403 846 823 880"><b>Appropriateness and Content</b></p> <ul data-bbox="403 887 1342 1227" style="list-style-type: none"> <li data-bbox="403 887 895 920">• <b>A little</b> relevance. A little interest.</li> <li data-bbox="403 954 975 987">• <b>Some recognition</b> of appropriate tone.</li> <li data-bbox="403 1021 1038 1055">• In Descriptions the overall picture is unclear.</li> <li data-bbox="403 1088 1310 1155">• In Arguments only a few points are discernible and the argument progresses only here and there.</li> <li data-bbox="403 1189 1342 1223">• Narratives are very simple and may narrate events indiscriminately.</li> </ul>	

Question	Answer	Marks
<b>Band 2</b>	<p data-bbox="309 266 357 293"><b>3–6</b></p> <p data-bbox="405 266 1406 360"><b>Sense usually decipherable but some errors will be 'multiple' (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.</b></p> <ul data-bbox="405 405 1406 465" style="list-style-type: none"> <li>• Unlikely to be more than <b>a few accurate sentences</b>, however simple, in the whole essay.</li> </ul> <p data-bbox="405 506 820 533"><b>Appropriateness and Content</b></p> <ul data-bbox="405 573 1406 913" style="list-style-type: none"> <li>• <b>Little relevance</b> or interest.</li> <li>• Tone <b>may be inappropriate</b>.</li> <li>• In Descriptions the overall picture is very unclear.</li> <li>• In Arguments only a very few points are discernible and the argument barely progresses.</li> <li>• Narratives are extremely simple and may narrate events indiscriminately.</li> </ul>	
<b>Band 1</b>	<p data-bbox="309 949 357 976"><b>1–2</b></p> <p data-bbox="405 949 1398 1010"><b>Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.</b></p> <ul data-bbox="405 1055 1366 1115" style="list-style-type: none"> <li>• Where <b>occasional patches of relative clarity</b> are evident, one mark should be given.</li> </ul> <p data-bbox="405 1155 820 1182"><b>Appropriateness and Content</b></p> <ul data-bbox="405 1189 1318 1249" style="list-style-type: none"> <li>• Arguments are rarely relevant and may well be disordered, as are Descriptions and Narratives.</li> </ul>	
<b>Band 0</b>	<p data-bbox="293 1285 309 1312"><b>0</b></p> <ul data-bbox="405 1285 991 1312" style="list-style-type: none"> <li>• Insufficient to meet the criteria for Band 1.</li> </ul>	