

PAPER 1119/1 (Set 3)
SECTION A: DIRECTED WRITING

This question is assessed as follows:

FORMAT : 3 marks
CONTENT : 12 marks
LANGUAGE : 20 marks
TOTAL : 35 marks

NO	FORMAT	MARK
F1	Title	1
F2	Writer's name	1
	Total	2

NO.	CONTENT	MARK
C1	portable	1 Mark
C2	slim and light	1 Mark
C3	expensive	1 Mark
C4	harder to upgrade	1 Mark
C5	costly spare parts	1 Mark
C6	fragile	1 Mark
C7	own idea	1 Mark
C8	bulky	1 Mark
C9	cheap	1 Mark
C10	easy to upgrade	1 Mark
C11	available spare parts	1 Mark
C12	sturdy	1 Mark
C13	own idea	1 Mark

LANGUAGE (20 marks) : Please refer to the marking criteria below

MARK RANGE	DESCRIPTION OF CRITERIA	MARK RANGE	DESCRIPTION OF CRITERIA
A 19 – 20	<p>Language - entirely accurate apart from very occasional first draft slips.</p> <p>Sentence structure - varied and various types of sentences are used.</p> <p>Vocabulary - wide and used with precision.</p> <p>Punctuation - accurate and helpful to the reader.</p> <p>Spelling - accurate across the full range of vocabulary used.</p> <p>Paragraphs - well-planned, have unity and are linked.</p> <p>Topic - addressed with consistent relevance.</p> <p>Interest of the reader - aroused and sustained throughout the writing.</p> <p>Tone - appropriate for an informal letter.</p>	B 16 - 18	<p>Language - accurate with occasional errors</p> <p>Vocabulary - wide enough and used with some precision.</p> <p>Sentences - show some variation of length and type, with some complex sentences.</p> <p>Punctuation - almost always accurate and generally helpful.</p> <p>Spelling -nearly always accurate.</p> <p>Paragraphs - show some evidence of planning and have unity Relevant to the topic.</p> <p>Interest of the reader - aroused and sustained.</p> <p>Paragraphs - show some unity and are usually linked appropriately.</p> <p>Tone - appropriate for an informal letter.</p>
C 13 - 15	<p>Language - largely accurate. Simple structures - used without error; mistakes are found in more sophisticated structures.</p> <p>Vocabulary - wide enough but may lack precision.</p> <p>Sentences - may show some variety of structures and length but may be monotonous.</p> <p>Punctuation of simple structures - accurate</p> <p>Simple words - may be spelt correctly</p> <p>Paragraphs - may show some unity although links may be absent or inappropriate.</p> <p>Interest of the reader - aroused but not sustained.</p> <p>Tone - mostly appropriate for an informal letter.</p>	D 10 - 12	<p>Language - sufficiently accurate, of clear language when simple vocabulary and structures are used. Some variety of sentence type and length</p> <p>Punctuation - generally correct but does not clarify meaning.</p> <p>Vocabulary -usually adequate to show intended meaning.</p> <p>Simple words - spelt correctly but more spelling errors will occur.</p> <p>Paragraphs - used but show lack of planning and unity.</p> <p>Lacking in liveliness and interest value.</p> <p>Lapses in tone may be a feature of an informal letter.</p>
E	Meaning - never in doubt, but single word errors are sufficiently	U (i)	Meaning - fairly clear but high incidence of errors will definitely

<p>7 - 9</p>	<p>frequent and serious to hamper reading. Some simple structures - may be accurate, but not sustained for long. Vocabulary is limited – too simple to convey precise meaning. Simple words - spelt correctly but frequent mistakes in spelling and punctuation. High incidence of linguistic errors. Paragraphs - lack unity or are haphazardly arranged. Tone - may be inappropriate for an informal letter.</p>	<p>4 - 6</p>	<p>impede the reading. Many serious errors of various kinds Very few accurate sentences. Frequent errors - may cause blurring. Sentences - simple and very often repetitive. Punctuation - sometimes used correctly. Paragraphs - lack unity or there may not be any paragraphs at all. Frequent spelling errors. Tone - may not be appropriate for an informal letter.</p>
<p>U(ii)</p> <p>2 - 3</p>	<p>Errors - multiple in nature, requiring the reader to read and re-read to understand. Few accurate but simple sentences. Content - may be comprehensible, but the incidence of linguistic error is high. Content – the letter is comprehensible, but its tone is hidden by the density of errors.</p>	<p>U(iii)</p> <p>0 - 1</p>	<p>Almost entirely impossible to read. May make little or no sense at all or are copied from the task. Marks should be awarded where occasional patches of clarity occur Award '1' mark - if some sense can be obtained. '0' mark - only be awarded if the letter makes no sense at all from beginning to end.</p>

SECTION B: CONTINUOUS WRITING

MARK RANGE	DESCRIPTION OF CRITERIA	MARK RANGE	DESCRIPTION OF CRITERIA
<p>A 44 -50</p>	<p>Language - entirely accurate apart from very occasional first draft slips. Sentence structure - varied and used to achieve a particular effect. Vocabulary - wide and is used with precision. Punctuation - accurate and helpful to the reader. Spelling - accurate across the full range of vocabulary used. Paragraphs - well-planned, have unity and are linked. Topic - addressed with consistent relevance. Interest of the reader - aroused and sustained throughout the writing.</p>	<p>B 38 - 43</p>	<p>Language - accurate; occasional errors are either minor or first draft slips. Vocabulary - wide enough to convey intended shades of meaning with some precision. Sentences - show some variation of length and type with some complex sentences. Punctuation - almost always accurate and generally helpful. Spelling - nearly always accurate. Paragraphs - show some evidence of planning, have unity and are usually appropriately linked. Relevant to the topic. Interest of the reader - aroused and sustained through most of the writing.</p>
<p>C 32 - 37</p>	<p>Language - largely accurate. Simple structures - used without error; mistakes - in more sophisticated structures. Vocabulary - wide enough but may lack precision. Sentences - may show some variety of structure and length but rather monotonous Punctuation - accurate on the whole but errors may occur in more complex uses. Spelling of simple words - may be correct, errors - more sophisticated word. Paragraphs - may show some unity, but links may be absent or inappropriate. Relevant but may lack originality and planning. Some interest is aroused but not sustained.</p>	<p>D 26 - 31</p>	<p>Language - sufficiently accurate. Patches of clear, accurate language. Simple vocabulary and structures are used. Some variety of sentence type and length. Punctuation - generally correct. Vocabulary - usually adequate to show intended meaning. More spelling errors will occur. Paragraphs - used but show lack of planning or unity. Topic - addressed with some relevance. Lacking in liveliness and interest value.</p>
	<p>Meaning - never in doubt, but</p>		<p>Meaning - fairly clear but the high</p>

<p>E 20 - 25</p>	<p>single word errors are sufficiently frequent and serious to hamper reading. Some simple structures - may be accurate, but unlikely to sustain accuracy. Vocabulary is limited - either too simple to convey precise meaning or more ambitious but imperfectly understood. Frequent mistakes in spelling Punctuation errors - make reading the script difficult. Paragraphs - lack unity or are haphazardly arranged. Some relevance to the topic but only a partial treatment is given. High incidence of linguistic errors – may be distracting to the reader.</p>	<p>U(i) 14 - 19</p>	<p>incidence of errors will impede reading. Many serious errors of various kinds. (single word type, i.e. they could be corrected without rewriting the whole sentence.) Very few accurate sentences. Frequent errors may cause blurring. Sentences - simple and very often repetitive. Punctuation - used correctly but sentence separation errors may occur. Paragraphs – lack unity or there may not be any paragraphs at all.</p>
<p>U(ii) 8 - 13</p>	<p>Some sense but errors are multiple (reader has to read and re-read before being able to understand.) Only a few accurate but simple sentences. Content - may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur. May also be far short of the required number of words.</p>	<p>U(iii) 0 – 7</p>	<p>Almost entirely impossible to read. Whole sections may make little or no sense at all. Marks – awarded where occasional patches of clarity occur.</p>