



# Cambridge International AS & A Level

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**ENGLISH LANGUAGE****9093/21**

Paper 2 Writing

**May/June 2020****MARK SCHEME**Maximum Mark: 50

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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 **7** 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.

**ENGLISH LANGUAGE 9093/21–23, 8695 21–23****Assessment Objectives**

AO2: demonstrate a knowledge and understanding of English language (including, at A Level, spoken language) and its use in a variety of contexts.

AO3: write clearly, accurately, creatively and effectively for different purposes/audiences, using different forms.

The paper contains two sections: Section A and Section B. There are three questions in each section. Candidates answer two questions: one from Section A and one from Section B. Each piece of writing is marked out of 25 marks, in accordance with the general marking criteria.

**Section A: Imaginative Writing (narrative/descriptive)**

Questions require a narrative or descriptive piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words). Candidates are required to show that they can write imaginatively, using language to create deliberate effects, e.g. in conveying a mood or describing a character.

**Section B: Writing for an Audience (discursive/argumentative)**

Questions require a piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words). In each question, a specified form for the writing will be given (e.g. a magazine feature, article, review, letter to a newspaper, scripted speech, voiceover) for a specified audience. Candidates are required to show that they can present a view clearly, construct an argument carefully, and write coherently and persuasively.

**Section A: Imaginative writing (narrative/descriptive)**

<b>Band 1</b>	<b>22–25</b>	<ul style="list-style-type: none"> <li>Imaginative, possibly original, appropriate approach to task, engaging audience; very strong voice;</li> <li>Tightly controlled, appropriate structure; very directed writing;</li> <li>Language used imaginatively to create specific effects on the reader;</li> <li>Fluent, mature expression, achieves complex effects, with a high level of technical accuracy.</li> </ul>
<b>Band 2</b>	<b>18–21</b>	<ul style="list-style-type: none"> <li>Imaginative approach to task, appropriate to audience and engaging interest; strong sense of voice;</li> <li>Effective, appropriate structure; with a strong sense of purpose;</li> <li>Language used to create specific effects on the reader; narrative or descriptive as appropriate;</li> <li>Fluent expression achieves effects; occasional technical errors will not impede expression.</li> </ul>
<b>Band 3</b>	<b>14–17</b>	<ul style="list-style-type: none"> <li>Consistent focus on relevant form and content, with an appropriate sense of audience; consistent sense of voice; some sustained imagination;</li> <li>Clear structure that fits the task; with a sense of purpose;</li> <li>Appropriate effects of language are attempted and achieved, narrative or descriptive;</li> <li>Clear expression with some variety, a few technical inaccuracies.</li> </ul>
<b>Band 4</b>	<b>10–13</b>	<ul style="list-style-type: none"> <li>Clear focus on relevant form and content, with some imaginative touches; some appropriate sense of audience; some sense of voice;</li> <li>Structure is in place though purpose is sometimes unclear – may drift in and out of focus or be uneven;</li> <li>Appropriate effects of language are attempted, narrative or descriptive;</li> <li>Clear expression, a little unvaried or with a number of technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) which limit the ability to achieve effects.</li> </ul>
<b>Band 5</b>	<b>6–9</b>	<ul style="list-style-type: none"> <li>Relevant form and content, with some sense of audience; occasional sense of voice;</li> <li>Structure may not be fully apparent – may go on without clear narrative control or descriptive contrast;</li> <li>Some effects of language are attempted, narrative or descriptive;</li> <li>Expression is unclear at times and may not flow easily, with frequent technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation).</li> </ul>
<b>Band 6</b>	<b>2–5</b>	<ul style="list-style-type: none"> <li>Evidence of attempted focus on some appropriate ideas for content, or not fully appropriate to the task; form may be less sure, e.g. a wholly narrative response to a descriptive task; limited sense of voice;</li> <li>Lacks structure, may be diffuse, may ramble;</li> <li>Occasional effects of language are attempted, narrative or descriptive;</li> <li>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.</li> </ul>

<b>Band 7</b>	<b>0–1</b>	<ul style="list-style-type: none"><li>• Inappropriate to the task, confused or incoherent, with little grasp of suitable form or content.</li><li>• 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.</li></ul>
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**Section B: Writing for an audience (discursive/argumentative)**

<b>Band 1</b>	<b>22–25</b>	<ul style="list-style-type: none"> <li>• Interesting, lively approach to task, possibly original; in appropriate form, and engaging audience; very strong voice;</li> <li>• Tightly controlled structure; develops ideas in logical, effective manner;</li> <li>• Wide range of language and rhetorical devices used effectively to explain, argue or persuade;</li> <li>• Fluent, mature expression, capable of complex argument, with a high level of technical accuracy</li> </ul>
<b>Band 2</b>	<b>18–21</b>	<ul style="list-style-type: none"> <li>• Thoughtful approach to task, appropriate in form, and engaging interest; strong sense of voice;</li> <li>• Effective, appropriate structure with clear exposition of ideas/argument,</li> <li>• Language and rhetorical devices used effectively to explain, argue or persuade;</li> <li>• Fluent expression capable of complex argument; occasional technical errors will not impede expression.</li> </ul>
<b>Band 3</b>	<b>14–17</b>	<ul style="list-style-type: none"> <li>• Consistent focus on relevant form and content, with an appropriate sense of audience; consistent sense of voice;</li> <li>• Clear appropriate structure with some development;</li> <li>• Appropriate language and rhetorical devices used to explain, argue or persuade;</li> <li>• Clear expression with some variety, a few technical inaccuracies.</li> </ul>
<b>Band 4</b>	<b>10–13</b>	<ul style="list-style-type: none"> <li>• Clear focus on relevant form and content, with some appropriate sense of audience; some sense of voice;</li> <li>• Appropriate structure is in place though purpose is sometimes unclear – may drift in and out of focus or be uneven;</li> <li>• Effects of language to explain, argue or persuade are attempted to some purpose, not always fully achieved;</li> <li>• 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.</li> </ul>
<b>Band 5</b>	<b>6–9</b>	<ul style="list-style-type: none"> <li>• Relevant form and content with some sense of audience; occasional sense of voice;</li> <li>• Structure may not be fully apparent – may be lacking in development or argument;</li> <li>• Some effects of language to explain, argue or persuade are attempted;</li> <li>• Expression is unclear at times and may not flow easily, with frequent technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation).</li> </ul>
<b>Band 6</b>	<b>2–5</b>	<ul style="list-style-type: none"> <li>• Attempts to be relevant, but not fully appropriate to the task; may show some grasp of the topic under consideration; limited sense of voice;</li> <li>• Lacks structure, may leap from point to unconnected point, digress and ramble;</li> <li>• Occasional effects of language to explain, argue or persuade are attempted;</li> <li>• 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.</li> </ul>

<b>Band 7</b>	<b>0–1</b>	<ul style="list-style-type: none"><li>• Inappropriate to the task, confused or incoherent, with little grasp of the topic chosen;</li><li>• 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.</li></ul>
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