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	GCE A LEVEL – May/June 2014	9093	11

Candidates answer two questions.

Each question is marked out of 25 using the following tables.

Part (a) – Commentary (maximum 15 marks)

	Mark	Knowledge and Understanding	Analysis of language effects	Organisation
Band 1	13–15	Shows perceptive appreciation of content and ideas. Fluidly relates content to structure, form, audience, purpose, genre, style. Shows keen awareness of intentions of passage.	Analyses text with sensitive and discriminating awareness of how language creates effects. Moves with ease between part and whole in discussing specific examples of language use and the effect of the whole passage.	Strong structure; may be concise; quotation is used fluently, 'embedded' in the argument.
Band 2	10–12	Shows consistent appreciation of content and ideas. Able to relate content to structure, form, audience, purpose, genre, style, main aims of passage.	Analyses text, with awareness of the effects created. Able to relate part to whole in discussing specific examples of language use and the effect of the whole passage.	Strong structure used to convey clear argument.
Band 3	8–9	Shows steady engagement with content/ideas of piece. Shows general understanding of structure, form, audience, purpose, genre, style of passage.	Thorough analysis of passage is made, correctly identifying a range of features of language, giving examples, and showing ability to explain how they create effects with some relation of part to whole.	Clear structure, sustained focus.
Band 4	6–7	Shows some engagement with content/ideas of piece. Shows general, overall understanding of structure, form, audience, purpose, genre, style of passage.	Appropriate points are made, correctly identifying some features of language use, giving examples, and showing some ability to explain how they create effects. May be a fragmented approach.	Clear structure; may be 'line-by-line'; essay may drift in and out of focus.

English Language

Paper 1 Mark Scheme

	Mark	Knowledge and Understanding	Analysis of language effects	Organisation
Band 5	3–5	Makes some relevant points about content. Shows some understanding of some aspects of structure, audience, form, purpose, genre, style of passage, but with some failures to identify key features and or misunderstanding.	Some relevant points made, identifying a restricted range of examples of language use. Some examples are not related to the effects created. Some examples may be listed without development. Much generalisation.	Little structure. Points may be rather disconnected.
Band 6	0–2	Comments on content of passage. May be confused.	Very few, if any, points made about language of passage. May be unclear.	Expression breaks down at times. Very short work. Unstructured.

Part (b) – Directed Writing (maximum 10 marks)

Marks

8–10	A perceptive recognition of context, audience, form, and purpose supported by a good range of appropriate vocabulary and expression suitable for the task. Responses at the top of this band will be persuasive and confident, supported by a consistent, and at best personal, engagement with context and purpose, using fluent and accurate expression accompanied by a strong sense of audience.
6–7	A clear and informed sense of purpose, context, form and relevance supported by a reasonable attempt to use language appropriate for the task.
4–5	An adequate attempt, but marked by an inconsistent and uneven sense of purpose, form, context and style. Generally sound expression and accuracy.
2–3	The beginnings of an answer, but limited by an inappropriate sense of style, form, purpose and language. Expression and accuracy may be limited.
0–1	Confused and unfocused sense of purpose, form, context and audience. Wholly inappropriate language and style. Work may be brief or fragmented and expression very limited.

English Language - Paper 2 Mark Scheme

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Section A: Imaginative writing

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