Marking criteria for Section B

Table D, Composition: Content and structure

<table>
<tr><th>Level</th><th>Marks</th><th colspan="2">General and specific marking criteria</th></tr>
<tr><td rowspan="3">6</td><td rowspan="3">14–16</td><td colspan="2">General

• Content is highly focused on the task, complex and engaging. (W1)
• Structure is secure, well balanced and carefully managed for deliberate effect. (W2)</td></tr>
<tr><td>Specific – descriptive

• Creates well-defined and developed ideas and images in response to the prompt to offer a convincing overall picture.
• Uses features of descriptive writing such as close observation, effective use of figurative language and varieties of focus.</td><td>Specific – narrative

• Crafts a well-defined and strongly developed plot in response to the prompt.

• Uses features of fiction writing such as description, characterisation and effective climax, with convincing details.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td rowspan="3">5</td><td rowspan="3">11–13</td><td colspan="2">General

• Content is well focused on the task, developed and mostly engaging. (W1)
• Structure is well managed, with some choices made for deliberate effect. (W2)</td></tr>
<tr><td>Specific – descriptive

• Offers some well-chosen images and details in response to the prompt to give a mostly convincing picture.</td><td>Specific – narrative

• The plot is defined and developed with features of fiction writing such as description, characterisation, climax and details.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td rowspan="3">4</td><td rowspan="3">8–10</td><td colspan="2">General

• Content is focused on the task with some development. (W1)
• Structure is competently managed. (W2)</td></tr>
<tr><td>Specific – descriptive

• A selection of partially effective ideas, images and details.</td><td>Specific – narrative

• The plot is relevant and cohesive; begins to use features such as characterisation and setting of scene.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td rowspan="3">3</td><td rowspan="3">5–7</td><td colspan="2">General

• Content shows some focus on the task, is straightforward and briefly developed. (W1)
• Structure is mostly organised but may not always be effective. (W2)</td></tr>
<tr><td>Specific – descriptive

• A series of generally relevant details, with limited use of the features of descriptive writing.</td><td>Specific – narrative

• The plot is straightforward, with limited use of the features of narrative writing.</td></tr>
<tr><td colspan="2"></td></tr>
</table>

<table>
<tr><td rowspan="3">2</td><td rowspan="3">3–4</td><td colspan="2">General

• Content lacks focus and is simple; ideas and events may be limited. (W1)
• Structure is partially organised. (W2)</td></tr>
<tr><td>Specific – descriptive

• Occasionally relevant with limited detail.</td><td>Specific – narrative

• Events are only partially linked and/or lack clarity.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td rowspan="3">1</td><td rowspan="3">1–2</td><td colspan="2">General

• Content is occasionally relevant or clear. (W1)
• Structure is limited and ineffective. (W2)</td></tr>
<tr><td>Specific – descriptive

• The description is unclear.</td><td>Specific – narrative

• The narrative lacks coherence.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>0</td><td>0</td><td colspan="2">No creditable content.</td></tr>
</table>

Table E, Composition: Style and accuracy

Level	Marks	Description
6	**21–24**	• Precise, well-chosen vocabulary and varied sentence structures, chosen for effect. (W3) • Highly effective use of language to engage the reader. (W4) • Spelling, punctuation and grammar almost always accurate. (W5)
5	**17–20**	• Mostly precise vocabulary and a range of sentence structures mostly used for effect. (W3) • Effective use of language to engage the reader. (W4) • Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)
4	**13–16**	• Some precise vocabulary and a range of sentence structures sometimes used for effect. (W3) • Sometimes effective use of language to engage the reader. (W4) • Spelling, punctuation and grammar generally accurate though with some errors. (W5)
3	**9–12**	• Simple vocabulary and a range of straightforward sentence structures. (W3) • Some awareness of the reader. (W4) • Frequent errors of spelling, punctuation and grammar, sometimes affecting communication. (W5)
2	**5–8**	• Limited and/or imprecise vocabulary and sentence structures. (W3) • Limited awareness of the reader. (W4) • Persistent errors of spelling, punctuation and grammar, occasionally impeding communication. (W5)
1	**1–4**	• Frequently imprecise vocabulary and sentence structures. (W3) • Very limited awareness of the reader. (W4) • Persistent errors in spelling, punctuation and grammar impede communication. (W5)
0	**0**	No creditable content.

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Grade boundaries: composition only /40:

A*	33-40
A	28-32
B	25-27
C	22-24
D	19-21
E	16-18
F	13-15
G	10-12