# English Language

## Paper 1, Section 1 (Free Writing)

<table>
<thead>
<tr>
<th>Band</th>
<th>Band Descriptors</th>
<th>Marks</th>
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</table>
| A    | Language – accurate apart from very occasional slips  
Sentences – varied structure; demonstrates skill to use different lengths and types for particular effects  
Verbs forms & sentences – largely correct; tenses are appropriate and consistently used to sustain a logical progression of events and ideas  
Vocabulary – wide & precise  
Punctuation – accurate and helpful to the reader  
Spelling – accurate across the full range of vocabulary  
Paragraphs – show unity, are linked, and show evidence of planning  
Response to topic – addressed with consistent relevance; interest of reader is aroused and sustained  
Tone & register – entirely appropriate to topic                                                                                       | 27-30 |
| B    | Language – accurate with occasional errors that are either slips or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood  
Sentences – some variation of length & type, including the confident use of complex sentences to create some natural fluency  
Verbs forms & sentences – occasional slips in but sequence will be consistent and clear through the piece  
Vocabulary – wide enough to convey intended shades of meaning with some precision  
Punctuation – accurate and generally helpful  
Spelling – nearly always accurate  
Paragraphs – show unity and are usually appropriately linked, show some evidence of planning  
Response to topic – relevant; interest of the reader is aroused & sustained through most of the composition  
Tone & register – genuine effort made to achieve appropriateness to the topic                                                                 | 23-26 |
| C    | Language – mostly accurate; errors occurred will not mar clarity of communication  
Sentences – may show some variety of structure & length but a tendency to repeat sentence types & ‘shapes’, producing a monotonous effect  
Verbs forms & sentences – may have errors in irregular verb forms but control of tense sequence will be sufficient to sustain a clear progression of events or ideas  
Vocabulary – simple vocab & idioms are mainly correct; mistakes may occur when more sophistication is attempted  
Punctuation – generally accurate but errors may occur when more difficult tasks are attempted; eg the punctuation of direct speech. Sentence separation is correctly marked by punctuation.  
Spelling – accurate for simple vocabulary; errors may occur when more ambitious vocabulary is used  
Paragraphs – show some unity but links may be absent or inappropriate  
Response to topic – relevant & will arouse some interest in the reader. Lack of originality and/or some evidence of lack of planning.  
Tone & register – tone usually appropriate to topic; may have slips of register with some unsuitable vocabulary or idiom.                                                                 | 19-22 |
| D    | Language – sufficiently accurate to communicate meaning. Patches of clear, accurate language, particularly when simple vocabulary & structures are used.  
Sentences – some variety of sentence length and structure, but reader may not be convinced that this variety is for a particular purpose.  
Verbs forms & sentences – show errors & inconsistency which cause some uncertainty in the sequence of events or disturb the ease of communication  
Vocabulary – usually adequate to convey intended meaning but may be insufficiently developed to achieve precision. Idioms may be uncertain at times.  
Punctuation – used but may not enhance/clarify meaning. Some sentence separation errors may occur occasionally.                                                                 | 15-18 |
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<tbody>
<tr>
<td>F1</td>
<td>Sense – usually be decipherable but some of the errors will be multiple i.e. requiring the reader to re-read and reorganise before meaning becomes clear</td>
<td>6</td>
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<td></td>
<td>Unlikely to have more than a few accurate sentences, however simple, in the whole composition</td>
<td>5</td>
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<td>Content – likely to be comprehensible, but may be partly hidden by the density of linguistic errors</td>
<td>4</td>
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<td>3</td>
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<tr>
<td>F2</td>
<td>Scripts – entirely, or almost entirely impossible to recognise as pieces of English writing</td>
<td>2</td>
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<td>Whole sections make no sense at all</td>
<td>1</td>
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<tr>
<td></td>
<td>Some marks should be given to where occasional patches of relative clarity are evident</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The mark ‘0’ should be reserved for scripts that make no sense at all from the beginning to the end.</td>
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