



# Cambridge International AS & A Level

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**ENGLISH LANGUAGE**

**9093/02**

Paper 2 Writing

**For examination from 2021**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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This document has **10** pages. Blank pages are indicated.

**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 specific marking instructions:****AO2: Write effectively, creatively and appropriately, for a range of audiences and purposes. (Writing)**

- Marks should be awarded equally on the basis of the level of the candidate's written expression (range of features used and accuracy) and the development of their writing (its organisation and relevance to task and audience).
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

**AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style. (Analysis)**

- Marks should be awarded equally on the basis of the level of the candidate's analysis of the text's elements (form, structure and language) and of the writer's stylistic choices (including how style relates to audience and shapes meaning).
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

In response to **Question 1(a)**, candidates are required to write no more than 400 words. In response to **Questions 2, 3 and 4**, candidates are required to write between 600 and 900 words. While there is no direct penalty for failing to adhere to either requirement, examiners should consider this an aspect of the response's 'achievement of task' and 'relevance to purpose'. As such, adherence to the word limit is assessed as part of the fourth bullet point of AO2.

**Section A: Shorter writing and reflective commentary**

Question	Answer	Marks
1(a)	<p>Your headteacher has asked you to produce a leaflet called <i>Leaving Home</i>. The leaflet will be aimed at older teenagers who are going to live in another town or city to go to university.</p> <p>Write the text for the leaflet, using no more than 400 words. In your writing, give advice and guidance on how to manage living away from your family for the first time.</p> <p>Mark according to the levels of response marking criteria in Table A.</p> <p><b>Additional guidance:</b></p> <p>The points below are illustrative and are not intended to be exhaustive. Any other appropriate features should be credited.</p> <p><b>Responses might include the following features:</b></p> <ul style="list-style-type: none"> <li>• title and subheadings</li> <li>• clear paragraphing</li> <li>• any relevant information such as, finance, personal safety, making friends, keeping in touch with family, time management, eating healthily</li> <li>• second person voice, e.g. <i>You should ...</i>, including a range of structures for giving advice.</li> </ul> <p>Candidates are not required to design or format the leaflet, e.g. by producing diagrams, drawings, columns, images or visuals of any other kind.</p>	15
1(b)	<p><b>Write a reflective commentary on your text, explaining how your linguistic choices contribute to fulfilling the task set by your headteacher.</b></p> <p>Mark according to the levels of response marking criteria in Table B.</p> <p><b>Additional guidance:</b></p> <p><b>Responses might focus on:</b></p> <ul style="list-style-type: none"> <li>• candidates' choices of form, structure and language</li> <li>• analysis of how these stylistic choices relate to audience and shape meaning.</li> </ul>	10

**Marking criteria for Section A Question 1(a)****Table A**

<b>Level</b>	<b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b>	<b>AO2 marks</b>
<b>5</b>	<ul style="list-style-type: none"> <li>• Sophisticated expression, with a wide range of language, including complex structures and less common lexis</li> <li>• High level of accuracy</li> <li>• Text is logically and very effectively organised; ideas are developed throughout in a sophisticated manner</li> <li>• Task is achieved fully; content is fully relevant</li> <li>• Audience is fully engaged</li> </ul>	<b>13–15</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Effective expression, with a range of language, including some complex structures and less common lexis</li> <li>• A few minor errors which do not impede communication</li> <li>• Text is logically organised; ideas are developed in an effective manner</li> <li>• Task is achieved well; content is relevant</li> <li>• Audience is engaged</li> </ul>	<b>10–12</b>
<b>3</b>	<ul style="list-style-type: none"> <li>• Clear expression, with a range of language, including some complex structures and some less common lexis, although there may be some repetition</li> <li>• Occasional errors which do not impede communication</li> <li>• Text is clearly organised; ideas are developed clearly</li> <li>• Task is achieved; content is relevant</li> <li>• Audience is addressed</li> </ul>	<b>7–9</b>
<b>2</b>	<ul style="list-style-type: none"> <li>• Expression is clear but may not flow easily, with some attempt to use a range of language, including mostly more common structures and lexis</li> <li>• Frequent errors which generally do not impede communication</li> <li>• Some attempt to organise text; ideas are developed in a limited manner</li> <li>• Task is generally achieved; content is mostly relevant</li> <li>• Limited evidence of an attempt to address the audience</li> </ul>	<b>4–6</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Basic expression, with a limited range of language, including almost exclusively simple structures and more common lexis</li> <li>• Frequent errors which impede communication</li> <li>• Minimal attempt to organise text; minimal development of ideas</li> <li>• Task may have been misinterpreted or is only achieved in part; content may lack relevance in parts</li> <li>• Minimal evidence of an attempt to address the audience</li> </ul>	<b>1–3</b>
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response</li> </ul>	<b>0</b>

**Marking criteria for Section A Question 1(b)****Table B**

<b>Level</b>	<b>AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language shape meanings.</b>	<b>AO3 marks</b>
<b>5</b>	<ul style="list-style-type: none"> <li>• Sophisticated analysis of form, structure and language</li> <li>• Sophisticated analysis of how the writer's stylistic choices relate to audience and shape meaning</li> </ul>	<b>9–10</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Detailed analysis of form, structure and language</li> <li>• Detailed analysis of how the writer's stylistic choices relate to audience and shape meaning</li> </ul>	<b>7–8</b>
<b>3</b>	<ul style="list-style-type: none"> <li>• Clear analysis of form, structure and language</li> <li>• Clear analysis of how the writer's stylistic choices relate to audience and shape meaning</li> </ul>	<b>5–6</b>
<b>2</b>	<ul style="list-style-type: none"> <li>• Limited analysis of form, structure and/or language</li> <li>• Limited analysis of how the writer's stylistic choices relate to audience and shape meaning</li> </ul>	<b>3–4</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Minimal analysis of form, structure and/or language</li> <li>• Minimal analysis of how the writer's stylistic choices relate to audience and shape meaning</li> </ul>	<b>1–2</b>
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response</li> </ul>	<b>0</b>

**Section B: Extended writing**

Question	Answer	Marks
<p><b>EITHER</b></p> <p>2</p>	<p><b>Your local newspaper is running a writing competition and you decide to enter. Write a descriptive piece called <i>The Storm</i>. In your writing, focus on sound, light and movement to help your reader imagine the scene. Write between 600 and 900 words.</b></p> <p>Mark according to the levels of response marking criteria in Table C.</p> <p><b>Additional guidance:</b></p> <p>The points below are illustrative and are not intended to be exhaustive. Any other appropriate features should be credited.</p> <p><b>Responses might include the following features:</b></p> <ul style="list-style-type: none"> <li>• descriptive language</li> <li>• imagery</li> <li>• figurative language</li> <li>• description of sound, light and movement</li> <li>• clear paragraphing</li> <li>• a sense of voice.</li> </ul> <p>Candidates are required to write descriptively and any narrative elements should be minimal.</p>	25

Question	Answer	Marks
OR 3	<p data-bbox="248 320 347 1939"><b>In class, you have been discussing whether sending criminals to prison is an effective way of reducing crime. Write an article for your school magazine. In your writing, discuss the advantages and disadvantages of sending criminals to prison. Write between 600 and 900 words.</b></p> <p data-bbox="389 1059 416 1939">Mark according to the levels of response marking criteria in Table C.</p> <p data-bbox="458 1648 485 1939"><b>Additional guidance:</b></p> <p data-bbox="526 367 553 1939">The points below are illustrative and are not intended to be exhaustive. Any other appropriate features should be credited.</p> <p data-bbox="595 1263 622 1939"><b>Responses might include the following features:</b></p> <ul data-bbox="663 344 1008 1939" style="list-style-type: none"> <li>• a title</li> <li>• clear paragraphing</li> <li>• a clear structure including an introduction and conclusion</li> <li>• advantages, e.g. loss of liberty is a clear punishment; it's a deterrent; dangerous criminals are contained; criminals can receive appropriate education and training to reduce chance of reoffending, etc.</li> <li>• disadvantages, e.g. cost to public; negative effect on prisoners' families; criminals learn from each other, etc.</li> <li>• juxtaposition of counterarguments</li> <li>• rhetorical devices</li> <li>• consistent register</li> <li>• a sense of voice.</li> </ul>	25



Question	Answer	Marks
OR 4	<p><b>You have recently visited an exhibition of modern art at a famous museum. Write a review of the exhibition, which will be published on a website called <i>Art Today</i>. Write between 600 and 900 words.</b></p> <p>Mark according to the levels of response marking criteria in Table C.</p> <p><b>Additional guidance:</b></p> <p>The points below are illustrative and are not intended to be exhaustive. Any other appropriate features should be credited.</p> <p><b>Responses might include the following features:</b></p> <ul style="list-style-type: none"> <li>• a title</li> <li>• introductory, summary and evaluative sections</li> <li>• evaluative language</li> <li>• description of the exhibition, e.g. content, style and quality of artworks; layout; cost of entry; number of people; light, etc.</li> <li>• clear opinion/evaluation of the exhibition</li> <li>• a recommendation or rating</li> <li>• consistent register</li> <li>• a sense of voice.</li> </ul> <p>Candidates are not required to design or format the webpage, e.g. by producing diagrams, drawings, columns, images or visuals of any other kind.</p>	25

**Marking criteria for Section B Question 2, Question 3 and Question 4****Table C**

<b>Level</b>	<b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b>	<b>AO2 marks</b>
<b>5</b>	<ul style="list-style-type: none"> <li>• Sophisticated expression, with a wide range of language, including complex structures and less common lexis</li> <li>• High level of accuracy</li> <li>• Text is logically and very effectively organised; ideas are developed throughout in a sophisticated manner</li> <li>• Task is achieved fully; content is fully relevant</li> <li>• Audience is fully engaged</li> </ul>	<b>21–25</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Effective expression, with a range of language, including some complex structures and less common lexis</li> <li>• A few minor errors which do not impede communication</li> <li>• Text is logically organised; ideas are developed in an effective manner</li> <li>• Task is achieved well; content is relevant</li> <li>• Audience is engaged</li> </ul>	<b>16–20</b>
<b>3</b>	<ul style="list-style-type: none"> <li>• Clear expression, with a range of language, including some complex structures and some less common lexis, although there may be some repetition</li> <li>• Occasional errors which do not impede communication</li> <li>• Text is clearly organised; ideas are developed clearly</li> <li>• Task is achieved; content is relevant</li> <li>• Audience is addressed</li> </ul>	<b>11–15</b>
<b>2</b>	<ul style="list-style-type: none"> <li>• Expression is clear but may not flow easily, with some attempt to use a range of language, including mostly more common structures and lexis</li> <li>• Frequent errors which generally do not impede communication</li> <li>• Some attempt to organise text; ideas are developed in a limited manner</li> <li>• Task is generally achieved; content is mostly relevant</li> <li>• Limited evidence of an attempt to address the audience</li> </ul>	<b>6–10</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Basic expression, with a limited range of language, including almost exclusively simple structures and more common lexis</li> <li>• Frequent errors which impede communication</li> <li>• Minimal attempt to organise text; minimal development of ideas</li> <li>• Task may have been misinterpreted or is only achieved in part; content may lack relevance in parts</li> <li>• Minimal evidence of an attempt to address the audience</li> </ul>	<b>1–5</b>
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response</li> </ul>	<b>0</b>