

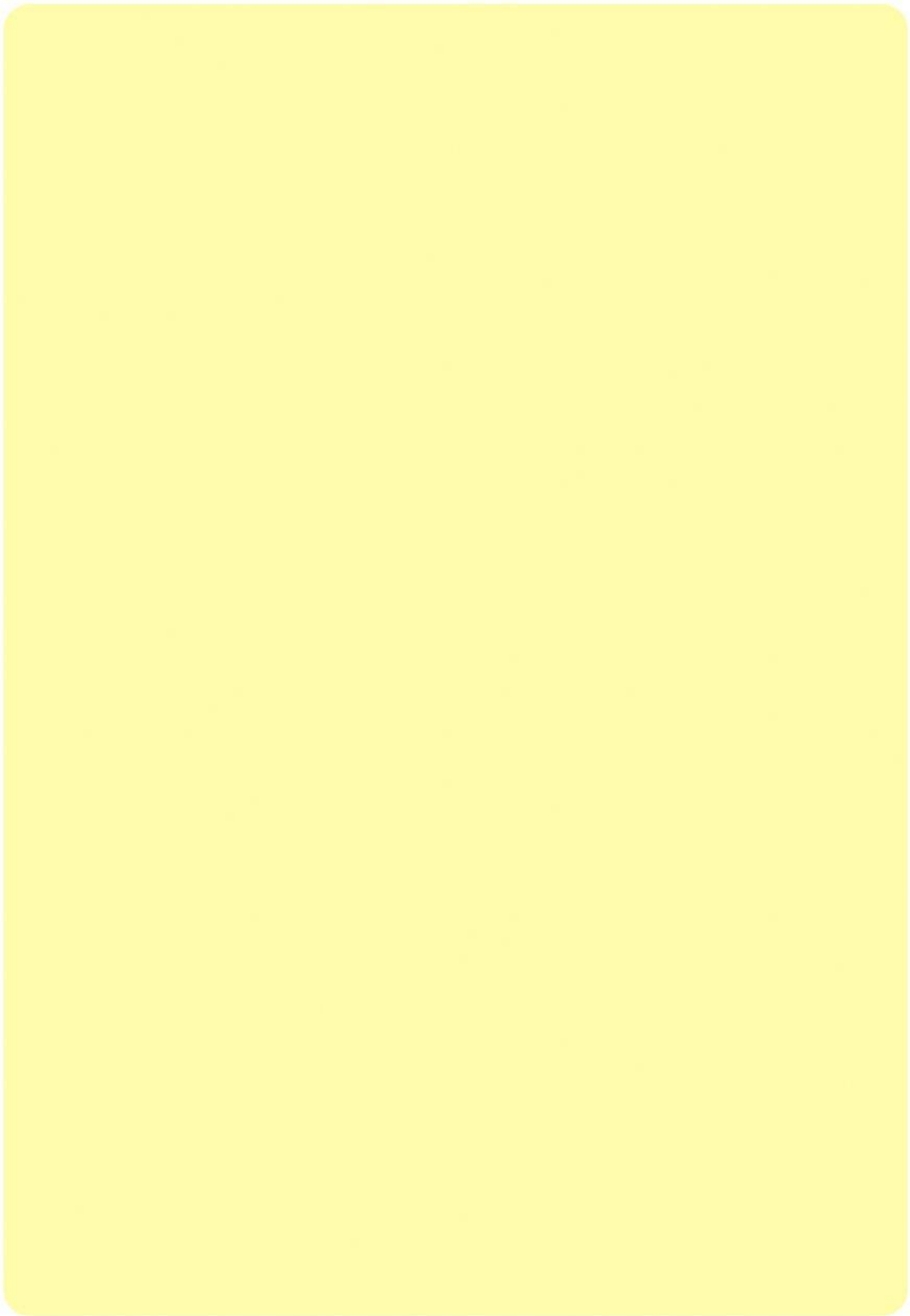
ESSAY

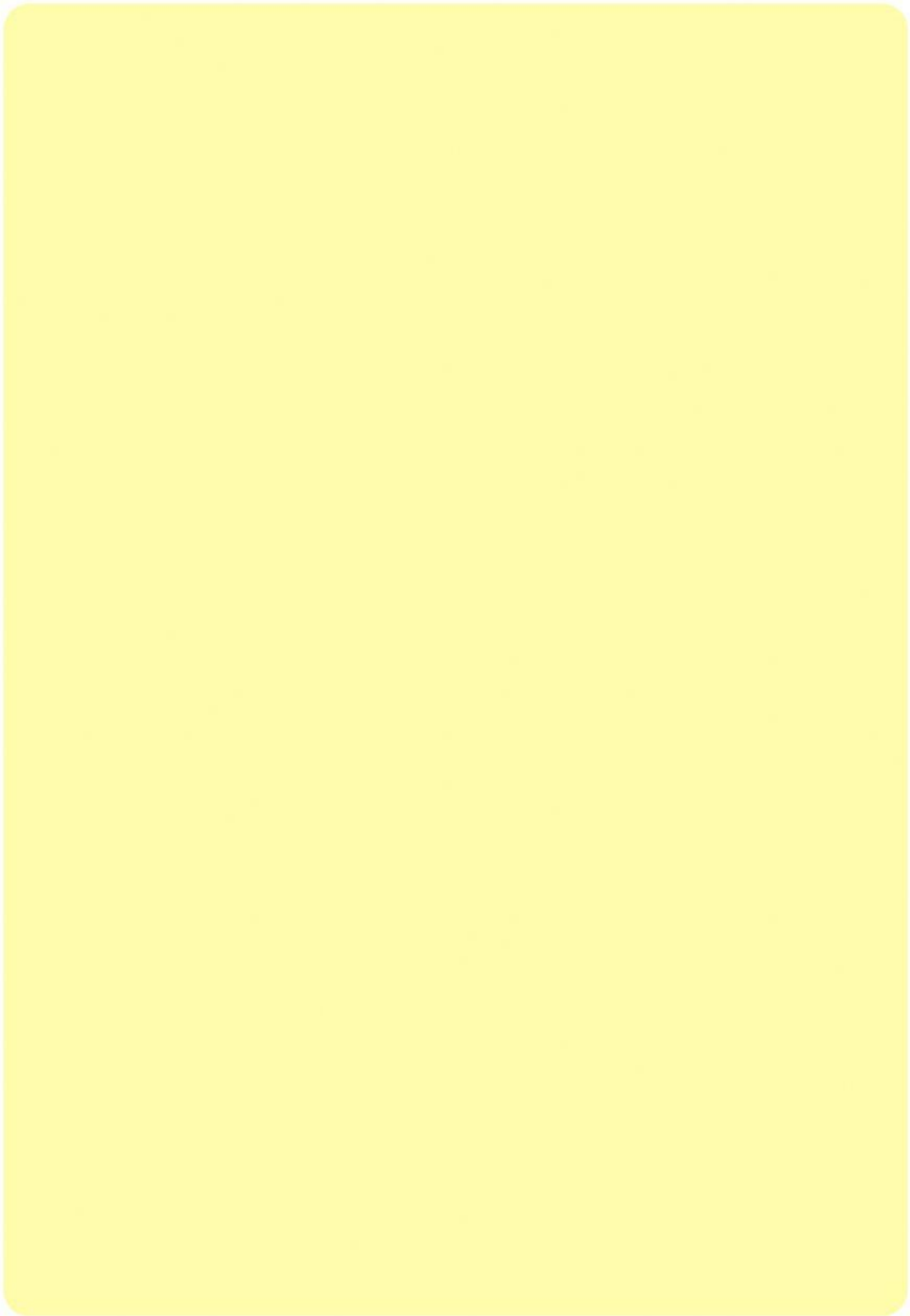
TEAL:

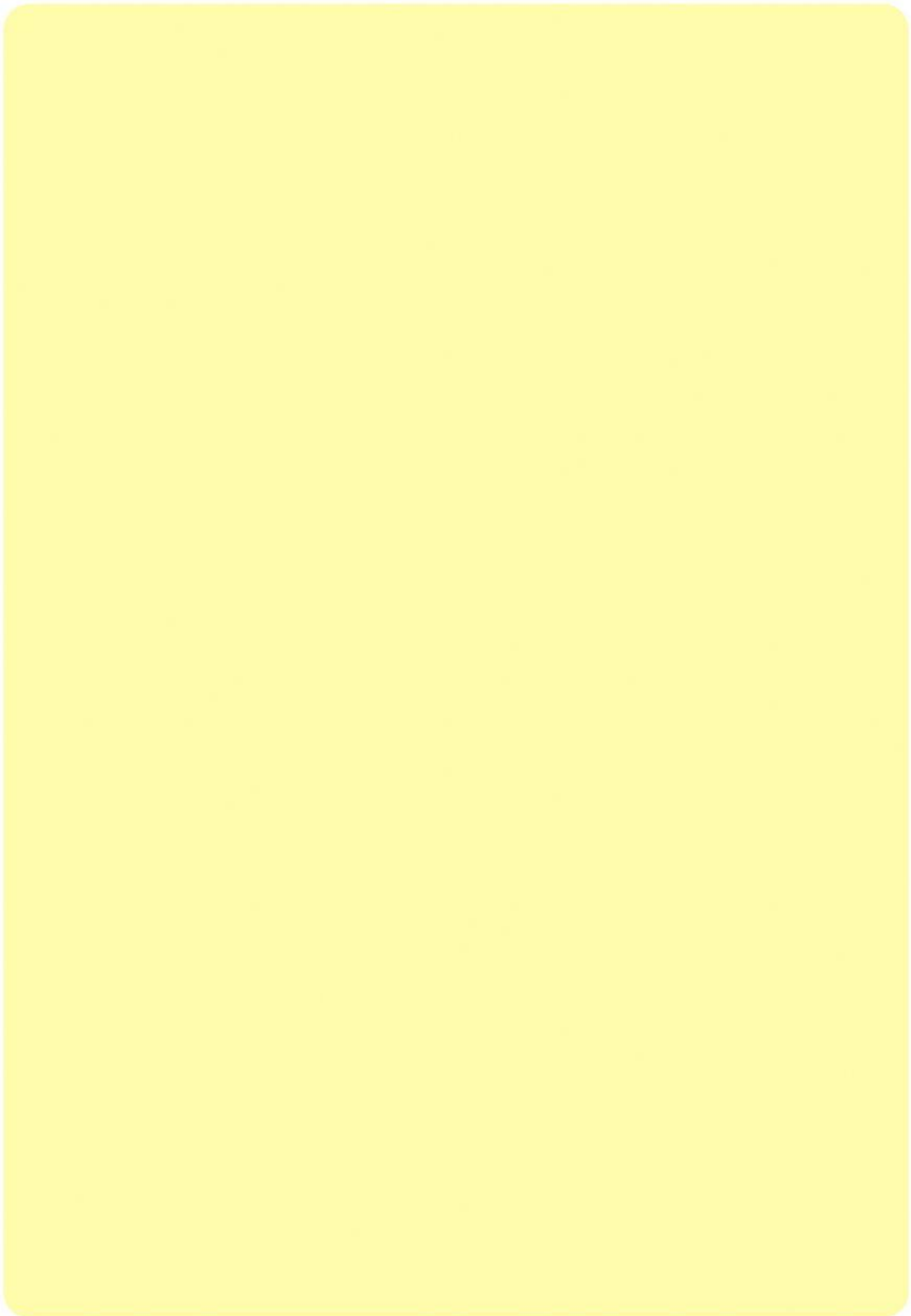
Topic sentence
Explanation
An example
Link back

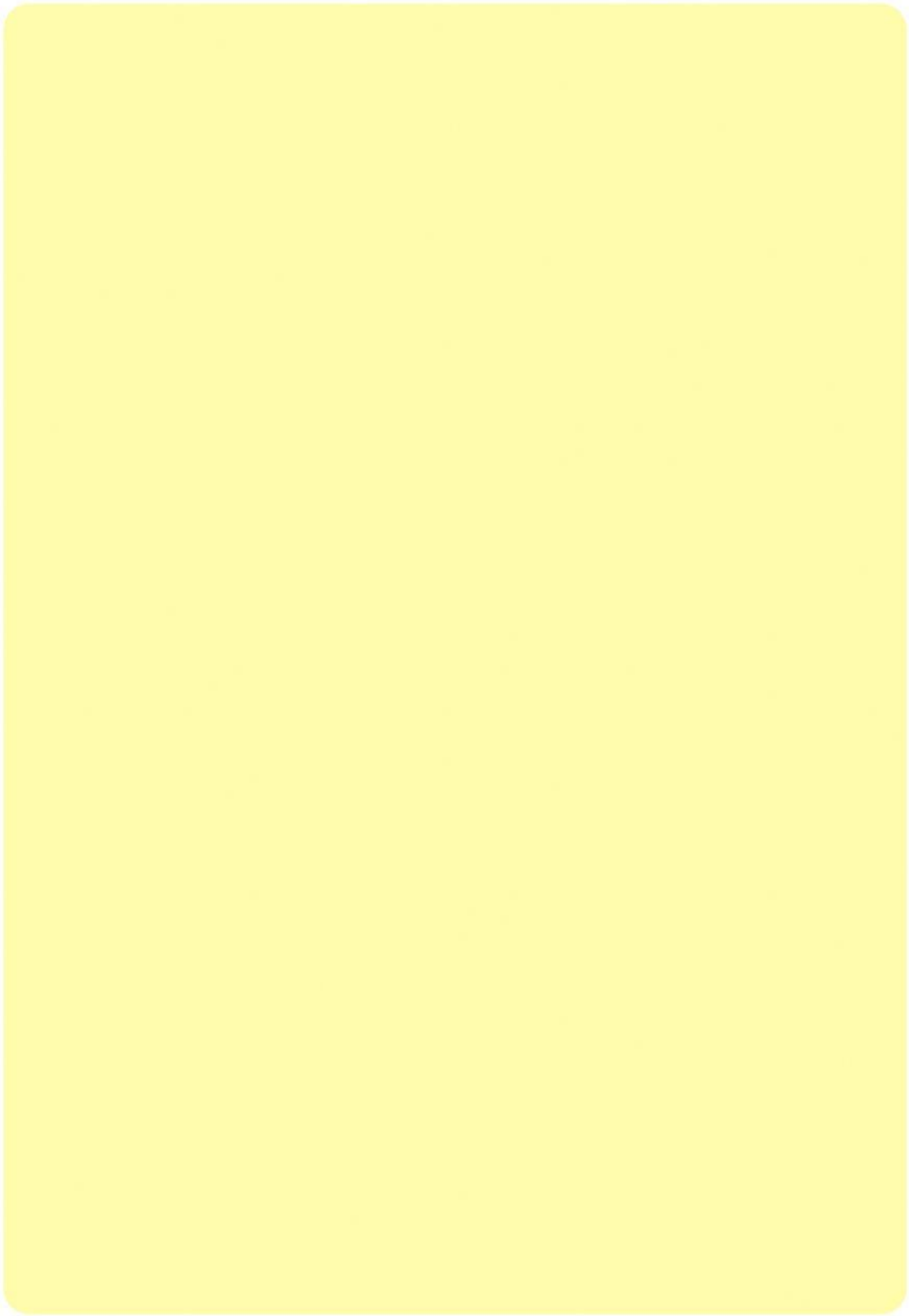
QN

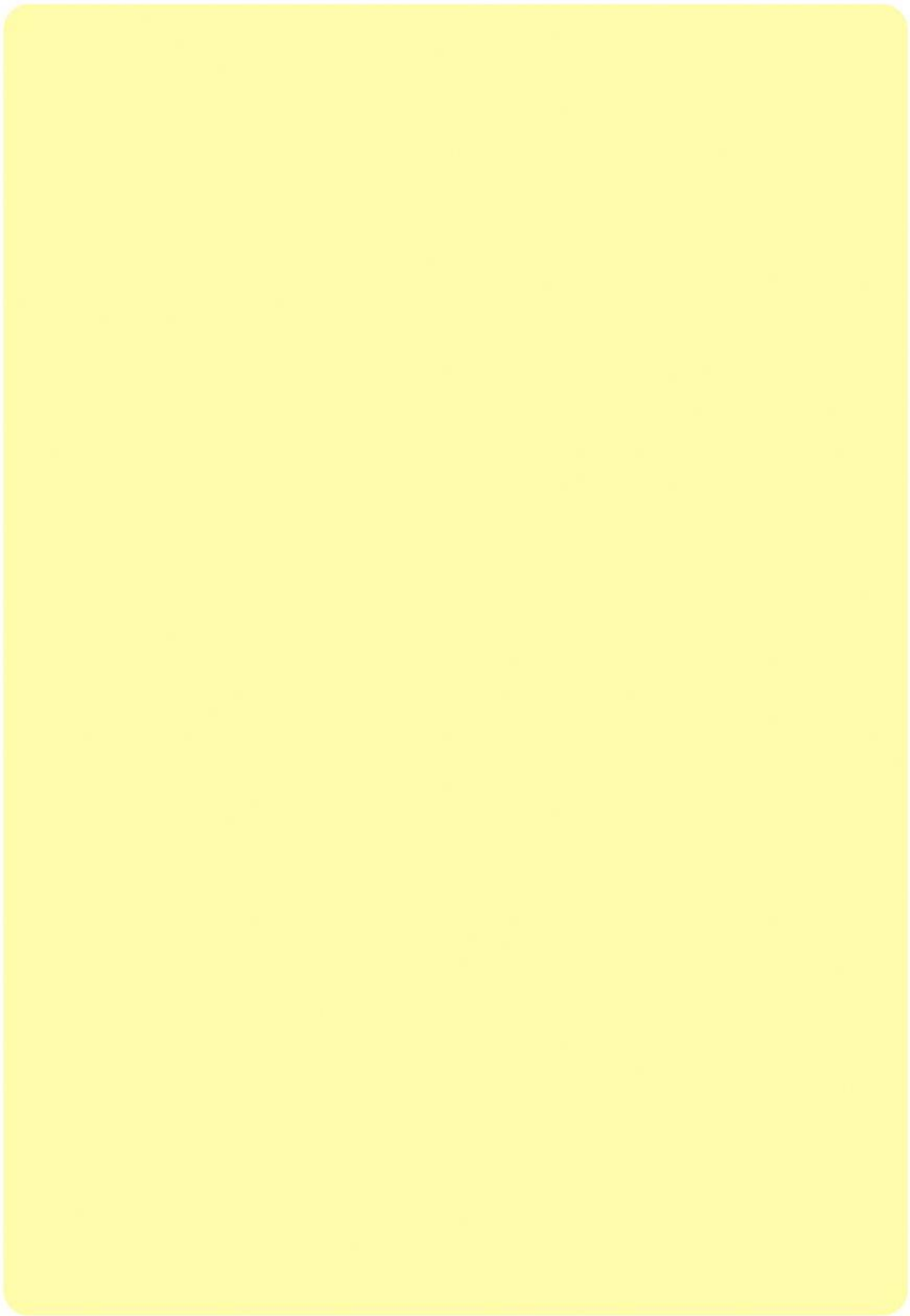
**Overprotective parents raise better children.
Do you agree?**











Raw Score	Mark
23+	A1
21-22	A2
20	B3
18-19	B4
17	C5
15-16	C6
14	D7
12-13	E8
11 and below	F9

Raw Score	Mark

Band	O'level Marking Scheme	Marks
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 Response to topic – addressed with consistent relevance; interest of reader is aroused and sustained	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

Band	O'level Marking Scheme	Marks
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. Spelling – Simple words spelt accurately, but more complex vocabulary may show some spelling weakness Paragraphs – Used but may lack unity or coherence. Response to topic – a genuine attempt made to address the topic, but there may be digressions or failures of logic & there may be occasional irrelevance. May lack liveliness and interest value Tone & register – tone may be uneven	15-18
E	Language – overall meaning is never in doubt, but the errors are sufficiently frequent and serious to hamper precision, and may slow down speed of reading. Sentences – some simple structures will be accurate, but a script is unlikely to sustain accuracy for long Verbs forms & sentences – errors in them will sometimes confuse the sequence of events Vocabulary – limited; either too simple to convey precise meaning or more ambitious but imperfectly understood. Some idiomatic errors are likely. Punctuation – simple ones will usually be accurate, but there may be frequent sentence separation errors. Spelling – simple words will usually be spelt correctly, but there may be inconsistency, and frequent mistakes in the spelling of more difficult words. Paragraphs – lack unity or be used haphazardly. Response to topic – show some relevance but the incidence of linguistic error is likely to distract the reader from merits of content Tone & register – tone may sometimes indicate that candidate recognises the nature of the topic but only inconsistently	11-14
F	Language – many serious errors of various kinds throughout, but they will be of the 'single-word' type i.e. they could be corrected without rewriting the sentence. Communication is established but the weight of errors may cause 'blurring' from time to time Sentences – simple & repetitive in structure Verbs forms & sentences – frequent errors in verb forms; haphazard changes of tenses will confuse the meaning. Vocabulary – conveys meaning but is likely to be simple & imprecise. Errors in idiomatic usage will be a significant feature. Punctuation – haphazard & may be completely absent in some parts Spelling – inconsistent Paragraphs – haphazard or non-existent Response to topic – evidence of interesting & relevant subject matter but the weight of linguistic errors will tend to obscure or neutralise its effect Tone & register – may have some recognition of appropriate tone for the genre	7-10