

LANGUAGE PAPER 2 – SECTION B - COMPOSITION – 40 MARKS

Marking criteria for Section B

Table A, Composition: Content and structure

Level	Marks	General and specific marking criteria	
5	14-16	General	
		<ul style="list-style-type: none"> Content is complex, engaging and effective. (V1) Structure is secure, well balanced and carefully managed for deliberate effect. (V2) 	
		Specific – descriptive	Specific – narrative
		<i>Many well-defined and developed ideas and images create a convincing overall picture with varieties of focus.</i>	<i>The plot is well-defined and strongly developed with features of fiction writing such as description, characterisation and effective climax, and convincing details.</i>
4	11-13	General	
		<ul style="list-style-type: none"> Content is developed, engaging and effective. (V1) Structure is well managed, with some choices made for deliberate effect. (V2) 	
		Specific – descriptive	Specific – narrative
		<i>Frequent, well-chosen images and details give a mostly convincing picture.</i>	<i>The plot is defined and developed with features of fiction writing such as description, characterisation, climax and details.</i>
3	8-10	General	
		<ul style="list-style-type: none"> Content is relevant with some development. (V1) Structure is competently managed. (V2) 	
		Specific – descriptive	Specific – narrative
		<i>A selection of relevant ideas, images and details, even where there is a tendency to write in a narrative style.</i>	<i>The plot is relevant and cohesive, with some features such as characterisation and setting of scene.</i>
2	5-7	General	
		<ul style="list-style-type: none"> Content is straightforward and briefly developed. (V1) Structure is merely organised but may not always be effective. (V2) 	
		Specific – descriptive	Specific – narrative
		<i>The text is addressed with a series of relevant but straightforward details, which may be more typical of a narrative.</i>	<i>The plot is straightforward, with limited use of the features of narrative writing.</i>
1	3-4	General	
		<ul style="list-style-type: none"> Content is simple, and ideas and events may be limited. (V1) Structure is partially organised (but limited in its effect). (V2) 	
		Specific – descriptive	Specific – narrative
		<i>The recording of some relevant events with limited detail.</i>	<i>The plot is a simple narrative that may consist of events that are only partially linked and/or which are presented with partial clarity.</i>

Table B, Composition: Style and accuracy

Level	Marks	Description
5	21-24	<ul style="list-style-type: none"> Precise, well-chosen vocabulary and varied sentence structures, chosen for effect. (V3) Consistent well-chosen register suitable for the context. (V4) Spelling, punctuation and grammar almost always accurate. (V5)
4	17-20	<ul style="list-style-type: none"> Mostly precise vocabulary and a range of sentence structures mostly used for effect. (V3) Mostly consistent appropriate register suitable for the context. (V4) Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (V5)
3	13-16	<ul style="list-style-type: none"> Some precise vocabulary and a range of sentence structures sometimes used for effect. (V3) Some appropriate register for the context. (V4) Spelling, punctuation and grammar generally accurate, but with some errors. (V5)
2	9-12	<ul style="list-style-type: none"> Simple vocabulary and a range of straightforward sentence structures. (V3) Simple register with a general awareness of the context. (V4) Frequent errors of spelling, punctuation and grammar, occasionally serious. (V5)
1	5-8	<ul style="list-style-type: none"> Limited and/or imprecise vocabulary and sentence structures. (V3) Limited and/or imprecise register for the context. (V4) Persistent errors of spelling, punctuation and grammar. (V5)
0	1-4	<ul style="list-style-type: none"> Frequently imprecise vocabulary and sentence structures. (V3) Register demonstrates little or no sense of the context. (V4) Persistent errors of spelling, punctuation and grammar impair communication. (V5)
0	0	<ul style="list-style-type: none"> No creditable content.

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Studying Fiction Jessica Mason, Marcello Giovanelli, 2021-04-19 Studying Fiction provides a clear rationale alongside ideas and methods for teaching literature in schools from a cognitive linguistic perspective Written by experienced linguists teachers and researchers it offers an overview of recent studies on reading and the mind providing a detailed guide to concepts such as attention knowledge empathy immersion authorial intention characterisation and social justice The book synthesises research from cognitive linguistics in an applied way so that teachers and those researching English in education can consider ways to approach literary reading in the classroom Each chapter draws on the latest research in cognitive stylistics and cognitive poetics discusses a range of ideas related to the whole experience of conceptualising teaching fiction in the classroom and enacting it through practice provides activities and reflection exercises for the practitioner encourages engagement with important issues such as social justice emotion and curriculum design Together with detailed suggestions for further reading and a guide to available resources this is an essential guide for all secondary English teachers as well as those teaching and researching in primary and undergraduate phases

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