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**ENGLISH LANGUAGE (SYLLABUS B)****1126/02**

Paper 2 Continuous Writing

**October/November 2019**

MARK SCHEME

Maximum Mark: 40

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **4** printed pages.

**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.

Question	Answer	Marks
1–9	<p><b><u>Band 3: 34–40 marks</u></b></p> <p><b>Content arouses some interest and is structured throughout. Language is grammatically mainly accurate.</b></p> <ul style="list-style-type: none"> <li>• Candidate uses a range of punctuation to separate sentences and to define meaning, mainly accurately; spelling generally accurate.</li> <li>• A range of appropriate vocabulary with some well-used words</li> <li>• Coherent paragraphs with occasional links</li> <li>• Sentence structures that are fairly simple, but varied</li> </ul> <p><b><u>Band 4: 27–33 marks</u></b></p> <p><b>Parts of the writing suggest some originality and clear beginnings and ends are provided. Language maintains grammatical accuracy for a few lines at a time, though this is not consistent.</b></p> <ul style="list-style-type: none"> <li>• Less consistent accuracy of sentence separation/punctuation, and/or spelling</li> <li>• Adequate vocabulary, often without precision</li> <li>• Use of paragraphs, but occasionally lacking in coherence</li> <li>• Sentence structures which are mainly correct, occasionally varied</li> </ul> <p><b><u>Band 5: 20–26 marks</u></b></p> <p><b>Content is simple and may be recognisably derivative and structurally inconsistent. Gist can be followed, but error and linguistic limitations affect precise understanding of detail.</b></p> <ul style="list-style-type: none"> <li>• Numerous errors of sentence separation/punctuation, and/or spelling</li> <li>• Limited and plain vocabulary</li> <li>• Haphazard use of paragraphs</li> <li>• Simple sentence structures, sometimes inaccurate</li> </ul> <p><b><u>Band 6: 13–19 marks</u></b></p> <p><b>Content is basic, perhaps meagre or only partly relevant, and hard to follow. Structure is unsound. Error, particularly of grammar, leads to blurring and difficulties for the reader.</b></p> <ul style="list-style-type: none"> <li>• For the most part, faulty punctuation and spelling</li> <li>• Very simple and sometimes inaccurate vocabulary</li> <li>• Paragraphs rarely or wrongly used</li> <li>• Limited understanding of writing in sentences</li> </ul>	40

Question	Answer	Marks
1–9	<p><b><u>Band 7: 6–12 marks</u></b></p> <p><b>Content and structure are full of confusion and inconsistencies. Meaning can barely be deciphered and sentences need rewriting.</b></p> <ul style="list-style-type: none"> <li>• Random use of punctuation marks and wrong spelling (except for simplest words)</li> <li>• Very simple and often inappropriate vocabulary</li> <li>• In general, no paragraphing</li> <li>• The occasional accurate sentence</li> </ul> <p><b><u>Below Band 7: 0–5 marks</u></b></p> <p>Reserved for scripts which cannot be followed except for rare examples of relative clarity, or where the reader is aware that the writing has some relevance to the topic. Otherwise there is extreme blurring of meaning throughout. No judgements can be made on specific aspects of the writing. Give 0 only where nothing has been written or where the work is in a language other than English.</p>	