



# NATIONAL SCHOOL CERTIFICATE

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**KREOL MORISIEN**

SPECIMEN MARK SCHEME

Paper 1: Writing

Maximum Mark: 40

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**NSC 670**

**For first examination in October/November 2023**

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This document has 4 pages.

**[Turn over**

### Section A: Functional Writing (20 marks)

- 10 marks are awarded for Task Fulfilment and 10 marks for use of language
- In each category, use the 'best fit' principle to arrive at a mark.
- Add the mark for 'Task Fulfilment' to the mark for 'language' to arrive at a total mark

<b>Task Fulfilment: 10 marks</b>	
<b>Level 1</b>  <b>(9-10 marks)</b>	<ul style="list-style-type: none"><li>• Very clear awareness of audience and purpose</li><li>• Text type entirely appropriate</li><li>• All required points developed in detail</li><li>• Tone and register entirely appropriate</li></ul>
<b>Level 2</b>  <b>(7-8 marks)</b>	<ul style="list-style-type: none"><li>• Clear awareness of purpose and audience</li><li>• Text type appropriate</li><li>• All required points addressed but not in detail</li><li>• Tone and register appropriate</li></ul>
<b>Level 3</b>  <b>(5-6 marks)</b>	<ul style="list-style-type: none"><li>• Some awareness of audience and purpose</li><li>• Text type generally appropriate</li><li>• At least two points addressed</li><li>• A few instances of inappropriate tone and register.</li></ul>
<b>Level 4</b>  <b>(3-4 marks)</b>	<ul style="list-style-type: none"><li>• Very little awareness of audience and purpose</li><li>• Text type may not be appropriate</li><li>• At least one point addressed</li><li>• Regular instances of inappropriate tone and register.</li></ul>
<b>Level 5</b>  <b>(1-2 marks)</b>	<ul style="list-style-type: none"><li>• No awareness of audience of purpose</li><li>• Little evidence of required text type</li><li>• None of the points addressed</li><li>• Tone and register generally inappropriate</li></ul>
<b>Level 6</b>  <b>(0 mark)</b>	<ul style="list-style-type: none"><li>• Insufficient for Band 5</li></ul>

<b>Language: 10 marks</b>	
<b>Level 1</b>  <b>(9-10 marks)</b>	Highly accurate piece of writing <ul style="list-style-type: none"> <li>• Variety of sentence structures used for particular effects consistently</li> <li>• Grammar and spelling very accurate</li> <li>• Vocabulary wide and precise</li> <li>• Punctuation accurate and helpful</li> <li>• Well organised, with good use of paragraphs.</li> </ul>
<b>Level 2</b>  <b>(7-8 marks)</b>	Accurate piece of writing, but lacks the sophistication of a Band 1 essay <ul style="list-style-type: none"> <li>• Some variation in sentence structures</li> <li>• Grammar and spelling accurate. Occasional errors.</li> <li>• Vocabulary precise enough</li> <li>• Punctuation generally accurate and helpful</li> <li>• Generally well organised, with paragraphs.</li> </ul>
<b>Level 3</b>  <b>(5-6 marks)</b>	Mostly accurate piece of writing, with meaning not in doubt <ul style="list-style-type: none"> <li>• Some variety of sentence structures</li> <li>• Occasional errors in grammar and spelling</li> <li>• Accurate vocabulary but no sophistication</li> <li>• Punctuation generally accurate, but is mostly simple.</li> <li>• Evidence of some organisation, with paragraphs</li> </ul>
<b>Level 4</b>  <b>(3-4 marks)</b>	Sense can be made, but many serious language errors. <ul style="list-style-type: none"> <li>• Sentences are mostly simple</li> <li>• Grammar and spelling are frequently faulty</li> <li>• Vocabulary is mostly simple</li> <li>• Punctuation is problematic, with sentence separation often an issue.</li> <li>• Paragraphing may be used randomly</li> </ul>
<b>Level 5</b>  <b>(1-2 marks)</b>	<ul style="list-style-type: none"> <li>• Only occasional patches of recognisable language</li> </ul>
<b>Level 6</b>  <b>(0 mark)</b>	<ul style="list-style-type: none"> <li>• Insufficient for Band 5</li> </ul>

## Section B: Creative Writing (20 marks)

Section B: Creative Writing	
<p><b>Level 1</b></p> <p><b>(17-20 marks)</b></p>	<p>Highly accurate piece of writing</p> <ul style="list-style-type: none"> <li>• Variety of sentence structures used, often to create particular effects</li> <li>• Grammar and Spelling highly accurate. Only very occasional slips.</li> <li>• Vocabulary wide and precise.</li> <li>• Punctuation accurate and helpful</li> <li>• Clear evidence of planning. The ideas flow logically.</li> </ul> <p>Narratives are complex and sophisticated, with development of character and setting. Use of devices like flashbacks, plot twists, climax etc. may be seen.</p> <p>Descriptives create a vivid atmosphere consistently, with a focus on what is seen, heard, felt, etc...</p> <p>Argumentatives are relevant and well developed. Covers relevant points and links ideas well. Evidence of maturity of thought.</p>
<p><b>Level 2</b></p> <p><b>(14-16 marks)</b></p>	<p>Strong piece of writing, but lacks the sophistication of a Band 1 essay</p> <ul style="list-style-type: none"> <li>• Evidence of variety of sentence structures, but not always for particular effects.</li> <li>• Grammar and spelling generally accurate. Occasional slips.</li> <li>• Vocabulary precise.</li> <li>• Punctuation accurate and generally helpful.</li> <li>• Evidence of planning. Work is organised.</li> </ul> <p>Narratives are well written, with ideas flowing well, but may lack the use of devices for sophistication (e.g flashback or plot twists).</p> <p>Descriptives create an atmosphere, but not always consistently.</p> <p>Argumentatives are relevant but ideas may not be developed in detail. May not show evidence of maturity of thought consistently.</p>
<p><b>Level 3</b></p> <p><b>(10-13 marks)</b></p>	<p>Mostly accurate piece of writing, with meaning not in doubt</p> <ul style="list-style-type: none"> <li>• Some variety in sentence structures, but tendency to repeat sentence types</li> <li>• Grammar and spelling are essentially accurate, but errors are noticeable.</li> <li>• Simple vocabulary mainly correct. Errors occur with more ambitious words.</li> <li>• Punctuation generally correct, but errors occur with more ambitious punctuation (using direct speech etc...)</li> <li>• Evidence of planning, but ideas may not always be linked.</li> </ul> <p>Narratives are simple and straightforward, like a sequence of events. Some evidence of development of character and setting.</p> <p>Descriptives create some atmosphere, but lack details and variety.</p>

	Argumentatives are relevant, but ideas may not be well developed or cover enough ground.
<b>Level 4</b> <b>(6-9 marks)</b>	<p>Overall meaning not in doubt, but errors very frequent.</p> <ul style="list-style-type: none"> <li>• Sentence types mostly simple and repetitive</li> <li>• Frequent errors in grammar and spelling which occasionally confuse meaning</li> <li>• Vocabulary generally simple</li> <li>• Simple punctuation generally correct, but sentence separation may be an issue</li> <li>• Coherent, but ideas may be loosely organised. Paragraphing may seem random.</li> </ul> <p>Narratives are simple and read like a series of events. Hardly any attempt at character or setting development.</p> <p>Descriptives have some details, but may contain more narration than description.</p> <p>Argumentatives make a few relevant points. May be repetitive and not properly developed.</p>
<b>Level 5</b> <b>(3-5 marks)</b>	<p>Sense can be made, but many serious language errors hamper meaning</p> <ul style="list-style-type: none"> <li>• Almost only simple sentences used.</li> <li>• Many serious errors of grammar, spelling and syntax, hampering meaning often</li> <li>• Vocabulary is simple and occasionally imprecise</li> <li>• Punctuation is often incorrect</li> <li>• May not appear organised. May not use paragraphing properly.</li> </ul> <p>Narratives are very simple and may read as random events.</p> <p>In descriptives, there very little description visible. May be mostly a narration.</p> <p>In argumentatives, only a few points are discernible.</p>
<b>Level 6</b> <b>(1-2 marks)</b>	<ul style="list-style-type: none"> <li>• Only occasional patches of recognisable language. Whole sections make no sense at all.</li> <li>• Very little relevant content (either in narratives, descriptives or argumentatives)</li> </ul>
<b>Level 7</b> <b>(0 mark)</b>	<ul style="list-style-type: none"> <li>• Insufficient for Band 6</li> </ul>