CAMBRIDGE
International Education

Cambridge International AS Level

LANGUAGE AND LITERATURE IN ENGLISH **8695/01**

Paper 1 Writing **For examination from 2029**

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **10** pages. Any blank pages are indicated.

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General Marking Principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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English & Media-Specific Marking Principles
(To be read in conjunction with the General Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptions:
- We use level descriptions as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptions are a means of general guidance and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

English Language specific marking instructions:

AO1 Demonstrate understanding of a variety of texts. (Understanding)

- Marks should be awarded for the accuracy of the candidate's understanding of the sources.
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

AO2 Write effectively, accurately 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.

For each question, candidates are given guidance as to how many words to write. There is no direct penalty associated with recommended word counts.

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Table A: use to mark Question 1

Level	AO1: demonstrate understanding of a variety of texts.	Marks	AO2: write effectively, accurately and appropriately, for a range of audiences and purposes.	Marks
5	• Reference is made to a wide range of points from all three sources, to fully support the argument throughout. • Content is fully relevant.	9–10	• Sophisticated and highly controlled expression, errors are rare and minor. • Sophisticated and highly controlled organisation; structure enhances impact. • Sophisticated development of ideas throughout; the argument is sustained and convincing. • Comprehensive use of own words throughout; any use of language from the sources is fully appropriate.	13–15
4	• Reference is made to a range of points from all three sources, to effectively support the argument. • Content is relevant.	7–8	• Effective and controlled expression, with only a few minor errors. • Effective and controlled organisation, text is paragraphed logically and supports coherence. • Effective development of ideas; the argument is consistent. • Consistent use of own words, with minimal reliance on language from the sources.	10–12
3	• Reference is made to points from all three sources, to clearly support the argument. • Content is relevant.	5–6	• Clear expression; errors are occasional and do not impede communication. • Clear organisation; text is appropriately paragraphed. • Clear development of ideas; the argument is clear. • Clear use of own words, with occasional reliance on language from the sources.	7–9
2	• Limited reference is made to points from the sources to support the argument. • Content is mostly relevant.	3–4	• Expression shows limited control; errors are frequent and may impede communication. • Limited attempt to organise text; paragraphing may be inconsistent. • Limited development of ideas; the argument may be partially clear. • Limited use of own words, with frequent reliance on lifting language from the sources.	4–6
1	• Minimal reference is made to points from the sources. • Content may lack relevance in parts.	1–2	• Basic expression, with frequent errors that impede communication. • Minimal attempt to organise text; paragraphing is largely absent. • Minimal development of ideas; the argument may be absent or unclear. • Minimal use of own words; sections from the original sources may be lifted.	1–3
0	• No creditable response.	0	• No creditable response.	0

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Table B: use to mark Questions 2–4

Level	AO2: write effectively, accurately and appropriately for a range of audiences and purposes.	Marks
5	• Sophisticated and highly controlled expression, using a wide range of language; errors are rare and minor. • Sophisticated and highly controlled organisation; structure enhances impact. • Sophisticated development of ideas throughout; content is fully relevant to audience and purpose.	21–25
4	• Effective and controlled expression, using a range of language, with only a few minor errors. • Effective and controlled organisation, text is paragraphed logically and supports coherence. • Effective development of ideas; content is relevant to audience and purpose.	16–20
3	• Clear expression, using a range of language, although there may be some repetition; errors are occasional and do not impede communication. • Clear organisation; text is appropriately paragraphed. • Clear development of ideas; content is relevant to audience and purpose.	11–15
2	• Expression shows limited control, with some attempt to use a range of language; errors are frequent and may impede communication. • Limited attempt to organise text; paragraphing may be inconsistent. • Limited development of ideas; content is mostly relevant to audience and purpose.	6–10
1	• Basic expression, with a narrow range of language; frequent errors impede communication. • Minimal attempt to organise text; paragraphing is largely absent. • Minimal development of ideas; content may, in parts, lack relevance to audience and purpose.	1–5
0	• No creditable response.	0

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Section A: Argumentative essay

Question	Answer	Marks
1	**You have been asked to write an essay for your teacher expressing your view about whether it is better to live in an urban area or a rural area.** **In your essay you should:** • **choose one side of the argument** • **support this view using evidence from all three sources (A, B and C)** • **use your own words as much as possible.** **Write about <u>450</u> words.** Mark according to the levels of response marking criteria in Table A. **Additional guidance:** The comments below are illustrative and are not intended to be exhaustive. Any other appropriate features should be credited. **Responses might feature the following:** • a title • a clear structure including an introduction and conclusion • reasons why it is better to live in an urban environment, e.g. better healthcare, education, water, sanitation, energy provision, better jobs, etc. • the fact that not all people living in cities experience these benefits • reasons why it is better to live in a rural environment, e.g. mental and physical health advantages of living in nature, and stronger sense of community, clean air, etc. • juxtaposition of counterarguments • rhetorical devices.	**25**

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Section B: Extended writing

Question	Answer	Marks
2	**Write a story which begins with the following sentence: 'Vaneeza took a deep breath, raised her hand, and knocked on the door.' In your writing, create a sense of drama and suspense.** **Write about 700 words.** Mark according to the levels of response marking criteria in Table B. **Additional guidance:** The comments below are illustrative and are not intended to be exhaustive. Any other appropriate features should be credited. **Responses might feature the following:** • a clear storyline which links coherently to the first sentence • clear paragraphing • narrative tenses • descriptive language • language which creates a sense of drama and suspense.	**25**

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Question	Answer	Marks
3	**At school, you have been discussing the problems caused by people throwing things away when they are broken, instead of trying to repair them. You decide to produce a leaflet about this issue. Write the text for your leaflet. In your writing, persuade students of the benefits of repairing and reusing broken items.** **Write about 700 words.** Mark according to the levels of response marking criteria in Table B. **Additional guidance:** The comments below are illustrative and are not intended to be exhaustive. Any other appropriate features should be credited. **Responses might feature the following:** • title, subheadings • clear paragraphing and/or sections • any relevant information such as items that could be repaired ways of repairing, recycling, upcycling etc., environmental benefits, financial benefits, ethical benefits • persuasive language • second person voice.	**25**

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Question	Answer	Marks
4	**You are taking part in an expedition to a remote location, and you have decided to write a blog about it. Write the text for your first blog entry. In your writing, create a sense of excitement and focus on the challenges you have experienced so far.** **Write about 700 words.** Mark according to the levels of response marking criteria in Table B. **Additional guidance:** The comments below are illustrative and are not intended to be exhaustive. Any other appropriate features should be credited. **Responses might feature the following:** • description of the expedition, e.g. location, transport, other participants etc. • reference to the challenges • language to convey excitement • consistent register • a sense of voice.	**25**

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