

Cambridge O Level

[SYLLABUS TITLE]

XXXX/01

Paper 1 Writing and Translation

For examination from 2028

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **8** pages. Any blank pages are indicated.

Generic Marking Principles

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

Section A and Section B

Questions 1–5 assess AO1 Writing:

W1: communicate information, ideas, opinions and key points

W2: organise ideas into coherent text using a range of linking devices

W3: use and manipulate a range of appropriate grammatical structures and vocabulary in context

W4: use appropriate register and style for the given purpose and audience

| Question | Answer | Marks |
|----------|---|-----------|
| 1 | Use the marking grids Table A – Content and Table B – Language. Award up to 8 marks for Content and 8 marks for Language. | 16 |

| Question | Answer | Marks |
|----------|---|-----------|
| 2 | Use the marking grids Table A – Content and Table B – Language. Award up to 8 marks for Content and 8 marks for Language. | 16 |

| Question | Answer | Marks |
|----------|---|-----------|
| 3 | Use the marking grids Table A – Content and Table B – Language. Award up to 12 marks for Content and 12 marks for Language. | 24 |

| Question | Answer | Marks |
|----------|---|-----------|
| 4 | Use the marking grids Table A – Content and Table B – Language. Award up to 12 marks for Content and 12 marks for Language. | 24 |

| Question | Answer | Marks |
|----------|---|-----------|
| 5 | Use the marking grids Table A – Content and Table B – Language. Award up to 12 marks for Content and 12 marks for Language. | 24 |

Table A – Content

| Level | Description | Marks | |
|-------|--|----------|-------|
| | | Q1 and 2 | Q3–5 |
| 4 | <ul style="list-style-type: none"> Communicates detailed information always relevant to the task. Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent. | 7–8 | 10–12 |
| 3 | <ul style="list-style-type: none"> Communicates sufficient information mostly relevant to the task. Ideas are satisfactorily developed at appropriate length. Generally organised and coherent. | 5–6 | 7–9 |
| 2 | <ul style="list-style-type: none"> Communicates some information occasionally relevant to the task. There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may sometimes lack coherence. | 3–4 | 4–6 |
| 1 | <ul style="list-style-type: none"> Communicates limited information partially relevant to the task. Some basic ideas which lack development. Writing is not organised coherently. | 1–2 | 1–3 |
| 0 | <ul style="list-style-type: none"> No rewardable material. | 0 | 0 |

Table B – Language

| Level | Description | Marks | |
|-------|---|----------|-------|
| | | Q1 and 2 | Q3–5 |
| 4 | <ul style="list-style-type: none"> • Response flows well throughout with extended, well-linked sentences. • Good range of vocabulary and grammatical structures, used accurately. • Good control of punctuation and spelling. • Consistent use of appropriate register and style throughout. | 7–8 | 10–12 |
| 3 | <ul style="list-style-type: none"> • Response mostly flows well; frequent extended sentences, mostly well linked. • Satisfactory range of vocabulary and grammatical structures, used mostly accurately. • Some inaccuracies of punctuation and spelling but these do not obscure meaning. • Mostly appropriate register and style for the context. | 5–6 | 7–9 |
| 2 | <ul style="list-style-type: none"> • Some sequences where writing flows well, some extended or linked sentences. • Limited range of vocabulary and grammatical structures. • Language is mostly comprehensible, although sometimes inaccuracies obscure the meaning. • Some appropriate register and style for the context. | 3–4 | 4–6 |
| 1 | <ul style="list-style-type: none"> • Occasional sequences where writing flows well, without extended or linked sentences. • Basic vocabulary and simple grammatical structures. • Inaccuracies of language make the meaning frequently unclear. • Little or no awareness of register, style or context. | 1–2 | 1–3 |
| 0 | <ul style="list-style-type: none"> • No rewardable material. | 0 | 0 |

| Question | Answer | Marks |
|----------|--|-----------|
| 6 | <p>Use the marking grids Table C – Content and Table D – Use of Language. Award up to 5 marks for Content and up to 5 marks for Use of Language.</p> <p>Question 6 assesses AO1 Writing: W1 communicate information, ideas, opinions and key points W3 use and manipulate a range of appropriate grammatical structures and vocabulary in context</p> <p>Example response</p> <p>[An example response will be provided in each target language.]</p> | 10 |

Table C – Content

| Level | Description | Marks |
|-------|--|-------|
| 5 | All information, ideas, opinions and key points communicated clearly. | 5 |
| 4 | Most information, ideas, opinions and key points are communicated clearly. | 4 |
| 3 | Some information, ideas, opinions and key points are communicated clearly. | 3 |
| 2 | A few pieces of information, ideas, opinions and key points communicated clearly. | 2 |
| 1 | Very few pieces of information, ideas, opinions and key points communicated clearly. | 1 |
| 0 | No rewardable material. | 0 |

Table D – Use of Language

| Level | Description | Marks |
|-------|---|-------|
| 5 | <ul style="list-style-type: none"> • Clear, carefully chosen language with complex grammatical structures where appropriate. • Varied, precise vocabulary. • Hardly any or no technical errors (accents, punctuation, spelling). | 5 |
| 4 | <ul style="list-style-type: none"> • Clear, appropriate language and standard grammatical structures. • Good range of vocabulary. • Few technical errors (accents, punctuation, spelling). | 4 |
| 3 | <ul style="list-style-type: none"> • Language generally appropriate, but unsophisticated and generally simple grammatical structures. • Satisfactory range of vocabulary. • Some technical errors (accents, punctuation, spelling). | 3 |
| 2 | <ul style="list-style-type: none"> • Unsophisticated language, not always appropriate. Very simple grammatical structures with some clumsiness. • Narrow range of vocabulary. • A number of technical errors (accents, punctuation, spelling). | 2 |
| 1 | <ul style="list-style-type: none"> • Poor use of language, not easily comprehensible. Errors in use of grammatical structures. • Confused and obscure use of vocabulary. • Many technical errors (accents, punctuation, spelling). | 1 |
| 0 | <ul style="list-style-type: none"> • No rewardable material. | 0 |

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