

Cambridge International Examinations Cambridge Primary Checkpoint

ENGLISH AS A SECOND LANGUAGE

0837/02

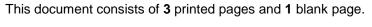
Paper 2 Writing

For Examination from 2017

SPECIMEN MARK SCHEME

40 minutes

MAXIMUM MARK: 35







Primary Checkpoint English as a Second Language Writing Specimen Paper Mark Scheme

PART 1 - Questions 1 - 5				
WRITING one mark for each correct answer				
1	watch			
2	chocolate			
3	gloves			
4	poster			
5	bike			

Brackets () indicate optional words

PART 2 - Question 6

WRITING PART 2 ASSESSMENT SCALE

5 MARKS FOR EACH DESCRIPTOR					
	CONTENT	COMMUNICATIVE ACHIEVEMENT			
		INCLUDING LANGUAGE			
5	All three parts of the message are clearly covered.	The reader is clearly informed in an appropriate way.			
		Language is sufficiently accurate for the message to be conveyed clearly.			
4	All three parts of the message are covered, but there may be some lack of clarity.	Performance shares features of Bands 3 and 5.			
3	All three parts of the message are attempted. OR Two parts are clearly covered and one part is unattempted.	The reader is informed in a generally appropriate way.			
		Language errors may sometimes impede communication of the message.			
2	Only two parts of the message are attempted.	Performance shares features of Bands 1 and 3.			
1	Only one part of the message is attempted.	The reader is informed in a basic way, which requires considerable interpretation to understand the intended message.			
		Language errors make the message difficult to understand.			
0	Question not attempted or incomprehensible.	Question not attempted or incomprehensible.			

	tion 7

WRITING PART 3 ASSESSMENT SCALE 5 MARKS FOR EACH DESCRIPTOR **COMMUNICATIVE LANGUAGE** CONTENT **ORGANISATION ACHIEVEMENT** All content is relevant Uses the conventions Text is generally well-Uses a range of everyday organised and vocabulary appropriately, to the task. of the communicative coherent, using a with occasional inappropriate task to hold the target reader's attention and variety of linking use of less common lexis. Target reader is fully words and cohesive communicate informed. straightforward ideas. devices. Uses a range of simple and 5 some complex grammatical forms with a good degree of control. Errors do not impede communication. Performance shares features of Bands 3 and 5. 4 Minor irrelevances Uses the conventions Text is connected and Uses everyday vocabulary and/or omissions may of the communicative coherent, using basic generally appropriately, while be present. task in generally linking words and a occasionally overusing appropriate ways to limited number of certain lexis. communicate cohesive devices. Target reader is on straightforward ideas. the whole informed. Uses simple grammatical 3 forms with a good degree of control. While errors are noticeable, meaning can still be determined. 2 Performance shares features of Bands 1 and 3. Irrelevances and Produces text that Text is connected Uses basic vocabulary communicates simple using basic, highreasonably appropriately. misinterpretation of task may be present. ideas in simple ways. frequency linking words. Uses simple grammatical 1 Target reader is forms with some degree of minimally informed. control. Errors may impede meaning at times. Content is totally irrelevant. 0 Performance below Band 1. Target reader is not informed.

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