

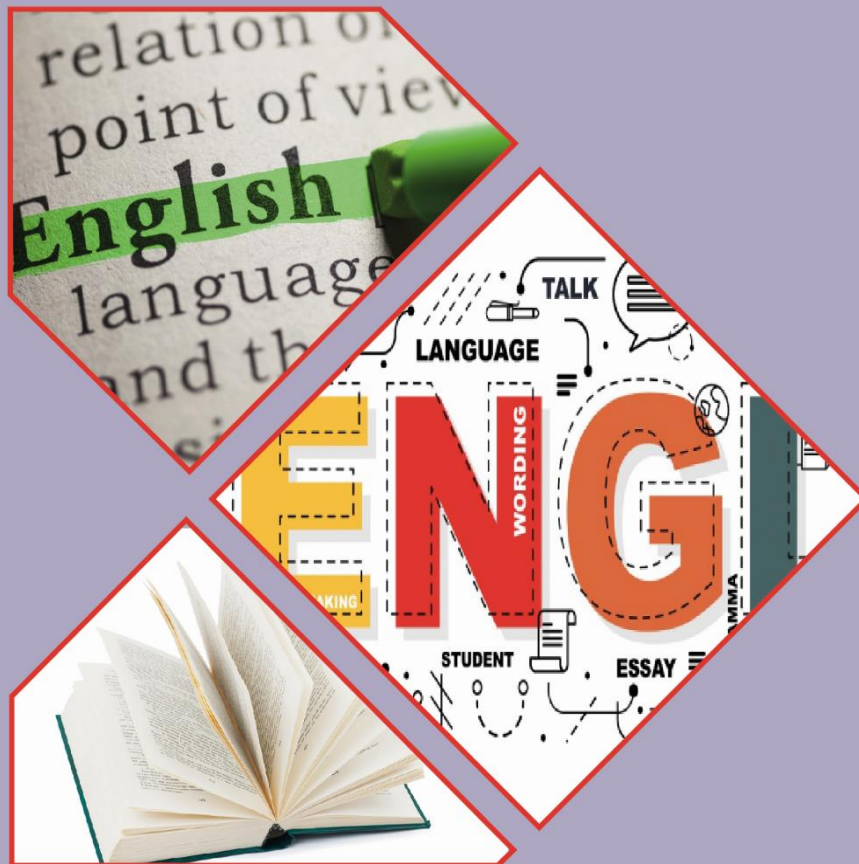


BOTSWANA
EXAMINATIONS
COUNCIL

BOTSWANA SENIOR SECONDARY EDUCATION ASSESSMENT SYLLABUS

ENGLISH

[CODE: 1234]



2024 - 2029

FOREWORD

The Botswana Examinations Council (BEC) is pleased to authorise the publication of the Outcome Based Assessment (OBA) syllabus for English Language in the senior secondary education programme. The assessment syllabus forms part of the Botswana General Certificate of Secondary Education (BGCSE) suite of syllabi available to candidates who have followed the senior secondary programme. The BGCSE is designed for a wide range of learner ability in line with the aspirations of the Revised National Policy on Education of 1994, and its standards are based on Cambridge GCSE and IGCSE.

Our mission as Botswana Examinations Council is “provision of a credible and responsive assessment and examination system”. In the quest for responsiveness, the BEC has aligned the assessment to Outcome Based Education (OBE) that recognises the need to impart 21st century skills on learners. As such, School-Based Assessment (SBA) forms a component of the final assessment. Furthermore, periodic reviews are promoted for the assessment syllabi to reflect the aims of the national curriculum and international best practice. Customer feedback forms an integral part of such reviews.

This syllabus document is the outcome of a great deal of professional consultation and collaboration, and I wish to extend my thanks to all those who contributed towards its development. On behalf of the Botswana Examinations Council, I wish to record my appreciation for the part played by Cambridge as part of the Accreditation Agreement between them and the Council.

Dr Moreetsi Thobega
Chief Executive Officer
Botswana Examinations Council

ACKNOWLEDGEMENT

The Botswana Examinations Council wishes to acknowledge the diligent contribution of all the stakeholders who played a pivotal role in the development the English Language Assessment Syllabus for the Botswana Senior Secondary Education. They gave priority to this critical national assignment at the expense of their regular work assignments. This enabled BEC to develop this important document within reasonable timelines. A task such as this one requires mental focus, commitment, dedication, a high level of accountability and responsibility, as such all of them proved to be equal to this task and hence their contribution is much appreciated.

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1.0 INTRODUCTION

As part of the Botswana Senior Secondary Education (BSSE) Programme, English Language Assessment Syllabus is designed to assess candidates who have completed a two-year course based on the Senior Secondary School English Language Teaching Syllabus.

The syllabus aims to assess positive achievement at all levels of ability. Candidates will be assessed in ways that encourage them to demonstrate what they know, understand, and can do, which provides opportunities to articulate their insights, perceptions, and responses.

This Assessment Syllabus should be read in conjunction with the:

- Botswana Senior Secondary School English Language Teaching Syllabus
- Specimen question papers and mark schemes
- PBA Practical Assessment Guide for Centres
- Annual Principal Moderator / Principal Examiner Reports.

Overview

The Botswana English Language Assessment syllabus aims to afford learners opportunities to fully demonstrate their potential across a variety of assessment tasks and different assessment modes. Summative examinations and provider-based continuous assessment encourage learners to develop and demonstrate their understanding and knowledge of language use and skills as readers, speakers and writers of English in different situations, and across a variety of formats.

Prior Learning

It is assumed that candidates assessed for the syllabus studied English Language at Junior Certificate level.

Progression

The Botswana Senior Secondary Education Certificate is a general qualification that enables candidates to progress either directly to employment or to proceed to tertiary Education for further qualifications ranging from Diploma to Degree.

Teaching Time

It is assumed that candidates assessed for BSSE English will have studied the subject for two years or completed 280 notional hours.

2.0 TEACHER SUPPORT

Botswana Examinations Council will provide a wide range of detailed guidance, innovative training, and professional development on the assessment of BSSE English Language. This will enable the teachers to give the learners the best possible preparation for assessment.

2.1 Support Documents

To ensure uniformity of standards across the centres, the Botswana Examinations Council will provide the Education and Training Providers (ETPs) with documents and materials that will guide them on how to conduct valid and reliable assessment. These will include practical test manuals, specimen papers with corresponding mark schemes, annual Principal Moderator and Principal Examiners' reports, past examinations question papers and their mark schemes. The same documents will also be available on the BEC Website.

2.2 Training

BEC will offer periodic training to personnel conducting Provider Based Assessment to equip them with requisite knowledge and skills to deliver credible, valid, and reliable assessment including training on item writing.

2.3 Resource List

Resources required for the implementation and assessment of this learning programme are included in the appendix.

3.0 SYLLABUS AIMS (SUBJECT OUTCOMES)

The aims of the English Language syllabus are to:

- 3.1 promote acquisition of communication skills for a variety of real-life situations
- 3.2 develop relevant and transferable skills for the contemporary society
- 3.3 promote the use of a range of communication mediums and methods including technologies to meet the twenty first century needs
- 3.4 promote acquisition of language skills for a variety of real-life situations
- 3.5 develop an appreciation of the importance of working with others in a way that is respectful and inclusive of others talents and capabilities
- 3.6 inspire learners to be independent, self-reliant, and autonomous.

4.0 ASSESSMENT OBJECTIVES (AOs)

For purposes of assessment, the behavioural outcomes of the instruction in the prescribed content have been classified into three broad skill areas known as assessment objectives (AOs) and have been organised by language skills and written clearly and concisely.

AO1 Knowledge and understanding

AO2 Language use and communication

AO3 Analysis, evaluation, and integration

AO1 Knowledge and understanding

Candidates should demonstrate that they are able to:

- 1.1 understand explicit meanings and specific instructions
- 1.2 understand implicit meanings, suggestions, and inferences
- 1.3 recognise and use visual and non-verbal features of communication
- 1.4 identify and use information for specific purposes.

AO2 Language use and communication

Candidates should demonstrate that they are able to:

- 2.1 articulate what is thought, felt and imagined
- 2.2 organise and structure responses coherently for deliberate effect
- 2.3 use a range of appropriate vocabulary and grammatical structures
- 2.4 produce accurate spoken and written language with particular emphasis on spelling, grammar, punctuation, pronunciation and intonation as appropriate.

AO3 Analysis, evaluation, and integration

Candidates should demonstrate that they are able to:

- 3.1 evaluate attitude, opinion, and argument
- 3.2 extend, exemplify, and develop viewpoints and perspectives through argument, narrative, description and oral presentation
- 3.3 respond appropriately to context, audience, and purpose
- 3.4 analyse how language can be used to influence others.

5.0 SCHEME OF ASSESSMENT

There are three components in this assessment. Components 1 and 2 are externally assessed and marked, while Component 3 is provider-based and externally moderated.

COMPONENT	NAME	ASSESSMENT MODE	DURATION	MARKS	WEIGHT
1	Paper 1: Composition and Directed Writing	Examination	2 hours	60	40%
2	Paper 2: Comprehension and Summary	Examination	2 hours	60	40%
3	PBA Practical Assessment: Speaking & Listening Skills	Continuous assessment	20 months	30	20%

5.1 The Components

Paper 1: Composition and Directed Writing	60 marks	2 hrs	40%
<p>This paper targets all three Assessment Objectives and is divided into two sections. Candidates answer one question from the options in Section A and the Section B task is compulsory. Dictionaries may not be used.</p> <p>The paper primarily assesses candidates' writing skills, with Section B also testing their reading skills.</p> <p>The writing skills that are expected will include effective use of grammar, punctuation, sentence structures, flashback and/or foreshadowing as well as correct use of idiomatic expressions.</p> <p>In Section B candidates will be provided with a stimulus to read and respond to as directed.</p> <p>Section A: Composition</p> <p>Narrative / Descriptive – 30 marks</p> <p>Candidates are given a choice of two topics (one narrative and one descriptive) and are expected to write on one of the topics. Candidates must show both creativity and imagination using appropriate register and style. Candidates should be able to use functional communication skills accurately, appropriately, and effectively in a variety of imaginative situations. The answer should be in the range of 350 – 400 words of continuous prose.</p> <p>Section B: Directed Writing</p> <p>Argumentative / Discursive – 30 marks</p> <p>The purpose of this section is to test candidates' ability to argue, discuss or persuade from a given situation using set guidelines. Candidates will be required to read one or two short prompt extract(s) and then expand on the guidelines provided to produce an effective and well-balanced answer. Candidates must show high order thinking skills of problem solving, evaluation and synthesis and reflect knowledge and comprehension. Candidates should be able to follow a set of instructions while responding relevantly and appropriately using correct register and style. The answer should be in the range of 350-400 words of continuous prose.</p>			

Paper 2: Comprehension and Summary	60 marks	2 hrs	40%
<p>This paper targets all three Assessment Objectives and is divided into three sections. Candidates answer three compulsory questions on three texts in Section A, Section B and Section C.</p> <p>The texts will be printed in the question paper insert. Candidates write all their answers in the space provided on the question paper. Dictionaries may not be used.</p> <p>The paper primarily assesses candidates' reading skills, with the summary task in Section C also testing their writing skills.</p> <p>The reading skills that are expected will include the ability to process written text, selecting, evaluating and using relevant material.</p> <p>In Section C candidates will be given a task to summarise concisely, clearly and accurately certain aspects of a passage from a longer text.</p>			
<p>Section A Comprehension Question 1 – 10 marks</p> <p>This question requires candidates to respond to Text A.</p> <p>Text A will be a short media text such as a newspaper article, advertisement or leaflet. It will be 200 – 250 words in length and may incorporate pictorial and/or graphical material used to enhance understanding and/or interpretation of the text.</p> <p>Candidates respond to a series of sub-questions. These include short-answer questions testing understanding and correct interpretation of both explicit and implicit meanings.</p>			
<p>Section B Comprehension Question 2 – 10 marks</p> <p>This question requires candidates to respond to Text B.</p> <p>Text B will be an extended media text such as a newspaper column, documentary or profile. It will be 250 – 300 words in length and may incorporate pictorial and/or graphical material used to enhance understanding and/or interpretation of the text.</p> <p>Candidates respond to a series of sub-questions. These include short-answer questions testing understanding of attitude, opinion, and argument and the use of language to influence others.</p>			
<p>Section C Comprehension and Summary Question 3 – 40 marks</p> <p>This question requires candidates to respond to Text C.</p> <p>Text C will be an extended extract from a longer narrative text such as a novel or short story. It will be 750 – 1000 words in length.</p> <p>Comprehension task: candidates respond to a series of sub-questions (15 marks). These include short-answer questions testing understanding of attitude and how the writer uses language.</p> <p>Summary task: candidates identify and select relevant points for the particular aspect(s) of the text specified in the task and use them to write a summary. Candidates write their summary as continuous writing of no more than 150 words. In addition to testing understanding of explicit and implicit ideas, the summary response will be used to assess written style.</p>			

PBA Practical assessment	30 marks	20 months	20%
<p>This component targets all three Assessment Objectives over the duration of the course. The final assessment for each candidate will be based on a minimum of three assessed activities – one from each activity group as below:</p> <ul style="list-style-type: none"> • Activity 1: individual presentation / story telling / dramatic monologue • Activity 2: interview / dialogue / conversation • Activity 3: panel discussion / group task / class debate. <p>The component primarily assesses candidates' speaking and listening skills. Candidates enter details of completed activities into their Progress Portfolio and add any supporting evidence for the work.</p> <p>The component will be assessed by the centre and then externally moderated by the Botswana Examinations Council.</p> <p>A detailed explanation of this component is provided in the Practical Assessment Guide for Centres.</p>			

5.2 Relationship between Assessment Objectives and Components

Objectives Weightings

Marks	Component 1 2hr exam Paper 1 Composition and Directed writing	Component 2 2hr exam Paper 2 Comprehension and Summary	Component 3 PBA Practical Assessment continual assessment Speaking and Listening	Total marks per AO	% per AO
AO1	10	40	10	60	40
AO2	40	10	10	60	40
AO3	10	10	10	30	20
Total marks per component	60	60	30	[150 marks]	
%	40	40	20		100

5.3 Grade Descriptors

The key grades for the syllabus are A, C, E and G. As a guide to what might be expected of a candidates' performance at these key grades, the grade descriptions are outlined below:

Grade A

At this grade the candidate has demonstrated skill in:

- expressing ideas, facts and opinions clearly and effectively using a range of appropriate and interesting vocabulary.
- organising and presenting information in given formats using paragraphs and a variety of sentence structures.
- handling spelling, punctuation and grammar with flair and precision.
- showing a well-developed sense of style, creativity, and register.
- showing a high level of understanding and correct interpretation of information presented in a wide variety of formats.
- locating, selecting, and using appropriate material and information from texts.
- explaining and inferring meanings (including implicit) of words and phrases.
- following closely a writer's argument or point of view, drawing inferences, making evaluation, and forming conclusions.
- recognising and responding to a variety of linguistic devices and register.
- expressing ideas, facts, and opinions clearly, accurately, and effectively in oral communication.
- articulating fluently with proper pronunciation and intonation.
- displaying eloquence in speech.
- displaying a high level of creativity and appropriate register in oral communication.
- following the speaker's argument or point of view and drawing inferences.
- using nonverbal cues to communicate effectively.

Grade C

At this grade the candidate has demonstrated competence in:

- expressing ideas, facts, and opinions clearly and using appropriate vocabulary.
- organising and presenting information in given formats using paragraphs and some complex sentence structures.
- handling spelling, punctuation, and grammar mostly accurately.
- showing a sense of style and register.
- showing clear understanding of information presented in a variety of formats.
- locating and selecting relevant material and information from texts
- explaining meanings of words and phrases.
- following a writer's argument or point of view and forming conclusions.
- recognising and responding to basic linguistic devices and register (e.g., simile, metaphor, idioms, formal/informal writing).
- express ideas, facts, and opinions clearly in oral communication.
- display some level of creativity and appropriate register in oral communication.

- pronounce words clearly with proper intonation.
- display some level of eloquence in speech.
- use some level of non-verbal cues to communicate effectively.
- follow a speaker's argument or point of view, draw inferences, make evaluations, and form conclusions.

Grade E

At this grade the candidate has demonstrated some ability in:

- expressing ideas, facts, and opinions.
- presenting information at a basic level.
- handling spelling and punctuation so that meaning can be generally understood.
- recognising purpose.
- showing basic understanding of information presented in a variety of formats.
- locating generally relevant material from texts.
- explaining the meaning of simple words and phrases.
- following a writer's argument generally.
- recognising a few instances of basic linguistic devices | (e.g., formal/informal writing)
- expressing ideas, facts, and opinions in oral communication.
- displaying some creativity in oral communication.
- pronouncing words.
- communicating relevantly.
- using non-verbal cues to communicate.

Grade G

At this grade candidates should be able to:

- attempt to follow line of argument.
- identify some points.
- show some understanding of information presented in a variety of formats.
- attempt to explain meanings of words and phrases used.
- show some knowledge of literary and linguistic devices.
- identify some ideas and facts.
- present information in each format using paragraphs made of simple sentences.
- try to spell, punctuate, and use grammar correctly.
- attempt to express ideas, facts, and opinions in oral communication.
- attempt creativity in oral communication.
- attempt to pronounce words correctly.
- use basic non-verbal cues to communicate.

5.4 Availability

This syllabus is available to school candidates and private candidates.

5.5 Combining this syllabus with other syllabuses.

English Language is a **fundamental** subject and may be combined with any subject.

6.0 CONTENT

The assessment of this syllabus covers the following Learning Outcomes (LO) as indicated by the English Language Teaching Syllabus. Each Learning Outcome will be assessed based on its Performance Criteria (PC) and the accompanying Range Statements (RS).

Module 1	
ENGSL1	BASIC ENGLISH LANGUAGE SKILLS
ENGSL 1.1: Respond to an exchange of ideas and opinions in various situations.	
ENGSL 1.2: Demonstrate understanding of basic concepts in oral communication. (context)	
ENGSL 1.3: Display a culture of reading widely for both pleasure and information.	
ENGSL 1.4: Develop ideas into coherent sentences, paragraphs, and whole texts.	
Module 2	
ENGSL 2	LOWER INTERMEDIATE ENGLISH LANGUAGE SKILLS
ENGSL 2.1: Respond to an exchange of ideas and opinions in various situations.	
ENGSL 2.2: Listen actively to information in a variety of situations.	
ENGSL 2.3: Demonstrate understanding of basic concepts in oral communication.	
ENGSL 2.4: Display a culture of reading widely for both pleasure and information.	
ENGSL 2.5: Demonstrate comprehension of a variety of texts.	
ENGSL 2.6: Develop ideas into coherent sentences, paragraphs, and whole texts.	
ENGSL 2.7: Write clearly, accurately, and appropriately in varied situations.	
ENGSL 2.8: Demonstrate understanding of written and spoken forms.	
Module 3	
ENGSL 3	INTERMEDIATE ENGLISH LANGUAGE SKILLS
ENGSL 3.1: Listen actively to information in a variety of situations.	
ENGSL 3.2: Speak fluently and expressively on a range of topics.	
ENGSL 3.3: Display a culture of reading widely for both pleasure and information.	
ENGSL 3.4: Develop ideas into coherent sentences, paragraphs, and whole texts.	
ENGSL 3.5: Write clearly, accurately, and appropriately in varied situations.	
ENGSL 3.6: Demonstrate understanding of written and spoken forms of language.	

Module 4	
ENGSL 4	UPPER INTERMEDIATE ENGLISH LANGUAGE SKILLS
<p>ENGSL 4.1: Evaluate what is heard in different situations.</p> <p>ENGSL 4.2: Communicate appropriately in varied situations.</p> <p>ENGSL 4.3: Display a culture of reading widely for both pleasure and information.</p> <p>ENGSL 4.4: Demonstrate an understanding of referencing.</p> <p>ENGSL 4.5: Develop ideas into coherent sentences, paragraphs, and whole texts.</p> <p>ENGSL 4.6: Write clearly, accurately, and appropriately in varied situations.</p> <p>ENGSL 4.7: Demonstrate understanding of written and spoken forms.</p>	
Module 5	
ENGSL 5	ADVANCED ENGLISH LANGUAGE SKILLS
<p>ENGSL 5.1: Interpret features of pronunciation for meaning.</p> <p>ENGSL 5.2: Demonstrate understanding of basic concepts in oral communication.</p> <p>ENGSL 5.3: Communicate orally in a formal setting.</p> <p>ENGSL 5.4: Display a culture of reading widely for both pleasure and information.</p> <p>ENGSL 5.5: Develop ideas into coherent sentences, paragraphs, and whole texts.</p> <p>ENGSL 5.6: Write clearly, accurately, and appropriately in varied situations.</p>	

7.0 PROVIDER BASED ASSESSMENT

Provider Based Assessment in English Language entails a continuous assessment of the candidate's work throughout the execution of the learning programme. This will establish the extent of mastery of the Learning Outcomes (LO). The education provider shall assess the candidate and keep evidence of assessment for every performance criterion as stipulated in the **PBA Practical Assessment Guide for Centres**. A portfolio of evidence (PoE) shall be kept in the centre for every candidate for authentication of the scores awarded to each candidate. The Botswana Examination Council shall appoint an external moderator to ensure that all candidates are subjected to a common national standard.

7.1 Composition of Provider Based Assessment

According to the English Language Teaching Syllabus, Component 3 (Provider Based Assessment) shall include the following activities over the course:

- Presentations
- Team assignments
- Mini projects
- Oral performances
- Tests, assignments, and quizzes
- Observations
- Audio Visuals
- Video Conferencing
- Journals
- Diaries
- Debate
- Progress portfolio.

The final assessment for each candidate will be based on a minimum of three assessed activities:

- Individual presentation / story telling / dramatic monologue
- Interview / dialogue / conversation
- Panel discussion / group task / class debate

7.2 Moderation of Provider Based Assessment

The provider-based assessment shall be subjected to both internal and external moderation.

7.2.1 Internal Moderation

Internal moderation will be the responsibility of the Senior Teacher. Internal moderation is meant to ensure:

- consistent application of the mark scheme rubric
- a rank order of final marks for the centre
- that all candidates in the centre are assessed for the minimum of the three activities required
- that accurate records and good quality audio/video recordings are kept.

It is recommended that three internally moderated tasks in a year should be recorded as evidence.

7.2.2 External Moderation

External moderation shall be achieved by means of a visiting moderator or team of moderators to ensure that all candidates are subjected to a common national standard. The External Moderator shall be granted access to assessment records for each registered candidate to authenticate the scores.

8.0 OTHER INFORMATION

8.1 Equality and Inclusion

Botswana Examinations Council has taken care in the preparation of this assessment syllabus and accompanying assessment materials to avoid bias of any kind. To comply with the accreditation standards, this assessment was designed with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with special learning needs. Access arrangements will be put in place to enable such candidates to be assessed and to be given a fair recognition of their attainment. Access arrangements that give a candidate an unfair advantage over the others or that compromise the standards being assessed will not be permitted.

Candidates who are unable to access the assessment of any component may be eligible to receive a grade based on the parts of the assessment they have taken.

Modifications made to assessments will be in line with the Special Education Needs guidelines of BEC. It is recommended when registering the candidates for entry into the syllabus, centres should specify the special learning requirements for such candidates.

8.2 Grading and Reporting

Botswana Examinations Council (BEC) reports performance on a grading scale ranging from A* to G. A* being the highest and G being the lowest. Ungraded (U) indicates that the candidate's performance fell short of the standard required for a grade G. Ungraded will be reported on the statement of results but not on the certificate.

APPENDIX

9.0 MARKING CRITERIA

9.1 COMPONENT ONE

PAPER 1 SECTION A

Composition Writing Table A: Content, structure, style & accuracy

Level	Marks	General criteria	Narrative writing	Descriptive writing
Level 8	26 – 30	<p>The topic is addressed with consistent relevance; the interest of the reader is aroused and sustained throughout. A wide range of descriptive / narrative features is used to create a consistently effective and highly accurate response.</p> <ul style="list-style-type: none">• Paragraphs have unity, are linked, and show evidence of planning.• Sentence structure is varied for effects and demonstrates the candidate's creativity and style• Verb forms are largely correct and appropriate tenses consistently used.• Vocabulary is wide and precise.• Punctuation is almost always accurate and is helpful to the reader• Spelling is accurate.	Powerful plot that has features of fiction writing such as characterisation, theme, atmosphere, and climax.	Convincing images are created and fully developed. The description is detailed, original and has a strong appeal to the senses.

Level	Marks	General criteria	Narrative writing	Descriptive writing
Level 7	22 – 25	<p>The response is relevant, and the interest of the reader is aroused and sustained through most of the composition. Descriptive and narrative features are used to create an effective and accurate response. Occasional errors are either slips or arise from ambition.</p> <ul style="list-style-type: none">• Paragraphs have unity, are helpfully sequenced and usually linked appropriately• Sentences show some variation of length and type, including the confident use of complex sentences• Occasional slips in verb forms or tense formation• Vocabulary is wide enough to convey intended shades of meaning with some precision• Punctuation is accurate and generally helpful to the reader.• Spelling is nearly always accurate across the range of vocabulary used.	The plot has interesting features of fiction such as characterisation, theme, atmosphere, and climax.	Clear images and details are formed. An impression of reality is brought out. There is consistency.

Level	Marks	General criteria	Narrative writing	Descriptive writing
Level 6	18 -21	<p>The composition is relevant and will arouse some interest in the reader though there may be an impression of lack of originality and/ or some evidence of lack of planning. Some descriptive/narrative features are used to create a straightforward response that is mostly accurate. Mistakes occur when more sophistication is attempted (e.g. inclusion of direct speech)</p> <ul style="list-style-type: none"> • Paragraphs show some unity, although links may be absent or inappropriate • Some variety of sentence structures, but a tendency to repeat sentence types may produce a monotonous effect. • Errors may occur in irregular verb forms, but control of tense is sufficient to sustain clear progression of events or ideas. • Vocabulary is mainly used correctly; errors may occur with more ambitious words. • Straightforward punctuation is generally accurate • Spelling of straightforward vocabulary is accurate 	A simple, straightforward plot with some features of fiction.	There are some relevant ideas and images. There is repetition of ideas which creates monotony.

Level	Marks	General criteria	Narrative writing	Descriptive writing
Level 5	14 – 17	<p>A genuine attempt has been made to address the topic but there may be digressions or failure of logic. Simple descriptive/narrative features are used, though compositions may lack liveliness and interest. The language is sufficiently accurate to communicate meaning clearly, although it may be insufficiently developed to achieve precision. There may be patches of simple, clear and accurate language use.</p> <ul style="list-style-type: none"> • Paragraphs are used but may lack unity or coherence • Some variety of sentence length and structure, but the intended purpose is unclear • Errors in verb forms and tense consistency may cause uncertainty in sequence of events or disturb ease of communication • Vocabulary is usually adequate to convey intended meaning • Punctuation used may not always be helpful; occasional sentence separation errors. • Simple words will usually be spelt accurately 	Overly simple but relevant plot. Limited features of narrative fiction.	There is a lot of simplicity and a series of ordinary details. Images do not come out clearly.

Level	Marks	General criteria	Narrative writing	Descriptive writing
Level 4	10 – 13	<p>The subject matter will show some relevance with limited evidence of a descriptive / narrative approach. Though overall meaning is never in doubt, the incidence of linguistic error is likely to distract / slow down the reader..</p> <ul style="list-style-type: none"> • Paragraphs may be used haphazardly. • Some simple sentence structures are accurate • Errors in verb forms and tenses will sometimes confuse sequence of events. • Vocabulary is too limited to convey precise meaning and/or imperfectly understood. • Simple punctuation is usually accurate, but there may be frequent sentence separation errors. • Inconsistency and/or fairly frequent mistakes in spelling 	A simple series of partially believable events that are not so clear.	Presentation of ideas and details does not come out clearly, question has been partially answered. Accuracy is not maintained for long

Level	Marks	General criteria	Narrative writing	Descriptive writing
Level 3	6 – 9	<p>Limited evidence of relevant subject matter, and weight of linguistic error neutralises its effect. Unclear and/or unconvincing narrative / description.</p> <ul style="list-style-type: none"> • Paragraphs are not used. • Sentences are repetitive in structure and often inaccurate. • Frequent errors in verb forms and haphazard changes of tense confuse meaning. • Vocabulary is simple and imprecise. • Simple punctuation is sometimes accurate • Persistent spelling errors obscure meaning at times 	A little evidence of relevant subject matter though narrates events indiscriminately.	Ideas are very few but not clear enough to form a convincing picture/image.

Level	Marks	General criteria	Narrative writing	Descriptive writing
Level 2	2 – 5	<p>The content is comprehensible on occasion but hidden by the density of the linguistic error. The descriptive and narrative features are incoherent</p> <ul style="list-style-type: none"> There are unlikely to be more than a few accurate sentences, however simple, in the whole composition Sense will usually be decipherable but some of the errors will be multiple i.e. requiring the reader to re-read and re-organise before meaning becomes clear. 	Subject matter is rarely relevant and/or response is very brief and undeveloped	Ideas and images are incomprehensible. There is incoherence.
Level 1	1	The response is almost entirely impossible to recognise as a piece of English language writing. Descriptive and narrative features are almost non-existent	Whole sections make no sense at all. No clear beginning or end.	Whole sections make no sense at all.
Level 0	0	<p>Insufficient to meet the criteria for Level 1.</p> <p>The mark of 0 is reserved for scripts that make no sense at all.</p>		

PAPER 1 SECTION B

Directed Writing Table B: Content & task fulfilment

Level	Marks	Description
Level 5	13-15	<ul style="list-style-type: none"> Very good understanding of purpose. Clear awareness of the specified situation and audience. Text type entirely appropriate. All required points developed in detail, fully amplified and well organised. Given information well used to justify personal opinion and interpretation. Tone and register entirely appropriate.
Level 4	10-12	<ul style="list-style-type: none"> Good understanding of purpose. Awareness of the specified situation and audience. Text type appropriate. All required points addressed not always developed in detail. Given information organised to support personal opinion. Tone and register appropriate.
Level 3	7-9	<ul style="list-style-type: none"> Some understanding of purpose. Some awareness of the specified situation and audience. Text type generally appropriate. At least two required points addressed (both partially/fully developed). Given information may not be logically organised to support opinion. Tone usually appropriate although there may be slips of register.
Level 2	4-6	<ul style="list-style-type: none"> Only partial understanding of purpose. Some confusion as to the specified situation and audience. Text type may be inappropriate. At least one required point addressed (partially/fully developed). Given information may be used irrelevantly. Tone and register may be uneven.
Level 1	1-3	<ul style="list-style-type: none"> Misunderstanding of purpose. Confusion as to the specified situation and purpose. Little evidence of the specified text type. None of the required points addressed. Given information misunderstood or irrelevant. Tone may be inappropriate.
Level 0	0	<ul style="list-style-type: none"> Insufficient to meet the criteria for Level 1.

Directed Writing Table C Language

Level	Marks	Description
Level 8	14-15	Highly accurate writing: apart from very occasional slips. <ul style="list-style-type: none"> • Paragraphs have unity, are linked, and show evidence of planning. • Sentence structure is varied for effects. • Verb forms are largely correct and appropriate tenses consistently used. • Vocabulary is wide and precise. • Punctuation is accurate and helpful. • Spelling is accurate.
Level 7	12-13	Accurate writing: occasional errors are either slips or caused by ambition. <ul style="list-style-type: none"> • Paragraphs have unity, are helpfully sequenced and usually linked appropriately • Sentence structures show some variation to create some natural fluency. • Occasional slips in verb forms or tense formation, but sequence consistent and clear throughout. • Vocabulary is precise enough to convey intended shades of meaning. • Punctuation is accurate and generally helpful. • Spelling is nearly always accurate.
Level 6	10-11	Mostly accurate writing: errors from ambition do not mar clarity of communication. <ul style="list-style-type: none"> • Paragraphs show some unity, although links may be absent or inappropriate. • Some variety of sentence structures, but a tendency to repeat sentence types may produce a monotonous effect. • Errors may occur in irregular verb forms, but control of tense is sufficient to sustain clear progression of events or ideas. • Vocabulary is mainly used correctly; errors may occur with more ambitious words. • Straightforward punctuation is generally accurate • Spelling of [straightforward/high-frequency] vocabulary is accurate
Level 5	8-9	Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language. <ul style="list-style-type: none"> • Paragraphs are used but may lack unity or coherence. • Some variety of sentence length and structure, but the intended purpose is unclear • Errors in verb forms and tense consistency may cause uncertainty in sequence of events or disturb ease of communication. • Vocabulary is usually adequate to convey intended meaning, idiom may be uncertain. • Punctuation used may not always be helpful; occasional sentence separation errors. • Simple words will usually be spelt accurately

Level	Marks	Description
Level 4	6-7	Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content. <ul style="list-style-type: none"> • Paragraphs may be used haphazardly. • Some simple sentence structures are accurate • Errors in verb forms and tenses will sometimes confuse sequence of events. • Vocabulary is too limited to convey precise meaning and/or imperfectly understood. • Simple punctuation is usually accurate, but there may be frequent sentence separation errors. • Inconsistency and/or fairly frequent mistakes in spelling
Level 3	4-5	The writing has many serious errors of various kinds of 'single word' type (i.e. they could be corrected without re-writing the sentence). <ul style="list-style-type: none"> • Paragraphs are not used • Sentences are repetitive in structure and often inaccurate. • Frequent errors in verb forms and haphazard changes of tense confuse meaning. • Vocabulary is simple and imprecise; significant idiomatic errors. • Simple punctuation is sometimes accurate • Persistent spelling errors obscure meaning at times
Level 2	2-3	Sense is occasionally decipherable but some errors will be 'multiple' (i.e. requiring the reader to re-read and re-organise) <ul style="list-style-type: none"> • There are unlikely to be more than a few accurate sentences, however simple, in the whole response • Meaning may be partly hidden by density of linguistic error.
Level 1	1	Response is almost entirely impossible to recognise as a piece of English language writing; whole sections make no sense at all. <ul style="list-style-type: none"> • Occasional patches of relative clarity are evident.
Level 0	0	<ul style="list-style-type: none"> • Insufficient to meet the criteria for Level 1.

9.2 COMPONENT TWO

PAPER 2

Summary Table D: Written style and presentation

Level	Marks	Description
Level 5	9 - 10	<ul style="list-style-type: none"> • Focused and concise response that avoids irrelevance and excess detail. • Sustained attempt to rephrase the language of the text • Apart from very occasional slips or minor errors, the language is highly accurate. • Sentence structure is varied and uses original complex syntax. • Punctuation is accurate and helpful to the reader. • Spelling is secure across the full range of vocabulary used.
Level 4	7 - 8	<ul style="list-style-type: none"> • Mostly focused response with some concision and irrelevant sections avoided • Noticeable attempt to avoid the language of the text. • The language is mostly accurate with no more than isolated serious errors • Some variation in sentence structure with some original complex syntax. • The irrelevant sections of the passage will be avoided. • Punctuation is accurate and generally helpful. • Spelling is nearly always secure.
Level 3	5 - 6	<ul style="list-style-type: none"> • Partially effective response with occasional loss of focus, some excess detail and/or loss of concision • Recognisable but limited attempts to re-phrase the language of the text • The language is generally accurate, though some serious errors may be evident • Where sentences show some variety and complexity, they will generally be lifted from the text. • Punctuation is generally accurate. • Spelling is mostly secure, though errors may occur in the use of original or ambitious vocabulary.
Level 2	3 - 4	<ul style="list-style-type: none"> • Sometimes focused response, though irrelevant or distorted details will destroy the sequence in places. • Attempts to use own language will be limited to single word expression • Meaning is not in doubt, but serious errors are more frequent. • Some simple sentence structures will be accurate • Simple punctuation will usually be correct, with occasional errors of sentence separation. • Spelling of straightforward vocabulary is largely accurate, but mistakes will occur in handling the more difficult words.
Level 1	1 - 2	<ul style="list-style-type: none"> • Limited focus on task; response lacks concision and/or relevance • Almost entirely copied and/or a complete transcript of the text • Heavy frequency of serious errors, impeding the reading in many places. • Fractured syntax is much more pronounced at this level • Punctuation falters with frequent errors of sentence separation • Spelling is rarely accurate
Level 0	0	<ul style="list-style-type: none"> • Insufficient to meet the criteria for Level 1. <p>The mark of 0 is reserved for scripts that make no sense at all from beginning to end.</p>

9.3 COMPONENT THREE

SPEAKING

Level	Mark	Description
Level 4	12-15	<p>Excellent articulation and accurate use of inflection should be the guiding criteria. In this level:</p> <ul style="list-style-type: none"> • spoken English is fluent, easily audible and clear • ideas are developed and organised effectively for the benefit of the listener • the candidate responds appropriately in conversation • vocabulary is wide, appropriate and used with some precision • grammar is highly accurate • pronunciation is correct • intonation supports communication of meaning.
Level 3	11-14	<p>There are some minor difficulties in pronunciation affecting eloquence. Inflection has minor occasional slips. In this level:</p> <ul style="list-style-type: none"> • speech is audible and mostly clear • ideas are sometimes extended and organised for the benefit of the listener • interaction is average - most statements acknowledged with correct response • vocabulary is wide enough to convey meaning • interaction is average • minor occasional slips in grammar are evident • pronunciation is mostly correct.
Level 2	6-10	<p>Work is characterised by limited articulation skills, non-verbal communication and intonation that leads to confused communication. In this level:</p> <ul style="list-style-type: none"> • speech can sometimes be followed • ideas are sometimes ordered logically • interaction is below average - some of the statements acknowledged / failing to address the question adequately • vocabulary is limited • grammatical errors sometimes hamper communication • pronunciation is often unclear.
Level 1	1-5	<p>Articulation skills are weak. Lack of non-verbal communication, inflection and intonation. In this level:</p> <ul style="list-style-type: none"> • speech is very limited and/or cannot usually be followed • little / no interaction • grammatical errors lead to breakdown in communication • lack of vocabulary hampers communication • pronunciation is unclear and/or cannot be understood.
Level 0	0	<ul style="list-style-type: none"> • Insufficient to meet the criteria for Level 1. <p>The mark of 0 is reserved for work that makes no sense at all.</p>

LISTENING

Level	Mark	Description
Level 4	12-15	<p>Effective interaction, focus on task and appropriate response should be the guiding criteria in this bracket. In this level:</p> <ul style="list-style-type: none"> • responses to specific instructions and explicit ideas are consistently appropriate • implicit ideas, inferences and suggestions are interpreted appropriately • non-verbal cues such as body language, facial expressions and gestures are carefully observed in the audience and/or other speakers • use of visual and non-verbal features of communication indicate sustained attentiveness and focus • paraphrasing, deliberate repetition and/or summary is used to show understanding of the contributions of others.
Level 3	11-14	<p>Though the candidate is alert all the time, focus may be hampered by minor distractions in the environment. In this level:</p> <ul style="list-style-type: none"> • responses to specific instructions and explicit ideas are appropriate • non-verbal cues such as body language, facial expressions and gestures are recognised in others • use of visual and non-verbal features of communication indicate attentiveness • attempt at paraphrasing, deliberate repetition and/or summary is used to show some understanding of the contributions of others.
Level 2	6-10	<p>The candidate's alertness is not fully sustained and there is limited understanding of key aspects of the assignment. The candidate is easily drawn by minor distractions in the environment. In this level:</p> <ul style="list-style-type: none"> • the candidate's response to specific instructions and explicit ideas is average • implicit ideas, inferences and suggestions are not satisfactorily interpreted • non-verbal cues such as facial expressions and gestures are sometimes recognised • there is limited use of visual and non-verbal features of communication • paraphrasing, deliberate repetition and summary are not fully utilised.
Level 1	1-5	<p>There is little attempt to listen, engage or respond. The assignment has not been understood. In this level:</p> <ul style="list-style-type: none"> • the candidate's response to specific instructions and explicit ideas is poor • attentiveness and focus are non-existent • non-verbal features of communication are not recognised • non-verbal cues of communication such as facial expressions and gestures are not used • interaction is almost non-existent and the candidate needs probing to respond.
Level 0	0	<ul style="list-style-type: none"> • Insufficient to meet the criteria for Level 1. <p>The mark of 0 is reserved for work that shows no evidence of interaction.</p>