

Paper 2

Section A: Narrative/Descriptive/Imaginative Writing

Band 1	22–25	<ul style="list-style-type: none"> • Imaginative, possibly original, appropriate approach to task, engaging audience; • Tightly controlled, appropriate structure; very directed writing; • Language used imaginatively to create specific effects on the reader; • Fluent, mature expression, achieves complex effects, with a high level of technical accuracy.
Band 2	18–21	<ul style="list-style-type: none"> • Imaginative approach to task, appropriate to audience and engaging interest; • Effective, appropriate structure, with a strong sense of purpose; • Language used to create specific effects on the reader, narrative or descriptive as appropriate; • Fluent expression achieves effects; occasional technical errors will not impede expression.
Band 3	14–17	<ul style="list-style-type: none"> • Consistent focus on a relevant form and content, with an appropriate sense of audience and some sustained imagination; • Clear structure that fits the task; with a sense of purpose; • Some effects of language are attempted and achieved, narrative or descriptive as appropriate; • Clear expression with some variety, a few technical inaccuracies.
Band 4	10–13	<ul style="list-style-type: none"> • Clear focus on relevant form and content, with some imaginative touches, and some appropriate sense of audience; • Structure is in place, though purpose is sometimes unclear; may drift in and out of focus at times; • Appropriate effects of language are attempted, narrative or descriptive as appropriate; • Clear expression, a little unvaried or with a number of technical errors (confusion of tenses, wrong subject/verb agreement, a range of spelling errors, absent punctuation) which limit the ability to achieve effects.
Band 5	6–9	<ul style="list-style-type: none"> • Relevant form and content with some sense of audience; • Structure may not be fully apparent – may go on without clear narrative control or descriptive contrast; • Some effects of language are attempted, narrative or descriptive as appropriate; • Expression unclear at times; may not flow easily, with frequent technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation).
Band 6	2–5	<ul style="list-style-type: none"> • Evidence of attempted focus on some appropriate ideas for content, but not fully appropriate to the task; form may be less sure, e.g. a wholly narrative response to a descriptive task; • Lacks structure, may be diffuse, may ramble; • Occasional effects of language are created, narrative or descriptive as appropriate; • Expression is unclear; technical and structural problems (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) get in the way of the flow of the whole.
Band 7	0–1	<ul style="list-style-type: none"> • Work will be inappropriate to the task, confused or incoherent, with little grasp of suitable form or content. • Weakness of organisation and technical inaccuracy (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) will seriously impede the candidate's ability to create an overall impression.