

LANGUAGE PAPER 2 – SECTION B - COMPOSITION – 40 MARKS

Marking criteria for Section B

Table A, Composition: Content and structure

Level	Marks	General and specific marking criteria	
5	14-16	General	
		<ul style="list-style-type: none"> Content is complex, engaging and effective. (V1) Structure is secure, well balanced and carefully managed for deliberate effect. (V2) 	
		Specific – descriptive	Specific – narrative
		<i>Many well-defined and developed ideas and images create a convincing overall picture with varieties of focus.</i>	<i>The plot is well-defined and strongly developed with features of fiction writing such as description, characterisation and effective climax, and convincing details.</i>
4	11-13	General	
		<ul style="list-style-type: none"> Content is developed, engaging and effective. (V1) Structure is well managed, with some choices made for deliberate effect. (V2) 	
		Specific – descriptive	Specific – narrative
		<i>Frequent, well-chosen images and details give a mostly convincing picture.</i>	<i>The plot is defined and developed with features of fiction writing such as description, characterisation, climax and details.</i>
3	8-10	General	
		<ul style="list-style-type: none"> Content is relevant with some development. (V1) Structure is competently managed. (V2) 	
		Specific – descriptive	Specific – narrative
		<i>A selection of relevant ideas, images and details, even where there is a tendency to write in a narrative style.</i>	<i>The plot is relevant and cohesive, with some features such as characterisation and setting of scene.</i>
2	5-7	General	
		<ul style="list-style-type: none"> Content is straightforward and briefly developed. (V1) Structure is merely organised but may not always be effective. (V2) 	
		Specific – descriptive	Specific – narrative
		<i>The text is addressed with a series of relevant but straightforward details, which may be more typical of a narrative.</i>	<i>The plot is straightforward, with limited use of the features of narrative writing.</i>
1	3-4	General	
		<ul style="list-style-type: none"> Content is simple, and ideas and events may be limited. (V1) Structure is partially organised (but limited in its effect). (V2) 	
		Specific – descriptive	Specific – narrative
		<i>The recording of some relevant events with limited detail.</i>	<i>The plot is a simple narrative that may consist of events that are only partially linked and/or which are presented with partial clarity.</i>

Table B, Composition: Style and accuracy

Level	Marks	Description
5	21-24	<ul style="list-style-type: none"> Precise, well-chosen vocabulary and varied sentence structures, chosen for effect. (V3) Consistent well-chosen register suitable for the context. (V4) Spelling, punctuation and grammar almost always accurate. (V5)
4	17-20	<ul style="list-style-type: none"> Mostly precise vocabulary and a range of sentence structures mostly used for effect. (V3) Mostly consistent appropriate register suitable for the context. (V4) Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (V5)
3	13-16	<ul style="list-style-type: none"> Some precise vocabulary and a range of sentence structures sometimes used for effect. (V3) Some appropriate register for the context. (V4) Spelling, punctuation and grammar generally accurate, but with some errors. (V5)
2	9-12	<ul style="list-style-type: none"> Simple vocabulary and a range of straightforward sentence structures. (V3) Simple register with a general awareness of the context. (V4) Frequent errors of spelling, punctuation and grammar, occasionally serious. (V5)
1	5-8	<ul style="list-style-type: none"> Limited and/or imprecise vocabulary and sentence structures. (V3) Limited and/or imprecise register for the context. (V4) Persistent errors of spelling, punctuation and grammar. (V5)
0	1-4	<ul style="list-style-type: none"> Frequently imprecise vocabulary and sentence structures. (V3) Register demonstrates little or no sense of the context. (V4) Persistent errors of spelling, punctuation and grammar impair communication. (V5)
0	0	<ul style="list-style-type: none"> No creditable content.

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STUDENT ACTION:

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Julia Schneider



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Table of Contents Igcse May June 2014 English Language First Mark Scheme

1. Understanding the eBook Igcse May June 2014 English Language First Mark Scheme
 - The Rise of Digital Reading Igcse May June 2014 English Language First Mark Scheme
 - Advantages of eBooks Over Traditional Books
2. Identifying Igcse May June 2014 English Language First Mark Scheme
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Igcse May June 2014 English Language First Mark Scheme
 - User-Friendly Interface
4. Exploring eBook Recommendations from Igcse May June 2014 English Language First Mark Scheme
 - Personalized Recommendations
 - Igcse May June 2014 English Language First Mark Scheme User Reviews and Ratings
 - Igcse May June 2014 English Language First Mark Scheme and Bestseller Lists
5. Accessing Igcse May June 2014 English Language First Mark Scheme Free and Paid eBooks
 - Igcse May June 2014 English Language First Mark Scheme Public Domain eBooks
 - Igcse May June 2014 English Language First Mark Scheme eBook Subscription Services
 - Igcse May June 2014 English Language First Mark Scheme Budget-Friendly Options
6. Navigating Igcse May June 2014 English Language First Mark Scheme eBook Formats

- ePub, PDF, MOBI, and More
 - Igcse May June 2014 English Language First Mark Scheme Compatibility with Devices
 - Igcse May June 2014 English Language First Mark Scheme Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Igcse May June 2014 English Language First Mark Scheme
 - Highlighting and Note-Taking Igcse May June 2014 English Language First Mark Scheme
 - Interactive Elements Igcse May June 2014 English Language First Mark Scheme
 8. Staying Engaged with Igcse May June 2014 English Language First Mark Scheme
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Igcse May June 2014 English Language First Mark Scheme
 9. Balancing eBooks and Physical Books Igcse May June 2014 English Language First Mark Scheme
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Igcse May June 2014 English Language First Mark Scheme
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Igcse May June 2014 English Language First Mark Scheme
 - Setting Reading Goals Igcse May June 2014 English Language First Mark Scheme
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Igcse May June 2014 English Language First Mark Scheme
 - Fact-Checking eBook Content of Igcse May June 2014 English Language First Mark Scheme
 - Distinguishing Credible Sources
 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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THE GLASS MENAGERIE, [MUSIC: 'THE GLASS MENAGERIE' UNDER FAINTLY. Lightly.] Not one gentleman ... [MUSIC: 'THE GLASS MENAGERIE'. He stretches out his hand.] Oh, be careful - if ... The Glass Menagerie book script of the play. [SCREEN LEGEND: 'OÙ SONT LES NEIGES."'] There was young Champ Laughlin who later became vice-president of the Delta Planters. Bank. The Glass Menagerie - Tennessee Williams (AMANDA exits through living-room curtains. TOM is left with LAURA. He stares at her stupidly for a moment. Then he crosses to shelf holding glass menagerie. The Glass Menagerie Amanda Wingfield is a faded, tragic remnant of Southern gentility who lives in poverty in a dingy St. Louis apartment with her son, Tom, and her daughter, ... The Glass Menagerie When Amanda convinces Tom to bring home from his workplace a "gentleman caller" for Laura, the illusions that Tom, Amanda, and Laura have each created in order ... The Glass Menagerie Text Scene 1: The Wingfield apartment is in the rear of the building, one of those vast hive-like conglomerations of cellular living-units that flower as. Tennessee Williams - The Glass Menagerie (Scene 3) LEGEND ON SCREEN: 'AFTER THE FIASCO' [TOM speaks from the fire-escape landing.] TOM: After the fiasco at Rubicam's Business College, the idea of getting a ... "The Glass Menagerie," Scene One and Scene Two, by ... 41 Scene 1. 352 The Wingfield apartment is in the rear of the building, one of those vast hive-like conglomerations of cellular living-units that flower as ... Tennessee Williams - The Glass Menagerie (Scene 7) A moment after the curtain rises, the lights in both rooms flicker and go out.] JIM: Hey, there, Mr Light Bulb ! [AMANDA laughs nervously. LEGEND: 'SUSPENSION ... The Glass Menagerie: Acting Edition: Tennessee Williams A

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