



L-Università
ta' Malta

MATSEC
Examinations Board



Marking Scheme
SEC English Language

Main Session 2025

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In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with the MATSEC Examinations Board when in doubt.

A. Paper 1

Level 1-2-3

Section A: Listening

(Total: 25 marks)

Part 1

1. Tick (✓) the **FIVE** correct sentences. (5)

a. Jamie worked at the Edinburgh Academy and Portobello Conservatory.	(✓)
b. Isabel compared music to philosophy.	(✓)
c. It was quite easy to find work connected with music.	
d. Jamie looked after Charlie every day.	
e. Isabel was in charge of the 'Review of Applied Ethics'.	(✓)
f. Several ducks lived in Blackford Pond.	(✓)
g. Jamie knew his way around Blackford Pond.	(✓)

2. Fill in the grid below with the name of the character: Isabel, Jamie, Charlie. (6)

a. was a musician	Jamie
b. had teaching commitments	Jamie
c. attended nursery school	Charlie
d. expressed certainty about the popularity of music	Isabel
e. worked from home	Isabel
f. had an afternoon nap	Charlie

3. Underline the correct answer. (6)

- Jamie (**often**, rarely, never) had days off from work.
- Jamie packed all his teaching into (**two**, three, four) mornings and one afternoon a week.
- At that time, life was (easy, normal, **difficult**).
- The ducks were (hungry, **well-nourished**, thirsty).
- The place where the ducks stood (was random, depended on their personality, **depended on their size**).
- Blackford Pond (bored, displeased, **entertained**) Charlie.

Part 2

4. Are the following sentences True or False? Circle the correct answer and give a reason. (5)

a. The weather allowed Isabel to work comfortably.

True/False because the weather was making it difficult for Isabel to work.

b. The smell in the study bothered Isabel.

True/False because the smell in the study oppressed her.

c. Kate made the meat pies at the bakery.

True/False because she had a supplier.

d. Julian was flexible in the way he did his thinking.

True/False because he was able to do it in all sorts of circumstances.

e. The weather in Edinburgh was very stable.

True/False because it was notoriously fickle.

5. Put the following in order according to the text. Number them from 2 to 4. The first one (1) has been done for you. (3)

Isabel opened her study windows.	1
She checked the time.	3
She thought about the meat pies at Kate's bakery.	4
She put away the paper she was reading.	2

Section B: Reading

(Total : 25 marks)

Part 1

1. had been (½)



b. ✓

(½)

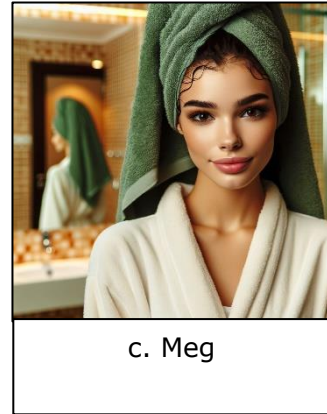
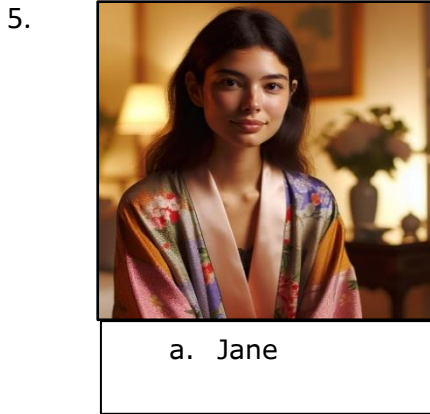
3. a. **True/False** because they had been working in the garden since dawn

b. **True/False** because hundreds of roses had bloomed in a single night.

c. **True/False** because she was determined to leave everything in the children's hands. (3)

4. a. inappropriate
 b. strong
 c. wanted

(½)



(1½)

6. Accept answers which suggest that:

Laura was feeling shy (1 mark) but at the same time, she wanted to look authoritative (1 mark). (2)

7. She thought it might make her seem like the kind of person who is easily fooled. (1)

8. Although she agreed with him, Laura also felt that the workman had shown a certain lack of respect for not accepting her suggestion. (1)

Part 2

9. Negative (½)

10. a. She felt it would be a pity to cover the karaka trees. (1)

- b. When she saw the workman pinching the sprig of lavender and enjoying the smell it produced, Laura was impressed by his gesture, and she forgot all about the karaka trees. (1)

11.

a. he (line 43)	the workman	d. these (line 57)	workmen
b. they (line 47)	karaka trees	e. it (line 61)	the word matey
c. her (line 53)	Laura's	f. their (line 66)	Father's and John's

(3)

12. a. surveyed - scanned

- b. lone - solitary

- c. magnificence - splendour

- d. exceptionally - extraordinarily

13. a. It made her see them in a very positive light and she thought it would be easy to become their friend. (1)

- b. Her friends seemed superficial and annoying compared to the workmen. (1)

14. a. She despised stupid conventions (½)
- b. She hated the norms imposed by society. (1)

15. Refer to **both Part 1 and Part 2**, and answer the following questions:

Number the sentences 2-5 below in the order in which you read about them in the text. The first (1) one has been done for you. (2)

a.	Laura approached the house.	5
b.	One of the men wrote on a piece of paper.	2
c.	Laura pointed to the lily lawn.	1
d.	Laura heard the sound of a hammer.	3
e.	Laura heard someone whistle.	4

16. After reading the extract above, a book club member posted the following hashtags on a social media platform. **TWO** of the hashtags below are the odd ones out. Mark them with an X. (1)

#gardeninginstructions	X
#readingcommunity	
#mybookclub	
#characterstudy	
#marqueesetupmanual	X
#deepreading	

SEC English Language 2025 Marking Criteria – Short Writing Task Rating Scale Controlled Assessment Levels 1-2-3			(based on 10 marks)
(10 marks)	Candidates characteristically:		
	3	2	1
Task achievement (content, relevance, text type features)	Task is achieved in full; Content is fully or mostly relevant; Text type features are fully or mostly appropriate.	Task is achieved but with some flaws; Content is moderately relevant; Text type features are moderately appropriate.	Task is achieved in part or not at all; Content is only partly relevant or under-developed; Text type features are partly or minimally appropriate, if at all.
	3	2	1
Language use	Varied and mostly accurate use of grammatical structures; Mostly accurate expression; Accurate use of punctuation.	Moderately accurate grammatical structures and syntax; Some variety of grammatical structures; Reasonably good use of punctuation.	Grammatical structures and syntax are basic and often inaccurate; Adequate or limited choice of expression with some inaccuracies; Partly adequate use of punctuation but with errors.
	2	1	0.5
Organisation and structure (coherence and cohesion)	Writing is mostly coherently structured and organised; Paragraph features are mostly adhered to; Sentences and paragraphs are cohesively linked.	Structure and organisation of writing is somewhat coherent; Paragraph and sentence fairly well structured though unambitious; Cohesive devices are used fairly appropriately.	Paragraph and sentence structure are not well controlled; Cohesive devices are rather limited or used inaccurately.
	2	1	0.5
Vocabulary and Register	Wide range of vocabulary; Good choice of register; Mostly accurate spelling.	Adequate range and appropriate vocabulary; Mostly appropriate use of register; Moderately accurate use of spelling.	Choice of vocabulary is unambitious or limited/repetitive; Use of register is mostly inaccurate or lacks sensitivity to context; Accuracy in spelling is limited or poor.

SEC English Language Marking Criteria - Extended Writing Scale Controlled Assessment Level 1- 2- 3				(based on 40 marks)
(40 marks)	Candidates characteristically:			
	10 - 9	8 - 5	4 - 3	2 - 0
Task achievement (content, relevance, text type features)	Task is achieved in full; Content is completely relevant; Text type features are entirely appropriate.	Task is achieved quite well; Content is mostly relevant; Text type features are mostly appropriate.	Task is achieved in part; Content is not always relevant; Text type features are not always appropriate.	Task is hardly achieved; Content is underdeveloped; Text type features are minimally appropriate or not at all.
	11 - 9	8 - 5	4 - 3	2 - 0
Language use	Varied and accurate grammatical structures and syntax; Excellent choice of expression; Accurate use of punctuation.	Mostly accurate grammatical structures and syntax; Quite varied grammatical structures; Good choice of expression; Good use of punctuation.	Grammatical structures and syntax are rather basic and sometimes inaccurate; Adequate choice of expression but with some inaccuracies; Adequate use of punctuation but some errors.	Grammatical structures and syntax are limited and mostly inaccurate; Limited choice of expression and with some inaccuracies; Punctuation use is rather poor.
	10 - 9	8 - 5	4 - 3	2 - 0
Organisation and structure (coherence and cohesion)	Structure and organise their writing in a cogent manner; Cohesive devices are varied and link together well.	Structure and organise their writing into a coherent prose; Cohesive devices are quite varied and generally correct.	Paragraph and sentence structure are fairly correct; Cohesive devices are rather limited.	Paragraph and sentence structure show lack of control.
	9 - 8	7 - 5	4 - 2	0 - 1
Vocabulary and register	Wide-ranging and appropriate vocabulary; Good use of register; Accurate spelling.	Good range and appropriate vocabulary; Appropriate use of register. Mostly accurate spelling.	Choice of vocabulary is unambitious and sometimes inaccurate; Adequate use of register but with some inaccuracies; Accuracy in spelling is limited.	Limited vocabulary, possibly seen in the repetition of words; Not sensitive to the choice of register; Poor spelling.

B. Paper 2

Level 1-2

Section A: Reading - Source A

(Total: 30 marks)

1c.	advise parents on how to plan holidays with children		1 mark
2a.	in favour of		1 mark
2b.	wonderful experience		1 mark
3c.	London tops the list of destinations.		1 mark
4.	NAME OF CITY		2 marks
	New York		
	Barcelona		
	Copenhagen or Amsterdam		
	Rome		
5.	a. The dirt will show on cream sofas.		2 marks
	b. Ornaments may be damaged.		
6.	consider		5 marks
	options		
	itinerary		
	link		
	pricey		
7.	COLUMN B		5 marks
	Paragraph 4		
	Paragraph 7		
	Paragraph 8		
	Paragraph 6		
	Paragraph 5		

8.	<p>Any 5 of the following:</p> <ul style="list-style-type: none"> • Choose small pedestrian-friendly cities that don't get too hot. • Engage them in the planning process/Discuss what they might enjoy seeing. • Share photos of the attractions with them. • Plan a loose programme/travel plan. • Use public transport as part of the adventure. • Book bus/boat tours. • Buy tickets online to avoid queues. • Go out early and go to attractions before it gets too hot. • Give them loads of breaks. • Don't over-schedule activities. 	5 marks	
9.	Tired young children (½ mark for weary, ½ mark for little legs)	1 mark	
10.	<p>a. don't like walking much</p> <p>b. linked to each other</p> <p>c. frequent</p>	3 marks	
11.	manage how much money is spent on a specific day	1 mark	
12a.	Positive	12b. Negative	2 marks

Section B: Reading - Source B

(Total: 30 marks)

1b. Exploring the Wild: Adventures in Self-Discovery		1 mark
2a. could not move at all		1 mark
3. because of the strong blizzard outside.		1 mark
4. To prevent falling/ because of the strong wind/difficult to walk in the snow		1 mark
5. i. to grow through challenges ii. to emerge stronger		2 marks
<p>6.</p> <p>Salient Points:</p> <p>1. Men seek a sense of clarity and stability.</p> <p>2. Men focus on their mental well-being.</p> <p>3. Women often start the treks underestimating their abilities but gradually grow stronger and more confident through the experience.</p> <p>4. Men tend to begin with strength and confidence, which often breaks down quickly, exposing their vulnerabilities.</p> <p>(See Summary Rating Scale below)</p>		8 marks

<p>7. a. <u>False</u> because Alexander’s first day involved skiing across a frozen lake. b. <u>False</u> because they went skiing after they camped out. c. <u>True</u> because they discussed why people join treks and how motivation shaped their experiences. d. <u>False</u> because Ian’s expeditions are for ordinary people seeking clarity or personal growth. e. <u>True</u> because Alexander felt a mix of disappointment and excitement due to the challenge.</p>		5 marks												
<p>8.</p> <table border="1" data-bbox="268 607 895 927"> <tr><td>a. journalist</td></tr> <tr><td>b. belonging to Alexander (and his party)</td></tr> <tr><td>c. the experience</td></tr> <tr><td>d. landscape</td></tr> <tr><td>e. belonging to Ian</td></tr> <tr><td>f. Ian</td></tr> <tr><td>g. women</td></tr> <tr><td>h. belonging to men and women</td></tr> </table>	a. journalist	b. belonging to Alexander (and his party)	c. the experience	d. landscape	e. belonging to Ian	f. Ian	g. women	h. belonging to men and women		4 marks				
a. journalist														
b. belonging to Alexander (and his party)														
c. the experience														
d. landscape														
e. belonging to Ian														
f. Ian														
g. women														
h. belonging to men and women														
<p>9.</p>	<table border="1"> <tr><td>a. opinion</td></tr> <tr><td>b. fact</td></tr> <tr><td>c. fact</td></tr> <tr><td>d. opinion</td></tr> <tr><td>e. opinion</td></tr> <tr><td>f. fact</td></tr> <tr><td>g. opinion</td></tr> <tr><td>h. opinion</td></tr> </table>	a. opinion	b. fact	c. fact	d. opinion	e. opinion	f. fact	g. opinion	h. opinion		4 marks			
a. opinion														
b. fact														
c. fact														
d. opinion														
e. opinion														
f. fact														
g. opinion														
h. opinion														
<p>10.</p> <table border="1" data-bbox="113 1357 1177 1671"> <thead> <tr> <th>Which text</th> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>is an interview?</td> <td></td> <td>✓</td> </tr> <tr> <td>is an article?</td> <td>✓</td> <td></td> </tr> <tr> <td>includes the narration of a personal experience?</td> <td></td> <td>✓</td> </tr> </tbody> </table>	Which text	Source A	Source B	is an interview?		✓	is an article?	✓		includes the narration of a personal experience?		✓		3 marks
Which text	Source A	Source B												
is an interview?		✓												
is an article?	✓													
includes the narration of a personal experience?		✓												

SEC English Language 2025 Marking Criteria – Controlled Assessment Level 1-2		Short Writing Task Rating Scale	
(10 marks)	Candidates characteristically:		
	3	2	1
Task achievement (content, relevance, text type features)	Task is achieved but with some flaws; Content is moderately relevant; Text type features are moderately appropriate.	Task is achieved in part; Content is only partly relevant; Text type features are partly appropriate.	Task is hardly achieved; Content is under-developed; Text type features are minimally appropriate, if at all.
	3	2	1
Language use	Moderately accurate grammatical structures and syntax; Some variety of grammatical structures; Moderate accuracy of expression; Quite good use of punctuation.	Grammatical structures and syntax are basic and sometimes inaccurate; Adequate choice of expression but with some inaccuracies; Adequate use of punctuation but some errors.	Grammatical structures and syntax are limited and mostly inaccurate; Limited choice of expression and with inaccuracies; Punctuation is rather poor.
	2	1	0.5
Organisation and structure (coherence and cohesion)	Structure and organisation of writing is somewhat coherent; Cohesive devices are used fairly appropriately.	Paragraph and sentence structure are fairly correct though unambitious; Cohesive devices are rather limited.	Paragraph and sentence structure show lack of control; Minimal use of cohesive devices.
	2	1	0.5
Vocabulary and Register	Adequate range and appropriate vocabulary; Mostly appropriate use of register; Moderately accurate spelling.	Choice of vocabulary is unambitious and sometimes inappropriate; Adequate use of register but with some inaccuracies; Accuracy in spelling is limited.	Limited vocabulary, possibly seen in the repetition of words; Not sensitive to the choice of register; Poor spelling.

Marking Criteria – Extended Writing Rating Scale Controlled Assessment Level 1-2				(based on 30 marks)
Candidates characteristically:				
(30 marks)	8 - 7	6 - 3	2 - 0	
Task achievement (content, relevance, text type features)	Task is achieved but with some flaws; Content is moderately relevant; Text type features are moderately appropriate.	Task is achieved in part; Content is only partly relevant; Text type features are partly appropriate	Task is hardly achieved; Content is underdeveloped; Text type features are minimally appropriate or not at all.	
	8 - 7	6 - 3	2 - 0	
Language use	Moderately accurate grammatical structures and syntax; Some variety of grammatical structures; Moderate accuracy of expression; Quite good use of punctuation.	Grammatical structures and syntax are basic and sometimes inaccurate; Adequate choice of expression but with some inaccuracies; Adequate use of punctuation but with some errors.	Grammatical structures and syntax are limited and mostly inaccurate; Limited choice of expression and with some inaccuracies; Punctuation use is rather poor	
	7 - 6	5 - 3	2 - 0	
Organisation and structure (coherence and cohesion)	Structure and organisation of writing is somewhat coherent; Cohesive devices are used fairly appropriately.	Paragraph and sentence structure are fairly correct; Cohesive devices are rather limited.	Paragraph and sentence structure show lack of control; Minimal use of cohesive devices.	
	7 - 6	5 - 3	2 - 0	
Vocabulary and register	Adequate range and appropriate vocabulary; Mostly good use of register; Moderately accurate spelling.	Choice of vocabulary is unambitious and sometimes inaccurate; Adequate use of register; Accuracy in spelling is limited.	Limited vocabulary, possibly seen in the repetition of words; No sensitive to the choice of register; Poor spelling.	

C. Paper 2

Level 2-3

Section A: Reading Source A

(Total: 30 marks)

1d.	From Failure to Success	1 mark						
2.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr><td>G</td></tr> <tr><td>C</td></tr> <tr><td>H</td></tr> <tr><td>F</td></tr> <tr><td>E</td></tr> <tr><td>A</td></tr> </table>	G	C	H	F	E	A	5 marks
G								
C								
H								
F								
E								
A								
3.	<ul style="list-style-type: none"> a. promising b. quotable c. ultimately d. bleak e. resilience f. bizarre 	3 marks						
4.	<p>Salient Points:</p> <ul style="list-style-type: none"> 1. The Shawshank Redemption had the ingredients of a box-office hit because it was based on a short story by a bestselling author and had a ready-made fanbase. 2. A story from the same collection had already been made into a successful movie. 3. The film-director thought that the story was filmic. 4. He managed to find an excellent location and two well-known stars. <p>(See summary rating scale below)</p>	10 marks						
5.	<ul style="list-style-type: none"> a. False because it found a new life in the home-video market. b. True because that word-of-mouth from that audience began to grow and grow. c. False because by 2004 it was repeatedly appearing on lists of the "greatest" movies. d. False because that momentum never really seems to have died out. e. True because (in 2015) the Library of Congress added it to the US National Film Registry. 	5 marks						
6.	<ul style="list-style-type: none"> a. he (line 12) - Andy Dufresne/the protagonist/the man who was serving a life sentence b. its (line 25) – belonging to The Shawshank Redemption/The Shawshank Redemption's/the film's c. one (line 38) – Oscar / award d. it (line 55) – momentum 	2 marks						
7.	The Shawshank Redemption was not as impressive / successful (1 mark) because its story was more reflective (1 mark).	2 marks						
8.	b. had a special meaning for the people who had not previously watched it.	1 mark						
9.	<ul style="list-style-type: none"> a. stand in for b. put down to 	1 mark						

Section B: Reading - Source B

(Total: 30 marks)

1b.	the remotest areas in the United Kingdom.	1 mark
2.	<p>a. can be run</p> <p>b. (far) more unconventional settings</p> <p>c. rest completely assured</p> <p>d. the vast diversity</p> <p>e. greater social cohesion</p> <p>f. into the fold</p>	6 marks
3c.	Into Film Clubs have left their members with a positive impression.	1 mark
4.	<p>a. ...an opinion because... subjective</p> <p>b. ...a fact because... can be verified</p> <p>c. ...a fact because... can be checked</p> <p>d. ...an opinion because... it reflects a belief</p> <p>e. ...a fact because... it does not rely on feelings</p> <p>f. ...an opinion because... it is based on encouragement</p>	6 marks
5.	<p>Any 6 of the following:</p> <ul style="list-style-type: none"> • You gain access to a new streaming platform. • You gain access to an ongoing film competition. • You gain access to a range of resources. • You are given the opportunity to attend screenings and events. • Members of your Into Film Club will have the opportunity to improve their learning in a fun and accessible way. • Members of your Into Film Club will have the advantage of being in an inclusive organisation. • It improves literacy/ critical thinking/ social skills. • It is flexible and can be run in different settings. 	6 marks

6. Answers may include points such as the following:		
	SOURCE A	SOURCE B
The purpose of each text	<p>Informative (gives information about the film <i>The Shawshank Redemption</i>)</p> <p>The writer makes use of: direct speech as evidence to support claims and engage the reader diction e.g. use of superlatives, adverbs (intensifiers); (gradable) adjectives</p>	<p>Persuasive (tries to persuade readers that setting up an Into Film Club is easy and beneficial)</p> <p>Informative (gives information about the way schools and other organisations can set up an Into Film Club together with the benefits their members would derive)</p> <p>The writer makes use of: the 2nd person to address the reader directly the imperative to tell the reader what to do persuasive language e.g. rest assured diction e.g. (gradable) adjectives</p>
Messages the writers wish to convey	The message that the writer conveys is that a film that initially fails at the box-office can still become successful.	The message that the writer conveys is that setting up an Into Film Club is easy, can entertain members and provides an opportunity for learning.
What each text is about	A factual article about the box-office problems encountered by <i>The Shawshank Redemption</i> and its subsequent reversal of fortune.	A webpage in which a Film Club organisation reaches out to schools and other youth organisations. The webpage outlines the opportunities and support the central Film Club organisation can provide to set up Film Clubs around the country.
The target audience	Aimed at the readership of a particular newspaper especially those interested in films / entertainment / culture.	Aimed at persons working with young people such as teachers, headteachers or leaders of youth organisations.
The organisation and structure of the passages	<ul style="list-style-type: none"> • In the initial part of the text, the writer provides insights into the making of <i>The Shawshank Redemption</i>. • Following its release, the text then traces how public opinion / awareness about <i>The Shawshank Redemption</i> changed since 1994. • The paragraphs are long, provide factual detail and are related to an event in a particular year. For example, Paragraph E explains how in 1994 the timing of the release was unfortunate because it coincided with that of other major films. 	<ul style="list-style-type: none"> • Each paragraph is headed by a question. • The subsequent text in each paragraph addresses the issue raised in the headline question. • The text includes a link to a video in order to reinforce the idea that film clubs can be run anywhere. • The text includes a table with results from a members' review in order to strengthen the belief that Film Clubs can help with academic learning.

	<ul style="list-style-type: none">• that of other major films unfortunate because it coincided with that of other major films <p>unfortunate because it coincided with that of other major films</p> <ul style="list-style-type: none">• unfortunate because it coincided with that of other major films	
--	--	--

Rating Scale - Summary Rating Scale Controlled Assessment 2-3				(based on 10 marks)
Candidates characteristically:				
	4 - 3	2 - 1	0.5 - 0	
Identification of salient points	identify most of the relevant and salient points in the text in their own words	identify some of the relevant and salient points in the text in their own words	identify part of a relevant and salient point in the text in their own words	
	3	2	1 - 0	
Synthesis and language usage	synthesise the relevant and salient points show accuracy and fluency	attempt to synthesise the relevant and salient points show some evidence of accuracy and fluency	poor attempt to synthesise the relevant and salient points or none at all poor accuracy and fluency	
	3	2	1 - 0	
Organisation and Structure	structure and organise their writing but with some flaws	attempt to structure their writing with significant number of flaws	no attempt to structure their writing	

Note 1: Word count – marks are deducted as follows: if the word count is exceeded/short of 5 words – 1 mark; 6+ words – 2 marks.

Note 2: If the summary is not written as a single paragraph, marks allocated for organisation and structure are deducted.

Marking Criteria – Read to Write Rating Scale Controlled Assessment Level 2-3				(based on 10 marks)
	5 - 4	3 - 2	1	0
(10 Marks)	Candidates characteristically:			
Knowledge and Understanding of Content <ul style="list-style-type: none"> • <i>what the texts are about</i> • <i>the purpose</i> • <i>the potential audience</i> • <i>the message of the text</i> 	<ul style="list-style-type: none"> • communicate thorough knowledge and understanding of both source texts; • demonstrate an excellent understanding of both source texts by going beyond the surface level between texts; <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • show excellent understanding of the relationships between source texts; • demonstrate argumentation and interpretation of the similarities and differences <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • communicate thorough observation of the texts' organisation and structure 	<ul style="list-style-type: none"> • communicate knowledge and understanding of both source texts; • demonstrate an understanding of both source texts by attempting to move beyond the surface level; <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • show good understanding of the relationships between source texts; • choose a few good arguments to support interpretation of the similarities and differences. <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • communicate a good observation of the texts' organisation and structure. 	<ul style="list-style-type: none"> • communicate basic knowledge and understanding of both source texts or focus on one more than the other; • demonstrate some understanding of both source texts but with flaws; <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • show a fairly adequate understanding of the relationships between source texts; • choose limited arguments to support interpretation of the similarities and differences. <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • communicate a limited observation of the texts' organisation and structure. 	<ul style="list-style-type: none"> • communicate limited knowledge of both source texts or focus only on one of the texts; • demonstrate limited understanding of both source texts; <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • show no understanding of the relationships between source texts; • make an inadequate choice of argument, if at all <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • make no reference to the texts' organisation and structure.
	2	1.5	1	0
Selection of main ideas and Relevance of observations made (use own words when supporting a view)	<ul style="list-style-type: none"> • present relevant responses by selecting appropriate textual references as supporting material from both source texts; 	<ul style="list-style-type: none"> • present fairly relevant responses by selecting appropriate textual references as supporting material from both source texts; 	<ul style="list-style-type: none"> • present limited relevant responses with minimal appropriate textual references as supporting evidence for both source texts: 	<ul style="list-style-type: none"> • show no focus; • attempt no textual references; • make inaccurate references;
	3	2	1	0
Organisation and Structure	<ul style="list-style-type: none"> • structure and organise their writing in a cogent manner with a clear focus on coherence and cohesion). 	<ul style="list-style-type: none"> • structure and organise their writing fairly coherently and cohesively 	<ul style="list-style-type: none"> • make a poor attempt to structure and organise their writing. 	<ul style="list-style-type: none"> • make no attempt to structure and organise their writing

SEC English Language Marking Criteria - Extended Writing Scale Controlled Assessment Level 2-3 (based on 40 marks)				
(40 marks)	Candidates characteristically:			
	10 - 9	8 - 5	4 - 3	2 - 0
Task achievement (content, relevance, text type features)	Task is achieved in full; Content is completely relevant; Text type features are entirely appropriate.	Task is achieved quite well; Content is mostly relevant; Text type features are mostly appropriate.	Task is achieved in part; Content is not always relevant; Text type features are not always appropriate.	Task is hardly achieved; Content is underdeveloped; Text type features are minimally appropriate or not at all.
	10 - 9	8 - 5	4 - 3	2 - 0
Language use	Varied and accurate grammatical structures and syntax; Excellent choice of expression; Accurate use of punctuation.	Mostly accurate grammatical structures and syntax; Quite varied grammatical structures; Good choice of expression; Good use of punctuation.	Grammatical structures and syntax are rather basic and sometimes inaccurate; Adequate choice of expression but with some inaccuracies; Adequate use of punctuation but some errors.	Grammatical structures and syntax are limited and mostly inaccurate; Limited choice of expression and with some inaccuracies; Punctuation use is rather poor.
	10 - 9	8 - 5	4 - 3	2 - 0
Organisation and structure (coherence and cohesion)	Structure and organise their writing in a cogent manner; Cohesive devices are varied and link together well.	Structure and organise their writing into a coherent prose; Cohesive devices are quite varied and generally correct.	Paragraph and sentence structure are fairly correct; Cohesive devices are rather limited.	Paragraph and sentence structure show lack of control.
	10 - 9	8 - 5	4 - 3	2 - 0
Vocabulary and register	Wide-ranging and appropriate vocabulary; Good use of register; Accurate spelling.	Good range and appropriate vocabulary; Appropriate use of register; Mostly accurate spelling.	Choice of vocabulary is unambitious and sometimes inaccurate; Adequate use of register but with some inaccuracies; Accuracy in spelling is limited	Limited vocabulary, possibly seen in the repetition of words; Not sensitive to the choice of register; Poor spelling.