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CAMBRIDGE
International Education

Cambridge International AS & A Level

ENGLISH LANGUAGE **9093/21**

Paper 2 Writing **October/November 2025**

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Good point
	Error (analysis)
	SPAG error
	Unclear expression / errors throughout
	Fluent expression
	Errors continue
	Purpose
	Addressing the question
	Uncertain relevance to the question

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Annotation	Meaning
R	Repetition
TE	Tense error

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English Language specific marking instructions:

AO2 Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. (Writing)

- Marks should be awarded equally on the basis of the level of the candidate's written expression (range of features used and accuracy) and the development of their writing (its organisation and relevance to task and audience).
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style. (Analysis)

- Marks should be awarded equally on the basis of the level of the candidate's analysis of the text's elements (form, structure and language) and of the writer's stylistic choices (including how style relates to audience and shapes meaning).
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

In response to **Question 1(a)**, candidates are required to write no more than 400 words. In response to **Questions 2, 3 and 4**, candidates are required to write between 600 and 900 words. While there is no direct penalty for failing to adhere to either requirement, examiners should consider this an aspect of the response's 'achievement of task' and 'relevance to purpose'. As such, adherence to the word limit is assessed as part of the fourth bullet point of AO2.

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Section A: Shorter writing and reflective commentary

Marking criteria for Section A Question 1(a)

Table A

Level	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.	AO2 marks
5	• Sophisticated expression, with a wide range of language, including complex structures and less common lexis • High level of accuracy • Text is logically and very effectively organised; ideas are developed throughout in a sophisticated manner • Task is achieved fully; content is fully relevant • Audience is fully engaged	**13–15**
4	• Effective expression, with a range of language, including some complex structures and less common lexis • A few minor errors which do not impede communication • Text is logically organised; ideas are developed in an effective manner • Task is achieved well; content is relevant • Audience is engaged	**10–12**
3	• Clear expression, with a range of language, including some complex structures and some less common lexis, although there may be some repetition • Occasional errors which do not impede communication • Text is clearly organised; ideas are developed clearly • Task is achieved; content is relevant • Audience is addressed	**7–9**
2	• Expression is clear but may not flow easily, with some attempt to use a range of language, including mostly more common structures and lexis • Frequent errors which generally do not impede communication • Some attempt to organise text; ideas are developed in a limited manner • Task is generally achieved; content is mostly relevant • Limited evidence of an attempt to address the audience	**4–6**

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Level	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.	AO2 marks
1	• Basic expression, with a limited range of language, including almost exclusively simple structures and more common lexis • Frequent errors which impede communication • Minimal attempt to organise text; minimal development of ideas • Task may have been misinterpreted or is only achieved in part; content may lack relevance in parts • Minimal evidence of an attempt to address the audience	**1–3**
0	• No creditable response	**0**

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Marking criteria for Section A Question 1(b)

Table B

Level	AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language shape meanings.	AO3 marks
5	• Sophisticated analysis of form, structure and language • Sophisticated analysis of how the writer's stylistic choices relate to audience and shape meaning	9–10
4	• Detailed analysis of form, structure and language • Detailed analysis of how the writer's stylistic choices relate to audience and shape meaning	7–8
3	• Clear analysis of form, structure and language • Clear analysis of how the writer's stylistic choices relate to audience and shape meaning	5–6
2	• Limited analysis of form, structure and/or language • Limited analysis of how the writer's stylistic choices relate to audience and shape meaning	3–4
1	• Minimal analysis of form, structure and/or language • Minimal analysis of how the writer's stylistic choices relate to audience and shape meaning	1–2
0	• No creditable response	0

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Section B: Extended writing

Marking criteria for Section B Question 2, Question 3 and Question 4

Table C

Level	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.	AO2 marks
5	• Sophisticated expression, with a wide range of language, including complex structures and less common lexis • High level of accuracy • Text is logically and effectively organised; ideas are developed throughout in a sophisticated manner • Task is achieved fully; content is fully relevant • Audience is fully engaged	**21–25**
4	• Effective expression, with a range of language, including some complex structures and less common lexis • A few minor errors which do not impede communication • Text is logically organised; ideas are developed in an effective manner • Task is achieved well; content is relevant • Audience is engaged	**16–20**
3	• Clear expression, with a range of language, including some complex structures and less common lexis, although there may be some repetition • Occasional errors which do not impede communication • Text is clearly organised; ideas are developed clearly • Task is achieved; content is relevant • Audience is addressed	**11–15**
2	• Expression is clear but may not flow easily, with some attempt to use a range of language, including mostly more common structures and lexis • Frequent errors which generally do not impede communication • Some attempt to organise text; ideas are developed in a limited manner • Task is generally achieved; content is mostly relevant • Limited evidence of an attempt to address the audience	**6–10**

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Level	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.	AO2 marks
1	• Basic expression, with a limited range of language, including almost exclusively simple structures and more common lexis • Frequent errors which impede communication • Minimal attempt to organise text; minimal development of ideas • Task may have been misinterpreted or is only achieved in part; content may lack relevance in parts • Minimal evidence of an attempt to address the audience	1–5
0	• No creditable response	0

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