SECTION A: DIRECTED WRITING

The question is assessed as follows:

FORMAT	- 3 marks
CONTENTS	- 12 marks
LANGUAGE	- 20 marks
TOTAL	**- 35 marks**

Detailed Marking Instructions

No	Informal Letter	Mark
F1	Sender's Address	1
F2	Salutation	1
F3	Signature	1

** Do not award one mark for the mere mention of the main idea.

No	Content	Mark
C1	mentioning the job	1
C2	information on the company	1
C3	prepare resume	1
C4	suggest document one	1
C5	suggest document two	1
C6	google for directions	1
C7	appropriate attire	1
C8	be on time	1
C9	right state of mind	1
C10	greet the interviewer	1
C11	answer all the questions	1
C12	ask if you are unsure	1

MARKING METHOD FOR LANGUAGE

Indicate errors in language by underlining the word or phrase where the mistakes occur. Indicate by a tick (/) any good appropriate vocabulary, structure and tone. Award marks on a 'best-fit' basis by referring to the table of band descriptors below.

Band/mark	Band Description
A **19-20**	**Language is accurate.** **Sentences are varied in structure, length and type for effect.** **Vocabulary is wide, precise and sophisticated.** **Paragraphs have unity and are properly linked.** **Tone is appropriate to an informal letter.**
B **16-18**	**Language is almost always accurate (minor errors).** **Sentence structures are varied and interesting.** **Vocabulary is wide enough to convey intended shades of meaning.** **Spelling is nearly always accurate.** **Paragraphs show unity and appropriately linked.** **Tone is appropriate to an informal letter**
C **13-15**	**Language is generally accurate.** **Simple structures are accurate.** **Vocabulary is wide enough, but some may lack precision.** **Paragraphs show unity and are appropriately linked.** **Tone may be inconsistent.**
D **10-12**	**Language is sufficiently accurate to communicate meaning clearly.** **Patches of clear accurate language when used in simple structures.** **Vocabulary is adequate, some may lack precision.** **Simple words are correctly spelt.** **Paragraphs may not be properly linked.**
E **7-9**	**Errors are sufficiently frequent.** **Serious errors hamper speed of reading but meaning is never in doubt.** **Some simple structures are accurate but not sustained.** **Vocabulary is limited or too simple.** **Simple words are correctly spelt.** **Paragraphs may lack unity.** **Linkers may be absent or incorrectly used**
U(i) **4-6**	**Frequent and serious 'single word' errors impede reading but meaning is fairly clear.** **There may be a few simple and accurate sentences.** **Vocabulary is limited. Spelling errors are frequent.** **Paragraphs lack planning.**
U(ii) **2-3**	**Sense will be decipherable, but errors are multiple – requiring rereading and reorganizing.** **There may be one or two accurate sentences.** **Makes little sense and barely comprehensible.**
U(iii) **0-1**	**Very little or no sense.**

CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

Grade	Marks Range	Description Criteria
A	44 - 50	* The language is entirely accurate apart from very occasional first draft slips. * Sentence structure is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect. * Vocabulary is wide and is used with precision. * Punctuation is accurate and helpful to the reader. * Spelling is accurate across the whole range of vocabulary used. *Paragraphs are well-planned, have unity and are linked. * The topic is addressed with consistent relevance. * The interest of the reader is aroused and sustained throughout the writing.
B	38 - 43	* The language is accurate; occasional errors are either minor or first draft slips. * Vocabulary is wide enough to convey intended shades of meaning with some precision. * Sentences show some variation of length and type, including some complex sentences. * Punctuation is almost always accurate and generally helpful. * Spelling is nearly always accurate. * Paragraphs show some evidence of planning, have unity and are usually appropriately linked. * The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained throughout most of the composition.
C	32 - 37	* The language is largely accurate. * Simple structures are used without errors; mistakes may occur when more sophisticated structures are attempted. * Vocabulary is wide enough to convey intended meaning but may lack precision. * Sentences may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect * Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. * Simple words may be spelt correctly but errors may occur when more sophisticated words are used. * The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. -The writing is relevant but may lack originality and planning. -Some interest is aroused but not sustained.
		* The language is sufficiently accurate to communicate meaning clearly to the reader. * There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used.

D	**26 - 31**	* There is some variety of sentence type and length but the purpose is not clearly seen. Punctuation is generally correct but does not clarify meaning. Vocabulary is usually adequate to show intended meaning but this is not developed to show precision. * Simple words will be spelt correctly but more spelling errors will occur. * Paragraphs are used but show lack of planning or unity. * The topic is addressed with some relevance, but the reader may find compositions at this level lacking in liveliness and interest value.
E	**20 - 25**	* Meaning is never in doubt, but single word errors are sufficiently frequent and serious to hamper reading. * Some simple structure may be accurate, but a script at this level is unlikely to sustain accuracy for long. * Vocabulary is limited - either too simple to convey precise meaning or more ambitious but imperfectly understood. * Simple words may be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult. * Paragraphs lack unity or are haphazardly arranged. * The subject matter will show some relevance to the topic but only a partial treatment is given. * The high incidence of linguistic error is likely to distract the reader from any merits of content that the composition may have.
U1	**14 - 19**	* Meaning is fairly clear but the high incidence of errors throughout the writing will definitely impede the reading. * There will be many serious errors of various kinds throughout the script but they are mainly of the single word type, i.e. they could be corrected without rewriting the whole sentence. * A script at this level will have very few accurate sentences. * Although communication is established, the frequent errors may cause blurring. * Sentences will be simple and very often repetitive. * Punctuation will sometimes be used correctly but sentence separation errors may occur. * Paragraphs lack unity or there may not be any paragraphs at all.
U11	**8 - 13**	* The reader is able to get some sense out of the script but errors are multiple in nature, requiring the reader to read and re-read before being able to understand. * At this level, there may be only a few accurate however simple sentences. *The content may be comprehensible, but the incidence of linguistic error is so high as to make the meaning blur. * This type of script may also be far short of the required number of words.

U111	**0 – 7**	* **Scripts in this category are almost entirely impossible to read.** * **Whole sections may make little or no sense at all.** * **Where occasional patches of clarity occur, marks should be awarded.** * **The mark of 0 should only be given if script makes no sense at all, from beginning to end.**

NB:-

No script will fit nearly into any one of the categories described above. The appropriate mark for a script is therefore determined by deciding which category most nearly reflects its characteristics. Examiners should not construct any hierarchy of characteristics when allocating a mark, but should assess the article as a whole before deciding on any category and should also refer to the exemplar scripts which are discussed at the coordination stage of the marking exercise