**SECTION A: Directed Writing**

**MARK SCHEME FOR Question 1**

**ASSESSMENT OBJECTIVES**

**To test candidates’ ability to:**

* read and comprehend the rubric
* use the information given to display and the understanding of the task
* generate ideas within the specific framework provided
* use clear and accurate Standard English in the response
* use a style and tone appropriate to the task

**The objectives above are rewarded as follows:**

CONTENT - 15 marks

LANGUAGE - 20 marks

**TOTAL - 35 marks**

**MARKING METHOD**

Each script should be read slowly and annotated as detailed in the marking scheme. A brief comment at the end of the script is sometimes helpful when checking accuracy of the marking, particularly when the script has produced an answer which is not entirely catered for by the marking scheme, but which is a valid response to the task, and therefore should be given credit.

1 AWARDING MARKS FOR CONTENT

Content marks should be identified by the letter C followed by the content number and circled, for example (C1). Place a (1) in the right-hand margin of the script for each mark awarded. Put the total for CONTENT at the bottom right-hand margin of the script.

a) CONTENT - 15 marks

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

Format points:

F1 - writer and receiver addresses 1 mark

F2 - any appropriate salutation 1 mark

F3 - any appropriate closing 1 mark

**Content Points**:

|  |  |
| --- | --- |
| C1 | Dates |
| C2 | Name of university |
| C3 | Number of students |
| C4 | Number of accompanying teachers |
| C5 | Mode of transportation |
| C6 | Accommodation |
| C7 | Benefit of the trip |
| C8 | language games |
| C9 | treasure hunt |
| C10 | poetry workshop |
| C11 | visit to the Language Centre |
| C12 | foreign language exhibition |

**CRITERIAS FOR MARKING LANGUAGE**

**Question 1 : Directed Writing**

|  |  |
| --- | --- |
| **Mark**  **Range** | **Description of Criteria** |
| A  19 - 20 | ▪ The language is entirely accurate apart from occasional first draft slips.  ▪ Sentence structure is varied and sophisticated – shows that the candidate is able to use sentence length and type to achieve an intended effect.  ▪ Vocabulary – sophisticated and is used with precision  ▪ Punctuation is accurate and helpful to the reader  ▪ Spelling is accurate across the full range of vocabulary used.  ▪ Paragraphs have unity and are appropriately linked.  ▪ The style and tone are appropriate. The reader is convinced that this could be a real letter of request for approval from the teacher advisor. |
| B  16 – 28 | ▪ The language is almost always accurate but there will be minor errors or first draft slips  ▪ Sentences show some variation in length and type, including the confident use of complex sentences.  ▪ Vocabulary is wide enough to convey intended shades of meaning with some precision  ▪ Punctuation is almost accurate and generally helpful to the reader.  ▪ Spelling is nearly always accurate.  ▪ Written in paragraphs which show some unity and are usually linked  appropriately.  ▪ The style and tone are appropriate for a letter of complaint. The reader is satisfied that a genuine attempt has been made to write a letter of approval request. |
| C  13 - 15 | ▪ The language is almost largely accurate.  ▪ Simple structures are used without errors; mistakes may occur when more sophisticated structures are attempted.  ▪ Vocabulary is adequate to convey intended s meaning although it may be sufficiently developed to achieve precision.  ▪ Sentences show some variety length and structure although there is a tendency to repeat some sentence types, giving it a monotonous effect.  ▪ Punctuation is generally accurate although errors may occur in more  complex use.  ▪ Spelling is generally accurate for common vocabulary.  ▪ Written in paragraphs which show some unity, although links are  inappropriate at times.  ▪ The style and tone may generally be appropriate for a letter of approval. |
| D  10 – 12 | ▪ The language is sufficiently accurate for meaning to come through.  ▪ There will be patches of clear, accurate language, particularly when simple  vocabulary and structures are used  ▪ Mistakes will occur when more complex sentences are attempted.  ▪ There may be some variety of sentence length and type but this may not be  successful in enhancing meaning or arousing interest.  ▪ Vocabulary is adequate but lacks precision.  ▪ Punctuation is generally correct, but does not enhance or clarify meaning.  ▪ Simple words are spelt correctly, but errors may occur when unfamiliar  words are used.  ▪ Sentence separation errors may occur.  ▪ Written in paragraphs which may show some unity in topic and attempts to use links.  ▪ The style and tone may not be entirely appropriate for a letter of request but some attempt has been made. |
| E  7 - 9 | ▪ Meaning is never in doubt, but single word errors are sufficiently frequent and serious to hamper precision and speed of reading.  ▪ Some simple structures will be accurate but accuracy is not sustained.  ▪ Vocabulary is limited and either too simple to convey precise meaning or is imperfectly understood.  ▪ Simple words may be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult.  ▪ Paragraphs lack unity. Links are incorrectly used. There may be errors of sentence separation and punctuation.  ▪ The style and tone may fail to achieve the formality required of the task. If it does, it may not show understanding of the detailed requirements of the task. |
| U (i)  4 - 6 | ▪ Meaning is fairly clear but the incidence of errors is high and definitely impedes the reading.  ▪ A script at this level will have few accurate structures.  ▪ Vocabulary may not extend beyond a simple range of words that are  inadequate to express intended shades of meaning.  ▪ There may be frequent spelling errors.  ▪ Punctuation will sometimes be used correctly but sentence separation  errors may occur.  ▪ Paragraphs may not be used, or if used, show a lack of planning.  ▪ The style and tone are inappropriate for a letter of request. |
| U (ii)  2 - 3 | ▪ Sense will be decipherable, but some of the errors will be multiple in nature, requiring the reader to re-read and re-organise before meaning becomes clear.  ▪ Whole sections may make little or no sense. There are unlikely to be more than one or two accurate sentences. The content is comprehensible, but style and tone are hidden by the density of errors. |
| U (iii)  0 - 1 | ▪ Scripts at this category are mostly entirely impossible to recognise as pieces of English.  ▪ Whole sections may make no sense at all or are copied from the task.  ▪ Award ‘1’ mark if some sense can be obtained.  ▪ The mark ‘0’ should only be awarded if the article makes no sense at all from beginning to end. |

* Refer to page 12 for Marking Symbols

**NB** No script will fit neatly into any of the categories described above. The appropriate marking of a script is therefore determined by deciding which category most nearly reflects its characteristics. Teachers should not construct any hierarchy of characteristics when allocating a mark, but should assess the article as a whole before deciding on any category.