CONFIDENTIAL

MARK SCHEME

{101/01}

MARKS: 50

GENERAL CRITERIA FOR MARKING <u>EXERCISES 1 AND 2</u>

Mark Band	CONTENT: relevance and development of ideas (AO: W1, W2, W6	Mark Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
7	**Highly effective:** * *Relevance:* Fulfills the task, with consistently appropriate register and excellent sense of purpose and audience. * *Development of ideas:* shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.	**7**	**Fluent:** * *Style:* Almost first language competence. Ease of style. Confident and wide ranging use of language, idioms and tenses. * *Accuracy:* No or very few errors. Well-constructed and linked paragraphs.
5 - 6	**Effective:** * *Relevance:* Fulfills the task, with appropriate register and good sense of purpose and audience. * *Development of ideas:* Ideas are well developed and at appropriate length. Engages reader's interest.	**5 - 6**	**Precise:** * *Style:* Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. * *Accuracy:* Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.
3 - 4	**Satisfactory:** * *Relevance:* Fulfills the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.. * *Development of ideas:* Material is satisfactorily developed at appropriate length.	**3 - 4**	**Safe:** * *Style:* Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.. * *Accuracy:* Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
1 - 2	**Partly relevant:** * *Relevance:* Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. * *Development of ideas:* Supplies some detail and explanation, but the effect is incomplete. Some repetition. **Award 1 mark.** * Limited engagement with task, but this is mostly hidden by density of error. **Award 1 mark.**	**1 - 2**	**Errors intrude:** * *Style:* Simple structures and vocabulary. * *Accuracy:* Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating. Paragraphs absent or inconsistent. • Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. **Award 1 mark.**
0	*Little relevance:* • No engagement with the task or any engagement with task is completely hidden by density of error. **Award 0 marks.** If essay is completely irrelevant, no mark can be given for language.	**0**	*Hard to understand:* • Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of English writing. Paragraphs absent or inconsistent.

GENERAL CRITERIA FOR MARKING <u>EXERCISE 3</u>

MARK Band	CONTENT : relevance and development of ideas (AO: W1, W2,W6)	MARK Band	LANGUAGE : style and accuracy (AO: W1, W3,W4,W5)
10	**Highly effective:** **Relevance:** Consistently relevant, uses appropriate register and excellent sense of purpose and audience. **Development of ideas:** shows independence of thought. Ideas are well developed, at appropriate length. The interest of the reader is highly aroused and sustained. Quality is sustained throughout and enjoyable to read.	10	**Fluent :** **Style:** Almost first language competence. Sentence structure varied for particular effects. Confident and wide ranging use of language and idioms. Vocabulary is wide and precise to convey intended shades of meaning. **Accuracy:** Highly accurate apart from very occasional slips. Paragraphs have unity, are linked and show evidence of being well organized.
9	**Effective:** **Relevance:** Fulfils the task with consistently appropriate register and a sense of purpose and audience. **Development of ideas:** Shows independence of thought. Ideas are well developed, at appropriate length The interest of the reader is aroused and sustained. Quality is sustained. Enjoyable to read.	9	**Precise** **Style:** Generally accurate apart from occasional errors that are either slips or caused by ambition. Uses some idioms and precise in use of vocabulary to convey intended shades of meaning **Accuracy:** Paragraphs have unity, are usually linked and show some evidence of being well-organized.
7 - 8	**Upper satisfactory:** **Relevance:** Fulfils the task, with appropriate register and good sense of purpose and audience. **Development of ideas:** Some interest is aroused.	7 - 8	**Mostly accurate:** **Style:** Some variety of sentence structures and vocabulary, sometimes attempting sophisticated language. **Accuracy:** Mostly accurate, errors from ambition do not mar clarity of communication. There are paragraphs showing some unity, although links maybe absent or inappropriate.
5 - 6	**Lower satisfactory:** **Relevance**: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions or failures of logic. **Development of ideas**: Material is satisfactorily developed at appropriate length.	5 - 6	**Safe:** **Style:** Mainly simple structures and vocabulary. **Accuracy:** Meaning is clear, and work is of a safe literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Spelling of simple vocabulary is accurate, errors in more difficult words. Paragraphs are used but without coherence or unity.
3 - 4	**Partly relevant:** **Relevance**: Partly relevant and some engagement with the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/ or audience. **Development of ideas:** Supplies some detail and explanation**,** but the effect is incomplete**.** Some repetition**.**	3 - 4	**Errors intrude:** **Style:** Simple structure and vocabulary. **Accuracy:** Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating.
1 - 2	**Little relevance:** Limited engagement with the task or any engagement with task is completely hidden by density of errors.	1 - 2	**Multiple errors:** Multiple types of error in grammar/spelling/word usage/punctuation throughout which mostly make it difficult to understand. Occasionally, sense can be deciphered.
0	**No relevance:** No engagement with the task. If essay is completely irrelevant, no mark can be given for language.	0	**Hard to understand:** Density of errors. Whole sections impossible to recognize as pieces of English writing.