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| **Writing Mark Scheme** **|** Lower Secondary  Stage (6-8) |
|  **1st Semester | 2023-2024** |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Subject:** English Language  |
| **Objective:*** To understand the different skills assessed in writing tasks and the marks allocated for each skill.
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| **Criteria** | **Marks** |
| Creation of texts (Wc) | **/5** |
| Vocabulary and language (Wv) | **/3** |
| Grammar and punctuation (Wg) | **/7** |
| Structure of texts (Ws) | **/7** |
| Word structure [spelling] (Ww) | **/3** |
|  **[Total /25]** |

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| **Criteria** | **Marks** | **Description** |
| **Creation of texts (Wc)** **[5 marks]** | **[4–5]** | * Content is entirely relevant.
* Ideas are developed so that features of the text type are clearly established and are used confidently throughout.
* Viewpoints are well- presented, i.e., detail sustains interest with writer’s style / personal response which emphasises particular points.
* Writing is clearly developed to suit the specified audience and purpose / text type.
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| **[3]** | * Content is relevant and ideas are developed so that features of the text type are clear.
* Viewpoints are clear and maintained throughout.
* Writing is developed to suit the specified audience and purpose.
* Content may have some different voices within the text.
 |
| **[2]** | * Content is mostly relevant to the task, though there may not be many well- developed ideas.
* Writing shows purpose.
* There is a straightforward viewpoint and awareness of the audience.
 |
| **[1]** | * Some material is included that elaborates on basic information.
* Some elements of the text type can be seen; *a maximum of 1 mark can be awarded if* ***not*** *the given text type****.***
 |
| **[0]** | * No creditable response
 |
| **Vocabulary and language****(Wv)****[3 marks]** | **[3]** | * Material is relevant using vocabulary accurately for the purpose / text type.
* Uses well-developed language to clarify and extend ideas.
* Creates an effect by using key linguistic and literary techniques.
 |
| **[2]** | * Vocabulary is relevant and suitable for the purpose / text type.
* Language and meaning of words/phrases is clear.
* Clear evidence of appropriate linguistic and literary techniques.
 |
| **[1]** | * Language is simple and relevant. For example, vocabulary conveys meaning which is suitable for the purpose / text type.
* Language and meaning of words/phrases is mainly clear, with some errors.
* There is some evidence of some appropriate linguistic and literary techniques.
 |
| **[0]** | * No creditable response
 |
| **Structure of texts (Ws)****[7 marks]** | **[6–7]** | * The response is well-organised using a good range of organisational features accurately.
* Ideas are developed with chronological or logical links throughout the text from an introduction to conclusion.
* Paragraphs are used competently to structure the content. There is good cohesion within and between paragraphs.
* A good range of carefully chosen sentence openings and connectives are used appropriately to support content.
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| **[4–5]** | * The response is generally well-organised using a range of organisational features accurately.
* Ideas are developed with chronological or logical links throughout the text though there may be some inconsistencies.
* Paragraphs are used to help structure the text where the main idea is usually supported by following sentences.
* A range of sentence openings and connectives are used appropriately to support content.
 |
| **[2–3]** | * The response is generally organised and attempts some organisational features.
* Some attempt to sequence relevant ideas logically.
* Paragraphs / sections are evident, though not always consistently or appropriately.
* Movement between paragraphs or sections, may be disjointed with a limited range of sentence openings and connectives.
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| **[1]** | * Some attempt to organise the response.
* Some basic sequencing of ideas in relation to the stimulus.
* Paragraphs / sections are evident with related points grouped together or linked by time sequence.
* Movement between paragraphs or sections, is disjointed with a very limited range of sentence openings and connectives.
 |
| **[0]** | * No creditable response
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| **Grammar and punctuation** **(Wg)****[7 marks]** | **[6–7]** | **Grammatical structures** are almost always accurate throughout the text. For example, there is:* a wide range of sentence types to support the text type
* a range of complex sentences accurately to provide clarity and emphasis e.g., by positioning of clauses varying word order or expansion of verb phrases
* consistent use of formal and/or informal register according to context, purpose and audience.

There is a good range of **punctuation**. For example:* commas, ellipses, colons, semi-colons, dashes and hyphens used accurately to clarify meaning.
* conventions of layout are always applied consistently e.g., bullet points.
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| **[4–5]** | **Grammatical structures** are mostly accurate throughout the text. For example, there is:* a range of sentence types to support the text type.
* some complex sentences to provide clarity and emphasis e.g., by positioning of clauses varying word order or expansion of verb phrases
* formal and/or informal register is generally used appropriately according to context, purpose and audience.

A range of **punctuation**:* e.g., commas, ellipses, colons, semi-colons, dashes and hyphens are used mostly accurately to clarify meaning
* conventions of layout are applied consistently e.g., bullet points.
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| **[2–3]** | **Grammatical structures** are generally accurate throughout the text.For example, there is:* some range of sentence types to support the text type
* complex sentences may be attempted to create effect and convey shades of meaning
* some awareness of formal and/or informal register according to context, purpose and audience.

Some range of **punctuation**:* + e.g., commas, semi-colons, dashes and hyphens are generally accurate and may sometimes be used for effect.
	+ There may be evidence of comma splicing.

***Note****: if punctuation is totally lacking and other descriptors met then give the lower mark here.* |
| **[1]** | Basic **grammatical structures** are generally correct, for example:* subject and verb generally agree
* past and present tense of verbs generally consistent.
* There is a mix of simple and some compound sentences used accurately.
* Some complex sentences may be attempted to expand detail but not always successfully.
* Formal and/or informal register may be attempted but not consistently according to context, purpose and audience.

**Punctuation**:* Demarcation of straightforward sentences is usually correct.
* Commas are used in lists and occasionally to mark clauses.

***Note****: learners should gain marks for good English with punctuation errors rather than lose marks for what is essentially good English.* |
| **[0]** | * No creditable response
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| **Word structure (Ww) (spelling)****[3 marks]** | **[3]** | * Spelling is usually correct throughout. (There may occasionally be phonetically plausible attempts at complex words.)
* Correct spelling of most, not all, polysyllabic words, e.g., appear, information, probably, separate wondering/wandering, business, essentially, accommodation.
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| **[2]** | * Spelling of common and some less-common words, including polysyllabic and compound words, is generally accurate, e.g., friend, another, around, because, anything, something.
* Spelling of plurals and some past and present words is generally accurate, e.g., boxes, clothes, told, stopped, wanted.
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|  | **[1]** | * Spelling of high frequency words is generally correct, e.g., their/there, when, were, what, some, etc.
 |
| **[0]** | * No creditable response
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