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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. |
| **[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. | |
| **[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. | |
| **[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 | |
| **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. | |
| **[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. | |
| **[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 | |
| **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. | |
| **[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. | |
|  | **[1]** | * Spelling of high frequency words is generally correct, e.g., their/there, when, were, what, some, etc. | |
| **[0]** | * No creditable response | |