

<b>MARK SCHEME</b>	<b>نموذج الإجابة وتوزيع الدرجات</b>
<b>KINGDOM OF BAHRAIN</b>	<b>مملكة البحرين</b>
<b>QUALITY ASSURANCE AUTHORITY for EDUCATION and TRAINING</b>	<b>هيئة ضمان جودة التعليم والتدريب</b>
National Examinations Unit	وحدة الامتحانات الوطنية
Grade 12 National Examinations	الامتحانات الوطنية للصف الثاني عشر
<b>April 2011</b>	<b>أبريل ٢٠١١</b>
<b>ENGLISH</b>	<b>اللغة الإنجليزية</b>
<b>Paper 1 Writing</b>	<b>الورقة ١ الكتابة</b>

يتم نشر نموذج الإجابة و توزيع الدرجات كأداة لتعريف المعلمين و الطلبة بمتطلبات الامتحانات الوطنية؛ و هو يوضح أسس توزيع الدرجات؛ لكنه لا يحتوي على تفاصيل المناقشات التي تمت بين المصححين قُبيل عملية التصحيح. كما يتم توجيه المصححين إلى إعطاء درجات بشكل مُنصف للإجابات البديلة التي تُظهر إلمامًا بالمهارات المطلوبة رغم عدم ورودها في النموذج. وبناءً على ذلك فإن وحدة الامتحانات الوطنية بهيئة ضمان جودة التعليم والتدريب لن تدخل في مناقشات أو مراسلات حول نماذج الإجابات و توزيع الدرجات.

يجب الاطلاع على نموذج الإجابة و توزيع الدرجات مقروناً بورقة الأسئلة و تقرير رئيس التصحيح.

## Part 1: Example mark scheme

The mark scheme is divided into bands; there are 2 marks available within each band. Markers should first decide which band the piece of writing fits into best, and then refine and adjust the mark further by deciding whether the performance merits the top mark within the band.

Band	Description
10	<ul style="list-style-type: none"><li>All 3 content points successfully addressed within the specified length / number of words.</li></ul>
9	<ul style="list-style-type: none"><li>Message is communicated effectively at Grade 12 level <b>(B2)</b>.</li></ul>
8	<ul style="list-style-type: none"><li>3 content points adequately addressed within the specified length / number or words.</li></ul>
7	<ul style="list-style-type: none"><li>Message is generally communicated effectively at Grade 12 level <b>(B2)</b>, but with some errors which may hinder communication.</li></ul>
6	<ul style="list-style-type: none"><li>3 content points addressed.</li><li>Message partially communicated, errors hinder communication.</li></ul>
5	<p>OR</p> <ul style="list-style-type: none"><li>2 content points addressed.</li><li>Message is generally communicated effectively but with some errors which may hinder communication.</li></ul>
4	<ul style="list-style-type: none"><li>1 or 2 content points only addressed.</li></ul>
3	<ul style="list-style-type: none"><li>Message is inadequate.</li></ul>
2	<ul style="list-style-type: none"><li>Little relevant content.</li></ul>
1	<ul style="list-style-type: none"><li>Message is unclear and does not communicate the required information.</li></ul>
0	<ul style="list-style-type: none"><li>Completely irrelevant content.</li><li>Message is incomprehensible and possibly illegible.</li></ul>

In Question 1, it is essential that candidates communicate the required information as presented in the task appropriately and effectively. Therefore addressing content points is an important element as well as the successful communication of the message.

**[10 marks]**

## Part 2: Example mark scheme

The mark scheme is divided into bands; there are 2 marks available within each band. Markers should first decide which band the piece of writing fits into best, and then refine and adjust the mark further by deciding whether the performance merits the top mark within the band.

Band	Description
10	All content points successfully addressed within the specified length / number of words.
9	Message is communicated effectively at Grade 12 level <b>(B2)</b> .
8	Content points adequately addressed within the specified length/number or words.
7	Message is generally communicated effectively at Grade 12 level <b>(B2)</b> , but with some errors which may hinder communication.
6	Content points addressed.
5	Message partially communicated, errors hinder communication. OR 1 content point not addressed. Message is generally communicated effectively but with some errors which may hinder communication.
4	2 content points not addressed.
3	Message is inadequate.
2	Little relevant content.
1	Message is unclear and does not communicate the required information.
0	Completely irrelevant content. Message is incomprehensible and possibly illegible.

In Question 2, it is essential that candidates communicate the required information as presented in the task appropriately and effectively. Therefore addressing content points is an important element as well as the successful communication of the message.

**[10 marks]**

**Part 3:** Example mark scheme (essay)

Examiners should begin by looking at the Task Achievement criterion first and decide on a mark for this before considering the other band 3 criteria. A mark should be given for each of the 4 criteria, which are then added up to get the complete mark for each candidate. To allocate bands 2 and 4, examiners should consider the descriptions for bands 1 and 3, and bands 3 and 5 and decide how far the candidate's performance falls between the two sets of descriptions. Candidates may have a very flat profile, scoring 3 marks for each of the criteria for example, or may have a very ragged profile, scoring higher marks for some criteria and lower marks for others.

Band	Criteria / Skill			
	Task Achievement	Lexical Range	Grammatical Range	Organisation and Coherence
<b>5</b>	All requirements of the task are addressed. Discussion is clear and concise and there is a comprehensible conclusion reached.	Wide range of vocabulary appropriate at Grade 12 level <b>(B2)</b> . Vocabulary is fully appropriate to the task.	Wide range of structures at Grade 12 level <b>(B2)</b> with few or no errors. Spelling and punctuation is mostly accurate throughout. The argument is communicated successfully through effective use of structures.	Writing is effectively organised and coherent. Linking devices used to effect for Grade 12 level <b>(B2)</b> . Requires no effort from the reader.
<b>4</b>	Combines aspects of bands 3 and 5.			
<b>3</b>	Attempts to address the requirements of the task but does not fully succeed. Discussion may be confused in places and/or the conclusion is unclear.	Satisfactory evidence of vocabulary at Grade 12 level <b>(B2)</b> . Vocabulary is appropriate for the task with occasional errors.	Satisfactory range of structures at Grade 12 level <b>(B2)</b> is present with some noticeable errors. There are some spelling and punctuation errors. The argument is communicated despite errors.	Writing is generally well organised and coherent. Basic linking devices used. Requires some effort from the reader.

Band	Skill			
	Task Achievement	Lexical Range	Grammatical Range	Organisation and Coherence
<b>2</b>	Combines aspects of bands 1 and 3.			
<b>1</b>	<p>Fails to address the requirements of the task.</p> <p>Fails to present a clear discussion and the conclusion reached is unsatisfactory.</p>	<p>Very limited evidence of vocabulary at Grade 12 level <b>(B2)</b>.</p> <p>Vocabulary is used inappropriately.</p>	<p>Repetitive, simplistic structures marred by basic, frequent errors.</p> <p>Little attention paid to spelling and punctuation.</p> <p>Lack of control impedes communication.</p>	<p>Writing is lacking in organisation.</p> <p>Incoherent in places.</p> <p>Requires effort from the reader.</p>
<b>0</b>	Insufficient sample at Grade 12 level / completely incomprehensible and/or illegible/irrelevant.			

[20 marks]