

MARK SCHEME	نموذج الإجابة وتوزيع الدرجات
KINGDOM OF BAHRAIN	مملكة البحرين
QUALITY ASSURANCE AUTHORITY for EDUCATION and TRAINING	هيئة ضمان جودة التعليم والتدريب
National Examinations Unit	وحدة الامتحانات الوطنية
Grade 9 National Examinations	الامتحانات الوطنية للصف التاسع
May 2012	مايو ٢٠١٢
ENGLISH	اللغة الإنجليزية
Paper 1 Writing	الورقة ١ الكتابة

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.

Question 1

The mark scheme is divided into bands; there are two 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	
10 9	All 3 content points successfully addressed within the specified length/number of words. Message is communicated effectively at Grade 9 level (B1).
8 7	3 content points adequately addressed within the specified length/number or words. Message is generally communicated effectively at Grade 9 level (B1), but with some errors which may hinder communication.
6 5	3 content points addressed Message partially communicated, errors hinder communication OR 2 content points addressed Message is generally communicated effectively but with some errors which may hinder communication
4 3	1 or 2 content point only addressed Message is inadequate
2 1	Little relevant content Message is unclear and does not communicate the required information
0	Completely irrelevant content Message is incomprehensible and possibly illegible.

Question 2 – The Report

Examiners should begin by looking at the Task Achievement criterion first and decide on a mark for this before considering the other three criteria. A mark should be given for each of the four criteria, which are then added up to get the complete mark for each student. To allocate marks 2 and 4, examiners should consider the descriptions for marks 1 and 3, and marks 3 and 5 and decide how far the student's performance falls between the two sets of descriptions. Students 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	0	1	2	3	4	5
Task Achievement	Insufficient sample at Grade 9 level/completely incomprehensible and/or illegible/irrelevant	<p>Fails to address the requirements of the task</p> <p>Fails to present required information clearly and concisely</p>	Combines aspects of bands 1 and 3	<p>Addresses the requirements of the task but does not wholly succeed</p> <p>Attempts to present the required information but does not succeed fully</p>	Combines aspects of bands 3 and 5	<p>All requirements of the task are addressed</p> <p>All required information is presented clearly and concisely</p>
Lexical Range		<p>Very limited evidence of vocabulary at Grade 9 level</p> <p>Vocabulary is used inappropriately</p>		<p>Satisfactory evidence of vocabulary at Grade 9 level</p> <p>Vocabulary is appropriate for the task with occasional errors</p>		<p>Wide range of vocabulary appropriate at Grade 9 level</p> <p>Vocabulary is fully appropriate to the task</p>
Grammatical Range		<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>Satisfactory range of structures at Grade 9 level is present with some noticeable errors</p> <p>There are some spelling and punctuation errors</p> <p>The report is comprehensible despite errors</p>		<p>Wide range of structures at Grade 9 level with few or no errors</p> <p>Spelling and punctuation is mostly accurate throughout</p> <p>The report is presented successfully through effective use of structures</p>
Organisation and Coherence		<p>Writing is lacking in organisation</p> <p>Incoherent in places</p> <p>Requires effort from the reader</p>		<p>Writing is generally well organised and coherent</p> <p>Basic linking devices used</p> <p>Requires some effort from the reader</p>		<p>Writing is effectively organised and coherent</p> <p>Linking devices used to effect for Grade 9 level</p> <p>Requires no effort from the reader</p>