

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 2013	مايو ٢٠١٣
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 Story

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 students. 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. Student’s 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	Fails to gain reader’s interest Fails to address storyline prompted by initial sentence	Combines aspects of bands 1 and 3	Reader’s interest sustained despite occasional strain Attempts to address the prompted storyline but does not wholly succeed	Combines aspects of bands 3 and 5	Reader’s interest sustained throughout Fully addresses the prompted storyline
Lexical Range		Very limited evidence of vocabulary at Grade 9 level Vocabulary is used inappropriately		Satisfactory evidence of vocabulary at Grade 9 level Vocabulary is appropriate for the task with occasional errors		Wide range of vocabulary appropriate at Grade 9 level Vocabulary is fully appropriate to the task
Grammatical Range		Repetitive, simplistic structures marred by basic, frequent errors Little attention paid to spelling and punctuation Lack of control impedes communication		Satisfactory range of structures at Grade 9 level is present with some noticeable errors There are some spelling and punctuation errors The story is communicated despite errors		Wide range of structures at Grade 9 level with few or no errors Spelling and punctuation is mostly accurate throughout The story is communicated successfully through effective use of structures
Organisation and Coherence		Writing is lacking in organisation Incoherent in places Requires effort from the reader		Writing is generally well organised and coherent Basic linking devices used Requires some effort from the reader		Writing is effectively organised and coherent Linking devices used to effect for Grade 9 level Requires no effort from the reader