

MARK SCHEME	نموذج الإجابة وتوزيع الدرجات
KINGDOM OF BAHRAIN	مملكة البحرين
NATIONAL AUTHORITY for QUALIFICATIONS and QUALITY ASSURANCE of EDUCATION and TRAINING	الهيئة الوطنية للمؤهلات و ضمان جودة التعليم و التدريب
Directorate of National Examinations	إدارة الامتحانات الوطنية
Grade 12 National Examinations	الامتحانات الوطنية للصف الثاني عشر
March 2015	مارس 2015
ENGLISH	اللغة الإنجليزية
Paper 1 Writing	الورقة 1 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 فُيبل 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 إدارة الامتحانات الوطنية بالهيئة الوطنية للمؤهلات و ضمان جودة التعليم و التدريب لن تدخل في مناقشات أو مراسلات حول نماذج الإجابات و توزيع الدرجات.

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

Part 1: 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.

Marks	Content	Communication
9–10	3 points addressed with expansion	Target reader would be fully informed. Message is communicated effectively at Grade 12 level (B2) with few or no errors.
7–8	3 points addressed	Target reader would be generally well-informed. Message is generally communicated effectively at Grade 12 level (B2) but with some errors which may hinder communication.
5–6	2 points addressed	Target reader would be partially informed. Message is partially communicated but errors hinder communication.
3–4	1 point addressed	Target reader would be inadequately informed. Message is inadequate.
1–2	Little relevant content	Target reader would be uninformed. Message is unclear and does not communicate the required information.
0	No relevant content	Message is incomprehensible and possibly illegible.

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

Part 2: 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	Content	Communication
9–10	Fully satisfies all the requirements of the task with explanation	Target reader would be fully informed. Message is communicated effectively with few or no errors.
7–8	Content is entirely relevant to the task	Target reader would be generally well-informed. Message is generally communicated effectively but with some errors which may hinder communication.
5–6	Content is entirely relevant but there may be some elements missing	Target reader would be partially informed. Message is partially communicated but errors hinder communication.
3–4	Content has some relevance but significant areas are missing	Target reader would be inadequately informed. Message is inadequate.
1–2	Contains little relevant content related to the task	Target reader would be uninformed. Message is unclear and does not communicate the required information.
0	Answer is completely unrelated to the task	Message is incomprehensible and possibly illegible.

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

Part 3: Mark scheme

Examiners should begin by looking at the Task Achievement criterion and decide on a mark for this before considering the other 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 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 more uneven 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 12 level/completely incomprehensible and/or illegible/irrelevant	Fails to address the requirements of the task. Fails to present a clear discussion and the conclusions reached are unsatisfactory.	Combines aspects of bands 1 and 3	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.	Combines aspects of bands 3 and 5	All requirements of the task are addressed. Discussion is clear and concise and there is a comprehensible conclusion reached.
Lexical Range		Very limited evidence of vocabulary at Grade 12 level. Vocabulary is used inappropriately.		Satisfactory evidence of vocabulary at Grade 12 level. Vocabulary is appropriate for the task with occasional errors.		Wide range of vocabulary appropriate at Grade 12 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 12 level is present with some noticeable errors. There are some spelling and punctuation errors. The argument is communicated despite errors.		Wide range of structures at Grade 12 level with few or no errors. Spelling and punctuation is mostly accurate throughout. The argument 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 12 level. Requires no effort from the reader.