

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 2011

مايو ٢٠١١

ENGLISH

اللغة الإنجليزية

Paper 1 Writing

الورقة ١ الكتابة

Question 1 – The Letter/Email

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 of 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 Essay

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 candidate. 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 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	0	1	2	3	4	5
Task Achievement	Insufficient sample at Grade 9 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 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 essay is comprehensible despite errors		Wide range of structures at Grade 9 level with few or no errors Spelling and punctuation is mostly accurate throughout The essay is presented 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