

MARK SCHEME	نموذج التصحيح وتوزيع الدرجات
KINGDOM OF BAHRAIN	مملكة البحرين
EDUCATION & TRAINING QUALITY AUTHORITY	هيئة جودة التعليم والتدريب
Directorate of National Examinations	إدارة الامتحانات الوطنية
Grade 9 National Examinations	الامتحانات الوطنية للصف التاسع
ENGLISH	امتحان اللغة الإنجليزية
Paper 1 Writing	الورقة ١ الكتابة

يتم نشر نموذج التصحيح وتوزيع الدرجات كأداة لتعريف المعلمين والطلبة بمتطلبات الامتحانات الوطنية؛ وهو يوضح أسس توزيع الدرجات؛ لكنه لا يحتوي على تفاصيل المناقشات التي تمت بين المصححين فُبيل 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 بهيئة جودة التعليم والتدريب لن تدخل في مناقشات أو مراسلات حول نماذج التصحيح وتوزيع الدرجات.

يجب الاطلاع على نموذج التصحيح وتوزيع الدرجات مقروناً بورقة الأسئلة وتقرير التصحيح.

Question 1

The mark scheme is divided into bands. There are 2 marks available within each band. Markers should first decide which band applies to a response, and then consider where to place a response within the band. Strong responses score at the top of the band. Weak responses score at the bottom of the band.

Band	
7 - 8	<p>A very good response for the level.</p> <ul style="list-style-type: none">• All 3 content points addressed with expansion.• Target reader is fully informed.• Message is communicated effectively with few or no errors of spelling, punctuation, vocabulary or grammar.
5 - 6	<p>A good response for the level.</p> <ul style="list-style-type: none">• All 3 content points addressed.• Target reader is simply informed.• Message is communicated clearly with some errors of spelling, punctuation, vocabulary or grammar.
3 - 4	<p>An adequate response for the level.</p> <ul style="list-style-type: none">• 3 or 2 content points may be addressed.• Target reader is partially informed.• Message is partially communicated with some errors of spelling, punctuation, vocabulary or grammar which may hinder communication.
2 - 1	<p>A weak response for the level.</p> <ul style="list-style-type: none">• 2 or 1 content point may be addressed OR little relevant content.• Target reader is inadequately informed.• Message is inadequate with many errors of spelling, punctuation, vocabulary or grammar which hinder communication.
0	<ul style="list-style-type: none">• No relevant content.• Target reader is not informed.• Message is incomprehensible in relation to the task.

Question 2: The Essay

Markers 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. Students may have a very flat profile, scoring 2 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
Task Achievement	Insufficient sample at Grade 9 level/completely incomprehensible and/or illegible/irrelevant	<ul style="list-style-type: none"> • Fails to address the requirements of the task clearly and concisely. • Fails to present a clear discussion and the conclusion reached is unsatisfactory. 	<ul style="list-style-type: none"> • Attempts to address the requirements of the task but confused in some places and does not fully succeed. • Discussion may be confused in places and/or the conclusion is unclear. 	<ul style="list-style-type: none"> • All requirements of the task are addressed and presented clearly and concisely. • Discussion is clear and concise and there is a comprehensible conclusion reached.
Lexical Range		<ul style="list-style-type: none"> • Very limited evidence of vocabulary at Grade 9 level. • Vocabulary is used inappropriately. • Little attention paid to spelling. 	<ul style="list-style-type: none"> • Satisfactory evidence of vocabulary at Grade 9 level. • Vocabulary is appropriate for the task with occasional errors. • There are some spelling errors. 	<ul style="list-style-type: none"> • Wide range of vocabulary appropriate at Grade 9 level. • Vocabulary is fully appropriate to the task. • Spelling is mostly accurate throughout.
Grammatical Range		<ul style="list-style-type: none"> • Repetitive, simplistic structures marred by basic, frequent errors. • Lack of control impedes communication. 	<ul style="list-style-type: none"> • Satisfactory range of structures at Grade 9 level is present with some noticeable errors. • The argument is comprehensible despite errors. 	<ul style="list-style-type: none"> • Wide range of structures at Grade 9 level with few or no errors. • The argument is communicated successfully through effective use of structures.
Organisation and Coherence		<ul style="list-style-type: none"> • Writing is lacking in organisation. • Little attention paid to punctuation. • Incoherent in places. • Requires effort from the reader. 	<ul style="list-style-type: none"> • Writing is generally well organised and coherent. • There are some punctuation errors. • Basic linking devices used. • Requires some effort from the reader. 	<ul style="list-style-type: none"> • Writing is effectively organised and coherent. • Punctuation is mostly accurate throughout. • Linking devices used to effect for Grade 9 level. • Requires no effort from the reader.