

GENERAL EDUCATION DIPLOMA
 ENGLISH LANGUAGE 'ELECTIVE'
 SEMESTER TWO, 2011/2012, FIRST SESSION

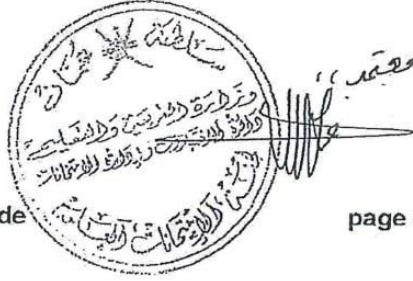
MARKING GUIDE
 TOTAL MARKS: 70
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READING 1 (8 mks)										
	A	B	C	D	E	F	G	H	I	J
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Notes: One mark each. Responses must be indicated clearly.

READING 2 (12 mks)			
9.	<input type="radio"/> strong smells	<input type="radio"/> loud noises	<input checked="" type="radio"/> bright colours
10.	<input type="radio"/> carry too much...	<input checked="" type="radio"/> arrive too late...	<input type="radio"/> walk too far...
11.	<input type="radio"/> gun	<input checked="" type="radio"/> flashlight	<input type="radio"/> campfire
12.	<input checked="" type="radio"/> fish	<input type="radio"/> spicy food	<input type="radio"/> meat
13.	<input type="radio"/> rain	<input type="radio"/> sun	<input checked="" type="radio"/> wind
14.	<input type="radio"/> hot	<input checked="" type="radio"/> wet	<input type="radio"/> ill

Notes: Two marks each. Responses must be indicated clearly.

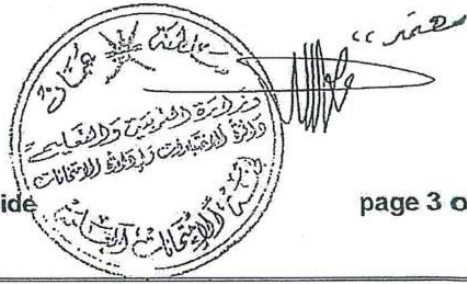


WRITING (GENERAL NOTES)

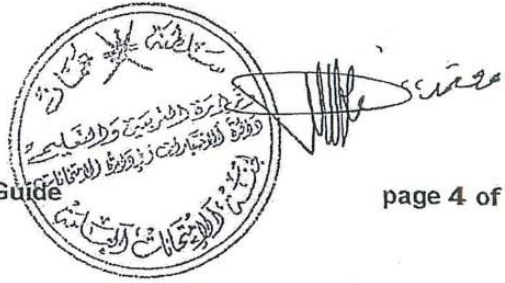
- *The wording of the descriptors in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.*
- *There may well be different individual ways of approaching tasks or of interpreting information-points, but a basic requirement for all answers is that they are relevant. If answers are clearly not relevant and the student has clearly not attempted the task that was set, no marks should be awarded.*
- *However, if a student has genuinely attempted the task, but their answer is only partly relevant, then a reduced mark (not zero) should be awarded.*
- **SEE ALSO:** 'ARRIVING AT FINAL SCORES' on page 6 of this Marking Guide.

WRITING 1 (10 mks)

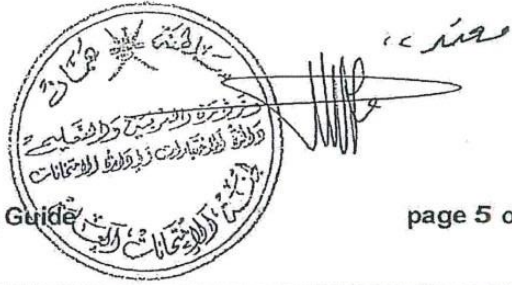
10	<ul style="list-style-type: none"> - Tells the story fully and clearly, in a lively, interesting way, providing appropriate details. - The text is coherent and easy to read. Not many language errors.
8	<ul style="list-style-type: none"> - Tells the story clearly enough, but writing lacks interest for the reader. - There are several noticeable language errors and the text sometimes lacks coherence.
6	<ul style="list-style-type: none"> - Manages to convey the main outline of the story, but only in a limited way. - Language used is limited in range and/or contains quite frequent errors.
4	<ul style="list-style-type: none"> - An attempt is made to tell the story, but important points are either missing or unclear. - Language used is very limited and/or contains many serious errors.
2	<ul style="list-style-type: none"> - A <u>very</u> feeble attempt to tell the story. Very little relevant content. - Language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant. (Completely unrelated to the task) <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>



WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> - Discusses the topic in a lively, interesting way, making effective use of supporting arguments. - The points made by the writer are logically organised and very clear. - Makes use of a fair range of structures and vocabulary, with a good level of accuracy.
8	<ul style="list-style-type: none"> - Discusses the topic reasonably well, but use of supporting arguments is not fully effective. - The points made by the writer are reasonably well organized and mostly clear. - Use of grammar and vocabulary is reasonably correct, though rather limited in range.
6	<ul style="list-style-type: none"> - Expresses opinions with some use of supporting arguments, but only in a limited way. - The writer makes an attempt to organise his/her points, but this is only partly effective. - There is a noticeable lack of accuracy in the use of grammar and vocabulary.
4	<ul style="list-style-type: none"> - Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. - Weak organization makes it difficult to follow the points being made by the writer. - Grammar and vocabulary contain frequent serious errors.
2	<ul style="list-style-type: none"> - A very feeble attempt to discuss the topic. Very little relevant content. - The points made by the writer are confused and disjointed. - The language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task:</u> EITHER Irrelevant. (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English. OR Complete nonsense.</p>



WRITING 3 (15 mks) (ASSESSMENT REPORT)	
15	<ul style="list-style-type: none"> - Report is complete, clear, well-organised and mostly correct. - 'Introduction and Conclusion' are appropriate and effective.
12	<ul style="list-style-type: none"> - Report conveys the information with reasonable coherence, but with some noticeable language errors. - 'Introduction and Conclusion' are reasonably effective.
9	<ul style="list-style-type: none"> - Report manages to convey most of the information, but there are several language errors and some problems with coherence. - 'Introduction and Conclusion' are attempted, but ineffective.
6	<ul style="list-style-type: none"> - Important information is missing or unclear. There are frequent language errors and writing obviously lacks coherence. - 'Introduction and Conclusion' are obviously inadequate.
3	<ul style="list-style-type: none"> - Conveys very little information; language is very limited, disjointed and seriously flawed. - 'Introduction and Conclusion' are not even attempted.
0	<p><u>No attempt at the task:</u> EITHER Irrelevant. (Not related to the topic or information provided) OR Hardly any writing at all, or not written in English. OR Complete nonsense.</p>



WRITING 4 (15 mks)	
15	<ul style="list-style-type: none"> - Impact on intended reader is <u>very positive</u>. - Writing clearly succeeds in achieving its purpose. - Uses language which is appropriate to the reader and context. - A fair range of grammatical structures and vocabulary, with a good level of accuracy.
12	<ul style="list-style-type: none"> - Impact on intended reader is <u>fairly positive</u>. - Writing has reasonable success in achieving its purpose. - There are clear attempts to use language appropriate to the reader and context. - Grammar and vocabulary are reasonably correct, though limited in range.
9	<ul style="list-style-type: none"> - Impact on intended reader is <u>mixed</u>. - Writing has partially achieved its main purpose, but: - Some of the language used is inappropriate to the reader and context. - There is a noticeable lack of accuracy in the use of grammar and vocabulary.
6	<ul style="list-style-type: none"> - Impact on intended reader is <u>rather negative</u>. - Writing only has very limited success in achieving its purpose. - There is little evidence of any attempt to use appropriate language. - Grammar and vocabulary contain frequent serious errors.
3	<ul style="list-style-type: none"> - Impact on intended reader is <u>very negative</u>. - Writing clearly fails to achieve its intended purpose. - There is little evidence of any attempt to use appropriate language. - The grammar and vocabulary used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task:</u> EITHER Irrelevant. (Completely unrelated to the task) OR Hardly any writing at all, or not written in English. OR Complete nonsense.</p>
<p>Note 1: The task is to write an e-mail, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. PROCEDURE: Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, deduct three marks from the content-score.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	



ARRIVING AT FINAL SCORES

WRITING: In all four tasks, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

- 1) **Acceptable differences:** If – as in most cases – the difference between the two scores is small, i.e. just **one level**, the Supervisor/Adjudicator is **not** required to read the student's response. He/She should simply use the mathematical **average** of the two scores. (*See below)
- 2) **Unacceptable differences:** However, if the difference between the two scores is substantial, i.e. **more than one level**, the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

CALCULATION OF AVERAGES:

WRT 1		WRT 2		WRT 3		WRT 4	
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9	15 / 12	13½	15 / 12	13½
8 / 6	7	8 / 6	7	12 / 9	10½	12 / 9	10½
6 / 4	5	6 / 4	5	9 / 6	7½	9 / 6	7½
4 / 2	3	4 / 2	3	6 / 3	4½	6 / 3	4½
2 / 0	1	2 / 0	1	3 / 0	1½	3 / 0	1½

IMPORTANT NOTE: As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'Half-marks' or 'in-between marks' (as in 'final score' above) can **only** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator.

[* **Note:** This means that, even though the computer screen shows **all** the possible **final** scores, **individual** markers should **only** use those scores which are mentioned in the scale.]