

**End of Primary Benchmark**  
**Tuesday, 14<sup>th</sup> June 2011**  
**English - Writing - Marking Scheme**

**Writing Task - between 50 and 60 words**

**(10 marks)**

**Writing a short paragraph about:**

You have received this invitation but you will not be able to go. Write a note to reply to Chris / Kim saying that you cannot go and say why.

**The student is expected to write a short note to reply to the invitation.**

**Rating Scale**

<b>Excellent</b> <b>9 – 10 marks</b>	Almost fully coherent, relevant, and cohesive writing characterised by syntactically complex sentences. Almost completely accurate structures, spelling, and punctuation. An excellent range of vocabulary effectively conveying the intended meaning. Task fully achieved.
<b>Very good</b> <b>7 – 8 marks</b>	Generally coherent, relevant, and cohesive writing using compound sentences. Few errors in structures, spelling, and punctuation. A very good range of vocabulary effectively conveying the intended meaning. Task almost fully achieved.
<b>Satisfactory</b> <b>4 – 6 marks</b>	Writing marked by breakdown in coherence in parts and poor or mistaken use of cohesive devices. Several mistakes in structures, spelling, and punctuation. Basic range of vocabulary that does not adequately convey the intended meaning. Task only partly achieved.
<b>Poor</b> <b>0 – 3 marks</b>	Limited writing skills characterized by disjointed short sentences. Severe limitations with vocabulary. Spelling and punctuation inaccurate. Very simple range of vocabulary that fails to render the intended meaning. Task barely achieved.

**Writing Task – between 140 and 200 words**

**(20 marks)**

**Planning**

**(4 marks)**

**Do not deduct marks for spelling, punctuation and grammar errors.**

<b>VERY GOOD</b> <b>4 marks</b>	<ul style="list-style-type: none"> <li>▪ Detailed planning</li> <li>▪ Relevant details</li> </ul>
<b>SATISFACTORY</b> <b>2 – 3 marks</b>	<ul style="list-style-type: none"> <li>▪ Planning with some details</li> <li>▪ Most of the details are relevant</li> </ul>
<b>POOR</b> <b>0 – 1 marks</b>	<ul style="list-style-type: none"> <li>▪ Planning with very few details</li> <li>▪ Most of the details are irrelevant</li> </ul>

**Write a letter****(16 marks)****Title 1:**

Write a short story for the school magazine about an accident at the beach.

**Title 2:**

Write a short story for the school magazine about a boy or a girl who found a wallet.

**The student is expected to write the story for the intended audience. The writing may be narrative or narrative-descriptive. (The suggestions following the title on the student’s paper may not necessarily be adhered to.)**

**Rating Scale**

<p style="text-align: center;"><b>Excellent</b> <b>14 – 16 marks</b></p>	<p>Almost fully coherent, relevant, and cohesive writing characterized by syntactically complex sentences. Almost completely accurate structures, spelling, and punctuation. An excellent range of vocabulary and idiomatic language effectively conveying the intended meaning. Excellent paragraphing skills and use of linking words. Task fully achieved.</p>
<p style="text-align: center;"><b>Very good</b> <b>10 – 13 marks</b></p>	<p>Generally coherent, relevant, and cohesive writing with relevant information. Some errors in structures, spelling, and punctuation. A very good range of vocabulary effectively conveying the intended meaning. Good knowledge of paragraph building and use of linking words/phrases. Task almost fully achieved.</p>
<p style="text-align: center;"><b>Satisfactory</b> <b>6 – 9 marks</b></p>	<p>Writing marked by breakdown in coherence in parts and poor or mistaken use of cohesive devices. Several mistakes in structures, spelling, and punctuation. Basic range of vocabulary that does not adequately convey the intended meaning. Poor paragraph construction, no use or repeated use of same linking words/phrases. Task only partly achieved.</p>
<p style="text-align: center;"><b>Poor</b> <b>0 – 5 marks</b></p>	<p>Limited writing skills characterized by disjointed short sentences. Severe limitations with vocabulary. Spelling and punctuation inaccurate. Very simple range of vocabulary that fails to render the intended meaning. Task barely achieved.</p>