

DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION
Curriculum Management and eLearning Department
Educational Assessment Unit

**End of Primary Benchmark
Second Session 2013
English – Writing – Marking Scheme**

Writing Task – Write between 50 and 60 words.

(10 marks)

Writing a short note

1. Look at the poster below. You are going to the barbecue.
Write a **short note** to ask a friend to join you.

OR

2. Look at the poster below. You are going to help the Scouts Group.
Write a **short note** to invite your friend to join you.

The student is expected to write a short note, addressed to a friend and inviting the friend to an event.

Excellent 9-10 marks	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.
Very Good 7-8 marks	Almost fully coherent, relevant, and cohesive writing using compound sentences. Very few errors in structures, spelling and punctuation. A very good range of vocabulary effectively conveying the intended meaning. Task almost fully achieved.
Good 5-6	Generally coherent, relevant, and cohesive writing using grammatically correct sentences. Some errors in structures, spelling and punctuation. A good range of vocabulary effectively conveying the intended meaning. Task almost fully achieved.
Poor 3-4 marks	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. No use or repeated use of same linking words/phrases. Task only partly achieved.
Very Poor 0-2 marks	Limited writing skills characterised by disjointed short sentences. 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**Planning****Do not deduct marks for spelling, punctuation and grammar errors.**

Very Good 4 marks	Detailed planning Relevant details
Satisfactory 2-3 marks	Planning with some details Most of the details are relevant
Poor 0-1 mark	Planning with very few details Most of the details are irrelevant / No planning is evident

Write a description of the event for the school magazine.**16 marks**

1. Last Sunday, you went to an annual book and game exhibition.
Write an article about the event for the school magazine.

OR

2. Last week, your school organised a Sports Day.
Write an article about the event for the school magazine.

Excellent 14-16 marks	Fully coherent, relevant, and cohesive writing characterised 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.
Very Good 11-13 marks	Generally coherent, relevant, and cohesive writing using compound sentences. Very few 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 fully achieved.
Good 8-10 marks	Generally coherent, relevant, and cohesive writing using grammatically correct sentences. Some errors in structures, spelling and punctuation. A good range of vocabulary effectively conveying the intended meaning. Quite good knowledge of paragraph building and use of linking words/phrases. Task almost fully achieved.
Poor 5-7 marks	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.
Very Poor 0-5 marks	Limited writing skills characterised by disjointed short sentences. Spelling and punctuation inaccurate. Very simple range of vocabulary that fails to render the intended meaning. Task barely achieved.