

# **Mark Scheme for June 2010**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**Scheme of Assessment**

Communication	10 marks
Quality of language	20 marks
Total (per item)	30 marks per item
Overall Total (3 items @ 30 marks each)	90 marks in total

**Communication****10 marks (per item)**

- 10 Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity.  
Communicates and justifies a range of ideas and points of view. Communicates in longer sequences, giving detailed descriptions.  
Coherent, pleasant to read.  
Ideas and points of view freely expressed and justified.  
Clear evidence of research, where appropriate.  
Highly creative and imaginative writing, where appropriate.
- 9 Communicates and expands on information and narrates events factually and/or imaginatively.  
Communicates and justifies ideas and points of view.  
Communicates in longer sequences, giving descriptions.  
Ideas and points of view expressed and justified.  
Evidence of research, where appropriate.  
Creative and imaginative writing, where appropriate.
- 8 All the points of the task are communicated in some detail. Communicates personal opinions in some detail.  
Communicates a very clear message in factual and/or imaginative writing. Some ideas and points of view expressed with occasional justification. Some evidence of research, where appropriate.
- 7 All the points of the task are communicated.  
Communicates personal opinions.  
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.  
Personal opinions expressed.  
Some limited evidence of research, where appropriate.
- 6 The main points of the task are communicated in sentence form.  
Additional details are often communicated.  
An attempt to use more than one tense, where appropriate.

- 5 The main points of the task and occasional additional details are communicated in sentence form.
- 4 The main points of the task are communicated in short sentences.
- 3 Communicates some basic information but not in sentence form. Only some of the main points of the task are communicated.
- 2-0 Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

## NOTES

The setting of sub-tasks is at the teacher's discretion. If no sub-tasks are set, candidates wishing to achieve high marks will either produce their own structure or write with creativity and imagination.

To achieve a mark of 7 or more, candidates have to cover all three tenses in the three items of coursework submitted, taken together.

Teachers should bear in mind the length guidelines in awarding communication marks. Length is flexible in individual items, however.

- to achieve 8 or better in an individual item, the candidate should produce 400-500 words in the three items submitted, taken together.
- to achieve 6 or better in an individual item, the candidate should produce 250-400 words in the three items submitted, taken together.
- to achieve 4 or better in an individual item, the candidate should produce 100-250 words in the three items submitted, taken together.
- to achieve 3 or better in an individual item, the candidate should produce 50-100 words in the three items submitted, taken together.

For the early items of coursework, teachers are recommended to make a best estimate of the Communication mark. This mark may need to be re-assessed when the final three pieces of coursework are selected for final assessment. At this stage an overall picture will have emerged with regard to *tenses* used in the three pieces of coursework, *coverage* of the contexts and *length* of the three pieces taken together.

**OVERALL ASSESSMENT OF LINGUISTIC QUALITY****Quality of Language****20 marks (per item)**

<b>20-19</b>	A wide variety of structure, vocabulary and idiom. Longer sequences of language using a wide range of clause types. Verb tenses used with ease. The overall impression is one of accuracy. Secure, consistent and very fluent.
<b>18-17</b>	A good variety of structure, vocabulary and idiom. Longer sequences of language using a range of clause types. Verb tenses used with confidence. Fluent with a degree of control and with very few major errors. Style appropriate to the purpose.
<b>16-15</b>	A range of structure, vocabulary and idiom. Some variety of clause types, eg subordinate clauses. Verb tenses used effectively but with limitations. Inaccuracy does not impede the expression of a range of meanings. Fairly fluent with some degree of control.
<b>14-13</b>	Limited range of vocabulary, idiom and structure. Appropriate register used. The writing is basic but reasonably coherent. Sufficiently accurate to enable a clear message to be conveyed. Past, present and future tenses used at a basic level.
<b>12-11</b>	A basic range of vocabulary, idiom and structure. Sentences may be repetitive but are often successful. Despite regular errors, the writing often conveys a clear message. Some limited attempt at the use of more than one tense.
<b>10-9</b>	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.
<b>8-6</b>	Restricted range of vocabulary. Short sentences succeed in communicating simple points.
<b>5-3</b>	Individual vocabulary items or short phrases. Very simple, occasionally successful, but with frequent errors obscuring comprehension.
<b>2-0</b>	Little or nothing of merit. The occasional word or phrase may be correct but the piece lacks structure or relies on inappropriate copying.

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