

**End of Primary Benchmark 2012
First Session**

English Writing

Time: 60 minutes

Writing Task – Write between **50** and **60** words.

(10 marks)

Choose 1 or 2 and continue the dialogue.

- 1. Paul has been home with a cold for three days. His friend Emma calls him to see how he is. She also asks him about what he has been doing at home.**

Emma: Hello Paul! This is Emma. How are you?

Paul: Hi Emma. I'm feeling much better now, thank you.

Emma: _____

Paul: _____

Emma: _____

Paul: _____

Emma: _____

Paul: _____

OR

2. Sarah and David are at school waiting for the morning assembly to begin. It is Monday morning and they are talking about what they did over the weekend.

David: How are you today? Did you have a good weekend?

Sarah: Good morning David! Yes I had a nice weekend.

David: _____

Sarah: _____

David: _____

Sarah: _____

David: _____

Sarah: _____

PLEASE TURN THE PAGE

Writing Task – Write between 140 and 200 words.

Choose 1 or 2

- 1. It was certainly the worst day ever! It all started when I got off the bus in Valletta on a windy Saturday afternoon ...**

Continue the **story** which will be published in a children's magazine. **Give your story a title.**

You do not need to re-write the opening lines.

OR

- 2. Tracy and Luke were on their way home from school. They had just turned into their street when Tracy noticed something strange. She felt a shiver go down her back ...**

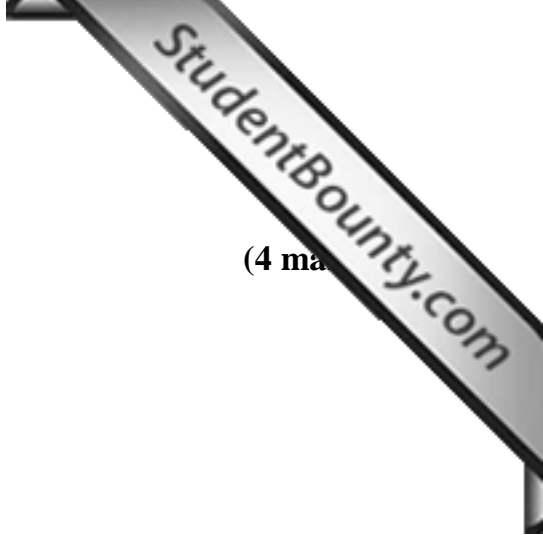
Continue the **story** which will be published in a children's magazine. **Give your story a title.**

You do not need to re-write the opening lines.

Title No. _____

Use this space to plan your writing.

(4 marks)



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

End of Primary Benchmark 2012
English – Writing – Marking Scheme

Writing Task – between 50 and 60 words

(10 marks)

Continue the Dialogue.

- 1. Paul has been home with a cold for three days. His friend Emma calls him to see how he is. She asks him about what he has been doing at home.**

OR

- 2. Sara and David are at school waiting for the morning assembly to begin. It is a Monday morning and they are talking about what they did over the**

The student is expected to continue the dialogue.

Rating Scale

<p>Excellent 9 – 10 marks</p>	<p>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.</p>
<p>Very good 7 – 8 marks</p>	<p>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.</p>
<p>Satisfactory 4 – 6 marks</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. No use or repeated use of same linking words/phrases. Task only partly achieved.</p>
<p>Poor 0 – 3 marks</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>

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 marks	Planning with very few details Most of the details are irrelevant

Continue the story.

(16 marks)

- 1. It was certainly the worst day ever! It all started when I got off the bus in Valletta on a windy Saturday afternoon ...**

OR

- 2. Tracy and Luke were on their way home from school. They had just turned into their street when Tracy noticed something strange. She felt a shiver go down her back ...**

The student is expected to write the story for the intended audience. The writing may be narrative or narrative-descriptive.

Rating Scale

Excellent 14 – 16 marks	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.
Very good 10 – 13 marks	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.
Satisfactory 6 – 9 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.
Poor 0 – 5 marks	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.