

**End of Primary Benchmark 2012  
Second Session**

**English Writing**

**Time: 60 minutes**

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

(10 marks)

**Choose 1 or 2 and continue the dialogue.**

1. **Robert and his family moved house last week. He phones to give Jane his new address. Jane wants to know about Robert’s new house.**

Robert: Hello! Is that Jane?

Jane: Yes it is. Who is it, please?

Robert: \_\_\_\_\_  
\_\_\_\_\_

Jane: \_\_\_\_\_  
\_\_\_\_\_

Robert: \_\_\_\_\_  
\_\_\_\_\_

Jane: \_\_\_\_\_  
\_\_\_\_\_

Robert: \_\_\_\_\_  
\_\_\_\_\_

Jane: \_\_\_\_\_  
\_\_\_\_\_

**OR**

**2. Karen is in a bookshop to buy a gift for her friend. She is browsing through some books but cannot make up her mind. The bookshop assistant comes over to help her.**

Shop assistant: Good afternoon. May I help you?

Karen: Yes please. I'm trying to choose a book as a gift for a friend's birthday.

Shop assistant: \_\_\_\_\_  
\_\_\_\_\_

Karen: \_\_\_\_\_  
\_\_\_\_\_

Shop assistant: \_\_\_\_\_  
\_\_\_\_\_

Karen: \_\_\_\_\_  
\_\_\_\_\_

Shop assistant: \_\_\_\_\_  
\_\_\_\_\_

Karen: \_\_\_\_\_  
\_\_\_\_\_

**PLEASE TURN THE PAGE**

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

**Choose 1 or 2**

- 1. The following is the title of an article to be published in your school magazine.**

**Young boy saved by his pet dog**

**Write the article.**

The following questions **may** help you: Who was the young boy? Where was he? What did the pet dog do to save him? When did it happen? How did the boy feel?

**OR**

- 2. The following is the title of an article to be published in your school magazine.**

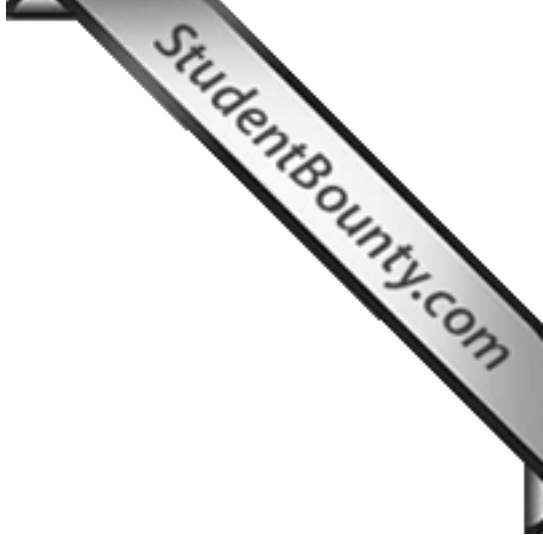
**Young girl praised for her courage**

**Write the article.**

The following questions **may** help you: Who was the young girl? When did this happen? Where did it happen? Who was involved? How did she show her courage?

**Title No.** \_\_\_\_\_

**Use this space to plan your writing.**







## DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION

Curriculum Management and eLearning Department

Educational Assessment Unit

**End of Primary Benchmark 2012**  
**Second Session**  
**English – Writing – Marking Scheme**

Writing Task – between 50 and 60 words

(10 marks)

Continue the dialogue.

1. Robert and his family moved house last week. He phones to give Jane his new address. Jane wants to know about Robert's new house.

OR

2. Karen is in a bookshop to buy a gift for her friend. She is browsing through some books but cannot make up her mind. The bookshop assistant comes over to help her.

The student is expected to continue the dialogue.

**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. No use or repeated use of same linking words/phrases. 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

Planning

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

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

Write an article.

(16 marks)

1. The following is the title of an article to be published in your school magazine.

Young boy saved by his pet dog

OR

2. The following is the title of an article to be published in your school magazine.

Young girl praised for her courage

The student is expected to write an article of a factual nature for the intended audience. The writing may also include narrative or narrative-descriptive elements.

Rating Scale

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