

End of Primary Benchmark
Second Session – 2014
English – Writing – Marking Scheme

Writing Task – Write between 50 and 60 words.

(10 marks)

1. You have lost your pet. **Write a notice** to hang up in a shop. In your notice include: the name of your pet and its description; how, when and where it was lost; who to contact if found. Use the name **KIM FENECH** and the phone number: 21123456.

Include a heading. Do not draw any pictures.

OR

2. You have lost your school bag. **Write a notice** to hang up in a shop. In your notice include: a description of the bag and its contents; how, when and where it was lost; who to contact if found. Use the name **LESLEY GRIMA** and the phone number: 21654321.

Include a heading. Do not draw any pictures.

The student is expected to write a notice to be displayed in a shop, describing a lost pet / bag and including the listed details.

Excellent 9-10 marks	Fully coherent, relevant, and cohesive writing characterised by syntactically complex sentences. Completely / 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 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 – Write between 140 and 200 words.

Planning

(4 marks)

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

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 letter.

(16 marks)

Choose 1 OR 2

1. You are on a camping trip with your school. **Write a letter** to your parents telling them about it.

In your letter you could, for example, write about your friends and the camp leaders, the sleeping arrangements, the food, any sports or games you are playing, and how you are spending your time there.

Remember to use the correct form of letter writing.

Use the name John OR Joanna and the address: Camp 2, Sunshine Campsite, Mellieħa, MLH 123.

OR

2. Your cousin, Daniel, who lives abroad, is staying with you and your family for a week. **Write a letter** to your aunt, Daniel’s mother, describing how you and Daniel are spending your time together.

In your letter you could, for example, write about the weather, the sleeping arrangements, the food, any sports or games you are playing, and how you are spending your time with Daniel.

Remember to use the correct form of letter writing.

Use the name Paul OR Paula and the address: 5, Bay View, St. Paul’s Bay, SPB 123.

The student is expected to write a letter using the given address and the correct format.

Deduct a maximum of 2 marks from the marks awarded for inaccurate format according to the following scheme: address: ½ mark; date: ½ mark; salutation: ½ mark; signing off: ½ mark.

The writing should focus on the purpose of the letter as stated in the rubric.

The suggestions following the title on the student's paper may not necessarily be adhered to.

No marks are to be awarded or deducted if the postcode appears or not.

Mark the writing out of the total and then deduct 9 marks for totally irrelevant writing and 6 marks for partially irrelevant writing.

<p>Excellent 14-16 marks</p>	<p>Fully coherent, relevant, and cohesive writing characterised by syntactically complex sentences. Completely / 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>Very Good 11-13 marks</p>	<p>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.</p>
<p>Good 8-10 marks</p>	<p>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.</p>
<p>Poor 5-7 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. Poor paragraph construction, no use or repeated used of same linking words/phrases. Task only partly achieved.</p>
<p>Very Poor 0-4 marks</p>	<p>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.</p>