

End of Primary Benchmark – 2017
English – Writing – Marking Scheme

Writing Task – Write between 50 and 60 words.

(10 marks)

Choose either 1 OR 2 and continue the dialogue.

1. It is break time and Matthew and Emma are in the school playground. Matthew cannot find his lunchbox. He talks to Emma about the missing lunchbox, asking her for help.

Matthew: Emma, I just can't find my lunchbox. Can you help me find it?

Emma: Do you remember where you saw it last?

OR

2. Sarah is in her classroom. Tomorrow there is going to be Sports Day and she is not sure about what she needs to get with her or what will be happening exactly. She asks her teacher, Mr Grech, for help.

Sarah: I am a little confused about Sports Day tomorrow. May you help me?

Mr Grech: Of course, I will help you. What do you need to know?

| COHERENCE | | |
|---|---|---|
| 0 marks | 1 mark | |
| No coherence in writing Ideas are not organized logically. | Coherent writing Information and ideas are organized in a logical sequence. | |
| COHESION | | |
| 0 marks | 1 mark | |
| No cohesion in writing Poor or mistaken use of a limited range of linking words and phrases. | Cohesive writing Linking words and phrases are used effectively. | |
| SENTENCE FLUENCY | | |
| 0 marks | 1 mark | |
| No use of sentence forms Lists of words or phrases, e.g. words and phrases copied from the given prompts. | Effective use of sentences A combination of sentence types is used purposefully and with fluency. | |
| SENTENCE ACCURACY – Grammatical Structures; Punctuation; Spelling | | |
| 0 marks | 1 mark | 2 marks |
| Inaccurate structures Errors in grammar prevail and distort the meaning. | Generally accurate structures The writing has grammatically correct sentences, but some mistakes in grammar cause some difficulty for the reader. | Completely accurate structures The writing is composed of grammatically accurate sentences. |
| 0 marks | 1 mark | |
| Inaccurate punctuation <i>(more than 2 mistakes)</i> | Completely / Almost completely accurate punctuation <i>(up to 2 mistakes)</i> | |
| 0 marks | 1 mark | |
| Inaccurate spelling | Completely accurate spelling | |

| CHOICE OF VOCABULARY | | |
|---|--|---|
| 0 marks | 1 mark | 2 marks |
| Very simple vocabulary that fails to render the intended meaning A few words are used repetitively often inappropriately for the task. The writing is replete with <i>Maltesisms</i> in expression. | A good range of vocabulary is used, conveying the intended meaning Simple noun phrases are used. Simple vocabulary is used. | An excellent range of vocabulary and idiomatic language is used effectively, conveying the intended meaning Complex noun phrases are used. Complex vocabulary is used. |
| TASK ACHIEVEMENT | | |
| 0 marks | 1 mark | |
| Task not achieved / partially achieved The writing does not meet the requirements of the genres. | Task fully achieved Skilful use of the correct form demanded by the genre. | |

Mark the writing out of the total and then deduct 1 mark for totally irrelevant writing.

Deduct 1 mark if the writing is longer than 60 words. Deduct 1 mark if the writing is shorter than 50 words.

Writing Task – Write between 140 and 200 words.

(20 marks)

Choose either 1 OR 2

- You are Paul or Paula. Write a letter to your cousin Steve telling him about how you are going to spend the first week of your summer holidays.
 Remember to use the correct form of letter writing.
 Use the name Paul / Paula and the address: 11, South Street, Valletta, VLT 1000

OR

- You are George or Georgia. Write a letter to your cousin Rebecca telling her about a competition in which you will be taking part next month.
 Remember to use the correct form of letter writing.
 Use the name George / Georgia and the address: 22, Baker’s Street, Qormi, QRM 2000

| PLANNING | | |
|---|--|--|
| 0 marks | 1 mark | 2 marks |
| No planning is evident / (Only copied given prompts / listed prompts with no detail and / or totally irrelevant details) | Planning with some detail, partially relevant to the chosen title; an attempt at organization | Detailed and organized planning which is totally relevant to the chosen title |
| Marks are not to be deducted for spelling, punctuation and grammar errors in the plan. | | |

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| COHERENCE | | | |
|--|---|--|--|
| 0 marks | 1 mark | | 2 marks |
| No coherence in writing No attempt at paragraphing. | Partially coherent writing Some attempt at paragraphing. | | Fully or almost fully coherent writing Correct paragraphing. |
| COHESION | | | |
| 0 marks | 1 mark | | 2 marks |
| No cohesion in writing Poor or mistaken use of a very limited range of linking words and phrases | Partially cohesive writing An attempt to use a variety of linking words and phrases (conjunctions, pronouns, adverbials) | | Fully or almost fully cohesive writing A wide range of linking words are used correctly and effectively (e.g. since, which, ...) |
| SENTENCE FLUENCY | | | |
| 0 marks | 1 mark | | 2 marks |
| No use of sentence Use of memorized copied words. | Adequate range of sentence structures are used Mainly simple sentences are used. | | A wide range of sentence structures are used effectively A combination of sentence types is used purposefully. |
| SENTENCE ACCURACY – Grammatical Structures; Punctuation; Spelling | | | |
| Structures | | | |
| 0 marks | 1 mark | 2 marks | 3 marks |
| Inaccurate structures Errors in grammar prevail and distort the meaning. | Partially accurate structures The writing has grammatically correct sentences, but some mistakes in grammar cause some difficulty for the reader. | Almost completely accurate structures The writing has only very few mistakes or inappropriacies. | Completely accurate structures The writing is composed of grammatically accurate sentences. |
| Punctuation | | | |
| 0 marks | 1 mark | | 2 marks |
| Inaccurate punctuation <i>(more than 10 mistakes)</i> | Generally accurate punctuation <i>(between 5 and 10 mistakes/omissions)</i> | | Completely / Almost completely accurate punctuation <i>(up to 4 mistakes)</i> |
| Spelling | | | |
| 0 marks | 1 mark | | 2 marks |
| Inaccurate spelling <i>(more than 10 different mistakes)</i> | Generally accurate spelling <i>(between 5 and 10 different mistakes)</i> | | Completely / Almost completely accurate spelling <i>(up to 4 different mistakes)</i> |

| CHOICE OF VOCABULARY | | | |
|--|--|--|--|
| 0 marks | 1 mark | 2 marks | 3 marks |
| <p>Very poor use of vocabulary that fails to render the intended meaning A few words are used repetitively and often inappropriately for the task. The writing is replete with <i>Maltesisms</i> in expression.</p> | <p>Simple use of vocabulary, partially conveying the intended meaning Mostly simple noun phrases are used. Repetitive use of subjects and verbs is evident.</p> | <p>A good range of vocabulary is used, conveying the intended meaning Some simple noun phrases are used with little expansion. Some variety in subjects and verbs is evident.</p> | <p>Very good range of vocabulary effectively conveying the intended meaning Precise word choice and collocation fully support purpose and maintain interest. Effective use is made of content words and function words.</p> |
| TASK ACHIEVEMENT | | | |
| 0 marks | 1 mark | 2 marks | |
| <p>Task not achieved The writing does not meet any of the requirement of the genres.</p> | <p>Task partly achieved The writing is adapted to meet some of the requirements of the genre, including correct letter format, the purpose of the text, and / or the intended audience.</p> | <p>Task completely / almost completely achieved Skilful use of the correct form demanded by the genre, including correct letter format.</p> | |

Mark the writing out of the total and then deduct 4 marks for totally irrelevant writing and 2 marks for partially irrelevant writing.

Deduct 2 marks if the writing is shorter than 130 words. Deduct 3 marks if the writing is shorter than 110 words.