

**End of Primary Benchmark – Second Session – 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 the end of the school day and Ella and Paul are in class. Ella has found a pencil case that doesn't belong to her. She talks to Paul about the pencil case, asking for his help to find the owner.

Ella: Paul, look at this pencil case. Do you know who it belongs to?

Paul: I am not sure. Where did you find it?

**OR**

2. James is in his classroom. Tomorrow there is going to be a class party and he is not sure about what he needs to get with him or what will be happening exactly. He asks his teacher, Ms Borg, for help.

James: I am a little confused about the class party tomorrow. May you help me?

Ms Borg: Of course, I will help you. What do you need to know?

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

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

1. You are Max or Maxine. Write a letter to your cousin Sarah telling her about how you are going to spend a weekend in August.  
Remember to use the correct form of letter writing.  
Use the name Max / Maxine and the address: 33, Old Mint Street, Valletta, VLT 3000

**OR**

2. You are Julian or Julianne. Write a letter to your cousin Thomas telling him about a play in which you will be taking part next month.  
Remember to use the correct form of letter writing.  
Use the name Julian / Julianne and the address: 44, Victory Street, Sliema, SLM 4000

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

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

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

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