



هيئة جودة التعليم والتدريب
Education & Training Quality Authority

English – Grade 9

Writing

Practice Items

Question 1 – Letter

The mark scheme is divided into bands. There are 2 marks available within each band. Markers should first decide which band applies to a response, and then consider where to place a response within the band. Strong responses score at the top of the band. Weak responses score at the bottom of the band.

Band	Content and Communication
7 - 8	A very good response for the level. <ul style="list-style-type: none">• All 3 content points addressed with expansion.• Target reader is fully informed.• Message is communicated effectively with few or no errors of spelling, punctuation, vocabulary or grammar.
5 - 6	A good response for the level. <ul style="list-style-type: none">• All 3 content points addressed.• Target reader is simply informed.• Message is communicated clearly with some errors of spelling, punctuation, vocabulary or grammar.
3 - 4	An adequate response for the level. <ul style="list-style-type: none">• 3 or 2 content points may be addressed.• Target reader is partially informed.• Message is partially communicated with some errors of spelling, punctuation, vocabulary or grammar which may hinder communication.
2 - 1	A weak response for the level. <ul style="list-style-type: none">• 2 or 1 content point may be addressed OR little relevant content.• Target reader is inadequately informed.• Message is inadequate with many errors of spelling, punctuation, vocabulary or grammar which hinder communication.
0	<ul style="list-style-type: none">• No relevant content.• Target reader is not informed.• Message is incomprehensible in relation to the task.

Question 2 – Report

Markers should begin by looking at the Task Achievement criterion first and decide on a mark for this before considering the other three criteria. A mark should be given for each of the four criteria, which are then added up to get the complete mark for each candidate. Students may have a very flat profile, scoring 2 marks for each of the criteria for example, or may have a more uneven profile, scoring higher marks for some criteria and lower marks for others.

Band	0	1	2	3
Task Achievement	Insufficient sample at Grade 9 level/completely incomprehensible and/or illegible/irrelevant	<ul style="list-style-type: none"> • Fails to address the requirements of the task clearly and concisely. • Fails to present a clear discussion and the conclusions reached are unsatisfactory. 	<ul style="list-style-type: none"> • Attempts to address the requirements of the task but confused in some places and does not fully succeed. • Discussion may be confused in places and/or the conclusion is unclear. 	<ul style="list-style-type: none"> • All requirements of the task are addressed and presented clearly and concisely. • Discussion is clear and concise and there is a comprehensible conclusion reached
Lexical Range		<ul style="list-style-type: none"> • Very limited evidence of vocabulary at Grade 9 level. • Vocabulary is used inappropriately. • Little attention paid to spelling. 	<ul style="list-style-type: none"> • Satisfactory evidence of vocabulary at Grade 9 level. • Vocabulary is appropriate for the task with occasional errors. • There are some spelling errors. 	<ul style="list-style-type: none"> • Wide range of vocabulary appropriate at Grade 9 level. • Vocabulary is fully appropriate to the task. • Spelling is mostly accurate throughout.
Grammatical Range		<ul style="list-style-type: none"> • Repetitive, simplistic structures marred by basic, frequent errors. • Lack of control impedes communication. 	<ul style="list-style-type: none"> • Satisfactory range of structures at Grade 9 level is present with some noticeable errors. • The argument is comprehensible despite errors 	<ul style="list-style-type: none"> • Wide range of structures at Grade 9 level with few or no errors. • The argument is communicated successfully through effective use of structures.
Organisation and Coherence		<ul style="list-style-type: none"> • Writing is lacking in organisation. • Little attention paid to punctuation. • Incoherent in places. • Requires effort from the reader. 	<ul style="list-style-type: none"> • Writing is generally well organised and coherent. • There are some punctuation errors. • Basic linking devices used. • Requires some effort from the reader. 	<ul style="list-style-type: none"> • Writing is effectively organised and coherent. • Punctuation is mostly accurate throughout. • Linking devices used to effect for Grade 9 level. • Requires no effort from the reader.

Question 2 – Story

Markers should begin by looking at the Task Achievement criterion first and decide on a mark for this before considering the other three criteria. A mark should be given for each of the four criteria, which are then added up to get the complete mark for each candidate. Students may have a very flat profile, scoring 2 marks for each of the criteria for example, or may have a more uneven profile, scoring higher marks for some criteria and lower marks for others.

Band	0	1	2	3
Task Achievement	Insufficient sample at Grade 9 level/completely incomprehensible and/or illegible/irrelevant	<ul style="list-style-type: none"> • Fails to gain reader’s interest. • Fails to address storyline prompted by initial sentence. 	<ul style="list-style-type: none"> • Reader’s interest sustained despite occasional strain. • Attempts to address the prompted storyline but does not wholly succeed. 	<ul style="list-style-type: none"> • Reader’s interest sustained throughout. • Fully addresses the prompted storyline.
Lexical Range		<ul style="list-style-type: none"> • Very limited evidence of vocabulary at Grade 9 level. • Vocabulary is used inappropriately. • Little attention paid to spelling. 	<ul style="list-style-type: none"> • Satisfactory evidence of vocabulary at Grade 9 level. • Vocabulary is appropriate for the task with occasional errors. • There are some spelling errors. 	<ul style="list-style-type: none"> • Wide range of vocabulary appropriate at Grade 9 level. • Vocabulary is fully appropriate to the task. • Spelling is mostly accurate throughout.
Grammatical Range		<ul style="list-style-type: none"> • Repetitive, simplistic structures marred by basic, frequent errors. • Lack of control impedes communication. 	<ul style="list-style-type: none"> • Satisfactory range of structures at Grade 9 level is present with some noticeable errors. • The story is communicated despite errors. 	<ul style="list-style-type: none"> • Wide range of structures at Grade 9 level with few or no errors. • The story is communicated successfully through effective use of structures.
Organisation and Coherence		<ul style="list-style-type: none"> • Writing is lacking in organisation. • Little attention paid to punctuation. • Incoherent in places. • Requires effort from the reader. 	<ul style="list-style-type: none"> • Writing is generally well organised and coherent. • There are some spelling and punctuation errors. • Basic linking devices used. • Requires some effort from the reader. 	<ul style="list-style-type: none"> • Writing is effectively organised and coherent. • Spelling and punctuation are mostly accurate throughout. • Linking devices used to effect for Grade 9 level. • Requires no effort from the reader.

Question 2 – Essay

Markers should begin by looking at the Task Achievement criterion first and decide on a mark for this before considering the other three criteria. A mark should be given for each of the four criteria, which are then added up to get the complete mark for each candidate. Students may have a very flat profile, scoring 2 marks for each of the criteria for example, or may have a more uneven profile, scoring higher marks for some criteria and lower marks for others.

Band	0	1	2	3
Task Achievement	Insufficient sample at Grade 9 level/completely incomprehensible and/or illegible/irrelevant	<ul style="list-style-type: none"> • Fails to address the requirements of the task clearly and concisely. • Fails to present a clear discussion and the conclusion reached is unsatisfactory. 	<ul style="list-style-type: none"> • Attempts to address the requirements of the task but confused in some places and does not fully succeed. • Discussion may be confused in places and/or the conclusion is unclear. 	<ul style="list-style-type: none"> • All requirements of the task are addressed and presented clearly and concisely. • Discussion is clear and concise and there is a comprehensible conclusion reached.
Lexical Range		<ul style="list-style-type: none"> • Very limited evidence of vocabulary at Grade 9 level. • Vocabulary is used inappropriately. • Little attention paid to spelling. 	<ul style="list-style-type: none"> • Satisfactory evidence of vocabulary at Grade 9 level. • Vocabulary is appropriate for the task with occasional errors. • There are some spelling errors. 	<ul style="list-style-type: none"> • Wide range of vocabulary appropriate at Grade 9 level. • Vocabulary is fully appropriate to the task. • Spelling is mostly accurate throughout.
Grammatical Range		<ul style="list-style-type: none"> • Repetitive, simplistic structures marred by basic, frequent errors. • Lack of control impedes communication. 	<ul style="list-style-type: none"> • Satisfactory range of structures at Grade 9 level is present with some noticeable errors. • The argument is comprehensible despite errors. 	<ul style="list-style-type: none"> • Wide range of structures at Grade 9 level with few or no errors. • The argument is communicated successfully through effective use of structures.
Organisation and Coherence		<ul style="list-style-type: none"> • Writing is lacking in organisation. • Little attention paid to punctuation. • Incoherent in places. • Requires effort from the reader. 	<ul style="list-style-type: none"> • Writing is generally well organised and coherent. • There are some punctuation errors. • Basic linking devices used. • Requires some effort from the reader. 	<ul style="list-style-type: none"> • Writing is effectively organised and coherent. • Punctuation is mostly accurate throughout. • Linking devices used to effect for Grade 9 level. • Requires no effort from the reader.