

APPENDIX

M-

M+

M

Marking Guide

M+ M M-

Marking

Guide

- M+ well met
- M met
- M- not met

M-

C

M)

Marking Guide

# SAMPLE 1

AAA

December 2003

an essay:

- \_\_\_\_\_
- \_\_\_\_\_
- *topic sentences*
- **techniques and devices**
- \_\_\_\_\_
- \_\_\_\_\_

\* \* \*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*One of the purposes of MacGregor's text is to make statements and respond to various claims about paternal relationships.*

[

]

[

]

[

]

*MacGregor explains why hockey preserves the father-son bond as being a necessary product of circumstance.*      **examples**      **comparison**

[

]

*A brief analysis of MacGregor's justification provides a better understanding of the techniques and devices that he employs.*      **allusion to**      **comparisons of**

[

]

[

[

]

[

]

**anecdotal evidence**

**responses to arguments**

**comparison**

**examples**

**COMMENTARY**

**Comprehension and Insight**

**Organization of Response**

**Expression**

**M+**

## **CORRECTOR'S KEY**

### **Possible Main Ideas**

# ASSESSMENT SHEET

## MINISTERIAL EXAMINATION OF COLLEGE ENGLISH, LANGUAGE OF INSTRUCTION AND LITERATURE

CRITERION	OBJECTIVES TO BE MET	PLACE A CHECKMARK (✓) WHERE APPROPRIATE		
		M +	M	M -
<b>COMPREHENSION AND INSIGHT</b>		✓		
		✓		
		✓		
		✓		
<b>ORGANIZATION OF RESPONSE</b>		✓		
		✓		
		✓		
		✓		
<b>EXPRESSION</b>		✓		
		✓		
		✓		
		✓		
<b>M :</b> <b>M+ :</b> <b>M- :</b>				

Control Code :

**SAMPLE 1**

COMPREHENSION AND INSIGHT:

A	B	C	D	E	F
---	---	---	---	---	---

**A**

ORGANIZATION OF RESPONSE:

A	B	C	D	E	F
---	---	---	---	---	---

**A**

EXPRESSION:

A	B	C	D	E	F
---	---	---	---	---	---

**A**

PASSING GRADE:

**C****D E F**

SW

500

RL

1100



## SAMPLE 2

**BBC**

**May 2003**

**an essay**

- *topic sentences*
- **techniques and devices**

\* \* \*

**example**

## comparison

*Holts first argument is that if children are obligated to go to school, so should adults*

Next, an **example** is given about giving drugs to a young one in order for a child with learning disabilities to learn the material that may not wish to know but is forced to.

*This previous example brings me to the next aspect, consequences of bad teachers*

*Also, the author mentioned that parent s have an important role in the decision making of the child.*



*The final argument the author uses to show that school is not that place where a child should feel safe and protected from the outside world.*

*Another arguent that proves how school does not protect children from the cruel world is simply due to the fact that it is at school that we "learn to believe in the totally controlled society".*

**comparison**

**example**



COMMENTARY

M+ M B  
Comprehension and Insight

M M M+ M  
Organization of Response

C M- M

## **CORRECTOR'S KEY**

### **Possible Main Ideas/Topics**

# ASSESSMENT SHEET

## MINISTERIAL EXAMINATION OF COLLEGE ENGLISH, LANGUAGE OF INSTRUCTION AND LITERATURE

CRITERION	OBJECTIVES TO BE MET	PLACE A CHECKMARK (✓) WHERE APPROPRIATE		
		M +	M	M –
COMPREHENSION AND INSIGHT		✓		
			✓	
			✓	
			✓	
ORGANIZATION OF RESPONSE			✓	
		✓		
			✓	
			✓	
EXPRESSION			✓	
				✓
			✓	
			✓	
M :				
M + :				
M – :				

Control Code :

SAMPLE 2

COMPREHENSION AND INSIGHT:

A	<b>B</b>	C	D	E	F
---	----------	---	---	---	---

**B**

ORGANIZATION OF RESPONSE:

A	<b>B</b>	C	D	E	F
---	----------	---	---	---	---

**B**

EXPRESSION:

A	B	<b>C</b>	D	E	F
---	---	----------	---	---	---

**C**

PASSING GRADE:

**C**

D E F

JK

1100

RD

900



### SAMPLE 3

## DCD

## December 1999

**an essay**

- *topic sentences*
- **techniques and devices**

\* \* \*

## examples

Ellen illustrates many example that take meaning of how we are trying to reproduce the minds of humans in order to satisfy there scare needs

### example

1

1

*Then she tells us how computers will affect the lives of every human being on earth.*

## description

[REDACTED]

*Concluding the author sums everything up with the perfect object to illustrate how we will be lead by computers.*

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## COMMENTARY

M-

M  
D Comprehension and Insight

M

C Organization of Response

M-

Expression

M-

M

D

## CORRECTORS' KEY

Possible Main Ideas

# ASSESSMENT SHEET

## MINISTERIAL EXAMINATION OF COLLEGE ENGLISH, LANGUAGE OF INSTRUCTION AND LITERATURE

CRITERION	OBJECTIVES TO BE MET	PLACE A CHECKMARK (✓) WHERE APPROPRIATE		
		M +	M	M -
<b>COMPREHENSION AND INSIGHT</b>				✓
				✓
		✓		
		✓		
<b>ORGANIZATION OF RESPONSE</b>			✓	
				✓
		✓		
		✓		
<b>EXPRESSION</b>			✓	
				✓
				✓
		✓		
<b>M :</b> <b>M + :</b> <b>M - :</b>				

Control Code :

SAMPLE 3

COMPREHENSION AND INSIGHT:

A	B	C
---	---	---

D	E	F
---	---	---

**D**

ORGANIZATION OF RESPONSE:

A	B	C
---	---	---

D	E	F
---	---	---

**C**

EXPRESSION:

A	B	C
---	---	---

D	E	F
---	---	---

**D**

PASSING GRADE:

**C****D E F**

JK

1100

RD

900



## SAMPLE 4

**AAA**

December 2003

**a short story**

- 
- 
- *topic sentences*
- **techniques and devices**
- 
- 

\* \* \*

## setting

### characterization of Jillian and Aisha

*The short story takes place in a fictitious African village, thus providing the reader with the idea that it could happen anywhere* [

1  
main conflict

[

# I

1

**] setting,**



narrative point of view is third person  
her stream of thought. [

]

*The narration of the story appears to parallel*

tone

compared

simile

[

]

[

]

foreshadowed

[

]

*Aisha is another very important character in the story. In herself, she represents the Africans' needs, determination and despair.*

[

setting

]

ymbolize

foreshadowed

[

]

## COMMENTARY

### Comprehension and Insight

setting     characterization of Jillian and Aisha

---

---

### Organization of Response

### Expression

### Expression

## CORRECTORS' KEY

### Possible Main Ideas

# ASSESSMENT SHEET

## MINISTERIAL EXAMINATION OF COLLEGE ENGLISH, LANGUAGE OF INSTRUCTION AND LITERATURE

CRITERION	OBJECTIVES TO BE MET	PLACE A CHECKMARK (✓) WHERE APPROPRIATE		
		M +	M	M -
<b>COMPREHENSION AND INSIGHT</b>		✓		
		✓		
		✓		
		✓		
<b>ORGANIZATION OF RESPONSE</b>		✓		
		✓		
		✓		
		✓		
<b>EXPRESSION</b>		✓		
		✓		
		✓		
		✓		
<b>M :</b> <b>M + :</b> <b>M - :</b>				

Control Code :

SAMPLE 4

COMPREHENSION AND INSIGHT:

A	B	C	D	E	F
---	---	---	---	---	---

A

ORGANIZATION OF RESPONSE:

A	B	C	D	E	F
---	---	---	---	---	---

A

EXPRESSION:

A	B	C	D	E	F
---	---	---	---	---	---

A

-----
-----

PASSING GRADE:

C

D E F

JK

1100

RD

900

## SAMPLE 5

CCC

December 2001

a short story

▪	_____
▪	_____
▪	<i>topic sentences</i>
▪	<b>techniques and devices</b>
▪	
▪	
▪	

\* \* \*

	<b>foreshadows</b>	<b>symbolism and</b>
<b>characterisation</b>		

*Lonliness and despair brings a man, Grandpa, to seek joy and amazement before leaving this world filled with flatness.*

[

]

**characteristics**

*Grandpa sees his death coming but decides to go see the whoopers any ways it takes a long time to get there, but when they do, Grandpa knows that this was the end.*

**The south is seen as his death approaching**

[

]

**foreshadowed**

she was like the old man

[

]

*Messages are sent to Grandpa and are **symbols** of his death.*

[

]

symbolize

]

symbol

ymbols

ymbols

[

going south, like the whoopers

]

## COMMENTARY

**C** Comprehension and Insight

Organization of Response **C**

Expression

## CORRECTORS' KEY

Possible Main Ideas

# ASSESSMENT SHEET

## MINISTERIAL EXAMINATION OF COLLEGE ENGLISH, LANGUAGE OF INSTRUCTION AND LITERATURE

CRITERION	OBJECTIVES TO BE MET	PLACE A CHECKMARK (✓) WHERE APPROPRIATE		
		M +	M	M –
COMPREHENSION AND INSIGHT			✓	
			✓	
			✓	
			✓	
ORGANIZATION OF RESPONSE			✓	
			✓	
			✓	
			✓	
EXPRESSION			✓	
				✓
			✓	
			✓	
M :				
M + :				
M – :				

Control Code :

SAMPLE 5

COMPREHENSION AND INSIGHT:

A	B	C	D	E	F
---	---	---	---	---	---

**C**

ORGANIZATION OF RESPONSE:

A	B	C	D	E	F
---	---	---	---	---	---

**C**

EXPRESSION:

A	B	C	D	E	F
---	---	---	---	---	---

**C**

PASSING GRADE:

**C****D E F**

JK

1100

RD

900



## SAMPLE 6

CCD

December 2001

a short story

- 
- 
- *topic sentences*
- **techniques and devices**
- 
-

\* \* \*

symbolic

*At the very beginning of the story, when Lee is trying to convince his grandfather that he has saw a crane, the grandfather first show a distance about Lee to have saw one*

*As we follow the reading and the understanding of what those cranes can represent to the grandfather and Lee, a symbolic image of freedom and of courage is feel. In the first lines of the text, the grandfather says:*



[REDACTED]

symbolic

[

symbolic,

*Thirdly, the fact that Lee instinctively knows what he is doing and why he is doing it shows that he understand this grandfather's mind.*

[REDACTED]

]

.

]

[

[REDACTED]

## COMMENTARY

## M

### C Comprehension and Insight

*finally*

*to conclude*

## M

**C**

## Organization of Response

## M

**M-'**

### D Expression

## CORRECTOR'S KEY

### Possible Main Ideas

# ASSESSMENT SHEET

## MINISTERIAL EXAMINATION OF COLLEGE ENGLISH, LANGUAGE OF INSTRUCTION AND LITERATURE

CRITERION	OBJECTIVES TO BE MET	PLACE A CHECKMARK (✓) WHERE APPROPRIATE		
		M +	M	M –
COMPREHENSION AND INSIGHT			✓	
			✓	
			✓	
			✓	
ORGANIZATION OF RESPONSE			✓	
			✓	
			✓	
			✓	
EXPRESSION				✓
			✓	
				✓
			✓	
M : _____				
M + : _____				
M – : _____				

Control Code :

SAMPLE 6

COMPREHENSION AND INSIGHT:

A	B	C	D	E	F
---	---	---	---	---	---

C

ORGANIZATION OF RESPONSE:

A	B	C	D	E	F
---	---	---	---	---	---

C

EXPRESSION:

A	B	C	D	E	F
---	---	---	---	---	---

D

PASSING GRADE:

C

D E F

JK

1100

RD

900

