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**ENGLISH AS A SECOND LANGUAGE**

**1110/02**

Paper 2 Writing

**April 2016**

MARK SCHEME

**50 minutes**

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**MAXIMUM MARK: 35**

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This document consists of **3** printed pages and **1** blank page.

**Secondary 1 Checkpoint English as a Second Language**  
**Writing April 2016**  
**Mark Scheme**

<b>PART 1 - Questions 1 - 5</b>	
<b>WRITING</b> one mark for each correct answer	
<b>1</b>	<b>more // better than (the)</b>
<b>2</b>	<b>told // ordered // advised // instructed // asked him // Steven</b>
<b>3</b>	<b>do</b>
<b>4</b>	<b>has // 's</b>
<b>5</b>	<b>could go // come // was going</b>

Brackets ( ) indicate optional words

<b>PART 2 - Question 6</b>		
<b>WRITING PART 2 ASSESSMENT SCALE</b>		
5 MARKS FOR EACH DESCRIPTOR		
	<b>CONTENT</b>	<b>COMMUNICATIVE ACHIEVEMENT INCLUDING LANGUAGE</b>
<b>5</b>	All three parts of the message are clearly covered.	The reader is clearly informed in an appropriate way.  Language is sufficiently accurate for the message to be conveyed clearly.
<b>4</b>	All three parts of the message are covered, but there may be some lack of clarity.	<i>Performance shares features of Bands 3 and 5.</i>
<b>3</b>	All three parts of the message are attempted. OR Two parts are clearly covered and one part is unattempted.	The reader is informed in a generally appropriate way.  Language errors may sometimes impede communication of the message.
<b>2</b>	Only two parts of the message are attempted.	<i>Performance shares features of Bands 1 and 3.</i>
<b>1</b>	Only one part of the message is attempted.	The reader is informed in a basic way, which requires considerable interpretation to understand the intended message.  Language errors make the message difficult to understand.
<b>0</b>	Question not attempted or incomprehensible.	Question not attempted or incomprehensible.

## PART 3 - Question 7

## WRITING PART 3 ASSESSMENT SCALE

5 MARKS FOR EACH DESCRIPTOR

	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
<b>5</b>	All content is relevant to the task.  Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.  Uses a range of simple and some complex grammatical forms with a good degree of control.  Errors do not impede communication.
<b>4</b>	<i>Performance shares features of Bands 3 and 5.</i>			
<b>3</b>	Minor irrelevances and/or omissions may be present.  Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.  Uses simple grammatical forms with a good degree of control.  While errors are noticeable, meaning can still be determined.
<b>2</b>	<i>Performance shares features of Bands 1 and 3.</i>			
<b>1</b>	Irrelevances and misinterpretation of task may be present.  Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately.  Uses simple grammatical forms with some degree of control.  Errors may impede meaning at times.
<b>0</b>	Content is totally irrelevant.  Target reader is not informed.	<i>Performance below Band 1.</i>		

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