

ER6A AND EW6A

Text : A Pot of Gold

1 mark each

A1	A2	A3	A4	A5
D	C	A	A	B

A6 – A9 Irrelevant response 0 mark; if relevant award marks as follows:

Q#	Level of response	Example	Mark
A6	identify /describe	Eg They are greedy because they wanted all the gold for themselves/ did not want to share it with others/ went to get the gold at night when nobody could see them. OR other relevant response	1
A7	identify /describe	They couldn't find the gold	1
A8	identify language	"shining like diamonds' tells us that the gold was very shiny and bright	1
A9	attempts	Eg Not to be greedy/rude/ bad tempered OR To be grateful/ happy/ cooperate OR other relevant response	1
	gives a reason	Eg because Examples could be bad or good behavior has consequences OR other relevant response	2
	identifies the effect	Eg These consequences have ongoing effects such as losing the gold in this story OR other relevant response	3

Mark Scheme English Grade 6

Text B Poem The Wind

B1	B2	B3
C	D	A

B4 Irrelevant response 0 mark; if relevant award marks as follows:

Q#	Level of response	Example	Mark
B4	Compares/Contrasts Identifies things to compare/contrast	Identifies similarities and or differences only e.g. day, night/ movement, still / hot, cooler/ both have rubbish	1
	Describes the comparison elements	Provides the characteristics and features of the things contrasted e.g. 1 st verse has a lot of movement, the rubbish is being picked up by the wind and it is hot while the 2 nd verse it is now cooler, the wind is not blowing as hard but the rubbish remains. Or other relevant example	2
	Supports the comparison	Gives examples from the text e.g. “the wind whistles ... moves this/that way” tells us that it is windy. “brings relief from heat” tells us that it is hot, “the heat is gone” tells us that it is now cooler at night. Or other relevant example	3

Text C Visual

C1 – C2 Irrelevant response 0 mark; if relevant award marks as follows:

Q#	Level of response	Example	Mark
C1	Identifies Attempts an explanation	Identifies only one part of the idea E.g. money / power /goals /dreams	1
	Explains Shows the relationship between the elements and the ideas or the cause and effect	Makes a link between the visual elements and the idea Eg money helps us reach our goals The jets give the message of power/ the size of the dollar sign is big (important)/ the colour of the dollar sign is gold which supports the message of money being important. Or other relevant examples	2
C2	Identifies	Any one of the following features: Symbolism e.g. dollar sign OR the jets are power Size e.g. the dollar sign is bigger than the rocket/jets OR Colour e.g. gold dollar sign signifies wealth OR other relevant examples	1
	Explains	Provides the example as above as explanation.	2

D Intertextual

D1 - D2 Irrelevant response 0 mark; if relevant award marks as follows

Q#	Level of response	Example	Mark
D1	Critical Response Attempts	Identifies one idea from both texts e.g. money/gold	1
	Identifies	Identifies two ideas from both texts - e.g. Pot of Gold: gold/ a pot/ rich/ money/ lucky/ happy/ shiny Visual: gold/ rocket/ rich/ money/ happy/ shiny	2
D2	Provides detail	Provides detail of the identified idea/s from both texts and gives examples from both texts Both texts deal with the importance of money/gold because both describe power and goals(of money/gold); both reflect happiness with gold/money Or other relevant response	1
	Explanation	discuss /explain the relationship between the texts and how they both support a particular idea in own words eg Making the most of opportunities to reach your goals using them properly e.g. Money motivates people. Some think to be happy. The man and the women were greedy even though someone helped them to find gold. Text C shows that money/power lets you reach the sky which makes you happy properly eg being grateful, cooperative, wize OR other relevant response	2

ADEC TRIMESTER 3 2010 – 2011 WRITING CRITERIA GRADE 6 Non attempt – 0

No half marks

Organization and ideas 11- 12 marks	9-10marks		7-8 marks	5-6 marks	2 marks
text with developing narrative structure and detail narrative <u>addresses</u> the prompt <u>narrative structure</u> is developed and provides supporting details evidence of <u>description/effect/consequence</u> <u>clear main ideas</u> and all writing is related to the main idea with <u>elaboration</u> of some of the ideas	Text which indicates some narrative structure narrative <u>addresses</u> the prompt <u>narrative structure</u> is evident ideas are <u>central to the main idea</u>		Limited text with some details text <u>may not address</u> the prompt some attempt at <u>organizing ideas</u> but may not be a narrative eg a recount content is generally relevant to the <u>central idea</u>	A simple text that includes some related ideas some <u>ideas</u> are evident some <u>details</u> relate to the central idea	An attempt a list of words or phrases that do not necessarily relate <u>copies the prompt</u> continually repeats words or phrases memorized from the reading texts
Vocabulary 4marks	3marks	2 marks	1 mark		
uses some <u>rich, precise words</u> and or <u>phrases</u> that link to the narrative structure and the prompt	uses appropriate <u>word choices</u> that link to the narrative structure and the prompt	experiments with new, different <u>word choices</u> which may not always be appropriate	uses some key words that are generally linked to the central idea 0 mark if copies the prompt or continually_repeats words or phrases memorized from the reading texts		
Paragraph and sentence structure 4 marks	3marks	2 marks	1 mark		
uses <u>paragraphing structures</u> (format and ideas) appropriately where each paragraph is focused on one idea or set of like ideas uses a <u>range of sentence structures</u> appropriately – simple, compound, complex <u>developing control of tenses</u>	uses some <u>paragraphing structure</u> uses a variety of <u>sentence structures</u> attempts <u>control of tenses</u>	begins to use <u>paragraph structures</u> uses some <u>extended sentences</u>	attempts to use <u>extended sentences</u> - may show variable control of subject verb and noun pronoun agreement 0 mark if copies the prompt or continually repeats words or phrases memorized from the reading texts		
Spelling 2 marks		1 mark			
Spells all simple words correctly or attempts to spell more difficult words spells common 100 words correctly all of the time		spells some common words correctly using a range of strategies – how words sound/look or common letter patterns uses initial letters and some known letter patterns 0 mark if copies the prompt or continually repeats words or phrases memorized from the reading texts			
Punctuation 3 marks		2 marks	1 mark		
uses a wider range of punctuation appropriately (direct speech marks, exclamation marks, apostrophes, colons, semi colons)		uses expanded sentence level punctuation appropriately (commas, question marks)	uses sentence level punctuation some of the time – capital letters, full stops 0 mark if copies the prompt or continually repeats words or phrases memorized from the reading texts		