

ER9A and EW9A

Text A: Survival

1 mark each

A1	A2	A3	A4	A5
B	C	D	D	C

A1 – A9 Irrelevant response 0 mark; if relevant award marks as follows:

Q#	Level of response	Example	Mark
A6	Identify language	A storm is coming. Or Trouble is approaching. Or any other relevant response	1
A7	Identify characteristics and features of a character	Eg: We learn that he is determined to survive. Or That he is resourceful and inventive. Or That he sets about improving his situation in an organized way. Or any other relevant response	1
A8	Identify /describe complication/resolution/coda	Eg Because he was proud of it as he had made it himself. Or Because it represented safety to him. Or Because it was a refuge from the wild island. Or any other relevant example	1
A9	Attempts to justify a perspective	Eg: Yes because he had always wanted to go to sea. Or Yes because he climbed to the top of the hill to see where he was. Or Yes because he tried many ways to survive. Or Yes because he was determined to survive. Or Yes he was faced with many challenges Or No, because gave up leaving in the end. Or any other relevant response	1
	Gives a reason – in own words	Eg Yes because he had always wanted to go to sea and he took the chance to go to a new place, despite the dangers. Or He tried many ways to survive such as climbing up the hill because he didn't know whether he was on a continent or on an island / he made a canoe out of a tree to survive. Or He was faced with many challenges such as a shipwreck. Or No, because after nearly being lost again at sea he gave up leaving the island. Or any other relevant response	2
	Identifies the effect - in own words	Eg He was an adventurer because he always wanted to go to sea, even though doing this might be filled with danger. He did get into trouble at sea but he tried new things, which helped him survive, such as collecting things from the broken ship, climbing the hill, and making a fortress. Or He was an adventurer because he was determined to survive. He collected many things from the ship, he swam to the shore in rough seas, he climbed the steep hill to find out where he was and he build a fortress. Doing all these things helped him survive. If he hadn't done those things he would have died. Or He wasn't an adventurer because he gave up going to sea after getting in a storm again. This meant he would never get off the island. Or other relevant response	3

Text B : Poem Fishing

1 mark each

B1	B2	B3
D	D	B

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 Eg: refers to the method of fishing Or any other relevant example	1
	Describes the comparison elements	Provides the characteristics and features of the things contrasted, Eg: At the beginning of the poem, the writer used to watch his Dad fish off rocks, but by the end of the poem, they are fishing together off the back of a boat Or other relevant example	2
	Supports the comparison	Gives examples from the text, Eg: The poem compares how the boy learnt the skill of fishing. At the beginning of the poem, the writer used to watch his Dad fish off rocks, but by the end of the poem, they are fishing together off the back of a boat enjoying the experience by the thrill of catching fish Or any 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	Attempts an explanation	Identifies only one part of the idea Eg: The past and the present Or The UAE now and in the past Or Old buildings and new buildings Or any other relevant example	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: The message 'The UAE now and in the past' is supported by the text, 'Now' in big letters and 'then' in small letters. Or The message 'The UAE now and in the past' is supported by the size and colour of each image. The past image is much smaller and in black and white, but the image showing now is big and in colour, showing the importance of the present over the past. Or other relevant examples	2
C2	Identifies elements or features and shows a connection	Identifies any one of the following features • Symbolism eg Tall building – reaching for the stars / the UAE's great goals • Size eg The small image of the framed old buildings is window into the past • Or the size of the letters in the word NOW, focus on where the UAE is heading • Placement eg The building of the present is the focus in the centre of the text • Colour eg the word 'now' is in red, making it stand out • Or the past image is in black and white, and the present image is in colour, making it stand out more, showing change.	1
	Explains	Uses an example as above as explanation	2

Question D, Inter textual

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

Q#	Level of response	Example	Mark
D1	Critical Response attempts	Attempts to Identify an idea from only one text, either Text B or Text C Eg: Past and present – Text B OR Past and present – Text C OR The differences between now and then (either text) OR The differences between childhood and adulthood – Text B OR Buildings in the past and in the present – Text C OR any other relevant response	1
		Identifies an idea from both texts Eg: Text B and Text C both have the idea of past and present. OR Text B and Text C are both about things changing. OR other relevant response OR does not use own words but response is relevant	2
		Provides some details of the identified idea from both texts and gives examples from both texts in own words Eg: The visual text is giving the message of the past and present by having a building of the past and comparing it with a building in the present. The poem compares fishing on the rocks with fishing from a boat showing how things have changed. OR other relevant response	3
		discuss /explain the relationship between the texts and how they both support a particular idea in own words Eg: The visual text and the narrative text both show the idea of progress that comes with change. In the visual image things were very different in the past. There were no big new buildings and everything was old. The poem compares fishing on the rocks with fishing from a boat showing how things have changed. OR In both texts we see how technology has changed the world around us. We now have the technology to build the types of buildings that we couldn't in the past. In the same way, because of technology, the fishing experience changed from fishing off the rocks using a line, to fishing off a boat. OR other relevant response student uses own words	4

Organization and ideas 11- 12 marks	9-10marks		7-8 marks	5-6 marks	2 marks
text with developing exposition structure and detail <u>exposition addresses all elements of the prompt</u> exposition structure is evident and provides supporting details uses <u>detail</u> to enhance and engage the audience evidence of <u>thesis/significant arguments/significant evidence</u> <u>clear main idea</u> with some <u>elaboration</u> of the idea	Text which indicates some exposition structure exposition <u>addresses the prompt</u> <u>exposition structure</u> is evident ideas are <u>central to the main idea</u>		Limited text with some details text <u>may not address the prompt</u> some attempt at <u>organizing ideas</u> but may not be an exposition eg a discussion 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 exposition 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> (including formatting) 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		