



# Developing English Language Skills / English Language Framework Level 4

## Sample

### Written Marking Scheme

This marking scheme has been prepared as a **guide only** to markers. This is not a set of model answers, or the exclusive answers to the questions, and there will frequently be alternative responses which will provide a valid answer. Markers are advised that, unless a question specifies that an answer be provided in a particular form, then an answer that is correct (factually or in practical terms) **must** be given the available marks.

If there is doubt as to the correctness of an answer, the relevant NCC Education materials should be the first authority.

**Throughout the marking, please credit any valid alternative point.**

**Where markers award half marks for any question in Section A, they should ensure that the total mark recorded for the section is rounded up to a whole mark. Half marks must not be awarded in Sections B or C.**

**Section A – Language in Use**

**Answer ALL questions**

***Award 1 mark for each correct answer unless stated. Contracted or uncontracted versions are acceptable. Accept any logically correct answers that do not appear in this marking scheme.***

**Question 1**

**Grammar – questions**

- a) Who does the cooking in your house?
- b) Do you know what time class starts?
- c) How many papers have you got?
- d) Did you go to bed early last night?
- e) What are you talking about?
- f) Do you know who did this?

**Total 6 Marks**

**Question 2**

**Vocabulary – at the airport**

- a) allowance / allocation
- b) take
- c) departure
- d) boarding
- e) security
- f) customs

**Total 6 Marks**

**Question 3**  
**Grammar – past modals**

- a) can not have been
- b) might not have seen
- c) should not have bought
- d) must have been
- e) can not have seen
- f) ought to have told

**Total 6 Marks**

**Question 4**  
**Grammar – adverbs**

- a) hard
- b) at the moment
- c) near
- d) still
- e) even
- f) Finally

**Total 6 Marks**

**Question 5**  
**Grammar – future perfect and continuous**

- a) will have finished
- b) will have read
- c) will be working
- d) will have doubled
- e) will have run
- f) will be sitting

**Total 6 Marks**

**Question 6**  
**Vocabulary – weather**

- a) monsoon
- b) thunder (1 mark) lightning (1 mark)
- c) changeable / changing
- d) sunny
- e) drought

**Total 6 Marks**

**Question 7**  
**Grammar – verbs of the senses**

- a) sounds
- b) feels like
- c) tastes like
- d) smells as if
- e) look as if
- f) sounds

**Total 6 Marks**

**Question 8**  
**Grammar – contrast and purpose**

- a) despite
- b) even
- c) to
- d) spite
- e) order
- f) as

**Total 6 Marks**

**Question 9**

**Vocabulary – easily confused words**

- a) mind
- b) expect
- c) argue
- d) advise
- e) deny
- f) rob

**Total 6 Marks**

**Question 10**

**Vocabulary – parts of the body**

- a) shoulders
- b) hand
- c) hair
- d) heart
- e) feet
- f) arms / legs

**Total 6 Marks**

<b>Section B – Reading</b>
<b>Answer ALL questions</b>

*Award 1 mark for each correct answer.*

**Case Study 1**

**The woman who remembers everything**

**Question 1**

1 e

2 c

3 g

4 b

5 f

6 d

**Total 6 Marks**

**Question 2**

a) not given

b) false

c) not given

d) true

e) false

**Total 5 Marks**

## **Case Study 2**

### **A nation prepares for the dreaded gaokao**

#### **Question**

- a) nine million / 9 million / 9,000,000
- b) pressure
- c) cheat
- d) teachers
- e) intelligence

**Total 5 Marks**

## **Case Study 3**

### **The great debate**

#### **Question**

- a) true
- b) true
- c) false
- d) true

**Total 4 Marks**

**Section C – Writing**

**Marking description**

<b>Mark</b>	<b>Content</b>	<b>Grammar</b>	<b>Organisation</b>	<b>Vocabulary</b>
<b>0</b>	<p><b>This is the maximum mark for content if the candidate has written less than 70 words.</b></p> <p>No part of the task is addressed clearly.</p>	<p>Sentences might be attempted but errors mean almost all the essay is difficult to understand.</p>	<p>There is no logical organisation and no paraphrasing.</p> <p>Any cohesive devices are used inaccurately.</p>	<p>The candidate has only a very basic command of vocabulary and is unable to develop an answer.</p> <p>There are frequent errors in spelling and word formation, making the essay difficult to read throughout.</p>
<b>1</b>	<p><b>This is the maximum mark for content if the candidate has written between 70 and 120 words.</b></p> <p>Much of the answer does not relate to the question.</p> <p>The may be main points but these are difficult to identify or are not relevant.</p>	<p>Only simple sentences are used, with very few clauses.</p> <p>There are frequent errors in grammar and punctuation, making the essay difficult to read.</p>	<p>The overall progression is difficult to identify.</p> <p>There is no introduction or conclusion.</p> <p>If there are paragraphs, they are illogically organised.</p>	<p>The range of vocabulary is limited and means the candidate cannot express themselves well on the topic.</p> <p>There are frequent errors in spelling and word formation, making the essay difficult to read in large parts.</p>



<b>Mark</b>	<b>Content</b>	<b>Grammar</b>	<b>Organisation</b>	<b>Vocabulary</b>
<b>2</b>	<p><b>This is the maximum mark for content if the candidate has written between 121 and 170 words.</b></p> <p>The answer doesn't fully address all the points of the task.</p> <p>There may be main points but these are not fully developed with examples.</p>	<p>The range is limited.</p> <p>Complex sentences are attempted but these usually contain errors or are difficult to understand.</p>	<p>There is an illogical overall progression.</p> <p>Paragraphing is inadequate.</p> <p>Cohesive devices are attempted but are often used incorrectly.</p>	<p>The range of vocabulary is limited and the candidate has difficulty elaborating on the topic.</p> <p>Errors in spelling and word formation cause some difficulty for the reader.</p>
<b>3</b>	<p>All parts of the task are addressed.</p> <p>The arguments are clear throughout the essay.</p> <p>There are at least two main points, which are supported by examples.</p>	<p>Simple and complex sentences are used.</p> <p>Errors in grammar and punctuation do not reduce communication.</p>	<p>There is an introduction plus at least two more paragraphs.</p> <p>Ideas and information are arranged logically.</p> <p>Cohesive devices are used between sentences and within complex sentences.</p>	<p>The candidate's level of vocabulary enables them to write clearly about the topic.</p> <p>There are some errors in word form and/or spelling but the meanings are still clear.</p>
<b>4</b>	<p>All parts of the task are addressed and developed.</p> <p>The arguments are clear throughout the essay and there is an overall position, which is clear.</p> <p>There may be too much focus on certain ideas and not all examples are relevant.</p>	<p>Complex sentences are used and the majority are accurate.</p> <p>Few errors in grammar and punctuation. Grammar errors do not reduce communication.</p>	<p>The paragraphs are linked together.</p> <p>Each paragraph contains one main idea with supporting information.</p> <p>A range of cohesive devices are used between and within complex sentences.</p>	<p>A very wide range of vocabulary is used with a few errors of usage or spelling.</p> <p>The candidate attempts some academic vocabulary, although sometimes makes errors with collocation.</p>

<b>Mark</b>	<b>Content</b>	<b>Grammar</b>	<b>Organisation</b>	<b>Vocabulary</b>
<b>5</b>	<p>All parts of the task are addressed and fully developed.</p> <p>Main points and overall position are clear.</p> <p>Focus of essay is balanced.</p>	<p>A wide range of structures are used.</p> <p>There are very few errors and these do not reduce communication in any way.</p>	<p>There are logical sequenced paragraphs (at least two), plus an introduction and conclusion.</p> <p>The use of cohesion makes the essay easy to read and understand.</p>	<p>A wide range of academic vocabulary is used.</p> <p>There are very few errors and these do not reduce communication in any way.</p>
				<b>Total 20 Marks</b>

**End of paper**