

## Trimester 3 2016-2017 Examination Specifications

<b>Subject</b>	English
<b>Grade</b>	10
<b>Curriculum</b>	ADEC
<b>Duration</b>	Reading <b>90</b> minutes      Writing <b>45</b> Minutes
<b>Overview</b>	The Trimester 3 English examination assesses <i>skills</i> covered throughout the academic year. It does not assess content related to the theme.
<b>Mark Determination</b>	The Reading paper questions will be structured to enable students to demonstrate understanding and application of the outcomes assessed. The Writing paper rubric is attached. A mechanism will be included to convert the marks in both papers to marks for entry into eSIS.
<b>Structure</b>	<p>Reading - 4 texts</p> <ul style="list-style-type: none"> <li>• 1 imaginative</li> <li>• 1 information</li> <li>• 1 procedural</li> <li>• 1 persuasive</li> </ul> <p>Note: texts may include visual elements</p> <ul style="list-style-type: none"> <li>• The reading paper assesses students' ability to apply reading skills across the text types. (See LOs below.)</li> </ul> <p>Writing – 1 text prompt</p> <ul style="list-style-type: none"> <li>• Open response to stimulus</li> <li>• Writing – exposition (opinion piece)</li> <li>• The writing paper assesses students' ability to write in the style of a text type. (See LOs below.)</li> </ul>
<b>Learning Outcomes and additional information</b>	<p><i>Please note:</i> Some of the G10 English Learning Outcomes listed below have been slightly modified for the purpose of an examination.</p> <p><b>Reading Outcomes:</b> The LOs below need to have been covered in preparation for the examination:</p> <ul style="list-style-type: none"> <li>• 10 R 1.2 Use strategies to determine the meaning of unknown words and phrases</li> <li>• 10 R 2.1 Retrieve, interpret and reflect on information to make connections</li> <li>• 10 R 2.2 Retrieve, interpret and reflect on information to form an evaluative response</li> <li>• 10 R 2.3 Explain how literary elements contribute to texts</li> </ul> <ul style="list-style-type: none"> <li>• 50% weighting</li> <li>• T1-T3 themes</li> </ul> <p><b>Writing Outcomes:</b> The LOs below need to have been covered in preparation for the examination:</p> <ul style="list-style-type: none"> <li>• 10W1.3 Edit spelling, grammar and punctuation</li> <li>• 10W2.4 Produce a persuasive text</li> <li>• 10L1.4 Use vocabulary to convey meaning related to the task</li> <li>• 10L2.5 Use verbs and tenses (and modals when appropriate)</li> <li>• 10L2.6 Use simple sentences and use connectors to write compound and complex sentences</li> </ul> <ul style="list-style-type: none"> <li>• Students will write 3 sentences (1 simple, 1 compound, 1 complex)</li> <li>• Students will write one essay (opinion)</li> <li>• Refer to the writing rubrics below</li> </ul> <ul style="list-style-type: none"> <li>• 50% weighting</li> <li>• T1 - T3 themes</li> </ul>

## ADEC Trimester 3 Examination, 2016-2017 Grade 10 English Writing Criteria – Writing Prompt Rubric

*Please note that these rubrics are different from the wording of the LOs, they have been adapted for the purpose of the exam marking. These need to be shared with the students in advance of the exam.*

Learning Outcome Students will:	3 Marks	2 Marks	1 Mark
<b>10W2.4</b> Produce a persuasive (opinion) text	The student: <ul style="list-style-type: none"> <li>selected a <u>variety of</u> relevant ideas for purpose and audience.</li> <li><u>organized</u> the ideas for purpose and audience.</li> <li><u>communicated</u> the ideas <u>effectively</u> for purpose and audience.</li> </ul>	The student: <ul style="list-style-type: none"> <li>selected <u>some</u> relevant ideas for purpose and audience.</li> <li><u>organized some</u> ideas for purpose and audience.</li> <li><u>communicated</u> ideas for purpose and audience.</li> </ul>	The student: <ul style="list-style-type: none"> <li>selected <u>some</u> relevant ideas.</li> <li><u>organized some</u> ideas.</li> <li><u>communicated</u> some ideas.</li> </ul>
<b>10W1.3</b> Use spelling, grammar, punctuation and paragraphing	The student: <ul style="list-style-type: none"> <li>wrote <u>accurately</u> by applying <u>spelling strategies</u>, rules and conventions.</li> <li>wrote accurately using <u>knowledge of grammar</u>.</li> <li>used a <u>range of punctuation, with accuracy</u>.</li> <li>used the <u>appropriate layout and paragraphs to:</u> <ul style="list-style-type: none"> <li>group related ideas</li> <li><u>clearly</u> communicate main points</li> <li>provide details <u>that are accurate, relevant and interesting</u>.</li> </ul> </li> </ul>	The student: <ul style="list-style-type: none"> <li>spelt some <u>familiar common words</u> correctly.</li> <li>used some <u>grammar with accuracy</u>.</li> <li>used <u>basic punctuation, with accuracy</u>.</li> <li>used <u>paragraphs</u>.</li> </ul>	The student: <ul style="list-style-type: none"> <li>spelt some <u>familiar taught words</u> correctly.</li> <li>used some <u>basic grammar</u>.</li> <li>used some <u>basic punctuation</u>.</li> </ul>
<b>10L2.6</b> Use simple sentences, connectors, compound and complex sentences	The student: <ul style="list-style-type: none"> <li><u>used a variety of</u> sentence structures and lengths.</li> <li>used simple sentence structures <u>effectively</u>.</li> <li>used <u>more than one type</u> of compound sentence.</li> <li>used <u>at least one type of</u> complex sentence.</li> </ul>	The student: <ul style="list-style-type: none"> <li><u>started to use a variety of</u> sentence structures and lengths.</li> <li>used simple sentence structures including <u>subject and verb or subject, verb and object</u>.</li> <li>used <u>at least one type</u> of compound sentence.</li> </ul>	The student: <ul style="list-style-type: none"> <li>used simple sentence structures including <u>subject and verb or subject, verb and object</u>.</li> </ul>
<b>10L2.5</b> Use verbs and tenses (& use modal verbs when appropriate)	The student: <ul style="list-style-type: none"> <li>used <u>accurately verbs and tenses</u> appropriate to the text.</li> <li>used modal verbs accurately.</li> </ul>	The student: <ul style="list-style-type: none"> <li>used <u>verbs and tenses appropriate to the text</u>.</li> <li>used <u>some modal verbs accurately</u>.</li> </ul>	The student: <ul style="list-style-type: none"> <li>used <u>some verbs and tenses</u>.</li> <li>used <u>one modal verb</u>.</li> </ul>
<b>10L1.4</b> Use vocabulary to convey meaning related to the task	The student: <ul style="list-style-type: none"> <li>used <u>accurately the vocabulary</u> needed for the text type being used.</li> <li>used <u>accurately general and specific theme-related vocabulary in context</u>.</li> <li>used <u>the vocabulary needed for the tone</u>.</li> </ul>	The student: <ul style="list-style-type: none"> <li>used <u>accurately some of the general vocabulary</u> needed for the text type being used.</li> <li>used <u>some general and specific theme-related vocabulary in context</u>.</li> <li>used <u>some vocabulary needed to set the tone</u>.</li> </ul>	The student: <ul style="list-style-type: none"> <li>used some of the <u>general vocabulary</u> needed for the text type being used.</li> <li>used <u>few theme-related vocabulary</u> words.</li> </ul>

## **ADEC Trimester 3 Examination, 2016-2017 Grade 10 English Writing Criteria – Sentence Writing Rubric**

*Please note that these rubrics are different from the wording of the LOs, they have been adapted for the purpose of the exam marking. These need to be shared*

### **Sentence Writing**

- Simple and compound sentences are out of 3 marks: 0 or 1 for Meaning; 0 or 1 for Vocabulary; 0 or 1 for Grammar.
- Complex sentences are out of 4 marks: 0 or 2 for Meaning; 0 or 1 for Vocabulary; 0 or 1 for Grammar.
- Each sentence must be distinct [i.e. different from any other sentence]
- If the incorrect sentence type is used, zero is awarded for meaning but marks are still awarded for vocabulary and grammar use
- Any copying from reading texts will be considered off point/plagiarized.

<b>Simple sentence</b>	<b>Meaning</b> 10L2.6 Used simple sentence structures effectively related to the prompt.	<b>Vocabulary</b> 10L1.4 Used vocabulary to convey meaning related to the prompt.	<b>Grammar</b> 10W1.3 Wrote accurately using knowledge of grammar.
<b>Correct</b>	1	1	1
<b>Incorrect</b>	0	0	0

<b>Compound sentence</b>	<b>Meaning</b> 10L2.6 Used compound sentence structures effectively related to the prompt.	<b>Vocabulary</b> 10L1.4 Used vocabulary to convey meaning related to the prompt.	<b>Grammar</b> 10W1.3 Wrote accurately using knowledge of grammar.
<b>Correct</b>	1	1	1
<b>Incorrect</b>	0	0	0

<b>Complex sentence</b>	<b>Meaning</b> 10L2.6 Used complex sentence structures effectively related to the prompt.	<b>Vocabulary</b> 10L1.4 Used vocabulary to convey meaning related to the prompt.	<b>Grammar</b> 10W1.3 Wrote accurately using knowledge of grammar.
<b>Correct</b>	2	1	1
<b>Incorrect</b>	0	0	0