



Government of **Western Australia**
School Curriculum and Standards Authority



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

GENERAL COURSE

Marking key for the Externally set task

Sample 2016

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English as an Additional Language or Dialect

Externally set task – marking key

Task

Electronic screens, such as computers, mobile phones and televisions, are everywhere today.

Write **an essay** in which you discuss the benefits and disadvantages of screen time in daily life and state your own opinion on this issue.

Support your arguments with reference to specific examples and make recommendations for solutions to any issues.

Suggested length: 350 words

(30 marks)

Criterion 1: Writing for purpose and audience	Marks
Uses the generic conventions of essay form at whole text, paragraph and sentence level. Paragraphing and use of linking devices is well handled. Shows a consistent awareness of audience in use of register.	4
Uses the generic conventions of essay form with accuracy. Paragraphing is generally effective but may be poorly handled in one instance. Shows a consistent awareness of audience in use of register.	3
Uses the generic conventions of essay form but this is formulaic or superficial only. Paragraphing is clear but paragraphs could be further extended. Shows an awareness of audience with sometimes inconsistent register.	2
Uses some conventions of essay form but this may be incomplete or paragraphing may lack internal logic. Shows limited awareness of audience.	1
Makes little or no attempt to produce essay or paragraph form. Shows little or no awareness of audience.	0
Total	4
Criterion 2: Addressing the key terms of the task and presenting an opinion	
Engages comprehensively with the key terms, discussing both points of view and presenting a clearly developed opinion on the topic.	7
Engages with the key terms, discussing both points of view and presenting a clear opinion on the topic. One key term may have been only superficially addressed.	6
Engages with the key terms, discussing both points of view and presenting a clear opinion on the topic. May lack coherence in the discussion of one key term.	5
Addresses the key terms and states an opinion on the topic which is relevant but undeveloped.	4
Addresses all the key terms in a general manner. Provides an opinion on the topic which is brief or unclear.	3
Addresses some key terms. Provides an opinion on the topic which is brief or unclear.	2
Shows little engagement with the key terms.	1
Does not engage with the topic. Writing is irrelevant or incomprehensible.	0
Total	7

Criterion 3 : Examples and recommendations	Marks
Supports arguments and ideas, including some abstract concepts, with relevant specific extended examples. Provides recommendations logically derived from the essay content and appropriate to the context.	4
Supports arguments and ideas with relevant specific examples. Provides some relevant recommendations, or one extended recommendation, appropriate to the context.	3
Supports arguments and ideas with mostly relevant examples. Provides some recommendations, or one extended recommendation, appropriate to the context.	2
Supports ideas with brief or generalised examples tending to be concrete in nature. Provides some recommendations, or one recommendation, appropriate to the context.	1
Supports ideas with examples which lack clear relevance or are repetitive. Provides no recommendation.	0
Total	4
Criterion 4: Grammar and punctuation	
Uses a wide range of simple, compound and complex sentence structures and varied cohesive devices with accuracy and fluency; uses punctuation correctly and effectively, including some advanced forms.	7
Uses a range of simple, compound and complex sentence structures and varied cohesive devices accurately and with general fluency; uses punctuation correctly, including some advanced forms.	6
Uses accurate simple and compound sentence structures and a limited range of complex sentence structures and cohesive devices. Errors in grammar are rare and punctuation is correct.	5
Uses simple, compound and a limited range complex sentence structures with minor errors. Uses a limited range of cohesive devices correctly; punctuation is correct.	4
Uses simple and compound sentence structures accurately; makes some errors in complex structures and use of cohesive devices. Makes some errors in more advanced forms of punctuation, but basic forms are correct.	3
Uses simple sentence structures and basic punctuation accurately. Uses complex structures marked by a high frequency of error. Uses cohesive devices sometimes incorrectly or repetitively.	2
Uses simple sentence structures with some errors; uses few cohesive devices and basic punctuation.	1
Makes fundamental errors in grammar which impede understanding. Omits or misplaces all punctuation.	0
Total	7

Criterion 5: Vocabulary	Marks
Uses a wide range of topic-specific vocabulary and some nominalisation, common collocation and idioms, accurately and effectively.	5
Uses a range of topic-specific vocabulary and some nominalisation, common collocation and idioms, effectively. Experiments with word choice to convey ideas.	4
Uses a range of vocabulary with some topic-specific terms, including common collocation and idiom, with few errors in word choice.	3
Uses a range of vocabulary appropriate for the topic with some errors in word choice.	2
Uses repetitive vocabulary.	1
Uses limited, and at times, inappropriate vocabulary	0
Total	5
Criterion 6: Spelling	
Spells correctly consistently.	3
Spells mostly correctly.	2
Spells sometimes incorrectly.	1
Makes frequent spelling errors.	0
Total	3
Overall total	30