

අධ්‍යයන පොදු සහතික පත්‍ර (සාමාන්‍ය පෙළ) විභාගය, උපකාරක ප්‍රශ්න පත්‍ර - 07
 கல்விப் பொதுச் சான்றிதழ் (சாதாரண தரம்) பரீட்சை, மாதிரி தாள் - 07
 General Certificate of Education (Ordinary Level) Examination, Support Paper - 07

Appreciation of English Literary Texts I

ஒரு மணித்தியாலம்
One hour

විභාග අංකය }
 சுட்டிலக்கம் }
 Index No. }

ANSWER ALL QUESTIONS ON THIS PAPER ITSELF.

Instructions

- Answer all the questions in Section A.
- Select either I, II or III from Section B and answer all the questions given below it.
- The maximum marks allowed for Paper I is 40.

Section A – Poetry, Prose and Drama

Read the following extracts and answer all the questions given below them.

I Poetry

- I (i) “Green rushes like our rivers, and does taste.

The pleasant sun-rise, green isles has thou too”

- a) Name the poem from which these lines are taken. Name the poet who wrote it. (01 mark)

.....

- b) Who is referred to as 'thou'? (01 mark)

- c) What are the attitudes of the speaker towards 'thou'? (01 mark)

.....

- d) What qualities of 'thou' are described in these lines? (02 marks)

.....

- I (ii) “My past unshapely natural state was best

With just one flower flaming through my breast”

- a) Name the poem from which these lines are taken. Name the poet who wrote it. (01 mark)

.....

b) What is referred to as the 'past unshapely natural state'? (01 mark)

.....
.....

c) What are the feelings of the speaker? (01 mark)

.....
.....

d) Comment on the messages brought out by these lines. (02 marks)

.....
.....
.....

II Prose

II (i) "Fainter and fainter grew her song, and she felt something choking in her throat."

a) Name the work from which these lines are taken. Name the author. (01 mark)

.....
.....

b) What is the context? (01 mark)

.....
.....

c) What feelings are created by this line? (01 mark)

.....
.....

d) What qualities of 'her' are revealed through this action? (02 marks)

.....
.....
.....

II (ii) "We were tilting from side. The water rising now, filling the jeep. It came up to our chest."

a) Name the work from which these lines are taken. Name the author who wrote it. (01 mark)

.....
.....

b) Who are referred to as 'we'? (01 mark)

.....
.....

c) What is the incident described here? (01 mark)

.....
.....

- d) Comment on the effect created by these lines. (02 marks)

.....

.....

.....

III Drama

III (i) “You do love her, don’t you? Well. Then why not save up money for her by selling the cloth?”

- a) Name the work from which these lines are taken. Name the author who wrote it. (01 mark)

.....

.....

- b) Who is the speaker? (01 mark)

.....

.....

- c) What intention of the speaker is shown through these words? (01 mark)

.....

.....

- d) What theme of the drama can be related to this extract? (02 marks)

.....

.....

.....

III (ii) “That’s why I never did like, and don’t like now, to have to talk to women.”

- a) Name the work from which these lines are taken. Name the author who wrote it. (01 mark)

.....

.....

- b) Who is the speaker? (01 mark)

.....

.....

- c) Why does the speaker not like women? (01 mark)

.....

.....

- d) What are the attitudes of the speaker towards women? (02 marks)

.....

.....

.....

Section B – Novels

Select **EITHER I, II OR III** from Section B and answer all the questions given below it.

- I. Read the following extract from **The Prince and the Pauper** and then answer the questions given below it.

"Lo, the Lord of the Kingdom of Dreams and Shadows on his throne!"

He muttered some broken sentences, still gazing and marveling; then turned his eyes around and about, scanning **the gorgeous throng** and the splendid saloon, murmuring, "But these are REAL--verily these are REAL--surely it is not a dream."

He stared at the King again--and thought, "IS it a dream . . . or IS he the veritable Sovereign of England, and not the friendless poor Tom o' Bedlam I took him for--who shall solve me this riddle?"

A sudden idea flashed in his eye, and he strode to the wall, gathered up a chair, brought it back, planted it on the floor, and sat down in it!

A buzz of indignation broke out, a rough hand was laid upon him and a voice exclaimed—

"Up, thou mannerless clown! would'st, sit in the presence of the King?"

The disturbance attracted his Majesty's attention, who stretched forth his hand and cried out—

"Touch him not, it is his right!"

- (i) When and where does this incident take place? (02 marks)

.....

.....

.....

- (ii) Why did he wonder whether it was a dream? (02 marks)

.....

.....

.....

- (iii) Explain the meaning of the following phrases as they occur in the passage.

- (a) the gorgeous throng (01 mark)

.....

.....

- (b) a buzz of indignation (01 mark)

.....

.....

- (iv) Comment on the feelings of the speaker. What themes in the novel are related to the above extract? (04 marks)

.....

.....

.....

.....

.....
.....

II. Read the following extract from **Bringing Tony Home** and then answer the questions given below it.

In fact, all the children of the area were at some school somewhere because it was a weekday, and I had not gone to school because I had never gone to school and at that time I was still not going to school – and that’s another story – and on that day it suited me fine that none of the kids I knew were at home because when you have a secret plan you don’t want to meet anybody – and Mrs. Perera was trying to persuade me to eat something by way of lunch because it was close to mid-day and I was **eager to get away** because when you have a secret plan you want to keep moving all the time and Mrs. Perera kept asking me what I was going to do with the dog and I kept asking me what I was going to do with the dog and I kept improvising a story that Father was going to come within the next few days in Uncle Eugene’s car to take him away.

(i) When and where does this incident take place? (02 marks)

.....
.....
.....

(ii) What improvised story did he tell Mrs. Perera? (02 marks)

.....
.....
.....

(iii) Explain the meaning of the following phrases as they occur in the passage.

(a) persuade (01 mark)

.....
.....

(b) eager to get away (01 mark)

.....
.....

(iv) Comment on the feelings of the speaker. What themes in the novel are related to the above extract? (04 marks)

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

III. Read the following extract from **The Vendor of Sweets** and then answer the questions given below it.

Jagan feared that the season of sweet temper was coming to a close, and **replied mildly**, “I have looked at it, and I have also noticed that you have put my name in without even telling me.”

“What is happening to you? On the very first day, I spoke to you, I spent over thirty minutes in explanations; I asked if I might print your name and didn’t you say ‘Go ahead’?”

Jagan cast his mind back. “What day was that?”

Mali’s **temper** has now risen. Grace saw the symptoms and stepped in to say, “On the very first day when he told you about his scheme.”

“Oh, yes, yes,” said Jagan, realizing that he might have said anything at any time. He added mildly, “Yes but I naturally thought you would tell me again before actually going to the press, you know.”

“I really do not know what you mean. You expect everything to be said ten times; no wonder nothing gets done in this country.”

(i) When and where does this incident take place? (02 marks)

.....

.....

.....

(ii) What was the complaint of Jagan? (02 marks)

.....

.....

.....

(iii) Explain the meaning of the following phrases as they occur in the passage.

(a) replied mildly (01 mark)

.....

.....

.....

(b) temper (01 mark)

.....

.....

(iv) Comment on the feelings of Mali. What themes in the novel are related to the above extract? (04 marks)

.....

.....

.....

.....

.....

.....

.....

ඉංග්‍රීසි හා විදේශ භාෂා ශාඛාව අධ්‍යාපන අමාත්‍යාංශය, ඉංග්‍රීසි හා විදේශ භාෂා ශාඛාව අධ්‍යාපන අමාත්‍යාංශය, ඉංග්‍රීසි හා විදේශ භාෂා ශාඛාව අධ්‍යාපන අමාත්‍යාංශය, ඉංග්‍රීසි හා විදේශ භාෂා ශාඛාව අධ්‍යාපන අමාත්‍යාංශය
ஆங்கிலம் மற்றும் வெளிநாட்டு மொழிகள் கிளை கல்வி அமைச்சு, ஆங்கிலம் மற்றும் வெளிநாட்டு மொழிகள் கிளை கல்வி அமைச்சு, ஆங்கிலம் மற்றும் வெளிநாட்டு மொழிகள் கிளை கல்வி அமைச்சு, ஆங்கிலம் மற்றும் வெளிநாட்டு மொழிகள் கிளை கல்வி அமைச்சு
English and Foreign Languages Branch Ministry of Education, English and Foreign Languages Branch Ministry of Education, English and Foreign Languages Branch Ministry of Education English and Foreign Languages Branch Ministry of Education

අධ්‍යයන පොදු සහතික පත්‍ර (සාමාන්‍ය පෙළ) විභාගය, උපකාරක ප්‍රශ්න පත්‍ර - 07
கல்விப் பொதுச் சான்றிதழ் (சாதாரண தரம்) பரீட்சை, மாதிரி தாள் - 07
General Certificate of Education (Ordinary Level) Examination, Support Paper - 07

Appreciation of English Literary Texts II

පැය දෙකයි
இரண்டு மணித்தியாலம்
One hour

විභාග අංකය }
சட்டிலக்கம் }
Index No. }

Instructions

- Answer four questions selecting one each from the four sections- POETRY, DRAMA, PROSE and FICTION
- Answer to **Paper II** should be written in the given booklet.
- The maximum marks allowed for **Paper II** is 60.

POETRY

(Answer **one** question only.)

1. 'The poem, **The Eagle** explores nature's power, freedom and beauty.' Discuss with examples from the poem.
2. Discuss the importance of the title, **Farewell to Barn and Stack and Tree** in relation to the messages brought out by the poem.
3. What does the speaker in the poem **Once Upon a Time** expect from his society? Bring examples from the poem to prove your ideas.
4. What does the Clown in **The Clown's Wife** tell us about life? Discuss with a close reference to the poem.
5. 'The poem, **The Huntsman** makes us look at our weaknesses through humour.' Do you agree?

(15 marks)

DRAMA

(Answer **one** question only.)

6. '**Twilight of a Crane** demonstrates how a simple and contented man at the beginning is transformed into a dominating and inhuman character due to greed.' Justify this statement with reference to the play.
7. 'In the play, **The Bear** the unexpected transformation of dominant and determined characters reflect on the changing nature of humans through comedy.' Justify this statement with reference to the play.

(15 marks)

PROSE

(Answer one question only.)

8. 'Nicholas' mischiefs make adults think of their own mistakes.' Comment on this statement with reference to the short story, **The Lumber Room**.
9. 'The short story, **The Nightingale and the Rose** suggests that humans do not have true love.' Comment on this statement with reference to the short story.

10. 'The Lahore Attack represents people's bravery, endurance and loyalty to one's country.' Comment on this statement with reference to the speech.
11. 'Wave appeals to the tension and emotions of the reader through its tragic events.' Comment on this statement with reference to the text.

(15 marks)

FICTION

(Answer **one** question only.)

12. 'The novel, **The Prince and the Pauper** shows that a generous king is made through experience of common life.' Do you agree?
13. '**Bringing Tony Home** shows that humans are unable to deal with separations.' Do you agree?
14. 'In **The Vendor of Sweets** both the father and the son were unsuccessful in responding to their conflicts.' Do you agree?

(15 marks)

අධ්‍යයන පොදු සහතික පත්‍ර (සාමාන්‍ය පෙළ) විභාගය, උපකාරක ප්‍රශ්න පත්‍ර - 07
கல்விப் பொதுச் சான்றிதழ் (சாதாரண தரம்) பரீட்சை, மாதிரி தாள் - 07
General Certificate of Education (Ordinary Level) Examination, Support Paper - 07

Appreciation of English Literary Texts I

Answer Sheet

Support Paper -07

Paper - I

I Poetry

- (i) a) To the Nile by William Blake
b) The Nile / the river Nile
c) respectful, appreciative, admirable attitudes
d) The Nile's natural qualities are brought out. Its greenery, beauty and natural features are elaborated.
- (ii) a) The Earthen Goblet by Harindranath Chattopadhyaya.
b) The goblet's former identity of a lump of clay / natural lump/ball of clay
c) nostalgia, melancholy, disappointment, vulnerability, sadness
d) This shows the loss of genuine relationships, happiness and contentment when naturalness and simplicity are destroyed.

II Prose

- (i) a) The Nightingale and the Rose by Oscar Wilde
b) This is the situation where the Nightingale sacrifices her life/The Nightingale is pressing her breast against the thorn of the rose tree to create the red rose. This is her last moment of life / she is going to die.
c) pathos and poignancy/ deep sorrow and sympathy
d) She is selfless and generous in that she sacrifices her life to make others happy. She is sincere, virtuous and brave. /Full of humanity
- (ii) a) Wave by Sonali Deraniyagala
b) The author/narrator and her family / her husband and two sons (and other people in the jeep)
c) While they are fleeing from the wave, the jeep driver turns the jeep towards the lagoon and then all of a sudden water starts to fill in the jeep.
d) This unexpected situation creates tension, suspense, curiosity and anxiety.

III Drama

- (i) a) Twilight of a Crane by Yu Zuwa Junji Kinoshita
b) Sodo
c) His manipulative nature to make Yohyo turn to their side / persuade Yohyo to make Tsu agree to weave another piece of Senba Ori.

- d) How human greed forgets the value of human relationships/ human greed and materialism
- (ii) a) The Bear by Anton Chekhov
 - b) Smirnov
 - c) Because they are foolish /illogical/stupid
 - d) He is critical, cynical and sarcastic. He also shows his chauvinistic and inferior attitudes towards women.

Section B – Novels

1 The Prince and the Pauper

- (i) In the palace/King's court, the day after the king Edward's coronation
- (ii) Because he never believed Edward to be the king as he misunderstood him to be a mad boy
- (iii) a) the gorgeous throng - the elegant/attractive/majestic crowd
 - b) a buzz of indignation - a noise/murmur of anger/resentment
- (iv) Hendon is surprised and shocked/ he is puzzled and bewildered to see the poor mad boy on the throne.

Themes

The triumph of justice: Edward is restored to his rightful throne and those who helped him are rewarded, while those who wronged him are punished.

The power of clothing

The value of friendship

II Bringing Tony Home

- (i) When the narrator is sent back to their former house in Depanama to collect the ration books.
- (ii) That his father would come in Uncle Eugene's car to take Tony to his new home
- (iii) a) eager to get away – keen/strongly in need to go away
 - b) improvising – creating / fabricating
- (iv) Feelings – expectations/ excitement/ tension/anxiety/nervousness

Theme – relationships

II The Vendor of Sweets

- (i) In the morning at Jagan's house when Mali asked whether he had read the prospectus.
- (ii) He complained that Mali has printed his name in the prospectus without his permission.
- (iii) (a) replied mildly – answered softly
 - (b) temper – anger
- (iv) Mali – angry, frustrated, vulnerable, agitated

Themes – conflicts risen due to generation gap / how modernization is challenged by traditionality

Paper - II

Poetry

1 The Eagle

The eagle is an element of nature. Therefore, it represents the qualities of nature. Masculine personification, the alliteration of the hard 'c' sound, and the adjective- 'crooked' suggest his utmost power, and wicked and tough qualities in his powerful identity. The place where he lives – 'Lonely Lands' highlights- unreachable qualities, power and freedom. 'he stands' emphasizes superiority and power. He is surrounded by the azure world- the metaphor highlights the unique beauty of nature. The beauty is again highlighted when the sea crawls beneath him. This also depicts his authority and superiority. Visual imagery created by the 'mountain wall' elevates him above the others like a powerful emperor. The final simile attributed his speed, agility, danger and unique beauty.

2 Farewell to Barn and Stack and Tree

The title is significant to the poem's message as it sets the tone for the speaker's farewell to his home, his much-loved farming community and the whole lifestyle. The title is connected to the speaker's rural roots and the agricultural landscape he is leaving behind. The 'barn' represents the shelter and security of his home, the "stack" represents the harvest and bounty of his land, and the 'tree' represents the natural beauty and stability of his surroundings. The title also foreshadows the speaker's sense of loss and regret as he leaves behind everything he has ever known. It is a poignant reminder that our unchecked impulses have finally led to the tragedy of an individual loss as well as the ruin of a whole family.

3 Once Upon a Time

The speaker /the father expects his contemporary society to be honest, genuine and sincere like the people in the past society.

He is disappointed over the negative transformation of his society due to Western influence. The juxtaposition between contemporary society and the past society depicts the corrupted qualities in his society.

'There was a time indeed, they used to shake hands with their heart'

He uses similes and metaphors to show the opportunistic and vicious nature of his contemporary society. (like a fixed portrait smile/ like dresses/like a snake's bare fangs)

He also shows how vulnerable he is as an individual in front of these social forces that he also has to adapt to these negative qualities but he is wise and mature. He expects to unlearn all these muting things and wait for society to be genuine like the son. (the younger generation)

4 The Clown's Wife

The clown depicts the dual life spent by many in society and warns the reader not to judge a person by looking at his/her outward appearance.

In the beginning, the wife shows her hesitation on what to say about her husband as she knows his duality. Then she contrasts his appearance and reality.

'Up there he is a king on a throne,

But at home, you should hear him mourn'

The wife's reversing of role to a clown at home to entertain the clown creates irony and at the same time, it illustrates the wife's affection for the clown. 'poor soul'. The poem reveals that behind the frontal decorative figure, there is a vulnerable human being, burdened with many problems but unfortunately people do not see this reality. The clown thus shows the gap between appearance and reality.

5 The Huntsman

The Huntsman is a didactic poem as it makes us realize a human weakness that everyone possesses which is careless talking. The poem is a narration of the story of a huntsman. It is humorous as it uses absurd elements in the narration. Kagwa's actions are exaggerated to create humour. At the same time, the poet juxtaposes the reactions of Kagwa and the king towards the talking skull to show the contrast of the king's maturity and wisdom with Kagwa's immaturity and foolishness.

In the end, how Kagwa pays for his hasty decisions and careless talking brings the moral. Irony and humour are heightened in the last stanza as Kagwa understands his mistake only after his death.

Drama

6 Twilight of a Crane

Yohyo's character, in the beginning, suggests how simple, humble and kind-hearted the early man was. He is close to nature and he leads a contented life. He is tender-hearted to save the life of the crane. His life with Tsu depicts their life based on simple joys and mutual relationships.

When Tsu weaves the Senba Ori in the expectation of giving happiness to her husband through its aesthetic beauty, the audience sees that humans are not satisfied only through spiritual happiness. Yohyo's greed starts to develop here, as he wants to exchange it for money.

This greed for money is awakened more powerfully with the arrival of the market agents who only value materialistic wealth. Due to their influence, Yohyo changes into a dominant and inhuman character forcing Tsu to weave the cloth. He also breaks the promise given to Tsu and finally loses genuine relationships, spiritual happiness and contentment over materialism.

7 The Bear

Both Popova and Smirnov are adamant and chauvinistic. They swear that they will never fall in love again. Both criticize the other sex as unfaithful and inconsistent. Yet very unexpectedly they change in the end creating irony and humour.

Since the play is a farce, its comical elements such as absurdity, exaggeration, and verbal and dramatic irony create humour.

Prose

8 The Lumber Room

Nicholas is introduced as a mischievous and playful child. Yet the reasons behind his mischiefs show adults' wrong child-rearing and their inability to understand children.

He puts a frog into his breakfast bowl to rebel against the monotonous breakfast.

The wrong punishment given to him by the aunt (Jagborough expedition) does not make him sad. He exploits the opportunity to explore the lumber room.

He accuses the aunt of not listening to the children and predicts that the picnic will not be enjoyable.

He shows that the prohibited places like the lumber room and the gooseberry garden develop and enhance childhood freedom, creativity and imaginative skills.

He smartly exploits the power shifted to him when the aunt falls into the rainwater tank. He shows that she is a liar and uses her own words to call her evil.

9 The Nightingale and the Rose

The story juxtaposes the world of the Nightingale with that of the humans to show the contrast of their qualities.

The Nightingale possesses all the humane qualities like generosity, selflessness, humanity and empathy but the young student and the professor's daughter are selfish, opportunistic and snobbish. The young student has a very superficial love and the professor's daughter's love is conditional and materialistic.

In this situation, the sacrifice of the Nightingale becomes a waste. The red rose which symbolizes true love is thrown into a gutter yet true love cannot survive there also as it is crushed by a cartwheel. This emphasizes that humans are unable to recognize true love and protect it.

10 The Lahore Attack

The reaction of the cricketers while the terrorists attack the bus depicts their bravery and endurance.

How quickly they return to normalcy and their behaviour as a team is praiseworthy. 'It is notable how quickly we got over that attack on us. Although we were physically injured, mentally we held strong.'

This experience also makes them realize the life of Sri Lankans in war-torn areas and their loyalty to fellow countrymen is shown in the way they look at them with a new respect and awe.'

'We were shot at, grenades were thrown at us, we were injured and yet we were not cowed.'

Their behaviour in front of the media as 'unofficial ambassadors' highlights their patriotism.

11 Wave

Wave narrates a tragic event as it traces how a tsunami destroys the narrator's family. The tension and suspense of the reader are built up gradually from the beginning of the extract. The friendly chit-chat of the narrator and her friend is disturbed by the sight that 'the sea's coming in.' The suspense increases when there is 'more white froth.' The tension grows into anxiety just a second later as the narrator realizes that foam is turning to wave. The short repetitive lines with many charged words that describe the power and forceful nature of the oncoming wave increase the tension and the fear.

'All these waves now, charging, churning. Suddenly furious. Suddenly menacing.'

The speaker's reaction to the oncoming waves is running. Her haste in escaping with children makes her forget her parents. The rush of the jeep driver even to leave the old couple behind further highlights this tension.

When the jeep is hit by the Tsunami, the narrator comes back to her senses all alone. This creates not only tension but pathos and poignancy over the narrator's tragic fate.

Fiction

12. The Prince and the Pauper

In the novel, Prince Edward learns about the hardships and injustices that the common people face, and he becomes more compassionate and generous as a result. He also befriends a kind and loyal boy named Miles Hendon, who protects him from danger.

Prince Edward witnesses the harsh punishments and executions that the common people suffer under his father's laws, and he vows to change them when he becomes king.

Prince Edward learns about the poverty and oppression that the common people endure, and he develops empathy and compassion for them.

Prince Edward befriends Miles Hendon, a nobleman who has lost his lands and family, and he appreciates his loyalty and generosity.

Prince Edward experiences the kindness and hospitality of some poor people, such as the Canty family and the hermit, and he promises to reward them when he regains his throne.

Prince Edward reforms the laws and policies of his kingdom after he becomes king, and he grants pardons, privileges, and honors to those who helped him during his ordeal.

13. Bringing Tony Home

The narrator suffers from a sense of loss and guilt after leaving Tony behind. He feels alienated from his parents, who do not understand his love for Tony.

The narrator risks his life and defies his parents' orders to go back to his old house and bring Tony home, showing his inability to accept the separation.

The narrator realizes that he cannot go back to his past and that he has to face the changes in his life and in himself.

14. The Vendor of Sweets

Jagan, the father, is unsuccessful in responding to his conflict with his son Mali, who rejects his traditional values and lifestyle and chooses to pursue a modern and Western career as a manufacturer of story-writing machines.

Jagan is also unsuccessful in responding to his conflict with his son's marriage that happens without his consent or knowledge, not following the Hindu customs or rituals.

Mali, the son, is unsuccessful in responding to his conflict with his father Jagan, who disapproves of his ambitions and decisions, and who tries to impose his moral and religious views on him.

Mali is also unsuccessful in responding to his culture. He insults his country and its traditions and finally, he is arrested for driving with a bottle of alcohol, which is illegal.

Criteria for marking the answers in Paper II

In marking the long answers, the following criteria must be used and weightage given to them in the following manner.

Content 1-7

Organization 1-4

Language 1-4

- Marking criteria and their parameters are explained below.

Content

Descriptors

- Facts from text (content)
- Prioritizing facts – taking the relevant content out of the text to support the argument.
- Presenting content in favour of question
- Critical evaluation of facts
- Personal views/response stimulated by content
- Students' creativity

Bandings

a) All the facts/content necessary to address the question are well selected and presented. Content is prioritized to present a logical argument. Shows a personal insight/ critical perspective in dealing with the content. Reflects the student's creativity.	6 – 7
b) Most of the content expected to be put forward to address the question is included. Content is ordered in importance. Shows some evidence of personal response in selecting content.	3 – 5
c) Some facts relevant to the question are available. Facts are not prioritized. Some important facts are left out.	1 – 2

Organization

Descriptors

- a) Answer is relevant (addresses the question)
- b) Answer has cohesion (close connection between the various parts of the answer)
- c) Support with relevant quotes at the appropriate point (provides evidence from text)
- d) Well-ordered (divided into paragraphs with an appropriate introduction and conclusion)
- e) Develops an argument (there is thrust to bring out one's point of view)

Bandings

a) Answer is precise and focuses on question. It is closely knit with a strong thrust in the argument. Supports answer with relevant quotations at the appropriate moment to build up an argument or present a personal point of view. Answer is well ordered with a strong connection between the introduction, the flow/development and the conclusion.	4
b) Answer focuses on question and builds up an argument. Well ordered with a strong connection between the paragraphs. Produces quotes at appropriate moments to back up the argument/ illustrate a point.	2 – 3
c) Addresses the question but may not focus – attempts to order answer with an introduction, development and ending but the answer is not cohesive. Use quotes to support ideas/ points of view/ argument.	1
d) Does not address question. Facts are disjointed. No development. A point here and there. No connection.	00

Language

Descriptors

- a) Correct structures and grammar
- b) Rich vocabulary/ expressions
- c) Communicative power in the language (style)

Bandings

a) No errors in language and spelling. Shows a personal/ distinctive style of writing with rich vocabulary. Uses language with expressive force.	4
b) No grammatical errors. Vocabulary well selected a certain laxness in expression. A few spelling errors.	3
c) No SVO errors. A few errors in the use of tenses/ gender/ use of articles. Some spelling errors – a looseness in the style of writing	2
d) Some SVO errors. Errors in gender, number, tense. Misuse of vocabulary. A few uncoordinated sentences but communicate meaning	1
e) Uncoordinated sentences. Many errors in tense, number, gender, use of pronouns and articles. Inappropriate use of vocabulary. Cannot communicate meaning.	0