

Engleski jezik

Viša razina

Ispitna cjelina *Pisanje*

Školska godina 2013./2014.

## Rating Scale

|   | Task Completion   | Coherence and Cohesion  | Vocabulary   | Grammar   |
|---|---|---|--|---|
| 5 | <ul style="list-style-type: none"> <li>All parts of the prompt fairly equally developed.</li> <li>Main ideas consistently well supported.</li> </ul>  | <ul style="list-style-type: none"> <li>Clear flow of ideas.</li> <li>Effective use of paragraphing and cohesive devices.</li> </ul>   | <ul style="list-style-type: none"> <li>Wide range for the task.</li> <li>Minor errors.</li> </ul>  | <ul style="list-style-type: none"> <li>Wide range for the task.</li> <li>Minor errors.</li> </ul>   |
| 4 | <ul style="list-style-type: none"> <li>All parts of the prompt developed but unequally.</li> <li>Main ideas generally well supported.</li> </ul>  | <ul style="list-style-type: none"> <li>Generally clear flow of ideas.</li> <li>Good use of paragraphing and cohesive devices.</li> </ul>  | <ul style="list-style-type: none"> <li>Very good range for the task.</li> <li>Errors do not impede easy understanding.</li> </ul>              | <ul style="list-style-type: none"> <li>Good range for the task.</li> <li>Errors do not impede easy understanding.</li> </ul>                  |
| 3 | <ul style="list-style-type: none"> <li>One part of the prompt not developed.</li> <li>Main ideas sufficiently supported. / Not all main ideas relevant.</li> </ul>  | <ul style="list-style-type: none"> <li>Flow of ideas sometimes unclear.</li> <li>Sufficient use of paragraphing or cohesive devices.</li> </ul>   | <ul style="list-style-type: none"> <li>Good range for the task.</li> <li>Errors sometimes impede easy understanding.</li> </ul>                | <ul style="list-style-type: none"> <li>Generally uses simple structures.</li> <li>Errors sometimes impede easy understanding.</li> </ul>      |
| 2 | <ul style="list-style-type: none"> <li>Two parts of the prompt not developed. / The essay is largely irrelevant.</li> <li>Main ideas insufficiently supported.</li> <li>Errors cause difficulty in understanding in places.</li> <li>Inappropriate layout.</li> </ul> | <ul style="list-style-type: none"> <li>Flow of ideas often unclear.</li> <li>Limited use of paragraphing or cohesive devices.</li> <li>Errors cause difficulty in understanding in places.</li> </ul>                     | <ul style="list-style-type: none"> <li>Sufficient range for the task.</li> <li>Errors sometimes cause difficulty in understanding.</li> </ul>  | <ul style="list-style-type: none"> <li>Relies on simple structures.</li> <li>Errors sometimes cause difficulty in understanding.</li> </ul>   |
| 1 | <ul style="list-style-type: none"> <li>Insufficient prompt development. / The essay is irrelevant.</li> <li>No clear main idea.</li> <li>Errors frequently cause difficulty in understanding.</li> </ul>  | <ul style="list-style-type: none"> <li>Flow of ideas generally difficult to follow.</li> <li>Inadequate use of paragraphing or cohesive devices.</li> <li>Errors frequently cause difficulty in understanding.</li> </ul> | <ul style="list-style-type: none"> <li>Inadequate range for the task.</li> <li>Errors frequently cause difficulty in understanding.</li> </ul> | <ul style="list-style-type: none"> <li>Range is severely restricted.</li> <li>Errors frequently cause difficulty in understanding.</li> </ul> |
| 0 | <ul style="list-style-type: none"> <li>Generally unintelligible / Less than 50 words.</li> </ul>  | <ul style="list-style-type: none"> <li>Errors generally prevent understanding.</li> </ul>   | <ul style="list-style-type: none"> <li>Errors generally prevent understanding.</li> </ul>  | <ul style="list-style-type: none"> <li>Errors generally prevent understanding.</li> </ul>   |

Note: If the descriptors within a criterion (TC, CC, V and G) are at different levels, the lower level applies. For example, if *vocabulary range* is assessed at Band 5 and *vocabulary accuracy* at Band 4, the essay receives 4 for *Vocabulary*.

A script which scores 2 on Task Completion cannot score more than 4 on the other criteria.

A script that scores 1 on Task Completion because it is underlength cannot score more than 3 on the other criteria.

A script that scores 1 on Task Completion because it is irrelevant cannot score more than 1 on the other criteria.

A script that scores 0 on Task Completion because it is underlength cannot score more than 1 on the other criteria.

Underlength scripts are penalised on Task Completion as follows: 160-190 words: 1 point; 130-159: 2 points; 100-129: 3 points. 50-99: 4 points. The minimum score for this criterion is 0.

Short forms (e.g. I'm, isn't) are counted as one word. The word count does not include repetitions, enumerations and passages copied from the Reading Paper.

## Explanation of the Rating Scale

### Task Completion

#### Prompt development

- 5 *All parts of the prompt fairly equally developed:* The S provides an adequate introduction, discusses both views, paying fairly equal attention to both of them, and gives an adequate conclusion.
- 4 *All parts of the prompt developed but unequally:*
- the S discusses both views but pays considerably more attention to one view than the other, or
  - either the introduction or conclusion is inadequate.
- 3 *One part of the prompt not developed:*
- the S discusses only one of the views, or
  - both the introduction and conclusion are inadequate, or
  - either the introduction or conclusion is undeveloped.
- 2 *Two parts of the prompt not developed:* For example, both the introduction and conclusion are either missing or undeveloped, or the introduction is undeveloped and the conclusion is inadequate.
- 2 *The essay is largely irrelevant:* The essay hardly develops the prompt due to misunderstanding of the prompt or the inclusion of excessive irrelevance.
- 1 *Insufficient prompt development:* Three parts of the prompt are not developed. For example, there is no introduction, no conclusion and the S discusses only one of the views.
- 1 *The essay is irrelevant:* The essay is completely off-topic.
- 0 Less than 50 words.

#### Argumentation

- 5 *Main ideas consistently well supported:* The main ideas are clearly highlighted and consistently developed by arguments that are relevant and supported.
- 4 *Main ideas generally well supported:* While the main ideas are generally developed well, there are occasional instances of an irrelevant or unsupported argument.
- 3 *Main ideas sufficiently supported:* While the main ideas are generally developed well, there are some instances of an irrelevant or unsupported argument.
- 3 *Not all main ideas relevant:* There is an irrelevant main idea.
- 2 *Main ideas insufficiently supported:*
- While there are arguments that support the main ideas, there are several instances of an irrelevant or unsupported argument, or
  - there is only one argument with support for each main idea.
- 1 *Insufficient prompt development:* There are numerous instances of an irrelevant or unsupported argument.
- 1 *No clear main idea:* It is not clear what the main ideas are.

#### Language

- 2 *Errors cause difficulty in understanding in places:* It is difficult to evaluate Task Completion because the text is difficult to understand in places due to language errors.
- 2 *Inappropriate layout:*
- the text is in bullets rather than sentences, or
  - almost every sentence is laid out as a paragraph, or
  - the entire script is in one paragraph.
- 1 *Errors frequently cause difficulty in understanding.*
- 0 *Generally unintelligible.*

## Explanation of Terms

### All parts of the prompt

Write an essay of 200-250 words.  
Your essay must have an introduction, body and conclusion

*Some people say that international sports events bring countries closer, while others say that they cause problems between countries.*

Discuss both these views and give your own opinion.

In the above example, the prompt contains 4 elements:

- an introduction
- one view for consideration
- a second view for consideration
- a conclusion that includes an opinion.

### One part of the prompt not developed

A view is not developed if it is just referred to. Minimal development implies providing at least one argument with support.

An **adequate introduction** contains

- 1 *general statements* about the subject that provide the background for:
- 2 the *thesis statement*, which names the specific topic and the main ideas or major subdivisions of the topic.

Example of an **adequate** introduction:

Sports events like the Olympics and the FIFA World Cup arouse global interest. But sport is all about competition. So do these events unite countries because of a shared interest in sport or divide them because of opposing interests in the result?

Example of an **inadequate** introduction (no thesis statement):

The international sports events are very popular at the time. Nowadays, people are in a big hurry so they need something to relax, and they often choose sports events. A sport event, like world football competition in Africa will connect this poor continent with the rest of the world and allow them to do a big step forward.

Example of an **inadequate** introduction (some irrelevance):

It is important to do sport. It makes people physically fit and healthier. The advantages include stronger muscles and loss of extra weight. It also improves mental health and helps prevent depression. But do international sports events bring countries closer or cause problems between them?

Example of an **undeveloped** introduction (lifting or irrelevant):

Some people say that international sports events bring countries closer, while others say that they cause problems between countries. International sports events have their advantages and disadvantages.

An **adequate conclusion** contains:

- 1 a summary of the main points
- 2 a final opinion.

Example of an **adequate** conclusion:

In conclusion, international sports events can help people learn more about other countries. However, nationalist supporters may see opposing teams and their countries as enemies. Personally, I think that there will always be an element of war in international sports events.

Example of an **inadequate** conclusion (some irrelevance):

In conclusion, international sports events have their advantages and disadvantages. Every competitive sport must have winners and losers. In my opinion, it's very important to do a competitive sport, because we learn how to win and also how to lose. And this is important in life.

Example of an **undeveloped** (or irrelevant) conclusion:

In conclusion, international sports events, like everything in life, have their good and bad sides. In my opinion, there will always be international sports events.

Example of an **undeveloped** (or irrelevant) conclusion:

All in all, both sides of the argument have advantages and disadvantages. More or less there will be discussions about this topic. I think that is very good for all the world but they should choose where they want they go play some sports. I don't know where they want play some sports.

The essay is **largely irrelevant**

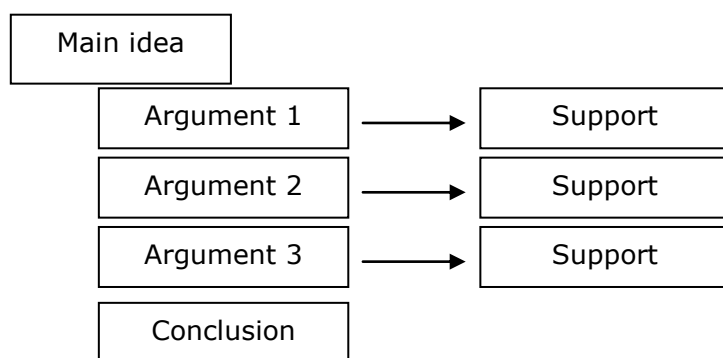
For example, the essay is about sport or sports events rather than international sports events.

The essay is **irrelevant**

The essay is not about sport but some other topic, even though they may be passing mention of sport or international sports events.

## Argumentation

Argumentation concerns the systematic development of a main idea in a logical fashion.



A **main idea** is the topic of a section of the essay, normally derived from the prompt. For example, *international sports events bring countries closer or they cause problems between countries*.

An **argument** develops the main idea.

**Support** consists of details or examples that clarify or justify the argument.

A **conclusion**, as appropriate, that provides a summary of the arguments or a restatement of the main idea.

## Coherence and Cohesion

### Coherence

- 5 *Clear flow of ideas*: The ideas follow each other in a logical fashion. You can follow the flow of ideas with ease.
- 4 *Generally clear flow of ideas*: There is a logical progression to the overall argument but there are occasions when the relationship between ideas within sections of the argument is not clear.
- 3 *Flow of ideas sometimes unclear*: There is a logical progression to the overall argument but the relationship between ideas within sections of the argument is sometimes unclear.
- 2 *Flow of ideas often unclear*: Repeated changes of subject make it difficult to follow the flow of ideas.
- 1 *Flow of ideas generally difficult to follow*: The overall argument is difficult to follow.
- 0 *Errors generally prevent understanding*.

### Paragraphing and Cohesive Devices

- 5 *Effective use of paragraphing and cohesive devices*: Each paragraph is well constructed, with an appropriate use of a range of cohesive devices.
- 4 *Good use of paragraphing and cohesive devices*: There are lapses in paragraph construction or the occasional lack, misuse or overuse of cohesive devices.
- 3 *Sufficient use of paragraphing or cohesive devices*:
  - the lapses in the use of paragraphing/cohesive devices are too significant for the script to be awarded 4 .
  - a paragraph contains more than one main idea or contains irrelevant sentences.
- 2 *Limited use of paragraphing or cohesive devices*:
  - paragraphs contain more than one main idea or contain irrelevant sentences, or
  - the body of the essay is a single paragraph, or
  - there is excessive paragraphing, or

- the lapses in the use of paragraphing/cohesive devices are too significant for the script to be awarded 3, or
- the lack or misuse of cohesive devices causes difficulty.

1 *Inadequate use of paragraphing or cohesive devices.*

- there is little attempt at paragraphing, or
- the script is divided into sections that do not have a main topic, or
- the script is a single paragraph, or
- the lack or misuse of cohesive devices causes considerable difficulty.

**Language**

2 *Errors cause difficulty in understanding in places:* It is difficult to evaluate CC because the text is difficult to understand in places due to language errors.

1 *Errors frequently cause difficulty in understanding.*

0 *Errors generally prevent understanding.*

**Explanation of Terms**

**Coherence**

**A logical progression to the overall argument**

The essay is clearly organised into 'points for' followed by 'point against' or vice versa.

**Paragraphing**

Paragraphing concerns how well the writer uses paragraph structure to organise his/her argumentation.

The basic paragraph structure consists of:

- a topic sentence, which says what the paragraph will be about,
- arguments, with support,
- preferably a concluding sentence (*Thus, ...; Therefore, ...; As a result, ...; So, ...*).

**Lapses in paragraph construction**

- The paragraph lacks a clear topic sentence.
- The paragraph contains a sentence that does not follow from the previous one.
- The paragraph contains a sentence that is off the topic of the paragraph.
- The lack of either indentation or spacing between paragraphs causes difficulty.

For example, in the following layout it is difficult to see whether the second sentence belongs to a new paragraph or not.

```
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

- The paragraph is broken up visually as follows:
 

```
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXX
XXXXXXXXXXXX. XXXXXXXXXXXXXXX.
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXX
XXXXXXXXXXXX. XXXXXXXXXXXXXXX.
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXX. XXXXXXXXXXXXXXX.
```

**Excessive paragraphing**

Each argument is presented as a separate paragraph although there is not the amount of support to justify this.

**Cohesive devices**

Cohesive devices include

- devices to mark the structure of the argument (*first of all, second, another, in conclusion, etc.*),

- devices to show the relationship between ideas at the sentence level (*As a result, On the other hand, However ...*), and within sentences (*although, whereas, also, not only ...*) and between paragraphs,
- referencing and substitution (*this, that, they ...*),
- punctuation (comma, semi-colon, colon).

### Effective use of cohesive devices

A range of cohesive devices are used between paragraphs and between and within sentences in a way that makes it easy for you to follow the line of thought.

### Overuse of cohesive devices

Either the amount of cohesive devices between sentences interferes with easy reading (e.g. *First, some supporters are nationalistic. In addition, they do not care about the quality of the game. Moreover, they only care about winning. Furthermore, ...*) or the use of particular cohesive devices is repetitive.

### Limited range of cohesive devices

The writer is limited to basic cohesive devices (*and, but, so ...*).

## Vocabulary

### Range

- 5 *Wide range for the task:* The range allows a variety of expression within the limits of the topic. The vocabulary is generally precise, with some awareness of collocation and idiomatic phrases.
- 4 *Very good range for the task:* The range allows a variety of expression within the limits of the topic. The vocabulary is precise enough for clear expression of thoughts.
- 3 *Good range for the task:* The range is more than *sufficient* but less than *very good*.
- 2 *Sufficient range for the task:* The S tends to use simple vocabulary but the range is sufficient for the S to express him/herself on the topic without relying on repetition.
- 1 *Inadequate range for the task:* The S does not have the range to sufficiently express him/herself on the topic, or relies on repetition or memorised language, or the essay has 100-129 words.

### Accuracy

- 5 *Minor errors:* While you are aware of some inaccuracies, they are negligible.
- 4 *Errors do not impede easy understanding:* The type or density of inaccuracies causes you to pause while reading, but the message can be understood without effort.
- 3 *Errors sometimes impede easy understanding:* The type or density of inaccuracies causes rereading, but the message can be understood with little effort.
- 2 *Errors sometimes cause difficulty in understanding:* The type or density of inaccuracies causes rereading, but the message can be understood, although with some effort.
- 1 *Errors frequently cause difficulty in understanding:* The message cannot be understood in places.
- 0 *Errors generally prevent understanding.*

## Explanation of Terms

**Simple vocabulary:** *People love sport and it is a normal thing. Bad thing is that people can fight.*

**Precise vocabulary:** *They cheered with passion.*

**Collocation:** *host an event, cultural ties.*

**Idiomatic expressions / phrasal verbs:** *keep an eye on.*



**Memorised language:** Sentences that stand out from the rest of the script by being at a much higher level of writing.

## Grammar

### Range

- 5 *Wide range for the task:* The S uses a wide range of simple and complex structures appropriately.
- 4 *Good range for the task:* The S uses a range of simple and complex structures appropriately.
- 3 *Generally uses simple structures:* While complex structures are used, the S generally uses simple structures.
- 2 *Relies on simple structures:* Almost all the structures are simple; the S rarely uses subordinate clauses. Or the essay has 100-129 words.
- 1 *Range is severely restricted:* No use of subordinate clauses. Or the essay has 50-99 words.

### Accuracy

- 5 *Minor errors:* While you are aware of some inaccuracies, they are negligible.
- 4 *Errors do not impede easy understanding:* There are occasions when inaccuracies cause you to pause while reading, but the message can be understood without effort.
- 3 *Errors sometimes impede easy understanding:* There are occasions when inaccuracies cause you to pause while reading, but the message can be understood with little effort.
- 2 *Errors sometimes cause difficulty in understanding:* Inaccuracies causes re-reading, but the message can be understood, although with some effort.
- 1 *Errors frequently cause difficulty:* The message cannot be understood in places.
- 0 *Errors generally prevent understanding.*

## Explanation of Terms

### Simple structures:

- *Fights are always happening at football matches.*
- *Sports events bring countries closer.*

### Co-ordination:

- *They cheered with passion and teased rival fans but it was simply good fun.*

### Complex structures:

#### Subordination:

- *They are known to have cultural ties with each other.*
- *When a certain country is hosting a worldwide known sports event, it will receive millions of foreign tourists.*
- *It's all because of a group of guys who want to be bad.*

#### Modality/auxiliary:

- *Throughout history, we have seen millions of fans from rival countries hanging out with each other.*
- *There are situations when international sports events may cause bad feelings between countries.*

**Participles:** *We see fans from rival countries hanging out with each other.*

## Example assessments (Scripts 1-8)

Write an essay of 200-250 words.  
Your essay must have an introduction, body and conclusion.

Some people say that a parent's responsibility for his/her child ends when the child reaches the age of eighteen. Others say that this responsibility never ends.

Discuss both points of view and give your own opinion.

### Script 1

#### **Task Completion: 4**

The main ideas are generally well supported, the introduction and conclusion well developed, but there are occasional instances of an irrelevant or unsupported argument, for example in the second paragraph of the body.

#### **Coherence and Cohesion: 4**

There is an appropriate range of cohesive devices (despite the occasional misuse) that links the ideas well and the flow of ideas can be followed with ease but there are lapses in paragraph structure, in the second paragraph of the body and in the conclusion, which make the essay less coherent.

#### **Vocabulary: 4**

The range is very good for the task. While there are some inaccuracies, they do not impede easy understanding (*decission, advices, a friendly advice, life instead of live, live of money*).

#### **Grammar: 4**

The range is good for the task. While there are some inaccuracies, they do not impede easy understanding (... *to back up with, is something that you will be responsible until*).

### Script 2

#### **Task Completion: 3**

The script has both an inadequate introduction and conclusion: most of the introduction is the copied prompt, while the conclusion contains only the S's personal opinion.

#### **Coherence and Cohesion: 2**

There is a limited use of cohesive devices (*in the other hand* and *but* are the only linking words used). Also, the body of the essay is a single paragraph.

#### **Vocabulary: 3**

The range is good for the task. Errors sometimes impede easy understanding (lack of articles: *pros and cons are, bad thing is, or responsibility, on a way, take care for, advantages from it*).

#### **Grammar: 3**

The S generally uses simple structures. Also, errors (*each parent raise, if her is working...*) sometimes impede easy understanding.

### Script 3

#### **Task Completion: 3**

The script has an undeveloped introduction (copied from the task). In addition, some of the arguments are not adequately supported (3<sup>rd</sup> paragraph).

#### **Coherence and Cohesion: 4**

There is a logical progression to the overall argument, but there are occasions when the relationship between ideas within sections is not clear. The 2<sup>nd</sup> paragraph lacks a clear topic sentence.

#### **Vocabulary: 3**

The range is good for the task but the type and density of inaccuracies causes rereading (*big number of 18 old childrens, themself, going on college, get a work, turn to 18, get a freedom*).

#### **Grammar: 3**

While complex structures are used, the S generally uses simple structures. Errors sometimes cause you to pause while reading (*they can get marry, some of them feels, has totally control about, they do not know cook*), but the message can be understood with little effort.

### Script 4

#### **Task Completion: 0 (originally a 1 -1)**

Errors frequently cause difficulty in understanding. The essay has no introduction and no conclusion. With 173 words, it is also underlength and loses one point.

#### **Coherence and Cohesion: 1**

The flow of ideas is generally difficult to follow. There is little attempt at paragraphing. Also ceiling.

#### **Vocabulary: 1**

Errors frequently cause difficulty in understanding. Also ceiling.

#### **Grammar: 1**

Errors frequently cause difficulty in understanding. Also ceiling.

### Script 5

#### **Task Completion: 2**

The essay is largely irrelevant (the entire introduction and a significant section of the body).

#### **Coherence and Cohesion: 2**

Paragraphing is limited (introduction and body paragraphs contain irrelevant sentences) and the flow of ideas is frequently unclear because of a lack of cohesive devices. Also, the body of the essay is a single paragraph.

#### **Vocabulary: 3**

The range is good for the task. Inaccuracies (*think on the same way, two same parents, they children*) cause rereading, but the message can be understood with little effort.

#### **Grammar: 3**

While complex structures are used, the type of inaccuracies cause you to pause while reading, but the message can be understood with little effort (*there is many ways, make him depends, after he reach*).

## Script 6

### Task Completion: 3

Although the introduction is well developed, the conclusion does not contain a personal opinion and is therefore inadequate. The main ideas are developed but the arguments given in support of the main ideas are very similar and repetitive (paragraphs 2 and 3).

### Coherence and Cohesion: 3

There is a generally clear flow of ideas but there are lapses in the use of cohesive devices which prevent a 4 being given (in the 3rd paragraph three sentences start with *there are/is*).

### Vocabulary: 3

The range is good for the task. The type of inaccuracies causes you to pause while reading, but the message can be understood with little effort (*is big responsibility, in a right way, taking care for, most of cases*).

### Grammar: 3

The range is good for the task but the type and density of errors sometimes impede easy understanding (*a lots of, does it ever ends, parents doesn't, a parents, on a feet*).

## Script 7

### Task Completion: 2

The introduction and conclusion are both inadequate as they contain irrelevant information, while the conclusion also lacks a personal opinion. In addition, one of the main ideas (*..a parent's responsibility ends...*) is not developed and there are several instances of unsupported argument in the body of the essay.

### Coherence and Cohesion: 2

Repeated changes of subject in the body of the essay, for example, make it difficult to follow the flow of ideas. The body of the essay is a single paragraph and the lack or misuse (*in other hand*) of cohesive devices is significant.

### Vocabulary: 3

The range is good for the task. There are also inaccuracies, but the message can be understood with little effort (*a life, love of mother, evrything, a parent's*).

### Grammar: 2

The essay relies on simple structures. Inaccuracies cause re-reading, but the message can be understood with some effort (*these children growing up, the children reaches, that think people, when child reach, they ends, some of these child, a parent's should never stop care, what means have, something what two people...*).

## Script 8

### Task Completion: 4

Although the main ideas are consistently well supported, the introduction is inadequate. It is not more than a paraphrase.

### Coherence and Cohesion: 5

The flow of ideas can be followed with ease. There is also an appropriate range of cohesive devices that link the ideas well.

**Vocabulary: 5**

The range is wide for the task. While there are some inaccuracies, they are negligible (*for fully experienced life, are not longer, without loving care of*).

**Grammar: 5**

There is a wide range of simple and complex structures that are used accurately.