

# MARKING SCHEME

## AM ENGLISH

MAY SESSION 2018



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ta' Malta**

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Examinations Board**

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MARKING SCHEME: AM ENGLISH (MAY SESSION 2018)

Marking schemes published by the MATSEC Examination Board are not intended to be standalone documents. They are an essential resource for markers who are subsequently monitored through verification/moderation processes to ensure consistent and accurate application of the marking scheme.

In the case of marking schemes which include expected solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with the MATSEC Examinations Board when in doubt.

**Paper I & II**

**Literature Essays (Paper 1 Drama and Poetry; Paper 2 Novels)**

	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>ADEQUATE</b>	<b>WEAK</b>
	<b>33 - 27</b>	<b>26 – 23</b>	<b>22 – 18</b>	<b>17 – 15</b>	<b>14 – 1</b>
	<b>Candidates characteristically</b>	<b>Candidates characteristically</b>	<b>Candidates characteristically</b>	<b>Candidates characteristically</b>	<b>Candidates characteristically</b>
<b>Knowledge and Understanding of Content</b>	<ul style="list-style-type: none"> <li>• <i>Communicate detailed and thorough knowledge and understanding of the text</i></li> <li>• <i>demonstrate significant insight in the understanding of the text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>communicate a very good knowledge and understanding of the text</i></li> <li>• <i>demonstrate insight in the understanding of the text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>communicate a good knowledge and understanding of the text</i></li> <li>• <i>demonstrate some depth of understanding of the text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>communicate a very basic, sometimes limited knowledge of the text</i></li> <li>• <i>demonstrate basic, sometimes limited understanding of the text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>communicate limited to very limited knowledge and understanding of text</i></li> <li>• <i>use inaccurate or incomplete details</i></li> </ul>
<b>Relevance and Selection</b>	<ul style="list-style-type: none"> <li>• <i>present relevant, well-informed responses</i></li> <li>• <i>consistently use appropriate textual references as supporting material</i></li> <li>• <i>comment on a range of aspects</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>present relevant and well-informed responses</i></li> <li>• <i>often use appropriate textual references as supporting material</i></li> <li>• <i>comment on key aspects of theme,</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>present generally relevant responses</i></li> <li>• <i>use of appropriate textual references as supporting evidence</i></li> <li>• <i>comment on basic aspects of theme, form, and</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>demonstrate limited focus on relevant issues</i></li> <li>• <i>make use of limited textual references</i></li> <li>• <i>identify few basic aspects of theme, form,</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>communicate limited understanding of the question and/or of the text</i></li> <li>• <i>show inappropriate choice of material</i></li> <li>• <i>make very limited use of textual</i></li> </ul>

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	<p><i>of theme, form, and language with insight</i></p> <ul style="list-style-type: none"> <li>• <i>confidently analyse how the writers use different aspects of the text to shape meaning</i></li> <li>• <i>demonstrate maturity of argumentation and interpretation</i></li> </ul>	<p><i>form, and language</i></p> <ul style="list-style-type: none"> <li>• <i>analyse how the writers use different aspects of the text to shape meaning</i></li> <li>• <i>choose sound arguments to support interpretation</i></li> </ul>	<p><i>language</i></p> <ul style="list-style-type: none"> <li>• <i>describe how the writers use some aspects of the text to shape meaning</i></li> <li>• <i>choose valid arguments to support interpretation</i></li> </ul>	<p><i>and language</i></p> <ul style="list-style-type: none"> <li>• <i>show some inaccuracies in their references</i></li> <li>• <i>do not always present convincing argumentation</i></li> </ul>	<p><i>reference</i></p> <ul style="list-style-type: none"> <li>• <i>often present weak argumentation</i></li> </ul>
<b>Organisation and Structure</b>	<ul style="list-style-type: none"> <li>• <i>structure and organise their writing in a cogent and effective manner</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>structure and organise their writing in a cogent way</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>structure and organise their writing generally cogently with possibly very few lapses</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>attempt to structure and organise their writing but with limited success</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>little to no attempt to structure and organise their writing</i></li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>• <i>write lucidly and fluently;</i></li> <li>• <i>Write accurately;</i></li> <li>• <i>Use appropriate vocabulary and style</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>write clearly</i></li> <li>• <i>write accurately,</i></li> <li>• <i>generally use appropriate vocabulary and style</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>write generally accurately and clearly</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>attempt to communicate meaning with limited accuracy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>attempt to communicate meaning by using inaccurate language</i></li> </ul>

**Gobbet Essays (Drama)**

	<b>EXCELLENT</b> <b>33 - 27</b>	<b>VERY GOOD</b> <b>26 - 23</b>	<b>GOOD</b> <b>22 - 18</b>	<b>ADEQUATE</b> <b>17 - 15</b>	<b>WEAK</b> <b>14 - 1</b>
	<b>Candidates characteristically</b>	<b>Candidates characteristically</b>	<b>Candidates characteristically</b>	<b>Candidates characteristically</b>	<b>Candidates characteristically</b>
<b>Knowledge and Understanding of Content (Contextualisation)</b>	<ul style="list-style-type: none"> <li>• <i>communicate thorough knowledge and understanding of the text by referring to the context of the passage</i></li> <li>• <i>demonstrate mature understanding of the text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>communicate knowledge and understanding of the text by referring to the context of the passage</i></li> <li>• <i>demonstrate an in-depth understanding of the text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>communicate basic knowledge and understanding of the text while referring to the context of the passage</i></li> <li>• <i>demonstrate some depth of understanding of the text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>communicate limited knowledge of the text while referring to the context of the passage</i></li> <li>• <i>demonstrate limited understanding of the text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>communicate very limited knowledge and understanding of text and the given passage</i></li> <li>• <i>uses inaccurate details</i></li> </ul>
<b>Relevance and Selection</b>	<ul style="list-style-type: none"> <li>• <i>present relevant, well-informed responses grounded in the passage given</i></li> <li>• <i>consistently use appropriate textual references as supporting material</i></li> <li>• <i>insightfully comment on relevant aspects of the passage</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>present relevant responses grounded in the passage given</i></li> <li>• <i>use appropriate textual references as supporting material</i></li> <li>• <i>comment on relevant aspects of the passage given in relation to any two or more of the</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>present generally relevant responses grounded in the passage given</i></li> <li>• <i>make use of appropriate textual references as supporting evidence</i></li> <li>• <i>identify obvious aspects of the passage given in</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>demonstrate limited focus on the passage given</i></li> <li>• <i>make use of limited textual references</i></li> <li>• <i>identify few aspects of the passage given in relation to any two or more of the given foci: characterisation, imagery, theme</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>communicate limited understanding of the passage given</i></li> <li>• <i>present very limited reference to the given foci in the passage given: characterisation, imagery, theme and setting (if at all)</i></li> <li>• <i>show</i></li> </ul>

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	<p><i>given in relation to any two or more of the given foci: characterisation, imagery, theme and setting</i></p> <ul style="list-style-type: none"> <li>• <i>confidently analyse how the writers use different aspects of the text (specifically the passage given) to shape meaning</i></li> <li>• <i>demonstrate maturity of argumentation and interpretation</i></li> </ul>	<p><i>given foci: characterisation, imagery, theme and setting</i></p> <ul style="list-style-type: none"> <li>• <i>explore analytically how the writers use specific aspects of the text (specifically the passage given) to shape meaning</i></li> <li>• <i>choose sound arguments to support interpretation</i></li> </ul>	<p><i>relation to any two or more of the given foci: characterisation, imagery, theme and setting</i></p> <ul style="list-style-type: none"> <li>• <i>describe some aspects of the passage given with reference to how writers shape meaning</i></li> <li>• <i>choose valid, if basic, arguments to support interpretation</i></li> </ul>	<p><i>and setting</i></p> <ul style="list-style-type: none"> <li>• <i>show some inaccuracies in their references</i></li> <li>• <i>interpretation and argumentation may not always be convincing</i></li> </ul>	<p><i>inappropriate choice of material</i></p>
<b>Organisation and Structure</b>	<ul style="list-style-type: none"> <li>• <i>structure and organise their writing in a cogent and effective manner</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>structure and organise their writing in a cogent way</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>structure and organise writing generally cogently with few lapses</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>attempt to structure and organise writing but with limited success</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>little to no attempt to structure and organise their writing</i></li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>• <i>write lucidly and fluently;</i></li> <li>• <i>Write accurately;</i></li> <li>• <i>Use appropriate vocabulary and style</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>write clearly</i></li> <li>• <i>write accurately,</i></li> <li>• <i>generally use appropriate vocabulary and style</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>write generally accurately and clearly</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>attempt to communicate meaning with limited accuracy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>attempt to communicate meaning by using inaccurate language</i></li> </ul>

## Literary Criticism (Prose & Poetry)

LITERARY CRITICISM	EXCELLENT 33 - 27	VERY GOOD 26 - 23	GOOD 22 - 18	ADEQUATE 17 - 15	WEAK 14 - 1
	<b>Candidates characteristically:</b>	<b>Candidates characteristically:</b>	<b>Candidates characteristically:</b>	<b>Candidates characteristically:</b>	<b>Candidates characteristically:</b>
<b>Interpretation supported by appropriate evidence from the poem/prose</b>	<ul style="list-style-type: none"> <li>Support interpretation(s) by insightfully referring to and commenting on the relevant parts in the text</li> <li>Demonstrate sensitiveness to both the distinction and distinctiveness of literary language and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Support interpretation(s) by referring to and commenting on the relevant parts in the text</li> <li>Demonstrate awareness of both the distinction and distinctiveness of literary language and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Build a valid interpretation by referring to some of the relevant parts in the text</li> <li>Show some awareness of the distinction and distinctiveness of literary language and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Interpret the text in ways that may not always be convincing</li> <li>Make occasional reference to relevant parts of the text</li> <li>Show limited awareness of the distinction and distinctiveness of literary language and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Provide unconvincing interpretations of the text</li> <li>Make very few (if any) references to relevant parts of the text</li> <li>Show no awareness of the distinction and distinctiveness of literary language and techniques</li> </ul>
<b>Tools of critical analysis</b>	<ul style="list-style-type: none"> <li>Recognise and discuss a wide range of literary effects</li> <li>Comment on striking and stylish use of language</li> <li>Write about the text in a manner that indicates an excellent grasp of the tools of critical analysis, particularly in the identification of</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and discuss a range of literary effects</li> <li>Identify striking use of language</li> <li>Write about the text in a manner that indicates a very good understanding of the tools of critical analysis, particularly in the identification of and commentary on literary devices</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and discuss some literary effects</li> <li>Write about the text in a manner that indicates understanding of the tools of critical analysis, particularly in the identification of literary devices and the use of critical terms and idiom</li> <li>Show a basic</li> </ul>	<ul style="list-style-type: none"> <li>Identify a few literary effects</li> <li>Write about the text in a manner that indicates a very basic or limited understanding of the tools of critical analysis.</li> <li>Show little awareness of the differences between poetry and literary prose</li> </ul>	<ul style="list-style-type: none"> <li>Show very limited ability in identifying literary effects</li> <li>Write about the text in a manner that indicates a very limited or completely inappropriate understanding of the tools of critical analysis.</li> <li>Show no awareness of the differences</li> </ul>

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	<p><i>and commentary on literary devices and the use of critical terms and idiom</i></p> <ul style="list-style-type: none"> <li>• <i>Show a clear awareness of the differences between poetry and literary prose</i></li> </ul>	<p><i>and the use of critical terms and idiom</i></p> <ul style="list-style-type: none"> <li>• <i>Show awareness of the differences between poetry and literary prose</i></li> </ul>	<p><i>awareness of the differences between poetry and literary prose</i></p>		<p><i>between poetry and literary prose</i></p>
<b>Organisation and Structure</b>	<ul style="list-style-type: none"> <li>• <i>structure and organise their writing in a cogent and effective manner</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>structure and organise their writing in a cogent way</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>structure and organise their writing generally cogently with possibly very few lapses</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>attempt to structure and organise their writing but with limited success</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>little to no attempt to structure and organise their writing</i></li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>• <i>write lucidly, fluently and accurately, using appropriate vocabulary and style;</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>write clearly and accurately, generally using appropriate vocabulary and style</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>write generally accurately and clearly</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>attempt to communicate meaning with limited accuracy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>attempt to communicate meaning by using inaccurate language</i></li> </ul>

**Paper III**

**Section A – Language Essay**

	<b>EXCELLENT</b> <b>33 - 27</b>	<b>VERY GOOD</b> <b>26 – 23</b>	<b>GOOD</b> <b>22 – 18</b>	<b>ADEQUATE</b> <b>17 – 15</b>	<b>WEAK</b> <b>14 – 1</b>
	<b>Candidates characteristically</b>	<b>Candidates characteristically</b>	<b>Candidates characteristically</b>	<b>Candidates characteristically</b>	<b>Candidates characteristically</b>
<b>Fulfilment of Task</b>	<ul style="list-style-type: none"> <li>• <i>achieve task fully and ambitiously</i></li> <li>• <i>handle the generic requirements set by the rubric in an excellent way.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>achieve task very well</i></li> <li>• <i>handle the generic requirements set by the rubric in a very good way</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>achieve task well</i></li> <li>• <i>handle the generic requirements set by the rubric in a good way</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>achieve task in a satisfactory way.</i></li> <li>• <i>handle the generic requirements set by the rubric in an adequate way.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>do not achieve task set</i></li> <li>• <i>handle the generic requirements set by the rubric in a weak way</i></li> </ul>
<b>Relevance and Selection</b>	<ul style="list-style-type: none"> <li>• <i>present completely relevant, well-informed responses</i></li> <li>• <i>consistently use appropriate arguments, examples or descriptions as supporting material</i></li> <li>• <i>demonstrate</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>present relevant and well-informed responses</i></li> <li>• <i>most often use appropriate arguments, examples or descriptions as supporting material</i></li> <li>• <i>choose sound arguments and/or narrative and descriptive devices</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>present generally relevant responses</i></li> <li>• <i>use several appropriate arguments, examples or descriptions as supporting material</i></li> <li>• <i>choose valid arguments and/or narrative and descriptive devices</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>present content that is quite relevant though there may be some gaps and redundant information</i></li> <li>• <i>use some arguments, examples or descriptions as supporting material</i></li> <li>• <i>do not always</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>communicate limited understanding of the question</i></li> <li>• <i>choose inappropriate material</i></li> <li>• <i>make very limited use of arguments, examples or descriptions as supporting</i></li> </ul>

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	<i>maturity of argumentation and/or excellence in narration and description</i>			<i>present convincing argumentation and/or employ valid narrative and descriptive devices</i>	<i>material</i> • <i>often present weak argumentation and/or narrative and descriptive devices</i>
<b>Organisation and Structure</b>	• <i>structure and organise their writing in a cogent and effective manner</i>	• <i>structure and organise their writing in a cogent way</i>	• <i>structure and organise their writing generally cogently with possibly very few lapses</i>	• <i>attempt to structure and organise their writing but with limited success</i>	• <i>make little to no attempt to structure and organise their writing</i>
<b>Expression</b>	<ul style="list-style-type: none"> <li>• <i>write lucidly, fluently and accurately</i></li> <li>• <i>use wide-ranging and appropriate vocabulary and style</i></li> <li>• <i>consistently use appropriate linguistic strategies</i></li> <li>• <i>employ varied grammatical structures and syntax that show a strong command of language</i></li> <li>• <i>use spelling and punctuation in an almost flawless way.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>write clearly and accurately</i></li> <li>• <i>generally, use varied and appropriate vocabulary and style</i></li> <li>• <i>very often use appropriate linguistic strategies</i></li> <li>• <i>Employ varied grammatical structures and syntax that show command of language.</i></li> <li>• <i>Use spelling and punctuation in a very accurate way.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>write generally clearly and accurately</i></li> <li>• <i>often use appropriate vocabulary and style</i></li> <li>• <i>often use appropriate linguistic strategies</i></li> <li>• <i>Employ varied grammatical structures and syntax that show some command over language.</i></li> <li>• <i>Use spelling and punctuation accurately.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>attempt to communicate meaning with limited success</i></li> <li>• <i>use language that is generally correct though unambitious</i></li> <li>• <i>Occasionally use appropriate linguistic strategies</i></li> <li>• <i>Employ grammatical structures and syntax that are rather simple but usually correct.</i></li> <li>• <i>Use spelling and punctuation in ways that may be erratic at times.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>attempt to communicate meaning often unsuccessfully</i></li> <li>• <i>use often inaccurate language</i></li> <li>• <i>rarely use appropriate linguistic strategies</i></li> <li>• <i>often use basic or incorrect grammatical structures and syntax</i></li> <li>• <i>use poor spelling and punctuation</i></li> </ul>

**Section B – Summary**

Mark out of 15	EXCELLENT	GOOD	WEAK
	<b>Candidates characteristically:</b>	<b>Candidates characteristically:</b>	<b>Candidates characteristically:</b>
<b>Identification of salient points (6)</b>	<p><b>5-6 / 6</b></p> <ul style="list-style-type: none"> <li>• <i>identify all or almost all the salient points in the passage</i></li> <li>• <i>do not include points that are not salient</i></li> </ul>	<p><b>3-4 / 6</b></p> <ul style="list-style-type: none"> <li>• <i>identify some to many of the salient points in the passage</i></li> <li>• <i>include very few or few points that are not salient</i></li> </ul>	<p><b>0-2 / 6</b></p> <ul style="list-style-type: none"> <li>• <i>identify few or none of the salient points in the passage</i></li> </ul>
<b>Synthesis and language usage (6)</b>	<p><b>5-6 / 6</b></p> <ul style="list-style-type: none"> <li>• <i>synthesise the salient points</i></li> <li>• <i>use their own words as much as possible</i></li> <li>• <i>Write fluently and accurately</i></li> </ul>	<p><b>3-4 / 6</b></p> <ul style="list-style-type: none"> <li>• <i>synthesise the salient points generally (not always) well</i></li> <li>• <i>use their own words as much as possible most of the time</i></li> <li>• <i>Write generally accurately with a few blemishes</i></li> </ul>	<p><b>0-2 / 6</b></p> <ul style="list-style-type: none"> <li>• <i>Provide an unclear synthesis</i></li> <li>• <i>Show limited use of their own words</i></li> <li>• <i>May write inaccurately</i></li> </ul>
<b>Organisation and Structure (3)</b>	<p><b>3 / 3</b></p> <ul style="list-style-type: none"> <li>• <i>structure and organise their writing in a cogent manner</i></li> <li>• <i>use a single paragraph</i></li> </ul>	<p><b>2 / 3</b></p> <ul style="list-style-type: none"> <li>• <i>attempt to structure and organise their writing in a reasonably cogent manner</i></li> </ul>	<p><b>0-1 / 3</b></p> <ul style="list-style-type: none"> <li>• <i>do not structure and organise their writing in a cogent manner</i></li> </ul>

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Note 1: Markers are to **COUNT** the number of words in each summary they correct.

Note 2: Summaries which are over/under the word count by not more than 10 words must have 1 mark deducted

Note 3: Summaries which are more than 10 but less than 20 words over/under the limit must have 2 marks deducted

Note 4: Summaries which are more than 20 but less than 30 words over/under the limit must have 3 marks deducted

Note 5: Summaries which are more than 30 words over/under the limit must have 4 marks deducted

### **Section C- Linguistics**

Due to the specific nature of this component and the fact that the format of the questions varies from year to year, markers are to follow specific guidelines tailor-made for each question and agreed with the chairperson at the beginning of the marking process.