

ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Ordinary Level

NOVEMBER 2015

MARKING SCHEME

ENGLISH LANGUAGE

1122/1

	<u>SECTION A</u>	<u>SECTION B</u>
<u>B CLASS</u>	(21 – 24)	(15 – 16)

Ample material, fully relevant, interesting and sustained theme/approach; well-arranged and paragraphed; very good linguistic ability; vocabulary and sentence structure varied and appropriate but not necessarily outstanding; very few gross errors; some slips and minor errors.

Some essays may be long, well arranged, but without much originality; others will be original, but not so well sustained/balanced as A Class scripts.

	<u>SECTION A</u>	<u>SECTION B</u>
<u>C CLASS</u>		
<u>UPPER C</u>	(18 – 20)	(13 – 14)

Ample, competent but somewhat uninspired subject matter; less originality than in B Class, quite well arranged, properly paragraphed; good linguistic ability, varied vocabulary and sentence structure; free from monotonous repetition; few major errors; some slips and errors.

<u>LOWER C</u>	(15 – 17)	(10 – 12)
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Length without much originality but fairly correct; rambling, rather repetitive.

Simple clarity and correctness; shortish; flat content; well-arranged; few gross elementary errors, some errors, more minor errors and slips than in Upper C Class. The meaning must not be in doubt, though the vocabulary may be limited. Sentences may be short and stereotyped, but there must be some complex sentences. Sentences should be correctly separated, except for occasional slips.

	<u>SECTION A</u>	<u>SECTION B</u>
<u>D CLASS</u>		
<u>UPPER D</u>	(12 – 14)	(8 – 9)

Dull but sensible content not explored in depth, some repetition; ideas fragmentary or vague, lack of sustained development, some attempt to arrange; clear evidence of relevance but perhaps occasional short digressions; expression flat, limited, uncertain; some serious faults of sentence construction, punctuation, vocabulary and tense; paragraphs short or run together; sentence and paragraph linking inappropriate or haphazard.

These types will fall into this classification:

- (a) scripts with enough competence for a limited range of simple points to be expressed unambiguously, with fair clarity, but with little vocabulary and few, if any, complex sentences.
- (b) short, trite content: mainly correct language because no risks are taken.
- (c) long, racy scripts with interesting content but so much carelessness and inaccuracy that the writer cannot be employed even in simple clerical tasks: inability to punctuate consistently, especially in the separation of sentences.

LOWER D (9 – 11)

(6 – 7)

Clear limitations of content and arrangement; digressions; confused thought; flimsy development, poor links, repetitive ideas and constructions; many errors of all kinds.

Despite the obvious failings, scripts here have something relevant to say and manage to communicate without too much effort on the part of the reader.

E CLASS

SECTION A

SECTION B

(0 – 8)

(0 – 5)

Throughout the class, we find the following:

Vague, confused ideas, with little sense of development.
 Communication impeded by heavy error incidence.
 Errors in basic vocabulary and simple idiom.
 Gross errors of all kinds.

UPPER E

(6 – 8)

(3 – 5)

Countless grammatical and syntactical errors, fair spelling, sense mostly decipherable but some passages necessitating re-reading and the exercise of the reader's deductive powers. Content flimsy, ideas disconnected.

LOWER E

(0 – 5)

(0 – 2)

'Multiple gross error', i.e mistakes not easily definable or separable, whole passages not making sense; chaotic word order; gross mis-spelling of basic words.

SECTION B (20 MARKS)

8. Appropriateness of responses is an important element in this type of question. The examiner should take into account and reward the following:

- logical interpretation of the statistics
- variety of sentences constructed
- use of appropriate links
- amplification and inclusion of the candidate's own material