O'level Foundation

Week 2

The Write Tribe

COMPO WRITING

The Write Tribe

TOPIC: Smart devices are destroying the current generation. Do you agree?	
CONCLUSION	
THESIS RESTATEMENT	Although smart devices have benefits such as being an educational tool or an easy method for communication, they are undoubtedly also becoming a threat to the psyche of our current generation.
SUMMARIZE SUBPOINTS	Not only are these sleek devices robbing young people off their attention span, they are also making teenagers vulnerable to uncontrolled hate speech on the internet. Suicides due to the internet are on the rise and smart devices are the portals leading to that.
FINAL IMPRESSION	Clearly, smart devices are doing more harm than good. The usages of smart devices certainly should be highly monitored to ensure the current generation grow up safely and healthily.

Your CONCLUSION should read like...
Although smart devices have benefits such as being an educational tool or an easy method for communication, they are undoubtedly also becoming a threat to the psyche of our current generation. Not only are these sleek devices robbing young people off their attention span, they are also making teenagers vulnerable to uncontrolled hate speech on the internet. Suicides due to the internet are on the rise and smart devices are the portals leading to that. Clearly, smart devices are doing more harm than good. The usages of smart devices certainly should be highly monitored to ensure the current generation grow up safely and healthily.

TOPIC:	
CONCLUSION	
THESIS RESTATEMENT	
SUMMARIZE SUBPOINTS	
FINAL IMPRESSION	

Put your CONCLUSION together

Raw Score	Mark
23+	A1
21-22	A2
20	B3
18-19	B4
17	C5
15-16	C6
14	D7
12-13	E8
11 and below	F9

Raw Score	Mark

Band	O'level Marking Scheme	Marks
A	**Language** – accurate apart from very occasional slips **Sentences** – varied structure; demonstrates skill to use different lengths and types for particular effects **Verbs forms & sentences** – largely correct; tenses are appropriate and consistently used to sustain a logical progression of events and ideas **Vocabulary** – wide & precise **Punctuation** – accurate and helpful to the reader **Spelling** – accurate across the full range of vocabulary **Paragraphs** – show unity, are linked, and show evidence of planning **Response to topic** – addressed with consistent relevance; interest of reader is aroused and sustained **Response to topic** – addressed with consistent relevance; interest of reader is aroused and sustained	**27-30**
B	**Language** – accurate with occasional errors that are either slips or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood **Sentences** – some variation of length & type, including the confident use of complex sentences to create some natural fluency **Verbs forms & sentences** – occasional slips in but sequence will be consistent and clear through the piece **Vocabulary** – wide enough to convey intended shades of meaning with some precision **Punctuation** – accurate and generally helpful **Spelling** – nearly always accurate **Paragraphs** – show unity and are usually appropriately linked, show some evidence of planning **Response to topic** – relevant; interest of the reader is aroused & sustained through most of the composition **Tone & register** – genuine effort made to achieve appropriateness to the topic	**23-26**
C	**Language** – mostly accurate; errors occurred will not mar clarity of communication **Sentences** – may show some variety of structure & length but a tendency to repeat sentence types & 'shapes', producing a monotonous effect **Verbs forms & sentences** – may have errors in irregular verb forms but control of tense sequence will be sufficient to sustain a clear progression of events or ideas **Vocabulary** – simple vocab & idioms are mainly correct; mistakes may occur when more sophistication is attempted **Punctuation** – generally accurate but errors may occur when more difficult tasks are attempted; eg the punctuation of direct speech. Sentence separation is correctly marked by punctuation. **Spelling** – accurate for simple vocabulary; errors may occur when more ambitious vocabulary is used **Paragraphs** – show some unity but links may be absent or inappropriate **Response to topic** – relevant & will arouse some interest in the reader. Lack of originality and/or some evidence of lack of planning. **Tone & register** – tone usually appropriate to topic; may have slips of register with some unsuitable vocabulary or idiom.	**19-22**

Band	O'level Marking Scheme	Marks
D	**Language** – sufficiently accurate to communicate meaning. Patches of clear, accurate language, particularly when simple vocabulary & structures are used. **Sentences** – some variety of sentence length and structure, but reader may not be convinced that this variety is for a particular purpose. **Verbs forms & sentences** – show errors & inconsistency which cause some uncertainty in the sequence of events or disturb the ease of communication **Vocabulary** – usually adequate to convey intended meaning but may be insufficiently developed to achieve precision. Idioms may be uncertain at times. **Punctuation** – used but may not enhance/clarify meaning. Some sentence separation errors may occur occasionally. **Spelling** – Simple words spelt accurately, but more complex vocabulary may show some spelling weakness **Paragraphs** – Used but may lack unity or coherence. **Response to topic** – a genuine attempt made to address the topic, but there may be digressions or failures of logic & there may be occasional irrelevance. May lack liveliness and interest value **Tone & register** – tone may be uneven	**15-18**
E	**Language** – overall meaning is never in doubt, but the errors are sufficiently frequent and serious to hamper precision, and may slow down speed of reading. **Sentences** – some simple structures will be accurate, but a script is unlikely to sustain accuracy for long **Verbs forms & sentences** – errors in them will sometimes confuse the sequence of events **Vocabulary** – limited; either too simple to convey precise meaning or more ambitious but imperfectly understood. Some idiomatic errors are likely. **Punctuation** – simple ones will usually be accurate, but there may be frequent sentence separation errors. **Spelling** – simple words will usually be spelt correctly, but there may be inconsistency, and frequent mistakes in the spelling of more difficult words. **Paragraphs** – lack unity or be used haphazardly. **Response to topic** – show some relevance but the incidence of linguistic error is likely to distract the reader from merits of content **Tone & register** – tone may sometimes indicate that candidate recognises the nature of the topic but only inconsistently	**11-14**
F	**Language** – many serious errors of various kinds throughout, but they will be of the 'single-word' type i.e. they could be corrected without rewriting the sentence. **Communication** is established but the weight of errors may cause 'blurring' from time to time **Sentences** – simple & repetitive in structure **Verbs forms & sentences** – frequent errors in verb forms; haphazard changes of tenses will confuse the meaning. **Vocabulary** – conveys meaning but is likely to be simple & imprecise. Errors in idiomatic usage will be a significant feature. **Punctuation** – haphazard & may be completely absent in some parts **Spelling** – inconsistent **Paragraphs** – haphazard or non-existent **Response to topic** – evidence of interesting & relevant subject matter but the weight of linguistic errors will tend to obscure or neutralise its effect **Tone & register** – may have some recognition of appropriate tone for the genre	**7-10**