

Guia de Correção

Perg.	Resposta	Cotação	
		Parc.	Total
Section I			
1.	Mother Teresa went to India because she thought that there she would make a difference in helping the poor.	10	
2.	She had the first contact with the poor when she found a woman dying on the street eaten by rats.	10	
3.	It was located next to Kali Temple in Kalighat.	10	
4.	She started the order because she wanted to help those living in the streets with nothing to eat, nowhere to sleep, no money, no education.	10	
5.	The text is about Mother Teresa and the work that she did in helping the poorest in Calcutta. <i>(Other answers should be accepted as long as they give a brief summary of the text).</i>	10	50
Section II			
	6. B; 7. C; 8. D; 9. B; 10. A; 11. A; 12. D; 13. B; 14. A; 15. A	10 x 5	50
Section III			
	16. B; 17. A; 18. D; 19. D; 20. B; 21. B; 22. D; 23. A; 24. C; 25. D	10 x 5	50
Section IV			
			50

Writing marking scale

Band	Description
5 Marks 20-18	Effective communication with accuracy The writing effectively addresses the writing task. It demonstrates a well-developed logical organisational structure with clearly stated main ideas and sufficient supporting details. It has almost no errors of vocabulary, spelling, punctuation or syntax. No difficulty is experienced by the reader.
4 Marks 17-14	Good communication with few inaccuracies The writing adequately addresses almost all of the writing task, though it deals with some parts more effectively than others. It demonstrates a generally well-developed logical organisational structure with main ideas and supporting details. It has relatively few significant errors of vocabulary, spelling, punctuation or syntax. Very little difficulty is experienced by the reader.
3 Marks 13-10	Acceptable communication with some inaccuracies The writing adequately addresses most of the writing task. On the whole, it demonstrates an adequately developed organisational structure, though there may occasionally be a lack of relevance, clarity, consistency or support. It has occasional errors of vocabulary, spelling, punctuation or syntax, which may sometimes interfere with meaning. Occasional difficulty is experienced by the reader.
2 Marks 9-7	Problematic communication with frequent inaccuracies The writing only addresses some of the writing task. It demonstrates an inadequate organisational structure, and there may quite often be a lack of relevance, clarity, consistency or support. It has frequent errors of vocabulary, spelling, punctuation or syntax. Some difficulty is experienced by the reader.
1 Marks 6-0	Almost no communication The writing almost completely fails to address the writing task. It has neither an organisational structure nor coherence. Almost all sentences contain errors of vocabulary, spelling, punctuation or syntax. Even after considerable effort on the part of the reader, the text is largely incomprehensible.

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Oral Exam Scale

Band	Description	
5 Marks 20-18	<ul style="list-style-type: none"> • Communicates competently. • Speaks fluently. • Uses extensive vocabulary correctly. • Uses a variety of grammatical structures correctly. 	<ul style="list-style-type: none"> • Understands without difficulty sentences in sustained conversation; does not require repetition.
4 Marks 17-14	<ul style="list-style-type: none"> • Speaks with sustained and connected discourse: errors do not interfere with meaning. • Speaks with fluency; any hesitations do not interfere with communication. • Uses varied vocabulary. 	<ul style="list-style-type: none"> • Uses a variety of structures with occasional grammatical errors. • Understands with little difficulty sentences in sustained conversation; sometimes requires repetition.
3 Marks 13-10	<ul style="list-style-type: none"> • Begins to initiate conversation. Retells a story or experience. Asks and responds to simple questions. • Speaks hesitantly because of rephrasing and searching for words. 	<ul style="list-style-type: none"> • Uses predominantly present tense verbs; demonstrates errors of omission (leaves words out, word endings off). • Uses limited vocabulary. • Understands simple sentences in sustained conversation: requires repetition.
2 Marks 9-7	<ul style="list-style-type: none"> • Begins to communicate personal and survival needs. • Speaks in single-word utterances and short patterns. 	<ul style="list-style-type: none"> • Uses functional vocabulary. • Understands words and phrases; requires repetition.
1 Marks 6-0	<ul style="list-style-type: none"> • Begins to name concrete objects. • Repeats words and phrases. • Understands little or no English. 	

Adapted from Authentic Assessment for English Language Learners (1996)

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