अभ्यास 4, प्रश्न- 12

परिच्छेद में समाहित करने के लिए संगत बिन्दु

Mark up to 6 for **content** and up to 4 for **language**.

Count words and cross out everything after 120.

Do not award language marks if there is no content.

Content (up to 6 marks)

Tick and number the points listed below.

1   जूनागढ़ सर्पगृह का उद्येश्य आगंतुकों को साँपों के स्वभाव तथा जीवन शैली के बारे में शिक्षित करना।

2   85% साँप विषहीन, केवल 15% साँप विषैले होते हैं।

3   सर्पगृह में साँपों के बारे में व्याख्यान, प्रदर्शनी तथा शोधकार्य का आयोजन

4   सर्पगृह परिसर में अन्य पशु पक्षियों की देखभाल भी की जाती है।

5   सर्प तथा अन्य जीव जंतुओं के विषय में नई नई खोज जारी है।

6   चिड़ियाघर के अधिकारी भी इन खोजों से लाभान्वित होते रहे हैं।

Language (up to 4 marks)

0   meaning obscure because of density of language errors and serious problems with expression / nothing of relevance.

1   expression weak / reliance on lifting without discrimination

2   expression limited / some reliance on lifting from the original, but some sense of order

3   expression good, with attempts to group and sequence ideas in own words

4   expression very good; clear, orderly grouping and sequencing, largely own words

[Max. total for Exercise 4: 10 marks]

Exercise 6

Award the answer a mark for **content (C)** [out of 10] and a mark for **language (L)** [out of 10] in accordance with the General Criteria table that follows.
Annotate as follows:
C (mark) + L (mark) = (ringed total)

- **Content** covers *relevance* (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the *development of ideas* (i.e. the detail/explanation provided and how enjoyable it is to read).

- **Language** covers *style* (i.e. complexity of vocabulary and sentence structure) and *accuracy* (of grammar, spelling, punctuation and use of paragraphs).

- When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but does not quite make it into the band above.

- When deciding on a mark for **content**, look at both *relevance* and *development of ideas*. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands.

- When deciding on a mark for **language**, look at both the *style* and the *accuracy* of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in one of the top three mark bands.

- If the essay is considerably **shorter than the stated word length but <u>does</u> fulfil the task**, it should be put in mark band 5 – 6 for content.

- If the essay is considerably **shorter than the stated word length and <u>does not</u> fulfil the task**, it should be put in mark band 3 – 4 for content or lower.

- If the essay is **partly relevant** and therefore in mark band 3 – 4, the full range of marks for Language are available.

- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for content and language, even if it is enjoyable to read and fluent.

[Max. total for Exercise 6: 20 marks]

GENERAL CRITERIA FOR MARKING EXERCISE 6

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
9-10	**Highly effective:** • ***Relevance:*** Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • ***Development of ideas:*** Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.	9-10	**Fluent:** • ***Style:*** Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • ***Accuracy:*** None or very few errors. Well-constructed and linked paragraphs.
7-8	**Effective:** • ***Relevance:*** Fulfils the task, with appropriate register and good sense of purpose and audience. • ***Development of ideas:*** Ideas are well developed and at appropriate length. Engages reader's interest.	7-8	**Precise:** • ***Style:*** Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • ***Accuracy:*** Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
5-6	**Satisfactory:** • ***Relevance:*** Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • ***Development of ideas:*** Material is satisfactorily developed at appropriate length.	5-6	**Safe:** • ***Style:*** Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • ***Accuracy:*** Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
3-4	**Partly relevant:** • ***Relevance:*** Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • ***Development of ideas:*** Supplies some detail and explanation, but the effect is incomplete. Some repetition.	3-4	**Errors intrude:** • ***Style:*** Simple structures and vocabulary. • ***Accuracy:*** Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.
0-2	**Little relevance:** • Limited engagement with task, but this is mostly hidden by density of error. Award 1 – 2 marks. • No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language.	0-2	**Hard to understand:** • Multiple types of error in grammar/spelling/word usage/punctuation throughout, which most make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1 – 2 marks. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Hindi writing. Paragraphs absent or inconsistent. Award 0 marks.