

## Generic Matrix for L2

Task/Element of Examination	Competence	Wt in %*	Learning Objective	Qu(s)**	Evaluation/Marking	Weight in Points
Reading Comprehension (30)	<b>Reading for Understanding</b>	40% -60%	<i>Read, understand and analyse non-literary texts which are relatively long and complex appreciating differences in style; understand the explicit or implicit content of a long speech or of a complex argument which is more or less structured;</i>		Paper-specific marking scheme	12-18
	<b>Detailed Analysis</b>	40% - 60%			Paper-specific marking scheme	12-18
Sub-part						30
Written Production (30)	<b>Writing</b> <ul style="list-style-type: none"> <li>Achievement of Task</li> <li>Development of Ideas</li> </ul>	35%	<i>Write a precise and well-structured text, of different forms and genres, adapting style to the recipient; explain in a critical manner his/her point of view on non-literary subjects; demonstrate insight and deeper understanding of the cultures of the target language and its context; know and use a wide range of intercultural codes; recognize and overcome cultural stereotypes</i>		Agreed Rubric	10
	<b>Writing</b> <ul style="list-style-type: none"> <li>Coherence and Cohesion</li> </ul>	25%			Agreed Rubric	8
	<b>Linguistic Competence</b> <ul style="list-style-type: none"> <li>Grammatical and lexical</li> <li>Accuracy</li> </ul>	25%			Agreed Rubric	8
	<b>Writing and Linguistic Competence</b> <ul style="list-style-type: none"> <li>Appropriateness &amp; Quality of Style</li> </ul>	15%			Agreed Rubric	4
Sub-part						30
Understanding Literature (40)	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Textual and Contextual</li> </ul>	50%	<i>Read, understand and analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles; present a justified and structured argument;</i> <i>Demonstrate insight and good understanding of the cultures of the target language; demonstrate knowledge of texts from different periods, locate them in their historical and cultural context; consider their impact on society at the time and put in perspective where possible;</i>		Agreed Rubric	20
	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>Argument and Reasoning</li> <li>Evidence-based personal response</li> </ul>	25%			Agreed Rubric	10
	<b>Writing and Linguistic Competence</b> <ul style="list-style-type: none"> <li>Appropriate Use of language</li> </ul>	25%			Agreed Rubric	10
Sub-part						40
<b>Total</b>						<b>100</b>

L2: Generic Matrix

\* Weighting of competences in RC could vary from examination paper to examination paper depending of the nature of the text. Main aim is to ensure assessment of **both** reading for understanding (global/literal comprehension) and analysis.

\*\* Due to the individual nature of each paper, this is where you would insert the relevant paper-specific numbers. i.e. 1, 3a, 4, etc.

## Sample Paper-Specific Matrix for L2

Task/Element of Examination	Competence	Wt in %*	Learning Objective	Qu(s)**	Evaluation/Marking	Weight in Points
Reading Comprehension (30)	<b>Reading for Understanding</b>	60%	<i>Read, understand and analyse non-literary texts which are relatively long and complex appreciating differences in style; understand the explicit or implicit content of a long speech or of a complex argument which is more or less structured;</i>	1,2,3, 5	Paper-specific marking scheme	18
	<b>Detailed Analysis</b>	40%		4,6,7	Paper-specific marking scheme	12
Sub-part						30
Written Production (30)	<b>Writing</b> • Achievement of Task • Development of Ideas	35%	<i>Write a precise and well-structured text, of different forms and genres, adapting style to the recipient; explain in a critical manner his/her point of view on non-literary subjects; demonstrate insight and deeper understanding of the cultures of the target language and its context; know and use a wide range of intercultural codes; recognize and overcome cultural stereotypes</i>	One question only	Agreed Rubric	10
	<b>Writing</b> • Coherence and Cohesion	25%			Agreed Rubric	8
	<b>Linguistic Competence</b> • Grammatical and lexical • Accuracy	25%			Agreed Rubric	8
	<b>Writing and Linguistic Competence</b> • Appropriateness & Quality of Style	15%			Agreed Rubric	4
Sub-part						30
Understanding Literature (40)	<b>Knowledge</b> • Textual and Contextual	50%	<i>Read, understand and analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles; present a justified and structured argument; Demonstrate insight and good understanding of the cultures of the target language; demonstrate knowledge of texts from different periods, locate them in their historical and cultural context; consider their impact on society at the time and put in perspective where possible;</i>	One question only – A / B	Agreed Rubric	20
	<b>Critical Thinking</b> • Argument and Reasoning • Evidence-based personal response	25%			Agreed Rubric	10
	<b>Writing and Linguistic Competence</b> • Appropriate Use of language	25%			Agreed Rubric	10
Sub-part						40
<b>Total</b>						<b>100</b>

L2: Paper-Specific Matrix

\* Weighting of competences in RC could vary from examination paper to examination paper depending of the nature of the text. Main aim is to ensure assessment of **both** reading for understanding (global/literal comprehension) and analysis.

\*\* Due to the individual nature of each paper, this is where you would insert the relevant paper-specific numbers. i.e. 1, 3a, 4, etc.



**ENGLISH LANGUAGE II**

**DATE:**

**LENGTH OF THE EXAMINATION:** 3 hours (180 minutes)

**PERMITTED EQUIPMENT:** None

**SPECIAL REMARKS:** Answer **ALL THREE** Parts.

Part 1. Reading Comprehension: Answer all the questions

Part 2. Written Production: Answer the question

Part 3. Understanding Literature: Answer question (a) **or** question (b)

**IMPORTANT:** Please answer all three parts on the paper provided. **Part 1** must be filled in on the **yellow answer sheet**, and **Parts 2 and 3** must be answered on the **lined A3 sheets**.

*Use blue or black pen only.*

**Part 1 - Reading Comprehension**  
(30 marks)

Read the following passage and answer the questions that relate to it on the **yellow** answer sheet provided.

**Bloom time: the London floristry scheme helping refugee women**



*(Bread and Roses)*

*Bread and Roses; a social enterprise aims to help female refugees gain new skills and work experience, and practise their English*

5 'I've never had the chance to build a career. I was a student when my traffickers brought me here and then, as an asylum seeker, I wasn't allowed to work," explains 37-year-old Monica from Ghana. "Now I've got leave to remain, I've felt anxious about throwing myself straight into full-time employment," she adds.

It's a challenge facing many refugees in the UK who, regardless of their professional backgrounds, often find themselves up against language barriers, loss of confidence, CV gaps, and a lack of UK work experience.

10 But one all-female social enterprise is aiming to overcome all that, providing refugee women with the practical and emotional skills to blossom in the workplace. Hackney-based *Bread and Roses* offers a seven-week floristry programme, teaching trainees how to create everything from floral bouquets to Christmas wreaths.

15 It is inspired by the principle of Rose Schneiderman's 1912 feminist speech of the same name, which argued that low-paid women need more than just practical necessities to survive, but also dignity, respect and the opportunity to flourish.

20 For women such as Monica, its benefits go far beyond the practical skills: "I loved working with the plants, particularly calming lavender and stimulating eucalyptus. But I also learned social skills like networking, working as a team and not being afraid to ask for help," she says.

"I was already interested in floristry, but I've never been green-fingered, so I didn't think I'd have the skills. Building my knowledge and being prepared to make mistakes and learn

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from them, has made me realise that anything is possible if you put your mind to it and have the right support network around you,” she adds.

25 It’s the brainchild of Olivia Head and Sneh Jani, two young women who met on a training programme for aspiring social entrepreneurs. “Sneh was interested in working with women, and had previously spent time in Germany, helping refugees with translation,” Olivia explains.

30 “I was working in a hostel for homeless people at the time, including asylum seekers, and was interested in how you help people become more employable once they’re ready to work. *Bread and Roses* really brings those passions together,” she says.

In May 2016, *Bread and Roses* launched a pilot programme with charity *Women for Refugee Women*. Working with up to 20 women from the charity’s *Women Asylum Seekers Together* London network, they offered workshops divided into two halves: the first  
35 providing employability support, and the second teaching them the practical and creative skills of flower arranging.

Their trainees hail from countries across Africa and the Middle East, and a professional florist leads each workshop. “It’s so joyful and powerful to see the women bowled away by working with beautiful flowers, being able to cut and arrange them, and create something  
40 they’re proud of,” Olivia says.

Nour, a 26-year-old teacher from Aleppo, attends the workshops with her young son Mohammed. “I arrived from Syria a year ago, and I’d like to work as a teacher again in London one day, when my English is better. At *Bread and Roses* there are women who speak English and Arabic, so they can translate for me and teach me words,” she says.

45 For Olivia and Sneh, this ability to learn in a workplace setting, rather than a classroom, is key. “The women are challenged to come along each week, be punctual, apply their English, and learn new things,” Olivia explains. “It’s all about building their workplace confidence, and connecting them with other women from around the world.”

50 Although the focus is on transferable skills, 44-year-old Salomy from Uganda now intends to pursue a career in floristry. “My mum is a flower lover. When I was a child she used to get me to cut flowers from the nursery and arrange them in our sitting room,” Salomy says.

“Learning from *Bread and Roses* was wonderful. The scent and beauty of the flowers, particularly the roses, is really therapeutic and calming for me. I’m artistic by nature, so I’d love to go into this industry once I’ve got my status.”

(703 words)

Sarah Graham,  
*The Guardian*, 21 Sep 2017

Please answer the questions on this passage on the **yellow** answer sheet.

**PART 2 OF THE EXAMINATION IS ON THE NEXT PAGE**

Part 2 – Written Production  
(30 marks)

**A recent scientific study proves that reading makes you healthier, smarter, and more empathetic**



*(iStockPhoto)*

Write an article for a magazine of **400 words** (+/- 10%) entitled '**Three Reasons to Read**', in which you discuss the benefits of reading.

*In your article you should consider the following:*

- the three benefits mentioned in the title.
- refer to your own experiences and habits with reading
- suggest ways to promote reading

*Please write your answer on the **lined** sheets provided.*

**PART 3 OF THE EXAMINATION IS ON THE NEXT PAGE**

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**Part 3 – Understanding Literature  
(40 marks)**

Write an essay of **600 words** (+/- 10%) on **ONE** of the following questions, each of which is based on one of the themes you have studied. Number your answer clearly to show which question you have attempted. You should refer in detail to the set text in your answer and to **at least one other text** that you have studied in class.

**EITHER:** (a) **Change – *Dancing at Lughnasa***, Brian Friel (1929-2015), (London, 1990)

To what extent is the ability to adapt to change an important quality in *Dancing at Lughnasa*, and at least one other text that you have studied?

**OR:** (b) **Power – *Things Fall Apart***, Chinua Achebe (1930-2013), (London, 1958)

In *Things Fall Apart*, and at least one other text that you have studied, to what extent do you agree that the only difference between a hero and villain is in the way in which they choose to use their power?

Please write your answer on the **lined** sheets provided.

**END OF EXAMINATION**

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Subject / Matière / Fach : .....  
 Language / Langue / Sprache : ..... Exam date / Date de l'examen / Prüfungsdatum : .....

**Instructions** Use only capital letters and numbers in the ID box. Use only blue or black pen. Number each page /  
**Anleitung:** total pages. Turn in the sheets in order. No staples. Do not turn in rough paper.  
 Utiliser uniquement des lettres majuscules et des chiffres dans la zone ID. Utiliser uniquement un stylo ou un stylo-bille bleu ou noir. Numéroté chaque page / nombre total de pages. Remettre les feuilles dans l'ordre. Pas d'agrafes. Ne pas rendre le papier brouillon.  
 Verwenden Sie nur Großbuchstaben und Zahlen im ID-Feld. Verwenden Sie nur einen blauen oder schwarzen Kugelschreiber. Geben Sie die Anzahl der Seiten / Gesamtseiten an. Geben Sie die Blätter in richtiger Reihenfolge ab. Keine Heftklammern. Kein Konzeptpapier abgeben.



# ENGLISH LANGUAGE II

## Answer sheet

### Part 1- Reading Comprehension (30 Marks)

Read the text **Bloom Time: The London floristry scheme helping refugee women** and then answer the following questions:

1. Complete the following summary of the text using the **words/phrases** in the box below. There are **two extra words/phrases** that you don't need to use.

(5 marks)

described by      central      floristry  
 adapt to      final      created by      spiritual

*Bread and Roses* is a social enterprise project that uses \_\_\_\_\_ to help female refugees \_\_\_\_\_ their new lives in Britain. It was \_\_\_\_\_ two young business women who took inspiration from the \_\_\_\_\_ argument of a 1912 feminist speech in which it was argued that women not only need physical necessities to blossom, but also appreciation and recognition.

The workshops are divided into two sections; the women first receive practical help and assistance to gain employment, and then get \_\_\_\_\_ support through learning the skills of flower arranging.



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2. **Match** the following people to their role as described in the text. **Write** the letter next to the corresponding name.

**(5 marks)**

Name	Letter
Nour	
Rose Schneiderman	
Sneh Jani	
Monica	
Salomy	

A. Asylum seeker
B. Founder of Bread & Roses
C. Aspirational florist
D. Feminist speaker
E. Syrian teacher

3. **Circle** the **correct** answer in each case.

**(3 marks)**

(i) What definition best matches the expression 'green-fingered' in line 19?

- A. Someone who cannot grow plants successfully
- B. Someone who isn't afraid of making mistakes
- C. Someone who has natural gardening ability
- D. Someone who doesn't mind getting their hands dirty

(ii) Which definition best matches the expression 'the brainchild' in line 23?

- A. the idea
- B. the intelligence
- C. the result
- D. the businesswoman

(iii) What does Salomy mean when she says 'once I've got my status' in line 52?

- A. Once I am a fully trained and qualified florist
- B. Once I am highly regarded by my community
- C. Once I am recognised as a refugee and entitled to work
- D. Once I have got premises to work from

4. For each of the following statements, state whether it is **True** or **False**. Then write down a **quote** from the text to support your answer.

**(6 marks)**

(a) Monica from Ghana left behind a career to come to the UK.

True / False	Quote

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(b) Olivia Head has previous experience working with the people *Bread and Roses* helps.

True / False	Quote

(c) Olivia and Sneh's main goal at *Bread and Roses* is to teach floristry.

True / False	Quote

5. Find and copy the **word or phrase** in the text which best fits the following meanings and write it onto the appropriate line:

**(5 marks)**

- A. Worried \_\_\_\_\_
- B. The main idea \_\_\_\_\_
- C. Prospective \_\_\_\_\_
- D. A trial project \_\_\_\_\_
- E. To originally come from \_\_\_\_\_

6. What does the **underlined word** refer to in each of these extracts from the text?  
Write your answer on the line provided.

**(5 marks)**

A. **It's** a challenge – (line 5)

\_\_\_\_\_

B. **It** is inspired - (line 12)

\_\_\_\_\_

C. **Which** - (line 13)

\_\_\_\_\_

D. **Its** benefits – (line 15)

\_\_\_\_\_

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E. **Them** – (line 37)

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**7.** What is the **main purpose** of the article? **Select** the correct answer and **circle** the corresponding letter.

**(1 mark)**

- A. to inform and explain
- B. to argue and persuade
- C. to evaluate and judge
- D. to take a stand and propose a solution

**Total 30 marks**

**End of Reading Comprehension Questions**

# ENGLISH LANGUAGE II SAMPLE PAPER Marking Scheme

## Part 1- Reading Comprehension (30 Marks)

Read the text **Bloom Time: The London floristry scheme helping refugee women** and then answer the following questions:

1. Complete the following summary of the text using the **words or phrases** in the box below. There are **two extra words/ phrases** that you don't need to use.

(5 marks)

described by  
adapt to

central  
final

floristry  
created by

spiritual

*Bread and Roses* is a social enterprise project that uses **floristry** to help female refugees **adapt to** their new lives in Britain. It was **created by** two young business women who took inspiration from the **central** argument of a 1912 feminist speech in which it was argued that women not only need physical necessities to blossom, but also appreciation and recognition. The workshops are divided into two sections; the women firstly receive practical help and assistance to gain employment, and then get **spiritual** support through learning the skills of flower arranging.

## EUROPEAN BACCALAUREATE ENGLISH LANGUAGE II

2. **Match** the following people to their role as described in the text. Write the letter next to the corresponding name.  
(5 marks)

Name	Letter
Nour	E
Rose Schneiderman	D
Sneh Jani	B
Monica	A
Salomy	C

A. Asylum seeker
B. Founder of Bread & Roses
C. Aspirational florist
D. Feminist speaker
E. Syrian teacher

3. **Circle** the **correct** answer in each case.

(3 marks)

(i) What definition best matches the expression '*green-fingered*' in line 19?

- A. Someone who cannot grow plants successfully
- B. Someone who isn't afraid of making mistakes
- C. Someone who has natural gardening ability**
- D. Someone who doesn't mind getting their hands dirty

(ii) Which definition best matches the expression 'the brainchild' in line 23?

- A. the idea**
- B. the intelligence
- C. the result
- D. the businesswoman

(iii) What does Salomy mean when she says '*once I've got my status*' in line 52?

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- A. Once I am a fully trained and qualified florist
- B. Once I am highly regarded by my community
- C. Once I am recognised as a refugee and entitled to work**
- D. Once I have got premises to work from

4. For each of the following statements, state whether it is **True** or **False**. Then write down a **quote** from the text to support your answer. (N.B. Candidates may **not** use their own words, but must quote from the text.)

**(6 marks)**

(a) Monica from Ghana left behind a career to come to the UK.

True / False	Quote
<b>False</b>	<b><i>"I was a student when the traffickers brought me here."</i></b>

(b) Olivia Head has previous experience with the people *Bread and Roses* helps.

True / False	Quote
<b>True</b>	<b><i>"I was working in a hostel for homeless people at the time, including asylum seekers."</i></b>

(c) Olivia and Sneh's main goal at *Bread and Roses* is to teach floristry.

True / False	Quote
<b>False</b>	<b><i>"It's all about building their workplace confidence, and connecting them with other women from around the world."</i></b>

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5. Find and copy the **word or phrase** in the text which best fits the following meanings and write it onto the corresponding line:  
(5 marks)

- |                            |                                    |
|----------------------------|------------------------------------|
| A. Worried                 | <b>anxious</b> , (line 3)          |
| B. The main idea           | <b>principle</b> , (line 12)       |
| C. Prospective             | <b>aspiring</b> , (line 24)        |
| D. A trial project         | <b>pilot programme</b> , (line 30) |
| E. To originally come from | <b>to hail from</b> , (line 35)    |

6. What does the **underlined word** refer to in each of these extracts from the text?  
Write your answer in your own words on the line provided.

(5 marks)

A. **It's** a challenge – (line 5)

**Finding work/ Building a career in another country as an asylum seeker** (or anything similar)

B. **It** is inspired - (line 12)

**Bread and Roses/ an all-female social enterprise** (or anything similar)

C. **Which** - (line 13)

**Rose Schneiderman's Feminist Speech** (or anything similar)

D. **Its** benefits – (line 15)

**The floristry programme** (or anything connected to working with flowers as part of the programme)

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E. **Them** – (line 37)

**The (beautiful) flowers** (or anything similar)

7. What is the **main purpose** of the article? **Select** the correct answer and **circle** the corresponding letter.

(1 mark)

A. to inform and explain

B. to argue and persuade

C. to evaluate and judge

**D. to take a stand and propose a solution**

**TOTAL- 30 marks**

**Rubrics for the correction of Part 2 and Part 3 on the next page**



# EUROPEAN BACCALAUREATE ENGLISH LANGUAGE II

## Part 2: Rubric for Evaluation of Written Production – Total 30

Aspect for Judgement							
Content	10	9	8	7-6	5	4-3	2-0
Requirements of Task Fulfilled	Requirements of task <b>excellently and fully</b> met	Requirements of task <b>very well</b> and <b>almost fully</b> met	Requirements of task <b>well</b> met	Requirements of task <b>satisfactorily</b> met	Requirements of task <b>sufficiently</b> met	Requirements of task <b>insufficiently</b> met	Requirements of task <b>not met</b>
Coherence/development of thoughts and ideas	<b>Excellent</b> evidence of coherence /development of thoughts and ideas	<b>Very good</b> evidence of coherence /development of thoughts and ideas	<b>Good</b> evidence of coherence /development of thoughts and ideas	<b>Satisfactory</b> evidence of coherence /development of thoughts and ideas	<b>Sufficient</b> evidence of coherence /development of thoughts and ideas	Related <b>insufficient</b> evidence of coherence /development of thoughts and ideas	<b>No evidence</b> therefore of coherence /development of thoughts and ideas
Organisation	8	7	6	5	4	3-2	1-0
Structure (Introduction – development – conclusion)	Answer <b>excellently</b> structured demonstrating very skilful cohesion between sentences & paragraphs with conventions of text type fully and <b>excellently</b> met.	Answer <b>very well</b> structured demonstrating skilful cohesion between sentences and paragraphs with conventions of text type <b>very well</b> met.	Answer <b>well</b> -structured demonstrating clear cohesion between sentences and paragraphs with conventions of text type <b>well met</b> .	Answer <b>well</b> -structured demonstrating clear cohesion between sentences and paragraphs with conventions of text type <b>well met</b> .	Answer <b>sufficiently</b> well-structured demonstrating some cohesion between sentences and paragraphs with conventions of text type <b>fairly well</b> met.	Answer <b>insufficiently</b> well-structured demonstrating insufficient cohesion between sentences and paragraphs with conventions of text type <b>insufficiently</b> met.	Answer shows <b>no</b> evidence of structure; a related lack of cohesion between sentences and paragraphs and no evidence of the respecting of text type.
Cohesion between sentences and between paragraphs							
Conventions of text type respected (layout, addressee taken into account, register etc..)							
Accuracy	8	7	6	5	4	3-2	1-0
Vocabulary/Spelling	An <b>excellent</b> level of accuracy of vocabulary, spelling and grammar	A <b>very good</b> level of accuracy of vocabulary, spelling and grammar	A <b>good</b> level of accuracy of vocabulary, spelling and grammar	A <b>satisfactory</b> level of accuracy of vocabulary, spelling and grammar	A <b>sufficient</b> level of accuracy of vocabulary, spelling and grammar	An <b>insufficient</b> level of accuracy of vocabulary, spelling and grammar	<b>No</b> evidence of any accuracy of vocabulary, spelling and grammar
Grammar/Syntax	<b>Hardly any</b> errors	<b>Occasional</b> errors	<b>Very few</b> errors	<b>Few</b> errors	<b>Some</b> errors	<b>Quite a number of</b> errors	<b>Many</b> errors
Style	4		3		2	1	0
Range of vocabulary & Structures	<b>Excellent to very good</b> use of a wide range of vocabulary and structures		<b>Good to satisfactory</b> use of quite a range of vocabulary and structures		<b>Sufficient</b> use of some range of vocabulary and structures	<b>Weak</b> use of a limited range of vocabulary and structures	<b>No</b> evidence of any range of vocabulary and structures
Readability	<b>Most/Very</b> readable		<b>Quite</b> readable		<b>Fairly</b> readable	<b>Insufficiently</b> readable	<b>Largely</b> unreadable

## EUROPEAN BACCALAUREATE ENGLISH LANGUAGE II

### Part 3: Rubric for Understanding Literature - Total 40

Aspect for Judgement							
Content	20-19	18-17	16-15	14-12	10-9	8-5	4-0
Requirements of task fulfilled  Knowledge of Content (main ideas, themes characters, composition of set book)	Requirements of task <b>excellently and fully</b> met demonstrating <b>excellent</b> textual knowledge	Requirements of task <b>very well</b> met demonstrating <b>very good</b> textual knowledge	Requirements of task <b>well</b> met demonstrating <b>good</b> textual knowledge	Requirements of task <b>satisfactorily</b> met demonstrating <b>satisfactory</b> textual knowledge	Requirements of task <b>sufficiently</b> met demonstrating <b>sufficient</b> textual knowledge	Requirements of task <b>insufficiently</b> met demonstrating <b>insufficient</b> textual knowledge	Requirements of task <b>not</b> met demonstrating <b>no</b> textual knowledge
<b>Personal Response</b>	<b>10</b>	<b>9-8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4-3</b>	<b>2-0</b>
Personal viewpoint and appreciation  Relevant arguments	<b>Excellent</b> expression of personal viewpoint making <b>excellent</b> use of relevant arguments	<b>Very good</b> expression of personal viewpoint making <b>very good</b> use of relevant arguments	<b>Good</b> expression of personal viewpoint making <b>good</b> use of relevant arguments	<b>Satisfactory</b> expression of personal viewpoint making <b>satisfactory</b> use of relevant arguments	<b>Sufficient</b> expression of personal viewpoint making <b>sufficient</b> use of relevant arguments	<b>Insufficient</b> expression of personal viewpoint making <b>insufficient</b> use of relevant arguments	<b>No</b> expression of personal viewpoint thus a related <b>failure</b> to use relevant arguments
<b>Writing</b>	<b>10</b>	<b>9-8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4-3</b>	<b>2-0</b>
Appropriate use of language	<b>Excellent</b> use of language	<b>Very good</b> use of language	<b>Good</b> use of language	<b>Satisfactory</b> use of language	<b>Sufficient</b> use of language	<b>Insufficient</b> use of language	Use of language totally <b>insufficient</b>