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Description Essay Sample: How Can One Help You Write an Essay?

A good sample of a description essay may be found online and in several forms of custom essays. A description essay sample gives an idea to wannabe essay authors on how to write an essay. A sample of an essay offers one the chance to write a descriptive essay using the sample format. It makes the process of writing an essay on description much simpler.

A description essay sample acts as a guide to support people who do not know how to go about academic writing. It also enables other people write custom term papers that help them in their studies.

How it helps you write your essay

If you are able to follow the format of a sample of a description essay to the letter, you will be able to describe almost anything in a manner that is highly acceptable. If you do not know how to write a description essay and you try it without taking a look at a sample essay, you will find it hard. This is because you will be working without an idea of what you are doing. It is always easier to work on something that you have at least inkling about. By taking a close look at a description essay sample, you will be able to create one of your own without much fuss.

Writing your own essay

The whole idea of a description essay sample is to enable you write your own essays with ease. In any case you start writing an essay on description and you get stuck somewhere along the line, all you have to do is look up a description essay either online or in an archive somewhere. These sample essays are not hard to come by in the present day and age.

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GENERIC MARK SCHEME

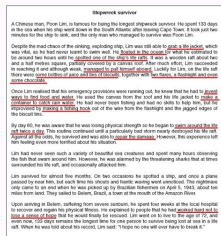
Question 1: Genre transformation question

Award a mark out of 15 for Reading.

Band 1: 13–15	The response reveals a thorough reading of the passage. A wide range of ideas is applied to convey full understanding. There is sustained use of supporting detail, which is well integrated into the response, contributing to a strong sense of purpose and approach. Developed ideas are well related to the passage. All three bullets are fully covered.
Band 2: 10–12	There is evidence of a competent reading of the passage. Some ideas are developed, but the ability to sustain them may not be consistent. There is frequent supporting detail. The response answers all three bullets, though perhaps not equally well.
Band 3: 7–9	The passage has been read reasonably well , but the response may not reflect the range of content of the original. There may be some mechanical use of the passage. There is focus on the task and satisfactory reference, but opportunities for development are rarely taken. Some supporting detail is used. Ideas are simply formulated. There is uneven focus on the bullets.
Band 4: 4–6	Some brief, relevant references to the passage are made. Responses may be thin or lack focus on the passage or the question, but there is some evidence of general understanding of the main ideas.
Band 5: 1–3	Response is either very general, with little specific reference to the passage, or a reproduction of sections of the original. Content is insubstantial, or there is little realisation of the need to modify material from the passage.
Band 6: 0	There is no relevance to the question or to the passage, or the response consists entirely of lifted material.

Question 1: Award a mark out of 5 for writing:

Band 1: 5	The language of the response has character and sounds convincing. Ideas are firmly expressed in a wide range of effective and/or interesting language. Structure and sequence are sound throughout.
Band 2: 4	Language is mostly fluent and there is clarity of expression. There is a sufficient range of vocabulary to express ideas with subtlety and precision, and to give a sense of voice. The response is in a consistent and appropriate style, and is mainly well structured.
Band 3: 3	Language is clear and appropriate, but comparatively plain or factual, expressing little opinion. Ideas are rarely extended, but explanations are adequate. There may be flaws in sequencing.
Band 4: 2	There may be some awkwardness of expression and some inconsistency of style. Language is too limited to express shades of meaning. There is structural weakness in the presentation of material. There may be some copying.
Band 5: 1	There are problems of expression and structure. Language is weak and undeveloped. There is little attempt to explain ideas. There may be frequent copying from the original.
Band 6: 0	Sentence structures and language are unclear and the response is difficult to follow, or it is entirely copied.



WRITING CRITICAL ESSAYS

When literature professors assign you to "write a paper," what exactly do they want you to do? Some instructors are precise about assignments: they may specify a topic or even a thesis; they may supply the evidence on which you are to comment. Often, though—especially in more advanced English courses—the assignment is "open." What, then, is your professor looking for?

Probably he or she expects you to write a "critical essay," a relatively brief paper in which you will apply your ingenuity, creativity, and analytical skills to confronting and explaining a literary text. A paper qualifies as a critical essay when it makes an original observation about a work of literature while answering the question, "well, so what?"

You may find yourself a bit overcome at the prospect of coming up with something original to say about a work by Chaucer, Shakespeare, Austen, or Faulkner: haven't professional scholars been writing everything that could possibly be said, for decades if not for centuries? Intimidated by this assumption, many students go to the library and look up what "the critics" have said before trying to work on criticism of their own. I don't think that's a good way to go about it. Even if you are assigned to write a "research paper" (which differs from a critical essay in that it requires you to consult and cite other scholars' work), you will find the writing less difficult if you work out your own critical position on a text before consulting other sources. You can always revise your ideas and your essay as your understanding of the text increases. For this, after all, is the purpose of writing critical essays: to come to a more complete understanding of a given work of literature and to communicate that understanding to another reader.

WHAT CRITICAL ESSAYS DO

"Critical," in literary matters, does not carry the negative connotations of "finding fault" that the word has in common usage. Most critical essays either imply or express a great deal of enthusiasm for the works they discuss. The reason is simple: it's much more productive to spend time thinking and writing about a poem, play, story, or novel you enjoyed reading than to dwell on ones you didn't like in the first place. Devoting the necessary hours to tearing apart a work you found boring or offensive or amateurish can be depressing.

In literary study, critical essays usually have one of three main goals. They can aim primarily to describe, evaluate, or interpret a text. All essays will combine some elements of each activity. For instance, "evaluation" is implicit in every critical essay: even if you don't set out to prove how good a particular text is, you imply that it has value when you choose it as the subject for critical study. Still, every essay's main point, or thesis, should focus on one of these

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SECONDARY 1 TEST**

ANSWERS AND SAMPLE ANSWERS

As a general principle, the only tasks that have been allocated marks are those which closely reflect exam-style questions. For all other practice questions in this book, teachers, knowing the abilities of their own students, should decide on the most appropriate mark allocations and use them accordingly.

1 The mechanics of English

Page 3

1 I am a student at River View School named Addi and I live in Ipoh which is a city in Malaysia.

2 Ipoh which is the state capital of Perak and the fourth largest city in Peninsular Malaysia is on the west coast of the country and used to be the centre of the tin-mining industry.

3 I enjoy reading and my favourite book is *To Kill a Mockingbird* by the American author, Harper Lee, who lived during the last century.

4 My best friend is Rojina who has very long black hair and lives next door to me in a very large house.

5 Rojina and I attend the same school on the other side of city and we travel there every day by bus which is very crowded in the mornings.

Page 5

- 6 A **science textbook**. Look for simple compound sentences and an objective, factual, informative tone.
- 7 A **story written for young children**. Look for simple sentences; some deliberate repetition of key words.
- 8 The **front-page story of a popular national newspaper**. Look for short direct sentences; one vocabulary: a sense of urgency in the text.
- 9 The **editorial column of a broadsheet newspaper**. Look for a balanced, reflective tone produced by contrasting sentences and simple vocabulary.
- 10 The **opening paragraph of a detective or crime novel**. Look for direct, simple compound sentences; vocabulary starting to involve males by creating a sense of mystery and tension.
- 11 An **engineering textbook**. Look for simple compound sentences; a technical, impersonal tone, produced by a combination of sentence types; use of factual details and on a third-person narrative.
- 12 A **guide for tourists to your own town or country**. Look for friendly, informative tone produced by simple sentences and a conversational style.
- 13 An **article in a magazine for teenagers**. Look for informal, lively tone produced by simple sentences and occasionally deliberate non-sentences (colloquial non-standard vocabulary to reflect the style and audience). Look for a conversational style.

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[illegible]

Days of the week, you use on with days of the week: On Tuesday I play football. On Wednesday I go shopping.; Months, you use in with months: My birthday is in February. I go on holiday in June.; Years, you use in with years: I was born in 2002. I started school in 2005.; Parts of the day, you use in with parts of the day: I like to go to the park in the evening.; Times of the day Mar 29, 2019 - Sometimes, an adverb used with a verb is repetitive, and it makes your writing feel clunky. The verb often is enough to describe what is going on without adding extra words. For example, take this sentence: "She exclaimed excitedly." "Exclaimed" already implies excitement. Adding "excitedly" is redundant. A college (Latin: collegium) is an educational institution or a constituent part of one. A college may be a degree-awarding tertiary educational institution, a part of a collegiate or federal university, an institution offering vocational education, or a secondary school.. In most of the world, a college may be a high school or secondary school, a college of further education, a...

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