

University of Cape Coast
Institute of Education
EBS 282: Forms and Functions of the English Clause
End of Second Semester Examination, 2019/2020
Marking Scheme

SECTION A: SHORT ANSWER TYPE [20 marks]

1. Identify the *form* and *function* of each of the underlined clauses in the following sentences.

- a. I don't want to go through the trouble of being abused in a relationship.
Form: -ing non-finite nominal clause [1 mark]
Function: prepositional complement OR prepositional object [1 mark]
- b. Her Dad was very sure that she sneaked into Dan's room.
Form: *that* finite nominal clause. [1 mark]
Function: Adjective complement [1 mark]
- c. Writing exams in this COVID-19 era is stressful.
Form: -ing non-finite nominal clause. [1 mark]
Function: Subject [1 mark]

Total: [6 marks]

2. Form one sentence to illustrate each of the following types of adverbial clauses. Underline the relevant adverbial clause in your sentences.

- a. Time – Expected conjunctions to be used: *when, while, until, since, soon, as soon as, during, as, before, after, etc.*
e.g. I saw the machine when I came. [1 mark]
- b. Reason – Expected conjunctions to be used: *since, because, as, etc.*
e.g. I came to school because I wanted to learn. [1 mark]
- c. Concession – Expected conjunctions to be used: *although, though, even though, due to etc.*
e.g. Although I was sick, I wrote the exams. [1 mark]
- d. Condition – Expected conjunctions: *should, whether, if, provided (that), in case, etc.*
e.g. If it rains, the ground is wet. [1 mark]

Total: [4 marks]

3. Identify the functions of the underlined relative pronouns:

[1 mark each]

(Answers are in brackets)

- a. The opposition party lost one of their leaders recently, which is sad. (Subject)
- b. I have now seen the gentleman whom you were talking about. (Object)
- c. The gift that he bought for me has been stolen. (Object)
- d. The gentleman that entered the room appeared strange. (Subject)
- e. The girl who I met today was very lovely. (Object)
- f. The one of whom I speak is greater than me. (Prepositional object/complement)
- g. I saw the boy whose mother came around. (Possessive determiner OR Possessive)
- h. She has a book which can give you all you need for your assignment. (Subject)
- i. The hoe which my Dad brought from the farm needs cleaning. (Object)
- j. The teacher to whom you gave the money is the form mistress. (Prepositional object/complement)

Total: [10 marks]

SECTION B: CLAUSE IDENTIFICATION

Please note that items in brackets are optional parts of the answers. For the (b) answers (except in question 2), award only 1 mark if the candidate provides only the form of the clause as an explanation. But award the full mark of 2 if the candidate provides an explanation based on the function.

1. a) (non-defining) relative clause OR adjectival clause [2 mark]
 b) (The clause is introduced by the relative pronoun “which”) and postmodifies/qualifies the noun “device”. [2 marks]
2. a) adverbial clause (of time) [2 marks]
 b) The clause is introduced by the adverbial conjunction “before” **OR** the clause indicates the time frame for the event in the main clause “you first have to connect it to electric power source”. [2 marks]
3. a) *-ing* non-finite nominal clause [2 marks]
 b) (The clause is introduced by the *-ing* non-finite verb “pressing”) and functions as object/complement to the preposition “by”. [2 marks]
4. a) to infinitive non-finite adverbial clause [2 marks]
 b) (The clause is introduced by the to-infinitive verb “to put”) and indicates the purpose for the preceding main clause. [2 marks]
5. a) adverbial clause (of time). [2 marks]
 b) (The clause is introduced by the adverbial conjunction “when”) and indicates the time frame of the event of the following main clause. [2 marks]

Total: [20 marks]

SECTION C: ESSAY [20 marks]

Candidates are expected to answer any ONE questions from this section. Each question carries 20 marks.

1. Distribution of scores

Content = 10

Expression & style = 4

Organisation = 4

Mechanical Accuracy = 2

	Excellent	Very Good	Good	Average	Below Average	Weak Pass	Pass	Fail
Content	8-10	7.5	7	6.5	6	5.5	5	0-4
Grade	A	B+	B	C+	C	D+	D	E

	Excellent	Very Good	Average	Pass	Fail
Expression	3.5 - 4	3	2.5	2	0-1.5
Organisation	3.5 - 4	3	2.5	2	0-1.5
Grade	A	B	C	D	E

Note: Please use the distribution of scores in the table as a general guide in scoring the essays. Please also do read *Appendix I* carefully for further details before grading.

2. Explanation of areas of assessment

Content: The candidate should demonstrate a good understanding of the topic and the ability to synthesise ideas. The content should be organised into a coherent argument in order to address the question. Candidates are expected to discuss four points for each question in the body of the essay for **10 marks**. Distribute the marks as follows: ½ a mark for a good point stated; 2 marks for a good illustration and explanation of a point.

Organisation: The candidate is expected to present a well organised essay, with an introduction properly contextualising the thesis of the essay and a concise thesis statement clearly stating the objective of the essay. Reward candidates who provide an advance organiser, stating the points the essay examines and the order in which they are discussed. The candidate is also expected to develop the thesis of the essay coherently in **at least four** well-structured body paragraphs. Each body paragraph should clearly state the main point in a topic sentence, which is then developed by supporting sentences. Pay attention to the candidate's ability to incorporate illustrations into their essay without destroying the flow of the discussion. The conclusion should restate the thesis of the essay, summarise the main points and indicate a reflection on the argument.

Expression and style: The candidate is expected to write in a clear and lucid style. They should use appropriate general academic vocabulary to position and frame their argument. Reward candidates for the appropriate use of reporting verbs. They are also expected to use specific vocabulary and phraseology related to the topic. Sentence constructions should be idiomatic. **Underline all expression and stylistic errors.**

Mechanical accuracy: Deduct ½ a mark for every grammatical or punctuation error up to a maximum of **2 marks**. Ring/circle any grammatical or punctuation error.

3. Marking guide per question

Question 1: With good examples, carefully distinguish between rank scale and rankshift.

Introduction: The candidate is expected to define rank and identify the grammatical ranks of English. There must be a thesis statement indicating that the essay will distinguish between rank scale and rankshift. A good essay will provide an advanced organizer stating how the essay will be structured.

Body: The candidate is expected to discuss the English rank scale as a hierarchical relationship between grammatical units and give illustrations to show two kinds of relationship between grammatical ranks on the rank scale: (1) constituent relationship – i.e. bottom-up and (2) consist-of relationship – i.e. top-down.

The candidate is also expected to discuss and illustrate rankshift as a phenomenon where a grammatical unit of a higher rank performs the function of units of a lower rank. In English, only clauses and groups/phrases can rankshift. A rankshifted clause can perform the function of either a group/phrase or a word and a rankshifted group/phrase performs the function of a word.

Conclusion: The candidate is expected to restate the thesis of the essay and summarise the difference between rank scale and rankshift.

Question 2: Discuss four factors that determine the choice of the relative pronoun in the relative clause.

Introduction: The candidate is expected to define the relative clause and identify the two types of relative clauses with illustrations: restrictive and non-restrictive. The candidate should point out that one main characteristic of a relative clause in English is the presence of the relative pronoun: *who, whom, which, whose, that* (including zero-*that*). There must be a thesis statement indicating that the essay will discuss the factors that determine the choice of a relative pronoun in the relative clause. A good essay will add an advanced organizer.

Body: The candidate should discuss any four of the following as factors that determine the choice of a relative pronoun in the relative clause. Each point should be well illustrated, and the illustration explained.

1. The type of relative clause
2. The function of the relative pronoun in the relative clause
3. The nature of the antecedent of the relative pronoun

4. Formality or social/situational context of use
5. The verb “be” in the relative clause

Conclusion: The candidate is expected to restate the thesis of the essay and summarise the points discussed.

Question 3: Discuss the form and three functions of the *wh*-interrogative nominal clause.

Introduction: The candidate is expected to define a nominal clause and mention some of the types of nominal clauses. A candidate may alternatively define the *wh*-interrogative nominal clause. There must be a thesis statement that the essay will discuss the form and three functions of the *wh*-interrogative nominal clause. A good essay will provide an advanced organizer.

Body: The candidate is expected to organize the body into four paragraphs. The first paragraph will discuss the form of the *wh*-interrogative nominal clause. The candidate should illustrate that the *wh*-interrogative nominal clause is introduced by a ***wh-interrogative word*** (e.g. *what, where, when, how*, etc.). The candidate should also illustrate that a *wh*-interrogative clause can either be finite or non-finite.

The candidate is expected to illustrate and discuss any three of the following as functions of the *wh*-interrogative nominal clause:

- a. Subject
- b. Object/direct Object
- c. Complement /Subject Complement
- d. Prepositional Complement/Object
- e. Adjective Complement

Conclusion: The candidate is expected to restate the thesis of the essay and summarise the points discussed.

Question 4: Discuss the difference between finite and non-finite clauses.

Introduction: The candidate is expected to define a clause and show that one way of classifying clauses is by examining the nature of the verb phrase or verbal group in the clause. Using this criterion, we can identify two main types of clauses: finite and non-finite. There must be a thesis statement that the essay will distinguish between the finite and non-finite clauses. A good essay will provide an advanced organizer.

Body: The candidate is expected to illustrate and discuss the forms of the finite clauses and the non-finite clauses, showing the differences between them. The main difference is that a finite clause has a finite verb and a non-finite clause has a non-finite verb. A finite verb indicates tense/modality, it has a Subject and the verb agrees with the Subject. A non-finite verb does not show tense/modality, it may not have a Subject, and, if it has a Subject, the verb does not agree with the Subject. Examples of non-finite clauses are *to-infinitive non-finite clause*; *bare infinitive non-finite clause*, and *-ing non-finite clause*.

Conclusion: The candidate is expected to restate the thesis of the essay and summarise the main difference between finite and non-finite clauses.

Appendix I: Description of Areas of Assessment and Grades

Areas	Description/Grades				
	A	B	C	D	E
Content	The candidate demonstrates an excellent understanding	The candidate demonstrates a very good understanding	The candidate demonstrates a relatively good understanding	The candidate shows some understanding of the topic. The points discussed are not fully	The candidate deviates from the topic or shows

	of the topic and an excellent ability to synthesise ideas, weaving illustrations and explanations together into a very sound and persuasive argument.	of the topic and is able to synthesise ideas, weaving illustrations and explanations together into a sound and persuasive argument.	of the topic and is able to synthesise ideas, even if there are some irrelevant materials included. The candidate provides good illustrations but may not explain them accurately.	developed and there are several statements that need elaboration. Some of the content may be irrelevant to the thesis or topic sentences. Illustrations given are either not clear or are unexplained.	misunderstanding in many instances. The candidate is not able to synthesise ideas into a persuasive argument. The content is either not relevant or is hardly persuasive. No explanations are provided.
Organisation	The candidate presents a highly coherent and cohesive essay. Paragraphs are well-structured. The candidate skilfully incorporates illustrations into the essay without destroying the flow of the discussion. The introduction includes a clearly stated thesis, which is exhaustively developed in the body of the essay. The conclusion includes a restatement of the thesis, a summary of the main points and a personal reflection.	The candidate presents a well-organised essay. Paragraphs are well-structured. The candidate incorporates illustrations into the essay without necessarily destroying the flow of the discussion. The introduction includes a thesis, exhaustively developed in the body of the essay. The conclusion includes a restatement of the thesis and a summary of the main points.	The candidate presents a relatively well-organised essay. Paragraphs are well-structured although there are a few instances of incoherence. The candidate incorporates illustrations into the essay without necessarily destroying the flow of the discussion. The introduction includes a thesis statement which is developed by the body of the essay although the argument is not exhaustive enough. The conclusion includes a restatement of the thesis and a summary of the main points.	The candidate follows the structure of the academic essay although some parts do not fit in appropriately. Paragraphs are not so well-structured; many instances of incoherence are recorded. There are challenges of incorporating illustrations into the essay. The introduction includes a thesis, but it is not fully developed in the body. The conclusion is a one-sentence statement or does not logically flow from the body of the essay.	The candidate does not follow the structure of the academic essay or only provides a skeletal sketch of a discussion. Paragraphs are not well-structured, and the essay is generally incoherent. The candidate is not able to incorporate illustrations into the essay. The introduction does not include a thesis or includes one which is not properly stated. The thesis is not fully developed in the body and the paragraphs are too short. The conclusion is a one-

					sentence statement or does not logically flow from the body of the essay.
Expression	The candidate writes in a very clear and lucid style. There is highly an appropriate use of general academic vocabulary and reporting verbs to position and frame the argument. There is an excellent use of specific vocabulary and phraseology related to the topic. Sentence construction is highly idiomatic.	The candidate writes in a clear and lucid style although there are very few instances of expression errors. There is a very good use of general academic vocabulary and reporting verbs to position and frame the argument. There is also a very good use of specific vocabulary and phraseology related to the topic. Sentence construction is generally idiomatic.	The candidate writes well but there are several instances of expression errors. There is some use of general academic vocabulary and reporting verbs to position and frame the argument. There is also a good use of specific vocabulary and phraseology related to the topic. Sentence construction is mostly idiomatic.	There are many instances of expression errors. The candidate makes use of general academic vocabulary and reporting verbs but there is some monotony in the use of some constructions/expression s. The use of specific vocabulary and phraseology related to the topic are generally lacking or they are used ineffectively in many instances. Sentence construction is mostly not idiomatic.	There are too many instances of expression errors. The candidate does not make effective use of general academic vocabulary and reporting verbs. Specific vocabulary and phraseology related to the topic are lacking or they are used ineffectively. Sentence constructions are not idiomatic.
Mechanical Accuracy	The candidate pays very close attention to conventions of writing (punctuation & spelling) and the lexicogrammar of English (e.g. concord). The language is impeccable and error-free. Very negligible or minor errors may be	The candidate pays close attention to conventions of writing (punctuation & spelling) and the lexicogrammar of English (e.g. concord). Only few errors are recorded, and these do not impede effective communication.	The candidate generally pays attention to conventions of writing (punctuation & spelling) and the lexicogrammar of English (e.g. concord). However, several mechanical and grammatical errors are recorded across the essay and, in a	The candidate pays little attention to conventions of writing (punctuation & spelling) and the lexicogrammar of English (e.g. concord). There are many mechanical and grammatical errors throughout the essay, and, in most instances, these impede effective communication.	The candidate pays very little or no attention to conventions of writing (punctuation & spelling) and the lexicogrammar of English (e.g. concord). There are too many mechanical and grammatical errors throughout the essay, which makes it

	recorded in not more than four instances.		few instances, these impede effective communication.		difficult to understand the argument presented.
	A – excellent	B - Good	C - Average	D - Pass	E -Fail