

## MARKING SCALE FOR LETTERS 2013

	<b>Task Completion</b>	<b>Language</b>
<b>4</b>	All aspects of the prompt addressed well. At least 3 aspects expanded. Clear organisation (information grouped into paragraphs logically). Correct format.	Lexically and grammatically correct, with a few slips. Appropriate tone and register. Complex sentences predominate. Correct spelling. Punctuation well managed.
<b>3</b>	All aspects of the prompt addressed. 1 or 2 aspects expanded. Organisation mostly logical (information grouped occasionally mechanically). Mostly correct format. (Some irrelevant remarks.)	Lexically and grammatically mostly correct, with a few mistakes in complex structures. A mix of simple and complex sentences. Tone and/or register inappropriate at times. A few unsystematic spelling and punctuation mistakes.
<b>2</b>	All aspects of the prompt addressed but none expanded. OR At least 5 aspects of the prompt addressed and one expanded. No paragraphs. May require re-reading because of faulty organisation. Faulty format (does not look like a letter). (Significant amount of irrelevant information.)	Basic vocabulary and grammar well controlled, but complex structures and less common vocabulary faulty or <b>vocabulary mainly lifted from the prompt</b> . Few complex sentences. Inappropriate tone and/or register. Frequent grammar, spelling and punctuation mistakes.
<b>1</b>	Only up to 4 aspects of the prompt addressed or <b>the prompt has been misunderstood</b> . Hard to follow due to lack of organisation.	The text abounds in grammar and spelling mistakes but can still be comprehended. Mostly simple sentences. Minimum control of lexis and grammar. Punctuation mistakes hinder understanding.
<b>0</b>	Does not write a letter. The prompt has been ignored. Fewer than 60 words.	Errors in grammar and spelling predominate to the extent that the text cannot be understood.

## MARKING SCALE FOR ESSAYS 2013

	<b>Task Completion</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Grammar</b>
<b>3</b>	Addresses all aspects of the prompt. Ideas presented and supported with examples.	Message can be followed without effort. All required elements present. Clear paragraphs. Each paragraph has one central topic, which is developed. Linking devices used within and between paragraphs to good effect.	Appropriate, wide vocabulary. Error-free word formation. Formal register. Correct spelling.	A wide range of grammatical structures. Complex sentences predominate. Punctuation well managed.
<b>2</b>	Addresses the prompt partially. Does not always support. Some irrelevant remarks.	Organisation is evident but may not always be logical. Some required elements missing or wrong. No paragraphs, but logical. Some linking devices used, but somewhat mechanically.	Good general control of vocabulary. Mostly correct usage. Word formation problems. Inconsistent register. Some spelling mistakes.	Mostly error-free grammar. Simple sentences predominate. Some punctuation mistakes.
<b>1</b>	Content barely related to the prompt. Mentions or copies the prompt without developing. Significant amount of irrelevant information.	No apparent organisation. Random, illogical paragraphs. Relations between ideas unclear. Linking devices mostly not used or overused.	Vocabulary quite limited. Frequent incorrect usage. Numerous word formation problems. Inappropriate register. Numerous spelling mistakes. <b>Mistakes may hinder comprehension.</b>	Limited range of grammar with frequent mistakes. No complex sentences. Frequent punctuation mistakes. <b>Mistakes may hinder comprehension.</b>
<b>0</b>	Ignores the task. Plagiarised work. Fewer than 100 words.	The writing does not communicate. Plagiarised work.	Misspelling prevents understanding. Plagiarised work.	No ratable language. Plagiarised work.