

Writing Mark Scheme

Level B2

| | Task Achievement |
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| 10 | Task achieved at a very high level Intention: Entirely clear Instructions: Completely followed Effect: A very positive effect on the target reader Outcome: Sure to achieve a successful outcome Content: All relevant details included Some original ideas or presentation |
| 9 | Task well achieved Intention: Generally clear Instructions: All important ones followed Effect: A positive effect on the target reader Outcome: Sure to achieve a successful outcome Content: Most relevant details included Some original ideas or presentation |
| 8 | Task achieved, some gaps Intention: Clear in most areas Instructions: All important ones followed Effect: A generally positive effect on the reader Outcome: Likely to achieve a successful outcome Content: Many relevant details included |
| 7 | Task not achieved, many gaps Intention: Unclear in some areas Instructions: Some key instructions not followed Effect: The reader may be confused Outcome: Unlikely to achieve a successful outcome Content: Some important details left out Some irrelevant information |
| 6 | Task entirely unachieved Intention: Very unclear Instructions: Most / all not followed Effect: Very negative Outcome: Will not achieve a successful outcome Content: Omission, irrelevance |
| 5 | Task unattempted / partially attempted Not enough language to make an assessment |
| 4 | Task unattempted / partially attempted Not enough language to make an assessment |
| 3 | Task unattempted / partially attempted Not enough language to make an assessment |
| 2 | Task unattempted / partially attempted Not enough language to make an assessment |
| 1 | Task unattempted / partially attempted Not enough language to make an assessment |
| 0 | Task unattempted / partially attempted Not enough language to make an assessment |

| | Coherence and Cohesion | Range and Accuracy | Appropriacy |
|----------|---|---|---|
| 5 | Structure: Clear Purpose: Clear Information: Well organised Devices: Cohesive Reference: Used to link naturally Skilled use | Range: Wide Errors: Very few | Style: Appropriate to genre Register: Range of registers |
| 4 | Structure: Adequate Purpose: Mostly clear. Information: Some confusion Devices: Cohesive Reference: Adequate Limited use | Range: Adequate Errors: Some but do not significantly impede meaning | Style: Usually appropriate to genre Register: Limited exponents but awareness of register is shown |
| 3 | Structure: Muddled Purpose: Unclear. Information: Very confused Devices: Cohesive Reference: Minimal Simple / none | Range: Narrow Errors: Many | Style: Inappropriate to genre Register: Minimal |
| 2 | Structure: Muddled Purpose: Unclear. Information: Very confused Devices: Cohesive Reference: Minimal Simple / none | Range: Narrow Errors: Many | Style: Inappropriate to genre Register: Minimal |
| 1 | Structure: Muddled Purpose: Unclear. Information: Very confused Devices: Cohesive Reference: Minimal Simple / none | Range: Narrow Errors: Many | Style: Inappropriate to genre Register: Minimal |
| 0 | Not enough language to make an assessment. | Not enough language to make an assessment | Not enough language to make an assessment. |