

MARKING GRID FOR TASK 1

BAND		0	1	2	3	4	5					
COMMUNICATIVE EFFECTIVENESS	Task achievement	There may be too little language for assessment or the response may be totally illegible; the content may be impossible to understand or the pupil may have blatantly ignored the task instructions.	Fewer than half of the elements attempted with little relevant information conveyed.	Some features of band 1, some features of band 3.	All elements of the task attempted. Mostly relevant response.	Some features of band 3, some features of band 5.	All elements of the task successfully addressed. Fully relevant and detailed response.	Task achievement				
	Effect on reader								Barely comprehensible.	Some effort may be required of the reader, especially if more ambitious language is attempted.	Easy to read, little or no effort required.	Effect on reader
	Word limit ¹								Word limit (+/- 10%) not respected	Word limit (+/- 10%) respected	Word limit (+/- 10%) respected	Word limit
LEXICAL STRUCTURES	Control		Many basic errors which often impede communication. There may be the occasional correct phrase or short sentence pre-learnt or lifted from the prompt.		Everyday basic vocabulary is generally used appropriately.		Vocabulary is appropriate to the task and used effectively overall.	Control				
	Range		Very limited vocabulary, with occasional correct words or phrases.						Range of vocabulary is generally sufficient to deal with the task.	Quite a wide range of vocabulary. Little or no repetition.	Range	
	Spelling		Spelling very weak, which impedes communication.						Spelling of common words fairly accurate. Errors do not significantly affect communication.	Spelling mostly accurate. Errors do not affect communication. Mistakes mainly due to ambitious use of language.	Spelling	
GRAMMATICAL STRUCTURES	Control	Very little control of grammatical structures. There may be the occasional correct phrase or short sentence pre-learnt or lifted from the prompt.	Simple structures are mostly used correctly.	Simple structures are used correctly. More complex structures attempted.	Control							
	Range	Many basic errors and inaccuracies, which impedes communication. Use of a very limited range of structures.				Grammatical errors occur but do not significantly affect communication. Use of a limited range of structures.	Grammatical mistakes mainly due to ambitious use of language and do not affect communication. Use of a variety of structures, including more complex ones.	Range				
								COMMUNICATIVE EFFECTIVENESS				
								LEXICAL STRUCTURES				
								GRAMMATICAL STRUCTURES				

¹ Note : - Candidates who write fewer than 50 words may not be awarded more than band 2 in all categories.

- Raters should stop reading after 140 words. Everything written thereafter should not be taken into consideration for the assessment.

MARKING GRID FOR TASK 2

BAND		0	1	2	3	4	5	BAND					
COMMUNICATIVE EFFECTIVENESS	Task achievement	There may be too little language for assessment or the response may be totally illegible; the content may be impossible to understand or the pupil may have blatantly ignored the task instructions.	Fewer than half of the elements attempted with little relevant information conveyed.	Some features of band 1, some features of band 3.	All elements of the task attempted. Mostly relevant response.	Some features of band 3, some features of band 5.	All elements of the task successfully addressed. Fully relevant and detailed response.	Task achievement	COMMUNICATIVE EFFECTIVENESS				
	Effect on reader		Barely comprehensible.		Some effort may be required of the reader, especially if more ambitious language is attempted.		Easy to read, little or no effort required.	Effect on reader					
	Word limit ²		Word limit (+/-10%) not respected		Word limit (+/-10%) respected		Word limit (+/-10%) respected	Word limit					
ORGANISATION	Structure		Only isolated sentences or juxtaposed phrases or words.		Some features of band 1, some features of band 3.		Some attempt at linking text into a whole; some connection of ideas.	Some features of band 3, some features of band 5.		Successful linking of the text into a whole. Ideas are linked into a connected logical sequence.	Structure	ORGANISATION	
	Use of linking devices		Unsuccessful or no use of even the most frequently occurring connectors.				Mostly successful use of the most frequently occurring connectors (e.g. and, but, because) to link simple phrases and sentences.			Mostly successful use of a variety of connectors and cohesive devices (e.g. transitional words, chronological and logical sequencers, less frequently occurring conjunctions).	Use of linking devices		
	Punctuation		Essentially no control of punctuation.				Occasionally faulty or missing basic punctuation.			Basic punctuation used correctly.	Punctuation		
LEXICAL STRUCTURES	Control		Some features of band 1, some features of band 3.		Many basic errors which often impede communication. There may be the occasional correct phrase or short sentence pre-learnt or lifted from the prompt.		Some features of band 3, some features of band 5.	Everyday basic vocabulary is generally used appropriately.		Some features of band 3, some features of band 5.	Vocabulary is appropriate to the task and used effectively overall.	Control	LEXICAL STRUCTURES
	Range				Very limited vocabulary, with occasional correct words or phrases.			Range of vocabulary is generally sufficient to deal with the task.			Quite a wide range of vocabulary. Little or no repetition.	Range	
	Spelling				Spelling very weak, which impedes communication.			Spelling of common words fairly accurate. Errors do not significantly affect communication.			Spelling mostly accurate. Errors do not affect communication. Mistakes mainly due to ambitious use of language.	Spelling	
GRAMMATICAL STRUCTURES	Control		Some features of band 1, some features of band 3.		Very little control of grammatical structures. There may be the occasional correct phrase or short sentence pre-learnt or lifted from the prompt.		Some features of band 3, some features of band 5.	Simple structures are mostly used correctly.		Some features of band 3, some features of band 5.	Simple structures are used correctly. More complex structures attempted.	Control	GRAMMATICAL STRUCTURES
	Range				Many basic errors and inaccuracies, which impedes communication.			Grammatical errors occur but do not significantly affect communication.			Grammatical mistakes mainly due to ambitious use of language and do not affect communication.	Range	
					Use of a very limited range of structures.			Use of a limited range of structures.			Use of a variety of structures, including more complex ones.		

² Note : - Candidates who write fewer than 80 words may not be awarded more than band 2 in all categories.

- Raters should stop reading after 250 words. Everything written thereafter should not be taken into consideration for the assessment.