

Writing**Q1 PHOTOCARD DESCRIPTION WRITING TASK – FOUNDATION PAPER**

Overall Mark: /8

Content:

Mark	Communication
2	<ul style="list-style-type: none"> <li>The relevant message is clearly communicated.</li> </ul>
1	<ul style="list-style-type: none"> <li>The message is relevant but has some ambiguity and causes a delay in communication.</li> </ul>
0	<ul style="list-style-type: none"> <li>The message is irrelevant or cannot be understood.</li> </ul>

**Q2 40 WORD WRITING TASK – FOUNDATION PAPER**

Overall Mark: /16

Content:

Mark	Communication
9-10	<ul style="list-style-type: none"> <li>A <b>full</b> coverage of the required information. Communication is <b>clear</b>.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>A <b>good</b> coverage of the required information. Communication is <b>mostly</b> clear</li> <li>but perhaps with occasional lapses.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>A <b>reasonable</b> coverage of the required information. Communication is</li> <li><b>generally</b> clear but <b>there are likely to be lapses</b>.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>A <b>partial</b> coverage of the required information. Communication is <b>sometimes</b></li> <li>clear but <b>there are instances where messages are not conveyed</b>.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>A <b>minimal</b> coverage of the required information. Communication is <b>often not</b></li> <li>clear and there may be <b>frequent instances where messages are not conveyed</b>.</li> </ul>
0	<ul style="list-style-type: none"> <li>No evidence of relevant content.</li> </ul>

Quality of language:

Mark	Communication
5-6	<ul style="list-style-type: none"> <li>Uses a <b>variety of appropriate</b> vocabulary and grammatical structures.</li> <li><b>Generally</b> accurate.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>Vocabulary and grammatical structures <b>generally</b> appropriate to the task, with</li> <li><b>some attempt</b> at variety. <b>More</b> accurate than inaccurate.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>Vocabulary and structures used <b>may be limited, repetitive</b> or <b>inappropriate</b>. There may be <b>frequent errors</b>.</li> </ul>
0	<ul style="list-style-type: none"> <li>No evidence of quality of language.</li> </ul>

**Q3 TRANSLATION (FOUNDATION PAPER)**

Overall Mark: /10

Conveying key messages:

Mark	Response
5	All key messages are conveyed.
4	Nearly key messages are conveyed.
3	Most key messages are conveyed.
2	Some key messages are conveyed.
1	Few messages are conveyed.
0	No evidence of conveying key messages.

Application of grammatical knowledge of language and structures:

Mark	Response
5	Very good knowledge of vocabulary and structures; highly accurate.
4	Good knowledge of vocabulary and structures; generally accurate.
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	No evidence of grammatical knowledge of language and structures.

**Q4 90 WORD WRITING TASK – FOUNDATION PAPER**

Overall Mark: /16

Content:

Mark	Communication
9-10	<ul style="list-style-type: none"> <li>A <b>very good</b> response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>A <b>good</b> response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>A <b>reasonable</b> response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>A <b>basic</b> response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>A <b>limited</b> response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.</li> </ul>
0	<ul style="list-style-type: none"> <li>No evidence of relevant content.</li> </ul>



## Quality of language:

Mark	Communication
5-6	A <b>variety of appropriate vocabulary</b> is used. <b>Complex structures and sentences are attempted</b> . There are references to <b>three times frames</b> , which are largely successful. <b>Errors</b> are mainly <b>minor</b> . Some <b>more serious errors may occur</b> , particularly in complex structures and sentences, but the <b>intended meaning</b> is <b>nearly always clear</b> . The <b>style and register are appropriate</b> .
3-4	<b>Some variety of appropriate vocabulary</b> is used. There may be some <b>attempt at complex structures and sentences</b> . There are references to at least <b>two different time frames</b> , although these may not always be successful. There may be <b>some major errors</b> , and <b>more frequent minor errors</b> , but overall the response is <b>more accurate than inaccurate</b> and the intended meaning is usually clear. The <b>style and register may not always be appropriate</b> .
1-2	The range of language may be <b>narrow, repetitive</b> and/or <b>inappropriate</b> to the needs of the task. <b>Sentences are mainly short and simple</b> or may not be properly constructed. There may be <b>frequent major and minor errors</b> . <b>Little or no awareness of style and register</b> .
0	No evidence of quality of language.