



Writing

Q1 90 WORD WRITING TASK – HIGHER PAPER

Content:

Overall Mark: /16

Grade:

| Mark | Communication |
|------|---|
| 9-10 | <ul style="list-style-type: none"> A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed. |
| 7-8 | <ul style="list-style-type: none"> A good 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. |
| 5-6 | <ul style="list-style-type: none"> A reasonable 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. |
| 3-4 | <ul style="list-style-type: none"> A basic 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. |
| 1-2 | <ul style="list-style-type: none"> A limited 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. |
| 0 | <ul style="list-style-type: none"> No evidence of relevant content. |

Quality of language:

| Mark | Communication |
|------|---|
| 5-6 | <ul style="list-style-type: none"> A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate. |
| 3-4 | <ul style="list-style-type: none"> Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate. |
| 1-2 | <ul style="list-style-type: none"> The range of language may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register. |
| 0 | <ul style="list-style-type: none"> No evidence of quality of language. |



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| Overall Mark: /32 |
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Q2 150 WORD WRITING TASK – HIGHER PAPER**Content:**

| Mark | Communication |
|-------|--|
| 13-15 | <ul style="list-style-type: none">An excellent response which is fully relevant and detailed. Communication is clear with little or no ambiguity. Opinions are expressed and justified. |
| 10-12 | <ul style="list-style-type: none">A very good response which is almost always relevant and conveys a lot of information. Communication is mostly clear but there are few ambiguities. Opinions are expressed and justified. |
| 7-9 | <ul style="list-style-type: none">A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified. |
| 4-6 | <ul style="list-style-type: none">A reasonable response with some relevant information. Communication may not be clear and there are may be instances where messages break down. An opinion is expressed. |
| 1-3 | <ul style="list-style-type: none">A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed. |
| 0 | <ul style="list-style-type: none">No evidence of relevant content. |

Range of language:

| Mark | Communication |
|-------|---|
| 10-12 | <ul style="list-style-type: none">Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence. The style and register are appropriate. |
| 7-9 | <ul style="list-style-type: none">Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful. The style and register are appropriate. |
| 4-6 | <ul style="list-style-type: none">Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate. |
| 1-3 | <ul style="list-style-type: none">Little variety of appropriate vocabulary. Structures likely to be short and simple. |
| 0 | <ul style="list-style-type: none">No evidence of range of language |



Accuracy:

| Mark | Communication |
|------|---|
| 5 | <ul style="list-style-type: none"> • Accurate, although there may be a few errors especially in attempts are more complex structures. Verbs and tense formations are secure. |
| 4 | <ul style="list-style-type: none"> • Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always accurate. |
| 3 | <ul style="list-style-type: none"> • Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct. |
| 2 | <ul style="list-style-type: none"> • More accurate than inaccurate. Meaning is generally clear. • Verb and tense formations are usually correct. |
| 1 | <ul style="list-style-type: none"> • There may be major errors and frequent minor errors. Meaning is unclear. There is only limited success with verb and tense formations. |
| 0 | <ul style="list-style-type: none"> • No evidence of accuracy. |

Q3 TRANSLATION (HIGHER PAPER)

Overall Mark: /16

Conveying key messages:

| Mark | Response |
|------|---|
| 6 | All key messages are conveyed. |
| 5 | Nearly all key messages are conveyed. |
| 4 | Most key messages are conveyed. |
| 3 | Some key messages are conveyed. |
| 2 | Few key messages are conveyed. |
| 1 | Very few messages are conveyed. |
| 0 | No evidence of conveying key messages. |

Application of grammatical knowledge of language and structures:

| Mark | Response |
|------|--|
| 6 | Excellent knowledge of vocabulary and structures; virtually faultless. |
| 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. |