

## Standard Mark Schemes for Writing (reviewed in 2014)

### STANDARD MARK SCHEME FOR WRITING FOR EUROPEAN LANGUAGES BEGINNERS, BEGINNERS FAST-TRACK, INTERMEDIATE 1 & 2, INTERMEDIATE FAST-TRACK

GRADE	CONTENT & ORGANISATION	/20	VOCABULARY	/40	GRAMMAR	/40
<b>90+</b> <b>(High 1<sup>st</sup>)</b>	Outstanding response to the task and communicates extremely clearly and without ambiguity. Fully coherent and detailed.	18-20	Outstanding range and choice of vocabulary and expressions, well above the requirements of the level; fully accurate and appropriate use.	36-40	Outstanding use of different tenses and structures, well above the requirements of the level. Highly fluent and virtually error-free.	36-40
<b>80-89</b> <b>(Good 1<sup>st</sup>)</b>	Excellent response to the task and communicates extremely clearly and without ambiguity. Uses relevant information to convey facts and narrate events.	16-17	Excellent range and choice of vocabulary and expressions, above the requirements of the level; fully accurate and appropriate use.	32-35	Excellent use of different tenses and structures, above the requirements of the level. Very fluent, coherent and consistent –instances of minor errors, usually in the most ambitious language.	32-35
<b>70-79</b> <b>(Low 1<sup>st</sup>)</b>	Very good response to the task and communicates clearly. Uses some information to convey facts and narrate events. Ideas clearly organised and easy to follow.	14-15	Very good range and choice of vocabulary, with good attempts to use idiomatic expressions. Vocabulary used is appropriate to the topic.	28-31	Very good use of different tenses and structures. Uses more complex language features, and minor mistakes. Fluent most of the time and overall in control of the material.	28-31
<b>60-69</b> <b>(2,1)</b>	Content good and relevant to the context; few gaps and/or repetitions. Ideas well organised and illustrated.	12-13	Good range and choice of vocabulary, and expressions are generally used appropriately.	24-27	Good range of structures, which include different tenses or time frames. The message is generally accurate, clear and coherent, with few grammatical inaccuracies	24-27
<b>50-59</b> <b>(2,2)</b>	Generally communicates the essential information of the task, though with occasional gaps and/or repetitions. Connection between ideas is generally clear.	10-11	Adequate range of vocabulary, though choice occasionally inappropriate; errors leading to occasional misunderstanding.	20-23	Awareness of verbs and time frames, but less consistent overall. Sufficiently accurate for the basis of the message to be clear, but with errors, some major.	20-23
<b>40-49</b> <b>(3<sup>rd</sup>)</b>	Content is general, with some gaps and/or repetitions. Limited organisation and cohesion.	8-9	Limited range and choice of vocabulary; errors leading to more frequent misunderstanding.	16-19	Many grammatical inaccuracies; control of patterns imperfect, sometimes affecting communication. Everyday messages are sufficiently accurate to be comprehensible.	16-19

<b>25-39 (Fail)</b>	Content lacks any detail / unrelated to question / very short. Little or no organisation evident.	5 -7	Vocabulary very limited for the purpose / simple and repetitive; frequent errors and excessive repetitions often leading to misunderstanding.	10-15	Frequent and major grammatical inaccuracies leading to misunderstanding. Very simple sentence structure.	10-15
<b>0-24 (Lowest fail)</b>	Failure to complete task / too short to assign a mark which reflects its quality. Totally disorganised.	0-4	Vocabulary used not at level of module.	0-9	Nothing coherent or accurate enough to be comprehensible. Grammar totally insufficient for level.	0-9