

MARKING SCALE FOR LETTERS 2016

	Task Completion	Vocabulary	Grammar
3	All aspects of the prompt addressed appropriately and expanded well. Clear organisation (information grouped into paragraphs logically). Correct format.	Appropriate, wide vocabulary. Error-free word-formation. Appropriate tone and register. Correct spelling.	Grammatically correct, with a few slips. Complex structures predominate. Punctuation well managed.
2	All aspects of the prompt addressed appropriately. Two or three aspects expanded. Organisation mostly logical. Mostly correct format. Some irrelevant remarks.	Basic vocabulary. Less common vocabulary faulty or lifted from the prompt. Tone and register mostly appropriate. Some spelling mistakes.	Basic grammar. Complex structures faulty. Few complex sentences. Frequent grammar and punctuation mistakes.
1	All aspects of the prompt addressed but none expanded OR not all aspects discussed. May require re-reading because of faulty organisation. Faulty format (does not look like a letter). Significant amount of irrelevant information.	Vocabulary limited. Frequent incorrect usage. Inappropriate tone and register. Vocabulary and spelling mistakes make comprehension problematic.	Mostly simple sentences. Minimum control of grammar. Grammar and punctuation mistakes make comprehension problematic.
0	The prompt has been misunderstood. Fewer than 60 words.	Vocabulary and spelling mistakes make comprehension impossible.	Grammar and punctuation mistakes make comprehension impossible.
	The prompt has been ignored. Plagiarised work.		

Notes:

Word count (Task completion): More than 132 words – no penalty 108–132 – OK! 60–107 – deduct 1 point Fewer than 60 words 0	Salutation (Task completion): - Dear Mr Jackson Sign-off (Task completion): - Yours sincerely	No contracted forms! (Vocabulary) Commas in both the salutation and sign-off or in neither. (Grammar)
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MARKING SCALE FOR REPORTS 2016

	Task completion	Organisation	Vocabulary	Grammar
4	Data thoroughly discussed. Opinions supported with examples from the input. Relevant and appropriate conclusions drawn.	Clearly organised, systematic. Subheadings used. Paragraphs have a clear focus. Purpose and audience clear.	Accurate and appropriate task-specific vocabulary. Appropriate tone and register. Correct spelling.	A variety of grammatical structures correctly used. Complex sentences frequently used. Punctuation well managed.
3	Data generally discussed well but some opinions need more support. Some of the conclusions irrelevant or inappropriate.	Organisation mostly logical. Some paragraphs lack focus. Purpose and audience generally clear.	Good general control of vocabulary. Tone and register mostly appropriate. A few unsystematic spelling mistakes.	Good general control of grammatical structures. A mix of simple and complex structures. A few mistakes in complex structures. A few unsystematic punctuation mistakes.
2	Data discussed only partly or data used mechanically. Some of the conclusions illogical or unclear. Some irrelevant remarks.	Organisation is evident but not always logical. Paragraphs lack focus. Introduction or conclusion missing or inappropriate.	Basic vocabulary well controlled but used repetitively or lifted mainly from the prompt. Tone and register inappropriate at times. Frequent spelling mistakes.	Mostly error-free grammar but repetitive. Simple sentences predominate. Some punctuation errors.
1	Data not used in the discussion. Conclusions missing, illogical or unclear. Significant amount of irrelevant information.	No apparent organisation. No paragraphs. Introduction and conclusion missing or inappropriate.	Vocabulary limited. Frequent incorrect usage. Inappropriate register. Spelling mistakes make comprehension problematic.	Limited range of grammar with frequent errors. Frequent punctuation errors.
0	Ignores the prompt. Plagiarised work. Fewer than 100 words.	Ignores the prompt. Plagiarised work. No apparent organisation.	Ignores the prompt. Plagiarised work. Spelling mistakes make comprehension impossible.	Ignores the prompt. Plagiarised work. No ratable language.