

MARKING SCALE FOR LETTERS 2014

	Task Completion	Vocabulary	Grammar
3	All aspects of the prompt addressed 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. Some aspects expanded. Organisation mostly logical (information grouped occasionally mechanically). Mostly correct format. Some irrelevant remarks.	Basic vocabulary well controlled, but less common vocabulary faulty or vocabulary mainly lifted from the prompt. Tone and register mostly appropriate. Some spelling mistakes.	Basic grammar well controlled, but complex structures faulty. Few complex sentences. Frequent grammar and punctuation mistakes.
1	All aspects of the prompt addressed but none expanded or the prompt has been misunderstood. No paragraphs. 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. Spelling mistakes make comprehension problematic.	Mostly simple sentences. Minimum control of grammar. Punctuation mistakes hinder understanding.
0	The prompt has been ignored. Plagiarised work. Fewer than 60 words.	The prompt has been ignored. Plagiarised work. Misspelling prevents understanding.	The prompt has been ignored. Plagiarised work. Errors in grammar predominate to the extent that the text cannot be understood.

MARKING SCALE FOR ESSAYS 2014

	Content	Organisation	Vocabulary	Grammar
4	All aspects of the prompt addressed. Ideas presented and supported by examples.	Well organised. All required elements present. Clear paragraphs. Natural use of linking devices.	Accurate, appropriate, wide vocabulary. Appropriate tone and register. Correct spelling.	A wide range of grammatical structures correctly used. Complex structures predominate. Punctuation well managed.
3	All aspects of the prompt addressed. Some aspects supported by examples.	Organisation mostly logical. Required elements present but not always appropriate. Paragraphing mostly clear with a few slips. Linking devices mostly used appropriately.	Good general control of vocabulary. Tone and register mostly appropriate. A few unsystematic spelling mistakes.	A mix of simple and complex structures. A few mistakes in complex structures. A few unsystematic punctuation mistakes.
2	Some aspects of the prompt addressed. Some irrelevant remarks.	Organisation is evident but may not always be logical. Some required elements missing or wrong. No paragraphs, but logical. Linking devices limited in number or used mechanically.	Basic vocabulary well controlled but less common vocabulary faulty or vocabulary mainly lifted from the prompt. Tone and register inappropriate at times. Frequent spelling mistakes.	Mostly error-free grammar. Simple sentences predominate. Some punctuation errors.
1	Prompt addressed in a limited way or partly misunderstood. Significant amount of irrelevant information.	Organisation unclear or illogical. Random paragraphs. Relations between ideas unclear. Linking devices missing or overused.	Vocabulary limited. Frequent incorrect usage. Inappropriate tone and 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. Misspelling prevents understanding.	Ignores the prompt. Plagiarised work. No ratable language.

MARKING SCALE FOR REPORTS 2014

	Content	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. Misspelling prevents understanding.	Ignores the prompt. Plagiarised work. No ratable language.