

## STANDARD MARK SCHEME FOR WRITING (ADVANCED 1 & 2) EUROPEAN LANGUAGES

Note: Each component is weighted equally.

GRADE	CONTENT	STYLE & ORGANISATION	VOCABULARY	GRAMMAR
<b>90+</b> <b>(High 1st)</b>	Content outstanding, clearly demonstrating intellectual initiative, independent and original thought and an ability to engage with material critically and analytically.	Style exceptionally consistent, individual and suitable to subject matter. Highly effective understanding of the register appropriate for the task. Ideas clearly and fluently organised.	Outstanding range and choice of vocabulary and authentic idiomatic expressions; fully accurate and appropriate use.	Outstanding control of patterns and wide-ranging use of structures. Highly fluent and almost total grammatical accuracy.
<b>80-89</b> <b>(Good 1st)</b>	Content excellent, showing critical and independent thought such as an ability to 'see beyond the question'.	The style is consistent, individual and suitable to the subject matter. The ideas are very clearly organised and easy to follow.	Excellent range and choice of vocabulary and authentic idiomatic expressions; fully accurate and appropriate use.	Excellent control of patterns and wide-ranging use of structures. Extremely fluent with minimal errors if any.
<b>70-79</b> <b>(Low 1st)</b>	Content very good, and makes a thoughtful and creative contribution to the subject under discussion.	The style and register are consistent and suitable to the subject matter. Ideas are clearly organised and easy to follow.	Very good range and choice of vocabulary, and authentic idiomatic expressions are used appropriately.	Very good control of patterns and wide-ranging use of structures. Very fluent and virtually error-free.
<b>60-69</b> <b>(2,1)</b>	Content good and relevant to the context; few gaps and/or repetitions.	The style and register are mainly consistent, individual and suitable to the subject matter. Ideas mainly well organised and illustrated.	Good range of and choice of vocabulary with good attempts to use idiomatic expressions. Vocabulary used is appropriate to the topic.	Good control of patterns and use of structures. The language reads fluently and there are very few major errors.
<b>50-59</b> <b>(2,2)</b>	Content sufficiently detailed to communicate the essential information of the task, though with some gaps and/or repetitions.	Some organisation, but connection between ideas not always clear; register sometimes inappropriate.	Adequate range of vocabulary; errors leading to occasional misunderstanding.	Language adequate but with errors, some major; control of patterns imperfect, but rarely affecting overall communication.
<b>40-49</b> <b>(3rd)</b>	Content is general with some gaps and/or repetitions; response partly relevant to the context.	Limited organisation & cohesion; register not always appropriate. Candidate not able to develop an appropriate style.	Limited range of vocabulary; choice not always appropriate; errors sometimes leading to misunderstanding.	Some grammatical inaccuracies; control of patterns imperfect, sometimes affecting communication.

<b>25-39 (Fail)</b>	Content lacks any detail / unrelated to question / very short. Response of limited relevance / no useful contribution to subject under discussion.	Little or no organisation evident; unsatisfactory cohesion causing extreme difficulty in comprehension; largely inappropriate register.	Vocabulary very limited for the purpose / simple and repetitive; frequent errors and excessive repetitions often leading to misunderstanding.	Frequent and major grammatical inaccuracies leading to misunderstanding. Not compensated by any elements of good performance.
<b>0-24 (Lowest fail)</b>	Failure to complete task / too short to assign a mark which reflects its quality.	Totally disorganised and inappropriate style.	Vocabulary used not at level of module.	Grammar totally insufficient for level.