

## External assessment criteria

### Paper 1: Productive skills—writing

Assessment criteria are used to mark paper 1, which is worth 25% of the overall mark. There are three assessment criteria.

#### Criterion A: Language

##### How successfully does the candidate command written language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is limited.</b>  Vocabulary is sometimes appropriate to the task.  Basic grammatical structures are used.  Language contains errors in basic structures. Abundant repetition and inaccuracies interfere with meaning.
3–4	<b>Command of the language is generally effective.</b>  Vocabulary is generally appropriate to the task, and varied.  Some basic grammatical structures are used, with some attempts to use more complex structures.  Language is generally accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
5–6	<b>Command of the language is effective and mostly accurate.</b>  Vocabulary is appropriate to the task, and varied.  A variety of basic and more complex grammatical structures is used effectively.

	Language is mostly accurate. Occasional errors do not interfere with communication.
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### Criterion B: Message

#### To what extent does the candidate fulfil the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p><b>The task is partially fulfilled.</b></p> <p>Some ideas are relevant.</p> <p>Ideas are stated, but with no development.</p> <p>Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</p>
3–4	<p><b>The task is generally fulfilled.</b></p> <p>Most ideas are relevant to the task.</p> <p>Some ideas are developed with some detail and examples.</p> <p>Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</p>
5–6	<p><b>The task is fulfilled effectively.</b></p> <p>Ideas are relevant to the task.</p> <p>Ideas are developed well, providing details and relevant examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>

## Criterion C: Conceptual understanding

### To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	<b>Conceptual understanding is limited.</b>  The choice of text type is generally inappropriate to the context, purpose or audience.  The register and tone are inappropriate to the context, purpose and audience of the task.  The response incorporates limited recognizable conventions of the chosen text type.
2	<b>Conceptual understanding is fully demonstrated.</b>  The choice of text type is appropriate to the context, purpose and audience.  The register and tone, while occasionally are appropriate to the context, purpose and audience of the task, fluctuate throughout the response.  The response incorporates some conventions of the chosen text type.
3	<b>Conceptual understanding is fully demonstrated.</b>  The choice of text type is appropriate to the context, purpose and audience.  The register and tone are appropriate to the context, purpose and audience of the task.

	The response fully incorporates the conventions of the chosen text type.
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**Note:** A response that ignores context purpose and audience may receive marks of 0 for criteria B and C even if the response has received a high mark for criterion A.