

Euro C1: Writing Mark Scheme

	Task Achievement	Appropriacy	Coherence	Cohesion	Grammatical Range and Accuracy	Lexical Range & Accuracy
5	<p>Task achieved at a high level Intention</p> <p>Intention: Entirely clear Instructions: Completely followed Effect: A positive effect on the target reader Outcome: Sure to achieve a successful outcome Content: All relevant details included. Some original ideas or presentation</p>	<p>Style & Format: Appropriate to genre, no irrelevant information</p> <p>Register: Good awareness of register and formality level appropriate to genre</p>	<p>Structure: Ideas sequenced logically and accurately</p> <p>Purpose: Clear</p> <p>Information: Well organised into a coherent text</p>	<p>Grammatical Structures: A wide range of cohesive devices used naturally, efficiently and appropriately to link words, clauses, sentences and paragraphs</p> <p>Reference: Skilled use</p>	<p>Grammatical Structures: Complex Spelling: Very good Word order: Correct Punctuation: Used properly throughout Errors: Very few, none of them impedes meaning, message</p>	<p>Wide range of lexis to complete the task, some original lexical solutions</p> <p>Lexis used appropriately with isolated misuse</p>
4						
3	<p>Task achieved, some gaps</p> <p>Intention: Clear in most areas Instructions: All important ones followed Effect: A generally positive effect on the reader. Outcome: Likely to achieve a successful outcome Content: Many relevant details included</p>	<p>Style & Format: Usually appropriate to genre with little or no irrelevant information</p> <p>Register: Limited exponents but awareness of register is shown</p>	<p>Structure: Some confusion in logical and accurate sequencing</p> <p>Purpose: Mostly clear</p> <p>Information: Adequately organised into a mostly coherent text</p>	<p>Grammatical Structures: Adequate amount of devices used to link words, clauses, sentences mostly appropriately</p> <p>Reference: Limited and inaccurate use</p>	<p>Grammatical structures: Adequately complex structures with rare mistakes that do not impede comprehension Spelling: Some mistakes that do not impede comprehension Word order: Mostly correct. Punctuation: Mostly effective Errors: Some, but do not significantly impede meaning.</p>	<p>Sufficient range of lexis to complete the task</p> <p>Lexis used mostly appropriately with some occasional misuse</p>
2						
1	<p>Task unachieved</p> <p>Intention: Very unclear. Instructions: Many not followed Effect: Negative Outcome: Will not achieve a successful outcome Content: Omission, irrelevance.</p>	<p>Style & Format: Inappropriate to genre, or minimal evidence</p> <p>Register: Minimal</p>	<p>Structure: Muddled</p> <p>Purpose: Unclear</p> <p>Information: Very confused</p>	<p>Grammatical Structures: Minimal</p> <p>Reference: Simple / none</p>	<p>Grammatical Structures: Very simple with frequent and serious mistakes Spelling: Very poor Word order: Often wrong Punctuation: Often wrong</p>	<p>Poor range of lexis to complete the task</p> <p>Lexis used inappropriately in most cases</p>
0	<p>Task unattempted / partially attempted Not enough language to make an assessment, or under 20 words.</p>	<p>Not enough language to make an assessment, or under 20 words</p>	<p>No meaning or the meaning conveyed is irrelevant, or under 20 words</p>	<p>No effective use of cohesive devices and reference, or under 20 words</p>	<p>Little or no evidence of grammatical knowledge of simple structures, or under 20 words.</p>	<p>No relevant lexis organized into sentences, or under 20 words.</p>