

AE Academic English UK

Marking Criterion

AE UK Marking Criteria

Presentation Criteria

Language Accuracy / Language Range	Fluency & Pronunciation
<p>5 A wide variety of language. Very good language accuracy. Complex, varied errors.</p> <p>4 A good range of language. Good accuracy in language. A few inaccuracies / a few errors.</p> <p>3 Acceptable – but not high level. Repetitive. Accurate accuracy but evidence of repetitive sentences. Some errors.</p> <p>2 Limited range of language. Simple vocabulary. Poor use of language accuracy. Frequent errors.</p> <p>1 Very limited range of language. Very poor language accuracy. Serious errors.</p>	<p>Very easy to understand. No mispronunciation.</p> <p>Easy to understand. Mispronunciation.</p> <p>Clear cause-effect. Frequent mispronunciation.</p> <p>Easily difficult to understand. Little mispronunciation.</p> <p>Very difficult to understand. Mispronunciation, mispronunciation, mispronunciation.</p>

Writing Criteria

Band (20%)	Objective (20%)	Language (20%)
<p>5 (20%) Language is relevant to the purpose. Good use of grammar and vocabulary. Well-organized. Clear and logical. A range of complex sentences. Frequent use of cohesive devices. Frequent use of a variety of tenses. A minimum of 100 words.</p> <p>4 (20%) Response is mostly relevant to purpose. Good organization and coherence. Appropriate use of grammar. Some evidence of a range of complex sentences. Frequent use of cohesive devices. Frequent use of a variety of tenses. A minimum of 100 words.</p> <p>3 (20%) Response is partially relevant to purpose. Some organization and coherence. Limited use of grammar. Some evidence of a range of complex sentences. Frequent use of cohesive devices. Frequent use of a variety of tenses. A minimum of 100 words.</p>	<p>Organizing only, with paragraphs. If a paragraph is used, it is not clear. Repetitive and confusing. The research idea is not clear. The structure is not clear. The research idea is not clear. The structure is not clear. The research idea is not clear. The structure is not clear.</p> <p>Logical organization of ideas within paragraphs. Some evidence of a range of complex sentences. Frequent use of cohesive devices. Frequent use of a variety of tenses. A minimum of 100 words.</p> <p>Logical organization of ideas. Frequent use of cohesive devices. Frequent use of a variety of tenses. A minimum of 100 words.</p>	<p>Accurate control of grammar and vocabulary. High level of fluency and coherence. Frequent use of a range of complex sentences. Frequent use of a variety of tenses. A minimum of 100 words.</p> <p>Very good control of grammar and vocabulary. High level of fluency and coherence. Frequent use of a range of complex sentences. Frequent use of a variety of tenses. A minimum of 100 words.</p> <p>Good control of grammar and vocabulary. High level of fluency and coherence. Frequent use of a range of complex sentences. Frequent use of a variety of tenses. A minimum of 100 words.</p>

Seminar Criteria

Communication (20%)	Communicative Effectiveness & Fluency to material (20%)
<p>5 In the understanding of the audience.</p> <p>4 In the understanding of the audience.</p> <p>3 In the understanding of the audience.</p> <p>2 In the understanding of the audience.</p> <p>1 In the understanding of the audience.</p>	<p>Presenting information and good interactive strategies. Evidence of a range of complex sentences. Frequent use of a variety of tenses. A minimum of 100 words.</p> <p>Quality of interaction. Frequent use of a range of complex sentences. Frequent use of a variety of tenses. A minimum of 100 words.</p> <p>Message is clear, some interactive strategies. Frequent use of a range of complex sentences. Frequent use of a variety of tenses. A minimum of 100 words.</p> <p>Message is sometimes unclear and not related to discussion. Frequent use of a range of complex sentences. Frequent use of a variety of tenses. A minimum of 100 words.</p> <p>Message is unclear and not related to discussion. Frequent use of a range of complex sentences. Frequent use of a variety of tenses. A minimum of 100 words.</p>

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Basic Writing Criteria

	Task (40%)	Organisation (30%)	Language (30%)
5 (A)	Response is relevant to the prompt. Ideas [redacted] Skilful academic style.	Overall organisational structure is extremely clear & logical. Paragraph organisation is [redacted]. All body paragraphs have effective topic sentences. Introduction & conclusion clearly [redacted]. The conclusion has a summary & recommendation. Cohesion [redacted] devices.	[redacted] of word forms & collocations. High level range of vocabulary [redacted]. Full control of simple and complex sentence structures. Work [redacted] grammatical features such as noun phrases, relative clauses & tenses. Errors [redacted] detract.
4 (B)	Response is mostly relevant to the prompt. Ideas [redacted] developed. [redacted] academic style.	Overall organisational structure is clear & logical. Paragraph organisation is [redacted]. Topic sentences are present. Introduction & conclusion support the essay's ideas but may [redacted]. Cohesion is mostly clear, [redacted] be missing at times.	[redacted] of word forms & collocations. Broad range of vocabulary [redacted]. Work shows some control of simple & complex sentences. Work [redacted] features such as noun phrases, relative clauses & tenses. Errors [redacted] from the quality of the answer.
3 (C)	Response [redacted] the prompt. Ideas [redacted] or unsupported. [redacted] academic style.	Overall organisational structure is limited. Paragraph organisation [redacted] developed. Ineffective or no topic sentences. Introduction & conclusion [redacted], but thematic coherence may be missing at times.	[redacted] collocations occur but do not usually interfere with the message. [redacted]. Complex sentences are attempted but have errors. Work [redacted] grammatical features such as noun phrases & relative clauses although not always correct. Tense use is not always accurate. Errors occur [redacted] but the overall message is clear.
2 (D)	Response [redacted] the prompt. Ideas [redacted] & unsupported. [redacted] academic style.	Overall organisational structure is not appropriate. Paragraph organisation [redacted]. No clear topic sentences. Introduction & conclusion [redacted] to the main body of the essay. [redacted].	[redacted] word forms and collocations occur - may cause a strain on the reader. Vocabulary [redacted]. Complex sentences are attempted but are generally inaccurate. Grammatical features such as noun phrases and relative clauses [redacted]. Tense use may be inaccurate or limited. Errors [redacted] with the overall message.
1 (F)	Response [redacted] the prompt. Ideas [redacted] repetitive. Absent academic style.	Overall organisation structure is illogical. Paragraph organisation [redacted]. No topic sentences. Introduction & conclusion are [redacted] or absent.	[redacted] & collocations, causing a considerable strain on the reader. Vocabulary is [redacted]. Complex sentences are absent. Grammatical features - noun phrases and [redacted]. Little control of tense use. Errors [redacted] unintelligible sections.

Writing Criteria for academic sources

	Task (30%)	Organisation (30%)	Language (40%)
5 (A)	<p>Response is relevant to the prompt. Ideas [redacted] Skilful academic style. A [redacted] used. Evidence of analysis & evaluation. [redacted] of paraphrase, quotation & synthesis. [redacted] referencing & bibliography. Total absence of plagiarism.</p>	<p>Overall organisational structure is extremely clear & logical. Paragraph organisation is [redacted] All body paragraphs have effective topic sentences. Introduction & conclusion clearly [redacted] The conclusion has a summary & recommendation. Cohesion [redacted] devices.</p>	<p>[redacted] word forms & collocations. High level range of vocabulary [redacted] Full control of simple and complex sentence structures. Work [redacted] grammatical features such as noun phrases, relative clauses & tenses. Errors [redacted] detract.</p>
4 (B)	<p>Response is mostly relevant to the prompt. Ideas [redacted] developed. [redacted] academic style. Some [redacted] used. Some evidence of analysis & evaluation. [redacted] use of paraphrase, quotation & synthesis. [redacted] referencing & bibliography. Absence of plagiarism in [redacted] unconscious cases.</p>	<p>Overall organisational structure is clear & logical. Paragraph organisation is [redacted] Topic sentences are present. Introduction & conclusion support the essay's ideas but may [redacted]. Cohesion is mostly clear, [redacted] be missing at times.</p>	<p>[redacted] of word forms & collocations. Broad range of vocabulary [redacted] Work shows some control of simple & complex sentences. Work [redacted] features such as noun phrases, relative clauses & tenses. Errors [redacted] from the quality of the answer.</p>
3 (C)	<p>Response [redacted] the prompt. Ideas [redacted] or unsupported. [redacted] academic style. [redacted] credible sources. Sources described rather than analysed. [redacted] & quotation but lacks synthesis. [redacted] referencing & bibliography. Plagiarism occurs [redacted]</p>	<p>Overall organisational structure is limited. Paragraph organisation [redacted] developed. Ineffective or no topic sentences. Introduction & conclusion [redacted] [redacted], but thematic coherence may be missing at times.</p>	<p>[redacted] & collocations occur but do not usually interfere with the message. [redacted] Complex sentences are attempted but have errors. Work [redacted] grammatical features such as noun phrases & relative clauses although not always correct. Tense use is not always accurate. Errors occur [redacted] but the overall message is clear.</p>

<p>2 (D)</p>	<p>Response [redacted] the prompt. Ideas [redacted] & unsupported. [redacted] academic style. Very [redacted] credible sources. Mainly descriptive writing throughout. [redacted] of quotation. No synthesis. [redacted] &/or bibliography. Plagiarism occurs with some sections of [redacted] material.</p>	<p>Overall organisational structure is not appropriate. Paragraph organisation [redacted]. No clear topic sentences. Introduction & conclusion [redacted] to the main body of the essay. [redacted].</p>	<p>[redacted] & collocations occur but do not usually interfere with the message. [redacted] Complex sentences are attempted but have errors. Work [redacted] grammatical features such as noun phrases & relative clauses although not always correct. Tense use is not always accurate. Errors occur [redacted] but the overall message is clear.</p>
<p>1 (F)</p>	<p>Response [redacted] the prompt. Ideas [redacted] repetitive. Absent academic style. Severely [redacted] credible sources. Completely descriptive writing. [redacted] & quotation. No synthesis. Referencing &/or bibliography may be [redacted]. Plagiarism occurs with many sections of [redacted].</p>	<p>Overall organisation structure is illogical. Paragraph organisation [redacted]. No topic sentences. Introduction & conclusion are [redacted] or absent.</p>	<p>[redacted] forms and collocations occur - may cause a strain on the reader. Vocabulary [redacted]. Complex sentences are attempted but are generally inaccurate. Grammatical features such as noun phrases and relative clauses [redacted]. Tense use may be inaccurate or limited. Errors [redacted] with the overall message.</p>

Basic Seminar Speaking Criteria.

	Language Accuracy (Grammar / vocabulary) (20%)	Language Range (Grammar / vocabulary) (20%)	Fluency & Pronunciation (20%)	Communicative Effectiveness (40%)
5	Very good Language Accurate + complex. Minor errors.	A wide variety of language.		Precise expression and good interactive strategies.
4			Easy to understand Some mispronunciations.	Express themselves clearly and a variety of interactive strategies.
3	Acceptable Weakness in complex sentences. Errors.	Acceptable – but not high level. Repetitive.	X	
2		Limited range of language. Simple vocabulary.	Fairly difficult to understand. Lots of mispronunciations.	
1	Very poor language. Serious errors.		Very difficult to understand. Mispronunciations = misunderstanding?	Unclear and unrelated to discussion. Limited interaction / QUIET.

Seminar Speaking Criteria (with materials)

	Language Accuracy / Language Range Grammar / vocabulary (25%)	Fluency & Pronunciation (25%)	Communicative Effectiveness & reference to material (50%)
5	X [REDACTED]	Very easy to understand – no mispronunciations.	Precise expression and good interactive strategies. Reference to the pre-seminar material is relevant, sufficient and analytical.
4	[REDACTED]	[REDACTED]	[REDACTED]
3	Acceptable – but not high level. Repetitive. Acceptable accuracy but weakness in complex sentences. Some Errors.	Can cause strain – frequent mispronunciations.	Message is clear, some interactive strategies but mechanical. Reference to the pre-seminar material is mostly relevant and sufficient.
2	[REDACTED]	[REDACTED]	[REDACTED]
1	Very limited range of language Very poor language accuracy. Serious errors.	Very difficult to understand. Mispronunciations = misunderstanding?	Unclear and unrelated to discussion. Limited interaction / QUIET. Makes no reference to pre-seminar material. Over reliant on reading out notes.

Presentation Speaking Criteria

	Language Accuracy / Language Range Grammar / vocabulary (25%)	Fluency & Pronunciation (25%)	Presentation & Engagement Skills (50%)
5	A wide variety of language. Very good Language Accurate + complex. Minor errors.		
4		Easy to understand Some mispronunciations.	Clear and confident presentation which engages and guides. Good pace within task time limits. Clear slides and good research. Good signposting, eye contact and appropriate gestures.
3	Acceptable – but not high level. Repetitive. Acceptable accuracy but weakness in complex sentences. Some Errors.		Clear slides and appropriate research. Appropriate signposting, eye contact and gestures.
2		Fairly difficult to understand. Lots of mispronunciations.	
1	Very limited range of language Very poor language accuracy. Serious errors.		NOT clear / not paced appropriately and / or does not engage and guide and / or is entirely read. Over/under time. Unclear slides / limited research. No signposting / eye contact or gestures.