

## Writing Criteria EXAMPLE

### Basic Writing Criteria

|              | <b>Task (40%)</b>  | <b>Organisation (30%)</b>  | <b>Language (30%)</b>  |
|--------------|--|--|--|
| <b>5 (A)</b> | <ul style="list-style-type: none"> <li>• [REDACTED].</li> <li>• Ideas well-presented &amp; well-supported.</li> <li>• [REDACTED].</li> </ul>                         | <ul style="list-style-type: none"> <li>• [REDACTED].</li> <li>• Paragraph organisation is logical &amp; well-developed.</li> <li>• [REDACTED] sentences.</li> <li>• Introduction &amp; conclusion clearly support the essay's ideas.</li> <li>• [REDACTED].</li> <li>• Cohesion is clear with effective cohesive devices.</li> </ul> | <ul style="list-style-type: none"> <li>• Accurate control of word forms &amp; collocations.</li> <li>• [REDACTED].</li> <li>• Full control of simple and complex sentence structures.</li> <li>• [REDACTED] features such as noun phrases, relative clauses &amp; tenses.</li> <li>• [REDACTED] in no way detract.</li> </ul>  |
| <b>4 (B)</b> | <ul style="list-style-type: none"> <li>• Response is mostly [REDACTED] prompt.</li> <li>• [REDACTED] be more developed.</li> <li>• Appropriate [REDACTED]</li> </ul> | <ul style="list-style-type: none"> <li>• [REDACTED].</li> <li>• Paragraph organisation is generally logical &amp; developed.</li> <li>• [REDACTED].</li> <li>• Introduction &amp; conclusion support the essay's ideas but may [REDACTED]</li> <li>• Cohesion is mostly clear, although thematic coherence may [REDACTED]</li> </ul> | <ul style="list-style-type: none"> <li>• Mostly accurate control of word forms &amp; collocations.</li> <li>• [REDACTED] some repetition.</li> <li>• Work shows some control of simple &amp; complex sentences.</li> <li>• [REDACTED] such as noun phrases, relative clauses &amp; tenses.</li> <li>• [REDACTED] the quality of the answer.</li> </ul>                                   |
| <b>3 (C)</b> | <ul style="list-style-type: none"> <li>• [REDACTED] to the prompt.</li> <li>• [REDACTED] unsupported.</li> <li>• [REDACTED] academic style.</li> </ul>               | <ul style="list-style-type: none"> <li>• [REDACTED].</li> <li>• Paragraph organisation is logical but not always developed.</li> <li>• [REDACTED].</li> <li>• Introduction &amp; conclusion may be formulaic.</li> <li>• [REDACTED] coherence may be missing at times.</li> </ul>  | <ul style="list-style-type: none"> <li>• [REDACTED] but do not usually interfere with the message. Limited range of vocabulary.</li> <li>• [REDACTED] but have errors.</li> <li>• Work shows attempt to use grammatical features such as noun [REDACTED] not always correct.</li> <li>• Tense use is not always accurate.</li> <li>• [REDACTED] the overall message is clear.</li> </ul> |
| <b>2 (D)</b> | <ul style="list-style-type: none"> <li>• Response is [REDACTED] prompt.</li> <li>• [REDACTED] &amp; unsupported.</li> <li>• [REDACTED] academic style.</li> </ul>    | <ul style="list-style-type: none"> <li>• Overall organisational structure is not appropriate.</li> <li>• [REDACTED].</li> <li>• No clear topic sentences.</li> <li>• [REDACTED], simplistic or irrelevant to the main body of the essay.</li> <li>• [REDACTED].</li> </ul>   | <ul style="list-style-type: none"> <li>• [REDACTED] occur - may cause a strain on the reader.</li> <li>• [REDACTED].</li> <li>• Complex sentences are attempted but are generally inaccurate.</li> <li>• [REDACTED] clauses are largely absent.</li> <li>• [REDACTED] limited.</li> <li>• Errors place strain &amp; interfere with the overall message.</li> </ul>                       |
| <b>1 (F)</b> | <ul style="list-style-type: none"> <li>• Response [REDACTED] to the prompt.</li> <li>• Ideas are [REDACTED]</li> <li>• Absent academic style.</li> </ul>             | <ul style="list-style-type: none"> <li>• Overall [REDACTED]</li> <li>• Paragraph organisation is illogical within paragraphs.</li> <li>• [REDACTED]</li> <li>• Introduction &amp; conclusion are extremely formulaic, [REDACTED]</li> <li>• Cohesive devices are misused or absent.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• [REDACTED], causing a considerable strain on the reader.</li> <li>• [REDACTED] inappropriate.</li> <li>• Complex sentences are absent.</li> <li>• [REDACTED] are absent.</li> <li>• Little control of tense use. [REDACTED]</li> <li>• [REDACTED] sections.</li> </ul>  |

## Writing Criteria EXAMPLE

### Writing Criteria for Academic sources

|              | <b>Task (40%)</b>   | <b>Organisation (30%)</b>  | <b>Language (30%)</b>  |
|--------------|---|--|--|
| <b>5 (A)</b> | <ul style="list-style-type: none"> <li>• Response is [REDACTED].</li> <li>• Ideas well-presented &amp; well-supported.</li> <li>• [REDACTED].</li> <li>• A range of credible sources used.</li> <li>• [REDACTED] &amp; evaluation.</li> <li>• Accurate &amp; effective use of paraphrase, [REDACTED].</li> <li>• Very accurate referencing &amp; ref list.</li> <li>• [REDACTED] plagiarism.</li> </ul>   | <ul style="list-style-type: none"> <li>• [REDACTED].</li> <li>• Paragraph organisation is logical &amp; well-developed.</li> <li>• [REDACTED] sentences.</li> <li>• Introduction &amp; conclusion clearly support the essay's ideas.</li> <li>• [REDACTED].</li> <li>• Cohesion is clear with effective cohesive devices.</li> </ul>   | <ul style="list-style-type: none"> <li>• Accurate control of word forms &amp; collocations.</li> <li>• [REDACTED].</li> <li>• Full control of simple and complex sentence structures.</li> <li>• [REDACTED] features such as noun phrases, relative clauses &amp; tenses.</li> <li>• [REDACTED] in no way detract.</li> </ul>  |
| <b>4 (B)</b> | <ul style="list-style-type: none"> <li>• Response [REDACTED] prompt. Ideas supported but could be more developed.</li> <li>• [REDACTED] style.</li> <li>• Some credible sources used.</li> <li>• [REDACTED] &amp; evaluation.</li> <li>• Accurate &amp; generally effective use of [REDACTED] &amp; synthesis.</li> <li>• Accurate referencing &amp; ref list.</li> <li>• [REDACTED] in all but one or two unconscious cases.</li> <li>• [REDACTED].</li> </ul> | <ul style="list-style-type: none"> <li>• [REDACTED].</li> <li>• Paragraph organisation is generally logical &amp; developed.</li> <li>• [REDACTED].</li> <li>• Introduction &amp; conclusion support the essay's ideas but may [REDACTED].</li> <li>• Cohesion is mostly clear, although thematic coherence may [REDACTED].</li> </ul> | <ul style="list-style-type: none"> <li>• Mostly accurate control of word forms &amp; collocations.</li> <li>• [REDACTED] some repetition.</li> <li>• Work shows some control of simple &amp; complex sentences.</li> <li>• [REDACTED] such as noun phrases, relative clauses &amp; tenses.</li> <li>• [REDACTED] the quality of the answer.</li> </ul>                                   |
| <b>3 (C)</b> | <ul style="list-style-type: none"> <li>• Response is [REDACTED] prompt.</li> <li>• [REDACTED] &amp;/or unsupported.</li> <li>• [REDACTED] style.</li> <li>• Limited use of credible sources.</li> <li>• Sources [REDACTED].</li> <li>• Good use of paraphrase &amp; quotation [REDACTED].</li> <li>• Inaccuracies in referencing &amp;/or ref list.</li> <li>• [REDACTED].</li> </ul>   | <ul style="list-style-type: none"> <li>• [REDACTED].</li> <li>• Paragraph organisation is logical but not always developed.</li> <li>• [REDACTED].</li> <li>• Introduction &amp; conclusion may be formulaic.</li> <li>• [REDACTED] coherence may be missing at times.</li> </ul>  | <ul style="list-style-type: none"> <li>• [REDACTED] but do not usually interfere with the message. Limited range of vocabulary.</li> <li>• [REDACTED] but have errors.</li> <li>• Work shows attempt to use grammatical features such as noun [REDACTED] not always correct.</li> <li>• Tense use is not always accurate.</li> <li>• [REDACTED] the overall message is clear.</li> </ul> |

## Writing Criteria EXAMPLE

|                     |   |  |  |
|---------------------|---|--|--|
| <p><b>2 (D)</b></p> | <ul style="list-style-type: none"> <li>• Response [redacted] prompt. Ideas are severely [redacted].</li> <li>• Inappropriate academic style.</li> <li>• [redacted] sources.</li> <li>• Mainly descriptive writing throughout.</li> <li>• [redacted] misuse of quotation. No synthesis.</li> <li>• [redacted] &amp;/or bibliography.</li> <li>• [redacted] sections of copied source material.</li> </ul>          | <ul style="list-style-type: none"> <li>• Overall organisational structure is not appropriate.</li> <li>• [redacted]</li> <li>• No clear topic sentences.</li> <li>• [redacted], simplistic or irrelevant to the main body of the essay.</li> <li>• [redacted]</li> </ul>             | <ul style="list-style-type: none"> <li>• [redacted] occur - may cause a strain on the reader.</li> <li>• [redacted].</li> <li>• Complex sentences are attempted but are generally inaccurate.</li> <li>• [redacted] clauses are largely absent.</li> <li>• [redacted] limited.</li> <li>• Errors place strain &amp; interfere with the overall message.</li> </ul> |
| <p><b>1 (F)</b></p> | <ul style="list-style-type: none"> <li>• Response [redacted] prompt.</li> <li>• Ideas [redacted] repetitive.</li> <li>• [redacted] style.</li> <li>• Severely limited use of credible sources.</li> <li>• Completely [redacted].</li> <li>• Limited paraphrasing &amp; quotation. No synthesis.</li> <li>• [redacted] may be absent or inadequate.</li> <li>• [redacted] sections of complete copying.</li> </ul> | <ul style="list-style-type: none"> <li>• Overall [redacted]</li> <li>• Paragraph organisation is illogical within paragraphs.</li> <li>• [redacted]</li> <li>• Introduction &amp; conclusion are extremely formulaic, [redacted]. Cohesive devices are misused or absent.</li> </ul> | <ul style="list-style-type: none"> <li>• [redacted], causing a considerable strain on the reader.</li> <li>• [redacted] inappropriate.</li> <li>• Complex sentences are absent.</li> <li>• [redacted] are absent.</li> <li>• Little control of tense use.</li> <li>• [redacted] sections.</li> </ul>   |