

## General Marking Guidance

- Markers should apply the mark scheme consistently across all papers marked.
- If a learner has crossed out a response to a question, the work should still be marked unless the learner has replaced it with an alternative answer.
- Markers should mark according to the mark scheme and should apply it positively awarding full marks where the answer meets the mark scheme.
- Where the answers do not meet the mark scheme, markers should be prepared to award zero marks.
- The mark scheme gives guidance as to how to allocate marks where an answer is graded according to candidate performance. Where the response does not meet the requirements of the minimum mark, zero marks should be awarded.
- The marker should read the candidate's response and make a holistic judgement about which Mark Ranges best describe the work. Within each range, marks are awarded for the candidate's overall level of performance. Once a range has been selected, the marker should consider the descriptors and award marks according to how well the candidate has met these.
- The total number of marks should be entered on the Assessment Task Sheet, along with any comments.
- Where the marker is unsure of how to apply the mark scheme, guidance from the Principal Examiner must be sought.

Skill Standards	Scope of Study	Task
<b>Writing</b> Text: this should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.	<b>Spelling, punctuation and grammar</b>	
	19. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)	1 and 2
	20. Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)	1 and 2
	21. Spell words used most often in work, study and daily life, including specialist words	1 and 2
	<b>Writing composition</b>	
	22. Communicate information, ideas and opinions clearly, coherently and accurately	1 and 2
	23. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience	1 and 2
	24. Use format, structure and language appropriate for audience and purpose	1 and 2
	25. Write consistently and accurately in complex sentences, using paragraphs where appropriate	1 and 2

**Assessment Mark Sheet - Writing**

<b>Written Composition</b>		
<b>Mark Range for T1 and T2</b>	<b>Skills Descriptors</b>	<b>Coverage</b>
12-15 Consistent	<ul style="list-style-type: none"> <li>• Consistently communicates information, ideas and opinions clearly, coherently and accurately</li> <li>• Consistently writes text of appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</li> <li>• Consistently uses format, structure and language appropriate for audience and purpose</li> <li>• Writes consistently and accurately in complex sentences, using paragraphs where appropriate.</li> </ul>	<p>SOS22</p> <p>SOS23</p> <p>SOS24</p> <p>SOS25</p>
8-11 Most of the time	<ul style="list-style-type: none"> <li>• Communicates information, ideas and opinions clearly, coherently and accurately, most of the time.</li> <li>• Writes text of a mostly appropriate level of detail and length (including where this is specified) that mostly meets the needs of purpose and audience</li> <li>• Format, structure and language is mostly appropriate for audience and purpose</li> <li>• Writing is mostly accurate in complex sentences, with mostly accurate use of paragraphs where appropriate.</li> </ul>	<p>SOS22</p> <p>SOS23</p> <p>SOS24</p> <p>SOS25</p>
4-7 Some of the time	<ul style="list-style-type: none"> <li>• Communicates information, ideas and opinions with some clarity, coherence and accuracy</li> <li>• Writes text with some appropriate detail; meets some of the needs of purpose and audience; text may not be of appropriate length (including where this is specified)</li> <li>• Some use of format, structure and language appropriate for audience and purpose</li> <li>• Some accurate use of complex sentences and paragraphs where appropriate</li> </ul>	<p>SOS22</p> <p>SOS23</p> <p>SOS24</p> <p>SOS25</p>
0-3 Very limited	<ul style="list-style-type: none"> <li>• Communicates information, ideas and opinions with very limited clarity, coherence and accuracy</li> <li>• Writes text with very limited appropriate detail; meets very few of the needs of purpose and audience; text may not be of appropriate length (including where this is specified).</li> <li>• Very limited use of format, structure and language for audience and purpose.</li> <li>• Very limited use of complex sentences and paragraphs.</li> </ul>	<p>SOS22</p> <p>SOS23</p> <p>SOS24</p> <p>SOS25</p>

<b>Spelling, Punctuation and Grammar (SPaG)</b>		
Mark Range for T1 and T2	Spelling Spell correctly words used most often in work, study and daily life, including specialist words.	Coverage
4 Consistent	Spelling is consistently accurate, including words used most often in work, study and daily life, including specialist words.	SOS21
3 Most of the time	Spelling is accurate most of the time, including words used most often in work, study and daily life, including specialist words; minor errors do not impair meaning.	
2 Some of the time	Spelling is accurate some of the time, including words used most often in work, study and daily life, including specialist words.	
1 Very limited	Very limited accurate spelling of words used most often in work, study and daily life, including specialist words.	
0	Inaccurate spelling significantly impairs meaning.	

Mark Range for T1 and T2	Punctuation Use a range of punctuation correctly (e.g. full stops, questions marks, exclamation marks, commas, possessive apostrophes).	Coverage
4 Consistent	A range of punctuation is accurate and consistent throughout (e.g. full stops, questions marks, exclamation marks, commas, possessive apostrophes), allowing for minor errors which may be atypical.	SOS19
3 Most of the time	A range of punctuation is accurate most of the time (e.g. full stops, questions marks, exclamation marks, commas, possessive apostrophes).	
2 Some of the time	A range of punctuation which is accurate some of the time (e.g. full stops, questions marks, exclamation marks, commas, possessive apostrophes).	
1 Very limited	Very limited accuracy in using a range of punctuation (e.g. full stops, questions marks, exclamation marks, commas, possessive apostrophes).	
0	Inaccurate punctuation significantly impairs meaning.	

Mark Range for T1 and T2	Grammar Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles)	Coverage
4 Consistent	Correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles), are used consistently throughout allowing for minor errors which may be atypical.	SOS20
3 Most of the time	Correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles) are used most of the time.	
2 Some of the time	Correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles) which are used some of the time. There may be errors, inconsistencies and occasional omissions.	
1 Very limited	Very limited correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles). There are frequent errors, inconsistencies and omissions.	
0	Inaccurate grammar significantly impairs meaning.	