

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
Writing Text: this should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.	Spelling, punctuation and grammar	
	20. Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)	1 and 2
	21. Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)	1 and 2
	22. Spell words used in work, study and daily life, including a range of specialist words	1 and 2
	Writing composition	
	23. Communicate information, ideas and opinions clearly, coherently and effectively	1 and 2
	24. 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
	25. Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)	1 and 2
	26. Convey clear meaning and establish cohesion using organisational markers effectively	1 and 2
	27. Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.	1 and 2
	28. Construct complex sentences consistently and accurately, using paragraphs where appropriate	1 and 2

Assessment Mark Sheet – Writing

Written Composition		
Mark Range for T1 and T2	Skills Descriptors	Coverage
12-15 Consistent	<ul style="list-style-type: none"> Consistently communicates information, ideas and opinions clearly, coherently and effectively Consistently writes text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience Consistently organises writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) Consistently conveys clear meaning and establishes cohesion using organisational markers effectively Consistently uses different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose Consistently constructs complex sentences accurately, using paragraphs where appropriate 	SOS23 SOS24 SOS25 SOS26 SOS27 SOS28
8-11 Most of the time	<ul style="list-style-type: none"> Communicates information, ideas and opinions clearly, coherently and effectively most of the time 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 Organises writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) most of the time Conveys clear meaning and establishes cohesion using organisational markers effectively most of the time Uses different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose most of the time Constructs complex sentences accurately, using paragraphs where appropriate, most of the time 	SOS23 SOS24 SOS25 SOS26 SOS27 SOS28
4-7 Some of the time	<ul style="list-style-type: none"> Communicates information, ideas and opinions with some clarity, coherence and effectiveness 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) Organises writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) some of the time Conveys clear meaning and establishes cohesion using organisational markers effectively some of the time Uses different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose some of the time Constructs complex sentences accurately, using paragraphs where 	SOS23 SOS24 SOS25 SOS26 SOS27 SOS28

	appropriate, some of the time	
0-3 Very limited	<ul style="list-style-type: none"> Communicates information, ideas and opinions with very limited clarity, coherence and effectiveness Writes text with very limited appropriate detail; meets very few of the needs of audience and purpose; text may not be of appropriate length (including where this is specified) Very limited organisation of writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) Very limited in conveying clear meaning and establishing cohesion using organisational markers effectively Very limited use of different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose Very limited in constructing complex sentences accurately, using paragraphs where appropriate 	<p>SOS23</p> <p>SOS24</p> <p>SOS25</p> <p>SOS26</p> <p>SOS27</p> <p>SOS28</p>

Spelling, Punctuation and Grammar (SPaG)		
Mark Range for T1 and T2	Spelling Spell words used in work, study and daily life, including a range of specialist words	Coverage
4 Consistent	Spelling is accurate and consistent throughout, including words used in work, study and daily life, including a range of specialist words.	SOS22
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 Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)	Coverage
4 Consistent	A wide range of punctuation is consistently accurate throughout (e.g. colons, commas, inverted commas, apostrophes and quotation marks), allowing for minor errors which may be atypical.	SOS20
3 Most of the time	A wide range of punctuation is accurate most of the time (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	
2 Some of the time	A wide range of punctuation which is accurate some of the time (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	
1 Very limited	Very limited accuracy in using a wide range of punctuation, (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	

0	Inaccurate punctuation significantly impairs meaning.	
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Mark Range for T1 and T2	Grammar	Coverage
4 Consistent	Use correct grammar (e.g. subject–verb agreement, consistent use of a range of tenses, definite & indefinite articles) and modality devices (e.g. to express probability or desirability)	SOS21
3 Most of the time	Correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite & indefinite articles) and modality devices (e.g. to express probability or desirability), is are used consistently throughout allowing for minor errors which may be atypical.	
2 Some of the time	Correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite & indefinite articles) and modality devices (e.g. to express probability or desirability) are is used most of the time.	
1 Very limited	Correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite & indefinite articles) and modality devices (e.g. to express probability or desirability) which are used some of the time. There may be errors, inconsistencies and occasional omissions.	
0	Inaccurate grammar significantly impairs meaning.	