

## Writing Criteria EXAMPLE

	Task (20%)	Organisation (20%)	Language (40%)
<b>5 (A)</b>	Response is relevant to the prompt. Ideas [REDACTED]. Skilful academic style.	Organised logically within paragraphs. All body paragraphs [REDACTED]. Introduction and conclusion support the essay's ideas. The introduction [REDACTED]. The conclusion has a summary and recommendation. Cohesion is [REDACTED].	Accurate control of word forms and collocations. High level of [REDACTED]. Full control of simple and complex sentence structures. Work shows full [REDACTED] such as noun phrases, relative clauses, and tenses. Errors are [REDACTED].
<b>4 (B)</b>	Response is mostly relevant to prompt. Ideas [REDACTED] developed. Appropriate academic style.	Logical organisation of ideas within paragraphs. Topic sentences [REDACTED]. Introduction and conclusion support the essay's ideas but may be [REDACTED]. Cohesion is mostly clear, although [REDACTED].	Mostly accurate control of word forms and collocations. Vocabulary choices [REDACTED]. Some repetition of vocabulary present. Work shows control of [REDACTED]. Work shows some control of grammatical features such as [REDACTED]. Errors occur but rarely detract from the quality of the answer.
<b>3 (C)</b>	Response is sometimes relevant to prompt. Ideas are [REDACTED]. Inconsistent academic style.	Logical organisation of ideas. Overall [REDACTED] limited. Ineffective or no topic sentences. Introduction [REDACTED]. Cohesion is clear in places, but thematic [REDACTED].	Errors with word forms and [REDACTED] interfere with the message. Limited [REDACTED]. Complex sentences are attempted but have errors. Work shows [REDACTED] such as noun phrases, relative clauses although not always correctly. Tense [REDACTED]. Errors occur and on occasions place strain on [REDACTED] message is clear.
<b>2 (D)</b>	Response is often irrelevant to prompt. Ideas are [REDACTED]. Inappropriate academic style.	Organised illogically in paragraphs. Overall [REDACTED]. No topic sentences. Introduction and conclusion [REDACTED] the main body of the essay. There [REDACTED] cohesion.	Frequent errors with [REDACTED] - may cause a strain on the reader. Vocabulary [REDACTED]. Grammatical features such as noun phrases and relative clauses are largely absent. Tense use may [REDACTED]. Errors place strain & interfere with the overall message.
<b>1 (F)</b>	Response is largely irrelevant to prompt. Ideas are [REDACTED]. Absent academic style.	The writing is largely incoherent [REDACTED] at text and paragraph level. Introduction and conclusion are [REDACTED] or irrelevant. Cohesive devices [REDACTED]. No sequence words or academic linking words.	Little control of word forms and collocations, [REDACTED]. Vocabulary is simple, repetitive or inappropriate. Complex [REDACTED]. Grammatical features - noun phrases and relative clauses are absent. Little [REDACTED]. Errors place considerable strain on the reader, [REDACTED].