

General Marking Guidance Writing

- 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 apply the mark scheme consistently across all papers marked.
- 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.
- Where the mark scheme allows a mark for 'any (other) valid response', the marker should judge the response's merits based on the information provided in the assessment materials.
- Where the marker is unsure of how to apply the mark scheme, guidance from the Principal Examiner must be sought.

Assessment Guidance

Skill Standards	Coverage and Range	Task
<p>Writing Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively</p>	<ul style="list-style-type: none"> • Present information/ideas concisely, logically and persuasively • Present information on complex subjects clearly and concisely • Use a range of writing styles for different purposes • Use a range of sentence structures, including complex sentences and paragraphs to organised written communication effectively • Punctuate written text using commas, apostrophes and inverted commas accurately • Ensure written work is fit for purpose and audience with accurate spelling and grammar that support clear meaning in a range of text types. 	<p>1, 2</p> <p>1, 2</p> <p>1, 2</p> <p>1, 2</p> <p>1, 2</p> <p>1, 2</p>

Assessment Mark Sheet – Writing

Writing Task One		
	<p>Content</p> <p>Information that could be included:</p> <ul style="list-style-type: none"> • How they felt about the weather • Impact of the weather condition • What happened • Past experience • Results or consequences <p>Or any suitable information they have about their experience of weather</p> <p>3 marks – Good Fully relevant and detailed response to the task. Contains relevant information covering all the required elements of the task with appropriate reasons given in support of opinions/ideas. A wide range of vocabulary used which has been chosen to effectively create effect or convey meaning.</p> <p>2 marks – Sufficient Contains some relevant information but not covering all the required elements of the task in detail. Although some appropriate reasons are given in support of opinions and ideas, these are not always totally coherent or succinct. Some range of vocabulary has been used, and sometimes selected specifically and effectively to convey meaning or to create an effect. However, this shows some inconsistency.</p> <p>1 mark – Limited Contains some relevant information but not covering all the required elements of the task and not in detail. Ideas and opinions are not fully explored and sometimes are not coherent. A limited range of vocabulary is used with little variation of word choice for meaning or effect.</p> <p>0 mark – The answer shows no relevance to the task set.</p>	<p>3 marks maximum</p>

<p>Presentation and style</p> <p>4 marks – Very Good Writing presented clearly and concisely throughout in a length that is suitable for the purpose and audience. Paragraphs, where required, are used effectively to structure the writing. Shows a clear understanding of the audience and uses a format relevant to the activity, e.g. appropriate level of formality and appropriate salutations and writing conventions for the task set.</p> <p>3 marks – Good Writing presented clearly and concisely nearly all of the time and is of a suitable length for the purpose. Paragraphs, where required, are mostly used effectively to structure the writing. Shows a good understanding of the audience and mostly uses a format relevant to the activity, e.g. appropriate level of formality and appropriate salutations and writing conventions for the task set.</p> <p>2 marks – Sufficient Writing presented clearly and concisely most of the time. Paragraphs, where required, are used to sequence writing into some logical order some of the time. Some awareness has been shown of the audience and the appropriate level of formality is used most of the time. Writing format for task set is mostly accurate.</p> <p>1 mark – Limited Writing is presented inconsistently with paragraphs, where required, sometimes used incorrectly. Inconsistent application of level of formality with significant errors. Inconsistent application of writing format for task set.</p> <p>0 marks – No paragraphs and no consistency. Too many errors to be functional.</p>	<p>4 marks maximum</p>	
<p>Sentence Structures</p> <p>3 marks – Good Complex sentences are used effectively throughout and includes a range of other sentence structures.</p> <p>2 marks – Sufficient Variety in sentence structure is evident most of the time and there is some use of complex sentences.</p> <p>1 mark – Limited Some variety in sentence structure is shown but sentences are predominantly simple in structure occasionally using conjunctions such as ‘and’ and ‘so’ to join sentences together.</p> <p>0 marks Very little use of sentences, no conjunctions used, not functional.</p>	<p>3 marks maximum</p>	

	<p>Grammar and punctuation</p> <p>4 marks – Very Good Accurate grammar and punctuation including subject/verb agreement, correct use of tense and correct use of apostrophes, commas and inverted commas.</p> <p>3 marks – Good Generally accurate grammar and punctuation including subject/verb agreement, correct use of tense and correct use of apostrophes, commas and inverted commas with just minor errors in one aspect.</p> <p>2 marks – Sufficient Grammar and punctuation is accurate most of the time but with some significant errors in one or more aspect.</p> <p>1 mark – Limited Inconsistent grammar and punctuation with significant errors throughout the document.</p> <p>0 marks Errors impact on and impede meaning</p>	<p>4 marks maximum</p>	
	<p>Spelling</p> <p>3 marks – Good Spelling is accurate throughout with only minor errors which do not impact on meaning.</p> <p>2 marks – Sufficient Spelling of simple and regular words is accurate most of the time.</p> <p>1 mark – Limited Spelling is inconsistent and some errors impact on meaning.</p> <p>0 marks Errors impact on meaning.</p>	<p>3 marks maximum</p>	
<p>Writing Activity One Total Marks</p>		<p>17 marks</p>	

Writing Task Two		
<p>Content</p> <p>Information that could be included:</p> <ul style="list-style-type: none"> • The state of the roads. • The state of the footpaths and how that affects people walking. • No gritting or clearing • Accidents – Health and safety • Walking difficult for elderly • Vehicle access • Shopping problems <p>3 marks – Good Fully relevant and detailed response to the task. Contains relevant information covering all the required elements of the task with appropriate reasons given in support of opinions/ideas. A wide range of vocabulary used which has been chosen to effectively create effect or convey meaning.</p> <p>2 marks – Sufficient Contains some relevant information but not covering all the required elements of the task in detail. Although some appropriate reasons are given in support of opinions and ideas, these are not always totally coherent or succinct. Sufficient range of vocabulary has been used, and sometimes selected specifically and effectively to convey meaning or to create an effect. However, this shows some inconsistency.</p> <p>1 mark – Limited Contains some relevant information but not covering all the required elements of the task and not in detail. Ideas and opinions are not fully explored and sometimes are not coherent. A limited range of vocabulary is used with little variation of word choice for meaning or effect.</p> <p>0 marks The answer shows no relevance to the task.</p>	<p>3 marks maximum</p>	

<p>Presentation and style</p> <p>4 marks – Very Good Writing presented clearly and concisely throughout in a length that is suitable for the purpose and audience. Paragraphs, where required, are used effectively to structure the writing. Shows a clear understanding of the audience and uses a format relevant to the activity, e.g. appropriate level of formality and appropriate salutations and writing conventions for the task set.</p> <p>3 marks – Good Writing presented clearly and concisely nearly all of the time and is of a suitable length for the purpose. Paragraphs, where required, are mostly used effectively to structure the writing. Shows a good understanding of the audience and mostly uses a format relevant to the activity, e.g. appropriate level of formality and appropriate salutations and writing conventions for the task set.</p> <p>2 marks – Sufficient Writing presented clearly and concisely most of the time. Paragraphs, where required, are used to sequence writing into some logical order some of the time. Some awareness has been shown of the audience and the appropriate level of formality is used most of the time. Writing format for task set is mostly accurate.</p> <p>1 marks – Limited Writing is presented inconsistently with paragraphs, where required, sometimes used incorrectly. Inconsistent application of level of formality with significant errors. Inconsistent application of writing format for task set.</p> <p>0 marks – No paragraphs and no consistency, too many errors to be functional.</p>	<p>4 marks maximum</p>	
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	<p>Spelling</p> <p>3 marks – Good Spelling is accurate throughout with only minor errors which do not impact on meaning.</p> <p>2 marks – Sufficient Spelling of simple and regular words is accurate most of the time.</p> <p>1 mark – Limited Spelling is inconsistent and some errors impact on meaning.</p> <p>0 marks Errors impact meaning.</p>	<p>3 marks maximum</p>	
<p>Writing Activity One Total Marks</p>		<p>17 marks</p>	
<p>Total marks for writing</p>		<p>34 marks</p>	