



**Marking scheme 2.** Markers should vary the percentages allocated to each skill area according to their assessment aims.

	<b>Content Knowledge</b> 60%	<b>Ability to Communicate</b> 20%	<b>Academic Discourse Skills</b> 10%	<b>Basic Language Skills</b> 10%
5	The writer shows outstanding understanding and content knowledge beyond the scope required by the assignment task.	The reader understands the essay completely; if there are any mistakes they do not interfere with the meaning.	There is a clear logical argument, with the points well ordered and fully supported. It responds appropriately to the question asked.	Pleasingly broad range of sentence structure and vocabulary is used. Mathematical vocabulary is used correctly.
4	The writer demonstrates sound basic knowledge and understanding of the relevant area.	The reader understands the essay, although some sections need to be read more than once.	The answer responds more or less to the question asked. The use of supporting evidence, illustration and argument is relevant but not necessarily sufficient.	There is a good range of sentence structure and vocabulary with a number of minor errors in word formation or spelling.
3	The writer exhibits adequate basic knowledge of the topic area.	The reader mostly understands the essay, despite occasional difficulty.	A point of view is presented, but it is not always clear. Attempts to include supporting evidence, illustration or argument are made.	While there are noticeable language errors, these do not significantly interfere with the reader understanding the essay.
2	The writer's apparent knowledge and understanding of relevant content is limited.	The reader has difficulty understanding the essay, although there are signs of meaning breaking through.	The argument does not progress smoothly. Main points and supporting material are not clearly distinguished from each other.	The range of sentences expressed correctly is limited. Errors in grammar, word choice, word formation and spelling cause difficulty for the reader.
1	The writer shows little evidence of knowing the relevant content.	The reader can hardly understand the essay at all.	The ideas or facts presented have little apparent relation to each other or to the question asked.	Errors in sentence structure, word choice, word forms and spelling predominate and prevent communication.
0	<ol style="list-style-type: none"> <li>1. The answer is copied or substantially copied from materials or other sources.</li> <li>2. Non-attempt</li> </ol>			