



**Unit:**  
**English for Academic Purposes**

**Assignment title:**  
**English for Academic Purposes**

**Sample**

**Marking Scheme**

Markers are advised that, unless a task specifies that an answer be provided in a particular form, then an answer that is correct (factually or in practical terms) **must** be given the available marks. If there is doubt as to the correctness of an answer, the relevant NCC Education materials should be the first authority.

This marking scheme has been prepared as a **guide only** to markers and there will frequently be many alternative responses which will provide a valid answer.

Each candidate's script must be fully annotated with the marker's comments (where applicable) and the marks allocated for each part of the tasks.

**Throughout the marking, please credit any valid alternative point.**

**Where markers award half marks in any part of a task, they should ensure that the total mark recorded for the task is rounded up to a whole mark.**

**Marker's comments:**

**Moderator's comments:**

**Mark:**

**Moderated mark:**

**Final mark:**

**Penalties applied for academic malpractice:**

## Task 1

	Guide	Maximum Marks
1	<p><b>Invention stage</b></p> <p>The outline submitted is appropriate for the task:</p> <ul style="list-style-type: none"> <li>• 3 marks – Outline is appropriate for the task and shows evidence of appropriate planning. It has clearly been used to produce the final piece of writing.</li> <li>• 2 marks – Outline is largely appropriate for the task and shows evidence of ability to plan. It has been used to some extent to produce the final piece of writing.</li> <li>• 1 mark – An outline has been submitted but does not relate to the final piece of writing or evidences poor planning skills.</li> <li>• 0 marks – No outline submitted.</li> </ul>	3
2	<p><b>Composition stage</b></p> <p>The content of the essay is suitable:</p> <ul style="list-style-type: none"> <li>• 4 marks – The essay content deals well with all of the questions set and the candidate is able to analyse their own learning and suggest appropriate and practical means to improve in most cases.</li> <li>• 3 marks – The essay content suitably deals with most of the questions set or deals with all of them but with varying depth. Suggestions of ways to improve may be lacking in some cases or not suitably thought through.</li> <li>• 2 marks – The essay content only addresses a few small sections of the questions set and contains large amounts of irrelevant information, or is over/under the stated word range by up to 10%.</li> <li>• 1 mark – Most of the content is wholly irrelevant or unable to be understood or the essay is over/under the stated word range by between 10% and 25%.</li> <li>• 0 marks – No essay is submitted or all of the content is irrelevant or unable to be understood, or the candidate is over/under the stated word range by more than 25%.</li> </ul> <p>The structure of the essay is suitable and clear.</p> <ul style="list-style-type: none"> <li>• 4 marks – The essay has a suitable structure throughout and has a strong introduction and conclusion. Main body paragraphs are clearly identifiable and generally their purpose is clear but there may be some issues with cohesion at some points</li> <li>• 3 marks – The essay generally has a clear structure including an introduction, conclusion and main body paragraphs but cohesion is often lacking or the purpose of the paragraphs may not always be apparent.</li> <li>• 2 marks – Introduction, conclusion and main body are identifiable but the purpose of some paragraphs is unclear and irrelevant information detracts from clarity. Cohesion is generally lacking.</li> <li>• 1 mark – The essay is paragraphed but the introduction, conclusion and main body are not all identifiable. The purpose of</li> </ul>	4

	Guide	Maximum Marks
	<p>each paragraph is difficult to ascertain and distinguish from irrelevant information. The structure lacks cohesion.</p> <ul style="list-style-type: none"> <li>0 marks - Essay structure is minimal. Text may be arranged into a few paragraphs but main points are difficult to identify.</li> </ul> <p>Each paragraph is well organised.</p> <ul style="list-style-type: none"> <li>4 marks – All paragraphs have clearly identifiable topic and concluding sentences and the main body complements these. The topic of each paragraph is clear.</li> <li>3 marks – Most paragraphs have clearly identifiable topic and concluding sentences and the main body mainly complements these. The topic of each paragraph is generally clear.</li> <li>2 marks – Some paragraphs have identifiable topic and concluding sentences. The topic of the paragraphs may be unclear in some cases.</li> <li>1 mark – Most paragraphs lack either topic or concluding sentences and the paragraph coherence is generally poor.</li> <li>0 marks – The candidate has made very little or no discernible attempt to structure their paragraphs.</li> </ul> <p>A variety of sentence types are employed and they are easy to understand. Please note that marks between descriptors may be awarded here, but not half marks.</p> <ul style="list-style-type: none"> <li>4 marks – Most or all sentences are easy to understand on first reading and a suitable variety of sentence types has been employed. There are multiple attempts at complex sentences, although some of these may not be entirely correct.</li> <li>2 marks – Most sentences are easy to understand on first reading but there is little variety in sentence type. Most sentences are either simple or compound and some of these may not be entirely correct.</li> <li>0 marks – Most sentences are very difficult to understand.</li> </ul> <p>The style is suitable.</p> <ul style="list-style-type: none"> <li>2 marks – The style and register is appropriate and consistent throughout. The candidate is clearly very aware of the target audience and has produced the entire essay accordingly.</li> <li>1 mark – The style and register is generally appropriate and largely consistent throughout. The work displays evidence that the candidate has thought about the target audience.</li> <li>0 marks – The style and/or register are inappropriate throughout.</li> </ul>	<p>4</p> <p>4</p> <p>2</p> <hr/> <p>18</p>

	<b>Guide</b>	<b>Maximum Marks</b>
<b>3</b>	<p><b>Revision Stage</b> The ideas are well communicated throughout.</p> <ul style="list-style-type: none"> <li>• 2 marks – The whole essay is easy to understand and the ideas are well communicated throughout.</li> <li>• 1 mark – The essay is generally easy to understand but there may be some passages which require more effort from the reader.</li> <li>• 0 marks – The essay is difficult to understand/follow and it gives the impression that the essay has not been redrafted.</li> </ul> <p>The language used is accurate throughout.</p> <ul style="list-style-type: none"> <li>• 2 marks – The language used is accurate throughout, with only one or two small errors in grammar or vocabulary.</li> <li>• 1 mark – The language used is generally accurate and it is at the expected level for this module. There are errors but most basic errors are absent.</li> <li>• 0 marks – There are many basic errors in grammar and vocabulary, giving the impression that the writing has not been redrafted.</li> </ul> <p>The essay has been suitably proofread for spelling and punctuation.</p> <ul style="list-style-type: none"> <li>• 2 marks – There are no errors in spelling or punctuation.</li> <li>• 1 mark – Some errors are present in punctuation and there are a few typos</li> <li>• 0 marks – There are multiple spelling and punctuation errors.</li> </ul>	<p><b>2</b></p> <p><b>2</b></p> <p><b>2</b></p> <hr/> <p><b>6</b></p>
<b>4</b>	<p><b>Presentation</b> The essay and outline are well presented.</p> <ul style="list-style-type: none"> <li>• 3 marks – Both pieces of work are well presented and suitably word processed/handwritten. The presentation gives a professional feel to the work</li> <li>• 2 marks – The presentation is generally good although there may be some small problems with handwriting or word processing, for example lack of header, work is not double spaced etc.</li> <li>• 1 mark – Either the outline or the essay suffers from poor presentation, while the other is generally acceptable.</li> <li>• 0 marks – Both the essay and the outline are poorly presented.</li> </ul>	<hr/> <p><b>3</b></p>

	Guide	Maximum Marks
5	<p><b>Plagiarism</b></p> <ul style="list-style-type: none"> <li>• <b>Subtract 9 marks</b> – 20% to 40% of the essay appears to be plagiarised, containing content that is incorrectly or falsely referenced, or has been generated through the use of translation software.</li> <li>• <b>Subtract 15 marks</b> – 40% to 75% of the essay appears to be plagiarised, containing content that is incorrectly or falsely referenced or has been generated through the use of translation software.</li> <li>• <b>Essay receives 0 marks</b> – More than 75% of the essay appears to be plagiarised, containing content that is incorrectly or falsely referenced or has been generated through the use of translation software.</li> </ul>	

<b>Total marks for Task 1</b>   _____/30 Marks
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## Task 2

	Guide	Maximum Marks
1	<p><b>Invention stage</b></p> <p>The outline submitted is appropriate for the task:</p> <ul style="list-style-type: none"><li>• 5 marks – Outline shows very clear evidence of very strong planning skills and has clearly been used while producing the final piece of writing</li><li>• 4 marks – Outline is appropriate for the task and shows evidence of appropriate planning. It has clearly been used to produce the final piece of writing.</li><li>• 3 marks – Outline is largely appropriate for the task and shows evidence of ability to plan. It has been used to some extent to produce the final piece of writing.</li><li>• 2 marks – Outline evidences some planning but may not be always clearly of use in the final piece of writing.</li><li>• 1 mark – An outline has been submitted but does not relate to the final piece of writing or evidences poor planning skills.</li><li>• 0 marks – No outline submitted.</li></ul>	<hr/> <b>5</b>

	Guide	Maximum Marks
2	<p><b>Composition stage</b> Please note that marks between descriptors may be awarded in all sections (e.g. 9 marks for content) but half marks are not permitted.</p> <p>The content and length of the essay is suitable:</p> <ul style="list-style-type: none"> <li>• 10 marks – The content of the essay is perfect in all regards.</li> <li>• 8 marks – The essay content deals well with the question or task set.</li> <li>• 6 marks – The essay content suitably deals with the question or task set.</li> <li>• 4 marks – The essay content addresses some of the question or task set in reasonable detail but neglects some key points or information.</li> <li>• 2 marks – The essay content only addresses a few points relating to the question or task set and contains large amounts of irrelevant information.</li> <li>• 1 mark – Most of the content is wholly irrelevant or unable to be understood.</li> <li>• 0 marks – the essay is over/under the stated word range by more than 25%, or all of the content is irrelevant or impossible to understand.</li> </ul> <p><b>Note that a maximum of 5 marks may be awarded here if the essay is over/under the stated word range by up to 10% and a maximum of 3 marks may be awarded here if the essay is over/under the stated word range by between 10% and 25%.</b></p> <p>The structure of the essay is suitable and clear.</p> <ul style="list-style-type: none"> <li>• 10 marks – The essay has a strong structure throughout, including a strong and clearly identifiable introduction, conclusion and main body paragraphs. There is strong cohesion between the paragraphs adding to the structure</li> <li>• 8 marks – The essay has a suitable structure throughout and has a strong introduction and conclusion. Main body paragraphs are clearly identifiable and generally their purpose is clear but there may be some issues with cohesion at some points</li> <li>• 6 marks – The essay generally has a clear structure including an introduction, conclusion and main body paragraphs but cohesion is often lacking or the purpose of the paragraphs may not always be apparent.</li> <li>• 4 marks – Introduction, conclusion and main body are identifiable but the purpose of some paragraphs is unclear and irrelevant information detracts from clarity. Cohesion is generally lacking.</li> <li>• 2 marks – The essay is paragraphed but the introduction, conclusion and main body are not all identifiable. The purpose of each paragraph is difficult to ascertain and distinguish from irrelevant information. The structure lacks cohesion.</li> <li>• 0 marks -Essay structure is minimal. Text may be arranged into a few paragraphs but main points are difficult to identify.</li> </ul>	<p style="text-align: right;">10</p> <p style="text-align: right;">10</p> <hr/> <p style="text-align: right;">20</p>





	Guide	Maximum Marks
4	<p><b>Revision Stage</b></p> <p>The ideas are well communicated throughout.</p> <ul style="list-style-type: none"> <li>• 5 marks – The whole essay is easy to understand and the ideas are very well communicated throughout.</li> <li>• 3 marks – The essay is generally easy to understand but there may be some passages which require more effort from the reader.</li> <li>• 0 marks – The essay is very difficult to understand and follow, meaning the ideas are not sufficiently communicated and it gives the impression that the essay has not been redrafted.</li> </ul> <p>The language used is accurate throughout.</p> <ul style="list-style-type: none"> <li>• 5 marks – The language used is accurate throughout, with only one or two small errors in grammar or vocabulary</li> <li>• 3 marks – The language used is generally accurate and is at the expected level for this module. There are errors but most basic errors are absent.</li> <li>• 0 marks – There are very many basic errors in grammar and vocabulary, giving the impression that the writing has not been redrafted.</li> </ul> <p>The essay has been suitably proofread for spelling and punctuation.</p> <ul style="list-style-type: none"> <li>• 5 marks – There are no errors in spelling or punctuation.</li> <li>• 3 marks – Some small errors are present in punctuation and there are a few typos.</li> <li>• 0 marks – There are multiple spelling and punctuation errors.</li> </ul>	<p>5</p> <p>5</p> <p>5</p> <hr/> <p>15</p>
5	<p><b>Presentation</b></p> <p>The essay and outline are well presented.</p> <ul style="list-style-type: none"> <li>• 5 marks – Both pieces of work are well presented and suitably word processed/handwritten. The presentation gives a professional feel to the work.</li> <li>• 3 marks – The presentation is generally good although there may be some small problems with handwriting or word processing, for example lack of header, work is not double spaced etc.</li> <li>• 2 marks – Either the outline or the essay suffers from poor presentation, while the other is generally acceptable.</li> <li>• 0 marks – Both the essay and the outline are poorly presented.</li> </ul>	<hr/> <p>5</p>

	Guide	Maximum Marks
6	<p><b>Plagiarism</b></p> <ul style="list-style-type: none"> <li>• <b>Subtract 9 marks</b> – 20% to 40% of the essay appears to be plagiarised, containing content that is incorrectly or falsely referenced or has been generated through the use of translation software.</li> <li>• <b>Subtract 15 marks</b> – 40% to 75% of the essay appears to be plagiarised, containing content that is incorrectly or falsely referenced or has been generated through the use of translation software.</li> <li>• <b>Essay receives 0 marks</b> – More than 75% of the essay appears to be plagiarised, containing content that is incorrectly or falsely referenced or has been generated through the use of translation software.</li> </ul>	

<b>Total marks for Task 2</b>	<u>      </u> /70 Marks
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<b>Overall mark (Task 1 total + Task 2 total)</b>	<u>      </u> /100 Marks
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## Learning Outcomes matrix

<b>Task</b>	<b>Learning Outcomes assessed</b>	<b>Marker can differentiate between varying levels of achievement</b>
1	4, 3	Yes
2	1, 2, 3, 4	Yes