

International Pre-Master's in Business
Quartz ID: 1274

Unit ID: 2344

English for Postgraduate Academic Purposes

Local Examination

Sample Writing Assessment

Time allowed: 90 minutes

Marking Scheme

This marking scheme has been prepared as a guide only to markers. This is not a set of model answers, or the exclusive answers to the questions, and there will frequently be alternative responses which will provide a valid answer. Markers are advised that, unless a question 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.

Throughout marking, please credit any valid alternative point.

Candidate Name and ID number:		
Marker's comments:		
Moderator's comments:		
Mark:	Moderated mark:	Final mark:
Penalties applied for academic malpractice:		

	Task achievement	Structure	Vocabulary	Grammar
5	<ul style="list-style-type: none"> • Essay contains all required sections, and these fulfil their required functions. • Critical analysis is displayed throughout. 	<ul style="list-style-type: none"> • Essay is organised very coherently. • A wide range of cohesive devices are used. 	<ul style="list-style-type: none"> • A wide range of topic-related vocabulary is used. • Vocabulary is used accurately throughout. • Style is academic throughout. 	<ul style="list-style-type: none"> • A wide range of complex structures are used. • Grammar is mostly accurate throughout.
4	<ul style="list-style-type: none"> • Essay contains all required sections, and these mostly fulfil their required functions. • Critical analysis is displayed in parts. 	<ul style="list-style-type: none"> • Essay is organised mostly coherently. • A good range of cohesive devices are used. 	<ul style="list-style-type: none"> • A good range of topic-related vocabulary is used. • Vocabulary is often used accurately. • Style is often academic. 	<ul style="list-style-type: none"> • A good range of complex structures are used. • Grammar is often accurate.
3	<ul style="list-style-type: none"> • Essay contains all required sections, and these fulfil some of their required functions. • There is some evidence of critical analysis. 	<ul style="list-style-type: none"> • Essay is organised coherently in places but with some lapses. • Cohesive devices are used in places but sometimes inaccurately or inappropriately. 	<ul style="list-style-type: none"> • A sufficient range of general and some topic-related vocabulary is used. • There are some lexical errors, but meanings are clear. • Style is academic in parts. 	<ul style="list-style-type: none"> • Some complex structures are used. • There are grammatical errors, but meanings are clear.
2	<ul style="list-style-type: none"> • Essay contains some lapses in required sections. • The essay is mostly descriptive with little critical analysis. 	<ul style="list-style-type: none"> • There is limited cohesion. • A limited range of cohesive devices are used and/or used infrequently. 	<ul style="list-style-type: none"> • A limited range of general and some topic-related vocabulary is used. • Lexical errors cause some confusion. • Academic style is lacking. 	<ul style="list-style-type: none"> • Sentences are mostly simple. • Grammatical errors cause some confusion.
1	<ul style="list-style-type: none"> • Some of the required sections are missing. • There is no evidence of critical analysis. 	<ul style="list-style-type: none"> • There is no cohesion or progression to the essay. • A very limited range of cohesive devices are used and/or cohesive devices are not used. 	<ul style="list-style-type: none"> • The range of general vocabulary is limited. Topic-related vocabulary is insufficient. • Lexical errors often cause confusion. • Academic style is not attempted. 	<ul style="list-style-type: none"> • Sentences are simple. • Grammatical errors often cause confusion.
0	<ul style="list-style-type: none"> • The essay does not address the task. 	<ul style="list-style-type: none"> • There is no attempt to organise the writing. 	<ul style="list-style-type: none"> • The vocabulary used is inadequate for the task. 	<ul style="list-style-type: none"> • Grammatical errors mean that meaning is mostly unclear.

Learning Outcomes Matrix

Task	Learning Outcome(s) / Assessment Criteria assessed	Marker can differentiate between varying levels of achievement
1	LO2, LO5	Yes

Grade Descriptors

Learning Outcome	Pass	Merit	Distinction
1. Be able to utilise different 'pre', 'while' and post reading strategies to apply content from academic texts in own work	Demonstrate adequate use of tools and techniques as well as ability to perform task. Show adequate development.	Demonstrate effective use of tools and techniques as well as ability to perform task consistently well. Show sound and appropriate development.	Demonstrate highly effective use of tools and techniques as well as ability to perform task to the highest of standard. Show innovative and highly appropriate development.
2. Be able to write academic texts			
3. Be able to employ effective listening strategies in a range of academic contexts			
4. Be able to speak effectively in academic contexts			
5. Be able to use academic vocabulary effectively			