

EAP Writing Assignment: Marking description

Candidate name:		Candidate number:		
Mark	Citing and referencing	Task achievement	Organisation	Vocabulary
5	<ul style="list-style-type: none"> All points are accurately cited Very good paraphrasing. Entries in reference list have few minor errors in style. 	<ul style="list-style-type: none"> All required sections are included and fulfil their required function. Style is academic Literature is synthesised and analysed throughout. 	<ul style="list-style-type: none"> Information and ideas are organised coherently, with a progression of thought throughout. A wide range of cohesive devices are used skilfully and accurately. Paragraphs are used effectively. 	<ul style="list-style-type: none"> Wide range of general and academic vocabulary. Good variety of formulation, with almost no repetition. Occasional minor slips, but no significant vocabulary errors. Spelling is almost error-free.
4	<ul style="list-style-type: none"> Most points are accurately cited. Good paraphrasing. Entries in reference list have some minor errors in style. 	<ul style="list-style-type: none"> All required sections are included, with some minor lapses in relevance or style. Literature is mostly synthesised and analysed. 	<ul style="list-style-type: none"> Information and ideas are organised mostly coherently; progression of thought is identifiable. A fair range of cohesive devices are used competently and mostly accurately. Thoughts are mostly structured into paragraphs. 	<ul style="list-style-type: none"> A good range of general and academic vocabulary. Some formulation with some repetition. Accuracy is generally high, although some incorrect word choice does not affect communication. There are few spelling errors.
3	<ul style="list-style-type: none"> Some points are not cited, or citations have errors in style. Paraphrasing is sometimes reliant on original text. Entries in reference list have several errors in style. 	<ul style="list-style-type: none"> All required sections are included, with some lapses in relevance or academic style. Literature is not often synthesised and is written about descriptively. 	<ul style="list-style-type: none"> Information and ideas show coherence, but progression of thought may be lacking. An adequate range of cohesive devices are used but some may be repetitive, inappropriate and/or inaccurate. Thoughts are not always divided appropriately into paragraphs. 	<ul style="list-style-type: none"> Sufficient range of general and academic vocabulary. Some repetition. Accuracy is generally good, but some confusion and errors occur when expressing more complex thoughts. There are some spelling errors.

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2	<ul style="list-style-type: none"> Most points are not cited. Paraphrasing is very reliant on original text. Entries in reference list are inaccurate. 	<ul style="list-style-type: none"> There are many lapses in relevance and academic style. Some literature is used, but it is descriptive, with no synthesis or analysis. 	<ul style="list-style-type: none"> There is limited coherence and progression of thought. A limited range of cohesive devices is used. Many are repetitive, inappropriate and/or inaccurate. There is some paragraphing but this is mostly ineffective. 	<ul style="list-style-type: none"> Range of general vocabulary is adequate, but academic vocabulary is limited. Frequent repetition. Inaccuracy causes confusion and errors when expressing more complex thought. There are numerous spelling errors.
1	<ul style="list-style-type: none"> Large sections of text are copied and not cited. No attempt at paraphrasing. Entries in reference list are very limited Some literature may be referred to but this is unclear. 	<ul style="list-style-type: none"> Some sections are missing. Much of the writing is irrelevant or not in academic style. Some literature may be referred to but this is unclear. 	<ul style="list-style-type: none"> Information and ideas are not organised coherently; there is a lack of progression of thought. A very limited range of cohesive devices is used. Most are repetitive, inappropriate and/or inaccurate. Very limited attempts at paragraphing. 	<ul style="list-style-type: none"> Range of general and academic vocabulary is limited. Very frequent repetition. Inaccuracy causes frequent confusion and errors. There are very many spelling errors.
0	<ul style="list-style-type: none"> No literature has been used. 	<ul style="list-style-type: none"> The writing does not address the task in any way. 	<ul style="list-style-type: none"> There is no attempt to organise the writing. 	<ul style="list-style-type: none"> The candidate does not have the vocabulary required to address the task.
Mark	/ 5	/ 5	/ 5	/ 5
Total Mark	/20			
Comments:				

Grade descriptors

Learning Outcome	Pass	Merit	Distinction
Be able to utilise different 'pre', 'while' and post-reading strategies to understand academic texts	Demonstrate adequate and appropriate use	Demonstrate appropriate and effective use	Demonstrate highly appropriate and effective use
Be able to demonstrate an appropriate academic vocabulary	Demonstrate an adequate vocabulary	Demonstrate a robust vocabulary	Demonstrate a comprehensive vocabulary
Be able to structure sentences, paragraphs, and full texts to suit academic requirements	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Be able to utilise 'pre', 'while' and post-listening strategies to understand different speakers and academic topic information	Demonstrate adequate and appropriate use	Demonstrate appropriate and effective use	Demonstrate highly appropriate and effective use