

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent	9p	Good	7p	Adequate	5p	Weak	3p	Inadequate	1p	Task not attempted
	10p		8p		6p		4p		2p		0p
TASK ACHIEVEMENT	The report/proposal is completely relevant to the task, fully developing all content points; the format of the report/proposal is fully observed; the purpose of the report/proposal is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn; the register is appropriate throughout.		The report/proposal covers the requirements of the task but the content points could be more fully extended; The format of the report/proposal is observed; the purpose of the report/proposal is presented; the information is appropriately categorized in spite of minor inaccuracies; the conclusion drawn could be better substantiated; the register is appropriate, although minor inconsistencies are possible.		The report/proposal addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the report/proposal is presented but it is not very clear; there are lapses in the categorization of the information; the conclusion is not logically linked to the content; there are inconsistencies in register.		The report/proposal does not cover the requirements of the task; the content points are attempted but many irrelevant details are included, the format is faulty; the purpose for writing/ the conclusion is missing or the information is inappropriately categorized; there are major inconsistencies in register		The report/proposal does not relate to the task		
ORGANIZATION AND COHESION	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.		There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended or balanced; a range of cohesive devices is used effectively.		The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are present but sometimes they are not accurate.		There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.		The text is not logically organized and does not convey a message; no control of cohesive devices.		

VOCABULARY	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.		A range of vocabulary is used appropriately and accurately; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips.		The range of vocabulary is adequate; errors in word choice/formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.		A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult.		A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.		
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.		A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.		A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.		A limited range of grammatical structures is present; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.		A very narrow range of grammatical structures is present; errors predominate; punctuation errors make the text obscure at times.		
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout.		The text has a good effect on the reader.		The effect on the reader is satisfactory.		The text has not a relevant effect on the reader.		The text has a negative effect on the reader.		

NB: The 50 points in the descriptors will be divided by two.