

Writing Assignment I (worth 20% of Part A mark)

FOCUS	EXPLANATIONS AND SUPPORT (80% of WA I)	COMMUNICATION (20% of WA I)
	When marking Explanations and Support , the marker will consider the: <ul style="list-style-type: none"> • quality of explanations • selection and quality of support • understanding of the assigned task 	When marking Communication , the marker will consider the: <ul style="list-style-type: none"> • organization and coherence • vocabulary (e.g., specificity, accuracy) • sentence construction (e.g., clarity, completeness) • grammar and mechanics (e.g., consistency of tense, punctuation, spelling, capitalization) Proportion of error to the length and complexity of the response must be considered when awarding a mark for Communication .
Excellent E	Explanations are deliberate and comprehensive, revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of the assigned task.	The writing is fluent and effectively organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.
Proficient Pf	Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate but may contain minor errors. The response demonstrates a clear understanding of the assigned task.	The writing is clear and logically organized. Vocabulary is appropriate. The writing demonstrates capable control of sentence construction, grammar, and mechanics. Errors do not interfere with communication.
Satisfactory S	Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general and/or only partially developed and may contain errors. The response demonstrates an acceptable understanding of the assigned task.	The writing is straightforward and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.
Limited L	Explanations are overgeneralized and/or redundant, revealing a confused, yet discernible, understanding. Support is superficial, may not always be relevant, and may contain significant errors. The response demonstrates a confused, yet discernible, understanding of the assigned task.	The writing is awkward and uneven but discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	Explanations are tangential or minimal, revealing a negligible understanding. Support, if present, is minimal, may be marginally relevant, and/or contains significant errors. The response demonstrates a minimal understanding of the assigned task.	The writing is unclear and disorganized. Vocabulary is ineffective and/or incorrect. The writing demonstrates a lack of control of sentence construction, grammar, and mechanics. Errors impede communication.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.	