

Markers are reminded that students are working under examination conditions, have completed first draft compositions, and are responsible for three writing assignments.

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

	EXPLANATIONS AND SUPPORT (80% of WA I)	COMMUNICATION (20% of WA I)
FOCUS	When marking Explanations and Support, the marker should consider the: • quality of explanations • selection and quality of support	When marking Communication, the marker should consider the: • organization and coherence • vocabulary (e.g. specificity and 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 applied when awarding a mark for Communication.
Excellent E	Explanations are thorough and comprehensive revealing a perceptive understanding. Support is specific and accurate and errors, if present, do not detract from the response.	The writing is fluent and effectively organized. Vocabulary is precise and effective. The writing demonstrates confident control of sentence construction, grammar, and mechanics. The occurrence of error is rare.
Proficient Pf	Explanations are appropriate and purposeful revealing a clear understanding. Support is relevant and appropriate, but may contain some minor errors.	The writing is clearly organized. Vocabulary is accurate and appropriate. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. The occurrence of error is infrequent.
Satisfactory S	Explanations are general and straightforward revealing an acceptable understanding. Support is relevant but general, may be incompletely developed, and/or contains errors.	The writing is generally clear and functionally organized. Vocabulary is generally accurate, but not specific. 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, though discernible, understanding. Support is superficial, may not always be relevant, and may contain significant errors.	The writing is uneven and incomplete but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a 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 incomplete, may be marginally relevant, and contains significant and/or frequent errors.	The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It should be assigned to papers that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any other scoring category.	