# MARKING SCHEME - ARTICLE

| Analytical criteria | Excellent 10p | 9p | Good 8p | 7p | Adequate 6p | 5p | Weak 4p | 3p | Inadequate 2p | 1p | Task not attempted 0p |
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| Task achievement | The content of the article is completely relevant to the task, fully responding to its requirements; the format of the article is fully observed; a title, introduction and conclusion are present. | | The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; a title, introduction, and conclusion are present but not fully linked to the topic | | The article addresses the requirements of the task but not all key ideas are relevant; there is a title but the introduction or the conclusion may be missing | | The article does not cover the requirements of the task; the title/ introduction/ conclusion are missing or totally irrelevant; many irrelevant details are included | | The article 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; the register is appropriate throughout. | | 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 register is appropriate, although minor inconsistencies are possible. | | 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; there are inconsistencies in register. | | 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; there are major inconsistencies in register. | | 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. | | |