NOCN ESOL International Writing
Level B1 Intermediate
Sample Writing Mark Scheme

The learner will be required to produce two pieces of writing, one formal and one informal.

At the B1 level the learner will be asked to write a minimum of 75 - 100 words for each piece of writing. The learner will have to use conjunctions and adjectives in their sentences. Learners are not allowed to use dictionaries. Time allowed is 1 hour.

For each text a learner is awarded:

Marks	4-5	3-2	1	0
Range	Learner demonstrates a wide use of vocabulary, using a wide variety of adjectives and conjunctions relevant to the level.	Learner demonstrates some use of vocabulary with some adjectives and conjunctions.	Learner demonstrates limited use of appropriate vocabulary using occasional adjectives and conjunctions.	Learner does not produce a legible text. No adjectives or conjunctions used.
Accuracy and Grammar	Learner produces text using appropriate spelling, tenses and word order throughout. Very occasional errors allowed which do not impede comprehension.	Learner produces text where some errors in spelling or grammar occur, however they do not impede general comprehension.	Learner produces text with many errors in spelling, tenses and grammar.	Learner does not produce a comprehensible text.
Format	Learner recognises the difference between formal and informal situations which is maintained throughout the text.	Learner demonstrates awareness of the difference between formal and informal situations but this is not always maintained throughout the text. Occasional errors are presented.	Learner demonstrates limited awareness of formal and informal situations with several errors presented in the text.	Learner does not produce a text with a format appropriate to the context.
Content	Learner demonstrates a thorough awareness of content relevant to the assessment task. The learner discusses at least two areas in depth.	Learner demonstrates some awareness of content relevant to the assessment task. At least two areas are discussed although this may be limited in depth and ideas may not be linked coherently.	Learner demonstrates limited awareness of content or only covers one area.	Learner does not produce text relevant to the context of the task.