NOCN ESOL International Writing
Level C1 Advanced
Sample Writing Mark Scheme

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

At the C1 level the learner will be asked to write between 150-300 words for each piece of writing. Learners are not allowed to use dictionaries. Time allowed is 75 minutes.

For each text a learner is awarded:

Marks	4-5	3-2	1	0
Range	Learner demonstrates a wide use of vocabulary to communicate ideas, impressions, feelings and opinions clearly. Vocabulary is chosen to meet the purpose of text and idiomatic expressions are used appropriately.	Learner demonstrates some use of vocabulary to communicate ideas, impressions, feelings and opinions but these may not be clearly expressed all the time. Some evidence of choosing vocabulary to meet the purpose of the text is shown.	Learner demonstrates limited use of appropriate vocabulary to communicate ideas, impressions, feelings and opinions. Vocabulary chosen does not always meet the purpose of the text.	Learner does not produce a legible text. Vocabulary used is not effective in communicating ideas, impressions, feelings and opinions.
Accuracy and Grammar	Learner produces texts using appropriate tenses and word order. Most complex structures, including the use of subordinate clauses are used correctly. Present, past and future tenses should be used accurately in both active and passive forms. One or two errors in sentence structure or grammar are permitted where they do not impede comprehension. All punctuation is used correctly.	Learner produces text where some errors in structure, use of punctuation and tenses occur, however they do not impede general comprehension.	Learner produces text with many errors in tenses, punctuation and word order however these do not impede comprehension.	Learner does not produce a comprehensible text.

Format	Learner demonstrates the ability to write using a wide range of formats covering a range of functions. Paragraphs are used to structure the text throughout. The conventional features of common text types are used correctly.	Learner demonstrates some ability to write for different functions using a range of formats, but this is not always applies consistently. Paragraphs will be used but these are not always effective in structuring the information.	Learner demonstrates limited awareness of the function and text type. Paragraphs are not used effectively. Errors are widely made in the use of features of text types.	Learner does not produce a text with a format appropriate to the context. Paragraphs are not used at all. Features of common text types are not used.
Content	Learner demonstrates a thorough awareness of content relevant to the assessment task. The learner used well-rounded arguments, emphasising and expanding on key points.	Learner demonstrates some awareness of content relevant to the assessment task. Some evidence of presenting an argument, although the key points may not be fully emphasised or expanded.	Learner demonstrates limited awareness of content. Arguments are not coherently expressed and there is insufficient detail presented.	Learner does not produce text relevant to the context of the task.