

**NOCN ESOL International Writing
Level C2 Proficient
Sample Writing Mark Scheme**



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

At the C2 level the learner will be asked to write between 200-300 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 naturally throughout. Specialised vocabulary is used appropriately where required by the task.	Learner demonstrates some use of vocabulary to communicate ideas, impressions, feelings and opinions but these may not be clearly expressed all the time. Some use of idiomatic expressions used but not always in a natural way to make the language flow.	Learner demonstrates limited use of appropriate vocabulary to communicate ideas, impressions, feelings and opinions. Choice of vocabulary is limited.	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. Complex structures, including the use of subordinate clauses are used accurately. Present, past and future tenses should be used accurately in both active and passive forms. One or two minor errors in sentence structures and grammar are permitted as long as comprehension is not impeded. All punctuation is used correctly.	Learner produces text where occasional errors in structure, use of punctuation and tenses occur, however they do not impede general comprehension.	Learner produces text with errors in tenses, punctuation and word order however this does 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. Texts will be smooth flowing and natural. Style is consistent throughout.	Learner demonstrates some ability to write for different functions using a range of formats, but this is not always applied consistently. Style is not always applied consistently.	Learner demonstrates limited awareness of the function and text type. Paragraphs are not used effectively.	Learner does not produce a text with a format appropriate to the context.

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Content	Learner demonstrates a thorough awareness of content relevant to the assessment task. The learner used well-rounded cogent expanding on key points for both complex and abstract subjects. Linguistic markers are used to help the reader understand significant points and opinions.	Learner demonstrates awareness of content relevant to the assessment task most of the time. 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.
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