

	Task fulfilment	Accuracy and range
A	<p>Excellent execution of the task. A very positive effect on the reader.</p> <ul style="list-style-type: none"> • Full understanding of any source material demonstrated. • All requirements of the task completely satisfied with no omissions or irrelevance. Appropriate expansion of points. • Very clear presentation and logical development of any ideas and arguments. • Very well-organised into appropriate paragraphs with natural use of cohesive devices. • Appropriate format, style and register consistently realised. 	<ul style="list-style-type: none"> • Wide range of the grammatical, lexical and functional language items of the level. • These items are used with a high level of accuracy and appropriacy. • Any minor errors do not impede understanding. • Spelling and punctuation are very good.
B	<p>Good execution of the task. A positive effect on the reader.</p> <ul style="list-style-type: none"> • Good understanding of any source material demonstrated. • The main requirements of the task are generally satisfied with no omissions, though there may be some irrelevant details. Adequate expansion of points. • Clear presentation and mostly logical development of any ideas and arguments. • Good organisation of the text with appropriate paragraphs and adequate use of cohesive devices. • Appropriate format, style and register generally realised. 	<ul style="list-style-type: none"> • Good coverage of the grammatical, lexical and functional language items of the level. • These items are used with a good level of accuracy and appropriacy. • Minor errors do occur, but only occasionally impede understanding. • Spelling and punctuation are good.
C	<p>Satisfactory execution of the task. Desired effect on the reader mostly achieved.</p> <ul style="list-style-type: none"> • Partial understanding of any source material demonstrated, although minimal lifting may be evident. • Main points covered, though there may be some minor omissions or irrelevant details. There may be little expansion. • Any ideas and arguments are comprehensible, but may not follow a logical order. • Awareness of the need for structure, but may only be partially achieved. There may be limited paragraphing and inconsistent use of cohesive devices. • Appropriate format, style and register sometimes realised. 	<ul style="list-style-type: none"> • Satisfactory coverage of the grammatical, lexical and functional language items of the level, but range may be restricted. • These items are used with a satisfactory level of accuracy and appropriacy. • Errors do occur and sometimes impede understanding. • Spelling and punctuation are satisfactory.
D	<p>Poor execution of the task. Desired effect on the reader not achieved.</p> <ul style="list-style-type: none"> • Limited understanding of any source material demonstrated and considerable lifting may be evident. • There is some attempt at the task, but there are significant omissions and irrelevant details. • Any ideas and arguments lack coherency and do not progress logically. • Poor text organisation may cause the reader some difficulties. • Limited awareness of appropriate format, style and register. 	<ul style="list-style-type: none"> • There is little evidence of the grammatical, lexical and functional language items of the level. • There may be some control over the accuracy and appropriacy of the use of language below the level. • When attempting to use the language of the level, errors are frequent and can impede understanding. • Spelling and punctuation errors may be evident throughout.
E	<p>Unsatisfactory execution of the task. A negative effect on the reader.</p> <ul style="list-style-type: none"> • Very little understanding of any source material demonstrated and extensive lifting may be evident. • Task not addressed or has serious omissions. • Presentation and development of any ideas and arguments are confused and cause strain for the reader. • Lack of text organisation causes the reader extreme difficulties. • No sign of awareness of appropriate format, style and register. 	<ul style="list-style-type: none"> • A highly-restricted range of the grammatical, lexical and functional language items of the level. • There is a lack of control over the accuracy and appropriacy of the use of language of and/or below the level. • Errors are highly evident, intrusive and impede understanding. • Lack of control over spelling and punctuation.
U	You strongly suspect malpractice in the examination. For example, this could be due to copying another's work or cheating by using unauthorised aids such as dictionaries.	
N	The task has not been attempted. The candidate has not written anything.	