



## 1) Task Fulfilment 5 points

5 points	<p>All salient points contained in the prompt are cogently elaborated.</p> <p>The student</p> <ul style="list-style-type: none"> <li>• gives a well-founded personal opinion and presents a logically developed argument.</li> <li>• selects relevant data from various sources, integrating them into the overall argument to support his/her own points.</li> <li>• has fully grasped the contents of the sources and compares/contrasts/evaluates/challenges information/viewpoints.</li> </ul> <p>All formal text type requirements met (citation, paraphrase, etc.).</p>
4 points	<p>All salient points contained in the prompt are elaborated.</p> <p>The student</p> <ul style="list-style-type: none"> <li>• gives a well-founded personal opinion and presents a logically developed argument.</li> <li>• selects relevant data from various sources, integrating them into the overall argument to support his/her own points.</li> <li>• may have misunderstood some minor points in the sources.</li> </ul> <p>All formal text type requirements met (citation, paraphrase, etc.).</p>
3 points	<p>All salient points in the prompt are addressed.</p> <p>The student</p> <ul style="list-style-type: none"> <li>• is, to a fair degree, able to present an argument and give a personal opinion. However, the arguments and opinion are sometimes not sufficiently supported by evidence or examples.</li> <li>• relies heavily on sources rather than using them selectively or does not always integrate them effectively into his/her own argument.</li> <li>• has misunderstood/misrepresented some points in the sources but the reader would still get the correct general idea.</li> </ul> <p>Formal text type requirements largely met (citation, paraphrase, etc.).</p>
2 points	<p>Not all salient points in the prompt are addressed (e.g. reference to only one graph, central aspect of the prompt ignored).</p> <p>The student</p> <ul style="list-style-type: none"> <li>• presents arguments; however, supporting evidence and examples are either missing or of questionable relevance. OR ... does not clearly state his/her opinion. AND/OR ... merely lists points from the sources or tries to integrate all sources without critical reflection.</li> <li>• has misunderstood/misrepresented some points in the sources so that the reader would get a wrong impression.</li> </ul> <p>Formal text type requirements not met.</p>
1 point	<p>The student has misunderstood the task.</p> <p>The student</p> <ul style="list-style-type: none"> <li>• presents a limited number and range of arguments, which are not supported by evidence or examples. OR ... there are major inconsistencies in logical argumentation.</li> <li>• does not refer to the sources provided in the prompt or has misunderstood/misrepresented key points from the sources.</li> </ul>
0 points	<p>The student has completely misunderstood the task.</p>

## 2) Organisation 5 points

5 points	The text is organised into paragraphs with clear topic sentences and the text can be seen to be structured into introduction, main body and conclusion. A variety of linking devices is used between paragraphs. Logical relations between sentences and overall method of development (e.g. result, cause & effect, comparison etc) are indicated by the appropriate use of lexis, conjunctions and discourse markers.
4 points	The text is organised into paragraphs and structured into introduction, main body and conclusion. The topic of a paragraph is obvious to the reader by the use of a clear topic sentence and subsequent development of the main idea. A limited range of linking and cohesive devices is used.
3 points	The text is organised into paragraphs and structured into introduction, main body and conclusion. There is some internal organisation within these paragraphs. There is some use of cohesive devices.
2 points	The text is organised into paragraphs on the surface level (layout). Unsuccessful introduction (i.e. no thesis statement, main focus not addressed, random selection of details from sources, etc.) and/or conclusion (i.e. introduction of new ideas, no relation to body paragraphs, etc.). Illogical use/overuse of linking devices. OR: The text is not organised into paragraphs although there is a discernable introduction, main body and conclusion.
1 point	The text is not organised into paragraphs and there is no introduction and/or conclusion. The textual development is difficult to follow. There is little or no use of cohesive devices beyond "and/but".
0 points	There is no apparent structure.

## 3) Vocabulary 5 points

5 points	The student uses a wide range of vocabulary appropriate for the task and shows clear evidence of a good overall command of the language. Repetition is avoided by paraphrase and the use synonyms. The text is appropriate in style and register.
4 points	Vocabulary choices are nearly always satisfactory and appropriate for the task. Some use is made of paraphrasing and synonyms, resulting in almost no repetition. The text is appropriate in style and register.
3 points	Vocabulary choices are not always satisfactory or appropriate for the task. Little use of paraphrasing, synonyms and a somewhat limited vocabulary lead to some circumlocution and repetition. The text is generally appropriate in style and register.
2 points	Vocabulary choices are frequently not satisfactory or appropriate for the task The limited range of vocabulary accounts for the absence of paraphrasing and synonyms. The text is repetitive. The text is inappropriate in style and register.
1 point	The student's vocabulary is obviously inadequate for the task and its range is rather limited. The text is inappropriate in style and register.
0 points	The student's vocabulary is rudimentary and clearly inadequate for the task.

**4) Grammar 5 points**

5 Points	The text is free of major errors and the candidate is able to use complex structures as can be expected in advanced writing.
4 points	There are few grammatical inaccuracies in the text. These, however, do not impede understanding of the text and may derive from the candidate's well-meaning / ambitious attempt to produce language which exceeds their current language capacities.
3 points	There are some grammatical inaccuracies in the text which do not impede overall understanding. These could include errors in use of apostrophe, defining/non-defining relative clauses. Or: Accurate but simple and unambitious use of grammatical patterns.
2 points	There are frequent inaccuracies in grammatical patterns and sentence structure; some of these may strain the reader, forcing him/her to pause.
1 point	There are numerous / repeated inaccuracies in the text, which may impede understanding.
0 points	There are basic grammatical inaccuracies / consistent patterns of error in the text. The student does not seem to have a grasp of English grammatical patterns and sentence structure.

**5) Punctuation 2 points**

2 points	The student uses a range of punctuation marks accurately and effectively to convey finer shades of meaning.
1 point	The student has a solid grasp of the most common conventions in punctuation with minor inaccuracies.
0 points	The student has a poor grasp of the conventions in punctuation.

**6) Spelling 2 points**

2 points	The spelling is completely accurate (possible 2 slips).
1 point	The text shows some inaccuracies in spelling (possible 3 – 6 slips).
0 points	There are many spelling inaccuracies in the text (more than 6 errors).

**7) Length 1 point**

1 point	Length appropriate (300 - 400 words)
0 points	0 – 299 or 401 – > words

## TOTAL SCORE

25	100%	Sehr gut (1)
24	96%	
23	92%	
22	88%	Gut (2)
21	84%	
20	80%	
19	76%	Befriedigend (3)
18	72%	
17	68%	Genügend (4)
16	64%	
15	60	
14	56%	Nicht genügend (5)
13	52%	
12	48%	
11	44%	
10	40%	
9	36%	
8	32%	
7	28%	
6	24%	
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