



Writing Mark Schemes

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Introduction

The Skills for English Writing Tests are only available at CEFR levels B1, B2, C1 and C2.

The Writing Test mark schemes in this document provide users with both the criteria that are used by trained and qualified markers to assess writing performance at each of the CEFR levels as well as the descriptors for each criterion. These schemes can be used by both teachers and test takers to evaluate their own writing performance when preparing to take the Skills for English Writing Tests.

These mark schemes can be used alongside the Skills for English Practice Tests available on the [Skills for English website](#) or when using the Skills for English published practice tests.

Note that the Skills for English markers undergo a thorough process of training and qualification and have been trained to use the mark schemes to a very high standard.

B1 Writing Mark Scheme

	Relevance and Appropriacy of Response, Coherence and Structure	Grammar Range and Accuracy	Vocabulary Range and Accuracy
5 and 4	<p>The response addresses the task set and is fully appropriate.</p> <p>Communication is clear and managed through markers such as <i>however</i>, <i>whereas</i> and <i>although</i>. Discrete elements are connected using simple markers and cause no confusion to the reader. Errors in structure, paragraphing, cohesion and coherence are minimal.</p>	<p>Attempts a mix of simple and complex forms, some of which are successful.</p> <p>Routine, straightforward expressions are accurate, and errors do not impede communication. More complex structures may be attempted but not always successfully. Punctuation is simple but accurate.</p>	<p>The response shows a wide range of relevant everyday vocabulary used appropriately. Vocabulary is generally accurate when dealing with everyday topics. Spelling is generally accurate and any errors do not impede communication.</p>
3 and 2	<p>Candidate's response may not be directly related to the issue set out in the task or the response may not have addressed all bullet points.</p> <p>Communication is generally clear and ideas may be linked using a limited number of simple cohesive markers. Errors in structure, paragraphing, cohesion and coherence are evident but generally do not cause a strain on the reader.</p>	<p>Routine, simple and formulaic expressions are generally used with some accuracy. Errors may be more noticeable in number and may impede communication. Where complex structures are attempted, errors are frequent. There may be minor errors in punctuation which do not generally affect comprehension of message.</p>	<p>A more limited range of vocabulary, although still used appropriately and sufficient to complete the task. There are spelling errors, however these do not generally impede communication.</p>

<p>1</p>	<p>Candidate's responses may be minimal in length and content.</p> <p>Candidate's responses may not be wholly related to the task, or the message may be unclear and communicate little to the reader.</p> <p>Where candidate responses are substantially short, off topic or do not address the task in any way, a maximum of 1 mark should be awarded.</p>	<p>Uses only a limited range of structures. Errors are frequent in all but the simplest of sentences. Basic sentence grammar is lacking. Punctuation is inconsistent, often impeding communication.</p> <p>Where candidate responses are substantially short, off topic or do not address the task in any way, a maximum of 1 mark should be awarded.</p>	<p>Vocabulary is limited, repetitive and frequently fails to convey meaning satisfactorily. Errors in spelling cause difficulty for the reader.</p> <p>Where candidate responses are substantially short, off topic or do not address the task in any way, a maximum of 1 mark should be awarded.</p>
<p>0</p>	<p>Candidate is absent or response is entirely unrelated to the task or task is not attempted.</p>		

B2 Writing Mark Scheme

	Relevance and Appropriacy of Response, Coherence and Structure	Grammar Range and Accuracy	Vocabulary Range and Accuracy
5 and 4	<p>The response addresses the task set and is fully appropriate.</p> <p>Communication is clear and managed using appropriate markers and linking words. Writing is well-organised and coherent. Errors in structure, paragraphing, cohesion and coherence are minimal and do not impede communication.</p>	<p>The response is accurate with good control of simple and some complex grammatical structures. More complex structures are attempted but not always successfully. Punctuation is accurate. Errors are minimal and do not impede communication.</p>	<p>The response shows a wide range of relevant vocabulary used appropriately and accurately without frequent repetition. Vocabulary is mostly accurate when dealing with everyday topics. Spelling is mostly accurate. Errors in word choice or spelling do not impede communication.</p>
3 and 2	<p>Candidate's response may not be directly related to the issue set out in the task or the response may not have addressed all bullet points.</p> <p>Communication is generally clear and ideas are linked using a limited number of cohesive markers. Errors in structure, paragraphing, cohesion and coherence are evident but generally do not cause a strain on the reader. The message can be followed with occasional effort required from the reader.</p>	<p>The response is generally accurate where simple grammatical structures are used. Errors may occur where more complex structures are attempted but these do not impede communication.</p> <p>Punctuation is generally accurate.</p>	<p>The response shows a range of vocabulary used mostly appropriately and accurately although this may lack breadth and flexibility. There may be some errors in word choice, but these do not impede communication. There may be some repetition and errors in spelling but these do not impede communication.</p>
1	<p>Candidate responses are minimal in length and content.</p> <p>Candidate's responses may not be wholly related to the task, or the message may be</p>	<p>The candidate uses very simple structures to communicate a message. Expressions are formulaic and simple or errors may be</p>	<p>Range of vocabulary is limited and simple. Control may be inconsistent even when writing about familiar topics.</p>

	<p>unclear and communicate little to the reader.</p> <p>Where candidate responses are substantially short, off topic or do not address the task in any way, a maximum of 1 mark should be awarded.</p>	<p>numerous and impede communication.</p> <p>Where candidate responses are substantially short, off topic or do not address the task in any way, a maximum of 1 mark should be awarded.</p>	<p>Where candidate responses are substantially short, off topic or do not address the task in any way, a maximum of 1 mark should be awarded.</p>
0	Candidate is absent or response is entirely unrelated to the task or task is not attempted.		

C1 Writing Mark Scheme

	Relevance and Appropriacy of Response, Coherence and Structure	Grammar Range and Accuracy	Vocabulary Range and Accuracy
5 and 4	<p>The response addresses the task set and is fully appropriate.</p> <p>Communication is clear and well-organised using a wide variety of appropriate cohesive devices. Writing is elaborate and smoothly flowing, arguments are well-supported.</p>	<p>The response is highly accurate with sound control of a wide variety of complex grammatical structures which are used with considerable flexibility. Punctuation is accurate and used with flexibility.</p> <p>Errors are rare and when they occur are minor.</p>	<p>The response shows a wide range of relevant vocabulary used appropriately and accurately without repetition. Examples of idiomatic language use are accurate and appropriate. Spelling is highly accurate.</p> <p>Errors are difficult to spot.</p>
3 and 2	<p>Task is only partially addressed, or bullet points are not fully covered by the response.</p> <p>Communication is generally clear and controlled. Ideas are linked with a variety of appropriate cohesive devices, although these may lack range and sophistication. There may be minor errors in structure, paragraphing, cohesion and coherence but these do not generally cause a strain on the reader.</p>	<p>The response is accurate</p> <p>with a solid control of complex grammatical structures. There may be some minor errors in more complex structures, however these do not impede communication and are rare. Punctuation is accurate.</p>	<p>The response shows a wide and varied range of vocabulary used appropriately and accurately, although this may occasionally lack breadth and precision. There may be minor errors in word choice and/or spelling but these do not impede communication.</p>
1	<p>Candidate responses are minimal in length and content or not directly related to the task.</p> <p>Communication is not always clear and there are gaps in control which may</p>	<p>Candidate relies on less complex structures to communicate message.</p> <p>Expressions are limited to formulaic and high-frequency ones. Errors</p>	<p>Range of vocabulary/use of idiomatic expression is limited or often inappropriate. A lack of less common vocabulary and/or idiomatic expression limits the response. Control may be</p>

	<p>impede comprehension. Response lacks structure due to a lack of/poor use of appropriate cohesive devices. Errors may be frequent and cause some strain for the reader.</p> <p>Where candidate responses are substantially short, off topic or do not address the task in any way, a maximum of 1 mark should be awarded.</p>	<p>may be numerous and impede communication.</p> <p>Where candidate responses are substantially short, off topic or do not address the task in any way, a maximum of 1 mark should be awarded.</p>	<p>inconsistent even when writing about familiar topics.</p> <p>Where candidate responses are substantially short, off topic or do not address the task in any way, a maximum of 1 mark should be awarded.</p>
<p>0</p>	<p>Candidate is absent or response is entirely unrelated to the task or task is not attempted.</p>		

C2 Writing Mark Scheme

	Relevance and Appropriacy of Response, Coherence and Structure	Grammar Range and Accuracy	Vocabulary Range and Accuracy
5 and 4	<p>The response addresses the task set and is fully appropriate.</p> <p>Communication is clear and expertly organized, using a discerning range of cohesive devices and organisational patterns. Writing is sophisticated and flows smoothly, arguments are well-supported.</p> <p>Errors are absent.</p>	<p>The response is accurate with consistent and expert control of all grammatical structures used with considerable flexibility. Punctuation is accurate and used consistently. Errors are absent.</p>	<p>The response shows a very broad and discerning range of relevant vocabulary, used with expertise and flair, consistently and accurately without repetition. Examples of idiomatic language use are accurate and appropriate. Writing is error free. Spelling is highly accurate.</p>
3 and 2	<p>Task is only partially addressed, or bullet points are not fully covered by the response.</p> <p>Communication is clear and well controlled. Ideas are linked consistently with a wide range of appropriate cohesive devices, although there may be occasional lapses in breadth and sophistication. The message is clear and unambiguous with only a few minor errors in structure, paragraphing, cohesion and coherence, which do not affect the flow of the writing.</p>	<p>The response is controlled and accurate. Writing is free from errors, other than the odd slip with more complex structures which in no way impedes communication.</p>	<p>The response demonstrates a wide range of vocabulary and idiomatic expression, which is used accurately and appropriately, demonstrating secure control. Error is limited to the odd slip, which in no way impedes communication.</p>
1	<p>Candidate responses are minimal in length and content or not directly related to the task.</p> <p>Communication is not always clear and there are gaps in</p>	<p>Candidate relies on less complex structures to communicate message.</p>	<p>Range of vocabulary/use of idiomatic expression is limited or often inappropriate. Control may be inconsistent especially when writing</p>

	<p>control which may impede comprehension. Response lacks structure due to a lack of/poor use of appropriate cohesive devices. Errors may be frequent and cause some strain for the reader.</p> <p>Where candidate responses are substantially short, off topic or do not address the task in any way, a maximum of 1 mark should be awarded.</p>	<p>Expressions are limited to formulaic and/or high-frequency ones. Frequent errors in more complex structures and idiomatic expressions, which may impede communication.</p> <p>Where candidate responses are substantially short, off topic or do not address the task in any way, a maximum of 1 mark should be awarded.</p>	<p>about more complex topics. There may be frequent spelling and/or word choice errors which may impede communication.</p> <p>Where candidate responses are substantially short, off topic or do not address the task in any way, a maximum of 1 mark should be awarded.</p>
<p>0</p>	<p>Candidate is absent or response is entirely unrelated to the task or task is not attempted.</p>		

