**AQA - GCSE Writing Exam - Higher**

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Question 1: 90 words** | | | | | | |
| **Content** | | | | **Quality of Language** | | |
| 9-10 | A very good response **covering all aspects** of the task. **Communication is clear** and **a lot of** information is conveyed**. Opinions** are expressed. | | | 5-6 | **A variety** of appropriate vocabulary is used. **Complex structures** and sentences are attempted. There are references t**o three time frames, which** are largely successful. **Errors are mainly minor.** Some more serious errors may occur, particularly in complex structures **and sentences, but the intended meaning** is nearly always clear. The **style and register are appropriate.** | |
| 7-8 | A good response **covering all aspects** of the task. Communication is **mostly clear** but perhaps with **occasional lapses**. **Quite a lot of information** is conveyed. **Opinions** are expressed. | | | 3-4 | **Some variety** of appropriate vocabulary is used. There may be **some attempt at complex** structures and sentences. There are references to at least **two different time frames**, although these may not always be successful. There may be **some major errors**, and more **frequent minor errors**, but overall the response is **more accurate than inaccurate** and the **intended meaning** is usually **clear**. The style and register may not always be appropriate. | |
| 5-6 | A reasonable response **covering almost all aspects** of the task. Communication is **generally clear** but there are **likely to be lapses**. **Some information** is conveyed. An **opinion** is expressed. | | |
| 3-4 | A basic response covering **some aspects** of the task. Communication is **sometimes clear** but there are instances where **messages break down**. **Little information** is conveyed. An **opinion** is expressed. | | | 1-2 | The range of vocabulary may be **narrow, repetitive and/or inappropriate** to the needs of the task. Sentences are mainly **short and simple** or may not be properly constructed. There may be **frequent major and minor errors**. Little or no awareness of style and register. | |
| 1-2 | A limited response covering **some aspects** of the task. Communication is **often not clear** and there may be **frequent instances** where messages **break down**. **Very little information** is conveyed. There may be no opinions expressed. | | |
| 0 | The content does not meet the standard required for Level 1 at this tier. | | | 0 | The language produced does not meet the standard required for Level 1 at this tier. | |
| **Total: \_\_\_\_ / 10** | | | | **Total: \_\_\_\_\_ / 6** | | |
| **SUM: \_\_\_\_ / 16** | | | | | | |
| **Question 2: 120 words** | | | | | | |
| **Content** | | | | **Quality of Language** | | |
| 13 - 15 | An excellent response which is fully relevant and **detailed,** conveying **a lot of information. Communication is clear** with **little or no ambiguity. Opinions are expressed and justified.** | | | 10 – 12 | **Very good variety** of appropriate vocabulary and structures. More **complex sentences** are **handled with confidence,** producing a fluent piece of coherent writing. The style and register are appropriate. | |
| 10 - 12 | A very good response which is almost always relevant and which conveys **a lot of information**. **Communication is mostly clear** but there are **a few ambiguities**. **Opinions are expressed and justified**. | | | 7 – 9 | **Good variety** of appropriate vocabulary and structures. More **complex sentences** are **regularly attempted** and are **mostly successful**, producing a mainly fluent piece of coherent writing with **occasional lapses**. The style and register are appropriate. | |
| 7 - 9 | A good response which is generally relevant with **quite a lot of information** conveyed. **Communication is usually clear** but there are **some ambiguities**. **Opinions are expressed** and **may be justified**. | | |
| 4 - 6 | A reasonable response with **some relevant information** conveyed. **Communication is sometimes clear** but there may be instances where messages break down. **An opinion** is expressed. | | | 4 – 6 | **Some variety** of appropriate vocabulary and structures. **Longer sentences** are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate. | |
| 1- 3 | A basic response which conveys **a limited amount of relevant information**. **Communication may not be clear** and there are instances where messages break down. **An opinion may be expressed**. | | | 1 - 3 | **Little variety** of appropriate vocabulary. **Structures** are likely to be **short and simple**. Little or no awareness of style and register. | |
| 0 | The content does not meet the standard required for Level 1 at this tier. | | | 0 | The range of language produced does not meet the standard required for Level 1 at this tier. | |
| **Accuracy** | | | | | | |
| 5 | Accurate, although there may **be a few errors** especially in **attempts at more complex** structures. **Verbs and tense formations** are **secure.** | | | | | |
| 4 | **Generally accurate**. Some **minor errors**. **Occasional major errors**, usually in **attempts at more complex** structures. **Verbs and tense formations** are **nearly always correct**. | | | | | |
| 3 | **Reasonably accurate**. There are likely to be **minor errors** and there may be **some major errors**, not only in complex structures. **Verb and tense formations** are **usually correct**. | | | | | |
| 2 | **More accurate than inaccurate**. The **intended meaning is generally clear**. **Verb and tense formations** are **sometimes correct**. | | | | | |
| 1 | There may be major errors and frequent minor ones, and the **intended meaning is not always clear**. There is only **limited success** with **verb and tense formations**. | | | | | |
| 0 | The accuracy does not meet the standard required for Level 1 at this tier | | | | | |
| **Total: \_\_\_\_ / 15** | | **Total: \_\_\_\_\_ / 12** | | | | **Total: \_\_\_\_\_ / 5** |
| **SUM: \_\_\_\_ / 32** | | | | | | |
| **Question 3: Translation** | | | | | | |
| **Application of grammatical knowledge of language and structures** | | | **Marks for conveying key messages** | | | |
| 6 | **All key messages** are conveyed. | | **6** | Excellent knowledge of vocabulary and structures; **virtually faultless.** | | |
| 5 | **Nearly all key messages** are conveyed. | | 5 | Very good knowledge of vocabulary and structures; **highly accurate**. | | |
| 4 | **Most key messages** are conveyed. | | 4 | Good knowledge of vocabulary and structures; **generally accurate**. | | |
| 3 | **Some key messages** are conveyed. | | 3 | Reasonable knowledge of vocabulary and structures; **more accurate than inaccurate**. | | |
| 2 | **Few key messages** are conveyed. | | 2 | Limited knowledge of vocabulary and structures; **generally inaccurate**. | | |
| 1 | **Very few key messages** are conveyed. | | 1 | Very limited knowledge of vocabulary and structures; **highly inaccurate.** | | |
| **Total: \_\_\_\_ / 6** | | | **Total: \_\_\_\_\_ / 6** | | | |
| **SUM: \_\_\_\_ / 12** | | | | | | |

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| **Total: \_\_\_\_\_ / 50 Grade \_\_\_\_\_\_ Target \_\_\_\_** |
| **FEEDBACK** |
| **What went well:** |
| **Areas to work on:** |
| **Student comments:** |