

Text Focus: writing composition	
T3	<p>Candidate has covered the main points of the task. Intended audience would be informed of the main points. Text is coherent. Attention paid to organisation and cohesion, including paragraphing. There is evidence of ability to adapt text to audience in terms of register and / or format.</p>
T2	<p>Candidate has attempted to cover the task. Intended audience would be informed of some of the main points. Text is largely coherent. Evidence of ability to organise text and use simple cohesive devices. There is evidence of awareness of audience. There may be an attempt to mark register.</p>
T1	<p>Candidate shows awareness of the basic idea of the task. Intended audience would receive some information about the task. Text is coherent in places, with instances of incoherence. Evidence of an attempt at organisation. There is some evidence of awareness of audience.</p>
T0	<p>Insufficient evidence of achievement at this level.</p>

Sentence Focus: grammar and punctuation	
S3	<p>Candidate shows evidence of ability to construct compound sentences by using simple conjunctions and evidence of control over verb tenses.</p> <p>Sentence grammar is sufficiently controlled for message to be communicated, though there may be isolated losses of clarity.</p> <p>Candidate is able to use common adjectives effectively. Word order is sufficiently controlled in statements, negatives and questions for meaning to remain clear.</p> <p>Full stops and capital letters are consistently used as sentence boundary markers. Question marks and exclamation marks are used where appropriate. Pronoun “I” is always produced in upper case.</p>
S2	<p>Candidate shows some evidence of ability to construct compound sentences by using simple conjunctions though some sentences may be excessively long, or short, staccato sentences.</p> <p>Candidate shows evidence of control over basic verb tenses.</p> <p>Sentence grammar is sufficiently controlled for most of message to be communicated, though meaning may be impeded at times.</p> <p>Candidate is able to use some common adjectives. Word order is sufficiently controlled in simple statements for meaning to remain clear. Full stops and capital letters are consistently used as sentence boundary markers. Question marks are used where appropriate. Pronoun “I” is usually produced in upper case.</p>
S1	<p>Candidate uses simple sentences without conjunctions.</p> <p>Candidate shows evidence of some control of verb tenses, though some confusion over meaning may arise due to the verb tense(s).</p> <p>Some control of word order is evident, though meaning may be difficult to decipher.</p> <p>Full stops and capital letters are sometimes used as sentence boundary markers.</p> <p>Pronoun “I” is sometimes produced in upper case.</p>
S0	<p>Insufficient evidence of achievement at this level.</p>

Word Focus: spelling and handwriting	
W3	<p>Candidate can spell correctly personal details, familiar common words and the relevant key words for work and special interest. Some common functional words are spelt incorrectly.</p> <p>Candidate uses some vocabulary appropriate to task.</p> <p>Candidate's handwriting is consistently legible. A large majority of letters are formed in such a way as to be unambiguous. Digits are always legible and unambiguous. Candidate can use upper and lower case letters appropriately.</p>
W2	<p>Candidate can spell correctly personal details, familiar common words and some lower frequency words. Where difficulties occur, meaning is still clear.</p> <p>Candidate's attempts to use appropriate vocabulary may not always be successful.</p> <p>Candidate's handwriting is generally legible. Most letters are formed clearly and correctly but there may be some inconsistency and/or occasional instances of illegibility.</p> <p>Candidate can form digits clearly. Candidate sometimes uses upper and lower case letters inappropriately.</p>
W1	<p>Candidate can spell correctly some personal details and familiar common words, but may experience difficulty spelling correctly less familiar words, which may cause confusion.</p> <p>Some evidence of ability to select vocabulary appropriate to task.</p> <p>Candidate's handwriting is legible but sometimes requires effort by intended audience. Candidate is able to form letters of the alphabet with some accuracy, though there may be inconsistency and instances of illegibility.</p> <p>Candidate can form most digits clearly. Candidate is able to produce both upper and lower case letters, though may make indiscriminate use of them.</p>
W0	Insufficient evidence of achievement at this level.