Basic Exam essay-marking criteria

	CONTENT		ORGANISATION		
	Thesis	**Support**	**Intro & Conclusion**	**Body paragraphs**	**Cohesion & Coherence**
5-4	Powerful, focused, clearly-worded thesis statement, which communicates a debateable position.	Clear and logical supporting points are provided and the main topic (thesis) is well explored.	Both the intro and the conclusion perform their function well – they are well organised and developed.	Ideas follow each other in a very clear logical order within and between paragraphs.	Ideas are linked clearly by appropriate linking devices; no pronoun reference problems.
3-2	Thesis statement is present and states the author's position, but merely communicates a simple generalisation.	Supporting points not always easy to understand – more explanation needed. Main topic not fully explored.	Either the intro or conclusion, or both, are present but lacking sufficient development.	There are some small logical discrepancies; not easy to follow the logic in one or more paragraphs.	Some inappropriate linking devices are used or some ideas are unlinked; some pronoun reference problems.
1-0	Thesis statement is missing or does not communicate a debateable position.	Supporting points are unclear and/or insufficient explanations, examples and details are provided. Main topic is poorly explored.	Either the intro or the conclusion, or both, do not perform their functions adequately or are missing.	No logic or severe problems in building up the paragraphs.	Ideas are not linked by appropriate linking devices or mostly they are inappropriately linked; no or mostly inappropriate pronoun reference.

	GRAMMAR	**VOCABULARY**	**STYLE (register)**	**MECHANICS (punctuation & spelling)**	**LEGIBILITY, LENGTH, VISUAL IMPACT**
5-4	Natural use of everyday English, including more complex structures. Max. 4 grammatical mistakes.	Wide range of word choice, including synonyms, and correct use of a range of genre related words. Max. 3 mistakes (wrong words)	Formal style or at least mostly formal / neutral with only occasional use of more common expressions and words.	Accurate spelling and punctuation throughout the essay; Max. 2 spelling and/or 2 punctuation mistakes	Very clearly laid out and easy to read. Few corrections and they are neatly crossed out. Length is correct (+/- 10%)
3-2	Good use of most common structures, with some instances of more complex forms. Max. 8 mistakes	Varied but somewhat limited vocabulary, not much use of topic related vocabulary. Max. 6 mistakes (wrong words)	Mixed style – some formal elements but also some colloquial/everyday language and expressions	Mostly accurate spelling and punctuation, but with occasional mistakes; Max. 4 spelling and/or 4 punctuation mistakes	Some difficulty experienced in reading the essay. Rather untidy. Essay is more than 10% (40 words) too long or short.
1-0	Difficulty using even basic forms; no range of structures; frequent grammatical mistakes.	Restricted choice of words with hardly any instances of specialist vocabulary. Words are often misused.	Frequent use of slang and informal or inappropriate expressions. Does not sound like a formal essay.	Frequent spelling and punctuation mistakes; 5 or more spelling and/or punctuation mistakes	Unacceptable – very difficult to read and very untidy. Essay is more than 20% (80 words) too long or too short.

MARK	**THESIS**	**SUPPORT**	**INTRO / CONCL.**	**BODY**	**COHES. / COHER.**	**GRAMM.**	**VOCAB.**	**STYLE**	**MECH.**	**LENGTH**	**TOTAL**
From 5-0											/50