

Markers are reminded that students are working under examination conditions, have completed first draft compositions, and are responsible for three writing assignments.

**Writing Assignment I (worth 20% of Part A mark)**

	EXPLANATIONS AND SUPPORT (80% of WA I)	COMMUNICATION (20% of WA I)
<b>FOCUS</b>	When marking <i>Explanations and Support</i> , the marker will consider the: <ul style="list-style-type: none"> <li>• quality of explanations</li> <li>• selection and quality of support</li> <li>• understanding of the assigned task</li> </ul>	When marking <i>Communication</i> , the marker will consider the: <ul style="list-style-type: none"> <li>• organization and coherence</li> <li>• vocabulary (e.g. specificity, accuracy)</li> <li>• sentence construction (e.g. clarity, completeness)</li> <li>• grammar and mechanics (e.g. consistency of tense, punctuation, spelling, capitalization)</li> </ul>
<b>Excellent E</b>	Explanations are deliberate and comprehensive, revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. A thorough understanding of the assigned task is demonstrated.	Proportion of error to the length and complexity of the response must be considered when awarding a mark for <b>Communication</b> . The writing is fluent and purposefully organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.
<b>Proficient Pf</b>	Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate, but may contain some minor errors. A clear understanding of the assigned task is demonstrated.	The writing is logical and clearly organized. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.
<b>Satisfactory S</b>	Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general, may be incompletely developed, and/or contains errors. An acceptable understanding of the assigned task is demonstrated.	The writing is generally clear and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.
<b>Limited L</b>	Explanations are overgeneralized and/or redundant revealing a confused, though discernible, understanding. Support is superficial, may not always be relevant, and may contain significant errors. An incomplete understanding of the assigned task is demonstrated.	The writing is uneven and incomplete, but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
<b>Poor P</b>	Explanations are tangential or minimal revealing a negligible understanding. Support, if present, is incomplete, may be marginally relevant, and contains significant and/or frequent errors. A minimal understanding of the assigned task is demonstrated.	The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.
<b>Insufficient INS</b>	<b>Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.</b>	