

Basic Exam essay-marking criteria

	CONTENT		ORGANISATION		
	Thesis	Support	Intro & Conclusion	Body paragraphs	Cohesion & Coherence
5-4	Focused, clearly-worded thesis statement, which communicates a debatable position and includes the main arguments.	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 well-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 suggests 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 paragraphs deal with unrelated ideas.	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 debatable 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. Most paragraphs deal with unrelated ideas.	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)		LENGTH & FORMATTING
7-6	Natural use of everyday English, including several accurate examples of complex structures. Max. 3 grammatical mistakes.	Wide range of word choice, including C1 items, and correct use of a range of collocations and topic-related words; hardly any repetitions. Max. 3 mistakes.	5-4	Formal style or at least mostly formal/neutral with only occasional use of colloquial expressions and words.	Accurate spelling and punctuation throughout the essay. Max. 3 spelling and/or punctuation mistakes.	1	Clearly laid out, clear paragraphing with indentations. Length is appropriate (360-440 words).
5-4	Good use of everyday English, including complex structures. Max. 5 grammatical mistakes.	Good use of topic-related vocabulary, including some advanced words and expressions. Max. 5 mistakes.					
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; occasional repetitions. Max. 8 mistakes.	3-2	Mixed style – some formal elements but also some colloquial language and expressions.	Mostly accurate spelling and punctuation with occasional mistakes. Max. 5 spelling and/or punctuation mistakes.	0	Ambiguous paragraphing and/or essay is more than 10% (40 words) too long or too short.
1-0	Difficulty using even basic forms; no range of structures, more than 8 grammatical mistakes.	Restricted choice of words with hardly any instances of specialist vocabulary; frequent repetitions. Words are misused more than 8 times.	1-0	Frequent use of slang and informal or inappropriate expressions.	More than 5 spelling and/or punctuation mistakes.	!	The essay is automatically rejected if it is more than 15% (60 words) too long or too short.