

**IGCSE English as a Second Language Writing  
Assessment Progress Map**

<b>Grade</b>	<b>CONTENT: relevance and development of ideas (AO: W1, W2, W6)</b>	<b>LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)</b>
<b>8–9</b>	<p><b>Highly effective:</b> Relevance: Fulfil the task, with consistently appropriate register and excellent sense of purpose and audience. <i>Award 9</i></p> <p>Fulfil the task, with consistently appropriate register and very good sense of purpose and audience. <i>Award 8/9</i></p> <p><b>Development of ideas:</b> Original, well-developed ideas. Quality is sustained. Outstanding. <i>Award 9</i></p> <p>Shows some independence of thought. Ideas are well developed, at appropriate length and convincing. The interest of the reader is sustained. <i>Award 9</i></p> <p>Ideas are well developed and at appropriate length. Enjoyable to read. <i>Award 8</i></p>	<p><b>Precise:</b> Style: Ease of style. Confident and wide ranging use of language, idiom and tenses. <i>Award 9</i></p> <p>A range of language, idiom and tenses. <i>Award 8</i></p> <p><b>Accuracy:</b> Well-constructed and linked paragraphs with very few errors of any kind.</p>
<b>6–7</b>	<p><b>Effective:</b> Relevance: Fulfil the task, with appropriate register and a good sense of purpose and audience. <i>Award 7</i></p> <p>Fulfil the task, with appropriate register and some sense of purpose and audience. <i>Award 6</i></p> <p><b>Development of ideas:</b> Ideas are developed at appropriate length. Engages reader’s interest.</p>	<p><b>Competent:</b> Style: Sentences show variety of structure and length. Attempt at sophisticated vocabulary and idiom. <i>Award 7</i></p> <p>Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. <i>Award 6</i></p> <p><b>Accuracy:</b> Mostly accurate apart from minor errors which may include infrequent spelling errors. Good use of paragraphing and linking words. <i>Award 7</i></p> <p>Generally accurate with frustrating errors. Appropriate use of paragraphing. <i>Award 6</i></p>

<p><b>4–5</b></p>	<p><b>Largely relevant:</b>  Relevance:  Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions. <i>Award 5</i></p> <p>Does not quite fulfil the task although there are some positive qualities. There may be digressions. <i>Award 4</i></p> <p><b>Development of ideas:</b>  Material is satisfactorily developed at appropriate length.</p>	<p><b>Satisfactory:</b>  Style:  Mainly simple structures and vocabulary but sometimes attempting a wider range of language. <i>Award 5</i></p> <p>Mainly simple structures and vocabulary. <i>Award 4</i></p> <p><b>Accuracy:</b>  Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. <i>Award 5</i></p> <p>Meaning is generally clear. Simple structures are usually sound. Errors do not interfere with communication. Paragraphs are used but without coherence or unity. <i>Award 4</i></p>
<p><b>2–3</b></p>	<p><b>Partly relevant:</b>  Relevance:  Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. <i>Award 3</i></p> <p>Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. <i>Award 2</i></p> <p><b>Development of ideas:</b>  Supplies some detail but the effect is incomplete and repetitive.</p>	<p><b>Errors intrude:</b>  Style:  Simple structures and vocabulary.</p> <p><b>Accuracy:</b>  Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. <i>Award 3</i></p> <p>Meaning is often in doubt. Frequent, distracting errors which slow down reading. <i>Award 2</i></p>
<p><b>Foundation</b> <b>–1</b></p>	<p><b>Little relevance:</b>  Very limited engagement with task, but this is mostly hidden by density of error. <i>Award 1</i></p> <p>No engagement with the task or any engagement with task is completely hidden by density of error. <i>Foundation</i></p> <p>If essay is completely irrelevant, no mark can be given for language.</p>	<p><b>Hard to understand:</b>  Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. <i>Award 1</i></p> <p>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. <i>Foundation</i></p>