

MARKING CRITERIA
MML PART II – TEXT AND CULTURE (C2)

In the following marking criteria higher grades should demonstrate not only the qualities specified for that class but also all the qualities expected of lower grades.

Mark	Class	Keyword	Content/Argumentation	Use of Language	Comments
80-85	I* Dist.	OUTSTANDING	Outstanding in every way. Answers are tightly structured and elegantly argued. They offer original responses to the material in the light of a very broad range of contextual sources, showing wide reading. Rigorous, sophisticated argumentation	Displays educated native-speaker command of the language, stylistic elegance, faultless grasp of appropriate vocabulary and linguistic structures	
75-79 ↓ 70-74	I	EXCELLENT ↓ VERY GOOD	High level of interpretative rigour, drawing on a broad range of contextual material. Answers are well handled and structured. Argumentation is elegant, analytical and persuasive.	Very good to excellent command of style and register, and commendable grasp of appropriate vocabulary and structures. Occasional minor errors of grammar or vocabulary, more in evidence in the lower half of this range.	
60-69	II.1	GOOD	A good script containing competent responses to the question, displaying clear overall knowledge of the relevant field. Answers show clarity and good organization of the argument. In the upper half of the range (65-69), answers also show some originality and a better use of contextual knowledge. Lower half (60-64) they are solid but more in the form of a 'survey' of relevant textual material.	Grasp of vocabulary and syntax are good in most areas. Evidence of the ability to manipulate style throughout this range. At the top end (65-69) stylistic assurance will be more clearly apparent.	
50-59 (±54)	II.2	FAIR	Average answer containing basic responses to the text, showing some basic overall knowledge of relevant contexts. Answers are poorly structured, repetitive, and/or not developed adequately. The lower end of the range (50-54) contains substantial 'padding' and material that is not strictly relevant to the response.	Adequate vocabulary and manipulation of syntax, but runs into problems in all but most basic contexts. Clear translation of English forms, little evidence of command of style. Tendency to repeat phrases and vocabulary verbatim from the set passage.	A script which would normally fall into the II.1 category on the ground of analytical and linguistics ability, may fall into the upper range of this category if it is too short, rushed, unfinished or badly organized.

40-49	III	POOR	Very basic answer, failing to address the terms of the question or engage with the passage. Unstructured, often irrelevant and undirected arguments, little illustration. Fails to display adequate knowledge of contexts.	Weakness in vocabulary and knowledge of grammatical structures leads to inability to convey meaning adequately. Great evidence of underlying English syntax and forms, and/or direct copying of material from the set passage.	
15-39	F	FAIL	Completely fails to demonstrate understanding of the task being set, or to offer a relevant answer	Extremely limited awareness of basic grammatical functions. Vocabulary is too slight to tackle analysis at this level.	15-29: virtually no attempt to answer the question. 30-39: has at least attempted to answer the question

Approved: 27 11 2017