

AICE General Paper Mark Scheme

Prompt: _____

CONTENT CRITERIA TABLE

Band 1 'excellent': very good and comprehensive knowledge/ understanding of topic	26–30	<ul style="list-style-type: none"> comprehensive coverage, totally relevant material, perceptive, analytical thoughtful, enlightening illustration using local, national and international examples where applicable coherent and engaging discussion, displaying sensitivity, sophistication, awareness and maturity (very) well structured.
Band 2 'good – very good': good knowledge/ understanding of topic	20–25	<ul style="list-style-type: none"> totally (near totally) relevant, well focused but less analytical and perceptive than Band 1 major points well developed (very) good range of examples/illustration logical and systematic discussion effectively structured.
Band 3 UPPER 'average': sound knowledge/ understanding of topic	16–19	<ul style="list-style-type: none"> competent: major points adequately developed largely relevant and remains focused on the question reasonable range of examples/illustration to support key points reasonably structured.
Band 3 LOWER fair knowledge/ understanding of topic	13–15	<ul style="list-style-type: none"> more obvious points mentioned rather than adequately developed some digression, but generally sticks to the question does not always support major points with apt illustration tendency to assert/generalise rather than argue/discuss in detail may lack focus.
Band 4 'flawed but not weak': limited knowledge/ understanding of topic'	7–12	<ul style="list-style-type: none"> restricted material/scope: rather pedestrian some relevance but may be implicit/tangential at times prone to unsubstantiated, sweeping statements: ideas vague and/or lacking sustained development: can be digressive and wander off topic limited illustration and/or factual inaccuracy insufficient focus; essay offloads everything known about the particular topic with inadequate reference to the key words in the question.
Band 5 'weak – very weak': poor/very poor knowledge/ understanding of topic	0–6	<ul style="list-style-type: none"> (totally) inadequate content with little/no substance: (very) vague and confused ideas question largely (completely) misinterpreted/misunderstood very limited (total) irrelevance very limited/(no) appropriate illustration. <p>bracketed descriptors denote 0–2 range.</p>

Student Name: _____ Period _____

Content: ____ + GPS ____ = Overall Mark:

USE OF ENGLISH CRITERIA TABLE

	Marks	
Band 1 'excellent': fully operational command	18–20	<ul style="list-style-type: none"> very few slips/errors highly fluent very effective use of expressions and idioms excellent use of vocabulary; (near) faultless grammar excellent sentence structure and organisation of paragraphs excellent spelling/punctuation.
Band 2 'good – very good': effective command	14–17	<ul style="list-style-type: none"> few slips/errors fluent effective use of expressions/idioms good use of vocabulary; sound grammar good sentence structure/well-organised paragraphs good spelling/punctuation.
Band 3 'average': reasonable command	10–13	<ul style="list-style-type: none"> some slips/basic errors but acceptable standard overall reasonably fluent/not difficult to read generally appropriate use of expressions/idioms fair range and apt use of basic vocabulary; acceptable grammar simple/unambitious sentence structure/paragraphing reasonable spelling/punctuation.
Band 4 'flawed but not weak': inconsistent command	6–9	<ul style="list-style-type: none"> regular and frequent slips/errors hesitant fluency/not easy to follow at times some inappropriate expressions/idioms limited range of vocabulary; faulty grammar some flawed sentence structure/paragraphing regular spelling/punctuation errors.
Band 5 'weak – very weak': little/(no) effective communication	0–5	<ul style="list-style-type: none"> almost every line contains (many) slips/errors of all kinds little/(no) fluency/difficult (almost impossible) to follow (very) poor use of expression/idiom (very) poor range of vocabulary: (very) poor grammar (very) poor sentence structure/paragraphing (very) poor spelling/punctuation. <p>bracketed descriptors denote 0–2 range of marks.</p>