

	2 points	1 point	0 points
Content	The task is fully completed. The student fully answers the question "What do you think I should do?"	The task is partly completed. The student partly answers the question "What do you think I should do?"	The task is not completed. The student does not answer the question "What do you think I should do?"
Communicative Achievement	It is easy for the reader to follow and understand the text. Simple ideas are communicated in a clear way.	It is difficult, but possible, for the reader to follow and understand the text. Simple ideas are sometimes communicated in a clear way.	It is impossible for the reader to follow and understand the text. Simple ideas are not communicated in a clear way.
Organisation	Ideas are connected where necessary using high-frequency linking words such as <i>and</i> and <i>because</i> . Periods, commas and capital letters are mostly used appropriately.	Ideas are sometimes connected where necessary using high-frequency linking words such as <i>and</i> and <i>because</i> . Periods, commas and capital letters are sometimes used appropriately.	Ideas are not connected where necessary using high-frequency linking words such as <i>and</i> and <i>because</i> , or they are used inappropriately. Periods, commas and capital letters are rarely used, or they are used inappropriately.
Language	Simple grammatical structures appropriate to answering the question are mostly error-free. There is a mostly successful attempt at giving advice using <i>should</i> .	Simple grammatical structures appropriate to answering the question are sometimes error-free. There is a partly successful attempt at giving advice using <i>should</i> .	Simple grammatical structures appropriate to answering the question are rarely error-free. There is little or no attempt at giving advice using <i>should</i> , or it is used inappropriately.
Spelling	Most words addressed in this unit are spelled correctly. Words that are misspelled do not impede meaning. If words not addressed in this unit are used, but are spelled incorrectly, the student should not be penalised.	Some words addressed in this unit are misspelled, but this only partly impedes meaning. If words not addressed in this unit are used, but are spelled incorrectly, the student should not be penalised.	Most words addressed in this unit are misspelled and impede meaning. If words not addressed in this unit are used, but are spelled incorrectly, the student should not be penalised.