

	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<b>Content</b>	The task is fully completed. The 2 points are addressed: the student (1) describes his/her city or town, and (2) says which his/her favourite place is and why. At least 2 of the Useful Language phrases are used.	The task is partly completed. At least 1 point is addressed: the student (1) describes his/her city or town, or (2) says which his/her favourite place is and why. At least 1 of the Useful Language phrases is used.	The task is not completed. None of the points are addressed: the student (1) doesn't describe his/her city or town, and (2) doesn't say which his/her favourite place is and why. None of the Useful Language phrases are used.
<b>Communicative Achievement</b>	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 clearly.
<b>Organisation</b>	The text is connected using basic high-frequency linking words such as <i>and</i> and <i>because</i> . The text is organised in a logical way. Periods, commas and capital letters are mostly used appropriately.	The text is sometimes connected using basic high-frequency linking words such as <i>and</i> and <i>because</i> . There is some attempt at organising the text in a logical way. Periods, commas and capital letters are sometimes used appropriately.	Basic linking words such as <i>and</i> and <i>because</i> are not used, or they are used inappropriately. There is no attempt at organising the text in a logical way. Periods, commas and capital letters are rarely used, or they are used inappropriately.
<b>Language</b>	Simple grammatical structures are mostly error-free.	Simple grammatical structures are sometimes error-free.	Simple grammatical structures are rarely error-free.
<b>Spelling</b>	Target vocabulary in this unit (names of places in a town, adjectives to describe towns) is used and 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 target vocabulary in this unit (names of places in a town, adjectives to describe towns) is used, but not always. Some words 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.	Target vocabulary addressed in this unit is rarely used, or is mostly misspelled in a way that impedes meaning. If words not addressed in this unit are used, but are spelled incorrectly, the student should not be penalised.