

WRITING TASK 1: Band Descriptors (public version)

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	- fully satisfies all the requirements of the task - clearly presents a fully developed response	- uses cohesion in such a way that it attracts no attention - skilfully manages paragraphing	uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	- covers all requirements of the task sufficiently - presents, highlights and illustrates key features/ bullet points clearly and appropriately	- sequences information and ideas logically - manages all aspects of cohesion well - uses paragraphing sufficiently and appropriately	- uses a wide range of vocabulary fluently and flexibly to convey precise meanings - skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation - produces rare errors in spelling and/or word formation	- uses a wide range of structures - the majority of sentences are error-free - makes only very occasional errors or inappropriacies
7	- covers the requirements of the task (A) presents a clear overview of main trends, differences or stages (GT) presents a clear purpose, with the tone consistent and appropriate - clearly presents and highlights key features/bullet points but could be more fully extended	- logically organises information and ideas; there is clear progression throughout - uses a range of cohesive devices appropriately although there may be some under-/over-use	- uses a sufficient range of vocabulary to allow some flexibility and precision - uses less common lexical items with some awareness of style and collocation - may produce occasional errors in word choice, spelling and/or word formation	- uses a variety of complex structures - produces frequent error-free sentences - has good control of grammar and punctuation but may make a few errors
6	- addresses the requirements of the task (A) presents an overview with information appropriately selected (GT) presents a purpose that is generally clear; there may be inconsistencies in tone - presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate	- arranges information and ideas coherently and there is a clear overall progression - uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical - may not always use referencing clearly or appropriately	- uses an adequate range of vocabulary for the task - attempts to use less common vocabulary but with some inaccuracy - makes some errors in spelling and/or word formation, but they do not impede communication	- uses a mix of simple and complex sentence forms - makes some errors in grammar and punctuation but they rarely reduce communication
5	- generally addresses the task; the format may be inappropriate in places (A) recounts detail mechanically with no clear overview; there may be no data to support the description (GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate - presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details	- presents information with some organisation but there may be a lack of overall progression - makes inadequate, inaccurate or over-use of cohesive devices - may be repetitive because of lack of referencing and substitution	- uses a limited range of vocabulary, but this is minimally adequate for the task - may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	- uses only a limited range of structures - attempts complex sentences but these tend to be less accurate than simple sentences - may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	- attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate (GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate - may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate	- presents information and ideas but these are not arranged coherently and there is no clear progression in the response - uses some basic cohesive devices but these may be inaccurate or repetitive	- uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task - has limited control of word formation and/or spelling - errors may cause strain for the reader	- uses only a very limited range of structures with only rare use of subordinate clauses - some structures are accurate but errors predominate, and punctuation is often faulty
3	- fails to address the task, which may have been completely misunderstood - presents limited ideas which may be largely irrelevant/repetitive	- does not organise ideas logically - may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	- uses only a very limited range of words and expressions with very limited control of word formation and/or spelling - errors may severely distort the message	attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	answer is barely related to the task	has very little control of organisational features	uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	cannot use sentence forms except in memorised phrases
1	answer is completely unrelated to the task	fails to communicate any message	can only use a few isolated words	cannot use sentence forms at all
0	- does not attend - does not attempt the task in any way - writes a totally memorised response			