

WRITING TASK 2: Band Descriptors (public version)

Band	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	- fully addresses all parts of the task - presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas	- 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	- sufficiently addresses all parts of the task - presents a well-developed response to the question with relevant, extended and supported ideas	- 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	- addresses all parts of the task - presents a clear position throughout the response - presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus	- 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 - presents a clear central topic within each paragraph	- 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 all parts of the task although some parts may be more fully covered than others - presents a relevant position although the conclusions may become unclear or repetitive - presents relevant main ideas but some may be inadequately developed/unclear	- 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 paragraphing, but not always logically	- 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	- addresses the task only partially; the format may be inappropriate in places - expresses a position but the development is not always clear and there may be no conclusions drawn - presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail	- 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 - may not write in paragraphs, or paragraphing may be inadequate	- 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	- responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate - presents a position but this is unclear - presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported	- 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 - may not write in paragraphs or their use may be confusing	- 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	- does not adequately address any part of the task - does not express a clear position - presents few ideas, which are largely undeveloped or irrelevant	- 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	- barely responds to the task - does not express a position - may attempt to present one or two ideas but there is no development	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			