

Writing band descriptors

No	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy	Points
1	<ul style="list-style-type: none"> <li>* fully addresses all parts of the task</li> <li>* presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>*uses cohesion in such a way that it attracts no attention</li> <li>*skilfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>*uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as ‘slips’</li> </ul>	<ul style="list-style-type: none"> <li>*uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as ‘slips’</li> </ul>	38-40
2	<ul style="list-style-type: none"> <li>*sufficiently addresses all parts of the task</li> <li>*presents a well-developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>*sequences information and ideas logically</li> <li>* manages all aspects of cohesion well</li> <li>* uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*uses a wide range of vocabulary</li> <li>* fluently and flexibly to convey precise meanings</li> <li>* skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>* produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>*uses a wide range of structures</li> <li>* the majority of sentences are error-free</li> <li>* makes only very occasional errors or inappropriacies</li> </ul>	33-37
3	<ul style="list-style-type: none"> <li>*addresses all parts of the task</li> <li>*presents a clear position throughout the response</li> <li>*presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>*logically organises information and ideas; there is clear progression throughout</li> <li>*uses a range of cohesive devices appropriately although there may be some under-/over-use</li> <li>* presents a clear central topic within each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>*uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>*uses less common lexical items with some awareness of style and collocation</li> <li>* may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>*uses a variety of complex structures</li> <li>*produces frequent error-free sentences</li> <li>* has good control of grammar and punctuation but may make a few errors</li> </ul>	28-32
4	<ul style="list-style-type: none"> <li>* addresses all parts of the task although some parts may be more fully covered than others</li> <li>* presents a relevant position although the conclusions may become unclear or repetitive</li> <li>* presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>* arranges information and ideas coherently and there is a clear overall progression</li> <li>* uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>* may not always use referencing clearly or appropriately</li> <li>* uses paragraphing, but not</li> </ul>	<ul style="list-style-type: none"> <li>*uses an adequate range of vocabulary for the task</li> <li>* attempts to use less common vocabulary but with some inaccuracy</li> <li>* makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>*uses a mix of simple and complex sentence forms</li> <li>*makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>	23-27

		always logically			
<b>5</b>	<ul style="list-style-type: none"> <li>*addresses the task only partially; the format may be inappropriate in places</li> <li>*expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>* presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>* presents information with some organisation but there may be a lack of overall progression</li> <li>*makes inadequate, inaccurate or over use of cohesive devices</li> <li>* may be repetitive because of lack of referencing and substitution</li> <li>* may not write in paragraphs, or paragraphing may be inadequate</li> </ul>	<ul style="list-style-type: none"> <li>* uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>* may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>* uses only a limited range of structures</li> <li>* attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>* may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>	<b>18-22</b>
<b>6</b>	<ul style="list-style-type: none"> <li>responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>* presents a position but this is unclear</li> <li>* presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>* uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>* may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>* has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>* some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>	<b>13-17</b>
<b>7</b>	<ul style="list-style-type: none"> <li>*does not adequately address any part of the task any part of the task</li> <li>* does not express a clear position</li> <li>* presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>* does not organise ideas logically</li> <li>* may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>* uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>* errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>* attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>	<b>9-12</b>
<b>8</b>	<ul style="list-style-type: none"> <li>barely responds to the task</li> <li>* does not express a position</li> <li>* may attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>* has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>* uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>* cannot use sentence forms except in memorised phrases</li> </ul>	<b>5-8</b>

9	*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	1-4
10	does not attend * does not attempt the task in any way * writes a totally memorised response				0



