

## **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	<ul> <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> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8		<ul> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	convey precise meanings	<ul> <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>
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	<ul> <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> <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>
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	<ul> <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 always logically</li> </ul>		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	<ul> <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>	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	<ul> <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> <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>	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	<ul> <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>
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	<ul> <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>	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			