

Task 1

Performance assessed with **0 mark** if the response is:

- not written;
- completely **off topic**;
- fully **plagiarized** or **memorized**;
- **less than 20 words** in length.

Band score	Task achievement	Grammar range and accuracy	Vocabulary range and appropriacy	Coherence and Cohesion
9 (C1)	<ul style="list-style-type: none"> • All content is relevant to the task • Addresses the requirements of the genre and style • Presents a purpose that is clear and well-written • All content points are addressed and adequately developed 	<ul style="list-style-type: none"> • A variety of complex structures are used with full control, flexibility and sophistication • There are few errors; good control of grammar and punctuation 	<ul style="list-style-type: none"> • A wide range of vocabulary is used with flexibility and precision • Some less common lexis are used with some awareness of style and collocation • There are few errors in word choice, spelling and/or word formation • Paraphrasing is effectively used 	<ul style="list-style-type: none"> • Text is a well-organised, coherent whole • Uses a variety of cohesive devices and organizational patterns with flexibility • Referencing / substitution is used appropriately to avoid repetition • Paragraphing conventions are followed
8	<i>Performance shares features of Band 7 and Band 9</i>			
7 (B2)	<ul style="list-style-type: none"> • Minor irrelevances and/or omissions may be present • Generally addresses the genre and style; the format may be inappropriate in places • Presents a purpose for the letter • All content points are addressed • Text may be 10-20% underlength (121-135 words) 	<ul style="list-style-type: none"> • A mix of simple and complex structures are used • Errors in grammar and/or punctuation exist, but they do not impede understanding 	<ul style="list-style-type: none"> • A good range of vocabulary is used • Some less common lexis are attempted, but with some inaccuracy • Errors in word choice, spelling and/or word formation do not impede understanding • Paraphrasing is used to some effect 	<ul style="list-style-type: none"> • Text is well organized and coherent • Cohesive devices are used effectively, but cohesion within and/or between sentences may be faulty or mechanical • Referencing may not always be used clearly or appropriately • Uses paragraphing, but not always logically
6	<i>Performance shares features of Band 5 and Band 7</i>			

5 (B1)	<ul style="list-style-type: none"> • Irrelevances and misinterpretation of task may be present • Attempts to address the genre and style; the format may be inappropriate • May fail to clearly explain the purpose of the letter • Some content points (2 out of 3) are addressed, parts may be unclear, irrelevant, repetitive or inaccurate • Text may be 20-40% underlength (91-120 words) 	<ul style="list-style-type: none"> • Mostly simple structures are used, complex sentences are attempted, but these tend to be less accurate than simple sentences • There are frequent grammatical errors and punctuation may be faulty • Errors sometimes impede understanding 	<ul style="list-style-type: none"> • Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis • Errors in word choice, spelling and/or word formation may impede understanding • Paraphrasing is rarely used 	<ul style="list-style-type: none"> • Ideas are presented with some organization • Cohesive devices may be inappropriate, inaccurate and/or over-used • Cohesive devices may be repetitive because of lack of referencing and substitution • May not write in paragraphs, or paragraphing may be inadequate
4	<i>Performance shares features of Band 3 and Band 5</i>			
3	<ul style="list-style-type: none"> • Fails to address the task, which may have been completely misunderstood • Presents limited ideas which may be largely irrelevant or repetitive • Some content points (1 out of 3) may be addressed • Text may be 40-60% underlength (61-90 words) 	<ul style="list-style-type: none"> • Only a limited range of structures are used with rare use of subordinate clauses • Some structures are accurate but errors predominate, and punctuation is often faulty • Errors impede understanding 	<ul style="list-style-type: none"> • Only basic vocabulary is used which may be repetitive or inappropriate for the task • Errors in word choice, word formation and/or spelling causes strain for the reader • Paraphrasing is not used 	<ul style="list-style-type: none"> • Ideas are presented, but not arranged coherently and there is no clear progression in the response • Some basic cohesive devices are used, but these may be inaccurate or repetitive • There is no attempt at referencing and substitution • May not write in paragraphs or their use may be confusing
2	<i>Performance below Band 3</i>			

Task 2

Performance assessed with **0 mark** if the response is:

- not written;
- completely **off topic**;
- fully **plagiarized** or **memorized**;
- **less than 40 words** in length.

Band score	Task achievement	Grammar range and accuracy	Vocabulary range and appropriacy	Coherence and Cohesion
9 (C1)	<ul style="list-style-type: none"> • Presents a clear position throughout the response • Ideas are relevant, fully extended and well-supported • All parts of the task are addressed and well-developed • Requirements of academic style are fully observed • Thesis is appropriately stated • Introduction and conclusion are included and appropriately developed • Paragraphs in the body are developed correctly 	<ul style="list-style-type: none"> • A variety of complex structures are used with full control, flexibility and sophistication • There are few errors; good control of grammar and punctuation 	<ul style="list-style-type: none"> • A wide range of vocabulary is used with flexibility and precision • Some less common lexis are used with some awareness of style and collocation • There are few errors in word choice, spelling and/or word formation • Paraphrasing is effectively used 	<ul style="list-style-type: none"> • Text is a well-organised, coherent whole • Uses a variety of cohesive devices and organizational patterns with flexibility • Referencing / substitution is used appropriately to avoid repetition • Paragraphing conventions are followed
8	<i>Performance shares features of Band 7 and Band 9</i>			
7 (B2)	<ul style="list-style-type: none"> • Presents, extends and supports main ideas, but there may be a tendency to overgeneralise or supporting ideas may lack focus • All parts of the task are addressed • Requirements of academic style are generally observed • Thesis is stated 	<ul style="list-style-type: none"> • A mix of simple and complex structures are used • Errors in grammar and/or punctuation exist, but they do not impede understanding 	<ul style="list-style-type: none"> • A good range of vocabulary is used • Some less common lexis are attempted, but with some inaccuracy • Errors in word choice, spelling and/or word formation do not impede understanding 	<ul style="list-style-type: none"> • Text is well organized and coherent • Cohesive devices are used effectively, but cohesion within and/or between sentences may be faulty or mechanical • Referencing may not always be used clearly or appropriately

	<ul style="list-style-type: none"> • Introduction and conclusion are included • Paragraphs in the body are developed generally correctly • Text may be 10-25% underlength (188-225 words) 		<ul style="list-style-type: none"> • Paraphrasing is used to some effect 	<ul style="list-style-type: none"> • Uses paragraphing, but not always logically
6	<i>Performance shares features of Band 5 and Band 7</i>			
5 (B1)	<ul style="list-style-type: none"> • Expresses a position but the development is not always clear • The conclusions may become unclear or repetitive • Presents relevant main ideas but some may be inadequately developed/unclear • All parts of the task are addressed, but some parts may be more fully covered than others • Requirements of academic style are partially observed • Thesis is stated, but may be unclear or inadequate • Some paragraphs in the body are incorrectly developed • Text may be 25-50% underlength (125-187 words) 	<ul style="list-style-type: none"> • Mostly simple structures are used, complex sentences are attempted, but these tend to be less accurate than simple sentences • There are frequent grammatical errors and punctuation may be faulty • Errors sometimes impede understanding 	<ul style="list-style-type: none"> • Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis • Errors in word choice, spelling and/or word formation may impede understanding • Paraphrasing is rarely used 	<ul style="list-style-type: none"> • Ideas are presented with some organization • Cohesive devices may be inappropriate, inaccurate and/or over-used • Cohesive devices may be repetitive because of lack of referencing and substitution • May not write in paragraphs, or paragraphing may be inadequate
4	<i>Performance shares features of Band 3 and Band 5</i>			
3	<ul style="list-style-type: none"> • Responds to the task only in a minimal way • Presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant details • Task is only partially observed 	<ul style="list-style-type: none"> • Only a limited range of structures are used with rare use of subordinate clauses • Some structures are accurate but errors predominate, and 	<ul style="list-style-type: none"> • Only basic vocabulary is used which may be repetitive or inappropriate for the task • Errors in word choice, word formation and/or spelling causes strain for the reader • Paraphrasing is not used 	<ul style="list-style-type: none"> • Ideas are presented, but not arranged coherently and there is no clear progression in the response • Some basic cohesive devices are used, but these

	<ul style="list-style-type: none"> • Requirements of academic style are not observed • Thesis may be missing • Introduction or conclusion is/are missing or inadequately developed • Paragraphs in the body are incorrectly developed • Text may be 50-70% underlength (76-125 words) 	<p>punctuation is often faulty</p> <ul style="list-style-type: none"> • Errors impede understanding 		<p>may be inaccurate or repetitive</p> <ul style="list-style-type: none"> • There is no attempt at referencing and substitution • May not write in paragraphs or their use may be confusing
2	<i>Performance below Band 3</i>			