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