<table>
<thead>
<tr>
<th>Band</th>
<th>Task response</th>
<th>Coherence and cohesion</th>
<th>Lexical resource</th>
<th>Grammatical range and accuracy</th>
</tr>
</thead>
</table>
| 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 cohesion in such a way that it attracts no attention  
  skilfully manages paragraphing  
  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 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  
  uses paragraphing sufficiently and appropriately  
  presents a relevant position although the conclusions 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 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  
  presents 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  
  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 a limited range of vocabulary, but this is minimally adequate for the task  
  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 | 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 paragraphing may be inadequate | 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  
  may not write in paragraphs or their use may be confusing | 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 | does not attend  
  does not attempt the task in any way  
  writes a totally memorised response | does not attend  
  does not attempt the task in any way  
  writes a totally memorised response |