

## Writing Task 2

**Areas assessed:** task fulfilment / topic relevance, grammatical range & accuracy, punctuation, vocabulary range & accuracy, cohesion.

<b>5</b> <b>B1 (or above)</b>	Likely to be above A2 level.
<b>4</b> <b>A2.2</b>	<ul style="list-style-type: none"> <li>• On topic.</li> <li>• Uses simple grammatical structures to produce writing at the sentence level. Errors with basic structures common. Errors do not impede understanding of the response.</li> <li>• Mostly accurate punctuation and spelling.</li> <li>• Vocabulary is sufficient to respond to the question(s).</li> <li>• Some attempts at using simple connectors and cohesive devices to link sentences.</li> </ul>
<b>3</b> <b>A2.1</b>	<ul style="list-style-type: none"> <li>• On topic</li> <li>• Uses simple grammatical structures to produce writing at the sentence level. Errors with basic structures common. Errors impede understanding in parts of the response.</li> <li>• Punctuation and spelling mistakes are noticeable.</li> <li>• Vocabulary is mostly sufficient to respond to the question(s) but inappropriate lexical choices are noticeable.</li> <li>• Response is a list of sentences with no use of connectors or cohesive devices to link sentences.</li> </ul>
<b>2</b> <b>A1.2</b>	<ul style="list-style-type: none"> <li>• Not fully on topic</li> <li>• Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding.</li> <li>• Little or no use of accurate punctuation. Spelling mistakes common.</li> <li>• Vocabulary is limited to very basic words related to personal information and is not sufficient to respond to the question(s).</li> <li>• No use of cohesion.</li> </ul>
<b>1</b> <b>A1.1</b>	<ul style="list-style-type: none"> <li>• Response limited to a few words or phrases.</li> <li>• Grammar and vocabulary errors so serious and frequent that meaning is unintelligible.</li> </ul>
<b>0</b> <b>A0</b>	No meaningful language or all responses are completely off-topic (e.g. memorised script, guessing).

## Writing Task 3

**Areas assessed:** task fulfilment / topic relevance, punctuation, grammatical range & accuracy, vocabulary range & accuracy, cohesion.

<b>5</b> <b>B2 (or above)</b>	Likely to be above the B1 level.
<b>4</b> <b>B1.2</b>	Responses to all <b>three</b> questions are on topic and show the following features <ul style="list-style-type: none"> <li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li> <li>• Punctuation and spelling mostly accurate. Errors do not impede understanding.</li> <li>• Vocabulary is sufficient to respond to the questions.</li> <li>• Uses simple cohesive devices to organise responses as a linear sequence of sentences.</li> </ul>
<b>3</b> <b>B1.1</b>	Responses to <b>two</b> questions are on topic and show the following features <ul style="list-style-type: none"> <li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li> <li>• Punctuation and spelling mostly accurate. Errors do not impede understanding.</li> <li>• Vocabulary is sufficient to respond to the questions.</li> <li>• Uses simple cohesive devices to organise responses as a linear sequence of sentences.</li> </ul>
<b>2</b> <b>A2.2</b>	Responses to at least <b>two</b> questions are on topic and show the following features <ul style="list-style-type: none"> <li>• Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding.</li> <li>• Punctuation and spelling mistakes are noticeable.</li> <li>• Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding.</li> <li>• Responses are lists of sentences and not organised as cohesive texts.</li> </ul>
<b>1</b> <b>A2.1</b>	Response to <b>one</b> question is on topic and shows the following features <ul style="list-style-type: none"> <li>• Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding.</li> <li>• Punctuation and spelling mistakes are noticeable.</li> <li>• Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding.</li> <li>• Responses are lists of sentences and not organised as cohesive texts.</li> </ul>
<b>0</b>	Performance below A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

## Writing Task 4

**Areas assessed:** task fulfilment & register, grammatical range & accuracy, vocabulary range & accuracy, cohesion.

<b>6 C2</b>	Likely to be above C1 level.
<b>5 C1</b>	<p>Response shows the following features</p> <ul style="list-style-type: none"> <li>• Response on topic and task fulfilled in terms of appropriateness of register. Two clearly different registers.</li> <li>• Range of complex grammar constructions used accurately. Some minor errors occur but do not impede understanding.</li> <li>• Range of vocabulary used to discuss the topics required by the task. Some awkward usage or slightly inappropriate lexical choices.</li> <li>• A range of cohesive devices is used to clearly indicate the links between ideas.</li> </ul>
<b>4 B2.2</b>	<p>Response on topic and task fulfilled in terms of appropriateness of register: appropriate register used consistently in both responses. Response shows the following features</p> <ul style="list-style-type: none"> <li>• Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.</li> <li>• Minor errors in punctuation and spelling occur but do not impede understanding.</li> <li>• Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.</li> <li>• A limited number of cohesive devices are used to indicate the links between ideas.</li> </ul>
<b>3 B2.1</b>	<p>Response partially on topic and task partially fulfilled in terms of appropriateness of register: appropriate register used consistently in one response. Response shows the following features</p> <ul style="list-style-type: none"> <li>• Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.</li> <li>• Minor errors in punctuation and spelling occur but do not impede understanding.</li> <li>• Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.</li> <li>• A limited number of cohesive devices are used to indicate the links between ideas.</li> </ul>
<b>2 B1.2</b>	<p>Response partially on topic and task not fulfilled in terms of appropriateness of register: appropriate register not used consistently in either response. Response shows the following features</p> <ul style="list-style-type: none"> <li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li> <li>• Punctuation and spelling is mostly accurate. Errors do not impede understanding.</li> <li>• Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in parts of the text.</li> <li>• Uses only simple cohesive devices. Links between ideas are not always clearly indicated.</li> </ul>
<b>1 B1.1</b>	<p>Response not on topic and task not fulfilled in terms of appropriateness of register. No evidence of awareness of register. Response shows the following features</p> <ul style="list-style-type: none"> <li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li> <li>• Punctuation and spelling is mostly accurate. Errors do not impede understanding.</li> <li>• Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in most of the text.</li> <li>• Uses only simple cohesive devices. Links between ideas are not always clearly indicated.</li> </ul>
<b>0 A1/A2</b>	Performance below B1, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).