## Writing Task 2

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>B1 (or above)</td>
<td>Likely to be above A2 level.</td>
</tr>
</tbody>
</table>
| 4     | A2.2  | • On topic.  
• Uses simple grammatical structures to produce writing at the sentence level. Errors with basic structures common. Errors do not impede understanding of the response.  
• Mostly accurate punctuation and spelling.  
• Vocabulary is sufficient to respond to the question(s).  
• Some attempts at using simple connectors and cohesive devices to link sentences. |
| 3     | A2.1  | • On topic  
• Uses simple grammatical structures to produce writing at the sentence level. Errors with basic structures common. Errors impede understanding in parts of the response.  
• Punctuation and spelling mistakes are noticeable.  
• Vocabulary is mostly sufficient to respond to the question(s) but inappropriate lexical choices are noticeable.  
• Response is a list of sentences with no use of connectors or cohesive devices to link sentences. |
| 2     | A1.2  | • Not fully on topic  
• Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding.  
• Little or no use of accurate punctuation. Spelling mistakes common.  
• Vocabulary is limited to very basic words related to personal information and is not sufficient to respond to the question(s).  
• No use of cohesion. |
| 1     | A1.1  | • Response limited to a few words or phrases.  
• Grammar and vocabulary errors so serious and frequent that meaning is unintelligible. |
| 0     | A0    | 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.

<table>
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<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>5 B2 (or above)</td>
<td>Likely to be above the B1 level.</td>
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</table>
| 4 B1.2 | Responses to all three questions are on topic and show the following features:  
- Control of simple grammatical structures. Errors occur when attempting complex structures.  
- Punctuation and spelling mostly accurate. Errors do not impede understanding.  
- Vocabulary is sufficient to respond to the questions.  
- Uses simple cohesive devices to organise responses as a linear sequence of sentences. |
| 3 B1.1 | Responses to two questions are on topic and show the following features:  
- Control of simple grammatical structures. Errors occur when attempting complex structures.  
- Punctuation and spelling mostly accurate. Errors do not impede understanding.  
- Vocabulary is sufficient to respond to the questions.  
- Uses simple cohesive devices to organise responses as a linear sequence of sentences. |
| 2 A2.2 | Responses to at least two questions are on topic and show the following features:  
- Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding.  
- Punctuation and spelling mistakes are noticeable.  
- Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding.  
- Responses are lists of sentences and not organised as cohesive texts. |
| 1 A2.1 | Response to one question is on topic and shows the following features:  
- Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding.  
- Punctuation and spelling mistakes are noticeable.  
- Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding.  
- Responses are lists of sentences and not organised as cohesive texts. |
| 0 | 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.

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<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>6 C2</td>
<td>Likely to be above C1 level.</td>
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</table>
| 5 C1  | Response shows the following features:  
  - Response on topic and task fulfilled in terms of appropriateness of register. Two clearly different registers.  
  - Range of complex grammar constructions used accurately. Some minor errors occur but do not impede understanding.  
  - Range of vocabulary used to discuss the topics required by the task. Some awkward usage or slightly inappropriate lexical choices.  
  - A range of cohesive devices is used to clearly indicate the links between ideas. |
| 4 B2.2| Response on topic and task fulfilled in terms of appropriateness of register: appropriate register used consistently in both responses. Response shows the following features:  
  - Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.  
  - Minor errors in punctuation and spelling occur but do not impede understanding.  
  - Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.  
  - A limited number of cohesive devices are used to indicate the links between ideas. |
| 3 B2.1| 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:  
  - Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.  
  - Minor errors in punctuation and spelling occur but do not impede understanding.  
  - Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.  
  - A limited number of cohesive devices are used to indicate the links between ideas. |
| 2 B1.2| 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:  
  - Control of simple grammatical structures. Errors occur when attempting complex structures.  
  - Punctuation and spelling is mostly accurate. Errors do not impede understanding.  
  - Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in parts of the text.  
  - Uses only simple cohesive devices. Links between ideas are not always clearly indicated. |
| 1 B1.1| 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:  
  - Control of simple grammatical structures. Errors occur when attempting complex structures.  
  - Punctuation and spelling is mostly accurate. Errors do not impede understanding.  
  - Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in most of the text.  
  - Uses only simple cohesive devices. Links between ideas are not always clearly indicated. |
| 0 A1/A2| Performance below B1, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing). |