**WRITING TASK 1: Band Descriptors (public version)**

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| **Band Task achievement Coherence and cohesion Lexical resource Grammatical range and accuracy** |
| 9 • fully satisfies all the requirements of the task • uses cohesion in such a way that it attracts no attention • uses a wide range of vocabulary with very natural and • uses a wide range of structures with full flexibility and• clearly presents a fully developed response • skilfully manages paragraphing sophisticated control of lexical features; rare minor errors accuracy; rare minor errors occur only as ‘slips’occur only as ‘slips’ |
| 8 • covers all requirements of the task sufficiently • sequences information and ideas logically • uses a wide range of vocabulary fluently and flexibly to • uses a wide range of structures• presents, highlights and illustrates key features/ bullet • manages all aspects of cohesion well convey precise meanings • the majority of sentences are error-freepoints clearly and appropriately • uses paragraphing sufficiently and appropriately • skilfully uses uncommon lexical items but there may be • makes only very occasional errors or inappropriacies occasional inaccuracies in word choice and collocation• produces rare errors in spelling and/or word formation |
| 7 • covers the requirements of the task • logically organises information and ideas; there is clear • uses a sufficient range of vocabulary to allow some • uses a variety of complex structures• (A) presents a clear overview of main trends, differences or progression throughout flexibility and precision • produces frequent error-free sentencesstages • uses a range of cohesive devices appropriately although • uses less common lexical items with some awareness of • has good control of grammar and punctuation but may• (GT) presents a clear purpose, with the tone consistent and there may be some under-/over-use style and collocation make a few errors appropriate • may produce occasional errors in word choice, spelling• clearly presents and highlights key features/bullet points and/or word formation but could be more fully extended |
| 6 • addresses the requirements of the task • arranges information and ideas coherently and there is a • •uses an adequate range of vocabulary for the task • uses a mix of simple and complex sentence forms• (A) presents an overview with information appropriately clear overall progression • attempts to use less common vocabulary but with some • makes some errors in grammar and punctuation but they selected • uses cohesive devices effectively, but cohesion within inaccuracy rarely reduce communication• (GT) presents a purpose that is generally clear; there may and/or between sentences may be faulty or mechanical • makes some errors in spelling and/or word formation, but be inconsistencies in tone • may not always use referencing clearly or appropriately they do not impede communication• presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate |
| 5 • generally addresses the task; the format may be • presents information with some organisation but there may • uses a limited range of vocabulary, but this is minimally • uses only a limited range of structuresinappropriate in places be a lack of overall progression adequate for the task • attempts complex sentences but these tend to be less• (A) recounts detail mechanically with no clear overview; • makes inadequate, inaccurate or over-use of cohesive • may make noticeable errors in spelling and/or word accurate than simple sentencesthere may be no data to support the description devices formation that may cause some difficulty for the reader • may make frequent grammatical errors and punctuation• (GT) may present a purpose for the letter that is unclear at • may be repetitive because of lack of referencing and may be faulty; errors can cause some difficulty for the times; the tone may be variable and sometimes substitution readerinappropriate• presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details |
| 4 • attempts to address the task but does not cover all key • presents information and ideas but these are not arranged • uses only basic vocabulary which may be used repetitively • uses only a very limited range of structures with only rare features/bullet points; the format may be inappropriate coherently and there is no clear progression in the or which may be inappropriate for the task use of subordinate clauses• (GT) fails to clearly explain the purpose of the letter; the response • has limited control of word formation and/or spelling; • some structures are accurate but errors predominate, and tone may be inappropriate • uses some basic cohesive devices but these may be • errors may cause strain for the reader punctuation is often faulty• may confuse key features/bullet points with detail; parts inaccurate or repetitive may be unclear, irrelevant, repetitive or inaccurate |
| 3 • fails to address the task, which may have been completely • does not organise ideas logically • uses only a very limited range of words and expressions • attempts sentence forms but errors in grammar and misunderstood • may use a very limited range of cohesive devices, and with very limited control of word formation and/or spelling punctuation predominate and distort the meaning• presents limited ideas which may be largely those used may not indicate a logical relationship between • errors may severely distort the message irrelevant/repetitive ideas |
| 2 • answer is barely related to the task • has very little control of organisational features • uses an extremely limited range of vocabulary; essentially • cannot use sentence forms except in memorised phrases no control of word formation and/or spelling |
| 1 • answer is completely unrelated to the task • fails to communicate any message • can only use a few isolated words • cannot use sentence forms at all |
| 0 • does not attend• does not attempt the task in any way• writes a totally memorised response |

(A) Academic │(GT) General Training

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