

DIPARTIMENTO DI SCIENZE UMANE E SOCIALI

Lingua inglese cod. 640005 (Mod. A) – Prof. S. Consonni

IELTS Academic Module Band 7

How to tackle the WRITING test



Test structure

60 minutes

2 tasks for the Academic module:

Writing task 1 – to write a report (20 mins, at least 150 words)

Writing task 2 – to write an essay (40 mins, at least 250 words)

Write about ALL the things mentioned in the instructions; you need to show the examiner that you have read and understood the instructions

Do NOT copy task instructions; always rephrase them

Make sure you respect the required word number

Writing task 1 – Universal rules

- You must describe a graph in a report intended for a university lecturer
- don't write your opinion or copy words from the graph
- Never use bullet points; write as it were an essay
- Identify the graph's «time stamp»:

Does the graph describe something that happened in the past? → use simple past (e.g. Books sold in 2001 by categories)

Or continued in the past? → use past continuous (e.g. the way people were spending money on clothes between 1999 and 2003)

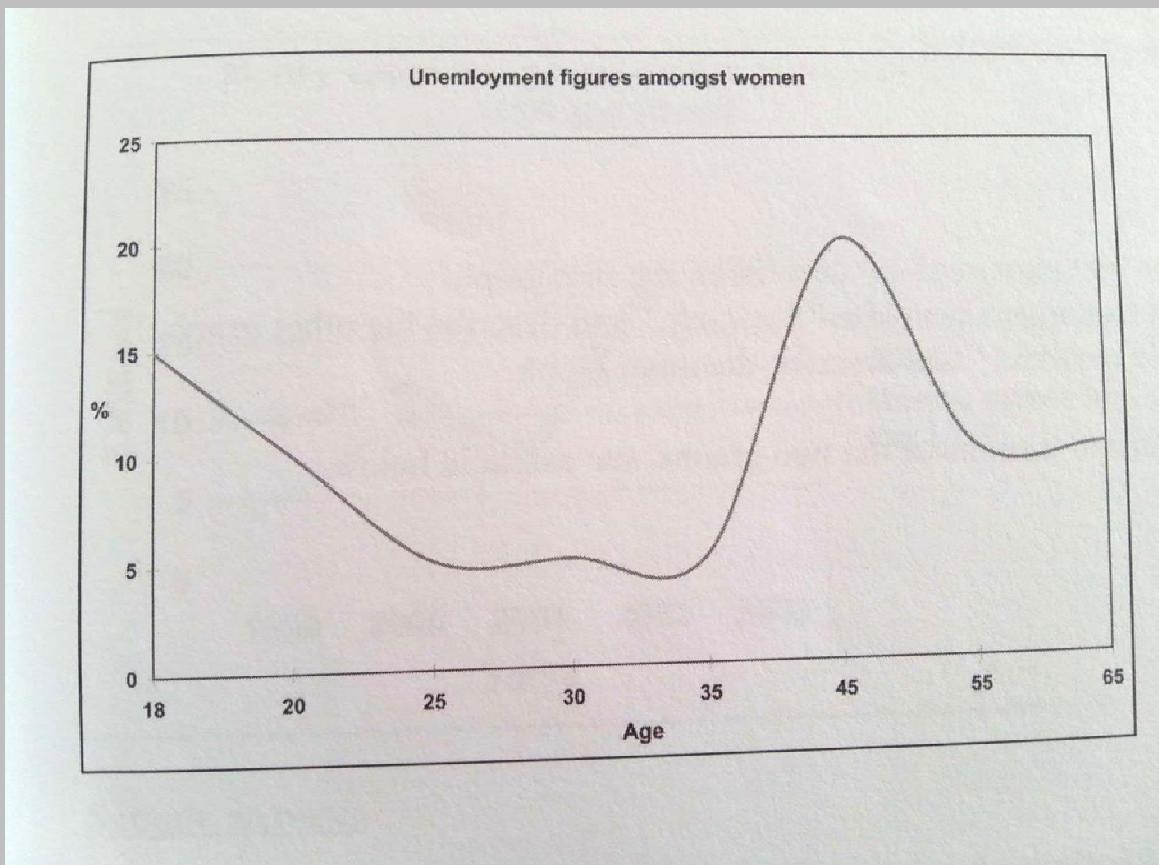
Or happens in the present? → use simple present or present continuous (unemployment figures amongst women) → IF THERE IS NO TIME STAMP YOU SHOULD ASSUME IT IS THE PRESENT

Writing task 1 – Universal rules

- Use a clear structure:
 1. Introduction (1 paragraph): you should describe the purpose of the report and the overall trends you see (rising? falling?); describe what the graph is about, its dates and location
 2. Body (2-3 paragraphs): you should describe the most important trends, but avoid unnecessary details; e.g., if a graph has 2 peaks, you should mention that and say when the peaks appeared and what the peak values are. Notice how many distinctive features (or groups of features) the graph has, and devote 1 paragraph to each one of them (usually 2-3); link paragraphs logically. You must write about all the periods of time and all the subjects of the graph. If it shows several years (1991, 1992, 1993), write about ALL of them; if it is about men and women, write about BOTH. Don't throw information away: just select what's important, and then organize, compare and contrast it.
 3. Conclusion (1 paragraph): you should sum up the general trends shown, and compare them if applicable

Personal opinions must not appear anywhere in the report, along with any information which is not in the graph!

a. Single line graph



How to start: «The graph describes/shows/reveals (what, who, when, where). It can be clearly seen that...» (describe main trends here)

Vocabulary: the graph may rise (increase/climb/go up), fall (descrease, decline, drop, go down), not change (remain at the same level, maintain stability). The highest point is a peak, the lowest is a lowest point. The speed of change matters: fast (rapidly, quickly), slowly (gradually, steadily). And the order too: a rise may be preceded by a fall and followed by a decline, etc.

How to describe trends: don't be boring. Don't write «went from 100 in 1999 to 200 in 2001»; write «increased by 100» or «had risen to 200»

The graph below shows the unemployment figures amongst women of different ages groups.

Write a report for a university lecturer describing the information shown below. You should write at least 150 words.

SAMPLE ANSWER

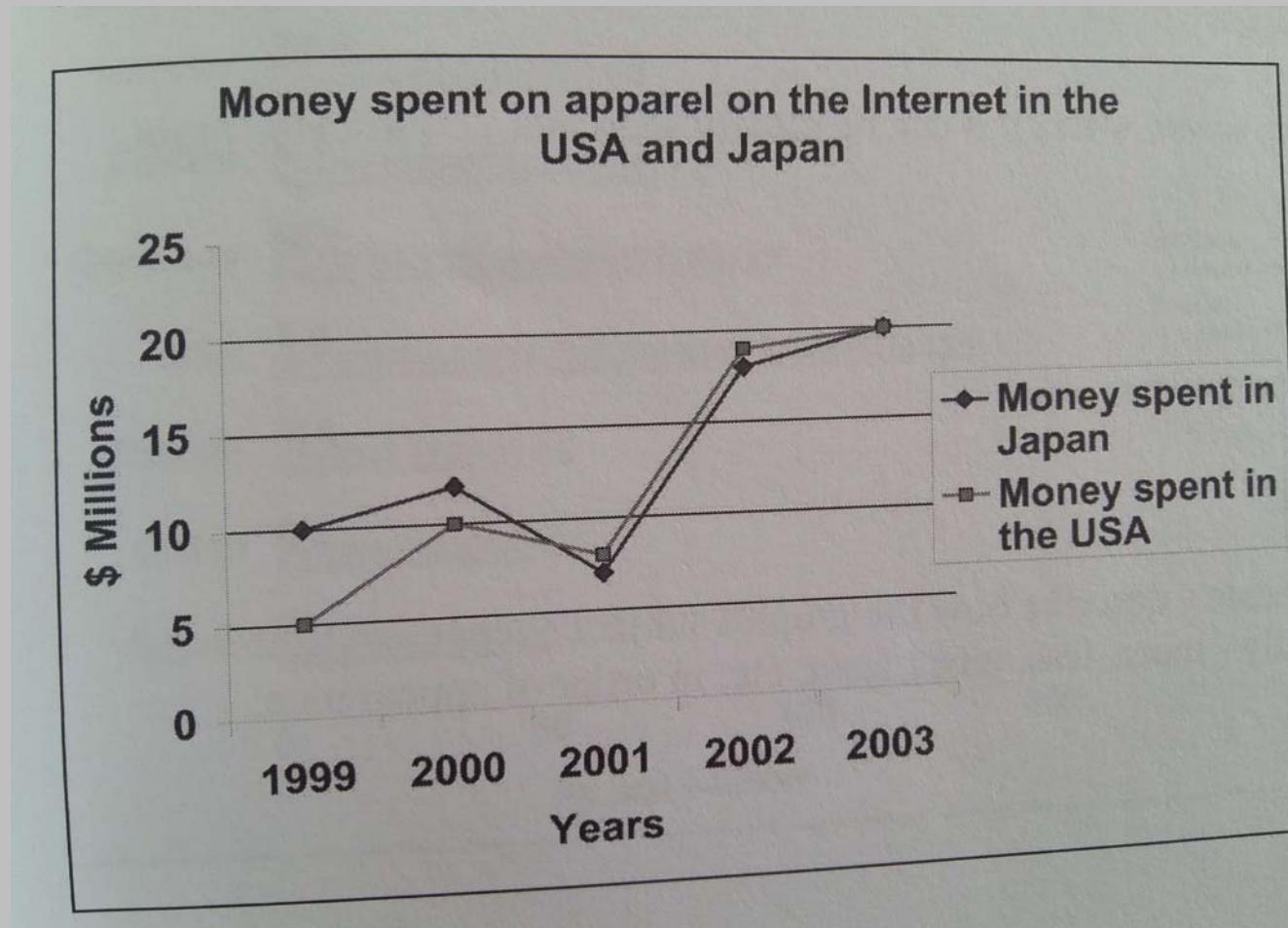
The graph shows percentages of unemployed women at 8 ages. It can be clearly seen that the ages 18 and 45 have the highest unemployment rate.

According to the graph, among the ages 18, 20, 30 and 35, the youngest women have the highest unemployment percentage (15%). 20-year-old women have much lower unemployment figures (about 10%), and percentage drop even lower (to 5%) for those aged 25 and 35. There is a slight increase for those aged 30, where the unemployment rate reaches 6%.

The peak value is recorded amongst 45-year-old women, and all the remaining ages have much lower figures: 8% at age 55 and 9% at age 65.

To sum up, the figures for most ages are relatively uniform and change from 5 to 9%, with rare exceptions such as the ages 18 and 45.

b. Double line graph



How to start: «The graph compares... (what, who, when, where). It can be clearly seen that... (describe main trends of the graphs here)»

Vocabulary: the same as for the single line graph descriptions

How to compare trends: in the body of the report, start 1st paragraph by describing the 1st graph. In the next paragraph, if the two graphs are similar, write «Similarly,» and describe the other graph. If they are different, write «In contrast,» and describe the other graph. Always compare the peaks and low points of the two graphs.

The graph below shows the amounts spent on clothes on the Internet in the USA and Japan between 1999 and 2003.

Write a report for a university lecturer describing the information shown below. You should write at least 150 words.

SAMPLE ANSWER

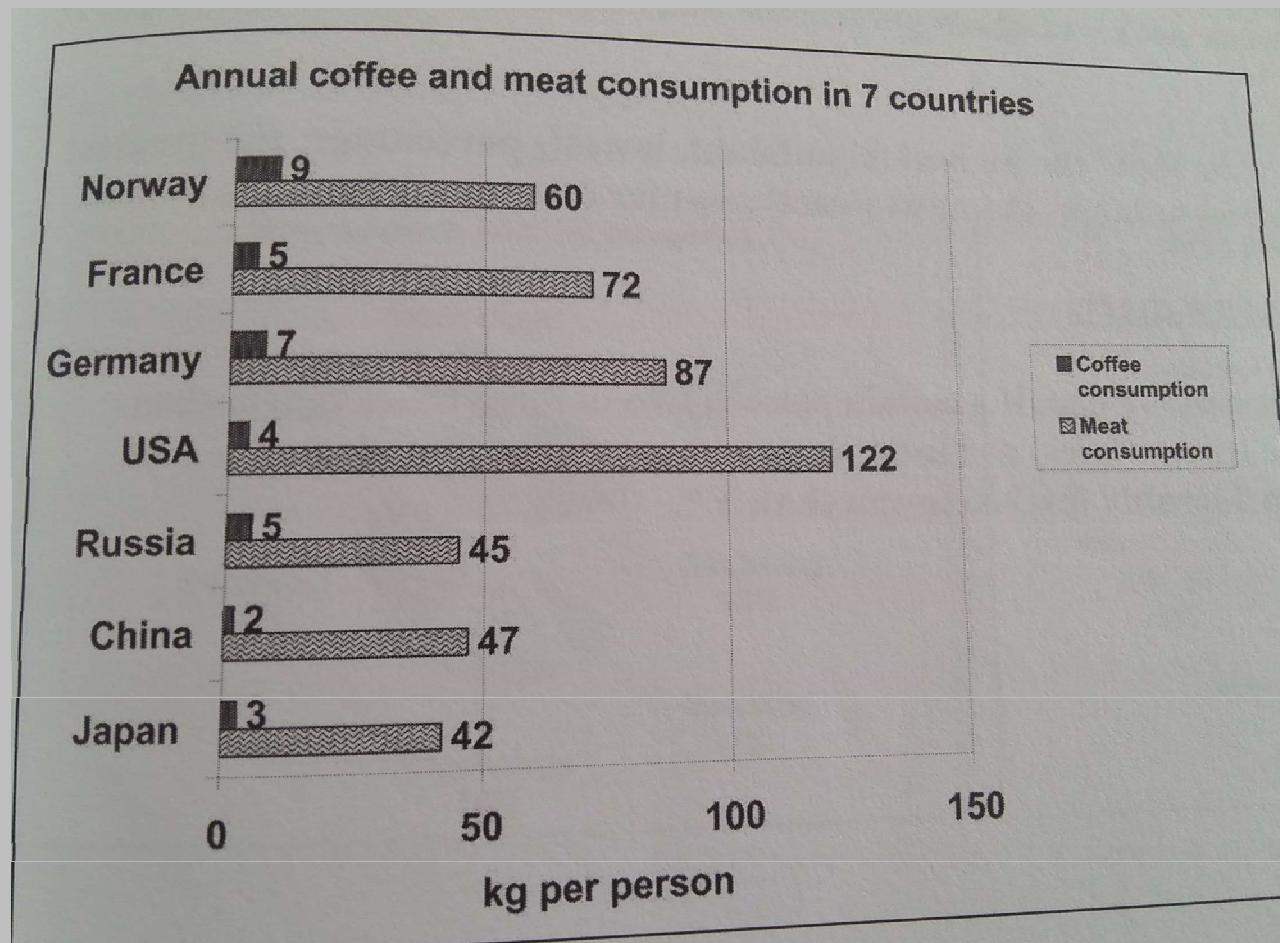
The graph compares amounts of money spent online on clothes in the USA and Japan starting from 1999 and until 2003. It is clear that although at first Japanese buyers were spending much more money than Americans did; as the years went by the spending habits of the two countries became almost identical.

In 1999 Japan was spending on clothes almost twice as much as the USA (10 vs. 5 mln dollars). In the following year the expenditure on clothes in both Japan and the USA grew even further to 12 and 10 mln dollars respectively.

The only year when expenses plunged in both countries was 2001, when the USA spent only 8 and Japan reached its lowest point at 7 mln.

The two following years, 2002 and 2003, showed a rapid increase in sales of clothes in both countries. In 2002 the USA spent about 19 mln dollars and Japan's numbers were very close (18 mln). Online clothes sales became even more popular in 2003, pushing the figures higher to its peak of 20 mln dollars in both Japan and the USA.

c. Bar graph



How to start

- Single bar graph

«The graph describes/shows/reveals... (what, who, when, where) It can be clearly seen that... (describe main trends here)»

- Multiple bar graph

«The graph compares... (what, who, when, where). It can be clearly seen that... (describe main trends here)»

Vocabulary: the same as for single line graph descriptions

How to describe or compare trends

- if the axis of the bar graph is a time scale: describe how the graph's subject changes in time
- if it is otherwise: compare the bars differently (more, less, most, least, etc., in order of appearance)

The bar chart below shows figures of annual coffee and meat consumption.

Write a report for a university tutor describing the information shown.
You should write at least 150 words.

SAMPLE ANSWER

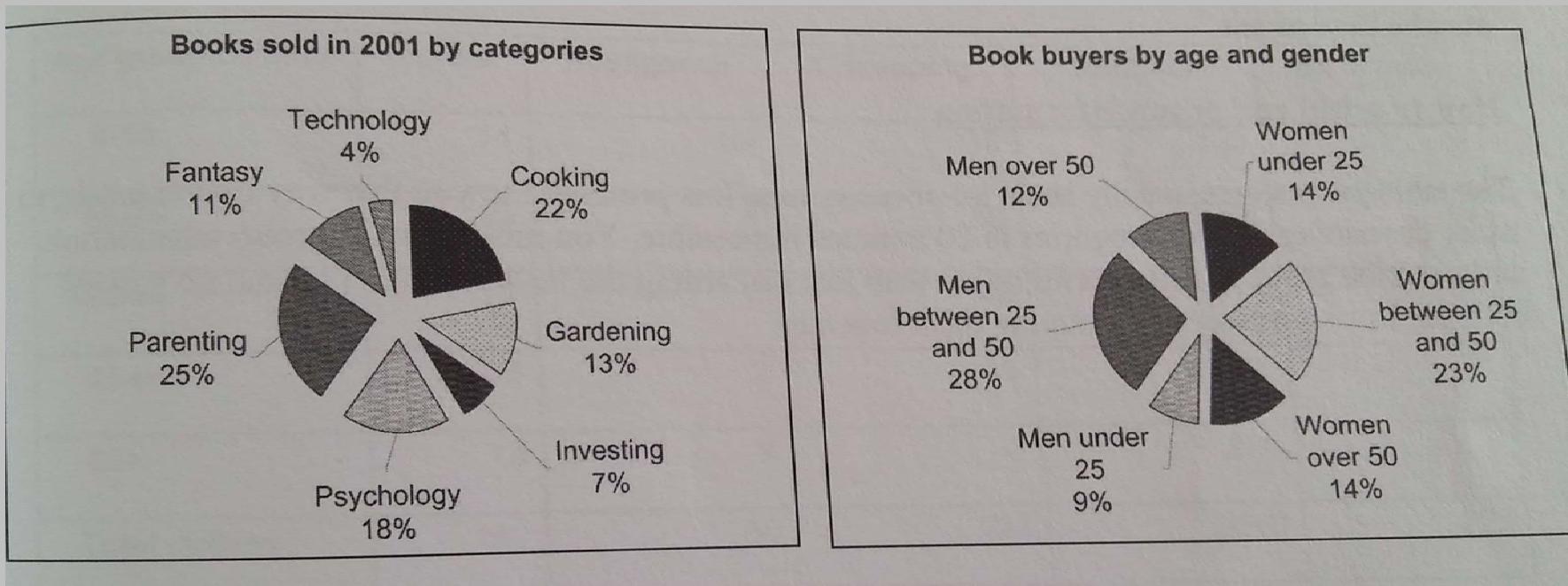
The bar chart compares the amounts of coffee and meat consumed every year in Norway, France, Germany, the USA, Russia, China and Japan.

It can be clearly seen that the lowest rates of coffee consumption are recorded in China and Japan (2 and 3 kg per person respectively). The next three countries have higher rates: consumption of coffee in the USA totals 4 kg per person, while France and Russia have equal consumption rates of 5 kg per person. The highest numbers belong to Germany and Norway, at 7 and 9 kg per person respectively.

Meat consumption numbers are much higher in all countries; the highest numbers are recorded in the USA (122 kg per person) and the lowest in Japan. Meat consumption in Russia (45) and China (47) is similar to that of Japan (42). Three other countries have much higher numbers, starting with Norway (60) and progressing through France (72) to Germany, which consumes about twice as much as Japan (87 kg per person).

In conclusion, the report shows that the Asian countries have similar consumption numbers for both coffee and meat.

d. Pie chart



How to start: «The pie charts compare... (what, who, when, where) It can be clearly seen that... (describe main trends here)»

Vocabulary: write about the highest (significant, lowest) percentage, the greatest (smallest) proportion, the lowest number, the most (least) popular (common) item, etc.

How to describe and compare pie charts: describe and compare the pieces one by one. If a piece is 2 or 3 times bigger than another one, write «twice (three times) as many Xs were used as Ys», or «X is much more (or considerably less) common than Y»

The chart below describes book sales of Famous Book Store in 2001. Write a report for a university tutor describing the information shown. You should write at least 150 words.

SAMPLE ANSWER

The pie charts compare quantities of books of various categories sold to customers belonging to different age groups and gender in 2001 by Famous Book Store. It can be clearly seen that parenting books are the most popular and the biggest proportion of books was sold to men between the ages of 25 and 50.

The two dominant categories, parenting (25%) and cooking (22%), are followed very closely by psychology, with only 4% less sales than cooking books. Sales of fantasy and gardening literature recorded much smaller figures, 11 and 13% respectively. Books on technology or investment were the two least popular categories, with only 7% of sales being on books about investment and 4% on technology books.

Most of the books were sold to men and women from 25 to 50 years of age (23 and 28% respectively). Sales figures amongst women older than 50 or younger than 25, as well as among men over 50, were very similar, 12 and 14%. Only 9% of the books were purchased by men under 25.

e. Table

Age group\Offence	Murder	Negligence	Kidnapping	Robbery	Blackmail
0-14	14	39	110	523	4
15-24	25	4	56	4558	46
25-44	72	0	48	3312	89
45-64	38	2	16	1067	76
65+	13	9	3	220	8
Total victims	162	54	233	9680	223

How to start: «The table compares... (what, who, when, where) It can be clearly seen that... (describe the most noticeable trends here)»

Vocabulary: the same as for previous figures. If a time period or date is not mentioned, assume the present.

How to select and group information: tables usually have a lot of categories, too many to tackle in 20 mins. You must learn to group information and describe groups of categories rather than just discarding the information. You can do this by noticing similar trends and grouping them together.

The table below describes victims by age groups and offence categories in Venezuela, 1999.

write a report for a university lecturer describing the information shown.

You should write at least 150 words.

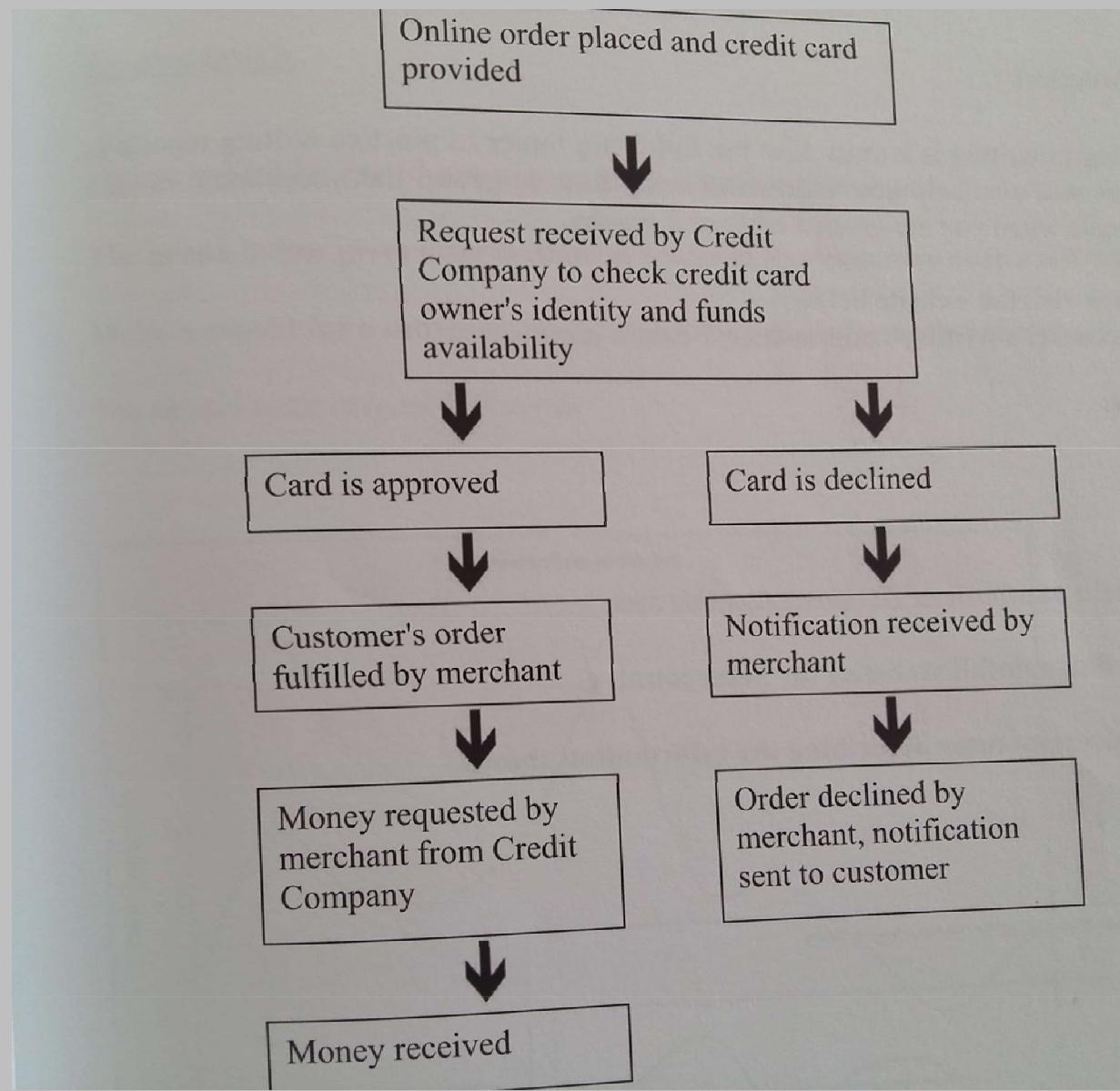
SAMPLE ANSWER

The table shows statistics of people of 5 age groups who became victims of various crimes in Venezuela in 1999. it can be clearly seen that robbery was the most common type of offence across all age groups.

The largest number of citizens were victims of either robbery or kidnapping, with over 4500 and 56 cases respectively for people over 15 and under 24 years of age. The numbers reduce though by 25% (to 3312 and 48 respectively) as we move to age group 25 to 44, and reduce even more for ages 45-64, dropping to 1067 cases of robbery and 16 kidnappings. Figures for blackmail and murder victims show a very similar tendency to increase as we move from the 0-14 to the 25-44 age group, where they peak at 89 and 72 respectively.

Another noticeable feature is that the majority of the victims belonged to ages from 15 up to 64 for all kinds of offences, with the exceptions of negligence and kidnapping, where most of the victims belonged to the 0-14 group.

f. Process



How to start: «The flow chart/diagram describes/reveals the procedures of/for...»

Vocabulary: you are describing a process, so explain the sequence of stages/actions and use words like: firstly (secondly, thirdly), to begin with, then, after that, in addition, otherwise, at the same time (concurrently, simultaneously), finally.

How to describe a process: describe every stage of the process one by one, connect the stages by using linkers (firstly, then, finally, etc.) and mention whether or not there are stages performed simultaneously. Notice alternative stages (either A or B). The main task here is to describe, not compare or contrast. Use present simple passive («the letter is written» or «the research is conducted»). A conclusion paragraph is not necessary.

The diagram below shows how online purchases are made.
Describe the process of online purchases.
You should write at least 150 words.

SAMPLE ANSWER

The flow chart shows the detailed process of making a purchase online, including the actions of the customer, merchant and credit company.

First, the online order is placed together with the credit card number to enable the required funds to be withdrawn. Then a request to check the validity of the credit card (by checking that the customer is its real owner) and sufficiency of funds is received by the credit company. As a result, the credit card is either approved or denied by the company.

If the credit card is approved, the customer's order is fulfilled by the merchant. After that, the purchase amount is requested by the merchant from the credit company and finally, money is received by the merchant.

Alternatively, in cases when the credit card is denied by the credit company, notification is sent to the merchant advising them not to supply the goods. Next, the order is declined by the merchant and after that notification is sent to the customer.

WRITING TASK 1: Band Descriptors (public version)

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> • fully satisfies all the requirements of the task • clearly presents a fully developed response 	<ul style="list-style-type: none"> • uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing 	<ul style="list-style-type: none"> • uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> • uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> • covers all requirements of the task sufficiently • presents, highlights and illustrates key features/ bullet points clearly and appropriately 	<ul style="list-style-type: none"> • sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> • covers the requirements of the task • (A) presents a clear overview of main trends, differences or stages • (GT) presents a clear purpose, with the tone consistent and appropriate • clearly presents and highlights key features/bullet points but could be more fully extended 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • addresses the requirements of the task • (A) presents an overview with information appropriately selected • (GT) presents a purpose that is generally clear; there may be inconsistencies in tone • presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	<ul style="list-style-type: none"> • generally addresses the task; the format may be inappropriate in places • (A) recounts detail mechanically with no clear overview; there may be no data to support the description • (GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate • presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details 	<ul style="list-style-type: none"> • presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or over-use of cohesive devices • may be repetitive because of lack of referencing and substitution 	<ul style="list-style-type: none"> • uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate • (GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate • may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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; <ul style="list-style-type: none"> • errors may cause strain for the reader 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • fails to address the task, which may have been completely misunderstood • presents limited ideas which may be largely irrelevant/repetitive 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• answer is barely related to the task	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • cannot use sentence forms at all
0	<ul style="list-style-type: none"> • does not attend • does not attempt the task in any way • writes a totally memorised response 			

Writing task 2 – Universal rules

Structure: 1 paragraph introduction, 2-3 paragraphs body, 1 paragraph conclusion

3 kinds of topics:

A – An argument is presented and you have to explore pros and cons, reasons for and against, while you support one side only

H – Hidden argument. Topics usually ask «To what extent...?», «In what way...?», «How has something changed...?»

S – A situation is presented and you must explore the reasons why it is what it is, assume what will happen in the future and suggest solutions to problems, if required.

Examples:

A – «Modern society benefits greatly from computer technology. However, becoming more dependent on computers has its disadvantages. Discuss the threats of computers»

Here the 2 sides of the argument are the advantages/disadvantages of computers.

H – «To what extent should television participate in our children's education?»

What they really ask here is whether television should educate children or not.

S – «As a result of changes in the role of women in modern society, men are now the ones suffering from sexual discrimination. Do you agree?»

Here you can see the description of a situation and you have to write what you think about it

Write on the given topic directly, don't slide to another theme

Write in general, about what is going on in the world, not about your personal experiences

Write about every little thing that the task is about. If the task requires suggesting a solution, do it; the same goes for recommendations or advice, if requested.

a. ARGUMENT essay

- 1) Introduction: you must clearly state both sides of the argument. Never copy from instructions, write it in other words. No personal opinions here, save them for later
- 2) Body: at least 2 paragraphs refer to each side of the argument. Write first about the side you don't agree with; the side you agree with should be in the last paragraph, leading to the conclusion
- 3) Conclusion: you must produce a summary of the points you have made. Never mind if this paragraph is short; what matters is the structure of the essay

b. Hidden argument essay

Introduction: must define the question by revealing the hidden argument. Rewrite the topic so that it really says what it means

To what extent something affects... → Does something affect...?

In what way something contributes... → Does something contribute...?

How does something influence... → Does something influence...?

Body + conclusion: go on like an A essay

c. SITUATION essay

Introduction: you must state the situation and explain it. No opinions here.

Body: at least 2 paragraphs should describe reasons that have led the situation like it is now. Each reason should occupy one paragraph.

Conclusion: summarize here the points of the essay. You can put here your opinion (if the task requires it), or if the task requires suggesting a solution to a problem, recommendations, advice, etc., this is the place.

How to do it – practical tips

Step 1

Classify your task by deciding which type of topic you got, A, H or S.

Example: Home schooling belongs to the past and is unacceptable in modern society. To what extent do you agree or disagree with this statement? → Hidden argument, the real meaning of which is: Is home schooling acceptable in modern society? → A essay with 2 sides, for and against home education

Step 2

List your ideas, thoughts or opinions on the topic.

A or H → ideas for and against the topic

S → reasons for the situation to be the way it is

e.g. Home schooling

For	Against
Parents know their children	No scientific approach
Learning more enjoyable	Not every parent is capable
Children feel safe	Parents forgot materials

Now group your ideas and create the structure of your essay, by deciding which idea goes in which paragraph. If the topic is an A-kind, the side you don't agree with should come first, and the one you agree with should come later. You need a logical sequence to move you from one paragraph to the next one

Parents know their children	1st body paragraph	(side you don't agree with)
Learning more enjoyable	"	"
Children feel safe	"	"
No scientific approach	2nd body paragraph	(side you agree with)
Not every parent is capable	3rd body paragraph	"
Parents forgot materials	4th body paragraph	"

Step 3

Start writing! The first sentence of the introduction gives the main idea of the essay, either presenting the 2 sides of the argument or describing a situation. The last sentence of the introduction leads into the first paragraph of the body, and so on.

Always connect paragraphs so that one leads to another.

Try to start body paragraphs with a linking word (e.g. however, therefore, moreover, nevertheless, etc.)

HELPFUL PHRASES

Phrases to show the sides of an argument

- Some people prefer (1)... Those who disagree point out that (2)...
- We must acknowledge that (1)... Nevertheless (2)...
- No one can deny that (1)... However (2)...
- Many people hold the opinion (1)... Others, however, disagree (2)...
- Altghough it is hard to compete with (1)..., some people still prefer (2)...

Phrases for adding a linked point

- Not only..., but...
- Also
- Furthermore,
- In addition to...,
- Moreover,

Phrases to contrast with what was written before

- Although...
- However,
- Nevertheless,
- Even if...,
- In spite of...
- On the other hand, ...

Phrases for examples

- For example,
- For instance,
- In particular,
- ... such as ...,
- To illustrate...,

Phrases for results

- As a result,
- Therefore
- Thus,
- So,
- Eventually,

Phrases for conclusion

- Lastly,...
- Finally, ...
- To conclude with, ...
- In short, ...
- In conclusion, ...

...and here is your essay (ideas in bold for easier understanding)

Everything has two sides and home schooling is not an exception. In the past it seemed like the most natural way of educating children, but today many people criticize it.

We must acknowledge that **parents know their children best**. That gives them a good chance of knowing how to make their child understand certain concepts. Using their child's interests, parents can make **the process of learning more enjoyable** and effective. In addition, being at home makes a **child feel safe**, which contributes to his/her ability to concentrate on studying.

Nevertheless, many people believe that teaching should be done by professionals. There are many proven **scientific approaches** that produce good results and without those techniques, parents who teach their kids at home have no chance of success.

In addition, **not every parent is capable** of teaching his/her child at home because the blind cannot lead the blind. Parents cannot teach children something they don't know themselves, and let's face it – not all of us have a profound knowledge of history or geography even on a school textbook level. Eventually, even those mums and dads who succeeded at school could **forget materials** as time goes by.

In conclusion, I have more trust in the abilities and experience of professional teachers than I do in my own.

WRITING TASK 2: Band Descriptors (public version)

Band	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skilfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> sufficiently addresses all parts of the task presents a well-developed response to the question with relevant, extended and supported ideas 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication
5	<ul style="list-style-type: none"> addresses the task only partially; the format may be inappropriate in places expresses 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 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices may be repetitive because of lack of referencing and substitution may not write in paragraphs, or paragraphing may be inadequate 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 their use may be confusing 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> does not adequately address any part of the task does not express a clear position presents few ideas, which are largely undeveloped or irrelevant 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	<ul style="list-style-type: none"> barely responds to the task does not express a position may attempt to present one or two ideas but there is no development 	<ul style="list-style-type: none"> has very little control of organisational features 	<ul style="list-style-type: none"> uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> cannot use sentence forms except in memorised phrases
1	answer is completely unrelated to the task	<ul style="list-style-type: none"> fails to communicate any message 	<ul style="list-style-type: none"> can only use a few isolated words 	<ul style="list-style-type: none"> cannot use sentence forms at all
0	<ul style="list-style-type: none"> does not attend does not attempt the task in any way writes a totally memorised response 			