MAXIMUM MARK: 50
## Section A

<table>
<thead>
<tr>
<th>Band</th>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>Band 1</td>
<td>22–25</td>
<td>Imaginative, possibly original, appropriate approach to task, engaging audience; very strong voice; Tightly controlled, appropriate structure; Language used imaginatively to create specific effects on the reader; Fluent, mature expression, achieves complex effects, with a high level of technical accuracy.</td>
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<tr>
<td>Band 2</td>
<td>18–21</td>
<td>Imaginative approach to task, appropriate to audience and engaging interest; strong sense of voice; Effective, appropriate structure; Language used to create specific effects on the reader, narrative or descriptive as appropriate; Fluent expression achieves effects; occasional technical errors will not impede expression.</td>
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<tr>
<td>Band 3</td>
<td>14–17</td>
<td>Consistent focus on a relevant form and content, with an appropriate sense of audience; consistent sense of voice; Clear structure that fits the task; Some effects of language are attempted and achieved, narrative or descriptive as appropriate; Clear expression with some variety, a few technical inaccuracies.</td>
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<tr>
<td>Band 4</td>
<td>10–13</td>
<td>Clear focus on relevant form and content, with some imaginative touches, an appropriate sense of audience; some sense of voice; Structure is in place though may not be fully consistent – may drift in and out of focus at times or be uneven; Appropriate effects of language are attempted, narrative or descriptive as appropriate; Clear expression, a little unvaried or with a number of technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) which limit the ability to achieve effects.</td>
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<tr>
<td>Band 5</td>
<td>6–9</td>
<td>Relevant form and content with some sense of audience; Structure may not be fully apparent – may go on without clear narrative control or descriptive contrast; occasional sense of voice; Some effects of language are attempted, narrative or descriptive as appropriate; Expression is clear but may not flow easily, with frequent technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation).</td>
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<td>Band 6</td>
<td>2–5</td>
<td>Evidence of attempted focus on some appropriate ideas for content, or a reasonable piece but not fully appropriate to the task; form may be less sure, e.g. a wholly narrative response to a descriptive task; limited sense of voice; Lacks structure, may be diffuse, may ramble; Occasional effects of language are created, narrative or descriptive as appropriate; Expression is unclear at times; technical and structural problems (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) get in the way of the flow of the whole.</td>
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</tbody>
</table>
### Band 7: 0–1
- Work will be inappropriate to the task, confused or incoherent, with little grasp of suitable form or content.
- Weakness of organisation and technical inaccuracy (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) will seriously impede the candidate’s ability to create an overall impression.

### Section B: Discursive/Argumentative Writing

<table>
<thead>
<tr>
<th>Band</th>
<th>Range</th>
<th>Features</th>
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</thead>
</table>
| Band 1 | 22–25 | - Interesting, lively approach to task, possibly original, in appropriate form, and engaging audience; very strong voice;  
- Tightly controlled structure develops ideas in logical effective manner;  
- Wide range of language and rhetorical devices used effectively to explain, argue or persuade;  
- Fluent, mature expression, capable of complex argument, with a high level of technical accuracy |
| Band 2 | 18–21 | - Thoughtful approach to task, appropriate in form, and engaging interest; strong sense of voice;  
- Effective, appropriate structure with clear exposition of ideas/argument;  
- Language and rhetorical devices used effectively to explain, argue or persuade;  
- Fluent expression capable of complex argument; occasional technical errors will not impede expression. |
| Band 3 | 14–17 | - Consistent focus on relevant content and form, with an appropriate sense of audience; consistent sense of voice;  
- Clear appropriate structure with some development;  
- Some language and rhetorical devices used to explain, argue or persuade;  
- Clear expression with some variety, with a few technical inaccuracies. |
| Band 4 | 10–13 | - Clear focus on relevant form and content, with some appropriate sense of audience; some sense of voice;  
- Appropriate structure is in place though may not be fully consistent – may drift in and out of focus or be uneven;  
- Effects of language to explain, argue or persuade are attempted to some purpose, not always fully achieved;  
- Clear expression, a little unvaried or with a number of technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) which limit the ability to achieve effects. |
| Band 5 | 6–9 | - Relevant form and content with some sense of audience; occasional sense of voice;  
- Structure may not be fully apparent – may be lacking in development or argument;  
- Some effects of language to explain, argue or persuade are created;  
- Expression is clear but may not flow easily, with frequent technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation). |
| Band | 2–5 | • Work will attempt to be relevant, or a reasonable piece but not fully appropriate to the task, and will show some grasp of the topic under consideration; limited sense of voice;  
• Lacks structure, may leap from point to unconnected point, digress and ramble;  
• Occasional effects of language to explain, argue or persuade are attempted;  
• Expression is unclear at times; technical and structural problems (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) get in the way of the flow of the whole. |
|---|---|---|
| Band 7 | 0–1 | • Work will be inappropriate to the task, confused or incoherent, with little grasp of the topic chosen;  
• Weakness of organisation and technical inaccuracy (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) will seriously impede the candidate’s ability to create an overall impression. |