Task 1

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	♦ fully satisfies all the requirements of the task ♦ clearly presents a fully developed response	♦ uses cohesion in such a way that it attracts no attention ♦ skilfully manages paragraphing	♦ uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	♦ uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	♦ covers all requirements of the task sufficiently ♦ presents, highlights and illustrates key features / bullet points clearly and appropriately	♦ sequences information and ideas logically ♦ manages all aspects of cohesion well ♦ uses paragraphing sufficiently and appropriately	♦ 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	♦ uses a wide range of structures ♦ the majority of sentences are error-free ♦ makes only very occasional errors or inappropriacies
7	♦ covers the requirements of the task ♦ (Academic) presents a clear overview of main trends, differences or stages ♦ (General Training) presents a clear purpose, with the tone consistent and appropriate ♦ clearly presents and highlights key features / bullet points but could be more fully extended	♦ 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	♦ 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	♦ 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	♦ addresses the requirements of the task ♦ (Academic) presents an overview with information appropriately selected ♦ (General Training) 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	♦ 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 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	♦ uses a mix of simple and complex sentence forms ♦ makes some errors in grammar and punctuation but they rarely reduce communication

5	♦ generally addresses the task; the format may be inappropriate in places ♦ (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description ♦ (General Training) 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	♦ 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	♦ 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	♦ 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	♦ attempts to address the task but does not cover all key features / bullet points; the format may be inappropriate ♦ (General Training) 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	♦ 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	♦ 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	♦ 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	♦ fails to address the task, which may have been completely misunderstood ♦ presents limited ideas which may be largely irrelevant/repetitive	♦ 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	♦ 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	♦ 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	♦ 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	♦ cannot use sentence forms at all
0	♦ does not attend ♦ does not attempt the task in any way ♦ writes a totally memorised response			

写作任务 1 **(* 评分标准以英文版本为准，中文翻译仅供参考。)**

分数	写作任务完成情况	连贯与衔接	词汇丰富程度	语法多样性及准确性
9	♦ 完全满足所有的写作任务要求 ♦ 清晰地呈现充分展开的写作内容	♦ 衔接手段运用自如，行文连贯 ♦ 熟练地运用分段	♦ 使用丰富的词汇，能自然地使用并掌握复杂的词汇特征；极少出现轻微错误，且仅属笔误	♦ 完全灵活且准确地运用丰富多样的语法结构；极少出现轻微错误，且仅属笔误
8	♦ 写作内容充分地涵盖了所有的写作任务要求 ♦ 就主要内容/要点进行清晰和恰当的呈现、强调以及阐述	♦ 将信息与观点进行有逻辑的排序 ♦ 各种衔接手段运用得当 ♦ 充分且合理地使用分段	♦ 流畅和灵活地使用丰富的词汇，达意准确 ♦ 熟练地使用不常用词汇，但在词语选择及搭配方面有时偶尔出现错误 ♦ 拼写及/或构词方面错误极少	♦ 运用丰富多样的语法结构 ♦ 大多数句子准确无误 ♦ 只在极偶然情况下出现错误或存在不当之处
7	♦ 写作内容涵盖写作任务的要求 ♦ （学术类）清晰地呈现关于主要趋势、区别或不同阶段的概述 ♦ （培训类）清晰地呈现写作目的，行文语气一致且恰当 ♦ 能就主要内容/要点进行清晰的呈现与强调，但未能更为充分地展开	♦ 符合逻辑地组织信息及观点；清晰的行文推进贯穿全文 ♦ 恰当地使用一系列衔接手段，尽管有时使用不足或过多	♦ 使用足够的词汇，体现一定灵活性及准确性 ♦ 使用不常见词汇，对语体及搭配有一定认识 ♦ 在选择用词、拼写及/或构词方面可能偶尔出现错误	♦ 运用各种复杂的语法结构 ♦ 多数句子准确无误 ♦ 对语法及标点符号掌握较好，但有时出现少许错误
6	♦ 根据写作任务要求作文 ♦ （学术类）选择恰当的信息进行概述 ♦ （培训类）写作目的基本清晰；行文语气有时未能保持前后一致 ♦ 呈现并充分地强调了主要内容/要点，但有时含有不相关、不恰当或不准确的细节信息	♦ 连贯地组织信息及观点，总体来说，能清晰地推进行文发展 ♦ 有效地使用衔接手段，但句内及/或句间的衔接有时有误或过于机械 ♦ 有时无法保持一贯清晰或恰当地使用指代	♦ 使用足够的词汇开展写作任务 ♦ 试图使用不常用词汇，但有时使用不准确 ♦ 在拼写及/或构词方面有错误，但不影响交流	♦ 综合使用简单句式与复杂句式 ♦ 在语法及标点符号方面有一些错误，但这些错误很少影响交流

5	◆ 基本上能就写作任务作文，但某些地方写作格式有时存在不当之处 ◆ （学术类）机械地描述细节，缺乏清晰的概述；有时未能提供数据支持所描述的内容； ◆ （培训类）信函有时能体现特定的写作目的，但有时目的不清晰；行文语气变化不定，且有时不得体； ◆ 呈现但不能充分地涵盖主要内容/要点；有时出现着重表述细节的倾向	◆ 有一定组织性地呈现信息，但总体来说有时缺乏清晰的总体行文推进 ◆ 衔接手段不足、不准确或过度使用 ◆ 由于指代和替换不足显得行文重复	◆ 使用词汇范围有限，但能达到进行写作任务的最低限度 ◆ 在拼写及/或构词方面可能出现明显的错误，且可能会对读者造成一定的阅读困难	◆ 仅能使用有限的语法结构 ◆ 试图使用复杂句，但复杂句的准确性常不及简单句的准确性 ◆ 可能经常出现语法及标点符号使用的错误；这些错误会对读者造成一定的阅读困难
4	◆ 试图就写作任务要求行文，但未能包含所有主要信息／要点；写作格式有时不恰当 ◆ （培训类）未能清晰地说明信件的写作目的；行文语气有时不恰当 ◆ 有时混淆主要信息／要点与细节信息；部分写作内容有时不清晰、不相关、重复或不准确	◆ 呈现了信息及观点，但未能连贯地组织这些信息及观点，且未能清晰地推进行文发展 ◆ 使用了一些基本的衔接手段，但有时出现不准确或重复的使用	◆ 只使用基本词汇，且有时重复使用这些词汇或使用之于写作任务不恰当的词汇 ◆ 对构词及/或拼写掌握有限； ◆ 错误可能对读者造成阅读困难	◆ 仅能使用非常有限的语法结构，只能偶尔使用从句 ◆ 一些语法结构使用正确，但错误占多数，且标点符号经常出错
3	◆ 可能因完全曲解写作任务而未能根据写作任务行文 ◆ 所表达的观点有限，可能大部分并不相关或重复	◆ 不能有逻辑地组织观点 ◆ 所用衔接手段有时非常有限，且有时未能体现观点之间的逻辑性	◆ 只使用非常有限的词汇及表达方式，对构词及/或拼写掌握也非常有限 ◆ 错误可能严重地影响信息的传达	◆ 尝试造句，但语法及标点符号错误占多数，意思被扭曲
2	◆ 写作内容与写作任务几乎无关	◆ 在内容组织方面能力非常有限	◆ 词汇的使用极其有限；基本上未能掌握构词及/或拼写	◆ 除了使用预先背诵的短语外，无法造句
1	◆ 写作内容与写作任务完全无关	◆ 未能传达任何信息	◆ 仅能孤立地使用少数单词	◆ 完全无法造句
0	◆ 缺考 ◆ 未以任何方式尝试写作 ◆ 写作内容完全是预先背诵的内容			

(* 评分标准以英文版本为准，中文翻译仅供参考。)