

Task 1

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 (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 	<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 (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 	<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 ◆ (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 	<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 ◆ (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 	<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; ◆ 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	<ul style="list-style-type: none"> ◆ answer is barely related to the task 	<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	<ul style="list-style-type: none"> ◆ 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 			

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	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 衔接手段运用自如, 行文连贯 ◆ 熟练地运用分段 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆尝试造句,但语法及标点符号错误占多数,意思被扭曲
2	<ul style="list-style-type: none"> ◆写作内容与写作任务几乎无关 	<ul style="list-style-type: none"> ◆在内容组织方面能力非常有限 	<ul style="list-style-type: none"> ◆词汇的使用极其有限;基本上未能掌握构词及/或拼写 	<ul style="list-style-type: none"> ◆除了使用预先背诵的短语外,无法造句
1	<ul style="list-style-type: none"> ◆写作内容与写作任务完全无关 	<ul style="list-style-type: none"> ◆未能传达任何信息 	<ul style="list-style-type: none"> ◆仅能孤立地使用少数单词 	<ul style="list-style-type: none"> ◆完全无法造句
0	<ul style="list-style-type: none"> ◆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。)