

### Task 1

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> <li>◆ fully satisfies all the requirements of the task</li> <li>◆ clearly presents a fully developed response</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses cohesion in such a way that it attracts no attention</li> <li>◆ skilfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>◆ covers all requirements of the task sufficiently</li> <li>◆ presents, highlights and illustrates key features / bullet points clearly and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ sequences information and ideas logically</li> <li>◆ manages all aspects of cohesion well</li> <li>◆ uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>◆ skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>◆ produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a wide range of structures</li> <li>◆ the majority of sentences are error-free</li> <li>◆ makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>◆ covers the requirements of the task</li> <li>◆ (Academic) presents a clear overview of main trends, differences or stages</li> <li>◆ (General Training) presents a clear purpose, with the tone consistent and appropriate</li> <li>◆ clearly presents and highlights key features / bullet points but could be more fully extended</li> </ul>	<ul style="list-style-type: none"> <li>◆ logically organises information and ideas; there is clear progression throughout</li> <li>◆ uses a range of cohesive devices appropriately although there may be some under-/over-use</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>◆ uses less common lexical items with some awareness of style and collocation</li> <li>◆ may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a variety of complex structures</li> <li>◆ produces frequent error-free sentences</li> <li>◆ has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>◆ addresses the requirements of the task</li> <li>◆ (Academic) presents an overview with information appropriately selected</li> <li>◆ (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone</li> <li>◆ presents and adequately highlights key features / bullet points but details may be irrelevant, inappropriate or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>◆ arranges information and ideas coherently and there is a clear overall progression</li> <li>◆ uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>◆ may not always use referencing clearly or appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses an adequate range of vocabulary for the task</li> <li>◆ attempts to use less common vocabulary but with some inaccuracy</li> <li>◆ makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a mix of simple and complex sentence forms</li> <li>◆ makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>

<b>5</b>	<ul style="list-style-type: none"> <li>◆ generally addresses the task; the format may be inappropriate in places</li> <li>◆ (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description</li> <li>◆ (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate</li> <li>◆ presents, but inadequately covers, key features / bullet points; there may be a tendency to focus on details</li> </ul>	<ul style="list-style-type: none"> <li>◆ presents information with some organisation but there may be a lack of overall progression</li> <li>◆ makes inadequate, inaccurate or over-use of cohesive devices</li> <li>◆ may be repetitive because of lack of referencing and substitution</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>◆ may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses only a limited range of structures</li> <li>◆ attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>◆ may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>◆ attempts to address the task but does not cover all key features / bullet points; the format may be inappropriate</li> <li>◆ (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate</li> <li>◆ may confuse key features / bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>◆ presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>◆ uses some basic cohesive devices but these may be inaccurate or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>◆ has limited control of word formation and/or spelling;</li> <li>◆ errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>◆ some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>◆ fails to address the task, which may have been completely misunderstood</li> <li>◆ presents limited ideas which may be largely irrelevant/repetitive</li> </ul>	<ul style="list-style-type: none"> <li>◆ does not organise ideas logically</li> <li>◆ may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>◆ errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>◆ attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>◆ answer is barely related to the task</li> </ul>	<ul style="list-style-type: none"> <li>◆ has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>◆ cannot use sentence forms except in memorised phrases</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>◆ answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>◆ fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>◆ can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>◆ cannot use sentence forms at all</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>◆ does not attend</li> <li>◆ does not attempt the task in any way</li> <li>◆ writes a totally memorised response</li> </ul>			

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"> <li>◆ 完全满足所有的写作任务要求</li> <li>◆ 清晰地呈现充分展开的写作内容</li> </ul>	<ul style="list-style-type: none"> <li>◆ 衔接手段运用自如, 行文连贯</li> <li>◆ 熟练地运用分段</li> </ul>	<ul style="list-style-type: none"> <li>◆ 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</li> </ul>	<ul style="list-style-type: none"> <li>◆ 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</li> </ul>
8	<ul style="list-style-type: none"> <li>◆ 写作内容充分地涵盖了所有的写作任务要求</li> <li>◆ 就主要内容/要点进行清晰和恰当呈现、强调以及阐述</li> </ul>	<ul style="list-style-type: none"> <li>◆ 将信息与观点进行有逻辑的排序</li> <li>◆ 各种衔接手段运用得当</li> <li>◆ 充分且合理地使用分段</li> </ul>	<ul style="list-style-type: none"> <li>◆ 流畅和灵活地使用丰富的词汇, 达意准确</li> <li>◆ 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</li> <li>◆ 拼写及/或构词方面错误极少</li> </ul>	<ul style="list-style-type: none"> <li>◆ 运用丰富多样的语法结构</li> <li>◆ 大多数句子准确无误</li> <li>◆ 只在极偶然情况下出现错误或存在不当之处</li> </ul>
7	<ul style="list-style-type: none"> <li>◆ 写作内容涵盖写作任务的要求</li> <li>◆ (学术类) 清晰地呈现关于主要趋势、区别或不同阶段的概述</li> <li>◆ (培训类) 清晰地呈现写作目的, 行文语气一致且恰当</li> <li>◆ 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</li> </ul>	<ul style="list-style-type: none"> <li>◆ 符合逻辑地组织信息及观点; 清晰的行文推进贯穿全文</li> <li>◆ 恰当地使用一系列衔接手段, 尽管有时使用不足或过多</li> </ul>	<ul style="list-style-type: none"> <li>◆ 使用足够的词汇, 体现一定灵活性及准确性</li> <li>◆ 使用不常见词汇, 对语体及搭配有一定认识</li> <li>◆ 在选择用词、拼写及/或构词方面可能偶尔出现错误</li> </ul>	<ul style="list-style-type: none"> <li>◆ 运用各种复杂的语法结构</li> <li>◆ 多数句子准确无误</li> <li>◆ 对语法及标点符号掌握较好, 但有时出现少许错误</li> </ul>
6	<ul style="list-style-type: none"> <li>◆ 根据写作任务要求作文</li> <li>◆ (学术类) 选择恰当的信息进行概述</li> <li>◆ (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</li> <li>◆ 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</li> </ul>	<ul style="list-style-type: none"> <li>◆ 连贯地组织信息及观点, 总体来说, 能清晰地推进行文发展</li> <li>◆ 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</li> <li>◆ 有时无法保持一贯清晰或恰当地使用指代</li> </ul>	<ul style="list-style-type: none"> <li>◆ 使用足够的词汇开展写作任务</li> <li>◆ 试图使用不常用词汇, 但有时使用不准确</li> <li>◆ 在拼写及/或构词方面有错误, 但不影响交流</li> </ul>	<ul style="list-style-type: none"> <li>◆ 综合使用简单句式与复杂句式</li> <li>◆ 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</li> </ul>

<b>5</b>	<ul style="list-style-type: none"> <li>◆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</li> <li>◆(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;</li> <li>◆(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;</li> <li>◆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</li> </ul>	<ul style="list-style-type: none"> <li>◆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</li> <li>◆衔接手段不足、不准确或过度使用</li> <li>◆由于指代和替换不足显得行文重复</li> </ul>	<ul style="list-style-type: none"> <li>◆使用词汇范围有限,但能达到进行写作任务的最低限度</li> <li>◆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</li> </ul>	<ul style="list-style-type: none"> <li>◆仅能使用有限的语法结构</li> <li>◆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</li> <li>◆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</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>◆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</li> <li>◆(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</li> <li>◆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</li> </ul>	<ul style="list-style-type: none"> <li>◆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</li> <li>◆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</li> </ul>	<ul style="list-style-type: none"> <li>◆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</li> <li>◆对构词及/或拼写掌握有限;</li> <li>◆错误可能对读者造成阅读困难</li> </ul>	<ul style="list-style-type: none"> <li>◆仅能使用非常有限的语法结构,只能偶尔使用从句</li> <li>◆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</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>◆可能因完全曲解写作任务而未能根据写作任务行文</li> <li>◆所表达的观点有限,可能大部分并不相关或重复</li> </ul>	<ul style="list-style-type: none"> <li>◆不能有逻辑地组织观点</li> <li>◆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</li> </ul>	<ul style="list-style-type: none"> <li>◆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</li> <li>◆错误可能严重地影响信息的传达</li> </ul>	<ul style="list-style-type: none"> <li>◆尝试造句,但语法及标点符号错误占多数,意思被扭曲</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>◆写作内容与写作任务几乎无关</li> </ul>	<ul style="list-style-type: none"> <li>◆在内容组织方面能力非常有限</li> </ul>	<ul style="list-style-type: none"> <li>◆词汇的使用极其有限;基本上未能掌握构词及/或拼写</li> </ul>	<ul style="list-style-type: none"> <li>◆除了使用预先背诵的短语外,无法造句</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>◆写作内容与写作任务完全无关</li> </ul>	<ul style="list-style-type: none"> <li>◆未能传达任何信息</li> </ul>	<ul style="list-style-type: none"> <li>◆仅能孤立地使用少数单词</li> </ul>	<ul style="list-style-type: none"> <li>◆完全无法造句</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>◆缺考</li> <li>◆未以任何方式尝试写作</li> <li>◆写作内容完全是预先背诵的内容</li> </ul>			

(\* 评分标准以英文版本为准,中文翻译仅供参考。)