

Section B: Writing for an audience (discursive/argumentative)

Band 1	22–25	<ul style="list-style-type: none"> <input type="checkbox"/> Interesting, lively approach to task, possibly original; in appropriate form, and engaging audience; very strong voice; <input type="checkbox"/> Tightly controlled structure; develops ideas in logical, effective manner; <input type="checkbox"/> Wide range of language and rhetorical devices used effectively to explain, argue or persuade; <input type="checkbox"/> Fluent, mature expression, capable of complex argument, with a high level of technical accuracy
Band 2	18–21	<ul style="list-style-type: none"> <input type="checkbox"/> Thoughtful approach to task, appropriate in form, and engaging interest; strong sense of voice; <input type="checkbox"/> Effective, appropriate structure with clear exposition of ideas/argument; <input type="checkbox"/> Language and rhetorical devices used effectively to explain, argue or persuade; <input type="checkbox"/> Fluent expression capable of complex argument; occasional technical errors will not impede expression.
Band 3	14–17	<ul style="list-style-type: none"> <input type="checkbox"/> Consistent focus on relevant form and content, with an appropriate sense of audience; consistent sense of voice; <input type="checkbox"/> Clear appropriate structure with some development; <input type="checkbox"/> Appropriate language and rhetorical devices used to explain, argue or persuade; <input type="checkbox"/> Clear expression with some variety, a few technical inaccuracies.
Band 4	10–13	<ul style="list-style-type: none"> <input type="checkbox"/> Clear focus on relevant form and content, with some appropriate sense of audience; some sense of voice; <input type="checkbox"/> Appropriate structure is in place though purpose is sometimes unclear – may drift in and out of focus or be uneven; <input type="checkbox"/> Effects of language to explain, argue or persuade are attempted to some purpose, not always fully achieved; <input type="checkbox"/> Clear expression, a little unvaried or with a number of technical errors (confusion of tenses, wrong subject/verb agreement, a range of spelling errors, absent punctuation) which limit the ability to achieve effects.
Band 5	6–9	<ul style="list-style-type: none"> <input type="checkbox"/> Relevant form and content with some sense of audience; occasional sense of voice; <input type="checkbox"/> Structure may not be fully apparent – may be lacking in development or argument; <input type="checkbox"/> Some effects of language to explain, argue or persuade are attempted; <input type="checkbox"/> Expression is unclear at times and may not flow easily, with frequent technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation).
Band 6	2–5	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to be relevant, but not fully appropriate to the task; may show some grasp of the topic under consideration; limited sense of voice; <input type="checkbox"/> Lacks structure, may leap from point to unconnected point, digress and ramble; <input type="checkbox"/> Occasional effects of language to explain, argue or persuade are attempted; <input type="checkbox"/> Expression is unclear; 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	<ul style="list-style-type: none"> <input type="checkbox"/> Inappropriate to the task, confused or incoherent, with little grasp of the topic chosen; <input type="checkbox"/> 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.