**Band descriptions for writing (Assignments 1–3) (40 marks possible)**

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| **Band 1 (36–40): Confident and stylistic completion of challenging tasks throughout the portfolio** |
| * W1: Candidates describe and reflect effectively upon experience, give detail and analyse thoughtfully what is felt and imagined. Arguments are cogent and developed in mature, persuasive thought. * W2: Facts, ideas and opinions are ordered logically, each stage in the argument or narrative carefully linked to the next. Paragraphing is a strength, and candidates are confident in experimenting where appropriate in the structure of expressive writing. * W3: Candidates write with assurance, using a wide range of effective vocabulary. * W4: Candidates vary their style with assurance to suit audience and context in all three assignments. They use well-constructed sentences. * W5: Candidates write accurately. They use punctuation and grammatical structures to define shades of meaning. They spell simple, complex and technical words with precision. |
| **Band 2 (31–35): Frequent merit and interest in the choice of content and the manner of writing** |
| * W1: Candidates describe and reflect upon experience, and analyse with occasional success what is felt and imagined. Some argument is well developed and interesting, although the explanation may not always be consistent. * W2: Facts, ideas and opinions are often well ordered so that the construction of the writing is clear to the reader. Sentences within paragraphs are mostly well sequenced, although some paragraphs may finish less effectively than they begin. * W3: Candidates write with some confidence, demonstrating an emergent range of varied vocabulary. * W4: Candidates give evidence of understanding the need to **write appropriately to audience and context** even if there is not complete consistency in the three assignments. There is some fluency in the construction of sentences. * W5: Candidates show some signs of understanding how punctuation and grammatical structures can be used to aid communication. Errors of spelling, punctuation and grammar are minor, and rare at the top of this band. |
| **Band 3 (26–30): Competent writing with some development of ideas** |
| * W1: Candidates express clearly what is felt and imagined and supply some detail, explanation and exemplification for the benefit of the reader. Arguments are expressed in a competent series of relevant points and a clear attempt is made to develop some of them. * W2: A clear attempt is made to present facts, ideas and opinions in an orderly way, although there may be some insecurity in the overall structure. * W3: Candidates write competently, using appropriate, if sometimes unadventurous, vocabulary. * W4: Candidates make a clear attempt in at least one assignment to write with a sense of audience and there may also be some evidence of adapting style to context. Sentences mostly link ideas successfully. * W5: Candidates use punctuation and grammar competently although the range is not strong. There may be a number of minor errors especially at the bottom of this band and even occasional errors of sentence separation |
| **Band 4 (21–25): Satisfactory content with brief development and acceptable expression** |
| * W1: Candidates express with some clarity what is felt and imagined. Arguments are relevant to the topic and are developed partially with some brief effectiveness. * W2: There is evidence of overall structure, but the writing may be presented more carefully in some sections than in others. There may be examples of repetition and the sequence of sentences within paragraphs may be insecure in places. * W3: Candidates write with occasional competence, using a mixture of effective and straightforward vocabulary. * W4: Candidates show occasional evidence of writing with some understanding of audience and context, but this is not sustained. Candidates use some complex and some simple sentences. * W5: Candidates use a limited range of punctuation and grammatical structure with some care, although occasionally grammatical error will cause the reader some difficulty. There may be quite numerous errors, particularly of sentence separation and the misuse of commas. |

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| **Band 5 (16–20): Simple writing, the meaning of which is not in doubt** |
| * W1: Candidates express intelligibly what is felt and imagined. Arguments are expressed with variable relevance, logic and development. * W2: Facts, ideas and opinions are presented in paragraphs which may be inconsistent. The overall structure is unsound in places. * W3: Candidates use simple, straightforward vocabulary. * W4: Candidates make slight variations of style according to audience and context, although this does not seem deliberate. Simple sentences are correctly used and there may be an attempt to write complex sentences which have a slight lack of clarity. * W5: Candidates show knowledge of simple punctuation and grammar, but the amount of error, especially of tense and the use of prepositions, is sometimes considerable. Sentence separation is often poor, but error does not prevent the reader from understanding what is written. |
| **Band 6 (11–15): Writing can be followed despite difficulties with expression** |
| * W1: Candidates make a simple attempt to express what is felt and imagined. Arguments are expressed very simply and briefly. * W2: Facts, ideas and opinions may appear in partially formed paragraphs of inappropriate length and some attempt is made to provide a beginning and an end. * W3: Candidates use simple, mainly accurate vocabulary. * W4: Candidates may show occasional, brief acknowledgement of the possibility of writing for different audiences and contexts, but overall there is little variation of style. Attempts to write complex sentences may involve repetition of conjunctions and some blurring. * W5: Candidates occasionally use appropriate punctuation and can spell simple words, but the reader is not convinced that their understanding, especially of grammar, is adequate. |
| **Band 7 (6–10): Some of the writing can be followed** |
| * W1: Candidates occasionally express what is felt, thought and imagined, but they are hampered by their command of language. * W2: There may be some signs of an overall structure although inadequate presentation of facts, ideas and opinions creates blurring. * W3: Candidates demonstrate a narrow vocabulary. * W4: Candidates may write appropriately on the whole but their command of language is not strong enough to acknowledge audience or context. There are unlikely to be more than a few accurate sentences. * W5: Weaknesses in spelling, punctuation and grammar are persistent, but the reader is able to follow at least part of the writing. |
| **Band 8 (1–5): Writing does not communicate adequately** |
| * W1: Very simple meanings are attempted, but most of the work is too inaccurate and blurred to make sense. * W2: An absence of overall structure and paragraphing leads to confusion. * W3: Very simple meanings are attempted, but the candidate’s knowledge of vocabulary is too slight to make adequate sense. * W4: There is insufficient evidence of audience, context or sentence structures to reward. * W5: The amount and breadth of error prevents sufficient communication of meaning. |

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| **Band 9 (0): Writing does not meet the above criteria** |

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| **Band 2 (31–35): Frequent merit and interest in the choice of content and the manner of writing** |
| * W1: Candidates describe and reflect upon experience, and analyse with occasional success what is felt and imagined. Some argument is well developed and interesting, although the explanation may not always be consistent. * W2: Facts, ideas and opinions are often well ordered so that the construction of the writing is clear to the reader. Sentences within paragraphs are mostly well sequenced, although some paragraphs may finish less effectively than they begin. * W3: Candidates write with some confidence, demonstrating an emergent range of varied vocabulary. * W4: Candidates give evidence of understanding the need to **write appropriately to audience and context** even if there is not complete consistency in the three assignments. There is some fluency in the construction of sentences. * W5: Candidates show some signs of understanding how punctuation and grammatical structures can be used to aid communication. Errors of spelling, punctuation and grammar are minor, and rare at the top of this band. |