

## General Information

Students are asked to write an essay in response to a point of view, argument or problem in 380 – 400 words within 60 min. Topics are of general interest to students, they are easily understood and suitable for them, for example:

*Specialists are needed more in certain fields. Some people think that governments should pay university fees only for students who study subjects that are needed by society. Would advantages of such a policy outweigh the disadvantages?*

- Students should clearly identify the problem(s) and give reasons for their answer. It is also advisable to include relevant examples from their knowledge and experience.
- Students can plan their answer, but the plan is not assessed.
- Students should support their ideas by providing clarifications, reasons and consequences.
- Students should use academic language and formal style.
- Students should plan their time for generating ideas, thoroughly thinking their texts over, writing, editing and proofreading. If a student prefers to write a draft first, additional time for copying is not given.
- The word limit is indicated in the task. The essay that is too short and the essay that is too long are both assessed by lower grades.

## Assessment Criteria

### Grade 5 A excellent

#### Task Response

- Fully addresses all parts of the task
- Presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas

#### Coherence and cohesion

- Uses cohesion in such a way that it attracts no attention
- Skilfully manages paragraphing

#### Lexical resource

- Uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'

#### Grammatical range and accuracy

- Uses a wide range of structures with full flexibility and accuracy;

rare minor errors occur only as 'slips'

## **Grade 4 B very good**

### **Task Response**

- Sufficiently addresses all parts of the task
- Presents a well-developed response to the question with relevant, extended and supported ideas

### **Coherence and cohesion**

- Sequences information and ideas logically
- Manages all aspects of cohesion well
- Uses paragraphing sufficiently and appropriately

### **Lexical resource**

- 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

### **Grammatical range and accuracy**

- Uses a wide range of structures
- The majority of sentences are error-free
- Makes only very occasional errors or inappropriateness

## **Grade 4- C fairly good**

### **Task Response**

- Addresses all parts of the task
- Presents a clear position throughout the response
- Presents, extends and supports main ideas, but there may be a tendency to over generalise and and/or supporting ideas may lack focus

### **Coherence and cohesion**

- 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
- Presents a clear central topic within each paragraph

## **Lexical resource**

- 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

## **Grammatical range and accuracy**

- Uses a variety of complex structures
- Produces frequent error-free sentences
- Has good control of grammar and punctuation but may make a few errors

## **Grade 3 D satisfactory**

### **Task Response**

- Addresses all parts of the task although some parts may be more fully covered than others
- Presents a relevant position although the conclusions may become unclear or repetitive
- Presents relevant main ideas but some may be inadequately developed/unclear

### **Coherence and cohesion**

- 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 paragraphing, but not always logically

### **Lexical resource**

- 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

### **Grammatical range and accuracy**

- Uses a mix of simple and complex sentence forms
- Makes some errors in grammar and punctuation but they rarely reduce communication

## **Grade 3- E sufficient**

### **Task Response**

- Addresses the task only partially; the format may be inappropriate in places
- Expresses a position but the development is not always clear and there may be no conclusions drawn
- Presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail

### **Coherence and cohesion**

- 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
- May not write in paragraphs, or paragraphing may be inadequate

### **Lexical resource**

- 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

### **Grammatical range and accuracy**

- 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