B1-2	Content	Communicative achievement	Organisation	Language	
	All content is	Uses the conventions	The text is generally	Uses a range of everyday vocabulary	
	relevant to the	of the communicative	well-organised and	appropriately, with occasional	
	task.	task to hold the target	coherent, using a	inappropriate use of less common	
5	The target reader	reader's attention and communicate	variety of linking words and a cohesive	lexis.	
5	The target reader is fully informed.	straightforward and	devices.	Uses a range of simple and some complex grammatical forms with a	
	is rany informed.	complex ideas.	devices.	good degree of control.	
		B2(3)		Errors do not impede	
		, ,		communication.	
	Minor	Uses the conventions	Text is mostly	Uses a range of everyday vocabulary	
	irrelevances and/	of the communicative	well-organised and	mostly appropriately, with occasional	
	or omissions may	task to hold the target	coherent, using a	inappropriate use of less	
	be present.	reader's attention and communicate	variety of linking words and some	common lexis.	
4	The target reader	straightforward ideas.	cohesive devices.	Uses a range of simple and some	
7	is on the whole	B1(5)	conesive devices.	complex grammatical forms with	
	informed.	51(3)		mostly a good degree of control.	
				Errors rarely impede	
				communication.	
	Some irrelevances	Uses the conventions	Text is connected and	Uses everyday vocabulary generally	
	and/ or omissions may be present.	of the communicative task in generally	coherent, using basic linking words and a	appropriately, while occasionally overusing certain lexis.	
	may be present.	appropriate ways to	limited number of	Overusing certain lexis.	
3	The target reader	communicate	cohesive devices.	Uses simple grammatical	
	is on the whole	straightforward ideas.		forms with a good degree of control.	
	informed.	B1(3), B2(1), A2(5)			
				While errors are noticeable, meaning	
				can still be determined.	
	Irrelevances and	Uses the conventions	Text is connected	Uses basic vocabulary	
	misinterpretations of the task may be	of the communicative task to communicate	using basic linking, high-frequency words	reasonably appropriately, while often overusing	
2	present.	ideas generally in	and a limited number	certain lexis.	
	pi esenti.	simple ways.	of cohesive devices.	Uses simple grammatical	
	The target reader		The coherence is	forms with some degree of control.	
	is still in some way		minimal, but present.	_	
	informed.			Errors may impede meaning at times.	
	Irrelevances and	Produces text that	Text is connected	Uses basic vocabulary	
	misinterpretations	communicates simple	using basic , high -	mostly inappropriately, while often	
1	of the task may be	ideas in simple ways.	frequency linking	overusing certain lexis.	
	present.	B1(1)	words. Text is mostly	Uses simple grammatical forms with minimum degree of	
	The target reader		incoherent.	control.	
	is minimally		meoner ent.	Control	
	informed.			Errors may impede meaning.	
	The Content is		1		
	totally irrelevant.				
0		Performance below Band 1.			
	The target reader				
	is not informed.				

B1-2	Content	Communicative	Organisation	Language
5	All content is relevant to the task. The target reader is fully informed.	achievement Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	The text is exceptionally/generally well-organised and linked, avoiding repetitive use of cohesive devices and linking expressions.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of grammatical forms appropriate to the type of writing with a good degree of control. Errors do not impede communication.
4	Minor irrelevances and/ or omissions may be present. The target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	The text is mostly well- organised and linked, with occasional repetition in the use of cohesive devices and linking expressions.	Uses a range of everyday vocabulary mostly appropriately, with occasional inappropriate use of less common lexis. Uses a range of grammatical forms appropriate to the type of writing with mostly a good degree of control. Errors rarely impede communication.
3	Some irrelevances and/ or omissions may be present. The target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	The text is fairly well- organised and linked. Although some repetition in the use of cohesive devices and linking expressions is present, the overall text remains consistent.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	Irrelevances and misinterpretations of the task may be present. The target reader is still in some way informed.	Uses the conventions of the communicative task to communicate ideas generally in simple ways.	The text shows some organization and linking, but there is frequent repetition and inconsistent use of cohesive devices and linking expressions.	Uses basic vocabulary reasonably appropriately, while often overusing certain lexis. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
1	Irrelevances and misinterpretations of the task may be present. The target reader is minimally	Produces text that communicates simple ideas in simple ways.	The text lacks clear organization and linking, with excessive repetition and limited use of cohesive devices and linking expressions.	Uses basic vocabulary mostly inappropriately, while often overusing certain lexis. Uses simple grammatical forms with minimum degree of control.
0	informed. The Content is totally irrelevant. The target reader is not informed.	Performance below Band 1.		

Assessment scale for Writing 1						
Score:	Mark	Percentage				
20-17	1	100-85%				
16-14	2	80-70%				
13-11	3	65-55%				
10-8	4	50-40%				
7-0	5	35-0%				

Assessment scale for Writing 2						
Score:	Mark	Percentage				
15-13	1	100-87%				
12-11	2	80-73%				
10 - 8	3	67-53%				
7 - 6	4	46-40%				
5 - 0	5	33-0%				

Overall assesment: 60% of the final grade for Writing 1 and 40% for Writing 2. The total minimum word count for both parts combined is 200 words. If this requirement is not meet, the work will not be assessed, as it fails to meet exam standards.

Word count penalties for W1 (140-190 words)

1. Under the Word Limit

- Less than 140–120 words: minus 1 point for *Content, Communication Achievement, Organization*, and *Language* each.
- Less than 120–100 words: minus 2 points for each of the above criteria.
- Less than 100 words: 0 points overall.

2. Over the Word Limit

- More than 210–260 words: minus 1 point for *Content* and *Communication Achievement* each.
- More than 260–300 words: minus 2 points for *Content* and *Communication Achievement* each, minus 1 point for *Organization*.
- More than 300 words: 0 points overall.

Word count penalties for W2 (70-90 words)

1. Under the Word Limit

- Less than 70–60 words: minus 1 point for *Content, Communication Achievement, Organization*, and *Language* each.
- Less than 60–50 words: minus 2 points for each of the above criteria.
- Less than 50 words: 0 points overall.

2. Over the Word Limit

- More than 95–110 words: minus 1 point for *Content, Communication Achievement,* and *Organization* each.
- More than 110–130 words: minus 2 points for *Content, Communication Achievement*, and *Organization* each.
- Over 130 words: 0 points overall.