



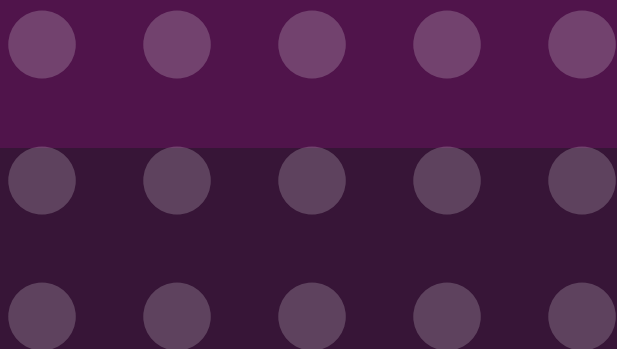
ISE: Integrated Skills in English

Understanding the rating scale

Writing module

Written online communication

ISE Digital



Contents

ISE Digital writing task

Written online communication	3	>
Theoretical background	3	>
Task description	3	>

Rating scale

Overview and general principles	4	>
Assessment foci	4	>
General principles	4	>

Content.....5 >

Content rating scale	6	>
Content: Frequently asked questions	7	>

Language8 >

Language rating scale	9	>
Language: Frequently asked questions	10	>

Style11 >

Style rating scale.....	12	>
Style: Frequently asked questions.....	13	>

Appendix files 14 >

Select the text, number or
arrows to jump to section



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Online edition, October 2025

ISE Digital writing task

Written online communication

Theoretical background

The task assesses the candidate's ability to communicate effectively in online writing for interactional and transactional purposes. It replicates real-life communication situations that people often face in social, educational, and work environments. Whether aiming for academic or job-related goals, today's writers work to build and maintain relationships, collaborate to share ideas, and cooperate to achieve real-world objectives.

Good communicators can adapt their strategies to fit the situation and audience, ensuring smooth interactions and maintaining good relationships while pursuing their academic or professional goals. The task focuses on the collaborative and cooperative nature of communicative ability. It reflects situations common in educational and work contexts, allowing candidates to show not only their grammar and vocabulary, but also their pragmatic ability to communicate appropriately in different situations.

Task description

The task recreates communicative situations from social, school or work life. There are three different versions of the task.

- **Version A:** online discussion board
- **Version B:** direct communication, eg an email
- **Version C:** group chat

The candidate is recommended to spend approximately 5 minutes and to write approximately 70 words (maximum 90 words).

For the full tasks see [Appendix 3](#).

Rating scale

Overview and general principles

Assessment foci

There are three assessment criteria organised into four categories.

Content

- Demonstrates ability to answer the question with relevant supporting detail, presenting ideas logically.

Language

- Demonstrates ability to use a range of grammar and vocabulary effectively.

Style

- Demonstrates ability to adjust the writing style to the demands of the context, audience and purpose. The style features relevant for this task are:
 - **Register:** Candidates must demonstrate ability to adjust the register to suit the audience.
 - **Tone:** Candidates must demonstrate ability to write in a polite and positive tone, suitable to the audience.

General principles

Analytic scoring

Each response gets three scores, one for each category. The scores are separate and do not affect each other.

Order of descriptors

The order of descriptors in each band shows their importance. Descriptors listed first are more important than those at the bottom.

Best fit

Rating uses the 'best fit' approach. Raters are trained to choose the band that best matches the response overall, considering the importance of each descriptor.

Band 0

Band 0 represents 'no performance,' when the task was not attempted. This includes blank responses, unintelligible strings of characters, responses written in a different language, or responses which are entirely off-topic.

A score of 0 in one category automatically results in a score of 0 in all categories.

Content

The **Content** category assesses the following criteria:

The candidate's ability to answer the question with relevant supporting detail, presenting ideas logically

What is assessed:

- How well the response fulfils the two communicative functions required by the prompt. In **versions B** (direct communication) and **C** (group chat), the two functions are listed in the bullet points. In **version A** (online discussion board), this means replying to both the tutor's discussion topic and the other participant's message.
- Coherence.

What is not assessed:

- The use of textual organisation features (eg paragraphs, topic sentences, etc). This short task simulates real-world online communication, which is usually brief and concise. For this reason, ideas are expected to form a logical, coherent thread but textual organisation features are not assessed.

Content rating scale

Score	► Demonstrates ability to answer the question with relevant supporting detail, presenting ideas logically. NOTE: Credit is <u>not</u> given for content that is directly copied from the prompt.
5	The reader is well informed and not left with any, or only minor, questions. Both parts of the prompt are addressed. ► Ideas are relevant, well supported by details which are clear, pertinent and question-specific. ► The sequencing of ideas is fully coherent. The reader can follow the thread without confusion or strain.
4	The reader is sufficiently informed but is left with some questions. Both parts of the prompt are addressed. ► Most ideas are relevant and, overall, sufficiently supported by detail. Some points are not clear, pertinent or question-specific. ► The sequencing does not create any significant confusion. The reader may need to fill in some gaps but can generally follow the thread.
3	The reader is only partially informed and is left with significant questions. ► A few relevant ideas are presented. Overall, the supporting detail is limited or not sufficiently clear, pertinent or question-specific. ► The sequencing of ideas may cause some confusion, but this can be overcome by re-reading.
2	The reader is scarcely informed. ► Very few relevant ideas are presented. The supporting detail is very basic, or mostly irrelevant. ► Parts of the response are incoherent, even after re-reading. ► May have misunderstood parts of the question.
1	The reader is not informed. ► Virtually no relevant ideas are presented. The supporting detail is missing or irrelevant. ► The response is largely incoherent. The reader is mostly confused even after re-reading. ► May have misunderstood the question.
0	The task is not attempted. This includes blank scripts, unintelligible strings of characters, responses written in a different language, or responses which are entirely off-topic.

Content: Frequently asked questions

Is copying from the stimuli penalised in Content?

Raters will ignore any content copied from the prompt and only assess the candidate's original work.

How much detail is needed for the top score?

This is a short task simulating real-life online communication. Candidates are recommended to write approximately 70 words and there is a maximum limit of 90 words. Band 5 doesn't require extensive detail, but the response should inform the reader well with clear, relevant and coherent information.

Are very short responses penalised?

There is no minimum wordcount required and response length is not directly assessed. However, a very short response will probably not inform the reader well. As a result, it might not get a high score.

What happens if one of the two communicative functions are not addressed?

The reader would be at most 'partly informed', and the response would receive a maximum score of 3.

Must both communicative functions be addressed in equal detail?

Not necessarily. Some communicative goals can be addressed more briefly, while others need more supporting detail to inform the reader well.

What is an 'entirely off-topic' response?

Responses that discuss a completely different topic and show no attempt to address the prompt are considered 'entirely off-topic'. For a specific example, see [sample response 7](#).

Language

The **Language** category assesses:

The candidate's ability to use a range of grammar and vocabulary effectively

What is assessed:

- ▶ The complexity, expressiveness, precision, and accuracy of language used.

What is not assessed:

- ▶ Whether the language is relevant to the prompt. This is assessed in [Content](#).
- ▶ Language directly copied from the prompt. Copied language is ignored, and only language that can be credited to the candidate is assessed.
- ▶ Whether the language is appropriately formal/informal or polite. This is assessed in [Style](#).

Language rating scale

Score	► Demonstrates ability to use a range of grammar and vocabulary effectively. NOTE: Credit is <u>not</u> given for language that is directly copied from the prompt. Credit is given for language that is not relevant to the task. Style features such as register and tone are not assessed in this category,
5	Overall, expresses themselves with clarity and precision, with little sign of having to compromise their message. ► Uses a mixture of simple and complex structures effectively, with only minor signs of rigidity or awkwardness. ► Uses a mixture of common and less common lexis and idiomatic expressions effectively, with only minor signs of inappropriacy. ► Makes few errors with only minor impact.
4	Overall, expresses themselves with sufficient clarity, without much sign of a compromised message. However, may be somewhat lacking in expressiveness or precision. ► Uses a mixture of simple and some complex structures. The latter are limited and/or are noticeably rigid or awkward, but they are comprehensible. ► Uses a good range of common lexis, and some less common lexis and idiomatic expressions comprehensibly, despite noticeable signs of inappropriacy. ► Errors may be noticeable but generally do not impede understanding.
3	Overall, they communicate intelligibly, despite signs of a compromised message. May require some effort from the reader. ► Uses simple structures effectively. Complex structures are absent or, if attempted, have a poor effect on comprehension. ► Uses a sufficient range of common lexis. Less common lexis and idiomatic expressions are absent or, if attempted, have a poor effect on comprehension. ► Errors are noticeable and, at times, they cause misunderstanding.
2	Overall, they manage to express a simple message. May require significant effort from the reader. ► Uses simple sentences and basic vocabulary fairly effectively. OR ► May show flashes of more complex structures or lexis, but with limited comprehensibility. ► Errors are frequent and cause misunderstanding. ► The reader is able to extract a simple message.
1	Overall, they struggle to communicate even a simple message, despite significant effort from the reader. ► The response comes in the form of basic words and phrases. OR ► May show flashes of more complex structures or lexis, but with virtually no comprehensibility. ► Errors predominate and cause misunderstanding. ► The reader struggles to extract even a simple message.
0	The task is not attempted. This includes blank scripts, unintelligible strings of characters, responses written in a different language, or responses which are entirely off-topic.

Language: Frequently asked questions

What happens if the response is very short?

There is no minimum wordcount required and response length is not directly assessed. However, a very short response will probably not show evidence of a broad range of language. As a result, it might not get a high score.

Is irrelevant language penalised?

Unless the response is entirely **off-topic**, the Language score is not affected by the relevance of the response. Relevance is assessed in **Content**.

What happens if much of the script is copied from the stimuli?

Raters ignore any language copied directly from the prompt and only assess the remaining language. Copying large sections reduces the evidence of the candidate's ability and may lead to a lower score. However, a response with copied parts may still get a high Language score if enough original language is produced.

What happens if there is repetition of language?

Repetition limits the range of language shown. Responses with a wide variety of vocabulary and grammar will score higher than those which repeatedly use the same words or structures.

How much linguistic complexity and sophistication is needed for the top band?

Real-life online communication is usually concise and accessible rather than sophisticated. For this reason, the top Language band in this task does not require evidence of a 'broad range of structures' or 'lexical richness'. To get full marks, the message must be clear and precise, using a mixture of simple and complex grammar and lexis.

Style

The **Style** category assesses:

The candidate's ability to adjust the writing style to the demands of the context, audience, and purpose

What is assessed:

- ▶ Ability to adjust the register (formal, neutral, informal), to suit the audience.
- ▶ Ability to use a polite and positive tone suitable to the audience.

What is not assessed:

- ▶ Ability to follow any specific genre conventions (eg email, text message, etc).

See [Appendix 2](#) for an explanation and exemplification of key terms in Style.

Style rating scale

Score	Demonstrates ability to adjust the writing style to the demands of the context, audience and purpose. The style features relevant for this task are: ▶ Register (should match the prompt: informal, neutral or formal) ▶ Tone (should be positive and polite).
	Shows good control over style features.
4	▶ There is clear evidence of control in both style features. ▶ Lapses do not cause much distraction or any irritation or offence.
	Shows sufficient control over style features.
3	OR ▶ There is clear evidence of control in one feature of style, but the other lacks evidence. ▶ There is some, but limited, evidence of control in both style features. ▶ Lapses may at times distract from the message, but do not cause significant irritation or offence.
	Shows little control over style features.
2	▶ Some attempts at addressing style features can be discerned, but evidence of control is very limited or noticeably inconsistent. ▶ Lapses may distract from the message, possibly causing irritation or offence.
	Shows no control over style features.
1	OR ▶ No evidence of stylistic control can be discerned. ▶ Both style features are applied consistently inappropriately. ▶ Response may show serious stylistic transgressions, causing serious irritation or offence.
0	The task is not attempted. This includes blank scripts, unintelligible strings of characters, responses written in a different language, or responses which are entirely off-topic.

Style: Frequently asked questions

What happens if the script is very short?

There is no minimum wordcount required and the response length is not directly assessed. However, a very short response will probably not contain much evidence of stylistic control. As a result, it may receive a low score.

What happens if much of the script is copied from the stimuli?

Raters ignore any text copied directly from the stimuli and only evaluate the remaining text. Copying reduces the evidence of stylistic control and may result in a lower score. However, a response with copied parts can still get a high Style score if enough original text is provided.

What happens if the response includes highly inappropriate language, such as very informal slang?

Appropriateness depends on the intended 'real-life' reader. Informal slang like 'dope' or 'lit' can be suitable in certain contexts, such as a group chat with classmates ([version C](#)). When assessing Style, raters consider what the intended reader would find appropriate. [See Appendix 2](#) for an explanation and examples of stylistic appropriacy.

Appendix files

- 1. Key terms in Language 15 >
- 2. Key terms in Style17 >
- 3. Sample tasks and scored responses 21 >

1. Key terms in Language

This section on key terms in **Language** is the same as in Understanding the Writing from sources rating scale.

Precision

Precision is used in the rating scale to mean the writer's ability to formulate exactly what they want to say, pinpointing specific meaning and detail. Compare the degrees of precision between 'cut' vs 'slice', 'I don't like X' vs 'I'm firmly opposed to X', 'He left' vs. 'He stormed out', 'I don't do X' vs. 'I would never do X' etc. Precision depends on the writer's linguistic range, but also their ability to make the correct choice for their intended meaning.

Simple vs complex structures

Grammatical complexity, or sophistication, can appear in many ways: at the sentence level, at the clause level, or at the phrase level.

Sentence types are often a useful indicator of grammatical complexity. Complex or compound-complex sentences (ie sentences which include at least one dependent or subordinate clause) often form intricate structures. The table below shows examples of increasingly intricate grammatical structures.

Sentence type	Definition	Example
Simple sentence	One independent clause	Young people depend on GPS.
Compound sentence	Two or more independent clauses.	Young people depend on GPS, but older people use a map and compass.
Complex sentence	One independent clause + one or more dependent clauses.	Older people who have learned to use a map and compass do not depend on GPS.
Compound-complex sentence	Two or more independent clauses + one or more dependent clauses.	Young people, often referred to as digital natives, depend on GPS, but older people use a map and compass.

However, sentence types are not a universal indicator of grammatical sophistication. Note the three examples below:

1. *Montreal is cold, so underground shopping is popular.*
2. *Underground shopping is popular because Montreal is cold.*

Technically, example 1 is a compound sentence whereas example 2 is a complex sentence. However, there is very little tangible difference between the two. They both rely on two short clauses in the present simple tense joined by a common linker, so neither constitute evidence of grammatical sophistication.

On the other hand, consider the following example:

3. *These types of crime prevention and reduction strategies could have been applied to the 'Avenue of Light'.*

Example 3 is a simple sentence because it consists of a single independent clause. However, there are a number of other sophisticated features, including:

- Anaphoric referencing ('these' presumably refers back to strategies mentioned previously)
- Ellipsis ('crime prevention and [crime] reduction')
- Complex noun phrase ('these types of crime prevention strategies'), including nominalisation ('prevention')
- Complex verb phrase, including auxiliary ('could'), the perfect tense, and passive voice ('been applied')

So, grammatical complexity can come in a variety of forms. Raters do not use fixed lists of grammar, lexis, or linguistic functions. Raters are EFL/ESL specialists, and they are trained to use their knowledge and expertise to determine if a response shows evidence of grammatical complexity.

Common vs less-common lexis and idiomatic expressions

'Common lexis' refers to high-frequency, everyday words. 'Idiomatic expressions' refers to sequences of words that are generally retrieved and used together, as a single unit.

In these samples of candidate language, there are several instances of less common lexis and idiomatic expressions being used comprehensibly (despite some errors). Some examples have been highlighted.

- *Just the **sense of modernity** and of having more space for busunesses and **recreational areas** is no longer seen as **futuristic**.*
- *We can **verify this fact** if you **compare elder** people and young people.*
- *On the other hand, the **human brain** is a very **complex organ** which needs to be **developed** and **maintained**.*
- *Remembering phone numbers and doing simple **mathematic equations** might **act as** simple exercise for our brains, thus helping our brains to **remain healthy**.*

Raters don't use any predetermined word, topic, or frequency lists when assessing lexical range. They are trained to use their professional expertise to determine if a script contains evidence of idiomatic expressions and less common vocabulary.

Errors

Errors can be classified in many ways, according to a variety of factors. These include linguistic category (eg spelling errors, punctuation errors, etc), the cause of the error (slips, typos, false cognates, etc), or the perceived level of the error – easy or beginner level mistakes. The rating scale does not take into consideration any of these factors.

Raters are trained to evaluate only one aspect, the effect on the reader. The effect that errors may have on the reader depends on:

- their potential to cause misunderstanding and confusion.
- the frequency of errors, which can accumulate to cause general strain and slow the reading process.

2. Key terms in Style

This section on key terms in **Style** is specific to the Written online communications task.

Tone

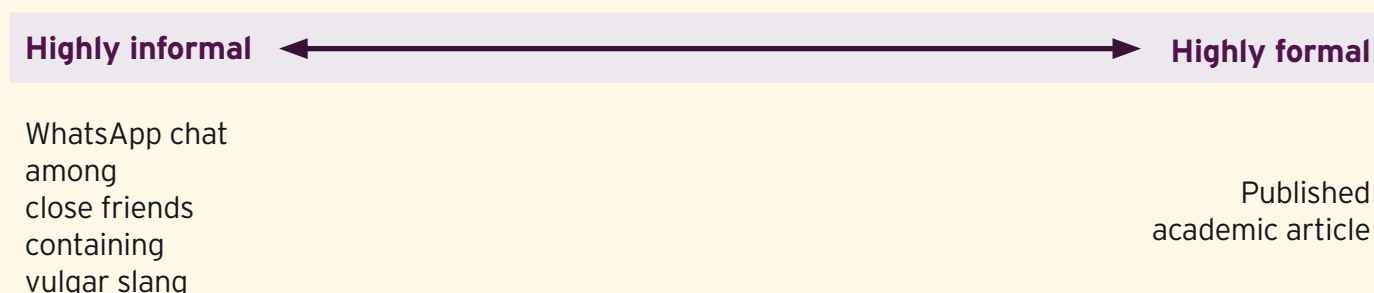
The expected tone for all three versions of the task is polite and positive.

Following politeness conventions involves using language that reflects the relationship between the reader and writer. Closer, more equal relationships use more personal and direct language (eg *Please help me do this*), while distant relationships with a power difference use more formal and indirect language (eg *I would really appreciate some help with this*). This is especially important when the message could be seen as face-threatening, like making requests, disagreeing, or giving feedback. In such cases, maintaining a polite and positive tone is key. For example, compare *You are wrong* with *I'm not sure that's the best way forward*.

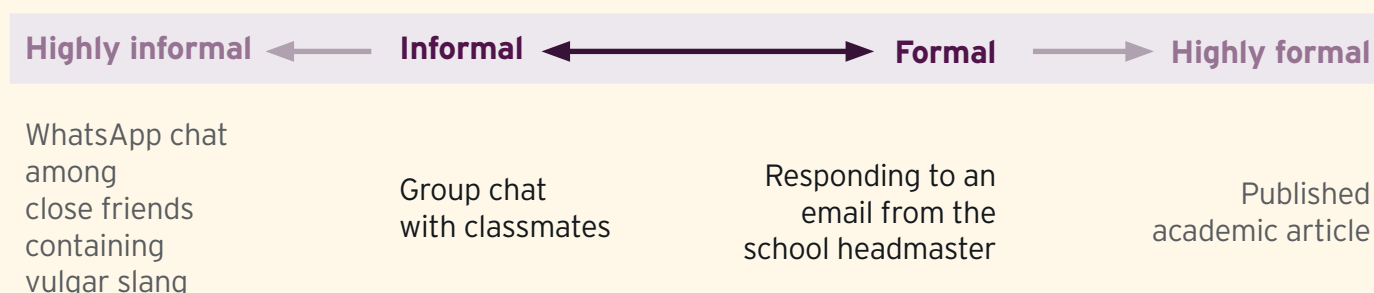
Depending on the context and audience, politeness can also be shown by acknowledging other people's contributions, spelling names and using honorifics correctly (Mr, Ms, Dr, etc), using suitable greeting and parting expressions, and using a suitable degree of formality (ie register).

Register

In real life, written communication varies from highly informal to highly formal on a wide continuum of register.



The Written online communication task does not target either extreme of this continuum, but it does aim to elicit a range of informal to formal communication.



What is considered 'appropriate' register will vary with the context and intended audience in each task. Furthermore, each situation allows for a range of acceptable formality, not just one fixed level.

Formal register is typically achieved by using formal lexis and structures and by avoiding slang, colloquialisms, fillers, contractions, etc.

Lapses

The main reason for following formality and politeness rules is to maintain social harmony and avoid causing irritation or offence. Lapses in register and tone can lead to different levels of irritation or offence, depending on the context and audience. Raters judge these mistakes based on how likely they are to distract, irritate, or offend the intended reader. Examples are provided below.

Example 1

Class forum



Ms Lang:

Hello class! Here is the topic we are discussing this week:

Nowadays governments and companies track our internet use. Is this bad for our lives?

Please write your opinion below.



Maxine:

I am worried that the government can see everything we do online. They can use this information to control people.



Scenarios that are more likely to cause some irritation/offence:

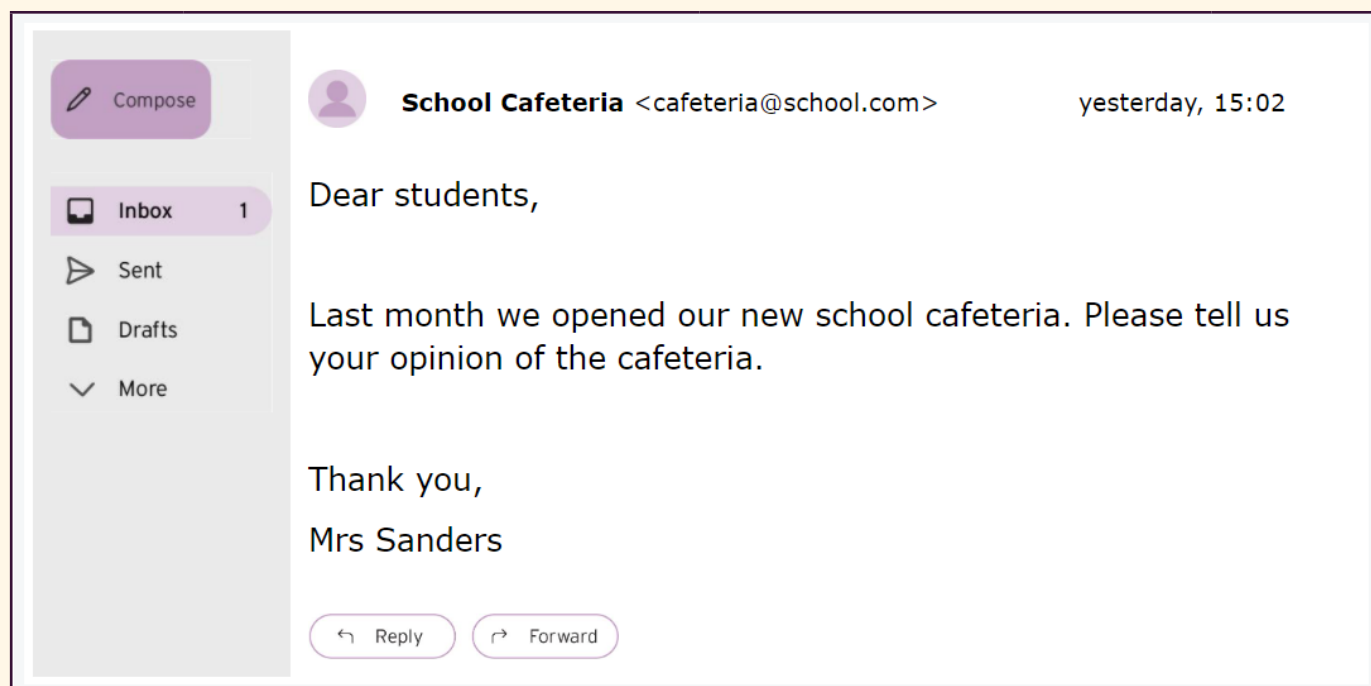
Scenarios that are less likely to cause irritation/offence:



- ←
→
- ▮ Being overly negative or critical (eg *This is such a boring topic*). The tutor would very likely perceive this as a face-threatening act.
 - ▮ Completely ignoring or appropriating Maxine's idea without acknowledging or crediting them would be impolite.
 - ▮ Using a very personal and informal greeting (eg *Hey gang, what's up!*). This would be too familiar for a mixed students-and-teacher audience.

- ▮ Using a formal and impersonal greeting (eg *Dear all*). This would not be appropriate for the context, and may cause some distraction or unintentional amusement, but it is a minor lapse unlikely to cause offence.
 - ▮ Using formal language (eg *Notwithstanding*). This level of formality is unnecessary for a casual forum discussion, and may even cause some distraction, but it is unlikely to cause offence.
 - ▮ Not using any greeting. A greeting is not expected or required in this context.

Example 2



Scenarios that are more likely to cause some irritation/offence:

Scenarios that are less likely to cause irritation/offence:



- | | |
|--|--|
| <ul style="list-style-type: none"> ▶ Being overly negative or critical when giving feedback (eg <i>It's the worst food I've ever had</i>) is a face-threatening act likely to cause offence or upset. ▶ Being direct (eg <i>You have to change the menu</i>). ▶ Using slang (eg <i>The food was dope!</i>). ▶ Using a very personal greeting (eg <i>Hey mate, what's up!</i>) is inappropriate for the high social distance between writer (student) and reader (school staff). ▶ Using incorrect honorifics (eg <i>Dear Mr Sanders</i>). | <ul style="list-style-type: none"> ▶ Using an overly formal greeting (eg <i>Dear Madam</i>). This level of formality does not match the original message and is unnecessarily impersonal. It may cause distraction, but would likely not cause much irritation or offence. ▶ Not using any greeting. Although responding with a similar greeting (eg <i>Dear Mrs Sanders</i>) or <i>Hello</i> would have a more positive effect on the reader, a lack of greeting here is not likely to cause as much offence as an inappropriate one (see example on the left). |
|--|--|

Example 3

Group project: Create a school newspaper

Kai

Mia

Me

Mia:

Students don't read newspapers! Let's tell the teacher we want to make a school website instead.



Scenarios that are more likely to cause some irritation/offence:

Scenarios that are less likely to cause irritation/offence:



- ▶ Disagreeing in an overly critical manner (eg *That's a terrible idea!*). Even in informal, low social distance contexts, this is a face-threatening act likely to cause offence.
 - ▶ Misspelling or misnaming someone (eg using *Maya* instead of *Mia*) can cause offence and should be avoided.
 - ▶ Using formal greetings and partings (eg *Dear students; Kind regards*). This would be inappropriate for a relationship with known classmates. While it might not cause offence, it would cause unintentional amusement, distraction, and possible irritation.

- ▶ Being direct (eg *I need your help with...*). This is appropriate for the low social distance between writer-reader in this context.
 - ▶ Using slang (eg *This newspaper is gonna be dope!*). Although vulgar slang would not be appropriate, highly colloquial language is appropriate for this context and audience.
 - ▶ Using an informal, personal greeting (eg *Hey friends, what's up!*) would be perfectly appropriate for the audience and context.
 - ▶ Not using any greeting. This is not necessary or expected in a group chat message.

3. Sample tasks and scored responses

Version A – online discussion board

Read these messages from an online discussion. Write an answer and respond to **both** your teacher **and** Maxine.

 You should spend about **5 minutes** on this task.

 You should write about **70 words** (maximum 90 words).

Class forum



Ms Lang:

Hello class! Here is the topic we are discussing this week:

Nowadays governments and companies track our internet use. Is this bad for our lives?

Please write your opinion below.



Maxine:

I am worried that the government can see everything we do online. They can use this information to control people.

Sample response 1

I agree with Maxine's opinion. The fact that governments can see everything that we do online is really bad.

We have completely lost our sense of privacy and we always feel like someone out there is watching every single thing we do; that's because it is true.

"Big Brother" seems to have resurfaced and it getting stronger and stronger. What is more, governments and companies might one day use our internet history against us and there would be no way for us to defend ourselves.

Content	4	Language	5	Style	4
Both parts of the task are addressed sufficiently, although in places the response is rather repetitive and supporting details are somewhat lacking. The reader is likely to have some questions (eg In what ways might internet histories be used against people?). The response is almost error-free, and includes a range of complex structures and less common lexis/expressions. Meaning is communicated clearly and precisely throughout, with only very minor lapses. Maxine's contribution is fully acknowledged, and an appropriate informal-neutral register is used throughout.					

Sample response 2

i think that internet is inoffensive and the goverment doesnt spy us like most of the people think
 i mean why the goverment would be so interested about what their citizens are searching on
 internet? and what bad thing they could do with that information? that it's a thing that just
 didn't make sense to me

So in the case that the goverment take our information, i dont think they would do something
 that make a great difference in how we live our lifes

Content	3	Language	4	Style	3
Both parts of the task are addressed, although supporting details are rather limited and repetitive. The writer poses questions but does not answer them, leaving the reader to fill in significant gaps. Uses both simple and complex structures to express their message, including both common and lower-frequency lexis (eg <i>inoffensive</i>) alongside lexical chunks (eg <i>in the case that</i>). Minor errors are frequent (eg word order) but have minimal impact. An acceptable informal-neutral register is used throughout, but does not show evidence of acknowledging interlocutors, or politely disagreeing.					

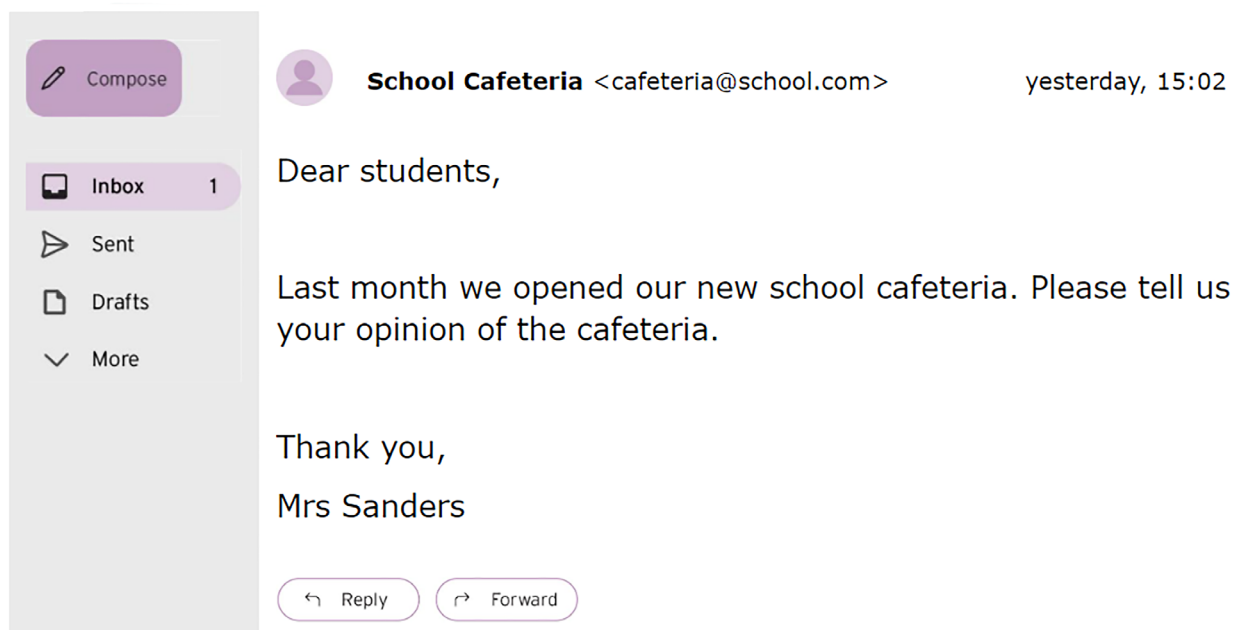
Version B – direct communication

Your school is asking for your opinion. Write an answer to say:

- **if the cafeteria is comfortable**
- **how to improve the menu**

 You should spend about **5 minutes** on this task.

 You should write about **70 words** (maximum 90 words).



The image shows a simulated email interface. On the left is a sidebar with a 'Compose' button at the top, followed by 'Inbox' (with a '1' next to it), 'Sent', 'Drafts', and 'More'. The main area shows an email from 'School Cafeteria <cafeteria@school.com>' received 'yesterday, 15:02'. The email body says: 'Dear students, Last month we opened our new school cafeteria. Please tell us your opinion of the cafeteria. Thank you, Mrs Sanders'. At the bottom of the email body are two buttons: 'Reply' and 'Forward'.

Sample response 3

The School Cafeteria is more beatiful because there are new toilets,tables and new taste of coffee.

last week I went in this cafeteria and I tried the new taste of coffee.

This cafeteria is more big;the walls are white and yellow,the tale are for 7 people;

thebarman is more gentle and is very good to prepare the coffee.

The old cafeteria was poor:the toilets was broken, the bath was small and the tables were more dirty

Content	2	Language	2	Style	2
Attempts the first part of the task, but ignores the second part. Some relevant ideas and supporting details are included, but effort is required from the reader due to confusing sequencing and superfluous content. Manages to use simple sentences and basic lexis to communicate a simple message. Lexical repetition is noticeable and grammatical range is limited. There is very little evidence of awareness of style, although the register is largely neutral and the tone somewhat positive.					

Sample response 4

Dear Mrs. Sanders:

I reckon that the cafeteria is a really good place and very comfortable, but maybe you can add more sofas and chairs, to have more space for the students.

I think that maybe you can add more choices of lunch in the menu, as there are lot's of students that prefer to eat healthier, and sometimes the choices are of junk food. Also there are students that can 't consume flour.

Best whishes,

Gabriela.

Content	5	Language	4	Style	4
Relevant ideas and appropriate supporting details are provided in relation to both parts of the task, and the logical sequencing helps the reader follow the message. Uses both simple and complex structures to express their message, including a good range of common lexis. There is noticeable repetition (eg <i>maybe you can add</i>) and occasional errors, but understanding is not impeded. The tone is consistently positive and constructive, with a polite beginning/ending and an appropriate informal-neutral register.					

Version C – group chat

You are working on a group project for school. Write a message to your group to:

- **respond to Mia**
- **suggest what information to include**

 You should spend about **5 minutes** on this task.

 You should write about **70 words** (maximum 90 words).



Group project: Create a school newspaper

Kai



Mia



Me



Mia:

Students don't read newspapers! Let's tell the teacher we want to make a school website instead.



Sample response 5

no Mia, I am disappoident to you because to writing a school newspapers and im don't disappoint the teacher. Kai you are disappoint to me? :'' no giuseppe i don't disappoint you''. And you Amy? :'' giuseppe i am disappoint to you because i like the idea of a website because is most professional and is most innovative. the grop decide the idea of the newspapers

Content	1	Language	2	Style	1
Seems to have misunderstood the question and is acting out the entire group conversation. The readers are not informed as the lack of coherence renders the content largely incomprehensible. Noticeable repetition results in a limited range of language shown. Uses some structures such as subordinated clauses and more complex lexis (eg <i>innovative</i>) but with limited compressibility, requiring significant effort from the reader. The confrontational tone has the potential to seriously offend the readers.					

Sample response 6

Hi Mia,

I completely agree with you. Nowadays, students no longer read the newspaper and that is why we should suggest a school website.

I think it should contain pretty much the same information a newspaper would contain - from a sports section to a fashion section and school announcements. We should also propose a column where each week we can publish two or three of the students' best articles - that way, we could try and find new creative voices and let them speak up.

What do you think?

Content	5	Language	5	Style	4
Both parts of the task are addressed in detail forming a logical and coherent message which leaves the reader feeling fully informed. The response is error-free and exploits a range of complex structures and lexical items, including several rich collocations (eg <i>fashion section</i> , <i>creative voices</i> , <i>pretty much</i>). The tone is consistently positive and constructive, with a friendly beginning/ending and an appropriate neutral register.					

Sample response 7

Hello, happy everyone again!

Content	0	Language	0	Style	0
There is no evidence the candidate has attempted to address this task. The limited text put forward is generic and shows no relevance to the stimuli.					