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|  | **Question** |  | | |  | **Answer** |  |  | **Marks** |  |
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| 1 | | |  |  | | **ways** | **2** | | |  |
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| 2 | | |  |  | | **which** | **2** | | |  |
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| 3 | | |  |  | | **Although** | **2** | | |  |
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| 4 | | |  |  | | **wide** | **2** | | |  |
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| 5 | | |  |  | | **would** | **2** | | |  |
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| 6 | | |  |  | | **made** | **2** | | |  |
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| 7 | | |  |  | | **remained** | **2** | | |  |
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| 8 | | |  |  | | **managed** | **2** | | |  |
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| 9 | | |  |  | | **please** | **2** | | |  |
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| 10 | | |  |  | | **naturally** | **2** | | |  |
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|  | **Question** |  | | |  | **Answer** |  |  | **Marks** |  |
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| 11 | | |  |  | | **little // bit** | **2** | | |  |
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| 12 | | |  |  | | **for** | **2** | | |  |
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| 13 | | |  |  | | **not** | **2** | | |  |
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| 14 | | |  |  | | **to** | **2** | | |  |
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| 15 | | |  |  | | an | **2** | | |  |
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| 16 | | |  |  | | why | **2** | | |  |
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| 17 | | |  |  | | your | **2** | | |  |
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| 18 | | |  |  | | if | **2** | | |  |
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| 19 | | |  |  | | of | **2** | | |  |
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| 20 | | |  |  | | too | **2** | | |  |
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|  | **Question** |  | | |  | **Answer** |  |  |  |  |
|  |  | | |  |  |  | **Marks** |  |
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| 21 | | |  |  | | F |  | **2** | |  |
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| 22 | | |  |  | | A |  | **2** | |  |
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| 23 | | |  |  | | H |  | **2** | |  |
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| 24 | | |  |  | | B |  | **2** | |  |
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| 25 | | |  |  | | E |  | **2** | |  |
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| **Question** | | |  | **Answer** | **Marks** |  |
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| 26 | | |  | B | **2** |  |
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| 27 | | |  | D | **2** |  |
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| 28 | | |  | C | **2** |  |
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| 29 | | |  | B | **2** |  |
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| 30 | | |  | A | **2** |  |
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|  |  |  | | **WRITING PART 3 ASSESSMENT SCALE** | | | | |  |  |
|  |  |  | | 10 MARKS FOR EACH DESCRIPTOR | | | | |  |  |
|  |  |  | |  | |  | | |  |  |
|  |  | **CONTENT** | | **COMMUNICATIVE** | | **ORGANISATION** | | | **LANGUAGE** | |
|  |  |  | | **ACHIEVEMENT** | |  | | |  |  |
|  |  | All content is relevant  to the task.  Target reader is fully  informed. | | Uses the conventions  of the communicative  task to hold the target  reader’s attention and  communicate  straightforward ideas. | | Text is generally well-  organised and  coherent, using a  variety of linking words  and cohesive devices. | | | Uses a range of everyday  vocabulary appropriately, with  occasional inappropriate use  of less common lexis.  Uses a range of simple and  some complex grammatical  forms with a good degree of  control.  Errors do not impede  communication. | |
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|  | **9-10** |
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|  | **7-8** |  | | *Performance shares features of Bands 6 and 9.* | | | | | |  |
|  |  |  | |  | |  | | |  | |
|  | **5-6** | Minor irrelevances  and/or omissions may  be present.  Target reader is on the  whole informed. | | Uses the conventions  of the communicative  task in generally  appropriate ways to  communicate  straightforward ideas. | | Text is connected and  coherent, using basic  linking words and a  limited number of  cohesive devices. | | | 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. | |
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|  | **3-4** |  | | *Performance shares features of Bands 1 and 5* | | | | | |  |
|  |  |  | |  | |  | | |  | |
|  |  | Irrelevances and  misinterpretation of  task may be present.  Target reader is  minimally informed. | | Produces text that  communicates simple  ideas in simple ways. | | Text is connected  using basic, high-  frequency linking  words. | | | Uses basic vocabulary  reasonably appropriately.  Uses simple grammatical  forms with some degree of  control.  Errors may impede meaning | |
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|  | **1-2** |
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|  |  |
|  |  | Content is totally | |  | |  | | |  |  |
|  | **0** | irrelevant. | | *Performance below Band 1.* | | | | |  |  |
|  | Target reader is not | |  |  |
|  |  |  | |  | | |  |  |
|  |  | informed. | |  | |  | | |  |  |
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