

**Self-study C2 exam  
WRITING CRITERIA**

<b>C2 (ALS)</b>	<b>TOPIC DEVELOPMENT/TASK ACHIEVEMENT</b>	<b>ORGANISATION</b>	<b>LANGUAGE ACCURACY</b>	<b>LANGUAGE RANGE</b>
<b>5</b>	All content is relevant to the task, and the communicative purposes are completely fulfilled. Demonstrates complete command of the conventions of academic writing and conveys excellent knowledge of the topic, including at least three references to proseminar content. Complex ideas are expressed in an effective and convincing way and with sufficient flexibility, holding the target reader's attention with ease. Target reader is fully informed.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Use of grammar is sophisticated, fully controlled and completely natural.  Any inaccuracies occur only as slips.	Uses a wide range of vocabulary suited to academic writing, including less common lexis, with fluency, precision, sophistication and style.
<b>4</b>	<i>Performance shares features of Bands 3 and 5.</i>			
<b>3</b>	Minor irrelevances and/or omissions may be present, and the communicative purposes are sufficiently fulfilled. Demonstrates command of the conventions of academic writing and conveys sufficient knowledge of the topic, including at least three references to proseminar content. Complex ideas are expressed in an effective way, holding the target reader's attention with ease. Target reader is on the whole informed.	Text is a well-organised, coherent, whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication.  Errors, if present, are related to less common words and structures, or occur as slips.	Uses a range of vocabulary suited to academic writing, including less common lexis, effectively and precisely.
<b>2</b>	<i>Performance shares features of Bands 1 and 3.</i>			
<b>1</b>	Major irrelevances and misinterpretation of task may be present, and the communicative purposes are not fulfilled. Some command of the conventions of academic writing and conveys minimal knowledge of the topic by reference to proseminar content. Only straightforward ideas are communicated, overall effectively holding the target reader's attention. Target reader is minimally informed.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of simple and complex grammatical forms with control and flexibility.  Occasional errors may be present but do not impede communication.	Uses a range of vocabulary, suited to academic writing, including less common lexis, appropriately.
<b>0</b>	Content is totally irrelevant and shows no knowledge of the topic. Target reader is not informed.	<i>Performance below Band 1.</i>		

Notes:

"Content" and "communicative achievement" have been conflated into a singular criterion titled "topic development" or "task achievement."

"Organization" stays the same.

"Language" has been divided into two separate categories dealing with different linguistic aspects: "language range" (vocabulary use) and "language accuracy" (grammatical correctness).