

Marking Calibration

评分校准

The same answer at Band 6, 7 and 8 — and exactly what moves it up.

同一个回答的 6 分、7 分与 8 分版本——以及到底是什么把分数拉上去的。

Most teachers mark by instinct, then worry they are being too generous or too harsh. This sheet is for calibrating that instinct against something concrete.

大多数教师凭直觉打分，然后又担心自己是不是给宽了、或者太严了。这份材料就是用来把那种直觉校准到具体标准上的。

Three answers to the same question, at Band 6, Band 7 and Band 8. The content barely changes between bands. The language does. That is the whole point — and it is the single most useful thing you can show a student who believes they need more interesting ideas. [1]

同一个问题的三个回答，分别处于 6 分、7 分和 8 分。内容在各分档之间几乎没变，变的是语言。这就是全部重点——也是你能展示给“以为自己需要更有趣的想法”的学生看的最有用的一件东西。[1]

How to use it

怎么用

Read the three answers with the annotations covered, and decide where each sits. Then uncover the notes. Where you disagree with the annotation is exactly where your calibration needs work — that disagreement is the useful part, not a failure.

先遮住注解，读完三个回答，自己判断各自的分档。然后再看注解。你与注解不一致的地方，正是你的校准需要调整之处——那种不一致是有用的信息，不是失败。

PART 1 第一部分

“Do you enjoy your work or studies?”

“你喜欢你的工作或学业吗？”

Cover the notes below before you read on. [1]

先遮住下方的注解再往下读。[1]

BAND 6

Yes I enjoy my study. It is interesting and I learn many thing. I like my teacher and my classmate.

BAND 7

Yes, I do. The subject is interesting enough that I rarely notice the time — last week we had a project that kept me going until midnight without my minding at all.

BAND 8

I do, very much — though that wasn't always true. What I appreciate now is that there is always a problem worth wrestling with, rather than a set of things to get through. If I hadn't switched fields two years ago I doubt I'd feel half as engaged, so a fair amount of it was luck rather than judgement.

Why it moves from 6 to 7

从 6 分到 7 分，变了什么

- Vague adjectives give way to something specific: **rarely notice the time** says more than **interesting** and costs no more to say. Note that **no connecting formula was needed** — the answer stops asserting and starts giving evidence, and that is what does the organising.
笼统的形容词让位给具体的东西：rarely notice the time 比 interesting 说得更多，而且并不更费力。请注意，这里**不需要任何连接套语**——回答从“下断言”转为“给证据”，组织感正是由此而来。
- A concrete example is added, and basic errors (**many thing, classmate**) are gone — lifting both Lexis and Accuracy.
加入了具体例子，基础错误（many thing、classmate）消失了——词汇与准确度同时提升。

Why it moves from 7 to 8

从 7 分到 8 分，变了什么

- A complex structure appears — a **mixed conditional (If I hadn't switched... I doubt I'd feel...)**: a past condition with a present result) — and it arrived because the meaning required it.
出现了复杂结构——一个**混合虚拟语气**（If I hadn't switched... I doubt I'd feel...：过去的条件，现在的结果）——而且它的出现是因为意思需要，不是为了炫技。
- The tone is more natural and personal, the rhythm varies, and the answer ends by conceding that some of it was luck. Giving ground about yourself is one of the clearest signals that you are thinking rather than reciting.
语气更自然、更个人化，节奏有变化，并且回答以“其中有几分运气”作结。愿意对自己让步，是“在思考”而非“在背诵”最清楚的信号之一。

“Describe a skill you learned.”

“描述一项你学会的技能。”

For the long turn, the Band 6 version stalls in one tense and one time zone. Each higher band adds time zones, range and feeling. ^[1]
在长篇叙述中，6 分版本卡在单一时态、单一时间维度里。每高一个分档，就多一层时间维度、多一分语言广度和情感。 ^[1]

BAND 6

I want to talk about driving. I learn driving two year ago. It is difficult but I practise a lot. Now I can drive. It is very useful for me. I am happy I learn it.

BAND 7

I'd like to talk about learning to drive, which I took up about two years ago. At first it was genuinely challenging, but the more I practised, the more confident I became. These days it has become second nature, and it saves me a huge amount of time. I'm really glad I persevered.

BAND 8

I'd like to talk about learning to drive — a skill I'd put off for years out of nervousness. When I finally started, I found the coordination surprisingly demanding, and I stalled constantly in those early weeks. Looking back, what carried me through was sheer persistence. Nowadays it's completely automatic, and it's opened up far more of the country to me. In the long run, I'd love to take a longer road trip. Honestly, the real reward wasn't the licence — it was proving to myself that I could push through something that initially frightened me.

Why it moves from 6 to 7

从 6 分到 7 分，变了什么

- The single tense gives way to a mix — Past for the learning, Present for now — and **the more I practised, the more confident I became** adds a complex structure.
单一时态变成了混合时态——学车用过去时，现状用现在时——而 **the more I practised, the more confident I became** 加入了一个复杂结构。
- Precise language (**second nature, persevered**) replaces **very useful** and **happy**.
精准的语言（**second nature、persevered**）取代了 **very useful** 和 **happy**。

Why it moves from 7 to 8

从 7 分到 8 分，变了什么

- All four P.P.F.E.™ time zones are present — including a genuine Future (**a longer road trip**) and a reflective Elaborate stage with real feeling.
P.P.F.E.™ 的四个时间维度全部出现——包括一个真正的未来（**a longer road trip**），以及一个带真实情感的反思收尾。
- The language is consistently idiomatic and varied (**put off for years, sheer persistence, push through something that frightened me**). Continued at this level, it would comfortably fill the two minutes.
语言始终地道且多样（**put off for years、sheer persistence、push through something that frightened me**）。以这个水准继续说下去，两分钟可以从容填满。

“The content barely changes between bands. The language does.”

“内容在各分档之间几乎没变，变的是语言。”

Four ways to use these

四种用法

- 1 **Rebuild, don't copy.** Give students the Band 6 answer and have them rebuild it to Band 7 using the frameworks. The most common failure here is students copying the Band 8 wording verbatim — the point is the moves, not the words. ^[1]
重建，而不是照抄。把 6 分答案给学生，让他们用框架把它重建到 7 分。这里最常见的失误是学生逐字照抄 8 分答案——重点是那些“动作”，不是那些词。 ^[1]
- 2 **Name the criterion, always.** Not “that felt off” but “your ideas were strong but the grammar stayed simple — that is capping your Grammatical Range.” Students improve fastest when they can hear which criterion is failing. ^[2]
始终点名评分项。不是“感觉不对”，而是“你的内容很好，但语法一直很简单——这正在压住你的语法分”。学生能听出是哪一项在拖后腿时，进步最快。 ^[2]
- 3 **Two fixes, never twenty.** A recorded answer can contain twenty errors. Choose the two that cost the most marks and leave the rest. Over-correction overwhelms students and teaches nothing. ^[2]
两个修正，永远不是二十个。一段录音里可能有二十处错误。选出扣分最多的两处，其余放过。过度纠错只会压垮学生，什么也教不会。 ^[2]
- 4 **Remember what Band 7 is not.** A Band 7 speaker is not error-free — they recover well. Reward a student who paraphrases around a word they have forgotten; that is exactly the skill the test rewards. ^[2]
记住 7 分不是什么。7 分考生并非零错误——他们是恢复得好。学生忘词时能绕开它换个说法，要给予认可——那正是考试奖励的能力。 ^[2]

One thing this sheet will not show you

这份材料无法呈现的一件事

A-R-E is a shape, not an order. On the page the Band 7 answer looks like Answer then evidence; in speech the join should be inaudible. If a listener can hear where the Answer stopped and the Reason started — a pause, a gear-change, a phrase that arrives on cue — the structure is showing. Mark for the seam, not for the three parts. ^[1]

A-R-E 是一个“形状”，不是一个顺序。在纸面上，7 分答案看起来是“回答+证据”；但在口语中，接缝应当听不出来。如果听者能听出 Answer 在哪里结束、Reason 从哪里开始——一个停顿、一次换挡、一句准时出现的套语——结构就露出来了。请针对“接缝”评分，而不是针对“三个部分”。 ^[1]

Where this comes from

本材料的出处

Every transcript and annotation here is taken from the books, so what you calibrate against matches what your students read.

此处每一段范文与注解均取自书中，因此你校准的标准，与你学生读到的完全一致。

[1] Cox, D. *IELTS Speaking Mastery: The Complete Band 7+ Guide* — Chapter 2, §2.2.2 “A-R-E Is a Shape, Not an Order”; Chapter 14, “Score in Motion: Annotated Band 6 → 7 → 8 Transcripts”, §14.1–14.3.

[2] Cox, D. *IELTS Speaking: The Teacher’s Guide* — §1.4 (the four marking criteria), §1.10 (marking and giving feedback), and the Chapter 14 teaching notes.

Using this with your classes

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