Detailed Exam Specifications

Euroexam Level C1 Academic

Contents

Qualification at a glance

Subject area	English for Academic Purposes
Recommended age group	16+
Assessment	To gain this qualification, candidates must successfully complete assessments in all of the following: ▰ Speaking ▰ Listening ▰ Reading ▰ Writing
Grading	This qualification is graded Pass when candidates achieve an average mark of 60% over the four assessments with no component falling below 40%.
Who is the qualification for?	This qualification may be suitable for: ▰ non-native speakers of English worldwide, ▰ young people or adults who wish to apply to study on an undergraduate programme where the language of tuition is English, ▰ students learning English as part of their school or college curriculum and ▰ learners who require externally recognised certification of their levels in English.
What does the qualification cover?	This qualification measures English language proficiency that is suitable for effective communication in an academic context and, more specifically, the test-taker's readiness to commence and pursue college or university level studies. As the examination is designed for advanced-level language users, it requires candidates to demonstrate criticality and an ability to both understand and produce language that contains subtlety and implied meaning.

Alignment of CEFR and Euroexam

Given the increasing importance and high profile of the body of work around the Common European Framework of Reference for Languages (CEFR)*, the decision was made early on in the development process to align the levels of these examinations with the levels of the CEFR.

The examinations were developed using the CEFR as a source document to inform the assessment tasks, specifications and assessment criteria. The procedures described in the Draft Manual (2003) for relating examinations to the framework were used. In addition, procedures are in place to ensure that alignment to the levels is ongoing and CEFR methodology is embedded into Euroexam's quality process.

Alignment of grades

The five levels provided are linked to those of the Common European Framework of Reference for Languages developed by the Council of Europe. The comparative levels are displayed in the table below.

Euroexam Levels	Common European Framework*	UK National Levels
Euroexam Level A1	A1 Breakthrough	Entry 1
Euroexam Level A2	A2 Waystage	Entry 2
Euroexam Level B1	B1 Threshold	Entry 3
Euroexam Level B2	B2 Vantage	Level 1
Euroexam Level C1	C1 Operational Proficiency	Level 2

*See: COUNCIL OF EUROPE (2001). *Common European framework of reference for languages: learning, teaching, assessment.* Cambridge University Press.

Common European Framework

The CEFR levels and descriptors are embedded in every stage of the production and delivery of the tests from the original specification of each item to their marking.

The CEFR descriptors are the starting points for item writers.

It is essential that item writers are familiar with and can confidently identify tasks and texts at each level of the CEFR. It is recommended that item writers go back to the descriptors regularly to confirm their understanding of the levels.

C1 Global

- Can understand a wide range of demanding, longer texts, and recognise implicit meaning.
- Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Level C1	Can do statements
Listening	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand television programmes and films without too much effort.
Reading	Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialised articles and longer technical instructions, even when they do not relate to his/her field.
Spoken Interaction	Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions with precision and relate his/her contribution skilfully to those of other speakers.
Spoken Production	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
Writing	Can express him/herself in clear, well-structured text, expressing points of view at some length. Can write about complex subjects in a letter, an essay or a report, underlining what he/she considers to be the salient issues. Can select style appropriate to the reader in mind.

Section One: An overview of the examination

- The Euroexam Level C1 Academic candidates to show what they "can do" rather than what they "can't do".
- Tasks are set to remain consistent with the Common Framework of the Council of Europe.
- There are four separate papers.
- All papers will usually be taken over the course of a single day.
- The pass mark is 60% for the whole of the exam and a minimum of 40% for each paper.

Name of paper	Number of separate tasks to be completed	Time (minutes) Academic	Test Points
Reading	3	50	25
Listening	3	ca. 40	25
Writing	2	60	25
Speaking	3	15 (+10 mins preparation time)	25
Total time (excluding breaks) /test points		ca. 175	100

Section Two:
Detailed specifications

Reading specification tables

Key to letter coding

Academic
Paragraph Headings PH
Text Completion TC
Multiple-choice Reading MCR

P – probable (i.e. in any 10 exams will probably occur)

Y – yes

Text source

	PH	TC	MCR
Newspapers	P	P	P
Personal letters			
Textbooks	P	P	P
Readers	P	P	P
Labels and packaging			
Reference books	P	P	P
Leaflets	P		P
Journal articles	P	P	P

Authenticity

Degree of authenticity	PH	TC	MCR
Authentic	P	P	P
Abridged Adapted & Simplified	P	P	P
Pedagogic			

Discourse type

Discourse Type	Discourse Subtype	PH	TC	MCR
Descriptive	Impressionistic descriptions	P		
	Technical descriptions			
Narrative	Stories, jokes, anecdotes	P		P
	Reports		P	
Expository	Definitions			P
	Explications		P	
	Outlines			
	Summaries			
	Interpretations	P	P	P
Argumentative	Comments			
	Formal argumentation	P	P	P
Instructive	Personal instructions			

Domain

	PH	TC	MCR
Personal Domain			
Public Domain	P	P	P
Occupational Domain			
Education Domain	P	P	P

Topic

TOPIC	PH	TC	MCR
Personal identification	P		P
House, home and local environment	P		
Daily life and work related	P	P	P
Free time, entertainment	P	P	P
Travel	P	P	P
Society and relations with other people	P	P	P
Health and bodycare	P	P	P
Education	P	P	P
Shopping	P		
Food and drink	P		P
Services	P	P	P
Places and location	P	P	P
Language	P	P	P
Weather	P	P	P
Numbers and trends	P	P	
The environment	P	P	P
Arts, sciences and social sciences	P	P	P

Nature of content

	PH	TC	MCR
Only concrete content			
Mostly concrete content			
Fairly extensive abstract content	Y	Y	Y
Mainly abstract content			

Vocabulary

	PH	TC	MCR
Only frequent words			
Mostly frequent words			
Rather extended	Y	Y	Y
Extended			

Grammar

	PH	TC	MCR
Only simple sentences			
Mostly simple sentences			
Frequent compound sentences			
Many complex sentences	Y	Y	Y

Operations

			PH	TC	MCR
Recognise and Retrieve	Explicit	Main idea/gist	Y	Y	Y
		Detail		Y	Y
		Opinion		Y	Y
		Speaker's/writer's attitude/mood		Y	Y
Make inferences	Implicit	Conclusion		Y	Y
		Communicative Purpose		Y	Y
Evaluate		Text Structure/Connections between parts	Y	Y	Y

Reading

Name of task		Input Text	Task Text	Task	Skills / Strategies tested	Time	Scoring method	Raw points	Test points
1.	"Paragraph Headings" 1 – 6	A single connected text of 7 distinct paragraphs (total 400-500 words). The text will typically be: ■ article ■ review ■ letter/email ■ narrative ■ description ■ reference material	Nine paragraph headings (Six relating to six paragraphs in the text, two extra choices, one example)	Choose correct paragraph heading for each paragraph.	Main idea comprehension	10	Objective	6	7.5
2.	"Text Completion" 7-14	A long text (800-900 words). The text will typically be: ■ article ■ review ■ narrative ■ description	There are eight gaps in the original text, which require one or two sentences to complete the gap. There are eleven short pieces of text which fulfil this function; i.e. three are not needed.	The candidate chooses the piece of text (A-K) which is correct for each gap.	Detail comprehension	20	Objective.	8	10
3.	"Multiple-choice Reading" 15-20	2 texts (ca. 400 words each) The first text is a formal article. The second is not a formal article and typically is: ■ an informal article ■ review ■ letter/email ■ narrative ■ reference material	6 multiple-choice questions with 4 options. The questions test: ■ on writer's attitude, ■ on writer's purpose, ■ on writer's intended audience ■ overall understanding / summary of the texts (x2).	Candidate chooses the correct answer.	Meaning inference	20	Objective	6	7.5
					Total time/marks	50		20	20*1.25 =25

Reading

The Reading test at C1 level has three tasks and lasts 50 minutes. Candidates are allowed to use dictionaries when completing the tasks. Candidates are given a question paper including all the three tasks as well as an answer sheet.

The three tasks are the following:

Task 1 (shared between the two exam variants)
Paragraph Headings: main idea comprehension

This task consists of a text including 7 distinct paragraphs and a list of 9 headings. There is an example at the beginning. Candidates should decide which heading best fits each of the remaining paragraphs. The headings are especially written for the task, and are designed to convey the main theme of each paragraph. There are two extra headings. This tasks tests the candidates' ability to identify the main points at paragraph level.

Task 2
Text Completion: detail comprehension

Candidates read an article of 800-900 words. There are eight gaps in the article, which require one or two sentences to complete the gap. There are eleven short pieces of text (A-K) which fulfil this function; i.e. eight are necessary and three are not needed. The task tests the candidate's ability to identify specific information and understand paragraph and text level meaning

Task 3
Multiple-Choice Reading: overall understanding/ detail comprehension/meaning inference

Candidates read two texts (2x circa 400 words) and answer six multiple-choice questions. The two texts are on a related topic. There is one detailed question on each text and one general question, plus two questions which require information drawn from both texts. The task tests the candidate's ability to understand specific information and infer meaning

Scoring

Each item in the reading test is awarded one point. The total test points are 20. The points are multiplied by 1,25 to achieve exam points, the total of which are 25.

Listening specification tables

Key to letter coding

Academic
Short Conversations SC
Lecture Notes LN
Academic Meeting AM

P – probable (i.e. in any 10 exams will probably occur)

Y – yes

Text source

	SC	LN	AM
Public speeches		P	
Lectures		P	
Presentations		P	
Sermons			
Rituals (ceremonies, formal religious services)			
Entertainment drama, shows, readings, songs			
Sports commentaries (football, cricket, boxing, horse racing, etc)			
News broadcasts			
Public debates and discussions			P
Interpersonal dialogues and conversations	P		P
Telephone conversations	P		
Job interviews	P		
Telephone information (automatic answering devices, weather, traffic conditions, etc)			
Weather forecasts (radio and TV)			
Traffic information (radio)			
Tourist information (e.g. through portable museum guides)		P	
Publicity texts (radio, TV, supermarkets)		P	
Routine commands (instructions/direction by police, customs officials, airline personnel, etc.			

Authenticity

Degree of authenticity	SC	LN	AM
Authentic			
Abridged Adapted & Simplified	P	P	P
Pedagogic			

Discourse type

Discourse Type	Discourse Subtype	SC	LN	AM
Descriptive	Impressionistic descriptions			P
	Technical descriptions		P	
Narrative	Stories, jokes, anecdotes			
	Reports		P	
Expository	Definitions			P
	Explications		P	P
	Outlines			
	Summaries			
	Interpretations	P	P	P
Argumentative	Comments	P		P
	Formal argumentation	P	P	P
Instructive	Personal instructions			

Domain

	SC	LN	AM
Personal Domain			
Public Domain	P	P	P
Occupational Domain			P
Education Domain	P	P	P

Topic

TOPIC	SC	LN	AM
Personal identification	P		
House and home environment	P		
Daily life and work related	P		P
Free time and entertainment			
Travel	P	P	
Society and relations with other people	P	P	P
Health and bodycare	P		
Education	P	P	P
Shopping			
Food and drink	P		
Services	P	P	
Places and location	P	P	
Language	P	P	P
Weather	P		
Numbers and trends	P	P	P
The environment	P	P	P
Arts, sciences and social sciences	P	P	P

Nature of content

	SC	LN	AM
Only concrete content			
Mostly concrete content			
Fairly extensive abstract content	Y	Y	Y
Mainly abstract content		Y	Y

Vocabulary

	SC	LN	AM
Only frequent words			
Mostly frequent words			
Rather extended	Y	Y	Y
Extended		Y	Y

Grammar

	SC	LN	AM
Only simple sentences			
Mostly simple sentences			
Frequent compound sentences	Y	Y	Y
Many complex sentences		Y	Y

Number of participants

	SC	LN	AM
	2	1	2/3

The number of times the text is played

	SC	LN	AM
	2	1	2

Text Speed /Accent/Articulation

	SC	LN	AM
Text Speed	normal/fast	normal/fast	normal/fast
Accent	Standard/ slight regional/ strong regional accent	Standard/ slight regional/ strong regional accent	Standard/ slight regional/ strong regional accent
Articulation	some unclear articulation	some unclear articulation	some unclear articulation

Objective scoring is used in tasks 1 and 3, where all items are dichotomous. Task 2 requires constructed responses.

Operations

			SC	LN	AM
Recognise and Retrieve	Explicit	Main idea/gist	Y	Y	Y
		Detail	Y	Y	Y
		Opinion	Y		Y
		Speaker's/writer's attitude/mood	Y	Y	Y
Make inferences	Implicit	Conclusion	Y	Y	Y
		Communicative Purpose	Y	Y	Y
Evaluate		Text Structure/Connections between parts		Y	

Listening

Name of task	Input Text	Task Text	Task	Skills / Strategies tested	Time	Raw points	Test points
1. Short Conversations 1 – 4	Four short informal texts, which could be: ▪ transactional or interactional dialogues ▪ Information/conversation Turns in input text up to 40 words long.	Two lists – List A contains 6 items connected to the speakers or the context, such as job titles, people's names, descriptions, objects etc List B contains 6 items connected with the spoken text – e.g. summary of opinions expressed, attitude, topic, intention, reason for speaking, feelings, speaker's job/role etc.	Multiple matching. For each piece the candidate must select one item from list A and one from list B.	▪ Understand overall idea. ▪ Understand main points. ▪ Distinguish between fact and opinion. ▪ Infer information which is not explicitly stated. ▪ Pick out important information. ▪ Identify speaker's mood.	Approx. 9.5 mins.	8	8
2. Lecture Notes 5-7	A single extended monologue. The text will typically be: ▪ lecture ▪ public speech ▪ presentation	Candidates listen to an extended monologue (e.g. lecture), and identify information needed to answer questions.	Listen and note down information to answer pre-given questions.	▪ Understand the main points. ▪ Pick out important information and main arguments. ▪ Recognise speaker's intention. ▪ Infer information that is not explicitly stated. ▪ Identify specific factual information.	Approx. 12.5 mins.	9	9
3. Academic Meeting 8-15	Excerpt from an academic meeting. Meeting types: ▪ Formal discussion ▪ Public debates, discussions.	Eight multiple choice questions on factual information, explicit and implied opinions and attitudes. ▪ 7 questions about details in the text ▪ 1 question testing global understanding of the text as a whole	Answer multiple choice questions.	▪ Infer basic information. ▪ Understand the main points. ▪ Listen selectively. ▪ Understand and utilise features of redundancy. ▪ Understand details. ▪ Follow discourse.	Approx. 13 mins.	8	8
				Total time/marks	ca. 40	25	25

Listening

The Listening test consists of 3 tasks and it lasts for approximately 40 minutes. Candidates are allowed to use dictionaries during the last five minutes of the test after the audio has finished. Candidates are given a question paper including all the three tasks as well as an answer sheet.

The three tasks are the following:

Task 1 (shared between the two exam variants)
Short Conversations: understanding overall idea, infer meaning in informal speech on concrete and abstract topics., identify attitude/opinion

In this part of the test candidates hear 4 short conversations and have to match each short conversation to two sets of 6 items, A – F, G - L. The 12 options form two coherent sets and the overall theme or topic is clearly stated in the task. For example, candidates may hear conversations about jobs and they have to decide what sort of jobs the people do and how they feel about their jobs. Hence the first set of options A-F would contain a list of jobs, such as 'bank clerk' while the second set of options, G – L would contain a set of feelings, such as 'bored'. Candidates listen to the conversations twice. The two sets test different areas and so, if the first set of options focuses on the context (factual information), the second set will focus on feelings, intentions, opinions, etc. This task tests candidates' global listening skills and also their ability to infer, determine gist and understand main ideas. In order to complete the task successfully, candidates need to work out the answer by understanding the clues, developing ideas, and refining these as the text is heard. It is not possible to simply match the conversations to the options based on hearing the exact word. However, there is always a 'right' answer and candidates are not expected to opt for the 'best' answer.

Task 2
Lecture Notes: detailed comprehension, identifying specific factual information

Candidates listen to an extended monologue (e.g. lecture), and identify information needed to answer questions, each of which requires 1-2 answers, altogether nine items. This part of the Listening paper concentrates on candidates' ability to understand and write down selected information from a text. the skills employed are

similar to those needed when listening to lectures and presentations at conferences, meetings, etc.

Task 3
Academic Meeting: detailed comprehension including inference and attitude/opinion

In this task candidates hear a longer text, a discussion with two or three speakers. There are 8, three-option multiple choice questions that focus on details and the main ideas in the text. It involves the correct interpretation of spoken input, with correct answers often being delivered across different speakers. This text is heard twice.

Scoring

The maximum score candidates can get for the Listening test is 25 test points.

Writing specification tables

Academic: Writing

Domain	private, public, educational/academic.
Content knowledge	very wide range of knowledge areas (social, study-related, sometimes specialised, etc.)
Cognitive processing	knowledge transformation
Language of instructions	same as level of test
Expected grammatical level	wide range of complex grammatical structures
Expected lexical level	wide range of advanced vocabulary
Expected discourse features	advanced use of cohesive devices
Situational authenticity	high
Interactional authenticity	high

Writing

Name of Task	Task Input/ Prompt	General description of task	Task Features	Time	Rating method	Raw Points	Test Points
1. Transactional Writing	Type of prompt: 1-2 pieces of textual, written or diagrammatic information, including letters (e-mail) adverts, leaflets, notes, letters, maps, timetables, and one text with four content points presented as the candidate's own notes.	The input texts establish a context for the writing task. The task has a specific stated purpose. Audience: university administrator, instructor, board, etc.	Transactional task No. of words expected: ca. 150. Text length: continuous text (multi-paragraph) Discourse mode: formal letter/email Rhetorical functions explanation, argumentation, persuasion, reporting events, giving opinions, exemplification, synthesis, analysis, evaluation, expressing possibility/probability Register: formal Content of response specified.	20 mins	Analytical method. Assessment criteria are: ▪ grammatical range and accuracy, ▪ cohesion and coherence, ▪ lexical control, ▪ content, ▪ development of ideas, ▪ appropriacy.	30	12.5
2. Discursive Writing	The candidate is offered 3 options (each a different essay topic). The input for each task consists of a single sentence instruction.	The candidate writes a discussion essay, choosing one task from a selection of three with different topics. The task has a specific stated goal. Audience: general public.	Discourse mode: Extended writing of ▪ an essay (discursive) Text length: continuous text (multi-paragraph) (ca. 250 words) Rhetorical functions description (events), description (process), commentary reporting events, giving opinions, making comparison and contrast, exemplification, synthesis, analysis, evaluation, expressing possibility/probability Register: neutral, formal.	40 mins	Analytical method. Assessment criteria are: ▪ grammatical range and accuracy, ▪ cohesion and coherence, ▪ lexical control, ▪ content, ▪ development of ideas, ▪ appropriacy.	30	12.5
Total time/marks				60 mins		60	(60/2)*25/ 30=25

Writing

The writing test consists of two tasks. Sixty minutes are allowed for the completion of the two tasks. Candidates are allowed to use dictionaries when completing the tasks. Candidates are given a question paper including both tasks as well as two answer sheets.

The two tasks are the following:

Task 1
Transactional Writing: testing the candidates' skills of writing formal letters/emails

In this task candidates are presented with the context which explains the role they must take in writing a formal letter or email of around 150 words. It also identifies whom the message is to be written to as well as stating the pieces of information that must be incorporated into the answer. The task tests functional language in a formal style e.g., justify, hypothesise, complain, suggest, give and ask for information, express stance, opinion, argument, justify a request.

Task 2
Discursive Writing testing the candidates' skills of writing a formal discussion essay

In this task candidates are given a choice of three different essay topics (humanities/social science, natural science or business/economics) and are required to write 250 words for the task they have chosen. Since there is always a choice of topics in this part, candidates can choose the one they are most familiar with and thus avoid a particular topic if it is unsuited to their interests or experience.

Scoring

The maximum score of each writing task is 30 raw points. Examiners work with a mark scheme, which focuses on Task achievement (max. 5 points), Appropriacy (max. 5 points), Coherence (max. 5 points), Cohesion (max. 5 points), Grammatical range and accuracy (max. 5 points) and Lexical range and accuracy (max. 5 points). The mark schemes are to be found in the second section of the booklet.

Speaking specification tables

- The format of the interaction is the same for all three levels: two candidates and one interlocutor. In the preparation phase the candidates work on their own. The Speaking Test is recorded for quality assurance purposes.

- Rating of task is done according to an analytical scale.

Academic: Speaking

Domain	personal, public, occupational, educational
Setting	**social, workplace, educational**
Content knowledge	very wide range of knowledge areas (social, scientific, study-related, sometimes specialised, etc.)
Cognitive processing	knowledge transformation
Language of instructions	simple and to the point, not more difficult than level of test
Grammatical level	wide range of complex grammatical structures
Lexical level	wide range of advanced vocabulary
Discourse features	advanced use

Speaking

Name of task	Task	Input	Skills Strategies tested*	Discourse Features	Functional / Notional Areas	Topics/ Situations	Marks	Time
0. Preparation	Prepare presentation on a topic. No interaction.	Choice of four topics on card.	Preparation for extended monologue.					10
1. Interview	Dialogue with paired candidates Discourse mode: Interview Register: informal	Type of prompt: oral questions / cues	conversation on familiar topics fluency and spontaneity	turn taking responding appropriately	These will typically be: comparing ▰ stating an opinion / preference ▰ (dis)agreeing (partially or fully) ▰ giving explanations ▰ describing a place ▰ describing a person	These will typically be: ▰ social gatherings ▰ travel ▰ free time ▰ shopping ▰ meeting people ▰ family ▰ hobbies ▰ holidays ▰ places ▰ daily routines ▰ health ▰ food and drink ▰ education ▰ friends ▰ media ▰ relationships ▰ housing / accommodation ▰ news & current affairs ▰ the environment ▰ science ▰ art Academic: topics cover three major fields of study: ▰ humanities / social science ▰ natural science ▰ business studies / economics	Task 1: global impression	1 mins
2. Presentation and Discussion	Extended candidate monologue Discourse mode: Candidate A prepared presentation / argument on a pre-prepared topic	Type of prompt: textual a choice of 2 statements on a current topic (General); a choice of 3 statements (Academic)	opening developing and concluding an argument using appropriate examples	long turn overall coherence cohesive devices	These will typically be. ▰ describing cause and effect ▰ comparing ▰ describing experiences ▰ giving reasons ▰ describing personal reactions / emotions		Task 2 and 3: analytical and overall impression. only.	2.5 mins
2. Presentation and Discussion	Discussion Candidate B uses notes to initiate a short discussion on the content of the presentation	oral instructions	reasoned questions and responses developing a line of argument	questions answers anaphoric referencing	These will typically be: ▰ developing ideas ▰ responding to questions ▰ backing up an argument			2 min
2. Presentation and Discussion	Repeat 2 & 3 reversing candidate roles Register: formal / neutral							2.5 + 2 mins
3. Discussion	Dialogue: paired candidates Discourse mode: collaborative task / discussion Register: informal	Type of prompt: pictorial / oral situational cues given by the examiner	reaching a decision through explanation, compromise	turn taking negotiating reaching consensus	These will typically be. ▰ stating an opinion / preference ▰ giving reasons ▰ comparing ▰ (dis)agreeing (partially or fully)			up to 4 mins between 2 candidates
								Max 15 mins

Speaking

The Speaking section consists of 3 tasks and it lasts for approximately 15 minutes. Candidates have ten minutes before the test for preparing Task 2. They may use printed dictionaries. There is one examiner: an interlocutor who manages the interaction and gives one mark (on overall impression) only. There is also the Assessor, who gives 4 marks (for range and accuracy, fluency and coherence, pronunciation and communication strategies). The mark scheme is to be found in the second section of the booklet.

The paired format (two candidates) offers candidates the opportunity to demonstrate, in a controlled but friendly environment, their ability to use their spoken language skills effectively. In cases where there is an uneven number of candidates at a centre, the test will be taken by three candidates together instead of two.

The three tasks are the following:

1. Interview (introductory task)

Candidates are required to ask questions from each other in order to get to know more about the other person. If candidates know each other, they are asked to discuss something else, for example the difficulties they have encountered when learning English.

This part of the test gives candidates the opportunity to relax and get used to the exam situation. Candidates are expected to respond to each other's questions, and to listen to what their partner has to say. In order to maintain the appropriate level, the additional questions necessary when the candidates know each other, are provided in the booklet of the interlocutor.

2. Presentation and Discussion

Candidates deliver their presentation in turns and thus they are given the opportunity to speak for 2 minutes without interruption. While candidate A delivers his/her presentation, candidate B listens and takes notes as he/she is required to initiate a discussion based on what he/she has heard. After that, candidate B delivers his/her presentation and candidate A listens and takes notes as he/she is required to initiate a discussion based on what he/she has heard. Presentation statements cover a variety of current topics (General), while statements-cover three major areas: (i) humanities/social science, (ii) natural science or (iii) business/economics. (Academic)

In this part candidates can show their ability to open, develop and conclude an argument using appropriate examples as well as forming reasoned questions and responses.

3. Discussion

The two candidates are given oral instructions and provided with a visual stimulus(four pictures out of which they are required to choose one for the cover of a book having a particular title) to form the basis for a task which they carry out together.

In this part of the test, candidates are expected to work towards a negotiated completion of the task and are assessed on their speaking skills while doing this. However, they are not penalized if they do not complete the task. This task gives candidates the opportunity to show their own range of language and their ability to invite the opinions and ideas of their partners. Thus, they are expected to use a varied set of functions, such as convincing, eliciting, structuring, agreeing, disagreeing, etc.

Scoring

The maximum score candidates can get for the Speaking section is 25 points. The mark scheme is to be found in the second section of the booklet

Section Three: mark schemes

Writing mark scheme

Guide to the Writing mark scheme

Task Achievement vs. Discrete Items

These two things are not mutually exclusive; they are essentially two different ways of marking the same thing. In other words, effect on the target reader is determined by, among other things, the number of glaring errors and the style and register. Markers can eventually 'mark for the same thing twice'; the dual mark scheme takes this into account.

Word limits

The word limits in the exam serve the following purpose:

- A guide for candidates as to how they should divide their time

- An indication as to the number of words in which the task can be reasonably completed.

Candidates are not automatically penalized for writing either more or less than the word limit.

If the candidate has written significantly less than the word limit, their mark is likely to be affected in the following way:

- The task achievement mark will be lower if the candidate has not achieved the task because they have not written enough.

- The marks for Appropriacy, Coherence, Cohesion, Grammatical Range and Accuracy and Lexical Range and Accuracy will be affected if the student has not provided a large enough sample of writing to form a generalisable assessment of the candidate's language

If the candidate has written more than the word limit, they may lose marks for the following reasons

- including irrelevant information

- lack of coherence due to not spending time planning

They may also lose marks on another task because they have not left themselves enough time to complete it.

Writing Tasks One and Two mark scheme

The maximum score for each writing task is 30 raw points. Examiners work with a mark scheme, which focuses on Task achievement (max. 5 points), Appropriacy (max. 5 points), Coherence (max. 5 points), Cohesion (max. 5 points), Grammatical range and accuracy (max. 5 points), and Lexical range and accuracy (max. 5 points). The maximum score candidates can get for the writing section is 60 points.

	Task Achievement	Appropriacy	Coherence	Cohesion	Grammatical Range and Accuracy	Lexical Range & Accuracy
5	◪ Task achieved at a high level ◪ Intention: Entirely clear ◪ Instructions: Completely followed ◪ Effect: A positive effect on the target reader ◪ Outcome: Sure to achieve a successful outcome ◪ Content: All relevant details included, Some original ideas or presentation	◪ Style & Format: Flexible and effective use of language appropriate to genre with no irrelevant information ◪ Register: Very high level of awareness of register and formality level appropriate to genre and connotative levels of meaning	◪ Structure: Full and appropriate use of a variety of organisational patterns ◪ Purpose: Clear ◪ Information: Well organized into a coherent text	◪ Cohesive devices: A wide range of cohesive devices used naturally, efficiently and appropriately to link words, clauses, sentences and paragraphs ◪ Reference: Skilled use	◪ Grammatical Structures: Consistent grammatical control of complex language ◪ Spelling: Free of error ◪ Word order: Consistently correct ◪ Punctuation: Free of error ◪ Errors: Practically error free	◪ A good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms ◪ Awareness of connotative levels of meaning ◪ Consistently correct and appropriate use of vocabulary
4						
3	◪ Task achieved, some gaps ◪ Intention: Clear in most areas ◪ Instructions: All important ones followed ◪ Effect: A generally positive effect on the reader ◪ Outcome: Likely to achieve a successful outcome ◪ Content: Many relevant details included	◪ Style & Format: Effective use of language appropriate to genre with no irrelevant information ◪ Register: Good awareness of register and formality level appropriate to genre and appreciation of register shifts	◪ Structure: Well-structured text, showing controlled use of organisational patterns ◪ Purpose: Clear ◪ Information: Well organised into a coherent text	◪ Cohesive devices: Appropriate use of connectors and cohesive devices ◪ Consistently appropriate paragraphing ◪ Reference: Appropriate use	◪ Grammatical Structures: Consistently high degree of grammatical accuracy ◪ Spelling: Accurate with occasional slips ◪ Word order: Correct with rare errors in highly complex structures ◪ Punctuation: Very rare errors ◪ Errors: Errors are rare and difficult to spot	◪ A good command of a broad lexical repertoire ◪ Any gaps readily overcome with circumlocutions ◪ A good command of idiomatic expressions and colloquialisms ◪ Occasional minor slips, but no significant vocabulary errors
2						
1	◪ Task unachieved ◪ Intention: Very unclear ◪ Instructions: Many not followed ◪ Effect: Negative ◪ Outcome: Will not achieve a successful outcome ◪ Content: Omission, irrelevance	◪ Style & Format: Appropriate style with occasional errors of formulation ◪ Register: Appropriate	◪ Structure: Clear discourse with some jumpiness ◪ Purpose: Mostly clear ◪ Information: Good organisation with occasional inconsistencies	◪ Cohesive devices: Limited ◪ Reference: Simple use with some errors that may cause confusion ◪ Mostly follows paragraphing conventions	◪ Grammatical Structures: Good grammatical control ◪ Spelling : Reasonably accurate ◪ Word order : Occasional errors in complex structures ◪ Punctuation: Reasonably accurate ◪ Errors: Non-systematic errors and minor flaws in sentence structure	◪ An acceptable range of vocabulary for matters connected to his/her field and most general topics ◪ Lexical gaps can still cause circumlocution ◪ Some incorrect word choice may occur without hindering communication
0	◪ Task unattempted / partially attempted ◪ Not enough language to make an assessment, or under 20 words ◪ Significantly below level criteria	◪ Not enough language to make an assessment, or under 20 words. ◪ Significantly below level criteria	◪ No meaning or the meaning conveyed is irrelevant, or under 20 words ◪ Significantly below level criteria	◪ No effective use of cohesive devices and reference, or under 20 words ◪ Significantly below level criteria	◪ Little or no evidence of grammatical knowledge of simple structures, or under 20 words ◪ Significantly below level criteria	◪ No relevant lexis organized into sentences, or under 20 words ◪ Significantly below level criteria

Speaking mark scheme

Assessor's copy

	Range and Accuracy	Fluency and Coherence	Pronunciation	Communication Strategies
5	▪ Wide range of grammar, lexis and cohesive devices used to complete the tasks, with no real need to use circumlocution. ▪ Very few errors, mainly slips even when using complex language.	▪ Maintains a smooth flow of language with hesitation mainly to formulate ideas, not language. ▪ Links ideas into clear coherent discourse with little or no jumpiness even in extended contributions.	▪ Although there may still be an evident foreign accent, pronunciation is natural and places little strain on the listener. ▪ The candidate often utilises features of connected speech and English intonation patterns.	▪ Initiates maintains and ends turns. ▪ Uses repair strategies (clarification, circumlocution) where necessary. ▪ Uses appropriate register, demonstrating a sophisticated awareness of different levels of formality..
4				
3	▪ Sufficient range of grammar, lexis and cohesive devices to complete the tasks although circumlocution may occasionally be necessary. ▪ Occasional slips in simple sentences. ▪ Comfortable with more complex structures and lexis although errors still occur.	▪ Maintains a smooth flow of language with hesitation mainly to formulate ideas, not language. ▪ Links ideas into clear coherent discourse with little or no jumpiness even in extended contributions.	▪ Although there may still be an evident foreign accent, pronunciation is natural and places little strain on the listener. ▪ The candidate often utilises features of connected speech and English intonation patterns.	▪ Initiates maintains and ends turns. ▪ Uses repair strategies (clarification, circumlocution) where necessary. ▪ Uses appropriate register, demonstrating a sophisticated awareness of different levels of formality..
2				
1	▪ Range of grammar, lexis and cohesive devices insufficient to adequately complete the tasks. ▪ Errors in simple sentences. ▪ Few attempts at complex structures or lexis with errors where attempted.	▪ Noticeable hesitation while formulating language. ▪ Can link ideas into clear, coherent discourse although with noticeable jumpiness especially in extended contributions.	▪ Although pronunciation may be intelligible, mispronunciations and lack of features of connected speech put some strain on the listener.	▪ Initiates maintains and ends turns although not always smoothly. ▪ Evidence of ability to use repair strategies (clarification, circumlocution) although not always applied. ▪ Attempts to use appropriate register not always successful.
0	Insufficient language for assessment or significantly below level criteria			

Interlocutor's copy

	Overall impression
5	Convincing ability to maintain accurate, fluent and natural conversation. Wide range of grammar, lexis and cohesive devices. Does not avoid complex language. Pronunciation is natural with appropriate intonation.
4	
3	Smooth use of language with only small difficulties or gaps. There are some errors and even occasional slips in simple sentences. Pronunciation places little strain on the listener. Conversation is maintained in a natural and appropriate manner. Pronounciation places little strain on the listener.
2	
1	Noticeable hesitation. Jumpiness. Insufficient grammar, lexis and cohesive devices to do the tasks. Errors in simple sentences. Avoidance of complex structures or lexis. Significant pronunciation difficulties.
0	Very hard to understand, clearly significantly below level criteria

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