



Detailed Exam Specifications

Euroexam Level B2 and Level C1

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An overview of the examinations

- All tests aim to allow 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.
- The total exam time (not counting breaks) will be between two hours and fifty five minutes and three and a half hours.
- All tests 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 subtest.

Name of test	Number of separate tasks to be done	Time (minutes) Level B2	Time (minutes) Level C1	Test Points
Reading	3	35	45	25
Listening	3	ca. 35	ca. 40	25
Writing	2	60	60	25
Speaking	4 (B2) 3 (C1)	20	20	25
Total time (excluding breaks) / marks		ca. 150	ca. 165	100
Speaking preparation time		10	10	

Reading: detailed specifications

Reading Specification tables

Key to letter coding

B2	C1
Paragraph Headings PH	Paragraph Headings PH
Scan Reading SR	Long Text LT
Multiple-choice Reading MCR	Multiple-choice Reading MCR

R – required

T – typical

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

Y – yes

Text source

LEVEL	B2			C1		
TASK	PH	SR	MC	PH	LT	MC
Teletext						
Business letter						
Guarantees						
Report						
Memorandum						
Recipes						
Life and safety notices						
Instructional material						
Instructional manuals						
Novels, magazines	P	P	P	P	P	P
Regulations						
Newspapers	P	P	P	P	P	P
Advertising material		P				
Junk mail						
Labelling and packaging						
Brochures		P				
Job description						
Personal letters			P			P
Broadcast recorded / spoken						
Sign posting texts						
Public announcements / notices						
Textbooks	P	P	P	P	P	P
Readers	P	P	P	P	P	P
Labels and packaging						
Reference books	P	P	P	P	P	P
Leaflets	P	P	P	P	P	
Graffiti						
Blackboard text						
Tickets, timetables						
Computer screen text						
Notices						
Regulations						
Videotext						
Programmes						
Exercise materials						
Contracts						
Journal articles		P	P	P	P	R
Menus						
Abstracts						

Authenticity

LEVEL	B2			C1		
Degree of authenticity	PH	SR	MC	PH	LT	MC
Authentic						
Abridged Adapted & Simplified	P	P	P	P	P	P
Pedagogic						

Discourse Type

	LEVEL	B2			C1		
Discourse Type	Discourse Subtype	PH	SR	MC	PH	LT	MC
Descriptive	Impressionistic descriptions	P	P		P		
	Technical descriptions						
Narrative	Stories, jokes, anecdotes	P		P	P		P
	Reports						
Expository	Definitions						P
	Explications		P				
	Outlines						
	Summaries						
	Interpretations	P		P	P	P	P
Argumentative	Comments		P				
	Formal argumentation			P	P	P	P
Instructive	Personal instructions		P				

Domain

LEVEL	B2			C1		
	PH	SR	MC	PH	LT	MC
Personal Domain	P					
Public Domain	P	P	P	P	P	P
Occupational Domain						
Education Domain	P	P	P	P	P	P

Topic

LEVEL	B2			C1		
TOPIC	PH	SR	MC	PH	LT	MC
Personal identification						
House and home environment						
Daily life						
Free time, entertainment	P	P	P	P	P	P
travel	P	P	P	P	P	P
Relations with other people	P	P	P	P	P	P
Health and bodycare	P	P	P	P	P	P
Education	P	P	P	P	P	P
Shopping						
Food and drink	P	P	P	P	P	P
Services	P	P	P	P	P	P
Places	P	P	P	P	P	P
Language	P	P	P	P	P	P
Weather	P	P	P	P	P	P

Nature of content

LEVEL	B2			C1		
	PH	SR	MC	PH	LT	MC
Only concrete content						
Mostly concrete content	Y	Y	Y			
Fairly extensive abstract content				Y	Y	Y
Mainly abstract content						

Vocabulary

LEVEL	B2				C1		
	ST	PH	SR	MC	PH	LT	MC
Only frequent words							
Mostly frequent words							
Rather extended	Y	Y	Y	Y	Y	Y	Y
Extended							

Grammar

LEVEL	B2			C1		
	PH	SR	MC	PH	LT	MC
Only simple sentences						
Mostly simple sentences	Y	Y				
Frequent compound sentences			Y	Y	Y	Y
Many complex sentences						

Operations

		LEVEL	B2			C1		
			PH	SR	MC	PH	LT	MC
Recognise and Retrieve	Explicit	Main idea/gist	Y		Y	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			Y	Y	

C1 is distinguished by Scan Reading being replaced by Long Text.

B2 Vantage: Reading

Name of task	Input Text	Task Text	Task	Skills / Strategies tested	Time	Raw points	Test points
1. "Paragraph Headings" 1 – 6	A single connected text of 7 distinct paragraphs (total 350-450 words). The text will typically be: <ul style="list-style-type: none"> ■ article ■ review ■ letter/email ■ narrative ■ description ■ reference material 	Nine paragraph headings (Six relating to paragraphs in the text, two extra choices, one example)	Choose correct paragraph heading for each paragraph.	Reading for gist	10	6	7,5
2. "Scan Reading" 7 – 13	Four texts (125-175 words total 500-700 words) connected to a single theme: The texts contain factual information. The texts will typically be: <ul style="list-style-type: none"> ■ biographies ■ reference material for places (e.g. towns) ■ reviews 	8 statements containing information stated in only one of the texts. (7 questions, one example)	Decide in which text the information is stated.	Scan reading (scan for specific information)	10	7	8,75
3. "Multiple-choice Reading" 14 – 20	One text of words of 350-450 words. The text will typically be: <ul style="list-style-type: none"> ■ article ■ review ■ letter/email ■ narrative ■ description ■ reference material 	7 multiple-choice questions: <ul style="list-style-type: none"> ■ 6 questions on detailed information contained in the text ■ 1 question on overall meaning or writer's intention. 	7 multiple-choice questions with four options	<ul style="list-style-type: none"> ■ 6 questions test reading for detailed info. ■ 1 question tests reading for gist, or skim reading 	15	7	8,75
Total time/marks					35	20	20*1,25 =25

The tasks in detail

The reading test consists of three tasks. Thirty five minutes are allowed for the completion of the three tasks. 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:

1. Paragraph Headings:

testing reading for gist.

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 task tests the candidates' ability to identify the main points at paragraph level.

2. Scan Reading:

testing scan reading skills.

This task consists of four texts on a single topic and eight statements containing information from one of the texts. Candidates have to decide which text each statement comes from. The task tests candidates' ability to locate specific information in a group of texts.

3. Multiple-choice Reading:

testing reading for detailed information, reading for gist and skim reading.

This task consists of a text accompanied by seven four-option multiple choice items. The stem of a multiple choice item may take the form of a question or an incomplete sentence. There are 7 items, which are placed after the text. Correct answers are not designed to depend on simple word-matching but on candidates' ability to interpret paraphrasing. This task tests skimming and reading for gist.

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.

C1 Operational Proficiency: 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 450-500 words). The text will typically be: <ul style="list-style-type: none"> ■ 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.	Reading for gist	10	Objective	6	7,5
2. "Long Text" 7-14	A long text (1000-1250 words). The text will typically be: <ul style="list-style-type: none"> ■ article ■ review ■ letter/email ■ narrative ■ description ■ reference material 	2-4 questions requiring 2-4 pieces of information per question (The total number of pieces of information is always 8.)	The candidate scans the text for the required information and notes it down in up to 15 words per piece.	Scan reading	20	Scorer identifies presence or otherwise of information in answer.	8	10
3. "Multiple-choice Reading" 15-20	2 texts (630-840 words) The first text is a formal article. The second is not a formal article and typically is: <ul style="list-style-type: none"> ■ an informal article ■ review ■ letter/email ■ narrative ■ reference material 	6 multiple-choice questions with 4 options. First text 3 items. Second text 3 items. Overall, there will be: <ul style="list-style-type: none"> ■ 4 items testing detailed reading ■ 1 item testing either the writer's attitude or intention. ■ 1 item testing the meaning of a lexical item in the text. 	Candidate chooses the correct answer.	<ul style="list-style-type: none"> ■ 4 items testing detailed reading skills. ■ 1 item testing overall understanding/genre/discourse. ■ 1 item testing lexical meaning in context 	15	Objective	6	7,5
Total time/marks					45		20	20*1,25 =25

The tasks in detail

The Reading test at C1 level has three tasks and lasts 45 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:

1. Paragraph Headings:

testing reading for gist

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 task tests the candidates' ability to identify the main points at paragraph level.

2. Long Text:

testing reading for gist

The task consists of a single input text, invariably an article. The text is followed by 2-4 questions which required 2-4 pieces of information gleaned from a scan reading of the text. The total number of pieces of information is always 8. The candidate must write each piece of the eight pieces of information into a frame on the answer sheet using not more than 15 words for each response.

3. Multiple-Choice Reading:

testing detailed reading skills, overall understanding/genre/ discourse awareness and lexical meaning in context

This task consists of two texts each accompanied by three sets of four-option multiple choice items. The stem of a multiple choice item may take the form of a question or an incomplete sentence. There are 3 items, which are placed after each text. Correct answers are not designed to depend on simple word-matching but on candidates' ability to interpret paraphrasing.

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: detailed specifications

Listening Specification tables

Key to letter coding

B2	C1
Short Pieces SP	Short Pieces SP
Notes N	Notes N
Radio/TV Programme RTV	Radio/TV Programme RTV

R – required

T – typical

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

Y – yes

Text source

LEVEL	B2			C1		
TASK	SP	N	RTV	SP	N	RTV
Public speeches		P			P	
Lectures		P			P	
Presentations		P			P	
Sermons						
Rituals (ceremonies, formal religious services)						
Entertainment drama, shows, readings, songs			P			P
Sports commentaries (football, cricket, boxing, horse racing, etc)						
News broadcasts		P			P	
Public debates and discussions			P	P		P
Interpersonal dialogues and conversations	P		P	P		P
Telephone conversations	P			P		
Job interviews			P	P		
Written text read aloud					P	
Telephone information (automatic answering devices, weather, traffic conditions, etc)						
Weather forecasts (radio and TV)						
Traffic information (radio)		P				
Tourist information (e.g. through portable museum guides)		P			P	
Publicity texts (radio, TV, supermarkets)		P			P	
Routine commands (instructions/direction by police, customs officials, airline personnel, etc.						

Authenticity

LEVEL	B2			C1		
Degree of authenticity	PH	SR	MC	PH	LT	MC
Authentic						
Abridged Adapted & Simplified	P	P	P	P	P	P
Pedagogic						

Discourse Type

	LEVEL	B2			C1		
Discourse Type	Discourse Subtype	SP	N	RTV	SP	N	RTV
Descriptive	Impressionistic descriptions	P	P	P			P
	Technical descriptions					P	
Narrative	Stories, jokes, anecdotes		P			P	P
	Reports		P			P	
Expository	Definitions						P
	Explications		P	P		P	P
	Outlines		P				
	Summaries						
	Interpretations	P			P		P
Argumentative	Comments	P		P	P		P
	Formal argumentation				P	P	
Instructive	Personal instructions		P	P			

Domain

	LEVEL	B2			C1		
		SP	N	RTV	SP	N	RTV
Personal Domain		P	P				
Public Domain		P	P	P	P	P	P
Occupational Domain							
Education Domain					P	P	P

Topic

LEVEL	B2			C1		
TOPIC	SP	N	RTV	SP	N	RTV
Personal identification						
House and home environment	P					
Daily life	P	P	P	P	P	P
Free time, entertainment	P	P	P	P		P
travel	P	P		P	P	
Relations with other people	P	P	P	P	P	P
Health and bodycare						
Education		P		P	P	
Shopping	P					
Food and drink						
Services	P	P		P	P	
Places	P	P		P	P	
Language						
Weather						

Nature of content

LEVEL	B2			C1		
	SP	N	RTV	SP	N	RTV
Only concrete content						
Mostly concrete content	Y	Y	Y			
Fairly extensive abstract content		P	P	Y	Y	Y
Mainly abstract content					Y	Y

Vocabulary

LEVEL	B2			C1		
	SP	N	RTV	SP	N	RTV
Only frequent words						
Mostly frequent words						
Rather extended	Y	Y	Y	Y	Y	Y
Extended					Y	Y

Grammar

LEVEL	B2			C1		
	SP	N	RTV	SP	N	RTV
Only simple sentences						
Mostly simple sentences	Y	Y	Y			
Frequent compound sentences		Y	Y	Y	Y	Y
Many complex sentences					Y	Y

Number of Participants

LEVEL	B2			C1		
	SP	N	RTV	SP	N	RTV
	2	1	2/3	2	1	2/3

The number of times the text is played

LEVEL	B2			C1		
	SP	N	RTV	SP	N	RTV
	2	2	2	2	1	2

Text Speed / Accent / Articulation

LEVEL	B2			C1		
	SP	N	RTV	SP	N	RTV
Text Speed	normal	normal	normal	normal/fast	normal/fast	normal/fast
Accent	Standard/ slight regional	Standard/ slight regional	Standard/ slight regional	Standard/ slight regional/ strong regional accent	Standard/ slight regional/ strong regional accent	Standard/ slight regional/ strong regional accent
Articulation	Clear/ some unclear articulation	clear	Clear/some unclear articulation	some unclear articulation	some unclear articulation	some unclear articulation

Objective scoring is used all through. All items are dichotomous.

		LEVEL	B2			C1		
			SP	N	RTV	SP	N	RTV
Recognise and Retrieve	Explicit	Main idea/gist	Y	Y	Y	Y	Y	Y
		Detail	Y	Y	Y	Y	Y	Y
		Opinion	Y		Y			
		Speaker's/writer's attitude/mood	Y	Y	Y	Y	Y	Y
Make inferences	Implicit	Conclusion			Y	Y	Y	Y
		Communicative Purpose		Y	Y	Y	Y	Y
Evaluate		Text Structure/Connections between parts						

B2 Vantage: Listening

Name of task	Input Text	Task Text	Task	Skills / Strategies tested	Time	Raw points	Test points
1. Short Conversations 1 – 6	Six short texts, which could be: <ul style="list-style-type: none"> formal or informal, transactional or interactional dialogues. Telephone information/ conversation All dialogues take place in the same location, e.g. a train station. Turns in input text up to 40 words long.	Eight pictures or eight short textual blocks (e.g. notices, character descriptions; notes etc). 6 relating to the dialogues, 2 extra choices) or a list of eight items or a map with eight locations etc	Select six correct answers out of eight possibilities. e.g. Put a number next to the correct choice (which could be pictures, text, point on a map or diagram) to indicate, speaker, location of dialogue, function of dialogue or what dialogue refers to.	<ul style="list-style-type: none"> Understand overall idea Understand main points. Distinguish between fact and opinion Identify discourse markers which organise what is being said. Be prepared for spontaneity, hesitation and ungrammatical forms Infer information which is not explicitly stated Pick out important information Identify speaker's mood Recognise different levels of formality 	Approx. 9 mins.	6	6
2. Making Notes 7 – 15	Extended monologue of around 400 words. The text will typically be: <ul style="list-style-type: none"> lecture oral explanation of a process instructions anecdote public speech presentation 	Notes (of 100-120 words) forming a summary of the listening text with nine gaps, representing words or phrases of up to 3 words. The gaps mark key information from the text.	Fill the gaps with an appropriate word/ phrase.	<ul style="list-style-type: none"> Understand the main points Pick out important information. Recognise speaker's intention Infer information that is not explicitly stated. Follow discourse. 	Approx. 8 mins.	9	9
3. Radio Programme 16 – 25	Excerpt from a radio or TV program, or similar. Program types: <ul style="list-style-type: none"> News Documentary Formal discussion Entertainment shows. Public debates, discussions. Tapescript: 800 - 850 words. 	Ten multiple-choice questions with three options each. <ul style="list-style-type: none"> 8 questions on detailed information 2 questions testing global understanding of the text as a whole 	Choose correct answer to ten multiple choice questions.	<ul style="list-style-type: none"> Infer basic information Understand the main points. Listen selectively. Understand and utilise features of redundancy. Understand details Follow discourse 	Approx. 18 mins.	10	10
Total time/marks					35	25	25

The tasks in detail

The Listening test consists of 3 tasks and it lasts for approximately thirty five 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:

1. Short Conversations:

testing understanding the overall idea, understanding the main points, picking out important information, distinguishing between fact and opinion, inferring information which is not explicitly stated, identifying speaker's opinion.

In this part candidates hear 6 short conversations and have to match each short conversation to a set of 8 items (6 relating to the dialogues, 2 extra choices), A – H. The eight options form a coherent set and the overall theme or topic is clearly stated in the task. For example, candidates may hear conversations at an airport and they have to decide where the speakers are. Hence the set of options A-H will contain a list of locations at an airport, such as information desk, check- area, cafe, etc. They listen to the conversations twice. This part of the Listening tests candidates' global listening skills and also their ability to infer, extract 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.

2. Making Notes:

testing understanding the main points, picking out important information.

In this part of the Listening test there is a monologue on the tape with a gapped text to go with it. The gapped text is the summary of the monologue on the tape. Candidates hear the monologue twice and as they listen they are required to complete the gapped text. This part of the Listening test concentrates on the retrieval of factual information and it is important for candidates to listen carefully using the prompts on their question paper in order to identify the missing information.

3. Radio Programme:

testing understanding the main points, listening selectively, understanding details.

In this part of the Listening test, candidates hear a longer text, a discussion with two or three speakers. There are 10, three-option multiple choice questions that focus on details and 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 as well.

Scoring

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

C1 Operational Proficiency: Listening

Name of task	Input Text	Task Text	Task	Skills / Strategies tested	Time	Raw points	Test points
1. Short Conversations 1-4	Four short texts, which could be: <ul style="list-style-type: none"> formal or informal, transactional or interactional dialogues Information/conversation Turns in input text up to 40 words long. 	Two lists – e.g. 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, speakers job/role etc.	Multiple matching. For each piece the candidate must select one item from list A and one from list B.	<ul style="list-style-type: none"> Understand overall idea Understand main points. Distinguish between fact and opinion Identify discourse markers which organise what is being said. Be prepared for spontaneity, hesitation and ungrammatical forms Infer information which is not explicitly stated Pick out important information Identify speaker's mood Recognise different levels of formality 	Approx. 9,5 mins.	8	8
2. Making Notes 5-7	3-4 minute extended monologue divided into three roughly equal parts. The text will typically be: <ul style="list-style-type: none"> lecture oral explanation of a process instructions anecdote public speech presentation 	Three pieces of aural text, each preceded by a question. Question repeated after text section.	Listen and note down information to answer pre-given question.	<ul style="list-style-type: none"> Understand the main points Pick out important information. Recognise speaker's intention Infer information that is not explicitly stated. Follow discourse. 	Approx. 12,5 mins.	9	9
3. Radio Programme 8-15	Excerpt from a radio or TV program. Program types: <ul style="list-style-type: none"> News Documentary Formal discussion Entertainment shows. Public debates, discussions. Tapescript: 800 - 850 words. 	Eight multiple choice questions on factual information, explicit and implied opinions and attitudes. <ul style="list-style-type: none"> 7 questions about details in the text 1 questions testing global understanding of the text as a whole. 	Answer multiple choice questions.	<ul style="list-style-type: none"> 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

The tasks in detail

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:

1. Short Conversations:

testing understanding the overall idea, understanding the main points, picking out important information, distinguishing between fact and opinion, identifying speaker's opinion, inferring information which is not explicitly stated, recognising different levels of formality, etc.

In this part 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.

2. Making Notes:

testing understanding the main points, picking out important information, inferring information which is not explicitly stated.

In this part of the test a recorded monologue is delivered in three parts. Before each part the candidate is told the question which is repeated at the end of the Listening section. This part of the Listening test concentrates on candidates' ability to understand and write down selected information from a text. The skills employed are similar to what is needed when listening to lectures and presentations at conferences, meetings, etc.

3. Radio Programme:

testing understanding the main points, listening selectively, understanding details

In this test 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: detailed specifications

B2 Vantage: Writing

Domain	personal, public
Content knowledge	wide range of non-specialised knowledge areas
Cognitive processing	reproduction of known ideas only
Language of instructions	same as level of test
Expected grammatical level	limited range of complex structures
Expected lexical level	extended vocabulary
Expected discourse features	competent use of cohesive devices
Situational authenticity	medium
Interactional authenticity	medium

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: A mixture of textual and/or iconic information including: <ul style="list-style-type: none"> ■ leaflets ■ notes ■ letters ■ maps ■ timetables ■ annotations ■ messages ■ forms ■ memos ■ adverts ■ programs, etc. 	Candidate creates a piece of writing based on data / textual information. 1 output text that ranges from semi-formal to formal letter. The content of the response is specified Audience: friend, acquaintance, employer.	Transactional task Discourse mode <ul style="list-style-type: none"> ■ transactional letter / e-mail Text length: 1 continuous text (multi-paragraph) No. of words expected: (100-120 words) Rhetorical functions: description (events), description(processes), reporting (events), complaints, suggestion, comparison and contrast, asking for information, etc. Register: semi-formal or formal	30 mins	Analytical method. Assessment criteria are: <ul style="list-style-type: none"> ■ grammatical accuracy, ■ cohesion and coherence, ■ lexical control, ■ content, ■ orthography, ■ development of ideas, ■ appropriacy 	30	12,5
2. Discursive Writing	Type of prompt: Textual information - instructions. Instructions will be max 35 words each.	Candidate writes a piece of extended text, choosing one task from a selection of three with different topics and different genres. The content of the response is specified and extended genre-instructions are provided. Audience: general public (as for newspaper article)	Extended Writing Discourse mode <ul style="list-style-type: none"> ■ an article ■ a review ■ a story ■ letter to the editor ■ an essay (discursive) ■ a descriptive/narrative composition Text length: continuous text (multi-paragraph) (ca. 150 words) Rhetorical functions description (events), description (process), narration, commentary reporting events, giving opinions, making comparison and contrast, exemplification, synthesis, analysis, evaluation, expressing possibility/probability Register: neutral, formal.	30 mins	Analytical method. Assessment criteria are: <ul style="list-style-type: none"> ■ grammatical accuracy, ■ cohesion and coherence, ■ lexical control, ■ content, ■ orthography, ■ development of ideas, ■ appropriacy 	30	12,5
Total time/marks				60 mins		60	60/2*25/30 =25

The tasks in detail

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 an answer sheet.

The two tasks are the following:

1. Transactional Writing:

testing the candidates' skills of writing a semi-formal letter with a transactional purpose

In this task candidates are presented with the context which explains the role the candidate must take in order to write a formal letter or email of 100-120 words. It also identifies who 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 candidates' ability to give instructions, explain something, ask for comments, request information, agree on things, apologise, complain, reassure, etc. in a formal style.

2. Discursive Writing:

testing the candidates' skills of writing one formal text from a choice of three

In this task candidates are given a choice of three tasks (article, report, review, story, essay, etc) and are required to write ca. 150 words for the task they have chosen. Since there is always a choice of task types in this part, candidates can choose the task at which they believe they can best demonstrate their ability in written English.

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.

C1 Operational Proficiency: Writing

Domain	public, educational/academic.
Content knowledge	very wide range of knowledge areas (social, scientific, 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

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) - extended instructions for a transactional writing task.	The input texts establish a context for the writing task. The task has a specific stated purpose. Audience: committee, board, employees, etc.	Transactional task No. of words expected: ca. 200. Text length: continuous text (multi-paragraph) Discourse mode: formal letter Rhetorical functions explanation, argumentation, persuasion, reporting events, giving opinions, exemplification, synthesis, analysis, evaluation, expressing possibility/probability Register: formal Content of response specified	30 mins	Analytical method. Assessment criteria are: ■ grammatical accuracy, ■ cohesion and coherence, ■ lexical control, ■ content, ■ orthography, ■ development of ideas, ■ appropriacy	30	12,5
2. Discursive Writing	The candidate is offered 3 options. The input for each task consists of a single sentence instruction.	The candidate writes a piece of extended text, choosing one task from a selection of three with different topics and different genres. The task has a specific stated goal. Task purpose: referential, conative, phatic. The content of the response is specified and extended genre-instructions are provided. Audience: general public (as for newspaper article), committee, board	Discourse mode: Extended writing of ■ an article ■ a report ■ an essay (discursive) ■ a descriptive/narrative composition Text length: continuous text (multi-paragraph) (ca. 150 words) Rhetorical functions description (events), description (process), narration, commentary reporting events, giving opinions, making comparison and contrast, exemplification, synthesis, analysis, evaluation, expressing possibility/probability Register: neutral, formal.	30 mins	Analytical method. Assessment criteria are: ■ grammatical accuracy, ■ cohesion and coherence, ■ lexical control, ■ content, ■ orthography, ■ development of ideas, ■ appropriacy	30	12,5
Total time/marks				60 mins		60	(60/2)*25/ 30=25

The tasks in detail

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:

1. Transactional Writing:

testing the candidates' skills of writing formal letters

In this task candidates are presented with the context which explains the role the candidate must take in writing a formal letter or email of around 200 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 candidates' ability to give instructions, explain something, ask for comments, request information, agree, apologise, complain, reassure, etc. in a formal style.

2. Discursive Writing:

testing the candidates' skills of writing one text out of three given choices within the following genre: reports, essays, reviews, articles, proposals, stories, etc.

In this task candidates are given three different tasks (article, report, review, story, essay, etc) and are required to write 200 words for the task they have chosen. Since there is always a choice of task types in this part, candidates can choose the one they are the best at and thus avoid a particular task type 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: detailed specifications

- 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 and the assessment takes place after the examination based on the recording.
- Rating of task is done according to an analytical scale.

B2 Vantage: Speaking

Domain	personal, public, occupational
Setting	social
Content knowledge	wide range of non-specialized knowledge areas
Cognitive processing	reproduction of known ideas only
Language of instructions	simple and to the point, not more difficult than level of test
Grammatical level	limited range of complex structures
Lexical level	extended vocabulary
Discourse features	competent use

Name of task	Task/ interaction	Input	Skills / Strategies tested	Discourse Features	Functional / Notional Areas	Topics / Situations	Marking	Time
0 Preparation	Prepare Picture story No interaction.	Picture, instructions	preparation for extended turn					10 minutes
1. Interview	Interlocutor interviews candidates Discourse mode: Interview Register: informal	Type of prompt: 2 oral scripted questions for each candidate	conversation on topics of public/ general interest	turn taking responding appropriately	These will typically be: ■ comparing ■ stating an opinion / preference ■ (dis)agreeing ■ giving explanations ■ describing a place ■ describing a person	Topics will typically be: ■ social gatherings ■ travel ■ free time ■ shopping ■ meeting people ■ family ■ hobbies ■ holidays ■ places ■ daily routines ■ health ■ food and drink ■ education ■ friends ■ media ■ crime ■ relationships ■ housing / accommodation ■ news & current affairs ■ the environment	Analytical all through.	2 minutes
2. Picture Story	Extended candidate monologue Discourse mode: Prepared Picture Story (narrative) Register: neutral	Type of prompt: printed and oral instructions; picture story with opening line	narration clear, detailed description	long turn overall coherence cohesive devices	These will typically be: ■ sequencing events ■ describing cause and effect ■ comparing ■ describing experiences ■ describing reasons ■ describing places ■ describing personal reactions / emotions			2 minutes per candidate + 30 seconds to look through notes
3. Transactional Dialogues	Candidate and interlocutor one to one. Discourse mode: Transactional dialogues Register: informal / formal / neutral	Type of prompt: oral/textual (a) 3 situational cue cards per candidate (b) scripted reply from interlocutor in role (response to candidate's first intervention)	Social, public, travel situations flexible use of language – especially everyday functional areas (request, apology, suggestion, advice, invitation etc.)	responding appropriately; turn taking; expressing a viewpoint	These will typically be: ■ requesting information ■ giving information ■ asking for clarification ■ booking something ■ confirming / denying information ■ paying for something ■ correcting ■ apologising ■ complaining			up to 5 minutes between 2 candidates
4. Discussion	Two candidates interact. Discourse mode: collaborative task / discussion Register: informal	Type of prompt: oral/textual pre-prepared negotiation task	ability to sustain and defend point of view conversation on familiar topics	turn taking negotiating reaching consensus	These will typically be: ■ stating an opinion / preference ■ (dis)agreeing ■ giving reasons ■ comparing			up to 4 minutes between 2 candidates

The tasks in detail

The Speaking section consists of 4 tasks and it lasts for approximately 17 minutes. Candidates have ten minutes before the test for preparing Task 2. They may use printed dictionaries. If there is more than one candidate taking the examination, candidates are examined in pairs. There is one examiner: an interlocutor who manages the interaction. The Speaking Test is recorded and assessed together with written part after the examination by two assessors. Assessor 1 gives 4 marks (for range and accuracy, fluency and coherence, pronunciation and communication strategies), while the Assessor 2 gives one mark (on overall impression) only. The interlocutor does not mark candidates' performance. 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 center, the test will be taken by three candidates together instead of two.

The four tasks are the following:

1. Interview:

candidates are required to answer a set of questions about themselves as well as questions from different topics. The questions are asked in turns from both candidates.

This part of the test gives candidates the opportunity to show their ability to give personal information as well as to speak about different topics, such as family, daily routines, sport, travel, etc. The list of topics required at this level is to be found in the third section of the booklet. Candidates are expected to respond to the interlocutor's questions, and to listen to what their partner has to say as sometimes they are asked whether they agree or disagree with what their partner has said. In order to maintain the appropriate level, the questions are provided in the booklet of the interlocutor.

2. Picture Story:

candidates deliver their stories in turns and thus they are given the opportunity to speak for 2 minutes without interruption.

In this part candidates can show their ability to organize their thoughts and ideas, and express themselves coherently in appropriate language. They do not have to follow the order of the pictures, do not have to finish the story and can skip a picture if they want. The importance is to deliver a story using the appropriate tense (e.g. past simple, past continuous, past perfect simple and continuous), linkers, adjectives, intensifiers, etc.

3. Transactional Dialogues:

candidates are required to act in different situations. Each candidate gets 3 different situation cards (for example: „You have ordered a bed, but you got a bookcase instead. Phone the store in order to complain“. Here the interlocutor takes up the role of a shop assistant.) in the following way: Candidate A gets a card, reacts to it, listens to the interlocutor's reaction, and finally reacts to that too. Then, Candidate B gets a situation card and the same procedure goes on until each candidate has got 3 cards.

In this part candidates are expected to be able to speak in different situations using appropriate register, range and functions. They are thus expected to be able to use polite formulas when speaking to strangers, such as a shop assistant or to be able to use informal language when speaking to their friends or colleagues. In addition, they are expected to use appropriate functions when convincing, asking for information, complaining, agreeing, disagreeing, etc. Moreover, they are expected to understand the answer of the interlocutor and to react to that. In order to maintain the appropriate level, the reactions of the interlocutor are provided in the booklet of the interlocutor.

4. Discussion:

the two candidates are given oral instructions and provided with a card (one question which requires the enumeration of different options and a decision on the best one, for example: „What are the problems you might have to deal with when moving abroad. For example: language problems“) 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.

C1 Operational Proficiency: 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

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: ■ 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	Analytical all through.	2.5-3 mins
2. Presentation	Extended candidate monologue Discourse mode: Candidate A prepared presentation / argument on a pre-prepared topic	Type of prompt: textual a choice of 4 statements on a current topic	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	■ family ■ hobbies ■ holidays ■ places ■ daily routines ■ health ■ food and drink		2.5 mins
	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	■ education ■ friends ■ media ■ crime ■ relationships		1 min
	Repeat 2 & 3 reversing candidate roles Register: formal / neutral					■ housing / accommodation ■ news & current affairs		2.5 + 1 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)	■ the environment ■ science ■ art		up to 4 mins between 2 candidates
								Max 15 mins

The tasks in detail

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. If there is more than one candidate taking the examination, candidates are examined in pairs. There is one examiner: an interlocutor who manages the interaction. The Speaking Test is recorded and assessed together with the written part after the examination by 2 assessors. Assessor 1 gives 4 marks (for range and accuracy, fluency and coherence, pronunciation and communication strategies), while Assessor 2 gives one mark (on overall impression) only. The interlocutor does not mark candidates' performance. 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 center, the test will be taken by three candidates together instead of two.

The three tasks are the following:

1. Interview:

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 show their ability to give personal information as well as to speak about different topics, such as language learning, the media, art, etc. 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:

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 ask questions from the other candidate or to make comments 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 ask questions from the other candidate or to make comments based on what he/she has heard.

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

Writing: mark schemes

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.

B2 Vantage: 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 they can get for the writing section is 60 points.

	Task Achievement	Appropriacy	Coherence	Cohesion	Grammatical Range and Accuracy	Lexical Range & Accuracy
5	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Style & Format: Appropriate to genre, no irrelevant information Register: Good awareness of register and formality level appropriate to genre 	<ul style="list-style-type: none"> Structure: Ideas sequenced logically and accurately Purpose: Clear Information: Well organized into a coherent text 	<ul style="list-style-type: none"> Cohesive devices: A wide range of cohesive devices used naturally, efficiently and appropriately to link words, clauses, sentences and paragraphs Reference: Skilled use 	<ul style="list-style-type: none"> Grammatical Structures: Complex Spelling: Very good Word order: Correct Punctuation: Used properly throughout Errors: Very few, none of them impedes meaning, message 	<ul style="list-style-type: none"> Wide range of lexis to complete the task, some original lexical solutions Lexis used appropriately with isolated misuse
4						
3	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Style & Format: Usually appropriate to genre with little or no irrelevant information Register: Limited exponents but awareness of register is shown 	<ul style="list-style-type: none"> Structure: Some confusion in logical and accurate sequencing Purpose: Mostly clear Information: Adequately organized into a mostly coherent text 	<ul style="list-style-type: none"> Cohesive devices: Adequate amount of devices used to link words, clauses, sentences mostly appropriately Reference: Limited use 	<ul style="list-style-type: none"> Grammatical Structures: Simple but mostly correct, some attempts at complex structures with some mistakes that do not impede comprehension Spelling: Some mistakes that do not impede comprehension Word order: Mostly correct Punctuation: Mostly effective Errors: Some, but do not significantly impede meaning 	<ul style="list-style-type: none"> Sufficient range of lexis to complete the task Lexis used mostly appropriately with occasional misuse
2						
1	<ul style="list-style-type: none"> Task unachieved Intention: Very unclear Instructions: Many not followed Effect: negative Outcome: Will not achieve a successful outcome Content: Omission, irrelevance 	<ul style="list-style-type: none"> Style & Format: Inappropriate to genre, or minimal evidence Register: Minimal 	<ul style="list-style-type: none"> Structure: Muddled Purpose: Unclear Information: Very confused 	<ul style="list-style-type: none"> Cohesive devices: Minimal Reference: Simple / none 	<ul style="list-style-type: none"> Grammatical Structures: Very simple with frequent and serious mistakes Spelling: Very poor Word order: Often wrong Punctuation: Often wrong 	<ul style="list-style-type: none"> Poor range of lexis to complete the task Lexis used inappropriately in most cases
0	<ul style="list-style-type: none"> Task unattempted / partially attempted Not enough language to make an assessment, or under 20 words 	<ul style="list-style-type: none"> Not enough language to make an assessment, or under 20 words. 	<ul style="list-style-type: none"> No meaning or the meaning conveyed is irrelevant, or under 20 words 	<ul style="list-style-type: none"> No effective use of cohesive devices and reference, or under 20 words 	<ul style="list-style-type: none"> Little or no evidence of grammatical knowledge of simple structures, or under 20 words 	<ul style="list-style-type: none"> No relevant lexis organized into sentences, or under 20 words

C1 Operational Proficiency: 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 they can get for the writing section is 60 points.

	Task Achievement	Appropriacy	Coherence	Cohesion	Grammatical Range and Accuracy	Lexical Range & Accuracy
5	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Style & Format: Appropriate to genre, no irrelevant information Register: Good awareness of register and formality level appropriate to genre 	<ul style="list-style-type: none"> Structure: Ideas sequenced logically and accurately Purpose: Clear Information: Well organized into a coherent text 	<ul style="list-style-type: none"> Cohesive devices: A wide range of cohesive devices used naturally, efficiently and appropriately to link words, clauses, sentences and paragraphs Reference: Skilled use 	<ul style="list-style-type: none"> Grammatical Structures: Complex Spelling: Very good Word order: Correct Punctuation: Used properly throughout Errors: Very few, none of them impedes meaning, message 	<ul style="list-style-type: none"> Wide range of lexis to complete the task, some original lexical solutions Lexis used appropriately with isolated misuse
4						
3	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Style & Format: Usually appropriate to genre with little or no irrelevant information Register: Limited exponents but awareness of register is shown 	<ul style="list-style-type: none"> Structure: Some confusion in logical and accurate sequencing Purpose: Mostly clear Information: Adequately organized into a mostly coherent text 	<ul style="list-style-type: none"> Cohesive devices: Adequate amount of devices used to link words, clauses, sentences mostly appropriately Reference: Limited use 	<ul style="list-style-type: none"> Grammatical Structures: Adequately complex structures with rare mistakes that do not impede comprehension Spelling: Some mistakes that do not impede comprehension Word order: Mostly correct Punctuation: Mostly effective Errors: Some, but do not significantly impede meaning 	<ul style="list-style-type: none"> Sufficient range of lexis to complete the task Lexis used mostly appropriately with occasional misuse
2						
1	<ul style="list-style-type: none"> Task unachieved Intention: Very unclear Instructions: Many not followed Effect: negative Outcome: Will not achieve a successful outcome Content: Omission, irrelevance 	<ul style="list-style-type: none"> Style & Format: Inappropriate to genre, or minimal evidence Register: Minimal 	<ul style="list-style-type: none"> Structure: Muddled Purpose: Unclear Information: Very confused 	<ul style="list-style-type: none"> Cohesive devices: Minimal Reference: Simple / none 	<ul style="list-style-type: none"> Grammatical Structures: Very simple with frequent and serious mistakes Spelling: Very poor Word order: Often wrong Punctuation: Often wrong 	<ul style="list-style-type: none"> Poor range of lexis to complete the task Lexis used inappropriately in most cases
0	<ul style="list-style-type: none"> Task unattempted / partially attempted Not enough language to make an assessment, or under 20 words 	<ul style="list-style-type: none"> Not enough language to make an assessment, or under 20 words. 	<ul style="list-style-type: none"> No meaning or the meaning conveyed is irrelevant, or under 20 words 	<ul style="list-style-type: none"> No effective use of cohesive devices and reference, or under 20 words 	<ul style="list-style-type: none"> Little or no evidence of grammatical knowledge of simple structures, or under 20 words 	<ul style="list-style-type: none"> No relevant lexis organized into sentences, or under 20 words

Speaking: mark schemes

B2 Vantage: Speaking mark scheme

Assessor 1's copy

	Range and Accuracy	Fluency and Coherence	Pronunciation	Communication Strategies
5	<ul style="list-style-type: none"> Wide range of grammar, lexis and cohesive devices used to complete the tasks, circumlocution only occasionally necessary. Comfortable with more complex structures and lexis although errors still occur. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Initiates maintains and ends turns. Uses repair strategies (clarification, circumlocution) where necessary. Uses appropriate register and intonation.
4				
3	<ul style="list-style-type: none"> Sufficient range of grammar, lexis and cohesive devices to adequately complete the tasks although circumlocution may be necessary. Few errors in simple sentences. Errors when attempting more complex structures and lexis do not generally hinder communication. 	<ul style="list-style-type: none"> Some hesitation while formulating language, but can effectively maintain flow of speech. Can link ideas into clear, coherent discourse although with noticeable jumpiness especially in extended contributions. 	<ul style="list-style-type: none"> Pronunciation is clearly intelligible in spite of evident foreign accent and occasional mispronunciations putting some strain on the listener. 	<ul style="list-style-type: none"> Initiates maintains and ends turns satisfactorily although not always smoothly. Evidence of ability to use repair strategies (clarification, circumlocution) although not always applied. Uses appropriate register.
2				
1	<ul style="list-style-type: none"> Range of grammar, lexis and cohesive devices insufficient to adequately complete the tasks. Repeated errors even in simple sentences. 	<ul style="list-style-type: none"> Frequent hesitation and inability to link ideas coherently causes great strain on the listener. 	<ul style="list-style-type: none"> Mispronunciations and inability to produce certain sounds frequently impedes communication of the message. 	<ul style="list-style-type: none"> Generally, fails to initiate maintain and end turns satisfactorily. Does not use repair strategies (clarification, circumlocution). Uses inappropriate register.
0	Insufficient language for assessment			

	Overall impression
5	<p>Good ability to maintain accurate, fluent and natural conversation.</p> <p>Suitable range of grammar, lexis and cohesive devices to complete tasks.</p> <p>Some ability with complex language.</p> <p>Pronunciation is natural with appropriate intonation, though occasionally problematic.</p>
4	
3	<p>Smooth use of language. Occasional small difficulties or gaps that do not severely impede understanding.</p> <p>A number of errors, including slips in simple sentences.</p> <p>Pronunciation may place some small strain on the listener.</p> <p>Conversation is maintained in a generally natural and appropriate manner.</p>
2	
1	<p>Noticeable hesitation. Jumpiness. Insufficient grammar, lexis and cohesive devices to do the tasks.</p> <p>Frequent errors in simple sentences.</p> <p>Avoidance of complex structures or lexis.</p> <p>Significant pronunciation difficulties.</p>
0	Very hard to understand. Clearly significantly below level criteria

/ C1 Operational Proficiency: Speaking mark scheme

/ Assessor 1's copy

	Range and Accuracy	Fluency and Coherence	Pronunciation	Communication Strategies
5	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Noticeable hesitation while formulating language. Can link ideas into clear, coherent discourse although with noticeable jumpiness especially in extended contributions. 	<ul style="list-style-type: none"> Although pronunciation may be intelligible, mispronunciations and lack of features of connected speech put some strain on the listener. 	<ul style="list-style-type: none"> 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			

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



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