

The learner will be required to complete TWO TASKS at B1.

TASK 1: 75 – 100 WORDS AND TASK 2: 100 – 125 WORDS Points range from 0-12				
Marks	3	2	1	0
Range of Vocabulary and Spelling	Learner demonstrates effective use of nouns with 80% accuracy in spellings of unfamiliar vocabulary. Appropriate use and range of vocabulary relevant to the level and context throughout. Uses present tense forms accurately and 3-5 adjectives correctly.	Learner demonstrates some appropriate use of vocabulary. Nouns are used well and spelling basic vocabulary is correct, although spelling errors do occur in complex structures but these do not exceed 30%. Despite errors, vocabulary is correctly applied to content. Uses 23 adjectives correctly.	Learner demonstrates limited use of appropriate vocabulary. 1-2 adjectives used correctly and spelling errors of complex words do not exceed 40%. Conjunctions are used effectively and more complex linking words are mostly accurate with 3-4 errors.	Illegible text and incorrect use of vocabulary throughout. No evidence of adjectives. Conjunctions are used ineffectively. Spelling is weak; around 50% misspellings in unfamiliar vocabulary. B1 writing is unaccomplished. Final product is insufficient.
Accuracy and Grammar	Learner produces text using basic grammar accurately, and 20% of errors occur with more complex grammatical forms. Errors do not impede general comprehension. Punctuation is used accurately throughout with accurate word order. Attempts range of verb forms.	Learner uses basic grammar accurately. 30% of errors occur with more complex grammatical forms. Errors do not impede general comprehension. Punctuation errors occur and attempts at a range of complex verb forms shows evidence of errors.	Minor errors in basic grammar at B1. 40% of errors occur in more complex grammatical forms, punctuation and word order. Tense forms may be inaccurate but there are attempts at a range of complex structures, although some comprehension is impeded.	Learner does not produce a comprehensible text. Several errors in punctuation. Little or no understanding of grammatical forms and tenses are inaccurate throughout 50% and above.
Format	Learner recognises the difference between formal and informal texts and can demonstrate use of appropriate salutations and style/genre of language. Effective use of paragraphs showing logical cohesion and organisation of ideas at all times. Fluid and smooth sentences. Correct punctuation.	Learner demonstrates awareness of the difference between formal and informal texts and can demonstrate use of appropriate salutations and style/genre of language, though this may not be maintained throughout the text. 30% of errors with format: Paragraphs are used showing logical cohesion and organisation of ideas most of the time and sentences are fluid and smooth with punctuation.	Learner may not demonstrate awareness of the difference between formal and informal texts but can demonstrate use of appropriate salutations in most instances; there may be errors with style/genre of language. 40% of errors with format: Paragraphs do not always show logical cohesion and organisation of ideas but are punctuated.	No demonstration of the awareness of the difference between formal and informal texts and unable to demonstrate appropriate salutations. No evidence of effect paragraphing to show logical cohesion and organisation of ideas. No basic sentence structure in, or understanding of, formal/ informal texts.
Content	Learner demonstrates a thorough understanding and awareness of task and content is relevant with coherently linked ideas. Learner understands the question and provides answers with elaborated ideas. Writing is tidy and legible.	Learner demonstrates some understanding and awareness of the task. Learner understands the question but response limited in depth and ideas not written at length, but able to maintain expression without elaboration at B1. Untidy, illegible writing.	Learner demonstrates limited understanding and awareness of the task yet understands the question. Unable to execute an effective answer. However, an answer is attempted on some aspects of the task requirement in B1. Untidy, illegible writing.	Learner does not produce text relevant to the context of the task. No understanding or awareness of the task requirements. Attempted answer does not fully meet the word count required and is incomplete. Untidy and illegible writing.

**The learner will be required to complete TWO TASKS at B2.**

<b>TASK 1: 100 – 150 WORDS AND TASK 2: 150 – 200 WORDS Points range from 0-12</b>				
<b>Marks</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Range of Vocabulary and Spelling	Learner demonstrates effective use of nouns with 80% accuracy in spellings of unfamiliar vocabulary. Appropriate use and range of vocabulary relevant to the level and context throughout. Uses present tense forms accurately and 3-5 adjectives correctly.	Learner demonstrates some appropriate use of vocabulary. Nouns are used well and spelling basic vocabulary is correct, although spelling errors do occur in complex structures but these do not exceed 30%. Despite errors, vocabulary is correctly applied to content. Uses 23 adjectives correctly.	Learner demonstrates limited use of appropriate vocabulary. 1-2 adjectives used correctly and spelling errors of complex words do not exceed 40%. Conjunctions are used effectively and more complex linking words are mostly accurate with 3-4 errors.	Illegible text and incorrect use of vocabulary throughout. No evidence of adjectives. Conjunctions are used ineffectively. Spelling is weak; around 50% misspellings in unfamiliar vocabulary. B2 writing is unaccomplished. Final product is insufficient.
Accuracy and Grammar	Learner produces text using basic grammar accurately, and 20% of errors occur with more complex grammatical forms. Errors do not impede general comprehension. Punctuation is used accurately throughout with accurate word order. Attempts range of verb forms.	Learner uses basic grammar accurately. 30% of errors occur with more complex grammatical forms. Errors do not impede general comprehension. Punctuation errors occur and attempts at a range of complex verb forms shows evidence of errors. Shows understanding of phrasal verbs and conditionals at B2.	No errors in simple sentences. 40% of errors occur in more complex grammatical forms, punctuation and word order. Tense forms may be inaccurate but there are attempts at a range of complex structures, although some comprehension is impeded.	Learner does not produce a comprehensible text. Several errors in punctuation. Little or no understanding of grammatical forms and tenses are inaccurate throughout 50% and above.
Format	Learner recognises the difference between formal and informal texts and can demonstrate use of appropriate salutations and style/genre of language. Effective use of paragraphs showing logical cohesion and organisation of ideas at all times. Fluid and smooth sentences. Correct punctuation.	Learner demonstrates awareness of the difference between formal and informal texts and can demonstrate use of appropriate salutations and style/genre of language, though this may not be maintained throughout the text. 30% of errors with format: Paragraphs are used showing logical cohesion and organisation of ideas most of the time and sentences are fluid and smooth with punctuation.	Learner may not demonstrate awareness of the difference between formal and informal texts but can demonstrate use of appropriate salutations in most instances; there may be errors with style/genre of language. 40% of errors with format: Paragraphs do not always show logical cohesion and organisation of ideas but are punctuated.	No demonstration of the awareness of the difference between formal and informal texts and unable to demonstrate appropriate salutations. No evidence of effect paragraphing to show logical cohesion and organisation of ideas. No basic sentence structure in, or understanding of, formal/ informal texts.
Content	Learner demonstrates a thorough understanding and awareness of task and content is relevant with coherently linked ideas. Learner understands the question and provides answers with elaborated ideas. Writing is tidy and legible.	Learner demonstrates some understanding and awareness of the task. Learner understands the question but response limited in depth and ideas not written at length, but showing some elaboration at B2. Untidy, illegible writing.	Learner demonstrates limited understanding and awareness of the task yet understands the question. Unable to execute an effective answer. Two points are covered for B2. Untidy, illegible writing.	Learner does not produce text relevant to the context of the task. No understanding or awareness of the task requirements. Attempted answer does not fully meet the word count required and is incomplete. Untidy and illegible writing.

**The learner will be required to complete TWO TASKS at C1**

<b>TASK 1: 150 – 200 WORDS AND TASK 2: 250 – 300 WORDS Points range from 0-12</b>				
<b>Marks</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Range of Vocabulary and Spelling	Learner uses a variety of vocabulary to communicate ideas, impressions, feelings and opinions clearly. Vocabulary meets purpose and idioms are used naturally throughout. Specialised vocabulary is used correctly with 80% accuracy of spelling unfamiliar words	Learner demonstrates some use of vocabulary to communicate ideas, impressions, feelings and opinions but not always clearly. Some use of idioms is used but not always naturally. Spelling basic vocabulary is correct, although spelling errors do occur in complex structures but these do not exceed 30%.	Learner demonstrates limited use of appropriate vocabulary to communicate ideas, impressions, feelings and opinions. Choice of vocabulary is limited and many errors in spelling complex words (40%).	Illegible text and incorrect use of vocabulary throughout for expressing and communicating ideas, impressions, feelings and opinions. Spelling is weak; 50% misspellings in unfamiliar vocabulary. C1 writing is unaccomplished. Final product is insufficient.
Accuracy and Grammar	Learner produces text using appropriate tenses and word order, complex structures, subordinate clauses and a variety of tenses in active and passive forms. 1-2 errors in sentence structures and grammar, but comprehension not impeded.	Learner produces text where occasional structural errors occur and punctuation and tenses are not always accurate, however comprehension is not impeded. 30% of errors occur with more complex grammatical forms.	Learner produces text with errors in tense forms, punctuation and word order. Comprehension is impeded in some instances. 40% of errors occur in more complex grammatical forms.	Learner does not produce a comprehensible text. Several errors in punctuation. Little or no understanding of grammatical forms and tenses are inaccurate throughout 50% and above.
Format	Learner demonstrates high awareness of the task and ability to use a wide range of formats covering a range of functions. Effective use of paragraphing shows logical cohesion and organisation of ideas. Well punctuated and overall consistent style.	Learner demonstrates awareness of the task and can use appropriate language for different functions and a range of formats, though this may not be consistent throughout the text. 30% of errors occur. Paragraphs show logical cohesion and organisation of ideas most of the time. Well punctuated.	Learner demonstrates a limited awareness of the task, its function and text type. Argument is not coherently expressed and lacking detail. 40% of errors occur. Paragraphs do not always show logical cohesion and organisation of ideas but are fairly well punctuated.	Learner does not produce text relevant to the context of the task. No demonstration of the awareness of language function and range of formats. No evidence of paragraphing to show logical organisation of ideas. Format is inappropriate to the context.
Content	Learner demonstrates an understanding and awareness of task and content is relevant with coherently linked ideas. Uses well rounded cogent expanding on key points for complex and abstract subjects. Linguistic markers used to give opinions and elaborated answers. Writing is tidy and legible.	Learner demonstrates some understanding and awareness of the task. Some evidence of presenting an argument, although key points may not be fully elaborated. Learner understands the question but response limited in depth and ideas not written at length. Able to maintain expression and argument, but key points may not be fully emphasised or expanded.	Learner demonstrates limited understanding and awareness of the task yet understands the question. Unable to execute an effective answer and arguments are not coherently expressed as insufficient detail is presented. However, an answer is attempted on some aspects of the task Untidy, illegible writing.	Learner does not produce text relevant to the context of the task. No understanding or awareness of the task requirements. Attempted answer does not fully meet the word count required and is incomplete. Untidy and illegible writing.

**The learner will be required to complete TWO TASKS at C2**

<b>TASK 1: 200 – 250 WORDS AND TASK 2: 250 – 300 WORDS Points range from 0-12</b>				
<b>Marks</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Range of Vocabulary and Spelling	Learner uses a variety of vocabulary to communicate ideas, impressions, feelings and opinions clearly. Vocabulary meets purpose and idioms are used naturally throughout. Specialised vocabulary is used correctly with 80% accuracy of spelling unfamiliar words	Learner demonstrates some use of vocabulary to communicate ideas, impressions, feelings and opinions but not always clearly. Some use of idioms is used but not always naturally. Spelling basic vocabulary is correct, although spelling errors do occur in complex structures but these do not exceed 30%.	Learner demonstrates limited use of appropriate vocabulary to communicate ideas, impressions, feelings and opinions. Choice of vocabulary is limited and many errors in spelling complex words (40%).	Illegible text and incorrect use of vocabulary throughout for expressing and communicating ideas, impressions, feelings and opinions. Spelling is weak; 50% misspellings in unfamiliar vocabulary. C2 writing is unaccomplished. Final product is insufficient.
Accuracy and Grammar	Learner produces text using appropriate tenses and word order, complex structures, subordinate clauses and a variety of tenses in active and passive forms. 1-2 errors in sentence structures and grammar, but comprehension not impeded.	Learner produces text where occasional structural errors occur and punctuation and tenses are not always accurate, however comprehension is not impeded. 30% of errors occur with more complex grammatical forms.	Learner produces text with errors in tense forms, punctuation and word order. Comprehension is impeded in some instances. 40% of errors occur in more complex grammatical forms.	Learner does not produce a comprehensible text. Several errors in punctuation. Little or no understanding of grammatical forms and tenses are inaccurate throughout 50% and above.
Format	Learner demonstrates high awareness of the task and ability to use a wide range of formats covering a range of functions. Effective use of paragraphing shows logical cohesion and organisation of ideas. Well punctuated and overall consistent style.	Learner demonstrates awareness of the task and can use appropriate language for different functions and a range of formats, though this may not be consistent throughout the text. 30% of errors occur. Paragraphs show logical cohesion and organisation of ideas most of the time. Well punctuated.	Learner demonstrates a limited awareness of the task, its function and text type. Argument is not coherently expressed and lacking detail. 40% of errors occur. Paragraphs do not always show logical cohesion and organisation of ideas but are fairly well punctuated.	Learner does not produce text relevant to the context of the task. No demonstration of the awareness of language function and range of formats. No evidence of paragraphing to show logical organisation of ideas. Format is inappropriate to the context.
Content	Learner demonstrates an understanding and awareness of task and content is relevant with coherently linked ideas. Uses well rounded cogent expanding on key points for complex and abstract subjects. Linguistic markers used to give opinions and elaborated answers. Writing is tidy and legible.	Learner demonstrates some understanding and awareness of the task. Some evidence of presenting an argument, although key points may not be fully elaborated. Learner understands the question but response limited in depth and ideas not written at length. Able to maintain expression and argument, but key points may not be fully emphasised or expanded.	Learner demonstrates limited understanding and awareness of the task yet understands the question. Unable to execute an effective answer and arguments are not coherently expressed as insufficient detail is presented. However, an answer is attempted on some aspects of the task Untidy, illegible writing.	Learner does not produce text relevant to the context of the task. No understanding or awareness of the task requirements. Attempted answer does not fully meet the word count required and is incomplete. Untidy and illegible writing.