



ESOL
International

ESB Level 3 Certificate in ESOL International

All Modes – (C2)



This page is intentionally left blank

Contents

Introduction	4
Qualification criteria	5
Qualification objective	6
Prior knowledge, skills and understanding	6
Reasonable adjustments	6
Qualification progression and CEFR levels	7
Guidance for teachers	8
Language requirements for ESB Level 3 Certificate in ESOL International All Modes	10
Functions for ESB Level 3 Certificate in ESOL International All Modes	11
Lexical areas for ESB Level 3 Certificate in ESOL International All Modes	12
Listening, Reading, Use of English and Writing examination format	13
Speaking examination format	18
Assessment, moderation and quality assurance	22
Rating scales for Speaking	23
General descriptors for Writing	24
Task-specific descriptors for Writing	25

Introduction

English Speaking Board (International) Ltd. (ESB International) offers high quality Speech and Language qualifications in the UK and internationally. It aims to promote clear communication at all levels and recognises the potential of all.

The assessments are marked and administered externally by ESB International. ESB International also provides training to teachers and assessment staff, and its team carry out inspections of assessments and oral examinations in a variety of venues.

ESB International's ESOL International qualifications are mapped to the Common European Framework of Reference for Languages (CEFR) and are designed to encourage progression.



Qualification criteria

This specification describes the ESB Level 3 Certificate in ESOL International All Modes (C2), covering Speaking, Listening, Reading, Writing and Use of English. It is intended to support ESOL (English for Speakers of Other Languages) teachers and learners in the classroom and includes information on how the assessments will be conducted and the range of language to be assessed.

ESB Level 3 Certificate in ESOL International All Modes	
CEFR Level	C2
Assessment method	<p>Paper-based tests – multiple choice completed on optical mark forms and externally marked and moderated. Writing tasks completed on paper in an answer booklet and externally marked and moderated.</p> <p>Speaking assessment conducted face-to-face with ESB trained oral examiners.</p>
Regulation start date	1 st February 2008
Qualification number	500/3655/5
GLH/TQT *	300 hours / 330 hours
Age range	Children from age 11 to adult learners

* GLH (Guided Learning Hours) are the suggested number of hours for a learner to be taught by an English Teacher, tutor or other appropriate provider of education or training in preparing for this qualification.

TQT (Total Qualification Time) is an estimate of the total amount of time that could reasonably be expected for a learner to achieve the level of attainment necessary for this qualification. It includes both the number of hours assigned to a qualification for Guided Learning, and an estimate of the number of hours a learner will be likely to spend in preparing for the qualification with the tutor's guidance but not under his or her direct supervision.

All learners differ in their educational and personal circumstances, previous learning, motivation, and rate of learning, so these figures indicate the relative size of qualifications and are not definitive.

Qualification objective

The ESB Level 3 Certificate in ESOL International All Modes is the fourth of a portfolio of ESB ESOL International qualifications at B1, B2, C1 and C2 on the Common European Framework of Reference (CEFR). ESB ESOL International Examinations are designed to demonstrate the ability of non-native speakers of English to speak, listen, read and write in English and are suitable for learners wishing to improve their level of general English for personal, academic or professional reasons. These qualifications are appropriate for anyone from the age of 11 upwards and encourage progression and measure learners' attainment as they move through the CEFR levels on their learning journey. The four ESB ESOL International qualifications provide learners with the opportunity to achieve a high quality, internationally recognised qualification at the CEFR level appropriate to them and their educational circumstances.

C2 is the higher of the two C levels on the CEFR, which describes proficient users as those who can understand with ease virtually everything heard or read; summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation, and express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.*

Prior knowledge, skills and understanding

There are no prior learning or formal qualification requirements for ESB ESOL International qualifications. Each qualification level in the ESB International ESOL qualification portfolio is a stand-alone qualification and learners are entered for listening, reading, use of English, writing and speaking at the same level. Learners should ensure that the qualification level they are entered for reflects their ability and needs.

Reasonable adjustments

ESB examinations are inclusive and open to all. Learners with special needs, disabilities and health conditions are welcomed and can apply for adjustments and accommodations. Special needs adjustments should be applied for through the centre where the exam is taken. Learners should inform their English teacher or centre as soon as they book the exam if they have any requirements, or email customer@esbuk.org.

*Table 1. Common Reference Levels: global scale in Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge, p.24.

Qualification progression and CEFR levels

Independent user	ESB Entry Level Certificate in ESOL International All Modes (Entry 3) B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.*
	ESB Level 1 Certificate in ESOL International All Modes B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.*
Proficient user	ESB Level 2 Certificate in ESOL International All Modes C1	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.*
	ESB Level 3 Certificate in ESOL International All Modes C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.*

*Table 1. Common Reference Levels: global scale in Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge, p.24.

Guidance for teachers

The specification and the examinations are designed to closely reference level C2 of the CEFR. Teachers are recommended to consult these Council of Europe publications: Council of Europe (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge, and Council of Europe (2018). *Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors*, available online at <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>.

1. Listening

The learner can understand with ease virtually any kind of spoken language, whether live or broadcast, even when delivered at fast natural speed.

2. Speaking

The learner should be able to take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. He/she should be able to express him/herself fluently and convey finer shades of meaning precisely. If he/she has a problem, he/she can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

The learner should be able to present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

3. Reading

The learner should be able to understand virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

4. Writing

The learner should be able to write clear, smoothly flowing text in an appropriate style. He/she should be able to write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. The learner should be able to write summaries and reviews of professional or literary works.

Language requirements for ESB Level 3 Certificate in ESOL International All Modes

The learner should be able to use all grammatical forms, maintaining consistent grammatical control of complex language.

- All tense and aspect forms
- All question forms including the use of intonation to signal question
- Modals and modality (including pasts)
- Verb patterns
- Multi-word verbs
- Real and unreal conditions
- Complex multi-clause sentences
- More complex indirect speech
- Effective use of intonation to convey meaning
- Use of connotation to imply meaning

Functions for ESB Level 3 Certificate in ESOL International All Modes

- Asking for / giving personal advice
- Changing the past
- Clarifying / confirming for understanding
- Complaining about goods / services
- Conceding a point
- Counter-arguing
- Daydreaming
- Decision making
- Describing, comparing and discussing changes in lifestyle, etc.
- Developing ideas, opinions and systematic arguments
- Eliciting opinions
- Expressing irritation
- Expressing regrets, hopes and desires
- Expressing thoughts and emotions precisely
- Giving a critical response in a constructive fashion
- Giving advantages / disadvantages
- Hedging and expressing ideas tentatively
- Interrupting
- Making speculations
- Making / responding to complaints
- Making / responding to false accusations
- Modifying
- Negotiating meaning
- Persuading
- Qualifying / illustrating arguments
- Requesting and giving detailed travel information / instructions
- Seeking consensus and compromise
- Self-correcting
- Speculating about future
- Summarising and rounding up

Lexical areas for ESB Level 3 Certificate in ESOL International All Modes

- Friends, people and relationships
- Personality, character
- Feelings and emotions
- House, home and environment
- Daily life and society / social relations
- The environment
- The future
- Leisure activities and entertainment
- Education and school
- Language and languages
- Travel and transport
- Religious and cultural activities
- Special occasions
- Sports, health and fitness
- Weather, climate and the world around us
- Daily life and society
- Shopping, clothes and commodities
- Fashion and youth culture
- Music and the pop world
- Politics and current affairs
- Social and cultural issues

Listening, Reading, Use of English and Writing examination format

The examination is taken in one sitting of 3 hours. Candidates receive one question paper with four sections: Listening, Reading, Use of English and Writing. Candidates complete a multiple choice optical mark form with their responses to the first three sections of the paper. The written part of the examination is completed in a separate answer booklet.

Listening Skills focus	Task	Format	Marks/ Timings
<p>Part One (Sections A and B)</p> <p>Candidate can:</p> <ul style="list-style-type: none"> understand any kind of spoken language even when delivered at fast, natural speed understand a wide range of recorded and broadcast audio material identify finer points of detail identify implicit attitudes and relationships between speakers 	<p>Two recordings (600 words each) and ten questions</p> <p>Two recordings of an extended discussion/radio interview between two speakers on a topical subject</p> <p>The core subject of both recordings is the same, however the second recording offers a different perspective on the topic</p> <p>The interviewer is present in both recordings, but the interviewee changes in audio two</p> <p>Each recording is tested with five three-option multiple choice questions</p> <p>The candidate has one minute to read the questions before each recording begins</p>	<p>Three-option multiple choice</p>	<p>10 marks</p>

Listening Skills focus	Task	Format	Marks/Timings
<p>Part Two</p> <p>Candidate can:</p> <ul style="list-style-type: none"> • understand any kind of spoken language even when delivered at fast, natural speed • easily follow complex interactions even on abstract, complex unfamiliar topics • identify finer points of detail 	<p>Three recordings (300 - 375 words each) and ten questions</p> <p>Three conversations of a complex nature involving abstract, complex or unfamiliar topics</p> <p>Three recordings tested with a total of ten three-option multiple choice questions</p> <p>The candidate has one minute to read all the questions before all the recordings begin</p> <p>Each recording is played twice</p>	<p>Three-option multiple choice</p>	<p>10 marks</p> <p>Total time: approximately 40 minutes</p>
<p>Total weighting for the Listening section = 20% of the examination.</p>			

Reading Skills focus	Task	Format	Marks/Timings
<p>Part One</p> <p>Candidate can:</p> <ul style="list-style-type: none"> understand all forms of the written language appreciate subtle distinctions of style and implicit as well as explicit meaning quickly scan through long and complex texts, locating relevant details 	<p>Seven multiple choice comprehension questions based on a text of abstract, structurally complex, or highly colloquial literary and non-literary nature</p> <p>Candidates read the text and choose the appropriate answer to each question from four options</p> <p>Text length 500-550 words</p>	Four-option multiple choice	7 marks
<p>Part Two</p> <p>Candidate can:</p> <ul style="list-style-type: none"> understand all forms of the written language appreciate subtle distinctions of style and implicit as well as explicit meaning quickly scan through long and complex texts, locating relevant details 	<p>Eight multiple choice comprehension questions based on a text of abstract, structurally complex, or highly colloquial literary and non-literary nature</p> <p>Candidates read the text and choose the appropriate answer to each question from four options</p> <p>Text length 500-550 words</p>	Four-option multiple choice	8 marks
<p>Total weighting for the Reading section = 20% of the examination.</p>			

Use of English Skills focus	Task	Format	Marks/ Timings
Part One Candidate can: <ul style="list-style-type: none"> maintain consistent grammatical control of complex language 	Fifteen grammatical multiple choice items Fifteen sentences each with a gap. Candidates choose the appropriate grammar construct, word or phrase to fill each gap from four options	Four-option multiple choice	15 marks
Part Two Candidate can: <ul style="list-style-type: none"> demonstrate a good command of a broad lexical repertoire and of idiomatic expressions and colloquialisms 	Fifteen lexical multiple choice items Fifteen sentences each with a gap. Candidates choose the appropriate word or phrase to fill each gap from four options	Four-option multiple choice	15 marks
Part Three Candidate can: <ul style="list-style-type: none"> maintain consistent grammatical control of complex language demonstrate a good command of a broad lexical repertoire and of idiomatic expressions and colloquialisms 	Ten items on a cloze text A factual text of 300-325 words with ten gaps Candidates read the text and choose the best word, phrase or grammar construct to fill each gap from four options	Four-option multiple choice	10 marks
Part Four Candidate can: <ul style="list-style-type: none"> maintain consistent grammatical control of complex language demonstrate a good command of a broad lexical repertoire and of idiomatic expressions and colloquialisms distinguish different meanings according to the form of a word 	Ten items on a cloze text A factual text of 300-325 words with ten gaps Candidates read the text and choose the best word to fill each gap from four options. All options are lexical derivatives	Four-option multiple choice	10 marks Total suggested time: 40 minutes
Total weighting for the Use of English section = 20% of the examination.			

Writing Skills focus	Task	Format	Marks/Timings
<p>Candidate can:</p> <ul style="list-style-type: none"> • write complex texts, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion • produce clear, smoothly flowing, well-structured text, showing controlled use of organisational patterns, connectors and cohesive devices • express him/herself with clarity and precision • maintain consistent grammatical control of complex language <p>Candidate can demonstrate</p> <ul style="list-style-type: none"> • a good command of a broad lexical repertoire and of idiomatic expressions and colloquialisms 	<p>The candidate produces one piece of writing of 300-350 words</p> <p>There is a choice of three options – a formal email or one of two essays</p> <p>The email prompt describes a situation to which the candidate responds</p> <p>The essay prompt is a statement or quote and an instruction to which the candidate responds in an essay</p>	<p>Essay, formal email</p>	<p>10</p> <p>Total suggested timing: 45 minutes</p>
<p>Total weighting for the Writing section = 20% of the examination.</p>			

Speaking examination format

The face-to-face speaking examination takes place separately from the written paper. The candidate is examined in a pair with a partner. In the event of an odd number of candidates, examinations may be conducted with three candidates.

The total time of the examination is 15 minutes (23 minutes for 3 candidates) and it is split into three distinct parts. An assessor and interlocutor are present in the room. The candidates are asked questions by the interlocutor and the process is observed by the assessor.

At the end of the examination the interlocutor will award each candidate a holistic score. The assessor will award a more analytical set of marks based on their observation of the exam and more detailed criteria. The total number of marks available for each candidate is thirty.

Candidates are marked analytically in five distinct areas: grammar, vocabulary, interactive ability, discourse management and pronunciation. Details of the individual criteria can be found on page 23 of this document.

The examination is scripted and the interlocutor does not deviate from the script other than to select the topics and questions to be asked. Topics are rotated after each pair of candidates to ensure no subsequent candidates have an unfair advantage.

ESB ESOL International Speaking Examinations make use of a list of twenty prescribed topics.

Prescribed Topics List
Animals
Clothes and fashion
Communication and language
Daily life
Dreams and ambitions
Entertainment and culture
Fame and famous people
Food and drink
Friends and family
Health
Holidays and tourism
Jobs and professions
Learning and education
Leisure time
Places
Science and technology
Special occasions
Sports and hobbies
The natural world
Travel and transport

Speaking Skills focus	Task	Format	Marks/Timings
<p>Part One</p> <p>Candidate can:</p> <ul style="list-style-type: none"> • understand any interlocutor, given the opportunity to adjust to a less familiar accent • converse comfortably and appropriately, unhampered by any linguistic limitations in a personal, social context • backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it 	<p>General questions</p> <p>The examiner (interlocutor) asks the candidates a series of questions in turn on personal or general topics from the ESB prescribed list</p> <p>The candidate responds to the interlocutor's questions, but does not interact with the other candidate in this part of the examination</p>	<p>Series of short questions relating to personal/general information</p>	<p>3 minutes (5 minutes for 3 candidates)</p>

Speaking Skills focus	Task	Format	Marks/Timings
<p>Part Two</p> <p>Candidate can:</p> <ul style="list-style-type: none"> • put his/her case in a clear, smoothly flowing, elaborate and often memorable fashion • put forward an articulate and persuasive argument • hold his/her own in formal discussions of complex issues • backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it 	<p>Interactive discussion based on one of the twenty topics</p> <p>The interlocutor gives the candidates instructions for part two of the exam and hands them a card with two prompts written on it</p> <p>There is a question with eight related bullet points for discussion, and a follow-up question asking for a more personal response. The candidates read the prompt and discuss it. They do not have to talk about all the bullet points and may add information of their own to further the discussion if they wish</p> <p>The interlocutor does not participate in the discussion</p> <p>The interlocutor will intervene to stop the discussion after the allotted time has passed</p>	<p>Interactive discussion on a written prompt between both candidates</p>	<p>6 minutes (9 minutes for three candidates)</p>

Speaking Skills focus	Task	Format	Marks/Timings
<p>Part Three</p> <p>Candidate can:</p> <ul style="list-style-type: none"> • put forward an articulate and persuasive argument • hold his/her own in formal discussions of complex issues • backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it 	<p>Responding to questions</p> <p>The interlocutor introduces a new topic for this part of the examination</p> <p>The interlocutor asks candidates a series of questions on the new topic and encourages them to listen and respond to what their partner is saying or to add further comment where appropriate</p>	<p>Responding to questions on a specific topic</p>	<p>6 minutes (9 minutes for three candidates)</p> <p>Total marks 30</p>
<p>Total weighting for the Speaking section = 20% of the examination.</p>			

Assessment, moderation and quality assurance

All completed scripts are marked and moderated by ESB's team of ESOL International Examiners and Moderators according to ESB policies.

Our markers are standardised and grade all written papers according to the ESB mark scheme which is linked to the CEFR level descriptors.

To ensure additional quality assurance throughout the process, all markers are moderated within each marking session and at least 20% of all written scripts are second marked to maintain standardisation levels.

Speaking examinations are carried out by ESB trained oral examiners according to our policies. Speaking examinations are marked as they happen. Both the interlocutor and the assessor award marks based on the ESB mark scheme linked to the CEFR level descriptors.

All ESOL International Oral Examiners are trained and standardised by our Chief Examiner and Senior Examiners. In addition to this, ESB teams conduct live and recorded moderations of these examiners across the centres during each examination period.

All multiple-choice answer sheets are marked electronically by ESB and are subject to rigorous scrutiny and checks to ensure their accuracy at every stage of the marking process.

Rating scales for Speaking

Mark C2	Grammar	Lexis	Interactive Ability	Discourse Management	Pronunciation
5	Comprehensive range of structures used accurately, appropriately and fluently. More or less error-free.	Consistently demonstrates a very extensive and comprehensive range of lexical competence.	Sustained interaction in both initiating and responding which facilitates natural, fluent communication. Very sensitive to turn-taking.	Consistently makes extensive, coherent and relevant contributions to facilitate the achievement of the task.	Use of stress and intonation puts no strain on listener and individual sounds are articulated clearly. Utterances are consistently understandable.
4.5	More features of band 4 than band 5.				
4	Wide range of structures used accurately, appropriately and fluently but minor non-impeding errors present.	Evidence of an extensive and appropriate range of lexis with only occasional lapses.	Meaningful communication is largely achieved through initiating and responding effectively. Hesitation is minimal and the norms of turn-taking are generally applied.	Contributions are generally relevant, coherent and of an appropriate length. The task is dealt with effectively.	Stress and intonation patterns may cause minimal strain on listener. Individual sounds are generally articulated clearly.
3.5	More features of band 4 than band 3.				
3	Reasonable range of structures used with generally consistent accuracy and fluency but some non-impeding errors are evident.	Lexis is mostly effective and appropriate although range and accuracy are restricted at times.	Sufficient and appropriate initiation and response generally maintained throughout the discourse although there may be some undue hesitation. Turn-taking norms may not always be observed.	Contributions are normally relevant, coherent and of an appropriate length but there may be occasional irrelevancies and incoherence. The task is dealt with satisfactorily.	Use of stress and intonation is sufficiently adequate for most utterances to be comprehensible. Some intrusive L1 sounds may cause difficulties for the listener.
2.5	More features of band 3 than band 2.				
2	A rather limited range of structures. Consistent errors especially when attempting more ambitious grammatical forms.	Lexis is limited in terms of range and accuracy and lacking in precision.	Contributions limited and the patience of the listener may be strained by frequent hesitations. The norms of turn-taking are rarely observed.	Discourse is not developed adequately and may be incoherent and irrelevant at times. Task achievement is only partially realised.	Inadequacies in all areas of pronunciation put considerable strain on the listener.
1.5	More features of band 2 than band 1.				
1	Very limited range with serious structural inaccuracy and lack of flexibility.	Insufficient and inappropriate range of lexis to deal with the task adequately.	Fails to initiate and/or respond. The interaction breaks down as a result of persistent hesitation. The norms of turn-taking are not observed.	Monosyllabic responses. Performance lacks relevance and coherence throughout. Task achievement is very limited.	Limited competence in all areas of pronunciation severely impedes comprehension.
0.5	More features of band 1 than band 0.				
0	Too little speech to assess effectively.	Too little speech to assess effectively.	Too little speech to assess effectively.	Too little speech to assess effectively.	Too little speech to assess effectively.

Grammar: the range and accuracy of structures used. At C2 level, the candidate should be approaching mastery of the structures of the language and be able to demonstrate a very wide range of effective and appropriate forms and have the flexibility to achieve a wide variety of effects and functions without difficulty.

Vocabulary: the range of lexis employed and to the extent of its appropriate usage. At C2 level, the candidate should be able to draw on an extensive bank of lexical items to deal with both familiar and unfamiliar topics. Candidates should have sufficient lexical resources to convey abstract concepts and to move easily from one situation to another.

Interactive ability: the ability to use language effectively to engage in flowing, meaningful communication. This includes sensitivity to turn-taking, initiating, responding appropriately and repairing miscommunication.

Discourse management: the extent, coherence and relevance of the candidate's contributions. The focus is on the candidate's ability to maintain a flow of coherent language and manage and develop the discourse in order to achieve the task. Contributions should be of an appropriate length and relevant to the task. Hesitation will be only minimal and will not impede the development of the discourse.

Pronunciation: includes individual sounds, rhythm, stress and intonation. At C2 level, a candidate should demonstrate an ability to manipulate weak and strong sounds and to use pitch and range effectively at word and sentence level to heighten meaning and to convey attitudes. The prosodic features and individual sounds of the first language are obviously present but they are sufficiently modulated so as to cause no undue strain upon the listener.

General descriptors for Writing

C2 General Descriptor

The candidate can:

- write clear, smoothly flowing text in an appropriate style.
- write complex texts which present a case with an effective logical structure which helps the reader to notice and remember significant points.
- demonstrate a sufficiently well-developed level of accuracy and range of syntax, structure and lexis to enhance what he or she writes.

Pass Band Descriptor	Content and Appropriacy	Organisation and Cohesion	Language (Grammar and Vocabulary), Mechanics (Spelling and Punctuation)
	<p>Style of text is almost entirely appropriate to the genre (i.e. essay, formal email).</p> <p>Content demonstrates considerable control over the set task type.</p> <p>Content is almost completely appropriate to the nature of the set task.</p>	<p>Text is paragraphed in such a way that it supports and enhances the logical flow of the text.</p> <p>Organisation of the text supports and aids the reader in following the line of argument/discussion taken in the piece of writing.</p> <p>Cohesion exists throughout the text and is carried out through the use of some complex and sophisticated cohesive devices.</p> <p>Cohesion supports & enhances the flow of the text and contributes to the successful achievement of the task.</p>	<p>Use of vocabulary and grammar is sufficiently complex to allow the conveying of finer shades of meaning and connotations to be precisely communicated.</p> <p>Vocabulary and grammar are consistently correct. Lapses in vocabulary are mainly due to the use of a specialist term in an area probably unfamiliar to the student.</p> <p>Spelling and punctuation are carried out with sufficient competence so as to support and enhance the text. The degree of control means that the reader is not distracted by any more errors than would reasonably be expected in a piece of writing by an educated proficient speaker writing under similar conditions.</p>

See: Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge, p.26-29.

Task-specific descriptors for Writing

Task genre	High pass	Pass	Below pass
Formal Email	<p>Engages the reader's attention and creates a very positive impression.</p> <p>Writes in a style fully appropriate for the genre. Presents a full and detailed answer in response to the question.</p> <p>Ideas are precisely communicated through accurate, sophisticated and wide-ranging use of structure and lexis although some minor errors may be present.</p> <p>Text well-organised and fully coherent.</p>	<p>Answers the question supported by examples, opinions and suggestions.</p> <p>Writes a well-structured email with an introduction, conclusion and main body.</p> <p>Uses topic sentences and signposting language to structure the answer.</p> <p>Uses language appropriate to a piece of formal writing and adheres to the majority of the conventions of the genre (e.g. avoidance of contractions and very informal language).</p> <p>Demonstrates a good level of sophisticated, wide-ranging structure and lexis.</p>	<p>Lacks cohesion in the answer.</p> <p>Writes in a style that in places is inappropriate for the genre.</p> <p>Fails to produce a coherent argument.</p> <p>Only partially answers the question.</p> <p>Uses very simple, unsophisticated structure and lexis.</p> <p>Negative impression created on reader.</p> <p>Produces too many errors for this level.</p>
Essay	<p>Engages the reader's attention and creates a very positive impression.</p> <p>Writes in a style fully appropriately for the genre. Presents a full and detailed answer in response to the question.</p> <p>Ideas are precisely communicated through accurate, sophisticated and wide-ranging use of structure and lexis although some minor errors may be present.</p> <p>Text well-organised and fully coherent.</p>	<p>Writes a well-structured essay with an introduction, conclusion and main body which answers the question.</p> <p>Uses topic sentences and signposting language to structure the answer.</p> <p>Reader informed and made aware of writer's stance.</p> <p>Uses language appropriate to a piece of formal writing and adheres to the majority of the conventions of the genre (e.g. avoidance of contractions and very informal language).</p> <p>Demonstrates a good level of sophisticated, wide-ranging structure and lexis.</p>	<p>Lacks cohesion in the answer.</p> <p>Writes in a style that in places is inappropriate for the genre.</p> <p>Fails to produce a coherent argument.</p> <p>A very inadequate attempt to address the question.</p> <p>Uses very simple, unsophisticated structure and lexis.</p> <p>Negative impression created on reader.</p> <p>Produces too many errors for this level.</p>

English Speaking Board (International) Ltd.

9 Hattersley Court, Ormskirk
Lancashire L39 2AY
Tel: (+44) 01695 573439
Fax: (+44) 01695 228003
Web: www.esbuk.org
Email: customer@esbuk.org

©English Speaking Board (International) Ltd.

ESB reserves the right to change products and services periodically. Every effort has been made to ensure that information contained in publications is fully accurate at the time of going to press, however, our latest versions of all publications / policies are to be found on our website www.esbuk.org

Registered in England Company No. 01269980
Registered as a Charity No. 272565