



ESOL
International

ESB Level 1 Certificate in ESOL International

All Modes – (B2)



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Amendments from Version 7	
Introduction p4	Updated
Qualification criteria p5	Updated to include online assessment
Qualification objective p6	Information added
Reasonable adjustments policy link p6	New policy published
Guidance for teachers p8	Reference to language activities
Speaking assessment format p13 and 18	Updated to include online assessment
Quality assurance process p21	Updated
Examiner, examination and Chief Examiner changed to assessor, assessment and Chief Assessor Candidate changed to learner	Updated
Contact details back page	Updated
Amendments from Version 8	
Reference to Wales removed p6	Updated

Introduction

English Speaking Board (International) Ltd. (ESB International) offers high-quality Speech and Language qualifications in the UK and internationally.

We aim to support learners to possess the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds which are designed to stretch the most able, support the least confident and realise the potential of all. Do contact ESB International via our website www.esbuk.org if you wish to find out more about our qualifications and how learners can progress.

Our assessments are marked and administered externally by ESB International. ESB International carries out moderation and standardisation of all its assessors to ensure their assessment of your learners is consistent and of the highest quality.

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 1 Certificate in ESOL International All Modes (B2), 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 1 Certificate in ESOL International All Modes	
CEFR Level	B2
Assessment method	Paper-based assessments – listening, reading and use of English are assessed with multiple-choice questions, completed on optical mark forms and externally marked and moderated. Writing tasks are hand-written in an answer booklet and externally marked and moderated.
	Speaking assessments are face-to-face with ESB-trained assessors and interlocutors.
	Online assessments – listening, reading and use of English are assessed with multiple-choice questions, completed online and externally marked and moderated. Writing tasks are completed online and externally marked and moderated.
	Speaking assessments are online using a video-conferencing platform, with ESB-trained assessors and interlocutors.
Regulation start date	1 st February 2008
Qualification number	500/3647/6
GLH/TQT *	300 hours / 330 hours
Age range	Children from age 11 to adult learners

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 suite 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.

* 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

ESOL International qualifications are designed for learners who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide and up to the highest level (NQF level 3 / CEFR C2). They are suitable for learners who are preparing for entry to higher education or professional employment in the UK or elsewhere. ESOL International qualifications are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEFR). The levels in the CEFR have been mapped to the levels in the National Qualifications Framework for England and Northern Ireland (see [Pathways to Proficiency: the alignment of language proficiency scales for assessing competence in English Language DFES / QCA, 2003](#)).

The ESB Level 1 Certificate in ESOL International All Modes is the third 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 Assessments 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.

B2 is the higher of the two B levels on the CEFR, which describes independent users as those who can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation, 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, 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*.

Reasonable adjustments

Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the assessment. For further information on access arrangements, please see our Reasonable Adjustments and Special Considerations Policy [here](#).

*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 assessments are designed to closely reference level B2 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>. Language activities are based in the public and personal domains, and in non-specialised educational and occupational contexts.

1. Listening – spoken reception and comprehension

The learner should be able to understand extended speech and lectures and follow complex lines of argument provided the topic is reasonably familiar.

The learner should be able to understand most TV news and current affairs programmes. He/she should be able to understand the majority of films in standard dialect.

2. Speaking – spoken production and interaction

The learner should be able to interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible. He/she should be able to take an active part in discussion in familiar contexts, accounting for and sustaining his/her own views.

The learner should be able to present clear, detailed descriptions on a wide variety of subjects related to his/her own field of interest.

The learner should be able to explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

3. Reading – written reception and comprehension

The learner should be able to read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.

The learner should be able to understand contemporary prose.

4. Writing – written production and interaction

The learner should be able to write clear, detailed text on a wide range of subjects related to his/her own interests.

The learner should be able to write an essay, passing on information or giving reasons in support of or against a particular point of view.

The learner should be able to write an email or a story highlighting the personal significance of events and experiences.

Language specification for ESB Level 1 Certificate in ESOL International All Modes

Verb forms	Phrasal verbs Regular and irregular forms Affirmative, negative and question forms Imperatives Infinitives after verbs and adjectives Gerunds	
Modals	Can Could Would Will Shall Should	May Have Must / mustn't Need / needn't
Tenses	Will – Future Continuous Will – Future Simple v. Future Continuous Going to + verb Present Perfect Continuous – since / for Present Perfect Simple v. Present Perfect Continuous Past Perfect Continuous Past Perfect Simple v. Past Perfect Continuous	Used to Verb + infinitive v. verb + ing Had better / supposed to Need / need to Second and third conditional Passive in Present and Past
Nouns	Singular and plural Countable and uncountable Abstract nouns Noun phrases Genitive: 's and s'/of	
Adjectives	Comparatives and superlatives Possessive Demonstrative Quantitative	
Adverbs	Manner Place Time Degree Sequence Comparatives and superlatives	
Connectives	A range of commonly used connectives	

Functions for ESB Level 1 Certificate in ESOL International All Modes

- Advising
- Clarifying / confirming for understanding
- Complaining about goods, services, behaviour, etc.
- Describing feelings and emotions
- Describing a personal experience
- Describing a personal event
- Describing discontinued habits
- Discussing necessities
- Discussing the future
- Expressing regrets
- Expressing qualified views
- Giving practical instructions
- Giving practical demonstration
- Intervening
- Making hypotheses
- Making arrangements
- Persuading
- Reflecting
- Reporting information
- Sharing and comparing life
- Sharing and comparing future plans
- Suggesting, choosing and deciding on a present
- Taking part in a discussion

Lexical areas for ESB Level 1 Certificate in ESOL International All Modes

- Family and friends
- Relationships
- Personality, character
- Feelings, emotions
- Home and the environment
- Leisure activities and entertainment
- Education and school
- Language and languages
- Travel and transport
- Religious and cultural activities
- Special occasions
- Sports and hobbies
- Weather, climate
- World around us
- Daily life and society
- Shopping, clothes and commodities
- Fashion and youth culture
- Health
- Dreams and ambitions
- Fame and famous people
- Food and drink
- Science and technology
- Work, jobs and professions

Listening, reading, use of English and writing assessment format

The assessment is taken in one sitting of 2 hours and 30 minutes. There are four sections: listening, reading, use of English and writing.

Paper-based assessments take place in an ESB International centre or satellite centre. Learners receive one question paper and complete a multiple choice optical mark form with their responses to the first three sections of the paper. The invigilator plays the audio for the listening section to the cohort of learners at the start of the assessment. Learners then complete the rest of the paper and write their responses to the writing section in a separate answer booklet.

Computer-based assessments take place online. Learners complete the assessment on screen and play the audio for the listening section through headphones at the start of the assessment. Learners complete the multiple choice questions by clicking on the option they have chosen, and they type their response to the writing section using their keyboard.

Listening Skills Focus	Task	Format	Marks/Timings
Part One Learner can: • Can understand standard spoken language on both familiar and unfamiliar topics normally encountered in daily life • infer meaning based on the context and on what is actually stated • identify speaker's mood • listen for specific information	Ten recordings and ten questions Each recording is tested with one three-option multiple choice question The learner has one minute to read the questions before the audio begins Each recording is played twice	Three-option multiple choice	10 marks
Part Two Learner can: • follow the essentials of lectures/talks/reports on topics relating to society and culture (e.g. social, scientific, professional, academic) • listen for specific information	One longer monologue recording and 10 questions The recording is tested with ten statements that are true or false The learner has one minute to read the questions before the audio begins The recording is played twice	True/False items	10 marks Total time approximately 30 Minutes
Total weighting for the Listening section = 20% of the assessment.			

Reading Skills focus	Task	Format	Marks/Timings
Part One(A) Learner can: - quickly scan through complex texts, identifying the content - infer meaning from contextual clues	Four items based on a factual text of five paragraphs Learners read the text and match four of the six headings to four paragraphs Text length 450 - 500 words	Six headings, one of which is an example and one a distractor	4 marks
Part One (B) Learner can: - read to understand information and argumentation - quickly scan through complex texts, locating relevant details - infer meaning from contextual clues	Six multiple choice comprehension questions based on the same text Learners read the text and choose the appropriate answer to each question from four options	Four-option multiple choice	6 marks
Part Two (New Text) Learner can: - read to understand information and argumentation - quickly scan through complex texts, locating relevant details - infer meaning from contextual clues	Five multiple choice comprehension questions based on a different factual text Learners read the text and choose the appropriate answer to each question from four options Text length 450 - 500 words	Four-option multiple choice	5 marks Total suggested time 30 minutes
Total weighting for the Reading section = 20% of the assessment.			

Use of English Skills Focus	Task	Format	Marks/Timings
Part One Learner can: demonstrate a relatively high degree of grammatical control appropriate to this level	Ten grammatical multiple choice items Ten sentences each with a gap. Learners choose the appropriate grammar construct, word or phrase to fill each gap from four options	Four-option multiple choice	10 marks
Part Two Learner can: show a good range of vocabulary for matters relating to his/her field and most general topics	Ten lexical multiple choice items Ten sentences each with a gap. Learners choose the appropriate word or phrase to fill each gap from four options	Four-option multiple choice	10 marks
Part Three Learner can: - show a good range of vocabulary for matters relating to their field and most general topics - demonstrate a relatively high degree of grammatical control	Ten multiple choice cloze items A factual text of 275-300 words with ten gaps Learners 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 Learner can: - show a good range of vocabulary for matters relating to their field and most general topics - distinguish different meanings according to prefixes and suffixes	Five multiple choice lexical items Each item consists of a sentence with one gap. Learners choose the best word for the gap from three options All options are lexical derivatives	Three-option multiple choice	5 marks Total suggested time 30 minutes
Total weighting for the Use of English section = 20% of the assessment.			

Speaking assessment format

The speaking assessment takes place separately from the written paper. Speaking assessments are held in person with the learners and assessors at the assessment venue, or online using a video-conferencing platform. Each learner is assessed in a pair with a partner. In the event of an odd number of learners, assessments may be conducted with three learners.

The total time of the assessment is 11 minutes (15 minutes for 3 learners) and it is split into three distinct parts. An assessor and interlocutor are present in the room. The learners are asked questions by the interlocutor and the process is observed by the assessor.

At the end of the assessment the interlocutor will award each learner 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 learner is thirty.

Learners 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 21 of this document.

The assessment 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 learners to ensure no subsequent learners have an unfair advantage.

ESB International ESOL International Speaking Assessments 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
Part One Learner can: - understand in detail what is said to him/her - provide concrete information in response to questions relating to self and family - engage in conversation in participatory fashion - engage in monitoring and repair	General questions The assessor (interlocutor) asks the learners a series of questions in turn on personal or general topics from the ESB International prescribed list The learner responds to the interlocutor's questions, but does not interact with the other learner in this part of the assessment	Series of short questions relating to personal/general information	3 minutes
Part Two Learner can: - develop a clear argument expanding and supporting point of view based on a visual or written stimulus - participate actively in discussions - intervene appropriately in discussions - engage in monitoring and repair	Interactive discussion based on one of the twenty topics The interlocutor gives the learners instructions for part two of the exam and hands them a card with two prompts written on it There is a question with eight related bullet points for discussion, and a follow-up question asking for a more personal response. The learners 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 The interlocutor does not participate in the discussion The interlocutor will intervene to stop the discussion after the allotted time has passed	Interactive discussion on a written prompt between both learners	4 minutes

Speaking Skills focus	Task	Format	Marks/timings
Part Three Learner can: • develop a clear argument expanding and supporting point of view based on line of questioning • participate actively in a dialogue • intervene appropriately in discussions • engage in monitoring and repair	Responding to questions The interlocutor introduces a new topic for this part of the assessment The interlocutor asks learners 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	Responding to questions on a specific topic	4 minutes 30 marks
Total weighting for the Speaking section = 20% of the assessment.			

Assessment, moderation and quality assurance

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

Our markers are standardised and grade all written papers according to the ESB International 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 assessments are carried out by ESB International trained assessors and interlocutors according to our policies. Speaking assessments are marked as they happen. Both the interlocutor and the assessor award marks based on the ESB International mark scheme linked to the CEFR level descriptors.

All ESOL International Speaking Assessors are trained and standardised by our Chief Assessor and Senior Assessors. In addition to this, ESB International carries out moderation of centres and assessors. This is a risk-based approach in line with regulatory requirements.

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

To ensure that our ESOL International qualifications are valid and fit-for-purpose, we review learner performance to ensure that outcomes are fair and reliable. As a result, English Speaking Board (International) Ltd. reserves the right to make appropriate amendments to overall grade thresholds in order to maintain standards over time.

Rating scales for speaking

Mark B2	Grammar	Vocabulary	Interactive Ability	Discourse Management	Pronunciation
5	Structures mostly accurate for the level with only occasional minor slips.	Consistently demonstrates appropriate and extensive range of lexis for this level.	Sustained interaction in both initiating and responding which facilitates fluent communication. Very sensitive to turn-taking.	Consistently makes extensive, coherent and relevant contributions to the achievement of the task.	Use of stress and intonation puts very little strain on listener and individual sounds are articulated clearly. Utterances are consistently understandable.
4.5	More features of band 4 than band 5.				
4	Generally structurally accurate for the level but some non-impeding errors present.	Evidence of an extensive and appropriate range of lexis with 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.	Stress and intonation patterns may cause occasional strain on listener. Individual sounds are generally articulated clearly.
3.5	More features of band 4 than band 3.				
3	Reasonable level of structural accuracy but some impeding errors are acceptable.	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 lack of coherence.	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	Frequent basic errors and a limited command of structure leading to misunderstandings.	Lexis is limited in terms of range and accuracy and may be inappropriate for the task.	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.	Inadequacies in all areas of pronunciation put considerable strain on the listener.
1.5	More features of band 2 than band 1.				
1	Serious structural inaccuracy and lack of control which obscure intended meaning.	Insufficient or inappropriate 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.	Limited competence in all areas of pronunciation severely impedes comprehension.
0.5	More features of band 1 than 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 grammatical forms used at this level.

Vocabulary: learners should have sufficient lexical resources to deliver their meaning with reasonable clarity.

Interactive ability: the learner's ability to use language to engage in meaningful communication. This includes sensitivity to turn-taking, initiating, responding accordingly and asking questions to repair miscommunication.

Discourse Management: the extent, coherence and relevance of the learner's contributions. This focus is on the learner's ability to maintain a flow of language at a sentence level and to achieve the allocated tasks.

Pronunciation: individual sounds, rhythm, stress and intonation.

General descriptors for writing

B2 General Descriptor

The learner can

- Write clear, organised text on a familiar range of subjects related to his or her interests using extended stretches of discourse despite some inaccuracies of grammar and vocabulary.
- Write an essay, passing on information or presenting a one-sided or balanced argument for or against a particular point of view.
- Write an email highlighting the personal significance of events and experiences, requesting or giving information.
- Write a story in which a sequence of events unfolds.

Pass Band Descriptor	Content & Appropriacy	Organisation & Cohesion	Language (Grammar, Vocabulary, Spelling & Punctuation)
	Style of text is generally appropriate for the type of text (e.g. an informal email). Content is appropriate and relevant to the set task. The writer can convey information and views effectively to a general reader and is able to relate and contrast these with other facts and/or viewpoints.	For the most part, the text is paragraphed appropriately throughout and assists the reader in following the writer's line of thought. Cohesion is carried out effectively both within and between paragraphs though there may still be occasional points of 'jumpiness' in the text. Variety of linking words clearly marks the relationship between ideas in the text.	In general, grammar is used effectively & shows an appropriate degree of accuracy and good range for the level. There may be errors but these do not detract from the overall message of the text. Lapses will tend to be local and surface level, though there may be a minor breakdown in meaning in the text. Acceptable degree of lexical accuracy as well as a wide range within the generally accessible topics at this level. Reformulation is used to avoid frequent repetition although there may be instances of confusion and incorrect word usage. Punctuation and spelling are reasonably accurate. There may be minor slips or errors but these do not detract from the message or the overall effect of the piece of writing.

Task-specific descriptors for writing

Task genre	High pass	Pass	Below pass
Informal Email	Follows the norms of email writing. Uses an appropriate informal register. All content points covered. Target reader will be fully informed on all points. Clear organisation with appropriate paragraphing and cohesive links. Uses the tense system appropriately. Shows a wide range of lexis with accurate spelling and punctuation. Non-impeding errors can be accepted.	Makes an adequate attempt to fulfil the requirements of the task but may not address all the content points. Uses an informal register and email format is observed. Target reader will be informed on most points. Paragraphing and cohesive links are sufficiently developed. Adequate range of grammar and vocabulary to complete the task with sufficient accuracy in spelling and punctuation. Generally errors will be non-impeding.	Fails to fulfil the task. Many content points not addressed. Serious lack of control in all areas of language. Email format not obvious. Paragraphing and text organisation are very weak. Target reader would fail to follow the text. Overall negative impression conveyed.

Task genre	High pass	Pass	Below pass
Story	Features of the narrative are well-developed with appropriate scene setting, body and close. The interest of the reader is engaged throughout. Evidence of paragraphs and cohesive devices which enhance the development of the story. A wide range of grammar and vocabulary appropriate to the topic. Generally accurate spelling and punctuation. There will be some non-impeding errors.	Some narrative momentum with suitable resolution. A positive effect on the reader although there may be some lack of clarity and logical progression. Some attempt at paragraphing and cohesion. An adequate range of grammar and vocabulary. Spelling and punctuation are mostly adequate and accurate. Errors will be present but generally non-impeding.	Fails to produce a coherent narrative. Lack of clarity and cohesion cause frequent misunderstandings for the reader. Most aspects of grammar and lexis fail to meet the standard for this level. Spelling and punctuation are consistently poor. Numerous impeding errors. There may be evidence of pre-learned chunks of text, which do not bear any relation to the question.

Task genre	High pass	Pass	Below pass
Essay	Presents a series of opinions and examples relating to the issue under discussion. Introduction, body and conclusion are well-organised and successfully paragraphed and coherence between the different sections is effective. Reader can clearly follow the line of argument. Correct use of most aspects of the tense system and other structures. Wide range of lexis appropriate to the topic with generally accurate spelling and punctuation. Errors that occur will be non-impeding.	An adequate attempt made at articulating opinions and giving examples. Appropriate essay format with evidence of paragraphing. Cohesive devices are attempted but not always used successfully. Language is sufficient for the task to be achieved. Reader has little difficulty in following the text despite some errors. Errors will generally be non-impeding.	Little attempt at answering the question. Fails to present a coherent opinion even on a very simple level. Writing lacks structure and is confusing to the reader. Language is weak and impeding errors are common. Spelling and punctuation are poor.

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