

ESB Level 2 Certificate in ESOL International All Modes

C1
500/3648/8



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Amendments from Version 6	
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
Assessment format p13 and p19	Updated to include online assessment
Examiner, examination and Chief Examiner changed to assessor, assessment and Chief Assessor Candidate changed to learner	Updated
Contact details back page	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 2 Certificate in ESOL International All Modes (C1), 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 2 Certificate in ESOL International All Modes	
CEFR Level	C1
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 using a video-conferencing platform 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	500/3648/8
GLH/TQT *	250 hours / 275 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, Wales 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 2 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.

C1 is the lower of the two C levels on the CEFR, which describes proficient users as those who can understand a wide range of demanding, longer texts, and recognise implicit meaning; express themselves fluently and spontaneously without much obvious searching for expressions; use language flexibly and effectively for social, academic and professional purposes, and produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.*

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 about our policy in relation to access arrangements, please visit: <https://esbuk.org/web/app/uploads/2021/09/ESB-POL-C10-Reasonable-Adjustments-and-Special-Considerations-Policy-v7.pdf>

*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 C1 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 even when it is not clearly structured and when relationships are only implied and not signalled explicitly. He/she should be able to understand television programmes and films without too much effort.

2. Speaking – spoken production and interaction

The learner should be able to express him/herself fluently and spontaneously without much obvious searching for expressions. He/she should be able to use language flexibly and effectively for social and professional purposes.

The learner should be able to formulate ideas and opinions with precision and relate his/her contribution skilfully to those of other speakers.

The learner should be able to present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

3. Reading – written reception and comprehension

The learner should be able to understand long and complex factual and literary texts, appreciating distinctions of style.

The learner should be able to understand specialised articles and longer technical instructions, even when they do not relate to his/her own field.

4. Writing – written production and interaction

The learner should be able to express him/herself in clear, well-structured text, expressing points of view at some length.

The learner should be able to write about complex subjects in an essay, underlining what he/she considers to be the salient issue.

The learner should be able to select a style appropriate to the reader in mind.

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

Language requirements for ESB Level 2 Certificate in ESOL International All Modes

Verb forms	Phrasal verbs Regular and irregular forms Affirmative, negative and question forms Imperatives Verbs followed by gerunds or infinitives Verbs of perception Multi-word verbs Supposition
Modals	Semi-modal use of will Modals in the past
Tenses	Future Perfect Simple Future Perfect Continuous All uses of Present Perfect Present Continuous to say something is irritating or annoying Future – Present Simple + words of time All tense forms Used to + verb or would + verb Gerunds v. gerundives Causatives and other complex passive forms Mixed conditionals
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 Conjunctive Comparative and superlative Inversion with negative adverbials
Connectives	Subordinating conjunctions

Functions for ESB Level 2 Certificate in ESOL International All Modes

- Asking for / giving personal advice
- Changing the past
- Clarifying / confirming for understanding
- Complaining about goods / services
- Daydreaming
- Describing, comparing and discussing changes in lifestyle, etc.
- Developing ideas and opinions
- Expressing irritation
- Expressing thoughts and emotions
- Giving a critical response
- Giving advantages / disadvantages
- Interrupting
- Making speculations
- Making / responding to false accusations
- Planning a trip
- Qualifying / illustrating arguments
- Requesting and giving detailed travel information / instructions
- Self-correcting
- Speculating about the future
- Summarising stories and events
- Trying to get out of a longstanding arrangement

Lexical areas for ESB Level 2 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 assessment format

The assessment is taken in one sitting of 2 hours 40 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 (Sections A and B) Learner can: <ul style="list-style-type: none"> easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics understand broadcast audio material and identify finer points of detail including implicit attitudes and relationships between speakers recognise a wide range of idiomatic expressions and colloquialisms and appreciate register shifts 	<p>Two recordings 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 learner has one minute to read the questions before each recording begins</p>	Three-option multiple choice	10 marks

Listening Skills focus	Task	Format	Marks/Timings
Part Two Learner can: <ul style="list-style-type: none"> • follow extended speech even when it is not clearly structured and when relationships are only implied and not explicitly signalled • recognise a wide range of idiomatic expressions and colloquialisms and appreciate register shifts • understand conversation between proficient speakers and/or can follow the essentials of lectures/talks/reports • listen for specific information 	Three recordings and ten questions Three conversations of a complex nature involving abstract, complex or unfamiliar topics Three recordings tested with a total of ten three-option multiple choice questions The learner has one minute to read all the questions before all the recordings begin Each recording is played twice	Three-option multiple choice	10 marks Total time approximately 40 minutes
Total weighting for the Listening section = 20% of the assessment.			

Reading Skills focus	Task	Format	Marks/Timings
Part One (Input text 1) Learner can: <ul style="list-style-type: none"> • read to understand information and argumentation • quickly scan through complex texts, locating relevant details infer meaning from contextual clues	Eight multiple choice comprehension questions based on a text of an abstract, structurally complex, or highly colloquial literary and non-literary nature Learners read the text and choose the appropriate answer to each question from four options Text length 500-550 words	Four-option multiple choice	8 marks
Part Two (Input text 2) Learner can: <ul style="list-style-type: none"> • read to understand information and argumentation • quickly scan through complex texts, locating relevant details • infer meaning from contextual clues 	Seven multiple choice comprehension questions based on a different text of an abstract, structurally complex, or highly colloquial literary and non-literary nature Learners read the text and choose the appropriate answer to each question from four options Text length 500-550 words	Four-option multiple choice	7 marks Total suggested time 40 minutes
Total weighting for the Reading section = 20% of the assessment.			

Use of English Skills focus	Task	Format	Marks/ Timings
Part One Learner can: <ul style="list-style-type: none"> maintain a high degree of grammatical accuracy appropriate to this level 	Fifteen grammatical multiple choice items Fifteen 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	15 Marks
Part Two Learner 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. Learners choose the appropriate word or phrase to fill each gap from four options	Four-option multiple choice	15 Marks
Part Three Learner can: <ul style="list-style-type: none"> maintain a high degree of grammatical accuracy 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 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: <ul style="list-style-type: none"> maintain a high degree of grammatical accuracy and a broad lexical repertoire including idiomatic expressions and colloquialisms distinguish different meanings according to lexical form 	Ten items on a cloze text A factual text of 300-325 words with ten gaps Learners 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 assessment.			

Writing Skills focus	Task	Format	Marks/Timings
<p>Learner can:</p> <ul style="list-style-type: none"> write clear, well-structured, 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 <p>Learner can demonstrate:</p> <ul style="list-style-type: none"> a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions little obvious searching for expressions or avoidance strategies a good command of idiomatic expressions and colloquialisms 	<p>The learner produces one piece of writing of 250-280 words</p> <p>There is a choice of three options – a formal email, a story or an essay</p> <p>The email prompt describes a situation to which the learner responds</p> <p>The story prompt provides the first or last line of a story which the learner uses to begin or end a narrative</p> <p>The essay prompt is a statement or quote and an instruction to which the learner responds in an essay</p>	Formal email, story or essay	<p>Suggested time 40 Minutes</p>
Total weighting for the Writing 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 13 minutes (18 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 23 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 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: <ul style="list-style-type: none"> understand, in detail, speech on abstract and complex topics beyond their field, given the opportunity to confirm occasional details, especially if the accent is unfamiliar use language flexibly and effectively including emotional, allusive and joking usage participate fully in an interview, expanding and developing the point being discussed fluently without any support and handling interjections well 	<p>General questions</p> <p>The assessor (interlocutor) asks the learners a series of questions in turn on personal or general topics from the ESB prescribed list</p> <p>The learner responds to the interlocutor's questions, but does not interact with the other learner in this part of the assessment</p>	Series of short questions relating to personal/general information	3 Minutes (4 minutes for 3 learners)

Speaking Skills focus	Task	Format	Marks/Timings
Part Two Learner can: <ul style="list-style-type: none"> • put their case in a clear, smoothly flowing, elaborate and often memorable fashion • put forward an articulate and persuasive argument • argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately backtrack and restructure around a difficulty so smoothly that the interlocutor is hardly aware of it 	<p>Interactive discussion based on one of the twenty topics</p> <p>The interlocutor gives the learners 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 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</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 learners</p>	<p>5 minutes (7 minutes for 3 learners)</p>

Assessment, moderation and quality assurance

All completed scripts are marked and moderated by ESB's team of ESOL International Assessors 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 assessments are carried out by ESB 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 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 teams conduct live and recorded moderations of these assessors 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.

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 C1	Grammar	Vocabulary	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 C1 level, the learner should have an effective command of the structures of the language and be able to demonstrate a wide range of suitable and appropriate forms and have the flexibility to achieve a variety of effects and functions without undue difficulty.

Vocabulary: the range of lexis employed and to the extent of its appropriate usage. At C1 level, the learner should be able to draw on an extensive bank of lexical items to deal with both familiar and unfamiliar topics.

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

Discourse management: the extent, coherence and relevance of the learner's contributions. The focus is on the learner's ability to maintain a flow of coherent language on a sentence or longer turn level and to achieve the allocated tasks.

Pronunciation: individual sounds, rhythm, stress and an awareness of strong and weak syllables.

General descriptors for writing

C1 General descriptor

The learner can

- express him/herself in clear, well-structured, extended text, demonstrating a good operational command of the written language.
- write about complex subjects in an email, essay, story or other appropriate text type, emphasising what he or she consider to be the salient issues.
- select a style appropriate to the target reader.
- communicate with good degree of fluency and accuracy although the text may contain non-impeding errors.

Pass band descriptor	Content & Appropriacy	Organisation & Cohesion	Language (Grammar & Vocabulary), Mechanics (Spelling & Punctuation)
	<p>Style is for the most part appropriate for the type of text.</p> <p>Content is largely appropriate to the nature of the set task.</p> <p>Text is appropriate for achieving the purpose of the task.</p>	<p>Successful paragraphing throughout the text with no lapses.</p> <p>Paragraphing is consistent and helpful to the reader throughout.</p> <p>Organisation of material effectively supports the reader and assists in the conveying of meaning and achieving of purpose.</p> <p>Cohesion between sentences and paragraphs is clear and smooth-flowing and achieved through a range of techniques including connectors and cohesive devices.</p> <p>Cohesion enables the writer to enhance the purpose of the text. In places, the text may demonstrate some complexity and sophistication.</p>	<p>Writer can express him/herself with clarity and precision. A consistently high level of grammatical accuracy. Occasional errors occur. Grammar is used flexibly and effectively with a wide and appropriate range.</p> <p>Writer is able to qualify opinions and statements e.g. certainty/uncertainty, belief/doubt, likelihood.</p> <p>Good command of very wide lexical repertoire. Good use of idiomatic expressions where appropriate. Errors are minor and non-impeding.</p> <p>Spelling and punctuation are accurate except for occasional slips which do not detract or overly distract from the effectiveness of the message being conveyed either in that section of the text or of the text as a whole.</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>Presents a highly cohesive, well-organised and coordinated text, which observes all the conventions of email writing including an appropriate tone (neutral or formal).</p> <p>Fully presents a series of reasons and benefits so that the target reader will be fully aware and informed of the writer's position.</p> <p>Demonstrates an ability to use a wide range of complex vocabulary and structure appropriate to the task with a minimum of non-impeding errors.</p>	<p>Uses the email format with an appropriate register (neutral or formal) and appropriate opening and close.</p> <p>Clearly presents a series of reasons and benefits.</p> <p>The target reader is informed of the writer's point of view.</p> <p>Vocabulary and grammar are consistently correct and generally wide-ranging although there may be some non-impeding errors.</p> <p>The text will be well-organised with evidence of paragraphing and cohesive devices.</p>	<p>Fails to deal with the issues put forward in the question.</p> <p>Writes in an inappropriate style and/or fails to follow the conventions of email writing.</p> <p>Uses very simple language which fails to demonstrate any range or complexity.</p> <p>Has a limited control of grammar and vocabulary.</p> <p>Target reader would receive a negative impression.</p>
Story	<p>Produces a narrative that effectively engages the reader through techniques appropriate to story-telling.</p> <p>Demonstrates a sophisticated use of complex language and structure with minimal non-impeding errors.</p> <p>Is able to use complex and sophisticated cohesive devices.</p> <p>Reader will be positively impressed and be made fully aware of the events which impel the narrative.</p>	<p>Produces a well-organised story with a clear plot (beginning, development, conclusion).</p> <p>Uses structure and vocabulary effectively and with a degree of complexity to describe events clearly and create an atmosphere which engages the reader.</p> <p>Errors will be minimal and non-impeding.</p> <p>Some evidence of range both of vocabulary and structure.</p>	<p>Produces a narrative that is confusing and unclear.</p> <p>Fails to create any sense of drama or engagement.</p> <p>Fails to use descriptive language effectively.</p> <p>Fails to organise the story or bring it to an effective conclusion.</p> <p>Writes in a simple way within a very narrow range.</p> <p>Introduces obviously recycled chunks from a pre-learned story.</p>

<p>Essay</p>	<p>Produces a set of clearly presented views that are supported by examples.</p> <p>Demonstrates a consistently high level of competence in the use of language and structure.</p> <p>A very well-organised text which leads the reader effortlessly through the points raised.</p> <p>The reader receives a positive impression.</p> <p>Errors are minimal and non-impeding.</p>	<p>Addresses the issues generally clearly and concisely supported by examples.</p> <p>Text is organised in a logical and consistent manner.</p> <p>Reader is fully aware of the writer's stance and can follow the points raised without strain.</p> <p>Uses complex as well as simple structure and lexis to convey meaning accurately and consistently.</p> <p>Some non-impeding errors.</p>	<p>Points raised are unclear or irrelevant.</p> <p>Minimal attempt at answering the question.</p> <p>Language very simple and unsophisticated with no attempt at complexity.</p> <p>Text is disorganised.</p> <p>Reader receives a negative impression.</p> <p>Frequent non-impeding and impeding errors.</p>
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