



Specification

This document provides detailed information about the Skills for English tests to ensure consistent and transparent assessment year on year. It describes the structure of the assessments in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers, lecturers and test-takers, and contains all the mandatory information you need to prepare for the test.

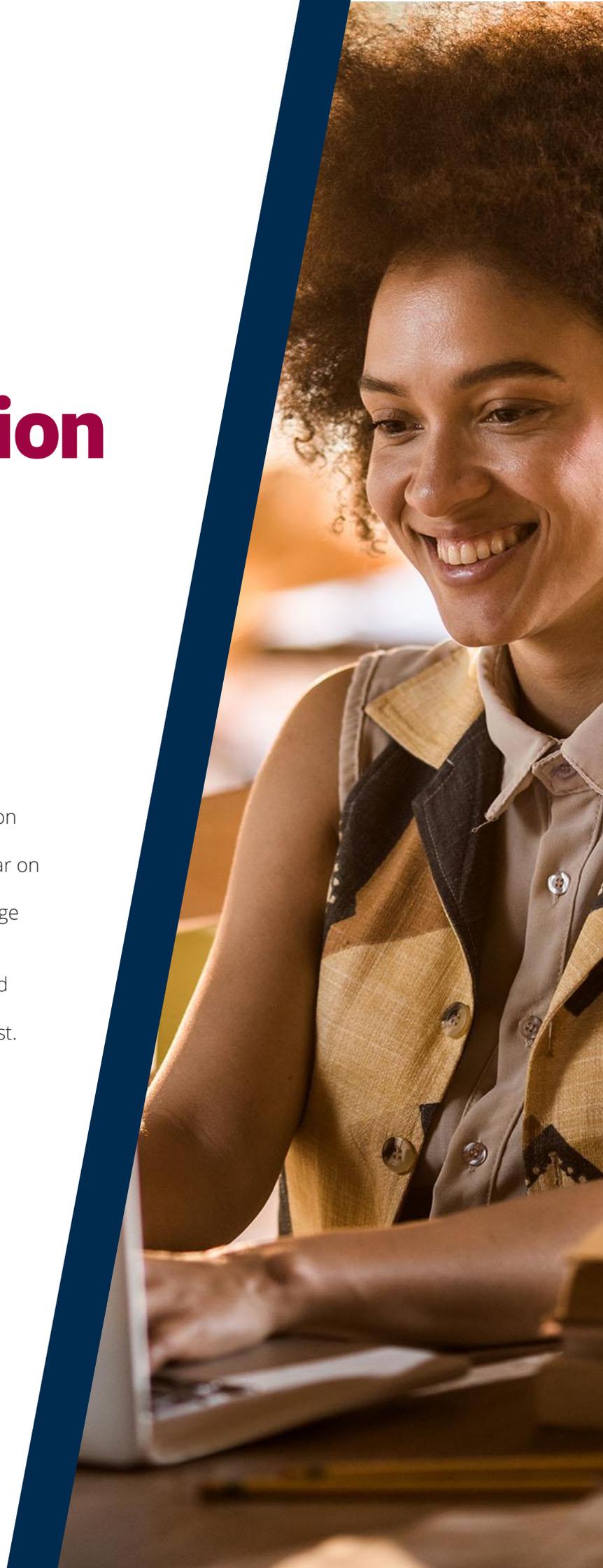
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3.0	October 13, 2020	Final Draft Approved. Supersedes V2.0.
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Approval Section

Name	Position	Signature	Date

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Introduction

The Skills for English tests have been written for test-takers¹ who are speakers of other languages. They assess the four skills of reading, writing, listening and speaking. They aim to provide a measure of English language proficiency through practical and authentic tasks which test-takers could expect to undertake in their everyday lives in an English-speaking environment. These include (but are not limited to):

- writing notes, emails and text messages
- reading and understanding a variety of written material such as newspaper articles, messages and other informational texts
- listening and responding to oral texts, such as public announcements, presentations and talks
- conversational skills in English

Skills for English tests are all computer based. This allows the tests to be delivered in multiple locations worldwide, in a variety of settings. Test-takers can book a test online and be able to sit the test within a matter of days. Certification of results is provided in as little as 14 days and in all cases within no more than 28 days.

Who is the test for?

The Skills for English tests are for test-takers aged 16 or over whose first language is not English. The tests do not require any previous work experience, specialised knowledge or vocabulary beyond what test-takers may need in their everyday social, academic or professional lives. However, test-takers must have already developed English language skills to the relevant Common European Framework of Reference levels (Council of Europe, 2001). Possible test-takers are those wishing to enter the UK for work or study, to access further or higher education or to establish themselves within an English-speaking community as a spouse or partner.

For test-takers planning to live, study and/or work in the UK, preparing for the Skills for English Tests will help develop skills that are essential for learning, life and work. Having an established level of English language helps to increase confidence, and successful test-takers should be able to effectively communicate ideas, opinions and feelings and respond to those of other people. This allows them the opportunity to participate more fully in life within an English-speaking environment. The Skills for English tests will assess test-takers on their personal, social and transactional English in a variety of authentic contexts.

Aim of the tests

The tests are written for test-takers who are required to provide evidence of their English language Proficiency. In the case of Skills for English (UKVI), this has been approved by the UK Home Office for the purposes of acquiring a visa in order to enter the UK.

At levels A1, A2 and B1 (2 components), test-takers will be able to demonstrate their ability to communicate verbally, to respond to questions about themselves and to show their understanding of spoken English. Skills assessed will include (but are not limited to) the following:

responding to questions about themselves and their everyday context engaging in transactional spoken activity such as giving an invitation listening to a series of short texts and answering questions on what they hear

At levels B1 (4 components), B2, C1 and C2, test-takers will be able to demonstrate their ability to deal with more challenging contexts across all four skills.

Skills assessed at these levels will include (but are not limited to) the following:

proficiency at relevant CEFR levels in reading, writing, listening, and speaking skills in English understanding written and spoken texts in English in the contexts of everyday life producing written English in the contexts of everyday life applying knowledge and understanding of language in spoken and written English

Overview

The Skills for English tests are a suite of tests covering 6 levels (A1, A2, B1, B2, C1 and C2), which map to the descriptors outlined within the Common European Framework of Reference (CEFR) (Council of Europe, 2001). Mapping to the CEFR follows the procedures as recommended in the Council of Europe’s manual Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), available at: http://www.coe.int/T/DG4/Linguistic/Manuel1_EN.asp.

The CEFR Companion Volume with new descriptors (Council of Europe, 2018) has been used as a complement to the CEFR in the writing of all items, to reflect the growing need for descriptors relating to mediation, reactions to literature, plurilingual/pluricultural competence and online interaction since the publication of the original policy document in 2001. The Companion Volume can be found at <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

The table below outlines the format of the Skills for English Tests.

	Speaking	Listening	Reading	Writing
A1	✓	✓		
A2	✓	✓		
B1	✓	✓		
B1	✓	✓	✓	✓
B2	✓	✓	✓	✓
C1	✓	✓	✓	✓
C2	✓	✓	✓	✓

At levels A1 and A2, test components cover Speaking and Listening skills only, as per the UK visa requirements for test-takers at these levels (basic user, Council of Europe, 2001). At A1 and A2 level, test-takers will be able to demonstrate their ability to communicate verbally, to respond to questions about themselves and to show their understanding of spoken English. Skills assessed will include the following:

responding to questions about themselves and their everyday context engaging in transactional spoken activity such as giving an invitation listening to a series of short texts and answering questions on what they hear

At B1 level, test-takers have a choice of taking only the Speaking and Listening skills components, or opting for all four skills components of Speaking, Listening, Reading and Writing. This is to allow those test-takers who are entering at the lower end of the independent user level (Council of Europe, 2001) a greater breadth of choice, dependent on UK visa requirements. Tests at B2, C1 and C2 levels cover all four skills.

Awarding

Results are pass/fail only. Test-takers must pass every component at their given level in order to be certified.

Skills for English Tests Assessment Content

The Skills for English tests assess general English language skills across all levels of CEFR in the context of everyday life. Therefore, context and topics generally relate to life in the UK. Language used will be British English.

They are used to support test-takers' visa applications for entry to the UK.

CEFR Global Scales (taken from <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>)

PROFICIENT USER	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.
	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.
INDEPENDENT USER	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 native speakers 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.

	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.
BASIC USER	A2	Can understand sentences and frequently-used expressions related to areas of most immediate relevance (eg very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

****For further information about CEFR levels and what test-takers should be able to do in the four skills at each level, please see the following documents available from the Council of Europe website:***

Council of Europe, (2001) Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press

Council of Europe, (2018) Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion Volume with new descriptors. Strasbourg: COE

Equality and inclusion

This assessment is designed to be as fair and as accessible as possible to all test-takers. All necessary measures have been taken to avoid bias.

For guidance on assessment arrangements for disabled test-takers and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

References

Council of Europe, (2001) Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press

Council of Europe (2009) Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR): A Manual. Strasbourg: COE

Council of Europe, (2018) Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion Volume with new descriptors. Strasbourg: COE

Results

Test-takers' overall results are determined by their performance across all components for a given level.

At all levels, the results test-takers will receive are:

Pass: test-takers will be able to use this result for their visa application.

Fail: test-takers will not be able to use this result for their visa application.

How will test-takers be marked for each paper?

Speaking

At A1 and A2 levels, test-takers will be marked according to the following criteria:

- relevance and appropriacy of response
- accuracy of response (grammar and vocabulary)
- clarity and pronunciation

At B1, B2, C1 and C2 levels, test-takers will be marked according to the following criteria:

- relevance and appropriacy of response
- grammar (accuracy and range)
- vocabulary (accuracy and range)
- clarity and pronunciation
- coherence and structure

Listening

Across all levels, marks will be awarded on the following basis:

- Part 1: 10 questions, 1 mark for each correct answer
- Part 2: 10 questions, 1 mark for each correct answer
- Part 3: 10 questions, 1 mark for each correct answer

Reading

At B1, B2, C1 and C2 levels, marks will be awarded on the following basis:

- Part 1: 10 questions, 1 mark for each correct answer
- Part 2: 10 questions, 1 mark for each correct answer
- Part 3: 10 questions, 1 mark for each correct answer

Writing

At B1, B2, C1 and C2 levels, test-takers will be marked according to the following criteria:

- relevance and appropriacy of response
- coherence and structure
- grammar — range and accuracy
- vocabulary — range and accuracy

Skills for English B2

Skills, knowledge and understanding being assessed

Assessment structure

Component	Marks	Duration
Component 1: Speaking	30	Approx. 15 minutes
Component 2: Listening	30	Approx. 40 minutes
Component 3: Reading	30	75 minutes
Component 4: Writing	30	60 minutes

Topics covered at B2

Test-takers are expected to engage with topics listed for levels A1, A2 and B1 as well as the following:

- learning and studying
- family life
- signs, notices, maps and directions
- films, reviews and the cinema
- hobbies and sports
- cultures, festivals and customs
- television, radio and newspapers
- modes of transport, types of accommodation
- travel in the UK and being a tourist
- climate change
- looking for work, describing jobs and applying for jobs
- health problems and visiting doctor/health centre/NHS services
- public and private systems
- wildlife and the environment
- science and space travel

B2 Speaking

Format of Speaking assessment

There are 3 parts to the Speaking test, each providing the candidate with different opportunities for the Speaking performance. Only Parts 2 and 3 are assessed. Test-takers will engage with a recording and respond to recorded questions and tasks on screen.

B2 Speaking (approx. 15 mins)

	Focus
Part 1	<p>Introducing self</p> <p>Test-takers answer five questions about themselves. They are required to give the following information:</p> <ul style="list-style-type: none"> their name the spelling of their first name where they are from when they were born — their birthday what they do <p>Number of questions: 5</p> <p>Duration: 1–2 minutes</p>
Part 2	<p>Information exchange</p> <p>Test-takers are presented with two tasks, each exploring a given topic. Questions focus on personal context and everyday life. Test-takers respond to questions posed to them and record their responses to each question.</p> <ul style="list-style-type: none"> Task 1: personal context — five questions Task 2: everyday life — five questions <p>Duration: approx. 5-7 minutes</p>

<p>Part 3</p>	<p>Extended talk</p> <p>Test-takers are given a situation within which they present information in an extended talk, in response to 5 prompts provided on the task card.</p> <p>Tasks have a clear purpose such as giving advice to a friend. Test-takers can either limit their responses to the prompts provided on the task card or provide further information.</p> <p>Where the candidate’s response does not relate to the context of the task, test-takers will not be able to score the full range of marks available on the ‘Relevance and appropriacy of response’ criterion (see <i>Sample of Speaking Markscheme</i> for B2, pp. 64–65).</p> <p>Duration: approx. 5-6 minutes</p>
<p>Relevant CEFR descriptors</p>	<p>Overall oral production: Can give clear, systematically developed descriptions and presentations on a wide range of subjects related to his/her field of interest, with appropriate highlighting of significant points and relevant supporting detail, expanding and supporting ideas with subsidiary points and relevant examples.</p> <p>Sustained monologue: describing experience: Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.</p> <p>Can describe the personal significance of events and experiences in detail.</p> <p>Sustained monologue: giving information: Can communicate complex information and advice on the full range of matters related to his/her occupational role. Can communicate detailed information reliably. Can give a clear, detailed description of how to carry out a procedure.</p> <p>Sustained monologue: putting a case: Can develop a clear argument expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can develop an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>

Overall spoken interaction: Can use the language fluently, accurately and effectively on a wide range of general academic, or vocational or leisure topics, marking clearly the relationship between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. Can interact with a degree of fluency and spontaneity that makes regular interaction and sustained relationships with speakers quite possible, without imposing strain on either party. Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments.

Conversation: Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, plus, if appropriate, comments about third parties or shared conditions, without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient user. Can indicate reservations and reluctance, state conditions when agreeing to requests or granting permission, and ask for understanding of his/her own position. Can engage in extended conversation on most general topics in a clearly participatory fashion. Can convey degrees of emotion and highlight the personal significance of events and experiences.

Informal discussion with friends: Can keep up with an animated discussion between speakers. Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly. Can take an active part in informal discussion, commenting, putting points of view forward clearly, evaluating alternative proposals, and making and responding to hypotheses. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.

Goal-oriented co-operation: Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what they think etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.

Obtaining goods and services: Can cope linguistically to negotiate a solution to a dispute like an underserved traffic ticket, financial responsibility for damage in a flat, or for blame regarding an accident. Can outline a case for compensation using persuasive language to demand satisfaction and state clearly the limits to any concession

he/she is prepared to make. Can state requirements and ask detailed questions regarding more complex services, such as rental agreements. Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.

Information exchange: Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. Can use appropriate technical terminology when exchanging information or discussing his/her area of specialisation with other specialists. Can pass on detailed information reliably.

Interviewing and being interviewed: Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.

Addressing audiences: Can give a clear, systematically developed presentation with highlighting of significant points and relevant supporting detail, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can depart spontaneously from prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression, which poses no strain for either him/herself or the audience.

Notes:

- 1) Statements above have been collated from the original framework as well as from the updated CEFR Companion Volume (2018).
- 2) Not every descriptor in the above table will necessarily be covered by all items.
- 3) Skills, knowledge and understanding assessed at B2 includes but is not limited to those assessed at A1, A2 and B1.

B2 Listening

Format of Listening assessment

The Skills for English B2 Listening test has three parts. Test-takers will hear the recording twice.

B2 Listening (approx. 40 mins)

	Focus
Part 1	<p>Test-takers listen to 10 short recordings, which may be dialogue or monologue, and answer a single three-option MCQ for each recording.</p> <p>Questions focus on identifying key information. The recording is played twice.</p> <p>Topics: everyday life contexts.</p> <p>Number of questions: 10</p>
Part 2	<p>Test-takers listen to a conversation between two speakers (one male and one female), or possibly three speakers, where topics allow, exchanging information.</p> <p>Questions types: three sentence completion, focusing on main message followed by seven three-option MCQs. Candidate responses to sentence completion questions should be limited to one or two words and/or a number only.</p> <p>Answers can come from both/all speakers.</p> <p>Focus: understanding of specific, detailed information, opinions, attitudes and feelings, agreement/disagreement, some negotiation of meaning.</p> <p>Topics: everyday issues which can be resolved through negotiation and discussion. Can be set in the context of work but will be general in nature.</p> <p>The recording is played twice. Number of questions: 10</p>
Part 3	<p>Test-takers listen to an extended monologue, e.g. a talk on a topic of general interest such as a tourist site, or on a topic of general interest presented in a more academic context.</p>

	<p>Test-takers complete 10 x notes completion with test-takers supplying the response by typing their own answers.</p> <p>Focus: key information, main ideas, detailed or specific information, attitudes and opinions.</p> <p>The recording is played twice.</p> <p>Topics: can be work or study-oriented. Number of questions: 10</p>
<p>Relevant CEFR descriptors</p>	<p>Overall listening comprehension: Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is sign-posted by explicit markers.</p> <p>Understanding conversation between other speakers: Can keep up with an animated conversation between speakers of the target language. Can with some effort catch much of what is said around him/her but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way. Can identify the main reasons for and against an argument or idea in a discussion conducted in clear, standard speech. Can follow chronological sequence in extended informational speech such as a story or anecdote.</p> <p>Listening as member of live audience: Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. Can understand the speaker's point of view on topics that are of current interest or that relate to his/her specialised field, provided that the talk is delivered in standard spoken language. Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar. Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard language. Can recognise the speaker's point of view and distinguish this from facts that he/she is reporting.</p> <p>Listening to announcements and instructions: Can understand announcements and messages on concrete and abstract topics spoken in</p>

standard speech at normal speed. Can understand detailed instructions well enough to be able to follow them successfully.

Listening to media and recordings: Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc.

Watching TV, film and video: Can extract the main points from the arguments and discussion in news and current affairs programmes. Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.

Identifying cues and inferring: Can use a variety of strategies to achieve comprehension including listening for main points and checking comprehension by using contextual clues.

B2 Reading

Format of Reading assessment

The Skills for English B2 Reading test has three parts.

	Focus
Part 1 (25 mins)	<p>Focus: main message</p> <p>Text type: five short texts (film reviews, news reports, informational web pages etc). Two questions per text. Questions will follow the order of the text.</p> <p>Question type: three-option MCQ</p> <p>Focus can be on detailed understanding or on vocabulary or phrases. Texts should all have a title.</p> <p>Number of questions: 10</p>
Part 2 (25 mins)	<p>Focus: reading for information, orientation and instruction</p> <p>Text types: brochures, manuals, letters of instruction/communication (e.g. from local council, hospitals), leaflets etc.</p> <p>Question types: T/F/NG, sentence/table completion with 1 or 2 words and matching. A maximum of three NG in any 10 questions.</p> <p>Texts should all have a title. Number of questions: 10</p>
Part 3 (25 mins)	<p>Focus: detailed understanding, gist, inference, and global meaning, opinions, attitudes and purpose</p> <p>Text types: Longer texts, exploring a particular topic in some depth, can be factual or narrative</p> <p>Question types: 3-option MCQ, matching (eg topic to paragraph), notes taking and sentence completion where test-takers are required to provide 1 or 2 words and/or a number.</p> <p>One MCQ could focus on a good title for text.</p> <p>Up to two item types can be used, with at least three questions of each item type.</p>

	<p>Where possible texts should have a UK context, without causing accessibility issues.</p> <p>Number of questions: 10</p>
<p>Relevant CEFR descriptors</p>	<p>Overall reading comprehension: Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary but may experience some difficulty with low- frequency idioms.</p> <p>Reading correspondence: can read correspondence relating to his/her field of interest and readily grasp the essential meaning. Can understand what is said in a personal email or posting even where some colloquial language is used.</p> <p>Reading for orientation: Can scan quickly through several sources (articles, reports, websites, books etc) in parallel in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand. Can scan quickly through long and complex texts, locating relevant detail. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</p> <p>Reading for information and argument: Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. Can recognise when a text provides factual information and when it seeks to convince readers of something. Can recognise different structures in discursive text: contrasting arguments, problem-solution presentation, and cause-effect relationships.</p> <p>Reading instructions: Can understand lengthy complex instructions in his/her field, including details on conditions and warning provided he/she can re-read difficult sections.</p> <p>Reading as a leisure activity: Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (eg magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems) using appropriate reference sources selectively.</p>

	<p>Identifying cues and inferring: Can use a variety of strategies to achieve comprehension including checking comprehension by using contextual clues.</p>
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B2 Writing

Format of Writing assessment

The Skills for English B2 Writing test has 2 parts.

B2 Writing (60 mins)

	Focus
Part 1 (approx. 20 mins)	<p>Test-takers write a short email, forum post, tweet or similar piece of communication to an identified audience for a given purpose. The communication may be formal or informational in nature. The task allows the candidate's response to be organised in terms of a beginning or salutation, key information, and a closing summary or comment.</p> <p>The task sets out a context or a problem to be addressed, identifies the audience, and lists in a series of three bullet points what information needs to be communicated.</p> <p>Focus: written communication with identified audience, interactional and digital in nature with a clear purpose, covering a variety of functions needed in everyday contexts, e.g. apologising or application.</p> <p>Topics: issues of everyday life in the UK, to be accessible to all test-takers and NOT requiring specialist vocabulary.</p> <p>Number of words required in response: 100–140</p> <p>Number of marks: 15</p>
Part 2 (approx. 40 mins)	<p>Test-takers write a short discursive piece in response to an issue presented in the task. The task allows the candidate's response to be organised in terms of an introduction, the main body of the text addressing the bullets, and a conclusion which may give the writer's own opinion.</p> <p>The task sets out the context and the issue to be discussed and identifies in a series of three bullet points, up to three points that test-takers must address.</p> <p>Focus: writing a longer piece of discursive communication</p>

	<p>Topics: issues of everyday life in the UK, to be accessible to all test-takers and NOT requiring specialist vocabulary.</p> <p>Number of words required in response: 150–200</p> <p>Number of marks: 15</p>
<p>Relevant CEFR descriptors</p>	<p>Overall written production: Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and argument from a number of sources.</p> <p>Creative writing: Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text and following established conventions of the genre concerned. Can write a clear, detailed description on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.</p> <p>Written reports and essays: Can write an essay or report that develops an argument systematically, with appropriate highlighting of significant points and relevant supporting detail. Can write a detailed description of a complex process. Can evaluate different ideas or solutions to a problem. Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and argument from a number of sources.</p> <p>Overall written interaction: Can express news and views effectively in writing and relate to those of others.</p> <p>Correspondence: Can maintain a relationship through personal correspondence using the language fluently and effectively to give detailed descriptions of experiences, pose sympathetic questions and follow up issues of mutual interest. Can in most cases understand idiomatic expressions and colloquialisms in correspondence and other written communications and use the most common ones him or herself as appropriate to the situation. Can write formal correspondence such as letters of enquiry, request, application and complaint with appropriate register, structure and conventions. Can write a forceful but polite letter of complaint including supporting details and a statement of the desired outcome. Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences, and commenting on the</p>

correspondent's news and views. Can use formality and conventions appropriate to the context when writing personal and professional letters and emails. Can write formal emails and letters of invitation, thanks or apology with appropriate register and conventions. Can write non-routine, professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact. Can obtain by letter or email information required for a particular purpose, collate it and forward it by mail to other people.

Notes, messages and forms: Can take or leave complex personal or professional messages provided he/she can ask for clarification or elaboration if necessary.

Online conversation and discussion: Can engage in online exchanges linking his/her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately. Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses. Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion. Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them provided that the interlocutors are willing to co-operate.

Relaying specific information in writing: Can relay in language B which presentations at a conference (given in language A) were relevant, pointing out which would be worth detailed consideration. Can relay (in language B) the relevant point contained in propositionally complex but well-structured texts (written in language A) within his/her fields of professional, academic and personal interest. Can relay (in language B) the relevant points contained in an article (written in language A) from an academic or professional journal. Can relay in a written report (in language B) relevant decisions that were taken in a meeting (in language A). Can relay in writing the significant points contained in formal correspondence (In language A).

Explaining data in writing: Can interpret and present reliably in writing detailed information from diagrams and visually organised data in his/her fields of interest.

Processing text in writing: can summarise in writing the main content of well- structured but propositionally complex spoken and written

texts on subjects within his/her fields of professional academic and personal interest. Can explain in writing the viewpoint articulated in a complex text, supporting inferences he/she makes with reference to specific information in the original. Can summarise in writing the main content of complex spoken and written texts on subjects of general or personal interest.

Compensating: Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. Can address most communication problems by using circumlocution or by avoiding difficult expressions.

Planning: Can plan what is to be said and the means to say it, considering the effect on the recipient.

General linguistic range: Has sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.

Vocabulary range: Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition but lexical gaps can still cause hesitation and circumlocution. Can produce the appropriate collocations of many words in most contexts fairly systematically.

Grammatical accuracy: Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.

Vocabulary control: Lexical accuracy is generally high although some confusion and incorrect word choice does occur, without hindering communication.

Orthographic control: Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.

Flexibility: Can adjust what he/she says and the means of expressing it to the situation and the recipient, and adopt a level of formality appropriate to the circumstances. Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary

formulation of what he/she wants to say. Can reformulate an idea to emphasise or explain a point.

Thematic development: Can develop an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can present and respond to complex lines of argument convincingly. Can follow the conventional structure of the communicative task concerned when communicating his/her ideas. Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. Can develop a clear argument expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can evaluate the advantages and disadvantages of various options. Can clearly signal the difference between fact and opinion.

Coherence and cohesion: Can use a variety of linking words effectively to mark clearly the relationships between ideas. Can use a limited number of cohesive devices to link utterances into clear, coherent discourse, although there may be some jumpiness in a long contribution. Can produce text that is generally well-organised and coherent using a range of linking words and cohesive devices. Can structure longer texts in clear, logical paragraphs.

Propositional precision: Can pass on detailed information reliably. Can communicate the essential points even in more demanding situations, although his/her language may lack expressive power and idiomaticity.

Notes:

1. Statements above have been collated from the original framework as well as from the updated CEFR Companion Volume (2018).
2. Not every descriptor in the above table will necessarily be covered by all items.



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