



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.

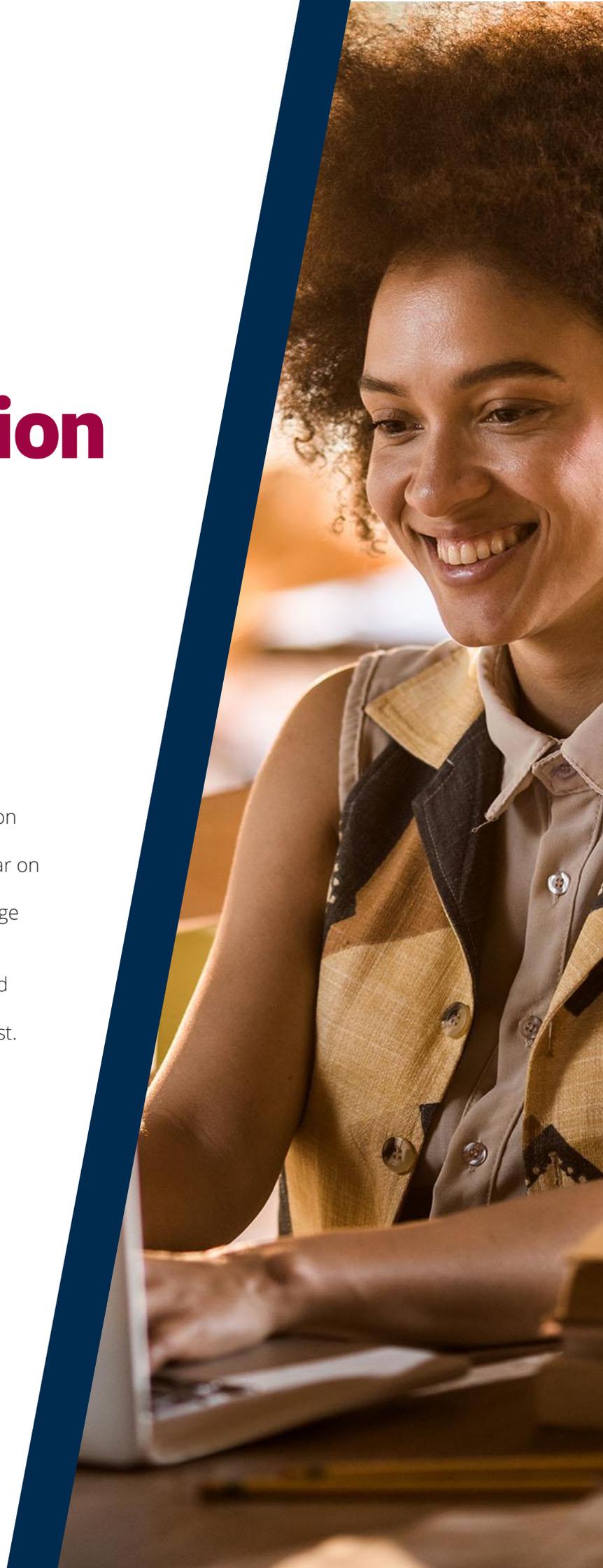
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3.0	October 13, 2020	Final Draft Approved. Supersedes V2.0.
4.0	November 3, 2020	Final Draft Approved. Supersedes V3.0.

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 C1

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 C1

Test-takers are expected to engage with topics listed for A1, A2, B1 and B2 as well as the following:

- personal identity and biographies
- technology and space travel
- archaeology
- political systems and politics in general
- hypothetical situations

C1 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.

C1 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>
Part 3	<p>Extended talk</p> <p>Test-takers are given a situation within which they present information in an extended talk, in response to 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 under the 'Relevance and appropriacy of response' criterion.</p> <p>Duration: approx. 5-6 minutes</p>
<p>Relevant CEFR descriptors</p>	<p>Overall oral production: Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</p> <p>Sustained monologue: describing experience: Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</p> <p>Sustained monologue: giving information: Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one another.</p> <p>Sustained monologue: putting a case: Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspectives, highlighting significant points with supporting examples and concluding appropriately.</p> <p>Overall spoken interaction: Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocution. There is little obvious searching for expressions or avoidance strategies, and only a conceptually difficult subject can hinder a natural, smooth flow of language.</p> <p>Conversation: Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p> <p>Informal discussion with friends: Can easily follow and contribute to complex interactions between third parties in group discussion, even on abstract, complex, unfamiliar topics.</p>

	<p>Goal-oriented co-operation: Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.</p> <p>Obtaining goods and services: Can negotiate complex or sensitive transactions in public, professional or academic life.</p> <p>Information exchange: See B2</p> <p>Interviewing and being interviewed: Can participate fully in an interview as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.</p> <p>Addressing audiences: Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation. Can speculate or hypothesise in presenting a complex subject, comparing and evaluating alternative proposals and arguments. Can handle interjections well, responding spontaneously and almost effortlessly.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Statements above have been collated from the original framework as well as from the updated CEFR Companion Volume (2018). 2. Skills, knowledge and understanding assessed at C1 includes but is not limited to those assessed at A1, A2, B1 and B2 levels.
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C1 Listening

Format of Listening assessment

The Skills for English C1 Listening test has three parts. Test-takers will hear the recording once in Part 1 and twice in Part 2 and 3

C1 Listening (approx. 40 mins)

	Focus
Part 1	<p>Test-takers listen to five short recordings, which may be dialogue or monologue, and answer two three-option MCQs for each recording.</p> <p>Questions focus on detailed understanding, gist, attitudes and opinions, inferred meaning etc.</p> <p>Topics: everyday life contexts</p> <p>Recording is played once. Number of questions: 10</p>
Part 2	<p>Test-takers listen to a conversation between two or three speakers (male and female).</p> <p>Questions types: Three sentence completion, focusing on main message followed by seven MCQs. Candidate responses to sentence completion questions should be limited to one or two words and/or a number only.</p> <p>Questions focus on understanding of specific, detailed information, differing opinions, implicit attitudes and feelings, nuances and implied meaning, and relationships between speakers. Answers can come from both/all speakers.</p> <p>Topics: any aspect of everyday life (including work) appropriate in complexity for C1.</p> <p>Recording is played twice. Number of questions: 10</p>
Part 3	<p>Test-takers listen to an extended talk (e.g. a broadcast) on a topic of general interest.</p> <p>Question type: 10 notes-completion items where test-takers are required to provide an answer. Candidate responses to notes-</p>

	<p>completion items should be limited to one or two words and/or a number only.</p> <p>Questions focus on key information and finer points of detail, attitudes and opinions, implied meaning, the supporting evidence for arguments etc.</p> <p>Topics: can be work or study-oriented but focus of questions will be general in nature.</p> <p>Recording is played twice.</p> <p>Number of questions: 10</p>
<p>Relevant CEFR descriptors</p>	<p>Understanding conversation between other speakers: Can easily follow complex interactions between third parties in group discussion and debates, even on abstract, complex, unfamiliar topics. Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that are delivered at a natural speed in accents that are familiar to the listener.</p> <p>Listening as member of live audience: Can follow most lectures, discussions and debates with relative ease.</p> <p>Listening to announcements and instructions: Can extract specific information from poor-quality audibly distorted public announcements. Can understand complex technical information such as operating instructions.</p> <p>Listening to media and recordings: Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail, including implicit attitudes and relationships between speakers.</p> <p>Watching TV, film and video: Can follow films employing a considerable degree of slang and idiomatic usage. Can understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion programmes and chat shows. Can understand nuances</p>

C1 Reading

Format of Reading assessment

The Skills for English C1 Reading test has three parts.

C1 Reading (75 mins)

	Focus
Part 1 (25 mins)	<p>Focus: main message</p> <p>Text type: five short texts (messages, signs, notices, adverts etc). Two questions per text. Questions will follow the order of the text. Question type: 3-option MCQs.</p> <p>Focus can be on detailed understanding, or on vocabulary or phrases, or on inference.</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, websites etc.</p> <p>Question types: up to 5 MCQ, note or sentence/table completion. Up to 2 item types can be used with a minimum of three items per item type.</p> <p>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 type: Longer texts, exploring particular topic in some depth, can be factual or narrative.</p> <p>Question type: up to 5 x 3-option MCQs, matching, note taking. Matching information to people (who said what) or information to corresponding paragraph.</p> <p>Up to two item types can be used, with at least three questions of each item type.</p> <p>Number of questions: 10</p>

<p>Relevant CEFR descriptors</p>	<p>Overall reading comprehension: Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can re-read difficult sections. Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for re-reading and he/she has access to reference books.</p> <p>Reading correspondence: Can understand any correspondence given the occasional use of a dictionary. Can understand implicit as well as explicit attitudes, emotions and opinions expressed in emails, discussion forums, blogs etc, provided that there are opportunities for re-reading and he/she has access to reference tools. Can understand slang, idiomatic expressions and jokes in private correspondence.</p> <p>Reading for orientation: See descriptor for B2.</p> <p>Reading for information and argument: Can understand in detail a wide range of lengthy complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail, including attitudes and implied as well as stated opinions. Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can re-read difficult sections.</p> <p>Reading instructions: Can understand in detail lengthy, complex instructions on a new machine or a new procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can re-read difficult sections.</p> <p>Reading for leisure: Can read and appreciate a variety of literary texts provided that he/she can re-read certain sections and that he/she can access reference tools if he/she wishes. Can read contemporary literary texts and non-fiction written in the standard form of the language with little difficulty and with appreciation of implicit meanings and ideas.</p> <p>Identifying cues and inferring: Is skilled at using contextual, grammatical and lexical cues to infer attitude, moods and intentions, and anticipate what will come next.</p>
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C1 Writing

Format of Writing assessment

The Skills for English C1 Writing test has 2 parts.

C1 Writing (60 mins)

	Focus
<p>Part 1 (20 mins)</p>	<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 informal 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 3 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. email to editor or local council.</p> <p>Topics: issues of everyday life in the UK, NOT requiring specialist vocabulary. Number of words required in response: 150–200</p> <p>Number of marks: 15</p>
<p>Part 2 (40 mins)</p>	<p>Test-takers write a 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 issue, and a conclusion which may give the writer's own opinion.</p> <p>The task presents the candidate with an instruction to discuss an aspect of the context/issue already presented. Test-takers may be required to give their opinions and/or present an argument as well as describe or explain a view or position.</p> <p>Focus: writing a longer piece of discursive communication</p> <p>Topics: issues of everyday life in the UK, NOT requiring specialist vocabulary. Number of words required in response: 250–300</p>

	Number of marks: 15
Relevant CEFR descriptors	<p>Overall written production: Can write clear, well-structured texts on complex subjects, 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. Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.</p> <p>Creative writing: Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. Can incorporate idiom and humour, although use of the latter is not always appropriate. Can write a detailed critical review of cultural events or literary works.</p> <p>Written reports and essays: Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. Can write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic, provided that the topic is within his field of interest and there are opportunities for redrafting and revision.</p> <p>Overall written interaction: Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.</p> <p>Correspondence: Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage. Can, with good expression and accuracy, write formal correspondence, such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence.</p> <p>Notes, messages and forms: Can take or leave complex personal or professional messages provided he/she can ask for clarification or elaboration if necessary.</p> <p>Online conversation and discussion: Can engage in real-time online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions. Can participate effectively in live, online, professional or academic discussion, asking for and giving further clarification of complex abstract issues as necessary. Can adapt his/her register according to the context of online</p>

interaction, moving from one register to another within the same exchange if necessary. Can evaluate, restate and challenge arguments in professional or academic, live, online chat and discussion.

Relaying specific information in writing: Can relate in language B which presentations given in language A at a conference, or which articles in a book are particularly relevant for a specific purpose. Can relay in language B the main points contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest in language A. Can relay in writing the relevant points contained in propositionally complex but well-structured texts within his/her fields of professional, academic and personal interest. Can relay in writing the relevant points contained in an article from an academic or professional journal. Can relay, in a written report, relevant decisions that were taken in a meeting. Can relay in writing the significant points contained in formal correspondence.

Explaining data in writing: Can interpret and present clearly and reliably in writing the salient relevant points contained in complex diagrams and other visually organised data on complex academic or professional topics.

Processing text in writing: Can summarise in writing long, complex texts, interpreting the content appropriately provided that he/she can occasionally check the precise meaning of unusual technical terms. Can summarise in writing a long and complex text (eg academic or political analysis, article, novel extract, editorial, literary review, report or extract from a scientific book) for a specific audience, respecting the style and register of the original.

Planning: Can, when preparing a more formal spoken or written text, consciously adopt the conventions linked to the particular type of text — structure, level of formality and other conventions.

Compensating: Can exploit his/her range of vocabulary options creatively to readily and effectively use circumlocution in almost all situations.

General linguistic range: Can use a broad range of complex grammatical structures appropriately and with considerable flexibility. Can select an appropriate formulation from a broad range of language to express him/herself clearly without having to restrict what he/she wants to say.

Vocabulary range: Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocution. There is little obvious searching for expressions or avoidance strategies. Can select

from several vocabulary options in almost all situations by exploiting synonyms of even less common words. Has a good command of common idiomatic expressions and colloquialisms. Can play with words fairly well. Can understand and use appropriately a range of technical vocabulary and idiomatic expressions common to his/her area of specialization.

Grammatical accuracy: Consistently maintains a high standard of grammatical accuracy. Errors are rare and difficult to spot.

Vocabulary control: Uses less common vocabulary idiomatically and appropriately. Occasional minor slips but no significant vocabulary errors.

Orthographic control: Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate apart from occasional slips of the pen.

Flexibility: Can make a positive impact on an intended audience by effectively varying style of expression and sentence length, use of advanced vocabulary and word order.

Thematic development: Can use the conventions of the type of text concerned to hold the target reader's attention and communicate complex ideas. Can give elaborate descriptions and narratives integrating sub themes, developing particular points and rounding off with an appropriate conclusion. Can write a suitable introduction and conclusion to a long, complex text. Can expand and support main points at some length with subsidiary points, reasons and relevant examples.

Coherence and cohesion: Can produce well-organised, coherent text using a variety of cohesive devices and organisational patterns.

Propositional precision: Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood etc. Can make effective use of linguistic modality to signal the strength of a claim, argument or position.

Notes:

- 1) Statements above have been collated from the original framework (2001) 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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