

The learner will be required to complete two tasks.

At the C2 level the learner will be asked to write between 200 – 250 words for Task 1, between 250 – 300 words for Task 2.

The learner will be assessed on content; conjunctions; idioms; communication of impressions and opinions; complex structures and abstract subjects. Time allowed is 75 minutes.

Task 1: 200 - 250 words Task 2: 250 – 300 words Marks range from 0 – 12 each task

| Focus | Answers | Marks available | Total marks available |
|----------------------------|--|------------------------|------------------------------|
| Content | Communicating ideas on complex abstract subjects Thorough awareness of task and content is relevant. Expands on key points. Linguistic markers used to give opinions and elaborated answers. | 2 | 2 |
| | Some awareness of task. Key points may not be fully elaborated. Limited in depth. Arguments may not be coherently expressed. Word count may not be met. Untidy but legible. | 1 | |
| | Content not relevant to context of task. No understanding of task requirements. Incomplete task, not fully met word count. Untidy and illegible. | 0 | |
| Format | Understand a range of complex features of a variety of texts Correct use of format e.g. addresses, salutations, headings, subheadings. Correct use of paragraphs, organisation of ideas and formality of language. Overall consistent style. | 2 | 2 |
| | Some correct use of format e.g. addresses, salutations, headings, subheadings. Evidence of paragraphing, but may not show logical cohesion of ideas. Limited use of appropriate language. | 1 | |
| | No demonstration of language function or range of formats. No salutations. No evidence of paragraphing, or logical cohesion of ideas. | 0 | |
| Accuracy of Grammar | Uses appropriate tenses, word order, complex structures, subordinate clauses, a variety of tenses in active and passive forms accurately. One to two errors in sentence structures. Punctuation accurate throughout. | 3 | 3 |
| | Occasional errors in tenses, grammatical structures, although comprehension is not impeded. Most errors occur with more complex grammatical forms. Some errors in punctuation. | 2 | |

| | | | |
|-----------------------|---|-------------------------------------|-----------|
| | <p>Errors in tense forms, word order and punctuation. Some comprehension is impeded in places. Most errors occur in more complex grammatical forms.</p> <p>Does not produce a comprehensible text. Many errors in punctuation. Little or no understanding of grammatical forms and tenses inaccurate throughout.</p> | <p>1</p> <p>0</p> | |
| Range of vocab | <p>Uses a variety of vocabulary to communicate ideas, impressions, feelings and opinions clearly. Idioms used naturally throughout. Conjunctions used effectively. Academic/specialist vocabulary used effectively.</p> <p>Some use of vocabulary to communicate ideas, impressions, feelings and opinions. Some use of idioms. A wide range of conjunctions used correctly. Limited use of academic/specialist vocabulary.</p> <p>Limited use of appropriate vocabulary to communicate ideas, impressions, feelings and opinions. No idioms used. Limited range of conjunctions used. No use of academic/specialist vocabulary.</p> <p>Incorrect use of vocabulary throughout for communicating ideas, impressions, feelings and opinions. Does not produce a legible text. Conjunctions used ineffectively or not at all.</p> | <p>3</p> <p>2</p> <p>1</p> <p>0</p> | 3 |
| Spelling | <p>Correct spelling of basic vocabulary with most academic/specialised words spelt correctly.</p> <p>Some errors in spelling of basic vocabulary with most errors in spelling of academic/specialised words.</p> <p>Spelling is very weak with many errors in spelling throughout.</p> | <p>2</p> <p>1</p> <p>0</p> | 2 |
| Total marks | | 12 | 12 |

| C2 Learning Outcomes | Assessment Criteria | Task 1 | Task 2 |
|---|---|--------|--------|
| | | | |
| 1. Communicate ideas, impressions, feelings and opinions on complex abstract subjects. | 1.1 Write detailed texts on a range of topics using cogent arguments. | x | x |
| | 1.2 Communicate ideas, impressions, feelings and opinions clearly. | x | x |
| | 1.3 Write about complex subjects. | x | x |
| | 1.4 Use paragraphs effectively. | x | x |
| | 1.5 Coherently link ideas expanding on key points. | x | x |
| 2. Understand a range of complex features used in a variety of complex texts. | 2.1 Write a range of formal and informal complex texts. | x | x |
| | 2.2 Use appropriate salutations and features. | x | x |
| | 2.3 Write using a range of linguistic devices. | x | x |
| 3. Demonstrate the accurate use of punctuation and complex grammatical structures. | 3.1 Use a range of tenses, in active and passive forms correctly. | x | x |
| | 3.2 Use complex structures and subordinate clauses accurately. | x | x |
| | 3.3 Write using the correct sentence structure. | x | x |
| | 3.4 Use a range of punctuation to enhance meaning. | x | x |
| 4. Recognise a variety of common words and key words related to work, leisure and study, which will also include specialised vocabulary. | 4.1 Spell words correctly. | x | x |
| | 4.2 Use idiomatic expressions effectively. | | x |
| | 4.3 Use a range of familiar and unfamiliar vocabulary, including academic/specialised vocabulary. | x | x |