

Proposed task specifications for Writing Task 1

1. Task Design

B2 - Task 1 – 9th grade	
TASK TYPE: Narrative Essay	
TASK SETTINGS	
Purpose	To test the ability to write a narrative essay by developing a coherent sequence of personal or/and imaginary events etc.*
Response format	Written
Time constraints	1h30' (recommended)
TASK DEMANDS	
Input	
Channel	Reading
Rubric	Students are required to write a narrative essay starting from a given beginning, ending or title, relying on their personal experience
Structural range	A1 – B2
Functional range	A1 – B2
Nature of information	Personal/imaginary
Content knowledge	Background knowledge not required
Output	
Channel	Written
Quantity	250 words
Lexical range	B2, e.g., lexis related to the topic of the essay and range of vocabulary to express the required topics and functions
Structural range	B2, e.g., sequence of tenses
Functional range	B2 narrate, describe, create atmosphere/suspense, personal reflections
Audience	
Number of readers	1 or more
Register (reader – writer acquaintanceship)	neutral

* Please refer to the 9th grade curriculum for the recommended list of topics, functions, types of texts and details about the testing focus

B2/C1 - Task 1 – 10th grade	
TASK TYPE: Descriptive Essay	
TASK SETTINGS	
Purpose	To test the ability to write a descriptive essay by using the appropriate vocabulary to describe people, events, places, as well as the conventions of descriptive essays *
Response format	Written
Time constraints	1h30' (recommended)
TASK DEMANDS	
Input	
Channel	Reading
Rubric	Students are required to write a descriptive essay starting from a given topic, which will be related to people, objects, events or places *
Structural range	A1 – C1
Functional range	A1 – C1
Nature of information	Personal/imaginary
Content knowledge	Background knowledge not required
Output	
Channel	Written
Quantity	300 words
Lexical range	B2 – C1, e.g., lexis to describe physical traits, personality, to express factual information, phrases and lexis related to the 5 senses etc. *
Structural range	B2 – C1, e.g., past tenses, all Conditional Clauses *
Functional range	B2 – C1 describe, express cause – effect, contrast, result, express opinion, feelings*
Audience	
Number of readers	1 or more
Register (reader – writer acquaintanceship)	neutral

* Please refer to the 10th grade curriculum for the recommended list of topics, functions, types of texts and details about the testing focus

C1 - Task 1 – 11th grade	
TASK TYPE: Argumentative Essay	
TASK SETTINGS	
Purpose	To test the ability to write an opinion or “for and against” essay by using the conventions (layout, discourse management, paragraph organisation etc.) of this type of writing task *
Response format	Written
Time constraints	1h30’ (recommended)
TASK DEMANDS	
Input	
Channel	Reading
Rubric	Students are required to write an opinion and “for and against” essay starting from a proverb, statement or famous phrase *
Structural range	A1 – C1
Functional range	A1 – C1
Nature of information	Worldwide issues
Content knowledge	Background knowledge not required
Output	
Channel	Written
Quantity	350 words
Lexical range	C1, e.g., lexis related to the topic of the essay and range of vocabulary to express the required topics and functions
Structural range	C1, e.g., wish/ if only; all passive forms
Functional range	C1: building a hypothesis, justifying opinions, providing solutions to problems etc.*
Audience	
Number of readers	1 or more
Register (reader – writer acquaintanceship)	formal

* Please refer to the 11th grade curriculum for the recommended list of topics, functions, types of texts and details about the testing focus

C2 - Task 1 – 12th grade	
TASK TYPE: Reflective Essay	
TASK SETTINGS	
Purpose	To test the ability to write a reflective essay by using the conventions (layout, discourse management, paragraph organisation etc.) of this type of writing task and the “discussion clock” technique, approaching the topic from at least three different perspectives *
Response format	Written
Time constraints	1h30’ (recommended)
TASK DEMANDS	
Input	
Channel	Reading
Rubric	Students are required to write a reflective essay starting from a quote*
Structural range	A1 – C2
Functional range	A1 – C2
Nature of information	Worldwide issues
Content knowledge	Background knowledge recommended
Output	
Channel	Written
Quantity	450 words
Lexical range	C2, e.g., formal vocabulary to link ideas and enhance the dynamics of the discourse etc.
Structural range	C2, e.g. impersonal constructions, Passive Voice, inversion, Participle
Functional range	C2, e.g., integrating famous quotes into the reflective discourse, in order to obtain cohesion and coherence*
Audience	
Number of readers	1 or more
Register (reader – writer acquaintanceship)	formal

* Please refer to the 12th grade curriculum for the recommended list of topics, functions, types of texts and details about the testing focus

MARKING SCHEME FOR THE NARRATIVE ESSAY

9th Grade

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Points
CONTENT	The essay is completely relevant to topic, describing places/events/characters/atmosphere/reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements .	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse	A range of vocabulary is used appropriately and accurately in the essay ; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse	The range of vocabulary is adequately used in the essay; errors in word choice / formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of style	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for the type of functional writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is	A range of grammatical structures is used	A mix of complex and simple grammatical structures is present	A limited range of grammatical structures is present	A very narrow range of grammatical structures is present within the	

	very well controlled.		accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	essay; errors predominate; punctuation errors make the text obscure at times.		
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout.		The text has a good effect on the reader	The effect on the reader is satisfactory	The effect on the reader non-relevant	The effect on the reader non-relevant.		

MARKING SCHEME FOR THE DESCRIPTIVE ESSAY

10th Grade

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, describing persons/places/events and objects, ascribing the whole description to an engendering idea.	The essay is fairly completed with the descriptions of persons/places/events and objects, being ascribed to an engendering idea.	The essay is partially completed with slight logical impediments in the logical development of the descriptions around an engendering idea.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate the quality of the descriptions failing the requirements of the task.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the descriptive essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay ; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the descriptive essay is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is adequately used in the essay; errors in word choice / Formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the descriptive essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the descriptive essay is inappropriate for the type of functional writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make	

	well controlled.	well controlled with occasional slips.		often faulty; punctuation errors can make text understanding difficult.	the text obscure at times.		
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The effect on the reader non-relevant.	The text has a negative effect on the reader.		

MARKING SCHEME FOR THE ARGUMENTATIVE ESSAY

11th Grade

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, all arguments are well-rounded and well-grounded, developing the thesis of the introduction and leading to an open-ending.	The essay is fairly completed, the thesis in the introduction being further developed with arguments and relevant ideas.	The essay is partially relevant to topic, there is no thesis formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate, there is no thesis in the first paragraph, while the arguments lack logical development.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the argumentative essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the argumentative essay is relevant to the task with slightly incongruent lapses within the discourse	The range of vocabulary is adequately used in the essay; errors in word choice / formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the argumentative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the argumentative essay is inappropriate for the type of functional writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The effect on the reader non-relevant.	The text has a negative effect on the reader.	

MARKING SCHEME FOR THE REFLECTIVE ESSAY

12th Grade

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, the introduction being an essay in miniature, whilst the contents offer a triadic perspective on the subject and leads to an open-ending.	The essay is fairly completed, the thesis of the first paragraph organizes the topic which is further developed through three perspectives that become rather relevant to the end.	The essay is partially relevant to topic, there is no thesis formulated in the first paragraph, which leads to inconsistencies in the logical development of the triadic approach.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate, there is no thesis in the first paragraph, while the perspectives offered lack logical development.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the reflective essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay ; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the reflective essay is relevant to the task with slightly incongruent lapses within the discourse	The range of vocabulary is adequately used in the essay; errors in word choice / formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times The register of the reflective essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the reflective essay is inappropriate for the type of functional writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible;	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted;	A limited range of grammatical structures is present along the essay; complex language is	A very narrow range of grammatical structures is present within the	

	controlled.	punctuation is well controlled with occasional slips.	punctuation can be faulty at times.	rare and may be often faulty; punctuation errors can make text understanding difficult.	essay; errors predominate; punctuation errors make the text obscure at times.		
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The effect on the reader non-relevant.	The text has a negative effect on the reader.		

Proposed Task Specifications for Writing Task 2

B2 - Task 2 – 9th grade	
TASK TYPE: Informal Letter	
TASK SETTINGS	
Purpose	To test the ability to write an informal letter to a friend, observing the conventions of this type of writing task (layout, register, formulae etc.) *
Response format	Written
Time constraints	1h (recommended)
TASK DEMANDS	
Input	
Channel	Reading
Rubric	Students are required to write an informal letter, possibly as a reaction to an input text, which provides some suggestions for the response
Structural range	A1 – B2
Functional range	A1 – B2
Nature of information	Personal/imaginary
Content knowledge	Background knowledge not required
Output	
Channel	Written
Quantity	120 - 150 words
Lexical range	B2, e.g., lexis related to the topic of the letter and range of vocabulary to express the required functions and approach the topics, colloquial language etc.*
Structural range	B2, e.g., sequence of tenses etc. *
Functional range	B2 describing, expressing opinion, narrating events, making recommendations etc.*
Audience	
Number of readers	1 or more
Register (reader – writer acquaintanceship)	informal

* Please refer to the 9th grade curriculum for the recommended list of topics, functions, types of texts and details about the testing focus

B2 – C1 - Task 2 – 10th grade	
TASK TYPE: Informal Letter	
TASK SETTINGS	
Purpose	To test the ability to write a semi-formal letter to a collaborator, potential employer, a school director or an editor observing the conventions of this type of writing task (layout, register, formulae etc.) *
Response format	Written
Time constraints	1h (recommended)
TASK DEMANDS	
Input	
Channel	Reading
Rubric	Students are provided a situation and are required to write a semi-formal letter in response to that situation
Structural range	A1 – C1
Functional range	A1 – C1
Nature of information	Personal/imaginary
Content knowledge	Background knowledge not required
Output	
Channel	Written
Quantity	150 – 180 words
Lexical range	B2 – C1, e.g., lexis on unfamiliar topics; range of vocabulary to express the required functions and approach the topics etc.*
Structural range	B2 – C1
Functional range	B2 – C1, e.g., describing abilities, experiences, discussing a point of view, justifying arguments, making recommendations etc.*
Audience	
Number of readers	1 or more
Register (reader – writer acquaintanceship)	Neutral, adapted to the target reader

* Please refer to the 10th grade curriculum for the recommended list of topics, functions, types of texts and details about the testing focus

C1 - Task – 11th grade	
TASK TYPE: Newspaper/Magazine Article	
TASK SETTINGS	
Purpose	To test the ability to write an article for a newspaper or magazine, expressing opinions and comments and observing the conventions of this type of writing task (layout, paragraphing etc.) *
Response format	Written
Time constraints	1h (recommended)
TASK DEMANDS	
Input	
Channel	Reading
Rubric	Students are provided a situation and required to write an article for a non-specialised newspaper or magazine
Structural range	A1 – C1
Functional range	A1 – C1
Nature of information	General interest
Content knowledge	Background knowledge not required
Output	
Channel	Written
Quantity	200 – 220 words
Lexical range	C1, e.g., lexis on unfamiliar topics; range of vocabulary to express the required functions and approach the topics etc.*
Structural range	C1, e.g. rhetorical questions
Functional range	C1, e.g., presenting and justifying points of view, expressing cause – effect, synthesising information etc.*
Audience	
Number of readers	1 or more
Register (reader – writer acquaintanceship)	Neutral, adapted to the target reader

* Please refer to the 11th grade curriculum for the recommended list of topics, functions, types of texts and details about the testing focus

C2 - Task – 12th grade	
TASK TYPE: Report	
TASK SETTINGS	
Purpose	To test the ability to write an official factual report or a proposal for a school director, a decision maker, a research team observing the conventions of this type of writing task (layout, paragraphing, headings etc.) *
Response format	Written
Time constraints	1h (recommended)
TASK DEMANDS	
Input	
Channel	Reading
Rubric	Students are provided a situation and required to write a report or a proposal for a non-specialised newspaper or magazine
Structural range	A1 – C2
Functional range	A1 – C2
Nature of information	General interest
Content knowledge	Background knowledge not required
Output	
Channel	Written
Quantity	300 words
Lexical range	C2, e.g., lexis to express the required functions and approach the topics*
Structural range	C2
Functional range	C2, e.g., describing situations or events, making recommendations and suggestions, persuading etc.*
Audience	
Number of readers	1 or more
Register (reader – writer acquaintanceship)	Formal

* Please refer to the 11th grade curriculum for the recommended list of topics, functions, types of texts and details about the testing focus

STRUCTURES	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.		A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.		A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.		A limited range of grammatical structures is present; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.		A very narrow range of grammatical structures is present; errors predominate; punctuation errors make the text obscure at times.		
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout.		The text has a good effect on the reader.		The effect on the reader is satisfactory.		The text has not a relevant effect on the reader.		The text has a negative effect on the reader.		

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
Task achievement	The content of the article is completely relevant to the task, fully responding to its requirements; the format of the article is fully observed; an introduction/ a conclusion is present; the register is appropriate throughout.		The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; an introduction/ a conclusion is present but not fully linked to the topic; the register is appropriate, although minor inconsistencies are possible		The article addresses the requirements of the task but not all key ideas are relevant; the format may be faulty at times (e.g. the introduction or the conclusion may be missing/ unclear); there are inconsistencies in register		The article does not cover the requirements of the task; the format is faulty (e.g. the introduction and the conclusion are missing or totally irrelevant; many irrelevant details are included; there are major inconsistencies in register		The article does not relate to the task		
ORGANIZATION AND COHESION	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.		There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended or balanced;; a range of cohesive devices is used effectively.		The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are present but sometimes they are not accurate.		There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.		The text is not logically organized and does not convey a message; no control of cohesive devices.		

VOCABULARY	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.		A range of vocabulary is used appropriately and accurately; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips.		The range of vocabulary is adequate; errors in word choice/formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.		A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult.		A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.		
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.		A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.		A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.		A limited range of grammatical structures is present; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.		A very narrow range of grammatical structures is present; errors predominate; punctuation errors make the text obscure at times.		
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout.		The text has a good effect on the reader.		The effect on the reader is satisfactory.		The text has not a relevant effect on the reader.		The text has a negative effect on the reader.		

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent	9p	Good	7p	Adequate	5p	Weak	3p	Inadequate	1p	Task not attempted 0p
	10p		8p		6p		4p		2p		
Task achievement	The report/proposal is completely relevant to the task, fully developing all content points; the format of the report/proposal is fully observed; the purpose of the report/proposal is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn; the register is appropriate throughout.		The report/proposal covers the requirements of the task but the content points could be more fully extended; The format of the report/ proposal is observed; the purpose of the report/ proposal is presented; the information is appropriately categorized in spite		The report/ proposal addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the report/ proposal is presented but it is not very clear; there are lapses in the categorization of the information; the		The report/ proposal does not cover the requirements of the task; the content points are attempted but many irrelevant details are included, the format is faulty; the purpose for writing/ the conclusion is missing or the information is		The report/ proposal does not relate to the task		

			of minor inaccuracies; the conclusion drawn could be better substantiated; the register is appropriate, although minor inconsistencies are possible.		conclusion is not logically linked to the content; there are inconsistencies in register.		inappropriately categorized; there are major inconsistencies in register			
ORGANIZATION AND COHESION	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.		There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended or balanced; a range of cohesive devices is used effectively.		The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are present but sometimes they are not accurate.		There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.		The text is not logically organized and does not convey a message; no control of cohesive devices.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.		A range of vocabulary is used appropriately and accurately; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips.		The range of vocabulary is adequate; errors in word choice/formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.		A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult.		A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.		A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.		A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.		A limited range of grammatical structures is present; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.		A very narrow range of grammatical structures is present; errors predominate; punctuation errors make the text obscure at times.	
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout.		The text has a good effect on the reader.		The effect on the reader is satisfactory.		The text has not a relevant effect on the reader.		The text has a negative effect on the reader.	

Proposed task specifications for Use of English

1. Task Design

9th Grade Use of English

TASK 1: B2	
TASK TYPE: Right Verbal Form	
Format	Gapped text, verbs in brackets
TASK SETTINGS	
Purpose	To test grammar ability
Assessment criteria	1 point for each correct answer. TOTAL: 10 points
Time constraints	10' (recommended)
TASK DEMANDS	
Input	
Rubric	The students are given a text of 100 – 150 words, with ten gaps. For each gap, there is an infinitive verb which students are required to put in the right form.
Structural range	A1 – B2
Functional range	A1 – B2
Lexical range	A1 – B2
Nature of information	random
Content knowledge	Daily life schemata
Output	
Channel	Written. Verb forms
Lexical range	A1 – B2
Structural range	The target verb structures are B2 level.
Functional range	A1 – B2

TASK 2: B2	
TASK TYPE: Word Formation	
Format	Gapped text, word stem on the right of the text
TASK SETTINGS	
Purpose	To test lexis
Assessment	1 point for each correct answer.

criteria	TOTAL: 5 points
Time constraints	10' (recommended)
TASK DEMANDS	
Input	
Rubric	The students are given a text of 80 – 100 words, with five gaps. For each gap, there is a word stem on the right of the text, which students are required to use and build the right word for each of the gaps. Both the gaps and the stems are numbered.
Structural range	A1 – B2
Functional range	A1 – B2
Lexical range	A1 – B2
Nature of information	random
Content knowledge	Daily life schemata
Output	
Channel	Written. Words derived from stems provided
Lexical range	The target words are B2 level
Structural range	A1 – B2
Functional range	A1 – B2

TASK 3: B2	
TASK TYPE: Key Word Transformation	
Format	This task consists of 5 rephrase items and aims to test grammar and vocabulary. In order to balance the number of grammar and vocabulary items and since Task 1 focuses only on grammar, there will be 3 vocabulary items and 2 grammar ones.
TASK SETTINGS	
Purpose	To test lexis and grammar
Assessment criteria	2 points for each correct answer. TOTAL: 10 points
Time constraints	10' (recommended)
TASK DEMANDS	
Input	
Rubric	The students are given one source sentence, the gapped rephrased version of the original sentence and the following prompts: beginning and end of the second sentence, key word to be used in the gap. They are instructed to fill in gap in the target sentence with 2 – 5 words.

Structural range	A1 – B2
Functional range	A1 – B2
Lexical range	A1 – B2
Nature of information	random
Content knowledge	Daily life schemata
Output	
Channel	Written. Between two and five words in each gap.
Lexical range	The target lexis is B2 level.
Structural range	The target structures are B2 level.
Functional range	A1 – B2

10th Grade Use of English

TASK 1: B2	
TASK TYPE: Open Cloze	
Format	Open Cloze text.
TASK SETTINGS	
Purpose	To test awareness and control of structural items both syntactically and semantically. The testing focus is grammatical and lexico-grammatical.
Assessment criteria	1 point for each correct answer. TOTAL: 10 points
Time constraints	10' (recommended)
TASK DEMANDS	
Input	
Rubric	The students are given a text of approximately 180 words, with ten gaps. They have to fill in each gap with one word only.
Structural range	A1 – B2
Functional range	A1 – B2
Lexical range	A1 – B2
Nature of information	random
Content knowledge	Contemporary issues
Output	

Channel	Written. One word in each gap
Lexical range	The target lexis is B2 level.
Structural range	The target verb structures are B2 level.
Functional range	A1 – B2

TASK 2: C1	
TASK TYPE: Word Formation	
Format	Gapped text, word stem on the right of the text
TASK SETTINGS	
Purpose	To test lexis
Assessment criteria	1 point for each correct answer. TOTAL: 10 points
Time constraints	10' (recommended)
TASK DEMANDS	
Input	
Rubric	The students are given a text of approximately 180 words, with ten gaps. For each gap, there is a word stem on the right of the text, which students are required to use and build the right word for each of the gaps. Both the gaps and the stems are numbered.
Structural range	A1 – C1
Functional range	A1 – C1
Lexical range	A1 – C1
Nature of information	random
Content knowledge	Contemporary issues
Output	
Channel	Written. Words derived from stems provided
Lexical range	The target words are C1 level
Structural range	A1 – C1
Functional range	A1 – C1

TASK 3: B2	
TASK TYPE: Key Word Transformation	
Format	This task consists of 5 rephrase items and aims to test grammar and vocabulary. In order to balance the number of grammar and vocabulary items, there will be 2 vocabulary items and 3 grammar ones.
TASK SETTINGS	
Purpose	To test lexis and grammar
Assessment criteria	1 point for each correct answer. TOTAL: 5 points
Time constraints	10' (recommended)
TASK DEMANDS	
Input	
Rubric	The students are given one source sentence, the gapped rephrased version of the original sentence and the following prompts: beginning and end of the second sentence, key word to be used in the gap. They are instructed to fill in the gap in the target sentence with 2 – 5 words.
Structural range	A1 – B2
Functional range	A1 – B2
Lexical range	A1 – B2
Nature of information	random
Content knowledge	Contemporary issues
Output	
Channel	Written. Between two and five words in each gap.
Lexical range	The target lexis is B2 level.
Structural range	The target structures are B2 level.
Functional range	A1 – B2

11th Grade Use of English

TASK 1: C1	
TASK TYPE: Open Cloze	
Format	Open Cloze text.
TASK SETTINGS	
Purpose	To test awareness and control of structural items both

	syntactically and semantically. The testing focus is grammatical and lexico-grammatical.
Assessment criteria	1 point for each correct answer. TOTAL: 10 points
Time constraints	10' (recommended)
TASK DEMANDS	
Input	
Rubric	The students are given a text of approximately 180 words, with ten gaps. They have to fill in each gap with one word only.
Structural range	A1 – C1
Functional range	A1 – C1
Lexical range	A1 – C1
Nature of information	random
Content knowledge	Contemporary issues
Output	
Channel	Written. One word in each gap
Lexical range	The target lexis is C1 level.
Structural range	The target verb structures are C1 level.
Functional range	A1 – C1

TASK 2: C1	
TASK TYPE: Word Formation	
Format	Gapped text, word stem on the right of the text
TASK SETTINGS	
Purpose	To test lexis
Assessment criteria	1 point for each correct answer. TOTAL: 10 points
Time constraints	10' (recommended)
TASK DEMANDS	
Input	
Rubric	The students are given a text of approximately 180 words, with ten gaps. For each gap, there is a word stem on the right of the text, which students are required to use and build the right word for each of the gaps. Both the gaps and the stems are numbered.
Structural range	A1 – C1
Functional	A1 – C1

range	
Lexical range	A1 – C1
Nature of information	random
Content knowledge	Contemporary issues
Output	
Channel	Written. Words derived from stems provided
Lexical range	The target words are C1 level
Structural range	A1 – C1
Functional range	A1 – C1

TASK 3: C1	
TASK TYPE: Key Word Transformation	
Format	This task consists of 5 rephrase items and aims to test grammar and vocabulary. In order to balance the number of grammar and vocabulary items, there will be 2 vocabulary items and 3 grammar ones.
TASK SETTINGS	
Purpose	To test lexis and grammar
Assessment criteria	1 point for each correct answer. TOTAL: 5 points
Time constraints	10' (recommended)
TASK DEMANDS	
Input	
Rubric	The students are given one source sentence, the gapped rephrased version of the original sentence and the following prompts: beginning and end of the second sentence, key word to be used in the gap. They are instructed to fill in the target sentence with 3 – 6 words.
Structural range	A1 – C1
Functional range	A1 – C1
Lexical range	A1 – C1
Nature of information	random
Content knowledge	Contemporary issues
Output	
Channel	Written. Between three and six words in each gap.

Lexical range	The target lexis is C1 level.
Structural range	The target structures are C1 level.
Functional range	A1 – C1

12th Grade Use of English

TASK 1: C2	
TASK TYPE: Open Cloze	
Format	Open Cloze text.
TASK SETTINGS	
Purpose	To test awareness and control of structural items both syntactically and semantically. The testing focus is grammatical and lexico-grammatical.
Assessment criteria	1 point for each correct answer. TOTAL: 10 points
Time constraints	10' (recommended)
TASK DEMANDS	
Input	
Rubric	The students are given a text of approximately 200 words, with ten gaps. They have to fill in each gap with one word only.
Structural range	A1 – C1
Functional range	A1 – C1
Lexical range	A1 – C1
Nature of information	random
Content knowledge	Contemporary social and professional issues.
Output	
Channel	Written. One word in each gap
Lexical range	The target lexis is C2 level.
Structural range	The target verb structures are C2 level.
Functional range	A1 – C2

TASK 1: C2	
TASK TYPE: Gapped Sentences	
Format	5 sets of three sentences with one gap each
TASK SETTINGS	
Purpose	To test lexis
Assessment criteria	1 point for each correct answer. TOTAL: 5 points
Time constraints	10' (recommended)
TASK DEMANDS	
Input	
Rubric	The students are given five sets of three sentences with one gap each and are instructed to fill in each gap with one word, which must be the same for all the three sentences in each set.
Structural range	A1 – C2
Functional range	A1 – C2
Lexical range	A1 – C2
Nature of information	random
Content knowledge	Contemporary social and professional issues.
Output	
Channel	Written. One word in each gap
Lexical range	The target lexis is C2 level.
Structural range	A1 – C2
Functional range	A1 – C2