

Important information	
Grade	Student achieved grade 1 in
1c	1 skill
1b	2 or 3 skills
1a	4 skills

Grade	1	2	3	4	5	6	7	8	9
	G-F	E	D	C	C1	B	A	A*	A**

WRITING (NO preparation time - NO dictionary)

Write 4 sentences in response to a photo. The message is relevant but **has some ambiguity** and **causes delay** in communication. The message is relevant and **clearly** communicated. *The message is relevant and clearly communicated*. *The message is relevant and clearly communicated*. *The message is relevant and clearly communicated*. N/A for Higher tiers

Translate 5 sentences (35 words minimum) from English to TL. conveying **some** key messages and showing **limited** knowledge of vocabulary and structures. conveying **all** key messages and showing **good** knowledge of vocabulary and structures. conveying **all** key messages and showing **very good** knowledge of vocabulary and structures. *conveying all key messages and showing very good knowledge of vocabulary and structures.* *conveying all key messages and showing very good knowledge of vocabulary and structures.* *conveying all key messages and showing very good knowledge of vocabulary and structures.* Translate (50 words minimum) Some key messages are conveyed. Reasonable knowledge of vocabulary and structures; **more accurate than inaccurate**. Nearly all key messages are conveyed. Good knowledge of vocabulary and structures; **generally accurate**. All key messages are conveyed. Very good knowledge of vocabulary and structures; **highly accurate**. All key messages are conveyed. Excellent knowledge of vocabulary and structures; **virtually faultless**.

Write a piece of continuous text of approximately 40 words in response to 4 compulsory bullet points. There is a **partial** coverage of the required information. Communication is **sometimes** clear and there are **some** instances where messages are not conveyed. Vocabulary and structures may be **limited, repetitive or inappropriate** and there are **frequent** errors. There is a **good** coverage of the required information. Communication is **clear** and there are **few** instances where messages are not conveyed. Vocabulary and structures are **appropriate, varied** and **generally accurate**. There is a **full** coverage of the required information. Communication is **very clear** and there is **no** instance where messages are not conveyed. There is a **good variety** of vocabulary and structures, which are generally accurate. *There is a full coverage of the required information. Communication is very clear and there is no instance where messages are not conveyed. There is a good variety of vocabulary and structures, which are generally accurate.*

Structured writing piece. Write a piece of continuous text of approximately 90 words in response to 4 compulsory bullet points. Choice of 2 questions. The response is **basic** and covers **some** aspects of the task. Communication is **sometimes** clear and there may be **frequent** instances where messages break down. There is a **little** information conveyed with **one** opinion expressed. The range of vocabulary may be **narrow, repetitive and/or inappropriate** and the sentences are mainly **short and simple**. There are **frequent major** and minor errors and **little awareness** of style and register. The response is **good** and covers **almost all** aspects of the task. Communication is **mostly clear** and there may be **some** instances where messages break down. There is **quite a lot** of information conveyed with **at least one** opinion expressed. **Some variety** of appropriate vocabulary is used and there is **some attempt at complex structures and sentences. Two different time frames** are used although **not always** formed successfully. There are **some major** and more frequent minor errors but the piece is more accurate than inaccurate and the intended meaning is usually clear. Style and register may **not always** be appropriate. The response is **very good** and covers **all** aspects of the task. Communication is **clear and a lot of** information is conveyed with **several** opinions expressed. There is a **variety** of appropriate vocabulary with **attempt at complex structures and sentences. Three different time frames** are used, which are **largely successful**. Errors are **mainly minor** although some serious errors may occur in complex structures and sentences but the intended meaning is nearly always clear. Style and register **are** appropriate. *The response is very good and covers all aspects of the task. Communication is clear and a lot of information is conveyed with several opinions expressed. There is a variety of appropriate vocabulary with attempt at complex structures and sentences. Three different time frames are used, which are largely successful. Errors are mainly minor although some serious errors may occur in complex structures and sentences but the intended meaning is nearly always clear. Style and register are appropriate.* *The response is very good and covers all aspects of the task. Communication is clear and a lot of information is conveyed with several opinions expressed. There is a variety of appropriate vocabulary with attempt at complex structures and sentences. Three different time frames are used, which are largely successful. Errors are mainly minor although some serious errors may occur in complex structures and sentences but the intended meaning is nearly always clear. Style and register are appropriate.* *The response is very good and covers all aspects of the task. Communication is clear and a lot of information is conveyed with several opinions expressed. There is a variety of appropriate vocabulary with attempt at complex structures and sentences. Three different time frames are used, which are largely successful. Errors are mainly minor although some serious errors may occur in complex structures and sentences but the intended meaning is nearly always clear. Style and register are appropriate.* *The response is very good and covers all aspects of the task. Communication is clear and a lot of information is conveyed with several opinions expressed. There is a variety of appropriate vocabulary with attempt at complex structures and sentences. Three different time frames are used, which are largely successful. Errors are mainly minor although some serious errors may occur in complex structures and sentences but the intended meaning is nearly always clear. Style and register are appropriate.*

Higher tiers ONLY
Open-ended writing task. Write a response to 2 compulsory bullet points, approximately 150 words. Choice of 2 questions. The response is **reasonable** with **some** relevant information including **one** opinion. Communication is **sometimes** clear but there may be instances where messages break down. There is **some** variety of appropriate vocabulary and structures. **Longer sentences** are attempted using appropriate **linking words**, often successfully. Style and register may **not always** be appropriate but the intended meaning is generally clear and verb and tense formations are **sometimes** correct. The response is **good** with **quite a lot of** relevant information including opinions that **may be justified**. Communication is **usually** clear but there are **some ambiguities**. There is a **good** variety of appropriate vocabulary and structures. **Longer and more complex sentences** are attempted using appropriate linking words, often successfully. Style and register may not always be appropriate. **Reasonably accurate**. There likely to be minor errors and there may be some major errors not only in complex structures. Verb and tense formations are **usually** correct. The response is **very good** with a **lot of** relevant information and where opinions **are justified**. Communication is **mostly** clear but there are **few ambiguities**. There is a **good** variety of appropriate vocabulary and structures. **More complex sentences** are **regularly** attempted and are **mostly** successfully, producing a mainly fluent piece of **coherent** writing with **occasional lapses**. Style and register **are** appropriate. **Generally** accurate. There are some minor errors and occasionally major errors usually in attempt at more complex structures. Verb and tense formations are **nearly always** correct. The response is **excellent** and **fully** relevant with a lot of **detailed** information and where opinions are justified. Communication is **clear** with **little** ambiguity. There is a **very good** variety of appropriate vocabulary and structures. **More complex sentences** are **handled with confidence**, producing a mainly **fluent** piece of **coherent** writing. Style and register are appropriate. **Accurate** although there may be a **few errors** especially in attempt at more complex structures. Verb and tense formations are **secure**. The response is excellent and fully relevant with a lot of detailed information and where opinions are justified. Communication is clear with **no** ambiguity. There is an **excellent** variety of appropriate vocabulary and structures. Complex sentences are handled with confidence, producing a mainly fluent piece of coherent writing. Style and register are appropriate. **Barely any errors**.

SPEAKING (12 min. preparation time - NO dictionary)

<p>Role play Reply to 4 questions including one unprepared question and ask one question (2 min)</p> <p>Photo card Respond to 3 prepared questions including one at the past tense and 2 unprepared questions. (Found. 2min / Higher 3 min.)</p> <p>Conversation Take part in a discussion on one or several topics and ask at least a question. (Found. 3-5 min. / Higher 5-7 min.)</p>	<p>The message is partially conveyed or conveyed with some ambiguities. Knowledge and use of language is limited.</p>	<p>The message is conveyed without ambiguities and the knowledge and use of language is at least good.</p>	<p>The message is conveyed without ambiguities and the knowledge and use of language is at least good.</p>	<p>The message is conveyed without ambiguities and the knowledge and use of language is at least good.</p>	<p>The message is conveyed without ambiguities and the knowledge and use of language is at least good.</p>	<p>The message is conveyed without ambiguities and the knowledge and use of language is at least good.</p>	<p>The message is conveyed without ambiguities and the knowledge and use of language is at least good.</p>	<p>The message is conveyed without ambiguities and the knowledge and use of language is at least good.</p>
	<p>The speaker gives understandable replies to most questions but they are likely to be short and/or repetitive.</p>	<p>The speaker gives understandable replies to nearly all questions and develops at least one answer. One opinion is given and may be explained.</p>	<p>The speaker replies clearly to all questions, develops most answers and explains one opinion.</p>	<p>The speaker replies clearly to all questions, develops most answers and explains one opinion.</p>	<p>The speaker replies clearly to all questions, develops most answers and explains one opinion.</p>	<p>The speaker replies clearly to all questions, develops most answers and explains one opinion.</p>	<p>The speaker replies clearly to all questions, develops most answers and explains one opinion.</p>	<p>The speaker replies clearly to all questions, develops most answers and explains one opinion.</p>
	<p>The responses are short and attempts at longer responses or at narrating events require an effort of concentration to be understood. The responses include at least one opinion. The language is basic and uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication. The pronunciation is understandable with a little intonation but the comprehension is sometimes delayed. The exchange is basic and the speaker relies heavily on pre-learned responses and the flow of language is broken by hesitations, some of them long.</p>	<p>The responses are quite short but with occasional attempts at longer responses. There is limited success in narrating events. There may be a few occasions where responses are very unclear. Opinions are expressed. The language is reasonable, uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be occasionally impede communication. The pronunciation is generally understandable with some intonation. The exchange is reasonable but much of what is said involves pre-learned responses. The flow of language is often broken by hesitations and delivery can be quite slow at times.</p>	<p>The speaker usually gives quite short responses in extended sequences of speech. Occasionally narrates events briefly when asked to do so. The information is usually clearly conveyed but lacks clarity from times to times. Opinions are included, some of which are explained. The language is generally good which involves mainly simple linguistic structures and vocabulary with some repetition but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede communication. The pronunciation is generally good but there is some inconsistency at times. The exchange is generally good but the speaker relies on pre-learned responses, sometimes hesitates and may not be able to respond to some questions.</p>	<p>The speaker develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. The information is usually clearly conveyed. Opinions are included and often explained. The language is good with some attempts at more complex structures which are usually successful. There is reference to past and future, as well as present, events and are sometimes successful. There may be minor errors and occasional more serious ones but they do not generally impede communication. The pronunciation is generally good but there is some inconsistency in more challenging language. Good exchange in which the speaker sometimes reacts naturally to the questions asked but may at times relies on pre-learned responses, there may be some hesitation before a reply but the delivery generally has a reasonable pace.</p>	<p>The speaker regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. The information is almost always clearly conveyed. Opinions are included and explained. Very good language with some variety of linguistic structures and a range of vocabulary. There is reference to past and future, as well as present, events and are generally successful. There are only minor errors or occur when complex structures and/or vocabulary are attempted. The pronunciation and intonation are good with only occasional lapses. Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.</p>	<p>The speaker consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. The information is clearly conveyed at all times. Opinions are included and explained convincingly. Reference to past and future, as well as present, events are made confidently. There is a few minor errors and other errors occur when complex structures and/or vocabulary are attempted. The pronunciation and intonation are consistently good. Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency though not necessarily of with that of a native speaker.</p>	<p>The speaker consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. The information is clearly conveyed at all times. Opinions are included and explained convincingly. Reference to past and future, as well as present, events are made confidently. There is only minor errors and other errors occur when complex structures and/or vocabulary are attempted. The pronunciation and intonation are consistently good. Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency close to that of a native speaker.</p>	

READING (NO preparation time - NO dictionary)

<p>Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). Use a bilingual dictionary or glossary to look up unfamiliar words. Translate simple sentences containing familiar vocabulary and grammar into English.</p>	<p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar (including some Grade 3 GCSE grammatical structures), especially tenses.</p>	<p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures (including some Grade 4 GCSE grammatical structures) into English.</p>	<p>Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures (including some Grade 5 GCSE grammatical structures). Use processes to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts, and adapted or abridged short stories). Translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy.</p>	<p>Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures (including some Grade 6 GCSE grammatical structures). Understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles). Translate short passages on a range of topics, including more complex structures and less common vocabulary, accurately into English with occasional errors</p>	<p>Deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures (including some Grade 7 GCSE grammatical structures) and some less common vocabulary. Understand longer authentic texts (e.g. news magazine articles, email exchanges and extracts from plays). Translate short passages, containing more complex language and grammar, accurately into English with occasional errors</p>	<p>Draw inferences and organise and present relevant details from longer texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures (including some Grade 8 GCSE grammatical structures) and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors.</p>	<p>Draw inferences from a range of longer texts, including extracts from literary texts. Respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures (including some Grade 9 GCSE grammatical structures) and some unfamiliar material. Translate longer passages, containing a range of complex grammatical structures and less common vocabulary, accurately into English with isolated errors</p>	<p><i>Draw inferences from a range of longer texts, including extracts from literary texts. Respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures (including some Grade 9 GCSE grammatical structures) and some unfamiliar material. Translate longer passages, containing a range of complex grammatical structures and less common vocabulary, accurately into English with isolated errors</i></p>
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LISTENING (NO preparation time - NO dictionary)

Demonstrate understanding of main points, opinions and some details in short passages which include reference to **either** the present **or** the future (including some Grade 2 GCSE grammatical structures).
Transcribe short phrases.

Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to **either** the present **and** the past, **or** the present **and** the future, spoken clearly (including some Grade 3 GCSE grammatical structures).
Transcribe short sentences.

Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past **and** the future, spoken clearly (including some Grade 4 GCSE grammatical structures).
Transcribe sentences.

Deduce meaning and demonstrate understanding of overall message and key points in a range of passages which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures spoken clearly.

Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures (including some Grade 6 GCSE grammatical structures), spoken clearly.

Deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, opinions and some more complex grammatical structures (including some Grade 7 GCSE grammatical structures) and less familiar vocabulary, spoken clearly.

Demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures (including some Grade 8 GCSE grammatical structures) and some less common vocabulary.

Extract and evaluate information in longer passages (including authentic sources, adapted or abridged) covering a range of contemporary and cultural themes, including some more abstract ideas, different types of spoken language, a combination of complex tenses and grammatical structures and some uncommon vocabulary.

Extract and evaluate information in longer passages (including authentic sources, adapted or abridged) covering a range of contemporary and cultural themes, including some more abstract ideas, different types of spoken language, a combination of complex tenses and grammatical structures and some uncommon vocabulary.