



Test of Interactive English

Examiner's Handbook & Mark Scheme

Certificate in ESOL International (Test of Interactive English)

Spoken TIE: B2-C2

Written TIE: B2-C2

(RQF Levels: Level 1, 2 and 3)



1. Examiner's Profile and Training

Examiners (sometimes referred to as Assessors or Markers) mark the examination recordings and/or scripts and make assessment decisions.

All Examiners of the Test of Interactive English (TIE) are experienced, qualified English language teachers and assessors who have undergone extensive training.

The training for all Examiners involves:

- Practical training session, led by an experienced TIE lead Examiner
- Self-study
- A probationary period

The training consists of:

- Familiarisation of the background and development of the TIE
- Familiarisation with the principles of assessment and the TIE assessment criteria
- Familiarisation with the format, tasks and procedures of the TIE examinations
- Introduction to the assessment descriptors for both Spoken and Written TIE examinations
- Practical application of the assessment criteria for both Spoken and Written TIE
- Standardisation of results for both Spoken and Written TIE

Following initial training, all TIE Examiners' assessment decisions are subject to second-line marking and moderation in line with the Gatehouse Awards *Moderation Policy*.

Confidential feedback to Examiners is provided by the Lead Moderator. Examiners are encouraged to provide feedback to Gatehouse Awards on their experience of using the assessment materials and making assessment decisions.

All Examiners must participate in annual Examiner standardisation training.

2. Overview of the Test of Interactive English

The Test of Interactive English is an integrated four skills test of language ability. The approach taken in the Test of Interactive English is for the Candidate to take responsibility for selecting appropriate materials for half the test, while comparability of performance is maintained by Candidates' performing standardised tasks for the other half of the test.

The B2-C2 Spoken TIE examination consists of four tasks:

Spoken TIE Examination Summary (B2 – C2)			
Step	Task	Summary	Timings
1. Introduction: Conversation (Spontaneous)	Personal introductions Exchange of personal information (All Candidates)	Candidates listen and talk to the interlocutor and each other, to introduce each other and exchange personal information	4 minutes (for two Candidates) 5-6 minutes (for three Candidates)
2. Investigation (Prepared)	Presentation and discussion of Investigation (All Candidates)	In turn, each Candidate refers to their Logbook and presents their investigation. Both Candidates comment on the other's investigation and respond to questions from the Interlocutor/each other.	8-9 minutes (for two Candidates) 12-13 minutes (for three Candidates)
3. The News Story* (Prepared)	Presentation and discussion of the news story (One Candidate*)	One Candidate presents their news story and answers questions from the Interlocutor/the other Candidate.	5-6 minutes
4. The Book* (Prepared)	Presentation and discussion of the book (One Candidate*)	One Candidate presents their book and answers questions from the Interlocutor/the other Candidate.	5-6 minutes
5. Decision Making Task (Spontaneous)	Candidates discuss the task between themselves and make a decision which they present to the Interlocutor (All Candidates)	Candidates use the visual prompts and the question or problem given by the Interlocutor to discuss the issue, arriving at a decision together.	4-5 minutes (for two Candidates) 7-8 minutes (for three Candidates)
*Candidates must be prepared to present and discuss both their book and their news story. The Interlocutor decides which task they will present in the Spoken TIE.			

The examination is expected to be approximately 30 minutes in duration (when two Candidates are present), or 45 minutes (when three Candidates are present).

All tasks are audio recorded as one continuous examination.

Important Note: The Examiner must make every effort to clearly introduce all the candidates using their full names in order to enable the moderators to effectively distinguish between the candidates in the audio recording.

In some instances, Examiners will also act as Interlocutors and will make their assessment decisions immediately following the end of the examination. Where Interlocutors are not trained Gatehouse Awards Examiners, the Examiners will base their assessment decisions on the audio recordings.

The B2-C2 Written TIE consists of two tasks:

Written TIE Examination Summary (B2 – C2)		
Step	Task Summary	Timings
1. Prepared Writing	<p>Candidates are asked to write about the book OR the news story* (whichever they didn't discuss in the Spoken TIE, i.e. if the candidate discussed their book in the Spoken TIE, they are asked to write about her news story and vice versa). The task will require Candidates to write a letter/email, article or essay/report.</p> <p>Approximate Word Count:</p> <ul style="list-style-type: none"> • B2: minimum of 150 words • C1 & C2: minimum of 200 words 	45 minutes
2. Spontaneous Writing	<p>Candidates are asked to write a short text (letter/email, article, essay, review) on a familiar topic, choosing one from a set of two options.</p> <p>Approximate Word Count:</p> <ul style="list-style-type: none"> • B2: minimum of 150 words • C1 & C2: minimum of 200 words 	45 minutes
<p>*Candidates must be prepared to write about both their book and their news story. The Interlocutor decides which task they will present in the Spoken TIE and the other will be the focus of Step 1 in the Written TIE.</p>		

The examination is expected to be 90 minutes in duration.

Tasks are completed under controlled examination conditions in one continuous examination.

Examiners will base their assessment decisions on the completed Candidate scripts.

3. Overview of the B2-C2 CEFR Levels

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.
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.
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.

4. Approach to Descriptors and Assessment Criteria

Examiners are expected to be familiar with the level descriptors of the Common European Framework of Reference for Languages (CEFR). Descriptors for each level are contained within the *Qualification Specification (Section 5: Unit Specification)*.

For both the Spoken TIE and Written TIE, Examiners must apply the marking criteria. The criteria have been mapped to the level descriptors in the CEFR scales.

Based on the criteria, the Examiner makes an assessment decision which 'places' the Candidate on the scale from B2 to C2 against each criteria, according to their performance.

5. Fallback Assessment

Candidates who do not meet the required minimum standard of B2, i.e. are assessed as 'fail' against the Level 1 (B2) criteria, will be automatically re-assessed at Entry Level 3 (B1) and can therefore be eligible to be awarded an Entry Level 3 (B1) qualification under the Fallback Assessment.

Please note, Candidates entered for a B2-C2 examination session cannot be awarded a qualification at any level lower than Entry Level 3 (B1).

Assessment Categories

In the Spoken TIE, Candidates are assessed on their skills across the following categories:

- **Aural Reception / Listening:** the Candidate's ability to process the spoken input of the other speakers (i.e., listening for gist, specific information, detailed understanding, implications, etc.)
- **Interaction:** the Candidate's ability to interact with their partner and the Interlocutor
- **Communicative Effectiveness:** the Candidate's ability to convey his/her message
- **Grammatical Accuracy and Complexity:** the Candidate's grammatical and syntactical control
- **Lexical Range and Appropriacy:** the Candidate's lexical repertoire and ability to make appropriate lexical choices
- **Phonological Control:** the Candidate's ability to produce comprehensible speech at word and sentence level to fulfil the demands of the test.

In the Written TIE, Candidates are assessed on their skills across the following categories:

- **Visual Reception:** the Candidate's ability to read, understand and follow the instructions in the task
- **Production and Text Organisation:** the Candidate's ability to produce clear, structured text and control of the conventions of text layout
- **Task Achievement:** how appropriately, accurately and relevantly the Candidate responds to the tasks set
- **Grammatical Accuracy and Complexity:** the Candidate's grammatical and syntactical control, plus awareness of register
- **Lexical Range and Appropriacy:** the Candidate's lexical repertoire and ability to make appropriate lexical choices, plus awareness of register
- **Orthographic Control and Punctuation:** the Candidate's ability to produce legible text with clear spelling and punctuation.

For each category, a grade must be allocated. Grades available are:

- | | |
|--------|-------|
| • DNF | • C1 |
| • Fail | • C1+ |
| • B2 | • C2 |
| • B2+ | • C2+ |

A Fallback grade of B1 or B1+ may also be awarded in cases where the Candidate has not achieved at B2 level.

The grade awarded for each category should be recorded on the Mark Grid.

Overall Result

The overall result is calculated as an average of the Candidate's performance across all assessment categories across the two tests.

Possible overall TIE results are:

Fail	Candidate has not demonstrated ability to participate in the interactions at A1 level, or has demonstrated that the majority of skills and knowledge expected at A1 level are still emerging
DNF	Did Not Fulfil requirements of the test: tasks were not attempted and/or preparation materials were not presented.
B2	Candidate has met the requirements at B2 level - their skills, knowledge and understanding in the majority of areas are established, although in some areas may still be in the process of being refined or consolidated
B2+	Candidate has met, or exceeded, requirements at B2 level consistently across all tasks. Knowledge, skills and understanding are clearly fully established and the Candidate may even demonstrate some emerging skills at C1 level
C1	Candidate has met the requirements at C1 level - their skills, knowledge and understanding in the majority of areas are established, although in some areas may still be in the process of being refined or consolidated
C1+	Candidate has met, or exceeded, requirements at C1 level consistently across all tasks. Knowledge, skills and understanding are clearly fully established and the Candidate may even demonstrate some emerging skills at C2 level
C2	Candidate has met the requirements at C2 level - their skills, knowledge and understanding in the majority of areas are established, although in some areas may still be in the process of being refined or consolidated
C2+	Candidate has met requirements at C2 level consistently across all tasks. Knowledge, skills and understanding are clearly fully consolidated and established.
<p>Fallback Assessment</p> <p>Where a Candidate has not met the requirements to be awarded a B2, Examiners may re-assess Candidate's performance and award a B1 level achievement.</p> <p>NB no award can be made for Candidates not achieving B1 level.</p>	
B1	Candidate has met the requirements at B1 level - their skills, knowledge and understanding in the majority of areas are established, although in some areas may still be in the process of being refined or consolidated

B1+

Candidate has met, or exceeded, requirements at B1 level consistently across all tasks. Knowledge, skills and understanding are clearly fully established and the Candidate may even demonstrate some emerging skills at B2 level

Assessment Criteria: Spoken TIE B2-C2

Level	Aural Reception	Interaction	Communicative Effectiveness	Grammatical Accuracy & Complexity	Lexical Range & Appropriacy	Phonological Control
C2+	The descriptor below is met fully and consistently across every task.	The descriptor below is met fully and consistently across every task.	The descriptor below is met fully and consistently across every task.	The descriptor below is met fully and consistently across every task.	The descriptor below is met fully and consistently across every task.	The descriptor below is met fully and consistently across every task.
C2	Can participate in any conversation without any difficulty in understanding any kind of language delivered at fast native speech.	Can take part effortlessly in any conversation or discussion. Can adopt almost entirely appropriate register. Can naturally interweave his/her contribution into the joint discourse.	Can express self fluently and spontaneously at length with a natural, effortless flow. Can convey meaning flexibly and precisely. Can backtrack and restructure around a difficulty so smoothly that the interlocutor is hardly aware of it.	Can maintain consistent grammatical control of complex language, even when attention is otherwise engaged (e.g. forward planning or monitoring the reactions of others). Errors are extremely rare.	Can use a broad range of vocabulary flexibly and appropriately to address unfamiliar, abstract topics and ideas and convey finer shades of meaning without ambiguity. Has a very good command of idiomatic expressions and colloquialisms.	Can consistently maintain a high level of comprehensibility. Can express fine shades of meaning by varying intonation & stress. Flow is natural, effortless and unhesitating. Pauses only to reflect on the precise way to express meaning.
C1+	Can follow extended speech on abstract and complex topics without difficulty.	Can converse comfortably and appropriately. Can formulate ideas with precision and skillfully relate his/her contribution to those of other speakers.	Can express self fluently and spontaneously without much obvious searching for expressions. Can develop ideas at length with subsidiary details, reasons & relevant examples. Can use appropriate & effective circumlocution.	Displays a high degree of grammatical control. Can produce complex speech in which errors are rare and difficult to spot.	Can use a broad lexical repertoire to deal with unfamiliar, abstract topics, gaps are readily and effortlessly overcome by circumlocution. Good command of idiomatic expressions and colloquialisms.	Can maintain a high level of comprehensibility. Can vary intonation and sentence stress appropriately to convey and enhance meaning. Only a conceptually difficult subject can hinder a natural smooth flow.

Level	Aural Reception	Interaction	Communicative Effectiveness	Grammatical Accuracy & Complexity	Lexical Range & Appropriacy	Phonological Control
C1	Can understand enough to follow extended speech on abstract and complex topics though he/she may have to confirm occasional details, especially if the accent is unfamiliar.	Can interact easily. Can adopt a register that is generally appropriate & consistently maintained. Can select discourse functions to get the floor and handle extensive turns as appropriately.	Can express self spontaneously, almost effortlessly. Can use language flexibly and effectively for social and professional purposes. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can use complex structures successfully to express what he/she wants to say, without restriction. Errors are infrequent and do not interfere with intelligibility.	Can use a wide range of vocabulary mostly appropriately to deal with unfamiliar, abstract topics. Little obvious searching for words. Has a good grasp of idiomatic expressions and colloquialisms. Occasional minor slips occur but no significant vocabulary errors.	Can maintain comprehensibility which is only occasionally marred by phonological lapses. Can usually vary intonation & sentence stress appropriately for the message.
B2+	Can understand main ideas and details in standard spoken language on both concrete and abstract topics.	Can interact with a degree of fluency and spontaneity. Can take part in discussion in familiar contexts, accounting for, justifying and sustaining views.	Can communicate spontaneously and clearly on a wide range of topics, using the language fluently, accurately and effectively without much sign of having to restrict what he/she wants to say. Will use stock phrases rather than pauses to gain time and keep the turn.	Displays very good grammatical control of simple and more complex structures. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be self-corrected.	Can deploy a good range of appropriate vocabulary to address a wide range of topics without much conspicuous searching for words. Can vary formulation to avoid frequent repetition even in complex sentence forms. Lexical gaps can still cause hesitation but this does not hinder communication.	Can generally maintain comprehensibility using appropriate intonation and placing sentence stress accurately and naturally. Stretches of language contain little hesitation.
B2	Can understand main ideas of complex speech on both familiar and unfamiliar topics.	Can interact with a degree of ease & spontaneity without imposing strain on participants. Can demonstrate some ability to use appropriate register to give clear descriptions and viewpoints in familiar contexts. Can intervene appropriately in discussion.	Can communicate spontaneously, using the language almost fluently and effectively on a wide range of topics. Can account for & sustain views clearly with relevant supporting arguments. Uses a good degree of confidence, politeness and clarity.	Displays a very good control of simple and some complex grammar. Errors do occur but do not lead to misunderstanding.	Can deploy a good range of appropriate vocabulary to address matters connected to his/her field and most general matters. Limitations may exist when dealing with unfamiliar or abstract topics, but messages clearly come across.	Can generally maintain comprehensibility showing some control of rhythm & appropriate intonation. Produces stretches of language with a fairly even tempo. However, there are a few instances of pausing and hesitation to search for patterns and expressions, which do not affect communication.

Level	Aural Reception	Interaction	Communicative Effectiveness	Grammatical Accuracy & Complexity	Lexical Range & Appropriacy	Phonological Control
Fallback Assessment						
B1+	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, though will sometimes have to ask for repetition of particular words and phrases.	Can generally maintain a conversation or discussion. Can enter unprepared into conversations on familiar topics.	Can express self with relative ease on topics of immediate relevance. Can explain the main points in an idea or problem with reasonable precision and without much misunderstanding.	Can communicate with reasonable accuracy in familiar contexts. Generally good control though with noticeable mother tongue influence. Errors occur, but messages come across clearly.	Has a sufficient vocabulary to express him/herself on most topics pertinent to his /her everyday life.	Can express self reasonably clearly despite some problems with rhythm & intonation, & occasional inappropriate pausing.
B1	Can understand main points of clear, standard speech about common everyday or job related topics, provided speech is clearly articulated in a general familiar context.	Can interact with some confidence only when dealing with familiar topics. Can intervene in such discussion using a simple phrase to get the floor.	Can convey a simple & straightforward message of immediate relevance, getting across most important messages. There are however cases of misunderstanding.	Can communicate with reasonable accuracy & control within the limits of frequently used patterns.	Can use simple vocabulary flexibly. Makes inappropriate word choices in less familiar situations which however do not seriously impede communication.	Is mostly comprehensible and has some control of phonological features. Mispronunciations occur as well as instances of inappropriate pausing.
Below B1 (FAIL)	Can understand phrases and expressions on very basic personal information, provided speech is clearly and slowly articulated.	Can interact only in structured contexts keeping the conversation going only with the help of an interlocutor.	Can pass on the relevant message in a simple & direct exchange of limited information on personal & concrete matters. More complex messages may be compromised, leading to frequent misunderstanding.	Can produce speech that shows some control of short simple structures. Errors often obscure meaning.	Can deploy basic vocabulary more or less appropriately managing to convey a simple message.	Is generally comprehensible despite limited control of phonological features, excessive hesitation & inappropriate pausing.

Assessment Criteria: Written TIE B2-C2

Level	Visual Reception	Task Achievement	Grammatical Accuracy & Complexity	Lexical Range & Appropriacy	Orthographic control & punctuation	Production & Text Organisation
C2+	As C2: consistently and to a high degree throughout both entire tasks.	As C2: consistently and to a high degree throughout both entire tasks.	As C2: consistently and to a high degree throughout both entire tasks	As C2: consistently and to a high degree throughout both entire tasks.	As C2: consistently and to a high degree throughout both entire tasks.	As C2: consistently and to a high degree throughout both entire tasks.
C2	Displays a high degree of comprehension. Text skilfully integrates the writer's background reading and critical thinking.	Fully appropriate text that answers the question fully and convincingly, showing the candidate's critical perspective. The text is likely to have a positive effect on the intended audience.	Consistently maintains a high degree of grammatical control of complex language. Great flexibility in reformulating ideas in differing forms to convey finer shades of meaning precisely. Errors are extremely rare and unobtrusive.	Uses a very broad and sophisticated lexical repertoire in a skilful manner. Displays natural control of idiomatic expressions and colloquialism and shows clear awareness of connotative levels of meaning.	Spelling and punctuation are consistently accurate. Errors are extremely rare.	Produces clear, smoothly flowing, complex texts. Skilfully manages paragraphing and shows a high degree of independence in text organisation. Uses a variety of organisational patterns and a wide range of appropriate linking devices to mark the relationships between ideas in a coherent and cohesive discourse. The text meets the required word limit for C2.
C1+	Displays a high degree of comprehension. Text is effectively linked to task instructions showing the writer's critical perspective.	Fully appropriate text that answers the question thoroughly. Covers potential topic points in a detailed and critical manner.	Shows natural control of complex grammatical structures. Errors are rare and difficult to spot and do not impede understanding. Choice of grammar consistently shows full awareness of register.	Uses a wide range of vocabulary with flexibility and precision. Displays fairly good awareness of style, collocation and idiomaticity. Slips are very rare. Choice of lexis consistently shows full awareness of register.	Spelling and punctuation are accurate apart from occasional slips of the pen.	Produces coherent texts on complex subjects. Layout and paragraphing are appropriately used and effectively managed. Shows controlled use of organizational patterns, connectors and linking devices, which inform paragraph structure.

Level	Visual Reception	Task Achievement	Grammatical Accuracy & Complexity	Lexical Range & Appropriacy	Orthographic control & punctuation	Production & Text Organisation
C1	Displays a high degree of comprehension. Text is appropriately and effectively linked to task instructions. Some evidence of critical thinking.	Fully appropriate text that answers the question fully. Covers relevant topic points effectively, providing a range of arguments and examples.	Maintains a high degree of grammatical accuracy. Errors are difficult to spot and do not impede understanding. Choice of grammar shows strong awareness of register.	Uses a wide range of vocabulary allowing for some flexibility and precision in expression. Displays good command of idiomatic expressions and collocation with only occasional minor slips. Choice of lexis shows strong awareness of register.	Spelling and punctuation are mostly accurate. Errors are uncommon and do not affect meaning.	Produces well-structured complex texts underlining the relevant salient issues, expanding and supporting points of view. Uses a wide range of appropriate linking words efficiently to link ideas within and across sentences. Produces coherent text with clear sequenced paragraphs. The text meets the required word limit for C1.
B2+	Displays a very good degree of comprehension. Text is clearly and appropriately linked to task instructions.	An appropriate text that answers the question fully. Covers relevant topic points in an appropriate manner, expressing relevant arguments or examples clearly.	Shows a good grammatical control of complex language. Non-systematic errors and minor flaws in sentence structure still occur but they are rare and do not obstruct understanding. Choice of grammar shows considerable awareness of register.	Uses a very good range of vocabulary. Words, phrases and expressions are fully appropriate and fully convey meaning. Lexical accuracy is generally high. Choice of lexis shows considerable awareness of register.	Spelling and punctuation are reasonably accurate. Few errors that do not affect meaning.	Produces clearly intelligible continuous writing. Ideas and information are logically organised in appropriate paragraphing. Uses a variety of linking words to mark clearly the relationships between ideas.
B2	Displays a good degree of comprehension. Text is clearly linked to task instructions.	An appropriate text that answers the question almost fully. Content is mostly relevant, providing some arguments and examples. The response follows the required text type and purpose.	Shows a relatively good grammatical control of complex language. Although there are still some errors, they usually do not affect understanding. Choice of grammar shows some awareness of register.	Uses a good range of vocabulary that is appropriate to the task topic and purpose. Rare lapses in word choice. Incorrect word choices which occur do not hinder communication. Choice of lexis shows some awareness of register.	Spelling and punctuation are reasonably accurate but may show signs of mother-tongue interference. Errors are unobtrusive.	Produces intelligible continuous writing which follows expected paragraphing and layout. Uses a variety of linking devices correctly and, in most cases, appropriately to create a coherent and cohesive text. The text meets the required word limit for B2.
Fallback Assessment						

Level	Visual Reception	Task Achievement	Grammatical Accuracy & Complexity	Lexical Range & Appropriacy	Orthographic control & punctuation	Production & Text Organisation
B1+	Displays a level of basic comprehension of the task below the B2 level: Text must still be linked to task instructions but in a general way.	Has attempted to meaningfully respond to the question. Limited or no evidence of relevance to text type and/or purpose. Content is generally relevant but may consist more of an answer which contains some degree of detail, but lacks specific arguments or examples.	Simple structures are consistently employed appropriately. Attempts at more complex language use are more or less successful but the range of structures is limited and does not display the range and accuracy expected at B2 level.	Candidate's vocabulary range is appropriate and accurate when using familiar language, with errors occurring when attempting to communicate more abstract ideas or use technical or complex vocabulary.	There are very few or no spelling or punctuation errors in familiar and everyday vocabulary and text. Errors occur when attempting to use technical or complex language.	Produces a connected text by linking a series of shorter discrete elements into a linear sequence. Paragraphing is used mostly appropriately and effectively. Simple cohesive devices are used to link sentences. There are clear paragraphs including introduction, development and conclusion in a coherent and cohesive text.
	In WT1 (Prepared) : There is a noticeable attempt at addressing the topic in question, but the balance between the summary and the response to the task question is not maintained as per task instructions.					
B1	Displays basic understanding of the task questions: Text must still be linked to task instructions	Has attempted to answer the task question. Limited or no evidence of relevance to text type and/or purpose. Lack of explicit arguments and examples linked to the task question.	A relatively good repertoire of simple structures is evident and employed appropriately. Errors are noticeable but do not seriously interfere with intended meaning. Some forms of expression are awkward.	Vocabulary range is appropriate when using familiar language. Lapses in word choice do not interfere with meaning when using very familiar or everyday language. Interference is apparent when attempting vocabulary above the level.	Spelling and punctuation are accurate enough to be followed most of the time. Errors when trying to use language above the level affect meaning.	Paragraphing is used mostly appropriately and effectively. Uses a range of simple linking devices to link sentences to make coherent and cohesive text. The text fails to meet the required word limit for B2, but exceeds 100 words.

Level	Visual Reception	Task Achievement	Grammatical Accuracy & Complexity	Lexical Range & Appropriacy	Orthographic control & punctuation	Production & Text Organisation
	In WT1 (prepared) : there is a limited attempt at addressing the task topic (one or two sentences); the response mostly consists of a summary.					
FAIL	<ul style="list-style-type: none"> The text is written on a totally different topic than the one assigned. The text requires considerable effort to see any connection between the composition and the prompt. In WT1, the text consists of summary only and there is no connection to other elements of the task topic. 		Lack of grammatical control consistently interferes with the reader's ability to understand the intended meaning.	The vocabulary range is insufficient to convey meaning effectively.	Spelling and punctuation errors are frequent and interfere with the reader's ability to understand the intended meaning.	The use of paragraphing is very limited or non-existent. There is very limited or no attempt to create text which is coherent and / or cohesive.

Inauthentic work

If the marker suspects that a candidate produced inauthentic text in WT2, or in a section of the WT1 which is not the summary element, this should be reported on the portal.

Glossary of terms used within the written assessment criteria:

Text type: a letter / email, story, article, essay, etc.

Text purpose: argumentative, descriptive, informative, persuasive, etc.

Register: the level of formality of the text.