Republic of Türkiye
Kahramanmaraş Sütçü Imam University
School of Foreign Languages
2026-2027 Academic Year B2 Module Assessment Map

COURSE OVERVIEW: At the end of the B2 Module, students will be able to understand the main ideas of complex text on both concrete and abstract topics, interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible, produce detailed text on numerous subjects and explain a viewpoint on current issues giving the advantages and disadvantages of various options.

COURSE LENGTH: The education in the module covers 20 hours of face-to-face lessons, lasting for 8 weeks.

MATERIALS: Language Hub Coursebook (B2 level). Extra materials will be provided at the beginning of each module if necessary.

ASSESSMENT: In order for students to progress to the next level, their mid-course evaluation score must be at least **70 out of 100**. Only students who have not exceeded the mid-course attendance limit are eligible to take the end-of-course exam. The evaluation weightings are shown in the table below.

Table 1
Course Assessment Components

Assessment Type	%
Project	20
Mid-Module Exam	30
End-of-Course Exam	40
In-class Assessment	5
Online Platform Activities	5
Total	100

ABSENTEEISM: Attendance is mandatory for students enrolled in the Foreign Language Preparatory Program. The maximum limit for absenteeism is 15% of the total contact hours for each course level. Students who fail due to non-attendance must repeat the course.

B2 Level Exam Specification			
Communicative Language Activities	**Objectives (Students can:)**	**Possible Question and Task Types**	**Possible Integration**
Reception: Oral comprehension	**1. Interactive Complexity:** follow and keep up with animated conversations between proficient users, including identifying chronological sequences in extended informal narratives. **2. Argumentative Logic:** identify the main reasons for and against an argument in group discussions and distinguish a speaker's point of view from reported facts. **3. Academic & Professional Follow-through:** follow the essentials of linguistically complex lectures and presentations, distinguishing main themes from asides when the topic is reasonably familiar. **4. Information Extraction:** understand detailed instructions and technical announcements on both concrete and abstract topics delivered at normal speed. **5. Media & Perspective Analysis:** identify viewpoints, moods, and attitudes in standard recordings, documentaries, and news broadcasts. **6. Audio-Visual Mastery:** understand the majority of films and current affairs programs, extracting main points from complex arguments and live interviews.	**Exam structure:** the Oral Comprehension paper has two parts. Part 1 is a multiple-choice task on viewpoint, mood and attitude; Part 2 is a note-completion and inference task. **Conversation-Tracking Matching:** keeping up with an animated multi-party conversation; matching speakers to their positions and following the chronology of an informal narrative. (Obj. 1) **For/Against Argument Grid:** identifying the main reasons for and against an argument in a recorded group discussion and separating a speaker's viewpoint from reported fact. (Obj. 2) **Lecture Note-Taking Grid (Main Theme vs. Aside):** a linguistically complex talk or lecture on a reasonably familiar topic. (Obj. 3) **Gap-Fill / Instruction Completion:** detailed instructions and technical announcements delivered at normal speed. (Obj. 4) **Multiple Choice (Viewpoint, Mood & Attitude):** radio interviews, podcasts, documentaries and news broadcasts. (Obj. 5) **Audio-Visual Comprehension Task:** extracting the main points of a complex argument from a TV interview or current-affairs extract. (Obj. 6) **Inference & Cue Identification:** using contextual cues to infer meaning in a live phone-in programme. (Obj. 1, 5)	**Obj. 1:** U1 listen to three conversations at meet-up groups; U3 listen to a radio phone-in programme about extreme sports. **Obj. 2:** U4 listen to a debate about the future of transport; U6 listen to a radio discussion about different school systems. **Obj. 3:** U7 listen to a talk about regeneration projects; U8 listen to a lecture about eye-witness testimony; U10 listen to a talk about viral marketing campaigns. **Obj. 4:** U5 listen to a radio interview about making a house more eco-friendly; U9 listen to a customer complaint. **Obj. 5:** U1 radio interview about personality types; U2 radio interviews about lifestyle changes; U3 audio-book extract about phobias; U4 podcast about turning points; U5 interview with Mars One applicants; U6 interview about a new film and three interviews about age; U7 interview about a moneyless society; U8 podcast about myths and legends; U9 radio interview about health myths; U10 interview about fake news. **Obj. 6:** U2 listen to a TV interview about quitting the rat race.

Reception: Reading	**1. Analytical Reading of Specialized Sources:** obtain information and opinions from highly specialized sources in their field and recognize complex discursive structures, such as contrasting arguments or cause-effect relationships. **2. Critical Evaluation of Content:** distinguish between factual information and persuasive intent, recognizing specific stances or viewpoints in reports on contemporary problems. **3. Technical & Instructional Understanding:** follow lengthy, complex instructions, warnings, and conditions within their field, utilizing re-reading strategies for difficult sections. **4. Independent Reading for Pleasure:** read a variety of creative and narrative texts (novels, biographies, magazines) independently, adapting their reading style and speed to the material. **5. Strategic Comprehension:** utilize contextual clues and focus on main points to verify and achieve full comprehension of complex texts.	**Exam structure:** the Reading paper has two parts. Part 1 is a multiple-choice task on main idea, argument structure and writer's stance; Part 2 is a scanning and information-transfer task. **Multiple Choice (Argument & Discourse Structure):** specialised articles; recognising contrasting arguments and cause-effect relations. (Obj. 1) **Fact vs. Persuasion Classification:** deciding where a text reports and where it seeks to convince, and identifying the stance taken. (Obj. 2) **Scanning & Information Transfer:** locating conditions, warnings and specific details in a lengthy text and completing a table. (Obj. 3) **Plot & Character Short Answer:** a narrative or creative extract read for pleasure. (Obj. 4) **Inference from Context:** deducing the meaning of unfamiliar items and verifying comprehension of a complex passage. (Obj. 5)	**Obj. 1:** U2 read a for-and-against article about the impact of social media; U5 describe cause and effect relationships in a natural process; U5 read an article about the reintroduction of wolves in Yellowstone Park; U9 read an article about the trust economy. **Obj. 2:** U1 read an online article about everyday heroes; U2 read a newspaper article about how to live longer; U4 read a magazine article about the future of work; U10 read an article about the death of print; U10 read three fake news stories. **Obj. 3:** U5 read an article about fast-growing cities; U9 read an article about a successful entrepreneur. **Obj. 4:** U1 read biographies of famous people who overcame challenges; U3 read a newspaper article about someone who survived against the odds; U8 read a scene from a detective story. **Obj. 5:** U3 read an interview with a survival expert; U7 read a blog post and comments about regrets; U8 read an online article about unexplained mysteries.
Production: Oral Production	**1. Systematic Argumentation:** develop a clear, reasoned argument, expanding on viewpoints with subsidiary points and weighing the advantages/disadvantages of various options. **2. Academic Presentation:** deliver systematically developed presentations, highlighting significant points and managing	**Exam structure:** the Speaking exam has two parts. The task types below are drawn on for Part 2, the individual long turn, in which each candidate speaks alone. **Sustained Monologue – Putting a Case:** developing a clear argument with subsidiary points and weighing advantages and disadvantages. (Obj. 1)	**Obj. 1:** U1 express and support their opinions in a debate; U2 present their position in a debate on a topical issue; U4 express and explain their viewpoint on possible future developments; U6 take part in a debate on education and express

	spontaneous follow-up questions from the audience with ease. **3. Professional Informing:** communicate complex information and detailed instructions reliably, particularly regarding procedures or occupational roles. **4. Narrative Precision:** describe the personal significance of events and experiences in detail, maintaining a natural flow and high grammatical control.	**Prepared Presentation with Follow-up Questions:** a systematically developed presentation followed by spontaneous audience questions. (Obj. 2) **Procedural Explanation Long Turn:** communicating complex information or detailed instructions about a process or occupational role. (Obj. 3) **Narrative Long Turn:** describing an experience and its personal significance in detail, from a picture sequence or prompt. (Obj. 4) **Persuasive Advertisement Turn:** planning and delivering a persuasive spoken advertisement for a cause. (Obj. 1, 2)	opinion in a formal or informal register; U10 present a reasoned argument for or against a position in a formal debate. **Obj. 2:** U1 give a prepared presentation of a proposed project and take follow-up questions; U2 give a prepared presentation explaining their reasoning; U10 plan and deliver a persuasive spoken advertisement. **Obj. 3:** U5 describe, with some technical detail, how their town or city has changed over time; U6 give a detailed account of changes in education in their country. **Obj. 4:** U3 tell a story based on a series of pictures; U4 talk about their plans and hopes for the future; U7 express regrets for past actions and talk about how they could have acted differently.
Production: Written Production	**1. Descriptive & Creative Mastery:** produce clear, detailed descriptions of real or imaginary experiences in well-structured text, following appropriate genre conventions (e.g. reviews of films, books, or plays). **2. Systematic Argumentation:** develop a written argument systematically in an essay or report, highlighting significant points and providing relevant supporting details. **3. Critical Evaluation & Synthesis:** evaluate different solutions to a problem, weighing advantages and disadvantages of various options, and synthesize information or arguments from multiple sources.	**Exam structure:** the Writing paper consists of a single extended essay task in both the Mid-Module Exam and the End-of-Course Exam: a problem–solution essay at the Mid-Module Exam, and an argumentative or persuasive essay at the End-of-Course Exam. The remaining written genres below are assessed through the In-class written portfolio and the Project. **Problem–Solution Essay (Mid-Module Exam) / Argumentative or Persuasive Essay (End-of-Course Exam):** the single extended writing task of each paper; presents a problem and evaluates solutions, or develops an argument systematically,	**Obj. 1:** U3 write an interesting short story; U8 write and perform a passage of appropriate dialogue to dramatize a mystery story. **Obj. 2:** U4 write a blog post presenting the arguments for and against a position; U8 write an essay on a complex issue; U10 write a persuasive essay about a topical issue. **Obj. 3:** U5 write an article which presents a problem and evaluates possible solutions; U9 write a formal

	4. Procedural Complexity: produce a detailed and clear description of complex processes relevant to their field of interest.	weighing advantages and disadvantages and rounding off with an appropriate conclusion. (Obj. 2, 3) **Creative Writing (In-class portfolio):** a short story or a passage of dramatised dialogue following genre conventions. (Obj. 1) **Argumentative Essay:** developing an argument systematically and rounding it off with an appropriate conclusion. (Obj. 2) **Formal Proposal / Report (In-class portfolio and Project):** an appropriately structured proposal giving reasons for the measures suggested, and a written data commentary on a chart or diagram. (Obj. 3, 4) **Advice Article in Bullet Form (In-class portfolio):** a structured advice text for a defined readership. (Obj. 4)	proposal giving reasons for suggested measures. **Obj. 4:** U2 write an article giving advice in the form of a series of bullet points.
Interaction: Oral Interaction	**1. Auditory Resilience:** understand detailed communication in standard language even in noisy environments (e.g. public spaces, group discussions). **2. Interpersonal Relationship Building:** establish and sustain relationships with proficient users by using sympathetic questioning, expressions of agreement, and appropriate social commentary without causing unintentional irritation. **3. Negotiation of Meaning & Stance:** politely indicate reservations, state conditions when agreeing to requests, and effectively ask for understanding of their own position. **4. Participatory Fluency:** engage in extended, clearly participatory conversations on general topics with the same ease as other proficient language users.	**Exam structure:** the task types below are drawn on for Part 1 of the Speaking exam, the paired interaction task, in which two candidates are examined together. **Paired Discussion (Hypothesis & Evaluation):** making and responding to hypotheses and evaluating alternative proposals. (Obj. 3, 4) **Formal Debate / Meeting Simulation:** stating a position, indicating reservations and stating conditions when agreeing. (Obj. 3) **Interview Role-Play (Interviewer & Interviewee):** asking for clarification to make the interviewee elaborate, and conducting a short survey. (Obj. 2, 4) **Service Transaction Role-Play:** making a complaint about a faulty product or service and requesting a remedy. (Obj. 3) **Personal Anecdote Exchange:** conveying degrees of emotion and highlighting the personal significance of an experience. (Obj. 5)	**Obj. 1:** exercised in the paired and group discussion tasks across U1–U10; assessed within the speaking exam rather than as a separate item. **Obj. 2:** U2 plan and conduct a survey about lifestyle choices; U4 interview someone about their views on a topical issue; U9 plan and conduct a survey about shopping habits. **Obj. 3:** U4 take part in a formal debate on a practical issue; U5 identify the best technical solution to an environmental problem and select the best people for specific roles; U7 persuade a friend against a course of action; U9 make a complaint about a faulty product; U9 compare the benefits of different technological innovations; U10 intervene appropriately in a discussion.

	5. Affective Expression: convey specific degrees of emotion and highlight the personal significance of experiences in their discourse.	**Group Discussion in a Noisy Setting:** sustaining comprehension and participation in a multi-party exchange. (Obj. 1)	**Obj. 4:** U1 discuss what to do in hypothetical situations and compare and contrast remarkable people; U2 evaluate different options; U4 evaluate predictions about future developments; U6 exchange information and opinions about social institutions and customs; U7 exchange ideas about hypothetical situations; U8 speculate about the possible causes of past events; U9 discuss the usefulness and risks of smartphone apps. **Obj. 5:** U3 tell a personal anecdote in an interesting and engaging way and say what advice they would give in hypothetical critical situations.
Interaction: Written Interaction	**1. Nuanced Correspondence:** compose personal and professional letters/emails that convey specific degrees of emotion, highlight the personal significance of events, and respond critically to the correspondent's views. **2. Contextual Appropriateness:** apply the correct formality, registers, and conventions for a variety of contexts, including invitations, thanks, apologies, and non-routine professional inquiries. **3. Information Management:** use correspondence to obtain specific information, collate the findings, and effectively forward them to third parties. **4. Complex Message Handling:** accurately take or leave complex personal and professional messages, demonstrating the ability to ask for clarification or elaboration when necessary.	**Formal Letter of Request:** obtaining specific information using the conventions appropriate to a professional context. (Obj. 1, 2, 3) **Formal Letter of Complaint:** responding critically to a proposal and stating the remedy sought. (Obj. 1, 2) **Professional Email with Collated Findings:** forwarding collated information to a third party. (Obj. 3) **Complex Message / Note Task:** taking or leaving a detailed message and requesting clarification where necessary. (Obj. 4)	**Obj. 1–2:** U1 write a formal letter to request information; U7 write a formal letter of complaint about a proposed development. *Note: Written Interaction is represented by only two unit-level outcomes (U1 and U7). Objectives 3 and 4 (Information Management and Complex Message Handling) have no dedicated unit outcome; they are assessed through the Online Platform component and the Project correspondence, or should be added to the syllabus.*

Interaction: Online Interaction	**1. Digital Discussion Management:** actively lead and participate in complex online exchanges, effectively linking their contributions to previous posts while navigating cultural nuances and differing opinions. **2. Collaborative Leadership:** take a lead role in online projects, keeping groups on task by managing roles, responsibilities, and deadlines within their area of expertise. **3. Negotiation & Technical Detailing:** handle online transactional exchanges that require negotiating conditions and explaining complicated details or special requirements. **4. Project Support & Justification:** support online group work by justifying proposals, seeking clarification, and providing constructive feedback to accomplish shared goals. **5. Digital Conflict Resolution:** identify and resolve misunderstandings or unexpected problems in online environments by responding politely and strategically to maintain cooperation.	**Moderated Online Discussion Thread:** leading an exchange and linking contributions explicitly to previous posts. (Obj. 1) **Online Project Workspace:** taking a lead role by assigning roles, responsibilities and deadlines and keeping the group on task. (Obj. 2) **Online Transaction with Negotiated Conditions:** explaining complicated details or special requirements in an extended exchange. (Obj. 3) **Proposal Justification & Peer Feedback:** justifying a proposal, seeking clarification and giving constructive feedback in a shared workspace. (Obj. 4) **Misunderstanding Repair Task:** identifying and resolving an online misunderstanding politely and strategically. (Obj. 5) **"Smartphone Risk Campaign" (Appx 1):** groups create a digital safety guide, comparing how different countries or age groups perceive digital risk and privacy. (Obj. 1, 2, 4)	*Note: Online Interaction has no unit-level outcome in the B2 curriculum; the Excel curriculum equivalency table records no Online interaction rows for this level. All five objectives are therefore carried by the Online Platform Activities component (5%) and the Appendix 1 task bank, or unit outcomes should be added to the syllabus.* **Supported by:** the Appendix 1 collaborative tasks (Smartphone Risk Campaign, Viral Marketing Analysis) and the PERCULUS discussion board.
Mediation	**1. Cross-Linguistic Relaying (Language A to B):** relay the significant points of propositionally complex articles, conference presentations, and formal reports, identifying which information is most relevant for a specific professional or academic purpose. **2. Visual Information Processing:** reliably interpret and present (in writing or speech) detailed data from complex diagrams, charts, and visually organized information within their field. **3. Synthesis & Text Processing:** synthesize information from multiple sources, providing a	**Cross-Linguistic Relay:** relaying the significant points of a complex article or report for a stated professional purpose. (Obj. 1) **Data Commentary (Written or Spoken):** interpreting a chart, diagram or infographic and presenting what it shows. (Obj. 2) **Multi-Source Synthesis:** summarising arguments and contrasting viewpoints from several sources and identifying the authors' purpose. (Obj. 3) **Rapporteur Task:** taking notes during a discussion or seminar and summarising the group's decisions for a wider audience. (Obj. 4)	**Obj. 1:** U1 read a short text about a remarkable person and relay the main points to a listener; U8 relay the information content of a short factual article; U10 give a summary of a news story and report the content of a conversation accurately. **Obj. 2:** U6 write a report presenting and commenting on information from a chart or diagram. **Obj. 6:** U5 reach a consensus on a plan of action to tackle an environmental problem; U6 agree on a list of recommendations; U7

	coherent summary of arguments, contrasting viewpoints, and the intended purpose or attitude of the authors. **4. Note-taking & Documentation:** take accurate notes during lectures, meetings, and seminars, and act as a rapporteur to summarize a group's decisions and views for a wider audience. **5. Creative & Critical Analysis:** provide reasoned opinions and personal interpretations of literary or cinematic works, exploring themes and structural features while comparing different treatments of the same topic. **6. Collaborative Concept Management:** lead and manage group work efficiently by defining goals, highlighting core issues, and building on others' ideas to construct coherent lines of thinking. **7. Interactional Facilitation:** monitor group dynamics non-intrusively, using targeted questions to encourage participants to justify their opinions and refocusing the discussion when necessary to achieve established goals.	**Creative-Text Response:** giving a reasoned interpretation of a literary or cinematic work and comparing treatments of the same topic. (Obj. 5) **Consensus-Building Discussion:** defining goals, highlighting the core issue and building on others' ideas to reach an agreed plan. (Obj. 6) **Facilitation Task:** monitoring group dynamics, using targeted questions to make participants justify their opinions and refocusing the discussion. (Obj. 7) **Appendix 1 tasks:** "Coming-of-Age Mediation", "Terminology Bridge", "Everyday Hero Interview" and "Viral Marketing Analysis". (Obj. 1, 2, 5)	formulate and evaluate proposals for a development project; U8 speculate about the causes and consequences of a crime and suggest ways of testing a hypothesis. **Obj. 7:** U7 take part in collaborative discussion to formulate a plan for a community project; U9 agree a plan for a complex project (Managing interaction). *Note: Objectives 3 (Synthesis), 4 (Note-taking and Rapporteur) and 5 (Creative and Critical Analysis) have no dedicated unit outcome; they are carried by the Project (Task 1 synthesis and Task 3 defence) and the Appendix 1 task bank.*
Metacognition	**1. Strategic Planning:** analyze the specific requirements of a complex task (e.g. a B2 argumentative essay or a group project) and select the most effective cognitive and linguistic tools to achieve a successful outcome. **2. Active Monitoring & Reformulation:** monitor their oral and written production in real-time, identifying when a formulation is unclear and applying repair strategies to rephrase or clarify their meaning without losing the flow of communication.	**Task-Analysis Planning Sheet:** analysing the requirements of a complex task and selecting the tools needed to complete it. (Obj. 1) **Repair-Strategy Observation:** rephrasing and clarifying in real time during the Project defence, assessed through the Interactional Spontaneity /20 criterion. (Obj. 2) **Self-Correction Checklist and Peer-Feedback Form:** the four-part project checklist used to distinguish systematic errors from occasional slips. (Obj. 3)	**Assessment:** not a separately weighted skill area. Assessed through the In-class Assessment component (5%) and the Project rubric's Interactional Spontaneity criterion; the signed Self-Correction Checklist is filed with the Testing Unit. *Note: Metacognition has no unit-level learning outcomes in the syllabus; it is operationalised entirely through the self-assessment instruments listed here.*

	3. Critical Self-Evaluation: use advanced rubrics and peer-feedback to objectively assess their performance, distinguishing between systematic errors and occasional "slips" in grammatical or sociolinguistic accuracy. **4. Resource Management:** independently identify and utilize academic and digital resources (e.g. corpora, specialized dictionaries, or the PERCULUS system) to resolve specific linguistic or content-related gaps in their field of interest. **5. Mediation Awareness:** reflect on their role as a "cultural intermediary" and adjust their communication style based on their observation of an interlocutor's reactions or cultural assumptions.	**Learning-Resource Record:** a record of the corpora, specialised dictionaries and PERCULUS materials used to close a specific gap. (Obj. 4) **Cultural-Intermediary Reflection:** a short reflection on the student's role as mediator and the adjustments made to their communication style. (Obj. 5)	
Linguistic Competence	**1. Vocabulary Range:** have sufficient vocabulary to give clear descriptions and express viewpoints on most general topics, using some complex sentence forms. **2. Grammatical Accuracy:** maintain consistent grammatical control; occasional "slips" or non-systematic errors may occur, but they do not lead to misunderstanding. **3. Phonological Control:** have acquired a clear, natural pronunciation and intonation; can vary intonation and place sentence stress correctly in order to express finer shades of meaning. **4. Orthographic Control:** can produce continuous writing that is generally intelligible throughout; spelling and punctuation are reasonably accurate but may show some influence from other languages.	**Not a separately weighted section.** Vocabulary range and grammatical accuracy are assessed as the Range and Accuracy criteria of the writing and speaking analytic rubrics and as the Linguistic Range & Control /20 criterion of the project rubric. (Obj. 1, 2) **Phonological control:** assessed within the Oral Production and Oral Interaction tasks, including the placing of sentence stress to convey finer shades of meaning. (Obj. 3) **Orthographic control:** assessed within the Written Production tasks. (Obj. 4)	**Integration:** cuts across all productive outcomes in U1–U10. The syllabus tags U1 with Overall phonological control and Vocabulary range, U2, U3 and U5 with Orthographic control, and U1, U3 and U9 with General linguistic range.
Pragmatic Competence	**1. Flexibility & Adaptation:** adapt their language to different circumstances and	**Not a separately weighted section.** Assessed as the Coherence and Cohesion criterion of the writing	**Integration:** Pragmatic competence is the most frequently tagged

	audiences by substituting lexical items and expanding on well-rehearsed phrases. **2. Turn-taking & Interaction Management:** intervene in a discussion at an appropriate moment, using suitable phrases to delegate or take the floor. **3. Thematic Development:** develop a clear description or narrative, expanding and supporting their main points with relevant details and examples. **4. Coherence & Cohesion:** use a variety of linking words and cohesive devices to connect their utterances into a clear, coherent, and well-structured text. **5. Propositional Precision:** pass on detailed information reliably and express themselves with confidence on both abstract and concrete topics..	rubric, the Turn-taking and Fluency criteria of the speaking rubric, and the Thematic Development /25 criterion of the project rubric. (Obj. 2, 3, 4) **Flexibility:** assessed through the candidate's adaptation of register and content to a changed audience or task. (Obj. 1) **Propositional precision:** assessed through the accuracy with which detailed information is passed on in the mediation and presentation tasks. (Obj. 5)	competence in the syllabus (60 tags). Thematic development is tagged across U1–U10; Coherence and cohesion at U2, U3, U5 and U8; Flexibility at U1, U3 and U7; Propositional precision at U1, U2 and U9; Turn taking at U4, U9 and U10.
Sociolinguistic Competence	**1. Sociolinguistic Appropriateness:** interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party. **2. Register & Style:** adapt their expression to different situations and registers (formal/informal) and follow the established etiquette of the given context. **3. Cultural Sensitivity:** recognize the salient polite conventions and act appropriately, identifying common idiomatic expressions and cultural references. **4. Conflict Management:** handle social situations with enough flexibility to respond to disagreements or misunderstandings politely and effectively.	**Not a separately weighted section.** Assessed as the Register and Appropriacy criterion of the speaking rubric (debates, interviews and service transactions) and of the writing rubric (formal letters, proposals and essays). (Obj. 1, 2) **Cultural sensitivity and conflict management:** assessed within the Appendix 1 intercultural tasks and the In-class Assessment. (Obj. 3, 4)	**Integration:** U1 write a formal letter to request information; U2 discuss lifestyle choices giving reasons for their position; U4, U6, U7, U8, U9 and U10 outcomes are tagged under Sociolinguistic appropriateness; U6 express and support their opinion in a formal or informal register depending on audience.

Plurilingual and Pluricultural Competence	**1. Critical Mediation:** interpret cultural cues and media objectivity while explaining the values behind social judgments and prejudices. **2. Conflict Prevention:** recognize cultural assumptions and explain communication risks to prevent misunderstandings in intercultural encounters. **3. Comparative Strategy:** use knowledge of diverse genre conventions and languages to support the comprehension of complex documents.	**"Coming-of-Age Mediation" (Appx 1):** researching a ceremony from another culture, comparing it with a Turkish tradition and relaying the significant points of an L1 source in English. (Obj. 1, 3) **"Terminology Bridge" (Appx 1):** simplifying technical terms from an international report for a neighbourhood committee. (Obj. 2, 3) **"Everyday Hero Interview" (Appx 1):** negotiating the meaning of an L1 proverb or idiom used by the interviewee. (Obj. 1, 2) **"Viral Marketing Analysis" (Appx 1):** explaining why visual metaphors or slogans were misunderstood in another cultural context. (Obj. 1, 2)	**Assessment:** not a separately weighted skill area. Assessed through the In-class Assessment (5%) and the Online Platform Activities (5%) using the Appendix 1 task bank. **Integration:** the syllabus attaches 16 Building on pluricultural repertoire tags, concentrated in U1, U4, U6, U7, U8, U9 and U10.
The outcomes are taken from the B2 level illustrative scales of CEFR (2020).			
Suggestions:			

Assessment Map of the Learning Outcomes / Communicative Activities and Competences

Each learning outcome of the B2 Module Syllabus is assigned to exactly one assessment component. Units 1-5 are assessed in the Mid-Module Exam and Units 6-10 in the End-of-Course Exam. Outcomes that cannot be elicited under examination conditions — prepared presentations, collaborative planning discussions and online interaction — are assigned to the Project, the In-class Assessment and the Online Platform Activities.

Mediation is not a separate weighted section. Each mediation outcome is integrated into the skill through which it is performed and is tagged in square brackets with the CEFR mediation scale it realises, so that the mediation strand remains traceable within the reading, writing, listening and speaking papers.

The Mid-Module Exam and the End-of-Course Exam are each built to a fixed structure: the Oral Comprehension paper has two parts, the Reading Comprehension paper has two parts, the Writing paper consists of a single extended essay task in both exams, and the Speaking exam has two parts — a paired interaction task and an individual long turn. The task types below are stated accordingly.

1. ORAL COMPREHENSION (Listening)

Unit	Learning Outcomes	Assessment	Question and Task Types
1-2	• Listen to three conversations at meet-up groups (U1) • Listen to a radio interview about personality types (U1) • Listen to radio interviews about lifestyle changes (U2) • Listen to a TV interview about quitting the rat race (U2)	Mid-Module Exam	**Mid-Module controlled form - Part 1: Multiple Choice (Viewpoint, Mood & Attitude), 10 items x 1.5 points = 15 points.** **First/original format retained: radio and TV interview questions requiring main-idea, detail and stance recognition.**
3-5	• Listen to a radio phone-in program about extreme sports (U3) • Listen to an extract from an audio book about phobias (U3) • Listen to a podcast about turning points in people's lives (U4) • Listen to a debate about the future of transport (U4) • Listen to a radio interview about making a house more eco-friendly (U5) • Listen to a radio interview with Mars One applicants (U5)	Mid-Module Exam	**Mid-Module controlled form - Part 2: Note Completion and Inference, 10 items x 1.5 points = 15 points.** **First/original format retained: detailed note completion plus contextual inference from a phone-in, debate or interview.**
6-7	• Listen to a radio discussion about different school systems (U6) • Listen to an interview about a new film (U6) • Listen to three interviews about age (U6) • Listen to a talk about regeneration projects (U7) • Listen to an interview about a moneyless society (U7)	End-of-Course Exam	**Part 1 — Multiple Choice (Viewpoint, Mood & Attitude):** radio discussions, interviews and a talk delivered to a live audience; identifying attitudes and the main points of a complex argument.
8-10	• Listen to a podcast about myths and legends (U8) • Listen to a lecture about eye-witness testimony (U8) • Listen to a customer complaint (U9)	End-of-Course Exam	**Part 2 — Lecture Note-Taking & Inference:** a lecture and recorded interviews; separating the main theme from asides and identifying implied meaning and speaker stance.

	• Listen to a radio interview about health myths (U9) • Listen to an interview about fake news (U10) • Listen to a talk about viral marketing campaigns (U10)		

2. READING COMPREHENSION

Unit	Learning Outcomes	Assessment	Question and Task Types
1-2	• Read an online article about everyday heroes (U1) • Read biographies of famous people who overcame challenges (U1) • Read a newspaper article about how to live longer (U2) • Read a for-and-against article about the impact of social media (U2)	Mid-Module Exam	**Mid-Module controlled form - Part 1: Multiple Choice (Main Idea, Detail & Stance), 10 items x 1.5 points = 15 points.** **First/original format retained: article and biography questions distinguishing reporting from persuasion.**
3-5	• Read a newspaper article about someone who survived against the odds (U3) • Read an interview with a survival expert (U3) • Read a magazine article about the future of work (U4) • Read a magazine article about predictions in films (U4) • Describe cause and effect relationships in a natural process (U5) • Read a magazine article about the reintroduction of wolves in Yellowstone park (U5) • Read an article about fast-growing cities (U5)	Mid-Module Exam	**Mid-Module controlled form - Part 2: Scanning and Information Transfer, 10 items x 1.5 points = 15 points.** **First/original format retained: locating details and cause-effect relations across two texts and completing a table.**
6-8	• Read an article about coming-of-age ceremonies around the world (U6) • Read a magazine article about a failing restaurant (U7) • Read a blog post and comments about regrets (U7) • Read an online article about unexplained mysteries (U8) • Read a scene from a detective story (U8)	End-of-Course Exam	**Part 1 — Multiple Choice (Argument & Discourse Structure):** articles and a narrative extract; recognising contrasting arguments, the writer's stance and implied meaning.
9-10	• Read an article about the trust economy (U9) • Read an article about a successful entrepreneur (U9) • Read an article about the death of print (U10) • Read three fake news stories (U10)	End-of-Course Exam	**Part 2 — Fact vs. Persuasion & Scanning:** distinguishing factual reporting from persuasive intent in news and feature texts and locating specific details.

3. WRITTEN PRODUCTION / WRITTEN INTERACTION (Writing)

Unit	Learning Outcomes	Assessment	Question and Task Types
4-5	• Write a blog post that presents the arguments for and against a position on a topical issue (U4) • Write an article which presents a problem and evaluates possible solutions (U5)	Mid-Module Exam	**Mid-Module Writing Task: Problem-Solution Essay, approximately 220-250 words, 40 points. Students present a topical problem, evaluate possible solutions, weigh arguments for and against the options, and recommend a course of action. First/original extended-writing format retained; assessed with the approved analytic rubric.**
8-10	• Write an essay on a complex issue which develops an argument systematically and rounds off with an appropriate conclusion (U8) • Write a persuasive essay about a topical issue (U10)	End-of-Course Exam	**Extended Writing Task — Argumentative or Persuasive Essay (approx. 250–300 words):** an essay on a complex issue which develops an argument systematically and rounds off with an appropriate conclusion, or a persuasive essay arguing a position on a topical issue (assessed via analytic rubric).
1, 2, 3, 7, 8, 9	*Written genres not elicited by the single essay task* • Write a formal letter to request information (U1) • Write an article giving advice in the form of a series of bullet points (U2) • Write an interesting short story (U3) • Write a formal letter of complaint about a proposed development (U7) • Write and perform a passage of appropriate dialogue to dramatize a mystery story (U8) • Write a formal proposal with an appropriate structure, giving reasons for suggested measures (U9)	In-class Assessment (5%)	**In-class Written Portfolio:** short genre-specific texts produced and collected across the module — a formal letter of request, an advice article in bullet form, a short story, a formal letter of complaint, a dramatised dialogue and a formal proposal. These genres are practised and assessed in class because the operational writing paper consists of a single essay task.
6	• Write a report in which they present and comment on information from a chart or diagram [Mediating a text – Explaining data in writing] (U6)	Project (20%)	**Data Commentary within the Project:** the written presentation and commentary on a chart or infographic required by Task 2 of "The Future Professional" — the mediation strand of written production (project rubric: Data Interpretation /10).

4. ORAL PRODUCTION / ORAL INTERACTION (Speaking)

Unit	Learning Outcomes	Assessment	Question and Task Types
6-10	• Exchange information and opinions about social institutions and customs in different countries (U6) • Exchange ideas about what to do in hypothetical situations (U7) • Conduct a phone conversation with a friend in which they try to persuade them against a course of action (U7) • Take part in a discussion with friends in which we speculate about the possible causes of past events (U8) • Take part in a discussion with friends in which we speculate about the possible causes and consequences of a crime [Mediating concepts – Collaborating to construct meaning] (U8) • Exchange information about different smart phone apps and discuss their relative usefulness and associated risks (U9) • Make a complaint about a faulty product or service, requesting an appropriate remedy (U9) • Plan and conduct a survey about shopping habits (U9) • Take part in a discussion comparing the benefits of different technological innovations (U9) • Intervene appropriately in a discussion (U10) Reallocated Mid-Module Exam outcomes: • discuss lifestyle choices, giving reasons for their position (U2) • tell a personal anecdote in an interesting and engaging way and discuss different options in a hypothetical situation (U3) • say what advice they would give people in hypothetical critical situations (U3) • take part in a discussion with friends in which they evaluate different predictions about future developments (U4) • present their position in a debate on a topical issue and support it with reasoned arguments (U2) • tell a story based on a series of pictures (U3) • talk about their plans and hopes for the future (U4) • express and explain their viewpoint on possible future developments in society (U4)	End-of-Course Exam	**Part 1 — Paired Interaction Task: two candidates are examined together: a service transaction or telephone persuasion role-play, followed by a paired discussion in which they speculate about causes, compare technological innovations and intervene appropriately. Includes the Mediating concepts strand (collaborative speculation). Added Narrative and Argument Tasks: candidates tell a picture-based story or anecdote, give advice, and defend a position on future developments.**
6-10	• Give a detailed account of changes that have taken place in education in their country (U6) • Take part in a debate on an issue concerned with education, supporting their position with reasoned arguments (U6) • Express and support their opinion in a formal or informal register depending on audience (U6)	End-of-Course Exam	**Part 2 — Individual Long Turn:** each candidate speaks alone: an account of change, an expression of regret, a persuasive advertisement or a formal debate turn delivered in a register chosen for the audience, plus a relay or summary of a factual article, news story or conversation — the Mediating a text strand of the speaking paper.

	• Express regrets for past actions and talk about how they could have acted differently (U7) • Relay the information content of a short factual article that they have read [Mediating a text – Relaying specific information] (U8) • Give a summary of a news story that they have read, including associated pronouncements and opinions [Mediating a text – Relaying specific information] (U10) • Report the content of a conversation accurately [Mediating a text – Relaying specific information] (U10) • Plan and deliver a persuasive spoken advertisement for a worthy cause (U10) • Present a reasonable argument for or against a position in a formal debate about a topical issue (U10)		
2, 6, 7, 8, 9	*Outcomes requiring preparation or a group format • Give a prepared presentation in which they explain their reasoning for their conclusions (U2) • Take part in a discussion in order to agree on a list of recommendations, drawing on their own experience [Mediating concepts – Collaborating to construct meaning] (U6) • Take part in a discussion to formulate and evaluate proposals for a development project [Mediating concepts – Collaborating to construct meaning] (U7) • Take part in collaborative discussion in order to formulate a plan for a community project [Mediating concepts – Facilitating collaborative interaction] (U7) • Take part in a collaborative discussion with friends in which we suggest ways of testing a hypothesis [Mediating concepts – Collaborating to construct meaning] (U8) • Take part in collaborative discussion in order to agree a plan for a complex project [Mediating concepts – Managing interaction] (U9) Reallocated Mid-Module Exam outcomes: • discuss what to do in hypothetical situations (U1) • take part in a discussion with friends in which they compare and contrast different remarkable people (U1) • take part in a discussion with friends in which they evaluate different options (U2) • take part in a formal debate on a practical issue, giving reasons for their position (U4) • take part in a debate with a view to selecting the best people for specific roles (U5) • take*	In-class Assessment (5%)	**Prepared Presentation: explaining the reasoning behind a set of conclusions (Unit 2). Collaborative Planning Discussion (groups of 3–4): agreeing a list of recommendations, formulating and evaluating proposals for a development project, planning a community project, agreeing a plan for a complex project and evaluating ways of testing a hypothesis — the Mediating concepts strand. Added Structured Discussion and Consensus Tasks: students compare options, debate practical issues and reach a justified group decision.**

	part in a discussion with a view to reaching a consensus regarding a plan of action to tackle an environmental problem [Mediating concepts - Collaborating to construct meaning] (U5) • express and support their opinions in a debate about a general-interest topic (U1)		
1	• Give a prepared presentation of a proposed project and take follow-up questions from the audience (U1) Reallocated Mid-Module Exam outcomes: • plan and conduct a survey about lifestyle choices (U2) • interview someone about their views on a topical issue, asking for clarification in order to get them to elaborate on their replies (U4) • take part in a discussion with a view to identifying the best technical solution to an environmental problem (U5) • read a short text about a remarkable person and relay the main points to a listener [Mediating a text - Relaying specific information] (U1) • describe, with some technical detail, how their town or city has changed over time (U5)	Project (20%)	**"The Future Professional: A Field Study": a prepared 8–10 minute formal presentation of a professional field study, followed by an "Academic Committee" question round (project rubric: Thematic Development /25 and Interactional Spontaneity /20). Added Research Interview and Evidence Relay: students conduct a short survey or interview, relay relevant source information, and use the evidence to justify the field-study recommendation.**

5. ONLINE INTERACTION AND PLURILINGUAL COMPETENCE

Skill / Area	Learning Outcomes	Assessment	Question and Task Types
Online Interaction (Units 1-10)	• lead and participate in complex online exchanges, linking contributions to previous posts • take a lead role in online projects, managing roles, responsibilities and deadlines • handle online transactions requiring negotiation of conditions and explanation of special requirements • justify proposals, seek clarification and give constructive feedback in a shared workspace • identify and resolve online misunderstandings politely and strategically	Online Platform Activities (5%)	**PERCULUS System Tasks (Appendix 1):** • "Smartphone Risk Campaign": groups build a digital safety guide comparing how different countries and age groups perceive digital risk and privacy. • Moderated Discussion Thread: leading an exchange and linking contributions explicitly to previous posts. • Online Project Workspace: assigning roles and deadlines, justifying proposals and giving peer feedback. *Note: the B2 curriculum records no unit-level Online interaction outcome; this strand is carried entirely by the Online Platform component and the Appendix 1 task bank.*
Plurilingual &	• interpret cultural cues and media objectivity, explaining the values behind social judgments and prejudices	In-class Assessment (5%)	**"Coming-of-Age Mediation" (Appx 1):** comparing a ceremony from another culture with a Turkish tradition and relaying the significant points of an L1 source in English.

Pluricultural (Units 1-10)	• recognise cultural assumptions and explain communication risks to prevent misunderstandings • use knowledge of diverse genre conventions and languages to support comprehension of complex documents	Online Platform Activities (5%)	**"Terminology Bridge" (Appx 1):** simplifying technical terms from an international report for a neighbourhood committee. **"Everyday Hero Interview" (Appx 1):** negotiating the meaning of an L1 proverb or idiom used by the interviewee. **"Viral Marketing Analysis" (Appx 1):** explaining why visual metaphors or slogans were misunderstood in another cultural context.

6. COMPETENCES AND METACOGNITION

These competences are not separately weighted skill sections; they are assessed as criteria within the existing exam components, the Project and the In-class Assessment, as set out below.

Competence	Learning Outcomes	Assessment	How it is Assessed
Linguistic Competence	• have sufficient vocabulary to give clear descriptions and express viewpoints on most general topics • maintain consistent grammatical control; occasional slips do not lead to misunderstanding • use clear, natural pronunciation and intonation, varying sentence stress to express finer shades of meaning • produce continuous writing that is generally intelligible, with reasonably accurate spelling and punctuation	Mid-Module Exam End-of-Course Exam Project (20%)	Not a separately weighted section. Assessed as the Range and Accuracy criteria of the writing and speaking analytic rubrics and as the Linguistic Range & Control /20 criterion of the project rubric. Phonological control is assessed within the speaking tasks; orthographic control within the writing tasks.
Pragmatic Competence	• adapt their language to different circumstances and audiences	Mid-Module Exam End-of-Course Exam Project (20%)	Not a separately weighted section. Assessed as the Coherence and Cohesion criterion of the writing rubric, the Turn-taking and Fluency criteria of the speaking rubric, and

	• intervene in a discussion at an appropriate moment, using suitable phrases to take or delegate the floor • develop a clear description or narrative, supporting main points with relevant detail and examples • use a variety of linking words and cohesive devices to produce clear, well-structured text • pass on detailed information reliably and express themselves confidently on abstract and concrete topics		the Thematic Development /25 criterion of the project rubric. Pragmatic competence carries 60 of the syllabus competence tags; Thematic development is tagged across all ten units.
Sociolinguistic Competence	• interact with a degree of fluency and spontaneity that makes regular interaction possible without strain • adapt expression to different situations and registers and follow the etiquette of the context • recognise salient polite conventions, idiomatic expressions and cultural references • respond to disagreements and misunderstandings politely and effectively	Mid-Module Exam End-of-Course Exam In-class Assessment (5%)	Not a separately weighted section. Assessed as the Register and Appropriacy criterion of the speaking rubric (debates, interviews and service transactions) and of the writing rubric (formal letters, proposals and essays). Cultural sensitivity and conflict management are assessed within the Appendix 1 intercultural tasks.
Plurilingual and Pluricultural Competence	• interpret cultural cues and explain the values behind social judgments and prejudices • recognise cultural assumptions and explain communication risks in intercultural encounters • use knowledge of diverse genre conventions and languages to support comprehension of complex documents	In-class Assessment (5%) Online Platform Activities (5%)	Assessed through the Appendix 1 task bank, as set out in Table 5 above. The syllabus attaches 16 Building on pluricultural repertoire tags, concentrated in U1, U4, U6, U7, U8, U9 and U10.
Metacognition	• analyse the requirements of a complex task and select the tools needed to complete it • monitor production in real time and apply repair strategies to rephrase or clarify meaning • use rubrics and peer feedback to distinguish systematic errors from occasional slips • independently identify and use academic and digital resources to close a specific gap • reflect on their role as cultural intermediary and adjust their communication style accordingly	In-class Assessment (5%) Project (20%)	**Task-Analysis Planning Sheet and Learning-Resource Record:** completed at module end and uploaded to the PERCULUS system. **Self-Correction Checklist:** the four-part project checklist, signed and filed with the Testing Unit (evidence, not separately scored). **Repair-strategy observation in the Project defence:** scored through the Interactional Spontaneity /20 criterion of the project rubric.

			Note: Metacognition has no unit-level learning outcome in the syllabus; it is operationalised through the instruments listed here.

B2 Measurement and Assessment – Learning Outcome Equivalency Table

Weeks	Assessment Implementation	Skill / Knowledge Area	Units	Learning Outcomes	Question / Task Types
Week 4	**Mid-Module Exam (30%)**	**Oral Comprehension (30 points, 30%)**	Units 1-5	• Listen to three conversations at meet-up groups (U1) • Listen to a radio interview about personality types (U1) • Listen to radio interviews about lifestyle changes (U2) • Listen to a TV interview about quitting the rat race (U2) • Listen to a radio phone-in program about extreme sports (U3) • Listen to an extract from an audio book about phobias (U3) • Listen to a podcast about turning points in people's lives (U4) • Listen to a debate about the future of transport (U4) • Listen to a radio interview about making a house more eco-friendly (U5) • Listen to a radio interview with Mars One applicants (U5)	**MID-MODULE QUESTION-TYPE DISTRIBUTION (30 points)** **Part 1: Multiple Choice (Viewpoint, Mood & Attitude) - 10 x 1.5 = 15.** **Part 2: Note Completion and Inference - 10 x 1.5 = 15.** **The first/original interview, phone-in and debate formats are retained.**
	Mid-Module Exam (30%)	**Reading Comprehension (30 points, 30%)**	Units 1-5	• Read an online article about everyday heroes (U1) • Read biographies of famous people who overcame challenges (U1) • Read a newspaper article about how to live longer (U2) • Read a for-and-against article about the impact of social media (U2) • Read a newspaper article about someone who survived against the odds (U3) • Read an interview with a survival expert (U3)	**MID-MODULE QUESTION-TYPE DISTRIBUTION (30 points)** **Part 1: Multiple Choice (Main Idea, Detail & Stance) - 10 x 1.5 = 15.** **Part 2: Scanning and Information Transfer - 10 x 1.5 = 15.** **The first/original article, biography and two-text table-completion formats are retained.**

				• Read a magazine article about the future of work (U4) • Read a magazine article about predictions in films (U4) • Describe cause and effect relationships in a natural process (U5) • Read a magazine article about the reintroduction of wolves in Yellowstone park (U5) • Read an article about fast-growing cities (U5)	
	Mid-Module Exam (30%)	**Written Production / Written Interaction (40 points, 40%)**	Units 1-5	• Write a blog post that presents the arguments for and against a position on a topical issue (U4) • Write an article which presents a problem and evaluates possible solutions (U5)	**MID-MODULE TASK DISTRIBUTION (40 points)** **One compulsory Problem-Solution Essay, approximately 220-250 words - 40 points.** **The task requires problem definition, evaluation of alternatives, arguments for and against, and a justified recommendation. Scored with the approved analytic rubric.**
Project — assessed in Weeks 6-7					
Week 6-7	**Project (20%)**	**Oral Production, Oral Interaction, Written Production & Mediation**	Units 1-10 (cumulative, including reallocated Units 1-5 outcomes)	• Give a prepared presentation of a proposed project and take follow-up questions from the audience (U1) • Write a report in which they present and comment on information from a chart or diagram [Mediating a text – Explaining data in writing] (U6) Mediation & Metacognition (objective level) • synthesise a propositionally complex professional article into a concise written summary • interpret and present detailed data from a chart or infographic in support of an argument • monitor production in real time and apply repair strategies during the academic defence Reallocated Mid-Module Exam oral outcomes: • plan and conduct a survey about lifestyle choices (U2) • interview someone about their views on a topical issue, asking for clarification in order to get them to elaborate on their replies (U4) • take part in a discussion with a view to identifying the best technical solution to an environmental problem (U5) • read a short text about a remarkable person and relay the main points to a listener [Mediating a text - Relaying specific information] (U1) •	**"The Future Professional: A Field Study" Task 1 – Information Synthesis & Mediation: a 200-word English synthesis of a professional academic article, paraphrasing the author's arguments and using at least five complex connectors. Task 2 – The "Discovery" Presentation (8–10 min): defining a challenge in the student's field, presenting and explaining one infographic or chart, and setting out a personal roadmap. Task 3 – The Academic Defense: responding with fluency and spontaneity to questions from an "Academic Committee" without a script. Data Commentary: the written presentation and commentary on a chart or infographic (Unit 6 outcome), assessed through the Data Interpretation /10 criterion. Rubric: Intralingual Mediation (Synthesis) /25 · Thematic Development /25 · Linguistic Range & Control /20 · Interactional Spontaneity /20 · Data**

				describe, with some technical detail, how their town or city has changed over time (U5)	**Interpretation /10. Self-Correction Checklist (evidence, not scored): signed and filed with the Testing Unit. Added Research Interview and Evidence Relay: students conduct a short survey or interview, relay relevant source information, and use the evidence to justify the field-study recommendation.**
In-class Assessment — outcomes not measurable under exam conditions					
Week 7	**In-class Assessment (5%)**	**Written Production, Oral Production, Mediating Concepts, Plurilingual Competence & Metacognition**	Units 1-10	*Written genres not elicited by the single essay task • Write a formal letter to request information (U1) • Write an article giving advice in the form of a series of bullet points (U2) • Write an interesting short story (U3) • Write a formal letter of complaint about a proposed development (U7) • Write and perform a passage of appropriate dialogue to dramatize a mystery story (U8) • Write a formal proposal with an appropriate structure, giving reasons for suggested measures (U9) Outcomes requiring preparation or a group format • Give a prepared presentation in which they explain their reasoning for their conclusions (U2) • Take part in a discussion in order to agree on a list of recommendations, drawing on their own experience [Mediating concepts – Collaborating to construct meaning] (U6) • Take part in a discussion to formulate and evaluate proposals for a development project [Mediating concepts – Collaborating to construct meaning] (U7) • Take part in collaborative discussion in order to formulate a plan for a community project [Mediating concepts – Facilitating collaborative interaction] (U7) • Take part in a collaborative discussion with friends in which we suggest ways of testing a hypothesis [Mediating concepts – Collaborating to construct meaning] (U8) • Take part in collaborative discussion in order to agree a*	**In-class Written Portfolio: short genre-specific texts produced and collected across the module — a formal letter of request, an advice article in bullet form, a short story, a formal letter of complaint, a dramatised dialogue and a formal proposal. These genres are practised and assessed in class because the operational writing paper consists of a single essay task. Prepared Presentation: explaining the reasoning behind a set of conclusions (Unit 2). Collaborative Planning Discussion (groups of 3–4): agreeing a list of recommendations, formulating and evaluating proposals for a development project, planning a community project, agreeing a plan for a complex project and evaluating ways of testing a hypothesis — the Mediating concepts strand. "Coming-of-Age Mediation" and "Terminology Bridge" (Appx 1): comparing cultural practices and simplifying technical concepts for a lay audience. Task-Analysis Planning Sheet and Self-Correction Checklist: completed at module end and uploaded to the PERCULUS system. Added Structured Discussion and Consensus Tasks: students compare**

				plan for a complex project [Mediating concepts – Managing interaction] (U9) Plurilingual & Metacognition • recognise cultural assumptions and explain communication risks to prevent misunderstandings • analyse the requirements of a complex task and select the tools needed to complete it Reallocated Mid-Module Exam oral outcomes: • discuss what to do in hypothetical situations (U1) • take part in a discussion with friends in which they compare and contrast different remarkable people (U1) • take part in a discussion with friends in which they evaluate different options (U2) • take part in a formal debate on a practical issue, giving reasons for their position (U4) • take part in a debate with a view to selecting the best people for specific roles (U5) • take part in a discussion with a view to reaching a consensus regarding a plan of action to tackle an environmental problem [Mediating concepts - Collaborating to construct meaning] (U5) • express and support their opinions in a debate about a general-interest topic (U1)	**options, debate practical issues and reach a justified group decision.**
Online Platform Activities — outcomes not measurable under exam conditions					
Ongoing (W1-8)	**Online Platform Activities (5%)**	**Online Interaction & Plurilingual Competence**	Units 1-10	• lead and participate in complex online exchanges, linking contributions to previous posts • take a lead role in online projects, managing roles, responsibilities and deadlines • handle online transactions requiring negotiation of conditions and special requirements • justify proposals, seek clarification and give constructive feedback in a shared workspace • identify and resolve online misunderstandings politely and strategically • use knowledge of diverse genre conventions and languages to support comprehension of complex documents	**PERCULUS System Tasks (Appendix 1):** • "Smartphone Risk Campaign": a digital safety guide comparing perceptions of digital risk and privacy across countries and age groups. • "Viral Marketing Analysis": explaining why a campaign succeeded in one culture and failed in another. • "Everyday Hero Interview": negotiating the meaning of an L1 proverb or idiom. • Moderated Discussion Thread and Online Project Workspace: leading exchanges, assigning roles and giving peer feedback.

End-of-Course Exam — Week 8					
Week 8	**End-of-Course Exam (40%)**	**Oral Comprehension** (20 points, 20 %)	Units 6-10	• Listen to a radio discussion about different school systems (U6) • Listen to an interview about a new film (U6) • Listen to three interviews about age (U6) • Listen to a talk about regeneration projects (U7) • Listen to an interview about a moneyless society (U7) • Listen to a podcast about myths and legends (U8) • Listen to a lecture about eye-witness testimony (U8) • Listen to a customer complaint (U9) • Listen to a radio interview about health myths (U9) • Listen to an interview about fake news (U10) • Listen to a talk about viral marketing campaigns (U10)	**Part 1 — Multiple Choice (Viewpoint, Mood & Attitude):** radio discussions, interviews and a talk delivered to a live audience; identifying attitudes and the main points of a complex argument. **Part 2 — Lecture Note-Taking & Inference:** a lecture and recorded interviews; separating the main theme from asides and identifying implied meaning and speaker stance.
		Reading Comprehension (20 points, 20 %)	Units 6-10	• Read an article about coming-of-age ceremonies around the world (U6) • Read a magazine article about a failing restaurant (U7) • Read a blog post and comments about regrets (U7) • Read an online article about unexplained mysteries (U8) • Read a scene from a detective story (U8) • Read an article about the trust economy (U9) • Read an article about a successful entrepreneur (U9) • Read an article about the death of print (U10) • Read three fake news stories (U10)	**Part 1 — Multiple Choice (Argument & Discourse Structure):** articles and a narrative extract; recognising contrasting arguments, the writer's stance and implied meaning. **Part 2 — Fact vs. Persuasion & Scanning:** distinguishing factual reporting from persuasive intent in news and feature texts and locating specific details.
		Written Production / Written Interaction (30 points, 30 %)	Units 6-10	• Write an essay on a complex issue which develops an argument systematically and rounds off with an appropriate conclusion (U8)	**Extended Writing Task — Argumentative or Persuasive Essay (approx. 250–300 words):** an essay on a complex issue which

				• Write a persuasive essay about a topical issue (U10)	develops an argument systematically and rounds off with an appropriate conclusion, or a persuasive essay arguing a position on a topical issue (assessed via analytic rubric).
		Oral Production / Oral Interaction (30 points, 30 %)	Units 6-10 (cumulative, including reallocated Units 1-5 outcomes)	• Give a detailed account of changes that have taken place in education in their country (U6) • Exchange information and opinions about social institutions and customs in different countries (U6) • Take part in a debate on an issue concerned with education, supporting their position with reasoned arguments (U6) • Express and support their opinion in a formal or informal register depending on audience (U6) • Exchange ideas about what to do in hypothetical situations (U7) • Express regrets for past actions and talk about how they could have acted differently (U7) • Conduct a phone conversation with a friend in which they try to persuade them against a course of action (U7) • Take part in a discussion with friends in which we speculate about the possible causes of past events (U8) • Relay the information content of a short factual article that they have read [Mediating a text – Relaying specific information] (U8) • Take part in a discussion with friends in which we speculate about the possible causes and consequences of a crime [Mediating concepts – Collaborating to construct meaning] (U8) • Exchange information about different smart phone apps and discuss their relative usefulness and associated risks (U9) • Make a complaint about a faulty product or service, requesting an appropriate remedy (U9) • Plan and conduct a survey about shopping habits (U9) • Take part in a discussion comparing the benefits of different technological innovations (U9) • Give a summary of a news story that they have read, including associated pronouncements and opinions [Mediating a text – Relaying specific information] (U10) • Intervene appropriately in a discussion	**Part 1 — Paired Interaction Task: two candidates are examined together: a service transaction or telephone persuasion role-play, followed by a paired discussion in which they speculate about causes, compare technological innovations and intervene appropriately. Includes the Mediating concepts strand (collaborative speculation). Part 2 — Individual Long Turn: each candidate speaks alone: an account of change, an expression of regret, a persuasive advertisement or a formal debate turn delivered in a register chosen for the audience, plus a relay or summary of a factual article, news story or conversation — the Mediating a text strand of the speaking paper. Added Narrative and Argument Tasks: candidates tell a picture-based story or anecdote, give advice, and defend a position on future developments.**

				(U10) • Report the content of a conversation accurately [Mediating a text – Relaying specific information] (U10) • Plan and deliver a persuasive spoken advertisement for a worthy cause (U10) • Present a reasonable argument for or against a position in a formal debate about a topical issue (U10) Reallocated Mid-Module Exam oral outcomes: • discuss lifestyle choices, giving reasons for their position (U2) • tell a personal anecdote in an interesting and engaging way and discuss different options in a hypothetical situation (U3) • say what advice they would give people in hypothetical critical situations (U3) • take part in a discussion with friends in which they evaluate different predictions about future developments (U4) • present their position in a debate on a topical issue and support it with reasoned arguments (U2) • tell a story based on a series of pictures (U3) • talk about their plans and hopes for the future (U4) • express and explain their viewpoint on possible future developments in society (U4)	
Note on Mediation: Mediation is not assessed as a separate weighted section. Each mediation outcome is integrated into the skill through which it is performed: Mediating a text – Relaying specific information is assessed within the speaking paper (U1, U8, U10), Explaining data in writing within the writing paper (U6), and the Mediating concepts outcomes within the speaking paper (U5, U8) and the In-class Assessment (U6, U7, U9). Objective-level mediation — synthesis, data interpretation and rapporteur work — is assessed through the Project. **Competences:** Linguistic, Pragmatic and Sociolinguistic Competence are not separately weighted components. They are assessed as criteria of the writing, speaking and project analytic rubrics, as set out in Section 2, Table 6.					

Revision note: The B2 Mid-Module Exam consists of Listening (30 points), Reading (30 points) and Writing (40 points); there is no Speaking section. The item and task distribution below defines the controlled form, while the first/original question formats are retained for traceability and future parallel forms.