

Paper 1 Writing

Part 4

Sample 1 (113 words)

Dear Salem,

I wanted to invited to a trip to Dubai. I am going with my family so I want you to come with me so we can have fun there and we are staying there for three or four days it will be good.

You need to bring with you dress and a bag of your things you need to get money if you want to buy a game or anything or if you wanna buy somthing for your family.

I am going to get you buy a car but first you should be in the other station so it will be easier for us to collect you and go to dubai.

Communication, content and organisation (3)

The main body of the response is 111 words long. However, the student does address all three bullet points within the word limit thereby allowing access to the full range of marks for CCO. The student has developed all three bullet points and made effective use of paragraphing. The language used is appropriate for an informal email. Although the student has made good use of paragraphing, the response lacks punctuation and effective use of cohesive devices. In the first paragraph, there is misuse of 'so' and the content could be organised more effectively. The lack of punctuation in the second paragraph makes the response difficult to follow. The third paragraph is, in effect, one sentence with no punctuation at all.

Range and accuracy (3)

The range of vocabulary is appropriate for some of the response and there is an attempt at a range of grammatical structures. However, there is a repetition of simple structures and the use of simple vocabulary throughout the response. There are a few spelling errors and there are errors with attempts at more complex grammatical structures:

I wanted to invited to a trip to Dubai.

You need to bring with you dress....

I am going to get you buy a car...

Sample 2 (99 words)

Hi Sarah

How are you? I have some fantastic news! My parents have decided to take us away for the weekend and I am allowed to bring a friend. Do you want to come? We are going to the mountains for a weekend of skiing. We are going to hire all the equipment and suits that we need, so you only need to bring your usual winter clothing with you. If you would like to come, we will be leaving straight after school on Friday so my parents will pick us up.

I hope you can make it!!

Tom

Communication, content and organisation (5)

This response is within the word limit and is written in a style suitable for an informal email to a friend. There is a short introduction at the beginning of the email and a short close at the end of the email. This maintains an informal style but does not use up too many words. The response covers all the bullet points, allowing access to the full range of marks for CCO. It is well organised and coherent.

Range and accuracy (5)

The range of vocabulary and grammar is appropriate for an informal email to a friend and there are no errors.

Part 5

Sample 1 (112 words)

Bateen fest

Bateen fest will raise more than enough money for the bus and it will be fun for the students. If my report is chose I'll tell you how the party will be organised.

People can wear whatever they want to wear and every one has to bring 40 Dirhams with them and we will have free food and activities for every one even the teachers will have fun.

Some activities will involve football, basketball, singing and a cooking contest. The primary student will go down first after the middle school then the seniors.

Everyone will have fun and we will get our bus. It's a win win every one goes home happy.

Communication and content (3)

The response is within the 150 word limit. The tone and register are generally appropriate for the task. The student makes reference to 'Bateen fest' as a way of raising money for a new school bus. However, it is not clear whether the remainder of the response refers to reasons why the event has been chosen or to how the event will be organised. As the student has referred to two bullet points a score of 3-4 is possible for CAC. The response communicates generally successfully despite the confusion caused by the second paragraph, and communicates more than half of the information in the task.

Lexical range and accuracy (2)

For most of the response there is an adequate but predictable range of vocabulary used to address the requirements of the task. However, there are only a few spelling errors ('organised' and 'every one'). The choice of lexis in the fourth paragraph causes some hesitation in the reader.

Grammatical range and accuracy (3)

There is an attempt at a range of grammatical structures. The student has made generally appropriate and effective use of these structures to address the requirements of the task. There are lapses in control of more complex structures.

Effective organisation (3)

This is a generally coherent piece of writing with a moderate degree of fluency. Although the student has made use of paragraphing, there is a lack of punctuation throughout the response. Instead of using punctuation the student has relied heavily on the use of cohesive devices. In the third paragraph, 'and' is used to link a string of ideas. This paragraph would benefit from the use of more punctuation.

Sample 2 (150 words)

This report focuses on holding a film night to raise money for a new school bus.

This event would be easy to organise and it is something that all students can participate in. The school only needs to use the hall and some larger classrooms to enable a choice of 2-3 films to be shown. In addition, the only equipment needed is DVD players and projectors which are already in place. Each student could pay £3 to watch a film and a range of snacks could be sold.

A letter should be sent home to parents, showing the date, cost, choice of films and snacks on offer with prices. Return slips should indicate which film the students want to watch and parents can decide how much money to send their child with. Teachers will have to volunteer to work the equipment and sit with students whilst they watch the films.

Communication and content (5)

This response is within the word limit and is written in a style suitable for a semi-formal report for a headteacher. The response addresses all the bullet points, allowing access to the full range of marks for CAC. The response communicates most successfully.

Lexical range and accuracy (5)

There is a wide range of vocabulary used and it is used appropriately and effectively to address the requirements of the task. There is very good control of vocabulary with no errors.

Grammatical range and accuracy (5)

There is a wide range of grammatical structures and this has been used appropriately and effectively to address the requirements of the task. There is very good control of the structures and there are no errors.

Effective organisation (5)

This is a very coherent piece of writing with appropriate use of cohesive devices, paragraphing and punctuation. The first paragraph introduces the concept of a film night; the second paragraph introduces two reasons for this choice of event and the third paragraph moves on to state how the event would be organised. The response demonstrates a high degree of fluency and would require no effort on the part of a native speaker.

Part 6

Sample 1 (60 words)

Why Japanese people live so long?

The low-fat diet of fish, rice and soy products make their longer life. The traditional Japanese diet made by economic development. But now younger people eat more fast food than traditional Japanese food. It makes the cholesterol intake is rise.

Face to face social net working makes people networking makes people healthier and happier, therefor it make people live longer.

Using relevant information from the text (1)

The student has identified and used one piece of relevant information in relation to bullet points one and two. The student has achieved one mark out of a possible five for doing this.

Communication and content (1)

The response is well below the 150 word limit so the student has not been able to successfully complete the task. The student has not addressed the first bullet point, partially addressed the second bullet and not addressed the third bullet point. As the student has referred partially to one bullet point only, the student can achieve 1-2 marks on CAA. The majority of the response is unrelated to the task.

Lexical range and accuracy (1)

The student has relied heavily on the source text for lexis, with some attempts at reformulation. The lexis selected and the manner in which it is used is adequate to communicate meaning. However, the student has used very few of his/her own words.

Grammatical range and accuracy (1)

As the student has relied heavily on the source text for material, grammar structures from the source text have been used in the student response. The attempts at reformulation have required the student to link ideas using the appropriate grammatical structures. The response contains simple grammatical errors where this has been done.

Effective organisation (2)

The student has organised the text and there is a level of fluency to the content, despite it being unrelated to the task. There is evidence of paragraphing to separate content and the use of punctuation throughout the response. The response lacks cohesive devices to connect the ideas in the individual sentences.

Sample 2 (133 words)

As the Japanese government provides all its citizens with health insurance and a generous state pension, people do not struggle to receive the healthcare they need and poverty is not common place in old age. Both these outcomes lead to a happier and healthier old age.

Social interaction and face-to-face contact is important for the Japanese. They maintain close links with family and people in their community. Also, the concept of 'life employment' still exists in Japan; people can continue to work and socialise in this way too.

In terms of the future, processed food and fast food are becoming more popular which will lead to health issues similar to those seen in the west. As the use of technology increases, I think people will become more insular and social interactions will diminish.

Using relevant information from the text (5)

This response contains clear reference to the five pieces of information asked for in bullet points one and two. Five marks would be achieved for using relevant information from the text.

Communication and content (5)

This response addresses all three bullet points and the response is under the word limit. Although, some words and phrases have been taken from the source text, these words are those that it would be difficult to find synonyms for. The response correctly identifies the information for bullet points one and two and gives valid predictions for the future. The style of the response is appropriate for a formal summary. The response is in the writer's own words where possible. The response communicates most successfully.

Lexical range and accuracy (5)

Lexis is used correctly to address the requirements of the task and the range is appropriate to successfully convey meaning. There is a wide range of vocabulary used and it is used appropriately and effectively to address the requirements of the task. There is very good control of vocabulary with no errors.

Grammatical range and accuracy (5)

There is a wide range of grammatical structures and this has been used appropriately and effectively to address the requirements of the task. There is very good control of the structures and there are no errors.

Effective organisation (5)

This is a very coherent piece of writing with appropriate use of cohesive devices, paragraphing and punctuation. Paragraphs are used to separate the information relevant to each bullet point and the writer's own predictions for the future are clearly signposted at the beginning of paragraph three. The response demonstrates a high degree of fluency and would require no effort on the part of a native speaker.

Sample 3 (155 words)

Most people believe the answer is the low-fat diet of fish, rice and soy products such as tofu. However, diet is just one of the factors that combine to make for a longer, healthier life in Japan. Not to be overlooked is the provision of universal health insurance and a generous state pension scheme. This means that healthcare is easily accessible to all and poverty in old age is rare in Japan. What the Japanese lose in terms of not having long holidays and not having spacious homes, they gain in family ties and a sense of community. It is known that face-to-face social networking makes people healthier and happier and lifetime employment removes stress and produces a healthier retirement age population. In terms of the future, it is questionable whether the younger generation will continue to follow the same traditional social patterns as their elders and whether lifetime employment will persist into the future.

Using relevant information from the text (5)

This response contains clear reference to the five pieces of information asked for in bullet points one and two. Five marks would be achieved for using relevant information from the text.

Communication and content (3)

The response is over the word limit; however examiners would read and grade to the end of the sentence. This response addresses all three bullet points and provides predictions for the future. The style of the response is appropriate for a formal summary and the response generally communicates successfully. The introduction, following the format of the source text, contains reference to the Japanese diet. This has produced a confusing start to the summary as the wording has not been reformulated to provide a clear introduction and cohesive link to the first bullet point which is not introduced until a third of the way into the word allowance. The response, in general, does not link tightly enough to the bullet points as the candidate has not used their own words and this has impacted on the fluency of the response.

Lexical range and accuracy (0)

The response is not in the writer's own words; the writer has relied completely on the source text to formulate the response. As the writer has not used his/her own words, the response cannot be assessed for lexical accuracy and range.

Grammatical range and accuracy (0)

The response is not in the writer's own words; the writer has relied completely on the source text to formulate the response. As the writer has not used his/her own grammatical structures, the response cannot be assessed for grammatical accuracy and range.

Effective organisation (3)

This is a generally coherent piece of writing. There is a moderate degree of fluency that would cause a native speaker to hesitate due to the lack of cohesion. As the response relies so heavily on the source text, the ideas presented do not connect successfully. The response does not contain appropriate use of cohesive devices and paragraphing to link ideas; however, the use of punctuation is appropriate. The writer's own predictions for the future are signposted but this content has been taken from the source text.

Paper 3 Speaking

Cards are taken from the 1606 series

Sample 1 (22/40)

Part 1: Frame 1 Part 2: Card 4 Part 3: Frame 4

Communicative ability and content - 7

Expresses opinions without undue difficulty. Conveys detailed and relevant information. Responds well to a range of questions and expands on some ideas under discussion.

The student responds readily to the questions. Her responses are generally on the topic, although in Part 2 she answers the question in an oblique manner. Here, she gives an example of how the shopping experience was improved, contrasting it with that experienced previously. In Part 3 her responses are generally relevant, and she provides some details to support her ideas and opinions. She also responds well to the more demanding questions towards the end of the examination.

Pronunciation and fluency – 4

Pronunciation and intonation are sometimes accurate though errors may interfere with communication. Accent sometimes impedes communication. Candidate hesitates sometimes.

On occasion, the student pronounces words incorrectly, which interferes with communication: e.g. have/help; coffee/café; button; products; there have/they have. Some individual sounds are not clearly differentiated, e.g. 't' / 'th'. There is a lack of variation in intonation at sentence level which places some strain on the listener. The student's accent sometimes has an impact on communication. She is not hesitant, however.

Lexical range and accuracy – 6

Candidate uses an adequate range of structures and vocabulary. Some attempts to use complex language which are sometimes successful. Candidate may occasionally lack the resources to maintain interaction.

The student has a wide enough vocabulary at her disposal, which she uses effectively. She attempts to use more complex language, e.g., fashion sense, although not always successfully - e.g. a cappella, renewed project. She is able to maintain interaction throughout.

Grammatical range and accuracy – 5

Generally accurate using straightforward language.

Less accurate in more unfamiliar language situations.

Some error impact slightly on communication.

There are grammatical errors in the student's utterances. She displays an awareness of basic grammatical structures (e.g. present tense, there is, there are, future tenses) but she does not always produce correct sentences. In addition, the errors are not consistently the same. She is sometimes less accurate when talking about more abstract topics; however, she displays sufficient control of structures to convey her message. There are lapses in subject-verb agreement (the shop have), plurals, and when the subject is referred to a second time (plural noun/singular pronoun). There are errors in the use of prepositions. However, these do not have a significant impact on communication.

The interlocutor

The interlocutor establishes a good rapport with the student, and the examination is conducted in a relaxed atmosphere. The interlocutor follows the script, although she asks at least one question of her own. This was a closed question, and although it did not prove to be a problem for the student, this type of question has the potential to close down a conversation. It is for this reason that the interview is scripted. In Part 2, the student answers the question to some extent, but for the sake of clarity, the interlocutor should have repeated the question to ensure that the student had the opportunity to answer it directly.

Sample 2 (33/40)

Part 1: Frame 3 Part 2: Card 2 Part 3: Frame 2

Communicative ability and content - 8*Expresses opinions without undue difficulty.**Conveys detailed and relevant information.**Responds well to a range of questions and expands on some ideas under discussion.*

The student is able to convey her opinions and ideas clearly to the listener. The information she provides is relevant and on the topic. She responds well to most questions, but she does not expand or develop her ideas as fully as possible.

Pronunciation and fluency - 8*Pronunciation and intonation are generally comprehensible and clear.**Accent is noticeable but does not generally impede communication.**Candidates generally responds without undue hesitation.*

The student is comprehensible. She makes very few pronunciation errors (e.g. buses /buzzes). However, unevenness in her sentence stress, e.g. trailing endings, leads to a lack of clarity on occasion. Her accent does not impede communication. The student is hesitant on occasion, but when she is, she is not looking for words.

Lexical range and accuracy - 9*Uses a wide range of vocabulary appropriately, accurately and precisely.**Candidate has appropriate linguistic resources to be able to overcome problems and maintain interaction.*

The student has a wide range of vocabulary at her disposal which she uses to good effect in order to convey her ideas. There are instances of collocation (speak freely/provide subsidies) which indicate good control over this area of the language. There are no obvious errors in word choice, although there are grammatical errors associated with some words. The student has sufficient lexical resources to maintain interaction.

Grammatical range and accuracy - 8*Generally accurate in a relatively wide range of fairly complex language.**Occasional errors evident, particularly when using more complex language.*

The student has control over a fairly wide range of grammatical structures. She is able to formulate present and past tenses with ease. She has control over several complex structures, e.g. concession – it's not that ... it's.... However, she is less accurate and competent when using hypothetical language. There are also errors in subject-verb agreement when the subject is referred to a second time, e.g. plural noun/singular pronoun, as well as in the use of countable and uncountable nouns.

Comment on the interlocutor

1. The interlocutor carries out his role adequately. He generally follows the wording on the question cards, although not always in the order given.
2. When the student asks for another topic in Part 2, the interlocutor changes to another set. This is permitted; however, the student cannot ask for any further topics.
3. In Part 1, the interlocutor asks a question of his own. The language he uses is fairly complex and could have presented problems for the student and thereby disadvantaged her. It is for this reason that the speaking test is scripted.
4. The student is given more than one minute of preparation time. In the interests of fairness, all timings should be strictly adhered to.