Sample answers with examiner comments

Part 1 – Email

Candidate A

I'm very nervous for this party, to celebrate the end of the school year.

I think that the best place to do the party is the class, because in this way we can be all together. In the class we can do a lot of activities like play with the blackboard, or watch a film, or listen to music.

About the food, we can have pizza, fries and for the sweet people chocolate, sweets or something like this.

I'm sure the party is going to be very well, and we are going to have a very good time.

See you soon!

Examiner comments		
Subscale	**Mark**	**Commentary**
Content	5	All content is relevant to the task. The target reader is fully informed about all the points in the task. The first point has been addressed, although the word *nervous* has been used incorrectly for this context. However, the rest of the email is positively phrased, so this can be seen as a slip. There is a preference expressed, *(the class)*, and suggestions are given regarding activities, *play with the blackboard*, and food, *pizza, fries*; *chocolate, sweets*.
Communicative Achievement	3	The conventions of an email, such as a friendly, polite tone, and a consistent register, are used in generally appropriate ways to communicate straightforward ideas: *I think that*; *About the food*; *I'm sure the party is going to be very well*; *See you soon*. There is no opening salutation, but it is clearly directed towards Mrs Lake and the information is presented in a suitable format for a teacher to read.
Organisation	3	The text is connected and coherent. Paragraphs are used to good effect, each focusing on one aspect. The text is connected using linking words and some cohesive devices, such as referencing: *this party*; *because in this way*; *About the food*; *and for the sweet people*.
Language	3	Everyday vocabulary, suitable for the topic, is used generally appropriately: *the best place*; *together*; *blackboard*; *pizza*; *fries*; *chocolate*; *sweets*; *good time*. The use of *nervous* in the first sentence is slightly distracting as it does not convey the correct emotion. Simple grammatical forms are used with a good degree of control: *I think that the best place to do the party*; *we can be all together*; *listen to music*; *something like this*; *is going to be*; *we are going to have a very good time*. Errors are noticeable but meaning can still be determined: *I am very nervous for*; *and for the sweet people*; *to be very well*.

Part 1 – Email

Candidate B

Dear Mrs Lake,

I think it's a great idea to have a party to celebrate the end of the school year. I prefer to do the party at school, in the classroom, because we've spend a lot of time there, and I think it would be better, so that we can remember all the good things that have made this year so special. I think we could bring some games like domino, or one of us can bring his Play Station and we can play together. If you want, I will buy some pizza, and also something to drink like coca-cola or water. The other students will bring some potatoes, and the girls will make a cake. Do you like the idea?

See you!

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about all the points in the task. There is a direct response to the first point, *I think it's a great idea*, and a clear preference is expressed for where the party should be held, *in the classroom*. Suggestions are made about the activities, *some games like domino*, and what food to bring, *pizza*; *coca-cola*; *potatoes*; *cake*.
Communicative Achievement	5	The conventions of an email, such as a friendly, enthusiastic tone, a consistent register, as well as appropriate opening and closing salutations, are used to hold the target reader's attention and to communicate straightforward ideas in response to the initial input text, *Dear Mrs Lake*; *If you want*; *Do you like the idea? See you*. Suggestions are made and supported with reasons to explain the decision taken, *I prefer to do the party at school … because we've spend a lot of time there*.
Organisation	4	The text is generally well organised and coherent. Although there is only one paragraph, the text is connected through the use of a variety of linking words and cohesive devices, particularly referencing, which makes the text flow very naturally, *a party*; *the party*; *at school, in the classroom*, *because*; *there*, and *I think it would be better*; *so that*; *the good things that*; *this year*; *like*; *one of us*; *also*; *other students*.
Language	4	A range of everyday vocabulary, suitable for the topic, is used appropriately, *remember*; *all the good things*; *special*; *bring some games*; *together*; *pizza*. A range of simple and some more complex grammatical forms is used with a good degree of control, *we've spend a lot of time there*; *I think it would be better*; *that have made this year so special*; *I think we could bring … or one of us can bring*; *If you want, I will buy*; *the girls will make a cake*. There are one or two errors, but they do not impede communication, *we've spend*; *one of us can bring his Play Station*.

Part 2 – Article

Candidate C

I love to watch comedies a lot because it makes me laugh. The comedy I love the most is the Chinese Running Man. I enjoy watching and laughing it with my family. In the show, famous actors and actresses must overcome some challenging quests, such as trading a coffee bean with someone else for something more expensive and racing in the mud to capture the flag. The storylines are very interesting and they always tickles my funny bone. Laughing out loud is great! Laughing can help us to release stress and make us feel better. It may also make us more attractive too!

Examiner comments		

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about what the candidate finds funny, *(I love to watch comedies a lot)*, and who they laugh with, *with my family* and the final point is developed quite well and introduces a wider view, *Laughing can help us release stress*.
Communicative Achievement	5	The conventions of article writing, such as sharing personal information and expressing opinions, are used to hold the target reader's attention and to communicate straightforward ideas. The topic is clearly introduced, *I love to watch comedies a lot because it makes me laugh* and there is a nice balance between how the writer feels and how laughing affects the wider public, *I enjoy watching and laughing it with my family*; *tickles my funny bone*; *Laughing out loud is great*; *make us feel better*; *It may also make us more attractive too*.
Organisation	5	The text is generally well organised and coherent. There is a variety of linking words and some cohesive devices, particularly reference to avoid repetition, are used to connect the ideas across and within sentences, *because it*; *The comedy I love the most*; *it*; *In the show*; *such as*; *someone else for something more expensive*; *storylines … and they*.
Language	5	A range of everyday vocabulary is used appropriately, and there are examples of less common lexis as well, *comedies*; *show*; *actors*; *actresses*; *overcome*; *challenging quests*; *trading*; *coffee bean*; *expensive*; *mud*; *capture the flag*; *storylines*; *tickles my funny bone*; *release stress*; *attractive*. A range of simple and more complex grammatical forms, particularly modal verbs, are used with a good degree of control, *I love the most*; *must overcome some challenging quests, such as trading*; *with someone else for something more expensive*; *storylines are very interesting and they always*; *can help us to release*; *It may also make us more attractive*. Errors do not impede communication, *I enjoy laughing and watching it with*; *they always tickles my funny bone*.

Part 2 – Article

Candidate D

So, I laugh always and for nothing.

I find very funny when someone fall down and I laugh for bad jokes. I like to watch funnys videos to laugh.

I enjoy laughing with my family and my friend but I really enjoy laughing with my best friend.

I think it's good to laugh a lot and have humour to have a funny and good. I find important laugh with our friends to be better and have a good life.

It's for this I laugh for anything and I enjoy life like it is.

Examiner comments

Subscale	Mark	Commentary
Content	**5**	All content is relevant to the task. The target reader is fully informed about what the candidate finds funny, *when someone fall down*, who they enjoy laughing with, *my family; my best friend*, and why laughter is important, *it's good to laugh a lot; to be better and have a good life*.
Communicative Achievement	**3**	The conventions of article writing, such as sharing personal information and expressing opinions, are used generally appropriately to communicate straightforward ideas, *I think it's good to laugh a lot; It's for this I laugh for anything*. The article doesn't have a standard introduction, but the topic is generally introduced with a sentence about what the candidate does, *So, I laugh always and for nothing*.
Organisation	**3**	The text is connected and coherent. Paragraphs are used to separate the text into sections and, although these are often limited to one sentence, different ideas are expressed in each one, providing a structure to the text. Some basic linking words and the occasional cohesive device, such as a referencing pronoun, are used to connect the ideas, *when; and; with my family and my friend but I really enjoy; It's for this*.
Language	**3**	Everyday vocabulary is used generally appropriately, *jokes; videos; enjoy; humour; important*, although some lexis is overused, *laugh; funny; friend*. Simple grammatical forms, such as the present tense, are used with a good degree of control, although there is not much variety in terms of tenses used, *I like to watch; I really enjoy laughing; with our friends to be better and have a good life; I enjoy life like it is*. There are some noticeable errors, with agreement and prepositions, but meaning can still be determined, *someone fall down; laugh for bad jokes; funnys videos; to have a funny and good; I laugh for anything*.

Part 2 – Story

Candidate E

Jo looked at the map and decided to go left. He wanted to go to the Karpats on foot. Jo liked to go to the rivers, forests and mountains on foot. He always took map with he. But one day he lost! Jo was very worried and scared. He was in the forest one week. He was could at night, he was very hot in the afternoon. He ate mushroomes and berries. But he found a way from the forest. And from that day he never came to the forest on foot. He always go to the rivers, forests and mountains on ships, by trains, by plantes. But he never go to the unknows places on foot.

Examiner comments

Subscale	Mark	Commentary
Content	5	The story continues from the prompt, with a beginning, middle and end, and all the content is relevant. The target reader is fully informed.
Communicative Achievement	3	The story follows the conventions of storytelling in generally appropriate ways. The simple storyline is communicated to the reader, despite errors and weak organisation.
Organisation	2	The text is connected using a limited number of linking words (*and*; *But*; *from that day*). Although the majority of sentences are short and there is limited linking across sentences, the story is coherent.
Language	3	Everyday vocabulary is used generally appropriately. There is some evidence of less common lexis appropriate to the story (*mushroomes* and *berries*; *found a way*; *unknows places*). Spelling errors generally do not cause confusion, with the exception of *could* for *cold* and *plantes* for *planes*. Simple grammatical forms (mainly simple past tense) are used with a good degree of control. While errors are noticeable, the meaning can still be determined.

Part 2 – Story

Candidate F

Jo looked at the map and decided to go left. Jo were in car with he friend, Lucy and go from city in car. Jo decide go in your car and nice day. They leave soon and take map but Jo looked at map and decided to go left so went in bad way and Lucy cry. They don't came in good way and go to the your home. When they came house nobody home so they watch tv and see film and enjoy.

Examiner comments		

Subscale	Mark	Commentary
Content	4	The content is relevant to the storyline prompt. The story begins with the prompt, which is repeated in the middle of the story. The target reader is informed, and the story has a clear ending.
Communicative Achievement	1	The storyline is communicated in simple ways. The format is appropriate, but the target reader has to make an effort to follow the story at times (for example, due to errors with pronouns).
Organisation	2	The text is connected and coherent, using basic linking words (*and*; *but*; *when*; *so*).
Language	2	Everyday vocabulary is used generally appropriately. Simple grammatical forms are used with some degree of control but there are a number of errors, which distract at times (*Jo were in car with he friend*; *They don't came in good way and go to the your home*).