

Assessment of Writing Part 2

Mark scheme for Writing Part 2

Band	
5	<ul style="list-style-type: none"> Very good attempt at the task. No effort is required of the reader. All elements of the message are fully communicated.
4	<ul style="list-style-type: none"> Good attempt at the task. Minimal effort is required of the reader. All elements of the message are communicated.
3	<ul style="list-style-type: none"> Satisfactory attempt at the task. Some effort is required of the reader. All elements of the message are communicated. OR <ul style="list-style-type: none"> One content element omitted but others clearly communicated.
2	<ul style="list-style-type: none"> Inadequate attempt at the task. Significant effort may be required of the reader. Content elements omitted, or unsuccessfully dealt with, so the message is only partly communicated.
1	<ul style="list-style-type: none"> Poor attempt at the task. Excessive effort is required of the reader. Very little of the message is communicated.
0	<ul style="list-style-type: none"> Content is totally irrelevant or incomprehensible. OR <ul style="list-style-type: none"> Too little language to assess.

Sample answers

Part 2

Candidate A

Pat, I have a bad news for you. I have lost sunglasses that you borrowed me. Yesterday I went to the swimming-pool and when I was swimming someone took your sunglasses from my bag. Sorry but I will buy you a new ones. What is your favorite model?

Mark and Commentary **5 marks**

A very good attempt at the task. All elements of the task are fully communicated and no effort is required of the reader.

Candidate B

Hi Pat, how are you. I'm writting for sorry I lost the your sunglasses when swim in the beach but I can to buy news for you if like. Sorry bye

Mark and Commentary **3 marks**

Satisfactory attempt at task. All elements of the message are communicated but some effort is required by the reader.

Candidate C

Hello, how do you feel? I right you to say that I lost my favorite sunglasses in the bedroom on the small tabe and I'd like have some new ones.thiks a lot.

Mark and Commentary **2 marks**

An inadequate attempt. The first content element has been omitted, the second is unclear and the third has been unsuccessfully dealt with. The message is only partly communicated. Significant effort is required of the reader.

Assessment of Writing Part 3

Examiners and marking

Writing Examiners (WEs) undergo a rigorous process of training and certification before they are invited to mark. Once accepted, they are supervised by Team Leaders (TLs) who are in turn led by a Principal Examiner (PE), who guides and monitors the marking process.

WEs mark candidate responses in a secure online marking environment. The software randomly allocates candidate responses to ensure that individual examiners do not receive a concentration of good or weak responses, or of any one language group. The software also allows for examiners' marking to be monitored for quality and consistency. During the marking period, the PE and TLs are able to view their team's progress and to offer support and advice, as required.

Assessment scales

Examiners mark tasks using assessment scales that were developed with explicit reference to the Common European Framework of Reference for Languages (CEFR). The scales, which are used across the spectrum of the Cambridge English General and Business English Writing tests, consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

- Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.
- Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

When marking the tasks, examiners take into account length of responses and varieties of English:

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not for example, switch from using a British spelling of a word to an American spelling of the same word.

The subscale Content is common to all levels:

Content	
5	All content is relevant to the task. Target reader is fully informed.
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.
0	Content is totally irrelevant Target reader is not informed.

The remaining three subscales (Communicative Achievement, Organisation, and Language) have descriptors specific to each CEFR level:

CEFR level	Communicative Achievement	Organisation	Language
	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication, and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
C2	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
C1	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
B2	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
B1	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
A2	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.

Cambridge English: Preliminary Writing Examiners use the following assessment scale, extracted from the one on the previous page:

Bl	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

Writing Mark Scheme

Glossary of terms

1. GENERAL	
Generally	Generally is a qualifier meaning not in every way or instance. Thus, 'generally appropriately' refers to performance that is not as good as 'appropriately'.
Flexibility	Flexible and flexibly refer to the ability to adapt – whether language, organisational devices, or task conventions – rather than using the same form over and over, thus evidencing better control and a wider repertoire of the resource. Flexibility allows a candidate to better achieve communicative goals.
2. CONTENT	
Relevant	Relevant means related or relatable to required content points and/or task requirements.
Target reader	The target reader is the hypothetical reader set up in the task, e.g. a magazine's readership, your English teacher.
Informed	The target reader is informed if content points and/or task requirements are addressed and appropriately developed. Some content points do not require much development (e.g. "state what is x") while others require it ("describe", "explain").
3. COMMUNICATIVE ACHIEVEMENT	
Conventions of the communicative task	Conventions of the communicative task include such things as genre, format, register, and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly, and use the right tone for the communicative purpose.
Holding target reader's attention	Holding the target reader's attention is used in the positive sense and refers to the quality of a text that allows a reader to derive meaning and not be distracted. It does not refer to texts that force a reader to read closely because they are difficult to follow or make sense of.
Communicative purpose	Communicative purpose refers to the communicative requirements as set out in the task, e.g. make a complaint, suggest alternatives.
Straightforward and complex ideas	Straightforward ideas are those which relate to relatively limited subject matter, usually concrete in nature, and which require simpler rhetorical devices to communicate. Complex ideas are those which are of a more abstract nature, or which cover a wider subject area, requiring more rhetorical resources to bring together and express.
4. ORGANISATION	
Linking words, cohesive devices and organisational patterns	<p>Linking words are cohesive devices, but are separated here to refer to higher frequency vocabulary which provides explicit linkage. They can range from basic high-frequency items (such as "and", "but") to basic and phrasal items (such as "because", "first of all", "finally").</p> <p>Cohesive devices refers to more sophisticated linking words and phrases (e.g. "moreover", "it may appear", "as a result"), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. <i>There are two women in the picture. The one on the right...</i>), ellipsis (e.g. <i>The first car he owned was a convertible, the second a family car</i>), or repetition.</p> <p>Organisational patterns refers to less explicit ways of achieving connection at the between sentence level and beyond, e.g. arranging sentences in climactic order, the use of parallelism, using a rhetorical question to set up a new paragraph.</p>

5. LANGUAGE

Vocabulary	<p>Basic vocabulary refers to vocabulary used for survival purposes, for simple transactions, and the like.</p> <p>Everyday vocabulary refers to vocabulary that comes up in common situations of a non-technical nature in the relevant domain.</p> <p>Less common lexis refers to vocabulary items that appear less often in the relevant domain. These items often help to express ideas more succinctly and precisely.</p>
Appropriacy of vocabulary	Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in <i>I'm very sensible to noise</i> , the word <i>sensible</i> is inappropriate as the word should be <i>sensitive</i> . Another example would be <i>Today's big snow makes getting around the city difficult</i> . The phrase <i>getting around</i> is well suited to this situation. However, <i>big snow</i> is inappropriate as <i>big</i> and <i>snow</i> are not used together. <i>Heavy snow</i> would be appropriate.
Grammatical forms	<p>Simple grammatical forms: words, phrases, basic tenses and simple clauses.</p> <p>Complex grammatical forms: longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.</p>
Grammatical control	<p>Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.</p> <p>Where language specifications are provided at lower levels as in <i>Cambridge English: Key (KET)</i> and <i>Cambridge English: Preliminary (PET)</i>, candidates may have control of only the simplest exponents of the listed forms.</p>
Range	Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
Overuse	Overuse refers to those cases where candidates repeatedly use the same word because they do not have the resources to use another term or phrase the same idea in another way. Some words may unavoidably appear often as a result of being the topic of the task; that is not covered by the term overuse here.
Errors and slips	Errors are systematic mistakes. Slips are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.
Impede communication	Impede communication means getting in the way of meaning. Meaning can still be determined indicates that some effort is required from the reader to determine meaning.

PAPER 1 | READING AND WRITING | SAMPLE ANSWERS WITH EXAMINER COMMENTS

Part 3 – Letter

Candidate A

Dear Martin,

That's great! Your grandmother is very kind and nice.

However, I can see you have a difficult decision to make. If I were you I would try to use some of the money for the holiday and save the rest (although I don't know how much you have or how much the holiday costs). What do you think? The camera could be a good idea, but how often do you use a camera? And you can ask your friends to take photos on the holiday so you still have some!

Anyway, write to me and tell me what you do.

Love Martina.

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant to the task with appropriate expansion. The target reader is fully informed.
Communicative Achievement	5	The target reader's attention is held throughout. The format is consistently appropriate to the task.
Organisation	5	The text is well organised and coherent, with a variety of linking words (<i>but; And; so</i>) and cohesive devices (<i>However; save the rest; although; Anyway</i>).
Language	5	A good range of everyday and some less common lexis (<i>a difficult decision to make; save the rest; take photos</i>) is used appropriately. A range of simple and more complex grammatical forms is used with a good degree of control (<i>If I were you I would try to use some of the money; The camera could be a good idea,</i>). There are no errors.

Candidate B

Hello Cris,

That good new! Your grandmother is good. With the money you can to buy a camera or may be go holidays. May be you can visit me! You can to save money to, good idea! What your parents think? I think yes camera good idea you can make fotos and send me.

Have nice time and tell me your decide what you do.

I wait your answer.

Kiss Ana

Examiner comments

Subscale	Mark	Commentary
Content	4	Although there is some irrelevance at the start when the candidate repeats the situation rather than offering advice, the task has been addressed. The target reader is informed.
Communicative Achievement	3	Straightforward ideas are communicated in generally appropriate ways. The letter format is attempted.
Organisation	2	The letter is connected and coherent. Sentences tend to be short and are connected with a limited number of basic linking words (<i>or; and</i>) and cohesive devices (<i>That good new; With the money</i>).
Language	3	Everyday vocabulary is used appropriately. Simple grammatical forms are used with reasonable control. Several errors are present, but meaning can still be determined (<i>That good new; you can to buy; make fotos; tell me your decide</i>).

PAPER 1 | READING AND WRITING | SAMPLE ANSWERS WITH EXAMINER COMMENTS

Part 3 – Story

Candidate A

A Lucky Escape

When I was young, I saw a lucky escape. I was playing in the garden with some friends who lived in the same street, when a police car arrived. We were a bit scared and didn't know why the car had come to my house. Maybe they were checking something or looking for someone.

The policeman got out and started speaking to one of my friends.

While the policeman was asking questions, I suddenly saw a strange person going out at the back of my neighbour's house. My neighbour was on holiday, so the house was empty. I had never seen this person before. Suddenly he started to run. I didn't know what to do, so I shouted to the police, but the man could run very fast and he got away. That was a lucky escape!

Examiner comments

Subscale	Mark	Commentary
Content	5	The story is clearly connected to the title given. The target reader would be able to follow the story easily. There is a clear beginning, middle and end.
Communicative Achievement	5	The story holds the target reader's attention and follows the conventions of storytelling.
Organisation	5	The text is well organised and coherent with a range of appropriate linking words (<i>when; and; suddenly; so</i>) and cohesive devices (<i>some friends who lived in the same street; this person; he got away; That was a lucky escape!</i>).
Language	5	A range of everyday and some less common lexis (<i>a bit scared; got away</i>) is used appropriately. A range of simple and complex grammatical forms is used with a good degree of control. There is effective use of a good range of narrative tenses (<i>I was playing in the garden ... when a police car arrived; ... didn't know why the car had come to my house</i>). Errors are minimal and do not impede communication.

Candidate B

A Lucky Escape

I had a lucky escape yesterday. I was at school in the class and the teacher nearly caught me. We had a English test and i'm not good in English the test was very difficult for me, too bad. Lots of questions for gramma and writting and spelling. What can I do? I need good grade. I see a boy near me and he is writting lotta answers. Good! I think OK I can just see maybe what is he writting and do same. Good idea! So this I did but teacher sudenly looked and nearly caught me but I had lucky escape becos she didn't see me looking at boy near me, just I writting. Lucky escape!

Examiner comments

Subscale	Mark	Commentary
Content	5	The story is clearly related to the title. The target reader would be able to follow the story, which has a clear beginning, middle and end, easily.
Communicative Achievement	4	The format is appropriate for the task. The target reader can follow the story with reasonable ease although some effort is required due to the shift in tenses.
Organisation	3	The story is coherent and connected with basic linking words (<i>and; So; sudenly; but</i>) and a limited number of cohesive devices (<i>he is writting; this I did; she didn't see me</i>). There are some punctuation errors but they do not affect comprehension.
Language	3	Everyday vocabulary is used appropriately. There are some errors with spelling (<i>gramma; writting; sudenly; becos</i>), but these do not impede the meaning. Simple grammatical forms are used with reasonable control. There are some errors with using and forming the simple past tense (<i>caught; What can I do?; I see a boy</i>) although there is evidence of success with this grammar point. A number of minor errors are present but they do not impede communication.

PAPER 1 | READING AND WRITING | SAMPLE ANSWERS WITH EXAMINER COMMENTS

Candidate C

Lucky escape

I never no had lucky escape all time but my Mum do every day. She very lucky. She go work evry day on bus and alway luky. She work nurse in hospital. Usually she loss bus so big problem. What you think? Evry day her friend pass so go and work with friend and no problem again. My Mum very luky and big escape. Good friend. Boss always happy and no problem. Evry day same.

Examiner comments

Subscale	Mark	Commentary
Content	1	The task has been misinterpreted and the candidate has not written a story. The target reader would not be able to follow a storyline.
Communicative Achievement	2	Ideas are relatively simple, but an attempt has been made to communicate using a range of structures.
Organisation	2	The text is connected and largely coherent using a range of basic linking words (<i>but; and; Usually; so</i>). Sentences tend to be short, but referencing pronouns (<i>she</i>) are used to improve coherence.
Language	1	Basic vocabulary is used reasonably appropriately although there are frequent slips with spelling (<i>evry; luky; escape</i>). Simple grammatical forms are used but there is a lack of control, particularly with verb forms (<i>my Mum do every day; She very lucky; Boss always happy</i>). Errors impede meaning at times (<i>I never no had lucky escape all time; Evry day her friend pass so go and work with friend and no problem again</i>).