



## Cambridge English: Advanced (2015 Update) Assessment Commentary and Marks: Raphael and Maude

Video can be found at <http://www.youtube.com/watch?v=5nGESyDgmdw>

	Raphael	Maude
Grammatical Resource	3	3
Lexical Resource	3	4
Discourse Management	3	4
Pronunciation	3	4
Interactive Communication	3	4
Global Achievement	3	4

### Raphael

#### Grammatical Resource: 3

Shows a good degree of control of a range of simple and some complex grammatical forms.

- *To keep in touch with people. I think it's better to see them face to face* (Part 1: 02.05)
- *They are doing it together because they might be sisters ... they look so similar* (Part 2: 03.15)
- *You have to think about if you're ready already to build a family* (Part 3: 08.49)
- *I think it's always important to consider other opinions, because they have a different view on the topic* (Part 4: 11.00)

There are occasional examples of a lesser degree of control, but these do not affect meaning.

- *And I think they enjoy to play together music* (Part 2: 03.26)
- *I think it's better to first getting married before you start a family* (Part 3: 10.32)
- *When we don't reach it at the end we may be depressed* (Part 4: 12.28)
- *I think it's important that they are teached in school* (Part 4: 13.38)

#### Lexical Resource: 3

Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.

- *I have two years to go* (Part 1: 00.45)
- *Keep in touch ... see them face to face* (Part 1: 02.05)
- *Baking a cake ... similar ... guys ... work in a team* (Part 2)
- *Study the subject ... university* (Part 3: 08.16)
- *Different view ... topic ... scared about ... early age ...* (Part 4)

#### Discourse Management: 3

##### Extent

Raphael produces extended stretches of language with very little hesitation.

##### Relevance

His contributions are relevant but there is some repetition. His long turn in Part 2, and his contributions in Parts 3 (in the discussion of the topic of building a family) and 4 are relevant to the discussion about choices and decisions. However, his talk in Part 2 could have been more logically ordered and focused on the questions above the pictures. He also tended to use 'just' too often.



## Cohesion

He uses a limited range of **cohesive** devices (conjunctions, determiners, pronouns, related lexis, etc.) and a range of discourse markers.

- *I don't think it will be a nice cake, but ...* (Part 2: 03.37)
- *I agree, but I think it's also important that we don't plan everything ...* (Part 4: 12.18)
- *I think you can also start at an early age with giving them a little task to do* (Part 4: 14.13)

## Pronunciation: 3

### Intelligibility

Is intelligible

### Intonation

Is usually appropriate

### Stress

Sentence stress is usually accurately placed

- *To keep in touch with people, I think it's better to see them face-to-face* (Part 1: 02.05)
- *They are doing it together because they might be sisters because they look so similar* (Part 2: 03.15)
- *You have to think about if you're ready already to build a family* (Part 3: 08.49)
- *... they have a different view on the topic* (Part 4: 11.00)

Word stress is usually accurate

- *These three little girls* (Part 2: 03.05)
- *Music group ... preparing for something* (Part 2: 3.51)
- *Study the subject* (Part 3: 08.07)
- *University* (Part 3: 08.16)
- *Depressed* (Part 4: 12.29)

### Individual Sounds

Are mostly articulated clearly, but there is some L1 interference with the sounds 'th' and 'd' and 'g' This does not affect intelligibility.

- *I think they enjoy to play together music (I tink dey enjoy to play togedder music)* (Part 2: 03.26)
- *Both guys could also be preparing for something (somefink)* (Part 2: 3.52)
- *They have to be prepared to work in a team (Dey have to be prepared ...)* (part 2: 06.32)

## Interactive Communication: 3

### Initiating and Responding

Raphael initiates and responds appropriately, taking some opportunities to link his contributions to those of his partner.

- (Part 3: 08.07) on the topic of choosing where to study
- (Part 3: 08.48) on the topic of marrying/forming a family
- (Part 4: 12.18) on the topic of planning

### Development

However, he could contribute more to the development of the discussion in Part 3. He does better in this respect in the second (decision) part of the task (9.55, 10.15 and 10.30)



### **Global Achievement: 3**

Raphael can handle communication on a range of familiar and unfamiliar topics with very little hesitation. He makes an effort throughout to respond to and build on his partner's ideas, but he could produce more extended discourse at times during the test. He is generally coherent and accurate when expressing his ideas, though some inaccuracies and inappropriate usage occur.

### **Maude**

#### **Grammatical Resource: 3**

Shows a good degree of control of a range of simple and some complex grammatical forms.

- *I think I've been studying English for about six years now* (Part 1: 00.57)
- *Well, I think every kind of situation depends on the kind of relationship you have with the person* (Part 2: 04.12)
- *It will be very useful for her to be able to ...* (Part 2: 06.00)
- *And when you start a family, you need to talk about children* (Part 3: 08.42)
- *In my opinion, planning studies and holidays is very important ... so if you book a holiday or something like that, you need to think about it before* (Part 4: 12.11)
- *... so that they can talk and give their ideas and develop this kind of skill* (Part 4: 14.40)

Although, on occasion, there are inaccuracies when she tries to use more complex forms ...

- *She gain knowledge ... she get prepared* (Part 2: 05.24 - 05.28)
- *It will helps her develop a kind of ease* (Part 2: 05.55)

#### **Lexical Resource: 4**

Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.

- *Foreign friends* (Part 1: 01.12)
- *Relationship ... share ideas ... entertainment field* (Part 2)
- *Criteria ... where to settle ... restrictions* (Part 3)
- *Book a holiday ... Not very used to ... play a role ... encourage* (Part 4)
- *Push parents* (Part 4: 12.50)

With some evidence of a wider range

- *Where to settle* (Part 3: 08.53)
- *Don't really get to make your own decisions* (Part 4: 12.53)

#### **Discourse Management: 4**

##### **Extent**

Maude produces extended stretches of language, mostly with ease and very little hesitation. Initially in Part 1, she requires some prompting (from the examiner) to extend. Occasionally there is some hesitation when she is searching for language to express her ideas in Part 2.

##### **Relevance**

Her contributions are relevant and varied, with very little repetition

- In her long turn in Part 2, where she discusses her topic in fairly abstract terms (05.03 - 06.05)
- In her contributions in Parts 3 and 4, she makes detailed and pertinent points



## Cohesion

She uses a range of cohesive devices (conjunctions, determiners, pronouns, related lexis, etc) and a range of discourse markers

- *Really ...*
- *Well ... let me see ... a kind of* (Part 2)
- *Like in ... like if ...* (Part 3)
- *Well, in some ways, yes* (Part 4: 11.15)

## Pronunciation: 4

### Intelligibility

Is almost always intelligible, though in a few places she pauses before the end of her sentences and then ends them very quietly, which could sound as if the end is missing

- *I think I should ...* (Part 1: 01.55)
- *The advice that other people give them are not very...* (Part 4: 11.28)

### Intonation

Is usually appropriate

- *Let me see* (Part 2: 05.08)
- *In **some** ways, yes* (part 4: 11.16)

### Stress

Sentence stress is accurately placed

- *I **really** enjoy being able to **talk** with them* (Part 1: 01.16)
- *When you're **cooking**, you **learn** things* (Part 2: 04.25)
- *It will be very **useful** for her to be able to **talk** to **people** ...* (Part 2: 06.00)
- *And when you start a **family**, you need to talk about **children** ...* (Part 3: 08.42)
- (Part 4: 11.45)

Word stress is generally accurate

- *foreign friends* (she self-corrects)(Part 1: 01.12)
- *knowledge ... entertainment ... field* (Part 2)
- *settle ... restrictions ... studies ...* (Part 4)

Though there are a few lapses

- *Foreigners* (Part 1: 01.08)
- *Develop* (Part 2: 05. 47)

## Individual Sounds

Are articulated clearly

## Interactive Communication: 4

### Initiating and Responding

Maude initiates and responds appropriately, taking many opportunities to link her contributions to those of her partner.

- (Part 3: 08. 17) on the topic of choosing where to study
- (Part 3: 08.48) on the topic of marrying/forming a family
- (Part 4: 11.40) on the topic of planning



### **Development**

She maintains and develops the interaction throughout but particularly in Part 3. At times she could negotiate more with her partner in order to develop the interaction more effectively, but she does offer contributions to the discussion throughout.

### **Global Achievement: 4**

Maude can handle communication on a range of familiar and unfamiliar topics with very little hesitation. She can organise and produce extended discourse and makes an effort throughout to respond to and build on her partner's ideas. She is generally coherent and accurate when expressing her ideas, though at times she lets her sentences tail off; nevertheless, this has only a minor effect on her coherence.