



LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Éducation nationale,
de l'Enfance et de la Jeunesse

EPREUVE COMMUNE 2013 / 2014

ENGLISH

Teacher's booklet



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TDE TEAM / SCRIPT

Dear colleagues,

Thank you for doing the 'épreuve commune'.

This booklet contains information on how to assess the test:

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Please note that information on the 'épreuve commune' in English is available online at:

<https://portal.education.lu/epreuvescommunes/>

Among other things the TDE webpages contain previous versions of the test, including the respective audio recordings.

The TDE team see their work as an ongoing process, which as many English teachers as possible should get involved in. Our materials are only valid if they actually work in the schools. We depend on feedback from the teachers to find out how our materials can be improved. There will be an opportunity to communicate any thoughts and reflections on this year's version online.

THE TDE TEAM

Listening and reading papers

The answer keys for the listening and the reading papers are part of the assessment form. Both papers comprise 30 items respectively and each correct answer accounts for one point in the raw score. Items 13-30 in listening tasks 3 and 4 require some written language production. Any answer which demonstrates that the pupils have understood what they have heard is accepted as correct even if it contains errors (spelling, conventions on how dates and times are written ...). This is not a comment on the importance or the value of accuracy; it is an attempt to stick to the declared goals of the test and its various papers (cf. specifications). In other words the listening and reading papers focus strictly on listening and reading comprehension rather than on productive abilities. The TDE team have put together a list of correct and acceptable answers based on the answers produced during the test trials.

By totalling the number of correct answers, you obtain a raw score out of 30. The conversion table tells you what mark the raw score corresponds to. When encoding the raw score into the 'fichier élève', the software will automatically provide the correct mark.

Writing paper

To assess the written productions of the pupils, please refer to the marking grids for the respective tasks. Decide which descriptors best reflect the quality of the pupil's performance and associate the respective bands to the production.

Add up the band scores for the two tasks and refer to the conversion table to obtain the mark for writing. Note that for task 1 pupils need a total band score of nine to be awarded a pass mark. In task 2 pupils need a total band score of twelve for a pass mark. Again, when encoding the raw score into the 'fichier élève', the software will automatically provide the correct mark

Please find the marking grids for the two writing tasks overleaf. A printable version of these marking grids is available online.

MARKING GRID FOR TASK 1

BAND		0	1	2
COMMUNICATIVE EFFECTIVENESS	Task achievement	There may be too little language for assessment or the response may be totally illegible; the content may be impossible to understand or the pupil may have blatantly ignored the task instructions.	Fewer than half of the elements attempted with little relevant information conveyed.	Some features of band 1, some features of band 3.
	Effect on reader		Barely comprehensible.	
	Word limit ¹		Word limit (+/- 10%) not respected.	
LEXICAL STRUCTURES	Control		Many basic errors which often impede communication. There may be the occasional correct phrase or short sentence pre-learnt or lifted from the prompt.	
	Range		Very limited vocabulary, with occasional correct words or phrases.	
	Spelling		Spelling very weak, which impedes communication.	
GRAMMATICAL STRUCTURES	Control		Very little control of grammatical structures. There may be the occasional correct phrase or short sentence pre-learnt or lifted from the prompt.	
	Range		Many basic errors and inaccuracies, which impedes communication. Use of a very limited range of structures.	

¹ Note : - Candidates who write fewer than 50 words may not be awarded more than band 2 in all categories.

- Raters should stop reading after 140 words. Everything written thereafter should not be taken into consideration for the assessment.

3	4	5		
<p>All elements of the task attempted. Mostly relevant response.</p> <p>Some effort may be required of the reader, especially if more ambitious language is attempted.</p> <p>Word limit (+/- 10 %) respected.</p>	Some features of band 3, some features of band 5.	<p>All elements of the task successfully addressed. Fully relevant and detailed response.</p> <p>Easy to read, little or no effort required.</p> <p>Word limit (+/- 10%) respected.</p>	<p>Task achievement</p> <p>Effect on reader</p> <p>Word limit</p>	COMMUNICATIVE EFFECTIVENESS
<p>Everyday basic vocabulary is generally used appropriately.</p> <p>Range of vocabulary is generally sufficient to deal with the task.</p> <p>Spelling of common words fairly accurate. Errors do not significantly affect communication.</p>		<p>Vocabulary is appropriate to the task and used effectively overall.</p> <p>Quite a wide range of vocabulary. Little or no repetition.</p> <p>Spelling mostly accurate. Errors do not affect communication. Mistakes mainly due to ambitious use of language.</p>	<p>Control</p> <p>Range</p> <p>Spelling</p>	
<p>Simple structures are mostly used correctly.</p> <p>Grammatical errors occur but do not significantly affect communication.</p> <p>Use of a limited range of structures.</p>		<p>Simple structures are used correctly. More complex structures attempted.</p> <p>Grammatical mistakes mainly due to ambitious use of language and do not affect communication.</p> <p>Use of a variety of structures, including more complex ones.</p>	<p>Control</p> <p>Range</p>	
				LEXICAL STRUCTURES
				GRAMMATICAL STRUCTURES

MARKING GRID FOR TASK 2

BAND		0	1	2
COMMUNICATIVE EFFECTIVENESS	Task achievement	There may be too little language for assessment or the response may be totally illegible; the content may be impossible to understand or the pupil may have blatantly ignored the task instructions.	Fewer than half of the elements attempted with little relevant information conveyed.	Some features of band 1, some features of band 3.
	Effect on reader		Barely comprehensible.	
	Word limit ²		Word limit (+/-10%) not respected.	
ORGANISATION	Structure		Only isolated sentences or juxtaposed phrases or words.	
	Use of linking devices		Unsuccessful or no use of even the most frequently occurring connectors.	
	Punctuation		Essentially no control of punctuation.	
LEXICAL STRUCTURES	Control		Many basic errors which often impede communication. There may be the occasional correct phrase or short sentence pre-learnt or lifted from the prompt.	
	Range		Very limited vocabulary, with occasional correct words or phrases.	
	Spelling		Spelling very weak, which impedes communication.	
GRAMMATICAL STRUCTURES	Control		Very little control of grammatical structures. There may be the occasional correct phrase or short sentence pre-learnt or lifted from the prompt.	
	Range		Many basic errors and inaccuracies, which impedes communication. Use of a very limited range of structures.	

² Note: - Candidates who write fewer than 80 words may not be awarded more than band 2 in all categories.
- Raters should stop reading after 250 words. Everything written thereafter should not be taken into consideration for the assessment.

3	4	5	BAND	
<p>All elements of the task attempted. Mostly relevant response.</p> <p>Some effort may be required of the reader, especially if more ambitious language is attempted.</p> <p>Word limit (+/-10%) respected.</p>	Some features of band 3, some features of band 5.	<p>All elements of the task successfully addressed. Fully relevant and detailed response.</p> <p>Easy to read, little or no effort required.</p> <p>Word limit (+/-10%) respected.</p>	<p>Task achievement</p> <p>Effect on reader</p> <p>Word limit</p>	COMMUNICATIVE EFFECTIVENESS
<p>Some attempt at linking text into a whole; some connection of ideas.</p> <p>Mostly successful use of the most frequently occurring connectors (e.g. and, but, because) to link simple phrases and sentences.</p> <p>Occasionally faulty or missing basic punctuation.</p>		<p>Successful linking of the text into a whole. Ideas are linked into a connected logical sequence.</p> <p>Mostly successful use of a variety of connectors and cohesive devices (e.g. transitional words, chronological and logical sequencers, less frequently occurring conjunctions).</p> <p>Basic punctuation used correctly.</p>	<p>Structure</p> <p>Use of linking devices</p> <p>Punctuation</p>	ORGANISATION
<p>Everyday basic vocabulary is generally used appropriately.</p> <p>Range of vocabulary is generally sufficient to deal with the task.</p> <p>Spelling of common words fairly accurate. Errors do not significantly affect communication.</p>		<p>Vocabulary is appropriate to the task and used effectively overall.</p> <p>Quite a wide range of vocabulary. Little or no repetition.</p> <p>Spelling mostly accurate. Errors do not affect communication. Mistakes mainly due to ambitious use of language.</p>	<p>Control</p> <p>Range</p> <p>Spelling</p>	LEXICAL STRUCTURES
<p>Simple structures are mostly used correctly.</p> <p>Grammatical errors occur but do not significantly affect communication.</p> <p>Use of a limited range of structures.</p>		<p>Simple structures are used correctly. More complex structures attempted.</p> <p>Grammatical mistakes mainly due to ambitious use of language and do not affect communication.</p> <p>Use of a variety of structures, including more complex ones.</p>	<p>Control</p> <p>Range</p>	GRAMMATICAL STRUCTURES

ANSWER KEYS AND ASSESSMENT FORM

PUPIL'S NAME: _____

FINAL MARK

____ / 60

Listening paper			
	Task / item	Answer	Pupil's answer ³
1.	1.1	B	
2.	1.2	A	
3.	1.3	D	
4.	1.4	C	
5.	1.5	D	
6.	1.6	C	
7.	1.7	Maths book, German grammar book, Atlas	
8.	1.8	Free Internet, 200 free minutes, Free headphones	
9.	2.1	C	
10.	2.2	B	
11.	2.3	E	
12.	2.4	F	
13.	3.1	the flu	
14.	3.2	niece	
15.	3.3	the light show	
16.	3.4	13 languages	
17.	3.5	Mexican, Indian, African (any order)	
18.	3.6	romantic	
19.	3.7	toilets	
20.	3.8	pilot	
21.	4.1	Nigella	
22.	4.2	13/7/1990	
23.	4.3	Unemployed	
24.	4.4	2/2	
25.	4.5	3 months	
26.	4.6	63JY8E	
27.	4.7	Single	
28.	4.8	uncle	
29.	4.9	Sydney	
30.	4.10	Tourism, Family	
Total number of correct items (I)			____ / 30
Final mark for listening (M)			____ / 20

Reading paper			
	Task / item	Answer	Pupil's answer
1.	1.1	G	
2.	1.2	J	
3.	1.3	C	
4.	1.4	E	
5.	1.5	I	
6.	1.6	A	
7.	1.7	B	
8.	2.1	J	
9.	2.2	A	
10.	2.3	G	
11.	2.4	H	
12.	2.5	C	
13.	2.6	K	
14.	2.7	B	
15.	3.1	A	
16.	3.2	B	
17.	3.3	B	
18.	3.4	C	
19.	3.5	B	
20.	3.6	C	
21.	3.7	A	
22.	3.8	B	
23.	4.1	B	
24.	4.2	C	
25.	4.3	A	
26.	4.4	C	
27.	4.5	A	
28.	4.6	A	
29.	4.7	B	
30.	4.8	A	
Total number of correct items (I)			____ / 30
Final mark for reading (M)			____ / 20

Conversion table for listening and reading

Please find conversion tables for ES and EST respectively on the assessment form that is provided for each student.

³ Put a tick for each correct answer and a slash (/) if the pupil did not provide an answer at all.

DETAILED ANSWER KEY FOR LISTENING TASKS 3 AND 4

Correct and acceptable answers for the listening items 13 to 30, i.e. the listening tasks 3 and 4 based on student answers from the pretest.

Item	Task	Correct answers	Accepted answers
13.	3.1	the flu	flu, a cold, the Flu
14.	3.2	niece	niece Amy, nièce
15.	3.3	the light show	the lightshow, lightshow
16.	3.4	13 languages	thirteen (different) languages, <u>Accepted spellings:</u> thirteenth diferent, diffrent, difrent language, language
17.	3.5	Mexican, Indian, African	mexican, Mexicain indian, indien african, Africain, Affrican, affrican, Afrikan Any order accepted
18.	3.6	romantic	Romantik
19.	3.7	toilets	toiletts, toilette, toilet
20.	3.8	pilot	pilote
21.	4.1	Nigella	
22.	4.2	13/7/1990	13 July (july, juli) 1990, 13. July 1990
23.	4.3	Unemployed	
24.	4.4	2/2	2nd February (Febuary, february), Two Feb
25.	4.5	3 months	
26.	4.6	63JY8E	
27.	4.7	Single	
28.	4.8	uncle	Uncle, oncle
29.	4.9	Sydney	Sidney, Sidny, Citney
30.	4.10	Tourism, Family	

ANSWER KEYS AND ASSESSMENT FORMS

To assess the pupil's written production, please fill in the forms below.

WRITING TASK 1						
BAND	0	1	2	3	4	5
COMMUNICATIVE EFFECTIVENESS						
LEXICAL STRUCTURES						
GRAMMATICAL STRUCTURES						

TOTAL BAND SCORE	____ /15
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WRITING TASK 2						
BAND	0	1	2	3	4	5
COMMUNICATIVE EFFECTIVENESS						
ORGANISATION						
LEXICAL STRUCTURES						
GRAMMATICAL STRUCTURES						

TOTAL BAND SCORE	____ /20
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Bands in the two tasks (B)	____ / 35
Final mark for writing (M)	____ / 20

Conversion table for writing

B	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
M	0		1			2			3		4		5		6		7		8		9

B	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
M	10		11		12		13		14	15	16	17	18	19	20

Instructions for encoding test data

1. Log into “fichier élèves” using your IAM identification, as you would for entering students’ term results.
2. Select the “Résultats épreuves communes” button on the first page.
3. An interface similar to the screenshot below will open.

Choix auditoire

Enseignant Auditoire 6M1/ANGLA ☒ Actuels ☐ Tous Epreuve English Test ES

Résultats tâches

Elève 6M1

Tâche	Compétence visée	Items	Points
LC	Listening Comprehension		
RC	Reading Comprehension		
WP	Written Production		

Total points

4. Enter the student’s results data in the fields provided.
 - In the **listening comprehension** part enter the number correct items. The software in the background will automatically convert the number of correct items into a mark out of 20 in accordance with the conversion table on your student answer sheet.
 - Proceed in the same way for **reading comprehension**.
 - In the **written production** part add up the band scores obtained by the student in the two writing tasks. Enter this band score into the “Items” field in the WP Written Production line. The software will again convert the band score into a mark out of 20 in accordance with the corresponding conversion table.
5. Once you have finished encoding the results for all the test-takers, save the data and log out.

SAMPLE WRITING TASKS MARKED BY THE TDE TEAM


For the test to produce valid results it is important for the assessors to agree on the marking criteria and to apply them in a similar way. These criteria are laid out in the descriptors in the marking grids. For optimal reliability, standardisation sessions are recommended: this means that the assessors evaluate and mark a number of written productions together; they share and discuss their reflections / decisions and try to align their way of marking. Written productions from the test trials were marked following this procedure. Selected and commented samples are provided below.

WRITING TASK 1 – REPLY TO A MESSAGE ON A SOCIAL NETWORK

Maria, a Greek exchange student, is coming to stay with you for a week.


Read her message and send her a reply of ±80 words.

Maria


+ New Message*** Actions**

----- October 6, 2013 -----

Maria
2:06pm

 10/06,

Hi,
I'm so happy to come to Luxembourg! Are you excited, too? What are we going to do and see next week? What's the weather like in Luxembourg? Can you tell me what clothes to bring?
See you very soon,
Maria

 Sent from mobile

Delete**Reply**

WRITING TASK 1 – SAMPLE 1

PUPIL'S WRITTEN PRODUCTION

Hello Maria,

I'm also happy that you are coming to Luxembourg and spend some time here. We can do whatever you want. I'll show you some museums we can visit and other activities we can do. Then you'll just have to choose what you want to do and there we go. I promise you won't be disappointed. I recommend you bring really warm clothes, because here in Luxembourg in this season it's very cold and rainy.

I hope you'll have a good flight and see you soon,

Alexandre

TDE GROUP'S COMMENTS

Communicative effectiveness

All the elements requested by the prompt have been addressed. The information provided is both relevant and sufficiently detailed for the word limit in question. No effort is required on behalf of the reader.

Lexical structures

The vocabulary used in this response is well suited to deal with the requirements of the task. In light of the target level, the range is adequate. There are no repetitions or spelling mistakes.

Grammatical structures

Simple structures are used correctly throughout. Even if some more complex structures are not all that elegant, they remain comprehensible and do not cause any misunderstandings. The pupil attempted to integrate more complex forms, e.g. subordinate clauses, two verbs per sentence, future forms etc.

Number of words

88

MARKING FORM

WRITING TASK 1						
BAND	0	1	2	3	4	5
COMMUNICATIVE EFFECTIVENESS				✓		
LEXICAL STRUCTURES				✓		
GRAMMATICAL STRUCTURES				✓		
TOTAL BAND SCORE	15					

SAMPLE WRITING TASKS MARKED BY THE TDE TEAM

WRITING TASK 1 – SAMPLE 2

PUPIL'S WRITTEN PRODUCTION

October 6, 2013
10/06 4:30 pm

Peter

Hí, Maria

Yes, I'm very excited too.

We are going to have a lot of fun and spend a lot of time together.

First we are going out every night in the famoust clubs in Luxembourg and having some fun..

The weather in Luxembourg is in October normal. Sunny, cloudy and windy in the same time.

You have to bring nice dress if you will be famous in the clubs.

See you soon darling ;P

Peter

Number of words

83

MARKING FORM

WRITING TASK 1						
BAND	0	1	2	3	4	5
COMMUNICATIVE EFFECTIVENESS				✓		
LEXICAL STRUCTURES				✓		
GRAMMATICAL STRUCTURES				✓		

TOTAL BAND SCORE	9
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TDE GROUP'S COMMENTS

Communicative effectiveness

All elements of the task have been addressed. However, suggested activities are not detailed. The pupil seems to promise several activities by saying "First we are going out", but then no other plans follow. Similarly, the final content point (clothes) is only addressed superficially.

Lexical structures

Vocabulary is generally appropriate to the task, but due to some wrong expressions (e.g. 'will' instead of 'want') the intended meaning is not always expressed correctly. There is also some repetition ('famous').

Grammatical structures

Simple structures (e.g. verbs) are mostly used correctly, but various grammatical errors ('famoust', word order and/or incomplete sentences) occur. Nevertheless, communication is not significantly affected.

WRITING TASK 1 – SAMPLE 3

PUPIL'S WRITTEN PRODUCTION

Hí María,
how are you? I'm really happy too, that's you come
to Luxembourg for two weeks.
I want to visit you the famous places here in
Luxembourg. The Statue of "Gëlle Fra", I find you
get very exciting, that you have the possibility to be
afrent this statue.
I'll give you a opinion bring warm and cold clothes,
because the weather changes very often.
See you very soon,
Jenny

Number of words

70

MARKING FORM

WRITING TASK 1						
BAND	0	1	2	3	4	5
COMMUNICATIVE EFFECTIVENESS				✓		
LEXICAL STRUCTURES			✓			
GRAMMATICAL STRUCTURES			✓			
TOTAL BAND SCORE						7

TDE GROUP'S COMMENTS

Communicative effectiveness

The pupil has attempted all elements of the task, i.e. each of the four questions has been addressed and there is no irrelevant information. However, the reader has to make some effort to understand parts of the message and there is little detail.

Lexical structures

Overall, lexical control is weak. There are a number of vocabulary mistakes that impact communication ('visit' for 'show', 'afrent' for 'in front of', 'cold clothes'). However, the production goes beyond band 1 because spelling is mostly accurate and the range is generally sufficient.

Grammatical structures

Grammatical control and range go beyond band 1. There are only few basic errors ('you come' instead of 'you're coming'; a opinion), third person singular -s is used correctly, and a future form is used to make a spontaneous offer. However, the mistakes do affect communication ('I find you get very exciting') and there is no attempt to use complex structures. There are also problems with word order and sentence structure.

SAMPLE WRITING TASKS MARKED BY THE TDE TEAM

WRITING TASK 1 – SAMPLE 4

PUPIL'S WRITTEN PRODUCTION

Hi Maria

I'm so excited too that you're coming to Luxembourg.

I'm so happy to see you. Next week we are going

to visit the Castle of Vianden; that will be

great. Then we can go around and see other

things in Vianden. The weather isn't so good, it's

raining all the time, so you should bring warm

cloths. Then we can visit more things in the

south. I will have your opinion: of what you

would like to do or not

Bye,

Mélanie

Number of words

84

MARKING FORM

WRITING TASK 1						
BAND	0	1	2	3	4	5
COMMUNICATIVE EFFECTIVENESS					✓	
LEXICAL STRUCTURES				✓		
GRAMMATICAL STRUCTURES					✓	
TOTAL BAND SCORE						11

TDE GROUP'S COMMENTS

Communicative effectiveness

Overall, this is a relevant and effective response to the task. All elements have been addressed. Some more detail or precision would have been required for band 5. There are minor instances of clumsy punctuation but, in general, this email is quite easy to read.

Lexical structures

Everyday language is used appropriately. There isn't any evidence of a wide lexical range (illustrated by such vague terms as "things") but the vocabulary employed is sufficient to deal with the task. There are two spelling mistakes ("exidet", "cloths") but they do not significantly affect communication.

Grammatical structures

This production shows good control of simple grammar. There is a certain variety of structures (different future tenses, different auxiliaries), and most of them are used correctly. Nevertheless sentence structure remains rather basic and repetitive.

WRITING TASK 2 - AN ESSAY



You are taking part in an essay writing competition at your school. A jury of five English teachers will select the best contribution. The topic is '*A special person in my life*'. Include the following information in your text:

- a short description of the person
- what you like about him/her
- an extraordinary experience you had together

Write ±140 words.

SAMPLE WRITING TASKS MARKED BY THE TDE TEAM

WRITING TASK 2 – SAMPLE 1

PUPIL'S WRITTEN PRODUCTION

So the special person in my life is called Linda. Linda is a great person: she's funny, relaxed and the best friend I can have in this world. I like her character. She's the friendliest person I know I like her because she always knows how to make me smile. She thinks always positiv. So the extraordinary experience we had together was last year. We went to paris on vacation just for four days. But it was the best four days of my life. We have visited many things and it was so cool. I liked one day when she had make music so loud in the hotel and begun to dance. It was so funny. I hope we will be friends forever, because I can't imagine my life without Linda. I love her so much.

Number of words

137

MARKING FORM

WRITING TASK 2						
BAND	0	1	2	3	4	5
COMMUNICATIVE EFFECTIVENESS					✓	
ORGANISATION					✓	
LEXICAL STRUCTURES					✓	
GRAMMATICAL STRUCTURES				✓		

TOTAL BAND SCORE	15
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TDE GROUP'S COMMENTS

Communicative effectiveness

The three elements have been attempted but not entirely successfully. The description is limited to the personality, which overlaps with what the pupil likes about the person. As for the extraordinary experience, the reader must make a slight effort to imagine what exactly happened at the hotel.

Organisation

Ideas are successfully linked into a logically connected sequence. However, there is little variety of connectors and cohesive devices. The use of 'So' to introduce the different elements is inappropriate.

Lexical structures

The vocabulary is appropriate to the task without evidence of a wide range. There are a number of spelling mistakes but they do not affect communication.

Grammatical structures

Simple and complex structures are mostly used successfully. Unfortunately, in the part on Paris, grammatical mistakes occur, which makes communication ambiguous.

WRITING TASK 2 – SAMPLE 2

PUPIL'S WRITTEN PRODUCTION

The special person in my life is my cousin Adrian.
He's very tall is 19 years old and has finished school. But he hasn't job yet.
What I like best about him is that he laughs about everything
He's always there for me, when I need him. For example for going to school or go out to play football
In the summer holidays, we do everything together. Every day I'm at his home.
My uncle and my aunt are the best.
My aunt is the sister of my mother.
In the next months he will come here in Luxembourg to visit me.
Because he lives in Montenegro.
My brothers also spent lot of time with us when we are together on holiday. The most we do is playing football in the garden or go swimming in his own swimmingpool

Number of words

138

TDE GROUP'S COMMENTS

Communicative effectiveness

The two first elements of the task are addressed, but the third one, 'the extraordinary experience', is not. Moreover, certain parts of the response, such as the references to the various relatives, are not immediately relevant to the task.

Organisation

Only the first half of the pupil's production is a linked text with a logical sequence. The remainder consists of a series of sentences without any specific communicative intention in the context of the task. The use of connectors ('But', 'For example' and 'Because') and cohesive devices is unsatisfactory. There is only limited control of basic punctuation.

Lexical structures

Basic vocabulary is used correctly. The occasional spelling mistakes do not hinder communication. There is no evidence of a wide range.

Grammatical structures

The range of grammatical structures used – mostly present simple – is limited and simple.
Word order is an issue, but it does not affect communication.

MARKING FORM

WRITING TASK 2						
BAND	0	1	2	3	4	5
COMMUNICATIVE EFFECTIVENESS			✓			
ORGANISATION			✓			
LEXICAL STRUCTURES				✓		
GRAMMATICAL STRUCTURES				✓		
TOTAL BAND SCORE	10					

SAMPLE WRITING TASKS MARKED BY THE TDE TEAM

WRITING TASK 2 – SAMPLE 3

PUPIL'S WRITTEN PRODUCTION

A very important person in my life is my mother. She has brown hair, green eyes and she's quite tall. She doesn't wear glasses. I like her really much because she is always there for me, if I have problems or worries, I can go to her and tell her everything and she will sure do everything to help me and to encourage me. I can trust her all the time and sometimes she's like my best friend and that's funny I think.

Once, when I was little, about 4 years old, we both went to a little town, or a field and there was labyrinth which we had to cross to win the prize. Unfortunately it was raining and we slipped all the time. After 2 hours we finally arrived but we were the last ones. Our clothes weren't clean anymore but we were laughing, it was so funny.

Number of words

150

TDE GROUP'S COMMENTS

Communicative effectiveness

All elements have been attempted successfully. The response is fully relevant and detailed.

Organisation

Both coordinating as well as subordinating devices are used successfully to link the piece into a whole.

Lexical structures

The range of vocabulary used is varied and ambitious and there are only minor spelling mistakes due to phonetic spelling and do not impede communication.

Grammatical structures

A variety of both simple and more complex grammatical structures are used successfully.

MARKING FORM

WRITING TASK 2						
BAND	0	1	2	3	4	5
COMMUNICATIVE EFFECTIVENESS						✓
ORGANISATION						✓
LEXICAL STRUCTURES						✓
GRAMMATICAL STRUCTURES						✓
TOTAL BAND SCORE						20

WRITING TASK 2 – SAMPLE 4

PUPIL'S WRITTEN PRODUCTION

When I was nine years old, I met Julia Ribeiro she was coming in the folklore where I was been. And since there our friendship are every bigger. She was a little bit shorter than me an a little bit bigger. She had glasses and a very funny smile. What I like more about him, is his caracer, she was serious and very happy, I never laught with somoneelse very much than with him. She had a hard caracer, I can have confience at him.

A extraordinary experience they I have with him, is that all the moments where are very exciting, very joking she was ever with me. And when I have problems it was always Julia and Soraia her (schold). I never forget her, She was a very very important person for me.

TDE GROUP'S COMMENTS

Communicative effectiveness

Only two content elements are covered and the script requires considerable effort by the reader. The third content element (a shared extraordinary experience) is attempted unsuccessfully.

Organisation

While an attempt is made to link the text into a whole and to connect ideas, the text is incoherent at times due to poor sentence structure and erratic punctuation.

Lexical structures

The range of vocabulary used is fairly basic and errors repeatedly impede communication.

Grammatical structures

There is very little control of grammatical structures. The large number of errors seriously impairs the clarity of the text.

MARKING FORM

WRITING TASK 2						
BAND	0	1	2	3	4	5
COMMUNICATIVE EFFECTIVENESS			✓			
ORGANISATION			✓			
LEXICAL STRUCTURES			✓			
GRAMMATICAL STRUCTURES		✓				
TOTAL BAND SCORE	7					



LE GOUVERNEMENT
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