

Answer key

Q	Part 1
1	A
2	B
3	A
4	D
5	A
6	D
7	C
8	A

Q	Part 2
9	which/that
10	up
11	or
12	like
13	so
14	are
15	fact
16	what

Q	Part 3
17	concentration
18	success
19	effectively
20	solutions
21	patience
22	carefully
23	punishment
24	disadvantage

Q	Part 4
25	have not/haven't seen Dan/him/her for/in
26	even though it is/ was/had been OR even after/when it started/had started
27	accused Paul/him/ her of taking/having taken/eating/having eaten
28	didn't/did not turn up
29	wouldn't/would not have gone/been
30	to pay in advance

Q	Part 5
31	C
32	D
33	B
34	B
35	A
36	C

Q	Part 6
37	C
38	G
39	E
40	D
41	A
42	F

Q	Part 7
43	B
44	A
45	D
46	A
47	C
48	D
49	C
50	A
51	B
52	C

LISTENING | SAMPLE PAPER 1

Answer key

Q	Part 1	Q	Part 2	Q	Part 3	Q	Part 4
1	B	9	funny	19	E	24	C
2	A	10	feet	20	C	25	A
3	C	11	holes	21	H	26	C
4	B	12	(a) cow	22	F	27	A
5	C	13	being hungry hunger (rather than loneliness) (not loneliness)	23	A	28	C
6	C	14	(the) stars			29	B
7	B	15	(the) (dark) gardens (with (lurking) cats)			30	B
8	A	16	(upturned) umbrella				
		17	(local) museum				
		18	(puffin) mouse(-)mat				

In Part 2, bracketed words/letters/characters do not have to appear in the answer.

Question 1

Candidate A

Nowadays, more and more parents are making the controversial decision to teach their children at home rather than sending them to school. Although this approach to education has advantages, pupils who learn only at home definitely lose more opportunities.

First, children who don't go to school only know two teachers, the same people who are also their parents. Because of this, the pupils may not learn other points of view outside their family. Besides this, there is also the question if parents have the qualifications and knowledge to teach every subject. Perhaps their mother and father are experts in one or two subjects, but any school provides teachers expert in every subject.

We should remember that there is more to education than learning about topics. In addition, going to school is also a way to meet people your own age and to make friends. It is clear that children can socialise better at school, and as a result children at school will have the chance to start many lifelong relationships.

I agree that parents can have some good reasons for having home school, but overall, considering teachers and friends, it's much better for children to attend school.

Examiner comments

Subscale	Mark	Commentary
Content	4	<p>All content is relevant and the target reader is on the whole informed.</p> <p>The candidate discusses the first two numbered points in the question. They address disadvantages of having parents teaching their own children, explaining that only one view may be offered and there might also be a lack of knowledge about certain subjects.</p> <p>The second point is addressed by saying that children have more opportunities to socialise at school and will find it easier to make friends.</p> <p>However, although these two points are covered in some depth, there is no 3rd point (<i>your own idea</i>) introduced by the candidate, resulting in the target reader not being fully informed.</p>
Communicative Achievement	5	<p>The essay is very well written, using the conventions of the task effectively to hold the target reader's attention. The language is formal throughout and the topic is treated in an appropriate way. Balanced views and opinions are given and the candidate also suggests scenarios to support certain views (<i>Perhaps their mother and father are experts in one or two subjects</i>).</p> <p>Both straightforward and more complex, abstract ideas are communicated clearly to the reader (<i>pupils may not learn other points of view outside their family</i>).</p>
Organisation	5	<p>The essay is well organised and coherent and uses a variety of cohesive devices, referencing, pronouns, substitution and conjunctions to link the ideas across the text. Organisational patterns are used to generally good effect with positive and negative opinions being given (<i>Although this approach to education has advantages; Because of this; Besides this, there is also; I agree that ... but</i>).</p> <p>The essay has a good overall structure, with a clear opening paragraph setting out the topic of the essay. Two points are developed in the main body and there is an effective conclusion which summarises the writer's view.</p>
Language	5	<p>A good range of vocabulary is used appropriately, including some effective collocations (<i>controversial decision; this approach to education; more to education than learning; socialise better; lifelong relationships</i>).</p> <p>There is a range of simple and complex grammatical forms used with control and flexibility to communicate specific ideas. Occasional errors occur, but these do not impede.</p>

WRITING | SAMPLE PAPER 1

Question 1

Candidate B

In my opinion studying at home is not a bad things because you are the only student and your parents, who becomes your teacher, can help you better than a “normal” teacher with more students; you don’t have to wait for other students who don’t do their homework or students who don’t understand something.

By the way there is a bad thing: studying on your own doesn’t let you meet other children and making friends becomes harder. A “normal” student stay with other people 5 or 6 hours per day, so he or she must learn how to approche with other children.

At the end this kind of school improve the relation between parents and his son because they study together so the son can see also his parents trying to learn his school subject and also the parents become important figures for the child, not just because they teach the education, but because they teach history, geography and maths, too.

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader is fully informed. The candidate discusses the advantages of staying at home to be taught by parents (<i>your parents, who becomes your teacher, can help you better than a “normal” teacher</i>). The disadvantages of this method are also explored, including the difficulties of making friends if you are home schooled (<i>making friends becomes harder</i>). The candidate also includes their own idea, suggesting that families become closer through this type of contact (<i>this kind of school improve the relation between parents and his son because they study together</i>).
Communicative Achievement	3	The conventions of essay writing are evident in this response. Three distinct ideas are clearly addressed and an attempt is made to introduce the ideas in a formal way. This helps to hold the target reader’s attention and communicate straightforward ideas. The topic is clearly stated in the first sentence and is referred to throughout. It is written from a general perspective and uses examples to support statements made by the writer (<i>In my opinion studying at home is not a bad things because you are the only student</i>).
Organisation	3	The text is generally well organised through the use of linkers and cohesive devices, although these are not always used correctly, for example, <i>By the way; At the end</i> , which are not appropriate in this context. There is a variety of linkers within the text (<i>because; so; not just ... but because</i>) and there is some use of relative clauses as well (<i>other students who don’t do their homework or students who don’t understand something</i>). The text is coherent and the main message moves forward logically.
Language	3	There is a range of everyday, relevant vocabulary, which is used appropriately within the context of the question (<i>students; teacher; subject; homework; study</i>) and some collocations are used correctly as well. A range of simple and some more complex grammatical forms is used, including the gerund and modal verbs (<i>you don’t have to wait; can help you better than; he or she must learn how to</i>) and comparatives. There are a number of errors with plurals and verb agreement, but these are non-impeding.

Question 2

Candidate C

Hey Sam!

What's up? Thanks for your last letter, I really hope I'll be helpful. So, my special place is defenetly my building's roof. I always go up there when I need to stay alone for a bit, take an important decision, or think carefully about something. Previously I didn't have a special place, this discover dates back to when I was 13. I was looking for a place with a great view to take a picture for my grandparents, so I decided to climb the roof beacause this building pretty high, and when I got there I was just speechless. From there you got the complete view of the entire city, beacause of the heigh there are no cars noises or other annoying noises. I brought a chair and a few pillows over there just to make it a little bit more comfortable. No one else come there, cause the access is forbidden for some reasons, and, of course, nobody knows I climb there. At first It was just a place where I could be alone but then it got special. I gave my first kiss on that roof, and we are still togheter.

love

Camilla

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate responds to all the questions asked in the input letter by describing a place which is special to them and explaining why. The letter gives details about the location, the roof of the building, what the special place looks like and what you can see from it.</p> <p>The writer successfully describes discovering the space and how it has changed over time (<i>At first It was just a place where I could be alone but then it got special</i>).</p>
Communicative Achievement	4	<p>The letter communicates straightforward ideas to the reader using an informal tone which is friendly and informative. The conventions of letter writing are used (<i>Hey Sam!; What's up?; Thanks for your last letter; love Camilla</i>).</p> <p>The main body of the letter has certain narrative features, but these are appropriate to the subject. The writer's emotional attachment to the special place is clearly communicated.</p>
Organisation	3	<p>The text is generally well organised and coherent. The structure of the letter is logical and the ideas are connected within sentences to show cause and effect and to clarify the sequence of events (<i>So; or; Previously; and when I got there; beacause; and, of course</i>).</p> <p>A variety of linking words and cohesive devices is used. Although there is an overall progression of ideas through the text, paragraphs would improve the organisation of the letter.</p>
Language	4	<p>A range of vocabulary is used appropriately for emphasis and to show emotional attachment (<i>my special place is defenetly; I always go up there when I need to stay alone for a bit; I was just speechless; of course, nobody knows</i>). There is some good use of collocations (<i>important decision; think carefully; a great view; annoying noises</i>).</p> <p>A range of simple and some complex grammatical forms is used with a good degree of control. Although there are some errors or slips (<i>No one else come there</i>) these do not impede communication.</p>

WRITING | SAMPLE PAPER 1

Question 3

Candidate D

Are you searching for an interesting but at the same time cheap present? Do you want to go shopping in a trendy shop, but you have no idea where you can go? Come and visit the new store of Lodi, called 'Little Treasures', where you can find and buy all type of clothes, from strange and unusual to ordinary and trendy. This shop is in the centre of the city and it's open from Monday to Saturday from 9.00am to 19.00pm.

It sells every type of clothes (t-shirts, bluses, jeans, coats, scarfs, gloves, trousers, shorts, skirts, underwear, pullovers, dresses...) for teenegers, both male and female, from 12 to 20 years. Inside it you can find everything you need or you dream, and it has special discount!

Shops assistants are really kind and patient with the costumers and they can help you in the choice or they can give you some useful advice!

If you don't believe it, came and enter in the shop... it will be like a dream!

Examiner comments

Subscale	Mark	Commentary
Content	4	<p>All the content is relevant. The candidate writes a review of a shop which sells clothes suitable for teenagers. There are details about the opening hours of the shop and what type of clothes it sells (<i>strange and unusual to ordinary and trendy</i>) as well as a description of the shop assistants.</p> <p>The recommendation is implicit in the description of the shop. Everything is very positive, which implies that it is a good place to go if you are between 12 and 20.</p> <p>There is no information about what the shop looks like. It is possible to imagine, but no details are given. However, the reader is on the whole informed.</p>
Communicative Achievement	4	<p>The conventions of a review are used effectively to hold the target reader's attention. The style is appropriate for a teenage audience, and good use is made of rhetorical questions to generate interest in the opening.</p> <p>Descriptive and persuasive language is used to communicate straightforward ideas (<i>you can find everything you need or you dream; If you don't believe it, came and enter in the shop</i>).</p>
Organisation	4	<p>The structure of the text is well organised and coherent. There is a good introduction to the topic and the final closing sentence invites people to come and have a look themselves.</p> <p>Within the paragraphs, there is some use of cohesive devices and linking words, but the punctuation is also effective and appropriate for the age of the target reader (<i>for teenegers, both male and female, from 12 to 20 years</i>) making the sentences short but powerful. The list of clothes could be organised more effectively.</p>
Language	3	<p>A range of everyday vocabulary specific to the topic is used appropriately (<i>trendy shop; all type of clothes; special discount</i>).</p> <p>Within this review, there is a range of simple and some more complex grammatical forms, but little demonstration of the ability to control a range of tenses. However, different forms of the present are accurately used, as well as imperatives. There are a few errors, but these do not impede communication.</p>

Question 4

Candidate E

Tom got off the train and as the train left, he realised he was holding the wrong suitcase. He was shocked. He didn't know what he had to do. 1 hour later he opened this suitcase. He wanted to find number to person whose is this suitcase. He couldn't find it, but finally he found someone's passport. There was adress and it was in his city. So next day he went to this adress. It was Oxford Street 42. He knocked the door but nobody opened him. When he was getting home, somebody told him that person who is he looking for had moved to another city. He was a little bit angry, but next day he went to right city. He went to house on Shakespear Street. When some body opened the door he was shocked. It was Mary, his first love. He was seraching for her for many years. Finally they gave right suitcases their selves and they wanted to meet in the future. They were meeting through two years and these days they are happy marriage with many childrens.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The story follows on from the prompt and develops a narrative which includes the two content points asked for in the question, <i>an address</i> and <i>a surprise</i>.</p> <p>The reader can follow the sequence of events and there is a logical development which connects the separate aspects of the story. Tom gets off the train with the wrong suitcase, finds an address and when he goes there to hand the suitcase over, surprisingly, he finds his ex-girlfriend.</p>
Communicative Achievement	2	<p>The conventions of a story are used to communicate straightforward ideas. The narrative describes Tom's emotions (<i>He was shocked; He was a little bit angry</i>) and tells the story through a sequence of events.</p> <p>The target reader's attention is not always held because some of the sentences are quite short and this interrupts the narrative flow of the story (<i>There was adress and it was in his city. So next day he went to this adress. It was Oxford Street 42. He knocked the door</i>).</p>
Organisation	2	<p>The story is generally well organised and coherent. The story has a beginning, a middle and an end and there are events which take place in sequence.</p> <p>Basic linking words and a limited number of cohesive devices, mainly time references, (<i>1 hour later; finally; So next day</i>) are used to connect sentences and move the story forward.</p>
Language	2	<p>A range of everyday vocabulary is used appropriately, although some lexis is repeated (<i>shocked; find; went; adress; When; somebody; city</i>).</p> <p>There is a range of grammatical forms, past and present tenses, generally used with a good degree of control. Sentence structures are mostly simple and quite short.</p> <p>Errors do not impede communication.</p>

WRITING | SAMPLE PAPER 1

Question 5

Candidate F

Have you ever read Macbeth? Well this is an amazing story about power and murder and some incredible relationships. The main story is about a man who hears that he will be rewarded by the king because of the fighting he has done and this makes the soldier, Macbeth, think that he could become king if he is prepared to get rid of the people in his way. For this he needs a true friend, someone who will stand by him no matter what. So who does he turn to? His wife!

This relationship is very unusual because most people would say no, I'm not helping you murder someone, but she says 'Yes, of course,' and actually helps him plan it. I think they must love each other very much and trust each other. However, not everything works out because after they kill the king, his wife starts to go mad because she feels guilty. He also starts to regret his actions and they can't talk to each other about their feelings and what they have done.

This story shows that even though this couple loved each other and worked together, in the end their relationship was destroyed by the things they did. Although it is a tragic story, it is great to read.

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant and the target reader is fully informed. The article describes the relationship between Macbeth and Lady Macbeth at the beginning of the story and explains how it undergoes changes as the play unfolds. Events in the story are used to exemplify and support the candidate's opinions. The different personalities of Macbeth and Lady Macbeth are described, enabling the reader to understand more about their relationship.
Communicative Achievement	5	The conventions of the communicative task are used effectively to convey the writer's ideas. Good use of rhetorical questions and punctuation is made in the first paragraph, engaging the reader from the outset. An effective choice of vocabulary also helps to hold the reader's attention (<i>Well this is an amazing story; incredible relationships; So who does he turn to? His wife!</i>). The writer manages to combine fact and personal opinion and also employs direct speech ('Yes, of course') to emphasise an idea. The informal style is highly appropriate for a school magazine and for the age range of the target readership.
Organisation	5	The text is well organised and coherent with a variety of cohesive devices and organisational patterns used to good effect (<i>For this; and ... and some; a man who; So who ... ?; but; However; because; He also; even though; Although</i>). From the direct question which opens the article to the concise summary of the last sentence, the ideas are developed with skill and pace.
Language	5	A range of vocabulary, including some less common lexis and collocation, is used effectively (<i>incredible relationships; prepared to get rid of; a true friend; in his way; turn to; stand by him no matter what; works out; regret his actions; their relationship was destroyed</i>). Both simple and more complex grammatical structures, including a range of tenses, are used with control and flexibility (<i>he will be rewarded; the fighting he has done; if he is prepared to; most people would say</i>). Errors are minimal.