

CENTRO DE EXÁMENES DE INGLÉS
DE CAMBRIDGE

70

AÑOS





CAMBRIDGE ENGLISH
Language Assessment



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Assessing Writing at FCE, CAE and CPE levels



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Aims of the workshop

- Analyse the process involved in marking students' pieces of writing.
- Analyse assessment criteria and glossary.
- Practise assessing with samples of students' work.



Analytical Scoring



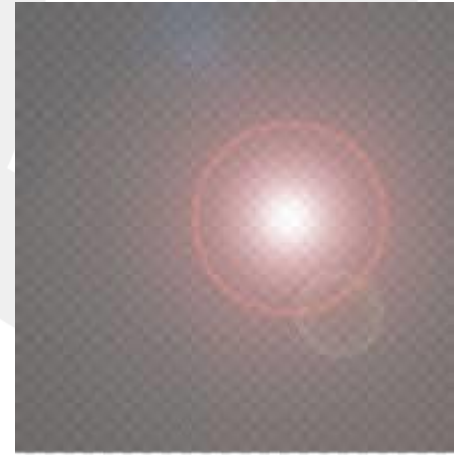
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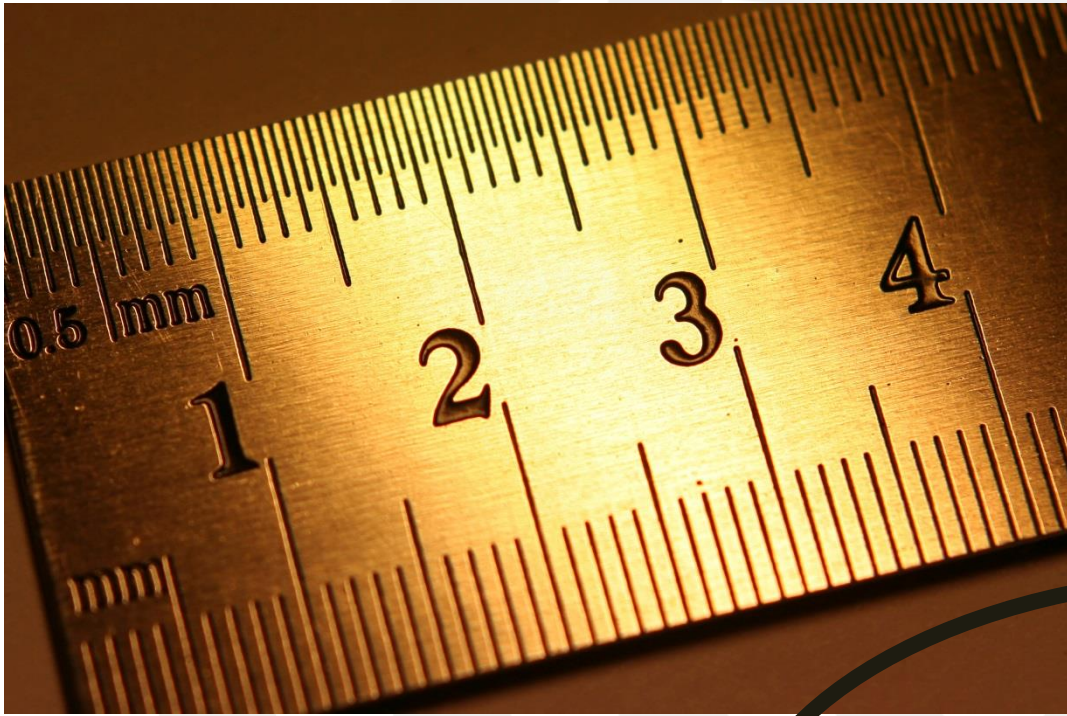


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Challenges and Advantages



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**EVERY WORD
COUNTS**



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What path to take?



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What path to take?



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Understand the assessment criteria
and assess each criterion separately

CONTENT

How well has the candidate understood
the task?

Has the candidate done all he/she has
been asked to do?



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Understanding the task

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.

CEFR level	Communicative Achievement	Organisation	Language
	<p>Demonstrates complete command of the conventions of the communicative task.</p> <p>Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.</p>	<p>Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.</p>	<p>Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style.</p> <p>Use of grammar is sophisticated, fully controlled and completely natural.</p> <p>Any inaccuracies occur only as slips.</p>
C2	<p>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.</p>	<p>Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.</p>	<p>Uses a range of vocabulary, including less common lexis, effectively and precisely.</p> <p>Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication.</p> <p>Errors, if present, are related to less common words and structures, or occur as slips.</p>
C1	<p>Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.</p>	<p>Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.</p>	<p>Uses a range of vocabulary, including less common lexis, appropriately.</p> <p>Uses a range of simple and complex grammatical forms with control and flexibility.</p> <p>Occasional errors may be present but do not impede communication.</p>
B2	<p>Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.</p>	<p>Text is generally well organised and coherent, using a variety of linking words and cohesive devices.</p>	<p>Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.</p> <p>Uses a range of simple and some complex grammatical forms with a good degree of control.</p> <p>Errors do not impede communication.</p>

FCE Task 1

Part 1

You **must** answer this question. Write your answer in 140 – 190 words in an appropriate style on the separate answer sheet.

- 1 In your English class you have been talking about the environment. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.



Every country in the world has problems with pollution and damage to the environment.
Do you think these problems can be solved?

Notes

Write about:

1. transport
2. rivers and seas
3. (your own idea)



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FCE SAMPLE 1

WRITING | QUESTION 1

Question 1

Candidate B

I think that my country has problems with pollution to the environment like all other countries. This problem is normal for Russia. We have big problems with transport because there are too much cars in our country. And because of that we have problems with atmosphere, air in my city and in all Russia is really dirty and sometimes I can't make a sigh because it smells around me and of course around that cars on the road. I've heard about tradition of one country. They don't go anywhere by car one day a month or a year, they just use bicycle or their feet. I think it could be very good if we had a tradition like that.

So, what about the rivers and the seas? Yeah, there are some really good and clean rivers and seas where you can go, but there are not many of them. Once I saw the river Ob in my city, it was about two years ago but I still remember that in some places it was not blue, it was green or purple I didn't really understand because it had different colours.

I don't know what should we do. Maybe we should just open our eyes and look what we did. But Russian people don't care about the world around them many people care only about themselves and that's all.

So, the best idea is to look around and try to do something good for our planet and for us and our children.





Communicative Achievement

How appropriate
is this piece
of writing for the task?

Does it use the
conventions of
the task?

Genre
Format
Register
Function

Does it hold the
target reader's
attention?

Is the reader
easily
distracted?

What kind of
ideas are
communicated?

Concrete or abstract
nature?
Effect on the audience?





Organisation

How well is the text organised?

Is it coherent ?

Is it cohesive?

What linking words, cohesive devices and organizational patterns help the reader make sense of the text?



Language

What is the range of vocabulary and grammar used?

How appropriate is the vocabulary used and what is the control of grammar?

What is the density of error?

Do errors impede communication?



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FCE SAMPLE 1

Examiner comments

Subscale	Mark	Commentary
Content	3	<p>All content is relevant to the task but the target reader is on the whole informed rather than fully informed as the central question as to whether or not the problems can be solved has not really been addressed.</p> <p>The candidate discusses the environmental impact of transport and the cleanliness of rivers and provides one suggested solution for the problem of transport, <i>They don't go anywhere by car one day a month.</i> The writer's opinion is clear in <i>I think it could be very good if we had a tradition like that.</i></p> <p>No solutions are discussed for rivers and seas and no third aspect of environmental damage is provided.</p>
Communicative Achievement	3	<p>The conventions of essay writing are used: there is an opening statement and a development of the subject matter, with a conclusion at the end.</p> <p>The register is suitably neutral for the most part, although the use of a colloquial <i>yeah</i> is not consistent with the rest of the essay. The essay is written for the most part in an objective way, but there is use of personal, subjective examples, <i>Once I saw the river: I can't make a sigh,</i> which lessen the impact of the bigger problems.</p> <p>The target reader's attention is held and straightforward ideas are communicated.</p>
Organisation	3	<p>The text is generally well-organised and coherent. It is separated into paragraphs and the punctuation is generally used effectively, although there are some long sentences, <i>And because of that we have problems with atmosphere, air in my city and in all Russia is really dirty and sometimes I can't make a sigh because it smells around me and of course around that cars on the road.</i></p> <p>There is a variety of linking words, <i>because</i> and <i>So</i>; <i>because of that</i> and some cohesive devices such as referencing pronouns, relative clauses and rhetorical questions to connect the ideas within the text.</p>
Language	3	<p>There is a range of everyday vocabulary used appropriately, and although there are errors, they do not impede communication: <i>atmosphere; bicycle; sigh.</i></p> <p>There is a range of simple and some more complex grammatical forms: past and present verb forms are used with a good degree of control.</p>





FCE SAMPLE 2

Candidate C

DEVELOPMENT VS ENVIRONMENT

If we surf the web looking for pollution and environmental catastrophes, we will find out that every country in the world suffers them. This is a natural consequence of the struggle between development and environment.

If a country decided to live isolated from the rest of the world, living on what it can naturally grow and produce, it surely wouldn't be highly polluted. But we all want exotic food and technological items from all over the world, so we have to pay the price.

Investing on electrical transport would benefit the environment a lot. Even more if this electricity came from a natural source of energy like wind, rivers and solar boards. It's difficult to achieve this because petrol companies will fight against these actions.

We also have to take care of our rivers and seas. We all have heard about factories throwing highly toxic substances to rivers, without minimizing their poisoning effects. A really strict law should be applied to fine these factories and make them change their policy.

But what about ourselves? We also can do a lot! If, when possible, we bought larger packs of food, we would be producing less rubbish. And this is only an example!



Candidate C

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But what about ourselves? We also can do a lot! If, when possible, we bought larger packs of food, we would be producing less rubbish. And this is only an example!



FCE SAMPLE 2

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant to the task and the target reader is fully informed.</p> <p>Transport is discussed with suggestions of how using different forms of transport would help the environment, <i>Investing on electrical transport would benefit the environment a lot</i>. The candidate then evaluates the suggestion: <i>It's difficult to achieve this...</i></p> <p>Water pollution is described and a solution is offered, <i>A really strict law should be applied to fine these factories</i>. The writer's opinion is clear in the choice of modal <i>should</i>.</p> <p>A third aspect (waste reduction) is introduced in the final paragraph with a suggestion about how to achieve this, <i>If, when possible, we bought larger packs of food...</i>The writer's opinion is expressed clearly: <i>We also can do a lot!</i></p>
Communicative Achievement	5	<p>The conventions of the essay format are used effectively to hold the target reader's attention.</p> <p>There is an introductory paragraph which outlines the issues in general terms, and the concluding paragraph sums up in more concrete terms, what we, the readers can do to help.</p> <p>The register is consistently appropriate and the subject matter is dealt with in an objective manner, for example <i>Investing on electrical transport; If a country decided</i>.</p> <p>Straightforward and complex ideas are communicated: <i>It's difficult to achieve this because petrol companies will fight against these actions</i>.</p>
Organisation	4	<p>The essay is well-organised and coherent using a variety of cohesive devices.</p> <p>The paragraphs are introduced in a variety of ways, using grammatical structures rather than obvious linkers, <i>If we surf the web; If a country decided; Investing on; We also have to; But what about</i>. More could be done to link across the paragraphs, to make them less independent, but the overall effect is of a cohesive text.</p>
Language	5	<p>There is a wide range of vocabulary, including less common lexis used appropriately, <i>environmental catastrophes; highly polluted; exotic food; highly toxic substances; minimizing their poisoning effects; change their policy</i>.</p> <p>There is a range of simple and complex grammatical forms used with a good degree of control and flexibility to convey certain ideas succinctly, for example, <i>This is a natural consequence of the struggle between development and environment; we all want exotic food and technological items from all over the world, so we have to pay the price</i>.</p> <p>There are minimal errors which do not impede communication.</p>





CAE TASK 1

Part 1

You must answer this question. Write your answer in 220 – 260 words in an appropriate style on the separate answer sheet.

- 1 Your class has attended a panel discussion on facilities which should receive money from local authorities. You have made the notes below:

Which facilities should receive money from local authorities?

- museums
- sports centres
- public gardens

Some opinions expressed in the discussion:

"Museums aren't popular with everybody!"

"Sports centres mean healthier people."

"A town needs green spaces – parks are great for everybody."

Write an essay discussing two of the facilities in your notes. You should explain which facility it is more important for local authorities to give money to, giving reasons in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.



CAE Sample 1

Question 1: Candidate A

Nowadays, many facilities could use money from local authorities. There are people who claim that cultural institutions should receive more money than other facilities. But which ones should receive more investment is open to debate.

On the one hand, museums should be the institutions that need to receive a lot of money because people have lost the interest in visiting and promoting them. In a world where true values are not respected as they should be, it is important to remember what really matters. Moreover, the young men should be aware of the importance of knowing basic things in different domains. For example, science and history museums provide people very interesting informations. Therefore, in order to have well-informed teenagers, the local authorities should give money to museums. With that money, it can be organised events like the day of open museums.

On the other hand, green spaces should also receive money from local authorities. Mainly because in big cities, where the air is very polluted trees can absorb many of the gases produced leading to a much healthier environment. Furthermore, there can be built spaces for kids to play and also running tracks for people who cannot afford to go to gym. It is important for people to keep doing exercises in open air and in my opinion, parks are the best place.

All in all, as far as I am concerned the most important facility that should receive investment from local authority are the museums.

CAE Sample 1

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader is fully informed. The candidate discusses two of the proposed facilities (museums and parks), and chooses one of them (museums) to benefit from the extra funding. The candidate discusses the reasons why each one should receive the money: <i>science and history museums provide people very interesting informations; in order to have well-informed teenagers, the local authorities should give money to museums; trees can absorb many of the gases produced leading to a much healthier environment; running tracks for people who cannot afford to go to gym.</i> The final decision is made in the final paragraph.
Communicative Achievement	3	The conventions of essay writing are used well. There is a clear opening paragraph and a strong conclusion which leaves no room for doubt as to where the money should go: <i>... as far as I am concerned the most important facility that should receive investment from local authority are the museums.</i> The register is consistently formal and the essay has an objective tone, giving opinions and providing supporting statements with evidence. The clear paragraphing helps to hold the target reader's attention and communicate both straightforward and more complex ideas in a logical manner.
Organisation	3	The text is well organised and coherent, and uses a variety of cohesive devices to generally good effect. The ideas are clearly introduced: <i>nowadays; on the one hand; moreover; for example; therefore; on the other hand; furthermore; all in all.</i> There is a mix of long and short sentences, and some of the shorter ones could benefit from being combined. Organisational patterns are evident in the choice of language. For example, in the first paragraph it is stated that <i>many facilities could use money from local authorities.</i> This then narrows to become <i>cultural institutions should receive more money,</i> and then the final sentence uses substitution to set out the main idea: <i>But which ones should receive more investment is open to debate.</i>
Language	2	There is a range of relevant vocabulary, but this is not always used successfully to communicate full ideas. Take for example <i>In a world where true values are not respected as they should be, it is important to remember what really matters.</i> Although this has an appropriate tone and is accurate, it has little relevance to the text as a whole and adds no extra information. A range of simple and some more complex grammatical structures is used with control. However, there are a few word order and pronoun problems, such as <i>it can be organised events; there can be built.</i> There are also errors with plurals and articles, but these do not impede communication: <i>the most important facility ... are the museums; afford to go to gym; exercises in open air.</i>



CPE TASK 1

Part 1

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your answer in 240 – 280 words on the separate answer sheet.

1

Shifting sands: behavioural change

Nowadays, in some cultures there may often be confusion between generations about what is acceptable behaviour in certain situations. Older people sometimes complain, for example, about the real or imagined rudeness of others, such as in the use of electronic devices in public places. However, the younger generation do not regard electronic communication as intrusive, but rather as fundamental to their way of life. Only increased mutual understanding is likely to resolve potential conflict or confusion in any society. In this case, as in all others, it pays to be aware of other people's points of view.

Follow my leader?

Should we always aim to do what society expects of us? No, what society needs is individuality. Worrying about what other people think inhibits enthusiasm and creativity. Nothing new is ever achieved by conforming to expected social norms. This is not only true for society's innovators: everybody needs a strong sense of their own worth as an individual. This is essential for psychological well-being and the ability to function effectively in one's personal and professional life. Paying too much attention to society's conventions can be counter-productive in these and other ways.

Write your essay.





CPE Sample 1

How should we behave in society? Should we follow social norms or should we use our own individual judgement to decide what is the appropriate way to conduct ourselves?

Some people find it very important to obey the rules of etiquette, to do what others consider proper. There are people – often the older generation – who get very upset when others do not follow social conventions, when they, for example, speak loudly on mobile phones in public places or lick their fingers or queue jump.

However, it should be noted that the things that irritate people will vary from one society to the next; the rules of queue behaviour, for instance, are very different in London, Moscow and Istanbul, and how it is acceptable to use a mobile phone differs considerably from one society to the next. Similarly, it is important to remember that social conventions change over time. It was once considered improper to eat on the street but now no-one pays the slightest attention to someone walking along munching a sandwich or an apple. The key to avoiding conflict, it seems, is imaginative empathy.

In general, it is counter-productive to worry too much about what the socially acceptable way to behave might be in any given situation. It can stop you thinking about what is the moral way to behave as you may become more focused on what is 'proper' rather than on what is right. You can also start suppressing your own important individuality and originality as you become unhealthily anxious about what others might be thinking.

The rules that do not – and should not – change are those regarding behaviour that has an effect on others. Dropping litter, for example, or pushing someone out of the way should always be condemned as inappropriate behaviour.



CPE Sample 1



Examiner comments

Subscale	Mark	Commentary
Content	5	Target reader is fully informed. All content is relevant to the task.
Communicative Achievement	5	Demonstrates complete command of the conventions of the essay. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes. Effective use of opening question to engage the reader's attention.
Organisation	5	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility (<i>Some people ... , However, Similarly, The key ... , In general</i>). Paragraph divisions clearly support the internal organisation of the argument, which integrates evaluation of key points and writer's own views subtly and fluently. Opening question clearly addressed and returned to in the conclusion.
Language	5	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication, and style (<i>social norms, conduct ourselves, obey the rules of etiquette, imaginative empathy, unhealthy anxious, inappropriate behaviour</i>). Use of grammar is sophisticated, fully controlled and completely natural.



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Thank you!

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