

Marks and results

Reading and Use of English

Candidates record their answers on a separate answer sheet. Two marks are given for each correct answer in Parts 1 and 2 and one mark is given for each correct answer in Part 3. The total score is then weighted to 40 marks for the whole Reading and Use of English paper.

Writing

Examiners look at four aspects of your writing: Content, Communicative Achievement, Organisation and Language.

Content focuses on how well you have fulfilled the task, in other words if you have done what you were asked to do.

Communicative Achievement focuses on how appropriate the writing is for the letter or story and whether you have used the appropriate register.

Organisation focuses on the way you put the piece of writing together, in other words if it is logical and ordered, and the punctuation is correct.

Language focuses on your vocabulary and grammar. This includes the range of language as well as how accurate it is.

For each of the subscales, the examiner gives a maximum of 5 marks. Examiners use the following assessment scale:

B2	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 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.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole 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.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally 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.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.		

Length of responses

Make sure you write the correct amount of words. Responses which are too short may not have an adequate range of language and may not provide all the information that is required. Responses which are too long may contain irrelevant content and have a negative effect on the reader.

Varieties of English

You 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.

Sample A (Test 1, Question 1 – Essay)

A lot of teenagers spend all their free time on their own, browsing the Internet or playing computer games. Of course, this can be both entertaining and educational when used cleverly. Unfortunately, more and more young people spend hours in front of computer screen, isolating themselves from others.

Although I love computer games, I spend most of my free time with my friends. We go cycling, bowling or just walking around in the town. I also go out with my parents from time to time – it really isn't a shame, although some teenagers may think so. I have no idea how I have time for all these things but in the meantime I manage to read tons of books and listen to a lot of music. You can be surprised how much free time you find if you try.

One fantastic idea is to meet with your friends and play volleyball with them for good two hours every weekend. It really gives whole lot of joy and satisfaction.

Scales	Mark	Commentary
Content	5	All the content is relevant and the target reader would be fully informed. The two points in the question are discussed and developed and a third point, the disadvantages of teenagers spending too much time on their own is mentioned.
Communicative Achievement	5	The conventions of essay writing are used effectively to communicate straightforward and some more complex ideas to the reader in an appropriate register, which would hold their attention. The tone is consistent throughout and there is a balanced view taken of the topic.
Organisation	5	The text is well organised and coherent, using a variety of cohesive devices both within and across sentences. The essay makes good use of organisational features such as topic sentences to introduce ideas and comparing and contrasting different opinions.
Language	5	There is a range of topic specific vocabulary used to good effect and there are some nice collocations which are used correctly (<i>browsing the internet, isolating themselves, walking around</i>). There is a range of simple and complex grammatical forms used with control and although there are some errors, these do not impede.

Sample B (Test 1, Question 3 – Letter)

Dear Tom,

Thank you for your letter. Sorry that I haven't written for so long. I'd love to advise you what you should choose. Well, to my mind languages play one of the biggest role in our modern society. If you want to study abroad or visit foreign country, you ought to speak to pupils by their native language. Moreover, if you are planning to study abroad, you, of course, must know local language.

As for sciences, it also depends on your planning. First of all, you should take shape exactly where you will work. If you decide to connect your future with science, for example physics or chemistry, consequently you should continue studying sciences.

Were I you, I would choose languages, because they become very popular and useful. If you know some language, you could provide your future.

So, your choice depends only on you and your preferences to future. Well, I have to go now. Write back soon and tell me what you choose.

Best wishes,

Ksenia

Scales	Mark	Commentary
Content	5	All content is relevant and the target reader would be fully informed. The writer discusses both languages and sciences and gives an opinion on why each is important, and states which one they would choose.
Communicative Achievement	4	The letter is written in an appropriate, friendly tone, which communicates straightforward ideas effectively. Both advantages and disadvantages of the two subjects are discussed and reasons for choices are given in a way which holds the reader's attention and which would help them make a choice.
Organisation	4	The letter is well organised and coherent and there is a variety of cohesive devices used. The letter has external cohesive features such as <i>Thank you for your letter</i> , <i>Write back soon</i> , and uses conjunctions to link across and within sentences.
Language	4	There is a range of vocabulary used appropriately with some good phrases attempted; however, less common lexis is not always quite successful (<i>you should take shape, they become very popular</i>). There is a range of simple and some more complex grammatical forms used with control. The errors are non-impeding.

Sample C (Test 2, Question 3 – Email)

Dear Sarah

I am more than happy to help you with your project! In my country, people usually go for their holidays to locations near the place they live in. Whether you live at the east of the country where there are lots of forests and lakes, or at north of the country, near the Baltic sea, there are many places near you that you can visit. Obviously, there are also many things in your city that you do! It doesn't matter if you go swimming in a lake or sea, or if you prefer having a walk in a forest, or simply going to a disco party at the city centre, you can have just as much fun as anywhere else! These are just few activities that young people do in Poland, but probably the most popular ones as well. You can always stay at home, like I usually do. I'm not a great fan of long trips and I find staying at home for holidays and watching TV more enjoyable than anything else. I hope you will find this information useful.

Love Peter

Scales	Mark	Commentary
Content	5	All content is relevant and the target reader would be fully informed. The main topic of holidays is discussed in general terms, describing what young people do in Poland, but there is also the personal aspect at the end.
Communicative Achievement	4	The conventions for informal emails are used effectively here and the target reader's attention would be held. The tone of the email is friendly (<i>I am more than happy to help</i>), and informative and it communicates straightforward ideas to the reader.
Organisation	3	The letter is generally well organised and although a variety of linking words and cohesive devices have been used to connect the ideas, paragraphing would help to divide the text more clearly into sections.
Language	4	Everyday vocabulary is used appropriately and there are some very natural phrases (<i>or simply going, I'm not a great fan of</i>). There is a range of simple and some more complex grammatical forms used with a good degree of control. Errors mainly occur with prepositions and articles.

Sample D (Test 2, Question 4 – Review)

A good café to meet friends in!

Here, in Palermo, there are a lot of very beautiful café, but one of the best café to meet friends in is Gino's! It is not in the centre of the town, it is easy to arrive there by tube, but if you like walking it is only twenty minutes from the principal square.

It is the typical Italian café in a side there is the bar where you can do there breakfast with tea, desserts or croissants, but their specialities are the arancini, you can find more of twenty types of arancini. In the other side there is the restaurant that is also a pizzeria. It serves the best fish of Palermo.

There is a very beautiful atmosphere inside very comfortable but at the same time it is funny. I think other people would like it, because in a little space they can find all the Sicily and if the weather is bad it is a very beautiful place where stay with friends.

Scales	Mark	Commentary
Content	5	All content is relevant to the task and the target reader would be fully informed. We learn where the café is, what food is served and that the atmosphere is good.
Communicative Achievement	4	The conventions of writing a review are used effectively and the target reader's attention would be held. The café is described and both factual and personal observations are made, using a tone and register which are suitable for a teenage audience.
Organisation	2	The review is generally well organised and coherent, making use of linking words and some simple cohesive devices. More use of referencing such as pronouns, rather than punctuation would help the overall cohesiveness of the text, both at sentence and paragraph level.
Language	3	There is a range of everyday vocabulary used appropriately to describe the café. There is a range of simple and some more complex grammatical forms used with a good degree of control. There are some errors, particularly with plurals (<i>one of the best café</i>), and prepositions (<i>more of ...; all the Sicily</i>), but these do not impede communication.

Sample E (Test 3, Question 2 – Article)

What makes a perfect school?

I think that everyone wants to go to school of dreams. It is my wish as well. In next two paragraphs I will tell you what in my opinion makes a perfect school.

Like in any school, teachers should be qualified. They always should behave normally, not to be aggressive. What I really don't like is when they aren't in good mood and then they reflect badly on students. I know that they can't always be in good mood, but I don't support their behaviour in these situations because they are nervous and aggressive and students usually get bad marks. For me, the perfect teacher is one who is sensitive, who tries to understand us and has positive energy. It's usually smile on his face. How we feel most depends on them.

Second important thing is lesson. They should be normal size. I mean not to be too short or too long. I think that most of students understand lesson much better when it's based on examples. The building of school should be big and spacious classrooms which walls are painted in bright colours. The walls should have some nice flowers. Honestly, what is most important for me is that classes should last 30 minutes, not 45 minutes. This is a 'small picture' of my perfect school.

Scales	Mark	Commentary
Content	4	All the content is relevant and the target reader would be fully informed. Teachers, lessons and the school buildings have been discussed as asked for in the question.
Communicative Achievement	4	The article has been written using the conventions of the article genre in an engaging way. The style and register communicate straightforward ideas effectively for a teenage audience, using personal examples to support opinions, which would hold the attention of the reader.
Organisation	3	The text is generally well organised and coherent. There is a variety of linking words and cohesive devices, but there is some repetition of key points which could be avoided if more referencing words were used and if the paragraphs were developed more cohesively.
Language	4	There is a range of vocabulary attempted (<i>positive energy, based on examples, spacious</i>) but when more abstract or more complex ideas are expressed, it is not always successful (<i>a school of dreams, they reflect badly on</i>). There is a range of simple and complex grammatical forms used with control, and although there are errors, these do not impede.

Sample F (Test 3, Question 4 – Story)

A tropical experience

Robert was excited as he jumped into the boat. It all began when he arrived on the island.

The clear water was warm and full of playful and colourful fish. The island was covered by hug palmtrees which were blocking the light from the sun to enter the tropical forest. Robert entered the forest amazed by the creatures that were living on the island. As he was walking, he saw a huge cave surrounded by tropical plants. He entered the cave. It was dark inside, so he knew that there were bats. He walked quietly around a lake. The blue water was catching small sun beams. As he was leaning towards the water he heard a loud noise. A big group of bats was heading towards him. He started to run as fast as he could.

As he was aproaching his boat, he saw a gold ring. He took the ring and put it in his pocket. A thought of his fiancé came in his mind.

Robert jumped in his boat and went home thinking of all the experiences he went through that day.

Scales	Mark	Commentary
Content	5	All the content is relevant and the target reader would be on the whole informed due to the story not following on from the prompt completely logically. There is not a clear connection between the first two sentences.
Communicative Achievement	4	The story uses some of the features of a narrative effectively to communicate straightforward ideas, there is description and the scene setting is clear. There is a range of narrative tenses, particularly in the second paragraph where the story develops well and the target reader's attention would be held.
Organisation	3	The text is generally well organised, more linking between separate events would make the connections clearer to the reader. The text is coherent and there is some good use of sequential cohesive devices which progress the story.
Language	4	There is a good range of vocabulary which is used appropriately to set the scene and describe the island. There is a range of simple and some more complex grammatical forms, and although there are some errors with tenses these do not impede communication.

Sample G (Test 4, Question 1 – Essay)

People have played sport for ages. In ancient Greece there were Olympic Games The winner has amazing glory and his name was well known in the whole country. It have to mean something so I think everyone should play a sport. It don't have to be professional sport. It could be even jogging in the park.

Many scientists, medicine doctors, etc. say that sport improve our phisical condition and make us happy. Some people feel relaxed when they are training after really stressful day. People who play a sport have illness less often than those who sit in front of television or computer. It's a fact. Bones of people who train are stronger, their muscles are more powerful and they look better than the others.

I play football, volleyball and handball. This game teach me how to cooperate with my teammates. I do karate also. It makes me relaxed even when I'm exhausted after training. You never know what happens and you have to focus on your task. It helps me in my normal life.

People should play a sport just for their own good.

Scales	Mark	Commentary
Content	5	All the content is relevant and the target reader would be fully informed. The two points in the question are developed appropriately and a third aspect, the glory of winning and being successful, is touched on.
Communicative Achievement	4	The essay uses the conventions of the communicative task effectively to present and develop the ideas in a way which holds the target reader's attention. Straightforward ideas are presented in a neutral tone and world knowledge is used to support opinions, for example the Olympic Games in Greece.
Organisation	3	The essay is generally well organised and coherent. Some of the shorter sentences could be joined to make more compound sentences, but there is a variety of linking words and cohesive devices, such as relative clauses and referencing pronouns which are used appropriately throughout the text.
Language	3	There is a range of everyday vocabulary used appropriately, and there are some nice phrases (<i>jogging in the park, cooperate with my teammates</i>). There is a range of simple and some more complex grammatical forms used with a good degree of control. The repeated errors (<i>sport improve, This game teach me</i>) do not impede.

Sample H (Test 4, Question 3 – Review)

There is an exciting book under the title "The Lost World", written by A Conan Doyle, which was made into a film and recently I've watched it. I would recommend it to young people of my age, because I find it really interesting.

The plot revolves around the adventures of Mr Challenger and his followers. The professor is the main character of the story, he's so devoted to his ideas! Another personality is a journalist, Mr Mallow, who is also fascinating. At the beginning of the film Mr Challenger tells that he sees some photos of unusual lands and plants and decides to find them. Later, the group find the place, where there are prehistoric people and animals. They return home and by the end of the story everyone has to believe them, because they show one of the creatures.

I was deeply impressed by the film and believe that teenagers will be interested in it as it stirs our imagination. Besides, it's fast-moving and what is more it has some twists. To my mind, it's really worth watching.

Scales	Mark	Commentary
Content	5	All the content is relevant and the target reader would be fully informed. The review describes the plot, the characters and makes a recommendation.
Communicative Achievement	4	The conventions of writing a review are used effectively to hold the target reader's attention. There is good use of adjectives when describing the film and both factual, objective observations and personal opinions are offered in a positive tone, which is engaging.
Organisation	5	The text is well organised and coherent using a range of cohesive devices to good effect. The overall structure of the review is well planned, describing the origins of the film, the events in the film and finally offering a recommendation.
Language	5	There is a range of vocabulary which is used appropriately, including good use of adjectives and some interesting verbs (<i>the plot revolves, so devoted to, deeply impressed, stirs our imagination</i>). Good control is shown over a range of grammatical forms and although there are a few errors, these are minimal and do not impede.

Listening

One mark is given for each correct answer. The total is weighted to give a mark out of 40 for the paper. In Part 2, minor spelling errors are allowed, provided that the candidate's intention is clear.

For security reasons, several versions of the Listening paper are used at each administration of the examination. Before grading, the performance of the candidates in each of the versions is compared and marks adjusted to compensate for any imbalance in levels of difficulty.

Speaking

Throughout the test candidates are assessed on their own individual performance and not in relation to the other candidate. They are assessed on their language skills, not on their personality, intelligence or knowledge of the world. Candidates must, however, be prepared to develop the conversation and respond to the tasks in an appropriate way.

Candidates are awarded marks by two examiners: the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the Analytical Assessment scales for the following criteria:

Grammar and Vocabulary

This refers to the accurate use of grammatical forms and appropriate use of vocabulary. It also includes the range of language.

Discourse Management

This refers to the extent, relevance and coherence of each candidate's contributions. Candidates should be able to construct clear stretches of speech which are easy to follow. The length of their contributions should be appropriate to the task, and what they say should be related to the topic and the conversation in general.

Pronunciation

This refers to the intelligibility of contributions at word and sentence levels. Candidates should be able to produce utterances that can easily be understood, and which show control of intonation, stress and individual sounds.

Interactive Communication

This refers to the ability to use language to achieve meaningful communication. Candidates should be able to initiate and respond appropriately according to the task and conversation, and also to use interactive strategies to maintain and develop the communication whilst negotiating towards an outcome.

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	Performance shares features of Bands 3 and 5.			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	Performance shares features of Bands 1 and 3.			
1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	Performance below Band 1.			

The interlocutor awards a mark for overall performance using a Global Achievement scale.

B2	Grammar and Vocabulary
5	<ul style="list-style-type: none"> Handles communication on a range of familiar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
4	Performance shares features of Bands 3 and 5.
3	<ul style="list-style-type: none"> Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
2	Performance shares features of Bands 1 and 3.
1	<ul style="list-style-type: none"> Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
0	Performance below Band 1.

Assessment for *Cambridge English: First for Schools* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales.