

Key

Test 2

PAPER 1 READING AND WRITING

READING

Part 1

1 C 2 B 3 B 4 A 5 A

Part 2

6 D 7 H 8 C 9 G 10 E

Part 3

11 B 12 A 13 B 14 B 15 B 16 A 17 A
18 A 19 A 20 B

Part 4

21 D 22 C 23 A 24 B 25 C

Part 5

26 D 27 C 28 A 29 B 30 C 31 C
32 D 33 B 34 B 35 A

WRITING

Part 1

- 1 enjoy
- 2 less
- 3 far (away) from
- 4 there is
- 5 Do you

Part 2

QUESTION 6

Task-specific Mark Scheme

- expression of **apology** that student can't go to Alex's party
- explanation as to **why student can't go**
- suggestion to **meet another day** (+ mention of specific day)

The following sample answers can be used as a guide when marking.

SAMPLE A (Test 2, Question 6: Invitation)

Hi, Alex

I got your invitation. But I'm so sorry. I can't come because I will be out of city on this week-end for competitions. But I will be free next Saturday and we can celebrate your birthday together in a restaurant. See you.

Examiner Comments

All three content elements are covered appropriately. Errors are present but do not affect the clarity of the communication.

Mark: 5

SAMPLE B (Test 2, Question 6: Invitation)

Hi Alex!

How are you? I've just received your message. But I won't able to come to the party. I know, this party is really important for you. But my grandmother is ill. She wants to see me and I'm going to visit her. I'm so sorry, but it could be the last time I'll see her. Best wishes,

Examiner Comments

The student covers the first two points fully and clearly, but forgets to suggest another day to meet.

Mark: 3

SAMPLE C (Test 2, Question 6: Invitation)

Hello Alex!

How are you? First you had invited me to your party. When i saw this invitation, i was very glad. But, i am sorry, i won't come. Because my friends will come from out of the city. I've promised them before. But, if you want we can meet. I'll call you for it. Take care.

Examiner Comments

The first two points are covered appropriately, but although an arrangement about meeting is made for the third point, there is no indication of when. The message is communicated successfully on the whole.

Mark: 4

Part 3

SAMPLE D (Test 2, Question 7: Letter)

We have a lot of subjects this year but most important one is English, because we have ten English lessons in a week. But I don't like it too much. It is because of my English teacher. I don't like her.

My favourite subject is biology. I learn different things from biology lessons. I don't like geography and history because they are too complicated. I don't understand anything from those lessons. I don't care about it as I won't need them in the future because I want to be engineer. I hope I can. Now I just want to pass the unnecessary subjects.

Examiner Comments

This attempt is good and the range of structures and vocabulary more than adequate within the task set, for example 'we have ten English lessons in a week', 'I don't care about it as I won't need them in the future', 'complicated', 'unnecessary'. Evidence of organisation and some linking of sentences with 'but ... because ... as ... now'. Some non-impeding errors, for example 'understand' and 'I want to be engineer'.

Band: 4

SAMPLE E (Test 2, Question 7: Letter)

Hi my dear friend,
I'm studying Maths, Physics, Science, biology, litterature and history. My favourite subjects are maths, litterature and history. I love calculating so I love maths. I really love lyrics and their stories so I love litterature. And the last one, I love Ottoman, Turk history and I love talking about that so I love history. I want to study Computer engineering at university. So I need Maths and physics. I know they're hard but I need them. I have another crazy idea. Maybe I can study Music and art. Maybe at the future you can watch me at MTV! Because I love rock!
See you later!

Examiner Comments

In this adequate attempt, the language is not very ambitious and a little repetitive. However, there is an adequate range of structures and vocabulary within the task set, for example 'I love calculating', 'I know they're hard but I need them' and 'lyrics'. Some organisation and simple linking with 'so . . . and . . . so . . . but . . . because'. A number of non-impeding errors, for example 'litterature', 'at the future'.

Band: 3

SAMPLE F (Test 2, Question 7: Letter)

Dear Jhon

My favourite subjects are Music and French literature because I've been playing the piano for 2 years. So, it makes it easier to be a succesful person.

I don't like history because if you want to learn it, you must memorise all the past events. It is very boring! I hate memorising. Also I don't get on with my history teacher in the school. We argue in about each history lesson. So, I become angry and I don't want to study for the exams which are supplied by him.

I want to study French literature in the future because I am really interested in foreign languages and their literatures.

I am waiting your answer.

Examiner Comments

This very good attempt displays a confident and ambitious use of language, with a wide range of structures and vocabulary, for example 'I don't like history because if you want to learn it, you must memorise all the past events' and 'Also I don't get on with my history teacher'. It is well organised with simple linking devices, 'so', 'because', 'Also'. Errors are minor, for example 'succesful' or due to ambition, for example 'in about each history lesson', and non-impeding.

Band: 5

Part 3

SAMPLE G (Test 2, Question 8: I was really excited when I opened the letter)

I was really excited when I opened the letter. I knew it was from my brother. We hadn't seen each other for twenty-four years. Actually nobody had seen him since he escaped from prison. I opened the letter. There was a note and a necklace. I remembered the necklace; our mum had given one to me and my brother. They symbolized that we wouldn't leave each other until one of us would die. So the letter meant he would die. Then I read the note. There was written "I'm so sorry. I wouldn't want to leave you alone but I have to. Now it is not necessary for me to live."

Examiner Comments

A very good attempt, with some ambitious use of language. There is a wide range of structures and vocabulary within the task set, for example 'I knew it was from my brother. We hadn't seen each other for twenty-four years', 'symbolized', 'it is not necessary for me to live'. Simple linking devices are used: 'Actually . . . So . . . Then'. Errors are minor and non-impeding.

Band: 5

SAMPLE H (Test 2, Question 8: I was really excited when I opened the letter)

I was really excited when I opened the letter because was really diferent. It was an old paper. It was about some money of my family. It had a mini map in the envelope. Map was about my grandparents' old house. I went to old house. I couldn't find the mark in the map. I stayed there for 2 days. Then one day I found a small box. There was a clue. I went to other place. There were a mark. I started to dig it. But I found a corse. There was a paper in his hand. In paper I saw this: "Life is the best treasure!"

Examiner Comments

This is an inadequate attempt. The language is limited and repetitive, with an inadequate range of structures and vocabulary, and many short unlinked sentences. There are a number of errors, which sometimes impede the meaning, e.g. 'There were a mark. I started to dig it. But I found a corse. There was a paper in his hand.'

Band: 2