

Secondary English Test

Writing Practice Test – Answer Key

Part One

Areas assessed: task fulfilment and communicative competence.

3: Above A1	Fully intelligible responses for all five questions. Test-taker completely achieves the task.
2: A1.2	Three or four of the responses are intelligible. Errors impede understanding in one or two responses.
3: A1.1	One or two of the responses are intelligible. Errors impede understanding in two or three responses.
0: A0	No intelligible responses.

Part Two

Areas assessed: task fulfilment / topic relevance, grammatical range and accuracy, punctuation, vocabulary range and accuracy and cohesion.

5: B1 (or above)	Likely to be above A2 level. All features of A2 are met
4: A2.2	<ul style="list-style-type: none">• On topic.• Uses simple grammatical structures to produce writing at the sentence level. Errors with basic

	<p>structures common. Errors do not impede understanding of the response.</p> <ul style="list-style-type: none"> • Mostly accurate punctuation and spelling. • Vocabulary is sufficient to respond to the question(s). Some attempts at using simple connectors and cohesive devices to link sentences.
3: A2.1	<ul style="list-style-type: none"> • On topic. • Uses simple grammatical structures to produce writing at the sentence level. • Errors with basic structures common. Errors impede understanding in parts of the response. • Punctuation and spelling mistakes are noticeable. • Vocabulary is mostly sufficient to respond to the question(s), but inappropriate lexical choices are noticeable. • Response is a list of sentences with no use of connectors or cohesive devices to link sentences.
2: A1.2	<ul style="list-style-type: none"> • Not fully on topic. • Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding. • Little or no use of accurate punctuation. Spelling mistakes common • Vocabulary is limited to very basic words related to personal information and is not sufficient to respond to the question(s). • No use of cohesion.
1: A1.1	<ul style="list-style-type: none"> • Response limited to a few words or phrases. • Grammar and vocabulary errors so serious and frequent that meaning is unintelligible.
0: A0	<p>No meaningful language or all responses are completely off-topic (e.g. memorised script, guessing).</p>

Part Three

Areas assessed: task fulfilment / topic relevance, punctuation, grammatical range and accuracy, vocabulary range and accuracy and cohesion.

5: B2 (or above)	Likely to be above A2 level. All features of B1 are met.
4: B1.2	<ul style="list-style-type: none"> • Responses to all three questions are on topic and show the following features: • Control of simple grammatical structures. Errors occur when attempting complex structures. • Punctuation and spelling mostly accurate. Errors do not impede understanding. • Vocabulary is sufficient to respond to the questions. • Uses simple cohesive devices to organise responses as a linear sequence of sentences.
3: B1.1	<p>Responses to two questions are on topic and show the following features:</p> <ul style="list-style-type: none"> • Control of simple grammatical structures. Errors occur when attempting complex structures. • Punctuation and spelling mostly accurate. Errors do not impede understanding. • Vocabulary is sufficient to respond to the questions. • Uses simple cohesive devices to organise responses as a linear sequence of sentences.
2: A2.2	<p>Responses to at least two questions are on topic and show the following features:</p> <ul style="list-style-type: none"> • Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding. • Punctuation and spelling mistakes are noticeable. • Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding. • Responses are lists of sentences and not organised as cohesive texts.

1: A2.1	<p>Response to one question is on topic and shows the following features:</p> <ul style="list-style-type: none"> • Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding. • Punctuation and spelling mistakes are noticeable Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding. • Responses are lists of sentences and not organised as cohesive texts.
0	<p>Performance below A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing)</p>

Part Four

Areas assessed: task fulfilment/topic relevance/providing reasons, explanations and supporting detail; essay structure and paragraphing; grammatical range & accuracy; vocabulary range & accuracy; cohesion.

6: C2	<p>Likely to be above C1 level. All features of C1 are met.</p>
5: C1	<ul style="list-style-type: none"> • On topic. Argument is clear and well structured, highlighting and expanding on important points and providing clear explanations and relevant supporting detail. • Paragraphs used appropriately. • Range of complex grammar constructions used accurately. Some minor errors occur but do not impede understanding. • Range of vocabulary used to discuss the topics required by the task. Some awkward usage or slightly inappropriate lexical choices. • A range of cohesive devices used to clearly indicate the links between ideas both within and across paragraphs.

4: B2.2	<ul style="list-style-type: none"> • On topic. Develops an argument in relation to the topic, providing two or more reasons with sufficient explanation and relevant supporting detail. • Paragraphs are used appropriately. • Some complex grammar constructions used accurately. Errors do not lead to misunderstanding. • Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding. • A limited number of cohesive devices are used to indicate the links between ideas within and across paragraphs.
3: B2.1	<ul style="list-style-type: none"> • On topic. Develops an argument in relation to the topic, providing one reason with sufficient explanation and relevant supporting detail. • Paragraphs are mostly used appropriately. • Some complex grammar constructions used accurately. Errors do not lead to misunderstanding. • Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding. • A limited number of cohesive devices are used to indicate the links between ideas within and across paragraphs.
2: B1.2	<ul style="list-style-type: none"> • Not fully on topic and/or • Expresses an opinion and provides two or more reasons but does not provide sufficient explanation or supporting details. Pronunciation is intelligible but occasional mispronunciations put an occasional strain on the listener. • Paragraph structure not used appropriately. • Control of simple grammatical structures. Errors occur when attempting complex structures. • Limitations in vocabulary make it difficult to deal fully with the task.

	<ul style="list-style-type: none"> • Uses only simple cohesive devices. Links between ideas are not clearly indicated which places a burden on the reader.
1: B1.1	<ul style="list-style-type: none"> • Not fully on topic and/or • Expresses an opinion and provides one reason but does not provide sufficient explanation or supporting detail. • Paragraph structure not used appropriately. • Control of simple grammatical structures. Errors occur when attempting complex structures. • Limitations in vocabulary make it difficult to deal fully with the task. • Uses only simple cohesive devices. Links between ideas are not clearly indicated which places a burden on the reader.
0: A1/A2	Performance not sufficient for B1, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).