Cambridge English

Delta

Diploma in Teaching English to Speakers of Other Languages

Delta Module One

Understanding language, methodology and resources for teaching

Examination Report 2015

Contents

1   Comments on Overall Performance

The Delta Module One examination was taken by over 640 candidates from 85 centres in a wide range of countries which shows a significant increase in the size of the cohort and number of centres since June 2014. As in previous sessions, mean scores were above half the marks available for the exam for the candidature as a whole.

More than 70% of candidates achieved a Pass but within this pass band, there was an increase in the number of candidates who achieved a Merit or Distinction grade. The key reason for this is that the revised exam format allows candidates to have more time to provide detailed answers, particularly in Paper One Task 5 where the number of marks available has been increased by 10 from 40 to 50. The revised format also meant that fewer candidates ran out of time on either paper and were therefore able to display the full extent of their knowledge.

Key reasons why candidates may not achieve pass standard are as follows:

- The most common reason is that they do not possess sufficient knowledge and experience to be able to address the different tasks and are therefore unable to perform at Delta standard.
- A large majority of candidates have a poor knowledge of language systems, particularly describing grammatical and lexical form/use and phonology, which can result in a significant loss of marks in Paper One, Tasks 4 and 5. Candidates need to increase / improve their level of language awareness, particularly in the area of phonology.
- Some candidates who enter the examination without having taken a preparation course may have insufficient awareness of task requirements. Candidates should refer to the advice and comments on the sample answers in the Delta Modules Handbook. These give clear guidance as to what candidates have to do in order to increase their chances of success in the examination.
- Some candidates who follow a preparation course may have received inadequate or inaccurate centre guidance, particularly in terms of what is required in each task. This is evident in tasks where the requirements have changed, e.g. Paper One, Task 2 where further comments are no longer required but candidates are still providing them. Centres need to ensure that they have a full understanding of what is required in each task.
- Some candidates continue not to manage their time effectively. Tasks 4 and 5 in Paper One, and Tasks 2 and 3 in Paper Two carry a large number of marks and candidates are strongly advised to allow adequate time for these tasks. Candidates are free to attempt the tasks in the order of their choosing and those candidates who attempt the high scoring tasks first are therefore able to complete them fully and maximise the number of marks that they can gain for them.

The mean score for Paper One was 61%, which is significantly higher than in previous sessions, but it was lower for Paper Two at 56% which meant that the overall mean score was in line with previous sessions. In Paper One, Task 1 candidate performance was reasonable, with the average number of marks achieved being 4 (see page 7 for marks allocation by task). Candidates performed worse in Task 2 than in previous sessions with the average number of marks achieved being 4. Task 3 performance was lower than previous sessions with an average of 7 marks achieved. However, the mean score of 13 for Task 4 showed good improvement on June 2014, possibly because candidates perform better when the student-generated text is written rather than spoken. Task 5 showed the biggest improvement with the average score being 34 marks out of a possible 50, rather than 24 out of a possible 40 marks. This increase could be due to the fact that the changes in Paper One ensure that candidates have sufficient time to answer Task 5 which is a key task because it carries 50% of the marks for this paper. Overall, candidates performed better on Paper One than in the last three sessions.

In Paper Two, Task 1 continued to generate a high number of marks with more than half the candidates achieving at least 10 marks. Candidate performance in Task 2 was in line with previous sessions with candidates performing better on part (a) than on part (c) which continues to reflect the fact that candidates need more experience, and possibly training, in identifying the kind of principles that can inform the design of teaching material. Candidate performance in Task 2 part (b) showed improvement on what was Task 3 in the previous exam with the average score being 7 rather than 4 marks. The marking of Task 3 has changed significantly but the mean score for the breadth marks was 22 which was in line with the number of marks gained for points made in 2014. However, the

average number of marks gained for the depth of the candidate's response was only 2 out of a possible 10 but this should improve in subsequent sessions as candidates become more aware of what this part of the markscheme requires.

Overall, Paper Two scores were lower than Paper One, but this was balanced by a strong response to Paper One which meant that candidate performance was balanced over the two papers.

Please see each task for examiner comments on individual task performance.

General advice

Candidates are strongly advised to do the following in order to maximise their performance in the examination:

- do the sample test in the Delta Modules Handbook and review their answers against the Guideline Answers and sample scripts with accompanying Examiner comments
- plan their time carefully to make sure that the time they allocate for each task is commensurate with the maximum number of marks that they can obtain from each task. Candidates who start with high scoring tasks, e.g. Paper One, Tasks 4 and 5 often do well if they attempt these tasks first.
- read question rubrics very carefully, underlining or highlighting key points they contain. It is essential that candidates provide the information asked for and do not provide unrequested information.
- only provide the number of features (1.3), strengths/weaknesses (1.4), features (1.5a), points (2.1), purposes, ways the exercises combine and assumptions (2.2) as stated in the rubrics for these tasks. Only the first required number produced by a candidate will be marked.
- in 2.3, only make 15 points which will allow candidates to produce more depth in their answers.
- plan the order in which they are going to answer the tasks and complete at least two full mock examinations in timed conditions to get used to the exam format and time requirements.
- do not waste time making rough notes – there is no time available for this. Instead candidates should do what is suggested in the above bullet point and do more tasks under timed conditions to get used to the requirements and formats of the different tasks
- follow the layout as suggested in each task.
- number the points they make to ensure that they respect the rubric
- use headings and sub-headings to signpost their answers as indicated in the Examiner's comments for each task.
- start each task on a new page and clearly label their answers, showing what task or part of a task they are answering
- lay their answers out with plenty of space – candidates might find it easier to write their answers on every other line in the answer booklet. Many answers were very cramped and written in the margins, making it very difficult for Examiners to mark the tasks. Candidates need to consider their audience and by leaving extra space, they can include more points later in the exam if they realise that they have something more to add.

2   Delta Module One Markscheme

2.1 Distribution of marks

In Delta Module One, candidates accumulate marks across questions and it is the total number of marks obtained across the two papers that determine which grade a candidate is awarded. Candidates do not therefore gain a grade for each task.

Answers are marked against a detailed markscheme containing guideline answers, with candidates being awarded marks for each correct answer given. Relevant alternative wordings and examples are accepted. The number of marks available for each task is as follows:

Paper 1

Task 1   6

Task 2   12

Task 3   12

Task 4   20

Task 5   50

Total   100

Paper 2

Task 1   18

Task 2   42

Task 3   40

Total   100

**Grand
Total   200**

Points made twice within an answer are not credited twice and no marks are deducted for wrong answers.

2.2 Markscheme for each task

Paper One

Task 1
One mark is awarded for each correct answer.

Task 2
A total of three marks are available per answer:
☐ two marks for the basic definition
☐ one mark for a correct example
Note: The example is only awarded if the basic definition is correct.

Task 3
☐ Two marks are awarded for each language feature correctly identified up to a maximum of three features.

☐ Two marks are awarded for each correct example / illustration. An example cannot be awarded marks if the feature is not identified.

Task 4

☐ Three marks are awarded for each strength/weakness correctly identified up to a maximum of four strengths and weaknesses.

☐ Two marks are awarded for each example from the text illustrating the strength or weakness identified. **Note:** no mark can be given for an example if its accompanying strength or weakness has not been correctly identified.

Task 5

One mark is awarded for each point correctly made up to a maximum of 50.
Note: In **a**, there is a maximum of five marks available and a mark is only awarded if a correct example is given.

Paper Two

Task 1

☐ Two marks are awarded for each positive/negative feature identified.

☐ One mark is awarded for each application to the learner for each positive/negative feature identified.

Task 2

☐ In **a**, two marks are awarded for each purpose correctly identified to a maximum of 12 marks.

☐ In **b**, two marks are awarded for each combination correctly identified to a maximum of 12 marks.

☐ In **c**, one mark is awarded for each assumption listed, one mark is awarded for each example provided, and one mark is awarded for one reason given for an assumption to a maximum of 18 marks.

Task 3

☐ Two marks are awarded for each correct point made up to a maximum of 30 marks.

☐ Marks are awarded for the depth of the answer to a maximum of 10 marks.

Rating	
5	A fully developed, well-balanced response to the task. Points are consistently supported by rationale based on relevant reference to, experience; and/or examples; and/or range of contexts; and/or sources; and/or theories. Rationale is convincing and insightful in justifying points made.
4	A well-developed, well-balanced response to the task. Points are mostly supported by rationale based on relevant reference to, experience; and/or examples; and/or range of contexts; and/or sources; and/or theories. Rationale is mostly convincing and insightful in justifying points made.
3	A generally well-developed response to the task. Points are generally supported by rationale based on relevant reference to, experience; and/or examples; and/or range of contexts; and/or sources; and/or theories. Some points may be less well supported; a few irrelevancies may be present. Rationale is satisfactory in justifying points made.
2	A limited response to the task. Points are sometimes supported by rationale based on relevant reference to, experience; and/or examples; and/or range of contexts; and/or sources; and/or theories. Some points

	may be unsupported; a number of irrelevancies may be present; the response may contain more description than analysis. Rationale is evident, but inconsistent in justifying points made.
1	A minimal response to the task. Points are minimally supported by rationale based on relevant reference to, experience; and/or examples; and/or range of contexts; and/or sources; and/or theories. Most points are unsupported; a number of irrelevancies may be present; the response contains a lot of description and very little analysis. Rationale is minimal.
0	No development of the response.

2.3 Grading

Results are recorded as three passing grades (Pass with Distinction, Pass with Merit, Pass) and one failing grade (Fail).

At the end of the marking process, there is a grading meeting to determine precisely how many marks are required to obtain each of the passing grades. The grade boundaries are set in a way that ensures that the level of knowledge required to obtain the three passing grades:
- [ ] is consistent with the band descriptors on page 7 of the Delta Modules Handbook
- [ ] is the same from one session to the next
- [ ] does not vary as a result of slight variations in the difficulty of the papers.

The following information is used in the grading process:

- [ ] statistics on the candidature
- [ ] comparison with statistics from previous years' examination performance and candidature
- [ ] recommendations of examiners, based on the performance of candidates.

The marks required to obtain each grade are:

Pass   approximately 50%
Pass with Merit   approximately 65%
Pass with Distinction   approximately 75%

3   Paper 1 Task 1

There has been no change to this task. For examples of Task One questions, detailed feedback on how to approach this task, and comments on sample answers, see previous Examination Reports on the Cambridge English Teaching Support website and the latest Delta Modules Handbook. In this session, the average score was 4.

Candidates who didn't achieve full marks did the following:
- [ ] they wrote down more than one answer, one of which was incorrect
- [ ] they lacked sufficient knowledge of terminology relating to grammar, phonology, lexis, discourse, testing, teaching approaches and methodology
- [ ] they frequently confused the lexical term with a similar word relating to sense relations
- [ ] they confused the methodological term with its opposite
- [ ] they misspelt their answers
- [ ] they did not attempt all of the definitions.

As in previous sessions, candidates are recommended to:
- [ ] only write the required term, not giving an example or any extra information
- [ ] only write one answer and not provide alternative answers
- [ ] spell terms correctly (a very limited number of alternative spellings are accepted e.g. US and UK spellings)
- [ ] provide an answer, even if they are not sure it is correct.

4   Paper 1 Task 2

This task has changed in that candidates no longer have a choice of which terms to define and they are not required to make a further point to support each definition. For examples of Task Two questions, detailed feedback on how to approach this task, and comments on sample answers, see previous Examination Reports on the Cambridge English Teaching Support website and the latest Delta Modules Handbook. Instead, they are given four terms and they have to give a basic definition for each one with an appropriate example. However, unlike the previous examination, they cannot gain a mark for a correct example if the definition is incorrect, which has impacted significantly on the number of marks that the cohort gained in this session for this task. This means that it is even more important for candidates to provide an accurate definition and their poor performance indicates that this is an area where centres need to provide more training. For example, they need to train them to consider form and use when defining grammatical terms or the place and manner of articulation of phonological terms. The average score for this task was 3 marks out of a possible 12 which reflects the fact that candidates need more training in how to provide basic definitions for ELT terms.

Key issues with this task were that:
- [ ] a small number of the candidates provided an example without a definition
- [ ] the majority provided a definition which was inaccurate, incomplete or vague
- [ ] some candidates did not provide any examples
- [ ] they gave more than one example. Candidates should note that this is not a good exam strategy because Examiners can only mark the first example provided. If the candidate provides two examples, the first one of which is incorrect and the second is correct, the candidate will not receive a mark
- [ ] they continued to provide a further point which is no longer a requirement of the task
- [ ] some did not attempt all the definitions.

Candidates are recommended to:
- [ ] be succinct in their answers
- [ ] attempt all the definitions
- [ ] think carefully about the basic definition that they give and make use of linguistic/technical terms rather than the more simplified terms they might use with students
- [ ] only provide one example for each definition
- [ ] lay out their answers clearly using the sub-headings of *Point, Example.*

5   Paper 1 Task 3

The extract for this task is the speaking activity below for pre-intermediate (CEFR B1) level learners.

> **5**   In groups, talk about your childhood memories.

In order to complete this activity successfully, learners at this level would need to use the following key language features:

- verbs and nouns relating to childhood activities, e.g. *go swimming*, *watch cartoons*, *play computer games*
- back-channelling and responding to others' contributions, e.g. *Oh, really?, Yes, I did that too!*

Identify a **total** of **three further key language features** learners at this level would need to use. Provide an example specific to this activity to support each choice.

5.1   Guideline Answer

- **Turn-taking / holding the floor / interrupting / recognising end of turn / inviting contributions / clarifying and asking for clarification**
  Example *What do you think? Can I ask a question? Sorry, I don't understand. I mean when I was in Spain.*

- *Used to/would* **(for past habits/states) / narrative tenses OR past simple / past continuous / past perfect (NB: candidates must mention 2 of these verb forms)**
  Example *I used to go to the beach every summer. I was staying with my grandmother when I first met Sonia.*

- **Question forms / yes/no / wh- questions**
  Example *Did you enjoy it? How did you get there?*

- **Comparatives / Superlatives**
  Example *It was the happiest time of my life. It was the best holiday I ever had. Things were easier when I was young.*

- **Language to express memories / adverbs of frequency**
  Example *I remember long evenings by the pool. We **always** went to the seaside.*

- **Adjectives for feelings / situations / places**
  Example *I was sad. It was lovely. The town was crowded.*

- **Time linkers / language to indicate time** / **prepositions/adverbs of time**
  Example *One day we got up very early. Meanwhile, they were looking everywhere for us. We went in July.*

5.2   Candidate performance
The average number of marks gained for this task was 8 with most candidates being able to identify and give an appropriate example for 2 features. Most candidates followed the rubric and only provided three features; did not repeat the features that were in the rubric, i.e. lexis and back-channelling; and provided a level-appropriate example which was a full sentence. Most answers were succinct and clearly laid out.

The most common features identified were:
- turn-taking/ holding the floor / interrupting / recognizing end of a turn / inviting contributions / clarifying and asking for clarification
- *used to/would* (for past habits/states) / narrative tenses / mention of two of the following verb forms: past simple / past continuous / past perfect
- question forms.

The least common features identified were:
- comparatives / superlatives
- language to express memories / adverbs of frequency.

The inaccurate/imprecise features listed below were frequently identified:
- Candidates did not provide three distinctly different features, e.g. they cited *used to/would* and narrative tenses as two separate features but they are part of the same language feature, i.e. verb forms to talk about the past. This meant that the total number of marks that they could gain was 8. In a few extreme cases, candidates chose three separate past forms (e.g. past simple, *used to, would*) and so only gained 4 marks for the whole task
- Providing more than three features, sometimes six or more, which was not a productive use of time as only the first three are marked
- Back-channeling, fillers (these were part of one of the features mentioned in the rubric)
- Paralinguistic features, e.g. nodding (these are not language features)
- Language to express feelings (with no mention of adjectives) or descriptive adjectives without stating what they were describing, i.e. situations, feelings or places
- Using *past tenses* rather than stating the precise names of the verb forms
- Providing one past tense, e.g. simple past (which is too limited for pre-intermediate learners) rather than two or three
- Writing *linkers/conjunctions/discourse markers* without stating the function i.e. to indicate time
- Providing more than one example of each feature. The Examiners only marked the first example which meant that if the first example was incorrect (e.g. too complex or low for the level), it would be marked but no marks awarded even if the second example was appropriate
- Examples for language items which were not in full sentences and so were not illustrative of their use in relation to this particular text type.

Candidates are recommended to:
- research features of spoken and written discourse in depth in terms of what different text types require
- read the rubric carefully
- only discuss what the rubric requires
- avoid repeating features and examples which are mentioned in the rubric
- outline no more than three features as only the first three features will be marked
- make sure their answers cover three distinctly different areas from a range of relevant language features, i.e. grammatical forms (e.g. one verb form, one non verb form), functions, lexical areas, sub-skills and discourse features
- avoid relying on pre-learnt answers from previous Guideline Answers
- make sure their answers, including examples, are specific to the activity described in the task
- make sure that they give a point and an example – marks for correct examples cannot be awarded without a clearly stated, accurate point
- provide **one** example for each feature
- only use the same example once
- provide **full** language examples, not just sentence stems, e.g. *I used to play outside with my friends* rather than *I used to …*
- remember the level of the learners (pre-intermediate in this case) and give examples which learners at this level could realistically produce)
- avoid including any information on why the feature is included
- list the points they wish to make, avoiding any introduction, summary or conclusion
- use a bullet point or similar format when answering the task
- number each feature that they include in their answer
- lay their answer out using the headings of *Feature* and *Example* to ensure that they include both requirements.

5.3 Sample Answers

5.3.1 The following sample answer gained full marks

1. *Learners may require 'used to' to describe habitual actions in the past.*
   For example "I used to go swimming every Sunday."

2. *Learners would need to use adverbs of frequency.*
   For example "I often <u>went</u> to the cinema."

3. *Learners would need phrases to encourage others to contribute. In order for the task to be successful even the more reticent students should contribute.*
   For example: "What about you, John?"

Examiner's comments on sample answer

The three features that the candidate lists are accurate and are accompanied by an appropriate and full example. The features are also clearly distinct from each other, i.e. there is a verb form (*used to*); a non-verb grammatical feature (*adverbs of frequency*); and a speaking sub-skill (*inviting contributions*). The answer has the benefit of clear layout with the use of numbers for the features and the heading *For example* to distinguish the feature from its example. Each example is in a full sentence. The examiners also noted that it was positive that the candidate did not waste time by identifying more than three features or providing more than one example for each feature.

5.3.2 The following sample answer gained two thirds of the marks available for this task

1. *Narrative tenses to describe past events / states*
   E.G. We <u>lived</u> in Saudi Arabia. I hadn't eaten camel before

2. *Discourse markers to manage the conversation, in groups.*
   E.G. Anyway / What about you? / For me,

3. *Comparative and superlative adjectives to describe important events and their accompanying structures*
   EG: It was the <u>most exciting</u> day of my life
   My sister was <u>better</u> at school than me.

Examiner's comments on sample answer

Again, it is positive that this candidate has respected the rubric and only listed three features. Two of these were credited: narrative tenses to describe past events/states and the use of comparative and superlative adjectives to describe important events. The other feature of discourse markers to manage conversation could not be credited as it was too vague – the candidate needed to specify how they were used to manage the conversation, e.g. through recognising the end of a turn etc. This lack of specificity also meant that the first example could not be awarded any marks, although it would not have been possible to do so, even if the feature had been credited because it consisted of a single word, *Anyway,* and was not embedded in a sentence, e.g. *Anyway, what do you think?* The first examples for the other two features were credited as being appropriate to the feature and the level of the learners, but future candidates should note that it is not a productive use of time to provide more than one example for each feature as only the first feature provided will be marked.

5.3.3 The following sample answer obtained a quarter of the marks available

- *adjective + noun collocations to describe past actions and events.*
  e.g. *"My 10th birthday party was a <u>wonderful day</u>."*

- *past simple verbs to discuss past events and actions.*
  e g. *"I <u>went</u> to school in London."*

- *positive and negative adjectives to express feelings from one's childhood*
  e.g. *"I was <u>happy</u> at school."*

Examiner's comments on sample answer
Again, the candidate provided three different features, using bullet points to organise his answer. However, two of the features highlighted the same feature (the use of adjectives to describe past events/feelings) and so he could only be awarded marks once. The other feature could not be credited because the candidate only cited one verb form (past simple) and the mention of two verb forms were required for marks to be awarded. It was positive that the candidate only provided one example for each feature and that they were appropriate to the level and task set.

6 Paper 1 Task 4

The text (259 words) for this task is reproduced on the opposite page. It was written by a learner in an advanced (CEFR C1) level class in response to the following task:

> *Write approximately 250 words.*
>
> *An English-speaking friend is doing some research on changes in eating habits around the world. Your friend would like to know about changes in eating habits in your country, and has asked you to write a report briefly describing the traditional food of your region and explaining how eating habits are being influenced by factors such as advertising, changing work patterns and food technology.*
>
> *Write your report.*

Focusing on the areas listed below, identify a total of **four key strengths and weaknesses** of the text. Provide an example from the text of each choice. Include at least **one strength** and **one weakness** in your answer.

- Organisation
- Accuracy of grammar
- Range of lexis
- Accuracy of lexis

6.1 Guideline Answer

Key strengths

- **Organisation**
  Logical/clear organisation
  Example for logical organisation title, statement of aims, introduction of the situation, traditional food, factors for changes, conclusion (NB: a minimum of two points must be mentioned)
  OR
  Use of title / (sub-)headings / statement of aims / clear layout / paragraphs (NB: a minimum of two points must be mentioned)
  Example for the organisation features title *Changes in eating habits in Italy* (line 1), sub-headings *TRADITIONAL FOOD IN ITALY* (line 5), FACTORS THAT HAVE INFLUENCED ITALIAN HABITS TOWARDS FOOD (line 12), statement of aims *The aims of this report are to …* (line 2), paragraphs paragraph 1 (lines 1-4) aims, paragraph 2 (lines 6-7) introduction of the situation; paragraph 3 (lines 8-11) traditional food; paragraph 4 (lines 13-19) factors for changes. (NB: not paragraph 5 lines 20-22)

- **Accuracy of grammar**
  Accurate use of complex clauses / use of linkers/discourse markers (and following grammatical pattern)
  Example for complex clauses *Although it is known …* (lines 6-7), *In order to have a good result …* (lines 10-11), *Even if the 80% of people still prefer …* (lines 13-14), *Although Italian habits…* (lines 21-22)
  Example for linkers *Although* (line 6, 21), *In order to* (line 10), *Even if* (line 13), *Another factor is* (line 16), *Moreover* (line 18)

- **Accuracy of grammar**
  Accurate use of passives
  Example *it is known* (line 6), *to be cooked* (line 8), *Preservatives and colourants are not used* (line 9), *are fully taken* (line 9), *it has also been revieled* (line 20)

- **Accuracy of grammar**
  Good control of present simple **with** the present perfect simple (NB: candidates need to mention both verb forms)
  Example *Even if the 80% of people still prefer their tradition food, it has emerged* (lines 13-14)*, It has been also revieled that fast food has … this king of food is available* (lines 20-21), *Although Italian habits have changed towards the food they eat* (lines 21-22)

- **Range of lexis**
  Collocations/fixed expressions/lexical chunks/set phrases / food/topic related lexis
  Example *preservatives* (line 9)*, colourants* (line 9), *ingredients* (line 10), *a considerable amount* (line 8), *a totally different* (line 14), *get the message that 'food is fun' across to the people* (line 15), *allude to* (line 16), *due to (their job responsibilities)* (line 17), *traditional recipes* (line 18), *I don't totally agree with* (line 22)

Key weaknesses
- **Organisation**
  Wrongly paragraphed conclusion
  Example conclusion should begin at line 21-22

- **Accuracy of grammar**
  Incorrect word order
  Example *are remarcably changing* (line 7), *It has been also reviled* (line 20)*, grandparents do not teach any more their traditional recipes* (line 18)

- **Accuracy of lexis**
  Misuse of collocations/fixed expressions/lexical chunks/set phrases
  Example *take pround of* (line 6)*, to obtain for a totally different option* (line 14), *thrown by big companies* (line 15), *job responsibilities* (line 17), *the family lost its worth* (lines 18-19)

- **Accuracy of lexis**
  Inaccurate spelling
  Example *pround* (line 6)*, remarcably* (line 7)*, Tipical* (line 8)*, ammount* (line 8)*, wheras* (*line 9)*, byological* (line 9)*, test* (line 11)*, advertaisments* (line 14)*, responsabilities* (*line 17)*, revieled* (line 20), *costumers* (line 20)

6.2 Candidate performance

The choice of text was good and discriminated well between stronger candidates who could analyse strengths and weaknesses of a written student-generated text and those who could not. The average mark achieved was 13 which was in line with previous sessions and showed a marked improvement on June 2014 when candidates struggled to analyse the phonological features of a spoken text. Very few candidates did not attempt this task or failed to complete it which suggests that they understood the importance of allocating an appropriate amount of time to complete the task. A large number of them answered the task first or second in the examination which was a good strategy as it allowed them to maximise the number of marks they were able to gain, as long as their language awareness was accurate. Some candidates outlined more than four strengths and weaknesses which was not a productive use of time as only the first four can be considered. A few evaluated the text in terms of criteria which were not listed in the rubric, particularly in terms of task achievement. Another key problem was that some candidates included more than one specific point of grammar under the heading of *Accuracy of grammar.* They appeared to think that this meant that they were outlining one strength or weakness but in fact each different grammatical area was counted as one feature. For example, if the candidate included use of the passive, linkers and articles as strengths under *Accuracy of Grammar*, this was marked as three features (two correct, one incorrect) which meant that the candidate's next point (a weakness) would be the fourth one and the Examiner would then ignore any other features cited in the answer. Another problem in this session was exemplification because the majority of candidates included more than one example of each strength or weakness cited. This meant that if the first example was incorrect but the second one was correct, no marks could be allocated. Layout of answers was problematic at times, particularly where the candidate had chosen to organise their answer in two columns or two lists which were headed *strengths* and *weaknesses.* This meant that the Examiners had to mark one strength, then one weakness and so on to ensure that the candidate had the potential to gain marks for at least one strength and one weakness in their answer which is now a requirement of this task.

The most common strengths and weaknesses identified were:
- Organisation – logical organisation / use of report features
- Accuracy of grammar – use of linkers/discourse markers
- Accuracy of grammar – use of passive
- Accuracy of lexis – inaccurate spelling.

The least common strengths and weaknesses identified were:
- Accuracy of grammar – good control of present simple **with** the present perfect
- Organisation – wrongly paragraphed conclusion.

The inaccurate/imprecise points listed below were frequently identified:
- the learner's use of individual lexical items was a strength or a weakness (candidates had to mention that it was the learners' use of collocations or topic related lexis (not individual items) which was a strength or weakness
- the learner was good at using the present simple or the present perfect simple (it was the fact that the learner could use both verb forms together which was the strength of the text)
- the learner's use of articles was accurate (this was a minor strength)
- some candidates lost marks for exemplification because the example was inaccurate or they had not included one
- some candidates mentioned the over-arching criteria (e.g. accuracy of grammar without then specifying the precise feature (e.g. incorrect word order)
- some candidates continued to explain the reason for choosing the strengths and reasons which is not required and is not a productive use of time
- a large number of candidates included more than four strengths/weaknesses in their answer
- some candidates only listed strengths or weaknesses
- a few candidates included an example without explicitly stating what the strength or weakness was, which meant that no marks could be awarded.

Candidates are recommended to:
- read the rubric carefully and only discuss the criteria included in it
- only discuss a total of four key strengths and weaknesses (Examiners will only mark the first four mentioned)
- give a minimum of one strength or weakness
- avoid going through each criterion in the rubric listing strengths and weaknesses for each one as only the first four points mentioned will be marked
- only give **one** example for each strength and each weakness
- be careful with their choice of example so that they are sure that it is accurate
- bear in mind the learner's level when commenting on the text's strengths and weaknesses, e.g. C1 learners would be expected to have good control of the present simple
- use a bullet point layout for the strengths and weaknesses
- organise their answer by outlining a strength first and then a weakness to ensure that they comply with the rubric by including one of each in their answer. Then they can cover two more points which may both be strengths, weaknesses or one of each
- clearly signpost to the Examiner if the point that they are making is a strength of a weakness, e.g. *Strength – criterion from rubric – point – example,*
  Strength – Accuracy of Grammar – good use of the passive – Example – it is known (line 6).

6.3 Sample Answers

6.3.1   The following sample answer gained full marks for this task

Strengths

Organisation

Clear aims at the beginning "The aims of this report" that reflect the structures of the report, and helped by subheadings "Traditional food in Italy" followed by "Factors that have influenced…habits…"

Grammar

Good use of passive to achieve a formal style + accurate.
"it is known that" "time to be cooked."

Range of lexis

Good use of collocation + specific vocabulary for the topic
"traditional recipes" "preservatives and colourants"

Weaknesses

Accuracy of spelling of lexis, particularly confusion with vowels / y+i
"byological" "Tipical" "revield"

Examiner's comments on sample answer
The answer is focused on the criteria outlined in the rubric. It clearly cites three key strengths and one key weakness of the text (i.e. the required four strengths/weaknesses) and gives a clear example for each one identified. As strengths, the candidate identifies the fact that the organisation is appropriate for a report; there is good use of the passive; and there is a good range of collocations and topic related lexis used. Regarding a weakness of the text, he cites inaccurate spelling. In terms of exemplification, he provides two examples for each feature where only one is required. This is not problematic for this candidate because all of the first examples that he provides are accurate. However, it is not a productive use of time. The answer has the benefits of being succinct in its expression, clearly organised with an appropriate use of underlining to highlight the criteria. It would be helpful for the Examiner if the candidate numbered the points.

6.3.2   The following sample answer gained three quarters of the marks available for this task

STRENGTHS	*WEAKNESSES*
Good organisation of report using appropriate headings	*Poor spelling throughout Eg: ammount wheras byological revield Tipical*
Good introduction / beginning the report with "The aims of this report are to"	*Using the definite article before numbers "the 80%" a common problem for many speakers of romance languages*
Good use of discourse markers "Although" "Even if"	
Good paragraphing	
Good use of passive structures used in reports "It has emerged that"	
Good attempt at using a wide variety of lexis even if many words are incorrectly spelt Good examples: Preservatives, colourants Incorrect spelling but good attempt at using "revield"	
Grammar is generally strong with good sentence structure "it has emerged that several factors have"	

Examiner's comments on sample answer
The candidate outlines nine strengths and weaknesses which exceeds the four required in the rubric. This was exacerbated by his use of columns to organise the answer. In cases such as these, the Examiners marked the first strength, then moved across the column to mark the first weakness, then returned to the strengths column to mark the second strength and then finally returned to the second column to mark the second weakness. A line was then drawn under the four marked points and the remainder of the answer was not read. In terms of this candidate, he correctly identifies organisation as a strength (this point is made twice but was credited by the Examiners once) and also the learner's use of

discourse markers. The first weakness mentioned of poor spelling was also credited but the second one of inaccurate use of articles was not as this is not a key weakness. As with the previous sample answer, the candidate provides more than one example for each point and only the first one was marked. Again, in the case of this candidate, it was not a problem because the first examples provided were all accurate. In terms of the remaining five strengths/weaknesses mentioned in the answer (but not marked), one would have been acceptable: good use of the passive. Poor spelling had already been credited as had good paragraphing under organisation. The point about the lexis would not have been accepted as it focused on individual items rather than collocations and the final strength was expressed too imprecisely, i.e. *Grammar is generally strong <u>with good sentence structure.</u>*

6.3.3 The following sample answer gained very few of the marks available for this task

Strength
- *Organisation:*
  The student has laid out the text   *Ex. Changes in eating habits.*
  in terms of goals or aims and the
  specific tasks laid out in the rubric.

- *Organisation*
  He has given clear headers / titles   *Ex. Traditional Food in Italy*
  so it is easy for the reader to find
  the information they are looking for.   *Factors that have influenced Italian habits*
                                                    towards food.

- *Range of Lexis.*
  Although we would expect a high   *Ex. Preservatives, Colourants…*
  level of lexical ability at C1 level, the
  use of 'preservatives, colourants,
  byological ingredients, allude' all
  show a good range.

- *Accuracy of grammar.*   *Ex. Although it is known…*
  Passive voice is used very well with   *Even if…, it has emerged.*
  cohesive devices such as linkers.

  Use of reduced relative clauses   *Ex. The advertisements on television,*
                                                thrown by big companies.

Weaknesses
Accuracy of lexis: *Ex. Pround, remarcably, byological,*
A student at C1 level should be making as   *ammount*
many spelling errors as this student makes.

Accuracy of lexis: *Ex. Collocation*
This student also misuses words which are not *Take pround (pride)*
level appropriate errors for a C1 student   *test (taste)*
                                                  obtain (choose)
                                                  thrown (put on)

Accuracy of grammar: *Ex. remarcably changing instead of*
The student has some problems with syntax   *changing remarkably*
which may be a result of L1 interference.   *Ex. "more often adverts" instead of*
                                                  adverts more often".

If one weakness had to be chosen, I would focus on accuracy of lexis. It can be easy to fix so it is relatively motivating. If this learner were to apply for a job.

Examiner's comments on sample answer
The candidate outlines eight strengths and weaknesses which exceeds the four required in the rubric. The Examiners marked the first strength (the organisation of the text which was stated twice), then the first weakness (accuracy of lexis), then the second strength (the range of lexis) and the second

weakness (misuse of collocations). Of these four strengths/weaknesses, clear organisation, spelling errors and the misuse of collocations were credited. The strength relating to the range of lexis could not be credited because the candidate did not mention the learner's use of collocations or food/topic related lexis. Whilst exemplification was accurate for organisation and spelling, it was not for misuse of collocation because the first example did not contain the full collocation – the candidate wrote *take pround* without the wrong preposition *of.* In terms of the remaining four strengths/weaknesses mentioned in the answer (but not marked), three would have been acceptable: accurate use of the passive; good use of linkers and incorrect word order. The fourth strength, good use of reduced relative clauses, would not have been credited as it is a minor strength. The Examiners noted that the candidate's final point about which weakness to focus on was not asked for in the revised rubric for this task. This is an example of another candidate who has not respected the rubric and stated four key strengths and weaknesses and who has therefore lost marks.

7   Paper 1 Task 5

a   The text is the short biography of a writer included for information in one of his books. Identify **five** features of the text that are characteristic of its genre. Give one example of each feature you identify.

Do **not** include more than one feature of layout.

b   Comment on the **use** of **articles** in the following extracts from the text.

- his father worked for the Civil Service (lines 1-2)
- an experience that inspired his first novel (line 5)
- contributed reviews (line 8)
- which brought him world-wide fame. (lines 22-23)

c   i   Comment on the **form** and **meaning/use** of the verbs in **bold** in the extracts below. Do **not** comment on the lexical meaning of the verbs.

- ERIC ARTHUR BLAIR (George Orwell) **was born** in 1903 in India (line 1)
- he also **wrote** for the *Observer* (lines 19-20)
- A few days before, Desmond MacCarthy **had sent** him a message of greeting (lines 24-25)
- 'You **have made** an indelible mark on English literature' (line 26)

ii   Comment on the possible **features of connected speech** in the following extract. Do **not** comment on word or sentence stress.

- you are among the few memorable writers of your generation. (lines 26-27)

d   Look at the following sentences taken from the text. Comment on the **form** and **use** of the words in **bold** as they are used in the text.

- Orwell entered Eton, **where** he contributed regularly to the various college magazines. (lines 3-4)
- He was admitted to a sanatorium in 1938 and **from then on** was never fully fit. (lines 14-15)
- He spent six months in Morocco and **there** wrote *Coming Up for Air*. (line 16)
- Desmond MacCarthy had sent him a message of greeting **in which** he wrote (line 25)

7.1 Guideline Answer

a   Features of genre

Layout (only award one mark)
- Different font/italics for book titles, e.g. *Animal Farm*
- Capitalisation/upper case of author's name initially, e.g. ERIC ARTHUR BLAIR
- Brackets for year of publication / author's writing name, e.g. *(George Orwell), (1937)*

Content
- Names / dates of publications e.g. *Burmese Days, 1934*
- Factual details of life / names of places / organisations e.g. *was born in India, died in London in January 1950*

Organisation
- Chronological account e.g. his birth → work → death (NB: candidates need to mention 2 events)
- General comment/tribute/testimonial/quote *'You have made an indelible mark on English literature …* (lines 26-27)

Style
- Formal/semi-formal/neutral lexis / style e.g. *he served in* (line 4), *contributed regularly* (line 3)*, was admitted to* (line 15)

Grammar / lexis
- Complex sentences / relative clauses e.g. *Orwell entered Eton, where he …* (lines 3-4), *He lived in Paris for two years before …* (lines 6-9), *As literary editor…* (lines 18-21)
- Passive e.g. *in 1936 he was commissioned…*
- Long noun phrases e.g. *areas of mass unemployment* (line 11), *literary editor of the Tribune* (line 18)
- Narrative tenses / past simple / past perfect e.g. *The family moved to England* (line 2), *had sent him a message* (line 25)
- Life story lexis e.g. *was born* (line 1)*, lived* (line 6)*, worked* (line 7)*, died* (line 24)
- Lexis of writing e.g. *contribute* (line 19), *novel* (line 5)*, reviews* (line 8), *articles* (line 9)*, periodicals* (line 9)*, published* (line 10)*, literary editor* (line 18)*, regular page* (line 19)
- Time / place adverbials/prepositions/linkers e.g. *in 1903* (line 1)*, from 1941 to 1943* (line 18)*, in India* (line 1)*, A few days before* (line 24)
- Strong/positive/evaluative adjectives e.g. *powerful* (line 12)*, unique* (line 21)*, world-wide* (line 23)

---

b   Use of articles in the following extracts from the text

his father worked for the Civil Service (lines 1-2)
- Definite article
- *(Civil Service* is) a singular noun
- *(Civil Service* is) a countable noun
- Only one Civil Service (in India) / assumes reader knows there's only one / shared knowledge
- Definite article generally used with organisations

an experience that inspired his first novel (line 5)
- Indefinite article
- *(Experience* is) a singular noun
- *(Experience* is) a countable noun
- One experience referred to / Orwell had more than one experience
- Use of indefinite article *an* because of following initial vowel

…contributed reviews... (line 8)
- Zero article
- (Reviews is) a *plural* noun
- *(Reviews* is) a countable noun
- *(Reviews* are) referred to for the first time here
- *(Reviews* are) not post-modified/defined / are referred to in general / non-specific

which brought him world-wide fame. (lines 22-23*)*
- Zero article
- *(Fame* is) an uncountable noun
- *(Fame* is) not post-modified/defined / is referred to in general / non-specific

C i Form and **meaning/use** of the verbs in **bold**. Do **not** comment on the lexical meaning of the verbs

*ERIC ARTHUR BLAIR (George Orwell) **was born** in 1903 in India* (line 1)
Form
- Past (simple) (of be)
- Auxiliary (was)
- Passive
- 3rd person singular (of be)
- Irregular verb (bear)
- Past participle (of bear*)*

Meaning/use
- Used as a lexical chunk/collocation/fixed phrase/expression
- Is a completed action
- Passive keeps person who was born as the subject/focus/theme / the agent is obvious/not important
- An event / activity in life story/biography

*he also **wrote** for the Observer* (lines19-20)
Form
- Past simple (of *write*)
- Irregular verb (*write*)

Meaning/use
- An event / activity in life story/biography
- Describes a past activity that is finished/completed
- Activity was repeated over a period of time

*A few days before, Desmond MacCarthy **had sent** him a message of greeting* (lines 24-25)
Form
- Past perfect simple
- *Had* is the (simple) past (of *have)*
- Auxiliary (*had*)
- Irregular verb (*send)*
- Past participle of (*send)*

Meaning/use
- Shows that the sending took place before Orwell died / an action completed before another.
- The events are described out of sequence. *Had sent* precedes the verb in the previous sentence.
- This enables the writer to end with a summing up of Orwell's contribution/avoids death being the final point mentioned.

*You **have made** an indelible mark on English literature'* (line 26)
Form
- 2nd person singular
- Present perfect simple
- Auxiliary (*have)*
- Irregular verb (*make)*
- Past participle (of *make)*

Meaning/use
- Shows the present importance of Orwell's work at the time that MacCarthy was writing i.e. when Orwell was still alive / shows the relationship between past and present / a significant achievement in the life of a living person
- There is no specific time reference

C ii   Possible **features of connected speech.** Do **not** comment on word or sentence stress.

you are among the few memorable writers of your generation (lines 26-27)

- Weak forms/schwa *you* /ʊ/*, are* /ə/*, of* /əv/*, your* /jə/*, the* /ðə/

- Intrusive /w/ *you‿are* → /jʊwə/, /juːwə/, /jʊwɑː/, /juːwɑː/

- Linking 'r' / intrusive /r/ *are‿among* → /ərəmʌŋ/ /ɑːrəmʌŋ/

- Consonant + vowel linking / linking / liaison / catenation *writers‿of* →/raɪtəzəv/

- Possible contraction *you are → you're*

D Form and **use** of the words in **bold** as they are used in the text

*Orwell entered Eton, **where** he contributed regularly to the various college magazines.* (lines 3-4)
Form
- Relative pronoun
- (Introduces) non-defining relative clause
- Needs a comma (before it as it is non-defining)

Use
- Referring to a place (*Eton)*
- Avoids repetition of *Eton*
- Anaphoric reference to *Eton*
- Gives extra/non-essential information (about *Eton*)

*He was admitted to a sanatorium in 1938 and **from then on** was never fully fit.* (lines 14-15)
Form
- Adverbial (phrase)
- Of time
- (Semi-)fixed phrase / chunk / prefabricated phrase / lexical phrase / collocation
- *From* is a preposition
- *Of* time
- *Then* is an adverb
- *Of* time
- *On* is an adverb

Use
- *Then* avoids repetition of / substitution for *1938 /* the time he was admitted (to a sanatorium)
- *Then* is anaphoric reference to *1938* / the time he was admitted (to a sanatorium)
- Refers to time/period/continuance after *1938* / the time he was admitted (to a sanatorium)

*He spent six months in Morocco and **there** wrote Coming Up for Air.* (line 16)
Form
- Adverb
- Of place

Use
- Avoids repetition of *in Morocco* / substitution for *in Morocco*
- Anaphoric reference to *Morocco*
- The position/word order of *there* at the beginning of the second clause makes it closer to *Morocco*
- It is more formal to have *there* at the beginning of the clause rather than at the end

*Desmond MacCarthy had sent him a message of greeting **in which** he wrote…..* (line 25)

Form
- Relative pronoun (*which*)
- *In* is a preposition / *in which* is a prepositional phrase
- Of place
- (Introduces) defining relative clause
- No comma needed (because it's defining)

Meaning/use
- *Which* is an anaphoric reference to *message*
- *Which* is used for things
- *Which* avoids repetition of *message*
- Formal style
- *In* locates the quote in the message / *in which* could be replaced by *where*
- Introduces essential information about the message

The following terms had to be spelt correctly for marks to be awarded for points made:
Adverbial, anaphoric, adjective, auxiliary, consonant, catenation, contraction, comma, countable/uncountable, definite/indefinite, defining/non-defining, ellipsis, infinitive, irregular, intrusive/intrusion, liaison, preposition, participle, particle, pronoun, possessive, relative, schwa, substitution

7.2 Candidate performance

The task was an appropriate length and the majority of candidates were able to attempt all four sections, often gaining a high number of marks. They often attempted this task first which was a good strategy as it now carries 50% of the marks for the whole paper. The fact that the other tasks in this paper are now quicker to answer also means that candidates have enough time to provide detailed answers and so can maximise the opportunity to gain as many marks as possible. These two factors are reflected in the average score achieved for this task which was 35 marks. As in previous sessions, the task continues to discriminate well between candidates whose language knowledge is good and those who are not close to Delta standard. Generally, candidates performed well on parts b and c (analysing the use of articles and the form and meaning/use of different verb forms) but generally struggled to identify features of connected speech in the second part of part (c) and analyse the form and use of the words in bold in part (d).

a features of the text characteristic of a short biography of a writer included for information in one of his books

Candidates generally performed well on this part of the task and did not waste time writing too much or providing more than the five features required. Exemplification continued to be the main reason why they did not maximise their marks: either they stated a feature but did not provide a full or clear example, e.g. when referring to the use of relative clauses, they provided a line number rather than a specific example from the text or they provided more than one example, the first of which was incorrect and so could not be awarded any marks as only the first example provided will be considered by the Examiner.

The most common features identified were:
- different font size for book titles / use of capitalisation
- chronological account
- passive
- narrative tenses / simple past
- factual details of his life.

The least common features identified were:
- long noun phrases
- life story lexis
- time/place adverbials/prepositions/linkers
- strong/positive/evaluative adjectives.

The inaccurate/imprecise features listed below were frequently identified:
- mention of two features of layout (only one could be credited as stated in the rubric)

25

□ use of two paragraphs (one long / one short) (this is only a feature of this particular text and not of such texts in general)
  □ use of line numbers rather than a precise example from the text (so it was not clear that the candidate could identify the feature).

Candidates are recommended to:
☐ only state five features as only the first five provided will be marked by the Examiner
☐ avoid spending time saying why the features have been included as no marks are allocated for this beyond what is stated in the Guideline Answer
☐ only give one example for each feature and be discriminating in their choice of a good example as only the first example given will be credited
☐ provide an example from the text rather than a line number as the latter is not a clear example and cannot be marked
☐ only state one feature of layout as only one will be credited.

b   use of articles
Most candidates performed well on this part of the task and were able to identify points relating to the four items. All points were mentioned, apart from the fact that definite articles are generally used with organisations (*the Civil Service*) and *reviews* are referred to for the first time.

The inaccurate/imprecise points listed below were frequently identified:
  □ *definite/indefinite* were misspelt as **definate/*indefinate*
  □ candidates referred to the zero article as *no article* and so gained no marks for this point
  □ *reviews* was described as an uncountable plural with no mention of it being a noun
  □ *an experience* was mis-described as anaphoric reference
  □ some candidates became side-tracked into irrelevant discussions of relative clauses.

c   form and use of verb forms: *was born; wrote; had sent; have made*
The focus on verb forms was accessible to all the candidates and they therefore often accrued a good number of points in this section. Those candidates who had been trained to provide a high level of detail in terms of form performed well. However, the phonological section continued to challenge a large number of the cohort. Stronger candidates used correct terminology, e.g. *intrusive /w/* and gave a clear example. All the points in the Guideline Answers were made, although the two listed below were rarely stated.

The least common points identified were:
  □ in the sentence with *had sent*, the events were described out of sequence
  □ the fact that *had sent* preceded the verb in the previous sentence enabled the writer to end with a summing up of Orwell's contribution / avoided death being the final point mentioned.

The inaccurate/imprecise points listed below were frequently identified:
  □ a key issue with a lot of candidates was that it was not always clear which words they were referring to, e.g. *had sent* was the past simple but it was *had* which was the past simple and *sent* was the past participle. Stronger candidates made it very clear which part of the verb form they were referring to
  □ mention of whether the verb was transitive or intransitive which was not relevant
  □ mention of cataphoric and anaphoric reference (e.g. *him* is anaphoric reference to George Orwell)
  □ third person singular was described as third person with no mention of *singular*
  □ third person singular was mentioned for *wrote* and *had sent* but this was not relevant as there is no auxiliary verb for the simple past and the auxiliary in the past perfect does not change
  □ imprecision in naming verb forms, e.g. present perfect rather than present perfect *simple*
  □ some candidates ignored the instruction in the rubric *do not comment on the lexical meaning of the verbs* and provided the meaning for the verbs, e.g. *wrote = contributed article to the Observer*. Instead, they need to provide the use of the verb form, e.g. *a finished past activity / an activity repeated over a period of time*
  □ some candidates did not know that the infinitive of *born* was *bear* and described it as being *to birth, to bare* and *to born*
  □ misspelling of *auxiliary, participle, schwa, liaison*
  □ misuse of *ellipsis* instead of *elision*

- candidates lacked sufficient terminology to describe phonological features
- inaccurately identified features, e.g. they cited the intrusive sound between *you are* as linking /j/ rather than linking /w/
- points could not be awarded for the phonology because there was no use of phonemic script, particularly for the schwa; the phonemic script was not written accurately or between slashes; the linking was not indicated clearly as in the GLAs
- unnecessary discussion of sounds/features in individual words (the schwa in *memorable*) which was not required in the rubric as candidates were requested to identify features of connected speech, e.g. elision between words not within individual words,
- repetition of features, e.g. repeating the schwa five times with different examples. Each phonological feature could only be awarded one mark.

d   form and use of the words in bold as used in the text: where; from then on; there; in which

This part of Task 4 proved to be the most challenging as candidates struggled to correctly identify the form and use of the four items. Most candidates were able to identify relative pronouns, prepositions and in a few cases, adverbs. They also identified features of the relative clauses and were better at commenting on the single word items *where* and *there* than the phrases *from then on* and *in which*. With these phrases, they lacked precision in describing referencing. Candidates should remember that referencing is a textual issue and state which word in a phrase is referencing exactly which word/phrase in the text, e.g. '*then*' not '*from then on*' is anaphoric referencing to 1938. All the points about the form and use of *where* were made and about the form of *in which*.

The least common points identified were:
- *from then on* is an adverbial phrase of time
- *from* is a preposition of time
- *then* is an adverb of time
- *on* is an adverb
- *there* is an adverb
- the position/word order of *there* at the beginning of the second clause makes it closer to *Morocco*
- it is more formal to have *there* at the beginning of the clause than at the end
- *in* locates the quote in the message / *in which* could be replaced by *where*
- *in which* introduces essential information about the message.

The inaccurate/imprecise points listed below were frequently identified:
- a key problem was imprecision in naming the part of speech of the particle, i.e. confusion as to whether it was an adverb or preposition
- use of both terms, i.e. adverb and preposition, for the same particle which automatically meant that no mark was awarded
- inability to correctly identify which words in the phrases were substituting, avoiding repetition or referring anaphorically to which word/words in the previous sentence – see the next 5 points
- *then* avoids repetition of/substitution for 1938 (not *from then on*)
- *then* is anaphoric reference to 1938 (not *from then on*)
- *there* avoids repetition of *in Morocco* / is substitution for *in Morocco* (not just Morocco)
- *which* is anaphoric reference to *message* (not *in which*)
- *which* avoids repetition of *message* (not *in which*)
- the term *anaphoric* was omitted / candidates only wrote *reference to …* (this was not sufficient)
- the term *anaphoric reference* was used but what was being referred to was not stated so a point could not be awarded, e.g. *'which' is anaphoric reference* rather than *'which' is anaphoric reference to 'message'*
- *where* was identified as introducing a defining rather than non-defining relative clause / *in which* was identified as introducing a non-defining rather than a defining relative clause
- *where* was misidentified as a *wh word, determiner, pronoun (*without *relative*)
- analysis of *where* and *in which* moved into a discussion of defining versus non-defining relative clauses.

In Parts (b) – (d), candidates are recommended to:
- [ ] make as many points as possible, as indicated in the Guideline Answer
- [ ] read the rubric carefully to see exactly what they are required to discuss
- [ ] pay attention to the words given in **bold** and only comment on them in the way required, not on accompanying or surrounding words

☐ make sure they consistently provide the full information required, including giving examples when asked for
☐ make use of precise linguistic / technical terms rather than the more simplified terms they might use with students, e.g. *past participle* NOT *third form of the verb*
☐ spell these terms correctly: marks will not be awarded if terms are incorrectly spelt – see Guideline Answers for specific examples
☐ use the phonemic script / phonological symbols where appropriate: candidates will not be awarded marks if this is not used where required or used accurately
☐ only comment on pronunciation/phonology in sections where it is specifically mentioned in the rubric
☐ research the use of language items as well as the form
☐ lay out their answers in list form, and make it clear what part of the answer they are writing about
☐ use bullet points
☐ make it easy for the Examiners to locate their answers by using plenty of space/paper to write out their answers, writing on every other line, and ensuring that they do not write in the margins
☐ make as many points as possible in Task 5 as it carries half the marks available in Paper One
☐ allocate enough time for this task and attempt all parts of the task.

7.3 Sample Answers

7.3.1 The following sample answer gained the maximum number of marks available for this task

5 a)

- *organisation* – chronologically ordered starting with early life '(Orwell) was born in 1903" progressing onto key works and life events "Orwell went to Spain" and finishing with the writer's death "Orwell died in London"

- *Factual information included about places + dates and written works that are important "there wrote "Coming up for Air" "admitted to a sanatorium in 1938"*

- *Time linkers to sequence life events + show duration "A few days before" "From 1922 to 1927"*

- *Lexis related to writing and books "Literary editor" "published"*

- *Past simple used to show finished events in the past at a specific time. "The family <u>moved</u> to England."*

5 b)

<u>*the Civil Service*</u>
- *definite article 'the'*
- *precedes proper noun 'Civil Service'*
- *only 1 Civil Service – known reference, shared knowledge*

<u>*an*</u> *experience*
- *indefinite article 'an'*
- *precedes vowel sound so a + <u>n</u>*
- *referring to one experience of many*
- *anaphoric reference → experience = serving with the police in India*
- *precedes countable singular noun 'experience'*

<u>*contributed reviews*</u>
- *zero article*
- *precedes countable plural noun 'reviews'*
- *unspecified reviews – general reference*

<u>*worldwide fame*</u>
- *zero article*
- *precedes uncountable abstract noun fame*
- *part of expression 'worldwide fame'*

c)

i)

    <u>*was born*</u>
- *past simple of 'be', irregular verb, 3rd person singular,*
- *'to be born' fixed pattern*
- *born = participial adjective, only exists in this form*
- *use → to give the specific, finished time of his birth in the past.*

    he also <u>*wrote*</u>
- *past simple*
- *irregular verb write*
- *part of phrase 'write for s/o / s/t'*
- *3rd person singular*
- *finite*
- *past simple used to show finished action + time in the past – he no longer writes for them*
- *main verb*

i)   <u>*had sent*</u>
- *past perfect structure*
- *auxiliary 'had' (past simple of 'have'), 3rd person singular*
- *+ past participle of irregular verb 'send'*
- *sent = transitive verb, main verb*
- *past perfect used to show action (sending the message) before main event of narrative (Orwell's death)*

    <u>*have made*</u>
- *present perfect structure*
- *auxiliary 'have' 2nd person, singular*
- *+ past participle 'made' (irregular)*
- *present perfect used to show Orwell's influence started in the past + continues at the time of writing (time of writing = before his death)*
- *made = delexicalised*
  part of expression "make a mark on" meaning "to influence" "leave a legacy"

ii)

- *liaison – linking*
  intrusive /w/ you /w/ are
  intrusive /r/ are /r/ among
                             due to vowel + vowel

- *weak forms – schwa /ə/*
  the /θə/

  memorable /memrəbəl/
                also elision of o

      /ə/
  Writers
  of becomes/əv/ ← also assimilation /f/ becomes /v/ because precedes /j/
      /ə/ /ə/
  generation

d) _where_
- *relative pronoun*
- *shows place*
- *gives more information about Orwell's life at Eton*
- *introduces non-defining relative clause*
- *comma before*

   from then on
- *preposition from*
- *+ adverb 'then'*
- *+ preposition on*
- *creates expression 'from then on'*
- *then = anaphoric reference (the time he was admitted to sanatorium)*

- *adverbial clause/phrase*
- *omitted subject after ('he')*
- *use = from this moment onwards*
   helps text be more concise – avoids repetition

   there
- *adverb*
- *anaphoric reference (→ Morocco)*
- *substitution "from Morocco he wrote"*
- *ellipsis of 'he' wrote – missing subject*

use – to make the text more concise + cohesive, by avoiding repetition (Morocco) + referring back – anaphoric reference

   in which
- *preposition in*
- *+ relative pronoun 'which'*
- *gives information about contents of message*
- *introduces defining relative clause*
- *adds detail in a concise way*

Examiner's comments on sample answer

Part a

The candidate gains full marks in this section by stating 5 features of the genre of this particular text with an accurate example for each one: it is chronologically ordered; contains factual details about places; includes names of publications; uses time linkers; and lexis of writing. The second and third features are contained under the same bullet point which meant that the final feature (the use of the past simple) was ignored by the Examiner. This was not problematic for this candidate as only five marks can be gained in this section but she would have been wise to number the features so that she could clearly see how many she had included. It was also not necessary for her to include two examples for the time linkers and lexis of writing as only the first example is considered. Again, this was not problematic for this candidate as her first examples were both accurate but if the first one had been inaccurate, she would not have gained a mark for it, even if the second one was accurate.

Part b

The candidate is detailed and accurate in this part of her answer and she makes 13 points out of a possible 18. In terms of *the Civil Service,* she does not define the kind of noun it is, i.e. singular and countable or state that the definite article is generally used with organisations – for this point she recognises that the Civil Service is a proper noun but not that it is an organisation. Her analysis of *an experience* is more robust as she makes all the points listed in the Guideline Answers. The same applies both for *reviews* where the only point that she does not make is that this is the first time that reviews are referred to, and for *fame* where she does not state that it is referred to in general. There are two points in the answer which are not accurate: that *an experience* is anaphoric reference to serving with the police in India; and that *fame* is part of the (fixed) expression *worldwide fame.* The layout of her answer is neat, her spelling of terminology is accurate and it is very helpful to the Examiner that she has used underlining to signal where she starts to analyse each item and bullet points.

Part c

Here the candidate gains 20 out of a possible 35 marks. She identifies 2 out of the 6 points in terms of the form of *was born*, omitting to mention that *was* is an auxiliary verb used in the passive and *born* is an irregular past participle (she inaccurately describes it as being *a participial adjective only exists in this form*). Her analysis of the use of *was born* is slightly more confident and she recognises that it is a fixed expression to describe a completed action. There is no mention of the use of the passive or that it is an event in a biography. In terms of *wrote*, she identifies 3 out of a possible 5 points: it is the simple past of an irregular verb to describe a finished past action. Again, she refers to it as part of a phrase but this is not relevant because *for* is not bolded for analysis, it is not relevant that it is a finite verb or that it is third person singular because the form never changes in the simple past. Regarding *had sent*, she identifies 5 out of a possible 8 points: the auxiliary *had* is in the simple past and combines with the irregular past participle of *send*. It is used because the action of sending the message happened before Orwell's death. The other two points regarding the use of *had sent* were rarely made by candidates so the fact that she has not included them in her answer is typical of the cohort. The only other part of her answer where she could have gained a mark was when she described *had sent* as being a past perfect structure – to be credited this point, she needed to provide the full name of the verb form, i.e. past perfect *simple*. This comment also applies to the final verb form in this section as the candidate did not provide its full name, i.e. the present perfect *simple* although she identified all the other points regarding form and the fact that it is used to show the relationship between the past and present. The two points about the use of *made* could not be credited because candidates were specifically asked not to talk about lexical meaning in the rubric (the fact that it is a delexicalised verb falls under lexical meaning) and *a mark on* are not bolded so cannot be included in the analysis. Her phonological analysis is reasonable and she identifies the features of the intrusive /w/ and /r/ and the schwa in *the*. However, the reference to schwas in *memorable, writers* and *generation* and the elision of *o* in *memorable* are not relevant as the rubric asks for features of connected speech not in individual words. Layout and spelling are also strengths in this part of her answer and her use of the phonemic script and symbols to show the features of linking and the schwa are accurate.

Part d

As with the majority of answers to this part of the task, this candidate gains less than half the available marks, i.e. she gains 14 out of a possible 35. In terms of *where*, she identifies all of the points regarding form but not that its use avoids repetition of *Eton* or that it is anaphoric reference to *Eton*. She struggles to analyse the form and use of *from then on* and only recognises that it is an adverbial clause; that *from* is a preposition; *then* is an adverb; and is anaphoric reference to the time he was admitted to a sanatorium. She states that *on* is a preposition not an adverb; she also does not state that it is a *fixed* expression and that it avoids repetition of 1938. The point about the ellipsis of *he* is not relevant because *was never fully fit* is not bolded in the rubric and the comment that it *makes the text more concise* is too vague – this also applies to the mention of these two points later in her answer. Her analysis of *there* also suffers from a lack of precision and she only gains two marks for the fact that it is an adverb and is anaphoric reference to Morocco. To be awarded a mark for her points about the avoidance of repetition/use of substitution, she needs to be more precise and state that it is avoiding the repetition of *in Morocco* rather than just *Morocco.* In terms of *in which,* she is reasonable in her analysis of form and only omits mention of the fact that it is a preposition of place and that no comma is needed. However, the same lack of precision means that none of the points that she makes about use can be credited: she needs to state that it gives <u>essential</u> information about the contents of the message and, as mentioned above, the points that it is more concise are too vague to be credited.

7.3.2 The following sample answer gained three quarters of the marks available for this task

5 a)

1) *Use of past simple tense for finished events and finished time periods – the biography is of a deceased author so past tenses are needed here*
   Example: The family moved (line 2)… Orwell went to Spain… (line 14)

2) *Prepositional phrases of time (adverbials)*
   Example From 1922 to 1927 (line 4) At the end of 1936 (line 13)

3) <u>*Fronting*</u> *of these adverbials (and others) to sequence the narrative more clearly and emphasise the timeline of Orwell's life*

4) Chronological organisation; from birth to death
Example: George Orwell was born in 1903 (line 1) … [He] died in London in January 1950 (line 24)

5) Non defining relative clauses to add extra, biographical information.
Example: Eton, where he contributed regularly to the various college magazines (lines 3-4)

5b) <u>Articles</u>
<u>His father worked for the Civil Service</u> (lines 1-2)
- *Definite article used to show there is only one British Civil Service*
- *Precedes singular noun phrase*
- *Used as part of formulaic expression the Civil Service*
- *Used before a singular, countable, <u>specific</u> noun.*

<u>an</u> <u>experience</u> (line 5)
- *indefinite article to show that it was one experience of many in his life*
- *refers anaphorically to preceding phrase he served with the Indian … Police (lines 45)*
- *used generally before a singular, countable noun*

contributed reviews (line 8)
- *No article is used before plural nouns when we are speaking generally.*
- *The use of no article before this plural emphasises that the contribution was repeated over and over during this period of his life.*

Worldwide fame (lines 22-23)
- *no article before uncountable noun.*
- *It is general fame – not a specific sector or in a specific place.*

5ci)
<u>was born</u>
- *auxiliary was + past participle born form agentless passive construction.*
- *means – began living*
- *Passive is used as people cannot 'birth' themselves – but what is important is the child and the birth, not the mother (agent) and her action*

<u>wrote for</u>
- *past simple construction formed by using past form of irregular verb write*
- *means: was employed as a writer / contributed articles to the Observer*
- *wrote is used appropriately as 'employed' is not specific enough – it is an accepted verb to use for journalists employed by a publication.*

<u>had sent</u>
- *Auxiliary had + past participle sent forms past perfect simple construction*
- *means this action occurred before Orwell's death*
- *used here to sequence two events: The first (chronologically) – the letter – is less important in this text than the death of Orwell. For this reason, the writer uses the past perfect to front the more important event*
- *sent is the past participle of irregular verb send*

<u>have made</u>
- *auxiliary have + past participle of irregular verb make form present perfect simple*
- *means: Orwell's whole ouvre, not just one novel*
- *used to show his contribution is still valid at the time of McCarthy speaking – has a connection with the (then) present*

ii)

- *you are among the few memorable writers of your generation*
  /juɑːrəˈmoŋ ðəfjuː ˈmemrəbəl ˈraɪtəsəf jɔː ʤenɜːeɪʃən/

intrusion of approximant /r/ into are among.
weak form /ə/ in of.

d)

    where
- *relative pronoun*
- *introduces non-defining relative clause used to add extra information to phrase ending Eton*

    from then on
- *prepositional phrase*
- *formulaic expr.*

Examiner's comments on sample answer

Part a
The candidate identifies four features of the genre of this particular text with an accurate example for each one: use of the past simple; use of time prepositions/adverbs; it is chronologically ordered; and use of relative clauses. The third feature of fronting was not credited as it is only specific to this particular text and not to the genre in general. As with the previous sample, it is not necessary for the candidate to include two examples for the simple past and time prepositions as only the first example is considered, but this is not problematic for this candidate as her first examples are both accurate. It is very helpful that the answer is clearly laid out with the feature given first and the sub-heading of *example* used on a separate line and that each feature is numbered so that the candidate stops after the fifth feature.

Part b
The candidate gains 12 points out of a possible 18. In terms of *the Civil Service,* she mentions all the points apart from the fact that the definite article is generally used with organisations; rather, she incorrectly states that the Civil Service is a formulaic expression. Her analysis of *an experience* is also detailed and the only point that she omits is that the indefinite article is used because of the following initial vowel in *experience.* She is inaccurate when she says that it is used anaphorically. Her analysis of *reviews* is less robust and she only accurately identifies two points: that *reviews* is a plural noun and that they are referred to in general. She does not use the term *zero article* to define which article is used (rather, she says *no article*) and therefore loses a mark; she does not state that it is a countable noun or that reviews are referred to for the first time. Again, there is an inaccuracy in her answer when she states that the absence of an article *emphasises that the contribution was repeated over and over during this period of his life.* She is more detailed in her discussion of *worldwide fame* but again misses out on a mark because she does not use the term *zero article.* The layout of her answer is reasonably clear with a helpful use of bullet points but it would help the Examiner if she spaced her answer out more generously. Her spelling of the terminology she uses is accurate.

Part c
Here the candidate gains 22 out of a possible 35 marks. She identifies 4 out of the 10 points regarding the form and use of *was born*: *was* is an auxiliary verb used in the passive; *born* is a past participle; and the use of the passive keeps the person who was born as the subject. She needs to provide more detail in terms of form and use and also read the rubric more carefully as she provides a meaning of *was born* as *began living*. In terms of *wrote*, she is clear on its form (past simple of the irregular verb *write*), but does not make any of the points in the Guideline Answers regarding its use. Instead, as with *was born*, she provides a definition of its meaning (*was employed as a writer* etc). Regarding *had sent*, she is more confident in her analysis and identifies 6 out of a possible 8 points: the auxiliary *had* combines with the irregular past participle of *send* to form the past perfect *simple*; it is used to show that the action of sending the message happened before Orwell's death; and that the events are described out of sequence. To get full marks for form, she needed to state that *has* is the simple past and the events are described out of sequence in order to allow the author to sum up Orwell's contribution. In terms of *have made*, she identifies almost all points in terms of its form and use, apart from the fact that it is used in the second person singular and there is no specific time reference.

However, again she unnecessarily provides a definition of the meaning of the whole phrase in the rubric. Her phonological analysis is limited and she only identifies two features: the intrusive /r/ and the schwa in *of* with examples of both in phonemic script. However, the Examiner noted that it is not a good use of time to transcribe the entire phrase into phonemic script as this is not a requirement of the task. Candidates only need to use the phonemic script to illustrate the phonological features that they cite. Layout with the use of bullet points and accurate spelling are also strengths in this part of her answer.

Part d

The candidate gains 3 out of a possible 35 points: that *where* is a relative pronoun which introduces a non-defining relative clause and is used to give extra information about *Eton.* She inaccurately states that *from then on* is a prepositional (not adverbial phrase) and then her answer ends halfway through *formulaic expression.* As can be seen, the candidate's response to this part of the task is very brief and it is clear that she ran out of time. This may have been because of poor time management in the other tasks. Given the number of marks that this task carries, it would perhaps have been more sensible to attempt this task earlier in the exam so that she ensured that she had enough time to complete it fully. She could also have saved time by not including unnecessary information, i.e. definitions of the meaning of the verb forms and the phonemic transcription of the whole phrase in the part (c) of this task.

7.3.3 The following sample answer gained less than half of the marks available for this task

C i
was born
- *Form:*
  verb to be /simple past form / singular
  past participle of verb born

- *Meaning/Use:*
  indicate place of origin / birth moment –
  commonly used in the passive voice

wrote
- *Form:*
  Verb write / irregular / simple past form
- *Meaning/Use:*
  the act of ellaborating –
  use of words in a written context –

had sent
- *Form:*
  past perfect / auxiliary verb had / past participle of verb send
- *Meaning/ Use:*
  - *talk about something that happened before another*
  - *both things happened in the past*

have made
- *Form:*
  present perfect / auxiliary verb have / past participle of verb make
- *Meaning/Use:*
  to talk about someone's life achievement throughout time

C ii
Junction: you are /juwaə/
Vowel reduction. of /əv/

  - *junction happens because the sound /w/ links these two words.*
  - *vowel reduction happens because the reduced form is used /əv/ instead of /ɒv/*

d.
Where
- *Form: relative pronoun / places*
- *Meaning: refers to place previously mentioned (Eton)*

from then on
- *Form: discourse marker / time expression*
- *Meaning: to indicate something that happens afterwards.*

there
- *Form: adverb of place*
- *Meaning: ellipsis / to avoid repetition (in Morocco)*

in which
- *Form: preposition / relative pronoun*
- *Meaning: to indicate where something is*

b
- *determiner used before proper noun;*
- *article referring back to one of his life experiences;*
- *omission of article for plural form use;*
- *collection of two things mentioned before (Animal Farm and 1984 publishing)*

a
- *Discourse marker – time reference*
  (from 1922 to 1927)
- *Morphology – use of simple past tense (where he worked)*
- *Font type – italics to highlight proper nouns (Burmese Days, Animal Farm)*

Examiner's comments on sample answer

Part c
It is very rare that a candidate attempts the four parts of Task 5 out of sequence but it may be that this candidate did so because he felt more confident analysing verb forms. In this section, he gains 12 out of a possible 35 marks. He identifies 3 out of the 10 points regarding the form and use of *was born*: *was* is in the simple past; *born* is a past participle; and *was born* is the passive. He needs to provide more detail in terms of form and use and recognise that it is not necessary to provide a definition of its meaning (*indicate place of origin/birth moment*). His analysis of *wrote* is equally brief (past simple of the irregular verb *write*) with no information regarding its use. Again, as with *was born*, he provides a definition of its meaning (*the act of elaborating, use of words in a written context*). Regarding *had sent*, he only identifies 3 valid points out of a possible 8 points: the auxiliary *had* combines with the past participle of *send* and it is used to talk about something which happened before another event. As with the first sample, he misses out on a mark because he fails to provide the full name of the verb form, i.e. the past perfect *simple*. In terms of *have made*, he identifies 3 out of 7 points: it is formed of the auxiliary *have* and the past participle of *make* and it is used to talk about a person's life achievement. Again, he misses out on a mark because he does not state the verb form as being the present perfect *simple*. His phonological analysis is weak and he only identifies the schwa in *of* with an example in phonemic script. In his analysis of the second feature, he uses a term which does not exist, i.e. *junction* (presumably, he means *juncture* although this would still be the wrong term) to describe the intrusive /w/ in *you are.* This point could therefore not be credited, which is a pity because his accurate use of the phonemic script indicates that he knows where the intrusive /w/ occurs. It would appear from the candidate's limited response to this part of the task that his knowledge of grammar and phonology is not at Delta standard.

Part d
The candidate's response to this part of the task is also below Delta standard and he only gains 7 out of a possible 35 marks. He recognises that *where* is a relative pronoun which is used to refer to a place, *Eton.* He cannot be awarded a mark for the fact that it *refers to place previously mentioned* because he does not use the term *anaphoric reference.* He gains no marks for his analysis of *from then on.* His analysis of *there* also suffers from a lack of depth and he only gains three marks for the fact that it is an adverb of place and it is used to avoid repetition of *in Morocco.* In terms of *in*

which, he only identifies that it is formed of a preposition and relative pronoun. Again, he needs to be more precise in his answer and state that it is a preposition of place rather than describe its meaning as *where something is.*

Part b
The candidate's response to this part of the task is minimal and he gains no marks for this section because his analysis is too imprecise. He needs to state what kinds of articles are used in the four examples and why they are used. There is no evidence here of knowledge of this area of language.

Part a
The candidate only mentions three features, rather than the required five, and only two of these are accurate: use of the past simple and time discourse markers. The third feature of italics cannot be credited because he writes that it is used with proper nouns rather than book titles. His examples for the two features are accurate and it is positive that he only includes one example for each one. Overall, the candidate's response to this part of the task suggests that he needs more experience in text analysis.

Overall, it is clear from the candidate's response to the four parts of this task that his language analysis skills are not at Delta standard. It is also an example of another candidate who has attempted this task last in the exam and so has perhaps been pressed for time.

8 Paper 2 Task 1

The text for this task is reproduced on the opposite page. It is being used in the following situation:

> *A group of elementary (CEFR A2) level students has just started a 4-week general English course. The teacher is using the test to diagnose their abilities in listening so that she can plan the listening component of their course.*

Using your knowledge of relevant testing concepts, evaluate the effectiveness of the test for these learners in this situation.

Make a total of **six** points. You must include both **positive** and **negative** points.

8.1 Guideline Answer

Positive points
- The instructions are clear / an example is given

- The design of the task is simple / the layout is clear / there are key words in the task to guide the learners through the text

- The items that the learners are listening for are well spread out in the transcript

- The test is a direct test of the learners' listening skills

- There is minimal text to read and very little writing required in the answers

- The learners know that they will have the chance to listen to the recording twice

- The test is an appropriate level / there are simple short sentences in the recording / the complexity of the language is appropriate

- Shopping is a general/familiar/relevant topic / lexical area of shopping

- The marking is practical / objective

- The learners are given time to write down their answers

Positive applications
- The learners will feel motivated to do the test / will have faith in the test/course / see the relevance of the test (because it's testing their listening skills)

- The learners will know what to do

- The learners will feel reassured/confident because of the clear format / won't panic because they know they will hear it again

- The learners will be able to perform to the best of their abilities / shouldn't be blocked by unknown vocabulary or complex grammar

- The test will provide the teacher with some evidence of the learners' listening skills / it should work well as a diagnostic test of their listening abilities

- The results of the test will be (more) reliable / efficient to mark

Negative points

- It only tests one listening sub-skill / listening for specific information/detail

- It only tests listening to a monologue / it doesn't assess the learners' ability to listen to dialogues

- The learners hear the recording twice / having a second chance to listen does not reflect real life

- The tapescript does not contain features of spoken language (contractions, false starts, etc.) (Candidates needed to mention one feature)

- The test relies on the learners' ability to write and spell certain words

- The test is too short to test the learners' listening ability

- Learners may not be familiar with the task type

Negative applications

- The learners may not be motivated by the test / have faith in the test/course / may not trust the results of the test

- The teacher will get limited data about the students' listening sub-skills / will be unable to diagnose the students' listening abilities / may get inaccurate/false information about their listening ability

- The learners may not be able to perform to the best of their abilities

- It may be difficult for the teacher to design the listening component of the course

8.2 Candidate performance

Candidates scored reasonably well on Task One with the average number of marks achieved being 10 which is in line with previous sessions. They generally found it easier to identify the strengths of the test rather than its weaknesses. The majority seemed clearly confident in their understanding of what is required in this task and how best to approach it but a significant number provided more than the six features required in the rubric which meant that they lost marks because only the first six were marked. In cases such as these, the Examiners marked the first positive point, then the first negative point and so on until they had marked a total of six. This meant that some candidates lost out on marks because accurate points were outlined in the later part of their answer, i.e. after the first six points had been considered. Other issues were that some candidates laid their answers out as per the Guideline Answers despite having been strongly advised against doing this in the previous examination report, i.e. they listed points and then listed applications separately, which meant that they lost marks because the points and applications were not clearly linked which they have to be for marks to be awarded. A large majority identified the key points, but then did not gain more marks because they did not include applications or repeated them – this is the main reason why candidates continue to score less well. Some candidates used testing terms to organise their answers which sometimes led to incoherence. Poor organisation continued to be a problem with candidates still continuing to ignore the advice given in previous reports to use the headings *Point* and *Application* to organise their answers which meant that they often forgot to include the latter and therefore automatically could not score more. On a more positive note, the fact that there are no longer separate marks available for the accurate use of terminology meant that candidates did not try to use testing terms in a random manner in their answers. The majority of candidates read the rubric carefully and therefore centred their comments around the fact that the test was only designed to test listening skills and the majority of the points in the Guideline Answers were covered in candidates' answers.

The most common strengths and weaknesses identified were:
- shopping is a familiar topic
- the instructions are clear
- it is a direct test of listening skills
- the level of the test is appropriate
- only one listening sub-skill is tested
- the learners have two opportunities to listen to the recording (this is a strength and a weakness)
- the test relies on the learners' ability to write and spell certain words
- the test is too short to test the learners' listening ability.

The least common strengths and weaknesses identified were:
- the items that the learners are listening for are well spread out in the transcript
- there is minimal text to read and very little writing is required in the answers
- the learners are given time to write down their answers
- the tapescript does not contain features of spoken language
- the learners may not be familiar with the task type.

The inaccurate/imprecise points listed below were frequently identified:
- the learners may not be familiar with the topic of shopping or may not understand the lexis (this is very unlikely to be true)
- the instructions are unclear (this is not the case as there are examples of completed information)
- the test does not test other skills (this was not the aim of the test as is clearly stated in the rubric)
- the test will have positive/negative backwash (it has neither as it is a diagnostic test)
- the test contains fresh starts (it contains five gaps that the learners have to complete not new opportunities if they get stuck on one item). Candidates who made this point did not understand what constitutes a fresh start.

Candidates are recommended to:
- ☐ only make six points – no more and no less
- ☐ make sure that they respect the rubric by mentioning at least one positive and one negative point so that they can score the maximum number of points as only a maximum of either five strengths or five weaknesses can be credited
- ☐ use a clear layout and clearly signal to the Examiner which points are positive and which are negative
- ☐ discuss a positive point first followed by a negative one so that they ensure that they respect the rubric
- ☐ avoid repeating the same point, e.g. that it is a direct test of listening skills
- ☐ use a wide range of criteria with which to evaluate the test, e.g. type of test, language content, skills content, assessment mode, test content/topics, task types, level, instructions so that they do not risk repeating a point and therefore only outline five rather than six points
- ☐ explicitly state what kind of test it is which will help them to use the correct terminology relevant to that type of testing, i.e. in this examination, it is a *diagnostic test*
- ☐ ensure that they understand the meaning of key testing terms, particularly *backwash, fresh starts* and *construct validity* and refer to them where appropriate
- ☐ read the situation in the rubric carefully, seeing how each part of it can be relevant to the test and to the specified learner
- ☐ make sure their answers are specifically about the particular test and situation, and not repeated from previous Guideline Answers
- ☐ avoid approaching their evaluation through assessing the test against testing concepts, such as *validity, reliability, objective marking*, as this means that their points may not be fully explained or developed and so they lose marks
- ☐ make sure they always show how the points they make about the test's effectiveness apply to the particular learner, i.e. always include an application for each point they include
- ☐ avoid repeating the same application to the learner under different points, e.g. that the learners would be motivated or demotivated by the test
- ☐ avoid laying their answers out in columns or two separate sections as this may mean that they lose marks if they inadvertently outline more than six strengths/weaknesses
- ☐ number the points that they make from 1-6 so that they do not outline more than the maximum of 6
- ☐ use the headings of *Point* and *Application,* so that they remember to include both elements in their answer.

8.3   Sample Answers

8.3.1 The following sample answer gained almost all the marks available for this task

Positive points

1. _It is suitable for the level of the learners._

    Application for learner = they will feel able to complete the task.

2. _Objective marking as there is only one correct answer for each question._

    Application = the results will be reliable.

3. _It is a direct listening test which increases face validity._

    Application for learner = they will have faith in the test and see this part of the course as relevant.

4. _There is an example answer provided / the rubric is quite clear._

    Application for learner = They will know what to do so feel motivated.

Negative points

1. _There is no opportunity for fresh starts._

    Application for learner = They may get stuck on an answer and not be able to show abilities.

2. _There is only one task type that the learners need to complete and the exam is quite short._

    Application = teacher may not be able to design an effective course from the results.

Examiner's comments on sample answer
The candidate outlines six points about the relative effectiveness of the test with how these apply to the learners, five of which are accurate. The points and applications are that the test is an appropriate level which will give the learners confidence to complete the test; the marking is objective which means that the results will be reliable; it is a direct test of listening skills so the learners will have faith in the test; the instructions are clear so the learners will know what to do; and that the test is quite short so that the teacher may not be able to design an effective listening component of the course. The point about the test having the benefit of fresh starts could not be credited as it is inaccurate. These points cover a reasonable range of criteria, e.g. test design, type of test and assessment mode but the answer would be stronger if the candidate also gave consideration to the design of the transcript and type of spoken language it contains, what listening skills are tested or not, and how the test is administered, i.e. the opportunity to listen twice. However, the organisation and layout of the task is a particular strength. It is very helpful that the candidate has separated each point from its application by leaving a line between the two; that she has indicated which are positive and negative points; and that she has numbered these although it would be a safer strategy if she numbered them from 1-6 rather than 1-4 for the positive points and 1-2 for the negative ones.

8.3.2   The following sample answer gained over half of the marks available for this task

 - The test would have face validity for the learners, as in a General English course they would expect to study listening, and this tests this skill.

 - The test is of an appropriate level for the learners so it should not raise the affective filter during the test as if they were exposed to lots of unknown grammar & lexis in a listening test.

- This is a discrete item test, which would result in high scorer reliability as the teacher would easily be able to score the test in a non-subjective way, resulting in clear scores for learners and an overall view of the class average in this test.

- In terms of practicality, it would be very easy for the teacher to administer this as a diagnostic test and learners may well be used to sitting tests similar to this.

- The test only tests one listening skill (listening for detail) and contains lexis on one topic; reliability of tests is increased when learners have an opportunity to complete a number of tasks, so the narrow scope of this test would affect reliability.

- The test has good content validity in that it uses lexis about food & shopping, which learners of an A2 level would be expected to know.

- The discrete, indirect nature of this test only tests the learners' ability to hear and transcribe certain words; to plan a whole listening component of a course, the teacher would also need to test other listening skills (i.e. listening for gist)

Examiner's comments on sample answer
The candidate outlines seven points about the relative effectiveness of the test with how these apply to the learners, of which the first six were marked in accordance to the rubric. Of these six points, five were accurate and four are each supported with an application to the learners. The points which received full marks are that the test is an appropriate level which will give the learners confidence to complete the test; it tests their listening skills which they will see the relevance of; the marking is objective which means that the results will be reliable; and only one listening sub-skill is tested which will affect the reliability of the data provided. The point which is accurate but is not supported by an application is that lexis for food and shopping will be a familiar topic at this level. The sixth point about the test being easy to administer was not credited as it is not a major strength of this particular test. The organisation and layout of the task lacks sufficient thought on the part of the candidate. She needs to indicate if the point is a positive or negative one; she needs to use the heading of *application* so that she ensures that she always includes one; and she needs to number the points so that she respects the rubric and only outlines six. If she had done this, she might then not have included a seventh point or, more usefully, have given more thought about whether to include this one in preference to the point about the practicality of the administration of the test. The seventh point (i.e. that only one listening sub-skill is tested which would negatively affect the design of the course) is accurate and its inclusion would have enabled the candidate to identify the maximum number of points with applications for five of them.

8.3.3 The following sample answer gained less than half of the marks available for this task

POSITIVES	NEGATIVES
• *Not too difficult in general for learners – increases confidence in the test and the teacher*	• *No objective marking. The student won't know how well she/he did. The student may lose faith in the course.*
• *Strong content validity as this is a listening exercise which tests listening*	• *8 minutes is too long to write a few words*
• *Fresh starts – the listener will hear two times. Fair on the student, can give reliable results.*	• *Seems to check memory which is not a skill. The learner might be confused.*
• *The task itself partly emulates real life, students will not have a script in real life. They might need to produce a similar task in real life*	• *Designing the listening component of a course on this small sample might provide negative backwash.*

Examiner's comments on sample answer
The candidate outlines eight points about the relative effectiveness of the test with how these apply to the learners, of which the first six were marked in accordance to the rubric. The Examiner marked the first strength, then moved across the column to mark the first weakness, then returned to the second strength and so on until they had marked the first three strengths and the first three weaknesses. Of these six points, three are accurate and two are each supported with an application to the learners. The points which received full marks are that the test is an appropriate level which will give the learners confidence in the test and course; and there are two opportunities to hear the listening which will make the results more reliable. The point which is accurate but is not supported by an application is that it tests their listening skills. None of the three weaknesses marked could be credited because they are all incorrect or minor: the test is objectively marked (this is not a weakness); 8 minutes may not be too long for the learners to complete their answers (this is not a weakness); and two opportunities to listen to the text means that it is definitely not a memory test. Of the two points which were not marked, the fact that the test is short and therefore would make the design of the listening component of the course problematic would have been credited, but not the point that learners might have to do a similar task in real life. The use of columns to organise their answer is very problematic and should be avoided by future candidates. Whilst it is good that the candidate indicates which points are positive or negative, as with the previous sample, he needs to use the heading of *application* to ensure that he always includes one and he needs to number the points so that he respects the rubric and only outlines six. If he had done this, he might then not have included two more points or would have prioritised which ones to include, thereby possibly gaining an extra three marks for the point about the length of the listening text which was accurate but the eighth in his answer.

9   Paper 2 Task 2

The purpose of the extract as a whole is to enable learners to express obligation and permission.

a   Identify **six** purposes of the exercises listed in the box below in relation to the purpose of the extract as a whole.

Do **not** make reference to the Analysis box or Language Summary A on pages 152-153 mentioned on page 112.

> Language focus 1 Exercise 1
> Language focus 1 Exercise 3
> Practice 1a

b   Comment on **six** ways in which the exercises listed in the box below combine with the exercises discussed in **a**.

> Pronunciation 1 and 2
> Practice 3a and 3b

c   Identify a total of **six** key assumptions about language learning that are evident in the exercises listed in the box below. Explain why each assumption might be considered important for language learning. State which exercise or exercises each assumption refers to.

> Language focus 1 Exercise 1
> Language focus 1 Exercise 3
> Pronunciation 1 and 2

9.1   Guideline Answer

A   Purpose of the exercises

Exercise	Intended Purpose
Language focus 1, Exercise 1	- generate interest / introduce topic / set context for rules / activate schemata - provide the opportunity to use TL (of obligation & permission in the present) / for teacher/learners to assess the students' ability to express obligation and permission - provide the opportunity to teach/use context-related vocabulary
Language focus 1, Exercise 3	- provide examples of/introduce/present the TL (obligation/permission structures) - review and extend different ways of talking about obligation and permission - draw attention to the form - allow teacher to see/test what the students know / allow students to show/check what they know / to check students' understanding of the meaning/use of the TL - contextualise the TL (NB: this point was either awarded for this exercise or the next one)
Practice 1a	- contextualise the TL (NB: this point was either awarded for this exercise or the previous one) - give controlled/written practice of the TL - check understanding of the TL / use of the TL - check understanding of the form/spelling of the TL

B   Combination of exercises

Exercise	How exercise combines with exercises in Task Two a
Pronunciation 1	• extends focus to / focuses on the pronunciation / provides pronunciation models of the TL in *Practice 1a* • focuses on features of connected speech of the TL (schwa, sentence stress, linking, elision, contractions) in *Practice 1a* [**NB: candidates needed to mention a minimum of two features**]
Pronunciation 2	• provides (controlled) oral practice / drilling of the TL in *Practice 1a* • stages the production of the TL in *Practice 1a* / practises connected speech • allows the teacher to assess the learners' ability to say/pronounce the TL in *Practice 1a* • moves the focus from written to spoken
Practice 3a	• maintains context/topic established in *Language focus 1 Exercise 1* • gives learners freer/written practice of the TL after controlled practice in *Practice 1a* • further checks understanding of/consolidates the form/meaning of the TL in *Language focus 1 Exercise 3* • allows the learners choice/more freedom to write about the places they want to which they didn't have in *Language focus 1 Exercise 1* • allows the learners to improve their ideas/ability to produce the TL after their initial attempts in *Language focus 1 Exercise 1* • the learners produce sentences on their own/individually which they also did in *Language focus 1 Exercise 1*
Practice 3b	• gives the learners practice in listening to the TL from *Language focus 1 Exercise 3/Practice 1a* • provides freer/oral practice of the TL from *Language focus 1 Exercise 3/Practice 1a* • provides a change of interaction patterns/pace – some group work after individual work in *Language focus 1 Exercises 1 & 3, Practice 1a* • provides enjoyable/fun activity to balance the previous activity types

C   Assumptions and reasons

● **It is helpful to use a familiar topic (rules)** *(Language focus 1 Exercises 1 & 3)*
Because it will help them to see its relevance to their everyday life / increases motivation / easier to activate learners' schemata

● **Learners need to see the target language in full sentences/(language) context** *(Language focus 1 Exercise 3)*
Because context provides meaning / examples of the target language will be clear / it is similar to learning L1

● **Learners need to check/build on what they already know / Test/Teach/Test / it is useful for teacher to find out what learners already know** *(Language focus 1 Exercises 1 & 3)*
Because learning takes place on the foundations of previous learning / it helps the teacher to know what to teach / isolates and forefronts problem areas which is an efficient use of classroom time

● **(Intermediate) learners should acquire different ways of expressing obligation and permission / functions** *(Language focus 1 Exercise 3)*
Because this will allow them to express themselves more effectively and appropriately in different situations / these are high frequency language functions

● **Learners need to look at similarities and differences in the meaning and form of language which are potentially confusing / it's useful to compare/contrast different language items** *(Language focus 1 Exercise 3)*
Because it helps understanding / promotes a more sophisticated/accurate use of target language / prevents errors becoming fossilised

- **Learners need to look at meaning, form and pronunciation of a language item / meaning comes first, form second, pronunciation third** *(Language focus 1 Exercise 3, Pronunciation 1 & 2)*
  Because this will allow them to use the new language effectively / really 'knowing' an item involves all three aspects

- **Learners need to focus on pronunciation/features of connected speech / need to have pronunciation models** *(Pronunciation 1, 2)*
  Because this helps them to recognise them outside the classroom / learners often struggle with pronunciation

- **Learners need controlled pronunciation practice/repetition/drilling of target language** *(Pronunciation 2)*
  Because this helps consolidate learning / gives learners a chance to focus on form and accuracy / allows for identification and elimination of error / helps fluency / helps them to be understood outside the classroom / aids automaticity / reflects more recent theories such as chunking

- **Learners need cognitive engagement/challenge** *(Language focus 1 Exercise 3)*
  Because if learners are actively engaged, language is more likely to be learnt/retained

- **It's important to scaffold learning / guide learners step-by-step** *(Language focus 1 Exercise 3, Pronunciation 1 & 2)*
  Because this gives learners confidence / will help them achieve accuracy with the language

- **It's helpful to use visuals** *(Language focus 1 Exercise 3, Pronunciation 1 & 2)*
  Because it saves time / helps learners to memorise the language / helps to clarify meaning

- **Learners will benefit from moving from recognition to production** *(Language focus 1 Exercise 3, Pronunciation 1,2)*
  Because learners may notice the language / this is how languages are learned outside the classroom / this provides useful scaffolding for less confident learners

9.2 Candidate performance

Examiners commented that candidates were generally confident with the material from a coursebook which had a systems focus and the majority restricted themselves to outlining six points for each part of the task although some were obviously unaware that only the first six in each part will be marked. As in tasks 1.3, 1.4 and 1.5a, the candidates need to ensure that the points that they make are distinct so that they do not lose marks because they only make six points but two (or more) are repeated. Parts (a) and (b) were done equally well (or badly) although the focus on phonology was slightly challenging for some of the cohort. A strength of the revised task is that they appeared to find it easier to identify how the exercises combined in part (b) having just identified the purposes of the exercises immediately before although they were still generally less confident with this part of the task than with part (a). As in previous sessions, part (c) was the least well completed with candidates citing inaccurate assumptions – see below. However, rationale was stronger because candidates only had to give one reason and almost all of them stated an exercise for each assumption.

Part (a)

Candidate performance was most confident in this part of the task and the average number of marks gained was 8 out of a maximum of 12, i.e. for four valid purposes. The majority of candidates only outlined six purposes over the three exercises although some lost marks because they described how the exercises combined with the others. As can be seen from the list below, the key purposes that the candidates often failed to identify were those which were related to language and this is an area where they appear to need more training.

The most common purposes identified were:
- to generate interest (*Language focus 1 Exercise 1*)
- to provide an opportunity to use the TL (*Language focus 1 Exercise 1*)
- to provide examples of the TL (*Language focus 1 Exercise 3*)
- to contextualize the TL (*Language focus 1 Exercise 3 or Practice 1a*)
- to give controlled/written practice of the TL (*Practice 1a*).

The least common purposes identified were:
- to provide the opportunity to use context-related vocabulary (*Language focus 1 Exercise 1*)
- to review/extend different ways of talking about obligation and permission (*Language focus 1 Exercise 3*)
- to check understanding of the TL/its use (*Practice 1a*)
- to check understanding of the form/spelling of the TL (*Practice 1a*).

The inaccurate/imprecise points listed below were frequently identified:
- *Language focus 1 Exercise 1* – to personalise the TL (candidates appear to believe that if learners are asked to do something based on their knowledge of the world that this equates to personalisation)
- *Language focus 1 Exercise 3* – to relate rules to signs (this is what the learners have to do in the exercise but its purpose is to allow the learners and teacher to test what they know about the TL)
- *Practice 1a* – to provide the learners with a written record of the TL (a written record of the TL consists of a breakdown of its meaning/use, form and pronunciation or elements of these – a gapfill exercise does not provide the learners with such information).

Part (b)
The Examiners commented that candidates generally knew how to approach this task in terms of linking their points to the exercises in part (a) and this was evidenced in that the average number of marks gained was 6, which showed an improvement on previous sessions and is an indication that the re-positioning of this task has helped candidates to recognise the internal staging of exercises that occur in a sequence. The key reason that candidates did not get marks was because they commented on the two pronunciation and practice activities together rather than commenting on each one separately. Some also lost marks because they did not say which exercises in part (b) combined with which ones in part (a). Stronger candidates looked at how the exercises combined in terms of the nature of the tasks and the interaction patterns evidenced in them – see the list below of combinations which were less frequently cited.

The most common points made about how the exercises combine with those in part (a) were:
- *Pronunciation 1* extends the focus to pronunciation of the TL in *Practice 1a*
- *Practice 3a* gives learners freer/written practice of the TL after controlled practice in *Practice 1a*
- *Practice 3b* provides freer/oral practice of the TL after controlled practice in *Practice 1a*.

The least common points made were:
- *Pronunciation 1* focuses on features of connected speech
- *Pronunciation 2* stages the production of the TL / practice connected speech
- *Pronunciation 2* moves the focus from written to spoken
- *Practice 3a* maintains the topic of the extract established in *Language focus 1 Exercise 1*
- *Practice 3a* further checks understanding of the form/meaning of the TL in *Language focus 1 Exercise 3*
- *Practice 3a* allows the learners more choice/freedom to write about the places they want to which they didn't have in *Language focus 1 Exercise 1*
- *Practice 3a* allows the learners to improve their ideas /ability to produce the TL after their initial attempts in *Language focus 1 Exercise 1*
- *Practice 3a* allows the learners to produce sentences individually which they also did in *Language focus 1 Exercise 1*
- *Practice 3b* gives the learners practice in listening to the TL from *Language focus 1 Exercise 3/Practice 1a*
- *Practice 3b* provides a change in interaction patterns/pace/some group work after individual work in *Language focus 1 Exercises 1 & 3/Practice 1a.*

The inaccurate/imprecise points listed below were frequently identified:
- *Pronunciation 1* provides oral practice (it is a receptive rather than production exercise). Candidates often did not realise that the pronunciation exercises moved from receptive to productive work.
- *Pronunciation 2* provides practice of the TL (this is too general and the candidates need to specify the type of practice, i.e. controlled oral practice).
- *Practice 3a* provides oral practice of the TL (it does not as the learners are working individually and are asked to write a list).

- *Practice 3a & 3b* allow for personalization (they allow for choice rather than personalization as the learners are not talking about their own experiences).
- Candidates were often imprecise in their choice of verbs, particularly in terms of checking learner understand of the form/meaning of the TL, e.g. they often chose the verb *to focus on* the meaning rather than *to check understanding* of the meaning.

Part (c)

As in previous sessions, candidates generally struggled to identify a range of assumptions and this part of the task scored the lowest with the average number of marks being 8 out of a possible 18 marks. Weaker candidates often produced pre-learnt assumptions, thereby reflecting the fact that they are not looking closely at the material or doing the exercises. It also meant that they did not look at the language in the sequence closely enough or at what it is focused on. Where they did identify accurate assumptions, they were generally able to provide a reason why the authors might think that it is important and also reference it to a specific exercise.

The most common assumptions identified were:
- learners need to see the target language in full sentences/a language context
- learners need to focus on pronunciation
- they benefit from repetition/drilling of the TL
- it's helpful to use visuals to clarify meaning.

The least common assumptions identified were:
- learners should acquire different ways of expressing obligation and permission / functions
- learners need to look at similarities and differences in the meaning and form of language which are potentially confusing
- learners need to look at the meaning, form and pronunciation of a language item / meaning comes first, form second, pronunciation third
- it is important to scaffold learning.

Inaccurate assumptions frequently identified were:
- the value of activating schemata
- the usefulness of personalisation
- the value of guided discovery/an inductive approach
- the usefulness of learners noticing features of language
- the benefits of collaborative work
- the importance of providing learners with a written record
- the value of learning language in chunks.

Candidates are recommended to:
- ☐ read the rubric carefully to ensure that they discuss only those exercises specified in the task rubric
- ☐ do the exercises themselves so that they really understand what the learners have to do and therefore what their purposes are, how they combine and the assumptions behind them
- ☐ group their answers together as indicated by the task rubric sections i.e. discuss only purposes in part (a), combinations in part (b) and assumptions and reasons for them with clear reference to the exercises where they are evidenced in part (c)
- ☐ look at each exercise separately, even if they are listed together
- ☐ lay out their answers using plenty of space/paper so that the Examiners can read their answers
- ☐ number the purposes, combinations and assumptions 1-6 so that they ensure that they provide the maximum number required in the rubric and no more
- ☐ ensure that they outline a range of purposes, combinations and assumptions so that they avoid the possibility of repeating them and so not gaining as many marks as possible.
  Part (a)
- ☐ write six relevant purposes and no more as only the first six will be marked
- ☐ write more than one purpose for each exercise
- ☐ avoid repeating pre-learnt purposes from previous Guideline Answers and generic purposes, e.g. that the exercises *prepare the students for the next one*, which could apply to most exercises in a sequence of material
- ☐ ensure that all the purposes cited refer to the stated focus of the material, i.e. to enable learners to express obligation and permission

- [ ] look at the language included in a text (written or spoken) and within the different exercises cited in the rubric in relation to the focus of the extract
- [ ] look at the skills necessary to achieve the focus of the extract if appropriate
- [ ] look at the purposes of the exercise rather than describe what the learners have to do in them
- [ ] clearly state what the target language is in the first purpose that they outline, i.e. in this exam, it is language to express obligation and permission
- [ ] state the purposes of each exercise separately so that they ensure that they look closely at the purposes of each exercise and identify how they differ from the other exercises in the rubric
- [ ] use numbers1-6 to highlight each purpose that they outline

Part (b)

- [ ] read the rubric carefully and only discuss the exercises they are asked to discuss
- [ ] identify six ways that the exercises combine with those in part (a) as no more than six will be marked
- [ ] write more than one combination for each exercise
- [ ] approach this task by discussing each exercise on its own so that they maximise the number of points that they make and ensure that they look closely at how each exercise combines with the ones in part (a)
- [ ] make sure they discuss how the specific exercises combine with the exercises in part (a) rather than with each other
- [ ] make sure they say how the exercises combine rather than describe what the learners have to do in them
- [ ] consider a range of ways exercises can combine, e.g. in terms of language and skills, the focus of the extract, the type of practice, presentation to practice, student interaction patterns, opportunities for personalisation, progression, recycling, the balance between accuracy and fluency, the topic/context etc.
- [ ] use numbers1-6 to signpost each combination that they outline

Part (c)

- [ ] research in detail the principles behind the design of material
- [ ] identify six assumptions as no more than six will be marked
- [ ] give one different reason for each assumption to a maximum of six different reasons
- [ ] use headings to organise their answers, e.g. *assumption, reasons, exercise* which means that they ensure that they provide all the information required in the rubric
- [ ] avoid using exercises as headings because this can result in the repetition of assumptions if they are evident in more than one exercise
- [ ] use numbers1-6 to signpost each assumption that they outline.

9.3 Sample Answers

9.3.1 The following sample answer gained a large number of marks for this task

2a) Purposes

Language focus 1 Ex 1

- *to check / test what language learners already know to express obligation + permission*
- *to introduce context used to teach the target language (rules)*

Language focus 1 Ex 3

- *To introduce target language used to express obligation + permission*
- *To check learners understand the meaning of the target language*

Practice 1a

- *To provide controlled written practice of the target language*
- *To check learners understand the differences in meaning and form of the positive and negative form of the target language*

2b

Pronunciation 1

- *focuses student attention receptively on pronunciation of target language (including contractions) from Practice 1a*

Pronunciation 2

- *Then provides students with opportunity for productive practice of pronunciation of target language from Practice 1a*

Practice 3a

- *provides ss with further freer written practice of target language to express obligation + permission following more controlled practice in Practice 1a.*
- *Revisits contexts from Lang focus 1 and allows students to improve + upgrade their initial ideas with the new language they have learned – cycle of learning – completes test, teach, test cycle.*

Practice 3b

- *allows students to practise the pronunciation + provides oral practice of target language, further recycling target language. following written practice in Practice 1a*
- *allows students to work in a group in a fun activity after some focused individual work*

2c

Assumptions

Language focus 1 Ex 1

- *It is useful for learners and teachers to see what learners already know before introducing new language (test, teach)*
  because learners + teachers will see where gaps in knowledge are + lessons can be tailored accordingly.

Language focus 1 Ex 3

- *It is beneficial to have a task that checks meaning + compares differences in meaning of target language.*
  because students will be able to understand the target language + use it in the correct way.

- *It is beneficial for learners to be exposed to the target language receptively + see examples before producing it in written/oral form themselves.*
  because it gives them models to follow and helps their confidence.

Pronunciation 1 and 2

- *It is useful to focus learner attention receptively on pronunciation of new language by isolating it + exposing learners to connected speech.*
  because it will help their understanding when listening.

- *It is useful for learners to practise pronunciation of new language + features of connected speech (e.g. contractions).*
  because this will help learners be understood when speaking + to speak more naturally.

- *building pronunciation tasks up from single items, to phrases, to sentences is helpful for learners.*

because it builds their confidence in stages + provides scaffolding to help them achieve longer connected speech.

Examiner's comments on sample answer
Part (a)
The candidate identifies seven purposes over the three exercises which are all valid but the seventh one cannot be credited because the maximum number of purposes which can be marked is six. The purposes that she identifies are: to test what language of obligation and permission the learners already know; to introduce the context used to teach the TL (*Language focus 1 Exercise 1*); to introduce the TL; to check that the learners understand the meaning of the TL (*Language focus 1 Exercise 3*)*;* to provide controlled written practice of the TL; to check understanding of the meaning of the TL; and to check learner understanding of the form of the TL (*Practice 3a*). It is understandable that the candidate combined meaning and form under one purpose although the two are generally focused on separately in Guideline Answers and it did not matter that she had done this as the previous six purposes were all accurate and she therefore gained maximum marks for this section. Her answer contains no inaccuracies, clearly states what the TL is in the first purpose and makes good use of space to highlight the answers. The candidate could use numbers rather than bullet points to signpost the purposes to ensure that she does not produce more than the required six.

Part (b)
The candidate's response to this part of the task is also convincing although she outlines seven rather than the required six ways that the exercises combine with the ones in part (a). The points that she makes are that: *Pronunciation 1* focuses on the pronunciation of the TL; *Pronunciation 2* provides productive practice of the pronunciation of the TL; *Practice 3a* provides the learners with freer written practice of the TL, revisits the context established in *Language focus 1 Exercise 1* and allows the learners to improve their initial ideas; and *Practice 3b* provides oral practice of the TL. The final point that *Practice 3b* allows for group work after individual work could not be marked as the candidate had already outlined six combinations. There are two other potential points that she attempts to make but which lack sufficient detail: that *Pronunciation 1* focuses the learners on contractions (to get this point she would need to state another feature of connected speech, e.g. elision); and that *Practice 3b* provides a fun activity without saying that this balances the previous activity types. However, this was not problematic for this candidate as she had already outlined six valid combinations. Again, the layout of the task is clear with each exercise discussed separately, thereby ensuring that each one is discussed in depth. She also makes it clear which exercise she is referring to by underlining it but again, she would be wise to replace the bullet points with numbers so that she ensures that she only outlines six combinations.

Part (c)
This is the weakest part of the candidate's answer (thus reflecting the general trend of the cohort) but she still manages to identify five appropriate assumptions out of the six which she states with a reason and exercise for each one. These are that: it is useful for learners and teachers to find out what the learners already know because the lessons can be tailored to the learners' needs; it is useful to compare/contrast different language items because students will be able to understand the TL and use it correctly; learners benefit from seeing the TL before producing it because it gives them models; learners need to focus on pronunciation, particularly connected speech, because this will help their understanding when listening; and scaffolding pronunciation builds their confidence. Her penultimate assumption could not be credited because she does not explicitly state that learners benefit from controlled oral practice/drilling – rather she simply writes *it is useful for learners to practise pronunciation.* In terms of the organisation of the answer, it has the benefit of a clear layout, but the candidate could use the headings of *assumption, exercise, reason* (rather than *because*) and number the assumptions rather than use bullet points.

9.3.2 The following sample answer gained just over half the marks available for this task

2a

Language focus 1 Ex 1
➢   *attempts to increase students' interest in the topic*
➢   *introduces the topic and tests students' prior knowledge of the target language*

Language focus 1 Ex 3
- ➢ *this checks the students understanding of the target language and identifies any weaknesses*
- ➢ *may introduce new ways of expressing obligation/permission that students are unfamiliar with.*

Practice 1a
- ➢ *gives students controlled practice of the target language*

Language focus 1 Ex 1
- ➢ *gives students a number of places where Target language could be used and so students should be familiar with a few and so can take part in the activity*

2b

Pronunciation 1 + 2
- *offer students a chance to hear the target language being pronounced as a model. to show how language in 1a is naturally used.*

- *It breaks down the pronunciation of target language giving students a little scaffolding to help aid their pronunciation*

- *introduces some aspects of connected speech commonly associated with target language in LF1 ex 3*

3 a + b

3a gives students a chance to think about the target language from LF ex3 before freer practice 3b.

3a / 3b give students freer practice in a <u>familiar context</u> as it was introduced in Language focus 1 Ex 3.

3 a + b gives students a chance to repeat what they had spoken about in LF 1 ex1 but applying new language thus they are not affected by having to come up with new idea.

2c

Students like learning language in chunks and in relation to previously learnt language (language focus 1 Ex 3)
– aids memory retention of new language

Repetition of pronunciation helps students to memorise and automise language (Pronunciation 1 + 2) thus increasing students fluency

Students need to be with familiar with the context of the language presentation (LF1 Ex1) as this helps concentration and aids learning. Students also see the relevance of the language.

Students given the chance to 'notice' features of pronunciation before practising – this increases the awareness of language and can increase confidence (Pronunciation 1+2)

Visuals can help aid students understanding of target language especially in audio-visual learners – thus rules can be easier to learn and understand.

Examiner's comments on sample answer
Part (a)
The candidate identifies six purposes over the three exercises which are all valid apart from the last one. The valid purposes that she identifies are: to introduce the context used to teach the TL (stated twice); to test the learners' prior knowledge of the TL (*Language focus 1 Exercise 1*); to check that the learners understand the meaning of the TL; to introduce examples of the TL of obligation and permission (*Language focus 1 Exercise 3*)*;* and to provide controlled practice of the TL (*Practice 3a*). The sixth purpose to give *students a number of places where the Target Language could be used* is vague and could not be credited – the Examiner wondered if the purpose could be a repetition of to set the context for rules which had already been credited for *Language focus 1 Exercise 1.* It was positive that she clearly states what the TL is when stating the fourth purpose but it would have been safer if she had done this in the first purpose that she outlined. In terms of layout, whilst the exercises are clearly stated, it would have been clearer if she had used numbers rather than arrows to signpost the purposes to ensure that she did not produce more than the required six.

Part (b)

The candidate's response to this part of the task is less convincing as out of the six ways that she states that the exercises combine with the ones in part (a), only three are accurate or stated precisely enough. The ones which are clearly stated are that: *Pronunciation 1 & 2* provide the learners with pronunciation models of the TL and stage the production of the TL; and *Practice 3a & b* provide the learners with freer practice of the TL. Her point about the introduction of *some aspects of connected speech* of the TL could not be credited as she needed to mention a minimum of two features, e.g. elision and contractions. The point about *Practice 3a* giving learners *a chance to think about the target language* could not be credited as it was a description of what they had to do rather than how it combined (i.e. the exercise allows them to improve their ideas/ability to produce the TL after their initial attempts in *Language focus 1 Exercise 1*). The last point was too imprecise to be credited when the candidate wrote *3a + b gives students a chance to repeat what they had spoken about in LF1 ex 1 but applying new language thus they are not affected by having to come up with new idea*. The Examiner noted that it is not the fact that the learners do not have to think of new ideas but that they get the chance to improve them. In terms of organisation of her answer, the candidate would be better advised to discuss each exercise separately instead of combining them, so that she ensures that she looks closely at the exercises and produces six different ways that they combine with the ones in part (a). The layout needs to be clearer and as in the previous part of the task, she would be advised to use numbers to signpost the six combinations.

Part (c)

The candidate only identifies five assumptions out of the six, which is not good exam practice as this means that she automatically loses three marks. Of the five assumptions, three of them are accurate with a reason provided for each one and reference to an exercise for two of them. These assumptions are that: repetition of language helps learners to remember it; learners need to be familiar with the topic because they will see the relevance of the language; and it is useful to use visuals as it helps students to understand the target language (no exercise provided). The other two assumptions are inaccurate: the value of learning language in chunks (this is not a feature of *Language focus 1 Exercise 3*) or giving the learners the chance to notice features of pronunciation (there is no explicit focus on getting them to 'notice' features of pronunciation, rather they have to listen to them in *Pronunciation 1* and repeat them in *Pronunciation 2*). The organisation of this part of the task is particularly unclear and the candidate needs to use the headings of *assumption, exercise, reason* and number the assumptions so that she ensures that she addresses all parts of the rubric.

9.3.3 The following sample answer obtained under half the marks available for this task

2 a

Language Focus 1 Exercise 1

- *A lead-in / warm-up*
- *Students draw on their schemata or knowledge of the world*
- *The teacher will have the opportunity to diagnose what ss know about the target language items (obligation and permission) to be explored later*
- *Introducing the context of rules which is of great relevance to the target language*
- *Top-down processing: more interesting and motivating.*

Language Focus 1 Exercise (3)
- *For SS to be exposed to the target language items in script, Hence the underlining.*
- *Inductive learning where ss work the meaning of the target language items*
-

Practice 1 (a)
- *to check learner's understanding of the meaning of the target language.*
- *For learners to work out the form of (+)/(-) sentences using the target language.*
- *For teacher to work out how accurate ss are with the form in order to work on them with ss later on*

Pronunciation 1 -2
- *Having gone through the form and the meaning of the target language, Learners need to be able to pronounce them as naturally as possible and with a (sentential) context*

- *For students to practice saying the verbs on their own and then combine them with other words to sound natural (in chunks)*

<u>3A</u>

- *Controlled practice for students to produce their output / the target structures having learned their meaning / form / pron*

3B

- *Games are a fun way of practising language*
- *It lowers the affective filter which results in a more relaxed oral output of the target language.*

C (1)

- *Activating learners' schemata make the task personal and motivating as learners realize that they bring their knowledge of the world with them. This is a humanistic approach.*
- *Also, it becomes more interesting and motivating when the task is personalized.*
- *Top-down processing is more interesting than bottom-up processing.*

(3)

- *Exposure of the target language is very important for noticing features of the language.*

- *Providing authentic signs makes the task relevant to their day-to-day life. Ss encounter these meaningful signs.*

- *the pictures add life to the task as it also takes into account visual learners, which helps them in retention of meaning of the target language.*

Pron 1 and 2

- *Modelling and drilling are for useful for Ss to get their tongues around the structure.*
- *Structures exist in chunks so repeats chuncks is a useful way towards naturalness and automaticity.*

Examiner's comments on sample answer
Part (a)
The candidate identifies ten purposes over the three exercises of which the first eight were marked as one of the purposes was repeated three times. Of these eight, four are valid: to introduce the context used to teach the TL (stated three times); to diagnose what the learners know about the TL; (*Language focus 1 Exercise 1*); to introduce examples of the TL of obligation and permission (*Language focus 1 Exercise 3*)*;* and to check the learners' understanding of the meaning of the TL (*Practice 3a*). The two purposes which were not credited are that *Language focus 1 Exercise 1* provides top-down processing, which is not the case and *Language focus 1 Exercise 3* has the purpose of inductive learning where the learners work out the meaning of the TL, which is also not the case. The Examiner concluded that the candidate does not understand what top-down processing or inductive learning is. The remainder of the purposes could not be marked because they exceeded the six required in the rubric. This was a pity as one of them was accurate, i.e. that *Practice 1a* checks learner understanding of the form of the TL. It is positive that the candidate clearly states what the TL is at the beginning of his answer but the layout of the task is cramped and if he had used numbers rather than bullet points, he might have been able to restrict the number of purposes to six, which is what this part of the task requires.

Part (b)
The candidate's response to this part of the task is weak and out of the five ways he outlines that the exercises combine with those in part (a), only two are accurate. These are that: *Pronunciation 1 & 2* focus on pronunciation and stage the production of the TL. In terms of *Practice 3a,* the exercise does not provide the learners with controlled practice (the practice is freer/written) and the point about games being a fun way of practising language in *Practice 3b* could not be credited because the candidate forgets to say how this combines with a previous exercise, i.e. that this fun activity balances the previous activity types. Future candidates should note that evaluation such as is included in this sample answer about the relative effectiveness of such an activity is not required in this task. In terms of organisation, as in the previous sample, the candidate would have been better advised to discuss each exercise separately instead of combining them, so that he ensured that he looked closely at the exercises and produced six different ways that they combine with the ones in part (a). He also needed to use numbers 1-6 rather than bullet points so that he ensured that he outlined six rather than five combinations.

Part (c)
As in part (a), the candidate does not respect the rubric and identifies eight assumptions, two of which are correct (one is stated twice), four of which are incorrect and one extra one which could not be

marked because only the first six can be marked. Of the two which are correct, one receives full marks, but the other only gains two because there is no reason provided. These two assumptions are that: it is useful to use visuals as it helps students to retain the meaning of the target language (stated twice); and drilling of language is useful. The candidate states the purpose of drilling (to help students *get their tongues around the structure*) rather than a reason for its usefulness, e.g. *to give learners a chance to focus on form and accuracy.* The remaining four assumptions are inaccurate: *Language focus 1 Exercise 1* does not activate the leaners' schemata, provide the opportunity for personalisation, or involve top-down processing – rather, the exercise reflects the assumptions that it is helpful to use a familiar topic (rules) and to find out what the learners already know in terms of the target language; *Language focus 1 Exercise 3* does not reflect the value of noticing features of language as there is no explicit focus on getting the learners to 'notice' features of language – rather, the exercise allows the students to check what they know. The final assumption was not considered by the Examiner as only the first six are marked but in the case of this candidate, it would not have made a difference because the assumption behind *Pronunciation 2* is the value of drilling (previously stated) and not the existence of language in chunks. The organisation of this part of the task is reasonably clear in that the candidate states the exercise numbers, but he also needs to use the heading of *reason* to ensure that he includes one for each assumption he outlines, and number the assumptions so that he ensures that he does not exceed the number required in the rubric.

10   Paper 2 Task 3

The text for this task is reproduced below. It is an extract from an article in an English language teaching journal.

> Many teachers believe that they should at all times reduce their own talking time and increase that of their students.

a   What reasons are there for reducing teacher talking time and increasing student talking time?

b   How do learners benefit from teacher talking time in a lesson?

10.1 Guideline Answer

A   Reasons for reducing TTT and increasing STT

● It allows the teacher to listen to/monitor learners / to spend time with (individual) learners

● Learners have the opportunity to make errors and learn from them / the teacher can diagnose errors

● It allows the teacher to give learners individual feedback

● If the teacher talks too much, there is no guarantee that students understand / they can get confused / lost in TTT (=white noise) / especially at lower levels

● Learners can get frustrated/bored/switch off if they are being talked at / STT can raise learner engagement/motivation/confidence

● Speaking is often a high priority for learners / language is a communication tool

● It encourages the learners to be independent of the teacher so they can continue learning outside the classroom

● The learners can use the teacher as a resource/a facilitator / encourages learners to be active participants in the classroom/learning process / it makes for a student centred classroom

● The more learners use language, the more they will acquire it

● The classroom is an important opportunity to use L2 / some learners have little opportunity to use the L2 outside the classroom / benefit from a safe environment

● It is essential to maximise practice of language that is the focus of the lesson / students need to try out/use language

● It reflects a central tenet of CLT / some approaches do not require it, e.g. Silent Way, CLL

● It reflects the importance of communicative competence/fluency rather than focus on accuracy

● It increases the opportunity for risk-taking / experimenting / stretches learners

● Learners can learn from each other / easier to speak to a peer rather than a teacher / peer correction

● It allows learners to negotiate meaning/use communication strategies/features of spoken discourse, e.g. asking for clarification

● It helps ensure a variety of classroom interaction / tasks

- It helps with group cohesion / socialising

- It can mirror real life as learners are often more likely to interact with non-LI users

- It's less tiring for the teacher / gives them a break

B   How do learners benefit from TTT in a lesson?

- Teacher can build a good relationship with the learners, e.g. social chit-chat, personal anecdotes, praise

- It provides models of language

- It provides learners with information/explanations about language/skills

- It provides learners with information about culture

- It improves learners' listening skills.

- It fits in with Natural Approach / i+1 where it is important to provide language input above the level of the learners / language appropriate to the level

- TTT is needed to provide feedback to tasks / correct learners' errors

- Learners benefit from working with a 'better other'/competent language user, i.e. the teacher (socio-cultural theory/Vygotsky) / teacher can scaffold a learner's language

- It is needed in certain approaches e.g. live listening, TPR, audio-lingual

- It can remove pressure for learners to perform immediately/all the time / learners sometimes appreciate passive/listening time in class / it gives them a break / makes them feel secure

- It is motivating for learners because they can see that they understand a competent speaker

- Learners need a period of time to listen to language/a silent period before they produce it / reflects L1 acquisition

- Moving between TTT and STT allows for a change in pace

- It is important for classroom management / the teacher needs to speak in order to manage the learners (e.g. giving instructions, organising learners, maintaining discipline, dealing with breakdowns in communication)

- The teacher needs to speak in order to perform a variety of classroom techniques/procedures (e.g. checking, prompting, eliciting, drilling)

- It fits in with some learner expectations where the teacher is an authority figure/giver of information

- It may reflect the requirements of the learners' course (e.g. EAP lectures)

10.2 Candidate performance
Examiners commented that the focus of Teacher Talking Time was a familiar one which meant that all candidates had something to say, although they often only restricted their points to a limited context. They tended to make more points in part (a) and there was quite a lot of repetition, which reflected candidate performance in previous sessions, but they were not penalised for doing this. The average number of marks gained in this task was 22 marks, which is in line with previous sessions. However, these marks were generally gained for making eleven points (i.e. breadth) rather than developing them (i.e. depth). This is not surprising as this is a new feature of the examination and is an indication to

centres that they need to make candidates aware of the possible allocation of 10 marks for reference to their own experience and observation of learners, examples from a range of contexts, and reference to different sources and theories of language learning. However, the Examiners commented that centres need to be careful about training their candidates explicitly to do this and indeed, it is debatable whether candidates can be trained to provide evidence of 'depth' as this can result in vague comments such as *I tend to ..* or *In my experience …* or *In my classes, I always ..* In the case of candidates with less experience, they could be better advised to focus on outlining fifteen different points. Candidates should note that they are not penalised for outlining more than fifteen points because all points are marked by the Examiners but capped at 30 marks for breadth. Overall, all the Examiners agreed that this change in the markscheme is a positive one because it discriminates well between candidates who have a range of experience and those who do not. It allows the former to display the knowledge that they have which the previous markscheme did not do as the quantity of points made was more important than their depth.

The most common points identified in Part (a) were:
- reduced TTT allows the teacher to monitor learners
- the teacher can diagnose errors
- the teacher can give learners individual feedback
- learners can get bored if they are being talked at
- it encourages learners to be independent
- the teacher can act as a facilitator
- students need to practise language
- students can learn from each other
- it helps with group cohesion.

The least common points identified in Part (a) were:
- the more learners use language, the more they will acquire it
- it increases the opportunity for risk taking
- it allows learners to negotiate meaning and use communication strategies
- it helps ensure a variety of classroom interaction and tasks
- it can mirror real life as learners are more likely to interact with non-L1 users.

The most common points identified in Part (b) were:
- TTT can allow the teacher to build a good relationship with the learners
- it provides models of language
- it improves learners' listening skills
- TTT is needed to provide feedback on tasks and correct learners' errors
- the teacher needs to speak in order to manage the learners
- the teacher needs to speak in order to perform a variety of classroom techniques and procedures.

The least common points identified in Part (b) were:
- TTT provides learners with information about culture
- learners benefit from working with a 'better other'
- it can remove pressure for learners to perform immediately
- moving between TTT and STT allows for a change in pace.

Candidates are recommended to:
- ☐ read the rubric very carefully
- ☐ only provide the information they are asked for about a topic, i.e. keep to the point
- ☐ consider the question (where appropriate) from the viewpoints of learners, teachers, institutional requirements, materials, etc. in order to generate a greater range of ideas
- ☐ make as many relevant different points, up to a maximum of 15 over the two sections
- ☐ develop the points made, supporting them with rationale based on relevant reference to one or more of the following: specific examples from their own experience; examples from a range of contexts; reference to sources and theories
- ☐ prepare for this task by reading a methodology book which covers a range of topics, e.g. *Learning Teaching* (Scrivener) or *The Practice of English Language Teaching* (Harmer)
- ☐ allow themselves enough time for both parts of the task.

10.3 Sample Answers

10.3.1 The following sample answer obtained a high number of marks available for this task

3a) - students should be more active than the teacher in the classroom.
- *Reducing teacher talking time contributes to the student-centeredness.*
- *If the teacher talks a lot, learners cannot find enough chance to produce the language orally, especially in countries where English is taught as foreign language, sts cannot find a place to speak outside the classroom. That's why they need to be provided with chances to speak as much as possible in the classroom.*
- *Thurnbory states TTT shouldn't be very long but it should be quality. The main reason why teachers speak is to direct the students. So they need to use simple and short sentences to be meaningful.*
- *Students have limited class hours. If the teacher talks a lot, the time left for the students won't be enough.*
- *TTT should be short especially in crowded classes because if TTT is a lot, each student may not have equal opportunity to participate and practice.*
- *The teacher prefers pair and groupworks to reduce TTT and it contributes to students because they can learn from each other and they can gain more self-confident.*

3b)
- *Students can benefit from TTT because teacher is a model for them. They can observe and imitate the teachers to sound more accurately.*
- *In many countries where English is taught by the L1 teachers, students do not have any other chances to listen to a natural conversation, so they can make us of it as listening practice.*
- *Also TTT is important to provide sts with meaningful inputs. Without these inputs sts cannot improve themselves.*

- *Also for some activities the written instruction can be confusing and the teacher can simplify it for students and it contributes to their success.*

- *TTT is also contributory to feedback. Written feedback is not always clear enough to understand. In this circumstance teachers should provide feedback orally in the class for all of the students.*

- *Concept Check Questions form a part of TTT and this is very useful for students, especially in vocabulary learning. They can understand the meaning of a word through CCQs.*

- *It is also necessary while revising or presenting a topic. Students can make use of teacher talking when a topic is not clear because the teacher will supply them simplier explanation.*

3a)
- *The learners can be more motivated when they know they will take part in the lesson more actively, so it is good to reduce Teacher talking.*

- *The main reason of language learning is to communicate. If the sts cannot find enough chances to practice in class, they become the passive listener in a conversation and they cannot keep the conversation. That's why they need to do more practice.*

- *The idea of reducing TTT is supported in the latest approaches in language teaching for example CLL, CLIL.*

- *This idea is also encouraged in lesson designs; Test Teach Test and Task Based Learning. Both methods supports group activities which are more communicative and reduce Teacher Talking.*

- *This idea helps Sts to increase learner autonomy.*

3b)

- *Some sts trust the teacher more and they want to hear everything from the teacher instead of discovering them on their own. They think it is safer and they don't want to take risk of making error while speaking.*

Examiner's comments on the sample answer
Breadth Points
The candidate makes fourteen valid points over parts (a) and (b) which is one less than is needed to achieve the maximum number of points for breadth. In terms of part (a), she makes eight points which are that: low TTT encourages learners to be active participants in the classroom (stated twice); the classroom is an important opportunity to use the L2, especially in countries where English is not the L1 (stated twice); students can learn from each other; learners can be more motivated; language is a communication tool; they need to practise language; increasing TTT is part of certain methodologies e.g. CLT (although the Examiners noted that this is not particularly the case in Test Teach Test or Task Based Learning as stated by the candidate); and it increases learner autonomy. In terms of part (b), she makes six valid points which are that: TTT provides models of language; it provides learners with listening practice; it is needed to give instructions; it allows the teacher to give oral feedback; it is needed to carry out certain classroom procedures/to ask concept check questions; and learners expect the teacher to give them information.

Depth Points
The candidate gains three marks out of a possible five (which are doubled to six) for depth as the points that she makes are generally supported by rationale, mostly from her own experience. For example, when she makes the first point about language being a tool for communication, she expands on this point by writing *If the students cannot find enough chances to practice in class, they become the passive listener in a conversation and they cannot keep the conversation.* She provides a supporting reason for her point about students learning from each other, i.e. because they can become more self-confident and a reference to a specific context (large classes) when she states the points about the classroom providing an important opportunity to use the L2. Depth is also evident in part (b). For example, when writing about TTT providing listening practice, she cites the context of where English is taught by an L1 teacher, they may have no other opportunity to listen to the spoken language. When talking about the use of TTT to give spoken instructions and feedback, she usefully contrasts this with the potential confusion that can be caused by relying on written instructions/feedback which strengthens her argument. When talking about classroom procedures, she gives an additional example of the need to use TTT when presenting a topic. The Examiner commented that her rationale could be more wide-ranging in that she could refer to sources (e.g. reference to her reading); or theories (e.g. the importance of involving the learner in humanistic approaches), but future candidates should note that the most important consideration in terms of awarding marks for depth is that the rationale provided is convincing in terms of the points made.

In terms of organisation, this could be neater but it is good that the candidate has added more points to her answer and that the sections are clearly signposted so that Examiner can identify which part of the task they belong to. There is some unnecessary repetition of points but this is not penalised in this task.

10.3.2 The following sample answer obtained half the marks available for this task

3a
- *Teachers these days have become facilitators rather than informers. Students should be guided carefully by a teacher revealing the best in them.*
- *There should be enough time for students to reflect on what they are doing.*
- *Students learn things by <u>doing</u> something and not by listening to teacher's explanations.*
- *The more students talk, the more independent and self-reliant they become.*
- *Sometimes students learn better from each other than from a teacher.*
- *Nowadays students are encouraged to take responsibility for their learning.*

3b
- *A teacher sets standards and provides learners with models to follow.*
- *A teacher might be a language guide and assist students in acquiring different language skills.*
- *A teacher might ask 'quality question' (e.g. concept questions) to make sure that students understand everything correctly.*
- *A teacher can inspire students with his/her talk, and motivate them to achieve higher results*
- *When a teacher gives positive feedback, he/she builds up students' confidence.*
- *When a teacher gives negative feedback, he/she prevents fossilization of mistakes*
- *If there is balance between TTT and STT, there is an atmosphere of partnership in the classroom from which everybody is going to benefit.*

- *Teachers should use 'comprehensible input', their language being one step ahead of students' level.*

Examiner's comments on sample answer
Breadth
The candidate makes nine valid points over parts (a) and (b), which is six fewer than is needed to achieve the maximum number of points for breadth. In terms of part (a), she makes three points which are that: low TTT allows the teacher to be a facilitator; students can learn from each other; and low TTT increases learner autonomy (stated twice). There are two points which cannot be credited: that *there should be enough time for students to reflect on what they are doing* which is not relevant in relation to the task's focus on the value of low TTT; and *students learn things by doing something* because this is too vague – the point could have been credited if the candidate had explicitly stated that what the learners needed to be doing is having the opportunity to use language. In terms of part (b), she makes six valid points which are that: TTT provides models of language; it provides learners with information about language skills; it is needed to carry out certain classroom procedures/to ask concept check questions; it can help the teacher to build a good relationship with the learners and give them praise (stated twice); it allows the teacher to give oral feedback; and it provides them with comprehensible input/language input above their level. Her point about the result of the teacher giving negative feedback was not credited as it is not relevant to the benefit of TTT.

Depth
However, unlike the previous sample answer, the candidate only gains one mark for depth (doubled to two marks) as her rationale for the points that she makes is minimal. She only provides a reason for the value of TTT improving the group dynamic when she writes *(there is an atmosphere of partnership in the classroom) from which everybody is going to benefit.* The other points that she makes are unsupported in terms of relevant rationale, reference to sources, theories or experience. The lack of rationale means that the candidate cannot maximize the marks available for depth.

In terms of organisation, this is clear with clear signposting as to which part of the task she is addressing and the use of bullet points to separate her points. There is one instance of repetition of a point but she is not penalised for this as there is no maximum number of points that a candidate can make, only a maximum number of points which can be awarded marks, i.e. fifteen different points for breadth which are doubled to thirty.

10.3.3 The following sample answer obtained very few marks available for this task

3

a) *The first reason to reduce teacher talking time (TTT) and increase student talking time (STT) is to provide learners with more opportunity to speak. For example, if students only talk with the teacher, there would not be many opportunities for all students to speak to the teacher and the students would spend more time listening than speaking. On the other hand, if students speak to each other, there are more opportunities to practise the target language.*

A second reason to reduce TTT is students' expectations. More and more in recent years, students expect to come to a language classroom and be provided opportunities to practise speaking. Since the communicative approach gained popular from the late 1970s onwards, the classroom has changed and so have students expectations and students expect opportunities to practise speaking.

A third reason for reducing TTT and increasing STT is availability of resources. There are many ways in which a student can practise his/her listening skills outside of the classroom and so the classroom should be used to utilize the skill of speaking. This can be done by increasing STT by having students talk and practise speaking with each another.

A fourth reason is to provide students with a variety of accents, as well as variety of ideas.

b) *There are benefits to TTT in lessons, with one of the main benefits being accuracy. TTT provides students with an accurate model of spoken English, whereas STT with students speaking to each other can provide inaccurate language models that in turn may confuse, frustrate, or wrongly teach students.*

Another benefit of TTT is during the presentation stage. For this stage, TTT is essential to explain the language point.

A third benefit of TTT for learners is task completion. If instructions are provided during TTT, the lessons will have a greater chance of understanding what to do.

Examiner's comments on sample answer
Breadth Points
The candidate only makes five valid points over parts (a) and (b), which is significantly fewer than the fifteen which are needed to achieve full marks for breadth. In terms of part (a), she makes two points which are that: the classroom is an important opportunity to use the L2 and increasing STT is part of certain methodologies, for example the communicative approach. None of the other three points that she makes can be credited because they are not focused sufficiently on the TTT and STT, i.e. they are about student interaction providing opportunities for learners to speak to each other; the existence of resources outside the classroom for practising listening skills so the classroom should be used for speaking practice; and providing learners with a variety of accents and ideas. Future candidates should ensure that they read the rubric for this task very carefully. In terms of part (b), she is more confident and makes three valid points with no irrelevant ones. These are that: TTT provides models of language; it is needed to give learners information about language; and it is needed to give instructions.

Depth
This sample answer is typical of the majority of candidates as none of the points are developed and supported with relevant rationale, exemplification or reference to sources, theories, specific contexts or classroom experience. The candidate therefore gains no points for her depth of response.

In terms of organisation, this is clear with different points highlighted with the sentence openers such as *the first reason etc.*