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| YEAR 11 - Classes 5 and 8 | February |
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READING, LISTENING, WRITING and USE OF ENGLISH

| parts/timing | Content / total marks | Test focus |
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| 1 - Reading ±60 minutes | <p>TEXTS 1 & 2 (choice of)</p> <p>Multiple matching questions Extracting information from text(note taking) Finding equivalents (Vocabulary) Rebuild text (sentences that have been removed and placed in jumbled order) Comprehension questions Sentence completion according to text</p> <p style="text-align: right;">TOTAL MARKS: 80</p> | <p>Students are expected to be able to understand adapted/abridged authentic-texts of various types* on the topics of the syllabus or related topics dealt with in class. They must show understanding of gist (skimming), detail (scanning), vocabulary in context, text structure, as well as deduce meaning.</p> |
| 2 - Listening ±30 minutes | <p>TEXT 1 Part 1 - Selection from 2 or 3 possible answers Part 2 - Note taking, blank filling or sentence completion following a monologue or a dialogue.</p> <p style="text-align: right;">TOTAL MARKS: 20</p> | |
| | | * narrative / news reports; exposition / opinion text, essays, articles, etc |
| 3 - Writing ±60 minutes See below specific criteria for written text | <p>Writing a narrative /short story Writing a short essay or article</p> <p style="text-align: right;">TOTAL MARKS: 60</p> | <p>Students are expected to be able to write:</p> <ul style="list-style-type: none"> - a short narrative text: describing characters and setting, organise sequence of events - a transactional letter (including appropriate layout) |
| 4 - Use of English ±30 minutes | <p>Part 1 - A modified cloze text containing 10 gaps.</p> <p>Part 2 - A modified open cloze text containing 10 gaps.</p> <p>Part 2 - A lead-in sentence and a gapped response to complete using a given word/expression.</p> <p>Part 3 - Word formation - A text containing 10 gaps. Each gap corresponds to a word that must be formed from a given base word.</p> <p style="text-align: right;">TOTAL MARKS: 40</p> | <p>Students are expected to be able to demonstrate their knowledge and control of the language system by completing a number of tasks, some of which are based on authentic texts and others on sets of sentences.</p> <p>Topics:</p> <ul style="list-style-type: none"> Word Formation Comparatives/Superlatives Dependent prepositions Collocations Linking words / conjunctions Phrasal verbs Verb tenses Reported Speech/reporting verbs Conditionals -ING clauses / -ing after prepositions |

Reference: Year Plan + Unit Wrap Ups and Portfolio

TEXT WRITING ASSESSMENT CRITERIA

For your reference here is the **FCE GENERAL MARKING SCALE** used to assess the writing tasks in the [FIRST CERTIFICATE IN ENGLISH](#) examination.

It summarises the content, organisation and cohesion, range of structures and vocabulary, register and format, and target reader indicated in the tasks.

BAND 5

For a band 5 to be awarded, the candidate's writing fully achieves the desired effect on the target reader. All the content points required in the task are included and expanded appropriately. Ideas are organised effectively, with the use of a variety of linking devices and a wide range of structure and vocabulary. The language is well developed, and any errors that do occur are minimal and perhaps due to ambitious attempts at more complex language. Register and format which is consistently appropriate to the purpose of the task and the audience is used.

BAND 4

For a band 4 to be awarded, the candidate's writing achieves the desired effect on the target reader. All the content points required in the task are included. Ideas are clearly organised, with the use of suitable linking devices and a good range of structure and vocabulary. Generally, the language is accurate, and any errors that do occur are mainly due to attempts at more complex language. Register and format which is, on the whole, appropriate to the purpose of the task and the audience is used.

BAND 3

For a band 3 to be awarded, the candidate's writing, on the whole, achieves the desired effect on the target reader. All the content points required in the task are included. Ideas are organised adequately, with the use of simple linking devices and an adequate range of structure and vocabulary. A number of errors may be present, but they do not impede communication. A reasonable, if not always successful, attempt is made at register and format which is appropriate to the purpose of the task and the audience.

BAND 2

For a band 2 to be awarded, the candidate's writing does not clearly communicate the message to the target reader. Some content points required in the task are inadequately covered or omitted, and/or there is some irrelevant material. Ideas are inadequately organised, linking devices are rarely used, and the range of structure and vocabulary is limited. Errors distract the reader and may obscure communication at times. Attempts at appropriate register and format are unsuccessful or inconsistent.

BAND 1

For a band 1 to be awarded, the candidate's writing has a very negative effect on the target reader. There is notable omission of content points and/or considerable irrelevance, possibly due to misinterpretation of the task. There is a lack of organisation or linking devices, and there is little evidence of language control. The range of structure and vocabulary is narrow and frequent errors obscure communication. There is little or no awareness of appropriate register and format.

BAND 0

For a band 0 to be awarded, there is either too little language for assessment (fewer than 50 words) or the candidate's writing is totally irrelevant or totally illegible. Candidates who do not address all the content points will be penalised for dealing inadequately with the requirements of the task. Candidates who fully satisfy the Band 3 descriptor will demonstrate an adequate performance in writing at FCE level.