

Larra-Belagua
Source: Navarre Tourist Board
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E_{PE4}

2022/2023

Marking-Guidelines

Name / Surname(s): _____

School: _____

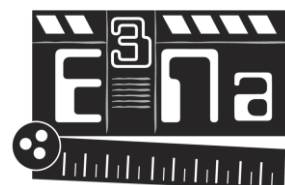
Group: _____

City / Town: _____

Date: _____

**English
Literacy**

**Year 4 of Primary
Education**



Instructions

This test consists of three parts: Listening, Reading and Writing.

Listening

We will begin with a listening test. You will hear someone speaking about a situation.

- First, read the questions (2 minutes).
- Listen carefully to the recording. You will hear the recording three times.
- After each part, you will have time to answer the questions.

For each question, you have to circle the right answer. *For example:*

Example 1. How many months are there in a year?

- A. 2 months.
- B. 17 months.
- C. 12 months.
- D. 10 months.

If you decide to change your answer, cross out (X) your first option and circle your new answer. *For example:*

Example 1. How many months are there in a year?

- A. 2 months.
- B. 17 months.
- C. 12 months.
- D. 10 months.

Reading

You will read two texts and answer several questions.

Writing

Lastly, you will write a short composition, following some instructions.



The whole test lasts 60 minutes.

Listening

You will hear an audio where Matt talks about sports. Listen carefully and answer the questions.

Transcription:

I love playing sports, I'm learning basketball now, and that's great, because I know all the players, and they're really nice! I also play tennis with my friend, I am really good at that, it's the sport I like best, and I can swim well, that's a lot of fun too! But I don't have much time to do it now. There's a great sports center in the city, I can catch a bus there, it stops across from the library and the sports center is behind that, before you get to the university. I have lessons at the city sports center every Tuesday evening, I arrive early for my tennis lesson, it starts at 6:00, but I get to the sports center just after 5:30. After that, I practise basketball and I go home after 7:30.

My brother loves mountains, he says I should go climbing with him one day; we also talk about riding horses, but I really want to try sailing, and then I can buy a boat!

1. Matt _____ playing sport.

- A. loves
- B. likes
- C. enjoys
- D. hates

Análisis de la pregunta 1	
Proceso evaluado	Localizar y obtener información
Puntuación máxima	1
Grado de complejidad	Muy fácil
Tipo de pregunta	Cerrada

2. Matt thinks basketball is great because...

- A. he is good at it.
- B. he is learning it.
- C. it is his favourite sport.
- D. the players are nice.

Análisis de la pregunta 2	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

3. How many sports does he practise?

- A. One.
- B. **Two.**
- C. Three.
- D. Four.

Análisis de la pregunta 3	
Proceso evaluado	<i>Interpretar e integrar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Difícil</i>
Tipo de pregunta	<i>Cerrada</i>

4. The sports center is in the _____.

Marking criteria	
Marks	Answer
0	Any other answer.
1	“City” or “city, behind the library”.

Análisis de la pregunta 4	
Proceso evaluado	<i>Localizar y obtener información</i>
Puntuación máxima	1
Grado de complejidad	<i>Muy fácil</i>
Tipo de pregunta	<i>Abierta</i>

5. At what time does he practise tennis on?

- A. At 5:30.
- B. **At 6:00.**
- C. After 6:00.
- D. After 7:30.

Análisis de la pregunta 5	
Proceso evaluado	<i>Localizar y obtener información</i>
Puntuación máxima	1
Grado de complejidad	<i>Difícil</i>
Tipo de pregunta	<i>Cerrada</i>

6. On Tuesdays, he plays _____ first, then he practises _____.

Marking criteria	
Marks	Answer
0	Any other answer/incorrect order.
1	“Tennis” and “basketball” (in this order).
Spelling mistakes will be accepted.	

Análisis de la pregunta 6	
Proceso evaluado	<i>Interpretar e integrar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Normal</i>
Tipo de pregunta	<i>Abierta</i>

7. Matt is very busy every Tuesday evening.

- A. True.
- B. False.

Análisis de la pregunta 7	
Proceso evaluado	<i>Reflexionar</i>
Puntuación máxima	1
Grado de complejidad	<i>Normal</i>
Tipo de pregunta	<i>Cerrada</i>

8. Matt’s brother enjoys...

- A. no sports.
- B. all sports.
- C. indoor sports.
- D. sports in the nature.

Análisis de la pregunta 8	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Difícil</i>
Tipo de pregunta	<i>Cerrada</i>

9. Which is the sport Matt really wants to try?

- Basketball
- Sailing
- Swimming
- Climbing
- Horse riding
- Tennis

Marking criteria	
Marks	Answer
0	Any other answer or more than 1 tick.
1	“Sailing” .

Análisis de la pregunta 9	
Proceso evaluado	Localizar y obtener información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

Reading 1 - TRIATHLON

“What is your favourite sport?”

When people ask this question, they usually expect one short answer: basketball, skating, rugby, football... Most of my friends practice only one sport, but not me. Because my favourite sport is a combination of three sports: the triathlon.



The word *triathlon* comes from the Greek language, meaning three contests or competitions. The triathlon sport is in the Olympic Games since 2000.

In a triathlon competition, you must complete three races, one after the other. The first part is swimming; the second is biking; and the final piece is running.

Triathlon is not all about being strong or fast. The most important thing is endurance: the capacity to participate in a competition during a long period of time (some triathlons take as long as 12 hours!)

To be a good *triathlete* you must train every day. To train this sport you need to be good at swimming in both the swimming pool and in the open sea. You also need to have a great bicycle and helmet for the biking piece. And your running expertise is super important to finish the race

Maybe, after reading this text, you want to try it one day... The best age to start triathlon is 8 years old, and the distances for children are 100 meters swimming, 2 km biking and 500 meters running.

Adults can start with the Super Sprint Triathlon, which is the shortest version: 400 meters swimming, 10 km biking and 2.5 km running.

And maybe... in some years we can see you in the most important competition of triathlon: the IronMan and IronWoman! These are the hardest of competitions and each participant must finish 3.8 km swimming in the sea, 180 km biking and 42.2 km running (which is a complete marathon!).



10. According to the text, people usually practise...

- A. no sports.
- B. **one sport.**
- C. two sports.
- D. many sports.

Análisis de la pregunta 10	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

11. What does triathlon mean?

- A. **It means 3 sports.**
- B. It means many sports.
- C. It means combination sports.
- D. It means favourite sport.

Análisis de la pregunta 11	
Proceso evaluado	<i>Localizar y obtener información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Muy fácil</i>
Tipo de pregunta	<i>Cerrada</i>

12. In a triathlon you complete the three races in the same order.

- A. **True.**
- B. False.

Análisis de la pregunta 12	
Proceso evaluado	<i>Interpretar e integrar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Normal</i>
Tipo de pregunta	<i>Cerrada</i>

13. _____ is the most important to finish a triathlon.

- A. To be strong
- B. To be fast
- C. **Endurance**
- D. Running

Análisis de la pregunta 13	
Proceso evaluado	Localizar y obtener información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

14. A good triathlete trains...

- A. regularly.
- B. **daily.**
- C. often.
- D. weekly.

Análisis de la pregunta 14	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Difícil
Tipo de pregunta	Cerrada

15. What is the swimming distance for children?

- A. **100 meters.**
- B. 400 meters.
- C. 1 km.
- D. 3.8 km.

Análisis de la pregunta 15	
Proceso evaluado	Localizar y obtener información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

16. Which is the hardest triathlon contest for women?

- A. Super Sprint.
- B. IronMan.
- C. **IronWoman.**
- D. Marathon.

Análisis de la pregunta 16	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Difícil
Tipo de pregunta	Cerrada

17. Tick the three objects you need to participate in a triathlon:

- Ball
- Swimsuit
- Racket
- Sneakers/trainers
- Rollerblades
- Bat
- Kimono
- Bicycle

Marking criteria	
Marks	Answer
0	Any other combination or missing any part.
1	“Swimsuit”, “sneakers” and “bicycle”.

Análisis de la pregunta 17	
Proceso evaluado	<i>Reflexionar</i>
Puntuación máxima	1
Grado de complejidad	<i>Normal</i>
Tipo de pregunta	<i>Cerrada</i>

Reading 2 - HOMEMADE PIZZA

My mum loves pizza. My dad loves pizza. My siblings love pizza. And I loooooove pizza. We are a family of pizza lovers! And because we all love pizza, every Friday we have pizza night at home.

Some people call and order pizzas from pizzerias, trattorias or buy frozen ones. But in my family we make the pizzas ourselves from the very first step. We follow my grandpa's instructions to bake the best pizza in the world:



- First, we let the dough sit in a bowl for about 2 hours. It grows bigger and bigger!
- Then, using a rolling pin we roll the dough on the kitchen's table to make a big, thin, round pizza base.
- Third, we add the tomato sauce using a cooking brush; it is like painting a big red piece of art! My grandpa says the best pizzas must have homemade tomato sauce, so my dad cooks it the day before pizza night.
- After that, we sprinkle a little bit of oregano on top of the sauce.
- Next, we prepare the toppers. Toppers are all the extra and different ingredients we add to our pizza. These ingredients are called toppers because they go on top of the pizza, of course! So we grate the mozzarella cheese; chop onions, chicken and mushrooms; slice bacon, olives and green peppers...
- Sixth step: each member of the family creates their own pizza choosing from all the ingredients we have prepared. My favourite pizza has got lots of cheese, sausages, green peppers and chicken.
- Finally, we put them in the oven —we do it very carefully because it is really hot— and bake the pizzas for about 12 minutes.

Time to eat our pizzas while watching our favourite TV programme! Yay!



18. Why do this family have Friday pizza night? Because...

- A. they make pizzas.
- B. they follow a special recipe.
- C. they love eating pizza.
- D. for them it is a tradition.

Análisis de la pregunta 18	
Proceso evaluado	Localizar y obtener información
Puntuación máxima	1
Grado de complejidad	Muy fácil
Tipo de pregunta	Cerrada

19. The narrator's family likes to eat at pizza restaurants.

- A. True.
- B. False.

Análisis de la pregunta 19	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

20. Whose recipe is the best in the world?

- A. Mom's recipe.
- B. Dad's recipe.
- C. Siblings' recipe.
- D. Grandpa's recipe.

Análisis de la pregunta 20	
Proceso evaluado	Localizar y obtener información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

21. What do they use to make the pizza base thin?

- A. A rolling pin.
- B. A cooking brush.
- C. A bowl.
- D. An oven.

Análisis de la pregunta 21	
Proceso evaluado	Localizar y obtener información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

22. You can feel like an artist when...

- A. baking pizzas.
- B. rolling the dough.
- C. using a cooking brush.
- D. preparing the toppers.

Análisis de la pregunta 22	
Proceso evaluado	Reflexionar
Puntuación máxima	1
Grado de complejidad	Difícil
Tipo de pregunta	Cerrada

23. Who makes the tomato sauce?

- A. Mom.
- B. Dad.
- C. Grandpa.
- D. The narrator.

Análisis de la pregunta 23	
Proceso evaluado	Localizar y obtener información
Puntuación máxima	1
Grado de complejidad	Difícil
Tipo de pregunta	Cerrada

24. When do we add the toppers?

- A. After the oregano.
- B. Before the oregano.
- C. Before the tomato.
- D. On top of the pizza base.

Análisis de la pregunta 24	
Proceso evaluado	Interpretar e integrar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

25. The narrator's favourite pizza has got...

- cheese.
- onions.
- green peppers.
- sausages.
- mushrooms.
- chicken.
- bacon.
- olives.

Marking criteria	
Marks	Answer
0	Any other combination or missing any part.
1	“Cheese”, “green peppers”, “sausages” and “chicken”.

Análisis de la pregunta 25	
Proceso evaluado	Localizar y obtener información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

26. How many cooking steps are there in total?

- A. 3
- B. 5
- C. 7
- D. 10

Análisis de la pregunta 26	
Proceso evaluado	Integrar: comprensión global
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

Writing

27. Write about what you usually do at weekends (Saturdays or Sundays).

HERE ARE SOME IDEAS TO HELP YOU:

- What do **you do in the morning**? In the **afternoon**? (Times and routines)
- Do you practise any **sport**?
- Do you participate in **other activities**?
- Do you **go anywhere**? Do you **stay at home**?
- Do you **enjoy** weekends? **Why**?

You can use, if you want, this space to **ORGANISE YOUR IDEAS** before you start writing:

First paragraph	
Second paragraph	
Third paragraph	

Now write your **COMPLETE** text here:

This part is for the teacher only

	Mark 0, 1, 2, 3 or 4
General presentation and spelling	
Coherence and cohesion	
Grammatical accuracy and lexical range	
Item 27 – Total:	/12

HOW TO MARK THE COMPOSITION

It is likely that the 4th teachers that have to mark this composition are using this kind of rubric for the first time. Acknowledging the difficulty of the task we enclose a simple guide to help them with the marking.

The 12 marks of the writing task are divided into three parts:

1) General presentation and spelling:

PRESENTATION: we can expect a clear handwriting, well-defined margins and few cross-outs.

SPELLING ACCURACY: the text must respond to the spelling accuracy expected for the vocabulary acquired by the end of 4th grade of primary. Occasional mistakes are acceptable in less frequent words.

2) Coherence and cohesion:

COHERENCE (and adequacy): the text has to be coherent and has to respond appropriately to the task given and the length required. The reader must understand it without great difficulty. In this case, students have to write a composition of around 80 words about their routines at weekends, it is possible to talk about both, Saturday and Sunday, or just about one of them.

COHESION: the sentences have to express complete ideas and be linked together. We can expect the use of some cohesive devices, such as connectors as ALSO, TOO, BECAUSE, AND, BUT. Even if any connectors are used, cohesion can be expressed through the use of sentences ordered in a logical way, by the use of paragraphs to differentiate pieces of information and by the punctuation (full spots and commas).

3) Grammatical accuracy and lexical range

GRAMMATICAL ACCURACY: the text has to show correctness and control of the use of the structures that must have been mastered by the end of 4th grade of primary. In this composition, students are expected to use:

- The PRESENT SIMPLE to explain their routines or the activities they usually do.
- The RIGHT ORDER of the different elements in the sentence (subject + verb + complement).
- SEQUENCE CONNECTORS (*first, later, then, finally...*).
- ADVERBS OF FREQUENCY – TIME EXPRESSIONS (*always, sometimes, every Saturday..., in the morning, in the afternoon, at night...*).

LEXICAL RANGE: the text must show the lexical richness and variety expected by the end of 4th grade. THE EXPECTED VOCABULARY could be:

- NOUNS and VERBS to talk about hobbies, sports or activities they enjoy or they always do (*play football, go to the cinema, do homework, watch TV, play the saxophone, train, practise, visit, swim, make, go out with friends, visit family...*).
- NOUNS to talk about family or friends (*grandfather, grandmother, grandparents, parents, brother, sister, cousin, uncle, aunt, best friend...*).
- VERBS of thinking and opinions: (*I like Saturdays because, I enjoy weekends because, I love...*).

Optional planning: they could use the space given to organize the ideas before writing. It is not necessary/ compulsory to use/ fill it but teachers should motivate/ drive students to make a plan or a scheme/ draft, being aware of the many different ways of organising the ideas.

ASSESSMENT CRITERIA - WRITING

	0 mark	1 mark	2 marks	3 marks	4 marks
General presentation and spelling	Student does not perform the task.	<p>Work clearly unsatisfactory for the level expected:</p> <p>Too many spelling mistakes in basic vocabulary affecting comprehension. Capitalization is random, inconsistent, and sometimes nonexistent.</p> <p>Illegible handwriting and cross-outs.</p>	<p>Until unsatisfactory level:</p> <p>Spelling is correct on grade level words but not on words that are more difficult. Capitalization is inconsistently applied except for the easiest rules.</p> <p>Sloppy handwriting.</p>	<p>Level expected:</p> <p>Some mistakes on difficult words. (Max. 5) The reader can understand easily.</p> <p>No or few cross-outs. Clear handwriting. Well-defined margins.</p>	<p>Beyond the level requirements:</p> <p>Less than 5 spelling mistakes.</p> <p>No or few cross-outs. Clear handwriting. Well-defined margins.</p>
Coherence and cohesion	Student does not perform the task.	<p>Total lack of coherence.</p> <p>0-3 written lines or several required elements are missing.</p> <p>Text has no clear structures: sentences, commas, full stops...</p>	<p>There is not a clear sense of direction with the ideas.</p> <p>At least 3 required elements are included.</p> <p>2 or 3 sentences expressing complete ideas.</p> <p>No connectors or any cohesion devices.</p>	<p>Easy to understand, despite some incoherent points.</p> <p>All the required elements are included.</p> <p>Minimum of 5-6 sentences expressing complete ideas.</p> <p>Use of connectors and punctuation.</p>	<p>The text is coherent, clear sense of direction.</p> <p>All the required elements are included as well as additional information.</p> <p>All the sentences express complete ideas and most of them are linked together.</p> <p>Correct use of cohesion devices and punctuation.</p>

Grammatical accuracy and lexical range	Student does not perform the task.	<p>Words are misused often.</p> <p>Incomprehensible</p> <p>A large number of grammatical errors.</p>	<p>Basic simple vocabulary.</p> <p>The text fulfills the task, but:</p> <p>Unnatural sounding phrasing which breaks up the flow of the paper.</p> <p>Sometimes: incorrect subject/verb concordance.</p>	<p>Adequate and varied vocabulary.</p> <p>No grammatical errors affecting comprehension:</p> <p>Simple sentences, sentence structure partially correct.</p> <p>2 grammatical errors. A correct subject/verb concordance.</p>	<p>Rich vocabulary and creativity.</p> <p>High grammatical accuracy:</p> <p>Sentence structure allows reader to understand on first attempt. Use of relative clauses.</p> <p>Max 1 grammatical error.</p>

SOME SAMPLE MARKED COMPOSITIONS

Below are several authentic samples of marked compositions written by year 4 of Primary Education pupils and the marks given.

SAMPLE N° 1

You can use, if you want, this space for ORGANIZE YOUR IDEAS before you start writing:

First paragraph	
Second paragraph	
Third paragraph	

Now write your COMPLETE text here:

I play a play station and play dog in the afternoon, then go my friends and play.

I go to the iglesia and play the play station with my friends and I play with my dog. I go to the house the gramma and I play with de primo.

This part is for the teacher only

	Mark 0, 1, 2, 3 or 4
General presentation and spelling	1
Coherence and cohesion	1
Grammatical accuracy and lexical range	1
Item 27 – Total:	3 /12

Sample nº 1

GENERAL PRESENTATION AND SPELLING

- **Is the text clean and tidy?** Yes.
- **Is the handwriting clear and balanced?** Yes, it is easy to read, but there is too much space between paragraphs.
- **Spelling accuracy:** spelling is correct but there are quite a few mistakes in basic vocabulary "de" (the), "afternun", the vocabulary is too repetitive and Spanish is been used.
- **Capitalization:** capitalization is consistently applied.

Overall section mark: **1/4**. Although the text is clean and capitalization is used consistently, the spelling mistakes are too basic for the level and have leveled down the overall mark.

COHERENCE AND COHESION

- **Cohesion** (structure, use of punctuation, connectors): basic use of connectors ("and", "then"). There is some use of paragraphs.
- **Coherence:** does the text make sense? The candidate talks about the same ideas throughout the text, which does not meet the length required. There is not a sense of direction: the student starts talking about the afternoon, talks about the church and playing Play Station all together...and we do not know if she or he talks about Saturday or Sunday.
- **Content:** does the text include required elements? Not all, and those included are not enough developed.

Overall section mark: **1/4**. Though there is a sense of direction there are some elements missing and the length is too short for the task.

GRAMMATICAL ACCURACY AND LEXICAL RANGE

- **Lexical range and use:** too basic and repeated vocabulary, he uses Spanish twice.
- **Sentence structure:** some sentence structure has unnatural sounding phrasing ("play dog"; "I go to the house the gramma")
- **Grammatical accuracy:** the candidate forgets twice the subject "play dog", "go my friends"....

Overall section mark: **1/4**. The candidate uses basic and simple vocabulary and although the text fulfills the task, the unnatural sounding phrasing, basic grammar structures and the missing subject, do not allow for a higher mark.

SAMPLE N° 2

You can use, if you want, this space for ORGANIZE YOUR IDEAS before you start writing:

First paragraph	
Second paragraph	
Third paragraph	

Now write your COMPLETE text here:

In the morning I eat yoghurt, later I play
videogames with my friends. later I eat
with my family, in the afternoon I
practise piano

This part is for the teacher only

<i>This part is for the teacher only</i>		Mark 0, 1, 2, 3 or 4
General presentation and spelling		1
Coherence and cohesion		1
Grammatical accuracy and lexical range		2
Item 27 – Total:		4 /12

Sample nº 2

GENERAL PRESENTATION AND SPELLING

- **Is the text clean and tidy?** Yes.
- **Is the handwriting clear and balanced?** Yes, it is easy to read.
- **Spelling accuracy:** there are too many mistakes, "*leiter*", "*it*" (eat), "*wit*" (with), "*after nun*", due to a phonetic spelling.
- **Capitalization:** capitalization is consistently applied.

Overall section mark: **1/4**. Although the text is clean and capitalization is used consistently, the spelling mistakes are serious.

COHERENCE AND COHESION

- **Cohesion** (structure, use of punctuation, connectors): use of connectors and time expressions, ("*in the morning*", "*later*", "*in the afternoon*").
- **Coherence:** does the text make sense? There is a sense of direction and the ideas are linked together, but the text does not meet the length required.
- **Content:** does the text include required elements? Not all, and not enough developed.

Overall section mark: **1/4**. Though there is a sense of direction there are too many elements missing and the length is too short for the task.

GRAMMATICAL ACCURACY AND LEXICAL RANGE

- **Lexical range and use:** basic and simple vocabulary used.
- **Sentence structure:** the sentences are too simple, but any part is missing.
- **Grammatical accuracy:** correct.

Overall section mark: **2/4**. The candidate uses basic and simple vocabulary, also basic grammar structures, but there are not big mistakes.

SAMPLE N° 3

You can use, if you want, this space for ORGANIZE YOUR IDEAS before you start writing:

First paragraph	In Saturdays i sleep very much i don't have school i play and i go to the
Second paragraph	supermarket. For the afternoon i visit my grandmother and i eat
Third paragraph	chocolate and i play football. in In Sundays i do homework.

Now write your COMPLETE text here:

In Saturdays I sleep very much because i don't have school, i wake up and i watch the television. I play with my brother and i go with my fathers to the supermarket.

For the afternoon we go to the house of my grandmother, i eat a chocolate i play and i watch television with she.

In Sundays i do homework and i don't like Sundays.

This part is for the teacher only

	Mark 0, 1, 2, 3 or 4
General presentation and spelling	3
Coherence and cohesion	3
Grammatical accuracy and lexical range	2
Item 27 – Total:	8 /12

Sample nº 3

GENERAL PRESENTATION AND SPELLING

- **Is the text clean and tidy?** Yes, it is.
- **Is the handwriting clear and balanced?** Clear and easy to read.
- **Spelling accuracy:** correct in grade level words with one mistake on basic vocabulary “it” (eat)
- **Capitalization:** correct capitalization after full stops though missing in “I” pronoun and in “sunday”.

Overall section mark: **3/4**. Though the text is clean and the handwriting is legible there are some basic spelling mistakes, which have leveled down the overall mark.

COHERENCE AND COHESION

- **Cohesion (structure, use of punctuation, connectors):** the text is structured in three paragraphs and the candidate uses some cohesive devices, which make it easy to understand.
- **Coherence: does the text make sense?** There is a sense of direction with ideas laid in a logical order with some of them linked together. The text also meets the length required.
- **Content:** does the text include required elements? Yes.

Overall section mark: **3/4**. The text is easy to understand, it has included all elements and it is well structured.

GRAMMATICAL ACCURACY AND LEXICAL RANGE

- **Lexical range and use:** adequate for the level, though there are some mistakes in very common vocabulary, like “fathers” (parents) or “grandmather”.
- **Sentence structure:** Simple sentences and partially correct structure allowing for some flow.
- **Grammatical accuracy:** some grammatical errors (“with she”, “For the afternoon”, “to the house of my grandmother”).

Overall section mark: **2/4**. The vocabulary range is just adequate and the grammatical errors do not affect comprehension, but since the task is quite easy, we consider the student does not deserve 3 points.

SAMPLE N° 4

You can use, if you want, this space for ORGANIZE YOUR IDEAS before you start writing:

First paragraph	Saturday morning I do my homework, then I play with my toys
Second paragraph	In the afternoon _____
Third paragraph	At the end of the day I _____

Now write your COMPLETE text here:

Saturday morning I do my homework. Then I play with my toys, sometimes I play videogames. It's time to eat lunch. I love when my mum do potato omelet. I sit down in our sofa and we watch a Christmas film.

In the afternoon I play football with my friends. Then I eat breakfast. Then I play with my toys.

It's time to eat dinner. I am hungry. Then we sit in the sofa and we watch a film. Finally my sister and I are going to the bed.

This part is for the teacher only

	Mark 0, 1, 2, 3 or 4
General presentation and spelling	4
Coherence and cohesion	3
Grammatical accuracy and lexical range	3
Item 27 – Total:	10 /12

Sample n° 4

GENERAL PRESENTATION AND SPELLING

- **Is the text clean and tidy?** Yes. Correct use of margins and paragraphs.
- **Is the handwriting clear and balanced?** Yes, it is easy to understand and has a consistent pattern.
- **Spelling accuracy:** it shows some phonetic spelling, ("*soufa*"), but it is the only spelling mistake.
- **Capitalization:** yes.

Section overall assessment: **4/4**.

COHERENCE AND COHESION

- **Cohesion** (structure, use of punctuation, connectors): the text is well structured presenting the information in a logical order in three paragraphs. It shows a good use of full stops, but there is not any comma. The candidate uses some time expressions and connectors, but in some repetitive way, ("*It's time to...*", "*then*").
- **Coherence: does the text make sense?** Yes. Ideas are linked and laid in a logical order, but the candidate repeats the same topics ("*we watch a film*", "*I play with my toys*"), and she/he talks about having breakfast in the afternoon.
- **Content:** does the text include all the required elements? Yes, it does.

Section overall assessment: **3/4**.

GRAMMATICAL ACCURACY AND LEXICAL RANGE

- **Lexical range and use:** the candidate uses a good range of vocabulary.
- **Sentence structure:** in general, the sentence structures are partially correct allowing for some flow.
- **Grammatical accuracy:** grammatical errors do not affect comprehension ("*my mum do omelet*", "*My sister and I we going to the bed*") but some of them are too basic, like the lack of subject in a repeated expression, ("*Is time to...*").

Section overall assessment: **3/4**. The candidate uses adequate and varied vocabulary and the grammatical errors do not affect comprehension, but do not let the candidate to level up the overall mark to a 4.

SAMPLE N° 5

First paragraph	In the morning when I wake up, I go to the bathroom and do my routine, I only wash my face and put some skin care products on my face. Then I have my morning milk and some cookies.
Second paragraph	After that I play stumbe gys, watch videos on the phone, do the homework, cook, read a book... I do a lot of things. Then I have lunch with my family, and sometimes I make desserts.
Third paragraph	In the afternoon I go out and play with my friends in the park. Then I buy some sweets and go home. I have a shower, have dinner, watch TV and go to the bed.

Now write your COMPLETE text here:

In the morning when I wake up I go to the bathroom and do my routine. I only wash my face and put some skin-care products on it. Then, I have my morning milk and some cookies too.

After that I play stumble guys, watch videos on the phone, do the school homework, cook the lunch, read a book, play with my dog... I do a lot of things. Then I have lunch with my family and sometimes I make the dessert too.

In the afternoon I go out to the park and play with my friends. Then I usually buy some sweets to watch a movie and go home. I have dinner, watch TV and go to the bed.

This part is for the teacher only

	Mark 0, 1, 2, 3 or 4
General presentation and spelling	4
Coherence and cohesion	4
Grammatical accuracy and lexical range	4
Item 27 – Total:	12 /12

Sample nº 5

GENERAL PRESENTATION AND SPELLING

- **Is the text clean and tidy?** Yes, there are no cross-outs and the use of paragraphs makes the text tidy.
- **Is the handwriting clear and balanced?** Yes, it is easy to read and shows a very consistent pattern.
- **Spelling accuracy:** spelling is correct on all common words and most difficult.
- **Capitalization:** capitalization is applied consistently after full stops.

Overall section mark: **4/4**. The candidate has done very well in all the subsections (presentation, spelling and capitalization) so the highest mark is deserved.

COHERENCE AND COHESION

- **Cohesion** (structure, use of punctuation, connectors): the candidate makes a correct use of connectors ("*In the morning*", "*then*", "*usually*", "*after that*"...) and punctuation. The text is organized in a logical way making it very easy to follow.
- **Coherence: does the text make sense?** Yes.
- **Content:** does the text include required elements? Yes.

Overall section mark: **4/4**. The candidate has structured the text in a logical way and has applied cohesive devices and connectors consistently which has resulted in a very coherent text.

GRAMMATICAL ACCURACY AND LEXICAL RANGE

- **Lexical range and use:** rich vocabulary used ("*skin care products*", "*my morning milk*"...).
- **Sentence structure:** sentence structure flows well allowing reader to understand it on first attempt.
- **Grammatical accuracy:** high grammatical accuracy most of the time.

Overall section mark: **4/4**. The candidate has shown a wide range of vocabulary and grammar structures for the level plus high grammatical accuracy most of the time.