

Larra-Belagua
Source: Navarre Tourist Board
Author: Iñaki Tejerina

E_{SE2}

2022/2023

Marking-Guidelines

Name / Surname(s):

School:

Group:

City / Town:

Date:

**English
Literacy**

**Year 2 of Secondary
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 twice.
- 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 three texts and answer several questions.

Writing

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



The whole test lasts 60 minutes.

Listening

Listen to Jackie and Richard talk about diaries. Choose the best option (A, B, C or D) or complete the sentences as in the example (0).

0. **Example:** The soldier's diary appeared a week ago in the*attic*.... of the house.

1. It is a diary of World War I, also called the _____.

Marking criteria	
Marks	Answer
0	Any other answers.
1	"Great War".

Análisis de la pregunta 1	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Abierta

2. The soldier's diary starts...

- A. on August 4th in 1914.
- B. on August 5th in 1914.
- C. on August 14th in 1914.
- D. on August 15th in 1914.

Análisis de la pregunta 2	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Difícil
Tipo de pregunta	Cerrada

3. The diary is ...

- A. difficult.
- B. entertaining.
- C. mainly a record of the fighting.
- D. quite boring.

Análisis de la pregunta 3	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

4. One of the following statements about the soldier is **NOT TRUE**.

- A. He died in 1917.
- B. He was 25 when he died.
- C. They think he was a friend of her great uncle.
- D. They think he was Jackie's great uncle.

Análisis de la pregunta 4	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

5. Samuel Pepys became very famous because he wrote about...

- A. the Great Fire of London.
- B. politics in 1660s.
- C. his feelings.
- D. daily life, for the first time.

Análisis de la pregunta 5	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

6. In her diary Anne Frank writes about...

- A. World War I.
- B. the Nazi Party.
- C. her life in Holland.
- D. her life in hiding.

Análisis de la pregunta 6	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

7. One of the following statements is **NOT TRUE**.

- A. Richard writes, basically, about his travels.
- B. Richard writes about everyday life and world events.
- C. Richard tries to write every day.
- D. Richard started to write many years ago.

Análisis de la pregunta 7	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

8. For Richard a diary is a history of what is _____ now.

Marking criteria	
Marks	Answer
0	Any other answers.
1	<i>“happening”.</i>

Análisis de la pregunta 8	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Abierta

9. Jackie

- A. has already read the diary.
- B. has not started reading the diary yet.
- C. wants to finish the diary.
- D. wants to start reading the diary.

Análisis de la pregunta 9	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Difícil
Tipo de pregunta	Cerrada

10. One title for this listening could be...

A. AMAZING DIARIES.

B. LEARNING HISTORY THROUGH DIARIES.

C. THE OLDEST DIARIES IN THE WORLD.

D. THE MYSTERIOUS IDENTITY OF SOME DIARY WRITERS.

Análisis de la pregunta 10

Proceso evaluado	<i>Integrar información: comprensión global</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Normal</i>
Tipo de pregunta	<i>Cerrada</i>

Reading 1 – Notices

PART 1. For the next 5 questions, choose the most suitable answer (A - G). Use each letter once only. Which notice (A - G) means this?

It says...	Notice
Example: <i>Drinking and eating are not allowed!</i>	A B C D E F G H
11. Don't stay away for too long!	A B C D E F G
12. New books have just arrived.	A B C D E F G
13. They'll help you find the right books for you.	A B C D E F G
14. You can buy cheaper books there.	A B C D E F G
15. You cannot borrow as many books as you wish.	A B C D E F G

A



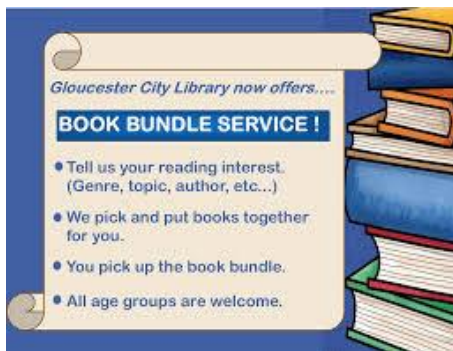
B



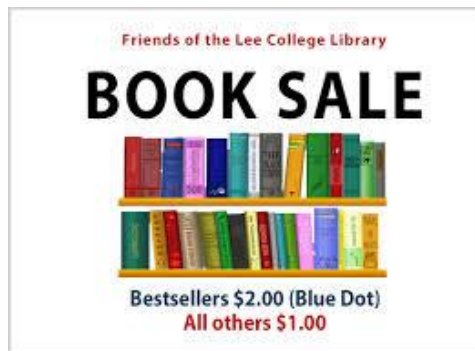
C



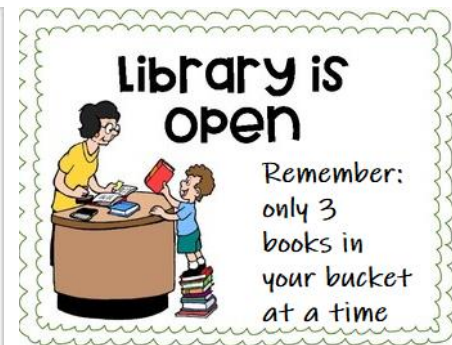
D



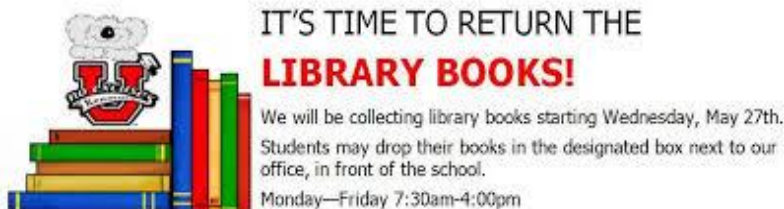
E



F



G



H



Análisis de la pregunta 11	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

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

Análisis de la pregunta 13	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Difícil</i>
Tipo de pregunta	<i>Cerrada</i>

Análisis de la pregunta 14	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Muy fácil</i>
Tipo de pregunta	<i>Cerrada</i>

Análisis de la pregunta 15	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

PART 2. For the next 5 questions, choose the most suitable answer (A - G). Use each

It says...	Notice
Example: <i>We'll be back very soon.</i>	A B C D E F G H
16. It's temporarily closed.	A B C D E F G
17. Make sure you leave it as tidy as you found it.	A B C D E F G
18. The price will get £5 higher if you wait.	A B C D E F G
19. You are not allowed to use one of them until the next school year begins.	A B C D E F G
20. Use a different button to purchase tickets online.	A B C D E F G

A

B

C

There are no fees for customers who purchase tickets in person at the KW tickets Box Office window.

All online or phone orders are subject to a £5 per-ticket fee.

Temporary Service Change

Effective Thursday, January 13
Services will be provided in the

LOBBY ONLY

Monday - Friday 10 am - 6 pm
Saturday 10 am - 1 pm

D

E

F

Cardiff City will sell away tickets until 2pm today [19/10]

Fulham will sell tickets on the night. Cash only from the ticket office.

Prices increase by £5 on matchday.

LOCKER ROOM IS CLOSED UNTIL FURTHER NOTICE

THIS IS

Your

LOCKER ROOM

HELP KEEP IT CLEAN

G

H

NOTICE TO VACATE LOCKERS

All locker users must vacate and remove their belongings from the lockers by **June 15, Saturday.**

All padlocks will be removed and unclaimed items will be disposed on June 16, Sunday.

Org and block lockers need not be vacated.
Locker sign-ups for the next school year will be posted on the week of July 22-25.

Análisis de la pregunta 16

Proceso evaluado	<i>Localizar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

Análisis de la pregunta 17

Proceso evaluado	<i>Localizar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

Análisis de la pregunta 18

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

Análisis de la pregunta 19

Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Normal</i>
Tipo de pregunta	<i>Cerrada</i>

Análisis de la pregunta 20

Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Muy fácil</i>
Tipo de pregunta	<i>Cerrada</i>

Reading 2

Read this text about Romulus and Remus, the mythological twin brothers who founded the city of Rome, and answer the questions.



Romulus and Remus were twin boys born to a princess called Rhea Silvia. Their father was the violent Roman god of war, Mars. The king was afraid that some day Romulus and Remus would take his throne. So he had the boys left in a basket on the Tiber River. He figured they would soon die.

The boys were found by a she-wolf. The wolf cared for them and protected them from other wild animals. A friendly bird helped to find them food. One day some shepherds¹ found the twins. One shepherd took the boys home and raised them and took care of them as his own children.

As the boys grew older, they became natural leaders. One day Remus was captured and taken to the king, who discovered his true identity. Romulus and some shepherds went there to rescue his brother and killed the king. When the city learned who the boys were, they wanted them to be kings. However, they didn't want the crowns because they wanted to found their own city. The twins left and started to find the perfect land for their city.

The twins eventually came to the place where Rome is located today. They both liked the general area, but each wanted to place the city on a different hill. Romulus wanted the city to be on top of Palatine Hill while Remus preferred Aventine Hill. They agreed to wait for a sign from the gods, called an augury, to decide which hill to use. Remus saw the sign of six vultures first, but Romulus saw twelve. Each claimed to have won.

Romulus started building a wall around Palantine Hill. However, Remus was jealous and began to make fun of Romulus' wall. At one point Remus jumped over the wall and destroyed it. Romulus became angry and killed Remus.

With Remus dead, Romulus continued to work on his city. He officially founded the city on April 21, 753 BC (before Christ), making himself king, and naming it Rome after himself.

21. Romulus and Remus were the sons of _____ and _____.

¹ Pastor/artzaina

Marking criteria	
Marks	Answer
0	Only one answer is correct or none is correct.
1	“A princess” / “Rhea Silvia” and “the violent Roman god of war” / “Mars” / “the god of war Mars”...

Análisis de la pregunta 21	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Abierta

22. The king...

- A. **abandoned the twins in the Tiver.**
- B. killed the twins in the Tiver.
- C. liked the twins and adopted them.
- D. wanted to start a war with Mars.

Análisis de la pregunta 22	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

23. The two animals that helped Romulus and Remus were a _____ and a _____.

Marking criteria	
Marks	Answer
0	Only one answer is correct or none is correct
1	“She-wolf” / “wolf” and “bird”.

Análisis de la pregunta 23	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Muy fácil
Tipo de pregunta	Abierta

24. When Remus was captured, ...

- A. Remus and Romulus became kings.
- B. Romulus saved him.
- C. the king didn't know Remus was one of the twins.
- D. the king started looking for Romulus.

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

25. The twins didn't agree and had a fight because they wanted to build the city in the same _____, but on a different _____.

Marking criteria	
Marks	Answer
0	Only one answer is correct or none is correct
1	"Area" or "place" / "hill".

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

26. Say if these sentences are true or false:

	True	False
A. The king left the twins in the Tiver in order to protect them.		X
B. We learn about the fights between the two brothers in paragraphs 3 and 4.		X
C. Romulus thought he had won because he had seen more vultures.	X	
D. Rome was founded on Palatine Hill.	X	

Marking criteria	
Marks	Answer
0	Only one, two or three answers are correct or none is correct.
1	The four answers are correct: <i>F, F, T, T.</i>

Análisis de la pregunta 26	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Difícil</i>
Tipo de pregunta	<i>Cerrada</i>

27. Romulus killed Remus because he got...

- A. ambitious.
- B. **furious.**
- C. jealous.
- D. tired of fighting.

Análisis de la pregunta 27	
Proceso evaluado	<i>Localizar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

28. Romulus founded Rome...

- A. in the 6th century BC.
- B. in the 7th century BC.
- C. **in the 8th century BC.**
- D. in the summer of 753 BC.

Análisis de la pregunta 28	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Difícil</i>
Tipo de pregunta	<i>Cerrada</i>

29. One title for this text could be...

- A. THE FOUNDATION OF ROME.
- B. THE KILLING OF REMUS.
- C. THE TWINS AND THE WOLVES.
- D. THE WAR BETWEEN THE TWINS.

Análisis de la pregunta 29	
Proceso evaluado	<i>Integrar información: comprensión global</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Normal</i>
Tipo de pregunta	<i>Cerrada</i>

30. This text can appear in a...

- A. book of fairy tales.
- B. book of myths and legends.
- C. newspaper.
- D. travel magazine.

Análisis de la pregunta 30	
Proceso evaluado	<i>Integrar información: comprensión global</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Muy fácil</i>
Tipo de pregunta	<i>Cerrada</i>

Reading 3

Read the text below and choose the most suitable word for each blank from the words given.

What was life like in Viking Britain?

The Vikings ...*were*...not all bloodthirsty raiders. Some came to fight, but (1) came to Britain to live peacefully.

Their long ships brought families who settled in villages. (2) were farmers, who kept animals and (3) crops, and skilful craft workers, who (4) beautiful metalwork. Everyone lived together in a large home called a longhouse.



The Vikings (5) brought their way of life and beliefs. The Norse people worshipped many gods and loved to tell stories of magic and monsters around the fire.

What was Viking society like?

At the top of Viking society was the king. He was the most (6) person in all the land and everyone looked up to (7)

Being a king cost a lot of money, because they had to make sure their kingdom was (8) and that their followers were loyal .

Below the king were the nobles or wealthy Vikings known as *jarls*. They were rich landowners or traders and they employed men to work for (9)

Then there were the *karls*. They were the everyday people and (10) jobs like farming and craft work. Karls weren't (11) rich or important as the jarls, but they weren't poor either.

At the bottom of the pile were the *thralls* or enslaved people: if they tried to run away they could be killed. (12), if thralls could earn enough money they could buy their freedom.

(Adapted from ©<https://www.bbc.co.uk/bitesize>)

31. Write the word that corresponds to each number:

ALSO	AS	DID	GREW
HIM	HOWEVER	MADE	OTHERS
POWERFUL	SAFE	THEM	THERE

1	OTHERS	7	HIM
2	THERE	8	SAFE
3	GREW	9	THEM
4	MADE	10	DID
5	ALSO	11	AS
6	POWERFUL	12	HOWEVER

Marking criteria	
Marks	Answer
0 – 3	0.25 for each correct answer.

Análisis de la pregunta 31	
Proceso evaluado	<i>Interpretar / Reflexionar</i>
Puntuación máxima	3
Grado de complejidad	<i>Normal</i>
Tipo de pregunta	<i>Semi-cerrada</i>

Writing

32. You have to write an essay (125 words) for the class with the title “MY BEST FRIEND”.

In your essay, try to answer the following questions:

- How old you were, where and how you met.
- What you like doing together.
- An anecdote, something funny that has happened to both of you.
- Why this person is your best friend.

ORGANIZE YOUR IDEAS before you start writing (this planning is scored).

First paragraph	
Second paragraph	
Third paragraph	
Fourth paragraph	

Now write your text here:



A series of horizontal lines for writing, consisting of 25 evenly spaced lines that span the width of the page.

This part is for the teacher only

		Mark 0, 1 or 2
Task	Planning	
	Adequacy	
	Coherence	
Language	Cohesion	
	Grammatical accuracy	
	Spelling accuracy	
	Lexical Range	
Item 32 – Total:		/14

HOW TO MARK THE COMPOSITION

It is likely that the 2nd ESO 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.

Marking the composition

The 14 marks of the writing task are divided into TASK and LANGUAGE.

A) TASK comprises the aspects of PLANNING, ADEQUACY and COHERENCE.

- **PLANNING:** The written text has to respond to the planning of structures, vocabulary, paragraphs, etc that are going to be used.

The student needs to plan in schematic form what will be developed more thoroughly later—single ideas, short phrases, vocabulary referred to the topic, connectors that may be used later, the anticipated number of paragraphs, etc.

In this particular case students may mention in schematic form:

- **All the details about the meeting (age, place...).**
- **The things they like doing together.**
- **An anecdote, an experience, something funny that has happened to them with their best friend.**
- **Why they consider this person their best friend.**

They will probably use the frame given for the scheme, but they may have other ways of organising their ideas –mind map, list, etc.

- **ADEQUACY:** The text must respond appropriately to the task given and the length required. Besides, it must meet the requirements regarding layout, mode of discourse, register, etc.

In this particular example, we contemplate a typical “my friend” class essay in about 125 words. The student has to write a school essay of around 10 lines giving some details about how they met their best friend: how old they were, where they met; things they like doing together; write about an anecdote, and why they consider this person their best friend.

All the details that are requested in the instructions have to be dealt with for the task to be considered satisfactory. The language has to be standard.

- **COHERENCE:** The text has to be coherent. The reader must understand it without great difficulty. In this email, the student has to deal with all the items requested in the instructions in a logical, clear, well-ordered manner. The model and the draft should contribute to that.

B) LANGUAGE comprises the aspects of COHESION, GRAMMATICAL ACCURACY, SPELLING ACCURACY and LEXICAL RANGE.

• COHESION:

The text must contain the right cohesive devices. In this particular composition, the writing is practically organised for them and there should be at least 3 or 4 paragraphs. They will also need to use some cohesive devices like AFTER THAT, WHEN, THEN, FINALLY, AND, BUT, SO, BECAUSE (students are likely to use some of them). Even if no cohesive devices are used, cohesion can be expressed through the use of sentences ordered in a logical way, the use of relative pronouns, personal or reflexive pronouns.... and of course by the use of paragraphs to differentiate pieces of information.

• 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 2nd ESO.

In this composition, students could use:

- The PAST SIMPLE OF DIFFERENT REGULAR AND IRREGULAR VERBS, for example *was, were, went, met, arrived, told...*
- The PRESENT SIMPLE for the things they like doing together (*play football, paint, go out, go to parties*)
- The PAST CONTINUOUS of some verbs when they try to tell an anecdote (*I was playing basketball, when he hit me, we were watching a film ..., when we*)
- Some students with a high command of English could even use the PAST PERFECT (*after we had arrived, I realised that...*)
- COMPARATIVE AND SUPERLATIVE SENTENCES (*it was the funniest thing that has happened to me*)
- QUANTIFIERS (*we did a lot of things; I was a bit confused when I saw...*)
- The RIGHT ORDER of the different elements in the sentence (subject + verb + complement), etc.

• SPELLING ACCURACY: The text must respond to the spelling accuracy expected for the vocabulary acquired by the end of 2nd ESO. Occasional mistakes are acceptable in less frequent words.

• LEXICAL RANGE: The text must show the lexical richness and variety expected by the end of 2nd ESO. This is a very open composition. THE EXPECTED VOCABULARY could be:

- ADVERBS to give a temporal framework (*eight years ago, last month, in June....*)
- NOUNS and VERBS related to hobbies and sports (*play football, go surfing, go to the cinema, play the saxophone...*)
- ADJECTIVES to describe feelings (*happy, ...*)
- VERBS of like and dislike (*s/he likes*)

We suggest that for all the seven different aspects assessed you start checking the text against the middle column (mark 1) and then move up or down as necessary.

ASSESSMENT CRITERIA

		MARKS		
		0	1	2
TASK	PLANNING	There is no previous planning or the planning is not written in English.	Partial or incomplete planning.	Adequate planning (there is a scheme, clear notes etc.)
	ADEQUACY	None of the points in the instructions are mentioned, the content is irrelevant.	<ul style="list-style-type: none"> - Just some points in the instructions are mentioned. - The number of words may not be correct. - The layout may not be adequate. - The register may not be appropriate. 	<ul style="list-style-type: none"> - All the points in the instructions are mentioned. - The number of words is appropriate. - The layout is adequate. - The register is appropriate.
	COHERENCE	Incoherent text.	Easy to understand, although there are some incoherent points that may make some things difficult to understand.	Easy to understand. A clearly coherent text.
LANGUAGE	COHESION	No cohesive devices are used.	Some cohesive devices are used. There may be some mistakes.	Cohesive devices are used, including linking sentences and paragraphs. No serious mistakes.
	GRAMMATICAL ACCURACY *	Basic mistakes on 2 nd year ESO structures.	Some acceptable grammatical errors on 2 nd year ESO structures.	Mainly adequate use of 2 nd year ESO structures.
	SPELLING ACCURACY*	Many spelling mistakes in basic vocabulary.	Some spelling mistakes (between three and six).	Most words are written correctly, only some occasional mistakes (no more than two in a ten-line text).
	LEXICAL RANGE	Limited range of vocabulary.	Use of basic vocabulary, enough to convey the message.	Rich and varied vocabulary for 2 nd year ESO.
Only the total mark is to be introduced in EDUCA				Total /14

SOME SAMPLE MARKED COMPOSITIONS

Below are several authentic samples of marked compositions written by 2nd year ESO pupils and the marks given for Task and Language.

SAMPLE N° 1:

First paragraph	- 14 years old - school
Second paragraph	- Ride a bike - Play football - More things
Third paragraph	- one day in football match
Fourth paragraph	Because is very good person and other things

Now write your text here:



My best friend

My best friend is from my town, he has 14 years old. He is from Argentina and I meet him in the school in the primary. I want what he to the same class, her name is

I like so much go with him to ride a bike, to run, to swimming, to play football with my others friends, stay in the room of her house, to meet with others friends at night, to do more a lot of things

One day playing football with others friends at school we went 0-0 and he goes to kick the ball and he kick to the goal and one day at night we are sitting in a bank when the bank breaks and we (reverse)

Is my best friend because is very good people, is soo sympatic, funny and he give a lot of (risa)

<i>This part is for the teacher only</i>		Mark 0, 1 or 2
Task	Planning	2
	Adequacy	2
	Coherence	0
Language	Cohesion	1
	Grammatical accuracy	0
	Spelling accuracy	0
	Lexical Range	0
Item 32 – Total:		5/14

- **PLANNING** 2/2. The candidate does fill out the writing plan template. Although there are a few mistakes it has been assessed as a draft that may help de student during the writing process.
- **ADEQUACY:** 2/2. All the points in the instructions are mentioned; the number of words and the layout are adequate.
- **COHERENCE:** 0/2. There are many incoherent points that make some sentences difficult to understand (“*we went ...and he goes to kick the ball and he kick to the flor*”).
- **COHESION:** 1/2. Some cohesive devices are used. However, the candidate makes some mistakes (“*her name is*”, instead of “*his name*”). The student includes linking words such as “*and*” or “*because*”.
- **GRAMMATICAL ACCURACY:** 0/2. There are too many grammatical errors in basic 2nd year ESO structures, (“*he has 14*”). Incorrect word use due to similar spelling (“*whit*” instead of “*with*”), incorrect verb form (“*I meet he in the school...*” instead of “*met*”), and errors in the use of object pronouns (“*I meet he*” instead of “*him*”).
- **SPELLING ACCURACY:** 0/2. There are many recurrent mistakes in basic vocabulary (“*flor*”, “*at nigh*”, “*frien*”). The candidate should have capitalized the town as it is a proper noun.
- **LEXICAL RANGE:** 0/2. The candidate has a limited range of vocabulary (“*siting in a bank*”, instead of “*sitting on a bench*”, “*simpatic*” instead of “*nice*”, “*rocodrom*”).

SAMPLE N° 2:

First paragraph	Presentation
Second paragraph	1. How old you were, where and how you meet. 2. What you like doing together.
Third paragraph	3. An anecdote, something funny that has happened to both of you.
Fourth paragraph	4. Why is this person your best friend.

Hi, my name is _____, I'm 14 years old and my best friend are Luis. He ~~after~~ live here in _____, but he now live in Valencia with her dad.

I had 6 years when I meet Luis. We ~~was~~ met in the school and we pass all the live together. I love play football with her. All the afternoons of summer we are play football.

I have ~~a~~ a good anecdote with her. We are in the park play football and was raining. He was to kick the ball and he fall dow to the floor. ~~because he~~

Luis are my best friend because he make me funny all the day, he are all the time preccupate with me. Always he demost me love and I love Luis, is THE BEST.

<i>This part is for the teacher only</i>		Mark 0, 1 or 2
Task	Planning	1
	Adequacy	1
	Coherence	1
Language	Cohesion	1
	Grammatical accuracy	0
	Spelling accuracy	1
	Lexical Range	1
Item 32 – Total:		6/14

- **PLANNING** 1/2. The candidate does fill out the writing plan template. However the plan is not very much developed. There is not a scheme of ideas, the student just copies and classifies the items he has to mention into four paragraphs.
- **ADEQUACY:** 1/2. The student includes most of the elements. The register, the layout and the length of the text respond adequately to the requirements of the exercise. However, the student does not mention what they like doing together, just what they do in the summer.
- **COHERENCE:** 1/2. The text is easy to understand but here are some incoherent points that make some lines incomprehensible (“*he was to kick the ball*”, “*he afte live here in*”, “*but he now live...*”).
- **COHESION:** 1/2. Some basic cohesive devices are used (“*but*”, “*when*”, “*and*”, “*because*”...) and the candidate uses four paragraphs.
- **GRAMMATICAL ACCURACY:** 0/2. There are too many grammatical errors in basic 2nd year ESO structures, (“*my best friend are Luis*”, “*he now live in...*”, “*I had 6 years old...*”, “*with her dad*” instead of “*his*”).
- **SPELLING ACCURACY:** 1/2. There are some spelling mistakes in basic vocabulary (“*afte*”, “*dow*”, “*live*” instead of “*life*”).
- **LEXICAL RANGE:** 1/2. The candidate has a basic range of vocabulary but enough to convey the message.

SAMPLE N° 3:

<p>First paragraph</p>	<p>My best friend called _____, He is tall, He has brown hair and the eyes too, He don't have a big nose, but He can move his ears.¹⁸</p>
<p>Second paragraph</p>	<p>He live in _____ and he bourned in _____ He play's in the football team of _____ the team is called _____ and he play the electric guitar.⁵⁷</p>
<p>Third paragraph</p>	<p>when he can, we play videogames and we go to the school to play football because is there the football pinch.²⁹ In other times we go to his house to study.⁵⁹</p>
<p>Fourth paragraph</p>	<p>In Holidays we go with my friends to the swimming pool to swim, play football or play padel.⁶⁰ when is party in _____ we go to see the bulls and to the pipera. It's so very sunny.</p>

My best friend is _____, he has brown hair and the eyes too, He don't have a big nose, but he can move his ears.

He live in _____ and he bourned in _____, he plays in the football team of _____ the team is called _____ and he play the electric guitar.

when he can, we play videogames and we go to the school to play football because is there the football pinch. In other times we go to his house to study.

In holidays we go with my friends to the swimming pool to swim, play football or play padel. when is party in _____ we go to see the bulls and to the pipera. It's so sunny.

<i>This part is for the teacher only</i>		Mark 0, 1 or 2
Task	Planning	2
	Adequacy	1
	Coherence	1
Language	Cohesion	1
	Grammatical accuracy	1
	Spelling accuracy	2
	Lexical Range	1
Item 32 – Total:		9/14

- **PLANNING** 2/2. The candidate does fill out the writing plan template. There is not a scheme but the student has written a draft.
- **ADEQUACY:** 1/2. Content is relevant to the task but some grammatical errors after adequacy (*“when is party in.... we go to see the bulls and to the piper”*). The candidate does not mention the fourth question.
- **COHERENCE:** 1/2. It is a coherent text. However, some linking words ally in the sentences (*“in other times”* instead of *“other times, or “in holidays rather than “on”*.)
- **COHESION:** 1/2. Some basic cohesive devices are used (*“but”, “when”, “and”, “because”*...) and the candidate uses four paragraphs.
- **GRAMMATICAL ACCURACY:** 0/2. There are some grammar mistakes in basic 2nd year ESO structures, (*“he don’t have”, “he bourned”, “he play”, “because is there the football”*).
- **SPELLING ACCURACY:** 2/2. There are no spelling mistakes.
- **LEXICAL RANGE:** 1/2. The candidate does not show the lexical richness and variety expected by the end of 2nd year of ESO (*“the football pinch”* instead of *“field”, “party”* rather than *“festival”*). However, the vocabulary used is enough to convey the message.

SAMPLE N° 4:

First paragraph	Description, how we met and where.
Second paragraph	What we do together, what I like doing.
Third paragraph	An anecdote, a funny story.
Fourth paragraph	Why is she my best friend.

... is my best friend. She is blonde and has beautiful eight # brown eyes. We met at school, when we both were three years old, and, since then, we became really good friends.

We have some extra-curricular activities after school together, like German and athletics. Clara and I like to spend time with each other. Sometimes we go to the cinema, we usually have dinner in restaurants and we have sleepovers in our houses.

A funny story about us, is that one time I broke her arm trying to do a "just dance" choreography. And we both started laughing until we noticed that her bone was dislocated.

She is my best friend because we have fun together, I can trust her and I haven't found a person as lovely as her yet.

<i>This part is for the teacher only</i>		Mark 0, 1 or 2
Task	Planning	1
	Adequacy	2
	Coherence	2
Language	Cohesion	2
	Grammatical accuracy	2
	Spelling accuracy	1
	Lexical Range	2
Item 32 – Total:		12/14

- **PLANNING** 1/2. The candidate does fill out the writing plan template. However, there is not a scheme of ideas, the student has copied the items from the task.
- **ADEQUACY:** 2/2. The candidate includes all of the elements the register, the layout and the length of the text respond adequately to the requirements of the exercise.
- **COHERENCE:** 2/2. The text is easy to understand, it is a clearly coherent text.
- **COHESION:** 2/2. The candidate includes cohesive devices, linking sentences and four paragraphs.
- **GRAMMATICAL ACCURACY:** 2/2. There are grammatical structures with some acceptable errors. (“*We both started laughing until we notice*”, instead of “*noticed*”, “*we became really goods friends*”). However, the candidate also uses some complex grammatical structures adequately and proves a good use of 2nd year ESO structures.
- **SPELLING ACCURACY:** 2/2. Most of words are written correctly, despite some spelling mistakes (“*german*” and “*athletism*” must be capitalized as subjects; “*together*”).
- **LEXICAL RANGE:** 1/2. The candidate has a rich and varied range of vocabulary for a 2nd year ESO student (“*extra-curricular activities*”, “*spend time with each other*”, “*sleepovers*”, “*dislocated*”, “*trust her*”...).

SAMPLE N° 5:

First paragraph	<ul style="list-style-type: none">- she was I was 13 years old while she was 12 years old.- We first met at school. she was At the school library.- We were looking for books as we both like reading.
Second paragraph	<ul style="list-style-type: none">- Cooking desserts.- Reading- Watching films.- Going out.- Listening to music.
Third paragraph	<ul style="list-style-type: none">- At the cinema, we found a lot of Harry Styles fans and it was so great to meet people with the same taste as we do.
Fourth paragraph	<ul style="list-style-type: none">- Because she support me.- We have same interest.- We have similar tastes.- We learn from each other.

MY BEST FRIEND

My best friend is called . She is 13 years old, one year younger than me. She loves reading books, dancing ballet, listening to music and animals.

we first met last year. I was at the school library looking for a book. ~~She~~ I saw her when she was arriving there and I thought "I love her outfit". I didn't tell her nothing because I'm a bit shy but a month later, I texted her by Instagram and I ~~told~~ ^{asked} her if she wanted to be my friend. She was 12 years old while I was 13 years old but we don't really matter.

Apart ^{of} ~~Besides~~ reading, we ^{also} love cooking some desserts such as ~~panne~~ pancakes, waffles or cinaman rolls together. Besides, we ~~love~~ ^{enjoy} watching horror and thriller films, listening to music or going out too.

One day, we went to the cinema to watch "Don't worry, Darling" as we both like Harry Styles and he is ~~the~~ one of the main character. ~~When the film ended~~ when the film ended, we talked with some great people because they were Harry Styles fans. ^{too} It was so cool.

Finally, she is my best friend because she always support me and that means a lot for me. We also have some interests such as reading or music tastes, as I mentioned. Furthermore, we always learn things from each other due to the fact that we are different ages.

<i>This part is for the teacher only</i>		Mark 0, 1 or 2
Task	Planning	2
	Adequacy	2
	Coherence	2
Language	Cohesion	2
	Grammatical accuracy	2
	Spelling accuracy	1
	Lexical Range	2
Item 32 – Total:		13/14

- **PLANNING** 2/2. The candidate does fill out the writing plan template. There is a scheme and clear notes.
- **ADEQUACY:** 2/2. All the points in the instructions are mentioned. The register and the layout respond adequately to the requirements of the exercise. The student has exceeded the maximum number of words, but in a logical and adequate way, and since the required length is not very long, we will not penalize it.
- **COHERENCE:** 2/2. The text is easy to understand. It is a clearly coherent text with a clear structure.
- **COHESION:** 2/2. The candidate uses a variety of linking words and cohesive devices (“*but*”, “*while*”, “*also*”, “*such as*”, “*besides*”, “*furthermore*”, “*due to the fact that...*”), in addition of pronouns and several synonyms.
- **GRAMMATICAL ACCURACY:** 1/2. Mainly adequate use of 2nd year ESO structures. There are a few grammatical errors though, (“*when she was arriving*” instead of “*when she arrived*”; “*she always support me*”; “*I didn’t tell her nothing*”).
- **SPELLING ACCURACY:** 2/2. There are a few and acceptable spelling mistakes (“*cinamon*”, “*allways*”, “*mencioned*”).
- **LEXICAL RANGE:** 2/2. The student uses a range of vocabulary appropriately, including less common lexis (“*support*”, “*that means a lot for me*”, “*learn things from each other*”, “*desserts such as pancakes, waffles of cinnamon rolls*”, “*outfit*....”).