

## PRELIMINARY | READING AND WRITING

## Answer key

Q	Part One	Q	Part Two	Q	Part Three	Q	Part Four
1	B	6	E	11	B	16	B
2	A	7	A	12	F	17	A
3	C	8	H	13	G	18	C
4	A	9	D	14	H	19	B
5	C	10	C	15	E	20	C
						21	A
						22	B
Q	Part Five	Q	Part Six	Q	Part Seven		
23	B	29	C	41	PETER ROGERS		
24	A	30	A	42	(A/THE/ONE) CARPET		
25	C	31	C	43	PHOTOCOPY ROOM		
26	B	32	B	44	£300		
27	A	33	A	45	FLOOD/FLOODING		
28	C	34	B				
		35	B				
		36	A				
		37	C				
		38	C				
		39	B				
		40	A				

# Assessment of Writing Part 1

## Preliminary mark scheme for Writing Part 1

Band	
5	<ul style="list-style-type: none"> <li>Very good attempt at the task.</li> <li>No effort is required of the reader.</li> <li>All elements of the message are fully communicated.</li> </ul>
4	<ul style="list-style-type: none"> <li>Good attempt at the task.</li> <li>Minimal effort is required of the reader.</li> <li>All elements of the message are communicated.</li> </ul>
3	<ul style="list-style-type: none"> <li>Satisfactory attempt at the task.</li> <li>Some effort is required of the reader.</li> <li>All elements of the message are communicated.</li> </ul> OR <ul style="list-style-type: none"> <li>One content element omitted but others clearly communicated.</li> </ul>
2	<ul style="list-style-type: none"> <li>Inadequate attempt at the task.</li> <li>Significant effort may be required of the reader.</li> <li>Content elements omitted, or unsuccessfully dealt with, so the message is only partly communicated.</li> </ul>
1	<ul style="list-style-type: none"> <li>Poor attempt at the task.</li> <li>Excessive effort is required of the reader.</li> <li>Very little of the message is communicated.</li> </ul>
0	<ul style="list-style-type: none"> <li>Content is totally irrelevant or incomprehensible.</li> </ul> OR <ul style="list-style-type: none"> <li>Too little language to assess.</li> </ul>

## Sample answers with examiner comments

### Writing Part 1

#### Candidate A

I am going to an engineering exhibition in Frankfurt on 20th March, I will be away for one week, during this week I would like you to arrange the training meeting and make an appointment with selling manager.

**Examiner comments** **Band 5**

A very good attempt. Although there are some minor errors no effort is required of the reader and all elements of the message are fully communicated.

#### Candidate B

Next week I go to an exhibition in Frankfurt. It's from 9th to the 11th. While I am in Frankfurt you should write the business letters. If there are any problems – call me!

**Examiner comments** **Band 4**

A good attempt. There is some awkwardness ('Next week I go' and 'write the business letters') and although all of the elements of the message are communicated, a little effort is required of the reader.

#### Candidate C

I must go attend an engineering exhibition in Frankfurt from 15 March to 18 March. Can you tell Mr Meier to ask him confirmation for the fly on Monday and finish to made the travel documents for departure in April?

Yours sincerely

**Examiner comments** **Band 3**

A satisfactory attempt. Two content elements are clearly communicated but the information in the second sentence is confused and the third element remains unclear. Some effort is required of the reader.

#### Candidate D

I will go on a trip to Frankfurt about attend an engineering exhibition tomorrow (15/March), so I want you help me to leave a message if I have phone call. Thank you

**Examiner comments** **Band 2**

An inadequate attempt. The first content element is clear. The second and third elements are not dealt with successfully so the message is only partly communicated. Significant effort is required of the reader.

# Assessment of Writing Part 2

## Examiners and marking

Writing Examiners (WEs) undergo a rigorous process of training and certification before they are invited to mark. Once accepted, they are supervised by Team Leaders (TLs) who are in turn led by a Principal Examiner (PE), who guides and monitors the marking process.

WEs mark candidate responses in a secure online marking environment. The software randomly allocates candidate responses to ensure that individual examiners do not receive a concentration of good or weak responses, or of any one language group. The software also allows for examiners' marking to be monitored for quality and consistency. During the marking period, the PE and TLs are able to view their team's progress and to offer support and advice, as required.

## Assessment scales

Examiners mark Part 2 tasks using assessment scales that were developed with explicit reference to the Common European Framework of Reference for Languages (CEFR). The scales, which are used across the spectrum of Cambridge English General and Business English Writing tests, consist of four sub-scales: Content, Communicative Achievement, Organisation, and Language:

- Content** focuses on how well the candidate has fulfilled the task, in other words whether they have done what they were asked to do.
- Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

When marking the tasks, examiners take into account the length of responses and varieties of English:

- Guidelines on length are provided for each task; responses that are too short may not have an adequate range of language and may not provide all the information that is required, while responses that are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and

not for example switch from using a British spelling of a word to an American spelling of the same word.

*Business Preliminary* Writing Examiners use the following assessment scales, extracted from the overall Writing scales on page 120.

<b>B1</b>	<b>Content</b>	<b>Communicative Achievement</b>	<b>Organisation</b>	<b>Language</b>
<b>5</b>	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.  Uses a range of simple and some complex grammatical forms with a good degree of control.  Errors do not impede communication.
<b>4</b>	<i>Performance shares features of Bands 3 and 5.</i>			
<b>3</b>	Minor irrelevances and/or omissions may be present. Target reader is, on the whole, informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.  Uses simple grammatical forms with a good degree of control.  While errors are noticeable, meaning can still be determined.
<b>2</b>	<i>Performance shares features of Bands 1 and 3.</i>			
<b>1</b>	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately.  Uses simple grammatical forms with some degree of control.  Errors may impede meaning at times.
<b>0</b>	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

## PRELIMINARY WRITING | SAMPLE ANSWERS WITH EXAMINER COMMENTS

## Writing Part 2

## Candidate E

Dear Mrs Bennett,

Thank you for your letter apply for the post of training assistant. We are happy we can offer you an interview on Monday 5th November at 14.00.

Please can you also send me the names and addresses of two referees?

It is easy to reach our office by public transport, as we are very near the Royal Central metro station. Exit the metro station and turn right and our office is on the right. It is very big and has our company name with red letters.

If you have any questions, please ask me.

Yours sincerely,

## Examiner comments

Subscale	Mark	Examiner comments
Content	5	All content is relevant to the task and the target reader is fully informed. All content elements have been achieved, with some detail.
Communicative Achievement	5	The text uses the conventions of the communicative task (appropriate formal register and business letter format) to hold the target reader's attention and communicate straightforward ideas.
Organisation	4	The letter is generally well organised and coherent using linking words ( <i>and ... also ... as</i> ) and some cohesive devices ( <i>It is very big ...</i> ).
Language	5	The letter uses a range of everyday vocabulary appropriately ( <i>We are happy we can offer you</i> ). It uses a range of some simple and some complex grammatical forms with a very good degree of control and minimal errors.

## Candidate F

Dear Mrs Bennett,

Today I have your letter and c.v.

I can offer you an interview on 5 May at 9.30 am in my office. Please can you confirm? I also request 2 referees. Please send me these quickly.

To reach my office by public transport can you take the train to the square, the city line. My office is on left.

For questions contact me.

I look forward to see you on 5 May.

Yours,

## Examiner comments

Subscale	Mark	Examiner comments
Content	4	All content is relevant to the task and the target reader is informed. However, there is a lack of detail in places; e.g. information required on referees.
Communicative Achievement	3	The letter uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas. There is sometimes a rather brusque effect on the reader ( <i>For questions contact me</i> ).
Organisation	3	The letter is connected and coherent, using basic linking words ( <i>also</i> ) and a limited number of cohesive devices ( <i>Please send me these ...</i> ).
Language	4	The letter uses a range of everyday vocabulary appropriately with some less common lexis ( <i>confirm ... city line ...</i> ). Simple grammatical forms are used with a good degree of control. Errors are noticeable but meaning can still be determined and errors do not impede communication ( <i>quickly ... can you take ... I look forward to see ...</i> ).

## PRELIMINARY WRITING | SAMPLE ANSWERS WITH EXAMINER COMMENTS

## Candidate G

Dear Mrs Bennett,

Thank you your letter. We can have interview on Monday 19 of Juli at 3 o'clock. Please bring 2 referees with you.

Our office is easy reach by public transport, especially autobus. Number 4 comes to our office.

Yours sincerely,

## Examiner comments

Subscale	Mark	Examiner comments
<b>Content</b>	<b>3</b>	All content elements are addressed, but in places are unclear ( <i>Please bring 2 referees with you</i> ). The target reader is on the whole informed.
<b>Communicative Achievement</b>	<b>3</b>	The letter uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.
<b>Organisation</b>	<b>2</b>	Although linking words are not evidenced, the logical ordering and backwards reference makes this coherent.
<b>Language</b>	<b>3</b>	Everyday language is used generally appropriately. Simple grammatical forms are used with a good degree of control ( <i>Number 4 comes to our office</i> ). Errors are noticeable, but meaning can still be determined ( <i>Thank you your letter; Juli</i> ).

## Candidate H

To: Mrs Bennett

I have today acknowledge you letter. We can give interview 24/05/11 and see you then. Thank you. Telling you the best way you can reach you by public transport.

## Examiner comments

Subscale	Mark	Examiner comments
<b>Content</b>	<b>2</b>	There are omissions (as the third content point is missing and the fourth point is not fully activated). This means the target reader would only be minimally informed.
<b>Communicative Achievement</b>	<b>2</b>	The conventions of the communicative task are used in generally appropriate ways to communicate simple ideas.
<b>Organisation</b>	<b>2</b>	The text is connected using basic high-frequency linking words and cohesive devices ( <i>and ... see you then</i> ).
<b>Language</b>	<b>1</b>	Basic vocabulary is used reasonably appropriately. Simple grammatical forms are used with some degree of control, but errors may impede meaning.