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| **Revised by:**  **Andrew** |
| **Date: 03/03/2020** |

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| Band Score: **6.5** |
| Task Response | Coherence and Cohesion | Lexical Resources | Grammatical Range and Accuracy |
| **7** | **7** | **6** | **6** |

**\* Note that the computation of score is round down.**

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| **Word count: 278** |
| **Task Response**  *the examiner is looking for* ***4*** *things:*   * ***Answers all parts of the task*** *(you covered all keywords, both topic key words and goals keywords)* * ***Presents a clear position throughout the essay*** *(you stated the topic and your basic answer/s to the task in the introduction, presented details in the body paragraphs, and reiterated your basic answer/s in the conclusion)* * ***Extends supports to main ideas/topic sentences*** *(you included expansions, elaborations and supporting details to the main points given)* * ***Write enough words*** *(should be* ***at least*** *150 for task 1 and 250 for task 2, should not be* ***wordy****)* | **Assessment** |
| addresses all parts of the task  presents a clear position throughout the response  presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus |
| **Comments** |
| Always stick to the proper formatting provided to you if you want to always get a 7.0 on this criterion. |
| **Examples of errors noted** |
| **N/A** |
| **Coherence and Cohesion**  *the examiner is looking for* ***4*** *things:*   * ***Paragraphing*** *(has a clear topic sentence or main idea which should be the first sentence; with enough details and examples)* * ***Logical organization of the essay*** *(main ideas should be progressing. Each paragraph is linked to the others especially to the central idea or position in the introduction)* * ***Cohesive devices need to be used well*** *(sentences should be linked smoothly to each other with the use of proper cohesive devices and transitional devices.)* * ***Referencing*** *(there should be usage of referencing like pronouns and substitutes.)* | **Assessment** |
| logically organises information and ideas; there is clear progression throughout  uses a range of cohesive devices appropriately although there may be some under-/over-use  presents a clear central topic within each paragraph |
| **Comments** |
| If you use cohesive devices appropriately and observe proper referencing, you can easily ace this department. |
| **Examples of errors noted** |
| **N/A** |
| **Lexical Resource**  *the examiner is looking for* ***4*** *things:*   * ***Range of vocabulary*** *(uses less common words precisely, minimal repeated words, not wordy)* * ***Spelling*** *(frequency of error)* * ***Collocation*** *(word combination makes sense, not just one correct word but a group of correctly related words)* * ***Word families*** *(words are in the correct form, correct parts of speech)* | **Assessment** |
| uses an adequate range of vocabulary for the task  attempts to use less common vocabulary but with some inaccuracy  makes some errors in spelling and/or word formation, but they do not impede communication |
| **Comments** |
| Always attempt to make use of synonyms or variation of terms to excel in this area. |
| **Examples of errors noted** |
| ~~high school~~ **secondary school**  ~~advantages and disadvantages~~ **auspicious ramifications and repercussions** |
| **Grammatical Range and Accuracy**  *the examiner is looking for 2**things:*   * ***Accuracy of grammar*** *(how many sentences are error free, what kinds of mistakes were committed, accuracy of simple and complex grammar. Were the errors slips or did they create confusion on the intended meanings )* * ***Range of grammar*** *(uses more complex structures, sentences are clearly organized)* | **Assessment** |
| uses a mix of simple and complex sentence forms  makes some errors in grammar and punctuation but they rarely reduce communication |
| **Comments** |
| For now, you can focus on the rules involving the use of articles and prepositions for some quick improvement. |
| **Examples of errors noted** |
| have panoramic view ~~on~~ **of** the world. As they may not ever have **the** opportunity to |

**TASK:**

In some countries young people are encouraged to work or travel for a year between finishing high school and starting university studies. Discuss the advantage and disadvantages for young people who decide to do this.

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| **Task Analysis** |
| What the task is asking for | 1. Discuss and provide your opinion on the advantages and disadvantages for your people who decide to work or travel for a year between finishing high school and starting university studies. |

**Essay:**

**NOTE: The enclosed words in open and close parentheses are suggested synonyms and variation of terms.**

Gap year is a prevalent option in some countries for students who just finished their ~~high school~~ **secondary school** studies. While some students just follow the trend, its ~~advantages and disadvantages~~ **auspicious ramifications and repercussions** should be carefully (scrutinized) examined.

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| **Errors/Changes** | **Comments** | **Benchmark** |
| ~~high school~~ **secondary school** | Use a variation of terms or a synonym to avoid the repetition of the same words in the task. | Lexical Range (LR) |
| ~~advantages and disadvantages~~ **auspicious ramifications and repercussions** | Use a variation of terms or a synonym to avoid the repetition of the same words in the task. | Lexical Range (LR) |
| **NOTE:**  **It is good to note that you have a good and brief general statement with inclusion of an appropriate opinion statement matched with proper referencing in your introduction.** | | |

Taking a year gap between two studying stages can be beneficial in several aspects. First, youngsters may utilize such a chance to have panoramic view ~~on~~ **of** the world. As they may not ever have **the** opportunity to have a close look on the world they live in, they may oversimplify the society to have impractical assumptions**,** and thus run into erroneous way**s** in their university studies. It turns out that having ~~a year~~ **12 months** for travelling or working can deepen their understanding on the underlying sophistication of the world. Apart from gaining experience, it will also have inner benefit by having one-year time for self-reflection. ~~Gap year~~ **A considerable amount of sabbatical** provides them with a relatively ~~free~~ **stress-free** period than attending university right after their high school. With more spare time, they can better summarize their past experience and plan for **the** future.

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| **Errors/Changes** | **Comments** | **Benchmark** |
| ~~on~~ **of** | This is the correct preposition to use for syntax and clarity. | Grammatical Accuracy (GRA) |
| **the** | Insert this definite article for syntax and clarity. | Grammatical Accuracy (GRA) |
| way**s** | It is better to take the plural form of a noun when speaking in general. | Grammatical Accuracy (GRA) |
| ~~a year~~ **12 months** | Use a variation of terms or a synonym to avoid the repetition of the same words in the task. | Lexical Range (LR) |
| . ~~Gap year~~ **A considerable amount of sabbatical** | Use a variation of terms or a synonym to avoid the repetition of the same words in the task. | Lexical Range (LR) |
| ~~free~~ **stress-free** | The deleted word is okay, but we can use a better one. | Lexical Accuracy (LR)/Referencing (CC) |
| **the** | Insert this definite article for syntax and clarity. | Grammatical Accuracy (GRA) |
| **NOTE:**  **It is good to observe that you have come up with a relevant, clear, and concrete topic sentence aided with appropriate use of cohesive devices for better CC faring.** | | |

However, taking a ~~gap year~~ **hiatus from academic obligations** can also have detrimental impact on young people. Compared with school, the society is imbued with various temptations, some of which may even **be** dangerous. (College freshmen) High school graduates are hardly equipped with the ability to identify vicious information. Therefore, it can be fairly hazardous for them to explore society solely. Besides, improperly scheduled gap year may also lessen their passion for ~~pursuiting~~ **pursuing** **a** higher diploma~~.~~ ~~Since~~ **since** some students may not have the perseverance to rejoin busy studying life after one year of freedom.

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| **Errors/Changes** | **Comments** | **Benchmark** |
| ~~gap year~~ **hiatus from academic obligations** | Use a variation of terms or a synonym to avoid the repetition of the same words in the task. | Lexical Range (LR) |
| **be** | Insert this be-verb for syntax and clarity. | Grammatical Accuracy (GRA) |
| ~~pursuiting~~ **pursuing** **a** | This is the correct spelling/form of the word for syntax and clarity. | Lexical Accuracy (LR)/Accuracy (GRA) |
| diploma~~.~~ | Omit the period here for the merger of clauses to avoid a fragmented sentence. | Grammatical Accuracy (GRA) |
| ~~Since~~ **since** | Let us take the lower case of the letter following the merger of clauses. | Grammatical Accuracy (GRA) |
| **NOTE:**  **It is good to observe that you have come up with a relevant, clear, and concrete topic sentence aided with appropriate use of cohesive devices for better CC faring.** | | |

To sum up, taking ~~a gap year~~ **12-month time off from one’s studies** ~~have~~ **has** both pros and cons. Youngsters ought to balance between the opportunity of obtaining experience and risks.

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| **Errors/Changes** | **Comments** | **Benchmark** |
| ~~a gap year~~ **12-month time off from one’s studies** | Use a variation of terms or a synonym to avoid the repetition of the same words in the task. | Lexical Range (LR) |
| ~~have~~ **has** | A singular noun/subject takes the singular form of the verb. | Grammatical Accuracy (GRA) |
| **NOTE:**  **You have a good conclusion as it expresses a paraphrased reiteration of your opinion statement in the introduction. Keep it up.** | | |

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| **Suggestions and Improvements** |
| **Task Response** | You have a good coverage of the essential parts of the essay. You are able to provide ample details to support the position you have taken. In addition, the ideas presented in the body paragraphs are well-introduced through the use of good topic sentences/main ideas, matched with good citations or examples.  However, you can still exert more effort in improving your structuring and wordings to clearly and effectively express your intended meaning.  NOTE: BRAVO! You did really well overall. Keep up the good job. |
| **Coherence and Cohesion** | There are inappropriate wordings and structuring spotted, but the CC and progression overall are satisfactory. There is a slight error on the use of cohesive devices and proper referencing, but they have already been corrected for improvement. Moreover, the ideas are logically presented contributing to an interesting discussion.  1. References are expressions that actually do not have any meaning in themselves but are used very often in speaking and writing. They usually refer to something else for their meaning. Writers and speakers use these to avoid repeating themselves and to improve fluency in their writing and speech. And examiners look for these!  2. **Here are some other cohesive devices that you can use in your essay:**  - LISTING: firstly, secondly, thirdly, fourthly, lastly, last but not the least, finally  - ADDING INFO: in addition, additionally, also, not only, but also, as well as, and  - GIVING EXAMPLES: for example, one clear example, for instance, such as, namely, to illustrate, in other words  - RESULTS AND CONSEQUENCES: as a result, consequently, therefore, thus, hence, so, for this reason  - HIGHLIGHTING AND STRESSING: particularly, in particular, specifically, obviously, of course, clearly  - CONCESSIONS AND CONTRASTS: admittedly, however, nevertheless, even though, although, but, despite, in spite of, still on the other hand, by contrast, in comparison, alternatively, another opinion could be  - REASONS AND CAUSES: because, owing to, due to, since, as  - GIVING YOUR OPINION: in my opinion, I think, I believe, I admit, in my view, I concur/agree, I disagree/I cannot accept |
| **Lexical Resource** | 1. Provide time to check your essay for errors in the word choice, word form and spelling. This would lessen deductions in your essay. Note that errors in the usage of words may lead to incomprehensible statements. 2. Use variation of terms or synonyms to avoid over-repetition of a word. In the test, to receive a score of 7.0 or higher for the LR, you should be able to utilize less common words appropriately. |
| **Grammatical Range and Accuracy** | There were some grammatical slips involving articles, prepositions, word forms, word choice, fragments, spelling, plurality of nouns, and subject-verb agreement; and they have totally distorted the presentation and the unity of ideas. Again, as a friendly reminder, make sure that the points and details you provide are clear, therefore, there is a need to avoid errors in the statements.  Please refer to the following grammar tips for your guidance.  1. The articles *a* and *an* are used with singular nouns to indicate that you’re talking about any member of a particular category (e.g. We saw a dog.) The article *the* can be used with singular or plural nouns to indicate that you’re talking about something specific. *We saw the dog* suggests that you’re talking about a specific, familiar dog.  Incorrect This is waste of time!  Correct This is *a* waste of time!  Incorrect I want to take *a* tour of art museum.  Correct I want to take *a* tour of *the* art museum.  2. Using *the* indicates that you’re talking about something specific or familiar. Don’t use *the* with generic or abstract ideas like *justice* or *creativity*. You also shouldn’t use *the* before pronouns like *my, your,* or *their*. Many proper nouns, such as personal names or place names, don’t require *the*.  Incorrect Why are you reading *the* my book?  Corrrect Why are you reading my book?  Correct Why are reading *the* book?  Incorrect Shelly visited *the London’s* best art museums.  Correct Shelly visited London’s best art museums.  Incorrect Erin will call you on *the* Monday.  Correct Erin will call you on Monday.  3. An article (*a*, *an*, or *the*) is a type of determiner. Possessive adjectives (*my*, *his*, *our*), possessive nouns (*Joe’s*, *mother’s*), and quantifiers (*each*, *every*) are also determiners. Single countable nouns usually require a determiner.  Incorrect I left book on table.  Correct I left *a* book on *the* table.  Correct I left *the* book on *a* table.  Correct I left *Bob’s* book on *his* table.  Incorrect Ms. Anderson, school librarian, agreed to chaperone the field trip.  Correct Ms. Anderson, *the* school librarian, agreed to chaperon the field trip.  4. Prepositions are function words that indicate how a noun or pronoun phrase relates to the rest of the sentence. Some prepositions, such as *in, on, after, or since,* express temporal or spatial relationships. In other cases, the relationship is more abstract and the best preposition to use may depend on the words around it. These are known as “*dependent prepositions*,” and they do not follow any clear pattern.  Choose prepositions carefully because sometimes changing a preposition can completely change the meaning of the phrase. A good dictionary will provide guidance on which prepositions to use with which words.  Incorrect The library is *in the north side* of the quad.  Correct The library is *on the north side* of the quad.  Incorrect Dave ran *in the room* and told us the news.  Correct Dave ran *into the room* and told us the news.  It’s possible to use two or more prepositions in a row (e.g., *from behind* the door), but sometimes a second preposition is unnecessary (e.g., *alongside of* it).  Incorrect Everyone *except from* Mike ate shoefly pie.  Correct Everyone *except* Mike ate shoefly pie.  Incorrect The geese flew *alongside of* the glider.  Correct The geese flew *alongside* the glider.  Incorrect The government *advocated to* recycling.  Correct The government *advocated* recycling.  *5.* Always check for the proper spelling and form of the word, so as not to confuse our readers. Incorrectly misspelled words may impair or impede the fluidity of ideas in the essay.  6. For wrong choice of words, especially verbs, we have to take note whether they function as either transitive or intransitive verbs. We should also be aware if the word functions as a noun, adjective, verb, adverb, etc.  7. For wrong word forms, we have to review their function as a part of the speech in the sentence, so we can easily figure out how to use them syntactically in our sentence. It is also recommended to look up the word in the dictionary, especially during writing practice.  *8.* A singular subject takes the singular form of the verb.  *9.* A plural subject of a sentence or clause requires a plural verb. On occasion, a compound subject uses two nouns to describe one singular subject (*spaghetti and meatballs*).  Incorrect *Does kids* enjoy picnics?  Correct *Do kids* enjoy picnics?  Incorrect When *families goes* on vacation, they can spend a lot of money.  Correct When *families go* on vacation, they can spend a lot of money.  *10.* It is better to take the plural form of a noun when speaking in a general sense.  You can even make general nouns plural, in which case no definite or indefinite article is needed. We call this the [zero article](https://www.grammarly.com/blog/articles/).  *Books are windows into new worlds.*  This principle of zero article + plural generic noun can be applied to any generic class of things.  *Lions are majestic animals.*  *Do you think computers have revolutionized our society?*  *11.* A SENTENCE FRAGMENT fails to be a sentence in the sense that it cannot stand by itself. It does not contain even one independent clause. There are several reasons why a group of words may seem to act like a sentence but not have the wherewithal to make it as a complete thought.  #  It may locate something in time and place with a prepositional phrase or a series of such phrases, but it's still lacking a proper subject-verb relationship within an independent clause:  In Japan, during the last war and just before the armistice.  This sentence accomplishes a great deal in terms of placing the reader in time and place, but there is no subject, no verb.  #  It describes something, but there is no subject-verb relationship:  Working far into the night in an effort to salvage her little boat.  This is a verbal phrase that wants to modify something, the real subject of the sentence (about to come up), probably the she who was working so hard.  #  It may have most of the makings of a sentence but still be missing an important part of a verb string:  Some of the students working in Professor Espinoza's laboratory last semester.  Remember that an -ing verb form without an auxiliary form to accompany it can never be a verb.  #  It may even have a subject-verb relationship, but it has been subordinated to another idea by a dependent word and so cannot stand by itself:  Even though he had the better arguments and was by far the more powerful speaker.  This sentence fragment has a subject, he, and two verbs, had and was, but it cannot stand by itself because of the dependent word (subordinating conjunction) even though. We need an independent clause to follow up this dependent clause: . . . the more powerful speaker, he lost the case because he didn't understand the jury. |