

Test 1, Question 1 – Essay

Nowadays, many young people are prone to be really anxious about how they look. This is evident for a number of reasons.

First of all, experts claim that teens experience persistent worry about what they are wearing as they want to look like their friends. Mates are often considered as idols by their close friends and are admired so much that there is nothing like see themselves mirrored in another twin version of the self so that the worshiped part of the other becomes a part of them.

Secondly, being influenced by the glamour and luxury of their favourite celebrities, adolescents often try to look like them, copying their appearances, style of speech and clothing. It is actually not so satisfying when it comes to bad role models affecting the lives of their fans enormously.

Thirdly, the psychological aspect should not be dismissed. It is very human to want to be liked. Studies show that we consistently overestimate how much others think about us and our failings. Most of us suffer from worrying too much about what others think of us.

To summarise it is necessary to state that most of people wonder much about how poorly others may think of them. Nevertheless, in my opinion, we should really think more about our personal feelings and likes. Isn't it sometimes pleasant to stand out of the crowd?

Subscale	Mark	Commentary
Content	5	<p>All content is relevant to the task.</p> <p>The writer discusses the two given content points, wanting to be like your friends: <i>Mates are often considered as idols by their close friends</i>, and the effect of celebrities: <i>adolescents often try to look like them</i>.</p> <p>The writer's own idea involves the psychological harm that can be done if people worry <i>too much about what others think of us</i>. The target reader is fully informed.</p>
Communicative Achievement	4	<p>The conventions of an essay, such as an introductory statement, topic sentences and a conclusion are used effectively to communicate both straightforward and more complex ideas, for example in the third paragraph. The writer uses a consistently formal register and describes their own views as well as those of other people: <i>experts claim that; Studies show that; Most of us suffer; in my opinion</i>.</p> <p>The tone of the essay is balanced and the target reader's attention is held throughout.</p>

Organisation	4	<p>The essay is well-organised and coherent. The paragraphs provide a clear structure to the text as each one focuses on a separate point and there is a variety of linking words and cohesive devices used to introduce ideas and compare and contrast different opinions through the text: <i>a number of reasons; First of all; Secondly; It is actually not so satisfying when ...; Thirdly; To summarise; Nevertheless.</i></p>
Language	4	<p>The writer uses a range of vocabulary, including specific verb and noun phrases, to clearly express their ideas: <i>prone to be really anxious about; experience persistent worry; Mates; admired so much; mirrored in another twin version of the self; glamour and luxury; psychological aspect; consistently overestimate; stand out of the crowd.</i></p> <p>There is a range of simple and complex grammatical forms, such as passives, used with some control to express a variety of ideas: <i>adolescents often try to look like them, copying their appearances, style of speech and clothing; should not be dismissed. It is very human to want to be liked; suffer from worrying too much about.</i></p> <p>There are a few errors, but these do not impede and are often related to more ambitious language: <i>there is nothing like see themselves; most of people wonder much.</i></p>

Test 1, Question 2 – Email (1)

Hi Sam,

that's great that you're going to visit your relatives. For me, a long journey is a fantastic time! You can for example read a book or a few books. Take a nap if you're tired or even play games on your mobile phone. In trains there are always small tables so you can eat something or do your homework. For me, it's always a perfect time to talk to my parents, because I think that in common days I don't have so much time to speak with them honestly. But if you do, you can call your friends or send messages to them. If you have Wi-Fi on board you can search something on the Internet. You can do almost everything, so long journeys are not the problem

Hope you'll have a great time in Scotland.

I'm happy I can help you!

Kisses,

Sara.

Subscale	Mark	Commentary
Content	5	<p>All content is relevant to the task.</p> <p>The writer responds to the questions in the input material and gives advice and makes recommendations which the reader would find useful on a long train journey: <i>read a book; Take a nap; play games; eat something; do your homework; call your friends or send messages to them.</i></p> <p>Although the writer doesn't mention anything specifically to take on the journey, it is clear that most of the activities suggested involve a phone and Wi-Fi. The target reader is fully informed.</p>
Communicative Achievement	3	<p>The email is written in an appropriately informal register: <i>Hi Sam; that's great; For me; Hope you'll have a great time in Scotland; I'm happy I can help you; Kisses.</i> The tone of the text is friendly and the advice given is suitable for the context: <i>Take a nap if you're tired or even play games on your mobile phone.</i> Straightforward ideas are communicated and the target reader's attention is held.</p>
Organisation	3	<p>The text is generally well-organised and coherent. There is a clear reference to the initial email, <i>that's great that you're going to visit your relatives</i>: and the advice and recommendations are integrated within the text, using a variety of linking words and cohesive devices: <i>You can for example read a book; Take a nap if you're tired or even ...; so you can; For me ... because.</i> However, the final few sentences are less cohesive than the beginning of the text as fewer linking words are used: <i>If you have Wi-Fi on board you can search something on the Internet. You can do almost everything, so long journeys are not the problem.</i></p>

Language	3	<p>There is a range of everyday vocabulary, including some accurate collocations, which is suitable for the context of the task: <i>take a nap; a perfect time; call your friends; send messages; search something on the Internet; have a great time.</i></p> <p>There is a range of simple and some complex grammatical forms, including a variety of verb tenses, which are used with a good degree of control: <i>you're going to visit; if you're tired; there are always; it's always a perfect time to talk to; Hope you'll have.</i></p> <p>There are a few errors, but these do not impede communication: <i>I don't have so much time to speak with them honestly; But if you do.</i></p>
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Test 1, Question 2 – Email (2)

Hi Sam!

How is everything going? I'm so excited for you and your journey! I've never visited Scotland but I'm sure it's really nice. But what's not nice at all is the ride, I know. I've flown for 14 hours on a plane and obviously at some point you unavoidably get bored, that's why if you can take a sleeping pill it would be awesome, because you'll "skip" that long ride in some way and be full of energy when you arrive, so you won't waste any second on sleeping in that amazing place!

Well, if you don't want to take the pill because you can't get one or you don't like it keep calm, there are more options! For example reading a book or painting something, watching any movie or doing anything you have to do like homework or studying. Besides, remember that you're going on a train and not a plane, so there will be a lot to watch through the window!

Ok Sam, that's all I can suggest you now, maybe later I get more ideas and write you another e-mail. I hope you have fun in Scotland! Write me when you come back and tell me everything!

Many greetings! Bye

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The writer offers advice and recommendations about how to fill the time on a long journey: <i>reading a book or painting; watching any movie or doing anything you have to do like homework or studying</i> . Although there is no specific advice about what to take on the journey, the activities suggest what equipment would be needed. Therefore, the target reader is fully informed.
Communicative Achievement	5	The writer uses a friendly tone and a consistent informal register throughout the email to communicate both straightforward and complex ideas, along with appropriate opening and closing salutations: <i>Hi Sam; How is everything going; I've flown for 14 hours on a plane ... you won't waste any second on sleeping in that amazing place; Ok Sam, that's all; Many greetings! Bye</i> . There is also a humorous side to the email with the suggestion to <i>take a sleeping pill</i> , with the acknowledgement that there are ' <i>more options!</i> ' The attention of the target reader is held throughout.

Organisation	5	<p>The text is well-organised and coherent. There is a clear structure to the text and references to the original email: <i>I'm so excited for you and your journey; I've never been to Scotland</i>, which provide a clear context for writing. There is a variety of cohesive devices: <i>that's why; For example; Besides, remember that</i>, and organisational patterns, such as parallelism and repetition, used within the email to link ideas within and across sentences: <i>I'm sure it's really nice. But what's not nice at all is ...; if you can take a sleeping pill; Well, if you don't want to take the pill ...</i></p>
Language	4	<p>The writer uses a range of everyday vocabulary to communicate their ideas in a positive, appropriate way: <i>unavoidably get bored; sleeping pill; awesome; skip; full of energy</i>.</p> <p>There is a range of simple and some complex grammatical forms used with control, including a range of tenses and conditional clauses: <i>I've never visited; I'm sure it's; I've flown; if you can take ... because you'll ...; you won't waste; if you don't want to ... there are more options; doing anything you have to do; you're going on a train and not a plane, so there will be</i>.</p> <p>There are a few errors, particularly in the final paragraph, but these do not impede communication: <i>maybe later I get more ideas and write you</i>.</p>

Test 1, Question 3 – Article (1)

I think that my life is pretty happy now and I really like it for two reasons. Firstly I have a lot of friends. We like to go to the cinema together and also play different games. They are always ready to help me in difficult life situations. Another brilliant thing is that I have a hobby. It is playing table tennis. For me it is the best sport in the world. I play it five times a week with my best friends and I am rather good at it. Well in my opinion my life will change greatly over the next few years because after two more years at school I am going to study at university. Probably it will be in another city or country and I am sure that I will make new friends there. So my life pretty bright and colourful now and it will be more and more interesting in the future.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The writer provides information about their life at the moment and what they like about it: <i>I have a lot of friends; I have a hobby</i> . They also give information about how their life may change in the future: <i>after two more years at school I am going to study at university</i> . The target reader is fully informed.
Communicative Achievement	3	The writer uses some article conventions, such as giving personal information and writing in a fairly neutral style, to communicate straightforward ideas: <i>I think that my life is pretty happy now; We like to go to the cinema together; Another brilliant thing is; Well in my opinion my life will change greatly</i> . There is also an appropriate conclusion to the article: <i>it will be more and more interesting in the future</i> , and the information holds the target reader's attention.
Organisation	3	The text is generally well-organised and coherent. There is an introductory statement and the information is linked through the use of cohesive devices which provide a clear sequence to the text: <i>Firstly; Another brilliant thing; Well</i> . Linking words are also used to connect the ideas through the text and referencing is used to avoid too much repetition: <i>a lot of friends ... We ... They; at university ... it will be ... there</i> .
Language	3	<p>The writer uses a range of everyday vocabulary, which is relevant to the task, appropriately: <i>go to the cinema; difficult life situations; hobby; playing table tennis; change greatly; study at university; bright and colourful; more interesting</i>.</p> <p>The text is mainly written using simple grammatical forms, such as present and simple future tenses, but there are some phrases which are used with a good degree of control: <i>They are always ready to help; I am rather good at it; after two more years at school I am going to study; I am sure that I will</i>.</p> <p>There are a few errors, mainly spelling, but these do not impede communication: <i>situations; brilliant; university; pretty</i>.</p>

Test 1, Question 3 – Article (2)

My life at the moment!

Can I imagine myself in the future? Yes, a bit, but you can unfortunately never predict what wil happen in the future. I wonder what it would be like to see myself in the future.....

My life at the moment is pretty good. I do all kinds of things that make me happy, such as playing football, reading, drawing, hanging out with friends etc., so I like the way my life is at the moment. In addition, things go well for me at school and my family is in good health, so I am glad about that too. and I hope this will continue in the future.

Despite how much I like my lefe at the moment, I still can imagine myself finishing secondary school, getting my degree at university and marry with the woman I love etc. How am I about to manage this? Simple, just pushing myself to the limit and never give up! I see my life in the future this way because I really want that to be the way my life changes. If you really want to, just trust and see what happens.....

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The writer explains what they like about their life at the moment: <i>I do all kinds of things that make me happy; things go well for me at school; my family is in good health</i> , and how they think their life will change: <i>finishing secondary school; marry with the woman I love</i> . The target reader is fully informed.
Communicative Achievement	4	The conventions of an article, such as a title, rhetorical questions, personal information, a neutral register and an engaging tone, are used effectively to hold the target reader's attention and to communicate straightforward ideas: <i>Can I imagine myself in the future?... I wonder what it would be like; I like the way my life is at the moment; How am I about to manage this? Simple ...</i>
Organisation	4	The text is well-organised and coherent. The writer makes good use of paragraphs to focus on each aspect of the task and there is a variety of linking words and cohesive devices to link the ideas throughout the text: <i>but you can unfortunately never predict; such as; etc., so; In addition; so I am glad about that too; Despite how much I like; I see my life ... this way because.</i>

Language	4	<p>There is a range of vocabulary, including some colloquial language, which is used to appropriately: <i>Can I imagine; predict what wil happen; hanging out with; in good health; getting my degree; pushing myself to the limit.</i></p> <p>There is a range of simple and complex grammatical forms used with a good degree of control, particularly when expressing hypothetical ideas: <i>but you can unfortunately never predict what wil happen in the future; I wonder what it would be like; I do all kinds of things that make; I really want that to be the way my life changes.</i></p> <p>There are a few errors, but these do not impede communication, <i>wil; things go well; lefe; and marry with the woman.</i></p>
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Test 1, Question 4 – Story

Tom and his first diving lesson

It was Tom's first deep-sea diving lesson and he felt quite nervous. He had no idea what to expect or what he had to do. While Tom was in the car, heading to the sea, he and his father talked about the possibility's that could happen. As example, that while Tom was diving a shark could bit him! Of course that was a joke, make by his father on purpose to make him even more nervous than he already was.

Finally, they arrived at the sea. Tom's diving teacher shooked his hand and told him to get ready. Whereas Tom was putting his clothes on, the instructor and Tom's father had a talk. When Tom was finally ready, he and the instructor went to the sea and the diving lesson started. In comparisson of what Tom thought it would be, scary and dangerous, it was so much fun and he couldn't wait for his next lesson.

As a surprise, his father made a beautiful photograph as a reminder of Tom's first deep-sea diving lesson.

written by,

Leike Erven

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The story begins with the prompt sentence and includes both of the content points, a shark and a photograph, in a logical way. The target reader is fully informed.
Communicative Achievement	3	The story uses some of the conventions of a narrative to communicate straightforward ideas. For example, there is a clear sequence of events, with descriptive language as well as a development of the relationships between the characters. The events in the story are described in an engaging way which holds the target reader's attention: <i>He had no idea what to expect; Of course that was a joke, make by his father; Finally, they arrived at the sea; Tom thought it would be, scary and dangerous, it was so much fun and he couldn't wait for his next lesson.</i>
Organisation	2	There is an attempt to organise the events in the story and there is a coherent storyline: <i>While Tom was in the car ... he and his father talked; Finally, they arrived; When Tom was finally ready.</i> However, some of the linking words are not used accurately, which affects the overall cohesion of the text: <i>As example, that while; Whereas Tom was putting his clothes on; In comparisson; As a surprise.</i>

Language	3	<p>There is a range of everyday vocabulary used appropriately to communicate the events in the story: <i>heading to the sea; joke; on purpose; instructor; scary and dangerous; so much fun; reminder.</i></p> <p>There is a range of simple and some complex grammatical structures, such as a variety of narrative tenses, used with a good degree of control: <i>no idea what to expect or what he had to do; was in the car, heading to the sea, he and his father talked; more nervous than he already was; and told him to get ready; of what Tom thought it would be; he couldn't wait for.</i></p> <p>There are a few errors, but these do not impede communication: <i>possibility's; while Tom was diving a shark could bit him; shaked his hand; instructor; comparison.</i></p>
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Test 2, Question 1 – Essay

Whether students should help to make decision about what happens at school is a never ending debate. Some argue that students make up the school, therefore should part of the decisions the school makes. On the other hand, letting students choose certain may not be the best idea as students at the end of the day are kids and kids don't always choose whats best for them.

For instance subjects that students study may vary depending on the country they live in, but in general, students study English, a foreign language, science and maths. These are the basic four subject that an average students needs when they grow up. Critics says that we shouldn't for students to study things out of their interest, but if a student is allowed to drop a subject in their syllabus, Maths for example, they wouldn't be able to do simple calculations when they are older.

Another reasons that students should stay away from helping the school make decisions is school rules. Imagine how chaotic would the school be is students made up half of the rules of the school. Students will start bringing phones to school, skipping class etc. Rules are meant to keep the school functioning in an orderly matter. Students running around the compound and following rules they made up would be a major turn off to outsiders.

Last but not least, students will grow up into working adults eventually. In my opinion, a person should learn to comply to rules before making them. This will instil discipline in an individual which would appeal to many employers when they grow up into the working world.

In conclusion, I think that students shouldn't help in making decisions for the school. Students should focus on their studies more and focus less on the adults problem.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The two content points, school subjects and school rules, are discussed in detail and the writer's own idea about preparing students for the world of work is also included. The target reader is fully informed.
Communicative Achievement	5	The conventions of an essay, such as presenting a variety of views, discussing aspects of the topic in an appropriate register, as well as communicating both straightforward and complex ideas, are used effectively: <i>is a never ending debate; Some argue; On the other hand; Critics say that; Imagine how chaotic; In my opinion.</i> The essay has a clear structure, consisting of an introduction, a discussion of the different aspects and a conclusion which neatly summarises the writer's opinion: <i>Students should focus on their studies more and focus less on the adults problem.</i>

Organisation	4	<p>The text is well-organised and coherent. There is a clear structure to the text and each paragraph focuses on one aspect. There is a variety of linking words and cohesive devices used to link the ideas through the text, such as referencing and introducing contrasting opinions: <i>Some argue ... On the other hand; therefore; For instance; These are; Critics says; Another reasons; Last but not least; In my opinion; I think that.</i></p>
Language	4	<p>There is a range of vocabulary, suitable for the topic, including some less common lexis which is used appropriately: <i>debate; vary; basic four subjects; Critics; drop a subject; calculations; chaotic; skipping classes; in an orderly manner; compound; major turn off; comply; instil discipline.</i></p> <p>The writer uses simple verb tenses and sentence structures accurately, but when they attempt more complex structures, particularly across two clauses, errors occur either with word order, word choice or missing words: <i>students make up the school, therefore should part of; letting students chooses certain may not be; we shouldn't for students to study.</i> However, these errors do not impede communication.</p>

Test 2, Question 2 – Article (1)

I am Badr,

There are a lot of famous people in this world, that makes it difficult to choose one specific person, but I was able to choose one.

It is Cristiano Ronaldo.

I would really like to meet him because I am obsessed with how good he is at soccer.

My opinion is that he is the best soccer player at the moment. Despite he is a good player, if I meet him, I can play with him a good game of soccer and he can learn me a lot of new things.

I would like to talk about how good he is and how good his team is, also I'd like to talk about his opinion of a lot of things.

I also know a lot of him, but not everything, so I also ask some questions that I asked myself for years but still have no answer. Like these: what would you be doing if you were not a soccer player? How did you become so good? Did you know 15 years ago that you'd become the best player in the world? How many children do you want to have?

This is my article.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The writer explains which famous person they would like to meet and why. They also describe what information they would like to find out about them and what they would talk about. The target reader is fully informed.
Communicative Achievement	3	The writer has used an appropriate tone for an article. There is some language of explanation and description and the register is suitably neutral throughout. The article provides enough information about the famous person, Cristiano Ronaldo, so that even if the reader didn't know anything about him, they would understand what he does and why he would be an interesting person to meet: <i>I would really like to meet him because I am obsessed with how good he is at soccer; the best soccer player at the moment.</i> Straightforward ideas are communicated and the target reader's attention is held.
Organisation	3	The text is generally well-organised and coherent. There is an overall structure to the text, introduction of the famous person, why they are famous, why the writer would like to meet them and what they would talk about, and the paragraphs focus on each aspect. There is a variety of linking words to connect the ideas within sentences: <i>but; because; and; also; so</i> , and some cohesive devices, such as simple referencing, <i>so I also ask some questions ... Like these.</i> The questions at the end are presented in a list format, but there is a logical order to them.

Language	3	<p>The writer uses everyday vocabulary, as well as some sports related vocabulary, appropriately: <i>soccer; soccer player; good player; a good game of soccer; team.</i></p> <p>There is a range of simple and more complex grammatical forms, such as a range of tenses and question forms, used with a good degree of control: <i>I was able to choose one; I would really like to meet him because I am obsessed with how good he is at soccer; If I meet him, I can play; what would you be doing if you were not a; How did you become; Did you know 15 years ago that you'd become; How many children do you want to have?</i></p> <p>There are a few errors with spelling and word choices, but these do not impede communication: <i>specefic; opininion; Dispite he is a good player; he can learn me; I also know a lot of him.</i></p>
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Test 2, Question 2 – Article (2)

If I could meet a famous person it would definitely be Shigemi Miyamoto.

Shigemi Miyamoto is a video game developer and the president of the biggest video game company "Nintendo". Shigemi Miyamoto achieved many things since he started working at Nintendo including designing the first home console the "Nintendo entertainment system". Following that he created some of the most memorable video game series like: Mario, The legend of Zelda, Starfox, Metroid, Pikmin and so on. He also made his name in the console market with the first console using 3d graphics the "Nintendo 64", the first console using motion controls the "Wii" and most recently the "Switch". He also developed mobile consoles like the "Game boy" and the revolutionary "DS". Shigemi Miyamoto's work was a part of many people's childhoods and it marked a revolution in the gaming industry in its dark age.

If I would ever meet him I would ask him what advice would he give to people who want to get into the gaming industry and if they had a chance to influence it like he did, because if not for him gaming might not have existed right now.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The writer names a famous person and gives details about why they are famous and why they would like to meet them. At the end of the article, the writer explains what he would like to talk about with the person they have chosen. The target reader is fully informed.
Communicative Achievement	4	The conventions of an article, such as personal opinions and feelings as well as language of description and explanation, are used effectively to communicate straightforward ideas: <i>Shigemi Miyamoto is a video game developer and the president of the biggest video game company "Nintendo"; Miyamoto's work ... marked a revolution in the gaming industry.</i> The tone of the article is informative and the register is consistently neutral throughout: <i>If I would ever meet him, I would ask what advice he would give to people who want to get into the gaming industry.</i>
Organisation	4	The text is well-organised and coherent. There is a clear structure to the text, including a short introductory sentence and a conclusion which focuses on what the writer would like to find out from the famous person. The body of the text is focused on the achievements of Miyamoto and these are presented in chronological order, starting with his earliest work and moving through the technological developments within the gaming industry: <i>the first home console; Following that he created; the first console using 3d graphics; the first console using motion controls; and most recently.</i> Linking words and cohesive devices are used throughout the text to connect the ideas, <i>achieved many things since ... including; and so on; also.</i>

Language	4	<p>There is a range of vocabulary connected to the world of gaming, which is used appropriately: <i>video game developer; home console; video game series; the console market; 3d graphics; motion controls; mobile consoles; revolution in the gaming industry.</i></p> <p>The writer uses both simple and complex grammatical forms, such as conditionals, hypothetical statements and a range of tenses, with control: <i>If I could meet ... it would definitely be; since he started working; he created some of the most; I would ask him what advice would he give to people who want to get.</i> There are some errors, but these are generally related to more complex structures, and they do not impede communication: <i>if not for him gaming might not have existed right now.</i></p>
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Test 2, Question 3 – Review (1)

Nowadays there are many sports shops in the world. But choosing a suitable one isn't a simple matter though, as different shops offer a big variety of sport clothes. I would like to tell you about a shop "Adidas Discount".

Personally, I suppose that except an available price, the quality of clothes should be rather high. Adidas Discount" is a big boutique, which sells sport clothes of Adidas for less expensive price. There you can find everything: leggings, sneakers, tops, hoodies and other clothes. By the way, all the clothes in this shop is original, so you shouldn't worry about the genuince of the things. Especially I like the fact that clothes is very comfortable and practically everyone can afford it. Also all the staff is always ready to help you with finding a right size or a colour you want.

In my opinion, this shop is a great variant for young people, because the clothes there is fashionable and will perfectly cater even the most fussy buyer. If you want to know more information you can visit the website of "Adidas Discount".

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The writer describes the sports shop, "Adidas Discount", explains what they like about it: <i>the staff is ready to help you</i> , and why they would recommend it to other young people: <i>the clothes there is fashionable</i> . The target reader is fully informed.
Communicative Achievement	4	The writer uses some of the conventions of a review, such as descriptive language, addressing the reader directly and providing details of the shop which would enable others to find out more information about it, to communicate straightforward ideas and to hold the target reader's attention: <i>I would like to tell you about; Adidas Discount is a big boutique, which sells sport clothes; you shouldn't worry about; If you want to know more information you can visit the website</i> . The tone of the review is positive and informative and the register is neutral: <i>There you can find everything; all the clothes in this shop is original; this shop is a great variant</i> .
Organisation	3	The text is generally well-organised and coherent. There is an overall structure to the review, including an introduction and a conclusion, and the writer uses linking words to connect the ideas through the text: <i>But; as; so; and; or; because</i> , and a limited number of cohesive devices, such as relative clauses and referencing: <i>a big boutique which sells; There; By the way; In my opinion</i> . However, some of the sentences are quite short which limits the effect of some of the linking devices used.

Language	3	<p>The vocabulary is suitable for the context and is used appropriately to describe the specific shop and its contents as well as shopping more generally: <i>offer a big variety; quality of clothes; boutique; less expensive; leggings, sneakers, tops, hoodies; afford; right size or a colour you want; fashionable; fussy buyer.</i></p> <p>There is a range of mainly simple grammatical forms, such as present tenses and some simple modal verbs, which the writer uses with a good degree of control: <i>choosing one isn't a simple matter though, as different shops offer; There you can find everything; you shouldn't worry about; the staff is always ready to help you with finding; If you want to know more you can visit.</i></p> <p>There are some errors with word choices and sentence structure: <i>I suppose that except an available price, the quality of clothes should be rather high; the clothes in this shop is original; genuince,</i> but generally the message is still communicated.</p>
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Test 2, Question 3 – Review (2)

There are many sport shops, but none as great as Adidas. Located near the city centre, it is a huge place which offers great service and a variety of sport equipment. I usually find it very hard to find what I am looking for in such big shops, but everything is neat and in place.

The shop has two floors, one for men and another for women. Everything is well-organized in shelves and racks, and you can find them easily since each one is labelled with its corresponding equipment. They sell shirts and shorts, to football club's t-shirts and ball to hockey equipment, whatever you need. The changing rooms are clean and have a lot of space in order for you to change comfortably.

Personally I love this shop because of the variety of equipment and the polite and helpful staff. Weather you are looking for running shoes or a baseball bat, they will help you and they always have available stock.

I would recomend this sport shop because it has everything you are looking for and wonderful employes that can help you out with anything.

Subscale	Mark	Commentary
Content	5	<p>All content is relevant to the task.</p> <p>Although it is not clear what the shop is called (<i>Adidas</i> could be the brand or the name of the shop), both it and the stock it sells are described in detail: <i>Located near the city centre; The shop has two floors; They sell shirts and shorts ...</i> The writer explains what they particularly like about it: <i>the variety of equipment and the polite and helpful staff</i> and although the recommendation is not specifically aimed at young people, the target reader would be able to make an informed decision about whether the shop would appeal to them. Therefore, the target reader is fully informed.</p>
Communicative Achievement	4	<p>The writer effectively uses some of the conventions of a review, such as a positive, informative tone and a neutral register, and provides key information about the sports shop which would allow other people to decide if they wanted to shop there or not: <i>Located near the city centre; offers great service; Everything is well-organized; the changing rooms are clean; polite and helpful staff; wonderful employes.</i> The ideas are quite straightforward and the target reader's attention is held.</p>

Organisation	4	<p>The text is well-organised and coherent. The writer presents the information in a logical order, starting with the name and the location of the shop, before giving details about what the shop sells and how the stock is presented. The recommendation at the end summarises the positives about the shop and provides an appropriate conclusion. There is a variety of linking words and cohesive devices, such as paraphrasing to avoid repetition and clear referencing, used through the text to connect the ideas: <i>There are many sports shops, but none as great as; which; two floors, one for men and another for women; since each one is labelled with its corresponding equipment; in order for you.</i></p>
Language	4	<p>The vocabulary which the writer uses is appropriate for the task and is relevant to the world of shopping and sport: <i>great service; sport equipment; neat and in place; two floors; shelves and racks; shirts and shorts; football club's t-shirts; hockey equipment; changing rooms; polite and helpful staff; running shoes; baseball bat; stock; employees.</i></p> <p>There is a range of simple and complex grammatical forms, particularly when constructing sentences with two clauses: <i>Everything is well-organized ... corresponding equipment; Weather you are looking for running shoes or a baseball bat, they will help you and they always have available stock.</i> There are a few errors, but these do not impede communication: <i>and ball to hockey; Weather; recomend; employees.</i></p>

Test 2, Question 4 – Email

Hi Mel,

I understand your situation and I am really sorry that you have to deal with it. It's not easy to solve it without hurting Chris' feelings.

If I were you I would try to talk to him. But be careful what you are going to say and how because he might get it in another way.

Start with the good things about him. Tell him he's an amazing human being, you don't want to lose him and you are pleased to have him by your side.

Carry one by telling him what annoys you about him. tell him borrowing things from you and others is nothing to complain about and you're happy to help him but the time it takes to give things back annoys you. Explain to him why you are not fine with it.

At the end I would give him the chance to explain himself.

I hope you can use my advice.

I am happy to hear from you again!

Juno x

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The writer offers appropriate advice to the reader and suggests a suitable way to talk to Chris. The target reader is fully informed.
Communicative Achievement	4	The writer communicates straightforward ideas effectively in an appropriately polite and friendly tone, which holds the reader's attention. The advice offered is suitable for the situation and takes into account the sensitive nature of the problem: <i>I am really sorry that you have to deal with it; It's not easy to solve it without hurting Chris' feelings; Be careful what you are going to say and how; Start with the good things about him; you're happy to help him but the time it takes to give things back annoys you; I would give him the chance to explain himself.</i>
Organisation	4	The text is well-organised and coherent. There is a clear structure to the email, acknowledging the issue and then suggesting how to deal with it: <i>I understand your situation; If I were you I would try to talk to him; I hope you can use my advice.</i> Although the paragraphs are quite short, cohesive devices are used to connect the ideas across the different sections of the text: <i>your situation; to solve it; But be careful ... because; Start with; Carry one by; At the end; I hope.</i>

Language	4	<p>There is a range of everyday vocabulary which is suitable for the situation: <i>situation; deal with; solve; by your side; annoys</i>.</p> <p>There is a range of simple and complex grammatical forms used with control, such as the use of modal verbs and imperative verb forms: <i>If I were you I would try; be careful; he might; Start with; Tell him; Carry one; Explain to him; I would give him</i>.</p> <p>There are a few errors, but they do not impede communication: <i>get it in another way; Carry one</i>.</p>
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Test 3, Question 1 – Essay

Everybody is different and every person enjoys spending their time in different ways. But there are certain activities that can be more pleasurable when you do them with someone else.

Going shopping, for example, is a great thing to do with a close friend. If you are buying clothes, they can help you out by giving you their honest opinion and vice versa. You both may end up with much better results than if you had gone by yourself.

On the other hand, studying is something people prefer to carry out alone. When there are many people around you while you are trying to read you can get easily distracted by what they are doing and so do your work inefficiently.

On the contrary, physical activity is much more amusing to do when you are with someone you know. Having someone to talk to while you exercise makes the experience incredibly less boring and makes you look forward to the next time you do exercise.

In conclusion, there are some activities that are better when you perform them alone but it depends on the activity and your personal opinion as well.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The idea of doing things alone is discussed in relation to both content points, going shopping (better to do with friends) and studying (better to do alone). The writer also includes their own ideas, for example doing sport <i>is much more amusing to do when you are with someone you know</i> . The target reader is fully informed.
Communicative Achievement	4	The writer uses some of the conventions of essay writing, such as introductory and concluding paragraphs as well as a semi-formal register and an objective tone, to effectively communicate straightforward ideas. Topic sentences are used to good effect to introduce the main ideas, which are then developed through the separate paragraphs and the writer presents balanced, informative views on the topic: <i>You both may end up with much better results than if you had gone by yourself; On the other hand, studying is something people prefer to carry out alone; Physical activity is much more amusing to do when you are with someone; it depends on the activity and your personal opinion as well</i> . The target reader's attention is held.

Organisation	4	<p>The text is well-organised and coherent. Paragraphs are particularly effective as each one focuses on a separate idea and the choice of cohesive devices makes the direction of the discussion clear: <i>but there are certain activities; Going shopping, for example; On the other hand; On the contrary; In conclusion.</i></p> <p>Within the paragraphs, referencing is used to avoid repetition: <i>a close friend ... they ... you both</i>, and other linking words are used to develop the discussion: <i>But; better results than if you had; When there are many people around you while you are trying to read; and so; much more amusing.</i></p>
Language	4	<p>There is a range of everyday, relevant vocabulary, including accurate collocations, which is used appropriately to communicate the writer's ideas: <i>spending time; pleasurable; close friend; honest opinion; vice versa; better results; easily distracted; inefficiently; less boring; look forward.</i></p> <p>There is a range of simple and complex grammatical forms, such as a range of tenses, which are used with control: <i>every person enjoys spending their time; If you are buying; than if you had gone; while you are trying to read you can get easily distracted by what they are doing; Having someone to talk to.</i></p> <p>There are very few errors in this text and they are generally slips or related to less common lexis: <i>phusical; incredibly less boring.</i></p>

Test 3, Question 2 – Review

"The Lion King"

It is the animated movie about young lion named Simba, who was a king in the end of plot. It was in cinemas in 1996 r.

"The Lion King" won an Oscar in some categories e.g. best music. Simba was con of Mufasa who was really good king, but he had evil brother Scar. Scar want to be king so he killed Mufasa. Simba was very sad so he get off from his kingdom, but in the future he revange.

In this movie plot was exellent. Everything was clear. Voice acting was surprisingly good. Mist actors were perfect in their job, but some of them were uninteresting.

Animation was much better than most animations in this time.

I would certainly recommend this movie. It was perfect and suitable for every child. This film may change childrens life to better I think DVD with The Lion King in present witch every child must have. All in all it's perfect.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The review contains information about a film with animals in it and there are some details about the plot. The writer gives their own opinion about the film and recommends it to other young people. The target reader is fully informed.
Communicative Achievement	3	The writer describes the film using some of the conventions of a review. The tone of the review is factual when describing the plot, and subjective when offering the writer's opinion and there is a clear recommendation at the end: <i>Scar wanted to be king, so he killed Mufasa. Simba was very sad so ...; In this movie plot was exellent. Everything was clear. Voice acting was surprisingly good; actors were perfect; Animation was much better; I would certainly recommend this movie.</i> Straightforward ideas are communicated and the target reader's attention is held, despite the errors connected with language use.
Organisation	2	The text is generally well-organised overall. There is a clear structure to the text, an introduction giving information about the film, details about the plot, the writer's own opinion and a recommendation. Although there is some use of linking words within sentences: <i>Simba, who was; Mufasa who was; but; so; this movie</i> , there is a lack of linking between the sentences, leading to lots of short sentences and unconnected text: <i>In this movie plot was exellent. Everything was clear. Voice acting was surprisingly good. Most actors ...; I would certainly recommend this movie. It was perfect and suitable for every child.</i>

Language	3	<p>There is a range of everyday vocabulary, connected to the topic, which is used appropriately: <i>animated movie; plot; cinemas; Oscar; categories; evil; kingdom; Voice acting; actors; Animation; suitable for; film; DVD</i>.</p> <p>There is a range of simple and some complex grammatical forms, such as relative clauses and past tenses, which are used with a good degree of control: <i>young lion named Simba; The Lion King won an Oscar; but he had; was surprisingly good; some of them were; was much better than most; every child must have</i>.</p> <p>There are errors with articles and spelling, but these do not impede communication: <i>about young lion; Simba was con of; was really good king; revange; exellent; Mist actors; in this time; in present witch</i>.</p>
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Test 3, Question 3 – Email (1)

Hi,

That is very nice! It is also very cute that you and your brother want to organise something. But I have a question. Do you want to celebrate it with a lot of people or only with family?

Because when you are with a lot of people you can maybe hire a place and have dinner together. And after dinner there can be music and everybody can dance.

But when you only want to celebrate it with family you can go to the beach.

You can go there and have a kind of photoshoot with your parents after that you can have dinner at the beach and swim if you want.

As present you can give a very big cart. You can make that by yourself and you can write something nice.

You can also make a big cake.

I hope you can use some of mine ideas!

Bye

Mara

Subscale	Mark	Commentary
Content	4	All content is relevant to the task. The writer offers advice about the anniversary and makes suggestions about what the reader can do to celebrate. However, there is no mention of how to keep the celebration a secret from the reader's parents. Therefore the target reader is partly informed.
Communicative Achievement	3	The email is written using an appropriately friendly tone and informal register: <i>Hi; It is also very cute; have a kind of photoshoot; I hope you can use some of mine ideas; Bye</i> . The functional language to offer advice and make suggestions helps to hold the target reader's attention and straightforward ideas are communicated: <i>you can maybe hire a place; there can be music and everybody can dance; can have dinner at the beach and swim if you want</i> .
Organisation	2	The text is generally well-organised and coherent. The sentences and ideas are connected through the use of repeated basic linking words: <i>also; and; But; Because</i> and a limited number of simple cohesive devices, which are also used repeatedly: <i>a lot of people or only with; after dinner; after that</i> .

Language	2	<p>The writer uses everyday vocabulary connected to the topic of a celebration in an appropriate way: <i>hire a place; dinner; music; dance; photoshoot; present; cake</i>. However, some of the vocabulary is lifted from the task.</p> <p>The text is quite accurate, there are not very many errors, but this is partly due to the simplicity of some of the structures, mainly present tenses, and the repetitiveness of certain phrases, particularly the modal verb structures: <i>You can ...; everybody can ...</i></p>
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Test 3, Question 4 – Story (1)

When Jake looked over the edge he could see a frightened dog on the cliffs below “oh no” Jake thought to himself, “I must rescue that poor dog”. Jake thought long and hard on how to rescue the dog, but then he realized: his dad happens to be in possession of a tow truck. Swiftly he ran towards his base, when he arrived he saw his dad’s tow truck sitting in the driveway. He looked through the window and saw his dad had left the keys in the ignition. He stepped inside the truck and drove back in the direction of the cliff. Once he had arrived he put the truck in position and lowered the winge. He climbed down the rope to put it around the dog and climbed all the way back up. He then lifted the dog up and untied it, put it in the truck, and drove home. He then started looking for the dog’s owner, who was easy to find thanks to the dogtag it was wearing. He returned the dog, and got a big reward, a bucket full of candy.

The end :)

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The story continues from the prompt sentence and includes a description of how the dog was rescued and what reward they were given: <i>a bucket full of candy</i> . The target reader is fully informed.
Communicative Achievement	3	The writer uses some features of story-telling, such as details of the main character’s thoughts, and narrative tenses to clearly sequence the events: <i>He looked through the window and saw his dad had left the keys in the ignition. He stepped inside the truck and drove back in the direction of the cliff</i> . Straightforward ideas are communicated and due to the nature of the story, will the dog be rescued or not, will its owner be found, the target reader’s attention is held.
Organisation	3	The text is generally well-organised and coherent. The writer uses a variety of suitable linking words for a narrative, although <i>then</i> is slightly overused: <i>but then he realized; Swiftly he ran; when he arrived; Once he had arrived; He then lifted</i> . Although the narrative is mainly a sequence of actions, some cohesive devices are used, such as referencing and punctuation to separate thoughts from actions: <i>Jake thought to himself, I must rescue that poor dog; the dog’s owner, who was easy to find thanks to the dogtag it was wearing</i> .

Language	4	<p>There is a range of everyday vocabulary related to the scenario presented, which is used appropriately: <i>thought long and hard; be in possession of; tow truck; Swiftly; driveway; ignition; dogtag.</i></p> <p>The writer uses a range grammatical forms such as verb tenses and prepositional agreement with control: <i>be in possession of; ran towards; sitting in the driveway; looked through the window; left the keys in the ignition; stepped inside; drove back in the direction of; put the truck in position and lowered; climbed down the rope to put it around the dog and climbed all the way back up; lifted the dog up and untied it, put it in the truck and drove home.</i></p> <p>There are very few errors in the text, and those that are present do not impede communication.</p>
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Test 3, Question 4 – Story (2)

"The Rescuer"

When Jake looked over the edge he could see a frightened dog on the cliffs below. He took a deep breath and counted to ten to relax, although the dog's loud, alarmed barking didn't help. Carefully, he lowered himself off the cliff and started moving toward the pet. Fortunately it seemed to understand that Jake wanted to help and ceased any movement, waiting for the man to get near it.

Once Jake was at arm's length from the dog, he leaned to the side and delicately grabbed the animal, at the same time checking it for any injuries. When he had a firm hold, he slowly raised the small dog and without looking down, started climbing back to the top.

First, he let go of the animal and then heaved himself up onto the grass. Catching his breath, he looked at the pet sitting to his left and smiled, pleased with himself.

It didn't take long to contact the dog's owner and even less to return it to them. As always he declined the money they wanted to give him as a reward, stating that their happiness was more than enough to reward him.

And so ended another day of life of the Rescuer.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The story follows on logically from the prompt and the narrative includes details about a rescue and a reward: <i>As always he declined the money they wanted to give him as a reward.</i> The target reader is fully informed.
Communicative Achievement	5	The writer uses some of the conventions of story-telling effectively, such as adjectives and adverbs to communicate the dangerous nature of the situation and create suspense: <i>the dog's loud, alarmed barking; Carefully, he lowered himself; Fortunately; delicately grabbed the animal; when he had a firm hold he slowly raised.</i> The writer manages to hold the target reader's attention and both complex and straightforward ideas are communicated: <i>As always he declined the money they wanted to give him as a reward, stating that their happiness was more than enough to reward him.</i>
Organisation	5	The text is well-organised and coherent. There is a variety of cohesive devices which connect the ideas within and across sentences, as well as other features of organisation, such as narrative sequencing, which are used to good effect: <i>First, he let go of the animal and then heaved himself up onto the grass. Catching his breath, he looked at the pet sitting to his left and smiled, pleased with himself.</i>

Language	5	<p>There is a range of vocabulary used with precision to express specific ideas: <i>alarmed barking; ceased any movement; at arm's length; delicately; heaved himself up onto the grass; Catching his breath; declined.</i></p> <p>The writer uses a range of grammatical forms, such as tenses and complex sentence structures, with control and flexibility: <i>Once Jake was at arm's length from the dog, he leaned to the side and delicately grabbed the animal, at the same time checking it for any injuries.</i></p> <p>The text is practically error free.</p>
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Test 4, Question 1 – Essay

Summer holidays are they good for us or not?

Summer holidays are an essential part of the students life. While on them the students have time to catch up with friends, learn something new, improve in some parts of their knowledge and lots more. Many people have different oppinions on the summer holiday(s).

One of the most popular opinion is that students forget what they have learned, with which I disagree. Summer holidays are for the students to "sleep on" the knowledge they have gathered throught the whole year. Having a small amount of time enables us to take into practice what we learned and even get better, at it.

On the other hand many people think that the summer holiday is all about having time to relax. The period we have from the end of school till the begining is meant to be for something other than just becoming a couch potato. In my opinion we should use that time for meeting new people and making social bonds, while clearing our minds.

Last but not least, summer holidays should be used for perfecting in other fields aside from school. Maybe some student wanted to write a book now he could work on it and put his knowledge in practice, the vocabulary that they learned and other things.

In conclusion, summer holidays are good for us, aside from how each student is going to spend his, if he is going to relax, learn something new and even become a famous authour.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The writer discusses the benefits of school holidays in relation to the two content points in the task and their own idea involves the idea that school holidays allow people to devote themselves to what really interests them: <i>write a book</i> . The target reader is fully informed.
Communicative Achievement	5	The essay is written in a consistently formal register and the writer uses an objective tone to effectively communicate their own opinions and those of other people: <i>One of the most popular opinion is that students forget what they have learned, with which I disagree</i> . The target reader's attention is held due to the formatting of the essay and the inclusion of an introduction and conclusion, and both straightforward and complex ideas are communicated: <i>Summer holidays are for the students to sleep on the knowledge they have gathered</i> .

Organisation	5	<p>The text is well-organised and coherent. The essay has a clear overall structure and the paragraphs are focused on separate distinct ideas. The topic is clearly introduced and the conclusion summarises the main points which are made. There is a variety of cohesive devices used to compare and contrast different opinions: <i>Many people have different oppinions; One of the most popular opinion; with which I disagree; On the other hand; In my opinion,</i> and the use of referencing and paraphrasing throughout the text is well-controlled: <i>Summer holidays are an essential part of student life. While on them; the knowledge they have gathered throught the whole year; summer holidays ... the period we have from the end of school till the beginning ... that time.</i></p>
Language	4	<p>There is a range of vocabulary which is used appropriately to express the writer's ideas: <i>essential part; catch up with; knowledge; gathered; enables; couch potato; social bonds; clearing our minds; other fields aside from.</i></p> <p>The writer uses a range of simple and more complex grammatical forms, such as a variety of verb tenses and accurate use of prepositional phrases, with control: <i>what they have learned; is meant to be for something other than just becoming; should be used for perfecting; aside from; could work on it and put his knowledge in practice.</i></p> <p>There are a few errors with punctuation and spelling, but these do not impede communication: <i>even get better, at it; begining; vocabulary; authour.</i></p>

Test 4, Question 2 – Email (1)

Hi Kim,

Thank you for your comment, you are so nice. I love clothes since I'm a child and I always want to be fashionable. You don't need money to be fashionable, there is a lot of shops that are very cheap and there you can find different types of clothes.

In Ezeiza, there is a long street where you can find many shops with many offers and in each shop you can find different brands like an outlet and they have very accessible prices. If you are looking for clothes for a party, an especial event, a present for a friend, gym outfit or whatever you want, you may go there because they have accessible prices and a lot of shops with every type of clothes you can imagine. If you want we can go together and I will show you where the shops are.

See you soon, Cloe

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The writer responds to the information in the initial email and offers advice and suggestions about how the reader can find fashionable clothes at a good price: <i>You don't need money to be fashionable; you can find many shops with offers</i> . The target reader is fully informed.
Communicative Achievement	3	The writer uses a friendly tone and an informal register, which is appropriate for the context: <i>Thank you for your comment, you are so nice; If you want we can go together and I will show you where the shops are; See you soon</i> . The advice is quite straightforward and suitable for the situation and the target reader's attention is held: <i>You don't need money; there is a lot of shops that are very cheap; there is a long street where you can find many shops; you may go there because they have accessible prices</i> .
Organisation	3	The text is generally well-organised and coherent. There is a reference to the previous email and the invitation at the end will encourage the reader to respond. There is a variety of linking words and some cohesive devices are used to connect the ideas through the text: <i>I love clothes since; a lot of shops that are very cheap and there you can find; where you can find ... and in each shop ... and they have; because</i> . The use of listing the types of clothes works well in this context: <i>If you are looking for clothes for a party, an especial event; a present for a friend gym outfit or whatever you want</i> .

Language	2	<p>The writer uses everyday vocabulary related to the topic of clothes appropriately: <i>cheap; different types; many shops; brands; outlet; prices; outfit</i>.</p> <p>The writer uses mainly simple grammatical forms, although there are a couple of examples of a conditional clause: <i>If you are looking for ... you may go there; If you want we can go together</i>. However, errors occur when a wider range of tenses is required and verb agreement, although these do not impede communication: <i>I love clothes since I am a child and I always want to be fashionable; there is a lot of shops; with every types</i>.</p>
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Test 4, Question 2 – Email (2)

Dear Kim,

Thanks alot for saying that I look so nice in the clothes I wear. it's something I don't hear very often so I really appreciate it when people tell me.

You're not the only one who struggles with being fashionable when you're stuck within a certain price range.

I have found however, that fashionable clothes aren't necessarily expensive if you know where to look and what to buy. The hype with all of the expensive brand clothing is a bit ridiculous if you ask me, and I'd tend to stay away from it as it's not any better than other clothing you can buy for alot less.

Something I always keep an eye on when buying clothes is how colorful it is and in your case I would definitely choose the most colorful clothing you can find as it would really suit you.

I look forward to hearing from you and wish you good luck finding some fantastic clothes.

Rory

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The writer responds to the information in the initial email and responds with appropriate advice and suggestions: <i>The hype with expensive brand clothing is a bit ridiculous if you ask me and I'd tend to stay away from it; In your case I would definitely choose the most colorful clothing.</i> The target reader is fully informed.
Communicative Achievement	5	The email is written using a consistently appropriate tone and register, including suitable opening and closing salutations: <i>Dear Kim; Thanks alot for saying that I look so nice in the clothes I wear; I look forward to hearing from you and wish you good luck in finding some fantastic clothes.</i> The writer communicates both complex and straightforward ideas, particularly when explaining why they don't buy branded clothes: <i>I'd tend to stay away from it as it's not better than any other clothing you can buy for a lot less.</i> The writer directly addresses the reader and the problems they are facing, and this helps to hold the reader's attention throughout: <i>You're not the only one; in your case; it would really suit you.</i>
Organisation	4	The text is well-organised and coherent. There is a clear structure to the text and a variety of cohesive devices and linking words are used to link the ideas within sentences: <i>Thanks a lot for saying ... it's something I don't hear; so; I have found however; and; as; than any other clothing.</i>

Language	5	<p>There is a range of vocabulary related to the topic of clothes, including some less common lexis, which is used appropriately: <i>struggles with; stuck; price range; necessarily expensive; hype; brand; ridiculous; tend to</i>.</p> <p>The writer uses a range of grammatical forms with control and flexibility to communicate their ideas, particularly in the construction of compound sentences: <i>that I look so nice in the clothes I wear; You're not the only one who struggles with being fashionable when you're stuck within a certain price range; if you know where to look and what to buy; Something I always keep an eye on when buying clothes ... as it would really suit you</i>.</p> <p>The errors are minimal and do not impede communication.</p>
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Test 4, Question 4 – Story (2)

Alex looked at the photograph in the newspaper and thought the people in it seemed very familiar. He had seen these people before however he couldn't remember when or where. As Alex tried to clear his head about the people he decided to call the newspaper since he was extremely curious to find out. While he was on the phone he realised it, with all the information he had received from the newspaper. They were from a charity alex absolutely wanted to support. The organisation helps people in poor countries to get a better life and education. Therefore, he decided to arrange a meeting with the group. They agreed and were incredibly kind and loving to alex. Alex was being so excited to help them. Moreover he couldn't even wait until the day he would finally meet everybody.

While they were all sitting together they came up with a genius plan for the charity so every one in the world wanted to help them. The next month they all sat together. This past month was overwhelming for them all. Also they have raised so much money that they are now able to go to Africa and help the people themselves.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The story continues from the prompt sentence and both content points, a phone call and a meeting, are included. The information in the prompt sentence – the people in the photograph in the newspaper – provides the focus for the story all the way through. The target reader is fully informed.
Communicative Achievement	4	The writer uses some of the conventions of a narrative, such as a logical sequence of events and a clear beginning, middle and an end to the story. Both straightforward and more complex ideas are communicated and the reader's attention is held: <i>He had seen these people before however he couldn't remember when or where; he couldn't even wait until the day he would finally meet everybody; Also they have raised so much money that they are now able to go to Africa and help the people themselves.</i>
Organisation	3	The text is generally well-organised and coherent. There is a clear sequence of events, helped by the use of narrative tenses and linking words: <i>As Alex tried to clear his head ... he decided ... since he was extremely curious; While he was on the phone he realised; Therefore; While they were all sitting together they came up with; Also.</i> However, the punctuation is often incorrect, which affects the overall structure of the sentences: <i>He had seen these people before however he couldn't remember; he realised it, with; The next month they all sat together. This past month was overwhelming for them all. Also ...</i>

Language	4	<p>The writer uses a range of vocabulary, including adjectives and adverbs, which add details to the story and make it more interesting: <i>tried to clear his head; extremely curious; a charity alex absolutely wanted to support; organisation; incredibly kind and loving; excited; genius plan; overwhelming.</i></p> <p>There is a range of simple and some more complex grammatical forms used with a good degree of control: <i>he decided to arrange a meeting with the group. They agreed and were incredibly kind; While they were all sitting together; they have raised so much money.</i></p> <p>There are some errors, but these do not impede communication: <i>Alex was being so excited to help them; Moreover.</i></p>
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