



**Cambridge Assessment
English**

Delta Module One

Understanding language, methodology
and resources for teaching

Tips for Candidates and Centres

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1. Purpose of Report

This Tips for Candidates and Centres report is intended to complement the Examination reports available on the website here: <https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/delta/prepare-for-delta/>

The purpose of this document is to provide a summary of advice to centres on areas which candidates typically find difficult and to provide information and training to candidates. An analysis of candidate performance after each session allows us to ensure that the advice below is current and valid.

2. Key reason for poor performance in the exam

Key reasons why candidates may not have achieved Pass standard are as follows:

- Poor knowledge of language systems and in particular:
 - description of grammatical and lexical form and use
 - phonology
 - discourse
- Failure to follow the rubric carefully and take full advantage of the marks available
- Failure to manage time effectively
- General lack of depth in knowledge of subject matter

General advice

Candidates are strongly advised to do the following in order to maximise their performance in the examination:

1. Organisation

- Follow the layout as suggested in each task.
- Number the points they make to ensure that they respect the rubric.
- Use headings and sub-headings to signpost their answers.
- Start each task on a new page and clearly label their answers, showing what task or part of a task they are answering.
- Lay their answers out with plenty of space – candidates might find it easier to write their answers on every other line in the answer booklet. Candidates need to consider their audience and by leaving extra space, they can include more points later in the exam if they realise that they have something more to add. Answers which are written in too small a space make it difficult for the Examiners to mark.
- Do not write in the margins. Your work may be lost in scanning if you do. It is not retrievable when cut off and will not be assessed.

2. Rubrics

- Read question rubrics very carefully, underlining or highlighting key points they contain. It is essential that candidates provide the information asked for and do not provide unrequested information.
- Only provide the requested number of points as stated in the rubrics for the following tasks: three features in 1.3; four strengths/weaknesses in 1.4; five features 1.5a; six points in 2.1; and six purposes, six ways the exercises combine and six assumptions in 2.2. Examiners will mark answers from the beginning and stop marking after the required number of points. If there are correct points later on, they will not be credited.
- In 2.3, make only 15 points which will allow sufficient time to produce more depth in these answers.
- Tasks 4 and 5 in Paper One, and Tasks 2 and 3 in Paper Two carry a large number of marks and candidates are strongly advised to allow adequate time for these tasks. Candidates are free to attempt the tasks in the order of their choosing and those candidates who attempt the high scoring tasks first are therefore able to complete them fully and maximise the number of marks that they can gain for them.

3. Practice/Familiarity with tasks

- Work through a sample test. A sample test is available on the DELTA Preparation website, and another is published in the DELTA Handbook. Both are available here: <https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/delta/prepare-for-delta/>
After completing a sample test with timing practice, candidates should review their answers against the Guideline Answers and sample scripts with accompanying Examiner comments in the Examination Report and in the handbook. Doing a sample test will ensure that candidates understand how to approach each task and how the marks are allocated as the reports give clear guidance as to what candidates have to do in order to increase their chances of success in the examination.
- Plan time carefully, to make sure that the amount of time allocated for each task is commensurate with the maximum number of marks that can be obtained from each task. Candidates who start with high scoring tasks, e.g. Paper One, Tasks 4 and 5 often do well.

2. Delta Module One Mark Scheme

2.1 Distribution of marks

In Delta Module One, candidates accumulate marks across questions and it is the total number of marks obtained across the two papers that determines which grade a candidate is awarded. Candidates do not, therefore, gain a grade for each task or each paper.

Answers are marked against a detailed markscheme containing guideline answers, with candidates being awarded marks for each correct answer given. Candidates who give relevant alternative wordings and examples not in the guideline answers are accepted. The number of marks available for each task is as follows:

Paper One		Paper Two			
Task 1	6	Task 1	18		
Task 2	12	Task 2	42		
Task 3	12	Task 3	40		
Task 4	20				
Task 5	50				
Total	100	Total	100	Grand Total	200

Points made twice within an answer are not credited twice and no marks are deducted for wrong answers.

2.2 Markscheme for each task

Paper One

Task 1

- One mark is awarded for each correct answer.

Task 2

A total of three marks are available per answer:

- Two marks for the definition
- One mark for a correct example

Note: The example is only awarded if the definition is correct.

Task 3

- Two marks are awarded for each language feature correctly identified up to a maximum of three features.
- Two marks are awarded for each correct example / illustration.

Note: An example cannot be awarded marks if the feature is not identified.

Task 4

- Three marks are awarded for each strength or weakness correctly identified up to a maximum of four strengths and weaknesses.
- Two marks are awarded for each example from the text illustrating the strengths or weaknesses identified.

Note: no mark can be given for an example if its accompanying strength or weakness has not been correctly identified.

Task 5

- One mark is awarded for each point correctly made up to a maximum of 50.

Note: in part (a), there is a maximum of five marks available and a mark is only awarded if a correct example is given.

Paper Two

Task 1

- Two marks are awarded for each positive / negative feature identified.
- One mark is awarded for each application to the learner for each positive / negative feature identified.

Task 2

- In (a), two marks are awarded for each purpose correctly identified to a maximum of 12 marks.
- In (b), two marks are awarded for each combination correctly identified to a maximum of 12 marks.
- In (c), one mark is awarded for each assumption listed, one mark is awarded for each example provided, and one mark is awarded for one reason given for each assumption to a maximum of 18 marks.

Task 3

- Two marks are awarded for each correct point made up to a maximum of 30 marks.
- Marks are awarded for the depth of the answer to a maximum of 10 marks.

Rating	
5	A fully developed, well-balanced response to the task. Points are consistently supported by rationale based on relevant reference to experience; and/or examples; and/or range of contexts; and/or sources; and/or theories. Rationale is convincing and insightful in justifying points made.
4	A well-developed, well-balanced response to the task. Points are mostly supported by rationale based on relevant reference to experience; and/or examples; and/or range of contexts; and/or sources; and/or theories. Rationale is mostly convincing and insightful in justifying points made.
3	A generally well-developed response to the task. Points are generally supported by rationale based on relevant reference to experience; and/or examples; and/or range of contexts; and/or sources; and/or theories. Some points may be less well supported; a few irrelevancies may be present. Rationale is satisfactory in justifying points made.
2	A limited response to the task. Points are sometimes supported by rationale based on relevant reference to experience; and/or examples; and/or range of contexts; and/or sources; and/or theories. Some points may be unsupported; a number of irrelevancies may be present; the response may contain more description than analysis. Rationale is evident, but inconsistent in justifying points made.
1	A minimal response to the task. Points are minimally supported by rationale based on relevant reference to experience; and/or examples; and/or range of contexts; and/or sources; and/or theories. Most points are unsupported; a number of irrelevancies may be present; the response contains a lot of description and very little analysis. Rationale is minimal.
0	No development of the response.

3. Paper One Task 1

Key issues that candidates have with this task are that:

- They write down more than one answer, one of which is incorrect.
- They lack sufficient knowledge of terminology relating to grammar, lexis, discourse, testing, skills, methodology and phonology.
- They confuse the methodological term with its opposite.
- They mis-spell their answers.
- They do not attempt all of the definitions.

Candidates are recommended to do the following:

- Only write the required term, not giving an example or any extra information.
- Only write one answer and not provide alternative answers.
- Spell terms correctly (a very limited number of alternative spellings are accepted).
- Provide an answer, even if they are not sure it is correct. Candidates are not penalised for incorrect answers.

Suggested action for centres

- 1 Centres need to ensure that candidates have a full working knowledge of key terms in the areas of grammar, phonology, lexis, discourse, skills, methodology, teaching approaches, course design and testing.
- 2 Candidates could learn the terms by rote and test themselves regularly.
- 3 Centres could use the following tasks to check that their candidates understand the requirements of the task and have implemented them in their practice answers:

Check your knowledge of the requirements	Answer
1 Can you write down 2 answers?	Yes, but it is not a good idea because one of them may be incorrect and then you will not get any marks.
2 Should you provide extra information?	No
3 Can you mis-spell the terms?	No. Terms must be spelt correctly.
4 Should you write down a term that you are not sure is correct?	Yes. You are not penalised for incorrect answers, but only provide one answer – see number 1 above.

Have you ...	Yes/No
1 Provided one term for each definition?	
2 Spelt it correctly?	
3 Provided an answer for all of the definitions?	

4. Paper One Task 2

Key issues that candidates have with this task are that:

- Candidates provide a definition which is inaccurate, incomplete or vague. In particular, candidates struggle to provide accurate and complete definitions for phonological terms.
- Some candidates provide an example without a definition.
- Candidates confuse similar terms, e.g. *homophone/homonym, elision/ellipsis, content/construct validity, cataphoric/anaphoric/exophoric, direct/indirect test, gerund/present participle, plosive/fricative*.
- Some candidates do not provide any examples.
- Some candidates give a wrong or imprecise example, particularly for the lexical term, e.g. *see/sea* for a *homonym*.
- For grammatical items, candidates often forget to state its form and use, e.g. *a present participle is made up of a bare infinitive + -ing. It can be used as an adjective or to form a continuous verb form OR a modal is a verb which is used to express attitude*.
- Some candidates do not highlight the phonological feature in their example, either by using the phonemic script or a symbol.
- A large number give more than one example. Candidates should note that this is not a good exam strategy because Examiners can only mark the first example provided. If the candidate provides two examples, the first one of which is incorrect and the second is correct, the candidate will not receive a mark.
- Some do not attempt all the definitions which is a poor exam strategy as candidates are not penalised if they give an incorrect definition.
- Some candidates write too much which is not an effective use of time.

Candidates are recommended to do the following:

- Be succinct in their answers.
- Attempt all the definitions.
- Think carefully about the definition that they give and make use of linguistic / technical terms rather than the more simplified terms they might use with students, e.g. *bare infinitive* rather than *verb*; *present participle* rather than *-ing*.
- Only provide one example for each definition.
- For phonological terms, use the phonemic script and if necessary a symbol to illustrate the feature in their example, e.g. *and a /əndə/*
- Lay out their answers clearly using the sub-headings of *Definition, Example*.

Suggested action for centres

- 1 Centres need to ensure that candidates have a full working knowledge of key terms in the areas of grammar, phonology, lexis, discourse, skills, methodology, teaching approaches, course design and testing.
- 2 Tutors could encourage their candidates to develop their own examples during training sessions which would enable them to check whether their candidates had fully understood the term or not.
- 3 When candidates learn definitions, they could identify the essential points for the definition by underlining them and then learn each definition as a short list of key points.
- 4 Centres could use the following tasks to check that their candidates understand the requirements of the task and have implemented them in their practice answers:

Check your knowledge of the requirements	Answer
1 Should you use non-technical terms in the definition?	No
2 Should you provide extra information?	No
3 Can you provide more than one example?	You can, but only the first one will be marked.
4 Do you have to use the phonemic script for phonological terms?	Yes. You will not receive a mark for the definition or example if you do not use the phonemic script.
5 Should you provide a definition even if you are not sure it is correct?	Yes. You are not penalised for incorrect answers.
6 Can you get a mark for the example if the definition is wrong or not included?	No. You must provide a correct definition in order for the example to be credited.
7 Can you get two marks for the definition if half of it is incorrect?	No. The whole of the definition must be correct to get two marks.
8 Should your answer be short?	Yes

Have you ...	Yes/No
1 Provided a definition?	
2 Used technical terms in your definition?	
3 Stated form and use for grammatical, lexical and discorsal terms?	
4 Provided one example?	
5 Provided a definition for all of the terms?	
6 Used the phonemic script to illustrate a phonological term?	
7 Used the headings <i>Definition</i> and <i>Example</i> to organise your answer?	

5. Paper One Task 3

Key issues that candidates have with this task are that:

- They list language features which are incorrect or not relevant to the particular text.
- They sometimes include description of fewer than three language features.
- They often include description of more than three language features which is not a productive use of their time as Examiners can only mark the first three features.
- They do not read the rubric carefully enough and include a feature which is stated in the rubric.
- They are imprecise in their description of the feature:
 - They do not provide the full name for the verb forms, e.g. *the present perfect* rather than *the present perfect simple*.
 - They do not specify the verb form, e.g. *future forms* rather than *the present continuous*.
 - They only mention one verb form when a minimum of two would be expected if the level of the learners was above pre-intermediate, e.g. *the simple past* **AND** *the past continuous*.
 - They state the grammatical or discorsal feature without saying its function, e.g. *present perfect simple* rather than *present perfect simple to talk about life experiences*; *modals* rather than *modals for suggestions*; *discourse markers to aid cohesion* rather than *discourse markers for contrast*; *present continuous* rather than *present continuous to talk about plans*
 - They identify *lexis for the topic* as being needed but do not state what the topic is, e.g. *lexis for the topic* rather than *lexis for shopping*
 - They give a general term rather than stating what the language feature is, e.g. *complex sentences* rather than *relative clauses*
 - When discussing style, they do not state a specific feature, e.g. *informal style* rather than *informal style, using contractions*.
- They list two features which are too similar and can only be credited as one feature; e.g. *discourse markers for contrast* and *discourse markers for addition*; *use of the past simple* and *use of the present perfect simple*.
- They do not give an example related to the particular text in the exam or their examples are vague, e.g. for *organisation*, they do not refer to the specific content of the paragraphs.
- They give an example without stating the feature so they cannot be awarded any marks.
- They do not include examples of language in full sentences, e.g. *on the one hand ...* rather than *on the one hand, children benefit from learning a foreign language*. **NB: an example for a lexical item can be a single word, phrase or collocation if it relates to the topic of the text. If the lexical item is a specific part of speech, e.g. an adjective or adverb, it must be in a full phrase: e.g. a stormy day rather than stormy; e.g. it was raining heavily rather than heavily.**
- They provide examples which are below or above the level of the learners stated in the rubric.
- They give more than one example and the first one does not match the feature, e.g. the feature is *the simple past* and the example is *They were going to a party*.
- Their answers are over-long or too brief/incomplete.

Candidates are recommended to do the following:

Preparation:

- Research features of spoken and written discourse in depth in terms of what different text types require.
- Avoid repeating pre-learnt answers from previous Guideline Answers.

Rubric

- Read the rubric carefully and respect the requirements (i.e. three features).
- Avoid repeating features and examples which are mentioned in the rubric.

Answering the question

- Make sure their answers cover three distinctly different areas from a range of relevant language features, i.e. grammatical forms (e.g. one verb form, one non verb form), functions, lexical areas, style, writing or speaking sub-skills and discourse features.
- Make sure their answers, including **one** example for each feature, are specific to the activity described in the task.
- Only provide one example.
- Use each example only once.
- Provide **full** language examples, not just sentence stems, e.g. *The witness looked nervous* rather than *nervous*.
- Remember the level of the learners and give examples which learners at this level could realistically produce.

Layout

- List the three features and examples without any extra information on why the feature is necessary. Keep the explanation of the feature succinct.
- Use a bullet point or similar format when answering the task.
- Lay their answer out using the headings of *Feature* and *Example* to ensure that they include both requirements of the task.
- Number each feature that they include in their answer.

Suggested action for centres

- 1 Centres need to ensure that they train their candidates to identify language features in a range of different text types in terms of their organisation, layout, style, and lexical, grammatical, phonological and discoursal features as appropriate.
- 2 Centres could use the following tasks to check that their candidates understand the requirements of the task and have implemented them in their practice answers:

Check your knowledge of the requirements	Answer
1 Can you repeat a feature which is given as an example in the rubric?	No
2 Should you provide extra information?	No
3 Can you provide more than three features?	You can, but only the first three will be marked.
4 Is it a good idea to include two features which both focus on the use of verb forms?	You should only do this if they are verb forms which are used to talk about different times, e.g. the past and the future.
5 Can you provide an example without naming a feature?	No. An example can only be awarded 2 marks if the feature has been provided.
6 Can you use the same example for two features?	No. Each example you use must be different.
7 Should your answer be short?	Yes

Have you ...	Yes/No
1 Provided three different features which are not mentioned in the rubric?	
2 Chosen three different types of features?	
3 Stated the full name of the verb form (if appropriate)?	
4 Stated the function of the language?	

5 Stated the topic of the lexis in the text (if appropriate)?	
6 Named two verb forms?	
7 Given a specific feature of style?	
8 Given a clear example for a feature of organisation?	
9 Included examples of language in full sentences?	
10 Provided examples which are appropriate to the level of the learner/s?	
11 Provided a different example for each of the three features?	
12 Used the headings of <i>Feature</i> and <i>Example</i> to organise your answer?	
13 Numbered the features 1 - 3.	

6. Paper One Task 4

Key issues that candidates have with this task are that:

- Some candidates outline more than four strengths and weaknesses which is not a productive use of time as only the first four can be marked.
- Some candidates lay their answers out in tables/columns which is not a good idea if they have written more than four points because the Examiner will only mark a strength-weakness-strength-weakness and then stop marking. In a table, there is no indication of whether the candidate intended the weighting to be towards the strengths or the weaknesses.
- Some candidates evaluate the text in terms of criteria not listed in the rubric, e.g. task achievement.
- Some candidates are imprecise in their analysis:
 - In terms of *organisation*, they do not state why it is a strength, i.e. that it was *clear/logical*.
 - For cohesion, they state that it was a strength but do not specify a feature of cohesion, e.g. *sequencing phrases*.
 - For discourse markers, they do not state what their function is, e.g. *discourse markers* rather than *discourse markers for expressing contrast*.
 - For accuracy of grammar, they recognise that there is a weakness but do not state the specific grammatical feature, e.g. verb patterns.
 - For accuracy of lexis, they do not state what the precise weakness is, e.g. *the student's use of lexis is inaccurate* rather than *the student's use of the correct word form is inaccurate* (argue instead of **argument** for the noun).
 - They do not use the full name of a verb form, e.g. *past perfect* rather than *past perfect simple*.
- Some candidates list more than one feature under an individual category rather than prioritising the key ones, particularly when discussing grammatical accuracy. This means that they can lose marks over the task because each item is counted as one feature. For example, a candidate wrote:

Accuracy of grammar

The student has problems with the following grammatical structures:

Plurals e.g. "three photograph_"

Relative pronouns e.g. "an old lady which is sitting ..."

Present continuous e.g. "They is looking"

The candidate may have intended this to be marked as just one weakness, but the intention is not clear to the examiner. Therefore, as each grammatical feature was different, it had to be marked as three weaknesses. However, only one of the grammatical features was a **key** error and the examiner had to stop marking after one further point. This candidate may have had further correct points later which could not be marked.

- Some candidates identify the learner's use of verb forms as a strength under *Accuracy of Grammar* but only provide the name of one verb form, e.g. *the simple past*. They need to provide the name of a second verb form, e.g. *the present perfect simple* because it was the student's use of them together which made their use a strength. It is usually the case that candidates need to name two verb forms unless the text has been produced by a low level learner, e.g. at A1, learners would only be expected to produce the simple past and not the present perfect simple.
- Where there are a number of individual grammatical errors such as an inaccuracy with the use of an infinitive after a verb or a wrong verb, e.g. *you'll be to agree*, candidates need to identify

this as *inaccurate use of verb patterns/verb forms* to show that they have identified a systemic problem rather than an isolated mistake.

- Candidates do not consider the level of the learner, e.g. they might cite use of the present simple as a strength for a B2 learner.
- Some candidates do not name the feature clearly enough. For example, a candidate might write: *The learner uses good features of connected speech* and then give two examples of different features of connected speech WITHOUT naming the feature (e.g. intrusive /j/), and therefore do not gain any marks for the point.
- They confuse pronunciation features, e.g. they do not know what a dental fricative is and confuse them with alveolar plosives or labio-dental fricatives; they confuse voiced and unvoiced phonemes, e.g. /ð/ versus /θ/.
- Their use of the phonemic script is inaccurate.
- Candidates provide more than one example for each strength or weakness cited which means that if the first example is incorrect, no mark can be given, even if the second example is correct.
- Candidates do not provide a clear example for organisation. They need to outline how the text is organised, e.g. the letter begins by setting the scene → gives a reason for writing → describes the events → and asks for action. A minimum of two of these summaries are required for the example to be credited.
- They also do not provide a clear example for paragraphing. They might recognise that it was a weakness, but for the example, do not say where a paragraph should be inserted in the learner text.

Candidates are recommended to do the following:

Preparation:

- Evaluate spoken and written texts from learners at different CEFR levels using different criteria to practise looking for key strengths and weaknesses.

Rubric:

- Read the rubric carefully and only discuss the criteria included in it.

Answering the question:

- Give a minimum of one strength and one weakness and only discuss a total of four strengths and weaknesses.
- Begin their answer by writing a strength and then a weakness so that they fulfil the requirements of the task. They should then complete their answer by listing two more points which can either be two strengths, two weaknesses, or one strength and one weakness.
- Avoid going through each criterion in the rubric listing strengths and weaknesses for each one, as only the first four points mentioned will be marked.
- Only include one point at a time, e.g. for *accuracy of grammar*, name one grammatical feature and provide **one** example from the text to illustrate it. If there is another point under *accuracy of grammar*, number this strength or weakness 2.
- Be careful with their choice of example so that they choose one which best exemplifies the point made.
- Bear in mind the learner's level when commenting on the text's strengths and weaknesses, e.g. C1 learners would be expected to have good control of the present simple so this could not be a key strength.
- Look closely at the learner's use of grammar in the text, particularly their use of different types of articles (zero, indefinite, definite), prepositions, quantifiers and verb patterns.

Organisation/layout:

- Use a bullet point layout for the strengths and weaknesses.
- Organise their answer by outlining a strength first and then a weakness to ensure that they comply with the rubric by including one of each in their answer.
- Clearly signpost to the Examiner if the point that they are making is a strength or a weakness.
- Write their answer in a list. Do not use tables.

- Use the headings of *Strength/Weakness, Name of the Criteria, Point, Example*, e.g.

<i>Strength</i> <i>Accuracy of Grammar</i> <i>The learner's use of zero articles is accurate</i> <i>Example: I studied history.</i>

Suggested action for centres

- 1 Centres need to ensure that they train their candidates to evaluate spoken or written student-generated texts in terms of a range of criteria and how they differ, e.g. task achievement; range of lexis or grammar; accuracy of lexis or grammar; complexity of lexis or grammar; organisation; cohesion; phonological features; and style as appropriate.
- 2 Centres could encourage their candidates to look at the suite of examinations on the Cambridge website, e.g. for Preliminary, First, Advanced, Proficiency. There are examples of student output with an examiner evaluation in the handbook for each of the exams.
- 3 They need to establish the importance of reading the rubric that the student has been given, quickly doing the task for themselves to see what features would be required and then seeing if they are covered in the criteria listed in the rubric. The final step is to compare their list of features with the student-generated text to see if the learner has used them well (i.e. these are the strengths) or poorly (these are the weaknesses).
- 4 Centres also need to ensure that their candidates are confident with analysing phonological features of a spoken text.
- 5 Centres could use the following tasks to check that their candidates understand the requirements of the task and have implemented them in their practice answers:

Check your knowledge of the requirements	Answer
1 Can you analyse the text using criteria which are not given in the rubric?	No
2 Should you provide extra information?	No
3 Can you provide more than four strengths and weaknesses?	You can, but only the first four will be marked.
4 Can you include three different grammatical features under the heading of <i>Accuracy of Grammar</i> ?	You can, BUT each grammatical feature will be counted as a strength or weakness which means that you can only include one more strength or weakness.
5 Do you have to state the function of a language feature?	Yes
6 Can you provide an example without describing a strength or weakness?	No. An example can only be awarded 2 marks if the strength or weakness has been stated.
7 Can you use the same example for two strengths or weaknesses?	No. Each example you use must be different.
8 Can you give more than one example for a strength or weakness?	You can, but only the first one will be marked.
9 Do you have to use the phonemic script to illustrate a phonological strength or weakness?	Yes
10 Should your answer be short?	Yes

Have you ...	Yes/No
1 Provided a minimum of one strength and one weakness?	
2 Evaluated the text in terms of the criteria provided in the rubric?	
3 Counted each grammatical, lexical, phonological or discoursal feature as a different strength or weakness to a maximum of 4?	
4 Provided a total of four strengths and weaknesses?	
5 Identified strengths/weaknesses which are appropriate to the level of the learner?	
6 Stated the specific area of lexis, grammar, phonology or cohesion (if appropriate)?	
7 Looked carefully at the text to analyse the learner's use of grammatical items?	
8 Used the phonemic script accurately?	
9 Stated the full name of the verb form (if appropriate)?	
10 Stated the function of the language?	
11 When discussing range/accuracy of grammar, provided two verb forms which are used/not used together (if appropriate for the level)?	
12 Given a clear example for organisation / paragraphing?	
13 Highlighted if a point is a strength or a weakness?	
14 Numbered the strengths / weaknesses 1 to 4?	
15 Used the headings of <i>Strength/Weakness, Name of the Criteria, Point, Example</i> to organise your answer?	

7 Paper One Task 5

Key issues that candidates have with part (a) of this task are that:

- Candidates are often inaccurate or too vague in their discussion of the style of the text, for example describing the style as being *formal* when it is *neutral*. They also appear to be unaware of the fact that some texts will use a variety of styles to achieve different effects, e.g. neutral to give information, informal to persuade the reader. In this case, candidates needed to identify the style as being **a mixture of informal and neutral** rather than *informal* or *neutral*.
- They do not use correct terminology in their analysis. For example, they wrote *omitted words* rather than *ellipsis*.
- Some candidates are imprecise in the discussion of discourse markers as they do not state their function, e.g. *for time/sequence*.
- Some candidates provide more than one example for each feature. Since only the first example is marked, candidates should choose the best example rather than necessarily the first one that appears in the text.
- Some candidates do not give an example and so could not get a mark as candidates can only get the mark if both the feature with an example of it are provided. They need to provide an example for all the features, even if they think that the example is obvious, e.g. an example for a telephone number or hyperlink.
- Some candidates only give a line number and not a direct quote from the text.

In part (a), candidates are recommended to do the following:

- Prioritise the features that they include.
- Only state **five** features as only the first five provided will be marked by the Examiner.
- Avoid spending time saying why the features have been included as this is not required.
- Check the rubric to see if there are any limitations (e.g. only include one feature of layout) and respect this.
- Only give **one** example for each feature and be discriminating in their choice of a good example as only the first example given will be credited.
- Provide an example from the text rather than a line number as the latter is not a clear example and cannot be marked.

Key issues that candidates have with parts (b) – (d) of this task are that:

Rubric

- They do not read the rubric carefully enough, e.g. some candidates analyse items which are not in bold, e.g. in *it's*, they referred to the form of the verb *to be* (third personal singular).
- They do not look carefully enough at the bolded item in the text, e.g. with **recommended** they described its form as the past simple but if they had looked at the original text, they would have seen that it was a past participle used as an adjective; with **presented** they also described its form as the past simple but it was being used as a past participle in the text.
- Some candidates do not read the rubric carefully enough, e.g. they might be asked to identify 3 features of connected speech but provide more (only the first three features are marked); they are asked to discuss the use of relative clauses in cohesion, e.g. in *all the wildlife that lives here*, but instead they write down everything they know about relative clauses.
- They do not make enough points.

Terminology

- Their use of terminology is incorrect, e.g. *subject* rather than *object pronoun*; *anaphoric* vs *cataphoric* vs *exophoric referencing*; *gerund* vs *infinitive*; *assimilation* vs *elision*; *bound morpheme*

rather than *a suffix*; *transitive vs intransitive*; *'that'* as a relative pronoun rather than as a conjunction; *that* as a demonstrative pronoun rather than as a demonstrative adjective; *to* as a preposition rather than as the infinitive marker.

- Their use of terminology is imprecise, e.g. *3rd person* rather than *3rd person singular*; *noun* rather than **countable/uncountable noun**; *-ing form* rather than *gerund* or *present participle*; *present simple* rather than *the imperative*; *verb* instead of *main verb*; *pronoun* rather than *relative pronoun*; *cohesive devices* rather than *discourse markers*; *base form* (which is a general term often used with learners) rather than *bare infinitive* or *imperative*; *present perfect* rather than *present perfect continuous*; *infinitive/base verb* rather than *bare infinitive/full infinitive* or *infinitive with/without to*; *infinitive* rather than *perfect infinitive*; *determiner* rather than *pronoun, demonstrative adjective, indefinite article*.
- Some candidates hedge their bets and use 2 (different) terms and are therefore not awarded a mark, e.g. *eating* is a present participle/gerund; *over* is a preposition/adverb. Some candidates appeared to use both terms because they thought that they were interchangeable.
- Some candidates mis-spell the following terminology: *adverbial, anaphoric, adjective, auxiliary, consonant, catenation, contraction, comma, countable/uncountable, definite/indefinite, defining/non-defining, ellipsis, elision, infinitive, irregular, intrusive/intrusion, liaison, preposition, participle, particle, pronoun, possessive, relative, schwa and substitution*.
- Some candidates use abbreviations for terminology rather than the full term, e.g. *adj* instead of *adjective*. Candidates should use the precise, full, technical term at least once in their answer.

Analysis of form and use

- They are inaccurate/imprecise in their analysis of the language:
 - They describe uncountable nouns as being singular (this is irrelevant as uncountable nouns are always singular).
 - They do not clearly state the form of comparative structures, e.g. the form of *longer* is a 1 syllable adjective + the suffix *-er*.
 - They confuse defining and non-defining relative clauses.
 - They are unable to analyse the form of different linking devices, e.g. whether they are co-ordinating conjunctions, subordinating conjunctions, prepositions, or adverbials.
 - When analysing phrasal verbs, they are unable to identify whether the particle is an adverb or preposition.
 - They are unable to distinguish between when an *-ing* form is a gerund and when it is a present participle.
 - They do not state the form or use of infinitives, e.g. whether they are full infinitives or bare infinitives
 - When analysing an adjective, they do not say what part of speech it pre-modifies, i.e. a noun, e.g. they wrote that *narrow* describes *trails* rather than *the adjective 'narrow' pre-modifies the noun 'trails'*.
 - They struggle to analyse the use of the pronouns in terms of their use in discourse, i.e. they may not state the type of reference (e.g. anaphoric, cataphoric) or what it is used to refer to in the text. They may fail to quote the exact words from the text that the pronoun is referring to and therefore cannot be awarded the mark.
 - They are imprecise in their analysis of the **use** of an item, e.g. they discuss the use of the present perfect simple in general rather than its use in the text to present the order of actions, e.g. *after you have completed the form, you need to upload it*.
 - When analysing the form of a lexical item, they do not mention if the item was hyphenated or not or written as one word or two separate words, e.g. *blue-eyed, classroom, ice cream*.
 - They do not analyse the use of affixation in word formation, e.g. *renewable* = the prefix *re* to mean again + the adjective *new* + the adjectival suffix *able*.
- They discuss the meaning of the bolded items rather than their use, e.g. *sign up for* means *to register* rather than it being used to give an instruction.

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Analysis of Pronunciation

- Phonological analysis is often omitted or inaccurate. In particular, candidates frequently treat the weak form as synonymous with the schwa
- They confuse *intrusive /r/*, *rhotic /r/*, *linking /r/* and *catenation, linking, and liaison*.
- Some candidates do not appear to realise that weak forms within a word, e.g. *given*, do not count as a feature of connected speech.
- When identifying which words would be stressed in the sentence, they do not mark the stress on the stressed syllable so cannot be awarded a mark, e.g. walking rather than walking
- In terms of their use of the phonemic script, they lose marks because they do not use it accurately to illustrate phonological features; they do not know some symbols; and they omit slashes from their phonemic transcription. Some candidates use brackets [] rather than slashes / /.

In parts (b) – (d), candidates are recommended to do the following:

Preparation:

- Research the form, use and pronunciation of language items.
- Research the form and use of language which often occurs in the task, e.g. phrasal verbs; compound words; verb patterns; gerunds and infinitives; conjunctions and adverbials.
- Practise recognising the style/s of a text.
- Practise precision in their use of terminology.
- Research the form and use of punctuation.

Rubric:

- Read the rubric carefully to see exactly what they are required to discuss.
- Pay attention to the words given in **bold** and only comment on them in the way required, not on accompanying or surrounding words.
- Only comment on pronunciation / phonology in sections where it is specifically mentioned in the rubric.
- Only provide the stated number of phonological features asked for in the rubric.

Answering the question:

- Allocate enough time for this task and attempt all parts of the task.
- Make as many points as possible.
- Some items might not have so many answers. If a candidate cannot think of any more points to make, they should move on to the next item rather than write down points which are clearly off task.
- Make sure they consistently provide the full information required, including giving examples when asked for.
- When there is an anaphoric or cataphoric reference to a specific clause / phrase / lexical item in the text, they must quote it exactly as it appears in the text.
- Make use of precise linguistic / technical terms rather than the more simplified terms they might use with students, e.g. *past participle* NOT *third form of the verb*; *ellipsis* NOT *words which have been omitted*; *pronoun* NOT *determiner*.
- Spell the terminology correctly – marks will not be awarded if terms are spelt incorrectly.
- Use full forms for terminology at least once, not abbreviations.
- Use the phonemic script / phonological symbols: candidates will not be awarded marks if the phonemic script is not used or is used inaccurately. **Candidates should note that use of the phonemic script is compulsory for all aspects of phonological analysis apart from stress.**

Layout/organisation:

- Lay out their answers in list form, and make it clear what part of the answer they are writing about.
- Use bullet points.
- Begin each part of the task on a new page.

- Make it easy for the Examiners to locate their answers by using plenty of space / paper, writing on every other line, and ensuring that they do not write in the margins.

Suggested action for centres

- 1 Centres need to ensure that their candidates have a full working knowledge of key language areas in terms of phonology, punctuation, and the form and use of grammar, lexis and discourse.
- 2 Candidates should practise analysing different areas of language as fully as possible.
- 3 Centres could integrate short 'tests' into their courses where candidates have to state the form of each word in a sentence or paragraph.
- 4 Centres could use the following tasks to check that their candidates understand the requirements of the task and have implemented them in their practice answers:

Check your knowledge of the requirements for Part (a) of the task	Answer
1 Can you include more than five features?	You can, but only the first five features will be marked?
2 Should you say why the feature has been included?	No
3 Should you identify features that the rubric says you must not include in your answer?	No
4 Can you include more than one feature of layout?	No. The rubric will state that candidates can only include one feature of layout.
5 Will you get a mark for the feature if you haven't given an example?	No. You must include a feature with an appropriate example from the text to get a mark.
6 Can you provide an example without stating a feature?	No. A mark can only be awarded if the feature has been stated.
7 Can you give a line number for an example?	No. You must give an exact quote from the text.
8 Can you give more than one example for a feature?	You can, but only the first one will be marked.
9 Can you use terminology that you would use with your students?	No. You must use technical terms.
10 Should your answer be short?	Yes

Have you ...	Yes/No
1 Stated five features?	
2 Identified features which are typical of the text type in general and not of this particular text?	
3 Only included one feature of layout?	
4 Included different types of features, e.g. organisation, layout, style, grammatical, lexical and discoursal features?	
5 Stated the function of the discourse markers?	
6 Stated the style of the text?	
7 Used technical terms?	
8 Stated the full name of the verb form (if appropriate)?	
9 Given an example of the feature?	
10 Given a clear example for organisation/ paragraphing?	
11 Given an example using the exact words in the text?	
12 Numbered the features 1-5?	

Check your knowledge of the requirements for Parts (b) – (d) of the task	Answer
1 Should you analyse words which are not in bold in the rubric?	No
2 Should you look at the examples in the original text?	Yes. This will ensure that you analyse their form and use correctly.
3 Should you include general points about the area of grammar, lexis or discourse?	No. You must only analyse the words in bold as they are used in the text.
4 Is there a limit on how many points you can make?	No. You should aim to make as many points as possible as you are not penalised for incorrect answers.
5 Can you include two terms if you are not sure what part of speech the word in bold is?	No. If you hedge your answer by doing this, you won't receive a mark.
6 Can you mis-spell technical terms?	No. All technical terms must be spelt correctly.
7 Can you use abbreviations for technical terms, e.g. <i>adj</i> rather than <i>adjective</i> ?	No. Marks will not be awarded for abbreviations.
8 Can you use terminology that you would use with your students?	No. You must use technical terms.
9 Can you get marks for points about phonology if you don't use the phonemic script?	No. The phonemic script must be used to illustrate phonological analysis.
10 Should you include phonological analysis for all items?	No. You should only comment on phonology if the rubric requires this.
11 When analysing referencing devices, should you cite the exact words in the text that the referent is referring to?	Yes. A line number or paraphrase won't be accepted.
12 Should you state your points succinctly?	Yes
13 Should you write your answer in essay prose?	No

Have you ...	Yes/No
1 Analysed the words in bold in the rubric?	
2 Underlined what is required in the rubric and given the appropriate analysis?	
3 Looked at the examples in the original text in the examination paper?	
4 Used technical terms?	
5 Spelt all the technical terms correctly?	
6 Written the technical terms in their full form?	
7 Given an example using the exact words in the text for a referent?	
8 Been precise/accurate in your analysis of the form of the grammatical, lexical and discoursal features?	
9 Been precise/accurate in your analysis of the use of the grammatical, lexical and discoursal features?	
10 Discussed the use of the words in bold and not their meaning?	
11 Been accurate in your analysis of pronunciation?	
12 Used the phonemic script in your phonological analysis?	
13 Used slashes (/ /) in your phonemic transcription?	
14 Marked the stressed syllable in a word?	
15 Spent 45 minutes on this task?	
16 Made as many points as you can?	
17 Begun each task on a new page?	
18 Laid out your answer in list form?	
19 Used bullet points and not a discursive style?	
20 Noted down the areas that you found difficult to analyse so that you can revise these?	

8. Paper Two Task 1

Key issues that candidates have with this task are that:

Points

- Some candidates do not read the rubric carefully enough and so focus on irrelevant aspects such as the fact that the test does not test listening skills which was not mentioned as being the aim of the progress test.
- Some candidates do not refer explicitly to the information given in the rubric in terms of the learners and their stated needs/goals and say how the test meets or doesn't meet these needs and goals, i.e. they do not address the second part of the rubric and ***evaluate the effectiveness of the test for these learners in this situation.***
- Some candidates rely on points which have appeared in previous Guideline Answers and which are too general or not relevant to their exam, e.g. the fact that there is no markscheme and the marking would be subjective is not relevant in some instances.
- Some candidates do not realise that there are a lot of negative points to be made about the test and tried to find positive ones which do not exist. Generally, candidates appear to find it more difficult to identify weaknesses in the test in relation to the situation.
- Some candidates outline more than six points which is not a good use of time.

Applications

- A large number of candidates give the same application for different points, which means that they don't gain as many marks as possible, because an application can only be credited once.
- Some candidates lay the points and applications separately which means it is not clear which applications linked to which points. For example:

Negative Points

1 The learners can avoid using the language areas focussed on in class.

2 There is no example of what the learners need to do in the rubric.

3 There are no fresh starts.

Negative Applications

The results will not be reliable.

The teacher may not get sufficient data.

The learners may be confused.

In order for the applications to be credited, they need to be directly combined with a point. For example:

Point 1

The learners can avoid using the language areas focussed on in class.

Application 1

The teacher may not get sufficient data

Point 2

There is no example of what the learners need to do in the rubric.

Application 2

The learners may be confused about what they have to do.

Point

There are no fresh starts.

Application 3

The results may be unreliable.

- Some candidates forget to include an application. For example, a candidate wrote *The test does not assess the learners' ability to participate in a conversation* and so was only awarded 2 marks. If they had added the application *so the teacher will not get a full picture of their*

abilities, they would have been awarded a mark for the application and therefore gained full marks.

Candidates are recommended to do the following:

Preparation:

- Ensure that they know the criteria which are frequently used when designing and evaluating the effectiveness of a test.
- Ensure that they understand the meaning of key testing terms.
- Ensure that they can apply testing terms to different types of tests, e.g. subjective marking may not be relevant when a test is being administered in a 1-1 teaching situation.
- Consider a range of applications which can be appropriate.

Rubric:

- Make sure that they respect the rubric by mentioning at least one positive and one negative point so that they can score the maximum number of points as only a maximum of either five strengths or five weaknesses can be credited.
- Read the situation in the rubric carefully, seeing how each part of it can be relevant to the test and to the specified learner.
- Highlight the key information that is given about the situation and keep returning to it as they write their answer.

Answering the question:

- Only make **six** points.
- Avoid repeating the same point, e.g. *that the topic is familiar, that the language is familiar*.
- Use a wide range of criteria with which to evaluate the test, e.g. type of test, language content, skills content, assessment mode, test content/topics, task types, level, instructions, so that they do not risk repeating a point and therefore outline fewer than six points.
- Explicitly state what kind of test it is, which will help them to use the correct terminology relevant to that type of testing, i.e. it's a placement / diagnostic / progress / summative test.
- Make sure their answers are specifically about the particular test and not repeated from previous Guideline Answers.
- Make sure they always show how the points they make about the test's effectiveness apply to the particular learner(s), i.e. always include an application for each point they make.
- Avoid repeating the same application to the learner under different points, e.g. that the learners would be motivated by the test.

Layout/organisation:

- Use a clear layout and explicitly signal to the Examiner which points are positive and which are negative.
- Avoid laying their answers out in columns or two separate sections as this may mean that they inadvertently outline more than six strengths/weaknesses.
- Use the headings of *Point* and *Application*, so that they remember to include both elements in their answer.
- Organise their writing by starting with a positive point/application and then follow this with a negative point/application. This will ensure that they respect the rubric. Then they should complete their answer with four more points which can be positive or negative.
- Avoid using testing terms, such as *content validity* or *reliability* as a heading for a feature as this often precludes a coherent strength or weakness being outlined and means that their points may not be fully explained or developed.
- Number the points that they make from 1–6 so that they do not outline more than the maximum of 6.

Suggested action for centres

- 1 Centres need to ensure that they train their candidates to evaluate tests using a full range of criteria and that they train their candidates to provide a different application for each point they make.
- 2 Centres could use the following tasks to check that their candidates understand the requirements of the task and have implemented them in their practice answers:

Check your knowledge of the requirements for the task	Answer
1 Can you make more than six points about the test?	You can, but only the first six points will be marked?
2 Can you make general points about the test?	No. All the points about the test must relate to these learners and this situation.
3 Can all the points you make be positive ones?	No. There must be a minimum of one positive point and one negative point.
4 Is it a good idea to use testing terms as headings for your points?	No. You need to incorporate any testing terms that you use into the points that you make.
5 Can you use the same application more than once?	No. An application can only be used once.
6 Can you include all the points in one section and all the applications in another one?	No. You need to pair a point with an application so it's clear how the application is relevant to the point.
7 Do you need to include an application for each point that you make?	Yes
8 Should you include an introduction to your answer?	No. You should only provide 6 points, each one with an application to the learner/s.

Have you ...	Yes/No
1 Read the situation in the rubric carefully and highlighted the key information about the learner/s and the effectiveness of the test for these learners in this situation?	
2 Included one positive point and one negative point about the test?	
3 Considered what kind of test it is?	
4 Used a range of different criteria to evaluate the effectiveness of the test?	
5 Made six different points about the test?	
6 Included points which are relevant to this test/situation?	
7 Used testing terms correctly?	
8 Integrated testing terms into your answer, where appropriate, and not used them as headings?	
9 Included an application for each point?	
10 Included 6 different applications?	
11 Written your answer as a list?	
12 Used the headings <i>Point</i> and <i>Application</i> to organise your answer?	
13 Begun your answer with a positive point, followed by a negative point?	
14 Numbered the points 1-6?	

9. Paper Two Task 2

Key issues that candidates have with the whole task are that:

- They lack sufficient knowledge of the principles which inform materials design.
- The layout of their answers is unclear.
- Some candidates do not label their answers clearly so it is impossible to see where part (a) finishes and part (b) starts.
- Some candidates need to be more succinct.
- They do not read the rubric carefully enough or look at **all** of the material in detail before beginning their answers and instead rely on pre-learnt purposes or assumptions.
- They omit to state what the target language is and so cannot be awarded marks in parts (a) and (b).
- In parts (a) and (b), when there are two different aspects of the target language, e.g. food vocabulary and quantifiers, they do not state which target language is being focussed on in which tasks and so lose marks.
- In terms of reference to exercises, the candidates may refer to the wrong exercises or forget to state which exercise they are referring to which means that their purposes or combinations cannot be awarded marks in parts (a) and (b) or that they lose a mark for each example in part (c).

Key issues that candidates have with part (a) are that:

- They do not respect the rubric and give too few or too many purposes.
- They identify incorrect purposes.
- They do not explicitly state what the target language is, e.g. they write *to allow the students to personalise the TL* without saying what the target language is.
- They are often imprecise in their choice of verbs, particularly in terms of checking learner understanding of the form/meaning of the target language, e.g. they often chose the verb **to focus on the meaning** rather than e.g. **to check understanding of the meaning**.
- They do not specify the type of practice in an exercise, e.g. they write *to provide practice of the TL* but they need to say whether it is *controlled*, *semi-controlled* or *freer* and if it is spoken or written.

Key issues that candidates have with part (b) are that:

- They do not read the rubric carefully enough and discuss the wrong exercises.
- They do not always reference their points to specific exercises, so it is unclear which exercises they are discussing.
- As in part (a), they outline more than six ways that the exercises combine. This means that the Examiners can only mark the first six combinations and that accurate ones listed after this number cannot be awarded marks.
- Some discuss how the exercises in part (b) combine with each other, which is not what the rubric states.
- They describe the purpose/aim of the exercises without saying how it combines with the one/s in part (a). This can be exacerbated if they use the infinitive to introduce their points, e.g. *Vocabulary 2: to pre-teach lexis related to the human body*. Instead, they need to use the present simple and mention the exercise that it combined with, e.g. *Vocabulary 2 pre-teaches lexis related to the human body needed for the listening task in Listening 2*.
- They do not specify the type of practice (controlled, semi-controlled or freer; oral or written) or what it focusses on (form, use/meaning or pronunciation).

Key issues that candidates have with part (c) are that:

- They identify fewer than six key assumptions about language learning.
- They give incorrect / generic / pre-learnt assumptions from previous examination reports which are not evidenced in the exercises listed in the rubric.
- They repeat the same assumption for different exercises.
- They give assumptions about individual exercises rather than assumptions about language learning which underpin the exercises.
- Some candidates appear to think that this part of Task 2 requires them to make assumptions about the learners/a class using the material and the tasks in it, as they would in a lesson plan, e.g. *the learners will be interested in the topic; learners at pre-intermediate level need to revise modals of obligation; learners will be motivated by doing the jigsaw reading task.*
- They do not include reference to the exercise(s) where the assumption is evidenced.
- In terms of the rationale: they do not provide a different reason for each assumption as to why this might lead to effective learning.

Candidates are recommended to:

Whole task

Rubric:

- Read the rubric carefully to ensure that they only discuss those exercises specified in the task rubric.
- Only write six relevant points for each part as only the first six will be marked.

Answering the questions:

- Look at all the exercises in the extract so that they can see how each exercise builds on the previous ones and leads into the next ones.
- Do the exercises themselves so that they really understand what the learners have to do and therefore what the purposes of the exercises are, how they combine, and what the assumptions behind them are.
- Group their answers together as indicated by the task rubric sections, i.e. discuss only purposes in part (a), combinations in part (b) and assumptions and reasons for them with clear reference to the exercises where they are evidenced in part (c).
- Ensure that they outline a range of purposes, combinations and assumptions so that they avoid the possibility of repeating them.

Layout:

- Lay out their answers using plenty of space / paper so that the Examiners can read their answers.
- Number the purposes, combinations and assumptions 1–6 so that they ensure that they provide the maximum number required in the rubric and no more.
- Ensure that they clearly state which exercise they are referring to.
- Start each part of the task on a new page.

Part (a)

Answering the question:

- Be strategic in their choice of purposes, i.e. consider the number of exercises included in the rubric and divide the purposes evenly between them.
- Clearly state what the target language is in the first purpose that they outline. Candidates must mention the TL at least once in their answer.
- If there is more than one language focus in the material, candidates must state which language focus a specific exercise contains.
- Ensure that all the purposes cited refer to the stated focus of the material.

- Avoid repeating pre-learnt purposes from previous Guideline Answers and using generic purposes, e.g. that the exercises *prepare the students for the next one*, which could apply to most exercises in a sequence of material.
- Look at the language included in a text (written or spoken) and within the different exercises cited in the rubric in relation to the focus of the extract.
- Be careful of inadvertently including two purposes when they think that they have only included one. They can often check this by counting the number of infinitives they have used.
- Look at the skills necessary to achieve the focus of the extract if appropriate.
- Look at the purposes of the exercise rather than describe what the learners have to do in them.

Layout:

- Explicitly state the exercise, for example:

Listening 1-1 to encourage students to engage with the text that contains the TL (gerunds)

- State the purposes of each exercise separately so that they ensure that they look closely at the purposes of each exercise and identify how they differ from the other exercises in the rubric.
- Clearly number each purpose to ensure that they do not provide more than 6.

Part (b)

Answering the question:

- Be strategic in their choice of combinations, dividing the number of combinations between the exercises.
- Make sure they discuss how the specific exercises combine with the exercises in part (a) rather than with each other.
- Start their answer by stating an exercise from part (b) and then say how it combines with an exercise in part (a).
- Make sure they say *how* the exercises combine rather than describe what the learners have to do in them.
- Consider a range of ways exercises can combine, e.g. in terms of language and skills, the focus of the extract, the type of practice, presentation to practice, student interaction patterns, opportunities for personalisation, progression, recycling, the balance between accuracy and fluency, the topic/context etc.

Layout:

- Explicitly state the exercises which combine, for example:

Listening 4 provides freer speaking before the intense accuracy based work in Grammar 1.

Part (c)

Preparation:

- Research in detail the principles behind the design of material.

Answering the question:

- Give one different reason for each assumption to a maximum of six different reasons.

Layout:

- Use headings to organise their answers, e.g. *assumption, reason, exercise* which means that they ensure that they provide all the information required in the rubric. For example:

2 ASSUMPTION: moving from receptive to productive tasks is worthwhile
REASON: because this provides scaffolding for the learners
EXERCISE: Listening 1

- Avoid using exercises as headings because this can result in the repetition of assumptions if they are evident in more than one exercise.

Suggested action for centres

- 1 Centres need to ensure that they train their candidates to analyse classroom-based published materials in depth so that they can identify a full range of assumptions behind their design. One way of doing this is by encouraging candidates to read the introductions to the Teacher's Books which accompany the classroom material as it is here that material writers outline their methodological approach.
- 2 Centres are also advised to prepare their candidates by getting them to do the exercises before they think about the rubric. This should ensure that they understand the value of doing this in the exam because by doing the exercises themselves, they will be able to identify the purposes of the exercises, how the ones in part (b) combine with those in part (a), and recognise the assumptions that the writers have made about the design of their material.
- 3 Centres could use the following tasks to check that their candidates understand the requirements of the task and have implemented them in their practice answers:

Check your knowledge of the requirements for the task	Answer
1 Can you provide more than six purposes, combinations and assumptions?	You can, but only the first six purposes, combinations and assumptions will be marked.
2 Should you describe what the learners do in the exercises?	No. You must say what the purposes of the exercises are in part (a), how the exercises in part (b) combine with those in part (a), and what the assumptions are about language learning in part (c).
3 Is it important to outline a range of purpose, combinations and assumptions?	Yes, because this will mean that the points that you make will be different.
4 Do you have to state what the target language is in parts (a) and (b)?	Yes
5 Should you discuss how the exercises combine with each other in part (b)?	No. You must say how the exercises in part (b) combine with those in part (a).
6 Can you use assumptions from previous guideline answers?	You can if they are relevant to the sequence of material in the examination.
7 Can you repeat the same reason for an assumption in part (c)?	No. You must include a different reason for each assumption.
8 Can you provide more than one exercise for each assumption in part (c)?	You can, but only the first exercise mentioned will be marked.
8 Should you use the exercises as headings in parts (a) and (b)?	Yes. This makes the organisation of your answer clear.
9 Should you use the exercises as headings in part (c)?	No. This can result in repetition of assumptions if they are evident in more than one exercise.

Have you ...	Yes/No
1 Read the rubric carefully?	
2 Looked at all of the material in the extract in detail and quickly done the exercises?	
3 Highlighted the exercises in the rubric which you need to focus on in each part of the task and highlighted these in the material?	
4 Referred to the correct exercises in each part of the task?	
5 Stated which exercise you are referring to in each part of the task?	
6 Discussed each exercise separately in parts (a) and (b)?	
7 Outlined a range of purposes, combinations and assumptions to avoid overlap between them?	
8 Included six purposes in part (a), six combinations in part (b), and six different assumptions in part (c)?	
9 Stated what the target language is in parts (a) and (b)?	
10 Provided purposes which are relevant to the overall purpose of the extract in part (a)?	
11 Been precise in your choice of verbs to describe the purposes in part (a)?	
12 Specified the type of practice in parts (a) and (b)?	
13 Discussed how the exercises in part (b) combine with the exercises in part (a)?	
14 Given assumptions about language learning and not individual exercises or learners in part (c)?	
15 Given a different reason for each assumption in part (c)?	
16 Written your answers to each part in a list?	
17 Started each part of the task on a new page?	
18 Begun each part of the task with the heading <i>Part (a)</i> , <i>Part (b)</i> and <i>Part (c)</i> ?	
19 Numbered the purposes, combinations and assumptions in each part 1-6?	
20 Used the headings of <i>Assumption</i> , <i>Reason</i> , <i>Exercise</i> in part (c).	

10. Paper Two Task 3

Key issues that candidates have with this task are that:

- The candidates lack knowledge of the topic.
- They do not show evidence of experience of teaching in different contexts.
- They repeat the same points.
- They move off topic and discuss how they would deal with the focus in the classroom which was not required in the rubric.
- Some candidates do not make enough breadth points, perhaps because of time problems as they leave the task to the end of the examination.
- They do not provide any depth to the points they make or make vague reference to their experience and observation of learners by writing *I tend to ..* or *In my experience ...* or *In my classes, I always*

Candidates are recommended to:

Rubric:

- Read the rubric very carefully.
- Only provide the information they are asked for about a topic, i.e. keep to the point.

Answering the question:

- Consider the question (where appropriate) from the viewpoints of learners, teachers, institutional requirements, materials, etc. in order to generate a greater range of ideas.
- Return to the rubric while they are writing their answer to make sure that they are on track and not moving away from the rubric.
- Make as many relevant different points as possible, up to a maximum of 15. Candidates are not penalised for outlining more than 15 points because all points are marked by the Examiners but they are capped at 30 marks for breadth (= 2 marks for each valid point).
- Develop the points made, supporting them with rationale based on relevant reference to one or more of the following: specific examples from their own experience; examples from a range of contexts; reference to sources and theories.
- Allow themselves enough time to complete the task as it carries a high number of marks.
- Use bullet points to signpost their answer rather than an essay style response, which often generates a lot of repetition.

Suggested action for centres

- 1 The successful completion of this task is based on the teaching experience of each candidate. In sessions, centres could encourage brainstorming of ideas around topics of the syllabus, e.g. advantages and disadvantages of methodological approaches so that candidates share ideas and learn from each other's experience.
- 2 It is also very productive for candidates to read a comprehensive methodology book which covers a range of topics, e.g. *Learning Teaching*¹ or *The Practice of English Language Teaching*².
- 3 It is useful for centres to train their candidates to spend 10 minutes brainstorming their ideas before they start writing their answer in the examination. This can help to avoid repetition.
- 4 Centres could use the following tasks to check that their candidates understand the requirements of the task and have implemented them in their practice answers:

¹ Scrivener, J. (2011) *Learning Teaching: The Essential Guide to English Language, 3rd Edition*, Macmillan Education

² Harmer, J. (2015) *The Practice of English Language Teaching, Revised 5th edition*, Pearson Longman

Check your knowledge of the requirements for the task	Answer
1 Can you make more than 15 different points?	You can, but it isn't a productive use of time as the maximum number of marks available for breadth is 30, i.e. 2 marks per point.
2 Will you lose marks if you repeat points?	No. Candidates are not penalised for repeating points.
3 Will you lose marks if you make irrelevant points?	No. Candidates are not penalised if they make irrelevant points.
3 Should you refer to different teaching contexts?	Yes. This will allow you to be awarded marks for depth.
4 Should you refer to sources and theories which are relevant to the topic?	Yes. This will allow you to be awarded marks for depth.
5 Should you give examples from your own experience which are relevant to the topic?	Yes. This will allow you to be awarded marks for depth.
6 Should you write your answer using an essay style?	No. It is more efficient to write your answer using bullet points as this means that you can move easily from making one point to making a different one.

Have you ...	Yes/No
1 Read the rubric carefully?	
2 Provided relevant information about the topic?	
3 Made fifteen different points about the topic?	
4 Considered the question from the viewpoint of learners, teachers, institutional requirements, materials?	
5 Returned to the rubric whilst writing your answer to make sure that the points you are making are relevant?	
6 Given relevant examples from your own experience?	
7 Referred to sources and theories which are relevant to the topic?	
8 Referred to different learning contexts?	
9 Spent at least 30 minutes on the task?	
10 Used bullet points to list your points?	
11 Numbered the points that you have made 1-15?	