



**Sample Materials Guide
for Full-Length Specimen Exam of 2013 New Design**

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Introduction

The main purpose of the ECCE 2013 Sample Test Materials and this accompanying guide is to familiarize candidates with the complete design of the Examination for the Certificate of Competency in English (ECCE) administered in 2013 and beyond. It also gives candidates the opportunity to test themselves to see whether their English is at the level required for an actual exam.

Some candidates take the ECCE before they have reached the standard required to pass. We hope that the sample materials will help candidates judge their preparedness for the exam. Candidates who intend to take an ECCE should use this guide to complete the sample test, mark it themselves, and see whether their scores are sufficient for them to attempt the exam itself.

It must be noted, however, that the score received on the sample materials does not guarantee that the same standard will be reached during an actual ECCE administration.

This guide includes instructions on how to take the full-length specimen exam and how to score the sample listening, GVR, writing, and speaking sections, and how to interpret ECCE scores.

While the materials show the style of the ECCE for 2013 and beyond, the materials are also useful for candidates preparing for an earlier administration of the ECCE. The level of achievement needed for passing the exam has not been changed.

Contents of the Sample Materials

Format and Content of the ECCE 2013 administration and subsequent administrations.

Section	Time	Description	Number of Items
Listening	30 minutes	Part 1 (multiple choice) A short recorded conversation is followed by a question. Answer choices are shown as pictures.	30
		Part 2 (multiple choice) Short extended talks on four different topics, each followed by 4 to 6 questions. The questions are printed in the test booklet and time is given before each talk to preview the questions. There are four answer choices for each question. Answer choices are printed in the test booklet.	20
Grammar Vocabulary Reading (GVR)	90 minutes	Grammar (multiple choice) An incomplete sentence is followed by a choice of words or phrases to complete it. Only one choice is grammatically correct.	35
		Vocabulary (multiple choice) An incomplete sentence is followed by a choice of words to complete it. Only one word has the correct meaning in that context.	35
		Reading (multiple choice) A short reading passage on a topic followed by 5 questions (two passages) Four short texts related to each other by topic, followed by 10 questions (two texts)	30
Writing	30 minutes	You read a short excerpt from a newspaper article and then write a letter or essay giving your opinion on the situation or issue you read about.	1 task
Speaking	15 minutes	A structured oral interaction occurs between the candidate and the speaking test examiner. The interaction involves a visual prompt.	4 stages

How to Take the Sample Writing & GVR Sections

It is important to take the sample test under proper test conditions. You should take the test in a place with a table and chair that is quiet and free from distractions. Please allow about three hours of uninterrupted time. Do not take a break between sections.

Additionally, when you take the sample test you should follow these steps.

1. **Gather all the materials:**
 - a. the sample test booklet
 - b. the answer sheet
 - c. access to the listening section audio
 - d. a piece of paper for the writing section
 - e. pencils
 - f. a timing device such as a clock or stopwatch
2. Turn to the general instructions on page 1 of the test booklet and make sure that you understand them. Fill out the answer sheet according to the instructions.
3. Turn to the instructions for Part 1 of the listening section on page 3 of the test booklet. Listen to the instructions and example item. Make sure that you understand the directions. The listening section will take 30 minutes.
4. When you are ready, turn to page 4 of the test booklet and begin listening to Part 1 of the listening section. Mark your answers on the separate answer sheet.
5. After Part 1 of the listening section, listen to the instructions for Part 2 of the listening section on page 11 of the test booklet and make sure you understand them.
6. When instructed, turn to page 12 of the test booklet and begin listening to Part 2 of the listening section. You may take notes in the test booklet. Mark your answers on the separate answer sheet.

7. Turn to the grammar, vocabulary, and reading section instructions on page 17 of the test booklet. Read the instructions and make sure that you understand them.
8. When you are ready, turn to the grammar items on page 18 of the test booklet and begin answering the questions. Mark your answers on the separate answer sheet. Continue on to the vocabulary and reading items.
9. Stop marking your answers after 90 minutes. Do not change any of your answers after 90 minutes.
10. Turn to the writing section on page 31 of the test booklet. Read the instructions carefully and make sure that you understand them. After you have read the instructions, read the article and the two tasks. Choose either Task 1 or Task 2, and then write your letter or essay on a separate piece of paper.
11. After 30 minutes, stop writing. Do not change your letter or essay after the 30 minutes has ended.
12. When you have completed the listening section, the GVR section, and the writing section of the sample materials, you are ready to score those sections.
13. Either before or after you have completed these sections, you should make arrangements for someone to administer the sample speaking test to you. Please refer to the instructions for how to take the speaking test on page 5.
14. To score the four sections of the exam, please refer to Scoring the Sample Test instructions on page 6.

Please note that if you allow yourself longer than the time allocated for each section, you will not get a true picture of your ability.

How to Take the Sample Speaking Section

The sample speaking test prompt included in the ECCE 2013 Sample Materials comes from an actual exam. You can practice the speaking test with a teacher or expert user of English serving as your examiner. You may want to record your speaking test.

The examiner should complete all stages of the speaking test with you. The purpose of the speaking test is to determine how well you communicate your ideas and opinions. The speaking test should take about 10 to 15 minutes.

Stage 1 (2–3 minutes)

- The examiner asks you a few general personal questions about yourself.
- You answer the questions.

Stage 2 (3–4 minutes)

- The examiner then gives you the candidate prompt page to look at. It includes instructions about the problem task and some pictures.
- The examiner uses the other page that includes examiner information and the elaboration questions. The examiner reads aloud the instructions to you.
- Then you should ask the examiner the questions that are printed on your candidate page.
- The examiner answers your questions using the information on his/her page.
- You should listen carefully to the answers. You may ask additional questions.

Stage 3 (1–3 minutes)

- When you are ready to say how you would solve the problem, explain to the examiner what you think he/she should do.
- You are expected to explain why you think your solution is best.
- You are also expected to explain why you did not choose the other possible solution.

Stage 4 (2–4 minutes)

- The examiner asks you further questions that are related to the topic introduced by the prompt. (There are three questions on the examiner's page that the examiner should ask you.)
- The examiner may ask you additional questions about the topic.

After you have finished Stage 4, the speaking test is finished. You are then ready to score the speaking test.

Scoring the Sample Sections

Listening, GVR, and Writing

When you have finished taking the ECCE listening, GVR, and writing sections, you should have a completed answer sheet with one answer per question and a completed letter or essay for the writing section. You now need to score these sections. Please follow the instructions below.

Listening and GVR

1. For each listening and GVR item, you should have only one answer filled in.
2. Compare your answers with the answer key. If your answer matches the answer key then award yourself one point. If your answer does not match the answer key, do not award yourself a point.
3. Add up all of your correct answers in the listening section. Add up all your correct scores in the GVR section on the answer sheet. These are your scores on the listening and GVR sections.
4. Read the Interpreting Your Scores section of this guide for an explanation of what your sample listening and GVR scores mean.

Writing

1. This guide includes the ECCE Writing Score Levels (Appendix 2) and ten sample responses (Appendix 3). There are examples of letters and essays for each level of the ECCE writing scale.
2. Read your response (letter or essay) and then read each of the example responses and the comments that accompany them.
3. Compare your letter or essay to the samples and decide which sample is the closest to yours.
4. The score of the sample which is closest to yours is your score for the writing section. You should ask a teacher to review your writing and to confirm that you have chosen the right score.
5. Read the Interpreting Your Scores section of this guide for an explanation of what your writing score means.

Speaking

When you have been able to take the sample speaking test, you need to rate your speaking. Please follow the instructions below.

1. This guide includes the ECCE Speaking Score Levels (Appendix 1). Five levels of ability are described on the chart. The main feature to consider is your effectiveness at communicating what you want to say. This is determined by your linguistic range and control and your delivery (rate of speech and pronunciation).
2. You should read the descriptions of the different levels and decide which level best describes your speaking on the ECCE speaking test. If you recorded your test, you should listen to yourself speaking. The person who administered the speaking test to you may be able to help you decide which level best describes your ability.
3. When deciding on your level, only consider how well you spoke in stages 2, 3, and 4—particularly Stage 4. Stage 1 should not be used to determine your score.
4. Read the Interpreting Your Scores section of this guide for an explanation of what your speaking score means.

Interpreting Your Scores

When the ECCE is taken under examination conditions, the listening section and the grammar, vocabulary, reading (GVR) section are scored by computer using Item Response Theory (IRT). This method ensures that the ability required to pass a section, or to receive a high score, remains the same from year to year. IRT scores are not the same as number-right scores, but there is very high correlation between number of correct answers provided and the IRT scores.

The ECCE writing section and the speaking section are scored by trained raters using criteria determined by Cambridge Michigan Language Assessments.

Listening Section

Scores 38 and above: If you have strictly followed the instructions for taking the sample test, you are likely to pass the listening section of the ECCE under examination conditions.

Scores 32–37: You have a chance of passing the listening section of the ECCE under examination conditions but you may benefit from more lessons or more practice before you register for the examination.

Scores 31 and below: You are unlikely to pass the listening section of the ECCE under examination conditions and should spend more time improving your English before taking the examination.

Grammar, Vocabulary, and Reading (GVR) Section

Scores 65 and above: If you have strictly followed the instructions for taking the sample test, you are likely to pass the GVR section of the ECCE under examination conditions.

Scores 60–64: You have a chance of passing the GVR section of the ECCE under examination conditions but you may benefit from more lessons or more practice before you register for the examination.

Scores 59 and below: You are unlikely to pass the GVR section of the ECCE under examination conditions and should spend more time improving your English before taking the examination.

Writing Section

If you have strictly followed the instructions for taking the sample test and your writing meets the criteria of at least a C on the ECCE Writing Score Levels, then you have a chance of passing the ECCE writing section under examination conditions. If your writing meets the criteria of at least a B on the ECCE Writing Score Levels, then you are likely to pass the writing section under examination conditions.

Speaking Section

The teacher or expert user of English who conducted your sample speaking test for you may be able to help you evaluate your competence in spoken English using the criteria of ECCE Speaking Score Levels. If you have followed the instructions for taking the sample speaking test and your speaking meets the criteria of at least a C on the ECCE Speaking Score Levels, then you have a chance of passing the ECCE speaking section under examination conditions. If your speaking meets the criteria of at least a B, then you are likely to pass the speaking section of the ECCE under examination conditions.

Passing the ECCE Overall

ECCE section scores on actual exams are reported in five bands or levels ranging from High Pass (HP) to Fail (F). The following chart shows how these are reported. The writing and speaking column shows the level scores from A to E. The Listening and GVR column shows the scaled scores based on IRT scoring ranging from 0–1000.

ECCE Five Levels of Performance		
	Listening & GVR	Writing & Speaking
High Pass (HP)	840–1000	A
Pass (P)	750–835	B
Low Pass (LP)	650–745	C
Borderline Fail (BF)	610–645	D
Fail (F)	0–605	E

Candidates who pass three sections with a Low Pass (LP) or higher and receive no less than a Borderline Fail (BF) in one section are awarded an ECCE certificate.

Look at all your scores on the sample test sections.

- If your score is B or higher on the speaking and writing sections and 38 or above on the listening section and 65 or above on the GVR section, you are likely to pass the ECCE under exam conditions.
- If your score is C or higher on the speaking and writing sections and 32 or higher on the listening section and 60 or higher on the GVR section, you have a chance at passing the ECCE under exam conditions.

If you are able to meet the passing standards on the sample test, then you are probably ready to take the ECCE.

Important Points to Note

1. Although the sample materials are designed to be similar in difficulty to the ECCE and will give you a reasonable idea of how you should expect to score on the exam, there is no guarantee that your score on the sample materials will be the same as the score you receive when you take the ECCE.
2. The writing section and speaking section scores you receive when you take an ECCE under examination conditions are determined by raters trained and certified according to standards established by Cambridge Michigan Language Assessments. It is possible that when you review your own writing and speaking performance, the scores assigned might be different from those that would have been assigned by certified raters and examiners.

Appendix 1: ECCE Speaking Score Levels

ECCE Speaking Score Levels	
A	<ul style="list-style-type: none"> Communicates ideas and viewpoint comprehensibly and is able to include details (including complex ones) to support those ideas. Is an independent speaker in interactions, not relying on the other person to clarify or support him/her; can understand speech at a normal pace. Is a highly interactive participant who may still have minor errors in grammar, but these do not interfere with effective communication; has enough vocabulary to convey ideas even though there may still be some imprecision in the way the words are used; expresses ideas smoothly. Speaks at a reasonable rate; pronunciation rarely creates misunderstandings.
B	<ul style="list-style-type: none"> Communicates ideas and viewpoint comprehensibly and includes supporting details for ideas. Is an independent speaker in interactions who usually does not need clarification or support; can understand speech at a normal pace. Is an active participant who has errors in grammar or misuse of vocabulary, and while these create awkwardness, they often don't lead to misunderstandings. Speaks at a reasonable rate; usually pronunciation does not create misunderstandings.
C	<ul style="list-style-type: none"> Communicates ideas and viewpoint comprehensibly, though may struggle a bit to communicate these ideas, and the ideas shared may not have many supporting details. Is an independent speaker in interactions, though the other person may occasionally have to summarize or clarify ideas that are expressed at length; is able to understand speech at a normal pace but may need to clarify the details of ideas shared. Is an active participant who remains generally comprehensible, in spite of errors in grammar and vocabulary and awkwardness of expression. Speaks at a reasonable rate; usually pronunciation does not create misunderstandings.
D	<ul style="list-style-type: none"> Generally communicates ideas, but details are difficult to express clearly. Is often not independent in an interaction and relies on the other person for interpretation, restatement of ideas, and clarification; may have difficulty at times understanding speech. Is a somewhat interactive participant who is able to use basic grammar and vocabulary to communicate. Sometimes speaks at a reasonable rate, but sometimes speaks much more slowly; pronunciation may need to be clarified.
E	<ul style="list-style-type: none"> Communicating ideas can take time; often has difficulty in expressing his/her ideas. Is rarely independent in an interaction, relying on the other person to provide clarification and support; has difficulty understanding speech even when it is slowed or simplified. Is not an interactive participant and has such a high number of errors in grammar and vocabulary that s/he is difficult to understand. Speaks slowly and pronunciation can interfere in being understood.

Appendix 2: ECCE Writing Score Levels

ECCE Writing Score Levels	
A	<ul style="list-style-type: none"> • Writes an essay or letter that is richly developed with original supporting details. • Organizes ideas smoothly and effectively, using a variety of cohesive devices. • Uses a broad range of grammatical structures and vocabulary appropriately and accurately; any errors are infrequent and not distracting. • Writes appropriately for audience, purpose, and task, creating a very positive effect on the reader.
B	<ul style="list-style-type: none"> • Writes an essay or letter that is well developed with appropriate supporting details. • Organizes ideas clearly and appropriately, using transition markers effectively. • Uses a good range of simple and complex structures and shows control of vocabulary; occasional errors may be present. • Writes appropriately for audience, purpose, and task, creating a positive effect on the reader.
C	<ul style="list-style-type: none"> • Writes an essay or letter that is adequately developed with supporting details, though may rely on the prompt for content. • Organizes ideas adequately, using standard connectors appropriately though perhaps mechanically. • Uses an adequate range of grammatical structures and vocabulary; errors do not interfere with comprehension. • Writes adequately for audience, purpose, and task, accomplishing communicative goals.
D	<ul style="list-style-type: none"> • Writes an essay or letter that is inadequately developed; content may be limited, irrelevant, or copied from the prompt. • Organizes ideas simply with minimal or unsuccessful connection. • Makes frequent grammar and vocabulary errors that interfere with comprehension. • Writes with inconsistent appropriacy for audience, purpose, and task, possibly creating a negative effect on the reader.
E	<ul style="list-style-type: none"> • Writes an essay or letter that is poorly developed; content may be irrelevant or copied from the prompt. • Does not order or connect ideas clearly. • Uses very limited structures and vocabulary, with frequent and basic errors that cause significant confusion. • Has inadequate language to fulfill the communicative task.

Appendix 3: Writing Section Sample Responses

On the following pages are ten sample ECCE writing section essays and their scores. Each sample includes examiner comments about the score.

The City Times

Teenage Actor Quits

Fourteen-year-old movie star Jane Maine announced yesterday that she has decided not to continue her acting career. She has appeared in ten movies since she began acting at age seven. She wants to return to her hometown and be just a normal teenager. Many of her fans are shocked at her decision.

Samples 1 through 5 are responses to the letter-writing task:

Letter

Write a letter to Jane explaining what you think of her decision. Do you think she is making the right choice? Why or why not? Begin your letter, "Dear Jane."

Samples 6 through 10 are responses to the essay-writing task:

Essay

Do you think that parents should allow their children to become child actors? Why or why not? Explain your opinion, giving specific reasons to support your view.

Dear Jane,

I'm writing with regards to the short article about your decision to quit the showbusiness witch was published in *The City Times*.

I must say that I got a little bit shock. I considered that your career was so great and that you also enjoyed it. Of course I've seen all of your movies.

In fact thay had a big influane on me.

These are moments that I feel like we have grown up together.

However, I really respect your decision. It must have been dificult for you to lead a life of a moviestar which probably means not having real friends not having time and oportunity to play or going to normal school and generely being an ordinary child.

On the other hand you must have a great benefit of such a life too. I can see many adventages of being famous and rich. You had the oportunity to travel, to meet famous peole and to see how the glamorous way of life is. All the other children, including me, we could have let such a life only in our imagination.

On the contrary, as I'm thinking about it now, it must be very tiering and annoying for a long time.

Anaway, as I said at the beginnig of this letter, I respet and support your dicision even if it upset me a little.

Maybe you will come back some day.

I'm looking forward to hearing news for you some day.

With love, x

Examiner Comments on Sample 1

The topic is richly developed and the letter is composed in a very personal and communicative way. There is a clear sense of audience and the register of the writing is appropriate to a personal letter (*There are moments that I feel like we have grown up together*). The letter addresses both sides of the prompt topic with the thesis remaining cohesive. The language used is not perfect;

there are some grammar and spelling errors, but the errors are infrequent and not distracting.

Overall, this letter deserves a score of A because of the sophisticated development and generally appropriate language used by the writer. Although there are some spelling mistakes, these do not interfere with reader understanding.

Dear Jane,

I'm a 15-year-old girl and I decided to express my opinion about your last decision. I really believe that it was a good choice.

First of all, I believe that every girl in our age wants to be a normal teenager and not to take care only of her publicity. I can understand you because you wanted to act as a normal teenager. Moreover, I think that you will be a better student at school because you will have more time to study your homeworks.

Secondly, I think that you will have more time to be with your friends, have walks and maybe you want to start a hobby. You won't need to go to the movies all the time. I'm sure that you will feel like a normal teenager.

Finally, I believe that these were things and actions that you wanted to do as a teenager and if you want you could start a new career as an actor if you are an adult. I'm sure that you will have a great future.

Your faithfully,

X

Examiner Comments on Sample 2

This is an example of a relatively weak B-level response. The thesis of the letter is clearly stated and consistently supported. The content is not as richly developed as it could be, but the response is directly relevant to the prompt. The letter is well organized and very easy to follow. Although there are quite a few minor language errors (*every girl in our age; study your homeworks*), they are not distracting and do not interfere with meaning. Syntax control is strong, even in complex sentences.

Overall, this response was awarded a B because of the clear thesis, consistent and relevant support, and strong control over syntax. The response is not an A because there are several minor language errors and there is not a broad range of vocabulary displayed. Although the content is all relevant to the prompt, it is not as richly developed as in responses scored a level higher.

Dear Jane,

I am writing to express my opinion about your decision which you have taken.

Fist of all, all the people know that you are a great actor and that you have started your career at age seven. You have a lot of fans in all over the world and when they learned about your decision they were disappointed. We all know you from the movies which you have done.

Secondly, many people understand you for your decision, because you are only a fourteen-year-old child and you want to live your life without photographs magazines and paparatzis. Well, my opinion is that you did the right for your life to finish your career in this age, we all need to live like a normal teenager without being famous in the school and everyone saying you to give him an autograph. You must do the right for your life.

In conclusion, anyone can tell what to do about you best. And if you grow up for some years more and to be an adult, then you will contineue your career with actor. And you will maybe take an oscar when you be a greate actor.

Examiner Comments on Sample 3

The letter is adequately developed and relevant to the prompt. It is comprehensible after a first reading, which is typical of a response that is awarded a C. However, the response takes a while to develop a clear thesis and there are several distracting language errors (*my opinion is that you did the right for your life to finish your career in this age; anyone can tell what to do about you best*). The response loses syntactic control in the second half, making the reader work a little harder to follow the development of ideas.

Overall, this is not a D because meaning is comprehensible after a single reading, the topic is adequately developed, and it accomplishes its communicative goals. However, it is not a B because of the inconsistent linguistic control and the increasing number of distracting errors later in the response.

Dear Jane:

How are you? Probably you are happy in this moment, but it is the correct desicion? OK we don't know what it's the fact for your chose, we don't know if your pasion it's the movie or the medicine.

When you was a child all the world fall down, because your friends were playing in their houses and you... making a commercial or a movie, later when the money start to change you mind about this world, was the right moment to decide, what was more important your family, your friends, your pets, the school, your parents? or the good life. When you have the idea to do something with conviction this attempt it's a great chance for check if this desicion will change your life forever: But now you are a Teenager and maybe you don't know what do you want.

You are the prospect of a lot of people, they want to be exactly like you, in your acting career and later of 10 movies it's normal that you want to quit, because you can't see your friends or maybe go to the school as a comun teenager.

We want you near us, but if you think that it's the best way for you and your family, do it;

We will wait you with our arms open when you were ready and fulling us of smiles our faces again. We will miss you come back soon. Your fans.

Examiner Comments on Sample 4

While the letter is reasonably long, frequent vocabulary and grammar errors limit the effective communication of the ideas of the writer. Although the general ideas are apparent, more specific details are often conveyed rather unsuccessfully (*all the world fall down; the prospect of a lot of people; full of smiles our faces again*). There is

only a minimal sense of structure or organization to the writing. It is not an E because most basic ideas can be identified, and it is not a C because the grammar and vocabulary errors cause confusion for the reader.

Dear Jane

I am writing to you after I saw the letter was published in the local newspaper the other day about she wants to return to her hometown and be just a normal teenager, as I would really like to express my opinion about it.

First of all, I would to say the stop career, and continue career what she had many fans and want the peoples. And for she had fans will very beautiful the working.

Finally, I would have been I hope in advance into consideration for taking about it.

Yoursfaifully

x

Examiner Comments on Sample 5

The language in the opening paragraph is generally accurate, but it is not original. It is a combination of rehearsed sentences and language copied directly from the prompt topic. In the second paragraph, which appears to be original language produced by the writer, there is no clear connection of ideas or evidence of control of basic English syntax. Limitations in structure

and vocabulary cause considerable confusion for the reader, which is typical of a response receiving an E.

Overall, this is an E because the only original language in the response is very confusing. The writer has inadequate language to fulfill the communicative task.

Nowadays, the number of child actors is rapidly increasing. This happens because in today's society people care only about how to make money. Some people believe that parents should let their children decide what to do. In my opinion, parents should prevent young children from acting.

First of all, a child between 6-16 years old isn't old enough to make the right decision. Of course, an adolescent would like to appear in television or in magazines but he isn't aware of the difficulties and the dangers that he may face in the future. Furthermore, if a child acted for a living, he wouldn't be able to keep up with his studies... Consequently he might not take a degree. Moreover, when the child grows up he would probably change his mind or he would lose his popularity. However, he won't be able to find another job.

Although parents shouldn't let their children act for a living they can encourage them to join a group. A talented child who has tremendous potential can take part in the drama club at school or at theater. In this way, he would be able to fulfil his ambition when he is old enough to decide what is best for him.

Therefore, we should all follow our dreams but there's no point in being in hurry. We should be patient and careful because life is full of dangers. That's why we shouldn't be in favor of child actors.

Examiner Comments on Sample 6

This essay is very well developed with extensive supporting detail. The writing is almost error free. Communicative goals are particularly well achieved with this response as the writer is able to incorporate a hypothetical person's opinion into the essay (*Of course, an adolescent would like to . . .*) and to use modals to indicate that some points are not universally true (*he*

might not take a degree . . . would probably change his mind). A broad range of vocabulary words and phrases are appropriately used to convey precise meaning (*old enough; for a living; tremendous potential*).

Overall this has been awarded an A because of its sophisticated development and accurate use of grammar and vocabulary.

First of all, children deserve to live their age. When children work, they lose a lot of options that they have living as normal children.

I think parents should realize that when children become child actors, they are not allowed to do different activities like going to schools, or more simple than that, to have some fun with them in a park or public places. On the other hand, their life becomes a little difficult having a lot of unknown people surrounding them, asking them questions, taking some photographs, so I definitely disagree.

As a conclusion, children need to be children and they need to grow up in a normal environment without all those responsibilities that actors have and without all the pressure that this job implies. Let them enjoy their childhood, let them share with other children of their same age and assume just the responsibilities that correspond to their age.

Examiner Comments on Sample 7

Although topic development and organization are just adequate, the language used is strong grammatically. It is both complex and quite accurate. For example, the first sentence of the second paragraph contains a main clause (*I think . . .*) with two dependent clauses (*parents should realize that* and *when children become child actors . . .*) nested inside one another. Similarly, in the second to last sentence, *without . . . implies* is a complex prepositional phrase that modifies *a normal environment*. The writer's ability to control these types of sentences

is particularly impressive. Only a few errors are present in the essay, and although the opening sentence is distracting, the errors are not sufficiently serious to bring this response below a B rating.

This response is rated as a B because of the complexity of the language. It is not an A because there is insufficient topic development and ideas are not very effectively organized, and it is not a C because the complexity and accuracy of the language is quite good.

Many people believe that parent should not allow to their children to become actors from very young age. Some other people believe the opposing idea. There are many reasons for both.

On the one hand, children lose their friends because they have to live to another city like Hollywood. In addition, they have not enough time to play sport or something else because they must go to the play the role on the film. Additionally, they do not have enough time for studying because they must go for photographing like little actor magazine. Furthermore, they have not enough time for sleep or see their parents because they must go to parties for promotion of film.

On the other hand, parents like the fact that their children play on TV because in this way become famous and popular family. In addition, if parents need money, permit them to play on a film. Additionally, parents like to see reporters in their house because they believe that they are famous.

In conclusion, it is better to leave the children to do anything they want because somethings are better for them. In my opinion, children should not play on film because it should better play with their friends.

Examiner Comments on Sample 8

This essay is adequately developed. While some salient errors are present, none cause significant confusion for the reader. Although organization is simple (i.e., disadvantages followed by advantages, introduced with *on the one hand/on the other hand*) the content itself is relatively strong. The essay provides concrete examples of how being a movie star could be challenging for a child, as well as a couple of reasons why parents might want their child to be a star.

Although this response is not a strong C linguistically, it is better organized than a D-level response. After a single reading the thesis is comprehensible and shows use of supporting examples, which allows the essay to achieve its communicative goals.

The parents are the most important part in a family that's why they help to form the future of their children. Nowadays we can see a lot of child actors but in some cases ones of them want to work on this kind of job.

I consider that is a good idea that the parents help their children to work on TV but only if the children want, because is a very difficult job, but if its the dream of their is amazing that they can do it. Some parents only want that their sons work on TV because they can received a lot of money or they can be famous, but who work a lot is the child. I think that if the child want to be an actor the parents should help him, because he can continue with the school and at the same time work on TV, when the child want to do that he works more, I listened a lot of casses about child actors, that they work on TV but with some conditions from their parents, like they need to continue with the school and a normal life. If we can help that our children come true their dreams we should do it. Because in the future they can get more skills on TV or only see the real life about famous people, is not easy be an actrees or actor, they need to work a lot of hours.

The most important thing is respect the decisions of the children, if the want to be a famous actors or not.

Examiner Comments on Sample 9

This essay which was scored D is longer than an average D-level response but it is not well organized. The response does not take a clear position on the topic. The thesis is vague and the supporting examples have minimal connection. Therefore, the essay is difficult to follow. There are several lengthy sentences, which are ambitious, but do not communicate effectively. The result is a response that needs reading more than once before an understanding of the writer's intentions can be achieved.

Overall, this is a D because of the unsuccessful connection of ideas in the response. A reader has to work to reformulate what the writer wanted to say. A C-level essay is comprehensible after an initial reading.

Every child from young you have dreams, and she have to became realy. The parent must leave child to become actor because is else where to love and with this will very happy.

So child do they have talent. She will too taken a lot of money, it will comes opportunity to travel the foreign countries and espesially if it like the travel. That are the good a job.

There are and bad in the jobs for example that he is when the older and they do family will to leave only for he goes the work.

And the end noe that is young she must finish in the school, and after she gone a Dramatically schole and to follow her dreams to become a good actor, a new star in TV and cinema.

Examiner Comments on Sample 10

This essay is an E. The sentences in the response do not really make sense. It is almost impossible for the reader to understand what the writer is saying. This is probably due to the writer's limited linguistic resources. The response does not indicate adequate knowledge or control over English syntax or sufficient vocabulary to complete the task.