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B2

Annotated responses

This document can be used for exam preparation for Skills for English: SELT or Skills for English: Global at B2 level.

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Introduction

About Skills for English

In a Skills for English test, test takers can show their knowledge of the English language for a range of purposes, including working, studying or living in an English-speaking country. The test is available in 6 levels, from A1 (Basic user) to C2 (Proficient user). The qualification is assured by the Scottish Qualifications Authority (SQA), an international leader in education and qualifications development, and powered by PSI, a global leader in workforce solutions with over 75 years' experience delivering testing programmes to help people achieve success in their academic, personal and work lives.

The one-session test is entirely computer based, and booking is simple with a choice of delivery channels and locations. Reading and Listening tests are automatically marked during the test session; Speaking and Writing tests are marked by trained and qualified examiners after test takers have finished the test.

What is the difference between Skills for English: SELT and Skills for English: Global?

Skills for English: SELT is a Secure English Language Test approved by the UK Home Office for UK visa purposes. Test takers take the level they need for their required visa. Skills for English: SELT is available to book in our network of test centres in over 130 countries.

Skills for English: Global is ideal for academic applications or professional development. Test takers can take the test in a test centre, or on their laptop or computer at home using our secure online proctoring.

About the B2 test

Tests at B2 level are made up of 4 separate tests: Speaking, Listening, Reading and Writing.

The result for the B2 test is simple: Pass, Pass with Merit or Fail for each test and overall.

Test takers must receive a Pass in all 4 tests to achieve an overall result of Pass.

Test takers must receive a Pass with Merit in all 4 tests to achieve an overall result of Pass with Merit.

How to use this document

This document can be used to help test takers prepare for the Skills for English (SELT and Global) Speaking AND Writing tests at B2 level. It includes a sample of a B2 Speaking test with transcripts showing examples of test taker responses to each question. It also includes samples of writing responses. The test taker responses have comments from senior examiners to explain how each test taker performed. You can see the kind of

questions and tasks that test takers can expect at B2 level, but please remember that in the actual test they may be asked about other topics.

These sample questions are taken from Practice Test 2, which is available on our website as an online practice test and a downloadable pdf:

<https://skillsforenglish.com/test/selt/selt-practice-tests/>

The B2 Speaking Test

There are 3 parts to the Speaking test.

In Part 1, test takers will answer questions about themselves (not assessed).

In Part 2, test takers will answer questions on 2 topics.

In Part 3, test takers will talk about prompts set around a specific scenario or role card, such as giving advice to a friend.

There is no live interlocutor or examiner present; the computer delivers the questions as pre-recorded audio clips and the test taker's answers are recorded.

Examiners listen to the test takers' performance in both Parts 2 and 3 and allocate a mark based on their whole performance across both parts of the test.

Test takers are permitted to take notes during the Speaking test.

B2 Speaking sample test and performances

Overall comment about test takers' performances

Test taker A:
In the responses below, test taker A does not provide sufficient evidence of B2 language. See responses and comments from senior examiners for more information.
Test taker B:
In the responses below, test taker B is an example of a good B2 test taker. See responses and comments from senior examiners for more information.
Test taker C:
In the responses below, test taker C is an example of a strong B2 test taker. See responses and comments from senior examiners for more information.

B2 Speaking: Part 1

In Part 1, there are 5 questions about the test taker. These 5 questions are the same for all levels (A1 to C2).

In Part 1, the test taker responses are recorded but not assessed. Part 1 transcripts are not included in this document.

The questions in Part 1 are as follows:

1. What is your name?
2. Can you spell your first name, please?
3. Where are you from?
4. What is your date of birth?
5. What do you do?

B2 Speaking: Part 2

In Part 2 there are questions about 2 topics. Test takers will answer 5 questions about each topic. For each topic, test takers have 30 seconds to answer questions 1-4 and 40 seconds to answer question 5. Test taker responses are recorded. Test takers will hear each question once, followed by a beep.

TEST TAKER TIP: Practise discussing your thoughts and feelings on topics, describing your hopes and dreams, and giving and explaining your opinions, as well as talking about your daily life and matters of general interest.

Questions and Responses: Films

Note: the words in the blue boxes are recorded instructions the test taker hears.

Now I am going to ask you some questions about films. Remember to answer the questions after each beep. You will hear each question once. You will have up to 40 seconds to answer each question.

1. Tell me about a film you have seen recently.

Test taker A:

I wash [watch] film with my family at weekend.

Test taker B:

Last night I watched a film very good called "Flight" with Denzel Washington. I think he is a very good actor, and the story was very interesting. I watched the film in English and I didn't understand everything but I understood most. I think you like this film very much.

Test taker C:

Unfortunately, I don't have the time to relax and watch a film very often. I have young kids, so it's mostly Disney movies on in the background in our household. Last weekend it was raining and I settled down with the children to watch an animated movie called "Sing". It was actually really good. Even though they were cartoon animals, the characters were really well developed, and the music was great.

2. What aspects of a film are likely to make it popular? Why?

Test taker A:

My favourite films are the romantic story films.

Test taker B:

Ummm ... if a film has a famous star, like I said Denzel Washington, I think more people will watch. And people listen their friends if they say a film is good and then they go to watch it. If a film receives some awards, that is also make it popular. And a good music helps too ... if people like the songs.

Test taker C:

Usually if there is a big star playing the main character in a movie, that guarantees its success, because when a fan really likes an actor, they are likely to watch all the movies they make. If a film has a big budget, it is more likely to be successful because it could have amazing special effects or be filmed in a really exotic location. And clever advertising and publicity can also lead to a film being popular, whether that's a paid campaign or something going viral on social media.

3. Have your tastes in films changed over the years? Explain your answer.

Test taker A:

I do not understand question.

Test taker B:

Sometimes I watch the same kind of films now like I always watched. Even I am adult now, I still like watching Disney movies because they make me feel happy. Of course, I watch some other films now that I wasn't allowed watch when I was child, like action movies or I really like some science fiction films about what will happen in the future.

Test taker C:

I used to be a massive fan of horror movies when I was a teenager, but I can't stand them now that I am an adult. I find the scripts very poorly written, and if I watch something scary now, I always have nightmares afterwards. Other than that, I have pretty much the same taste in films but, like I said before, I don't have enough time these days to watch as many movies as I would like.

4. What are the advantages of watching films at the cinema instead of at home?

Test taker A:
I like watching films at the cinematic and is fun.
Test taker B:
I don't like going to the cinema because is expensive and people always talk in the middle of the film and eat their popcorn too noisy. I have big television in my house and I love watching movies at home very loud and with very big screen. Some people prefer going to the cinema, but I think more advantages watching films at home if you have a good, big television.
Test taker C:
If you go to the cinema, it is like a special experience. You look forward to the movie and spending time with your friends, and you buy loads of snacks and actually turn your phone off. Obviously the screen is much bigger, the sound is much louder and there are no commercials in the middle. So, it's more impressive and enjoyable than just watching a film at home on television or on your laptop.

5. Do you think governments should support national film industries? Explain your answer.

Test taker A:
Sorry, I do not understand question.
Test taker B:
I think some countries produce much better films that other countries because they have more famous actors and more history with cinema. Some countries are not very famous with their films and the film industry.
Test taker C:
I think national film industries are important as a way to create jobs and to represent a country or a culture, but I don't think that supporting the industry should be a government priority. There are many other more urgent things that most governments need to spend money on, like healthcare and education. I would like to see famous wealthy actors donating more money to countries who are underrepresented in the film industry.

Questions and Responses: Advertising

Now I am going to ask you about advertising. Remember to answer the questions after each beep.

1. Tell me about an advertisement that has made an impression on you.

Test taker A:

I do not watch some adverts and ... I do not watch television sometimes.

Test taker B:

I don't really pay very much attention to the adverts. When the adverts arrive on the tv, I usually leave to make coffee or go to the bathroom. But sometimes I like adverts that make me laugh.

Test taker C:

I saw an advert recently that I thought was exceptional. I think it was for a bank, and the advert showed a young girl pushing herself to learn to ride a bike. She kept falling, but then she kept getting back up again and giving it another go. The music in the background was really emotional, and it brought back vivid memories of my childhood.

2. To what extent does advertising affect how you decide what products to buy? Why?

Test taker A:

Advertising is in all the global very big and some people like the adverts.

Test taker B:

Every time I see an advert for food, I feel hungry so I go to look for some food in the fridge but that is not mean buying anything new. Sometimes if there is an advert for pizza on the television, I order a pizza from this company online. Otherwise, I do not really feel affected by the adverts.

Test taker C:

I'd like to think that advertising doesn't have a tremendous effect on my decisions. I mean, I hardly ever buy something just because I have seen it being promoted on television or social media. I usually rely more on online reviews or recommendations from people I know.

3. If you were working in advertising, how would you promote an expensive product like a new car?

Test taker A:
If I work in advertising, I sell my car ... very expensive and make much monies.
Test taker B:
I don't think I would like to work with advertising because I am honest person and I don't want to lie people about the product if I am trying to sell. People don't needs expensive cars because they are bad for the planet, so I do not want this job.
Test taker C:
If you work in advertising and it is your job to sell luxury products, I think the most important consideration is to know your target audience and advertise on the kind of platforms they would use regularly. You need to promote not just the product, but the lifestyle that comes with it, so the expensive car would be seen driving through stunning scenery with beautiful passengers on board.

4. How has social media changed the ways in which businesses advertise their products? Explain your answer.

Test taker A:
Not everybody seeings social media ... and for to see the adverts.
Test taker B:
Lots of companies advertise on social media these days because a lot of people look social media all the time. You can click on the advert from social medias and buy the product straightaway making very easy to spend money and the companies they like that.
Test taker C:
Social media has changed the way companies advertise their products or services significantly. They are now able to target specific groups, for example by age or location, much more effectively. Also, the rise of the social media influencer has meant that many companies don't even have to pay advertising agencies these days – they just give away free products to these people who have lots of people following them, and then get the advertising done for them.

5. Do you think it's important to have laws to control advertising? Why?

Test taker A:
I do not understand question.

Test taker B:

There should be some laws for advertising because we do not want the companies they lie to us about the products they want to sell. So, there should be some control. Also, we do not want to see some bad things on the adverts like fighting and violence, and especially we don't want our childrens to see something like that, or swearing or behaving badly with the other people.

Test taker C:

I think it's very important to have these kinds of laws in place, and I don't think enough is currently being done to control advertising, especially on social media. There are a lot of scam companies out there who keep getting away with ripping people off, and they should be banned. I also think there should be stricter laws around advertisements that children see, and adverts for processed food and unhealthy snacks should not be allowed during kids' tv shows.

Comments

Test taker A:

This test taker is unable to understand three questions. When they do understand the question, they tend to give short answers, although occasionally 'and' is used to add a little extra information. In general, their answers are not wholly relevant to the questions. For example, when asked to talk about a film they have seen, the test talks about when they watch films.

Their grammar is accurate when using simple language, for example: *my favourite films are..., I like watching films*. However, this test taker rarely uses complex structures and when they do, these are always inaccurate, for example, *If I work in advertising, I sell my car* (If I worked / was working in advertising, I would sell my car). At times, grammar mistakes make it difficult to understand what they are trying to say, for example, *Not everybody seeings social media ... and for to see the adverts*.

Their vocabulary is basic and they frequently choose the wrong word, this also makes it difficult to understand what they want to say, for example, *Advertising is in all the global very big*.

Test taker B:

In general, the test taker answers the questions with relevant information and ideas. They often give extra information, for example, when they are asked about what aspects of a film make it popular, they suggest four different aspects. They also show that they can use linking expressions effectively, for example, *otherwise, because, so, especially*. Some answers are not wholly relevant, for example, when they are asked

about the advantages of watching films at the cinema, they talk about the advantages of watching films at home.

In general, the test taker shows good control of grammar and some ability to use complex grammar. For example, the first part of this statement is mostly correct: *I don't think I would like to work with advertising because I am (an) honest person*. However, the second part contains mistakes: *and I don't want to lie people about the product if I am trying to sell* (and I wouldn't want to lie to people if I was trying to sell one...). They sometimes make some mistakes with simple grammar: *I think you like this film...* (I think you will...), *that is also make it popular* (that also makes it popular).

The test taker uses simple vocabulary with a good degree of accuracy. They also show that they can use some less common words and expressions correctly, for example, *famous star, receives some awards, produce films, make me laugh, bad for the planet*.

Test taker C:

The test taker addresses all questions appropriately and fully, and they provide a lot of extra details. They link their ideas fluently using a range of natural expressions, for example, *other than that, like I said before, obviously, I'd like to think that*.

They show good control of grammar and use complex sentences successfully, for example, *If a film has a big budget, it is more likely to be successful...* (first conditional), *I hardly ever buy something just because I have seen it being promoted on television or social media* (present simple / present perfect / passive).

The test taker displays a wide range of vocabulary and uses a number of collocations and less common expressions, for example, *big budget, exotic location, poorly written (scripts), countries who are underrepresented, giving it another go*.

B2 Speaking: Part 3

In Part 3, the test taker will talk about a subject on a role card. The words on the role card will help them.

They can say more things if they like but they must say something about each point on the role card.

They have 1 minute to look at the role card before they start speaking, then they will have up to 5 minutes to respond. Test taker responses are recorded.

TEST TAKER TIP: Read, think about and discuss topics of general interest in English. Practise talking about concrete and abstract issues and giving advice.

Task

Role Card: Explaining to a friend your opinion about working in groups

- Talk about some different situations in which people need to work in groups.
- Explain the benefits of working in a group.
- Describe the role technology can play in group work.
- Talk about some problems people can have when working in groups.
- Suggest ways a group leader can help to make group work more effective.

Responses

Test taker A:

If sometimes peoples work together in groups, they will be more [unclear word] at the work or the school. Working like this good to meet other peoples, but sometimes bad. Maybe argumentation and some harms is coming. Then want work alone because work in group not so good and ... not so good feeling together. Some people like. Some peoples doesn't like. [45 seconds]

Test taker B:

There are lots of different situations when you have to work in a group. For example, I work in a restaurant and everybody does their own job but they also need to work together, The cooks needs to communicate with the waiters, and the

cleaner needs to work together with everybody, so that all the people are doing their job properly. Sometimes you also need to work in a group for your studying.

Working together in a group can be good because we can have fun together. Sometimes we can do things like a group that we would be impossible to do just us by ourselves. You can learn with the others. You can help the others.

Technology is important today in every part of our life. We can use technology to work together better. We can keep in touch easy with emails, for example, and we can use some machines to make our work more easy. We can do things with technology that we couldn't do in the past, in my opinion.

Some people they don't get on well together if they are working together and maybe they have some arguments. Some people they cannot go to the places to meet the other people so they do not do the things they should do in their group. Some people they are shy and they don't like talking to other people. They prefer to work not in a group.

Group leader needs to bring together the different personality types and make sure everyone is working okay together. They should lead with example of what to do and make sure there is no arguments and fighting with some people in the group. Group leader should make everyone happy in the group. [2 minutes 30 seconds]

Test taker C:

Being able to work well in groups is an important skill to have, as you may often find yourself in this situation, whether it's when you are working, studying or enjoying leisure time. Group projects are common at school and university, and this prepares you for the world of work where you often have to work as part of a wider team to achieve objectives and reach deadlines. You also need to work well in a group for many hobbies, including sports like football.

Working in a group can bring people together from different backgrounds with varying strengths and opinions, so that the project you are working on becomes much more interesting and diverse than if you were approaching it from a solo point of view. Working collaboratively can also lead to lightening certain team members' workloads, and learning new things and expanding your skills, as well as meeting new people.

Improved and increased technology has made working in groups easier than ever. You can work with people from all over the world thanks to online meeting spaces and shared document storage applications. It is easy to track activities and keep in regular contact with other members of the group as a result of recent technological advances, meaning people can contribute to team projects regardless of location, time zone or ability to travel.

However, working as part of a group is not always easy. There may be conflicts of personality or differences in opinion regarding the best way to approach tasks. Some people may feel that the way the work has been shared is not equal and that they are being expected to contribute more than other group members. Also, it can be difficult to organise the members of a group, for example finding a time that suits everyone to have a meeting. Sometimes you feel like it would be easier and quicker just to get on with things by yourself instead of relying on other people.

An effective leader should be able to overcome these problems, though. My first recommendation would be to make sure that all tasks are clearly and fairly divided so that all members of the group know what is expected of them. People need to understand exactly what their role is within the group, how they are contributing, and the timeline they have to stick to. If one person doesn't pull their weight, it can have a knock-on effect and disadvantage other members of the group. A leader needs to keep track of all activities, maintain regular contact with all members of the team, and make the final decisions on any points that are difficult to solve. If a leader follows this advice, I think their group will work well together and achieve their goals. [4 minutes]

Comments

Test taker A:

The test taker only speaks for 45 seconds and limits their answer to just two of the bullet points (benefits and problems). Some statements need to be developed further to communicate more fully, for example, (working in groups) *sometimes bad* (why?): and meaning is sometimes unclear, for example, *not so good feeling together*. Only basic linking words such as *but, then, and* are used.

The grammar and vocabulary which the test taker uses, tends to be simple, and contain a large number of mistakes, for example, *Maybe argumentation and some harms is coming* (people may have arguments, and problems might occur), *Some people like. Some peoples doesn't like.* (Some people like working in groups, but others don't). These mistakes mean that it is sometimes difficult to understand what they are trying to say.

Test taker B:

The test taker answers all the bullet points. The information they give is usually relevant and they add extra information to develop their ideas. For example, when they are talking about group leaders, they talk about helping the group work

together, leading by example, preventing arguments. However, when they talk about the role of technology, they need to relate this more closely to groupwork. They use a limited range of linking words, such as, *and, so, but, for example, in my opinion*, but these help to link their ideas clearly.

In general, this test taker shows good control of grammar, but there are some errors in both simple and complex sentences, for example, *They prefer to work not in a group.* (They prefer not to work in a group), *keep in touch easy* (easily), *make sure there is no arguments* (there are no arguments).

The test taker uses a good range of words and expressions, for example, *doing their job properly, impossible to do ... by ourselves, have arguments, different personality types*. Their vocabulary is generally accurate.

Test taker C:

The test taker answers all the bullet points appropriately. Their message is always focused and relevant, and ideas are clearly developed. They also use a range of linking words and expressions which ensure their message is easy to follow, for example, *whether, as, also, so that, however, though*.

They show good control of grammar, using a mix of simple and complex structures successfully, for example, *Some people may feel* (modal) *that the way the work has been shared* (present perfect passive) *is not equal* (present simple).

The test taker also uses a wide range of vocabulary and expressions accurately, for example, *achieve objectives, approaching it from a solo point of view, differences in opinion, get on with things, a knock-on effect*.

The B2 Writing Test

There are 2 parts to this test. Test takers must write a response to both parts.

In Part 1, test takers will write a short e-mail, forum or social media post, or a similar piece of communication. They should write between 100 and 140 words in Part 1.

In Part 2, test takers will write a discursive text giving their opinion on a topic. Test takers need to respond to 3 bullet points relating to the topic which is presented. They should write between 150 and 200 words in Part 2.

Test takers will have 1 hour for the B2 Writing test. We recommend spending 20 minutes on Part 1 and 40 minutes on Part 2.

B2 Writing sample test and performances

Overall comment about test takers' performances

Test taker A:
In the responses below, test taker A does not provide sufficient evidence of B2 language. See responses and comments from senior examiners for more information.
Test taker B:
In the responses below, test taker B is an example of a good B2 test taker. See responses and comments from senior examiners for more information.
Test taker C:
In the responses below, test taker C is an example of a strong B2 test taker. See responses and comments from senior examiners for more information.

B2 Writing: Part 1

Part 1 will always be a short e-mail, forum or social media post, or a similar piece of communication. Test takers should aim to write between 100 and 140 words and spend about 20 minutes on Part 1.

TEST TAKER TIP: Practise writing in formal and informal styles. Check which style you need before you start writing. Make sure you write something about each bullet point. Always proof-read your answer to check for mistakes.

Task

Your local newspaper is asking for recommendations for 'local heroes' – individuals who have helped other people in your community. You would like to recommend someone you know. Write an email to the editor of the local newspaper.

In your email:

- say who you would like to recommend and describe the characteristics which make this person a local hero.
- explain the kind of help this person has given to people in your local community.
- suggest what kind of gift you think this person would like to receive.

You should write between 100 and 140 words.

Responses

Test taker A:

Dear sir,

I would like to recommend as local hero my grandmother. She arrive france at 20 years without any french speaking and pased all life take care of her family and anybody around her because she spend most her time in garden or with her animals (chicken, rabbit..) she all the time give something to someone and she didn't guess presents return all time my grandmother fight make sure all the old pople have a seat in the bus defent and help the people in dificultys give the hand in church or during event.

[95 words]

Test taker B:

Dear Editor,

I would like to recommend somebody in my community. Her name is Anna and I will explain why she is local hero. She is mum of girl who is in same class as my son in the village school. She is very thoughtful and always looks after other people before herself.

Last year gouvernement said that one class in the school will close in September, so teacher would have no job and there will be more than 30 students in each classroom. Anna started a petition and organised the people to say no. She has written to local ploiticians and television programmes for protest and started a Facebook page. Everybody in the village was happy the class did not close because of her action.

Anna should receive a nice gift like floweres to say thank you.

Regards

S. Jayarasinge

[139 words]

Test taker C:

Dear Mrs Taylor

I am writing in response to your request for a local hero recommendation. I believe there is someone in my neighbourhood who deserves this title. She should be recognised and rewarded. Margaret is a nurse who works very hard in the town's hospital.

She is very sweet and always has a smile for everyone. I see her every Monday morning organising a desk in her garage to attend to families with young infants

from our neighbourhood, plus it is all for free. She loves advising parents about nutrition and any doubts concerning their children.

In my opinion she is a great example for anyone who cares about the most precious treasure our community has: our kids. Hopefully the local newspaper can mention her, additionally it would be lovely to redecorate her garage for her consultations.

Kind regards

Sara Askar

[140 words]

Comments

Test taker A:

The test taker answers bullet points one and two but does not mention bullet point three. As a result, the answer is less than the minimum 100 words. There is only one paragraph and the linking words they use are basic (*and, because*). Parts of the email are difficult to understand, for example, *passed all life take care of her family ... because she spend most her time in garden or with her animals (chicken, rabbit..)*

The test taker has not used much punctuation - the second sentence has none - and this makes the message difficult to follow. Grammar is simple and there are frequent errors, for example, *all time my grandmother fight make sure all the old people have a seat* (all the time my grandmother fought to make sure all the old people had a seat).

The range of vocabulary the test taker uses is not very wide. There are some errors in word choices, for example, *anybody / someone* (people), *guess* (expect). There are also frequent spelling errors, for example, *passed, pople, animals, dificultys*.

Test taker B:

This test taker answers all of the bullet points and gives extra details. The email is organised into paragraphs. Some basic linking words are used (*and, so, because*) and the message is generally clear.

The test taker generally uses grammar accurately in simple, straightforward sentences. There are errors in more complex grammatical structures, but these do not impact on the meaning, for example, *said that one class in the school will close* (would close), *She has written to local ploiticians* (she wrote to local politicians). The punctuation is generally accurate.

The test taker uses a range of vocabulary and phrases mostly accurately. There is also some less common vocabulary, for example, *thoughtful*, *started a petition*, *protest*. They make some spelling errors, for example, *gouvernement* (government), *politicians* (politicians), *floweres* (flowers), but the message is still clear despite these errors.

Test taker C:

All the bullet points are covered with lots of extra detail. The message is clear at all times, and linking words improve the flow of ideas, for example, *I believe*, *plus*, *in my opinion*, *hopefully*.

The test taker uses a variety of grammar structures with a high degree of accuracy, for example, *there is someone ... who* (relative clause), *she should be recognized* (passive model), *I see her ... organising* (verb + verb). Punctuation is also always accurate.

There is a wide range of vocabulary and expressions used accurately, for example, *recognised and rewarded*, *doubts concerning*, *deserves this title*, *the most precious treasure* (treasure), *redecorate*, *consultations*. Spelling is mostly accurate, errors do not impact on the meaning, for example, *treazure* (treasure), *neighbourhod* (neighbourhood).

B2 Writing: Part 2

The Part 2 task will always ask for a discursive response, where test takers will be asked to give their opinion on a topic. The topic is presented, followed by 3 bullet points which test takers need to discuss.

Test takers should aim to write between 150 and 200 words and spend about 40 minutes on Part 2.

TEST TAKER TIP: Practise writing essays which discuss issues. Organise your writing into paragraphs and use linking words, such as *Firstly* and *However*. Make sure you write something about each bullet point. Always proof-read your answer to check for mistakes.

Task

Some people say that in order to get a good job, it's important for young adults to go to university. Other people believe that it's better for them to start work straight after leaving school.

Discuss both of these views and then say which you agree with most.

Write about:

- earning potential.
- cost of university.
- work experience.

You should write between 150 and 200 words.

Responses

Test taker A:

I'm not sure a good answer exist for his subject. You can't pretend to apply for some job if you weren't in a special school or if you no get a school level I saw some difference where you have chance to pretend to a job without the same studies more on skills and people than knowledge. I Think we need make into account that every job are different and you don't need the same skills for each of them practising will be the key to improve because you will understand. Studying will help you to get a money average higher than without but the sooner you will

start in a company the quicker you can improve your salary. I think the better answer for this question that you can easily pretend to an higher money because you know the company and you've got all the skills.

[147 words]

Test taker B:

There is many debate about the best thing for young people to do when they finished school. Some people thinks that everyone should go university, but others think it is better to start working immediately after school.

If student goes university, maybe they can get better job with better earning when they will finish. On other hand, in some countrys, it costs a lot of money to study and university so they might finish their study with big debt. Also, there existed some jobs where it is not necessary to study and is more important to get practice at doing the job. For example, if you want to work like doctor, you need to go to study, but if you want to work like bus driver, you need practise to drive your bus.

So, in conclusion, I think there is not simple answer to this problem. It depends of the job an individual want to do in the future. Finally, is impossible to say which is 'good' job because different aspects are more important for different people. A good job should be a job that makes you happy and that is different for differents people.

[195 words]

Test taker C:

Some people think that it is impossible to get a good job if you haven't studied at university. They feel that a qualification from a higher education institute is the best way to get a high paid job. Although studying at university can be expensive, this will pay off in the long run with a better salary.

On the other hand, others believe that to start working after high school is important to become young independent adults with an understanding of how the world works. They also think it is not worth paying high fees for university that will leave the student with debts for many years, and that a degree doesn't even guarantee they will receive the job they want.

In my opinion, there has to be a balance between both sides of the story. I think it is good for young adults to get experience of the working world. However, they could do this while studying. Similarly, I think it is also important that they finish their studies at university. Even if they don't apply that discipline to their future work, they are likely to earn a higher salary.

[191 words]

Comments

Test taker A:

The test taker answers bullet points one and three but does not mention bullet point two. This means that the answer is a little below the word count. There is only one paragraph. Any linking expressions they use are basic (*I think, and, because, but*). Sometimes it is also difficult to follow the message, for example, *I think ... that you can easily pretend to an higher money because you know the company.*

Punctuation is missing in key areas, making it difficult to follow the message. The test taker uses some grammar structures accurately (*you can't pretend, studying will help you to ... , you've got all the skills to be better*). However, there are frequent errors, often in simple structures, for example, *if you no get* (if you don't get), *I saw some difference* (I have seen some differences), *we need make* (we need to make).

This test taker uses some vocabulary and phrases accurately (*apply, skills, improve your salary*). However, some words are repeated (*improve, skills*) which suggests they have a limited range of vocabulary. There are also errors in word choice which often make the message unclear, for example, *special school* (university?), *school level* (certificate?), *pretend to a job* (apply for?), *money average higher* (higher average salary?).

Test taker B:

The test taker answers all the bullet points and adds some detail to their arguments, for example, *it costs a lot of money to study and university* (argument) *so they might finish their study with big debt* (detail). Their writing is organised into paragraphs, and they have used some linking expressions to make their message clearer, for example, *so, on the other hand, also, in conclusion*.

They use a mix of simple and complex grammatical structures, and show that they are able to write accurately, for example, *everyone should go* (modal verb), *it is better to start working* (comparative adjective, verb + verb). However, there are sometimes errors, even with simple sentences, for example, *there is many debate* (there are many debates), *there existed some jobs* (some jobs exist), *is impossible to say* (it is impossible to say).

The test taker uses a range of vocabulary and phrases appropriately and accurately, for example, *costs a lot of money, debt, get practice, no simple answer*. They make some spelling mistakes, for example, *importent, countrys* but meaning is still clear.

Test taker C:

All of the bullet points are covered, and there is lots of detail. A clear argument is presented, and the ideas are easy to follow. There are three paragraphs, each with

a clear focus. They use a range of linking words accurately, for example, *although, on the other hand, in my opinion, similarly.*

The test taker uses a range of both simple and complex grammatical structures with a good degree of accuracy, for example, *it is impossible ... if you haven't studied* (first conditional), *the best way to get* (superlative + verb), *a degree doesn't even guarantee they will receive the job they want* (present simple, future 'will', verb + verb).

There is a wide range of vocabulary and phrases used appropriately and accurately, for example, *qualification, higher education institute, in the long run, high fees, apply that discipline.* Spelling is accurate at all times.