

Relating language examinations to the Common European Framework of Reference for Languages: learning, teaching, assessment

Writing Tasks: Pilot Samples

Introduction

This collection was produced for the Preliminary Pilot Version of the Manual for Relating Language Examinations to the CEFR in order to facilitate the specification and standardisation process for writing (Chapters 4 & 5 of the Preliminary Pilot Version of the Manual for Relating Language Examinations to the CEFR, Language Policy Division, Council of Europe (Strasbourg, France)). The tasks have been kindly supplied by examination providers for different languages: Alliance Française, Cambridge ESOL, CAPLE (Universidade de Lisboa), CIEP (Centre international d'études pédagogiques), CVCL (Università per Stranieri, Perugia), Goethe-Institut, WBT.

forward >

Index >

The production of the analytical grid featured here was undertaken on behalf of the Council of Europe by ALTE (The Association of Language Testers in Europe). The grid was developed and piloted in a series of meetings which took place during 2005. The grid was originally based on ALTE Content Analysis Checklists, which were developed in 1993 with Lingua Programme funding (93-09/1326/UK-III). Account was also taken of the Dutch CEF Construct Group Project (2004).



Weiterbildungs-Testsysteme GmbH



For further information, click on the name of a test provider, or the name of a test.

	English	French		German		Italian	Portuguese
CRL	Cambridge ESOL	Alliance Française	CIEP	Goethe	WBT	CVCL	CAPLE
A1			DELF A1	SD1			
A2	KET	CEFP1	DELF A2	SD2		CELI1	CIPLE
B1	PET	CEFP2	DELF B1	ZD		CELI2	DEPLE
B2	FCE	DL	DELF B2	Neue Prüfung auf B2		CELI3	DIPLE
C1	CAE		DALF C1	ZMP		CELI4	DAPLE
C2	CPE		DALF C2*	ZOP		CELI5	DUPLE

* Not yet included in this document



Introduction to Cambridge Assessment

Cambridge Assessment (formerly University of Cambridge Local Examinations Syndicate or UCLES) is a not-for-profit, non-teaching department of the University of Cambridge. Cambridge Assessment comprises three divisions. Each division has a distinct range of examinations and stakeholder base. Cambridge ESOL (English for Speakers of Other Languages) provides examinations in English as a foreign language and qualifications for language teachers throughout the world. CIE (University of Cambridge International Examinations) provides international school examinations and international vocational awards. OCR (Oxford, Cambridge and RSA Examinations) provides general and vocational qualifications to schools, colleges, employers, and training providers in the UK. As Europe's largest assessment agency, Cambridge Assessment plays an important role within societal and educational processes by providing examinations for a wide range of purposes and educational contexts, both in Britain and in around 150 countries worldwide.

See: www.cambridgeassessment.org.uk

Cambridge ESOL

Cambridge ESOL's Main Suite of certificated examinations has a long history dating back to 1913 and over the years new examinations have been introduced and existing exams have been revised on a regular basis. The first examination to be developed was the Certificate of Proficiency in English (CPE), which is set at C2 level on the Common Reference Levels (CRL) of the Common European Framework for Reference (CEFR). The CPE was first introduced in 1913, and most recently revised in the late 1990s (with the revised examination being launched in December 2002). The most widely taken examination, the First Certificate in English (FCE) was first introduced in 1939 and was most recently revised in 1996. During the latter half of the 20th century this test became very well known amongst EFL teachers and the ELT industry and has been widely accepted as a common standard at intermediate level. The authors of the CEFR used this level as one of the starting points for the development of the CRL. In the Cambridge main suite FCE is at B2 level. Certificate in Advanced English (CAE), at C1 level, was introduced in 1991, Key English Test (KET), at A2, in 1994, and the revised Preliminary English Test (PET), at B1, in 1995. In 2005 the harmonised suite of examinations constitutes a five-level system of criterion-related examinations. This level system was linked to the framework of the Association of Language Testers in Europe (ALTE) in 1991 and subsequently to the Council of Europe's CEFR (2002) ranging from A2 to C1 on the Common Reference Level scale.

forward >

< Back

Index ^

Relating the Cambridge ESOL Main Suite to the criterion has been undertaken using Rasch model to relate the results from the whole range of Cambridge examinations to each other and to the Common Reference Levels. The consistency of the examination system over time is ensured by the production and validation of test materials and assessment procedures through Quality Management Systems, which involves numerous quality checks that are implemented at all stages in the process – from commissioning new test material to examinations being administered at testing centres around the world.

See: www.CambridgeESOL.org

Test Development

Cambridge ESOL seeks to achieve the overall usefulness of its examinations by working closely with a full range of stakeholders to ensure good “fitness for purpose”. The specifications for each component of an examination provide a clear definition and detailed description of what is being tested (in terms of constructs and test content) and what must be produced for that test by the item writing team. These provide the basis for the detailed item writer guidelines which are used by a team of item writers to ensure that test materials match the underlying constructs and intended content of the test. Each team is made up of external consultants, headed by a Chair and supported by an internally-based Subject Officer.

For all components of the examinations this process consists of eight main stages: commissioning, pre-editing, editing, pretesting/trialling, pretest review, paper construction, examination overview, and question paper production (QPP). Under operational conditions the cycle of production for the examinations usually begins at least 2 years before the examination itself takes place.

Question paper production is based on the Local Item Banking System (LIBS), which is a computer-based management and analysis tool developed by UCLES to handle the entire production cycle. LIBS contains a large bank of materials for use in the examinations (more than 100,000 items) which have all been fully edited and pre-tested according to the procedures described below.

Eight Stages:

1 Commissioning

Commissioning of item writers is the first stage of the QPP process. The item writers are commissioned to produce a specific range of questions based on the specially adapted versions of the Test Specifications (i.e. Item Writer Guidelines). It typically takes 15 weeks from commission to the submission of the questions.

2 Pre-editing

Pre-editing takes place when the commissioned materials are received by Cambridge ESOL for the first time. A team comprising the Subject Officers and Chair of the paper, plus additional experts scrutinise the material submitted, to assess suitability for use as test items, and to reject unsuitable, problematic or weak material. Material is also screened for taboo or sensitive topics which are likely offend particular groups of candidates.

forward ›

‹ Back

Index ^

3 Editing

Materials which successfully pass the pre-editing stage are submitted for editing. At this stage item writers check the quality of material against the Specifications and Item Writer Guidelines and make any changes necessary so that they are of an acceptable standard for pretesting (i.e. appear to be of an acceptable standard for inclusion in a live test). They also ensure that the key, rubric, tapescript, etc. are accurate and comprehensive. All item writers are involved in the editing of their own items in the context of a team led by the Chair of the paper and the Subject Officer.

4 Pretesting/Trialling

In order to confirm the quality of materials, Cambridge ESOL uses the process of pretesting (for objectively-marked papers) and trialling (for subjectively-marked papers). Every year, around 30,000 candidates are involved in the pretesting and trialling of Cambridge ESOL examinations. Almost all of them are learners who are preparing for or have recently taken a Cambridge ESOL examination. They take the pretest/trial under examination conditions, and their answers are assessed in the same way as 'live' examinations. Each edited item is pre-tested on a representative sample of candidates so that data can be qualitatively and quantitatively analysed. In this way, pretesting and trialling play an important role in achieving reliability in terms of parallel forms of the tests.

All the materials which are pretested can be related to the underlying scale of difficulty by the use of 'anchor' items; these are items with known measurement characteristics which provide the basis for calculating the difficulty of the new items destined for the bank. Cambridge ESOL uses the Rasch model to construct the common scale which underpins the item-bank and which provides the basis for the construction of parallel forms of the tests at the different levels of the system.

5 Pretest Review

After pretesting, the Chair, Subject Officer and other external consultant meet to review the performance of the materials. At this stage, the measurement characteristics of the objectively-marked tasks and items and examination reports of subjectively-marked tasks and items are evaluated. Decisions are then made as to whether or not to accept, reject, or modify and pre-test or trial tasks and items again. Any essential adjustments to tasks and items are made at this stage, ensuring, as far as possible, that no editing will need to take place at the paper construction stage. The meeting also scrutinises the marking keys provided for each item by the Item Writers.

6 Paper Construction

At this stage items are taken from the item bank and combined to form complete papers according to established procedures, using the Local Item Banking System as a test construction tool. This allows the construction of complete papers that assess the full range of skills, contexts, etc., using materials that have all been fully pretested or trialled. Paper construction normally takes place about two years before the date of the live examination. The Chair selects materials for a first draft of the question paper and makes recommendations to the team so they can check that:

- a range of topics/tasks is maintained in the paper according to the Specifications
- there is no obvious overlap in content across the different parts of the paper

[forward >](#)

[< Back](#)

[Index ^](#)

- the examination paper as a whole possesses the required continuity
- for objectively-marked items, a complete set of statistics and other information is available from the Local Item Banking System.

The stored statistical information for each item means that the paper construction can be based on a target for the average difficulty of the paper using the difficulty estimates obtained from pretesting. When a new paper has been constructed, reports can be generated from LIBS which show the mean difficulty of the paper as a whole and the distribution of item difficulty across the different tasks in the paper. This method provides a prediction of how difficult the paper will be when it is used under live conditions. After the examination has been administered and scored, the grading process provides additional confirmation of the difficulty of the paper so that comparisons can be made with different versions and across different sessions.

7 Examination Overview

Once all of the papers have been constructed, they are brought together to form a complete examination, where each paper covers the prescribed range of content and skills. Examinations are then considered in entirety by Subject Officers and the Examinations Manager to ensure that there is no overlap of topic within the examination.

8 Question Paper Production (QPP)

Final copies of the constructed question papers are passed to the Question Paper Production Unit. The papers go through approximately 20 subsequent stages (depending on the examination) in order for the manuscript to be transformed into error-free camera-ready copy (usually in the form of PDF files) and finally into printed question papers, which are sent to examination centres. At this stage in the process, several rounds of proof-reading and content checking are used to provide additional checks on the quality of the materials.

Statistical Analyses

Statistical data is important in providing end users with good evidence for the quality and fairness of the exams. All the ESOL test materials are analysed before being used and are stored in the LIBS item bank, linked to information about their performance properties, such as item difficulty. In carrying out post-exam analysis, Cambridge ESOL employs both methods based on Classical Test Theory and on Item Response Theory on a routine basis. The overall grade of a main suite examination is derived from multiple observations across all components. For each component, attempts are made to ensure that the reliability of the assessment is as high as possible. In addition, the dependability of the final grade is checked by the procedures used during the grading and awards procedures. Cambridge Main Suite examinations report results as a single overall grade (A to E); the reliability of the examination can be estimated as a composite (as discussed in Feldt and Brennan, 1989, and Crocker and Algina, 1986). The typical composite reliability of the ESOL exams is generally considered acceptable; for FCE, for example, it is estimated at 0.94.

forward ›

‹ Back

Index ^

ESOL sets target levels for the internal consistency reliability for the item-based components of the main suite examinations using Cronbach's alpha. These target levels are routinely used in the test construction procedures and the predicted

operational reliability for each paper is based on the type and quality of the tasks which are chosen according to the test specifications. The information used includes the Rasch-based difficulty estimates and other data obtained during the item writing and pre-testing processes.

[forward >](#)

[< Back](#)

[Index ^](#)



Cambridge ESOL Sample Test Tasks

Report on analysis of	Key English Test (KET) Writing
Target language of this test	English
Target level (CEFR) of this test	A2
Task number/name	Paper 1, Part 9, Question 56

General Information about the writing component *

3	Number of tasks in the writing paper	4
4	Integration of skills	Writing (with written input)
5	Total test time	70 minutes (including reading section)
6	Target performance level	A2
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward >](#)

[< Back](#)

The Key English Test (KET) is a general English qualification which is part of the Cambridge ESOL Main-suite Examinations. Set at level A2 of the CEF, KET recognises the ability to cope with everyday written and spoken communications at a basic level. KET is designed for learners who have basic English skills, of the kind needed when travelling in a foreign country.

[Index ^](#)

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Candidature

KET is taken by more than 56,000 people each year in over 60 countries. Around 75% of KET candidates are aged 18 or under and a further 20% are in the 19-30 age group. Around 85% of candidates attend preparation classes.

Structure of the Test

KET tests the skills of Reading, Writing, Listening and Speaking – with each skill equally weighted at 25%. KET is administered in three separate papers. Paper 1 Reading and Writing, Paper 2 Listening and Paper 3 Speaking. There are four possible grades in KET: two pass grades (pass with merit and pass) and two fail grades (narrow fail and fail). Results are based on candidate's aggregate scores across the four skills.

The Key English Test Writing component

The paper has a fixed format, with Parts 1-5 testing reading skills through a variety of texts ranging from very short notices to longer continuous texts. Parts 6 to 9 test writing skills in a variety of formats.

Specific Information about the example task

In this task, candidates are given the opportunity to show that they can communicate a written message (25-35 words) of an authentic type, for example a note or a postcard to a friend. The instructions indicate the type of message required, who it is for and what kind of information should be included. In this sample, the candidate has been asked to read and respond appropriately to three elements contained within a short (36 words in this example) note from a friend. All must be addressed in order to complete the task fully.

Mark distribution

There are 5 marks for Part 9. Candidates at this level are not expected to produce faultless English, but, to achieve 5 marks, a candidate should write a cohesive message which successfully communicates all three elements of the required information, with only minor grammatical and spelling errors. A great variety of fully acceptable answers is possible.

Task Rating

The rating scale takes the form of a set of band descriptors from 0 – 5. The exam is clerically marked under the supervision of an experienced rater/moderator. Grammatical form, spelling, structural correctness is considered along with task fulfilment when rating.

Effective Level

All KET Writing tasks are written according to set guidelines by trained item writers and pass through pre-editing and editing stages prior to trialling on a pretest population which approximates to the live candidature in L1 balance, age, gender etc. Tasks are accepted as suitable for use, rejected, or modified and re-trialled if necessary. Tasks are marked according to set criteria linked to the CEFR for level A2.

[forward >](#)

[< Back](#)

[Index ^](#)

Sample task:

Read this postcard from your English pen-friend, Sam.

**Here is a postcard of my town.
Please send me a postcard from
your town. What size is your
town? What is the nicest part
of your town? Where do you go
in the evenings?**

Sam

Write Sam a postcard. Answer the questions.

Write 25-35 words.

Write the postcard on your answer sheet.

i) Task input/prompt		
9	Rubrics and instructions are in...	English
10	Language level of rubric	A2
11	Time for this task	Not specified
12	Control/guidance	Controlled
13	Content	Content is specified
14	Discourse mode	Letter (personal)
15	Audience	Friend, acquaintance
16	Type of prompt	Textual
17	Topic	Daily life
18	Integration of skills	Reading (minimal, in rubric + prompt)

forward >

< Back

Index ^

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	25-35
20	Rhetorical function(s)	Description (place)
21	Register	Informal
22	Domain	Personal
23	Grammar	Mainly simple structures
24	Vocabulary	Only frequent vocabulary
25	Cohesion	Extremely limited use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Low
29	Content knowledge	Common, general, non-specialised
30	Task purpose	Referential (telling)

iii) Rating of Task		
31	Known criteria	Grading criteria are not provided to the candidate on the paper, but can be viewed in the handbook: http://www.cambridgeesol.org/support/handbooks.htm
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Holistic- individual categories not considered
34	Number of raters	2

iv) Feedback to candidates		
35	Quantitative feedback	4 grades, pass, pass with merit, narrow fail, fail
36	Qualitative feedback	None at this level

forward >

< Back

Index ^

Example answer

Dear Sam,
I lived in a small town, although it was small but lovely. People lived in my town are friendly and nice, they always help each other. I think that's the nicest part of my town. I hope you can come here. By the way I'm not went out in evenings.

Love

Ruby

Commentary

All three parts of the message are communicated, but there are frequent errors with tenses. It is acceptable that 'the people' should be the nicest part of the candidate's town.

Score allocated

Band 4 (on the five band scale)

[forward >](#)

[< Back](#)

[Index ^](#)



The CEFR Grids for Writing, developed by ALTE members

Cambridge ESOL Sample Test Tasks

Report on analysis of	Preliminary English Test (PET) Writing
Target language of this test	English
Target level (CEFR) of this test	B1
Task number/name	Paper 1, Part 3, Question 7

General Information about the writing component *

3	Number of tasks in the writing paper	3
4	Integration of skills	Writing (with written input)
5	Total test time	90 minutes (including reading section)
6	Target performance level	B1
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward >](#)

[< Back](#)

Preliminary English Test (PET) is a general English qualification which is part of the Cambridge ESOL Main-suite examinations. Set at level B1 of the CEF, PET recognises the ability to cope with everyday written and spoken communications. PET is designed for learners whose English skills are adequate for many practical purposes, including work, study and social situations which require a predictable use of language.

[Index ^](#)

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Candidature

PET is taken by 112,000 per year in over 80 countries. Around 70% of PET candidates are aged 20 or under and a further 20% are in the 21-30 age group. Around 80% of candidates attend preparation classes.

Structure of the Test

PET tests the skills of Reading, Writing, Listening and Speaking – with each skill equally weighted at 25%. PET is administered in three separate papers. Paper 1 Reading and Writing, Paper 2 Listening and Paper 3 Speaking. There are four possible grades in PET: two pass grades (pass with merit and pass) and two fail grades (narrow fail and fail). Results are based on candidates' aggregate scores across the four skills.

The Preliminary English Test Writing component

The Reading and Writing paper has a fixed format, with the first five parts testing reading skills through a variety of texts ranging from very short notices to longer continuous texts. The final three parts of the paper test writing skills in a variety of formats.

Specific Information about the example task

In Part 3, candidates are given a choice of task: either a story or an informal letter may be written. Both tasks require an answer of about 100 words. For answers that are below length (fewer than 80 words), the examiner adjusts the maximum mark and the mark given proportionately. For the story (as in this sample), the candidates are given either a short title or the first sentence. The answer must be recognisably linked in content to the question and the candidates should pay particular attention to any names or pronouns given in the title or sentence. If, for example, the sentence is written in the third person, the candidate will need to construct his or her story accordingly.

Mark distribution

There are 15 marks for Paper 1, Part 3. Candidates at this level are expected to show ambition. They could gain full marks by including a range of tenses, appropriate expressions and different vocabulary, even if their answer is not flawless. Non-impeding errors, whether in spelling, grammar or punctuation, will not necessarily affect a candidate's mark, whereas errors which interfere with communication or cause a breakdown in communication will be treated more seriously.

Task Rating

The rating scale takes the form of a set of band descriptors from 0 – 5.

Band scores 1 – 5 are subdivided into a further three categories, giving a total of 15 available marks. The exam is marked by examiners under the supervision of a Principal Examiner and Team Leaders. Grammatical form, spelling, structural correctness are considered along with task fulfilment when rating.

forward >

< Back

Effective Level

All PET Writing tasks are written according to set guidelines by trained item writers and pass through pre-editing and editing stages prior to trialling on a pretest population which approximates to the live candidature in L1 balance, age, gender etc. Tasks are accepted as suitable for use, rejected, or modified and re-trialled if necessary. Tasks are marked according to set criteria linked to the CEFR for level B1.

Index ^

Sample task:

- Your English Teacher has asked you to write a story.
- Your story must have the following title:

The most important day of my life

- Write your story on your answer sheet.

i) Task input/prompt		
9	Rubrics and instructions are in...	English
10	Language level of rubric	Same as level of test
11	Time for this task	Not specified
12	Control/guidance	Open
13	Content	Content is not specified
14	Discourse mode	Story
15	Audience	Teacher
16	Type of input	Textual
17	Topic	Daily life
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	100
20	Rhetorical function(s)	Narration
21	Register	Informal
22	Domain	Personal
23	Grammar	Mainly simple structures

forward >

< Back

Index ^

24	Vocabulary	Mainly frequent vocabulary
25	Cohesion	Limited use of cohesive devices
26	Authenticity: situational	Medium
27	Authenticity: interactional	Medium
28	Cognitive processing	Low
29	Content knowledge	Personal/daily life/basic communication needs
30	Task purpose	Referential (telling); emotive (reacting)

iii) Rating of Task

31	Known criteria	Grading criteria are not provided to the candidate on the paper, but can be viewed in the handbook: http://www.cambridgeesol.org/support/handbooks.htm
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Grammatical accuracy; cohesion and coherence; lexical control; content; orthography; development of ideas
34	Number of raters	1 or more

iv) Feedback to candidates

35	Quantitative feedback	One of 4 grades (pass, pass with merit, narrow fail, fail)
36	Qualitative feedback	None at this level

forward >

< Back

Index ^

Example answer

The most important day of my life.

During a lifetime there is so many days you could call, the most important day of your life". It could be the day you chose wich school you are going to, or what you want to work with the rest of your life. Another important day is when you get married, or you chose where to live. But most of all it must be a very important day when you give birth to a child. I think that changes everything you have been doing until then. Than you have to realice that somebody are more important than yourself.

Commentary

This is a very good attempt, requiring no effort by the reader. The writer is confident, ambitious and well-organised, for example 'Another important day is when you get married...'. There is a wide range of structures and vocabulary within the task set and errors, though present, are minor and due to ambition, for example 'it could be the day you chose wich school you are going to'.

Score allocated

Band 5 (13-15 out of a possible score of 15)

forward ›

‹ Back

Index ^



The CEFR Grids for Writing, developed by ALTE members

Cambridge ESOL Sample Test Tasks

Report on analysis of	First Certificate in English (FCE) Writing
Target language of this test	English
Target level (CEFR) of this test	B2
Task number/name	Paper 2, Part 1

General Information about the writing component *

3	Number of tasks in the writing paper	5
4	Integration of skills	Writing (with written input)
5	Total test time	90 minutes
6	Target performance level	B2
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward >](#)

[< Back](#)

First Certificate in English is a general English qualification which is one of the Cambridge ESOL Main-suite Examinations. Set at level B2 of the CEFR, FCE recognises the ability to deal confidently with a range of written and spoken communications. FCE is designed for learners whose command of English is adequate for many practical everyday purposes, including business and study.

[Index ^](#)

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Candidature

FCE is taken by more than 270,000 candidates per year in over 100 countries. Around 75% of FCE candidates are aged 25 or under with the average being about 23. In some countries, where FCE is more commonly taken by school-age candidates, the average age is lower. Around 80% of candidates attend preparation classes.

Structure of the Test

FCE is administered in five separate papers. Paper 1 Reading, Paper 2 Writing, Paper 3 Use of English, Paper 4 Listening and Paper 5 Speaking. Each of these five papers is equally weighted at 20%. There are five possible grades in FCE: three passing grades (A, B and C) and two failing grades (D and E). Results are based on the candidate's aggregate score across the four skills.

The First Certificate in English Writing component

The paper has a fixed format, with two parts. Part 1 (Question 1) consists of one compulsory transactional letter task, based on a text input. In Part 2 (Questions 2-5), candidates select one task from a choice of four. Questions 2-4 involve the construction of one of the following texts: an article, a non-transactional letter, a report, a discursive composition, a short story. Considerably less input is provided for these tasks than the task in Part 1. Question five is based on a choice of five set books, listed in the examination regulations, which are published annually.

Specific Information about the example Part 1 task

In this sample question, the candidate is required to write a transactional letter of between 120 and 180 words in length. The letter is based on an input, 131 words in this example, in the form of a request. The range of functions expected in this letter includes giving information, requesting information, questions or suggestions requiring feedback. The usual conventions of letter writing, specifically opening salutation, paragraphing and closing phrasing are required, but it is not necessary to include postal addresses.

Mark distribution

All tasks carry the same maximum mark. Two mark schemes are used in conjunction to grade responses: a general impression mark scheme, and a task-specific mark scheme which focuses on criteria specific to each particular task. Criteria covered by these two mark schemes are: content; accuracy; range; organisation and cohesion; appropriacy of register and format; target reader.

Task Rating

A panel of experts is divided into small teams, each with a very experienced examiner as team leader. A Principal Examiner guides and monitors the marking process. Examiners are trained in the use of the task-specific and general mark schemes prior to each marking period and refer to them constantly while they are marking.

forward ›

‹ Back

Index ^

During marking, each examiner is appointed scripts chosen at random from the whole entry in order to ensure that there is no concentration of good or weak scripts or of one large centre of one country in the allocation of any one examiner. A rigorous process of co-ordination, checking and monitoring is carried out throughout the marking process.

Effective Level

All FCE Writing tasks are written according to set guidelines by trained item writers and pass through pre-editing and editing stages prior to trialling on a pretest population which approximates to the live candidature in L1 balance, age, gender etc. Tasks are accepted as suitable for use, rejected, or modified and re-trialled if necessary. Tasks are marked according to set criteria linked to the CEFR for level B2.

Sample task:

You recently entered a competition and have just received this letter from the organiser. Read the letter, on which you have made some notes. Then, using all the information in your notes, write a suitable reply.

Congratulations! You have won first prize in our competition - two weeks at Camp California in the U.S.A. All accommodation and travel costs are paid for, including transport to and from the airport. We now need some further information from you:

- When would you like to travel?
- Accommodation at Camp California is in tents or log cabins. Which would you prefer?
- You will have the chance to do two activities while you are at the Camp. Please choose two from the list below and tell us how good you are at each one.

Basketball / Swimming / Golf / Painting / Climbing
Singing / Sailing / Tennis / Photography / Surfing

Is there anything you would like to ask us?

Yours sincerely

Helen Ryan
Competition Organiser

only July because...

say which and why

tell them!

clothes, money...?

forward >

< Back

Index ^

Write a **letter** of between **120** and **180** words in an appropriate style on the opposite page. Do not write any postal addresses.

i) Task input/prompt		
9	Rubrics and instructions are in...	English
10	Language level of rubric	B2
11	Time for this task	Not specified (estimate: 45 minutes)
12	Control/guidance	Controlled
13	Content	Content is specified
14	Discourse mode	Letter
15	Audience	Business
16	Type of input	Textual
17	Topic	Free time, entertainment
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	120-180
20	Rhetorical function(s)	Expressing preferences; eliciting information
21	Register	Unmarked to formal
22	Domain	Personal
23	Grammar	Limited range of complex structures
24	Vocabulary	Mainly frequent vocabulary
25	Cohesion	Limited use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Reproduction of known ideas
29	Content knowledge	Common, general, non-specialised
30	Task purpose	Referential (telling)

forward ›

‹ Back

Index ^

iii) Rating of Task

31	Known criteria	Grading criteria are not provided to the candidate on the paper, but can be viewed in past paper packs issued after the exam session and in the handbook: http://www.cambridgeesol.org/support/handbooks.htm
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Content; accuracy; range; organisation and cohesion; appropriacy of register and format; target reader
34	Number of raters	1

iv) Feedback to candidates

35	Quantitative feedback	Exam specific grade
36	Qualitative feedback	Graphical display of performance on the paper

Example answer

Competition Organiser
Helen Ryan

Thank you very much for the letter that telling me I won first prize in the competition. I am so glad and I am going to write some information that you need from me. First of all, I would like to travel only July because It is due to my job. And about accommodation I would prefer log cabins to tents. I have never stayed log cabins so it would be good chance to me. In your letter, you mentioned that I have the chance to do two activities. I would choose Sailing and Photography. However, I am absolutely beginner at both activities. I am really exciting to try new activities at the Camp. It would be greatful, therefore, if you could advise me what sort of clothes should I take or about money and there are anything that I need for the Camp. I am looking forward to hearing from you.

Yours sincerely

forward >

< Back

Index ^

Commentary

- **Content**
All points covered.
- **Accuracy**
There are some basic errors, but they do not impede communication, e.g. 'I am really exciting', 'There are anything'.
- **Range**
Limited. Sometimes relies on lifting material from the input and does not always achieve accuracy in the lifting.
- **Organisation and Cohesion**
Clearly paragraphed. Some attempt at linking
- **Appropriacy of Register and Format**
Generally appropriate.
- **Target Reader**
Would be informed.

Score allocated

Band 3 (on the five band scale)

[forward >](#)

[< Back](#)

[Index ^](#)



The CEFR Grids for Writing, developed by ALTE members

Cambridge ESOL Sample Test Tasks

Report on analysis of	Certificate in Advanced English (CAE) Writing
Target language of this test	English
Target level (CEFR) of this test	C1
Task number/name	Paper 2, Part 2, Question 4

General Information about the writing component *

3	Number of tasks in the writing paper	5
4	Integration of skills	Writing (with written input)
5	Total test time	120 minutes
6	Target performance level	C1
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward >](#)

[< Back](#)

[Index ^](#)

The Certificate in Advanced English (CAE) is a general English qualification which is one of the Cambridge ESOL Main-suite Examinations. Set at level C1 of the CEF, CAE recognises the ability to communicate with confidence in English and deal with most aspects of daily life. CAE is designed for learners who are reaching a standard of English that is adequate for most purposes, including business and study in higher education.

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Candidature

CAE is taken by more than 60,000 candidates per year in over 60 countries. Around 80% of CAE candidates are aged 25 or under with the average being about 23. In some countries, where CAE is more commonly taken by candidates in their late teens, the average age is lower. Around 70% of candidates attend preparation classes.

Structure of the Test

CAE is administered in five separate papers. Paper 1 Reading, Paper 2 Writing, Paper 3 English in Use, Paper 4 Listening and Paper 5 Speaking. Each of these five papers is equally weighted at 20%. There are five possible grades in CAE: three passing grades (A, B and C) and two failing grades (D and E). Results are based on the candidate's aggregate scores across the four skills.

The Certificate in Advanced English Writing component

The Paper has a fixed format with two parts. Part 1 (Question 1) consists of one compulsory task and requires candidates to process up to 400 words of input material and to use the information appropriately to perform the task required. Input material may consist of varied combinations of text and notes, sometimes supported by illustrations or diagrams. In Part 2 (Questions 2-5) candidates select one task from a choice of four. This part includes a work-orientated task as the last of the four questions. Part 2, question 4, is used in this sample. Tasks in both Parts 1 and 2 involve the construction of texts from among the following types: newspaper and magazine articles, contributions to leaflets and brochures, notices, announcements, personal notes and messages, formal and informal letters, reports, proposals, reviews, instructions, directions, competition entries, information sheets, memos.

Specific Information about the example Part 2 task

In this example question, candidates are given a short (47 words) extract from a letter and asked to write a report of about 250 words based on the candidate's knowledge of their own country. Different interpretations of what is an acceptable style for a report are acceptable. The answer should be clearly organised, contain the language of description, opinion and possibly comparison and contrast. There should be a range of tenses and vocabulary relating to relationships. The register of the answer should be neutral to formal and must be consistent throughout.

Mark distribution

All tasks carry the same maximum mark. Two mark schemes are used in conjunction to grade responses: a general impression mark scheme, and a task-specific mark scheme which focuses on criteria specific to each particular task. Criteria covered by these two mark schemes are: content; organisation and cohesion; range; register; target reader; accuracy.

forward ›

Task Rating

‹ Back

A panel of experts is divided into small teams, each with a very experienced examiner as team leader. A Principal Examiner guides and monitors the marking process. Examiners are trained in the use of the task-specific and general mark schemes prior to each marking period and refer to them regularly while they are working.

Index ^

During marking, each examiner is appointed scripts chosen at random from the whole entry in order to ensure that there is no concentration of good or weak scripts or of

one large centre of one country in the allocation of any one examiner. Each script is marked twice by different examiners, and where there is significant disagreement in the marks allocated, the script is marked a third time by a team leader whose rating decision is final.

Effective Level

All CAE Writing tasks are written according to set guidelines by trained item writers and pass through pre-editing and editing stages prior to trialling on a pretest population which approximates to the live candidature in L1 balance, age, gender etc. Tasks are accepted as suitable for use, rejected, or modified and re-trialled if necessary. Tasks are marked according to set criteria linked to the CEFR for level C1.

Sample task:

Choose **one** of the following writing tasks. Your answer should follow exactly the instructions given. Write approximately 250 words.

- 4 This is an extract from a letter which you receive from the World Opinion Organisation.

We are carrying out an international survey on families around the world and the importance of family relationships. Please write us a report for our survey outlining the typical family situation in your own country and suggesting how you think the situation might change in the future.

Write your **report**.

i) Task input/prompt		
9	Rubrics and instructions are in...	English
10	Language level of rubric.	C1
11	Time for this task	Not specified (estimate: 60 minutes)
12	Control / guidance	Open
13	Content	Content is specified

forward >

< Back

Index ^

14	Discourse mode	Report
15	Audience	Committee, board
16	Type of input	Textual
17	Topic	Daily life; relations with other people
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)

19	Number of words expected	250
20	Rhetorical function(s)	Description (events); explanation; exposition; suggestion; argumentation; persuasion; comparison and contrast
21	Register	Formal
22	Domain	Public
23	Grammar	Range of complex grammatical structures
24	Vocabulary	Range of low frequency vocabulary
25	Cohesion	Appropriate use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	Medium
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Wide range of knowledge areas
30	Task purpose	Referential (telling); conative

forward ›

‹ Back

Index ^

iii) Rating of Task

31	Known criteria	Grading criteria are not provided to the candidate on the paper, but can be viewed in past paper packs issued after the exam session and in the handbook: http://www.cambridgeesol.org/support/handbooks.htm
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Content; organisation and cohesion; range; register; target reader; accuracy
34	Number of raters	2

iv) Feedback to candidates

35	Quantitative feedback	Exam specific grade
36	Qualitative feedback	Graphical display of performance on the paper

Example answer

The family in France

Nowadays, in France, the average number of children is two per family, whereas elderly people used to have five or six sisters and brothers or even more when they were young, at least in my region: Brittany, where children were useful in farms as they were growing up.

More and more people divorce, and afterwards remain single, live with someone, or get married another time. If they have children, these generally live with their mother but it occurs more and more that they live with their father. That is probably due to this trend that there are less and less weddings. Young people prefer living with a mate without marrying him or her, or if they marry, they do it later than their parents who used to do it around the age of 20. That is why they usually have their first child later than their parents.

Grand-parents are still important in French families, but when they get older, they do not usually come and live in their children's place as before. They are healthy enough to live alone or they go to residences

forward >

< Back

Index ^

for old people. Children sometimes live in towns further from their parents' place than before, but their place is still the one where we like to stay at the week-ends or the holidays.

Unfortunately, I think that this trend of living further from their parents than before will get worse in the years to come, because of the unemployment rate. Indeed even if young people tend to live longer in their parents' house, they have to search a job not only in their town but sometimes in the whole country, and when they find one, they leave, even abroad sometimes, because it is so hard to get something!

I think that the average number of children will remain the same or will decrease, as people have their children older and perhaps do not want to give birth to future unemployed people.

Finally, I think that the number of divorces, and people who live together but unmarried, will increase.

Commentary

- **Content**

The task has been fully completed. It is informative, and deals well with both the current family situation, and how it might change in future.

- **Organisation and Cohesion**

There is an absence of report features, such as headings, but the writing is appropriately paragraphed, with an introduction and conclusion. It is also well-organised and on the whole coherent, though at times the sentences are long and a little difficult to follow e.g. Indeed, even if young people...because it is so hard to get something!

- **Range**

There is evidence of range. The language of comparison is good, e.g. 'whereas; more and more people. A range of relevant topic vocabulary has also been used, e.g. 'the average number of children'; 'due to this trend'.

- **Register**

Consistently and appropriately neutral.

- **Target Reader**

Would be well informed.

- **Accuracy**

Occasionally awkward, e.g. 'That is probably due to this trend that there are less and less weddings'. A few non-impeding errors, e.g. 'search a job'.

forward ›

‹ Back

Index ^

Score allocated

Band 4 (on the five band scale)

[forward >](#)

[< Back](#)

[Index ^](#)



The CEFR Grids for Writing, developed by ALTE members

Cambridge ESOL Sample Test Tasks

Report on analysis of	Certificate of Proficiency in English (CPE) Writing
Target language of this test	English
Target level (CEFR) of this test	C2
Task number/name	Paper 2, Part 1

General Information about the writing component *

3	Number of tasks in the writing paper	5
4	Integration of skills	Writing (with written input)
5	Total test time	120 minutes
6	Target performance level	C2
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward >](#)

[< Back](#)

[Index ^](#)

The Certificate of Proficiency in English (CPE) is a general English qualification which is one of the Cambridge ESOL Main-suite Examinations. Set at level C2 of the CEFR, CPE recognises the ability to function effectively in almost any English-speaking context. CPE is designed for learners who have achieved a high level of language skills and are approaching a standard of English similar to that of an educated native speaker. The exam also requires an appropriate level of educational and personal maturity.

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Candidature

CPE is taken by 45,000 candidates per year in 80 countries. Around 75% of CPE candidates are aged 25 or under. In some countries, where CPE is more commonly taken by candidates in their late teens, the average is lower. Around 85% of candidates attend preparation classes.

Structure of the Test

CPE is administered in five separate papers. Paper 1 Reading, Paper 2 Writing, Paper 3 Use of English, Paper 4 Listening and Paper 5 Speaking. Each of these five papers is equally weighted at 20%. There are five possible grades in CPE: three passing grades (A, B and C) and two failing grades (D and E). Results are based on the candidate's aggregate score across the four skills.

The Certificate of Proficiency in English (CPE) Writing component

The paper has a fixed format, with two parts. Part 1 (Question 1) is compulsory and comprises one question in which candidates are expected to write an article, an essay, letter or a proposal in response to instructions and a short text or texts, the instructions and short text(s) totalling approximately 100 words. The text(s) may come from a variety of sources, for example, extracts from newspapers, magazines, books, letters or advertisements, or could be quotations from speakers in a discussion. All questions in this part have a discursive focus. For example, candidates may be required to defend or attack a particular argument or opinion, compare or contrast aspects of an argument, explain a problem and suggest a solution or make recommendations having evaluated an idea. There is always more than one point to address in a task and candidates should have practice in identifying these points and ensuring they have covered the points in their answer. Part 2 consists of four tasks (Questions 2-5), of which the candidate is required to answer one. The final question (Question 5) is based on a choice of three set books; these are listed in the examination regulations which are published every year.

Specific Information about the example Part 1 task

In the sample question, candidates are asked to base their responses on a newspaper article of 75 words. The response should be between 300 and 350 words in length and should address the points made in the article and address the question posed. Candidates may expand on the topic, attack the argument in the article or defend it, as they wish. Language for expressing and supporting opinions and for making recommendations should be used. The register of the letter should be formal, bearing in mind the writer's role as the reader of a newspaper writing in to give his or her opinion. The response should be written using a formal letter format, with clear organisation of points and adequate paragraphing.

Mark distribution

All tasks carry the same maximum mark. Two mark schemes are used in conjunction to grade responses: a general impression mark scheme and a task-specific mark scheme, which focuses on criteria specific to each particular task. Criteria covered by these two mark schemes are: content; range; accuracy; appropriacy of register and format; organisation and cohesion; target reader.

Task Rating

A panel of experts is divided into small teams, each with a very experienced examiner

forward ›

‹ Back

Index ^

as team leader. A Principal Examiner guides and monitors the marking process. Examiners are trained in the use of the task-specific and general mark schemes and refer to them constantly while they are marking.

During marking, each examiner is appointed scripts chosen at random from the whole entry in order to ensure that there is no concentration of good or weak scripts or of one large centre of one country in the allocation of any one examiner. A rigorous process of co-ordination, checking and monitoring is carried out throughout the marking process.

Effective Level

All CPE Writing tasks are written according to set guidelines by trained item writers and pass through pre-editing and editing stages prior to trialling on a pretest population which approximates the live candidature in L1 balance, age, gender etc. Tasks are accepted as suitable for use, rejected, or modified and re-trialled if necessary. Tasks are marked according to set criteria linked to the CEFR for level C2.

Sample task:

You **must** answer this question. Write your answer in **300-350** words in an appropriate style on pages **3** and **4**.

- 1** You have read the extract below as part of a newspaper article on the loss of national and cultural identity. Readers were asked to send in their opinions. You decide to write a letter responding to the points raised and expressing your own views.

'We are losing our national and cultural identity. Because of recent advances in technology and the easy availability and speed of air travel, different countries are communicating more often and are therefore becoming more and more alike. The same shopping malls and fast food outlets can be found almost everywhere. So can the same types of office blocks, motorways, TV programmes and even lifestyles. How can we maintain the traditions that make each nation unique?'

forward >

Write your **letter**. Do not write any postal addresses.

< Back

Index ^

i) Task input/prompt		
9	Rubrics and instructions are in...	English
10	Language level of rubric	C2
11	Time for this task	Not specified (estimate: 60 minutes)
12	Control/guidance	Open
13	Content	Content is specified
14	Discourse mode	Letter
15	Audience	General public (as for newspaper article)
16	Type of prompt	Textual
17	Topic	Cultural affairs
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	300-400
20	Rhetorical function(s)	Description (events); explanation; giving opinions; exposition; suggestion; argumentation; persuasion; comparison and contrast; other; evaluation
21	Register	Unmarked to formal
22	Domain	Public
23	Grammar	Wide range of complex grammatical structures
24	Vocabulary	Wide range of low frequency vocabulary
25	Cohesion	Wide range of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	Medium

forward ›

‹ Back

Index ^

28	Cognitive processing	Knowledge transformation
29	Content knowledge	Very wide range of knowledge areas
30	Task purpose Referential (telling);	emotive (reacting); conative

iii) Rating of Task

31	Known criteria	Grading criteria are not provided to the candidate on the paper, but can be viewed in past paper packs issued after the exam session and in the handbook: http://www.cambridgeesol.org/support/handbooks.htm
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Content; range; accuracy; appropriacy of register and format; organisation and cohesion; target reader
34	Number of raters	1

iv) Feedback to candidates

35	Quantitative feedback	Exam specific grade
36	Qualitative feedback	Graphical display of performance on the paper

Example answer

Dear Sirs

I am writing with reference to the article on the loss of national and cultural identity, published in one of your latest issues. I would like to express my disagreement regarding your opinion. I hope you will not take amiss what I am going to say.

To begin with, you claimed that because of the modern amenities people all over the world become more and more alike. In other words, advances in technology and the opportunity of travelling easily and faster are responsible for the loss of national and cultural identities. I think it is dangerous to claim that it

forward ›

‹ Back

Index ^

would be better if not everybody has the same facilities in order to maintain each nation unique. That would mean a vast majority of the population has to be deprived of progress to maintain its integer traditions.

Furthermore, I think that the cultural exchange and the fact that communication gets more and more easy have a positive effect on the maintenance of tradition. Because the reason why people are travelling so much is the fact that they want to learn about the different countries and their cultures. Therefore, each country is interested in maintaining its traditions, or even better, they are pushing their population to saveguard national identity. To sum up, thanks to advances in technology the countries get more worried about maintaining national traditions.

Moreover, you deplore shopping malls, TV programmes and lifestyles can be found everywhere. According to that statement, certain countries should be deprived of these amenities so that they will not be influenced by another country's tradition. Don't you think that this course of action would lead to the isolation that some 55 years ago our ancestors tried to abolish? In my opinion, the fact of depriving somebody of something he wants will not help to maintain the country's tradition, but will inevitably lead to a dissatisfaction that could become very dangerous.

On the whole, I think that it is impossible to lead the market towards an ideal world where everything works as we wish, namely in a co-existence of many different traditions. It is dangerous to deprive men of things they know they could have; therefore, mankind should be given the opportunity to develop itself, no matter what or without different traditions.

I am looking forward to seeing my letter published in one of the next issues of your newspaper.

Yours faithfully

forward ›

Commentary

‹ Back

- **Content**

The candidate has developed a fairly convincing argument in disagreement with the text of the prompt. S/he has produced a good introduction and conclusion and makes three well-expressed and valid points in the argument. This is a good realisation of the task.

Index ^

- **Range**
The language is fluent and natural, a range of structures is used competently and the vocabulary is varied and generally appropriate. There are two or three lexical errors only, e.g., ‘saveguard’.
- **Accuracy**
There are minor errors, but these are unobtrusive. There are some awkward expressions, e.g., ‘take amiss what I am going to say’ and ‘integer tradition’.
- **Appropriacy of Register and Format**
The register is appropriate – neutral in tone but expressing the writer’s views clearly.
- **Organisation and Cohesion**
The letter holds together well, with good use of cohesive devices. The introduction and conclusion are clearly defined and well-expressed. The article is well organised with competent use of paragraphing.
- **Appropriacy of Register and Format**
The register is appropriate – neutral in tone but expressing the writer’s views clearly.
- **Target Reader**
This piece of writing has a positive effect on the reader.

Score allocated

Band 3 (on the five band scale)

forward ›

‹ Back

Index ^



Alliance Française

L'Alliance Française

L'Alliance française est une **association** reconnue d'utilité publique créée en 1883. Elle est présente dans **135 pays** et accueille chaque année plus de **400 000 étudiants**.

Elle a pour **mission** de :

- Développer l'enseignement de la langue française et le goût des cultures francophones dans le monde ;
- Organiser des manifestations culturelles ;
- Rassembler, à l'étranger, les amis de la France.

L'Alliance française a un **statut associatif de droit local**, est apolitique et non confessionnelle. Les Alliances du monde sont donc des associations autonomes régies par le droit local et rattachées à l'Alliance française de Paris par un lien moral.

Ce **statut bien particulier** et le fait qu'elles travaillent le plus souvent en liaison avec leur ville ou leur région, voire avec les autorités académiques ou les acteurs culturels du pays, permettent aux Alliances françaises d'être en **parfaite harmonie avec leur environnement local**. Cette **proximité** facilite leur **pérennité** dans de nombreux pays.

L'originalité de l'Alliance française réside également dans sa volonté de **développer tout à la fois l'enseignement de la langue française et le goût des cultures francophones** dans le monde. Ces deux éléments fondamentaux, associés à **la promotion des cultures locales**, constituent **une proposition « d'alternative culturelle »**. Elle s'inscrit clairement dans une volonté de **faire vivre une plus grande diversité culturelle**.

Dans un contexte culturel mondialisé, l'Alliance française a décidé de **valoriser son rôle, ses missions et son statut**. L'objectif est d'inciter davantage de personnes et surtout les plus jeunes, à s'intéresser aux cultures francophones et à choisir l'apprentissage de la langue française.

forward >

L'Alliance française a également décidé de développer ses relations avec ses différents partenaires : média, décideurs, organismes internationaux et ONG, relais d'opinion, dirigeants d'entreprises,...

< Back

Index ^

Un Réseau Mondial En Pleine Expansion

Un vaste réseau ouvert au dialogue avec toutes les cultures du monde.

De la Terre de Feu aux confins du Canada, de la pointe du continent africain au nord de l'Europe, sur l'immense territoire asiatique comme en Océanie, les **1081 Alliances françaises**, présentes dans **135 pays** en 2004, accueillent chaque année plus de **400 000 étudiants et francophiles**.

Un statut original qui favorise l'implantation et la pérennité.

Les Alliances françaises sont des associations autonomes régies par le droit local et rattachées à l'Alliance française de Paris par un lien moral. Les Alliances françaises sont apolitiques et non-confessionnelles, ce qui facilite leur implantation et leur pérennité dans de nombreux pays. Elles existent au Pakistan comme à Cuba, en Colombie, en Moldavie, en Angola, etc. Et lorsque le droit associatif n'existe pas, les Alliances françaises ouvrent la voie. Le statut des Alliances requiert un fonctionnement démocratique. C'est pourquoi l'ouverture d'une Alliance française peut servir de propédeutique démocratique suivant les pays.

Elles prennent toujours leur source à l'étranger et sont l'expression de la volonté locale de francophiles qui désirent partager leur amour de la langue et de la culture françaises avec leurs concitoyens.

Pionnière dans le domaine de l'enseignement du français aux étrangers, l'Alliance française a inauguré des pratiques pédagogiques tenant compte de la langue maternelle et des modes d'apprentissage de chaque public. Ces méthodes conjuguent approche classique et ouverture aux nouveaux modes de communication. Elle adopte de nouvelles technologies, noue de nombreux partenariats et diversifie ses prestations :

- **formations extensives et intensives,**
- **cours en entreprise,**
- **formations à thème,**
- **apprentissage en autonomie guidée,**
- **enseignement à distance,**
- **formation de formateurs...**

Aujourd'hui, l'Alliance française apparaît sans conteste comme une référence dans le domaine de l'enseignement du français langue étrangère.

La reconnaissance des diplômes qu'elle délivre, tant par le ministère de l'Éducation nationale que par les groupements européens comme ALTE (Association of Language Testers in Europe), en témoigne avec éloquence.

La mission pédagogique est intimement liée à l'engagement actif de l'Alliance française dans le champ culturel. Ainsi, les Alliances fondent leur identité sur le maillage de la langue et de la création françaises, mais aussi sur le brassage permanent des publics. Une langue vit pleinement lorsqu'elle se partage.

Une double mission : au-delà de la langue, la culture.

Au sein des Alliances françaises, la **mission pédagogique** liée à l'apprentissage de la

forward >

< Back

Index ^

langue française est prolongée par une **politique culturelle ambitieuse** qui prend des formes diverses selon les pays : créations artistiques, spectacles vivants, conférences, expositions, cinéma.

Partout dans le monde, les Alliances françaises sont un trait d'union entre les cultures locales et les cultures francophones

L'ALLIANCE FRANÇAISE DE PARIS

La spécificité de l'Alliance française de Paris

L'Alliance française de Paris garantit la cohérence et la pérennité du dispositif, veille au respect des statuts et participe activement au recrutement des personnels détachés mis à la disposition des Alliances françaises par le ministère français des Affaires étrangères. Elle procède également au suivi des subventions publiques octroyées par les Affaires étrangères à environ un quart des Alliances dans le monde. La Direction des relations internationales de l'Alliance française de Paris assure un conseil et une expertise permanents, tandis que l'Ecole de l'Alliance française de Paris propose des formations pour enseignants, des expertises pédagogiques et des certifications reconnues internationalement.

L'Alliance française de Paris offre dans son Ecole Internationale trois services en constante interaction :

- des cours de français
- la conception et la passation d'examens
- la formation d'enseignants

Les Formations de l'Alliance Française de Paris

Formations initiales ou continues

DPAFP

Diplôme Professionnel de l'Alliance française de Paris

Ce diplôme est l'aboutissement d'une formation de 5 mois qui se déroule en présentiel à l'Alliance française de Paris. La spécificité de ce cursus réside dans l'alternance entre la théorie et la pratique ce qui permet aux stagiaires de confronter leurs acquis théoriques à l'expérience du terrain.

Contenu

Le programme du DPAFP est composé de trois périodes d'observations et de pratiques de classe, accompagnées de séances de tutorat personnalisé, de travaux pratiques en méthodologie et d'un module d'observation de classes filmées. Les modules, répartis entre apports méthodologiques et ateliers, sont consacrés, aux thèmes suivants :

- la méthodologie d'un domaine spécifique ;
- les outils pour l'enseignement à un public adulte ;
- les outils pour l'enseignement à un public adolescent ;
- l'utilisation d'un support d'enseignement particulier ;
- le développement personnel des enseignants.

forward >

< Back

Index ^

CESOP – FLE

Certificat de Stage d’Observation et de Pratique en FLE

Ce certificat est l’aboutissement d’une formation d’un mois qui se déroule en présentiel à l’Alliance française de Paris. La spécificité de ce cursus réside dans une forte centration sur la réalité d’une classe de FLE.

Contenu

Le programme du CESOP – FLE est composé d’observations et de pratiques de classe, accompagnées de séances de tutorat personnalisé, de travaux pratiques en méthodologie, d’un module d’observation de classes filmées et d’un module consacré aux contenus socioculturels de l’enseignement du FLE ainsi qu’à la pédagogie de la prononciation.

DAEFLE

Diplôme d’Aptitude à l’Enseignement du Français Langue Etrangère

Cette formation à distance en partenariat avec le CNED (Centre National d’Enseignement à Distance) s’adresse à toute personne se préparant à enseigner ou enseignant déjà le français à un public non francophone en France ou à l’étranger. Elle permet d’acquérir ou d’actualiser des savoirs ou des savoir-faire professionnels et de les valider au moyen d’un diplôme connu, délivré par l’Alliance française de Paris

Contenus

La formation comporte 6 modules capitalisables :

- Linguistique appliquée à l’enseignement du français langue étrangère
- Didactique générale du français langue étrangère
- Phonétique et pédagogie de la prononciation
- Méthodologie de l’enseignement de la grammaire
- Méthodologie de l’enseignement de la civilisation et de la littérature
- Observation et guidage de classe

Déroulement

Les candidats peuvent suivre la formation en s’inscrivant aux différents modules dans l’ordre qui leur convient et étaler cette formation sur un, deux ou trois ans.

Le matériel fourni par le CNED comprend les fascicules contenant les cours, les cassettes vidéo qui les illustrent, des cassettes audio de documents authentiques, un guide de travail et les corrigés-types des devoirs.

Chaque module est l’occasion de deux devoirs suivis d’une correction personnalisée.

Les candidats disposent tout au long de leur formation d’un service de tutorat animé par des formateurs de l’Alliance Française de Paris.

[forward >](#)

Formation de Responsable Pédagogique

[< Back](#)

La formation de responsable pédagogique s’adresse à toute personne ayant en charge la gestion des cours d’un centre de langue.

[Index ^](#)

Contenu

1. Présentation du domaine d'enseignement et sa relation avec le Cadre Européen Commun de Référence (FLE ou enseignement d'autres langues étrangères)
2. Réflexion sur ce qu'est un établissement d'enseignement de langues étrangères (centre de langue)
 - la gestion de l'équipe pédagogique
 - la formation initiale et continue
3. Gestion des cours
 - la mise en place des contenus (choix d'un manuel, constitution de référentiel, certifications, tests de placement...)
 - la promotion
 - l'environnement
 - la gestion de l'équipe de formation

STAGES PÉDAGOGIQUES

En Juillet et en août, l'Alliance française de Paris accueille des professeurs pour un complément de formation d'un mois autour d'apports théoriques, d'un partage d'expérience et d'une découverte de la capitale.

Contenu

Ces stages s'adressent à des enseignants en exercice ou aux titulaires d'un diplôme de professeur de FLE n'ayant pas encore d'expérience professionnelle. Ils sont aussi l'occasion d'une immersion linguistique et culturelle en France.

Trois grandes options sont possibles :

- Enseignement aux adultes et adolescents : réflexion méthodologique, mise à jour des pratiques pédagogiques et développement de nouvelles techniques ;
- Enseignement aux enfants et pré-adolescents : recyclage en didactique du FLE, mise à jour des pratiques pédagogiques, réflexion sur la problématique de l'enseignement précoce d'une langue;
- Langue, culture et méthodologie : perfectionnement des compétences linguistiques, actualisation des connaissances sur la France d'aujourd'hui, mise à jour méthodologique.

Missions de Formation et D'Expertise

Les formateurs de l'Alliance française de Paris se déplacent à la demande. Voici, à titre d'exemple, quelques domaines d'intervention envisageables :

- **Méthodologie générale**
- **Méthodologie d'un domaine spécifique**
- **Enseignement à un public spécifique**
- **Accompagnement dans la mise en place de projets éducatifs**

forward >

< Back

Les Certifications de L'Alliance Française de Paris

Index ^

Quelle est la place des certifications Alliance française au niveau national et

international?

Partie intégrante de notre grande institution, visées par le Ministère de l'Education nationale français, elles jouissent de la notoriété mondiale de l'Alliance française et de la reconnaissance européenne du groupement ALTE, ce qui les a imposées dans certains systèmes scolaires nationaux et sur le marché du travail.

Leur offre favorise la diversité des réponses à des besoins en évaluation de différentes natures.

Elles s'appuient sur le Cadre Européen Commun de Référence (CECR) du Conseil de l'Europe (www.alte.org/members/french/af/french/index.cfm).

Comment les mettre en place?

Par exemple, en les intégrant dans l'offre de cours comme outil de validation des compétences acquises lors de l'apprentissage.

Quelles sont les certifications Alliance française (publics grands adolescents/ adulte)

Certifications AF	Niveaux du CECR	Descriptifs des niveaux
CEFP1	A2	Maîtrise de base du français indispensable dans diverses situations courantes; par exemple, la personne peut comprendre et transmettre des messages simples.
CEFP2	B1	Maîtrise limitée mais efficace de la langue dans des situations familières; par exemple, la personne peut participer à des réunions de routine portant sur des sujets familiers, notamment lors d'échanges de simples informations factuelles.
DL	B2	Maîtrise générale et éprouvée de la langue dans diverses situations; par exemple, la personne peut contribuer aux discussions d'un point de vue pratique.
DSLFCF	C1	Bonne maîtrise d'usage de la langue dans toute une gamme de situations d'actualité; par exemple, la personne peut participer de façon assurée aux discussions et aux réunions.
DHEF	C2	Excellente maîtrise de la langue à un degré supérieur dans la plupart des situations; par exemple, la personne peut argumenter en toute confiance, donner des justifications et être convaincante.

forward >

< Back

Index ^

De nouveaux tests produits et diffusés par l'Alliance française de Paris

Les publics concernés par ces tests sont les jeunes apprenants et les adultes en contexte professionnel.

Qu'est-ce que les « Tests Jeunes Apprenants » (TJA) ?

Les « Tests Jeunes Apprenants » s'adressent à un public d'enfants de 7 à 12 ans.

Au nombre de trois, ces tests visent des objectifs d'enseignement calibrés sur les niveaux A1 et A2 du CECR.

Ils favorisent la motivation des enfants pour l'apprentissage du français par une présentation attrayante et ludique. Chaque apprenant obtient une attestation de réussite validant ses compétences.

Ils sont un soutien pour l'institution en lui fournissant une méthodologie ainsi que l'inventaire des contenus grammaticaux, lexicaux et les savoir-faire inhérents à un programme de cours.

Ils rassurent les parents sur les contenus et les objectifs de l'apprentissage.

Tests	Niveaux du CECR	Descriptif des compétences travaillées	Public
Les Tests Jeunes Apprenants		CO/ CE/ EO/ EE (limitée à la production de mots ou de groupe de mots)	Enfants de
-Pas à pas	A1-1		7 ans
-En route	A1-2		8/ 11 ans
-En vol	A2-1		9/ 12 ans

Qu'est ce que Bulats?

Le test Bulats s'adresse à un public d'adultes en situation professionnelle.

Les versions informatisée et papier évaluent la capacité en compréhension orale, en compréhension écrite, grammaire et vocabulaire des candidats.

Ces versions sont adaptatives et s'inscrivent dans un processus d'apprentissage de la langue lié à un contexte professionnel.

Les tests d'expression orale et d'expression écrite permettent l'évaluation de ces compétences.

Facile d'utilisation, le test Bulats peut être proposé en complément de toute formule de cours à l'attention d'étudiants en FOS et des entreprises désireuses d'évaluer les compétences de leur personnel lors du recrutement ou de la mise en place de formations linguistiques (www.bulats.org).

forward >

< Back

Index ^

Tests	Niveaux du CECR	Descriptif des compétences travaillées	Public
Bulats -Version informatisée -Version papier -version expression écrite -version expression orale	De A1 à C2	CO/ CE / grammaire et lexique CO/ CE / grammaire et lexique Expression écrite Expression orale	Tout apprenant en langue s'intéressant au monde professionnel

Contact: Service pédagogie et certifications serpedago@alliancefr.org
 Informations www.alliancefr.org

forward >

< Back

Index ^



Alliance Française

The CEFR Grids for Writing, developed by ALTE members

Alliance Française Sample Test Tasks

www.alliancecefr.org

Report on analysis of	Certificat de Français Pratique 1 Niveau A2
Target language of this test	French
Target level (CEFR) of this test	A2
Task number/name	writing a letter

General Information about the writing component *

3	Number of tasks in the writing paper	1
4	Integration of skills	Writing (with written prompt)
5	Total test time	30 minutes
6	Target performance level	A2
7	Channel	Handwritten
8	Purpose	General French

Background to the Examination

Certificat d'Etudes de Français Pratique 1 (CEFP1) is a general French qualification which is part of the Alliance Française Main-suite examinations. Set at level A2 of the CEF, CEFP1 recognises the ability to cope with everyday written and spoken communications. It tests the language skills needed to survive in situations of everyday life in a French-speaking environment.

CEFP1 is designed for learners whose French skills are adequate for many practical purposes, including work, study and social situations which require a predictable use of language.

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

forward >

< Back

Index ^

Candidature

CEFP1 is taken by 2,000 candidates per year in over 50 countries which represent more than 100 centres. Candidates are aged over 16.

Structure of the Test

CEFP1 tests the skills of Reading and Language Knowledge, Writing, Listening, and Speaking – which Writing skills (Reading, Language Knowledge and Writing) weighted (total score of the Test: 90 marks) at 40 and Oral skills (Listening and Speaking) at 50, Producing skills (Writing and Speaking) weighted at 40 and Understanding skills (Reading and Language knowledge, and Listening) at 50.

CEFP1 is administered in four separate papers. Paper 1 Listening, Paper 2 Reading, Paper 3 Language Knowledge, Paper 4 Writing.

There is a raw score for each skill and two grades: pass or fail. Results are based on candidates' aggregate scores across the four skills.

The Certificat Français de Français Pratique (CEFP1- Writing Paper/Paper 4) Writing component

The paper has a fixed format, with only one part. Candidates are assessed on their ability to produce written French at word and sentence level. Candidate should be able to give information, report recent events and describe people, objects, places and activities as well as express simple opinions.... They should also be able to use the words they know appropriately and accurately in simple contexts of daily life, and be able to produce variations on simple sentences.

In the task, candidates have to answer in an informal letter (or postcard, e-mail) of about 80 to 100 words, to a message, advert, letter.... The answer must be recognisably linked to the question and the candidates should pay particular attention to any information given in the question. Candidates should take into account the person it is addressed to (relatives or friends).

Specific Information about the example task

Mark distribution

There are 10 marks for Paper 4 Writing. Candidates at this level are expected to show their ability to deal with simple, straightforward information and begin to express themselves in familiar contexts, write short simple letters related to personal information. They have to be able to use a repertoire of basic language which enable them to deal with everyday situations with predictable content. They are able to use basic sentence patterns, use simple structures correctly, but still systematically making basic mistake.

Two global criteria are taken into account when marking the written production: communicative appropriateness (task fulfilment and discursive ability), and linguistic ability (grammatical accuracy and lexical control).

There are a maximum of 10 marks for the Writing component: 5 for the communicative appropriateness and 5 for the linguistic ability.

http://www.alliancefr.org//pdf/Sujet_CAFP1.pdf

forward ›

‹ Back

Index ^

Task Rating

The rating scale takes the form of a list of marking criteria provided, which interpretation and level requirement are given apart the marking grid, in the specific examiner handbook.

The exam is marked by agreed examiners under the supervision of Team Leaders. Mark scheme are discussed and standardisation meeting takes place before marking begins. Marking is controlled by 5% double checking. The teacher training adviser checks problem cases.

Effective Level

Pretesting on experimental versions with target students (a range of age, nationality and socio-cultural groups is represented in the pre-test population which roughly corresponds to that of the live candidature), and with experimented teachers (feedback on the existing material is obtained by asking teachers for comments on the difficulty and appropriateness of texts and items in reference to the CEFR descriptors).

Sample task:

Randonnée en montagne !
Vacances sportives: marche à pied, observation de
la nature...
Stage d'une semaine : 300 euros

[www. Vacancesportives.fr](http://www.Vacancesportives.fr)

Depuis trois jours, vous participez à ce stage sportif. Vous écrivez une lettre (d'environ 80 mots) à un(e) ami(e) pour lui dire où vous êtes et pourquoi, ce que vous avez fait et ce que vous allez faire les jours suivants. Vous dites vos impressions et vous lui conseillez ou vous lui déconseillez de participer à ce stage.

forward >

< Back

Index ^

i) Task input/prompt		
9	Rubrics and instructions are in...	French
10	Language level of rubric	Same level of test A2
11	Time for this task	30 minutes
12	Control/guidance	Semi-controlled
13	Content	Specified
14	Discourse mode	Personal specified letter
15	Audience	Friend
16	Type of prompt	Instruction/textual input: advert
17	Topic	Daily life, free time
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	80 to 100
20	Rhetorical function(s)	Description, giving options
21	Register	Informal
22	Domain	Personal
23	Grammar	Only simple grammatical structures
24	Vocabulary	Only frequent vocabulary
25	Cohesion	Extremely limited use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Reproduction of known ideas only
29	Content knowledge	Personal, daily life, basic communication needs
30	Task purpose	Referential (telling)

forward ›

‹ Back

Index ^

iii) Rating of Task

31	Known criteria	Yes on paper and they can be viewed on the web site of AF: www.alliancefr.org
32	Task rating method	Analytical method
33	Assessment criteria	Grammatical accuracy, cohesion and coherence, lexical control, content, orthography
34	Number of raters	2

iv) Feedback to candidates

35	Quantitative feedback	Raw score and CEFR level
36	Qualitative feedback	None

Example answer

Chère Jing

Le 8 oct

Comment ça va? Maintenant je suis en montagne. Je participe à un stage sportif. Je l'ai trouvée sur www.vacances sportives.fr. Je marchais à pied en montagne. Je observais la nature. Il y avait beaucoup de l'arbres. J'ai vu quelque animaux. Le paysage était très magnifique. Je vais marcher au sommet de la montagne. Je suis un peu fatigué. Mais je suis content de participer à ce stage. Je te conseille de participer à ce stage aussi. Ce sera très bon chose. Je te déconseille de apporter beaucoup de choses.

Bisou!

Xu

Commentary

This is a good answer to the question. The candidate has used correct letter format with appropriate opening and close and early reference to the reason for writing. All points have been covered and it is written in an appropriate style.

forward ›

The range of language is appropriate to the needs of the task. There are some errors of verbs and structure, for example: "*je marchais*", "*je observais*" which are minimal linguistic errors for this level. Concerning vocabulary range, the candidate displays only few lexical elements, different of those given in the instructions.

‹ Back

Score allocated

5/5 for communicative performance and 3/5 for linguistic ability, this gives a global score of 8/10 for the achievement of the task.

Index ^



The CEFR Grids for Writing, developed by ALTE members

Alliance Française

Alliance Française Sample Test Tasks

www.alliancecefr.org

Report on analysis of	Certificat de Français Pratique 2 Niveau B1
Target language of this test	French
Target level (CEFR) of this test	B1
Task number/name	Part 2: writing a short message

General Information about the writing component *

3	Number of tasks in the writing paper	2
4	Integration of skills	Writing (with written prompt)
5	Total test time	40 minutes
6	Target performance level	B1
7	Channel	Handwritten
8	Purpose	General French

Background to the Examination

forward >

Certificat d'Etudes de Français Pratique 2 (CEFP2) is a general French qualification which is part of the Alliance Française Main-suite examinations. Set at level B1 of the CEF, CEFP2 recognises the ability to cope with everyday written and spoken communications. It tests the language skills needed to interact in social and work situations in a French-speaking environment.

< Back

Index ^

CEFP2 is designed to learners whose French skills are adequate for many practical purposes, including work, study and social situations which require a predictable use of language

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Candidature

CEFP2 is taken by about 2,000 candidates per year in over 50 countries which represent more than 100 centres. Candidates are aged over 16.

Structure of the Test

CEFP2 tests the skills of Reading and Language Knowledge, Writing, Listening, and Speaking – which Writing skills (Reading, Language Knowledge and Writing) weighted (total score of the Test: 80 marks) at 40 and Oral skills (Listening and Speaking) at 40, Producing skills (Writing and Speaking) weighted at 40 and Understanding skills (Reading and Language knowledge, and Listening) at 40.

CEFP2 is administered in four separate papers. Paper 1 Listening, Paper 2 Reading, Paper 3 Language Knowledge, Paper 4 Writing.

There is raw score for each skill and two grades: pass or fail. Results are based on candidates' aggregate scores across the four skills.

Certificat de Français Pratique (CEFP2- Writing Paper/Paper4)

Writing component

The paper has a fixed format, with two parts. Candidates are assessed on their ability to produce written French at word and sentence level and whole text level. Candidates should be able to give information, report recent events and describe people, objects, places and activities as well as convey reactions to situations, express hopes, regrets, and congratulate, apologize.... They should also be able to use the words they know appropriately and accurately in simple contexts of daily life, and be able to produce variations on simple sentences.

Part Two

In the task, candidates have to answer in a short message (note or e-mail...) of about 50 words, to a message, advert, letter or situation given by instructions.... The message must be recognisably linked to the question and the candidates should pay particular attention to any information given in the question. Candidates should take into account the person it is addressed to (relatives or friends).

Specific Information about the example task

Mark distribution

There are 15 marks for Paper 4 Writing and only 5 marks for the second task. Candidates at this level are expected to show ambition writing notes conveying simple information of immediate relevance to friends, service people, teacher and others who feature in their everyday life, getting across comprehensibly the points they feel are important. They can take messages communicating enquiries, explaining problems. They have to be able to use enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulations at times.

Two global criteria are taken into account when marking the written production: communicative achievement (content, language use or speech act) and linguistic ability (grammatical accuracy and lexical control).

There are a maximum of 5 marks for this part of the Writing component: 3 for communicative achievement and 2 for linguistic ability.

forward >

< Back

Index ^

http://www.alliancefr.org//pdf/Sujet_CEF2.pdf

Task Rating

The rating scale takes the form of a list of marking criteria provided, which interpretation and level requirement are given apart the marking grid, in the specific examiner handbook.

The exam is marked by agreed examiners under the supervision of Team Leaders. Mark scheme are discussed and standardisation meeting takes place before marking begins. Marking is controlled by 5% double checking. The teacher training adviser checks problem cases.

Effective Level

Pretesting on experimental versions with target students (a range of age, nationality and socio cultural groups is represented in the pre-test population which roughly corresponds to that of the live candidature) and with experimented teachers (feedback on the existing material is obtained by asking teachers for comments on the difficulty and appropriateness of texts and items in reference to the CEFR descriptors).

Sample task:

Rédigez un message court mais clair et précis (environ 50 mots) en relation avec la situation suivante :

```
Exp. : sophie.durandwanadoo.fr
Dest : catherine.martinfree.fr
Date: Jeu 30 oct. 2003 10h38
Objet: conseils pour l'anglais
```

Catherine,

Je sais que tu as appris l'anglais assez rapidement et que tu maîtrises bien la langue orale maintenant. Je connais les bases mais j'ai besoin de parler couramment pour mon travail. J'aimerais que tu me donnes deux ou trois conseils en quelques lignes.

Réponds-moi vite !

Vous êtes Catherine et vous répondez à Sophie dans un bref e-mail

forward ›

‹ Back

Index ^

i) Task input/prompt		
9	Rubrics and instructions are in...	French
10	Language level of rubric	B1
11	Time for this task	40 minutes for the two tasks
12	Control/guidance	Semi-controlled
13	Content	Specified
14	Discourse mode	Specific message
15	Audience	Friend
16	Type of input	Instruction/textual input: message
17	Topic	Daily life
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	50
20	Rhetorical function(s)	Description, giving options, expressing feelings
21	Register	Informal
22	Domain	Personal
23	Grammar	Mainly simple grammatical structures
24	Vocabulary	Mainly frequent occurring vocabulary
25	Cohesion	Limited use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Reproduction of known ideas only
29	Content knowledge	Personal, daily life, basic communication needs
30	Task purpose	Referential/emotional

forward >

< Back

Index ^

iii) Rating of Task

31	Known criteria	Yes on paper and they can be viewed on the web site of AF www.alliancefr.org
32	Task rating method	Analytical method
33	Assessment criteria	Grammatical accuracy, cohesion and coherence, lexical control, content, orthography
34	Number of raters	2

iv) Feedback to candidates

35	Quantitative feedback	Raw score and CEFR level
36	Qualitative feedback	None

Example answer

Parle tout le temps et n'a pas peur, parce que c'est la seule solution.
Ecouter à la radio est très efficace.
Fais attention aux erreur que tu fais régulièrement.
Mais n'oublie pas qu'il faut pas avoir honte et il faut pas avoir peur
Bon courage !

Commentary

This is a good answer to the question: good efficiency for communicative skill. The message is in complete adequacy with the prompt. The situation is adapted to the target reader and message is written in an appropriate style according to the reader. Concerning grammatical accuracy, candidate has a rather good control. He/she can communicate with accuracy. He/ she can use different forms and tenses to make suggestion.

forward >

< Back

Score allocated

3/3 for communicative performance and 1/2 for linguistic ability which gives a global score of 4/5 for the achievement of the task.

Index ^



The CEFR Grids for Writing, developed by ALTE members

Alliance Française

Alliance Française Sample Test Tasks

www.alliancecefr.org

Report on analysis of	Diplôme de Langue Niveau B2
Target language of this test	French
Target level (CEFR) of this test	B2
Task number/name	Part 2 of Paper 4

General Information about the writing component *

3	Number of tasks in the writing paper	2
4	Integration of skills	Writing (with written prompt)
5	Total test time	75 minutes
6	Target performance level	B2
7	Channel	Handwritten
8	Purpose	General French

Background to the Examination

forward >

< Back

Index ^

Diplôme de Langue (DL) is a general French qualification which is part of the Alliance Française Main-suite examinations. Set at level B2 of the CEF, DL recognises a good competence in all the language skills: understand extended speech, read articles and reports concerned with contemporary problems, interact with a good degree of fluency and spontaneity, present clear, detailed descriptions on a wide range of subjects, explain a viewpoint, write essay or report, passing on information or giving reasons in support of or against a particular point of view.

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

DL is designed for learners whose French skills are adequate for many practical purposes, including work, study and social situations which require a predictable use of language. DL is recognised abroad as proof of language ability and is part of the qualification required in order to teach French (for example in Portugal), to do clerical work (for example in Switzerland)...

Candidature

DL is taken by about 4,000 candidates per year in over 50 countries which represent more than 100 centres. Candidates are aged over 16.

Structure of the Test

DL tests the skills of Reading and Language Knowledge, Writing, Listening, and Speaking – which Writing skills (Reading, Language Knowledge and Writing) weighted (total score of the Test: 150 marks) at 90 and Oral skills (Listening and Speaking) at 60, Producing skills (Writing and Speaking) weighted at 75 and Understanding skills (Reading and Language knowledge, and Listening) at 75.

DL is administered in four separate papers. Paper 1 Listening, Paper 2 Reading, Paper 3 Language Knowledge, Paper 4 Writing.

There is raw score for each skill and three pass grades: pass with very good merit, pass with good merit, pass, and fail. Results are based on candidates' aggregate scores across the four skills.

Diplôme de Langue (DL- Writing Paper/Paper 4)

Writing component

The paper has a fixed format, with two parts. Candidates are assessed on their ability to produce written French at whole text level. Candidates should be able to give information, report recent events and describe people, objects, places and activities as well as convey reactions to situations, express hopes, regrets, express viewpoints, develop arguments and justify.... They should also be able to use some complex sentence forms to do so. They can express themselves clearly and without sign of having to restrict what they want to say.

Part Two

In the task, candidates have to write a composition of about 150 words: article or answer to a discussion forum on website..., explaining their point of view with justification and argumentation.

The answer must be recognisably linked to the question and the candidates should pay particular attention to any information given in the question. Candidates should take into account the person it is addressed to.

forward >

Specific Information about the example task

< Back

Mark distribution

There are 30 marks for Paper 4 Writing and 20 marks for the second task. Candidates at this level are expected to show ambition. They have to be able to develop arguments with appropriate highlighting of significant points and relevant supporting detail. They can plan what is to be said and the means to say it, use circumlocution and paraphrase to cover gaps in vocabulary and structure. They could use a range of

Index ^

tenses, appropriate expressions and different vocabulary.

Three main criteria are taken into account when marking the written production: text organisation (coherence and cohesion: 4 marks), communicative appropriateness (content, development of ideas: 6marks) and accuracy (syntax, morphology, orthography and lexical control: 10 marks)

http://www.alliancefr.org//pdf/Sujet_DL.pdf

Task Rating

The rating scale takes the form of a list of marking criteria provided, which interpretation and level requirement are given apart the marking grid, in the specific examiner handbook.

The exam is marked by agreed examiners under the supervision of Team Leaders. Mark scheme are discussed and standardisation meeting takes place before marking begins. Marking is controlled by 5% double checking. The teacher training adviser checks problem cases.

Effective Level

Pretesting on experimental versions with target students (a range of age, nationality and socio-cultural groups is represented in the pre-test population which roughly corresponds to that of the live candidature) and with experimented teachers (feedback on the existing material is obtained by asking teachers for comments on the difficulty and appropriateness of texts and items in reference to the CEFR descriptors).

Sample task:

Participez à notre enquête !
En France, certains réclament la création d'un « salaire étudiant ».
Un tel système existe-t-il dans votre pays ?
L'étudiant, octobre 2004

Vous avez décidé d'envoyer votre témoignage sous forme d'un article au magazine L'Etudiant. Dites quel est votre avis sur cette question, argumentez et justifiez votre point de vue par des exemples.
Votre article doit comporter environ 150 mots.

forward >

< Back

Index ^

i) Task input/prompt		
9	Rubrics and instructions are in...	French
10	Language level of rubric	B2
11	Time for this task	45 minutes
12	Control/guidance	Semi-controlled
13	Content	Specified
14	Discourse mode	Article
15	Audience	General public
16	Type of input	Instruction/textual input: advert
17	Topic	Contemporary problems of daily life
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	150
20	Rhetorical function(s)	Description, giving opinion, expressing feelings, argumentation, comparison and contrast, exemplification....
21	Register	Formal
22	Domain	Public
23	Grammar	Limited range of complex structures
24	Vocabulary	Extended vocabulary
25	Cohesion	Competent use of cohesive devices
26	Authenticity: situational	Medium
27	Authenticity: interactional	Medium
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Common, general, non specialised
30	Task purpose	Referential/conative

forward >

< Back

Index ^

iii) Rating of Task

31	Known criteria	Yes on paper and they can be viewed on the web site of AF www.alliancefr.org
32	Task rating method	Analytical method
33	Assessment criteria	All categories
34	Number of raters	2

iv) Feedback to candidates

35	Quantitative feedback	Raw score and CEFR level
36	Qualitative feedback	None

Example answer

Je pense qu'un salaire peut beaucoup aider les étudiants à se consacrer à leurs études. Mais est-ce que ce projet est viable? D'où débloquer ces fonds?

En Uruguay, cette question ne se pose pas, car on n'a pas les moyens de soutenir financièrement ce projet. Le gouvernement ne pourra jamais assumer les frais d'un tel projet. En plus, il faudra d'abord résoudre des problèmes plus urgents par rapport à l'éducation. De sorte que nous sommes loin d'entamer une telle démarche.

En France, le cas est différent. Je crois qu'un salaire étudiant est une très bonne idée.

Mais on peut développer aussi des idées déjà en cours. Par exemple, accentuer des avantages socio-économiques comme la sécurité sociale; réductions de loyer, de charges des impôts; plus des réductions sur les transports, entre autres.

forward >

< Back

131mots

Index ^

Commentary

This candidate shows a rather good communicative ability for the level but the adequacy to the task is not well evaluated because text isn't well opened and closed (which could be specially penalising for the publication of an article in the real life). The script is only 131 words and this confirms that elements are missing: for example, candidate didn't develop arguments with appropriate highlighting of significant points and relevant supporting detail.

Candidate has a good range of vocabulary, lexical accuracy and grammatical control presents high degree. He/she uses cohesive devices to link his utterances into clear, coherent discourse.

Score allocated

3/4 for discourse competence, 4/6 for communicative performance and 9/10 for linguistic ability which gives a global score of 16/20 for the global achievement of the task.

[forward >](#)

[< Back](#)

[Index ^](#)



Présentation du CIEP

Créé en 1946, le Centre international d'études pédagogiques contribue au développement de la coopération internationale en éducation. Il devient en 1987 un établissement public national et signe en 2003, avec son ministère de tutelle, le ministère français de l'éducation et de l'enseignement supérieur, un contrat d'objectifs qui définit ses missions.

Celles-ci s'articulent autour de deux grands domaines d'activités :

- **les langues : français langue étrangère et langues étrangères**
- **l'éducation : ingénierie éducative et coopération internationale**

L'établissement est reconnu en France et à l'étranger pour ses compétences en matière de formation, d'expertise, de certifications et pour sa réflexion dans le domaine de la coopération internationale. Il s'appuie, pour conduire ses actions, sur le savoir-faire d'une équipe de 200 personnes.

Les deux grands domaines d'activité du CIEP

Le CIEP et les langues : encourager le plurilinguisme, soutenir le français

Le Pôle évaluation et certifications

Sa mission est définie par le ministère français de l'éducation et de l'enseignement supérieur dans les statuts de l'établissement : « le CIEP est chargé de l'organisation hors de France des examens institués par le ministère français de l'éducation et de l'enseignement supérieur pour évaluer l'enseignement du français langue étrangère ». Il assure la gestion pédagogique et administrative des diplômes pour étrangers, le DELF (diplôme d'étude de langue française) et le DALF (diplôme approfondi en langue française) qui se déclinent également en une version scolaire pour un public adolescent ; il a développé, pour ce même ministère, le Test de connaissance du français (TCF) et le Diplôme initial de langue française (Niveau A.1.1 du Cadre européen commun de référence pour les langues), lancé officiellement le 1er janvier 2006. En outre, il a élaboré deux Portfolios européen des langues validés par le Conseil de l'Europe.

[Suite >](#)

[< Retour](#)

[Index ^](#)

Membre d'ALTE (Association européenne des organismes certificateurs en langue), il contribue à l'harmonisation des certifications en Europe.

Le DELF et le DALF à l'heure européenne



Le DELF et le DALF sont constitués de 6 diplômes indépendants correspondant aux 6 niveaux du *Cadre européen commun de référence pour les langues du Conseil de l'Europe*.
Plus de 900 centres d'examens répartis dans 154 pays.



Le TCF complété par une épreuve spécifique d'expression écrite obligatoire est le test officiel d'admission préalable (DAP) pour les étudiants étrangers qui souhaitent entrer en premier cycle de l'enseignement supérieur français.

Les portfolios européens des langues



Le Pôle langue française propose des formations, une expertise et une réflexion dans le domaine du français, langue étrangère ou seconde, à l'étranger et en France, dans les secteurs traditionnels (didactique et pédagogie, linguistique et analyse du discours, langue et culture) et dans les secteurs en développement (évaluation, utilisation des technologies de l'information et de la communication, enseignement bilingue, formation à distance, ingénierie de formation...).

Suite >

< Retour

Index ^

Les stages BELC

Formation de formateurs et d'enseignants en français langue étrangère et seconde et en ingénierie de la formation

Public : français et étrangers - possibilité d'inscription individuelle

BELC d'été (Caen), 400 stagiaires, 100 modules pour construire des parcours thématiques

BELC d'hiver (Sèvres), 100 stagiaires, 5 filières au choix

Le Pôle langues étrangères contribue au développement de l'enseignement des langues et du plurilinguisme en France ; il gère pour le compte du ministère différents programmes : échange d'assistants de langue, d'enseignants, stages linguistiques... Fort de l'expérience acquise grâce au site Internet " PrimLangues " (appui à l'enseignement des langues dans le primaire), le CIEP s'est vu confier la création et l'animation du site des sections européennes. La Maison des langues, créée en 2002, participe également à la promotion de la diversité linguistique.

En 2004,

6193 assistants étrangers

2555 assistants français

13 langues

43 pays partenaires

420000 visites du site PrimLangues

Le CIEP et la coopération en éducation : assembler les compétences françaises

Le CIEP joue un rôle d'ensemblier des compétences françaises pour répondre aux demandes d'ingénierie éducative.

Il offre une assistance technique aux programmes et aux projets de réforme, de développement et de restructuration de systèmes éducatifs.

Il **répond à des appels d'offres** multilatéraux lancés par l'Union européenne, la Banque mondiale, les Banques régionales de développement. A ce titre, il réalise de nombreuses missions d'identification, d'expertise ou d'évaluation.

Le CIEP intervient, aussi, dans le cadre de la coopération bilatérale, dans des projets financés sur fonds de solidarité prioritaire (FSP), comme opérateur ou comme évaluateur.

Suite >

< Retour

Grâce à son réseau de partenaires et à ses relations régulières avec de nombreux correspondants et organisations dans le monde, liés aux secteurs de l'éducation et de la formation, il peut **identifier et piloter des équipes d'experts**, capables de concevoir des réponses adaptées aux besoins des clients et respectueuses des contextes culturels.

Index ^

Il **conçoit et organise des formations** pour des personnels d'encadrement (décideurs, inspecteurs, administrateurs, enseignants) des systèmes éducatifs étrangers, du niveau local au niveau national.

Dans sa fonction de conseil en éducation, le CIEP a acquis de solides références dans les domaines d'expertise suivants : pilotage, gestion et évaluation des systèmes, réforme et adaptation de curricula, qualité dans l'éducation, enseignement technique et professionnel, éducation dans les pays en développement.

ENIC-NARIC*



France, en partenariat avec les rectorats, ce centre d'information sur la reconnaissance des diplômes établit des attestations de niveau d'étude pour les étrangers, renseigne sur les systèmes éducatifs, fournit des informations sur les procédures à suivre pour exercer une profession réglementée. Il contribue ainsi à développer la mobilité en Europe.

** European Network Information Center – National Academic Recognition Information Center*

Partenaires

Organisations internationales:

Union européenne, Banque mondiale, Banques régionales, OCDE, UNESCO, OIT, Fondation européenne pour la formation (ETF).

Institutions françaises: ministères de l'Education nationale et des Affaires étrangères ; universités, IUT, IUFM ; CPU, CNE, ESEN, etc.

et d'autres partenaires européens et internationaux, publics et privés.

Partenaires

Organisations internationales:

Union européenne, Banque mondiale, Banques régionales, OCDE, UNESCO, OIT, Fondation européenne pour la formation (ETF).

Institutions françaises: ministères de l'Education nationale et des Affaires étrangères ; universités, IUT, IUFM ; CPU, CNE, ESEN, etc.

et d'autres partenaires européens et internationaux, publics et privés.

[Suite >](#)

[< Retour](#)

[Index ^](#)

Le Centre de ressources et d'initiatives pour l'international(CR2i)

est au service du réseau des GRETA (groupements d'établissements de formation des adultes de l'Education nationale). Il a pour objectifs de faciliter la diffusion, l'échange d'informations et d'expériences, de contribuer à la professionnalisation des acteurs de la formation et de participer à la conception et au pilotage de projets européens.

Pour toutes ces actions, qu'elles soient conduites en France ou à l'étranger, le CIEP travaille avec des partenaires institutionnels publics et privés de plus de 150 pays.

Le CIEP, un espace de réflexion

Lieu d'échanges et de rencontres, en contact avec 154 pays, le CIEP organise des **colloques et des conférences**. Avec différents partenaires, la Banque mondiale, l'UNESCO, le ministère des Affaires étrangères, il conduit des réflexions sur des questions d'actualité éducative.

Spécialisé dans la didactique des langues et dans l'actualité des systèmes éducatifs français et étrangers, le **Centre de ressources documentaires** accompagne cette réflexion. Riche d'un fonds de 20 000 ouvrages, il exerce une veille active sur les questions éducatives. Il propose également une base de données bibliographiques ainsi que des ressources documentaires et des publications accessibles en ligne.

Publications en ligne:

- Le *Billet du Bilingue* s'adresse prioritairement aux enseignants des établissements bilingues francophones et traite de l'actualité du bilinguisme et de l'enseignement des disciplines non linguistiques.
- Le Courriel européen des langues a pour objectif de faire connaître les recherches et publications du Conseil de l'Europe, et plus largement de la Commission européenne en matière de politique des langues. Publié trois fois par an, il propose des outils, des références et une réflexion aux différents acteurs de l'enseignement des langues.

Le CIEP édite la **Revue internationale d'éducation de Sèvres** qui propose un éclairage original sur les grandes questions éducatives. Reflet des enjeux de l'éducation, elle invite des experts français et étrangers à réfléchir sur leurs propres systèmes éducatifs et à les mettre en perspective. Chaque numéro est construit autour d'un dossier thématique accompagné de présentations de systèmes éducatifs et de réformes en cours, de bibliographies sélectives et de ressources en ligne.

Suite >

< Retour

Index ^



Le Delf Dalf

Présentation

www.ciep.fr

Historique

Le DELF, Diplôme d'études en langue française, et le DALF, Diplôme approfondi de langue française, sont les certifications officielles du ministère français de l'Éducation nationale en français langue étrangère. Depuis leur création en 1985, ces certifications ont connu un succès croissant : près de 3 000 000 de candidats se sont présentés à ces épreuves organisées dans 154 pays.

Le réseau des 900 centres d'examen (www.ciep.fr), est géographiquement bien implanté sur les 5 continents. Il est constitué par les centres et instituts culturels français, les alliances françaises ainsi que certains départements de français des universités. Ce réseau est placé dans chaque pays sous la responsabilité des services culturels de l'Ambassade de France qui en garantissent le fonctionnement quantitatif et qualitatif. Sur le plan administratif, la Commission nationale présidée par le directeur du CIEP gère le devenir du DELF et du DALF : le ministère de l'éducation nationale et le ministère des affaires étrangères y siègent.

Parce qu'il adhère aux recommandations du Conseil de l'Europe, le ministère de l'Éducation nationale français a chargé la Commission Nationale du DELF et du DALF d'harmoniser ses certifications sur les six niveaux de compétence en langue du *Cadre européen commun de référence pour les langues*. Une réforme du DELF et du DALF a donc été réalisée et six diplômes ont été mis en place en 2005, correspondant à chacun des six niveaux du *Cadre européen*. Toutes les épreuves ont été conçues dans la perspective actionnelle du Cadre européen qui définit les utilisateurs d'une langue comme des acteurs sociaux ayant à accomplir des tâches (qui ne sont pas seulement langagières) dans des circonstances et dans un environnement donnés, à l'intérieur d'un domaine d'action particulier (personnel, public, éducationnel ou professionnel). Les certifications DELF et DALF se réfèrent au Manuel *Relier les examens de langue au Cadre européen commun de référence* ainsi qu'aux référentiels pour les langues nationales et régionales (*Un référentiel pour le français, niveau A1, Beacco, Bouquet, Porquier, Didier 2005* et *Un référentiel pour le français, niveau B2, Beacco, Bouquet, Porquier, Didier 2004*). Les normes internationales de conception d'épreuves définies par ALTE (www.alte.org) sont respectées.

Suite >

< Retour

Index ^

Les publics

Il existe deux versions du DELF et du DALF : une version tous publics (niveaux A1 à C2) et une version junior (niveaux A1 à B2). La structure de ces deux versions est identique. Seules les thématiques diffèrent. La version junior est réservée à un public en âge de scolarisation dans le secondaire et donne droit à la délivrance d'un diplôme identique à la version tous publics.

L'obtention du DALF C1 ou C2 dispense des tests linguistiques d'entrée dans toutes les universités françaises.

Les compétences évaluées

• Les épreuves

A chaque niveau **les 4 compétences** sont évaluées : compréhension et production orales, compréhension des écrits et production écrite. L'interaction et la médiation sont également prises en compte à des degrés divers, selon les niveaux.

Les tâches proposées sont d'un niveau de difficulté correspondant aux descripteurs les plus élevés dans le continuum de chaque niveau. Chaque épreuve est composée d'un nombre de tâches suffisant pour mesurer plusieurs savoir-faire tels qu'ils sont décrits dans les chapitres 4 et 5 du *Cadre européen*. Un Conseil d'orientation pédagogique a veillé à la validité des contenus.

Une note supérieure ou égale à 50/100 est requise pour l'obtention du diplôme. Pour chaque épreuve la note minimale de 5/25 est exigée. Le diplôme délivré précise la note obtenue pour chacune des épreuves.

Le site du CIEP www.ciep.fr propose des exemples d'examens.

• Procédure d'élaboration

Le processus de production des épreuves du DELF DALF passe par les étapes classiques des examens normés : commandes d'items, sélection, analyses psychométriques des résultats pour la constitution de la banque d'items, publication de l'examen.

Tout au long des sessions et quelle que soit la version de l'examen, les résultats restent fiables et comparables.

Standardisation des évaluations

Tous les correcteurs et examinateurs sont sélectionnés et formés par le CIEP lors de stages d'habilitation. Un kit de formation (CD Rom, DVD et CD audio) contenant notamment des exemples de productions orale et écrite et les grilles d'évaluation critériées, est remis aux centres d'examen à l'issue des stages. Pour s'assurer de la fidélité de la notation à l'échelle mondiale, le CIEP réalise une étude statistique des évaluations faites dans les différents centres d'examen.

L'Inspection Générale du Ministère de l'Education nationale, de l'enseignement supérieur et de la recherche accompagne le travail des jurys dans les différents centres d'examen.

Suite >

< Retour

Index ^



Grilles CECR pour la production écrite élaborées par les membres d'ALTE

Pôle évaluation et certifications CIEP
www.ciep.fr

Rapport sur l'analyse du	DEL F A1
Langue cible	Français
Niveau de l'examen (CECR)	A1
Place de la tâche Nom de l'épreuve	Tâche n°3 Production écrite

Information générale sur l'examen (production écrite)*

3	Nombre de tâches dans l'épreuve de production écrite	2 tâches de production écrite
4	Mobilisation des autres compétences	Compréhension écrite du support et de la consigne
5	Durée de l'épreuve	30mn
6	Niveau de l'épreuve	A1
7	Mode d'expression	Manuscrit
8	Objectif	Ecrire des mots ou des phrases simples

Informations sur l'examen

Le DELF A1 : la valorisation des premiers acquis

Le DELF A1 est le premier des 6 diplômes indépendants correspondant aux 6 niveaux du Cadre européen commun de référence pour les langues. Il valorise les acquis des débutants. En ce sens il représente un outil de fidélisation.

Il s'appuie sur le « Référentiel pour le français A1 » (Jean-Claude Beacco) et sanctionne des connaissances relevant d'un niveau de « découverte ». Le Cadre Européen précise : « Le Niveau A1 est celui où l'apprenant *est capable d'interactions simples ; il peut répondre à des questions simples sur lui-même, l'endroit où il vit, les*

Suite >

< Retour

Index ^

*Les chiffres de la colonne de gauche font référence aux différentes entrées de la grille ALTE CECR d'analyse des tâches de production écrite.

gens qu'il connaît et les choses qu'il a, et en poser; il peut intervenir avec des énoncés simples dans les domaines qui le concernent ou qui lui sont familiers et y répondre également, en ne se contentant pas de répéter des expressions toutes faites et préorganisées ».

Candidats

La première session des nouveaux examens DELF DALF ayant lieu en octobre 2005, nous ne disposons pas d'informations sur les futurs candidats au moment de la rédaction.

Structure de l'examen

LE DELF A1 comprend 4 épreuves: Compréhension de l'oral, compréhension des écrits, production écrite, production orale. Chacune est notée sur 25 points. La note minimale requise pour chaque épreuve est de 5 points. Le candidat doit obtenir 50 points sur 100 pour réussir l'examen.

L'épreuve de production écrite

Le candidat devra accomplir deux tâches :

- Compléter une fiche, un formulaire ;
- Rédiger des phrases simples (cartes postales, messages, légendes, etc.) sur des sujets de la vie quotidienne.

La première tâche est notée sur 10 points. On ne tiendra pas compte de l'orthographe sauf pour la nationalité. La deuxième tâche est notée sur 15 points.

On pourra demander au candidat de :

- se présenter ou de présenter quelqu'un ;
- donner de ses nouvelles ;
- demander ou donner une information ;
- décrire de manière simple.

Suite >

< Retour

Index ^

Information spécifique sur la tâche donnée en exemple

Les objectifs spécifiques de cette tâche sont détaillés dans la grille d'évaluation ci-dessous.

Grille d'évaluation: 15 points

Respect de la consigne Peut mettre en adéquation sa production avec la situation proposée. Peut respecter la consigne de longueur minimale indiquée.	0	0.5	1	1.5	2				
Correction sociolinguistique Peut utiliser les formes les plus élémentaires de l'accueil et de la prise de congé. Peut choisir un registre de langue adapté au destinataire (tu/vous).	0	0.5	1	1.5	2				
Capacité à informer et/ou à décrire Peut écrire des phrases et des expressions simples sur soi-même et ses activités.	0	0.5	1	1.5	2	2.5	3	3.5	4
Lexique/orthographe lexicale Peut utiliser un répertoire élémentaire de mots et d'expressions relatifs à sa situation personnelle. Peut orthographier quelques mots du répertoire élémentaire.	0	0.5	1	1.5	2	2.5	3		
Morphosyntaxe/orthographe grammaticale Peut utiliser avec un contrôle limité des structures, des formes grammaticales simples appartenant à un répertoire mémorisé.	0	0.5	1	1.5	2	2.5	3		
Cohérence et cohésion Peut relier les mots avec des connecteurs très élémentaires tels que « et », « alors ».	0	0.5	1						

Suite >

< Retour

Index ^

Correction

Seules les personnes ayant été habilitées durant le stage de formation des examinateurs-correcteurs peuvent corriger les épreuves du DELF DALF sous la supervision du jury. La double correction est recommandée. Elle est obligatoire lorsque le score global de l'examen est en dessous de 50.

Niveau de compétence

Cette production est issue d'un prétest organisé dans le cadre du calibrage des examens du DELF DALF sur les niveaux du Cadre européen commun de référence pour les langues. Les candidats à ce prétest étaient en début d'apprentissage (40 à 60 heures de cours) au moment de la passation.

Exemple de tâche:

Vous êtes en vacances. Vous envoyez une petite carte postale à un ami en France. Vous lui parlez du temps, de vos activités et vous lui donnez votre date de retour. (40 à 50 mots).

i) Support/Consigne		
9	La consigne est en ...	Français
10	Niveau de langue de la consigne	A1
11	Durée de la tâche	Non précisé
12	Lignes directrices	Oui
13	Contenu	Précisé
14	Type de discours	Carte postale personnelle
15	Destinataire	Un ami
16	Type de support	Texte
17	Sujet	Voyage, loisirs
18	Mobilisation des autres compétences	Compréhension écrite limitée à la lecture de la consigne

Suite >

< Retour

Index ^

ii) Réponse (description de la réponse à la consigne)

19	Nombre de mots demandé	40 à 50
20	Compétence fonctionnelle	Description
21	Registre	Amical
22	Domaine	Personnel
23	Grammaire	Formes grammaticales simples
24	Vocabulaire	Répertoire élémentaire
25	Cohérence	Usage très limité de connecteurs élémentaires
26	Authenticité de la situation	Moyenne
27	Authenticité de l'interaction	Moyenne
28	Facteurs cognitifs (CECR p.123)	Faibles
29	Connaissances requises	Vie quotidienne
30	Objectif de la tâche	Donner quelques nouvelles

iii) Évaluation de la tâche

31	Publication des critères d'évaluation	Disponible sur le site "Tout public"
32	Mode d'évaluation	Évaluation critériée
33	Critères d'évaluation	Voir grille d'évaluation
34	Nombre de correcteurs	Double correction recommandée

iv) Informations aux candidats

35	Informations quantitatives	Note attribuée à l'épreuve
36	Informations qualitatives	Non

Suite >


< Retour

Index ^

Exemple de réponse

Exercice 2

Vous êtes en vacances. Vous envoyez une petite carte postale à un ami en France. Vous lui parlez du temps, de vos activités et vous lui donnez votre date de retour. (40 à 50 mots)

Bonjour ! 16 juillet 2004 Cava ? Je suis très bien ! Je suis à la Canne. C'est très beau. J'ai allée plonger, ski au natique, nager dans la mer, et marché en la plage. Ce weekend je suis allée l'Italie ! Je suis retourner le 24 de juillet. Abientot ! Sophie	 Monsieur Jean Delapierre 3, rue du Jardin public 16100 Cognac France
---	--

Commentaires

La candidate a compris la situation et respecté le sujet donné. Mais il y a deux ambiguïtés : l'une concernant le temps (« c'est très beau » indique la beauté du lieu à moins que le candidat n'ait voulu dire « il fait très beau ») ; l'autre concernant la date de retour (retour d'Italie ou retour chez elle ?).

La correction sociolinguistique est respectée : date, formule d'appel et de congé. Le registre de langue adopté est conforme à ce qui est attendu d'un message amical (tutoiement, « cava ? », « je suis très bien » pour « je vais très bien »). Sur le plan de la communication la candidate obtient 6,5 sur 8.

La structure de base de la phrase est approximative (mélange de noms et de verbes). Des erreurs de formulation gênent le lecteur (voir ci-dessus). Le lexique est bon sauf en ce qui concerne « Je suis très bien » alors que les rituels de salutation les plus fréquents devraient être maîtrisés au début de l'apprentissage.

Les phrases sont simples et composent un texte cohérent par simple juxtaposition. Deux propositions sont liées par le connecteur « et ». Sur le plan linguistique la candidate obtient 4,5 sur 7. La note totale est de 11 sur 15.

Suite >

< Retour

Index ^



Grilles CECR pour la production écrite élaborées par les membres d'ALTE

Pôle évaluation et certifications CIEP

Rapport sur l'analyse du	DELFA2
Langue cible	Français
Niveau de l'examen (CECR)	A2
Place de la tâche Nom de l'épreuve	Tâche n°3 Production écrite

Information générale sur l'examen (production écrite)*

3	Nombre de tâches dans l'épreuve de production écrite	2 tâches de production écrite
4	Mobilisation des autres compétences	Compréhension écrite du support et de la consigne
5	Durée de l'épreuve	30mn
6	Niveau de l'épreuve	A2
7	Mode d'expression	Manuscrit
8	Objectif	Brève lettre amicale ou message

Informations sur l'examen

Le DELF A2 : la compétence élémentaire

Le DELF A2 se situe dans la même perspective que le DELF A1 et constitue également un outil de fidélisation. Il valide la compétence langagière d'un utilisateur élémentaire. Niveau de « survie », il est celui **des rapports sociaux** (*formes quotidiennes de politesse et d'adresse, d'accueil ; réponse à des questions sur la profession et les loisirs, invitation...*), **des sorties et des déplacements** (*mener à bien un échange simple dans un magasin, un bureau de poste ou une banque ; se renseigner sur un voyage ; utiliser les transports en commun : bus, trains et taxis,*

Suite >

< Retour

Index ^

*Les chiffres de la colonne de gauche font référence aux différentes entrées de la grille ALTE CECR d'analyse des tâches de production écrite.

demander des informations de base, demander son chemin et l'indiquer, acheter des billets ; fournir les produits et les services nécessaires au quotidien et les demander).

Candidats

La première session des nouveaux examens DELF DALF ayant lieu en octobre 2005, nous ne disposons pas d'informations sur les futurs candidats au moment de la rédaction.

Structure de l'examen

LE DELF A2 comprend 4 épreuves: Compréhension de l'oral, compréhension des écrits, production écrite, production orale. Chacune est notée sur 25 points. La note minimale requise pour chaque épreuve est de 5 points. Le candidat doit obtenir 50 points sur 100 pour réussir l'examen.

L'épreuve de production écrite

Le candidat devra rédiger deux brèves productions écrites (lettre amicale ou message) avec les objectifs suivants :

- décrire un événement ou des expériences personnelles ;
- écrire pour inviter, remercier, s'excuser, demander, informer, féliciter...

La première tâche est une tâche d'écriture créative. Un support visuel ou écrit guide le candidat qui doit écrire 60 à 80 mots. On pourra lui demander de parler d'activités passées, de sa famille, de ses conditions de vie, de son travail ou de ses études. Cette première partie de la production écrite vaut 13 points.

La deuxième tâche est une tâche en interaction. Le candidat doit répondre à une lettre ou un message de manière simple. Sa production devra être en adéquation avec le message de départ. La longueur attendue est de 60 à 80 mots. Cette deuxième partie de la production écrite vaut 12 points.

[Suite >](#)

[< Retour](#)

[Index ^](#)

Information spécifique sur la tâche donnée en exemple

Les objectifs spécifiques de cette tâche sont détaillés dans la grille d'évaluation ci-dessous.

Grille d'évaluation: 12 points

Respect de la consigne Peut mettre en adéquation sa production avec la situation proposée. Peut respecter la consigne de longueur minimale indiquée.	0	0.5	1						
Correction sociolinguistique Peut utiliser les registres de langue en adéquation avec le destinataire et le contexte. Peut utiliser les formes courantes de l'accueil et de la prise de congé.	0	0.5	1						
Capacité à interagir Peut écrire une lettre personnelle simple pour exprimer remerciements, excuses, propositions, etc.	0	0.5	1	1.5	2	2.5	3	3.5	4
Lexique/orthographe lexicale Peut utiliser un répertoire élémentaire de mots et d'expressions relatifs à la situation proposée. Peut écrire avec une relative exactitude phonétique mais pas forcément orthographique.	0	0.5	1	1.5	2				
Morphosyntaxe/orthographe grammaticale Peut utiliser des structures et des formes grammaticales simples relatives à la situation donnée mais commet encore systématiquement des erreurs élémentaires.	0	0.5	1	1.5	2	2.5			
Cohérence et cohésion Peut produire un texte simple et cohérent. Peut relier des énoncés avec les articulations les plus fréquentes.	0	0.5	1	1.5					

Suite >

< Retour

Index ^

Correction

Seules les personnes ayant été habilitées durant le stage de formation des examinateurs-correcteurs peuvent corriger les épreuves du DELF DALF sous la supervision du jury. La double correction est recommandée. Elle est obligatoire lorsque le score global de l'examen est en dessous de 50.

Niveau de compétence

Cette production est issue d'un prétest organisé dans le cadre du calibrage des examens du DELF DALF sur les niveaux du *Cadre européen commun de référence pour les langues*. Les candidats à ce prétest avaient été auparavant évalués de niveau A2 par le Test de connaissance du français (TCF).

Exemple de tâche:

Exercice 2

12 points

Paris, le 6 mai 2004

Salut,

Les vacances approchent et j'aimerais bien te voir !
Je sais que tu ne connais pas Paris alors je te propose de venir passer quelques jours chez moi. Visite des musées, tour Eiffel, théâtres, cinés, bons restaurants...

Réponds-moi vite et fais ta réservation pour venir.

Si tu veux tu peux aussi m'appeler ; je suis chez moi vers 20 h 30.

Je t'embrasse

Philippe

Vous avez reçu cette lettre. Vous répondez à Philippe : vous le remerciez mais vous ne pouvez pas accepter son invitation ; vous expliquez pourquoi et vous lui proposez autre chose. (60 à 80 mots)

i) Support/Consigne

9	La consigne est en ...	Français
10	Niveau de langue de la consigne	A2
11	Durée de la tâche	Non précisé
12	Lignes directrices	Oui
13	Contenu	Précisé

Suite >

< Retour

Index ^

ii) Réponse (description de la réponse à la consigne)		
14	Type de discours	Lettre amicale
15	Destinataire	Un ami
16	Type de support	Une lettre
17	Sujet (CECR p.45)	Congés et loisirs
18	Mobilisation des autres compétences	Compréhension écrite du support et de la consigne
19	Nombre de mots demandé	60 à 80
20	Compétence fonctionnelle	Expliquer, proposer
21	Registre	Amical
22	Domaine	Personnel
23	Grammaire	Formes grammaticales simples
24	Vocabulaire	Répertoire élémentaire
25	Cohérence	Usage limité aux connecteurs les plus fréquents
26	Authenticité de la situation	Réelle
27	Authenticité de l'interaction	Réelle
28	Opérations cognitives (CECR p.123)	Faibles
29	Savoir requis	Commun, général, non spécialisé
30	Objectif de la tâche	Phatique

iii) Évaluation de la tâche		
31	Publication des critères d'évaluation	Disponible sur le site "Tout public"
32	Mode d'évaluation	Évaluation critériée
33	Critères d'évaluation	Voir grille d'évaluation
34	Nombre de correcteurs	Double correction recommandée

Suite >

< Retour

Index ^

iv) Informations aux candidats

35	Informations quantitatives	Note attribuée à l'épreuve
36	Informations qualitatives	Non

Exemple de réponse

Bien cher Philippe,

Aix le 2 juin 2004

Comment vas tu. j'ai bien reçu ton courrier je te remerci pour ta invitation et crois bien que j'aimerais te voir mais malheureusement ici il n'est pas de vacances au centre de langue et j'ai épuisé tous mes vacances, d'ailleurs je prépare pour le exama de delf que je le passerai le mois prochin. mais je te prime pour la prochin fois dans deux mois je pourrais venir passer quelques jours chez-toi

À bientôt

Salah

Commentaires

Le candidat a compris la situation et respecté le sujet donné. Il remercie, justifie son refus et fait une proposition bien qu'un peu courte. Le rituel de la lettre amicale (excepté l'emplacement de la date) et le registre de langue sont respectés. Le texte est généralement clair. Seule la proposition qui commence par « je te prime » demande plusieurs lectures pour être compréhensible.

Sur le plan de la communication le candidat obtient 5 sur 6.

Le candidat a produit un texte cohérent en reliant ses phrases par des connecteurs appropriés : « mais malheureusement, d'ailleurs, mais ». Au niveau du lexique, seul le verbe « prime » pose problème. Les erreurs de morphosyntaxe sont plus nombreuses. Les terminaisons du présent des verbes du 1er groupe devraient être connues à ce niveau-là (« je tu merci »).

Sur le plan linguistique le candidat obtient 4,5 sur 6. La note totale est de 9,5 sur 12.

Suite >

< Retour

Index ^



Grilles CECR pour la production écrite élaborées par les membres d'ALTE

Pôle évaluation et certifications CIEP

Rapport sur l'analyse du	DELFB1
Langue cible	Français
Niveau de l'examen (CECR)	B1
Place de la tâche Nom de l'épreuve	Tâche n°3 Production écrite

Information générale sur l'examen (production écrite)*

3	Nombre de tâches dans l'épreuve de production écrite	1 tâche de production écrite
4	Mobilisation des autres compétences	Compréhension écrite limitée à la lecture de la consigne
5	Durée de l'épreuve	45mn
6	Niveau de l'épreuve	B1
7	Mode d'expression	Manuscrit
8	Objectif	Expression d'une attitude personnelle sur un thème général

Informations sur l'examen

Le DELF B1 : le niveau seuil

Il y a un indéniable saut qualitatif et quantitatif entre le niveau antérieur et le DELF B1 qui valide un niveau de compétence relevant déjà de l'utilisateur indépendant. Il correspond aux spécifications du **Niveau seuil**.

Deux traits le caractérisent. Le premier est la capacité à **poursuivre une interaction** et à obtenir ce que l'on veut dans des situations différentes, par exemple : *suivre les points principaux d'une discussion assez longue à son sujet, donner ou solliciter des avis et opinions dans une discussion informelle entre amis, faire passer une opinion*

*Les chiffres de la colonne de gauche font référence aux différentes entrées de la grille ALTE CECR d'analyse des tâches de production écrite.

Suite >

< Retour

Index ^

principale, poursuivre une conversation ou une discussion... Le second est la capacité de **faire face habilement aux problèmes de la vie quotidienne**, par exemple : *se débrouiller dans une situation imprévue dans les transports en commun ; faire face à l'essentiel de ce qui peut arriver lors de l'organisation d'un voyage; intervenir sans préparation dans des conversations sur des sujets familiers; faire une réclamation; prendre des initiatives lors d'un entretien ou d'une consultation; demander à quelqu'un d'éclaircir ou de préciser ce qu'il/elle vient de dire.*

Candidats

La première session des nouveaux examens DELF DALF ayant lieu en octobre 2005, nous ne disposons pas d'informations sur les futurs candidats au moment de la rédaction.

Structure de l'examen

LE DELF B1 comprend 4 épreuves: Compréhension de l'oral, compréhension des écrits, production écrite, production orale. Chacune est notée sur 25 points. La note minimale requise pour chaque épreuve est de 5 points. Le candidat doit obtenir 50 points sur 100 pour réussir l'examen.

L'épreuve de production écrite

On pourra demander aux candidats de rédiger :
une lettre décrivant des événements ou rendant compte d'expériences et faisant part de leurs sentiments ;

- un essai par exemple dans le cadre d'un forum sur Internet ;
- une lettre dans le cadre du courrier des lecteurs ;
- un article de journal où ils prendront position.

Ils devront écrire un texte construit et cohérent d'une longueur de 160 à 180 mots. On leur demandera à la fois d'exposer des faits et d'exprimer leur opinion.

Suite >

< Retour

Index ^

Information spécifique sur la tâche donnée en exemple

Les objectifs de la tâche sont détaillés dans la grille d'évaluation ci-dessous.

Grille d'évaluation: 25 points

Respect de la consigne Peut mettre en adéquation sa production avec le sujet proposé. Respecte la consigne de longueur minimale indiquée.	0	0.5	1	1.5	2				
Capacité à présenter des faits Peut décrire des faits, des événements ou des expériences.	0	0.5	1	1.5	2	2.5	3	3.5	4
Capacité à exprimer sa pensée Peut présenter ses idées, ses sentiments et ou ses réactions et donner son opinion.	0	0.5	1	1.5	2	2.5	3	3.5	4
Cohérence et cohésion Peut relier une série d'éléments courts, simples et distincts en un discours qui s'enchaîne.	0	0.5	1	1.5	2	2.5	3		

Compétence lexicale /orthographe lexicale

Étendue du vocabulaire Possède un vocabulaire suffisant pour s'exprimer sur des sujets courants, si nécessaire à l'aide de périphrases.	0	0.5	1	1.5	2				
Maîtrise du vocabulaire Montre une bonne maîtrise du vocabulaire élémentaire mais des erreurs sérieuses se produisent encore quand il s'agit d'exprimer une pensée plus complexe.	0	0.5	1	1.5	2				
Maîtrise de l'orthographe lexicale L'orthographe lexicale, la ponctuation et la mise en page sont assez justes pour être suivies facilement le plus souvent.	0	0.5	1	1.5	2				

Suite >

< Retour

Index ^

Compétence grammaticale/orthographe grammaticale

Degré d'élaboration des phrases Maîtrise bien la structure de la phrase simple et les phrases complexes les plus courantes.	0	0.5	1	1.5	2				
Choix des temps et des modes Fait preuve d'un bon contrôle malgré de nettes influences de la langue maternelle.	0	0.5	1	1.5	2				
Morphosyntaxe – orthographe grammaticale Accord en genre et en nombre, pronoms, marques verbales, etc.	0	0.5	1	1.5	2				

Correction

Seules les personnes ayant été habilitées durant le stage de formation des examinateurs-correcteurs peuvent corriger les épreuves du DELF DALF sous la supervision du jury. La double correction est recommandée. Elle est obligatoire lorsque le score global de l'examen est inférieur à 50 sur 100.

Niveau de compétence

Cette production est issue d'un prétest organisé dans le cadre du calibrage des examens du DELF DALF sur les niveaux du *Cadre européen commun de référence pour les langues*. Les candidats à ce prétest avaient été auparavant évalués de niveau B1 par le Test de connaissance du français (TCF).

Exemple de tâche:

Essai:

À votre avis, quels ont été le ou les changements les plus importants des vingt dernières années dans votre pays ? Quels sont ceux qui ont été positifs ou ceux qui ont été négatifs selon vous ?

Vous écrirez un texte construit et cohérent sur ce sujet (160 à 180 mots).

Suite >

< Retour

Index ^

i) Support/Consigne		
9	La consigne est en ...	Français
10	Niveau de langue de la consigne	B1
11	Durée de la tâche	45mn
12	Lignes directrices	Production libre
13	Contenu	Libre
14	Type de discours	Essai
15	Destinataire	Non précisé
16	Type de support	Texte
17	Sujet	Vie quotidienne
18	Mobilisation des autres compétences	Compréhension écrite limitée à la lecture de la consigne

ii) Réponse (description de la réponse à la consigne)		
19	Nombre de mots demandé	160 à 180
20	Compétence fonctionnelle	Récit/description
21	Registre	Neutre
22	Domaine	Événements
23	Grammaire	Phrases simples et phrases complexes les plus courantes.
24	Vocabulaire	Vocabulaire d'usage fréquent
25	Cohérence	Usage d'articulateurs courants
26	Authenticité de la situation	Moyenne
27	Authenticité de l'interaction	Moyenne
28	Opérations cognitives (CECR p.123)	Organisation de ses connaissances
29	Savoir requis	Commun, général, non spécialisé
30	Objectif de la tâche	Conatif

Suite >

< Retour

Index ^

iii) Évaluation de la tâche

31	Publication des critères d'évaluation	Disponible sur le site "Tout public"
32	Mode d'évaluation	Évaluation critériée
33	Critères d'évaluation	Voir grille d'évaluation
34	Nombre de correcteurs	Double correction recommandée

iv) Informations aux candidats

35	Informations quantitatives	Note attribuée à l'épreuve
36	Informations qualitatives	Non

Exemple de réponse

En ce qui me concerne, le plus important changement de corée est le développement de l'informatique. En corée, il y a 90 ans, il n'y avait pas beaucoup de l'ordinateur. Mais maintenant on peut le trouver partout. Presque chaque maison a un ordinateur avec internet.

L'informatique provoque le grand développement de corée. L'aspect de économie, internet forme une autre marché, c'est à dire il peut faire vendre et acheter des choses "in line". Et puis avec internet on peut avoir beaucoup d'informations. Informations nous donnent une autre possibilité de développement. Seulement avec cet appareil, on peut voir le grand monde sans bouger.

Bien sûr, elle provoque des problèmes, par exemple, l'invasion de la vie privée. Comme le monde de internet est trop grand et on passe avec un ID, pas le vrai nom, beaucoup de crimes se passent surtout sur la vie privée. Le rapide développement ne peut pas éviter les problèmes.

De toute façon, le développement de l'informatique est un grand changement de mon pays. Il a changé de notre vie, dont la qualité et aussi l'économie.

Suite >

< Retour

Index ^

Commentaires

Le candidat a présenté de manière satisfaisante les changements provoqués par l'informatique dans son pays. Il introduit le sujet, cite trois avantages dans le 2^{ème} paragraphe et deux inconvénients dans le 3^{ème} paragraphe et il conclut. Il est capable de relier ses idées en un discours qui s'enchaîne à l'aide de connecteurs logiques : « mais maintenant, et puis, bien sûr, comme ». Mais il s'exprime parfois de manière confuse: « comme le monde de internet est trop grand et on passe avec un ID, pas le vrai nom, beaucoup de crimes se passent surtout sur la vie privée ». Cette phrase risque de poser problème au lecteur. La capacité à développer ses idées ou ses réactions est limitée.

Sur le plan de la communication le candidat obtient 9,5 sur 13.

Le vocabulaire est relativement étendu. Il est capable d'utiliser un mot proche de celui qu'il recherche : « l'invasion de la vie privée » pour intrusion. En morphosyntaxe on note plusieurs impropriétés : « beaucoup de l'ordinateur », « l'informatique provoque le grand développement de corée », ou l'emploi des pronoms « le » et « elle ». Il n'a pas utilisé de relative dans la séquence suivante « on peut avoir beaucoup d'informations informations nous donnent... »

Sur le plan de la linguistique le candidat obtient 8 sur 12. La note total est de 17,5 sur 25.

[Suite >](#)

[< Retour](#)

[Index ^](#)



Grilles CECR pour la production écrite élaborées par les membres d'ALTE

Pôle évaluation et certifications CIEP

Rapport sur l'analyse du	DELFB2
Langue cible	Français
Niveau de l'examen (CECR)	B2
Place de la tâche Nom de l'épreuve	Tâche n°3 Production écrite

Information générale sur l'examen (production écrite)*

3	Nombre de tâches dans l'épreuve de production écrite	1 tâche de production écrite
4	Mobilisation des autres compétences	Compréhension écrite limitée à la lecture de la consigne
5	Durée de l'épreuve	1h00
6	Niveau de l'épreuve	B2
7	Mode d'expression	Manuscrit
8	Objectif	Prise de position personnelle argumentée

Informations sur l'examen

Le DELF B2 : le niveau de l'utilisateur indépendant

Le Niveau B2 se concentre sur l'**efficacité de l'argumentation** : *défense d'une opinion, développement un point de vue sur un sujet en soutenant tour à tour les avantages et les inconvénients des d'un point de vue, argumentation logique, négociation et concession, situations hypothétiques...*, l'**aisance dans le discours social** : *comprendre dans le détail ce que l'on dit dans une langue standard courante même dans un environnement bruyant ; prendre l'initiative de la parole, prendre son tour de parole au moment voulu et clore la conversation, s'adapter aux changements de sens, de style*

Suite >

< Retour

Index ^

*Les chiffres de la colonne de gauche font référence aux différentes entrées de la grille ALTE CECR d'analyse des tâches de production écrite.

et d'insistance qui apparaissent normalement dans une conversation... et un nouveau degré de conscience de la langue : la personne corrige les fautes qui ont débouché sur des malentendus et contrôle consciemment le discours pour les traquer.

Candidats

La première session des nouveaux examens DELF DALF ayant lieu en octobre 2005, nous ne disposons pas d'informations sur les futurs candidats au moment de la rédaction.

Structure de l'examen

LE DELF B2 comprend 4 épreuves: Compréhension de l'oral, compréhension des écrits, production écrite, production orale. Chacune est notée sur 25 points. La note minimale requise pour chaque épreuve est de 5 points. Le candidat doit obtenir 50 points sur 100 pour réussir l'examen.

L'épreuve de production écrite

L'épreuve de production écrite demande une prise de position personnelle argumentée. Plusieurs types d'exercice peuvent être proposés :

- la contribution à un débat : L'objectif communicatif sera la participation à un forum sur Internet ou une lettre dans le cadre du courrier des lecteurs.
- la lettre formelle : le sujet pourra reposer sur un bref document support qui fournit le contexte de l'échange, le destinataire de la lettre et des informations précises destinées à orienter la production.
- l'article critique d'un film ou d'un livre
- le rapport pour un supérieur, des collègues ou un professeur pouvant donner lieu à une demande ou à des propositions

Le candidat devra faire un plan, élaborer une introduction et une conclusion et présenter ses idées de manière cohérente. Il devra être capable de développer une argumentation de façon méthodique en soulignant de manière appropriée les points importants et les détails pertinents qui viennent l'appuyer. Il devra aussi respecter les règles du genre en question. La longueur attendue est de 250 mots.

Suite >

< Retour

Index ^

Information spécifique sur la tâche donnée en exemple

Les objectifs de la tâche sont détaillés dans la grille d'évaluation ci-dessous.

Grille d'évaluation: 25 points

Respect de la consigne Respecte la situation et le type de production demandée. Respecte la consigne de longueur indiquée.	0	0.5	1	1.5	2				
Correction sociolinguistique Peut adapter sa production à la situation, au destinataire et adopter le niveau d'expression formelle convenant aux circonstances.	0	0.5	1	1.5	2				
Capacité à présenter des faits Peut évoquer avec clarté et précision des faits, des événements ou des situations.	0	0.5	1	1.5	2	2.5	3		
Capacité à argumenter une prise de position Peut développer une argumentation en soulignant de manière appropriée points importants et détails pertinents.	0	0.5	1	1.5	2	2.5	3		
Cohérence et cohésion Peut relier clairement les idées exprimées sous forme d'un texte fluide et cohérent. Respecte les règles d'usage de la mise en page. La ponctuation est relativement exacte mais peut subir l'influence de la langue maternelle.	0	0.5	1	1.5	2	2.5	3	3.5	4

Suite >

< Retour

Index ^

Compétence lexicale /orthographe lexicale

Etendue : peut utiliser une gamme assez étendue de vocabulaire en dépit de lacunes lexicales ponctuelles entraînant l'usage de périphrases.	0	0.5	1	1.5	2				
Maîtrise du vocabulaire : peut utiliser un vocabulaire généralement approprié bien que des confusions et le choix de mots incorrect se produisent sans gêner la communication.	0	0.5	1	1.5	2				
Orthographe	0	0.5	1						

Compétence grammaticale/orthographe grammaticale

A un bon contrôle grammatical. Des erreurs non systématiques peuvent encore se produire sans conduire à des malentendus.	0	0.5	1	1.5	2	2.5	3	3.5	4
Degré d'élaboration des phrases : peut utiliser de manière appropriée des constructions variées.	0	0.5	1	1.5	2				

Correction

Seules les personnes ayant été habilitées durant le stage de formation des examinateurs-correcteurs peuvent corriger les épreuves du DELF DALF sous la supervision du jury. La double correction est recommandée. Elle est obligatoire lorsque le score global de l'examen est inférieur à 50 sur 100.

Niveau de compétence

Cette production est issue d'un prétest organisé dans le cadre du calibrage des examens du DELF DALF sur les niveaux du *Cadre européen commun de référence pour les langues*. Les candidats à ce prétest avaient été auparavant évalués de niveau B2 par le Test de connaissance du français (TCF).

Suite >

< Retour

Index ^

Exemple de tâche:

Vous êtes de plus en plus nombreux dans votre entreprise à avoir des enfants en bas âge. De plus, vous souffrez du manque d'espace dans vos bureaux. Au nom de vos collègues, vous écrivez au directeur pour demander à ce que chacun puisse travailler chez lui. Vous lui indiquez les avantages du travail à distance (en plus de ceux déjà cités) et le bénéfice que l'entreprise pourrait en tirer. (250 mots environ)

i) Support/Consigne

9	La consigne est en ...	Français
10	Niveau de langue de la consigne	B2
11	Durée de la tâche	1h00
12	Lignes directrices	Oui
13	Contenu	Précisé
14	Type de discours	Argumentation
15	Destinataire	Le directeur
16	Type de support	Texte
17	Sujet	Travail, santé et bien-être
18	Mobilisation des autres compétences	Compréhension écrite limitée à la lecture de la consigne

ii) Réponse (description de la réponse à la consigne)

19	Nombre de mots demandé	250
20	Compétence fonctionnelle	Argumentation
21	Registre	Formel
22	Domaine	Professionnel
23	Grammaire	Phrases complexes et variées
24	Vocabulaire	Vocabulaire étendu

Suite >

< Retour

Index ^

25	Cohérence	Texte fluide
26	Authenticité de la situation	Élevée
27	Authenticité de l'interaction	Moyenne
28	Opérations cognitives (CECR p.123)	Organisation de ses connaissances
29	Savoir requis	Commun, général, non spécialisé
30	Objectif de la tâche	Conatif

iii) Évaluation de la tâche

31	Publication des critères d'évaluation	Disponible sur le site "Tout public"
32	Mode d'évaluation	Évaluation critériée
33	Critères d'évaluation	Voir grille d'évaluation
34	Nombre de correcteurs	Double correction recommandée

iv) Informations aux candidats

35	Informations quantitatives	Note attribuée à l'épreuve
36	Informations qualitatives	Non

Suite >

< Retour

Index ^

Exemple de réponse

Monsieur le Directeur,

Je représente mes collègues de bureau et nous adressons cette lettre pour vous proposer un changement qui peut être profitable autant pour nous que pour l'entreprise.

De 90% des travailleurs ont des enfants en bas âge, et il est très difficile pour nous d'équilibrer la vie familial avec le travail au bureau. Comme le travail se déroule fondamentalement sur internet nous avons pensé qu'il serait possible de travailler chez nous.

Vous devriez seulement payer les coûts d'internet et les salaires de chacun, comme jusqu'à présent.

Par contre, vous pourriez récupérer les dépenses de la nourriture, du transport et d'autres que vous donnez à chacun de nous, en plus des coûts du bâtiment.

En attendant votre réponse, nous vous remercions de votre attention.

Salutations distinguées.

Signature

Commentaires

Bien que cette lettre se présente comme une lettre formelle, un certain nombre de maladresses gênent le lecteur : l'auteur met en avant ses collègues plutôt que l'entreprise dans l'introduction : (« profitable autant pour nous que pour l'entreprise ») et dans le premier argument avancé (enfants en bas âge). Il oublie de mentionner l'argument qui doit motiver la requête: le manque d'espace. En général l'argumentation est simple par rapport au niveau B2. De plus, la manière de s'adresser au directeur est trop directe : « Vous devriez seulement payer... » au lieu de « L'entreprise n'aurait plus qu'à prendre en charge... ».

Suite >

< Retour

Index ^

Le rituel de la lettre formelle n'est pas complètement respecté (omission de la date,

formule de congé trop courte et informelle, ponctuation incorrecte après « M. le Directeur : ») et le nombre de mots non plus (140 seulement).

Les articulateurs sont en nombre limité. L'un d'eux (« Par contre ») est mal utilisé.

Sur le plan de la communication le candidat obtient 8,5 sur 14.

Le candidat est bien du niveau B2 car il « ne fait pas de fautes conduisant à des malentendus » (CECR p. 90) . On note cependant deux erreurs qui auraient dû être évitées : l'oubli de l'accord (« vie familial ») et « qui » au lieu de « qu'il ». De même pour le lexique, « le choix de mots incorrects se produisent sans gêner la communication » : par exemple « vous pourriez récupérer les dépenses de la nourriture, du transport ... que vous donnez à chacun... ». Les phrases sont relativement simples pour ce niveau.

Sur le plan de la linguistique le candidat obtient 6,5 sur 11. La note totale est de 15 sur 25.

Suite >

< Retour

Index ^



Grilles CECR pour la production écrite élaborées par les membres d'ALTE

Pôle évaluation et certifications CIEP

Rapport sur l'analyse du	DALF C1
Langue cible	Français
Niveau de l'examen (CECR)	C1
Place de la tâche Nom de l'épreuve	Tâche n°3 Production écrite

Information générale sur l'examen (production écrite)*

3	Nombre de tâches dans l'épreuve de production écrite	2 tâches de production écrite
4	Mobilisation des autres compétences	Compréhension écrite
5	Durée de l'épreuve	2h30
6	Niveau de l'épreuve	C1
7	Mode d'expression	Manuscrit
8	Objectif	Synthèse et argumentation en français de spécialité

Informations sur l'examen

DALF C1 : l'expérience et l'autonomie

Le DALF C1 est le niveau de l'autonomie. C'est aujourd'hui le niveau requis pour l'entrée dans certaines grandes écoles, comme l'Institut des Sciences politiques de Paris ou l'École polytechnique.

On exige, à ce niveau, **une communication aisée et spontanée** : *le locuteur s'exprime avec aisance et spontanéité, il a une bonne maîtrise d'un répertoire lexical large dont les lacunes sont facilement comblées par des périphrases, il peut choisir une expression adéquate dans un répertoire disponible de fonctions du discours pour*

Suite >

< Retour

Index ^

*Les chiffres de la colonne de gauche font référence aux différentes entrées de la grille ALTE CECR d'analyse des tâches de production écrite.

introduire ses commentaires afin de mobiliser l'attention de l'auditoire ou de gagner du temps en gardant cette attention pendant qu'il/elle réfléchit ; il produit un discours clair, bien construit et sans hésitation qui montre l'utilisation bien maîtrisée des structures, des connecteurs et des articulateurs.

Candidats

La première session des nouveaux examens DELF DALF ayant lieu en octobre 2005, nous ne disposons pas d'informations sur les futurs candidats au moment de la rédaction.

Structure de l'examen

LE DALF C1 comprend 4 épreuves: Compréhension de l'oral, compréhension des écrits, production écrite, production orale. Chacune est notée sur 25 points. La note minimale requise pour chaque épreuve est de 5 points. Le candidat doit obtenir 50 points sur 100 pour réussir l'examen.

L'épreuve de production écrite

L'épreuve de production écrite comporte deux tâches :

- synthèse à partir de plusieurs documents écrits d'une longueur totale d'environ 1000 mots ;
- essai argumenté d'environ 250 mots à partir du contenu des documents.

Dans les deux cas le candidat devra montrer qu'il est capable d'exposer par écrit, clairement et de manière bien structurée, un sujet complexe en soulignant les points marquants et pertinents. Mais pour la première tâche, il sera tenu de respecter le contenu des documents tandis que pour la seconde il devra développer sa propre argumentation.

Les candidats peuvent choisir entre deux domaines : lettres et sciences humaines ou sciences. Le premier exercice est noté sur 13 points et le second sur 12 points.

Information spécifique sur la tâche donnée en exemple

La synthèse, selon le concept français, est un exercice de contraction de texte(s) assorti d'une consigne de longueur impérative. Elle donne lieu à un nouveau texte, cohérent, articulé et entièrement compréhensible pour un lecteur qui ne dispose pas de la source. Elle pose deux règles essentielles : **l'objectivité** et la **reformulation**. Elle nécessite :

- la mise en relation et la comparaison du contenu des documents en fonction du thème commun ;
- le classement des données retenues et leur organisation dans un texte unique ;
- l'élaboration d'un plan personnel qui souligne les relations liant les différents textes ;
- une très brève introduction et une très brève conclusion objectives.

Il s'agit donc d'un exercice rigoureux et non pas d'un simple résumé. Les objectifs de cette tâche sont détaillés dans la grille d'évaluation ci-dessous.

L'épreuve proposée ci-dessous demande des connaissances générales en sciences humaines.

Suite >

< Retour

Index ^

Exercice 1 :

Synthèse de plusieurs textes d'une longueur maximale de 1000 mots (13 points)

Respect de la consigne de longueur (1)

Respect du contenu des documents Peut respecter la règle d'objectivité (absence d'éléments étrangers aux textes)	0	0.5	1	1.5					
Capacité à traiter les textes Peut dégager la problématique commune, sélectionner et restituer les informations les plus pertinentes.	0	0.5	1	1.5	2	2.5	3		
Cohérence et cohésion Peut organiser les informations sélectionnées sous forme d'un texte fluide et bien structuré. La mise en page et la ponctuation sont fonctionnels.	0	0.5	1	1.5	2	2.5	3		
Compétence lexicale /orthographe lexicale Etendue et maîtrise du vocabulaire Dispose d'un vaste répertoire lexical lui permettant de reformuler sans effort apparent. (2) Maîtrise de l'orthographe lexicale L'orthographe est exacte à l'exception de lapsus occasionnels.	0	0.5	1	1.5	2	2.5			
Compétence grammaticale/ orthographe grammaticale Maintient constamment un haut degré de correction. Les erreurs sont rares et difficiles à repérer. Elaboration des phrases/ souplesse Dispose d'une variété de structures lui permettant de varier la formulation. (2)	0	0.5	1	1.5	2	2.5	3		

Suite >

< Retour

Index ^

(1) Le respect de la consigne de longueur fait partie intégrante de l'exercice (fourchette acceptable donnée par la consigne).

Dans le cas où la fourchette ne serait pas respectée, on appliquera exceptionnellement une correction négative : - 1 point par tranche de 10% en plus et en moins.

(2) Dans le cas où un candidat reprendrait, sans les remanier, des passages entiers des documents (plus des 3/4 du texte final), les notes à attribuer pour les critères « compétence lexicale » et « compétence grammaticale » seraient mises à 0.

Correction

Seules les personnes ayant été habilitées durant le stage de formation des examinateurs-correcteurs peuvent corriger les épreuves du DELF DALF sous la supervision du jury. La double correction est recommandée. Elle est obligatoire lorsque le score global de l'examen est inférieur à 50 sur 100.

Niveau de compétence

Cette production est issue d'un prétest organisé dans le cadre du calibrage des examens du DELF DALF sur les niveaux du *Cadre européen commun de référence pour les langues*. Les candidats à ce prétest avaient été auparavant évalués de niveau C1 par le Test de connaissance du français (TCF).

Exemple de tâche:

Exercice 1 : Synthèse de documents

13 points

Vous ferez une synthèse des documents proposés, en 220 mots environ (fourchette acceptable : de 200 à 240 mots).

Pour cela, vous dégagerez les idées et les informations essentielles qu'ils contiennent, vous les regrouperez et les classerez en fonction du thème commun à tous ces documents, et vous les présenterez avec vos propres mots, sous forme d'un nouveau texte suivi et cohérent. Vous pourrez donner un titre à votre synthèse.

Attention :

- *vous devez rédiger un texte unique en suivant un ordre qui vous est propre, et en évitant si possible de mettre deux résumés bout à bout ;*
- *vous ne devez pas introduire d'autres idées ou informations que celles qui se trouvent dans le document, ni faire de commentaires personnels ;*
- *vous pouvez bien entendu réutiliser les « mots clefs » des documents, mais non des phrases ou des passages entiers.*

Règle de décompte des mots: est considéré comme mot tout ensemble de signes placé entre deux espaces.

« c'est-à-dire » = 1 mot ; « un bon sujet » = 3 mots ; « Je ne l'ai pas vu depuis avant-hier » = 7 mots.

Vous indiquerez le nombre de mots utilisés dans votre synthèse sur la ligne prévue à cet effet.

Suite >

< Retour

Index ^

Document n° 1

Le mouvement pour les droits des animaux contre la chasse aux phoques et aux baleines

Au cours des années 1970 et 1980, plusieurs groupes d'environnementalistes de pays industrialisés d'Europe de l'ouest et d'Amérique du Nord ont organisé des campagnes contre la chasse aux baleines et aux phoques. Certaines de ces organisations, comme Greenpeace, reconnaissent que les autochtones ont un droit de prendre des animaux et de préserver leur culture. Ils insistent cependant afin que les animaux soient chassés seulement selon la méthode 'traditionnelle,' ce qui exclut l'emploi de fusils de haute portée ou de bateaux mécanisés. D'autres, comme le Front de Libération des Animaux (Animal Liberation Front), considèrent la chose du point de vue animal et soutiennent que les animaux ne doivent pas être considérés comme des 'ressources renouvelables' assujetties à l'exploitation humaine. Ces gens disent parfois que les cultures qui dépendent de la chasse n'ont pas du tout le droit de survivre. Ce mouvement tout entier concentre son attention sur la nature, particulièrement la faune sauvage, plutôt que sur l'humanité et la science.

Une autre organisation qui produit sa part d'impact sur les peuples autochtones de la côte est la Commission baleinière internationale (...). La Commission a imposé un moratoire international sur la chasse à la baleine et connaît des difficultés à faire la distinction entre la chasse à la baleine à des fins commerciales et la chasse à des fins de subsistance telle que pratiquée par les autochtones pour vivre et se nourrir. Les peuples des côtes de l'Alaska ont été particulièrement touchés par cette politique. (...)

Les gens du Grand Nord ont toujours valorisé l'autonomie de l'individu. Ils ne peuvent travailler dans des usines au milieu de nulle part, et ne veulent pas que leur existence repose sur la sécurité sociale de leurs gouvernements, dans le sud. (...) En fait, les peuples de l'Arctique ne peuvent exister indépendamment de leur environnement. Leur mode de vie repose comme depuis toujours sur la prise d'animaux. Sur la côte, ils chassent les phoques et les baleines tandis qu'à l'intérieur des terres, ils y élèvent le renne. La chasse leur permet de trouver leur nourriture et de pouvoir acheter les articles nécessaires à la vie quotidienne, comme le kérosène, les médicaments, les fusils, et les billets d'avion. Depuis le Grand Nord, la défense des droits des animaux est perçue comme une attaque au cœur de la culture des peuples aborigènes et contre leur droit à l'existence même. Cette attaque est menée par des gens qui en savent peu sur la vie du Grand Nord, qui sont eux mêmes très loin du monde des animaux et qui ont le luxe de différentes options quant à la façon dont ils souhaitent eux-mêmes vivre. Les adeptes de ces campagnes soulignent que les animaux devraient être tués seulement à des fins alimentaires, une politique qui, si elle était appliquée laisserait les autochtones sans la moindre monnaie d'échange pour se procurer des médicaments. Au nom du mot 'tradition,' ils demandent que les autochtones se conforment à celles-ci. (...)

Piers Vitebsky, <http://www.thearctic.is/articles/cases/animalrights/franska/>

Suite >

< Retour

Index ^

Document n° 2

Les Indiens, défenseurs de l'animal menacé des grandes plaines, veulent en faire une cause internationale.

Attention, bisons fragiles

Rosalie Little Thunder, amérindienne sioux Lakota, prie pour que l'hiver ne soit pas trop rigoureux dans le Wyoming. Depuis plusieurs années, la présidente de la Seventh Generation Fund, une association de défense des droits autochtones, se bat pour la sauvegarde des bisons du parc de Yellowstone, la seule horde sauvage existant encore aux Etats-Unis. Et chaque hiver constitue une nouvelle menace. En 2001, Rosalie a expliqué à l'ONU, auprès du groupe de travail sur les peuples autochtones, en quoi la survie des bisons sauvages est essentielle et symbolique pour les Indiens des plaines (...)

Le bison a toujours été un animal sacré pour les Indiens des plaines, crucial dans leur culture. Et l'abattage d'un tiers du troupeau de Yellowstone, à l'hiver 1996-1997, par les éleveurs de bétail du Montana, a meurtri les tribus indiennes. *«Cela a été le pire moment de ma vie»*, se souvient Rosalie. Comme un rappel du massacre des quelque 60 millions de bisons orchestré à la fin du XIXe siècle pour venir à bout des «Peaux-Rouges». *«Entre 1860 et 1880, les bisons ont été éliminés par les Blancs pour nous enlever ce qui faisait notre vie : le cœur de notre culture, de notre spiritualité, mais aussi notre principale ressource et source d'alimentation.»*

En 1880, il n'en reste que quelques centaines aux Etats-Unis. Ils se réfugient au Wyoming tandis que les tribus indiennes, affamées et épuisées, se rendent. En 1902, pour éviter l'extinction, le parc national de Yellowstone (Wyoming) prend en charge vingt et un bisons : ils deviennent la première espèce animale protégée. Année après année, le troupeau prospère jusqu'à compter, en 1996, 3 500 têtes. Mais cette année-là, l'hiver est très rude. Neige épaisse et glace empêchent les bisons d'atteindre l'herbe. Leur instinct les pousse à migrer à la recherche de nourriture jusqu'au Montana, qui borde le parc national au nord et à l'ouest. Or les éleveurs du Montana craignent que les bisons transmettent à leurs bovins la brucellose, une maladie qui provoque l'avortement. Selon les services vétérinaires, la moitié des bisons de Yellowstone ont été exposés à la brucellose.

Alors, en quelque mois, éleveurs et fonctionnaires du Montana abattent, avec l'accord du parc, plus de 1000 bisons sans même vérifier s'ils sont porteurs de brucellose. Les tribus indiennes découvrent le massacre quand, amer détour de l'histoire, les autorités du Montana leur proposent d'en profiter pour s'approvisionner en viande... *«La manière dont on traite les bisons est celle dont on traite les Indiens, dit Rosalie. Comme nous, ce sont des survivants. Nos prophéties disent que tant qu'il y aura des bisons sauvages, nous survivrons.»*

Eliane PATRIARCA, *Libération*, 28 octobre 2003

Suite >

< Retour

Index ^

i) Support/Consigne		
9	La consigne est en ...	Français
10	Niveau de langue de la consigne	C1
11	Durée de la tâche	Non précisé
12	Lignes directrices	Oui
13	Contenu	Précisé
14	Type de discours	Synthèse
15	Destinataire	Examineur
16	Type de support	Texte
17	Sujet (CECR p.45)	Protection de l'environnement
18	Mobilisation des autres compétences	Compréhension écrite

ii) Réponse (description de la réponse à la consigne)		
19	Nombre de mots demandé	220
20	Compétence fonctionnelle	Synthèse
21	Registre	Formel
22	Domaine	Public
23	Grammaire	Phrases complexes et variées
24	Vocabulaire	Vaste repertoire lexical
25	Cohérence	exte fluide et bien structuré
26	Authenticité de la situation	Élevée
27	Authenticité de l'interaction	moyenne
28	Opérations cognitives (CECR p.123)	Organisation des idées sélectionnées
29	Savoir requis	Connaissances en sciences humaines
30	Objectif de la tâche	Restituer le contenu de documents

Suite >

< Retour

Index ^

iii) Évaluation de la tâche

31	Publication des critères d'évaluation	Disponible sur le site "Tout public"
32	Mode d'évaluation	Évaluation critériée
33	Critères d'évaluation	Voir grille d'évaluation
34	Nombre de correcteurs	Double correction recommandée

iv) Informations aux candidats

35	Informations quantitatives	Note attribuée à l'épreuve
36	Informations qualitatives	Non

Exemple de réponse

Des groupes d'environnementalistes de pays industrialisés mènent des campagnes contre la chasse aux animaux dont des groupes autochtones dépendent. Ces actions menacent parfois l'existence même des amérindiens, qui ont toujours besoin de ces animaux pour l'alimentation et les soins essentiels. Certains groupes, y compris Greenpeace, respectent les droits des autochtones à chasser pour continuer leur existence traditionnelle. Ils insistent d'ailleurs que ces gens-là emploient des méthodes traditionnelles. En Alaska la chasse aux baleines et aux phoques est particulièrement nécessaire pour les gens aborigènes. En revanche elle est particulièrement détestée par des groupes comme le Front de Libération des Animaux. Cette dernière réfute l'idée que les animaux sont des ressources renouvelables. Ils préféreraient voir la disparition d'un peuple que la continuation de la chasse. Mais dans tous les cas les animaux sont menacés par les blancs et non pas par les indiens. Tel est le cas avec les bisons de l'ouest des États-Unis. Après avoir vu la diminution de la horde sauvage des bisons de 60 millions en 1860 à 3,500 en 1996, les indiens craignent pour leur future. Mais ils font tout ce qu'ils peuvent pour garder les animaux. Comme les gens du Grand Nord, ils voient leur futur lié à l'existence des animaux dont ils dépendent.

Suite >

< Retour

Index ^

Commentaires

Respect du contenu des documents

Le candidat n'introduit d'autres idées ou informations que celles qui se trouvent dans le document et ne fait pas de commentaires personnels. Il respecte la règle d'objectivité.

Capacité à traiter les textes

La plupart des points importants sont restitués. Cependant le candidat ne fait pas ressortir les contradictions des représentants de la société moderne qui décident quelles espèces protéger (après les avoir massacrées) et seulement si cela ne dessert pas leurs intérêts (texte 1). Il ne dit pas non plus que les Amérindiens luttent pour la survie des bisons autant pour des raisons culturelles qu'alimentaires (texte 2). Le texte est un peu court : 202 mots au lieu de 220.

Cohérence et cohésion

L'exposé est linéaire : il suit l'ordre des textes. Le texte est fluide mais il n'y a pas de plan personnel. Les articulateurs ne sont pas toujours bien utilisés, notamment « mais » dans l'avant dernière phrase.

Sur le plan de la communication le candidat obtient 5,5 sur 7,5.

Compétence lexicale et orthographe lexicale

Le lexique est d'un assez bon niveau. Il y a cependant deux erreurs notables : « des fois » (registre familier) au lieu de « parfois » et « future » au lieu d' « avenir ».

Compétence grammaticale et orthographe grammaticale

On note trois erreurs qui ne devraient pas apparaître à ce niveau-là : « Ils insistent que » au lieu de « Ils insistent pour que ». « Cette dernier » au lieu de « ce dernier » pour parler du Front de Libération des Animaux. « Ils font tous ce qu'ils peuvent » au lieu de « tout ».

Élaboration des phrases

La formulation est assez variée : « Tel est le cas... » ; « Ayant vu... »

Sur le plan de la linguistique le candidat obtient 4 sur 5,5. La note totale est de 9,5 sur 13.

Suite >

< Retour

Index ^

Introduction to the Goethe-Institut

The Goethe-Institut is a non-profit-making, publicly funded organisation with its head office in Munich. It was founded in 1951 to promote a wider knowledge of the German language abroad and to foster cultural co-operation with other countries. As a worldwide organisation with over 140 centres in seventy-six countries serving over 108,000 students, the Goethe-Institut plays an important role in providing access to German language and culture all over the world.

See: www.goethe.de

The Language examinations of the Goethe-Institut

The Goethe-Institut offers twelve German language examinations, ranging from Start Deutsch 1 (A1) to the Großes Deutsches Sprachdiplom (C2+). All examinations are produced centrally at the head office of the Goethe-Institut in Munich. These examinations provide general and vocational qualifications to schools, colleges and employers. The first examinations to be developed were the Kleines Deutsches Sprachdiplom and the Großes Deutsches Sprachdiplom and over the last forty years new examinations have been introduced and existing exams have been revised on a regular basis.

When the Goethe-Institut became a member of ALTE (*Association of Language Testers in Europe*) in 1990, the examinations were linked to the ALTE Framework. Subsequently the levels of the ALTE Framework were linked to the Council of Europe's *Common European Framework of Reference (2002)* in a research project carried out at Cambridge ESOL.

See: www.goethe.de/dll/prf/deindex.htm
and www.alte.org/can_do/framework/table.cfm

The Quality Management System of the Goethe-Institut ensures that quality checks are implemented at all stages in the process - from commissioning new test material to an examination being administered at any of their testing centres around the world. This helps to ensure that the examination system as a whole is consistent and stable over time

forward ›

‹ Back

Test Development

The Goethe-Institut seeks to achieve the overall usefulness of its examinations by working closely with a range of stakeholders to ensure “fitness for purpose”. The specifications for each component of an examination provide a clear definition and

Index ^

description of what is being tested, and provide the basis for enabling the Subject Officers at Head Office and the item writers to ensure that test materials comply with the underlying test constructs and intended content of the test.

Test development consists of six main stages: commissioning, pre-editing, editing, pretesting, pretest review, and question paper production.

1 Commissioning

Commissioning of item writers is the first stage of the question paper production process. The item writers, who are all experienced teachers of German as a Foreign Language, are commissioned to produce a specific range of questions based on the test specifications.

2 Pre-editing

Pre-editing takes place when the commissioned materials are received by the Goethe-Institut for the first time. Subject Officers scrutinise the material submitted, to assess its suitability for use as test items, and to reject unsuitable, problematic or weak material. Material is also screened for taboo or sensitive topics which are likely to be biased against particular groups of candidates.

3 Editing

Materials which successfully pass the pre-editing stage and are of an acceptable standard for pretesting (i.e. appear to be of an acceptable standard for inclusion in a live test) are submitted for editing. The Subject Officers also ensure that the key, rubric, tapescript, etc. are accurate and comprehensive.

4 Pretesting

In order to confirm the quality of the edited materials, all test tasks and items are pretested with learners studying at the Goethe-Institutes worldwide or at licensed examination centres. Almost all of the learners are preparing for or have recently taken a Goethe-Institute examination. The learners take the pretest under examination conditions. The tests are pretested on a representative sample of candidates (usually involving around 200 learners) so that data can be statistically analysed, yielding statistically significant results. In this way, pretesting plays an important role in achieving acceptable statistical properties for each component of the test.

In addition to the new items the pretest consists of ‘anchor’ items; these are items with known measurement characteristics, which provide the basis for calculating the difficulty of the new items. The items of the ‘anchor’ are taken from the Local Item Banking System (LIBS) maintained at Cambridge ESOL, England. This bank also contains German items from tests which the Goethe-Institut develops in partnership with Cambridge ESOL. Cambridge ESOL uses the Rasch model to construct a common scale which attributes an objective difficulty index to each item kept in the item-bank.

5 Pretest Review

At the beginning of 2004 the Goethe-Institut established a validation unit at Cambridge ESOL together with two ALTE partners (the University of Perugia and the University of Salamanca). All test material of the Goethe-Institut is now pretested. Pretest data is sent to Cambridge ESOL to be analysed (using both classical and IRT

[forward >](#)

[< Back](#)

[Index ^](#)

(Rasch) methods) and a Validation Report, reviewing the results of the pretest and evaluating the statistical characteristics of tasks and items, is sent back to the Subject Officer responsible for the examination. The Subject Officer makes any necessary adjustments to the tasks and items or, if need be, replaces problematic tasks and items with statistically sound items.

6 Question Paper Production

Before the final version of the constructed question papers go to press, several rounds of proof-reading and content checking provide additional verification of the quality of the materials. The final printed copies of the printed question papers are then sent to the examination centres.

Statistical Analysis

Statistical evidence is critical in providing all stakeholders with dependable evidence regarding the quality, consistency and fairness of the exams. The collection and analysis of data from pretesting procedures forms the basis of the validation strategy of the Goethe-Institut. Data from all the pre-tests of the Goethe-Institut are analysed using internal validation techniques (classical test theory methods) as well as IRT (Rasch) anchoring methods. Internal test validation procedures examine the reliability, standard error, facility values, discrimination indices and score distributions for each test. Care is taken to ensure that all items fall within the criteria for acceptability before they are used in live tests.

The Rasch anchoring methods enable tasks and items to be individually calibrated and linked to a common difficulty scale. A difficulty index is calculated for each item and each task enabling equivalent versions of the tests to be constructed, which measure candidate proficiency consistently regardless of the test version taken. The difficulty scale and item calibration assist with the alignment of the examinations of the Goethe-Institut to the Common European Framework of Reference for Languages (CEFR).

Similar post-test validation studies are carried out on all live examinations to confirm that all tasks perform as expected. The statistical properties of live tests are expected to prove similar to those of comparable pretests. Any discrepancies are thoroughly investigated.

This validation work is carried out by the Validation officer of the Goethe-Institut who is based in Cambridge, England and works in conjunction with the University of Cambridge (Cambridge ESOL).

[forward ›](#)

[‹ Back](#)

[Index ^](#)

Goethe-Institut Sample Test Tasks

Report on analysis of	Start Deutsch 1 (Writing)
Target language of this test	German
Target level (CEFR) of this test	A1
Task number/name	Paper 2, Writing Part 2

General Information about the writing component *

3	Number of tasks in the writing paper	2 writing tasks
4	Integration of skills	Writing (with written input)
5	Total test time	45 minutes inc. reading section
6	Target performance level	A1
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

The examination Start Deutsch 1 is a general German qualification which was developed in co-operation with the Weiterbildungs-Testsysteme GmbH (WBT) and which is part of the Main-suite Examinations of the Goethe-Institut since spring 2004. Set at level A1 of the CEFR, Start Deutsch 1 recognises the ability to cope with everyday written and spoken communication at a basic level. Start Deutsch 1 is designed for learners who have basic German skills of the kind needed when travelling in a foreign country.

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

forward >

< Back

Index ^

Candidature

Start Deutsch 1 has been offered since spring 2004. 863 candidates have so far taken this examination.

Structure of the Test

Start Deutsch 1 tests the skills of Reading, Writing, Listening and Speaking – with each skill equally weighted at 25%. It is administered in three separate papers; Paper 1: Listening, Paper 2: Reading and Writing and Paper 3: Speaking. There are five possible grades in Start Deutsch 1: four pass grades (very good, good, satisfactory, pass) and one fail grade. Results are based on the candidate's aggregate scores across the four skills. In order to pass, candidates must achieve at least 60% of the total marks.

Start Deutsch 1 Reading and Writing Paper

The paper has a fixed format, with Parts 1-3 testing reading skills through a variety of texts (simple short letters and short notices). Part 1 and 2 of the Writing Paper test writing skills in two formats: filling in a form and writing a short letter. In the writing section, candidates are assessed on their ability to produce written German at word, sentence and text level. They are expected to complete short gaps in simple texts, and to ask for information in a short letter, showing reasonable control of structure, vocabulary, spelling and punctuation.

Writing Paper, Part 2

In this task, candidates are given the opportunity to show that they can communicate a written message (25-35 words) of an authentic type, for example a short letter to a tourist information office. The instructions indicate the type of message required, who it is for and what kind of information should be included. Candidates must respond to the prompts in all three bullet points. All points must be addressed in order to complete the task fully.

Mark distribution

There are 3 marks given for each of the 3 bullet points and 1 mark overall for communicative appropriateness (altogether 10 marks maximum). Candidates at this level are not expected to produce faultless German, but, to achieve the maximum marks, a candidate should write a clear message which successfully communicates all three elements of the required information, with only minor grammatical and spelling errors. A great variety of acceptable answers is possible.

Task Rating

The rating scale takes the form of a set of two band descriptors from 0 – 3 (task fulfilment) and from 0 – 1 (communicative appropriateness). The exam is marked by two trained raters. Grammatical form, spelling, structural correctness is considered along with task fulfilment when rating.

Effective Level

All Start Deutsch 1 Writing tasks are constructed on the basis of expert judgement (experienced teachers of German as a Foreign Language and staff of the headquarter of the Goethe-Institut) and according to the Start Deutsch 1 specifications, which relate to the Breakthrough Level of the Council of Europe. Several meetings take place with the Team Leaders and the item writers to decide on the most appropriate task for the final version of the examination.

forward >

< Back

Index ^

Sample task:

Sie wollen nach Berlin fahren.

Schreiben Sie an die Touristeninformation in Berlin. Hier finden Sie drei Punkte für Ihren Brief:

1. Sie kommen vom 14. – 21. August nach Berlin.
2. Bitten Sie um Informationen über Film, Theater, Museen (Kulturprogramm).
3. Bitten Sie um Hoteladressen.

Schreiben Sie zu jedem Punkt ein bis zwei Sätze auf den Antwortbogen.

An das
Tourist Info Center
Brandenburger Tor
Pariser Platz
10117 Berlin Mitte

08. März 2005

Sehr geehrte Damen und Herren,

Mit freundlichen Grüßen

forward >

< Back

Index ^

i) Task input/prompt		
9	Rubrics and instructions are in...	German
10	Language level of rubric	A1
11	Time for this task	Not specified
12	Control/guidance	High (controlled)
13	Content	Yes – specified
14	Discourse mode	Letter – personal
15	Audience	Tourist information office
16	Type of prompt	Textual
17	Topic	Travel, leisure
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	25-35
20	Rhetorical function(s)	Asking for information
21	Register	Neutral
22	Domain	Personal
23	Grammar	Simple structures
24	Vocabulary	Only frequent vocabulary
25	Cohesion	Extremely limited use of cohesive devices
26	Authenticity: situational	Medium
27	Authenticity: interactional	Medium
28	Cognitive processing	Low
29	Content knowledge	Personal, daily life, common general
30	Task purpose	Referential (telling)

forward ›

‹ Back

Index

iii) Rating of Task

31	Known criteria	Grading criteria are not available to the candidate on the paper, but can be viewed in the handbook
32	Task rating method	Rating scale: scale: 3, 1.5, 0 marks for task fulfilment (for each guiding point) and 1, 0.5 and 0 marks overall for communicative appropriateness
33	Assessment criteria	Analytic
34	Number of raters	2

iv) Feedback to candidates

35	Quantitative feedback	1 of 5 grades (very good, good, satisfactory, pass, fail)
36	Qualitative feedback	None. Provided when required

Example answer

Ich komme vom 14. – 21. August nach Berlin. Ich möchte Informationen über Film, Theater, Museen bekommen. Bitte geben Sie mir auch Hoteladressen. Bitte informieren zu meine Adresse: Sonnenstr.21, München. Vielen Dank.

Commentary

This is a good attempt, requiring little effort by the reader. However, although all three parts of the message are clearly communicated, and the writer goes even beyond the task by saying where the material should be send to, there are some errors, (e.g. “bekommen”, and “informieren zu”), which interfere with communication.

Score allocated

9 marks for task fulfilment (maximum score - 3 marks for each bullet point) and 0.5 marks for communicative appropriateness (maximum score is 1 mark).

forward ›

‹ Back

Index ^

Goethe-Institut Sample Test Tasks

Report on analysis of	Start Deutsch 2 (Writing)
Target language of this test	German
Target level (CEFR) of this test	A2
Task number/name	Paper 2, Writing Part 2

General Information about the writing component *

3	Number of tasks in the writing paper	2 writing tasks
4	Integration of skills	Writing (with written input)
5	Total test time	50 minutes inc. reading section
6	Target performance level	A2
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward >](#)

[< Back](#)

[Index ^](#)

The examination Start Deutsch 2 is a general German qualification which was developed in co-operation with the Weiterbildungs-Testsysteme GmbH (WBT) and which is part of the Main-suite Examinations of the Goethe-Institut since spring 2004. Set at level A2 of the CEF, Start Deutsch 2 recognises the ability to cope with everyday written and spoken communication at a basic level. Start Deutsch 2 is designed for learners who have basic German skills of the kind needed when travelling in a foreign country.

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Candidature

Start Deutsch 2 has been offered since spring 2004. 476 candidates have so far taken this examination.

Structure of the Test

Start Deutsch 2 tests the skills of Reading, Writing, Listening and Speaking – with each skill equally weighted at 25%. It is administered in three separate papers; Paper 1: Listening, Paper 2: Reading and Writing and Paper 3: Speaking. There are five possible grades in Start Deutsch 2: four pass grades (very good, good, satisfactory, pass) and one fail grade. Results are based on the candidate's aggregate scores across the four skills. In order to pass, candidates must achieve at least 60% of the total marks.

Start Deutsch 2 Reading and Writing Paper

The paper has a fixed format, with Parts 1-3 testing reading skills through a variety of texts ranging from short notices to a longer text. Part 1 and 2 of the Writing Paper test writing skills in two formats: filling in a form and writing a short letter. In the writing section, candidates are assessed on their ability to produce written German at word, sentence and text level. They are expected to complete short gaps in simple texts, and to write a letter to a friend, showing reasonable control of structure, vocabulary, spelling and punctuation.

Writing Paper, Part 2

In this task, candidates are given the opportunity to show that they can communicate a written message (approx. 60 words) of an authentic type, for example a letter to a friend. The instructions indicate the type of message required, who it is for and what kind of information should be included. Candidates must respond to the prompts in the three bullet points. All bullet points must be addressed in order to complete the task fully.

Mark distribution

There are 3 marks given for each of the 3 bullet points and 1 mark overall for communicative appropriateness (altogether 10 marks maximum). Candidates at this level are not expected to produce faultless German, but, to achieve the maximum marks, a candidate should write a clear message which successfully communicates all three elements of the required information, with only minor grammatical and spelling errors. A great variety of acceptable answers is possible.

Task Rating

The rating scale takes the form of a set of two band descriptors from 0 – 3 (task fulfilment) and from 0 – 1 (communicative appropriateness). The exam is marked by two trained raters. Grammatical form, spelling, structural correctness is considered along with task fulfilment when rating.

forward >

< Back

Effective Level

All Start Deutsch 2 Writing tasks are constructed on the basis of expert judgement (experienced teachers of German as a Foreign Language and staff of the headquarter of the Goethe-Institut) and according to the Start Deutsch 2 specifications, which relate to the A2 Level specifications of the CEFR. Several meetings take place with the Team Leaders and the item writers to decide on the most appropriate task for the final version of the examination.

Index ^

Sample task:

Sie bekommen einen Brief von Paola. Sie kennen Paola aus dem Deutschkurs. Paola schreibt, dass sie am 20. November in Berlin heiraten wird. Paola lädt Sie ein und fragt, ob Sie kommen.

Antworten Sie. Hier finden Sie drei Punkte für Ihren Brief:

1. Jemanden mitbringen
2. Geschenk
3. Übernachtung in Berlin

Schreiben Sie zu jedem Punkt **ein bis zwei Sätze** auf die nächste Seite.

i) Task input/prompt		
9	Rubrics and instructions are in...	German
10	Language level of rubric	A2
11	Time for this task	Not specified
12	Control/guidance	High (controlled)
13	Content	Yes – specified
14	Discourse mode	Letter (personal)
15	Audience	Friend
16	Type of input	Textual
17	Topic	Daily life
18	Integration of skills	Reading

forward >

< Back

Index

ii) Response (description of written response elicited by the prompt(s)/input)

19	Number of words expected	Approx. 60 words
20	Rhetorical function(s)	Answering and asking for information
21	Register	Informal
22	Domain	Personal
23	Grammar	Simple structures
24	Vocabulary	Only frequent vocabulary
25	Cohesion	Limited use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Low
29	Content knowledge	Personal, daily life, common general
30	Task purpose	Referential (telling), emotive (reacting)

iii) Rating of Task

31	Known criteria	grading criteria are not available to the candidate on the paper, but can be viewed in the handbook
32	Task rating method	rating scales: scale: 3, 1.5, 0 marks for task fulfilment (for each guiding point) and 1, 0.5, 0 marks overall for communicative appropriateness
33	Assessment criteria	analytic - all criteria are considered
34	Number of raters	2

forward >

< Back

Index ^

iv) Feedback to candidates

35	Quantitative feedback	1 of 5 grades (very good, good, satisfactory, pass, fail)
36	Qualitative feedback	None. However, if candidates require more information, the Goethe-Institut can provide qualitative feedback according to the mark scheme

Example answer

Liebe Paola,

zuerst gratuliere ich dir zur Hochzeit. Natürlich möchte ich gern an deine Hochzeit teilnehmen. Aber ich habe zwei kleine Kinder. Ich möchte wissen, ob jemand seine Kinder mitbringen kann.

Ich will ein schönes Geschenk einkaufen. Ich möchte auch wissen, was du gern hast.

Wir wollen in ein Hotel in Berlin übernachten. Welches Hotel empfiehlst du mir?

Mit freundlichen Grüßen
Y.Y.

Commentary

This is a good attempt, requiring no effort by the reader. The writer uses the correct letter format with appropriate opening and close and early reference to the reason for writing: *zuerst gratuliere ich dir zur Hochzeit*. However, although all three parts of the message are clearly communicated, there are some errors (*an, in* + Dative, *einkaufen* instead of “kaufen” or *jemand* instead of “man”) which might interfere slightly with communication.

Score allocated

9 marks for task fulfilment (maximum score – 3 marks for each bullet point) and 0,5 marks for communicative appropriateness (maximum score is 1 mark).

forward >

< Back

Index ^

Goethe-Institut Sample Test Tasks

Report on analysis of	Neue Prüfung auf B2 (Writing)
Target language of this test	German
Target level (CEFR) of this test	B2
Task number/name	Paper 3, Writing, Part 1

General Information about the writing component *

3	Number of tasks in the writing paper	2 writing tasks
4	Integration of skills	Writing (with written input)
5	Total test time	90 minutes
6	Target performance level	B2
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward >](#)

[< Back](#)

[Index ^](#)

This new examination at B2 is under development and a first sample test will be published in summer 2006. The examination will be offered one year later and will be part of the Main-suite Examinations of the Goethe-Institut. The examination recognizes the ability to understand complex written and spoken texts with a large degree of independence and to interact in writing or orally with a degree of fluency and spontaneity that makes interaction with native speakers possible without imposing strain on either party.

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Candidature

The examination will be offered in 2007.

Structure of the Test

The examination tests the skills of Reading, Listening, Writing and Speaking. All four skills are equally weighted at 25%. Results are based on the candidate's aggregate scores across the four skills. In order to pass, candidates must achieve at least 60% of the total marks. There are five possible grades, four pass grades (very good, good, satisfactory, pass) and one fail grade.

Writing Paper

The Writing Paper consists of two tasks: writing a personal letter to a friend or a semi-formal letter to a newspaper (Part 1) and filling in gaps in a text (the text is a formal letter).

Writing Paper, Part 1

In Part 1 candidates are assessed on their ability to write clear, well-structured texts on a variety of subjects related to their fields of interest (approx. 200 words). The instructions indicate the type of message required, who it is for and what kind of information should be included. Candidates must respond to the prompts in the six guiding points. All guiding points must be addressed in order to complete the task fully.

Mark distribution

There are 20 marks for Paper 3 Writing, Part 1. Candidates at this level are expected to produce a clear, detailed text on a wide range of subjects and to explain a viewpoint on a topical issue giving the advantages and disadvantages of various options, demonstrating a range of language appropriate to the task.

Task Rating

Four criteria are taken into account when marking the written production: task realisation, organisation of text, range of language and accuracy (syntax, morphology, orthography).

The rating scale takes the form of a set of band descriptors from 0 – 5 for each of the four criteria (task realisation, organisation of text, range of language and accuracy). The examination is marked by two trained raters.

Effective Level

All Writing tasks of this new examination are constructed on the basis of expert judgement (experienced teachers of German as a Foreign Language and staff of the headquarter of the Goethe-Institut) and according to the specifications of this new examination, which relate to the B2 Level specifications of the CEFR. Several meetings take place with the Team Leaders and the item writers to decide on the most appropriate task for the final version of the examination.

[forward >](#)

[< Back](#)

[Index ^](#)

Sample task:

Ihre deutsche Brieffreundin hat Ihnen den Brief unten geschrieben. Antworten Sie ihr auf diesen Brief und sagen Sie Ihre Meinung zum Thema „Elternzeit“, d.h. die vorübergehende Freistellung vom Beruf, um kleine Kinder zu betreuen.

Bonn, den 15. März 2005

Liebe / r ...,

vielen Dank für deine netten Zeilen. Ich bin im Moment total im Stress. Nur noch vier Wochen bis zu den Abschlussprüfungen und ausgerechnet jetzt fällt unser Englischlehrer aus! Stell dir vor, seine Frau hat gerade ein Baby bekommen und nun nimmt er Elternzeit und bleibt für die nächsten zwei Jahre zu Hause, um sich um das Baby zu kümmern. Seine Frau will weiter arbeiten – kannst du das verstehen?

Mit lieben Grüßen

Silvia

Antworten Sie Silvia auf diesen Brief und sagen Sie Ihre Meinung zum Thema „Elternzeit“. Schreiben Sie dabei etwas zu folgenden Punkten:

- Bedanken Sie sich für den Brief und schreiben Sie etwas über Ihre momentane Situation.
- Sagen Sie, wie Sie das Verhalten des Lehrers finden.
- Diskutieren Sie die Vorteile der Elternzeit für die Familie.
- Diskutieren Sie die Nachteile der Elternzeit.
- Sagen Sie, wie Sie sich Ihre eigene Familie vorstellen.
- Schließen Sie mit einem Wunsch an Ihre Brieffreundin.

Schreiben Sie Ihren Brief auf die nächste Seite. Schreiben Sie etwa 200 Wörter.

forward ›

‹ Back

Index ^

i) Task input/prompt		
9	Rubrics and instructions are in...	German
10	Language level of rubric	B2
11	Time for this task	Suggested time: 70 minutes
12	Control/guidance	Semi-controlled
13	Content	Yes – specified
14	Discourse mode	Letter – personal
15	Audience	Friend
16	Type of input	Textual – letter and instructions
17	Topic	Work
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	About 200
20	Rhetorical function(s)	Comment, argue
21	Register	Informal
22	Domain	Personal
23	Grammar	Range of complex structures
24	Vocabulary	Mainly frequent vocabulary
25	Cohesion	Use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Work, family, common general
30	Task purpose	Referential, emotive, conative

forward ›

‹ Back

Index ^

iii) Rating of Task

31	Known criteria	Grading criteria are not available to the candidate on the paper, but can be viewed in the handbook
32	Task rating method	Rating scales: scale 0-5 for 4 criteria (task realisation, organisation, range, accuracy)
33	Assessment criteria	Analytic
34	Number of raters	2

iv) Feedback to candidates

35	Quantitative feedback	1 of 5 grades (very good, good, satisfactory, pass, fail)
36	Qualitative feedback	None. However, if candidates require more information, the Goethe-Institut can provide qualitative feedback according to the mark scheme

Example answer

München, den 15. April 2005

Liebe Silvia,

ich bedanke mich für deinen Brief. Mir geht es gut, obwohl ich auch viel zu tun habe. Ich besuche einen Deutschkurs vormittags und nachmittags muss ich weitermachen mit meinem normalen Programm.

Grundsätzlich denke ich, dass das Verhalten des Lehrers korrekt ist. Ein Vater hat auch das Recht, zu Hause zu bleiben, um auf sein Baby aufzupassen. Es ist klar, dass es für deine Schule nicht der beste Moment ist, aber wenn er eine Frau wäre, würdet ihr euch keine Gedanken machen.

Selbstverständlich ist, dass ein Kind Betreuung braucht. Es gibt hier in Deutschland sehr wenige Kinderkrippenplätze, und die Omas sind nicht in der Lage, die Eltern zu vertreten. Die Elternzeit ist tatsächlich eine große Vorteile für die Familie. Im Gegensatz ist es meistens eine Nachteile für den Arbeitnehmer und für die Kollegen, wie bei euch jetzt. Man braucht viel Organisation und Sozialbewusstsein, damit alles funktionieren kann.

forward >

< Back

Index ^

In meiner eigenen Familie hat mein Mann immer voll gearbeitet, und ich immer halbtags. Babysitter und Oma haben auf meine kleine Kinder aufgepasst. Für uns war das ideal, und ich kann mir schwer vorstellen, dass ich den ganzen Tag arbeiten müsste.

Ich wünsche dir, dass wenn du in die selbe Situation eures Englischlehrer kommst, dir die gleiche Chance zur Verfügung steht.

Mit lieben Grüßen P.

Commentary

This is a very good attempt, requiring no effort by the reader. The writer is confident, ambitious and well organised, for example “*Grundsätzlich denke ich, dass ...*”. All six parts of the message are clearly communicated, with only a few errors in lexis (e.g. *die gleiche Chance zur Verfügung steht*) and morphology (e.g. *eine große Vorteile*), which do not disturb communication.

Score allocated

Task realisation: 5 marks (maximum), Organisation of text: 5 marks (maximum), Range of Language: 4 marks, Accuracy: 4 marks.

Total: 18 marks out of 20.

forward ›

‹ Back

Index ^

Goethe-Institut Sample Test Tasks

Report on analysis of	Zentrale Mittelstufenprüfung (Writing)
Target language of this test	German
Target level (CEFR) of this test	C1
Task number/name	Paper 3, Writing, Part 1

General Information about the writing component *

3	Number of tasks in the writing paper	2 writing tasks
4	Integration of skills	Writing (with written input)
5	Total test time	90 minutes
6	Target performance level	C1
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward >](#)

[< Back](#)

[Index ^](#)

The Zentrale Mittelstufenprüfung (ZMP) is an examination on C1 and is part of the Main-suite Examinations of the Goethe-Institut. The examination is under revision and a first sample test will be published in summer 2006. The examination recognizes the ability to understand a wide range of complex written and spoken texts and to interact fluently and spontaneously in writing and orally.

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Candidature

In 2004, the Zentrale Mittelstufenprüfung was taken by 23,902 candidates in more than 300 Goethe-Institutes and licensed examination centres worldwide.

Structure of the Test

The examination tests the skills of Reading, Listening, Writing and Speaking. All four skills are equally weighted at 25%. Results are based on the candidate's aggregate scores across the four skills. In order to pass, candidates must achieve at least 60% of the total points. There are five possible grades, four pass grades (very good, good, satisfactory, pass) and one fail grade.

Writing Paper

The Writing Paper has two tasks. Part 1 consists of writing an argumentative text (there is a choice of 3 topics). The task in Part 2 consists of transforming a personal letter into a formal letter.

Writing Paper, Part 1

In Part 1 candidates are assessed on their ability to write clear, well-structured texts on a variety of subjects, showing controlled use of organisational patterns, connectors and cohesive devices. The instructions indicate the topical issue and the information that should be included in the answer.

Mark Distribution

There are 20 marks for Paper 3 Writing, Part 1. Candidates at this level are expected to produce a clear, well-structured, detailed text on a complex subject, showing a wide range of language and controlled use of organisational patterns, connectors and cohesive devices.

Task Rating

Four criteria are taken into account when marking the written production: task realisation, organisation of text, range of language and accuracy (syntax, morphology, orthography).

The rating scale takes the form of a set of band descriptors from 0 – 5 for each of the four criteria (task realisation, organisation of text, range of language and accuracy). The examination is marked by two trained raters.

Effective Level

All Writing tasks are constructed on the basis of expert judgement (experienced teachers of German as a Foreign Language and staff of the headquarter of the Goethe-Institut) and according to the specifications for the ZMP, which relate to the C1 Level specifications of the CEFR. Several meetings take place with the Team Leaders and the item writers to decide on the most appropriate task for the final version of the examination.

[forward >](#)

[< Back](#)

[Index ^](#)

Sample task:

Bitte wählen Sie ein Thema aus, über das Sie schreiben möchten. Schreiben Sie ca. 300 Wörter auf die nächsten Seiten.

Thema 3

Wie kann ein langer Aufenthalt im Ausland das Verhältnis zur eigenen Heimat im positiven wie auch im negativen Sinn verändern? Nehmen Sie Stellung und begründen Sie Ihre Meinung.

i) Task input/prompt		
9	Rubrics and instructions are in...	German
10	Language level of rubric	C1
11	Time for this task	Approx. 70 minutes
12	Control/guidance	Low
13	Content	Open
14	Discourse mode	Argumentative
15	Audience	Not specified
16	Type of input	Textual – a topic and instructions
17	Topic	Living/working in a foreign country
18	Integration of skills	Reading

forward >

< Back

Index ^

ii) Response (description of written response elicited by the prompt(s)/input)

19	Number of words expected	About 300
20	Rhetorical function(s)	Comment, argue
21	Register	Neutral
22	Domain	Personal
23	Grammar	Wide range of complex structures
24	Vocabulary	Extended vocabulary
25	Cohesion	Good use of cohesive devices
26	Authenticity: situational	Medium
27	Authenticity: interactional	Medium
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Common general
30	Task purpose	Referential, conative

iii) Rating of Task

31	Known criteria	Grading criteria are not available to the candidate on the paper, but can be viewed in the handbook
32	Task rating method	Rating scales: scale 0-5 for 4 criteria (task realisation, organisation, range, accuracy)
33	Assessment criteria	Analytic
34	Number of raters	2

forward ›

‹ Back

Index ^

iv) Feedback to candidates

35	Quantitative feedback	1 of 5 grades (very good, good, satisfactory, pass, fail)
36	Qualitative feedback	None. However, if candidates require more information, the Goethe-Institut can provide qualitative feedback according to the mark scheme

Example answer

Ein längerer Aufenthalt in einem fremden Land hat sowohl positive als auch negative Wirkungen auf die Person selbst sowie auf deren Verhältnis zu ihrer Heimatland. Wenn man eine längere Zeit in einem fremden Land verbringt, dann kann man viele Dinge in verschiedenen Bereichen lernen und kann dann auch die Erfahrungen, die man gesammelt hat, an den Landsleuten weitergeben und damit einen Beitrag zum wirtschaftlichen sowie wissenschaftlichen Fortschritt des Heimatlandes leisten.

Wenn man in einem der großen Industrieländern arbeitet, dann kann man z.B. Ideen aus der Wirtschaft im Heimatland in die Tat umsetzen, was zu einer Verbesserung der Wirtschaftslage im Heimatland führen kann. Oder man kann das Bildungssystem im Heimatland verbessern, indem man die Bildungsmethoden des fremden Landes im eigenen Land weiterführt. Außerdem wird man einen weiteren Horizont haben, wenn man für eine längere Zeit mit Leuten lebt, die anders denken und sich anders verhalten. Man lernt, andere Meinungen zu akzeptieren, die der eigenen Meinung oft widersprechen. Wenn z.B. zwei Länder die Studenten austauschen, dann lernen diese Studenten andere Kulturen kennen. Man baut die Vorurteile ab, die man hat und damit kann eine neue Generation entstehen, die tolerant, zivilisiert und offen für andere Meinungen ist, was meiner Meinung nach wichtig für den Fortschritt eines Landes ist.

Bei manchen Leuten bringt aber ein längerer Aufenthalt in einem fremden Land mehr negative als positive Folgen. Besonders die Leute, die aus armen Ländern kommen und in einem entwickelten Land leben, werden manchmal negativ beeinflusst. Man sieht, dass das Leben in einem entwickelten Land viel bequemer und mit höherem Lebensstandard verbunden ist und viele wollen deswegen nie wieder in ihr Heimatland zurückkehren statt daran zu denken, ihre im Ausland gesammelten Erfahrungen im Heimatland weiterzuführen. Außerdem verändert man sich langsam, wenn man sich für lange Zeit in einem fremden Land aufhält. Man gibt manchmal seine Traditionen auf, um sich in die neue Gesellschaft einleben zu können. Man verliert manchmal seine eigene Identität, weil man fühlt, dass man zwei verschiedenen Kulturen, Sprachen manchmal auch zwei Religionen angehört.

Zusammenfassend kann man sagen, dass ein längerer Aufenthalt in einem fremden Land positive und negative

forward ›

‹ Back

Index ^

Folgen auf das Verhältnis zum Heimatland hat. Meiner Meinung nach sollte man sich nicht negativ beeinflussen lassen und so gut wie möglich seinen Aufenthalt im fremden Land nutzen, damit das Heimatland und dessen Gesellschaft von den eigenen Erfahrungen profitieren können

Commentary

This is a very good attempt. The writer produces a clear, well-structured and mostly accurate text, underlining the relevant issues, supporting points of view, and rounding off with an appropriate conclusion. He/she consistently maintains a high degree of grammatical accuracy with only a few minor errors (ihrer Heimatland, an den Landsleuten). The vocabulary range is adequate, with only a few minor lexical errors (Bildungsmethoden ... weiterführt, die Studenten austauschen, bringt ... Folgen, Erfahrungen weiterzuführen).

Score allocated

- Task realisation (Content): 5 marks (maximum)
- Organisation of text: 5 marks (maximum)
- Range of vocabulary: 4 marks (maximum: 5 marks)
- Accuracy (morphology, syntax, orthography): 5 marks (maximum)

Total: 19 marks out of 20.

forward ›

‹ Back

Index ^

Goethe-Institut Sample Test Tasks

Report on analysis of	Zentrale Oberstufenprüfung (Writing)
Target language of this test	German
Target level (CEFR) of this test	C2
Task number/name	Paper 4, Writing, Part 2

General Information about the writing component *

3	Number of tasks in the writing paper	2 writing tasks (of which candidate chooses one)
4	Integration of skills	Writing (with written input)
5	Total test time	90 minutes
6	Target performance level	C2
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward ›](#)

[‹ Back](#)

The Zentrale Oberstufenprüfung (ZOP) is an examination on C2 of the CEFR and is part of the Main-suite Examinations of the Goethe-Institut. The ZOP recognizes the ability to understand with ease virtually everything heard or read and to interact fluently and precisely in writing or orally, differentiating finer shades of meaning.

Candidature

In 2004, the Zentrale Oberstufenprüfung was taken by 3,496 candidates in more than 300 Goethe-Institutes and licensed examination centres worldwide.

[Index ^](#)

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Structure of the Test

The examination tests the skills of Reading, Listening, Writing and Speaking, and there is a paper on Use of Language (grammar/vocabulary). Reading has 50 marks maximum, Use of Language 70 marks, Listening 40 marks, Writing 70 marks and Speaking 80 marks. Results are based on the candidate's aggregate scores. In order to pass, candidates must achieve at least 60% of the total marks. There are four possible grades, three pass grades (very good, good, satisfactory) and one fail grade.

Writing Paper

The Writing Paper consists of two tasks: answering a question on one of the set books (Part 1) or writing an argumentative text (there is a choice of 3 topics). The candidate can choose between a task from Part 1 or Part 2.

Writing Paper, Part 2

In Part 2 candidates are assessed on their ability to write clear, well-structured and detailed texts on a variety of complex subjects, showing a wide range of language and controlled use of organisational patterns, connectors and cohesive devices (approx. 300 words). The instructions indicate the topical issue and the information that should be included in the answer.

Mark distribution

There are 70 marks for Paper 4 Writing, Part 2. Candidates at this level are expected to write a longer text on a complex subject, using a wide range of language and complex structures and to develop arguments with appropriate highlighting of significant points and relevant supporting detail.

Task Rating

Two criteria are taken into account when marking the written production: task realisation (content, length, and organisation of text) and range of language/accuracy (range, cohesion, syntax, morphology, and orthography). Task realisation carries 24 marks maximum, range of language/accuracy 46 marks maximum.

Effective Level

All Writing tasks are constructed on the basis of expert judgement (experienced teachers of German as a Foreign Language and staff of the headquarter of the Goethe-Institut) and according to the specifications of the ZOP, which relate to the C2 Level specifications of the CEFR. Several meetings take place with the Team Leaders and the item writers to decide on the most appropriate task for the final version of the examination.

[forward >](#)

[< Back](#)

[Index ^](#)

Sample task:

Bitte wählen Sie ein Thema aus, über das Sie schreiben möchten. Schreiben Sie ca. 300 Wörter auf die nächsten Seiten.

Trotz moderner Methoden der Verbrechensbekämpfung wächst in den Industrieländern die Kriminalität, auch unter Jugendlichen.

- Wo sehen Sie die Ursachen für diese Entwicklung?
- Welche Rolle spielen politische Motive?
- Welchen Einfluss hat die Darstellung von Gewalt in den Medien?

Begründen Sie Ihre Meinung.

i) Task input/prompt		
9	Rubrics and instructions are in...	German
10	Language level of rubric	C2
11	Time for this task	90 minutes
12	Control/guidance	Low
13	Content	Open
14	Discourse mode	Argumentative
15	Audience	Not specified
16	Type of prompt	Textual – a topic and instructions
17	Topic	Society
18	Integration of skills	Reading

forward >

< Back

Index ^

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	Approx. 300 words
20	Rhetorical function(s)	Comment, argue, evaluate
21	Register	Neutral
22	Domain	Public
23	Grammar	Wide range of complex structures
24	Vocabulary	Extended vocabulary
25	Cohesion	Very good use of cohesive devices
26	Authenticity: situational	Medium
27	Authenticity: interactional	Medium
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Wide range of knowledge areas
30	Task purpose	Referential, conative

iii) Rating of Task		
31	Known criteria	Grading criteria are not available to the candidate on the paper, but can be viewed in the handbook
32	Task rating method	Rating scale: marks awarded for task realisation (content max. 8 marks, length max. 8 marks, organisation of text max. 8 marks) and range of language/accuracy (vocabulary max. 15 marks, cohesion max. 8 marks, accuracy max. 15 marks, orthography max. 8 marks)
33	Assessment criteria	Analytic
34	Number of raters	2

[forward >](#)

[< Back](#)

[Index ^](#)

iv) Feedback to candidates

35	Quantitative feedback	One of four grades (very good, good, satisfactory, fail)
36	Qualitative feedback	None. However, if candidates require more information, the Goethe-Institut can provide qualitative feedback according to the mark scheme

Example answer

Die Kriminalität nimmt nicht nur in den Industrieländern sondern weltweit stetig zu, und die Motiven und Ursachen sind meistens von Region zu Region unterschiedlich, aber auch zum Teil identisch. Die Gründe dafür könnten unter anderem sein: Not, der Wunsch Macht auszuüben, Langeweile oder auch politische Motive.

Kriminalität aus Not: Es wird aus blanker Not kriminell gehandelt, wenn keine soziale Bindungen mehr vorhanden sind, es keine Arbeit gibt, und für das tägliche Überleben gekämpft wird. Das ist natürlich keine Entschuldigung, aber die Not treibt einen Menschen zu Taten, die er unter normalen Bedingungen niemals machen würde. Die physische Not, wenn man z.B. Tage lang nichts gegessen hat, die finanzielle Not, wenn man keinen Ausweg mehr sieht und deshalb eine Bank ausraubt, sind nur zwei Beispiele, um das zu verdeutlichen.

Kriminalität, um Macht auszuüben: Mittlerweile herrschen fast weltweit, vor allem in USA und Lateinamerika, die so genannten Bandenkriege in den Ghettos. Das eigene Revier wird mit allen erdenklichen Waffen verteidigt und Drogen und Waffen werden unter das Volk gebracht. Man beweist sich täglich, wer das Sagen und die Macht hat. Das schnelle Geld und die Anerkennung in der Bande sind die wichtigsten Faktoren für diese Art von Kriminalität.

Kriminalität aus Langeweile: In Filmen und Computerspielen wird den Jugendlichen gezeigt, was „cool“ und „in“ ist und wie man sich die Zeit vertreiben kann. Fehlendes Sozialverhalten und der Wunsch, Macht auszuüben, waren unter anderem die Gründe dafür, dass in Schulen mit Waffen geschossen wurde. Minderjährige brachten unschuldige Menschen in ihre Gewalt und im schlimmsten Fall gab es Tote. Die Lehrer, Eltern und die Gesellschaft haben mit Ratlosigkeit reagiert.

forward ›

‹ Back

Index ^

Kriminalität aus politischen Motiven: Mit einer gewalttätigen Handlung für seine politische Gruppe oder auch für sein Land etwas Bestimmtes zu erreichen bzw. zu erzwingen, ist eine andere Form von Kriminalität. Seitdem die Menschheit existiert, werden Kriege geführt und durch Gewalt und Unterdrückung politische Ziele verfolgt. Seit ein paar Jahren gibt es eine neue Form, Kriege zu führen – den Terrorismus. Unschuldige Menschen werden geopfert, um die Verwundbarkeit eines Landes zu demonstrieren und um Macht zu beweisen.

Kriminelle Gewalt erzeugt Gegengewalt – ein Teufelkreis, der nur mit Aussprache, Akzeptanz und Konfliktlösungen zu stoppen ist.

Commentary

This is a very good attempt. The writer produces a clear, smoothly flowing text in an appropriate and effective style and a logical structure which helps the reader to find significant points. He/she possesses a wide range of language to formulate thoughts clearly and precisely and shows no signs of having to restrict what he/she wants to say. He/she also shows a good command of idiomatic expressions and colloquialisms. There are only a few minor errors (*die Motiven, keine soziale Bindungen, Taten ... machen*).

Score allocated

Task realisation:

- content: 8 marks (maximum)
- length: 8 marks (maximum)
- organisation of text: 8 marks (maximum)

Range of language / accuracy

- vocabulary: 15 marks (maximum)
- cohesion: 8 marks (maximum)
- accuracy: 14 marks (out of 15)
- orthography: 8 marks (maximum)

Total: 69 marks out of 70.

forward ›

‹ Back

Index ^



Weiterbildungs-Testsysteme GmbH

Introduction to the WBT

WBT Weiterbildungs-Testsysteme GmbH is a not-for-profit institution owned by Deutscher Volkshochschul-Verband (DVV), the association of Volkshochschulen (municipal adult education centres) in Germany. It is situated in Frankfurt am Main. Originally founded in 1972 as a department of DVV to provide tests for Volkshochschulen exclusively, WBT has developed into a service institution for public as well as privately-owned educational institutions in Germany and 16 other European countries. WBT has tests in ten European languages for various levels of language proficiency. (cf. www.sprachenzertifikate.de, www.language-certificates.com)

The language examinations of WBT

The language tests of WBT are called “The European Language Certificates”. There are examinations in German, English, Spanish, French, Italian, Dutch, Portuguese, Russian, Czech and Turkish, ranging from levels A1 to B2 on the Common European Framework scale. Tests are constructed on the basis of published learning objectives which as a rule contain inventories of language functions, discourse strategies, notions, topics, lexis and grammar relevant for the respective examination, and which conform to the can-do level descriptors of the Common European Framework of Reference. “Zertifikat Deutsch” and “Zertifikat Deutsch für Jugendliche“ are developed in a tri-national cooperation with the Goethe-Institut, the Austrian Language Diploma Organisation, and the Swiss Conference of Education Directors; “Zertifikat Deutsch für den Beruf”, “Start Deutsch 1” and “Start Deutsch 2” are developed in a cooperation with the Goethe-Institut. For other language examinations, WBT has a network of native speakers and language experts from several European countries.

Test Development

The development of test versions takes place in six stages: Commissioning, Vetting, Editing, Pretesting, Pretest evaluation, Question paper production.

Commissioning

Item writers are commissioned to provide and, where suitable, modify authentic texts and develop test items on this basis or to write items or testlets according to specifications and test models.

Vetting

These materials are assessed as to suitability with respect to target group, level and potential bias.

forward >

< Back

Index ^

Editing

Materials found to be suitable are edited and submitted to the test committee, a group of experts who work together to produce a specific test. On the basis of their comments a first draft is sent to reviewers who add their comments. These are taken into consideration to produce the pre-test version..

Pre-testing

Tests are pretested in examination centres of WBT with groups of examinees who are being prepared to take the respective live tests and who have reached the approximate level of proficiency for the test. Pre-test results are analysed on the basis of classical item analysis which provides data about item difficulty and discrimination, as well as data on the overall consistency of the subtests (Cronbach's alpha).

Pre-test evaluation

The results of this analysis form the basis of a second test committee meeting, where adjustments are made to the items; problematical items are replaced.

Question paper production

After the second test committee meeting, question papers are produced which undergo several stages of proof-reading. Before the question paper is printed, the final version is tried out on "mock candidates" to ensure the usability of the printed version. The papers are then printed and sent to the examination centres.

After the test

Scoring

Tasks which involve the writing of texts by the candidates are scored at the examination centres according to defined criteria. All candidates' papers are then sent back to WBT for central scoring. This regards closed item formats as well as open ones, where the scores are checked centrally by appointed experts of WBT.

The oral production of candidates is scored at the examination centres by examiners who are regularly trained in seminars organised by WBT.

Post-test analysis

All examinations are scored centrally at WBT's headquarters. The data derived from this is submitted to post-test analysis using classical item analysis tools. Any deviations from the expected outcome are investigated thoroughly.

[forward >](#)

[< Back](#)

[Index ^](#)

Goethe-Institut/WBT Sample Test Tasks

Report on analysis of	Zertifikat Deutsch (Writing)
Target language of this test	German
Target level (CEFR) of this test	B1
Task number/name	Paper 3, Writing

General Information about the writing component *

3	Number of tasks in the writing paper	One writing task
4	Integration of skills	Writing (with written input)
5	Total test time	30 minutes
6	Target performance level	B1
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward ›](#)
[‹ Back](#)
[Index ^](#)

The examination Zertifikat Deutsch (ZD) is a general German qualification at CEFR level B1, which was developed in a project financed by the German Ministry of Research and Technology in the years 1996 to 1998 on the basis of Zertifikat Deutsch als Fremdsprache (ZDaF), ZDaF having been introduced in 1971. Zertifikat Deutsch is the product of a cooperation between the Goethe-Institut, the Austrian Language Diploma Organisation (ÖSD), the Swiss Conference of Education Directors (EDK), and Weiterbildungs-Testsysteme (WBT). The examination is part of the Main-suite

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Examinations of the institutions providing sample tasks. Zertifikat Deutsch recognises the ability to cope with everyday written and spoken communication. ZD is designed for learners whose German skills are adequate for many practical purposes, including work and social situations which require a predictable use of language.

Candidature

In 2004, Zertifikat Deutsch was taken by ca. 65,000 candidates in more than 700 centres (Goethe-Institutes, WBT and licenced examination centres) in Germany and worldwide.

Structure of the Test

Zertifikat Deutsch tests the skills of Reading, Grammar/Vocabulary, Listening, Writing and Speaking. Reading, Listening and Speaking are equally weighted at 25%, Writing at 15%, and Grammar/Vocabulary at 10%. ZD is administered in four separate papers (Reading/Grammar and Vocabulary, Listening, Writing, Speaking). Results are based on the candidate's aggregate scores across the four skills. In order to pass, candidates must achieve at least 60% of the total marks. There are five possible grades, four pass grades (very good, good, satisfactory, pass) and one fail grade.

Zertifikat Deutsch Writing Paper

The Writing Paper consists of one task: writing a personal or semi-formal letter. Candidates are assessed on their ability to produce written German at text level, showing reasonable control of structure, vocabulary, spelling and punctuation.

Candidates are given the opportunity to show that they can communicate a written message (about 100 words) of an authentic type, for example a letter to a friend. The instructions indicate the type of message required, who it is for and what kind of information should be included. Candidates are required to read a written prompt and to respond to this, covering four guiding points. All guiding points must be addressed in order to complete the task fully.

Mark distribution

There are 45 marks (maximum) for the Writing Paper. Candidates at this level are expected to show ambition. They could gain full marks by including a range of tenses and appropriate expressions, even if their answer is not flawless. Non-impeding errors, whether in spelling, grammar, lexis or punctuation, will not necessarily affect a candidate's mark, whereas errors which interfere with communication or cause a breakdown in communication will be treated more seriously.

Task Rating

Three criteria are taken into account when marking the written production: content, communicative appropriateness and accuracy (syntax, morphology, orthography).

The rating scale takes the form of a set of descriptors (Goethe-Institut: marks from 0 – 5; WBT: A, B, C or D, with a maximum of 5 marks for an "A") for each of the three criteria (content, communicative appropriateness, and accuracy). The total marks achieved are then multiplied by 3 (maximum 45 marks). The examination is marked by two trained raters.

forward >

< Back

Index ^

Effective Level

All Zertifikat Deutsch Writing tasks are constructed on the basis of expert judgement (experienced teachers of German as a Foreign Language and staff of the headquarters of the Goethe-Institut or the WBT) and according to the Zertifikat Deutsch specifications, which relate to the B1 Level specifications of the CEFR. Several meetings take place with the Team Leaders and the item writers to decide on the most appropriate task for the final version of the examination.

Sample task:

Sie haben im letzten Urlaub eine Deutsche kennen gelernt, die Sie sehr nett fanden. Sie haben ihr deshalb nach dem Urlaub geschrieben und sie zu sich in Ihr Heimatland eingeladen. Sie hat Ihnen auch gleich geantwortet:

... Wann wäre die beste Zeit, um dich zu besuchen? Ich weiß noch nicht einmal, ob es bei euch im Sommer sehr heiß wird – allzu große Hitze mag ich nämlich nicht so sehr. Und gibt es sonst noch irgendwelche Dinge, die ich wissen sollte, bevor ich diese Reise mache?...

... .

Deine Jutta

Antworten Sie Ihrer Bekannten. Schreiben Sie in Ihrem Brief etwas zu allen vier Punkten unten. Überlegen Sie sich dabei eine passende Reihenfolge der Punkte. Vergessen Sie nicht Datum und Anrede und schreiben Sie auch eine passende Einleitung und einen passenden Schluss. Schreiben Sie Ihren Brief auf die nächste Seite.

Was wollen Sie Jutta zeigen?

Welche Kleidung?

Vorbereitung für die Reise?

Welche Jahreszeit?

forward >

< Back

Index ^

i) Task input/prompt		
9	Rubrics and instructions are in...	German
10	Language level of rubric	B1
11	Time for this task	30 minutes
12	Control/guidance	High (controlled)
13	Content	Yes – specified
14	Discourse mode	Letter – personal
15	Audience	Friend
16	Type of input	Textual
17	Topic	Travel
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	About 100
20	Rhetorical function(s)	Answering and asking for information
21	Register	Informal
22	Domain	Personal
23	Grammar	Mainly simple structures
24	Vocabulary	Frequent vocabulary
25	Cohesion	Limited use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Low
29	Content knowledge	Personal, daily life, common general
30	Task purpose	Referential (telling), emotive (reacting)

forward ›

‹ Back

Index ^

iii) Rating of Task		
31	Known criteria	Grading criteria are not available to the candidate on the paper, but can be viewed in the handbook
32	Task rating method	Rating scales: scale 0-5 for 3 criteria (content, communicative appropriateness, accuracy)
33	Assessment criteria	Analytic – all criteria are considered
34	Number of raters	2

iv) Feedback to candidates		
35	Quantitative feedback	1 of 5 grades (very good, good, satisfactory, pass, fail)
36	Qualitative feedback	None. However, if candidates require more information, the Goethe-Institut can provide qualitative feedback according to the mark scheme

Example answer

Liebe Jutta,

es freut mich sehr, wieder von dir zu hören. Ich denke, dass die beste Zeit im Sommer ist, weil ich lange Ferien nur im Sommer habe. Obwohl es bei uns im Sommer sehr heiß ist, gibt es oft schönes Wetter auch. Wir könnten zum Strand fahren, um im Meer zu schwimmen, deshalb fühlst du dich nicht so heiß. Oder wir könnten in die Berge fahren, denn es ist kälter auf dem Berg.

Du brauchst nur die Kleidung für Sommer, und es ist 28 – 35 Grad C hier.

Die Vorbereitung für die Reise ist leicht für dich, du bringst nämlich einfach Geld und ein fröhliches Herz. Ich mach jede Dinge in Ordnung für dich! Bis bald!

Alles Gute
Deine L

forward ›

‹ Back

Commentary

This is a good attempt, requiring little effort by the reader. All four parts of the message are clearly communicated and the range of language is appropriate to the

Index ^

task. However, there are some errors in syntax (e.g. *gibt es oft schönes Wetter auch*) and lexis (e.g. *ich mach jede Dinge in Ordnung*), which may disturb communication.

Score allocated

Content: 5 marks (maximum), Communicative Appropriateness: 5 marks, Accuracy: 3 marks. Total: 13 x 3 = 39 marks (out of 45 marks maximum).

Sample task (WBT)

Sie haben sich vor zwei Monaten von einem Freund ein Buch geliehen und erhalten nun die folgende Nachricht von ihm.

Kiel, 5. Juni

Halli, hallo,
wie läuft's denn so bei dir?
Ich habe am letzten Wochenende mit meinem Umzug begonnen
und dabei
habe ich bemerkt, dass mir einige meiner Bücher fehlen!
Mir ist dann
eingefallen, dass ich dir mein Wörterbuch geliehen habe.
Erinnerst du
dich noch? Bitte melde dich bei mir – im Moment habe
ich noch keine
neue Telefonnummer, aber ich kann dir schon meine neue
Adresse geben:
Ernst-Barlach -Str. 3
D-24937 Flensburg
Ich mache am nächsten Samstag eine
Wohnungseinweihungsparty und
hoffe, dass du auch kommen kannst.
Bis dahin
Michi

Schreiben Sie Ihrem Bekannten einen Antwortbrief, der die folgenden Punkte enthält:

- Party
- Rückgabe des Buches
- Hilfe bei Umzug
- Entschuldigung

forward ›

‹ Back

Bevor Sie den Brief schreiben, überlegen Sie sich die passende **Reihenfolge der Punkte**, eine passende **Einleitung** und einen passenden **Schluss**. Vergessen Sie auch nicht Datum und Anrede.

Index ^

Sie haben **30 Minuten** Zeit, den Brief zu schreiben.

i) Task input/prompt

9	Rubrics and instructions are in...	German
10	Language level of rubric	B1
11	Time for this task	30 minutes
12	Control/guidance	High (controlled)
13	Content	Yes – specified
14	Discourse mode	Letter – personal
15	Audience	Friend
16	Type of input	Textual – letter and instructions
17	Topic	Daily life
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)

19	Number of words expected	About 100
20	Rhetorical function(s)	Explanation, suggestion
21	Register	Informal
22	Domain	Personal
23	Grammar	Mainly simple structures
24	Vocabulary	Frequent vocabulary
25	Cohesion	Limited use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Low
29	Content knowledge	Common general
30	Task purpose	Emotive, referential, phatic

forward >

< Back

Index ^

iii) Rating of Task		
31	Known criteria	Grading criteria are not available to the candidate on the paper, but can be viewed in the handbook
32	Task rating method	Rating scales: scale A - D for 3 criteria (content, communicative appropriateness, accuracy in grammar, lexis, morphology and orthography)
33	Assessment criteria	Analytic (content, appropriateness, accuracy)
34	Number of raters	2

iv) Feedback to candidates		
35	Quantitative feedback	Aggregate score of the three rating scales (45 to 0 points)
36	Qualitative feedback	None. However, if candidates require more information, the WBT can provide qualitative feedback according to the mark scheme

Example answer

Liber Michi,

ich habe deinen Brief bekommen. Ich wollte mich schon gerade entschuldigt, daß ich so vergesslich bin. Ich habe dein Wörterbuch gefunden. Es liegt schon seit zwei Wochen bei mir. Ich habe vergessen, wen gehört es. Ich bringe ihm mit, wenn ich bei deinem Umzug helfen komme. Ich danke dir für deine Einladung zur Party. Sei nicht traurig, aber ich kann am Samstag nicht kommen. Meine Eltern wollen mich gerade in diesem Tag besuchen kommen. Aber ich denke wir treffen uns bald

Viele Grüße
deine xyxyxy

forward >

< Back

Commentary

The candidate covered all points. Communicative design is good (idiomatic, fairly fluent, cohesive), although the text is somewhat monotonous on account of a lack of variance in sentence patterns. Some weaknesses in grammar ("ich wollte mich ... entschuldigt", "... wen gehört es", "deinen Einladung", "Ich bringe ihm mit", "in diesem Tag") and orthography ("Liber", "daß"), vocabulary is appropriate.

Index ^

Score allocated

Content: 5 points (maximum), Communicative Appropriateness: 3 points, Accuracy: 3 points. Total: $11 \times 3 = 33$ marks (out of 45 marks maximum).

[forward >](#)[< Back](#)[Index ^](#)



CENTRO VALUTAZIONE
CERTIFICAZIONE LINGUISTICA

Università per Stranieri Perugia

University for Foreigners of Perugia

Set up in 1925 with Law n. 1965 of 29th October, the University for Foreigners of Perugia is the oldest and most prestigious national institution involved in teaching Italian and art, culture, economic and production systems. In answer to its institutional mandate, in the 20th century, the University attracted tens of thousands of students and teachers from all over the world and succeeded in spreading far and wide reaching Italian teaching centres abroad and in places in which Italy and Italians play an important scientific and cultural role due to tradition or simply due to recent attraction.

The University for Foreigners currently offers a rich and articulated educational framework in the Faculty of Italian Language and Culture in which Italian Language and Culture courses are available to foreign students together with Refresher and Education Courses for teachers of Italian as a second language and Courses of High Culture and Specialisation. In close continuity with the teaching experience carried out since 1992, Degree courses, specialisation Degrees and Post-graduate courses have been organised in two macro-areas: teaching and promotion of the Italian language and international and publicity communication.

The courses of the University for Foreigners Perugia are part of the Campus projects promoted, since 1995, by the Conference of Chancellors of Italian Universities and by the Social European Fund: annual self-assessment and external assessment procedures of the single degree courses and connections with the world of employment represent the inspirational principles of a method that has favoured the update of university teaching aimed at introducing the culture of quality into the Italian academic system.

There have been almost 300,000 students from 200 different countries that have taken part in courses carried out by the University for Foreigners Perugia up until now, constituting the most important sources of diffusion of Italian identity throughout the world.

The Research Centre for Assessment and Language Certification (CVCL). Origins, Development and Current Situation

forward ›

‹ Back

Index ^

Compared with other more widely spoken languages, tests and examinations in Italian as a foreign language are a fairly recent development. This results from the relative lack of linguistic analysis and descriptive research applied to the Italian language, at least until the late 1980s, when compared to other European languages. Additionally, it was not until the last decade or so that the testing of Italian as a foreign language became the subject of more extensive, systematic research programmes. Italian Linguistics has a strong philological, theoretical tradition, but very little interest has been shown towards areas of research connected with Applied Linguistics – a subject which only recently has been included among the linguistic disciplines studied within the Italian university system.

The Certification program of the Università per Stranieri di Perugia has its origins in Italy in 1987. The two levels of language proficiency certified at that time represented an advanced proficiency phase in the learning process.

In 1993 a new phase started. An agreement was signed between the Università per Stranieri di Perugia and the Ministry of Foreign Affairs, whereby the Ministry agreed to officially recognise the Certification of the Università per Stranieri di Perugia. Furthermore, the Ministry of Public Education now recognises the certificates awarded by the Università per Stranieri di Perugia and an important agreement has recently been signed between this Ministry and the Università per Stranieri di Perugia.

Since 1993, the Centre for Assessment and Language Certification of the Università per Stranieri di Perugia has been producing and distributing five levels of Italian examinations: CELI1, CELI2, CELI3, CELI4 and CELI5. CELI is an acronym for Certificate in Italian as a Foreign Language (Certificato di Conoscenza della Lingua Italiana). Since 1993 the CELI examinations have been distributed all over the world. There are around 160 examination Centres for the administration of CELI exams, the majority of which are situated in Italian Cultural Institutes in foreign countries.

The CELI examinations assess the knowledge of general Italian and are not intended as test of Italian for specific purposes; they are administered twice a year, both in Italy and abroad, in June and November.

The scale adopted is a five level proficiency scale starting from an elementary level (CELI 1) rising to an advanced level (CELI 5). This level system has been linked to the framework of the Association of Language Testers in Europe (ALTE-1991) and based on the approach and the specifications outlined in the Council of Europe's Common European Framework of Reference (2001), ranging from A2 to C2 on the CEFR scale. Each examination comprises different components according to the four basic skills: reading, writing, listening and speaking. Skills are assessed not only in isolation, but also in an integrated way, reflecting how they occur in the reality of communication.

Starting from level 3 a specific 'language structure' component was introduced to assess knowledge of grammatical and lexical elements.

Test results are reported in terms of a grading scale A-E with A-C considered as passing grades and D and E as unsatisfactory (Fail).

More than 68,000 candidates that have taken the CELI examinations all over the world. The most popular level in the CELI proficiency scale is level 3 (CELI3), based on learning objectives indicated by level B2 in CEFR; from 1998 onwards the great majority of CELI candidates take the tests between level 2 and level 4.

The CELI Proficiency Scale

Initially the CELI proficiency scale was developed intuitively, according to subjective criteria based partly on the experience of teachers of Italian as a second language and partly on the descriptive categories reported in grammars of Italian and lexical lists. The effectiveness and consistency of the categories described was verified with teachers of Italian abroad during seminars and refresher courses.

The CELI scale is based on a criterion referenced approach to test rating. In 2004, the increase in the number of candidates over the last two years persuaded the University

forward ›

‹ Back

Index ^

to provide the Centre with enough funds to start a systematic validation of examination results.

Within the CELI proficiency scale, all the level descriptors have been formulated in a transparent way in order to be understood by non-specialists. They were intended to describe what is being tested in terms of operations, tasks and the degrees of skill in performing those tasks.

Several publications and a comprehensive web site (www.unistrapg.cvcl.it) explain to candidates how the system works.

The Development Process

The Centre for Assessment and Language Certification has to deal with all the aspects involved in the production and administration of the exams.

A team of expert teachers on the staff of the Università per Stranieri di Perugia has been appointed to select the materials and to write the test items. The specifications for each component of each examination provide a clear definition and detailed description of what is being tested (in terms of construct and test content).

The item writers apply the ALTE Checklists, as well as the CEFR scales (Chapter 4 and 5), to the process of selection of suitable material for the intended exam from a wide range of authentic sources: newspapers and magazines, brochures, forms, contracts, advertisements, radio items, books, etc.

They participate also in the editing process, which is led by team leaders. During the editing process the item writers work with the team leaders to check the quality of the material and items produced and make any necessary changes. All the unsuitable, problematic or weak material or items are rejected.

Items writers and team leaders have to check also that the materials selected are compatible with the cultural, social and religious background of candidates

The item writers have to ensure that the key, rubric, tapescript, etc. are accurate and comprehensive.

Item Types

Items types are selected on the basis of the operations to be tested.

The examination papers keep a good balance between objective tasks (multiple-choice, multiple-choice gap-filling, gap-filling, matching, editing, information transfer, sentence transformation) and subjective tasks (composition, guided composition, essay, summary, open ended question, guided conversation) offering also a good range of item types suitable for different cultural and cognitive backgrounds.

Test Administration

The CELI exams are administered by the Examination Centres according to strict procedures described in the Regolamento by the Centre for Assessment and Language Certification of the Università per Stranieri di Perugia.

forward >

< Back

Index ^

The Marking Process

All the candidates' papers are sent back to Perugia from the Examination Centres and marked centrally at the Centre for Assessment and Language Certification. The examiners are teachers of Italian L2 trained for the job working under the guidance a Principal Examiner and Team Leaders; objective tests are marked by optical mark readers. The writing components are marked on the basis of specific criteria, rating scales and sample scripts.

Rating Scales for Writing

These scales incorporate descriptors on the basis of four assessment criteria: lexical competence, grammatical competence, socio-cultural competence and coherence. Standards for each criteria have been described on a scale from 1 to 5 (where 5 is 'very good' and 1 is 'very weak')

Rating Scales for Speaking

The speaking component is marked locally by trained examiners (generally teachers of Italian abroad) following specific rating scales. Marks are recorded on registers and sent to Perugia. The rating scales use descriptors involving four assessment criteria: lexical competence, grammatical competence, socio-cultural competence, pronunciation; standards for each criteria are described on a scale from 1 to 5 (where 5 is 'very good' and 1 is 'very weak').

Training for Examiners

For written papers, marking schemes and sample scripts are discussed by team leaders and examiners in order to standardise marking. For the speaking component special videos are produced and training involves examiners attending a special training course in Perugia. Team leaders or external consultants give regular seminars in Italy and abroad to ensure the standardisation of the assessment to the maximum possible degree.

Statistical Analysis

The Università per Stranieri di Perugia started systematic analysis of reading and listening tests for all five levels of the CELI in June 2000. This program is ongoing. The objectives of the analysis are:

1. To check the reliability, and other statistical properties, of the tests.
2. To examine the way individual items function within the context of the task and the test (internal validation).
3. To compare different versions of the same test with a view to establishing equivalence across versions.
4. To collect information which can be used to align the CELI examinations to the Common European Framework of Reference (CEFR).
5. To identify items suitable for banking and reuse.
6. To form a basis for the anchoring and calibration of the CELI test system using IRT (Rasch) methodology. Rasch anchoring procedures will be applied to the CELI tests from 2006.

As the population of CELI candidates has grown considerably since 2004, the University has decided to fund a pretesting programme for future tests. Pretesting will begin in 2006, using volunteer candidates from established testing centres. A full range of age, gender and nationality groups will be represented in the pretesting population, corresponding to the candidate population of live testing sessions. Fully pretested items will start to be used in 2007.

forward >

< Back

Index ^



CVCL Sample Test Tasks

Report on analysis of	Certificato di lingua italiana – Livello 1 (CELI 1) Writing
Target language of this test	Italian
Target level (CEFR) of this test	A2
Task number/name	B.2

General Information about the writing component *

3	Number of tasks in the writing paper	2
4	Integration of skills	Writing (with written/visual inputs)
5	Total test time	120 minutes inc. Reading section
6	Target performance level	A2
7	Channel	Handwritten
8	Purpose	General proficiency

forward >

< Back

Index ^

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Background to the Examination

CEL1 1 is a general Italian qualification which is part of the Perugia CVCL Main-suite examinations. Set at level A2 of the CEF, CEL1 1 recognises the ability to cope with everyday written and spoken communications. CEL1 1 is designed for learners who have basic Italian skills adequate for many practical purposes which require a basic use of language.

Candidature

CEL1 1 is taken by around 500 candidates per year in 16 countries. Around 29% of CEL1 1 candidates are aged under 18 and 37% are in the 18-27 age group. The remaining 34% are over 27.

Structure of the Test

CEL1 1 tests the skills of Reading, Writing, Listening and Speaking. Listening and Speaking are equally weighted at 30% each, reflecting the importance of oral skills for communication at elementary levels; Reading is weighted at 25% due to the importance attributed to understanding signs, notices, instructions, etc. and to coping with everyday life situations. As a result of the importance attached to the other skills, the writing component is only weighted 15%. CEL1 1 is administered in three separate papers. Paper 1 Reading and Writing, Paper 2 Listening and Paper 3 Speaking. There are two possible grades in CEL1 1: pass and fail. Results are based on candidates' aggregate scores across the four skills.

CEL1 1 Reading and Writing Paper – (Paper 1)

The paper has a fixed format, with Part A (from A.1 to A.5) testing reading skills through a variety of texts ranging from very short notices to longer texts. Part B tests **Writing Skills** in two formats: B.1 and B.2. Candidates are assessed on their ability to produce written Italian at word and sentence and text level. They should show a basic control of structure, vocabulary and spelling as indicated in CEL1 1 specifications.

B.1 is a gap filling task with ten items, where candidates are required to fill in the missing parts of short simple texts of a descriptive or narrative kind (postcards, short informal letters, messages, short news) which deal with everyday topics and situations.

B.2 is a guided report (who can take the form of a chart, a schedule, a page of a personal agenda, a short informal letter) between 70-80 words in length, where candidates are required to give basic information about themselves, their environment, and to write short basic descriptions of events, past activities and personal experiences.

forward >

Specific Information about the example task

< Back

In this task (B.2), candidates are asked to write a short report for a diary, following some basic instructions. The task requires an answer of about 80 words. For the report (this sample), the candidates are given some suggestions about how to organise a picnic. Candidates are given the first sentence in the first person and in the past and they will need to construct their report accordingly.

Index ^

Mark distribution

There are a maximum of 20 marks for the Writing component. Both Task B.1 and B.2 carry 10 marks. Candidates at this level are not expected to produce faultless Italian, but, to gain full marks they should fulfil the task, with few grammatical and spelling errors. Errors which interfere with communication or cause a breakdown in communication will be treated more seriously.

Task Rating

The rating scale takes the form of a set of 4 band descriptors from 0 - 10, giving a total of 10 available marks. The descriptors take into account, the task fulfilment, the spelling, the vocabulary, the grammatical form. The exam is marked by trained examiners (teachers at the University with a postgraduate degree in Italian L2) under the supervision of a Principal Examiner and Team Leaders. The Principal Examiner guides and monitor constantly the marking process. Examiners are required to refer to the band descriptors when they are working.

Effective Level

All CELI 1 Writing tasks are constructed on the basis of expert judgments (experienced teachers of Italian L2 at the University on staff at the University) and according to the CELI 1 specifications relating both to the A2 Can-Do statements in the CEFR and to ALTE Can-Do statements. Several meetings are run by Team Leaders with the Item Writers to decide the writing tasks most suitable for the level, before the final exam version is produced.

[forward >](#)

[< Back](#)

[Index ^](#)

Sample task:

The task, instructions and rubric are all in English, the target language.
The time allocated to the complete test paper (Paper 1) is 2 hours (Paper 1 consists of reading and writing tasks) No time allocation is specified for individual tasks/components.

B.2 Scrivere un racconto. Usare il passato.

Scrivere nello spazio riservato a B.2 nel Foglio delle Risposte
(da un minimo di 70 ad un massimo di 80 parole)

- Lei ha letto questa tabella che contiene alcuni consigli per organizzare un picnic.
- Nella tabella ci sono le cose da fare (Sì) e le cose da non fare (NO).

SÌ	NO
In aperta campagna	Vicino alle strade
Sedersi sull'erba	Tavolino e sedie pieghevoli
Radio e musica	Televisore e computer
Vino e bibite fresche. Panini e piatti con verdure. Frutta	Superalcolici, preparazioni grasse e pesanti

- Ha seguito questi consigli per organizzare un picnic e ora racconta in una pagina del Suo diario come è andato.
- Iniziare così:

Domenica scorsa siamo andati a fare un picnic. Ho scelto un posto fresco in aperta campagna

forward >

< Back

Index ^

i) Task input/prompt

9	Rubrics and instructions are in...	Italian
10	Language level of rubric	A2 – same level as test
11	Time for this task	Not specified
12	Control/guidance	Controlled
13	Content	Content is specified
14	Discourse mode	Story
15	Audience	Page of diary
16	Type of prompt	Textual
17	Topic	Daily life
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)

19	Number of words expected	Between 70 and 80
20	Rhetorical function(s)	Description (events)
21	Register	Informal
22	Domain	Personal
23	Grammar	Only simple grammatical structures
24	Vocabulary	Only frequent vocabulary
25	Cohesion	Extremely limited use of cohesive devices
26	Authenticity: situational	Medium
27	Authenticity: interactional	Low
28	Cognitive processing	Reproduction of known ideas only
29	Content knowledge	Personal/daily life/
30	Task purpose	Referential (telling)

forward ›

‹ Back

Index ^

iii) Rating of Task

31	Known criteria	Not on paper – can be viewed in publications and website
32	Task rating method	Band descriptors (4)
33	Assessment criteria	Holistic
34	Number of raters	1 + moderation

iv) Feedback to candidates

35	Quantitative feedback	Raw score on the front page of the Paper
36	Qualitative feedback	None. Provided when required

Example answer

Domenica scorsa siamo andati a fare un picnic. Ho scelto un posto fresco in aperta campagna che mi ha piaciuto molto. L'ho scelto non vicino alle strade, molto silenzioso. Ci siamo seduti sull'erba e non abbiamo avuto ne tavolino, ne sedie pieghevoli. Io e i miei amici abbiamo ascoltato la radio e la musica per molto tempo e abbiamo dimenticato il televisore e il computer. Abbiamo bevuto vino e delle bibite fresche, abbiamo mangiato panini e piatti con verdure e abbiamo finito mangiare con la frutta. Non abbiamo portato superalcolici o piatti grassi e pesanti.

Commentary

All the parts in the prompt are communicated, there is one spelling error. 'ne' instead of 'né', one grammar error 'ha piaciuto' instead of 'è piaciuto', one incorrect use of prepositions, for instance: 'finito mangiare' instead of 'finito di mangiare' and one incorrect use of past tenses: 'abbiamo avuto' instead of 'avevamo'; nevertheless the errors do not impede the overall communication.

forward >

< Back

Score allocated

Band 4: 8 points out of a maximum possible of 10.

Index ^



CVCL Sample Test Tasks

Report on analysis of	Certificato di Lingua Italiana - Livello 2 (CELI 2) (Writing)
Target language of this test	Italian
Target level (CEFR) of this test	B1
Task number/name	B.3

General Information about the writing component *

3	Number of tasks in the writing paper	3
4	Integration of skills	Writing (with written/visual inputs)
5	Total test time	120 minutes inc. Reading section
6	Target performance level	B1
7	Channel	Handwritten
8	Purpose	General proficiency

forward >

< Back

Index ^

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Background to the Examination

CELI 2 is a general Italian qualification which is part of the Perugia CVCL Main-suite examinations. Set at level B1 of the CEF, CELI 2 recognises the ability to cope with everyday written and spoken communications. CELI 2 is designed for learners whose English skills are adequate for many practical purposes, including work, study and social situations which require a predictable use of language in relation to everyday situations.

Candidature

CELI 2 is taken by around 2000 candidates per year in 26 countries and in 59 Examination Centres. Around 69% of CELI 2 candidates are in the 18-30 age group and only 11% are aged under 18; the remaining 20% are in the age group 30-55.

Structure of the Test

CELI 2 tests the skills of Reading, Writing, Listening and Speaking, with each skill equally weighted at 25%. CELI 2 is administered in three separate papers. Paper 1, Reading and Writing; Paper 2, Listening; and Paper 3, Speaking. There are five possible grades in CELI 2: three pass grades (A-B-C) and two fail grades (D-E). Results are based on candidates' aggregate scores across the four skills.

CELI 2 Reading and Writing Paper – (Paper 1)

The paper has a fixed format, with Part A (from A.1 to A.5) testing reading skills through a variety of texts ranging from very short notices to longer continuous texts. Part B is divided in three parts: B.1, B.2, B.3 testing **Writing Skills** in a variety of formats. Candidates are assessed on their ability to produce written Italian at word and sentence and whole text level.

B.1 requires candidates to fill in common forms or questionnaires, notes on personal agendas giving routine factual information and reporting personal events of immediate relevance.

B.2 requires candidates to write effectively short, informal, transactional letters or announcements relating to daily needs.

B.3 requires candidates to write short personal letters, informal reports or short stories on a range of familiar subjects, describing events, experiences, feelings and reactions in some detail.

Specific Information about the example task

In this task (B.3), candidates have to write an informal letter describing an event real or imagined. The task requires an answer between 90 and 100 words. For the letter (this sample), the candidates are given the description of the situation they have to refer to, and of the operations they should accomplish. In the answer candidates are expected to fulfil the task, writing a simple connected letter in the proper register.

forward ›

‹ Back

Index ^

Mark distribution

There are a maximum of 40 marks for the Writing component. Task B.1 carries a maximum of 5 marks (1/2 mark for each complete answer); task B.2 a maximum of 15 marks and task B.3 a maximum of 20 marks. A mark scheme is used, both for task B.2

and 3, which focuses on four criteria (Lexical Competence, Grammatical Competence, Coherence and Socio-cultural Competence) and a set of band descriptors (5) for each of the above criteria. Candidates are penalised for inadequately dealing with the requirements of the mark scheme.

Task Rating

The exam is marked by trained examiners (teachers at the University with a postgraduate degree in Italian L2) under the supervision of a Principal Examiner and Team Leaders. The Principal Examiner guides and monitor constantly the marking process. Examiners are required to refer to the mark scheme when they are working.

Effective Level

All CELI 2 Writing tasks are constructed on the basis of expert judgements (experienced teachers of Italian L2 at the University on staff at the University) and according to CELI 2 specifications relating both to the B1 Can-Do statements in the CEF and to the ALTE Can-Do statements. Several meetings are run by Team Leaders with the Item Writers to decide the writing tasks most suitable for the level, before the final exam version is produced.

Sample task:

The task, instructions and rubric are all in English, the target language.

The time allocated to the complete test paper (Paper 1) is 2 hours (Paper 1 consists of reading and writing tasks) No time allocation is specified for individual tasks/components.

B.3 Scrivere una lettera

**Scrivere nello spazio riservato a B.3 nel Foglio delle Risposte
(da un minimo di 90 ad un massimo di 100 parole)**

Scrivere nello spazio riservato a B.2 nel Foglio delle Risposte
(da un minimo di 70 ad un massimo di 80 parole)

- Lei ha organizzato qualcosa (un viaggio, una festa, una gara sportiva, una mostra...) che ha avuto molto successo.
- Scrive a un amico italiano, che sapeva del Suo impegno, per raccontare la Sua esperienza.

Nella lettera:

- descrive alcuni particolari interessanti
- ringrazia l'amico per i consigli (o i materiali) che Le aveva dato
- scrive che gli invierà qualcosa (ad esempio foto, articoli di giornale...)
dell'evento organizzato.

forward ›

‹ Back

Index ^

i) Task input/prompt		
9	Rubrics and instructions are in...	Italian
10	Language level of rubric	B1- same level as test
11	Time for this task	Not specified
12	Control/guidance	Controlled
13	Content	Content is specified
14	Discourse mode	Letter (personal)
15	Audience	Friend, acquaintance
16	Type of input	Textual
17	Topic	Free time, entertainment
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	Between 90 and 100
20	Rhetorical function(s)	Description (events), expressing pleasure/displeasure, gratitude
21	Register	Informal
22	Domain	Personal
23	Grammar	Mainly simple structures
24	Vocabulary	Only frequent vocabulary
25	Cohesion	Limited use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Reproduction of known ideas only
29	Content knowledge	Personal/daily life/basic communication needs
30	Task purpose	Referential (telling)

forward ›

‹ Back

Index ^

iii) Rating of Task

31	Known criteria	Not on paper-can be viewed in publications and website
32	Task rating method	Analytic
33	Assessment criteria	Lexical Competence, Grammatical Competence, Coherence, Socio-cultural Competence
34	Number of raters	1 + moderation

iv) Feedback to candidates

35	Quantitative feedback	Raw score on the front page of the Paper
36	Qualitative feedback	None. Provided only when required

Example answer

Caro Mario,
ieri siamo tornati da quello splendido viaggio del quale ti ho già parlato poco tempo fa. Ci siamo divertiti tanto, mi dispiace solo perché non potevi venire anche tu.

Abbiamo visto anche quel vecchio monastero, e il museo del quale hai parlato spesso. Grazie per i consigli, ci sono stati molto utili. La più bella cosa era il castello dal tredicesimo secolo, mi è piaciuto tanto. Che piacere sarebbe stato vivere lì!.

Ho fatto delle fotografie splendide. Te le manderò tutte la prossima volta.

Con speranza che ti abbraccio presto ti mando un grande bacio.

forward >

< Back

Index ^

Commentary

- **Lexical Competence**

The candidate shows a sufficient vocabulary to express him/herself. No effort is required by the reader even if there are some spelling errors: 'qale' instead of 'quale', 'casttello' instead of 'castello', 'abbracio' instead of 'abbraccio'.

- **Grammatical Competence**

The grammatical forms are simple, but sufficiently accurate. Two errors are due to a wrong use of past tenses: and one incorrect use of past tenses: 'non potevi' instead of 'non sei potuto' and to the absence of the article: 'con speranza' instead of 'con la speranza'. The candidate shows some ambition in using more complex forms: 'Che piacere sarebbe stato vivere lì'. The cohesion is acceptable (a part from a wrong construction: 'che ti abbraccio presto' instead of 'di abbracciarti presto') due to the correct use of simple connective devices (pronouns) and to a reasonable control of punctuation. Anyway, errors do not impede the communications.

- **Socio-cultural Competence**

Simple, but well formulated expressions generally appropriate to the context.

- **Coherence**

The content of the letter is well organised and developed

Score allocated

17 out of a maximum possible score of 20

forward ›

‹ Back

Index ^



CVCL Sample Test Tasks

Report on analysis of	Certificato di Lingua Italiana - Livello 3 (CELI 3) (Writing)
Target language of this test	Italian
Target level (CEFR) of this test	B2
Task number/name	B.1

General Information about the writing component *

3	Number of tasks in the writing paper	2
4	Integration of skills	Writing (with written inputs)
5	Total test time	135 minutes inc. Reading section
6	Target performance level	B2
7	Channel	Handwritten
8	Purpose	General proficiency

forward >

< Back

Index ^

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Background to the Examination

CELI 3 is a general Italian qualification which is one of the Perugia CVCL Main-suite Examinations. Set at level B2 of the CEFR, CELI 3 recognises the ability to deal confidently with a range of written and spoken communications. CELI 3 is designed for learners whose command of Italian is adequate for many practical purposes including work and study. CELI 3 is accepted by the Italian Ministry of Education to enter the University in Italy.

Candidature

CELI 3 is taken by around 5000 candidates per year in 31 countries and in 79 Examination Centres. Around 63% of CELI 3 candidates are in the 18-27 age group, only 14% are between 15-18; the remaining 23% are in the age group 27-55.

Structure of the Test

CELI 3 tests the skills of Reading, Writing, Listening and Speaking. A specific paper, named 'Competenza Linguistica' is introduced at this level to assess grammatical and lexical competences. CELI 3 is administered in four separate papers: Paper 1, Reading and Writing; Paper 2, 'Competenza Linguistica'; Paper 3, Listening and Paper 4, Speaking. Of the five parts forming the test, each one has a different weight, in accordance to test's context and purpose. Productive abilities are weighted overall at 50% (Writing 20%, Speaking 30%) receptive abilities at 40% (Reading 20%, Listening 20%). The 'Competenza Linguistica' is weighted at 10%. There are five possible grades in CELI 3: three pass grades (A, B and C) and two fail grades (D and E). Results are based on candidates' aggregate scores across the five components of the test.

CELI 3 Reading and Writing Paper - (Paper 1)

The paper has a fixed format, with Part A (from A.1 to A.3) testing reading skills through a variety of quite long and articulated texts. Part B tests **Writing Skills** and is divided in two parts: **B.1** and **B.2**.

B.1 consists of two tasks, of which candidates are required to answer one. Candidates are expected to write a composition (120-180 words) of descriptive, narrative or argumentative type, on topics which candidates can relate to their personal experience or a short story both on real or imaginary events.

B.2 consists of three tasks, of which candidates are required to answer one. The assignment takes the form of a situationally-based writing task: candidates are required to write a letter or message or announcement (80-100 words) in reaction to a well described situation, being able to show the degree of formality appropriate to the context and following established conventions of the genre concerned. The range of functions, candidates should be able to perform, may include giving or requesting information and suggestions, making complaints, requiring feedback, etc.

forward >

< Back

Index ^

Specific Information about the example Part 1 task

In this task (B.1) and for this sample, candidates are required to write an argumentative composition on how the new 'grandmother generation' has changed through the last thirty years, expressing opinions and feelings about the change and the effects produced in the families and in the society. Candidates can relate the

content of the composition to their personal experience. The task requires an answer between 120 and 180 words in length.

Mark distribution

There are a maximum of 40 marks for the Writing component. Both Part B.1 and B.2 carry a maximum of 20 marks. A mark scheme is used, which focuses on four criteria (Lexical Competence, Grammatical Competence, Coherence and Socio-cultural Competence) and a set of band descriptors (5) for each of the above criteria. Candidates are penalised for inadequately dealing with the requirements of the mark scheme.

Task Rating

The exam is marked by trained examiners (teachers at the University with a postgraduate degree in Italian L2) under the supervision of a Principal Examiner and Team Leaders. The Principal Examiner guides and monitor constantly the marking process. Examiners are required to refer to the mark scheme when they are working.

Effective Level

All CELI 3 Writing tasks are constructed on the basis of expert judgements (experienced teachers of Italian L2 on staff at the University) and according to CELI 3 specifications relating both to the B2 Can-Do statements in the CEF and to the ALTE Can-Do statements. Several meetings are run by Team Leaders with the Item Writers to decide the writing tasks most suitable for the level, before the final exam version is produced.

Sample task:

The task, instructions and rubric are all in Italian the target language.

The time allocated to complete test paper (Paper 1) is 2 hours 15 minutes (Paper 1 consists of reading and writing tasks). No time allocation is specified for individual tasks/components.

B.1 Svolgere UNO dei seguenti compiti. Scrivere nello spazio riservato a B1 nel Foglio delle Risposte

(da un minimo di 90 ad un massimo di 100 parole)

1. Le nonne di trenta anni fa dividevano il loro tempo fra casa e nipoti. Oggi, invece, vanno in palestra, fanno teatro, continuano a lavorare e tornano a innamorarsi. Che cosa ne pensa Lei di questo cambiamento? Quali sono, secondo Lei, gli aspetti positivi e quelli negativi di questo fenomeno? Che ricordi ha Lei dei Suoi nonni? Scriva le Sue opinioni e considerazioni su questo argomento in un compito per il Suo insegnante di italiano.

forward ›

‹ Back

Index ^

i) Task input/prompt		
9	Rubrics and instructions are in...	Italian
10	Language level of rubric	Same as level of test
11	Time for this task	Not specified
12	Control/guidance	Semi-controlled
13	Content	Content is not specified
14	Discourse mode	Composition
15	Audience	Teacher
16	Type of input	Textual (excerpts)
17	Topic	Personal experiences (about aspects dealing with contemporary society and civilization)
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	120-180
20	Rhetorical function(s)	Exposition; explanation; giving opinions; suggestion; argumentation
21	Register	Formal
22	Domain	Personal
23	Grammar	Limited range of complex structures
24	Vocabulary	Mainly frequent vocabulary
25	Cohesion	Competent use of cohesive devices
26	Authenticity: situational	Low
27	Authenticity: interactional	Low
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Common, general, non-specialised
30	Task purpose	Referential (telling); emotive (reacting)

forward ›

‹ Back

Index ^

iii) Rating of Task

31	Known criteria	Not on paper -can be viewed in publications and website
32	Task rating method	Analytic
33	Assessment criteria	Grammatical accuracy; cohesion and coherence; lexical control; socio-cultural competence
34	Number of raters	1+ moderation

iv) Feedback to candidates

35	Quantitative feedback	Raw score on the front page of the Paper
36	Qualitative feedback	None. Provided when required

Example answer

Per dire la verità le nonne trenta anni fa dividevano realmente la loro vita tra casa e nipoti e oggi davvero ci sono molte nonne che si occupano di cose diverse, cercano diverse distrazioni, non vanno in pensione ma pensano ancora al lavoro e ci sono anche veramente quelle che cercano un nuovo amore.

Tale cambiamento ha ovviamente i suoi aspetti positivi e quelli negativi. Uno dei positivi è forse il fatto che le nonne che vanno in palestra o piscina oppure giocano a badminton o fanno del jogging, hanno una buona forma fisica che gli permette di conservare una buona salute fisica e mentale. Sembra anche buono che le donne anziane che vanno a teatro o al cinema non smettono mai di svilupparsi culturalmente e conoscono sempre qualche cosa di nuovo, che forse, non hanno ancora mai visto o sentito nella loro vita. Mi qui viene subito alla mente un aspetto negativo giacché queste nonne dimenticano dei loro nipoti e delle loro famiglie, che magari nel frattempo, vengono trascurati e perdono le loro nonne di vista. In realtà le nonne che badano ai loro nipoti sono molto necessarie e utili e per la loro cura verso i bambini dimostrano anche il loro amore. Il fatto è che la migliore situazione è quella quando le nonne si interessano dei loro nipoti e al tempo stesso sanno essere "nonne moderne".

forward ›

‹ Back

Index ^

Commentary

- **Lexical Competence**

Good range of vocabulary for expressing opinions and considerations according to the input. No spelling errors.

- **Grammatical Competence**

The text shows a good control of simple grammatical structures. Three errors: '*sembre*' instead of '*sembra*', the verb 'essere' without accent at the third person and a wrong use of the preposition '*di*': ('*dimenticano dei loro nipoti*' instead of '*dimenticano i loro nipoti*') do not impede the correct communication.

- **Sociocultural Competence**

Good control of well-formulated expressions generally appropriate to the context.

- **Cohrence**

The text shows a high degree of internal coherence.

Score allocated

19 out a maximum possible score of 20

forward ›

‹ Back

Index ^



CVCL Sample Test Tasks

Report on analysis of	Certificato di Lingua Italiana - Livello 4 (CELI 4) (Writing)
Target language of this test	Italian
Target level (CEFR) of this test	C1
Task number/name	B.2

General Information about the writing component *

3	Number of tasks in the writing paper	2
4	Integration of skills	Writing (with written inputs)
5	Total test time	165 minutes inc. Reading section
6	Target performance level	C1
7	Channel	Handwritten
8	Purpose	General proficiency

forward >

< Back

Index ^

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Background to the Examination

CELI 4 is a general Italian qualification which is part of the Perugia CVCL Main-suite Examinations. Set at level C1 of the CEF, CELI 4 recognises the ability to communicate with confidence in Italian and deal with most aspects of daily life. CELI 4 is designed for learners who are reaching a standard of Italian that is adequate for most purposes, including study in higher education in the Italian academic context.

Candidature

CELI 4 is taken by around 1000 candidates per year in 27 countries and 65 Examination Centres. Around 60% of CELI 4 candidates are in the 21-30 age group, only 11 are aged 18 or under; the remaining 20% are aged between 30-55.

Structure of the Test

CELI 4 tests the skills of Reading, Writing, Listening and Speaking and also has a specific paper to assess grammatical and lexical knowledge named: 'Competenza Linguistica'. CELI 4 is administered in five separate papers: Paper 1, Reading and Writing; Paper 2, 'Competenza Linguistica'; Paper 3, Listening and Paper 4, Speaking. Of the five parts forming the test each one has a different weight, in accordance to the test's content and purpose. Productive abilities are weighted overall 55%, receptive abilities at 35%. The 'Competenza Linguistica' is weighted at 10%. There are five possible grades in CELI 4: three pass grades (A, B and C) and two fail grades (D and E). Results are based on candidates' aggregate scores across the five components of the test.

CELI 4 Reading and Writing Paper – (Paper 1)

The paper has a fixed format, with Part A (from A.1 to A.3) testing reading skills through a variety of long and complex texts. Part B tests **Writing Skills** and is divided in two parts: B.1 and B.2. Candidates must be able to organise their writing and fully develop a theme.

B.1 is compulsory and requires candidates to process a text dealing with different topics also of complex and abstract nature (around 400 words in length) in order to write an effective summary (150-200 words), showing their ability to highlight the most salient points.

B.2 consists of two tasks, of which the candidates are required to answer one (220-250 words). This part covers a range of task types such as: formal letters to newspapers, reports and essays on complex and semi-technical subjects, imaginative stories. Candidates should be able to show their ability to write clear, well-structured texts, expressing and/or reporting effectively points of view, expanding and supporting opinions in a assured, natural style appropriate to the reader.

forward >

< Back

Index ^

Specific Information about the example task

In this task B.2, and for this sample, candidates are required to write a composition based on a quite technical statement made by a researcher on one of the most serious problems our society has to face with: the use and distribution of water in the planet. Candidates are required to comment and express their points of view and suggestions according to different perspectives. The task requires an answer between 220 and 250 words in length.

Mark distribution

There are a maximum of 50 marks for the Writing component. Part B.1 carries a maximum of 20 marks, while part B.2 carries a maximum of 30 marks. A mark scheme is used, which focuses on four criteria (Lexical Competence, Grammatical Competence, Coherence and Socio-cultural Competence) and a set of band descriptors (5) for each of the above criteria. Candidates are penalised for inadequately dealing with the requirements of the mark scheme.

Task Rating

The exam is marked by trained examiners (teachers at the University with a postgraduate degree in Italian L2) under the supervision of a Principal Examiner and Team Leaders. The Principal Examiner guides and monitor constantly the marking process. Examiners are required to refer to the mark scheme when they are working.

Effective Level

All CELI 4 Writing tasks are constructed on the basis of expert judgements (experienced teachers of Italian L2 on staff at the University) and according to CELI 3 specifications relating both to the B2 Can-Do statements in the CEF and to the ALTE Can-Do statements. Several meetings are run by Team Leaders with the Item Writers to decide the writing tasks most suitable for the level, before the final exam version is produced.

Sample task:

B.2 Svolgere UNO dei seguenti compiti. Scrivere nello spazio riservato a B.2 nel Foglio delle Risposte.

(da un minimo di 220 ad un massimo di 250 parole)

1. "Si pensa che la mancanza d'acqua sia dovuta a scarsità naturale (...) ma l'acqua esiste dappertutto, anche sotto il Sahara. Basterebbe estrarla." (...) Il problema coinvolge non solo i paesi poveri, ma anche quelli ricchi "perché ci sono grandi nazioni che stanno letteralmente spommando le loro falde." (...) Bisogna "riconoscere il diritto all'acqua come diritto fondamentale dell'uomo."

(R. Petrella, "Corriere della Sera", 8 dicembre 2003)

forward >

< Back

Index ^

Commenti, in un compito per il Suo insegnante di italiano, le affermazioni del professor Petrella (uno dei maggiori studiosi mondiali delle risorse idriche) facendo osservazioni sugli aspetti economici, sociali, ambientali, ecc legati alle risorse idriche.

i) Task input/prompt		
9	Rubrics and instructions are in...	Italian
10	Language level of rubric	Same as level of test
11	Time for this task	Not specified
12	Control/guidance	Open
13	Content	Content is not specified
14	Discourse mode	Composition
15	Audience	Teacher
16	Type of input	Textual (excerpts)
17	Topic	Science and environment
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	220-250
20	Rhetorical function(s)	Exposition; explanation; argumentation; giving opinions; suggestions; comparison and contrast
21	Register	Formal
22	Domain	Public
23	Grammar	Wide range of complex grammatical structures
24	Vocabulary	Wide range of advanced vocabulary
25	Cohesion	Advanced use of cohesive devices
26	Authenticity: situational	Low
27	Authenticity: interactional	Low
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Very wide range of knowledge areas
30	Task purpose	Referential (telling); emotive (reacting)

forward ›

‹ Back

Index ^

iii) Rating of Task

31	Known criteria	Not on paper - can be viewed in publications and website
32	Task rating method	Analytic
33	Assessment criteria	Grammatical accuracy; cohesion and coherence; lexical control; Socio-cultural competence
34	Number of raters	1+ moderation

iv) Feedback to candidates

35	Quantitative feedback	Raw score on the front page of the Paper
36	Qualitative feedback	None. Provided when required

Example answer

Secondo me dovrebbe essere il diritto di tutti gli uomini di poter soddisfare le necessità fondamentali come l'acqua. Forse non sarebbe neanche necessario estrarla sotto il Sahara ma basterebbe distribuirla in modo più giusto. I paesi ricchi spesso la stanno sprecando mentre nei paesi poveri non basta nemmeno per dare da bere a tutti. I ricchi vogliono avere l'erba bella verde e la piscina nel giardino per puro divertimento mentre la gente del terzo mondo deve fare delle camminate lunghissime per dare da bere ai bambini ed agli animali. A causa della mancanza d'acqua ovviamente anche il cibo è scarso. Senza l'acqua non cresce niente e la terra è secca. Migliaia e migliaia di persone muoiono ogni giorno per colpa di questa ingiustizia e spesso sono i più deboli cioè i bambini. Mi sembra incredibile che nell'anno 2004 non siamo ancora in grado di soddisfare le necessità fondamentali di tutti come il bere e il mangiare. Se i paesi ricchi rinunciassero un po' ai loro guadagni comunque mostruosi si potrebbe già fare molto. Ci sarebbe anche da investire nell'estrazione dell'acqua nelle regioni secche e tutti i paesi ricchi dovrebbero pensarci insieme. Nei libri che parlano della globalizzazione vengono descritte delle situazioni orribili e delle

forward >

< Back

Index ^

guerre che potrebbero scoppiare a causa dell'acqua. Potrebbe diventare un bene più prezioso dell'olio e aumentare gli atti di terrorismo. E quindi è ora di riconoscere il diritto all'acqua come diritto fondamentale dell'uomo per garantire una vita migliore a tutti.

Commentary

- **Lexical Competence**

Good range of vocabulary for expressing points of view according to the input even if the vocabulary is neither particularly relevant to the topic, nor constantly adequate: *'regioni secche'* instead of *'regioni aride'*. One error: *'olio'* instead of *'petrolio'*. One spelling error *'mostrosi'* instead of *'mostruosi'*.

- **Grammatical Competence**

The text shows a consistent and good control of grammatical structures.

- **Socio-cultural Competence**

Consistent control of quite a good range of well formulated expressions even with some degree of uncertainty.

- **Coherence**

The text is well structured, showing control of organisational patterns, connectors and cohesive devices, for instance: *'I paesi ricchi spesso la stanno sprestando mentre nei paesi poveri non basta nemmeno per...'* or *'Se i paesi ricchi rinunciassero un po' ai loro guadagni comunque mostruosi si potrebbe già fare molto'*

Score allocated

21 out a maximum possible score of 30

forward >

< Back

Index ^



CVCL Sample Test Tasks

Report on analysis of	Certificato di Lingua Italiana - Livello 5 (CELI5) (Writing)
Target language of this test	Italian
Target level (CEFR) of this test	C2
Task number/name	B.2

General Information about the writing component *

3	Number of tasks in the writing paper	2
4	Integration of skills	Writing (with written inputs)
5	Total test time	165 minutes inc. Reading section
6	Target performance level	C2
7	Channel	Handwritten
8	Purpose	General proficiency

forward >

< Back

Index ^

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Background to the Examination

CELI 5 is a general Italian qualification which is part of Perugia CVCL Main-suite Examinations. Set at level C2 of the CEF, CELI 5 recognises the ability to function effectively in any Italian-speaking context. CELI 5 is designed for learners who have achieved a high level of language skills and are approaching a standard of Italian similar to an educated native speaker. The exam also requires an appropriate level of educational and personal maturity.

Candidature

CELI 5 is taken by around 800 candidates per year in 24 countries and 58 Examination Centres. Around 63% of CELI 5 candidates are in the 21-33 age group. Only 5% are in the 18-21 age group; the remaining 32% are aged between 33 and 55.

Structure of the Test

CELI 5 tests the skills of Reading, Writing, Listening and Speaking and also has a specific paper to assess grammatical and lexical knowledge named: 'Competenza Linguistica'. CELI 5 is administered in four separate papers: Paper 1, Reading and Writing; Paper 2, 'Competenza Linguistica'; Paper 3, Listening and Paper 4, Speaking. Of the five parts forming the test each one has a different weight, in accordance to the test's context and purpose. Productive abilities are weighted overall at 55%, receptive abilities at 35%. The 'Competenza Linguistica' is weighted at 10%. There are five possible grades in CELI 5: three pass grades (A, B and C) and two fail grades (D and E). Results are based on candidates' aggregate scores across the five components of the test.

CELI 5 Reading and Writing Paper – (Paper 1)

The paper has a fixed format, with Part A (from A1 to A2) testing reading skills through a variety of long, complex and abstract texts. Part B tests **Writing Skills** and is divided in two parts: B.1 and B.2.

B.1 consists of three tasks, of which candidates are required to answer one (330-360 words). Candidates are required to write an essay on a topic of great and general interest, or a report on personal experiences/ points of view in relation to particular aspects of Italian civilisation, or a imaginative story. The input, for each task, consists on a short text that may come from a variety of sources, for example, newspaper or magazine articles, or quotations from researchers, experts, writers, famous journalists.

All the three tasks have a discursive focus. Candidates should be able to show their ability in sustaining an argument, comparing or contrasting different aspects of a problem, explaining a problem, suggesting possible solutions or making recommendations as well as in writing clear, flowing and engrossing stories.

forward >

< Back

B.2 is compulsory. Candidates are required to write two formal letters (overall around 170 words) performing different roles and different functions in relation to same given input. Candidates are required to defend or attack a particular argument or opinion, compare or contrast aspects of an argument or a situation and show their ability to convince and persuade people having different/opposite positions.

Index ^

Specific Information about the example task

In this task (B.2) and for this sample candidates are required to write two letters in reaction to a quotation from a magazine defending and attacking the writer point of view.

Mark distribution

There are a maximum of 60 marks for the Writing component. Part B.1 carries a maximum of 35 marks, while Part B.2 carries a maximum of 25 marks. A mark scheme is used, which focuses on four criteria (Lexical Competence, Grammatical Competence, Coherence and Socio-cultural Competence) and a set of band descriptors (5) for each of the above criteria. Candidates are penalised for inadequately dealing with the requirements of the mark scheme.

Task Rating

The exam is marked by trained examiners (teachers at the University with a postgraduate degree in Italian L2) under the supervision of a Principal Examiner and Team Leaders. The Principal Examiner guides and monitor constantly the marking process. Examiners are required to refer to the mark scheme when they are working.

Effective Level

All CELI 5 tasks are constructed on the basis of expert judgements (experienced teachers of Italian L2 on staff at the University) and according to CELI 5 specifications relating both to the C2 Can-Do statements in the CEF and to the ALTE Can-Do statements. Several meetings are run by Team Leaders with the Item Writers to decide the writing tasks most suitable for the level, before the final exam version is produced.

Sample task:

B. 2 Svolgere nello spazio riservato a B.2 nel Foglio delle Risposte i seguenti due compiti

A proposito del Concorde, l'aereo supersonico più veloce del mondo caduto nell'estate 2000 sui cieli di Parigi causando la morte di tutti i passeggeri e di tutti i membri dell'equipaggio, si legge in un settimanale italiano:

"Forse il Concorde non volerà più. Lasciate le vie del cielo, finirà in un museo. C'è da sperare che almeno lì nessuno lo contesti, giacché il supersonico franco-britannico è probabilmente, in assoluto, l'oggetto più bello che il ventesimo secolo abbia creato. A terra, col becco abbassato, poteva sembrare un enorme animale, persino un po' goffo, come l'albatro di Baudelaire; ma quando sollevava il becco, al momento del decollo, un'improvvisa metamorfosi lo trasformava in un dominatore dell'aria, capace di esprimere, con la forza e il movimento, tutto l'orgoglio e la bilanciata bellezza del volo. Commemorato da molti con una sorta di

forward ›

‹ Back

Index ^

gioia maligna, quest'Icaro caduto merita di restare nel mito".

Come lettore/lettrice del settimanale, scriva DUE brevi lettere di commento al Direttore.

1. Si schieri tra gli estimatori del 'mito' Concorde e provi a difenderne la memoria.

(Da un minimo di 70 ad un massimo di 85 parole)

2. Si schieri tra i detrattori del Concorde, accusandolo di rappresentare il fallimento delle tecnologia più avanzata.

(Da un minimo di 70 ad un massimo di 85 parole)

i) Task input/prompt		
9	Rubrics and instructions are in...	Italian
10	Language level of rubric	Same as level of test
11	Time for this task	Not specified
12	Control/guidance	Controlled
13	Content	Content is specified
14	Discourse mode	Letter
15	Audience	Director of a magazine
16	Type of prompt	Textual
17	Topic	Cultural affairs
18	Integration of skills	Reading

forward >

< Back

Index ^

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	140-170
20	Rhetorical function(s)	Commentary, argumentation; comparison and contrast
21	Register	Formal
22	Domain	Public
23	Grammar	Wide range of complex grammatical structures
24	Vocabulary	Wide range of advanced & specialised vocabulary
25	Cohesion	Advanced use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Very wide range of knowledge areas
30	Task purpose	Emotive (reacting), conative

iii) Rating of Task		
31	Known criteria	Not on paper - can be viewed in publications and website
32	Task rating method	Analytic
33	Assessment criteria	Grammatical accuracy; Cohesion and Coherence; lexical control; Socio-cultural competence
34	Number of raters	1+moderation

[forward >](#)

[< Back](#)

[Index ^](#)

iv) Feedback to candidates		
35	Quantitative feedback	Raw score on the front page of the Paper
36	Qualitative feedback	None. Provided when required

Example answer

1.

Caro Direttore,

E' stato con molto piacere che ho letto il Vostro commento sul Concorde. Vorrei esprimere il mio pieno accordo sul fatto che questo aeroplano, indipendentemente dalle critiche mosse, possa essere considerato un esempio del grande lavoro svolto da tutti coloro che hanno avuto una parte nella sua realizzazione. La sua eleganza, la sua linea, la sua bellezza e la sua capacità tecnica saranno per sempre d'esempio per tutti i giovani progettisti del futuro. Rimarrà nella storia come un termine di paragone, espressione e simbolo di un'epoca; senza alcun dubbio.

2.

Caro Direttore,

Sono una vostra lettrice da diversi anni e sono piuttosto indignata dopo aver letto il Vostro commento sul Concorde. Paragonare questo veicolo ad un mito, ammirato da tutti, è a dir poco scandaloso. Pensiamo alle vittime e ai loro familiari, al dolore provocato e ci accorgeremo che ancora un'altra volta siamo rimasti soggiogati dal fascino superficiale della bellezza, della velocità, senza pensare invece alla sicurezza dei passeggeri e dell'equipaggio del Concorde. Solo dopo la catastrofe sono stati infatti portati alla luce i problemi tecnici che prima di allora non erano stati considerati come un pericolo. Credo che delle scuse siano necessarie.

Commentary

forward ›

- **Lexical Competence**
Correct and appropriate use of vocabulary. No spelling errors.
- **Grammatical Competence**
Consistent grammatical control of complex language

‹ Back

Index ^

- **Socio-cultural Competence**

Good range and variety of expressions. The register is appropriate. The candidate did not sign the letter as the genre would require.

- **Coherence**

Constant and effective logical structure

Score allocated

25 out a maximum of 25

[forward ›](#)

[‹ Back](#)

[Index ^](#)



Centro De Avaliação De Português Língua Estrangeira Universidade De Lisboa

Faculdade de Letras Departamento de Língua e Cultura Portuguesa

The Assessment Centre for Portuguese as a Foreign Language (Centro de Avaliação de Português Língua Estrangeira - CAPLE), established in 1998, is a non-profit and non-teaching research and testing centre of the University of Lisbon and is one of the founder members of the Association of Language Testers in Europe (ALTE). Based at the Faculty of Letters (Faculdade de Letras), CAPLE is associated with the Department for Portuguese Language and Culture (Departamento de Língua e Cultura Portuguesa).

The five-level system of assessment and certification of Portuguese as a Foreign Language (PLE), set up by CAPLE, was recognised by the Ministry of Foreign Affairs and the Ministry of Education in 1999. Since then, CAPLE has been providing examinations in PLE, undertaking research in Portuguese language testing and awarding the following certificates and diplomas to successful candidates:

- CIPLE** – CERTIFICADO INICIAL DE PORTUGUÊS LÍNGUA ESTRANGEIRA
- DEPLE** – DIPLOMA ELEMENTAR DE PORTUGUÊS LÍNGUA ESTRANGEIRA
- DIPL** – DIPLOMA INTERMÉDIO DE PORTUGUÊS LÍNGUA ESTRANGEIRA
- DAPLE** – DIPLOMA AVANÇADO DE PORTUGUÊS LÍNGUA ESTRANGEIRA
- DUPLE** – DIPLOMA UNIVERSITÁRIO DE PORTUGUÊS LÍNGUA ESTRANGEIRA

The existing five examinations are aimed at corresponding to A2-C2 Common European Framework (CEF) levels. Specifications for the examinations were developed using various sources, among them the ALTE can-do-statements research project and the CEF.

Major areas of activity include development and administration of examinations, marking and test analysis, assistance to candidates and examiners involved in all stages of the process of test development, assessment research and training. CAPLE is also engaged in developing Reference Descriptions for the CEF Levels for Portuguese.

Test quality is one of the major concerns of CAPLE. Quality checks applied to the examinations before and after their administration are aimed at ensuring their consistency over time and between levels. There are over 50 CAPLE examination centres in Europe, Asia, America and Africa, and students at these centres may be used to pretest examination items.

[forward >](#)

[< Back](#)

[Index ^](#)

Additionally, CAPLE has been developing a database with information about candidates and collecting all oral and written texts from candidates' responses. Test materials are analysed and information about their performance properties such as item difficulty is stored. In order to conduct operational analysis on its tests and to develop a thorough quality management system, CAPLE participates in the ALTE Validation Project.

Candidates for CAPLE examinations are invited to complete questionnaires on their competence in Portuguese, allowing for comparison of candidate self-assessment and their assessment by CAPLE tests, and the impact of the examinations on candidates. CAPLE has always aimed to develop examinations with a high level of linguistic and situational authenticity and this has been a strength identified by candidates.

The existing five-level examination system is now under revision. This revision includes test constructs, test development procedures and test construction.

As a major Portuguese language assessment agency, CAPLE plays an important role in language research, language promotion and language policy in both educational and societal settings.

See: www.fl.ul.pt/unidades/centros/caple/index.htm

forward ›

‹ Back

Index ^



The CEFR Grids for Writing, developed by ALTE members

CAPLE

Centro de Avaliação de Português Língua Estrangeira, Universidade de Lisboa
Sample Test Tasks

Report on analysis of	CIPLE (Writing)
Target language of this test	Portuguese
Target level (CEFR) of this test	A2
Task number/name	Writing (part 2) - question 2

General Information about the writing component *

3	Number of tasks in the writing paper	2
4	Integration of skills	Writing (with written input)
5	Total test time	75 minutes (including reading section)
6	Target performance level	A2
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

forward >

< Back

Index ^

The suite of examinations in Portuguese was first administered in 1999. These examinations are recognised by the Ministries of Foreign Affairs and Education. Certificado Inicial de Português Língua Estrangeira (CIPLE) is a general Portuguese qualification, part of the Universidade de Lisboa main-suite examinations. The examination is set at level A2 of the CEFR and it recognizes general basic ability to interact in a limited number of predictable written and spoken communication relating to everyday, working or studying contexts.

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Candidature

CIPLE is taken by 70 candidates per year in over 50 examination centres in 28 countries. Near 500 candidates sat for this examination between 1999 and 2005.

Structure of the Test

This examination consists of three components: Reading and Writing, Listening and Speaking.

Reading and Writing carry 45% of the total marks. Both parts are equally weighted; Listening carries 30% and Speaking carries 25% of the total marks. There are four possible grades in CIPLE: three pass grades (Muito Bom, Bom, Suficiente) and one fail grade (Insuficiente). Candidates must achieve at least 55% of the total marks. Results are based on candidate's aggregate scores across the three components.

CIPLE Reading and Writing component

This component has a fixed format: part 1 tests reading skills through a variety of texts ranging from short notices to longer texts; part 2 tests writing skills in two formats: a short message and a letter or e-mail.

In the writing section, candidates are assessed on their ability to produce written Portuguese at word, sentence and text level.

Writing component

Part 1 - candidates are given the opportunity to show that they can communicate a written message (approx. 25-35 words), of an authentic type for example a handwritten notice left at home. The instructions indicate the type of message required, who it is for and what kind of information should be included. This task requires an ability to produce written Portuguese at word and sentence level.

Part 2 - candidates are given the opportunity to show that they can communicate a written message (approx. 60-80 words), of an authentic type. The instructions indicate the type of message required, who it is for and what kind of information should be included. This task requires an ability to produce written Portuguese at sentence and text level.

Specific Information about the example task

Task 1 is approximately 25-35 words long and requires candidates to write a short text following given instructions.

Mark distribution

Candidates' texts are matched to band descriptors (0 to 5) describing performance on pragmatic (task appropriateness) and organizational competence (textual and grammatical).

forward >

< Back

Task Rating

The rating scale takes the form of band descriptors from 0-5. Band scores 1-5 are subdivided into 3 categories: appropriateness, grammatical accuracy and textual organization. Texts are awarded out of 100 marks. Non-impeding errors whether in spelling, grammar or punctuation, will not necessarily affect a candidate's mark, whereas errors, which interfere with communication or cause a breakdown in communication will be treated more seriously.

Index ^

Effective Level

CIPLE tasks are trialled using students learning Portuguese and who may also be preparing to take the examination in a near future. This pre-test population represents the profile of candidates taking this examination.

Sample task:

Escreva a mensagem que o seu amigo pede.

“Tenho de sair agora. Ainda não sei nada sobre o encontro à noite. Venho a casa à tarde. Como não estás cá, escreve aqui tudo: quem vai, onde vamos, etc.”

**A sua mensagem deve ter uma extensão de cerca de 25-35 palavras.
Escreva a mensagem na folha de respostas.**

i) Task input/prompt		
9	Rubrics and instructions are in...	Portuguese
10	Language level of rubric	A2
11	Time for this task	Not specified
12	Control/guidance	Controlled
13	Content	Yes - specified
14	Discourse mode	Letter - personal
15	Audience	Friend
16	Type of prompt	Textual (message)
17	Topic	Free time, entertainment
18	Integration of skills	Writing (with written input)

forward >

< Back

Index ^

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	25-35
20	Rhetorical function(s)	Description
21	Register	Informal
22	Domain	Personal
23	Grammar	Only simple grammatical structures
24	Vocabulary	Only frequent vocabulary
25	Cohesion	Extremely limited use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Reproduction of known ideas only
29	Content knowledge	Daily life, common general
30	Task purpose	Referential

iii) Rating of Task		
31	Known criteria	No
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Grammatical accuracy; cohesion and coherence; lexical control; content; orthography; development of ideas
34	Number of raters	2

forward >

< Back

Index ^

iv) Feedback to candidates		
35	Quantitative feedback	Exam specific grade
36	Qualitative feedback	Upon request

Example answer

Pedro, falei com a Sandra hoje.
Está noite às 19 horas nos encontramos em frente do metro "Saldanha" depois nos vamos ao café perto de Saldanha, chama-se "Grillo". Depois vamos ao cinema ver um filme.
Até logo

Nome

Commentary

Task well accomplished: event characteristics very clear. Minor linguistic errors for this level (e.g. Está, nos vamos) do not obstruct communication

Score allocated

Band 4 (on the 5 band scale)

forward ›

‹ Back

Index ^



The CEFR Grids for Writing, developed by ALTE members

CAPLE

Centro de Avaliação de Português Língua Estrangeira, Universidade de Lisboa
Sample Test Tasks

Report on analysis of	DEPLE (Writing)
Target language of this test	Portuguese
Target level (CEFR) of this test	B1
Task number/name	Writing – question 1

General Information about the writing component *

3	Number of tasks in the writing paper	2
4	Integration of skills	Writing (with written input)
5	Total test time	60 minutes
6	Target performance level	B1
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward >](#)

[< Back](#)

[Index ^](#)

The suite of examinations in Portuguese was first administered in 1999. These examinations are recognised by the Ministries of Foreign Affairs and Education. Diploma Elementar de Português Língua Estrangeira (DEPLE) is a general Portuguese qualification, part of the Universidade de Lisboa main-suite examinations. The examination is set at level B1 of the CEFR and it recognises general ability to interact in predictable written and spoken communication relating to everyday, working or studying contexts.

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

Candidature

DEPLE is taken by 100 candidates per year in over 50 examination centres in 28 countries. Near 600 candidates sat for this examination between 1999 and 2005.

Structure of the Test

This examination consists of four components: Reading, Writing, Listening and Speaking.

Each of these four parts is equally weighted at 25%. There are four possible grades in DEPLE: three pass grades (Muito Bom, Bom, Suficiente) and one fail grade (Insuficiente). Candidates must achieve at least 55% of the total marks.

Results are based on candidate's aggregate scores across the four components.

DEPLE Writing component

This component has a fixed format, with two parts.

Part 1 – candidates are required to write a short (approx. 110-130 words), informal letter or message relating to communication within professional, private, public or education domains.

Part 2 – candidates are required to write a message (approx. 50-70 words), of an authentic type. The instructions indicate the type of message required, who it is for and what kind of information should be included. This task requires an ability to produce written Portuguese at sentence and text level.

Specific Information about the example task

Mark distribution

Candidates' texts are matched to band descriptors (0 to 5) describing performance on pragmatic (task appropriateness) and organizational competence (textual and grammatical).

Task Rating

The rating scale takes the form of band descriptors from 0-5. Band scores 1-5 are subdivided into 3 categories: appropriateness, grammatical accuracy and textual organization. Non-impeding errors whether in spelling, grammar or punctuation, will not necessarily affect a candidate's mark, whereas errors, which interfere with communication or cause a breakdown in communication will be treated more seriously.

Effective Level

DEPLE tasks are trailed using students learning Portuguese and who may also be preparing to take the examination in a near future. This pre-test population represents the profile of candidates taking this examination.

[forward >](#)

[< Back](#)

[Index ^](#)

Sample task:

Teve uma proposta para mudar de trabalho e vai aceitá-la. Como o trabalho é noutra cidade, também vai mudar de casa.

Escreva uma mensagem de despedida para os seus colegas.

Na mensagem deve:

- informar sobre as mudanças na sua vida e explicar por que razão/razões aceitou o trabalho
- convidar os seus colegas para um jantar

O texto deve ter uma extensão de cerca de 110-130 palavras.

Escreva o texto na folha de respostas.

i) Task input/prompt

9	Rubrics and instructions are in...	Portuguese
10	Language level of rubric	B1
11	Time for this task	Not specified
12	Control/guidance	Controlled
13	Content	Yes
14	Discourse mode	Letter (personal)
15	Audience	Friend, acquaintance
16	Type of input	Textual
17	Topic	Relations with other people
18	Integration of skills	Writing (with written input)

forward >

< Back

Index ^

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	110-130
20	Rhetorical function(s)	Reporting event, explanation, invitation
21	Register	Informal
22	Domain	Personal
23	Grammar	Mainly simple structures
24	Vocabulary	Mainly frequent vocabulary
25	Cohesion	Limited use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Reproduction of known ideas only
29	Content knowledge	Common general, non-specialised
30	Task purpose	Referential

iii) Rating of Task		
31	Known criteria	No
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Grammatical accuracy; cohesion and coherence; lexical control; content; orthography; development of ideas, effect on target teacher
34	Number of raters	2

forward >

< Back

Index ^

iv) Feedback to candidates		
35	Quantitative feedback	Exam specific grade
36	Qualitative feedback	Upon request

Example answer

Caros colegas,
Como estão?
Tive uma proposta para mudar de trabalho e vou aceitá-la. Como eu gosto muito de aventuras na vida, decidi de mudar de trabalho. Porém, o trabalho é noutra cidade e portanto, também vou mudar de casa. Vão surgir algumas mudanças na minha vida, por exemplo, o horário de trabalho vai ser mudado sempre e talvez precise de participar em muitas actividades nocturnas. Aceito o novo trabalho porque vou ter muitas oportunidades de viajar por vários países e é possível ter muitas folgas. Antes de mudar de casa, querida convidá-los para um jantar num restaurante chinês. Entretanto nós podemos despedir-nos e divertir-nos. O que pensam? Mandem-me uma mensagem depois de decidir.
Beijinhos e abraços

Commentary

This a clear and well organised text. All topics are covered in the text. At this level, the text shows the candidate has a good command of grammatical and lexical items needed for these particular language functions (inform, explain, invite). Minor spelling errors do not impede communication.

Score allocated

Band 4

forward >

< Back

Index ^



The CEFR Grids for Writing, developed by ALTE members

CAPLE

Centro de Avaliação de Português Língua Estrangeira, Universidade de Lisboa
Sample Test Tasks

Report on analysis of	DIPLE (Writing)
Target language of this test	Portuguese
Target level (CEFR) of this test	B2
Task number/name	Writing – question 1

General Information about the writing component *

3	Number of tasks in the writing paper	2 (one compulsory, one from a choice of 3)
4	Integration of skills	Writing (with written input)
5	Total test time	75 minutes
6	Target performance level	B2
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward >](#)

[< Back](#)

[Index ^](#)

The suite of examinations in Portuguese was first administered in 1999. These examinations are recognised by the Ministries of Foreign Affairs and Education. Diploma Intermédio de Português Língua Estrangeira (DIPLE) is a general Portuguese qualification, part of the Universidade de Lisboa main-suite examinations. The examination is set at level B2 of the CEFR.

At this level, users gain independence that allows them to deal with a variety of written and oral communication. They have already developed linguistic mechanisms

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

of communication, which allow a degree of flexibility and an ability to deal with the unexpected. The use of appropriate communicative strategies and awareness of register and social conventions allow them to be socioculturally adequate and therefore more competent in task fulfilment.

This level allows users to work in contexts in which Portuguese is the language of communication as well as in contexts in which it is only the language of work. This level also allows users to follow academic courses.

Candidature

DIPLE is taken by 140 candidates per year in over 50 examination centres in 28 countries. 1000 candidates sat for this examination between 1999 and 2005.

Structure of the Test

This examination consists of five components: Reading, Writing, Structural Competence, Listening and Speaking.

Each component carries 20% of the total marks. There are four possible grades in DIPLE: three pass grades (Muito Bom, Bom, Suficiente) and one fail grade (Insuficiente). Candidates must achieve at least 55% of the total marks.

Results are based on candidate's aggregate scores across the five components.

DIPLE Writing component

This component has a fixed format, with two parts.

Part 1

This part comprises a task in which candidates are required to write a text (approx.150-180 words), usually a (formal or informal) letter in response to request for action or to initiate action. The range of functions of this letter may include giving information, requesting information, making complaints, correction or suggestions requiring feedback, persuasion, argumentation, etc. Common letter-writing conventions, specially opening and closing greetings and paragraphing are required. It is not necessary to include postal addresses.

Part 2

The second part consists of a text on one topic (chosen by the candidate out of 3 given topics). This text is 150-180 words long and of a descriptive, narrative or argumentative type, on topics which candidates can relate to their personal experience.

[forward >](#)

Specific Information about the example task

[< Back](#)

Mark distribution

Candidates' texts are matched to band descriptors (0 to 5) describing performance on pragmatic (task appropriateness) and organizational competence (textual and grammatical).

[Index ^](#)

Task Rating

The rating scale takes the form of band descriptors from 0-5. Band scores 1-5 are subdivided into 3 categories: appropriateness, grammatical accuracy and textual organization. Non-impeding errors whether in spelling, grammar or punctuation, will not necessarily affect a candidate's mark, whereas errors, which interfere with communication or cause a breakdown in communication will be treated more seriously.

Effective Level

DIPLE tasks are trialled using students learning Portuguese and who may also be preparing to take the examination in a near future. This pre-test population represents the profile of candidates taking this examination.

Sample task:

Escreva uma carta dirigida a uma empresa de publicidade, candidatando-se ao lugar de relações públicas. Dê elementos referentes à sua identificação, fale um pouco de si, refira alguma actividade profissional que já tenha tido e apresente argumentos que levem a empresa a optar por si no momento da selecção. O seu texto deve ter uma extensão de cerca de 150-180 palavras. Escreva o texto na folha de respostas.

i) Task input/prompt		
9	Rubrics and instructions are in...	Portuguese
10	Language level of rubric	B2
11	Time for this task	Not specified (estimate: 35-40 minutes)
12	Control/guidance	Controlled
13	Content	Content is specified
14	Discourse mode	Letter (business)
15	Audience	Employer
16	Type of input	Textual
17	Topic	Work
18	Integration of skills	Writing

forward >

< Back

Index ^

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	150-180
20	Rhetorical function(s)	Exposition, argumentation, persuasion
21	Register	Formal
22	Domain	Occupational
23	Grammar	Limited range of complex structures
24	Vocabulary	Extended vocabulary
25	Cohesion	Competent use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Common general, non-specialised
30	Task purpose	Referential

iii) Rating of Task		
31	Known criteria	No
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Content, grammatical accuracy, cohesion and coherence, lexical control, orthography, development of ideas, effect on target reader
34	Number of raters	2

forward >

< Back

Index ^

iv) Feedback to candidates		
35	Quantitative feedback	Exam specific grade
36	Qualitative feedback	Upon request

Example answer

Exmo. Senhor Gonçalves,
Vi no jornal de ontem o seu anúncio e escrevo-lhe para me candidatar ao lugar de relações públicas do que falou. Sou uma rapariga italiana e tenho 24 anos. Licenciiei-me há alguns meses em relações públicas na universidade de Milão. Conheço bastante bem a sua empresa de publicidade porque uma amiga minha já trabalhou com você e contou-me coisas sobre o tipo de trabalho em que a empresa está especializada. Eu trabalhei numa empresa de serviços informáticos no mesmo lugar que está a oferecer durante os últimos dois anos da universidade, mas o meu sonho sempre foi trabalhar no campo da publicidade. Os meus estudos também concentraram-se sobre este assunto. O meu trabalho de fim de curso foi sobre as relações entre a publicidade e os novos meios de comunicação. Por isso também acho que seja uma boa possibilidade para mim poder trabalhar na produção de textos pela internet. Além disso, conheço muito bem a língua inglesa por ter estudado em Londres três anos e devido ao meu trabalho passado tenho óptimos conhecimentos informáticos.
Com os meus melhores cumprimentos

Commentary

This text presents all topics required. It is well organised and good internal cohesion facilitates deliver of information. Appropriate grammar and vocabulary to the task and language level required. Minor syntactic (“também concentraram-se sobre”, “também acho que seja uma boa”), and spelling (“conheçimentos”) errors.

Score allocated

Band 4

forward ›

‹ Back

Index ^



The CEFR Grids for Writing, developed by ALTE members

CAPLE

Centro de Avaliação de Português Língua Estrangeira, Universidade de Lisboa
Sample Test Tasks

Report on analysis of	DAPLE (Writing)
Target language of this test	Portuguese
Target level (CEFR) of this test	C1
Task number/name	Writing – question 1

General Information about the writing component *

3	Number of tasks in the writing paper	2 (one compulsory, one from a choice of 3)
4	Integration of skills	Writing (with written input)
5	Total test time	90 minutes
6	Target performance level	C1
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward >](#)

[< Back](#)

[Index ^](#)

The suite of examinations in Portuguese was first administered in 1999. These examinations are recognised by the Ministries of Foreign Affairs and Education. Diploma Avançado de Português Língua Estrangeira (DAPLE) is a general Portuguese qualification, part of the Universidade de Lisboa main-suite examinations. The examination is set at level C1 of the CEFR. Language users should be able to interact with confidence and ease using lexical, syntactic and semantic features adequate for oral and written communication at this level. They are more aware of the an intrinsic

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

relationship between language and culture, namely, through idiomatic expressions describing people and events, language functions with cultural references and the need to communicate in a culturally accepted way. They are able to use the language in a creative and flexible way with the ability to respond appropriately in both predictable and unpredictable contexts.

This level allows users to work in contexts in which Portuguese is the language of communication as well as in contexts in which it is only the language of work. This level also allows users to follow academic courses.

Candidature

DAPLE is taken by 125 candidates per year in over 50 examination centres in 28 countries. 750 candidates sat for this examination between 1999 and 2005.

Structure of the Test

This examination consists of five components: Reading, Writing, Structural Competence, Listening and Speaking.

Each component carries 20% of the total marks. There are four possible grades in DAPLE: three pass grades (Muito Bom, Bom, Suficiente) and one fail grade (Insuficiente). Candidates must achieve at least 55% of the total marks.

Results are based on candidate's aggregate scores across the five components.

DAPLE Writing component

This component has a fixed format, with two parts.

Part 1

This part comprises a task in which candidates are required to write a text of approx. 200-230 words, usually a (formal or informal) letter in response to request for action or to initiate action. The range of functions of this letter may include giving information, requesting information, making complaints, correction or suggestions requiring feedback, persuasion, argumentation, etc. Common letter-writing conventions, specially opening and closing greetings and paragraphing are required. It is not necessary to include postal addresses.

Part 2

The second part consists of a text on one topic (chosen by the candidate out of 3 given topics). This text is 200-230 words long and of a descriptive, narrative or argumentative type, on topics which candidates can relate to their personal experience.

[forward >](#)

[< Back](#)

[Index ^](#)

Specific Information about the example task

Mark distribution

Candidates' texts are matched to band descriptors (0 to 5) describing performance on pragmatic (task appropriateness) and organizational competence (textual and grammatical).

Task Rating

The rating scale takes the form of band descriptors from 0-5. Band scores 1-5 are

subdivided into 3 categories: appropriateness, grammatical accuracy and textual organization. Non-impeding errors whether in spelling, grammar or punctuation, will not necessarily affect a candidate's mark, whereas errors, which interfere with communication or cause a breakdown in communication will be treated more seriously.

Effective Level

DAPLE tasks are trialled using students learning Portuguese and who may also be preparing to take the examination in a near future. This pre-test population represents the profile of candidates taking this examination.

Sample task:

Há duas semanas, enviou uma carta registada, contendo documentos importantes, para o seu banco, mas a carta ainda não chegou ao destino, facto que lhe causou graves problemas.

Apresente a sua reclamação explicando os problemas que tal situação lhe causou e expondo claramente o que pretende dos Correios.

Escreva a reclamação no formulário que encontra na folha de respostas. O texto deve ter uma extensão de cerca de 200-230 palavras.

i) Task input/prompt		
9	Rubrics and instructions are in...	Portuguese
10	Language level of rubric	C1
11	Time for this task	Not specified (estimate: 45 minutes)
12	Control/guidance	Semi-controlled
13	Content	Yes
14	Discourse mode	Letter (complaint)
15	Audience	Company manager
16	Type of input	Textual

forward ›

‹ Back

Index ^

ii) Response (description of written response elicited by the prompt(s)/input)		
17	Topic	Services
18	Integration of skills	Writing (with written input)
19	Number of words expected	200-230
20	Rhetorical function(s)	Description, making complaints, demanding
21	Register	Formal
22	Domain	Public
23	Grammar	Wide range of complex grammatical structures
24	Vocabulary	Wide range of advanced vocabulary
25	Cohesion	Advanced use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Wide range of non-specialised knowledge areas
30	Task purpose	Referential, emotive, conative

iii) Rating of Task		
31	Known criteria	No
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Content, grammatical accuracy, cohesion and coherence, lexical control, orthography, development of ideas, effect on target reader
34	Number of raters	2

forward >

< Back

iv) Feedback to candidates		
35	Quantitative feedback	Exam specific grade
36	Qualitative feedback	Upon request

Index ^

Example answer

Morada

Remetente

Morada

Destinatário

Data

Exmos. Senhores,

Há duas semanas enviei pela agência central dos correios em Almada uma carta Registada destinada a uma empresa multimédia francesa. Segundo a empregada dos correios, a carta era suposta chegar a França dentro de três dias úteis.

Ficando por mais de uma semana à espera que a empresa recebesse e respondesse à minha carta, dei-me conta de que algo não estava a correr bem. Portanto, fui aos correios informar-me sobre o trajecto da minha carta, quando os empregados se aperceberam que a carta se tinha desaparecido.

Trata-se de uma carta de candidatura a um lugar de estagiário, acompanhada por uma carta de motivação. Esse estágio era-me indispensável para a obtenção do meu mestrado.

Se eu tivesse sabido mais cedo que a carta estava perdida, teria enviado outra à empresa enquanto ainda tivesse tempo. Todavia, por causa deste atraso perdi a data-limite para me candidatar a esse estágio, o que talvez impeça que eu obtenha o meu diploma a horas. Por isso, acho conveniente que os correios Pleo menos me reembolsem o dinheiro gasto pelo envio desta carta registada. Esperando que estes erros sejam evitados no futuro e aguardando uma resposta eficaz da vossa parte, saúdo-vos com os melhores cumprimentos.

Atentamente

Envio anexa a factura de envio.

forward ›

‹ Back

Commentary

Well organised text. Good use of cohesion devices. 3 minor errors (*desaparecer-se*, *“era suposta chegar”*, *“ficando por mais de “*) do not affect good command of syntactic features at sentence and text level. Good command of vocabulary. Good effect on reader.

Score allocated

Band 4

Index ^



The CEFR Grids for Writing, developed by ALTE members

CAPLE

Centro de Avaliação de Português Língua Estrangeira, Universidade de Lisboa
Sample Test Tasks

Report on analysis of	DUPLE (Writing)
Target language of this test	Portuguese
Target level (CEFR) of this test	C2
Task number/name	Writing – question 1

General Information about the writing component *

3	Number of tasks in the writing paper	2 (one compulsory, one from a choice of 3)
4	Integration of skills	Writing (with written input)
5	Total test time	105 minutes
6	Target performance level	C2
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

[forward >](#)

[< Back](#)

[Index ^](#)

The suite of examinations in Portuguese was first administered in 1999. These examinations are recognised by the Ministries of Foreign Affairs and Education. Diploma Universitário de Português Língua Estrangeira (DUPLE) is a general Portuguese qualification, part of the Universidade de Lisboa main-suite examinations. The examination is set at level C2 of the CEFR. Users are able to use the language in a creative and flexible way with the ability to respond appropriately in both predictable and unpredictable contexts. Restrictions to language use may derive from very

* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

contextualised vocabulary, grammar or pronunciation.

This level allows users to work in contexts in which Portuguese is the language of communication as well as in contexts in which it is only the language of work. This level also allows users to follow academic courses.

Candidature

DUPLE is taken by 90 candidates per year in over 50 examination centres in 28 countries. 600 of candidates sat for this examination between 1999 and 2005.

Structure of the Test

This examination consists of five components: Reading, Writing, Structural Competence, Listening and Speaking.

Each component carries 20% of the total marks. There are four possible grades in DUPLE: three pass grades (Muito Bom, Bom, Suficiente) and one fail grade (Insuficiente). Candidates must achieve at least 55% of the total marks.

Results are based on candidate's aggregate scores across the five components.

DUPLE Writing component

This component has a fixed format, with two parts.

Part 1

This part comprises a task in which candidates are required to write a text of approx.250-280 words, usually a (formal or informal) letter in response to request for action or to initiate action. The range of functions of this letter may include giving information, requesting information, making complaints, correction or suggestions requiring feedback, persuasion, argumentation, etc. Common letter-writing conventions, specially opening and closing greetings and paragraphing are required. It is not necessary to include postal addresses.

Part 2

The second part consists of a text on one topic (chosen by the candidate out of 3 given topics). This text is 250-280 words long and of a descriptive, narrative or argumentative type, on topics which candidates can relate to their personal experience.

Specific Information about the example task

Mark distribution

Candidates' texts are matched to band descriptors (0 to 5) describing performance on pragmatic (task appropriateness) and organizational competence (textual and grammatical).

Task Rating

The rating scale takes the form of band descriptors from 0-5. Band scores 1-5 are subdivided into 3 categories: appropriateness, grammatical accuracy and textual organization. Non-impeding errors whether in spelling, grammar or punctuation, will not necessarily affect a candidate's mark, whereas errors, which interfere with communication or cause a breakdown in communication will be treated more seriously.

Effective Level

DUPLE tasks are trialled using students learning Portuguese and who may also be preparing to take the examination in a near future. This pre-test population represents the profile of candidates taking this examination

forward >

< Back

Index ^

Sample task:

Está aberto o concurso para apresentação de projectos nas áreas das ciências, letras, artes e desporto. O projecto a apresentar deve ter como parceiro um país de língua portuguesa.

Escreva o resumo de um projecto mencionando o seguinte: a área em que se insere, objectivos, benefícios para os parceiros, razões por que acredita dever o seu projecto ser seleccionado.

O seu texto deve ter uma extensão de cerca de 250–280 palavras.

i) Task input/prompt		
9	Rubrics and instructions are in...	Portuguese
10	Language level of rubric	C2
11	Time for this task	Not specified (estimate: 45 minutes)
12	Control/guidance	Semi-controlled
13	Content	Yes
14	Discourse mode	Letter (project application)
15	Audience	Project assessor
16	Type of input	Textual
17	Topic	Education
18	Integration of skills	Writing (with written input)

forward >

< Back

Index ^

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	250-280
20	Rhetorical function(s)	Description, exposition, argumentation
21	Register	Formal
22	Domain	Public
23	Grammar	Wide range of complex grammatical structures
24	Vocabulary	Wide range of advanced vocabulary
25	Cohesion	Advanced use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Wide range of non-specialised knowledge areas
30	Task purpose	Referential, conative

iii) Rating of Task		
31	Known criteria	No
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Grammatical accuracy; cohesion and coherence; lexical control; content; orthography; development of ideas, effect on target teacher
34	Number of raters	2

forward >

< Back

Index ^

iv) Feedback to candidates		
35	Quantitative feedback	Exam specific grade
36	Qualitative feedback	Upon request

Example answer

Ex.mos Senhores,

À sequência do anúncio que VV. Ex.as publicaram no Diário de Notícias do dia 25 de Julho p.p., pelo que diz respeito à abertura do concurso para apresentação de projectos nas áreas das ciências, letras, artes e desporto, que tenham como parceiro um país de língua portuguesa, venho por este meio apresentar aos Senhores um esboço do meu projeto, que bem se inseriria na área da literatura como na da arte.

O projecto visa, numa óptica "multicultural", à intensificação dos contactos entre as universidades europeias. Para tal, tratar-se-ia de seleccionar os alunos lusófonos das Faculdades lisboetas mais competitivos nessas disciplinas para lhes oferecerem a oportunidade de ganhar algum dinheiro trabalhando como acompanhantes de turmas de estudantes estrangeiros – nomeadamente europeus – que chegam a Lisboa em ocasião dos cursos de verão, pelas cidades portuguesas literariamente e artisticamente mais relevantes.

Uma vez acabado o trabalho, que poderá ser da duração de um, dois o três meses, os alunos lusófonos deverão apresentar um relatório, o que lhes vai servir para ter facilidades, a definir pela docência da mesma Faculdade, no momento de eles fizerem mais um exame universitário nas disciplinas para as quais desenvolveram o papel de guias.

Acho que o meu poderia ser um projecto interessante porque, além de oferecer uma ajuda material aos estudantes lusófonos, favoreceria não só a entabuação de relações humanas, mas também desenvolveria intercambios culturais de alto nível.

Na esperança que tenham interesse no meu projecto, fico aos dispôr de VV. Exas. Para fornecer qualquer pormenor e despeço-me por ora,

Com os mais cordiais cumprimentos

forward >

Commentary

Task well organised. All topics covered. Grammatical accuracy still in need of improvement.

< Back

Score allocated

Band 3

Index ^