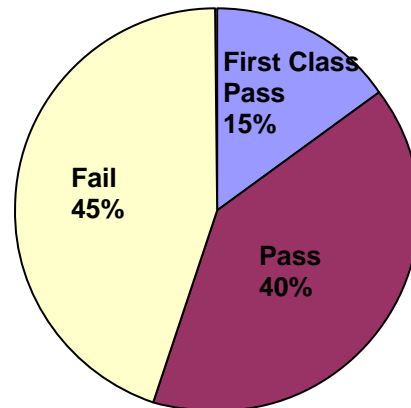


8984 International ESOL - Mastery

General observations

The results at this level have remained close to those achieved last year. Although few candidates attempt this high level examination, the high proportion of Fails reflects the fact that many candidates are entered above their true level of ability and/or are unfamiliar with the requirements of the examination.

C2



Areas of good performance

Strong candidates demonstrate a close familiarity with English either through their work situation or having lived in an English-speaking country. They demonstrate the ability to express their opinions with fine shades of meaning, using idiomatic language to good effect and being familiar with different registers and styles.

Areas for development

At this level, candidates should not be wasting marks by not following the instructions by, for example, ticking too many boxes in Reading Part 3 or not answering within the word limits of Reading 4. The language used needs to demonstrate high grammatical control over complex forms but often the language is either below this level or, where complexity is attempted, candidates' inexperience with this type of language leads to distortion and confused meaning.

Recommendations

Candidates need to be reminded that when it comes to writing, quality is more important than quantity. The points in the question all need to be covered, in an appropriate style for the format and intended audience. They must write legibly and produce a smooth-flowing structured text, divided into paragraphs which contain opinions supported by evidence. They need to read the instructions carefully for all tasks to avoid losing marks unnecessarily.

Tips

- Practise with mock examinations – as practice, underline all the key instructions e.g. number of words, number of responses required, the writing format required and who the intended reader is.
- Read material from a wide range of authentic sources to cover the broad spectrum of topics

which may be covered, including those on contemporary world issues, geographical and environmental concerns, literature, scientific journals etc.

- Write different types of texts: journal articles, popular magazines and Internet websites. Think about the different audiences and how each might be addressed for different purposes.

Additional comments

At this highest level, those preparing candidates must ensure the breadth and depth of the language experience provided. This may at times involve 'thinking outside the box' by introducing activities which candidates can engage in outside the classroom e.g. an English book or film club, an English library with computer access and modern journals, email pen-pals etc. ELT study material can include those for business English and academic studies so that candidates are prepared for a greater diversity of language uses at the appropriate language level.