

# **Key English Test for Schools**

## **Examination Report**

**March 2009**

### **CONTENTS**

	<b>Page</b>
<b>Introduction</b>	<b>1</b>
<b>Paper 1 - Reading and Writing</b>	<b>3</b>
<b>Paper 2 - Listening</b>	<b>11</b>
<b>Paper 3 - Speaking</b>	<b>16</b>
<b>Feedback Form</b>	<b>20</b>

### **WEBSITE REFERENCE**

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## INTRODUCTION

This report is intended to provide a general view of how candidates performed on each paper in the March 2009 session, and to offer guidance on the preparation of candidates.

- **Grading**

Grading took place during April 2009 (approximately five weeks after the examination).

The final mark a candidate receives in KET for Schools is an aggregate of the marks obtained in each of the three papers (Reading & Writing, Listening and Speaking). Reading & Writing carries 50% of the total marks and Listening and Speaking each carry 25% of the marks. There is no minimum pass mark for individual papers.

The overall grades are set according to the following information:

- statistics on the candidature
- statistics on the overall candidate performance
- statistics on individual questions, for those parts of the examination where this is appropriate (Reading and Listening)
- advice, based on the performance of candidates and recommendations of examiners, where this is relevant (Writing and Speaking)
- comparison with statistics from previous years' examination performance and candidature.

KET for Schools has two passing grades: **Pass with Merit** and **Pass**. Candidates who have not achieved a KET for Schools passing grade (Council of Europe Level A2), but have demonstrated ability at the Council of Europe level below this, are awarded **Level A1**. Candidates below Level A1 receive a **Fail** grade. Every candidate is provided with a Statement of Results which includes a graphical display of the candidate's performance in each skill, shown against the scale Exceptional – Good – Borderline – Weak.

In addition, the Statement of Results includes a standardised score out of 100. This score allows candidates to see exactly how they performed. It has set values for each grade, allowing comparison across sessions of the examination:

Pass with Merit	85-100 marks
Pass	70-84 marks
Council of Europe Level A1	45-69 marks
Fail	0-44 marks

- **Special Consideration**

Special Consideration can be given to candidates affected by adverse circumstances immediately before or during an examination. Examples of acceptable reasons for giving Special Consideration include illness and bereavement. All applications for Special Consideration must be made through the local Centre as soon as possible after the examination affected.

- **Irregular Conduct**

Cases of candidates who are suspected of copying, collusion or breaking the examination regulations in some other way will be considered by the Cambridge ESOL Malpractice Committee. Results may be withheld because further investigation is needed or because of infringement of the regulations.

- **Notification of Results**

Candidates' Statements of Results are issued through their local Centre and are available online approximately five to six weeks after the examination has been taken. Certificates are issued about four weeks after the issue of Statements of Results. Requests for a check on results may be made through the local Centre, within one month of the issue of Statements of Results.

Cambridge ESOL produces the following documents which may be of use to teachers or institutions preparing students for KET for Schools:

- *Regulations* (produced once a year, for information on dates etc.)
- *KET for Schools Handbook* (for detailed information on the examination and sample materials)
- *Examination Report* (produced once a year)
- *Past Paper Pack* (available approximately 10 weeks after the selected examination session, including question papers 1 and 2, CD and tapescript for Paper 2, answer keys, sample Speaking test materials and Paper 1 mark schemes and sample scripts).

**Users of this Examination Report may find it useful to refer simultaneously to the relevant Past Paper Pack.** This is available from the Centre through which candidates entered, or can be purchased using the order form online at [www.cambridgeesol.org](http://www.cambridgeesol.org)

If you do not have access to the internet, you can obtain an order form from:

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Feedback on this report is very welcome and should be sent to Cambridge ESOL at the above address. Please use the feedback form at the end of this report.

## PAPER 1 – READING and WRITING

PART	TASK TYPES AND FORMAT	TASK FOCUS	NUMBER OF QUESTIONS
1	<p>Matching.</p> <p>Matching five prompt sentences to eight notices, plus one example.</p>	Gist understanding of real-world notices. Reading for main message.	5
2	<p>Three-option multiple-choice sentences.</p> <p>Six sentences (including one integrated example) with connecting link of topic or story line.</p>	Reading and identifying appropriate vocabulary.	5
3	<p>Three-option multiple choice.</p> <p>Five discrete three-option multiple-choice questions (plus an example) focusing on verbal exchange patterns.</p> <p><b>AND</b></p> <p>Matching.</p> <p>Five matching questions (plus an integrated example) in a continuous dialogue, selecting from eight possible responses.</p>	Functional language. Reading and identifying appropriate response.	10
4	<p>Right/Wrong/Doesn't say <b>OR</b> three-option multiple choice.</p> <p>One long text or three short texts adapted from authentic newspaper and magazine articles.</p> <p>Seven three-option multiple-choice questions or seven Right/Wrong/Doesn't say questions, plus an integrated example.</p>	Reading for detailed understanding and main idea(s).	7
5	<p>Multiple-choice cloze.</p> <p>A text adapted from an original source, for example encyclopaedia entries, newspaper and magazine articles.</p> <p>Eight three-option multiple-choice questions, plus an integrated example.</p>	Reading and identifying appropriate structural word (auxiliary verbs, modal verbs, determiners, pronouns, prepositions, conjunctions etc.).	8

6	<p>Word completion.</p> <p>Five dictionary definition type sentences (plus one integrated example).</p> <p>Five words to identify and spell.</p>	<p>Reading and identifying appropriate lexical item, and spelling.</p>	5
7	<p>Open cloze.</p> <p>Text of type candidates could be expected to write, for example a short letter or email.</p> <p>Ten spaces to fill with one word (plus an integrated example) which must be spelled correctly.</p>	<p>Reading and identifying appropriate word with focus on structure and/or lexis.</p>	10
8	<p>Information transfer.</p> <p>Two short input texts, authentic in nature (emails, adverts etc.) to prompt completion of an output text (form, note etc.).</p> <p>Five spaces to fill on output text with one or more words or numbers (plus an integrated example).</p>	<p>Reading and writing down appropriate words or numbers with focus on content and accuracy.</p>	5
9	<p>Guided writing.</p> <p>Either a short input text or rubric to prompt a written response.</p> <p>Three messages to communicate.</p>	<p>Writing a short message, note or postcard of 25-35 words.</p>	1

- **Marking**

Candidates record their answers on a separate answer sheet. The answers for Parts 1-5 are scanned by computer. The answers for Parts 6-9 are marked by teams of trained markers. The Reading and Writing paper has a total of 60 marks, which is weighted to a final mark out of 50, representing 50% of the total marks for the whole examination.

- **Candidate Performance**

### **Part 1, Questions 1-5: Matching**

The majority of candidates performed very well on this part of the paper. For example, candidates had very few problems with Question 3, finding the match between ‘you can bring your own food’ and ‘eat your picnic lunches at these tables’ relatively straightforward. However, some candidates experienced problems with Question 1 and Question 5.

With Question 1 some candidates chose G instead of the correct answer C. C states there is no additional charge to visit the castle garden if you have bought a ticket for the castle. In other words, you do not have to ‘pay extra’ to go to the garden. G, on the other hand, simply refers to the early booking cost of a concert ticket. It does not say that there is no charge for the concert or a related event.

With Question 5 a considerable number of candidates chose C or H instead of the correct answer G. It is possible that some candidates chose C or H because they had already given G as an answer to Question 1. However, it is important towards the end of a matching task that candidates go back and check their answers if they do not have an option left that appears correct. C is not the correct answer to Question 5 because the notice does not indicate that the ticket will be cheaper when purchased early. And H makes no reference to the cost of museum tickets; it simply gives the time that the last ticket will be sold.

### **Part 2, Questions 6-10: Multiple-choice sentences**

Most candidates had relatively few problems with this part of the paper. For example, the majority correctly identified ‘they couldn’t finish (their food)’ in Question 8. However, Questions 9 and 10 caused a few problems for some candidates.

Question 9 requires candidates to recognise the phrase ‘had a rest’. Collocation is one element of lexical appropriacy that may be tested in Part 2 and it is helpful if candidates learn common phrases in addition to individual lexis. With Question 10, a considerable number of weaker candidates chose C instead of the correct answer B. The question focuses on semantic precision and candidates need to be aware of the different uses of the verbs in the three options. While both B and C can be used to refer to time, they would be used in different ways: for example: ‘it took a long time’ as opposed to ‘the time passed slowly’.

### **Part 3, Questions 11-15: Three-option multiple choice**

Candidates coped reasonably well with this part and had relatively few problems with the questions. However, some weaker candidates had difficulties with Questions 13 and 15. In Question 13 a number of candidates chose option B instead of the correct answer C. It may be helpful to remind students that this part of the test focuses on functional appropriacy in short exchanges between two people. ‘I’m sorry to hear that’ is a suitable response to the statement ‘I don’t feel very well’, but the question ‘What about you?’ is not. The same applies to Question 15 where some weaker candidates incorrectly chose option B. The apology ‘I’m so sorry’ is not an appropriate response to the statement ‘I can’t repair your bicycle’.

### **Part 3, Questions 16-20: Matching**

On the whole, candidates handled this part of the paper very well. However, some weaker candidates had problems with the last two questions.

With Question 19, the correct answer is B. Marta's question before the gap relates to whether Josh stayed in a hotel. In B, Josh replies that he slept at the house of some friends; he does not actually refer to 'hotels'. A large number of weaker candidates incorrectly chose option D, which is in fact the answer to Question 20. They may have been attracted to the reference in D to 'hotels' but candidates should remember that it is a mistake to choose an option on the basis of 'wordspots' (matching identical or similar words) alone. Grammatical referencing makes D an incorrect option. 'Yes, it was' cannot refer back to Marta's question before the gap – only a response such as 'Yes, I did' would work.

In Question 20, there was a range of incorrect answers, including B, E and G. The correct answer is D. Perhaps some of these candidates had put D as their answer to Question 19, and it was no longer available to them as an answer to 20. However, if towards the end of a matching task, candidates cannot find a suitable answer, it should alert them to the fact that they may have got a previous answer wrong.

### **Part 4, Questions 21-27: Three-option multiple choice**

This was a relatively challenging part of the paper for some candidates. In particular candidates had problems with Question 22.

The correct answer to Question 22 is A. The candidates who got this question wrong were split equally between B and C. Question 22 targets the last sentence of the first paragraph, which states that Sam Harris sold the children's stories to newspapers; in other words, the 'newspapers bought stories'. It may be helpful to point out to students that they will not usually find the same words in the text as the question. The question will paraphrase the text or will express the content in a different way.

Candidates also found Question 24 relatively hard. The correct answer is B but a high number of weaker candidates chose A. The question targets the fourth and fifth sentences of the second paragraph where it states that the children can 'write about anything they think is important'. In other words, they are free to make a choice; nobody 'tells' them what to write. Candidates should remember that the questions target information in the text in order and after one quick reading of the text they should try and decide where each question is located. Careful reading of that part of the text should then help them to arrive at the correct answer.

### **Part 5, Questions 28-35: Multiple-choice cloze**

Candidates performed very well on this part of the test. Questions 30, 32 and 33 caused very few problems for candidates and the majority got the correct answers.

The two questions that led to a few problems for some candidates were Question 28 and Question 35. In Question 28 a number of candidates chose A instead of the correct answer B, while in Question 35 the candidates who got the answer wrong were more or less equally split between A and C. The main focus of these questions is grammatical accuracy and candidates need to be familiar with the structures that are tested at KET level. Conjunctions are tested in Question 28 and prepositions in Question 35. In each question the incorrect options are plausible alternatives but structural knowledge should help candidates rule them out.

## **Part 6, Questions 36-40: Word completion**

Candidates also performed well on this part of the paper. They had relatively few problems with the questions, with a particularly high number of candidates getting the correct answer for Question 40 (forest).

One question that proved more challenging than the others was Question 38. The question led to a high number of misspellings, possibly as a result of first language interference. Many candidates wrote 'fabric' instead of 'factory'. The same applied to Question 37 where a common wrong answer was 'teatre'. Both of these are one letter short and candidates need to remember to count the number of letters required since this will help them check whether they have the correct spelling / word.

## **Part 7, Questions 41-50: Open cloze**

This was a challenging task for many of the candidates. Question 44 was the most difficult for candidates, with a relatively high number putting 'are' instead of the correct answer 'were'. The main focus of this task is grammatical accuracy and candidates need to check the wider context before deciding on their answer. In this case, the verbs 'went' and 'listened' in the previous sentence should indicate to candidates that a past tense is required.

Question 46 was another relatively challenging question. Some candidates wrote 'one' as their answer, but this is made incorrect by 'the' which precedes the gap. Candidates should be aware that some questions in this part may have a lexical focus and the correct answer here is 'next', 'following' or 'same'.

## **Part 8, Questions 51-55: Information transfer**

For many candidates this was the most challenging part of the paper. In particular, candidates had problems with Questions 54 and 55.

Candidates should remember that for the majority of questions in this task type there is distracting information in the input. With Question 54 a number of candidates gave 'red shirt' as their answer rather than the correct answer '(new) dress'. The question targets the last two sentences of the email where Sandra says to her friend Flora: 'I'm wearing my red shirt. Why don't you wear your new dress?' Candidates need to understand that the person receiving the email is the person writing the notes. Flora is making the notes and her friend has suggested that Flora wears the new dress.

With Question 55 a number of candidates gave 'taxi' as their answer rather than the correct answer 'car'. It may be helpful to remind students that they need to read the question prompt carefully. The prompt for Question 55 is 'Travel there by'. In other words, candidates need to identify the means of transport the girls will be taking to the party; the question is not about how they will get back.

## **Part 9, Question 56: Guided writing**

Most candidates performed well on this task. There were relatively few misinterpretations and the majority of candidates produced appropriate responses to the three questions. Most candidates showed good control of the present tense and produced an adequate range of vocabulary.

For the first question the majority of candidates referred to a cooked dish that they enjoyed eating. A few candidates wrote about their breakfast, lunch or dinner and this was considered appropriate. Occasionally 'meal' was confused with 'meat', which created problems for some candidates when they dealt with the second and third questions.

There were relatively few problems with the second question and most candidates were able to express how frequently they ate their favourite meal. Acceptable answers ranged from 'I eat my favourite meal every week' to 'I only eat this meal once or twice a year'.

Candidates had few problems with the third question and appropriate answers included 'I eat it in a restaurant' and 'the maid cooks it for us'. A small number of candidates had difficulties expressing the third idea accurately, and a common error was 'It cook my mother'.

## • **Recommendations for Candidate Preparation**

### **Part 1**

Notices are of the kind found in everyday life and should be accessible to all candidates. Candidates should not worry if they meet some unfamiliar words in the notices. These questions only require understanding of gist and candidates should be able to identify the correct answer without necessarily understanding every word. They should consider the main message of the notice and not match their answer on the basis of individual words.

### **Part 2**

The sentences are all on the same topic or are linked by a story line, and this context should help candidates. The options will be quite close in meaning so candidates need to think carefully about the way the words are used in a sentence.

### **Part 3**

Practice in simple conversational exchanges, based on everyday situations, will help candidates with Part 3.

When doing Questions 11-15, candidates should remember that they are looking for an appropriate response to the stimulus, not a reformulation of it. The correct answer will be the only one that is appropriate. Sometimes knowledge of grammar will be needed to rule out incorrect options.

When doing Questions 16-20, candidates need to think about the meaning of the whole dialogue. They need to make sure that the option they choose for each gap fits with what goes after it, as well as what goes before it.

### **Part 4**

Students should get plenty of practice reading simple, continuous texts. They should concentrate on the overall meaning of the text, and not focus on a few unfamiliar words. However, in order to find the correct answer to a question and to be able to rule out incorrect options, they will need to look at parts of the text carefully. They should not expect to find exactly the same words in the questions as they find in the text so it is important to read carefully.

## **Part 5**

To do well in this part, candidates need to have control of simple grammatical forms. They will not be tested on any grammatical forms that are above the level. A list of the grammatical areas that are targeted at this level can be found in the *KET for Schools Handbook*.

## **Part 6**

When learning vocabulary, students can be shown how to group together words in the same lexical set under headings such as 'hobbies' or 'places in a city'. They can also be encouraged to study the definitions for common words in a simple language learner's dictionary.

Students need to recognise whether a question requires a noun (singular or plural), a verb or an adjective.

Correct spelling is essential in this part and spelling games will help candidates with this.

## **Part 7**

Students should have practice in simple gap-filling exercises to help them with this part. When deciding on an answer, they need to think about the whole text and not just the words before and after the gap. They need to remember that if a gap requires a verb, it is important not only what the correct word is but also what tense or form it should be in. Candidates must not write more than one word for each gap and their answers must be spelled correctly.

## **Part 8**

Students need to be familiar with the vocabulary associated with note taking and form filling. Remind students that as they are filling in a person's notes, their answers will usually consist of just one word or a figure. They must be careful to use correct spelling when they are copying information from the input texts to the answer sheet.

The task requires careful reading in order to eliminate the incorrect answer. For example, if a question requires a date, there will usually be two dates in the task. The candidates have to decide which date is the one required.

## **Part 9**

Students need to practise writing simple communicative messages to each other or to a pen-friend to prepare for this part. The emphasis should be on the successful communication of a message, though it is also important to avoid errors of structure, vocabulary, spelling and punctuation.

Candidates must remember to cover all three pieces of information. If they do not give clear answers to the three points, they will lose marks.

Candidates must write at least 25 words or they will be penalised. They will not lose marks if they write more than 35 words, but they should be encouraged not to write many more as this will increase the risk of making errors and including irrelevant information.

- **DOs and DON'Ts for KET for Schools PAPER 1 READING and WRITING**

- DO** read the instructions and study the example carefully for each part.
- DO** think about why a particular answer to a multiple-choice question is correct and why the other options are incorrect, before choosing your answer.
- DO** remember that the sentences in Part 2 are linked. They are on the same topic or follow a simple story line.
- DO** check backwards and forwards when deciding which option fits in the gaps in Part 3, questions 16-20.
- DO** look at the number of spaces provided in Part 6. Check that your answer has the same number of letters.
- DO** only write ONE word for each space in Part 7.
- DO** remember that you are filling in a person's notes in Part 8 and that sentences are not required.
- DO** make sure you have written about all three elements in Part 9.
- DO** answer all the questions even if you are not sure of the answer. A guess may be correct.
- DO** check your answers and make sure you have marked the appropriate letter on the answer sheet.
- DO** write your answers to Parts 6, 7 and 8 clearly on the answer sheet.
- DO** approach the test calmly. You have plenty of time to answer all the questions and you shouldn't rush.
  
- DON'T** worry if you come across words you don't understand. You can usually guess the meaning from the context.
- DON'T** forget that it is easy to make spelling mistakes when copying words in Part 8. Be careful!
- DON'T** write fewer than 25 words in Part 9.
- DON'T** forget that in Part 1 and Part 3 there are two 'extra' choices in the options A-H. They are not the correct answer to any of the questions.
- DON'T** use a pen on the answer sheet. You should use a pencil.

## PAPER 2 – LISTENING

PART	TASK TYPES AND FORMAT	TASK FOCUS	NUMBER OF QUESTIONS
1	<p>Three-option multiple choice.</p> <p>Short neutral or informal dialogues.</p> <p>Five discrete three-option multiple-choice questions with visuals, plus one example.</p>	<p>Listening to identify key information (times, prices, days of week, numbers etc.).</p>	5
2	<p>Matching.</p> <p>Informal dialogue.</p> <p>Five items (plus one integrated example) and eight options.</p>	<p>Listening to identify key information.</p>	5
3	<p>Three-option multiple choice.</p> <p>Informal or neutral dialogue.</p> <p>Five three-option multiple-choice questions (plus an integrated example).</p>	<p>Taking the 'role' of one of the speakers and listening to identify key information.</p>	5
4	<p>Gap-fill.</p> <p>Neutral or informal dialogue.</p> <p>Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high frequency words e.g. 'bus', 'red', or if spelling is dictated.</p>	<p>Listening and writing down information (including spelling of names, places etc. as dictated on recording).</p>	5
5	<p>Gap-fill.</p> <p>Neutral or informal monologue.</p> <p>Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high frequency words e.g. 'bus', 'red', or if spelling is dictated.</p>	<p>Listening and writing down information (including spelling of names, places etc. as dictated on recording).</p>	5

- **Marking**

Candidates record their answers on a separate answer sheet. The answers for Parts 1-3 are scanned by computer. The answers for Parts 4 and 5 are marked by teams of trained markers. Each question carries one mark, so the Listening paper has a total of 25 marks, representing 25% of the total marks for the whole examination.

- **Candidate Performance**

### **Part 1, Questions 1-5: Three-option multiple choice**

This part focuses on candidates' ability to pick out specific information, and to choose the right answer to a three-option multiple-choice question, in five short dialogues. Most candidates did this task very well, in particular Question 1, which most candidates found quite easy. However, Question 4 was more challenging with many of the weaker candidates choosing A, 'quarter to one', rather than the correct answer, C, 'quarter to three'. Here, candidates needed to read the question very carefully. It asked what time the race would start. Weaker candidates may have chosen the incorrect answer A because they heard the time 'a quarter to one' towards the end of the dialogue. This is the time the boy asks the girl to come to his house, not the time the race starts. The boy gave the correct information just before that with 'it begins at a quarter to three'. Candidates had to understand the use of referencing in 'it begins...' and to understand that 'begins' is a paraphrase of the word 'start' in the question. Candidates had fewer difficulties with Questions 2, 3 and 5.

### **Part 2, Questions 6-10: Matching**

This part focuses on candidates' ability to pick out specific information in the context of a longer dialogue, and to do a simple matching task. Candidates did this task very well, in particular Question 8, which most candidates answered correctly. Question 7 proved the most challenging. Many of the weaker candidates chose H, 'walking', as their answer, instead of the correct answer G, 'shopping'. Candidates heard 'friends wanted her to go for a walk in the forest with them, but she decided to get presents for her family instead. She bought some lovely things.' The idea of walking came before the answer and weaker candidates may have been tempted by this. Candidates should listen to the whole text surrounding the question before deciding on the answer. Candidates also had to recognise the paraphrases 'get presents' and 'bought some lovely things' for the option 'shopping'.

Questions 6, 9 and 10 did not cause the candidates much difficulty, and were answered correctly by most candidates.

### **Part 3, Questions 11-15: Three-option multiple choice**

This part focuses on candidates' ability to pick out specific information in the context of a dialogue and to answer three-option multiple-choice questions. Candidates did this task quite well. In particular, candidates found Question 12 quite easy. However, Question 15 was the most challenging. Weaker candidates chose B, 'let Joe practise on her piano', instead of the correct answer A, 'give Joe piano lessons'. Weaker candidates may have chosen 'let Joe practise on her piano' because they heard 'Get a piano to practise on, and I'll teach you to play.' Weaker candidates may have just heard the word 'practise' and assumed B was the answer because they saw the same word in option B on the question paper. In fact, candidates had to understand the paraphrase 'I'll teach you to play' for 'give piano lessons'. Question 14 also proved quite challenging, with weaker candidates choosing A, 'young', instead of the correct answer B, 'kind'. The girl says her piano teacher is 'nice even when I get things wrong.' This is a paraphrase of 'kind'. However, she continues by saying 'She studied at a famous music school when she was young' and weaker candidates may have chosen the word that they heard last instead of thinking about the meaning of the whole of what was said.

Questions 12 and 13 were answered well by most candidates.

#### **Part 4, Questions 16-20: Gap-fill**

This part focuses on candidates' ability to pick out specific information in the context of a dialogue and to write it down. Candidates performed well in this part of the test. They found Questions 16 ('computer') and 17 (a number) the easiest, with almost all candidates getting them right. They found Question 19, the spelling of 'Hayfield', the most challenging. The letters 'a', 'y', 'i' and 'e' can be challenging for candidates who are not totally familiar with the English alphabet. Question 20 also proved quite challenging. Some weaker candidates wrote '19' instead of '22'. 'March the nineteenth' was mentioned before the correct answer, but refers to 'today', rather than the closing date.

#### **Part 5, Questions 21-25: Gap-fill**

This part also focuses on candidates' ability to pick out specific information and to write it down, this time in the context of a monologue. Most candidates performed well in this part of the test, in particular on Question 21, a date; Question 22, a price; and Question 24, a number. Question 23 proved quite challenging. The answer to Question 23 was 'Sunday(s)'. Candidates needed to read the question prompt 'Day of shows for older children: carefully, because they heard 'On Saturday these (shows) are for children younger than ten, and on Sunday, for those who are eleven and over.' Candidates had to process the whole of this sentence to get to the correct answer.

#### **• Recommendations for Candidate Preparation**

Students need a lot of practice listening to all kinds of listening texts when there is no pressure on them to find the answers to questions. This will increase their confidence in their listening ability.

#### **Part 1**

Reassure students that the Listening test begins with five short texts and that they can expect to get most of the answers right. The question which they read and hear before each dialogue should focus their attention on what to listen out for in the conversation. However, they should be careful because each question has three options. Each of them will probably be mentioned in the conversation, but only one of them will be the correct answer. Candidates need to think carefully about the meaning of what they hear before choosing their answer. They also need to listen carefully to the whole dialogue before choosing their answer. Make sure that students have plenty of practice with reference words such as 'it' so that they understand their use.

#### **Part 2**

If candidates are not used to this kind of matching task, they may find it difficult at first, but once they understand what is expected, they will generally find it straightforward. Candidates should listen to and read the instructions carefully, so that they know what the conversation will be about and what kind of information they are likely to hear. The order in which candidates hear the information follows the order of what they see on the question paper. So, for example, when Nick starts talking about people and the activities they did, candidates hear about each person in the order in which they appear in the list. When students are preparing for this part, it is important that they realise that they will probably hear two of the options on the question paper for each question. For example, in relation to Salina, they hear both 'walking' and 'shopping' mentioned. Students have to process the language they hear in order to rule out one option and select the correct one.

### Part 3

Candidates should listen to the instructions for this part carefully and take advantage of the slightly longer pause to read all the multiple-choice questions quickly. In this way, they will know what information they are listening for. Again, the questions follow the same order as the information in the recording and again, candidates have to think about what they hear to dismiss the incorrect options and choose the correct one. This is because reference to all the options is likely to be made in the recording, although only one option will correctly answer the question or complete the sentence. Students should know that they cannot choose an option just because they hear a word in the recording which they see on the question paper. This may be why weaker candidates chose option B in Question 15 where the correct option was A, a paraphrase of what they heard. Understanding paraphrase is a useful skill for this part of the exam and is something that can be practised in the classroom. For example, with reference to Question 15, candidates need to understand that 'give someone lessons' means the same as 'teach someone' in order to get the right answer. If candidates cannot find the answer to a particular question, they should not waste time worrying about it because they will then miss the answer to the following question. They can try to find any missing answers when they hear the conversation for a second time.

### Parts 4 and 5

Candidates are likely to find these parts of the test the most challenging because they have to listen and write down one word (occasionally two words) or a figure for each question. Students will benefit from practising this kind of task. Candidates may find Part 5 slightly more difficult than Part 4 because it is a monologue rather than a conversation. For both parts, candidates should imagine that they have a practical need for the information they are going to hear and that is why they are completing the notes on the question paper. They should listen carefully to the instructions and look at the prompts for the questions on the question paper carefully so that they know what to listen for. The information they may be asked to note down could be, for example, a date, a price, a name, a time, a phone number, an address, a meeting place, a sport, an object, a day, a month or a colour. With prices, although some variations are acceptable, candidates should be able to write British prices (pounds and pence) correctly. Although the pound sign is usually given on the question paper, candidates should put the decimal point in the right position (e.g. £4.65). With times, candidates are expected to give their answers in figures (e.g. 9.30) and need not try to write the answer in words (e.g. half past nine), although, if correct, this will be accepted. In Question 19, there is a name which is spelled out for the candidates. Spellings like this must be written correctly and it is important that handwriting is legible. If the marker cannot be sure what letter the candidate intended, he or she will be unable to award the mark. With other words, any recognisable spelling is usually acceptable, but candidates are expected to be able to spell simple common words correctly.

A common mistake candidates make in these parts is to write down everything they hear which they think might be relevant. For example, when asked for a time, they write down all the times they hear. Even if the right answer is included in the list of times, no mark can be given. Candidates must read the question paper carefully to identify the one correct piece of information which is required.

- **DOs and DON'Ts for KET for Schools PAPER 2 LISTENING**

- |              |   |
|--------------|---|
| <b>DO</b>    | read the instructions carefully for each part.  |
| <b>DO</b>    | look at the questions for each part in the short pause before the recording for that part begins.         |
| <b>DO</b>    | look at the example question as you listen to the beginning of the recording.                             |
| <b>DO</b>    | mark/write your answers on the question paper as you listen.  |
| <b>DO</b>    | answer as much as you can when you hear the recording for the first time.                                 |
| <b>DO</b>    | check your answers and find any missing answers when you hear the recording for the second time.          |
| <b>DO</b>    | answer all the questions even if you are not sure of the answer. A guess may be correct.                  |
| <b>DO</b>    | transfer your answers to the answer sheet <b>only</b> when you are told to do so at the end of the test.  |
| <b>DON'T</b> | worry too much if you don't hear the answer to a question the first time. You will hear everything twice. |
| <b>DON'T</b> | change your answers when you are transferring them to the answer sheet.                                   |
| <b>DON'T</b> | use a pen on the answer sheet. You should use a pencil.   |

## PAPER 3 – SPEAKING

PART	TASK TYPES AND FORMAT	TASK FOCUS	TIMING
1	<p>Each candidate interacts with the interlocutor.</p> <p>The interlocutor asks the candidates questions.</p> <p>The interlocutor follows an interlocutor frame to guide the conversation, ensure standardisation and control level of input.</p>	<p>Language normally associated with meeting people for the first time, giving information of a factual personal kind. Bio-data type questions to respond to.</p>	<p>5-6 minutes</p>
2	<p>Candidates interact with each other.</p> <p>The interlocutor sets up the activity using a standardised rubric.</p> <p>Candidates ask and answer questions using prompt material.</p>	<p>Factual information of a non-personal kind related to daily life.</p>	<p>3-4 minutes</p>

- **Marking**

Candidates are awarded marks by two examiners for their performance across Parts 1 and 2. Candidates at this level are not expected to produce completely accurate or fluent language but they are expected to be able to interact appropriately and intelligibly with both the interlocutor and each other. Assessment is made both on the basis of candidates' interactive skill and ability to communicate clearly in speech and also on the accuracy of language use – grammar, vocabulary and pronunciation. Candidates' marks are out of 20, which is then weighted to a score of 25, representing 25% of the total marks for the whole examination.

### *Grammar and Vocabulary*

This refers to the candidate's ability to control the use of simple grammatical forms and to use appropriate vocabulary to talk about everyday situations. Candidates at this level are only expected to have limited linguistic resources, and it is the success in using these limited resources to convey meaning which is being assessed.

### *Pronunciation*

This refers to the intelligibility of the candidate's speech. First language interference is expected and not penalised if it does not affect communication.

### *Interactive Communication*

This refers to the candidate's ability to take part in the interaction appropriately by maintaining simple exchanges, and to the degree of prompting or support required. Candidates are given credit for being able to ask for repetition or clarification if necessary.

## *Global Achievement*

This refers to the candidate's overall effectiveness in dealing with the tasks and conveying meaning appropriately.

- **Candidate Performance**

This is a 2-part paired speaking test. In Part 1, candidates answer questions about themselves put to them by the examiner in turn. Part 2 is a question-and-answer activity between candidates using prompt material.

### **Part 1**

Candidates performed well in this part. The questions the examiner asked were predictable ones about studies, free-time activities, etc. A few questions were the same to both candidates but most were different. Some candidates, mistakenly assuming they were going to be asked the same questions as their partner, did not listen carefully to their question and gave an inappropriate answer. Most candidates were confident enough to ask the examiner for clarification or repetition when they did not understand a question, but some did not realise that it is perfectly acceptable to make use of this common conversational strategy. Average candidates gave one- or two-word answers to questions (e.g. 'Where do you live?' 'Madrid'), which in most cases is quite adequate. The strongest candidates extended their answers to a complete utterance (e.g. 'In the centre of Madrid').

### **Part 2**

Candidates also performed well in this part. However, because the questions are not quite as predictable as in Part 1, and also because candidates have to take the initiative in asking questions, some found this part more challenging. In this part, candidates take it in turns to ask and answer questions. They are required to ask and answer two sets of questions about information provided on prompt material.

For example in 'Television music channel', one candidate was given some information about a TV channel and the other candidate was given written prompts to ask questions about this information. The strongest candidates asked well-formed questions ('What's the website address?' 'Is there a website?'), while good and average candidates succeeded in communicating their ideas without always forming questions correctly ('What name website?' 'It has website?'). Answering candidates who did not give an entirely successful performance tended to just read the information straight from the card without turning it into a natural-sounding answer, or just gave a very short answer. So, in reply to 'Is there a website?', weaker candidates said 'Yes, website', while stronger candidates said 'Yes, it is www.music.com'.

Each candidate is required to ask and answer five questions. Each question can usually be asked in a number of different acceptable ways. When making assessments, examiners focus on success in communicating rather than counting up the number of language errors made.

- **Recommendations for Candidate Preparation**

### **Part 1**

Students need practice in answering simple questions about themselves, their studies, their school, free-time activities, families, homes, home towns, etc. They should be able to spell their surname. They should also learn to make use of simple phrases for asking the examiner to repeat or rephrase something they have not understood. In the Speaking test, they will get credit for doing this appropriately.

### **Part 2**

Students need practice in taking part in simple conversation and information exchange activities in which they have to both ask and answer questions. They should be encouraged to listen to each other and not just to do the task mechanically. They should be prepared to rephrase a question, ask for clarification, explain or change an answer if any problems arise in the interaction. They will get credit in the Speaking test for doing this successfully. Students at this level also benefit from doing some speaking exercises which focus on pronunciation. In the Speaking test, candidates' pronunciation is not expected to be perfect, but they will be penalised if the examiners cannot understand them.

- **DOs and DON'Ts for KET for Schools PAPER 3 SPEAKING**

- |              |  |
|--------------|--|
| <b>DO</b>    | practise your spoken English both in and out of class as much as possible before the test.   |
| <b>DO</b>    | listen carefully to the examiner's questions and instructions.   |
| <b>DO</b>    | ask the examiner for clarification / repetition if necessary.  |
| <b>DO</b>    | speak clearly so that both examiners can hear you.   |
| <b>DO</b>    | talk to your partner, not the examiner, in Part 2.   |
| <b>DO</b>    | listen to your partner's questions and answers in Part 2 and try to make the conversation as natural as possible.  |
| <b>DO</b>    | remember that the examiners are sympathetic listeners and want you to give your best possible performance.   |
| <b>DO</b>    | try to relax and enjoy the test.   |
| <b>DON'T</b> | worry too much about making grammar mistakes.  |
| <b>DON'T</b> | worry if you think your partner in the test is much better at speaking English than you, or not as good as you. The examiners look at each candidate's performance individually. |
| <b>DON'T</b> | let exam nerves keep you from speaking. Examiners can't give marks to silent candidates.   |

## FEEDBACK FORM

### KET for Schools Examination Report – March 2009

We are interested in hearing your views on how useful this report has been.

We would be most grateful if you could briefly answer the following questions and return a photocopy of this page to the following address:

University of Cambridge  
ESOL Examinations  
Reports Co-ordinator  
1 Hills Road  
Cambridge  
CB1 2EU  
United Kingdom

Fax: +44 1223 460278

1. Please describe your situation (e.g. EFL/ESOL teacher, Director of Studies, Examinations Officer, Centre Manager).
  
2. Have you prepared candidates for KET for Schools? YES/NO
  
3. Do you plan to prepare candidates for KET for Schools in the future? YES/NO
  
4. How have you used this report (e.g. to provide feedback to other teachers, for examination practice, etc.)?
  
5. Which parts of this report did you find most useful?
  
6. Which parts are not so useful?
  
7. What extra information would you like to see included in this report?
  
8. (Optional) Your name .....
- Centre/School .....

Thank you.