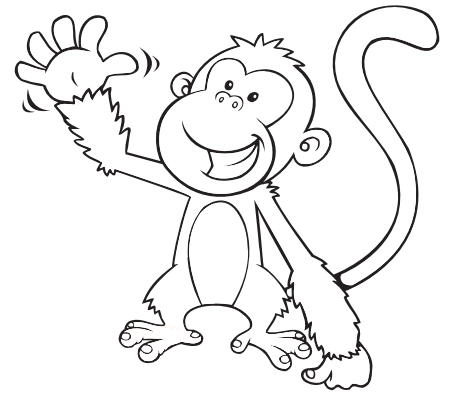


YLE



Cambridge Young Learners English Tests

Examination Report 2005



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Introduction

The Cambridge Young Learners English Tests were introduced in 1997 and have rapidly established their popularity with teachers around the world and are continuing to show good growth year on year.

This report is intended to provide an overview of candidate performance on the tests at all three levels during the year 2005 and to offer guidance on the preparation of candidates.

Eight versions each of Starters, Movers and Flyers were used in 2005. Specific comments relating to Version 40 (Listening and Reading & Writing components) have been included in the report on each component at each level. In the case of the Speaking component, general recommendations for preparation have been supplied. Version 40 test papers at each level are reproduced for reference within this report at 50% actual size, together with sample speaking materials.

The Cambridge YLE tests are aimed at children who are aged between 7 and 12, although 13-year-olds in the same class as 12-year-olds who are taking a test are not, of course, excluded.

Average ages of candidates at each level in 2005

The average ages of candidates at each level in 2005 (excluding China, for which no figures were available) were as follows:

Starters	9.6 years
Movers	10.6 years
Flyers	11.6 years

Gender of candidates in 2005

An analysis has been carried out of the gender of candidates taking the Young Learners Tests in 2005, together with how well they did (i.e. the average number of shields achieved).

The following table gives a breakdown of candidature according to gender (excluding China, for which no figures were available):

	Boys	Girls
Starters	50.27%	49.73%
Movers	49.67%	50.33%
Flyers	49.51%	50.49%

In 2005, as far as performance is concerned, girls did better than boys in Listening and in Reading & Writing at Starters level. At Movers level, girls did marginally better in Listening and significantly better in Reading & Writing. At Flyers level, girls performed marginally better in Listening and significantly better in Reading & Writing. At all three levels, girls performed marginally better in Speaking.

Starters was taken by approximately 45% of the total YLE candidature, Movers by approximately 33% and Flyers by approximately 22%.

Marking

For the Listening and Reading & Writing tests, candidates record their answers on the question papers. These papers are then marked by a team of carefully selected and trained markers, according to a markscheme. Each question on the paper carries equal weight. Results are then issued as soon as possible, normally within two weeks of receipt of the question papers by Cambridge ESOL.

For the Speaking tests, Centres make arrangements for oral examining locally, using trained examiners. All examiners receive special training in the needs of this age group.

See Page 25 for further details on how the Cambridge Young Learners English Tests are marked. Please note that from January 2007, the revised YLE Tests will contain new tasks and the marking policy will be revised. Please see the new YLE Handbook for further information.

Grading

These tests are not pass/fail examinations. Candidates are given an 'award' which shows them how well they have done in each of the three components – Listening, Reading & Writing, and Speaking. They can be awarded a maximum of five shields for each paper. Five shields are awarded only to candidates who gain full or almost full marks. Overall, the average candidate achieves three shields for Listening and Reading & Writing and four shields for Speaking. Provided they attempt all parts of the test, even the weakest candidates can achieve an award of one shield in each skill, thus gaining a total of three shields.

The reliability of Young Learners English Tests

A reliable test is one which guarantees that the same ability level is needed to gain the same number of marks in the test every time it is taken. It is recognised that the Young Learners English Tests, along with all other Cambridge examinations, need to be as reliable as possible. The production cycle for these tests ensures that, as far as possible, all versions conform to the test requirements in terms of content and level of difficulty. It should also be borne in mind that the Young Learners English Tests are designed to encourage learning, and focus on what children can, rather than cannot, do.

All the tests used in 2005 showed excellent levels of reliability, with Version 40, comments on which are included in this report, proving to have the same or better reliability when compared with the other versions.

Special arrangements

Centres may apply for special arrangements for candidates with disabilities, including extra time and modified question papers. Application for special arrangements must be made by Centres well in advance of the date of the test (at least six weeks' notice is essential). Centres should note that it is not acceptable to allow a candidate with special requirements to proceed with a test when no provisions have been made, and to expect special consideration to be applied when completed test papers are received by Cambridge ESOL.

Although Braille versions are not available because of the visual nature of the material in the Young Learners English Tests, candidates with visual difficulties may apply for enlarged print (A3-size) versions of Starters, Movers and Flyers. Special arrangements

can also be made for colour-blind candidates to enable them to take the Young Learners English Tests.

Candidates with hearing difficulties may request various special arrangements in Listening Tests. Those with partial hearing loss who can hear with the help of headphones or special amplification equipment may ask their Local Secretary for permission to use this type of equipment.

If candidates with hearing difficulties require more help than this, they can ask for a lip-reading version of the Listening Test, in which the supervisor will read the listening texts to the candidate.

Hearing-impaired versions of Young Learners English Listening Tests can usually be made available if sufficient notice is given (i.e. at least six weeks before the test date).

Please contact the Cambridge ESOL Local Secretary for more information.

Special consideration

In cases of temporary disabilities (injuries or minor ailments) or adverse circumstances (such as serious disturbances during a test), Centres should apply for special consideration to be given to the affected candidate(s).

Malpractice

All Young Learners English Tests are conducted according to the University of Cambridge ESOL regulations. As one of these tests may constitute a candidate's first experience of language testing, they must be trained not to break the rules. These include not copying from other candidates' work, talking to other candidates, or writing answers after they have been told to stop.

All those responsible for, or involved in any capacity with test administration should make it clear to candidates that they cannot ask for help with rubrics or test questions once the test has started. Candidates who misbehave or cheat may be disqualified.

Starters: Component 1 – Listening

Overview

The Starters Listening paper has four parts. There are 20 questions, and the test lasts approximately 20 minutes. It is summarised in the table below.

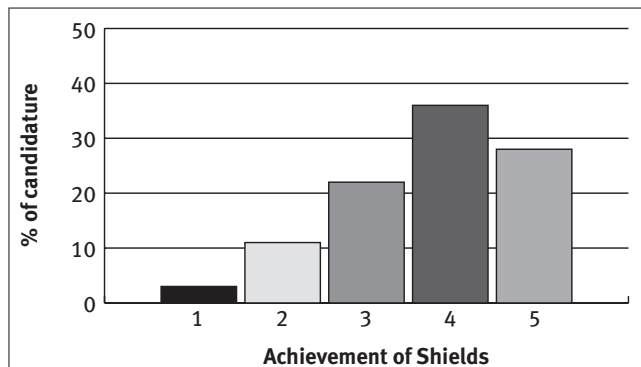
Marking

The total score for this paper is 20.

Part	Main Skill Focus	Input	Expected response/item type	No. of items
1	Listening for words and prepositions	Picture and dialogue	Carry out instructions and position things correctly on a picture	5
2	Listening for numbers and spelling	Illustrated dialogue	Write numbers and names	5
3	Listening for specific information of various kinds (present tenses)	3-option multiple-choice pictures and dialogues	Tick the correct box next to picture	5
4	Listening for words, colours and prepositions	Picture and dialogue	Carry out instructions, locate objects and colour correctly	5

Candidate performance

The average award over the whole year was 3.73 shields. Percentages of candidates obtaining each number of shields over the year are indicated below.



[Starters, Listening, Achievement of Shields, 2005]

Candidate performance varied to some extent from country to country. The table below gives the average Listening performance for candidates from the main countries of entry in 2005.

Country	Average no. of shields	Country	Average no. of shields
Bangladesh	3.91	Mexico	4.01
China	3.52	Portugal	4.04
Colombia	3.64	Russia	4.29
Cyprus	4.41	Spain	3.85
France	3.96	Sri Lanka	3.77
Greece	4.20	Switzerland	4.23
Hong Kong	4.04	Taiwan	4.17
India	4.09	Thailand	3.78
Italy	3.77	Turkey	4.00
Japan	3.54	Vietnam	3.71

[Starters, Listening, Performance by country, 2005]

Candidates performed well throughout this test, particularly in Part 4.

Comments on candidate performance

Starters Version 40

Part 1

Although this task was well done by many candidates, quite a number failed to gain full marks.

Some candidates seemed to have difficulty identifying the objects around the picture, confusing the mango, the watermelon and the pineapple, for example. Others did not seem to be familiar with the vocabulary for the animals illustrated in the large picture.

Other candidates lost marks because they did not draw a line to the exact location required. For example, the pineapple had to be put into the hippo's mouth; simply connecting the pineapple with the hippo was not enough to gain the mark.

Part 2

This part of the test was the least well done with many candidates making at least one mistake.

The two questions which required the candidates to write numbers were generally done well (Questions 2 and 5). However, a few candidates misheard the number 'two' in Question 5 and wrote '10'.

The spelling questions all caused considerable problems for a number of candidates (Questions 1, 3 and 4). In these questions, candidates had to write the name *Sue* and the words *Tree* and *Socks*.

Sue was written as *Swe*, *Sye*, *Sie* or *Suy* by a number of candidates. Some of the attempts at *Tree* were *Three*, *Tria* or *Traa*. *Socks* became, among other things, *Soks* or *Soxsh*.

These spelling errors suggest that vowels as well as the letter R cause problems for candidates at this level.

Part 3

This part of the test was very well done on the whole with many candidates achieving full marks. However, a number of candidates made an error with one question.

The question that most frequently caused problems was Question 3 where candidates had to work out that Sam's favourite sport was badminton. Perhaps this is a less familiar sport than some, but candidates do need to know all the words on the Starters vocabulary list.

Part 4

This part of the test was particularly successfully done. Where there was difficulty, this was usually because candidates did not successfully identify the cat under the tree, going instead for the cat asleep on the wall. One group of candidates coloured the jumping cat grey rather than green.

Reassure them that this is an English test and not a test of their colouring skills. They should focus on what they hear rather than worry about how well they are colouring.

Make sure candidates are familiar with the names of the colours that they are expected to know at this level.

Recommendations for candidate preparation

Part 1

Practise with pictures to ensure that candidates can recognise all of the nouns on the Starters vocabulary list. Reinforce candidates' knowledge of any less familiar words with puzzles and vocabulary games.

Encourage candidates to draw straight lines from each object to its location – this will be much less confusing for them when they are checking their work during the second hearing of the recording.

Give plenty of practice in understanding and using prepositional phrases so that candidates realise they must listen carefully for prepositions as well as nouns. In doing this, focus particularly on the prepositions in the Starters vocabulary list and make sure that candidates are clear about the difference between *in* and *on*, and *on* and *under*.

Part 2

Make sure that candidates know what is expected of them in this task. They should appreciate that they only need to write a name, a word or a number. Anything that they have to write will be clearly heard twice. Any name or other word that they have to write will be spelt out for them.

Make sure they know that all the names and other words that they may be expected to write come from the Starters vocabulary list. As far as first names are concerned, this is a very short list, so it should be easy for candidates to become familiar with them. As far as the words are concerned, there is likely to be some clue in the context helping candidates to understand the word that they are expected to write. For example, there is a certain logic in calling an elephant *Mr Big*.

Practise the English names of the letters of the alphabet, paying particular attention to the vowels and the consonants which are often confused, such as G and J.

Part 3

Candidates are allowed time to look at the pictures before they hear the dialogues. Encourage them to look carefully at the pictures and to think about what the pictures are illustrating.

Train candidates to listen to the whole of each dialogue as the answer may well be provided in several parts of the dialogue rather than in just one turn.

Part 4

Ensure that candidates know they should bring coloured pencils to the test. Candidates need the following colours: black, blue, brown, green, grey, orange, pink, purple, red and yellow. It is not a good idea for candidates to have large sets of pencils with many shades of the same colour because they may waste time selecting the appropriate pencil. Confusion can also be caused for markers if two selected shades are hard to distinguish, e.g. a pink which is very close to purple, if both colours are tested.

Make sure candidates understand what is expected of them in this part of the test. They have to identify which one of the seven similar objects is being described and colour that object in the right way.

Starters: Component 2 – Reading & Writing

Overview

The Starters Reading and Writing paper has five parts. There are 25 questions, and the test lasts 20 minutes. It is summarised in the table below.

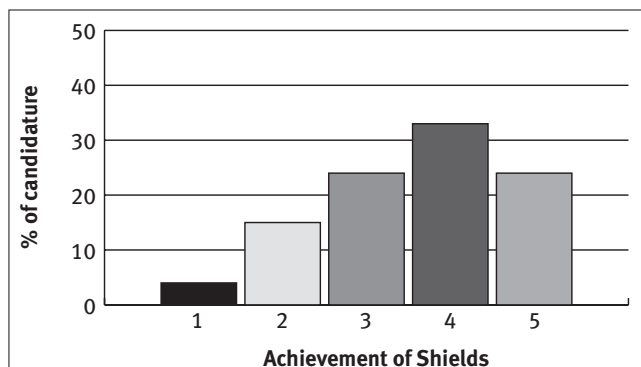
Marking

The total score for this paper is 25.

Part	Main Skill Focus	Input	Expected response/item type	No. of items
1	Reading short sentences and recognising words	Words, pictures and sentences	Tick or cross to show if a sentence is true or false	5
2	Reading sentences about a picture and writing one-word answers	Picture and sentences	Write 'yes'/'no'	5
3	Spelling of single words	Pictures and sets of jumbled letters	Write words	5
4	Reading a text Writing missing words (nouns)	Cloze text and pictures	Write missing words	5
5	Reading questions about a picture story Writing one-word answers	Story presented through 3 pictures and questions	Write one-word answers to questions	5

Candidate performance

The average award over the whole year was 3.57 shields. Percentages of candidates obtaining each number of shields over the year are indicated below.



[Starters, Reading & Writing, Achievement of Shields, 2005]

As for the Listening paper, candidate performance varied to some extent from country to country. The table below gives the average Reading & Writing performance for candidates from the main countries of entry in 2005.

Country	Average no. of shields	Country	Average no. of shields
Bangladesh	3.65	Mexico	3.72
China	3.47	Portugal	3.62
Colombia	3.07	Russia	3.78
Cyprus	4.07	Spain	3.69
France	3.55	Sri Lanka	3.40
Greece	4.12	Switzerland	3.46
Hong Kong	3.17	Taiwan	3.37
India	4.16	Thailand	3.08

Country	Average no. of shields	Country	Average no. of shields
Italy	3.64	Turkey	4.00
Japan	2.30	Vietnam	3.82

[Starters, Reading & Writing, Performance by country, 2005]

Candidates performed well throughout this test, particularly in Part 4.

Comments on candidate performance

Starters: Version 40

Part 1

Candidates did very well in this part, with none of the questions causing any significant difficulties. A few candidates answered Question 3 incorrectly, but otherwise error levels were extremely low. The tested vocabulary came from a wide range of different lexical fields (for example *nose*, *eraser*, *guitar*) which candidates were obviously familiar with.

For Question 3, candidates had to recognise that a picture of a helicopter was indeed a helicopter. A handful of candidates crossed the box instead of ticking it, so presumably they did not know the word *helicopter*.

Many candidates scored full marks in this part.

Part 2

Candidates answered this part well, too, though with significantly more errors made than in Part 1. Questions 4 and 5 caused the most wrong responses.

Question 4, *The doll is sitting behind the chair* (key = *no*) may have been answered wrongly due to candidates confusing the meaning of *behind* and *in front of* in the picture because the doll is not behind anything.

The candidates who gave the wrong response for Question 5, *There are some toys on the floor* (key = *yes*) probably did not know the

vocabulary in the sentence sufficiently well. The picture clearly shows a lot of toys on the floor, and there are no toys elsewhere in the picture, so the meaning of the words in the sentence must have been misinterpreted.

Question 2, *The girl is wearing yellow shoes*, caused the fewest errors, and many candidates managed to score full marks here.

Part 3

Candidates answered this part very well. Questions 3 and 5 caused the most errors, though most candidates managed to answer correctly.

Most of the wrong answers for Question 3 were misspellings of *clock*.

Question 5 was an anagram of *bookcase*. Some candidates who answered this question incorrectly may have known the word *bookcase* but could not spell it, giving answers such as *bookcaes*. Other candidates probably did not know the word *bookcase* and either wrote a random series of letters (for example *sokokeab*) or made attempts to construct possible words (for example, *bookseca*).

There were very few errors for Questions 1 (key = *lamp*) and 2 (key = *sofa*) and many candidates managed to score full marks here.

Part 4

Candidates found Questions 4 and 5 particularly difficult in this part, but Question 2 also caused a high proportion of errors.

The most common wrong answer for Question 4 (key = *horses*) was *horse*. The prompt picture shows two horses and the sentence reads, *Some children give me to* so those that answered incorrectly had not given enough attention to making the answer accurately fit the text, or the picture, grammatically.

Many candidates also failed to answer Question 5, the answer to the riddle, *apple*, correctly. There were a large number of different answers given to this question. The most common error was no given answer, leading to the conclusion that either they had failed to understand what the task required them to do, or that they could not understand the text as a whole. Other wrong answers included misspellings of *apple*, *horse*, *house*, *pupil/child* (where, presumably, candidates had misunderstood the question *What am I?* to be directed at themselves) and *snack*.

For Question 2, (key = *bags*) the prompt picture depicted two bags. Candidates found this difficult for the same reasons as they found Question 4 difficult. They knew the word *bag*, but had failed to make the answer accurately fit the text, or the picture, grammatically, and wrote *bag*.

Question 3 was answered most accurately in this part of the test, but very few candidates correctly answered all five questions.

Part 5

Candidates answered this part quite well, but they found Questions 4 and 5 very difficult.

Question 4, (key = *girl*), was answered incorrectly by the highest number of candidates. In the picture, the girl is pointing at her plane which is in the sea and the dog is swimming out to get it. Many candidates gave the plane as their answer, indicating that they may have mistaken the question to be asking about what is being pointed at. Another frequently given wrong answer was the kite, which does not work as a response to the question, as nothing in the picture links the kite and the girl who is pointing. Candidates who gave this answer probably had not understood any part of the question.

About half of the candidates answered Question 5, (key = *sea/water*), incorrectly. Several different kinds of mistakes

were common: some candidates misspelt *sea* or *water* (both are accepted keys) for example *wother*, *si*; some candidates wrote the different toys in the picture as their answers, *plane*, *kite*, *balloon*; and some candidates gave *dog* as their answer. Those candidates who thought one of the toys was the right answer may have misread *where* as *what*. Those that wrote *dog* as their answer may have misunderstood the question, or they understood the question but misinterpreted the answer prompt *in the.....*, their thought being that the girl's toy is near/by the dog.

Recommendations for candidate preparation

Part 1

Encourage candidates to read the sentences and look at the pictures carefully (at least twice). Make sure candidates know that the mark they put in the box should be an unambiguous tick or cross – if it looks like it could be either, they will lose the mark.

When introducing new words to candidates, make sure they can distinguish between related words that are commonly confused (e.g. *sock/shoe*).

Give candidates practice in marking sentences with ticks and crosses to indicate whether they are true or false.

Part 2

Give candidates plenty of practice in matching sentences to pictures.

Encourage them to practise picturing accurately what they have read by giving them exercises in drawing what they have read.

Do plenty of exercises comparing and contrasting different structures and vocabulary related to pictures, for example, different sports, clothes, etc. Concentrate on words which are likely to be confused, or which have 'false friends' in the candidates' first language, e.g. *photo/camera*.

Make sure they realise that if any element of the sentence is false, then they must write 'no', even if there is an element which is true, e.g. for the question *The doll is sitting behind the chair*. the doll must be both sitting and sitting behind a chair for a 'yes' answer.

Part 3

Candidates should have practice writing all the words in the Starters vocabulary list.

For this part, give candidates plenty of spelling exercises, using words from the list. Write difficult or less common words up on the classroom walls so that candidates become very familiar with them.

Reinforce candidates' knowledge of common letter patterns in English – *ea*, *ck*, *ight*, *ou*, *er*, etc.

Remind candidates that they must only use the letters provided when doing this part. Practise doing anagrams.

Part 4

Give plenty of practice matching pictures and words, mixing up plurals and singulars to encourage candidates to be alert to these distinctions.

Help them to identify words or grammatical forms that will indicate whether an answer should be plural or not, e.g. if a gap is preceded by *some* or *a*.

Remind candidates that each answer is only one word, and must make sense in the text. It must also fit grammatically. Also remind them to use the text to help them decide what the target word is, particularly if they do not understand the picture.

Part 5

Train candidates to learn the correct spelling of Starters words (although some misspellings can be accepted in this part of the test).

Do exercises which encourage careful reading, particularly of questions.

Key questions like 'Where' and 'When' are often misinterpreted or confused in Part 5, so do exercises which encourage quick, accurate reading so that key question words are correctly identified and understood.

Candidates should practise answering questions with single words, with the emphasis on selecting key information.

Starters: Component 3 – Speaking

Overview

The Starters Speaking test has five parts, and lasts about four minutes. It is summarised in the table below.

Part	Main Skill Focus	Input	Expected response/item type
1	Understanding and following spoken instructions	Scene picture	Point to correct part of picture
2	Understanding and following spoken instructions	Scene picture and 8 small object cards	Place object cards on the scene picture as directed
3	Understanding and following spoken questions	Scene picture	Answer questions with short answers
4	Understanding and following spoken questions	3 object cards	Answer questions with short answers
5	Understanding and responding to personal questions	No visual prompt	Answer questions with short answers

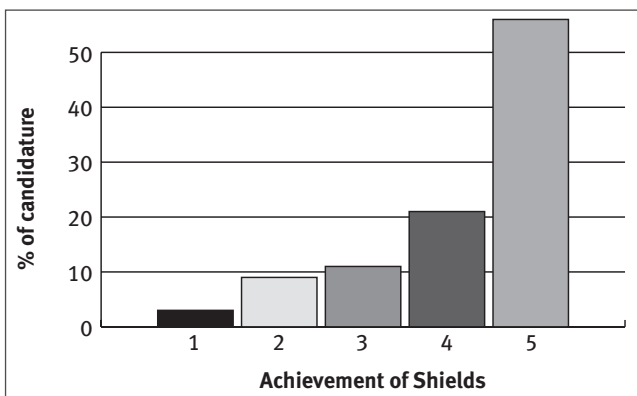
Marking

Candidates are marked on the basis of the understanding they show by responding to instructions, on the language they produce and on their pronunciation and intelligibility. At this level it is not necessary for candidates to say more than a few words or for them to be totally accurate in order to gain five shields.

Examiners conduct these tests on a one-to-one basis, and are instructed during training to use encouraging language throughout the test. In selecting people for training as examiners, emphasis is placed on working with children as well as in EFL/ESOL.

Candidate performance

The average award over the whole year was 4.17 shields. Percentages of candidates obtaining each number of shields over the year are indicated below.



[Starters, Speaking, Achievement of Shields, 2005]

As for the Reading & Writing paper, candidate performance varied to some extent from country to country. The table below gives the average Speaking performance for candidates from the main countries of entry in 2005.

Country	Average no. of shields	Country	Average no. of shields
Bangladesh	4.49	Mexico	4.07
China	3.96	Portugal	4.31
Colombia	4.48	Russia	4.69
Cyprus	4.63	Spain	4.46

Country	Average no. of shields	Country	Average no. of shields
France	4.09	Sri Lanka	4.31
Greece	4.63	Switzerland	4.17
Hong Kong	4.57	Taiwan	4.52
India	4.73	Thailand	4.11
Italy	4.11	Turkey	4.36
Japan	3.72	Vietnam	3.92

[Starters, Speaking, Performance by country, 2005]

Recommendations for candidate preparation

Candidates in the Starters Speaking test are required to follow simple instructions, and answer simple questions about a picture and about themselves. These are standard tasks in most English classes for Young Learners. Sample materials have been included in this report to give examples of the kind of pictures, instructions and questions candidates will be asked to respond to.

Part 1

Candidates should practise identifying people, animals and things in different pictures by pointing in response to questions such as:

Where's the window?

Where are the toys?

Part 2

Candidates should also practise placing smaller pictures in different positions on a larger picture in response to instructions such as:

Put the glasses under the mirror.

Put the giraffe between the bed and the window.

Candidates should not worry if the required position (of, for example, the giraffe) does not seem to be a very appropriate one!

Part 3

Candidates should also practise answering simple questions about a picture (with one-word answers). For example, in Part 3:

What's this? (lamp)

What colour is it? (purple)

How many lamps are there? (two)

What's the frog doing? (jumping)

Parts 4 and 5

In Parts 4 and 5, candidates need to feel confident that they can give basic information about themselves and can answer questions such as:

What's your name?

How old are you?

What's your teacher's name?

Is your house big or small?

Can you play tennis?

What's your favourite colour/animal/sport/food?

Use English to give everyday classroom instructions so that children become very familiar with instructions like *Look at...* , *Listen to...* , *Give...* , *Put...* , *Find...* .

Candidates create a good impression when they can handle greetings and other social formulae confidently. Make sure they are happy using *Hello*, *Goodbye* and *Thank you*, and that they have plenty of practice at using *Sorry* or *I don't understand* whenever this is appropriate.

Movers: Component 1 – Listening

Overview

The Movers Listening paper has five parts. There are 25 questions, and the test lasts approximately 25 minutes. It is summarised in the table below.

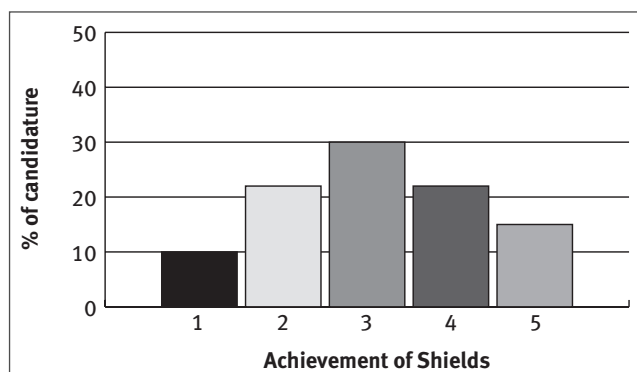
Marking

The total score for this paper is 25.

Part	Main Skill Focus	Input	Expected response/item type	No. of items
1	Listening for names and descriptions	Picture, names and dialogue	Draw lines to match names to people in a picture	5
2	Listening for names, spellings and other information	Form or page of notepad with missing words and dialogue	Write words or numbers in gaps	5
3	Listening for specific information (past tense)	Pictures, days of the week and dialogue	Match days of the week to pictures by copying name of day	5
4	Listening for specific information of various kinds	3-option multiple-choice pictures and dialogues	Tick the correct box next to picture	5
5	Listening for words, colours and specific information	Picture and dialogue	Carry out instructions to colour, draw or write	5

Candidate performance

The average award over the whole year was 3.09 shields. Percentages of candidates obtaining each number of shields over the year are indicated below.



[Movers, Listening, Achievement of Shields, 2005]

Candidate performance varied to some extent from country to country. The table below gives the average Listening performance at Movers level for candidates from the main countries of entry in 2005.

Country	Average no. of shields	Country	Average no. of shields
Bangladesh	3.83	Mexico	3.43
China	2.65	Portugal	3.75
Colombia	3.25	Russia	3.81
Cyprus	4.36	Spain	3.62
France	3.74	Sri Lanka	3.33
Greece	3.54	Switzerland	3.20
Hong Kong	3.59	Taiwan	3.54
India	3.42	Thailand	3.22
Italy	3.73	Turkey	3.50
Japan	3.00	Vietnam	3.08

Movers, Listening, Performance by country, 2005

For Version 40, it was noted that candidates tended to perform best in parts 1, 3 and 4 of the Listening test.

Comments on candidate performance

Movers Version 40

Part 1

Although many candidates did this task well, many others appeared to find this task difficult and did not manage to identify one or more of the people in the picture correctly.

The most difficult person to identify seemed to be *John*, the boy playing the piano (Question 2).

There was also occasionally confusion as to which girl with curly hair was *Jane*. (Question 5)

Part 2

This was the most difficult part of the test with relatively few candidates gaining full marks.

Most candidates answered Questions 2 and 5 correctly. These required them simply to write the figures 12 and 3.

Question 1 caused problems for many candidates. They had to write the surname *Budd*. This was spelt out for them but many heard the spelling as *Butt*.

Question 3 was also difficult for some; this required candidates to write the word *Hills*. This was also spelt out on the tape but some candidates wrote it as *Walls*.

In Question 4, candidates had to write *baseball*. This was not spelt out but the word is on the vocabulary list. The misspelling *baceball* was allowed but variations that were further from the original were not accepted; these included *boysball*, *besball* and *baesball*.

Part 3

This part of the test was done well by large numbers of candidates, many of whom succeeded in gaining full marks.

However, surprisingly, some candidates lost marks by misspelling the days of the week, writing, for example, *Saturday* instead of *Saturday*. The days of the week are written out for candidates on their question paper, and if they misspell them, they will lose the mark.

Other candidates misheard *Tuesday* as *Thursday*, even though the word *Tuesday* was repeated in the dialogue as extra support for candidates.

Part 4

This part of the test was also done well by most candidates, with many candidates gaining at least 4 marks.

Candidates found Question 5 the most difficult. In this question candidates had to recognise that Ann was in a park rather than a playground or a car park.

There were occasional problems with other questions in this part but most candidates were able to answer them successfully.

Part 5

This part of the test caused considerable problems for surprisingly large numbers of candidates.

The most difficult question was the drawing question. Candidates were asked to draw a bowl in front of the dog. Some candidates simply drew nothing while others drew either a ball or a box in front of the dog or a bowl behind the dog.

Candidates also occasionally lost marks by colouring both stars instead of just the one between the two mountains. Sometimes the person beside the map on the ground was coloured blue rather than the map itself.

Recommendations for candidate preparation

Part 1

Ensure that candidates realise that there is one extra name on the page which will not be mentioned. They should not aim to connect all seven names to a person in the picture.

Make sure that candidates know which first names on the Starters and Movers vocabulary lists are male and which are female. Note that *Kim*, *Pat* and *Sam* may be used to refer to either a boy or to a girl.

Train candidates to listen for all the information they are given about a particular person. They should not jump to conclusions after hearing one piece of information, as usually some further information will be required in order to identify the correct person.

Part 2

Candidates often find this part of the Movers Listening test difficult. Practise by doing similar productive tasks in the classroom.

Encourage candidates to be as accurate as possible in their spelling of the words on the Starters and Movers vocabulary lists.

Ensure that candidates realise that they have to write responses which make sense, given the prompts on the question paper. They should look at these prompts carefully and think about what they mean before listening to the recording.

Part 3

Train candidates to write the days of the week correctly and make sure they realise that they are written on the examination paper for them to copy, if necessary.

Make sure candidates realise they will be expected to write any one day of the week once only.

Encourage candidates not to leave any of the spaces blank. When they have written all the days that they are sure about, tell them to guess the answers for the remaining days.

Part 4

Make sure that candidates realise that they must listen to the whole dialogue, before deciding on their answer.

Often quite a wide range of vocabulary is covered in this part of the test. Candidates must be familiar with all of the words on the Starters and Movers vocabulary lists, in order to be sure of achieving full marks.

Part 5

Ensure that candidates know they should bring coloured pencils to the test. Candidates need the following colours: black, blue, brown, green, grey, orange, pink, purple, red and yellow. It is not a good idea for candidates to have large sets of pencils with many shades of the same colour because they may waste time selecting the appropriate pencil. Confusion can also be caused for markers if two selected shades are hard to distinguish, e.g. a pink which is very close to purple, if both colours are tested.

Ensure that candidates appreciate that they will either have to draw or write something for one of the questions in this part of the Movers test. If they have to write something, it will not be a difficult word and there will probably be something in the picture that makes it a logical word to write.

Train candidates to listen carefully for prepositional phrases which describe exactly where something is (e.g. the *star between two mountains*).

Movers: Component 2 – Reading & Writing

Overview

The Movers Reading & Writing paper has six parts. There are 40 questions, and the test lasts 30 minutes. It is summarised in the table below.

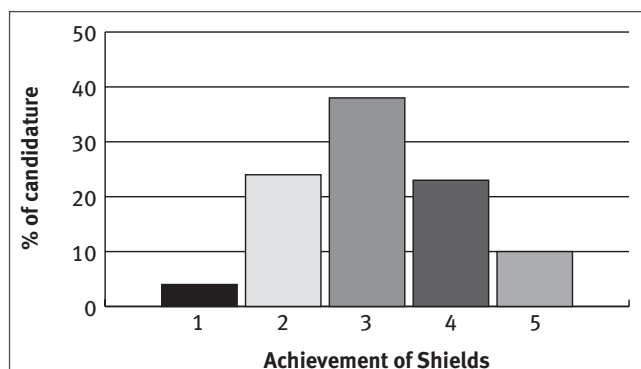
Marking

The total score for this paper is 40.

Part	Main Skill Focus	Input	Expected response/item type	No. of items
1	Reading short definitions and matching to words Writing words	Labelled pictures and definitions	Copy correct words next to definitions	6
2	Reading sentences about a picture and writing one-word answers	Picture and sentences	Write 'yes'/'no'	6
3	Reading a dialogue and choosing the correct responses	Short dialogue with multiple-choice responses	Choose correct response by circling a letter	6
4	Reading for specific information and gist	Cloze text and pictures	Write missing words Tick a box to choose the best title for the story	7
5	Reading a story and answering questions about the story	Story, pictures and questions	Write answers of 1, 2 or 3 words	10
6	Reading and understanding a factual text Copying words	Gapped text and 3-option multiple-choice (grammatical words)	Complete text by selecting the correct words and copying them in the corresponding gaps	5

Candidate performance

The average award over the whole year was 3.11 shields. Percentages of candidates obtaining each number of shields over the year are indicated below.



[Movers, Reading & Writing, Achievement of Shields, 2005]

Candidate performance varied to some extent from country to country. The table below gives the average Reading & Writing performance at Movers level for candidates from the main countries of entry in 2005.

Country	Average no. of shields	Country	Average no. of shields
Bangladesh	3.41	Mexico	3.18
China	2.97	Portugal	3.30
Colombia	3.04	Russia	3.60
Cyprus	3.84	Spain	3.01

Country	Average no. of shields	Country	Average no. of shields
France	3.52	Sri Lanka	3.14
Greece	3.06	Switzerland	3.13
Hong Kong	3.52	Taiwan	3.28
India	3.46	Thailand	2.92
Italy	3.95	Turkey	3.35
Japan	2.99	Vietnam	3.40

[Movers, Reading & Writing, Performance by country, 2005]

For Version 40, it was noted that candidates tended to perform best in parts 1, 3 and 4 of the Reading & Writing test.

Comments on candidate performance

Movers: Version 40

Part 1

This part was answered well. Questions 2 and 3 proved most difficult, but still caused only a low proportion of errors.

The most commonly chosen incorrect answer for Question 2 was *a farm*. Candidates were possibly tempted to choose this option because they knew animals and people and saw animals and people in the picture illustrating the option, but they misconstrued the meaning of the whole sentence, *These are all kinds of animals which live with people*.

For Question 3, the main error was copying the option incorrectly. Most candidates who lost a mark had failed to include the article, *a*, in their answer. As this is a writing test as well as a reading test, great care should be taken over accuracy, especially where answers are being copied from the paper.

Errors made in copying answers lost candidates many marks here. Candidates either misspelt the words or did not include the article. In some answers, singular answers were made plural and plurals were made singular, and some included the article, *a*, with plural answers.

The majority of candidates answered Question 4 (key = *kangaroos*) correctly.

Many candidates managed to achieve full marks in this part.

Part 2

Candidates did quite well in this part. Question 4 caused the most errors, closely followed by Question 6.

Question 4, *All of the parrots in the tree are eating fruit*, required candidates to be very confident of the meaning of *all*, as the picture showed three parrots in a tree but only two of them eating fruit.

Candidates who got this question wrong presumably did not understand or failed to take in the significance of *all* in this context.

Question 6, *Some of the children are getting undressed*, (key = *no*), was probably found to be quite hard because it relied totally on candidates knowing some relatively difficult vocabulary, *get undressed*, expressed using the continuous form. Unlike other questions which contain easier words to give clues that can be picked up with help from the picture, (for example *tree, hair, tables*) there are no clues here. Candidates who got it wrong may have either thought it referred to the children in swimsuits and shorts that were already undressed or they did not know *get undressed*.

Fewest incorrect answers were given for Question 2 and several candidates scored full marks.

Part 3

Candidates found this part quite challenging, with Questions 3 and 5 the most difficult.

Candidates chose the highest number of wrong options for Question 3, *What do you do with your uncle?* and most of those who answered incorrectly chose A, *We are going to the cinema* instead of the key, *We often go to the cinema*. Candidates may not have understood the difference in meaning between *We go* and *We're going*, or they mistook the question to be asking about what the characters are doing now.

Option B, *Excuse me!* was the option chosen by most of the candidates who incorrectly answered Question 5, *Why don't we go to the cinema after school on Friday?* Here, candidates may not have understood the meaning or the function of the question which had quite a complex structure, or they did not know the phrase *Excuse me!* There is a possibility that they understood *Excuse me!* as a request for a repetition of the question, but the punctuation (an exclamation mark rather than a question mark) and the next question eliminate it as an acceptable answer.

Question 1, *Did your uncle come to your house at the weekend?* (key = *Yes, he did*), had the fewest wrong answers.

Part 4

Whilst candidates found most of the questions in this part quite easy, a very high proportion of candidates gave wrong answers for Questions 1 and 3. Question 4 caused many errors, too.

For Question 1, *My friends aren't there and there aren't any big ...* (key = *shops*), it is likely that candidates focused on deciding what the pictures depicted without paying sufficient attention to the meaning and structure of the surrounding text. The most common wrong answer was *city*. Candidates had presumably looked at the picture of the row of shops, decided quite reasonably that it represented a city, but failed to work out if it fitted the grammar or sense of the sentence that contained the gap. Other wrong answers given such as *market, street*, showed the same

mistake had been made.

The difficulty for candidates in Question 3, *Jill... in the car* (key = *slept*), was choosing the correct form of *sleep*. Very few candidates chose correctly, but all the wrong answers were forms of *sleep*, most commonly *sleep*. This is a frequent error in this part of the test: candidates write the correct verb but in the wrong form for its context. It seems that, because the candidates chose to write *sleep* rather than *slept*, they made the same mistake as they did for Question 1: they looked at the picture, knew that it represented sleep, but then did not make it fit the text.

Candidates found Question 4, *Jill went slowly inside and up the...* (key = *stairs*), very difficult, too. The most common error was not giving any answer, so in this case they did not seem to know the word that was represented by the picture prompt, which was unambiguous and clear. Many other wrong answers were misspellings of *stairs*.

Most candidates answered Question 7 correctly, (the story title: *Jill goes to a new house*) and a few candidates scored full marks in this part.

Part 5

Candidates found this part difficult, with Questions 7 and 10 causing particular problems.

Candidates most commonly gave three kinds of wrong answers for Question 7, *What did Katy's mum give her to sit on?* They either understood the question and text, located the answers but then copied the words incorrectly (for example *a old blanket, banket, on de blanket, an old planket*) or they misunderstood part of the question about what Katy's mum gave, and wrote *on the grass*, or they failed to decode references in the text and answered *that, sit on that*.

Question 10 (key = *her supper*) had the most wrong answers. There was quite a variety of wrong answers, but the most common was *soup or onion soup*. As these answers make sense as responses to the question *What did Katy want to eat outside in the evening?*, candidates most probably either failed to take in the part of the question that asked about the evening, or they did not understand the text. The text refers to Katy enjoying eating soup outside at lunchtime, so candidates may have overlooked the later chunk of text about what she wanted to eat outside in the evening. Alternatively, they may have scanned the text for food vocabulary, and not understood *supper*.

There were some general problems noted for this part. For all the questions, the answers *yes* and *no* were occasionally given. Also, occasionally, candidates have to make very simple transformations, for example *my* to *her*, etc. Many marks were lost when candidates had located the correct part of text but then made mistakes transforming the text into an acceptable answer. In Question 5, candidates wrote for example *he's father* or *she's father* instead of *her father*.

Question 2, *Where did Katy always eat her lunch?*, was answered most accurately. Very few candidates managed to get full marks in this part.

Part 6

Candidates found this part of the test challenging with Questions 1, 2 and 5 recording the most errors.

For Question 1, *Libraries are in big cities often have more books than those in small towns* (key = *which*), the most common wrong answer was *who*. Assuming that candidates know the word *libraries* because a picture of a library was provided under the heading, and there are no references to people in this part of the text, it may be that candidates simply find relative pronouns very difficult or they misunderstood the sentence which contained the gap.

Equal numbers of candidates chose *any* and *every* as the wrong answer for Question 2, *People go to libraries to find books about kinds of different things* (key = *all*). This may be because candidates know the meanings better than the grammatical usage of these words, so were persuaded to select the distractors because they seemed to make sense in the gap.

For Question 5, *You talk loudly in libraries because some students do homework there* (key = *mustn't*), the most common wrong option chosen was *doesn't*. It may be that candidates were not attracted to *mustn't* because they are less familiar with it than *doesn't* and *aren't*, or they did not understand the text that made sense of its use after the gap. Alternatively they simply matched their answer with the word after the gap (*talk*) and not the word before it (*you*).

It was noted that there were many answers given that were not in the options for any of the questions, and there were also instances of words being used from the wrong sets of options, for example, options from Question 3 being used to answer Question 4.

Question 3, *Most libraries have story books children* (key = *for*), had the fewest wrong answers and some candidates succeeded in scoring full marks for this part.

Recommendations for candidate preparation

Part 1

Give candidates practice in reading and writing definitions of items from the Starters and Movers vocabulary lists. Ensure candidates are familiar with the structures and vocabulary commonly used in defining things, such as *You* with general reference (e.g. general reference (e.g. *You can see bears and elephants in this place*), relative pronouns and infinitives used to express purpose.

Candidates should practise accurate copying, but remind candidates to copy the whole option. This means including the article if there is one, and not adding one if it is not needed.

Once they have written the answers, they should check that they have spelt the words correctly and included articles if necessary.

Part 2

Give candidates plenty of practice matching pictures and sentences, drawing their attention to elements such as prepositions and verb forms (especially the present continuous tense) and using pictures which make these distinctions clear. Give more pictures than sentences, so that they really have to think about the distinction between, for example, *is riding a bike* and *has got a bike*.

Remind candidates that the sentence must be completely true according to the picture for a 'yes' answer.

Part 3

Remind candidate to read all the options before choosing the best and most appropriate one. Practise appropriate responses, not just to questions, but also to statements.

Give plenty of practice, too, with multiple-choice questions to encourage candidates to understand the difference between the options in meaning, grammar, sense and appropriacy.

Part 4

Practise choosing the right form of words (plural/singular nouns, adjectives, verbs) within sentences and texts. Help candidates to identify words or structures that will indicate what form of word the answer should be.

Give candidates practice in distinguishing the use of closely related words such as *see* and *look* and practise the forms and spellings of

verbs on the vocabulary list in the past tense.

Make sure candidates realise that they need to read the text surrounding the question to be able to correctly fill the gap. The picture does not give the whole answer, particularly for questions where candidates need to give a verb in the past tense.

Part 5

Give candidates practice in reading questions first, without looking at texts. Then ask them to guess the answers to the questions, before they go on to read the text and find the real answers. This should encourage them to interpret the questions more accurately, without being distracted by something in the text.

Remind candidates that the pictures are there to support the story, but the answers should always be found in the texts.

Give candidates practice in identifying what is being referred to in a text, practise reading for gist and give candidates tasks aimed at understanding whole texts, for example, selecting titles for paragraphs and complete stories.

Part 6

Remind candidates that their spelling must be 100% correct in this part, as they are copying from the given options.

As with Part 4 above, they should practise choosing and forming the correct type of word (nouns, adjectives, verbs) to fit into sentences and texts.

Remind candidates that they must choose from the three options given. It is not necessary for them to think of a word to fit each space. Remind candidates to be careful to check that they have chosen a word from the correct set of options.

As in part 5, practise reading skills, such as understanding how pronouns can refer back to names or items.

Movers: Component 3 – Speaking

Overview

The Movers Speaking test has four parts and lasts about six minutes. It is summarised in the table below.

Part	Main Skill Focus	Input	Expected response/item type
1	Describing 2 pictures by using short responses	2 similar pictures	Identify 4 differences between pictures
2	Understanding the beginning of a story and then continuing it based on a series of pictures	Picture sequence	Describe each picture in turn
3	Suggesting a picture which is different and explaining why	Picture sets	Identify odd-one-out and give reason
4	Understanding and responding to personal questions	Open-ended questions	Answer personal questions

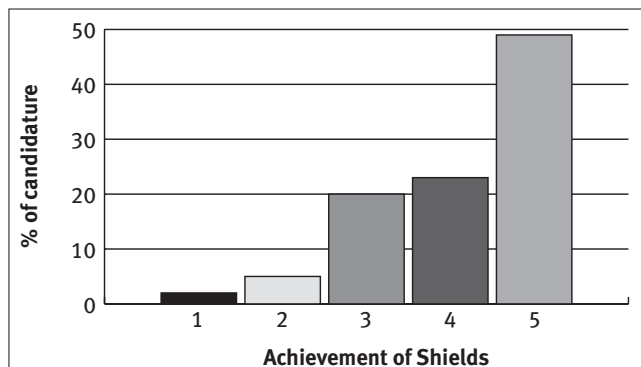
Marking

Candidates are marked on the basis of the understanding they show by their responses, on the speed and extent to which they can respond and on their pronunciation.

The same oral examiners are used at this level as at Starters and Flyers. They all have to meet specific requirements for qualifications and experience, receive specific training in assessing Young Learners, and have their assessment standardised.

Candidate performance

The average award over the whole year was 4.12 shields. Percentages of candidates obtaining each number of shields over the year are indicated below.



[Movers, Speaking, Achievement of Shields, 2005]

Candidate performance varied to some extent from country to country. The table below gives the average Speaking performance at Movers level for candidates from the main countries of entry in 2005.

Country	Average no. of shields	Country	Average no. of shields
Bangladesh	4.26	Mexico	3.94
China	3.93	Portugal	4.40
Colombia	4.46	Russia	4.70
Cyprus	4.83	Spain	4.31
France	4.55	Sri Lanka	4.55
Greece	4.19	Switzerland	4.52

Country	Average no. of shields	Country	Average no. of shields
Hong Kong	4.57	Taiwan	4.59
India	4.68	Thailand	4.22
Italy	4.55	Turkey	4.43
Japan	4.20	Vietnam	4.32

Movers, Speaking, Performance by country, 2005

Recommendations for candidate preparation

Candidates in the Movers Speaking test are required to follow instructions and talk in a very simple way about themselves. These are standard tasks in most English classes for Young Learners. Sample materials have been included in this report to give examples of the kind of pictures, instructions and questions candidates will be asked to respond to.

Part 1

For Part 1, candidates should practise describing differences between two similar pictures. The differences may be related to colour, size, number, position, appearance, activity, etc. For example:

These hats are yellow, but these hats are green.

Here, it's raining, but here it isn't raining.

This is a sweater and this is a coat.

Here, the woman is going upstairs and here she's going downstairs.

Although the above represent examples of ideal responses, something much simpler is perfectly acceptable. For example, *Here yellow and here green, Raining and not raining, etc.*

Part 2

Part 2 in the Movers Speaking test requires candidates to tell a simple story based on four pictures. Candidates will benefit from practice in telling simple picture stories. Note that examiners are not looking for evidence of story-telling skills. Candidates are only expected to say a few words about each picture in the sequence without necessarily developing these comments into a narrative.

The structures candidates will need most frequently in this task are *There is/are*, the present of the verbs *be* and *have (got)*, the modals *can/can't* and *must/mustn't* and the present continuous of some action verbs (for example, *play, go, look at, write, ride, laugh*). They should be able to say things like *Jim's giving the apple to the horse. Now Mary can go*. Candidates should also be able to describe simple feelings, for example, *The girl is/isn't happy*.

Advise candidates to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence without developing these comments into a story. The examiner will prompt by asking a question if the candidate needs help.

Part 3

For Part 3, candidates should practise identifying the different one (the 'odd-one-out') in a set of four pictures – in the sample materials there is a picture of a book among three pictures of different fruits, a picture of a square table among three pictures of round tables, a picture of a child with straight hair among three pictures of children with curly hair and a picture of a city among three pictures of the countryside. Candidates are only expected to give simple reasons for choosing a picture as the different one, for example:

These tables are round. This table is square.

These children's hair is curly and this girl's hair is straight.

These pictures are in the countryside and this is in a city.

There may be many different ways of expressing the same difference. For example: *These are round, this is not round; These children have got curly hair, this girl has got straight hair; Here there are fields and here there are many buildings*. Candidates may also find an alternative difference to the one intended. This is perfectly acceptable provided they give a reason for their choice.

Part 4

Finally, for Part 4, make sure candidates feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities and their likes and dislikes. They should be able to answer questions such as:

How do you come to school?

What's your favourite lesson?

What sport can you play at school?

Only simple answers of between one to four words are expected. Questions will normally be in the present tense, but candidates should also be prepared to use the past tense and answer questions about, for example, what they did on their last holiday.

Use English to give everyday classroom instructions so that candidates become very familiar with the English of classroom exercises and activities.

Candidates create a good impression when they can handle greetings and other social formulae confidently. Make sure they are happy using *Hello, Goodbye* and *Thank you*. Encourage them to use *Sorry* or *I don't understand* when this is appropriate.

Flyers: Component 1 – Listening

Overview

The Flyers Listening paper has five parts. There are 25 questions, and the test lasts approximately 25 minutes. It is summarised in the table below.

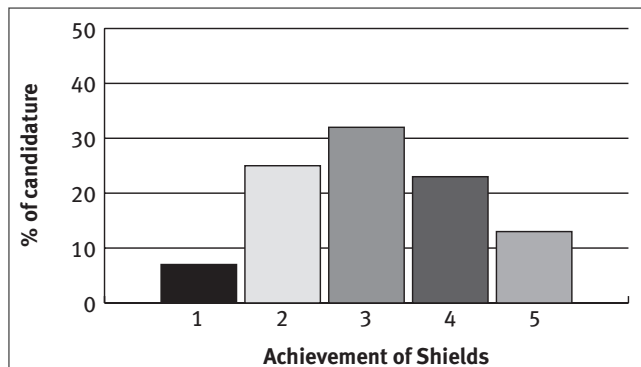
Marking

The total score for this paper is 25.

Part	Main Skill Focus	Input	Expected response/item type	No. of items
1	Listening for names and descriptions	Picture, names and dialogue	Draw lines to match names to people in a picture	5
2	Listening for names, spellings and other information	Form or page of notepad with missing words and dialogue	Write words or numbers in gaps	5
3	Listening for words, names and detailed information	Picture sets and short monologues	Match pictures by writing letter in box	5
4	Listening for specific information of various kinds	3-option multiple-choice pictures and dialogues	Tick the correct box next to picture	5
5	Listening for words, colours and specific information	Picture and dialogue	Carry out instructions to colour, draw and write	5

Candidate performance

The average award over the whole year was 3.09 shields. Percentages of candidates obtaining each number of shields over the year are indicated below.



[Flyers, Listening, Achievement of Shields, 2005]

Candidate performance varied to some extent from country to country. The table on the following page gives the average listening performance for candidates from the main countries of entry in 2005.

Country	Average no. of shields	Country	Average no. of shields
Bangladesh	3.49	Mexico	3.35
China	2.57	Portugal	3.95
Colombia	2.83	Russia	3.73
Cyprus	3.54	Spain	3.21
France	3.34	Sri Lanka	3.10
Greece	3.36	Switzerland	4.00
Hong Kong	3.44	Taiwan	3.39
India	3.66	Thailand	2.95

Country	Average no. of shields	Country	Average no. of shields
Italy	2.78	Turkey	3.08
Japan	3.65	Vietnam	2.61

Flyers, Listening, Performance by country, 2005

Performance in the different parts of this test varied, with candidates finding Parts 1 and 4 the easiest and Part 2 the most difficult.

Comments on candidate performance

Flyers Version 40

Part 1

This part of the test was very well answered with many candidates gaining full marks.

The hardest person to identify seemed to be *Helen*, the girl taking a burnt cake from the oven. This was Question 5 and a number of candidates matched this girl with the unused name, *Sarah*.

Part 2

This task proved to be the most difficult part of the test with few candidates managing to achieve full marks.

All the questions caused problems for some students with Questions 3 and 4 the most demanding.

In Question 1, some candidates appeared to have difficulty distinguishing the name of the school, *Red Hill* (accepted written as either one word or two). They either did not attempt to answer this question or wrote *Red Hall* or *Red Hat* or some other approximation of what they heard.

Question 2 proved difficult, too, for candidates who either could not spell *July* or wrote *20th* or *24th* instead of *21st*.

Question 3 required the candidates to write *Harvey* and, although this was spelt out for them, clearly each of the letters in this word caused problems for some students.

In Question 4, candidates had to write the word, *world*. Some misheard this as *word* while others were uncertain how to spell

world, writing, for example, *would* or *wold*.

In the last question, candidates had to write the number 185. Although many were able to do this without difficulty, others wrote, for example, 85, 105, 195 or even 1985.

Part 3

On the whole, candidates managed this task well with most candidates achieving 4 or 5 marks.

The most difficult question was number 1, the *mouse*, which was in fact made of sugar. A number of candidates opted for chocolate. Question 5, the *dinosaur*, was also occasionally answered incorrectly with candidates again marking this as being made of chocolate instead of silver.

Part 4

This task was very well done with most candidates achieving either 4 or 5 marks for this part of the test.

The easiest item for candidates was Question 3, which required them to understand that the boy bought a rucksack rather than clothes or a CD-player.

The most difficult question in this part of the test turned out to be Question 4 with a number of candidates opting for the *circus* rather than the *theatre*.

Question 5 also caused problems for a minority of candidates who were not able to select the correct time.

Part 5

Although quite a large proportion of candidates gained full marks for this task, many others got only 3 or 4 correct. Relatively few candidates achieved fewer than 3 marks.

The main problem was with the writing question. Candidates either did not attempt to write *Diary* on the book or they spelt it *Dairy* or *Diery* or in some cases attempted a completely different word like *Day* or, even, *Sport*.

The drawing question in which candidates had to draw a hat on the snowman and colour it purple caused few problems.

The other main way in which candidates lost marks in this task was by colouring too much. Some, for example, coloured all the keys instead of just the biggest one, while others coloured all the flag green instead of just the smallest stripe.

Recommendations for candidate preparation

Part 1

Encourage candidates to spend the time they are given to look at the picture before the questions start by thinking about how each of the characters might be described. They should be aware that they will have to focus on language that points to the differences between two similar people in the picture.

The language that candidates will need for this task is that which is used not only for describing people's clothes and physical appearance but also for commenting on what they are doing. Practice in describing a range of pictures and photos containing people is, therefore, likely to help candidates do well in this part of the test.

Part 2

Give candidates as much practice as possible with this kind of productive task, as it is consistently the one that causes most difficulties for candidates.

Make sure that candidates understand the meanings of, and are

also able to spell correctly, the words in the Starters, Movers and Flyers vocabulary lists.

Even at Flyers level, candidates often seem uncertain about the names of some letters of the alphabet in English. Clearly the more practice that can be given here the better.

Part 3

Make sure candidates read the introductory question and instructions at the head of the task as this should help them to understand what is said. They should remember that speakers will talk about the places and objects that are illustrated that are not the right answers as well as those that are correct. Candidates should not assume that the first word that they hear is the right answer.

Part 4

Part 4 covers a wide range of the grammar and vocabulary appropriate to this level. Teachers should make sure that the structures and vocabulary listed in the Starters, Movers and Flyers syllabuses have been well covered in class.

It is also very important that candidates listen to the whole of the dialogue before choosing their answer. They should be aware that the correct answer to each individual question may come at any point in the dialogue and is not necessarily the last thing mentioned.

Part 5

Ensure that candidates know they should bring coloured pencils to the test. Candidates need the following colours: black, blue, brown, green, grey, orange, pink, purple, red and yellow. It is not a good idea for candidates to have large sets of pencils with many shades of the same colour because they may waste time selecting the appropriate pencil. Confusion can also be caused for markers if two selected shades are hard to distinguish, e.g. a pink which is very close to purple, if both colours are tested.

As with all parts of this test, make sure that candidates know exactly what is expected of them. In Part 5, for example, they are required to write something and also to draw and colour one object. They will not be expected to write or draw anything difficult. Nor will they be expected to draw or colour particularly well. They simply have to show they have understood the instructions correctly.

For this task, candidates will need to show that they can understand language which distinguishes between two similar but slightly different objects or people. This may be a matter of understanding language which explains precisely where something is, or it may be a matter of understanding language which focuses on how two people or things look different. Practice in handling these types of language will therefore stand candidates in good stead for dealing with this part of the test.

Candidates should be aware that this task is perhaps more challenging than it appears and they should ensure that they listen to the instructions very carefully.

Flyers: Component 2 – Reading & Writing

Overview

The Flyers Reading & Writing paper has six parts. There are 50 questions, and the test lasts 40 minutes. It is summarised in the table below.

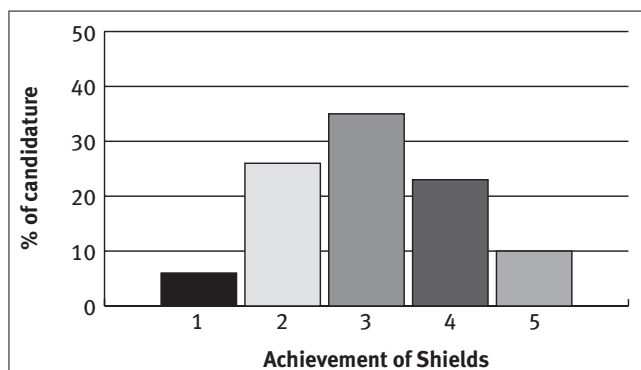
Marking

The total score for this paper is 50.

Part	Main Skill Focus	Input	Expected response/item type	No. of items
1	Reading definitions and matching to words Copying words	Nouns and definitions	Copy the correct words next to the definitions	10
2	Reading sentences about a picture and writing one-word answers	Picture and sentences	Write 'yes'/'no'	7
3	Reading a dialogue and choosing the correct responses	Short dialogue with multiple-choice responses	Choose correct response by circling a letter	5
4	Reading for specific information and gist	Cloze text and pictures	Write missing words Tick a box to choose the best title for the story	6
5	Reading a story and answering questions about the story	Story, pictures and questions	Write answers of 1, 2, 3 or 4 words	7
6	Reading and understanding a factual text Copying words	Gapped text and 3-option multiple-choice (grammatical words)	Complete text by selecting the correct words and copying them in the corresponding gaps	10
7	Reading and understanding a short text (e.g. page from letter or diary) Providing words	Gapped text	Write words in gaps No answer options given	5

Candidate performance

The average award over the whole year was 3.04 shields. Percentages of candidates obtaining each number of shields over the year are indicated below.



[Flyers, Reading & Writing, Achievement of Shields, 2005]

Candidate performance varied to some extent from country to country. The table on the following page gives the average Reading & Writing performance for candidates from the main countries of entry in 2005.

Country	Average no. of shields	Country	Average no. of shields
Bangladesh	3.58	Mexico	3.24
China	2.75	Portugal	3.43
Colombia	2.56	Russia	3.49

Country	Average no. of shields	Country	Average no. of shields
Cyprus	3.09	Spain	3.01
France	2.91	Sri Lanka	3.11
Greece	3.29	Switzerland	3.27
Hong Kong	3.20	Taiwan	2.88
India	3.95	Thailand	2.88
Italy	2.89	Turkey	2.92
Japan	3.47	Vietnam	3.14

Flyers, Reading & Writing, Performance by country, 2005

Performance in the different parts of this test varied, with candidates finding Parts 2, 3 and 6 the easiest and Part 7 the most difficult.

Comments on candidate performance

Flyers: Version 40

Part 1

Candidates answered this part quite accurately. Most errors were made in answering Questions 3, 4 and 7.

For Question 3, (key = *a competition*), the most common wrong answer was *pockets*, indicating that candidates knew most of the words but misread or misunderstood *win*. Many candidates, having used *pockets* for Question 3, were then disadvantaged for Question 4, whose key was *pockets*. Wrong answers for Question 4 mostly related to clothing, with *shorts* being the most common.

For Question 7, (key = *chopsticks*) most marks were lost by candidates giving no answer. This may mean that candidates did not know the word *chopsticks*, especially as the wording of the question was relatively simple. *Chopsticks* was also frequently given as a wrong answer for other questions, further indicating that the word was not well known.

Several candidates scored full marks here, with Question 1, (key = *gloves*) causing the fewest errors.

Part 2

Candidates answered this part quite well with a high proportion of candidates getting most of the questions right. However, Questions 2 and 3 proved challenging.

In Question 2, *The little girl in the green dress has given the queen some flowers*, (key = *no*), it is most likely that the difficulty related to tense. Candidates had to understand that the girl depicted still had the flowers and the queen had none, therefore they had not been given. Those that thought the sentence was true probably understood the lexis correctly but failed to understand the meaning of *has given*.

For Question 3, *The man who is riding behind the queen is on a motorbike*, (key = *yes*), problems may have been caused by either *riding* (thinking that this means only *horse riding*) or *behind* (thinking it means *in front of*). In both cases, candidates would have decided the description referred to the men in the picture on horses who are in front of the queen. Alternatively, candidates may not have known the word *motorbike*.

Many candidates scored full marks in this part, with Questions 5 and 6 causing very few errors.

Part 3

Candidates answered this part well.

Question 2, *When did she do it?* caused the most errors. Candidates were required to choose between three phrases about time. Candidates chose the two wrong options, *For six days* and *Next weekend* in equal numbers. This may indicate candidates either did not understand that the question was asking about the past, or they did not understand the meaning of *for* and *next* in this context.

A high proportion of candidates scored full marks in this part, with Question 5 causing the fewest errors.

Part 4

Candidates answered this part quite well.

The most difficult question was Question 4. Most wrong answers were misspelt attempts at the key, *volleyball*.

Most other problems in this part arose from the spelling and the form (plural or singular) of answers which were nouns, and in selecting the correct tense or aspect of answers which were verbs.

Fewest mistakes were made in answers for Question 3, (key = *cold*). Several candidates managed to score full marks in this part.

Part 5

Candidates found this part very challenging with a high proportion of candidates answering Questions 1, 2 and 6 incorrectly.

For Question 1, *What kind of clothes did Tom wear last week?*, most of the candidates seemed to have understood the question and located the relevant part of the text, but had failed to phrase and/or spell their answer in a way that was acceptable. Some examples of wrong answers are: *on pirates, pirats, Tom wear pirate's clothes*. (As this is a writing test as well a reading test, candidates are expected to give grammatically correct answers, and as they can copy the words for answers from the text, correct spelling is

required).

For Question 2, *What did Tom want from the shop?*, wrong answers showed that candidates most commonly either misunderstood the question, often giving across the road as their answer, or they misinterpreted the text, giving answers that related to food and lunch, for example *a sandwich, buy a sandwich, for lunch, something to eat*. The text states that Tom ate a sandwich for lunch before deciding to go to the shop.

Question 6, *What did the policeman do before he believed Tom?*, caused the highest number of errors. Some candidates misunderstood the sequence of events in the text and/or question, answering that the policeman said Tom could go home, or that he was sorry. The text states that this happened after the policeman said he believed Tom. Other candidates did not give any answer, suggesting that they had difficulty understanding either the question or the relevant chunk of text. Another significant number of candidates failed to phrase and/or spell their answer in a way that was acceptable, for example, *He phone to someone*.

Questions 3, 4, 5 and 7 caused fewer difficulties, but only a small number of candidates scored full marks in this part.

Part 6

Candidates answered this part well, with the exception of Question 6.

For Question 6, *The brown bears live in the forest eat plants, fruit and other animals* (key = *that*), a very high proportion of candidates chose the option *they*. It is likely that they were attracted to *they* because it goes with the word which immediately follows the gap, *live*, failing to read and make sense of the grammar of the sentence as a whole. Alternatively, candidates may not have understood the use of *that* as a relative pronoun.

Question 3, (key = *can*), caused very few errors. Several candidates managed to score full marks.

Part 7

Candidates found most of Part 7 quite challenging, and Questions 2, 3 and 4 exceptionally so.

A high proportion of candidates gave wrong answers for Question 2: *We had tea at a restaurant and then we some friends* (key = *saw/met*). Some candidates wrote the wrong form of the verbs, but most of the wrong answers were words that did not make sense in the context, for example, *had, fought, said, meant, did, bought*, indicating that they may not have fully understood that part of the text.

A high proportion of candidates also gave wrong answers for Question 4: *Now my sister is painting a picture and I'm to go to bed early* (key = *going*). Most common wrong answers were other verbs such as *have, can, getting, want, was*. Candidates may not have been familiar with the *going to do* structure, so did not think of it as an answer, or they may have disregarded the 'm before the gap, so making answers such as *want* and *have* seem correct.

Many of the errors for Question 3 were caused by the word *still* in the text following the gap: *When we arrived home it still raining* (key = *was*). Some candidates wrote answers which would have been acceptable if the sentence had not included *still*, for example *began, started, wasn't*. Several other candidates failed to write anything, and others failed to take note of the tense of the sentence, and wrote *is* or 's.

Question 1 caused the fewest errors and several candidates managed to score full marks in this part.

Recommendations for candidate preparation

Part 1

Help candidates to become familiar with vocabulary in a particular area of lexis (see thematic vocabulary lists in the Young Learners English Tests Handbook) and to practise distinguishing between words on the vocabulary list that are similar, or commonly confused.

Encourage candidates to read all the options before they answer the questions, so that they become aware of all the different related words (for example, in Version 40, Part 1, vocabulary related to 'clothes')

Tell candidates to make sure they read the whole sentence before answering.

Remind them to be careful when copying their answers; many candidates lose marks by leaving out articles, adding unnecessary articles, forgetting to make them plural, or misspelling words.

Part 2

Remind candidates that the whole sentence must be completely correct to warrant a *yes* answer. Make sure they read the whole sentence carefully before answering.

Give candidates plenty of practice matching pictures and sentences, drawing their attention to key elements of vocabulary and grammar in the sentences and using pictures which make these distinctions clear. Give more pictures than sentences, so that they really have to pay attention to the distinctions between, for example, *spots* and *stripes*.

Part 3

Remind candidates to read all the options before choosing the best and most appropriate one.

Practise appropriate responses, not just to questions, but also to statements.

Give candidates plenty of practice in using the set (formulaic) expressions in the word lists, and with short *yes/no* answers.

Give candidates practice in choosing appropriate responses, by giving them prompts and questions of the kind found in this part and asking them to predict responses, before giving them the options.

Give plenty of practice with multiple-choice questions to encourage them to understand the differences in meaning, grammar, sense and appropriacy between options in a particular set.

Part 4

Remind candidates that, apart from the title of the story, the answer is always only one word.

Give candidates practice in choosing the right form of words (plural/singular nouns, adjectives, verbs) within sentences and texts.

Help them to identify words or structures that will indicate what kind of word the answer is likely to be, e.g. if the gap is preceded by *some*, the answer cannot be a countable singular noun.

Make sure candidates realise that they need to read the text surrounding the question to be able to choose the right word as the answer. The picture in isolation may not always give the whole answer, especially if verb forms and tenses need to be taken into account.

Make sure candidates know the correct past and present forms of the regular and irregular verbs in the Starters, Movers and Flyers vocabulary lists.

Part 5

Problems are caused as much by the questions as by the texts, so candidates should practise reading the questions first without looking at the texts. Then ask them to guess the answers to the questions, before they go on to read the text and find the real answers. This should encourage candidates to interpret the questions correctly, without being tempted by distracting material in the text.

Give candidates practice in identifying what is being referred to in a text, especially the meaning of pronouns and adverbs such as *here* and *there*.

Give candidates plenty of practice in using and reading different question words. (*Which, When, How often*, etc.)

Remind candidates to copy the spelling correctly when taking words from the texts.

Part 6

Remind candidates that their spelling must be 100% correct in this part, as they are copying from given options.

As with Part 4 above, candidates should practise forming and choosing the correct type of word (plural/singular nouns, adjectives, verbs, etc.) to fit into sentences and texts.

Remind candidates that the options are given, so it is not necessary to think of a word to fit in the space.

Make sure candidates are familiar with past forms of regular and irregular verbs in the Starters, Movers and Flyers vocabulary lists.

Part 7

Give candidates plenty of practice in using common collocations, such as *ask a question, do some homework*, etc.

Remind candidates to look for Part 7 on the back page of the test booklet. Some candidates have left all the answer spaces in this part blank, and may not have realised that there was one more part to complete.

As with all gap-fill tasks, candidates should practise choosing words which fit with the surrounding text lexically and grammatically and which help the text make sense. Make sure they do not just consider the text immediately before and/or after the gap. Their choice of a correct answer may depend on something said further back or further ahead in the text. Encourage candidates to self-edit, making sure they re-read the whole text through before they decide their final answers.

Flyers: Component 3 – Speaking

Overview

The Flyers Speaking Test has four parts and lasts about eight minutes. It is summarised in the table below.

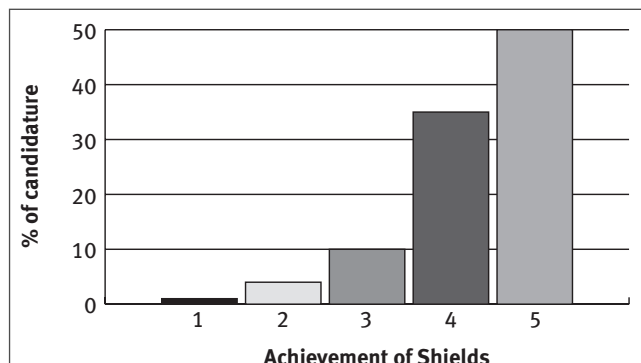
Part	Main Skill Focus	Input	Expected response/item type
1	Understanding statements and responding with differences	2 similar pictures (one is the examiner's) Oral statements about examiner's picture	Identify 6 differences in candidate's picture from statements about examiner's picture
2	Responding to questions with short answers Forming questions to elicit information	One set of facts and one set of questions cues	Answer and ask questions about two people, objects or situations
3	Understanding the beginning of a story and then continuing it based on a series of pictures	Picture sequence	Describe each picture in turn
4	Understanding and responding to personal questions	Open-ended questions	Answer personal questions

Marking

Candidates are marked on the basis of the understanding they show by their responses, on the speed and extent to which they can respond, the grammatical accuracy of the speech they produce, and on their pronunciation.

Candidate performance

The average award over the whole year was 4.29 shields. Percentages of candidates obtaining each number of shields over the year are indicated below.



[Flyers, Speaking, Achievement of Shields, 2005]

Candidate performance varied to some extent from country to country. The table on the following page gives the average Speaking performance for candidates from the main countries of entry in 2005.

Country	Average no. of shields	Country	Average no. of shields
Bangladesh	4.37	Mexico	3.99
China	4.01	Portugal	4.36
Colombia	4.28	Russia	4.67
Cyprus	4.33	Spain	4.48
France	4.32	Sri Lanka	4.42
Greece	4.45	Switzerland	4.52
Hong Kong	4.60	Taiwan	4.48

Country	Average no. of shields	Country	Average no. of shields
India	4.60	Thailand	4.03
Italy	4.20	Turkey	4.27
Japan	4.24	Vietnam	4.21

Flyers, Speaking, Performance by country, 2005

Recommendations for candidate preparation

Candidates in the Flyers Speaking test are required to follow instructions and talk in a simple way about different visual prompts, and to answer simple questions about themselves. These are standard tasks in most English classes for Young Learners. Sample materials have been included in this report to give examples of the kind of pictures, instructions and questions candidates will be asked to respond to.

Part 1

In Part 1, candidates should practise listening to the teacher make a statement about a picture, (for example, *In my picture the young man is wearing a sweater*), relating that to a picture in front of them, and commenting on the difference: *In my picture he's wearing a shirt*. In the test, differences between the examiner's statements and the candidate's picture will relate to things like colour, number, position, appearance, activity, shape, and relative size, etc.

Part 2

As well as having practice answering questions, candidates should also practise asking them. For example, in Part 2, they should be able to form simple questions to ask for information about people, things and situations. This will include information about time, place, age, appearance, etc. Candidates should be able to ask 'question-word questions' using *Who, What, When, Where, How old, How many*, etc. (as, for example, in the sample materials *What*

day is the party?). They should also be able to ask 'Yes/No questions' (for example, *Does Harry's brother have a car?*). Additionally, they need to be comfortable asking questions with two options (for example, *Is the school old or new?*).

Part 3

The Part 3 task in the Flyers Speaking test involves candidates telling a simple story based on five pictures, so candidates will benefit from practice in telling similar picture stories. However, examiners are not looking for evidence of story-telling skills. Candidates are only expected to say a few words about each picture in the sequence, without necessarily developing these comments into a narrative.

The structures candidates will need most frequently in Part 3 are *There is/are*, the present of the verbs *be* and *have (got)*, the modals *can/can't* and *must/mustn't* and the present continuous of some action verbs (for example, *come, go, buy, open, carry, laugh*). They may also need to use the present perfect tense or *going to*. They should be able to say things like *The family are saying goodbye to the monkeys. The road is wet*. Candidates should also be able to describe simple feelings, for example, *The family are looking at their car. They're sad because it's dirty*.

Before asking candidates to tell the story, the examiner says '*Just look at the pictures first.*' Advise candidates to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence without developing these comments into a story. The examiner will prompt by asking a question if the candidate needs help.

Part 4

For Part 4, make sure candidates feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes and other topics related to their everyday lives. They should be able to answer questions such as:

How many rooms are there in your house/flat?

Who lives there with you?

What do you do in the living room?

Where do you do your homework?

Simple answers of a phrase or one or two short sentences are all that is required.

Questions will normally be in the present tense, but candidates should also be prepared to use the past and present perfect tenses and *going to*, and to answer questions about, for example, what they did yesterday or are going to do at the weekend.

Use English to give everyday classroom instructions so that candidates become very familiar with the English of classroom exercises and activities.

Candidates create a good impression when they can handle greetings and other social formulae confidently. Try to use these on a regular basis in the classroom so that they come naturally. Make sure they are happy using *Hello, Goodbye* and *Thank you*. Encourage candidates to use *Sorry* or *I don't understand* when this is appropriate.

Notes on how the Cambridge Young Learners English Tests are marked

These notes have been written in response to a number of enquiries from Cambridge ESOL Local Secretaries and teachers. They are intended to help parents and teachers understand more fully how the Cambridge YLE Tests are marked.

1. General comments

In all three levels of these tests, Starters, Movers and Flyers, receptive rather than productive skills are being tested, and 100% correct spelling and grammar are not always required in order to get a mark. Please note that this applies to tests taken up to the end of 2006. Correct use of capital letters and punctuation is not tested. Both British and American spellings are always accepted. As a general rule, spelling must be correct when copying only is required.

In some Listening tasks, the need for correct spelling is signalled clearly on the recording, as the word which is tested is spelt out letter by letter.

It should be noted that tasks with a similar format may be marked differently at the different levels of the tests, to reflect the increase in difficulty from Starters to Flyers.

2. Specific comments on parts of the tests

Starters - Listening

Part 1: Lines (preferably straight) must be drawn clearly.

Part 2: All names must be spelt correctly. They are spelt out letter by letter on the recording. Numbers may be given as figures or in words. Spelling of these need not always be 100% correct. Please note that this applies to tests taken up to the end of 2006.

Part 3: Multiple-choice. Answer must be clearly indicated.

Part 4: Colouring does not need to be neat, but must show choice of answer clearly.

Starters - Reading & Writing

Part 1: A clear tick or cross is required.

Part 2: Copying. 'Yes' or 'No' must be spelt correctly. Ticks and crosses are not acceptable.

Part 3: This is a task where the focus is on spelling, and answers must be correctly spelt.

Part 4: Spelling does not always need to be 100% correct. Please note that this applies to tests taken up to the end of 2006. Grammar (e.g. singular or plural noun) must be correct.

Part 5: Spelling does not always need to be totally correct in order to get a mark but answers do need to be grammatically correct (e.g. singular/plural, '-ing' endings, etc). Please note that this applies to tests taken up to the end of 2006.

Movers - Listening

Part 1: Lines (preferably straight) must be drawn clearly.

Part 2: Spelling must be correct when a word is spelt out on the recording.

Part 3: Copying. Spelling must be correct.

Part 4: Multiple choice. Answer must be clearly indicated.

Part 5: If there is a 'writing' question, spelling is not tested.

Movers - Reading & Writing

Part 1: Copying. Spelling and use of articles must be correct.

Part 2: Copying. Spelling must be correct. Ticks and crosses are not acceptable.

Part 3: Multiple choice. Answer must be clearly indicated.

Part 4: Spelling does not always need to be 100% correct. Please note that this applies to tests taken up to the end of 2006. Grammar must be correct.

Part 5: Spelling must be correct. Answers normally need to be grammatically correct.

Part 6: Copying. Spelling must be correct.

Flyers - Listening

Part 1: Lines (preferably straight) must be drawn clearly.

Part 2: Spelling must be correct when a word is spelt out on the recording.

Part 3: Matching. Answer must be clearly indicated.

Part 4: Multiple choice. Answer must be clearly indicated.

Part 5: In a 'writing' question, spelling is tested.

Flyers - Reading & Writing

Part 1: Copying. Spelling and use of articles must be correct.

Part 2: Copying. Spelling must be correct. Ticks and crosses are not acceptable.

Part 3: Multiple choice. Answer must be clearly indicated.

Part 4: Spelling does not always need to be 100% correct. Please note that this applies to tests taken up to the end of 2006. Grammar must be correct.

Part 5: Spelling must be correct. Answers normally need to be grammatically correct.

Part 6: Copying. Spelling must be correct.

Part 7: Spelling and grammar must both be correct.