



The CEFR Grids for Writing, developed by ALTE members

CAPLE

Centro de Avaliação de Português Língua Estrangeira, Universidade de Lisboa
Sample Test Tasks

Report on analysis of	CIPLE (Writing)
Target language of this test	Portuguese
Target level (CEFR) of this test	A2
Task number/name	Writing (part 2) - question 2

General Information about the writing component *

3	Number of tasks in the writing paper	2
4	Integration of skills	Writing (with written input)
5	Total test time	75 minutes (including reading section)
6	Target performance level	A2
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

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The suite of examinations in Portuguese was first administered in 1999. These examinations are recognised by the Ministries of Foreign Affairs and Education. Certificado Inicial de Português Língua Estrangeira (CIPLE) is a general Portuguese qualification, part of the Universidade de Lisboa main-suite examinations. The examination is set at level A2 of the CEFR and it recognizes general basic ability to interact in a limited number of predictable written and spoken communication relating to everyday, working or studying contexts.

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

Candidature

CIPLE is taken by 70 candidates per year in over 50 examination centres in 28 countries. Near 500 candidates sat for this examination between 1999 and 2005.

Structure of the Test

This examination consists of three components: Reading and Writing, Listening and Speaking.

Reading and Writing carry 45% of the total marks. Both parts are equally weighted; Listening carries 30% and Speaking carries 25% of the total marks. There are four possible grades in CIPLE: three pass grades (Muito Bom, Bom, Suficiente) and one fail grade (Insuficiente). Candidates must achieve at least 55% of the total marks. Results are based on candidate's aggregate scores across the three components.

CIPLE Reading and Writing component

This component has a fixed format: part 1 tests reading skills through a variety of texts ranging from short notices to longer texts; part 2 tests writing skills in two formats: a short message and a letter or e-mail.

In the writing section, candidates are assessed on their ability to produce written Portuguese at word, sentence and text level.

Writing component

Part 1 - candidates are given the opportunity to show that they can communicate a written message (approx. 25-35 words), of an authentic type for example a handwritten notice left at home. The instructions indicate the type of message required, who it is for and what kind of information should be included. This task requires an ability to produce written Portuguese at word and sentence level.

Part 2 - candidates are given the opportunity to show that they can communicate a written message (approx. 60-80 words), of an authentic type. The instructions indicate the type of message required, who it is for and what kind of information should be included. This task requires an ability to produce written Portuguese at sentence and text level.

Specific Information about the example task

Task 1 is approximately 25-35 words long and requires candidates to write a short text following given instructions.

Mark distribution

Candidates' texts are matched to band descriptors (0 to 5) describing performance on pragmatic (task appropriateness) and organizational competence (textual and grammatical).

Task Rating

The rating scale takes the form of band descriptors from 0-5. Band scores 1-5 are subdivided into 3 categories: appropriateness, grammatical accuracy and textual organization. Texts are awarded out of 100 marks. Non-impeding errors whether in spelling, grammar or punctuation, will not necessarily affect a candidate's mark, whereas errors, which interfere with communication or cause a breakdown in communication will be treated more seriously.

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Effective Level

CIPLE tasks are trialled using students learning Portuguese and who may also be preparing to take the examination in a near future. This pre-test population represents the profile of candidates taking this examination.

Sample task:

Escreva a mensagem que o seu amigo pede.

“Tenho de sair agora. Ainda não sei nada sobre o encontro à noite. Venho a casa à tarde. Como não estás cá, escreve aqui tudo: quem vai, onde vamos, etc.”

**A sua mensagem deve ter uma extensão de cerca de 25-35 palavras.
Escreva a mensagem na folha de respostas.**

i) Task input/prompt		
9	Rubrics and instructions are in...	Portuguese
10	Language level of rubric	A2
11	Time for this task	Not specified
12	Control/guidance	Controlled
13	Content	Yes - specified
14	Discourse mode	Letter - personal
15	Audience	Friend
16	Type of prompt	Textual (message)
17	Topic	Free time, entertainment
18	Integration of skills	Writing (with written input)

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

iii) Rating of Task		
31	Known criteria	No
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Grammatical accuracy; cohesion and coherence; lexical control; content; orthography; development of ideas
34	Number of raters	2

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iv) Feedback to candidates		
35	Quantitative feedback	Exam specific grade
36	Qualitative feedback	Upon request

Example answer

Pedro, falei com a Sandra hoje.
Está noite às 19 horas nos encontramos em frente do metro "Saldanha" depois nos vamos ao café perto de Saldanha, chama-se "Grillo". Depois vamos ao cinema ver um filme.
Até logo

Nome

Commentary

Task well accomplished: event characteristics very clear. Minor linguistic errors for this level (e.g. Está, nos vamos) do not obstruct communication

Score allocated

Band 4 (on the 5 band scale)

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Centro de Avaliação de Português Língua Estrangeira, Universidade de Lisboa
Sample Test Tasks

Report on analysis of	DEPLE (Writing)
Target language of this test	Portuguese
Target level (CEFR) of this test	B1
Task number/name	Writing – question 1

General Information about the writing component *

3	Number of tasks in the writing paper	2
4	Integration of skills	Writing (with written input)
5	Total test time	60 minutes
6	Target performance level	B1
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

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The suite of examinations in Portuguese was first administered in 1999. These examinations are recognised by the Ministries of Foreign Affairs and Education. Diploma Elementar de Português Língua Estrangeira (DEPLE) is a general Portuguese qualification, part of the Universidade de Lisboa main-suite examinations. The examination is set at level B1 of the CEFR and it recognises general ability to interact in predictable written and spoken communication relating to everyday, working or studying contexts.

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

Candidature

DEPLE is taken by 100 candidates per year in over 50 examination centres in 28 countries. Near 600 candidates sat for this examination between 1999 and 2005.

Structure of the Test

This examination consists of four components: Reading, Writing, Listening and Speaking.

Each of these four parts is equally weighted at 25%. There are four possible grades in DEPLE: three pass grades (Muito Bom, Bom, Suficiente) and one fail grade (Insuficiente). Candidates must achieve at least 55% of the total marks.

Results are based on candidate's aggregate scores across the four components.

DEPLE Writing component

This component has a fixed format, with two parts.

Part 1 – candidates are required to write a short (approx. 110-130 words), informal letter or message relating to communication within professional, private, public or education domains.

Part 2 – candidates are required to write a message (approx. 50-70 words), of an authentic type. The instructions indicate the type of message required, who it is for and what kind of information should be included. This task requires an ability to produce written Portuguese at sentence and text level.

Specific Information about the example task

Mark distribution

Candidates' texts are matched to band descriptors (0 to 5) describing performance on pragmatic (task appropriateness) and organizational competence (textual and grammatical).

Task Rating

The rating scale takes the form of band descriptors from 0-5. Band scores 1-5 are subdivided into 3 categories: appropriateness, grammatical accuracy and textual organization. Non-impeding errors whether in spelling, grammar or punctuation, will not necessarily affect a candidate's mark, whereas errors, which interfere with communication or cause a breakdown in communication will be treated more seriously.

Effective Level

DEPLE tasks are trailed using students learning Portuguese and who may also be preparing to take the examination in a near future. This pre-test population represents the profile of candidates taking this examination.

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Sample task:

Teve uma proposta para mudar de trabalho e vai aceitá-la. Como o trabalho é noutra cidade, também vai mudar de casa.

Escreva uma mensagem de despedida para os seus colegas.

Na mensagem deve:

- informar sobre as mudanças na sua vida e explicar por que razão/razões aceitou o trabalho
- convidar os seus colegas para um jantar

O texto deve ter uma extensão de cerca de 110-130 palavras.

Escreva o texto na folha de respostas.

i) Task input/prompt		
9	Rubrics and instructions are in...	Portuguese
10	Language level of rubric	B1
11	Time for this task	Not specified
12	Control/guidance	Controlled
13	Content	Yes
14	Discourse mode	Letter (personal)
15	Audience	Friend, acquaintance
16	Type of input	Textual
17	Topic	Relations with other people
18	Integration of skills	Writing (with written input)

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ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	110-130
20	Rhetorical function(s)	Reporting event, explanation, invitation
21	Register	Informal
22	Domain	Personal
23	Grammar	Mainly simple structures
24	Vocabulary	Mainly frequent vocabulary
25	Cohesion	Limited use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Reproduction of known ideas only
29	Content knowledge	Common general, non-specialised
30	Task purpose	Referential

iii) Rating of Task		
31	Known criteria	No
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Grammatical accuracy; cohesion and coherence; lexical control; content; orthography; development of ideas, effect on target teacher
34	Number of raters	2

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iv) Feedback to candidates		
35	Quantitative feedback	Exam specific grade
36	Qualitative feedback	Upon request

Example answer

Caros colegas,
Como estão?
Tive uma proposta para mudar de trabalho e vou aceitá-la. Como eu gosto muito de aventuras na vida, decidi de mudar de trabalho. Porém, o trabalho é noutra cidade e portanto, também vou mudar de casa. Vão surgir algumas mudanças na minha vida, por exemplo, o horário de trabalho vai ser mudado sempre e talvez precise de participar em muitas actividades nocturnas. Aceito o novo trabalho porque vou ter muitas oportunidades de viajar por vários países e é possível ter muitas folgas. Antes de mudar de casa, queria convidá-los para um jantar num restaurante chinês. Entretanto nós podemos despedir-nos e divertir-nos. O que pensam? Mandem-me uma mensagem depois de decidir.
Beijinhos e abraços

Commentary

This a clear and well organised text. All topics are covered in the text. At this level, the text shows the candidate has a good command of grammatical and lexical items needed for these particular language functions (inform, explain, invite). Minor spelling errors do not impede communication.

Score allocated

Band 4

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Centro de Avaliação de Português Língua Estrangeira, Universidade de Lisboa
Sample Test Tasks

Report on analysis of	DIPLÉ (Writing)
Target language of this test	Portuguese
Target level (CEFR) of this test	B2
Task number/name	Writing – question 1

General Information about the writing component *

3	Number of tasks in the writing paper	2 (one compulsory, one from a choice of 3)
4	Integration of skills	Writing (with written input)
5	Total test time	75 minutes
6	Target performance level	B2
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

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The suite of examinations in Portuguese was first administered in 1999. These examinations are recognised by the Ministries of Foreign Affairs and Education. Diploma Intermédio de Português Língua Estrangeira (DIPLÉ) is a general Portuguese qualification, part of the Universidade de Lisboa main-suite examinations. The examination is set at level B2 of the CEFR.

At this level, users gain independence that allows them to deal with a variety of written and oral communication. They have already developed linguistic mechanisms

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

of communication, which allow a degree of flexibility and an ability to deal with the unexpected. The use of appropriate communicative strategies and awareness of register and social conventions allow them to be socioculturally adequate and therefore more competent in task fulfilment.

This level allows users to work in contexts in which Portuguese is the language of communication as well as in contexts in which it is only the language of work. This level also allows users to follow academic courses.

Candidature

DIPLE is taken by 140 candidates per year in over 50 examination centres in 28 countries. 1000 candidates sat for this examination between 1999 and 2005.

Structure of the Test

This examination consists of five components: Reading, Writing, Structural Competence, Listening and Speaking.

Each component carries 20% of the total marks. There are four possible grades in DIPLE: three pass grades (Muito Bom, Bom, Suficiente) and one fail grade (Insuficiente). Candidates must achieve at least 55% of the total marks.

Results are based on candidate's aggregate scores across the five components.

DIPLE Writing component

This component has a fixed format, with two parts.

Part 1

This part comprises a task in which candidates are required to write a text (approx.150-180 words), usually a (formal or informal) letter in response to request for action or to initiate action. The range of functions of this letter may include giving information, requesting information, making complaints, correction or suggestions requiring feedback, persuasion, argumentation, etc. Common letter-writing conventions, specially opening and closing greetings and paragraphing are required. It is not necessary to include postal addresses.

Part 2

The second part consists of a text on one topic (chosen by the candidate out of 3 given topics). This text is 150-180 words long and of a descriptive, narrative or argumentative type, on topics which candidates can relate to their personal experience.

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Specific Information about the example task

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Mark distribution

Candidates' texts are matched to band descriptors (0 to 5) describing performance on pragmatic (task appropriateness) and organizational competence (textual and grammatical).

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Task Rating

The rating scale takes the form of band descriptors from 0-5. Band scores 1-5 are subdivided into 3 categories: appropriateness, grammatical accuracy and textual organization. Non-impeding errors whether in spelling, grammar or punctuation, will not necessarily affect a candidate's mark, whereas errors, which interfere with communication or cause a breakdown in communication will be treated more seriously.

Effective Level

DIPLE tasks are trialled using students learning Portuguese and who may also be preparing to take the examination in a near future. This pre-test population represents the profile of candidates taking this examination.

Sample task:

Escreva uma carta dirigida a uma empresa de publicidade, candidatando-se ao lugar de relações públicas. Dê elementos referentes à sua identificação, fale um pouco de si, refira alguma actividade profissional que já tenha tido e apresente argumentos que levem a empresa a optar por si no momento da selecção. O seu texto deve ter uma extensão de cerca de 150-180 palavras. Escreva o texto na folha de respostas.

i) Task input/prompt		
9	Rubrics and instructions are in...	Portuguese
10	Language level of rubric	B2
11	Time for this task	Not specified (estimate: 35-40 minutes)
12	Control/guidance	Controlled
13	Content	Content is specified
14	Discourse mode	Letter (business)
15	Audience	Employer
16	Type of input	Textual
17	Topic	Work
18	Integration of skills	Writing

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ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	150-180
20	Rhetorical function(s)	Exposition, argumentation, persuasion
21	Register	Formal
22	Domain	Occupational
23	Grammar	Limited range of complex structures
24	Vocabulary	Extended vocabulary
25	Cohesion	Competent use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Common general, non-specialised
30	Task purpose	Referential

iii) Rating of Task		
31	Known criteria	No
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Content, grammatical accuracy, cohesion and coherence, lexical control, orthography, development of ideas, effect on target reader
34	Number of raters	2

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iv) Feedback to candidates		
35	Quantitative feedback	Exam specific grade
36	Qualitative feedback	Upon request

Example answer

Exmo. Senhor Gonçalves,
Vi no jornal de ontem o seu anúncio e escrevo-lhe para me candidatar ao lugar de relações públicas do que falou. Sou uma rapariga italiana e tenho 24 anos. Licenciiei-me há alguns meses em relações públicas na universidade de Milão. Conheço bastante bem a sua empresa de publicidade porque uma amiga minha já trabalhou com você e contou-me coisas sobre o tipo de trabalho em que a empresa está especializada. Eu trabalhei numa empresa de serviços informáticos no mesmo lugar que está a oferecer durante os últimos dois anos da universidade, mas o meu sonho sempre foi trabalhar no campo da publicidade. Os meus estudos também concentraram-se sobre este assunto. O meu trabalho de fim de curso foi sobre as relações entre a publicidade e os novos meios de comunicação. Por isso também acho que seja uma boa possibilidade para mim poder trabalhar na produção de textos pela internet. Além disso, conheço muito bem a língua inglesa por ter estudado em Londres três anos e devido ao meu trabalho passado tenho óptimos conhecimentos informáticos.
Com os meus melhores cumprimentos

Commentary

This text presents all topics required. It is well organised and good internal cohesion facilitates delivery of information. Appropriate grammar and vocabulary to the task and language level required. Minor syntactic (“também concentraram-se sobre”, “também acho que seja uma boa”), and spelling (“conhecimentos”) errors.

Score allocated

Band 4

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Centro de Avaliação de Português Língua Estrangeira, Universidade de Lisboa
Sample Test Tasks

Report on analysis of	DAPLE (Writing)
Target language of this test	Portuguese
Target level (CEFR) of this test	C1
Task number/name	Writing – question 1

General Information about the writing component *

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

Background to the Examination

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The suite of examinations in Portuguese was first administered in 1999. These examinations are recognised by the Ministries of Foreign Affairs and Education. Diploma Avançado de Português Língua Estrangeira (DAPLE) is a general Portuguese qualification, part of the Universidade de Lisboa main-suite examinations. The examination is set at level C1 of the CEFR. Language users should be able to interact with confidence and ease using lexical, syntactic and semantic features adequate for oral and written communication at this level. They are more aware of the an intrinsic

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

relationship between language and culture, namely, through idiomatic expressions describing people and events, language functions with cultural references and the need to communicate in a culturally accepted way. They are able to use the language in a creative and flexible way with the ability to respond appropriately in both predictable and unpredictable contexts.

This level allows users to work in contexts in which Portuguese is the language of communication as well as in contexts in which it is only the language of work. This level also allows users to follow academic courses.

Candidature

DAPLE is taken by 125 candidates per year in over 50 examination centres in 28 countries. 750 candidates sat for this examination between 1999 and 2005.

Structure of the Test

This examination consists of five components: Reading, Writing, Structural Competence, Listening and Speaking.

Each component carries 20% of the total marks. There are four possible grades in DAPLE: three pass grades (Muito Bom, Bom, Suficiente) and one fail grade (Insuficiente). Candidates must achieve at least 55% of the total marks.

Results are based on candidate's aggregate scores across the five components.

DAPLE Writing component

This component has a fixed format, with two parts.

Part 1

This part comprises a task in which candidates are required to write a text of approx. 200-230 words, usually a (formal or informal) letter in response to request for action or to initiate action. The range of functions of this letter may include giving information, requesting information, making complaints, correction or suggestions requiring feedback, persuasion, argumentation, etc. Common letter-writing conventions, specially opening and closing greetings and paragraphing are required. It is not necessary to include postal addresses.

Part 2

The second part consists of a text on one topic (chosen by the candidate out of 3 given topics). This text is 200-230 words long and of a descriptive, narrative or argumentative type, on topics which candidates can relate to their personal experience.

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Specific Information about the example task

Mark distribution

Candidates' texts are matched to band descriptors (0 to 5) describing performance on pragmatic (task appropriateness) and organizational competence (textual and grammatical).

Task Rating

The rating scale takes the form of band descriptors from 0-5. Band scores 1-5 are

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subdivided into 3 categories: appropriateness, grammatical accuracy and textual organization. Non-impeding errors whether in spelling, grammar or punctuation, will not necessarily affect a candidate's mark, whereas errors, which interfere with communication or cause a breakdown in communication will be treated more seriously.

Effective Level

DAPLE tasks are trialled using students learning Portuguese and who may also be preparing to take the examination in a near future. This pre-test population represents the profile of candidates taking this examination.

Sample task:

Há duas semanas, enviou uma carta registada, contendo documentos importantes, para o seu banco, mas a carta ainda não chegou ao destino, facto que lhe causou graves problemas.

Apresente a sua reclamação explicando os problemas que tal situação lhe causou e expondo claramente o que pretende dos Correios.

Escreva a reclamação no formulário que encontra na folha de respostas. O texto deve ter uma extensão de cerca de 200-230 palavras.

i) Task input/prompt		
9	Rubrics and instructions are in...	Portuguese
10	Language level of rubric	C1
11	Time for this task	Not specified (estimate: 45 minutes)
12	Control/guidance	Semi-controlled
13	Content	Yes
14	Discourse mode	Letter (complaint)
15	Audience	Company manager
16	Type of input	Textual

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ii) Response (description of written response elicited by the prompt(s)/input)		
17	Topic	Services
18	Integration of skills	Writing (with written input)
19	Number of words expected	200-230
20	Rhetorical function(s)	Description, making complaints, demanding
21	Register	Formal
22	Domain	Public
23	Grammar	Wide range of complex grammatical structures
24	Vocabulary	Wide range of advanced vocabulary
25	Cohesion	Advanced use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Wide range of non-specialised knowledge areas
30	Task purpose	Referential, emotive, conative

iii) Rating of Task		
31	Known criteria	No
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Content, grammatical accuracy, cohesion and coherence, lexical control, orthography, development of ideas, effect on target reader
34	Number of raters	2

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iv) Feedback to candidates		
35	Quantitative feedback	Exam specific grade
36	Qualitative feedback	Upon request

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Example answer

Morada

Remetente

Morada

Destinatário

Data

Exmos. Senhores,

Há duas semanas enviei pela agência central dos correios em Almada uma carta Registada destinada a uma empresa multimédia francesa. Segundo a empregada dos correios, a carta era suposta chegar a França dentro de três dias úteis.

Ficando por mais de uma semana à espera que a empresa recebesse e respondesse à minha carta, dei-me conta de que algo não estava a correr bem. Portanto, fui aos correios informar-me sobre o trajecto da minha carta, quando os empregados se aperceberam que a carta se tinha desaparecido.

Trata-se de uma carta de candidatura a um lugar de estagiário, acompanhada por uma carta de motivação. Esse estágio era-me indispensável para a obtenção do meu mestrado.

Se eu tivesse sabido mais cedo que a carta estava perdida, teria enviado outra à empresa enquanto ainda tivesse tempo. Todavia, por causa deste atraso perdi a data-limite para me candidatar a esse estágio, o que talvez impeça que eu obtenha o meu diploma a horas. Por isso, acho conveniente que os correios Pleo menos me reembolsem o dinheiro gasto pelo envio desta carta registada. Esperando que estes erros sejam evitados no futuro e aguardando uma resposta eficaz da vossa parte, saúdo-vos com os melhores cumprimentos.

Atentamente

Envio anexa a factura de envio.

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Commentary

Well organised text. Good use of cohesion devices. 3 minor errors (*desaparecer-se*, “*era suposta chegar*”, “*ficando por mais de*”) do not affect good command of syntactic features at sentence and text level. Good command of vocabulary. Good effect on reader.

Score allocated

Band 4



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Centro de Avaliação de Português Língua Estrangeira, Universidade de Lisboa
Sample Test Tasks

<i>Report on analysis of</i>	DUPLE (Writing)
<i>Target language of this test</i>	Portuguese
<i>Target level (CEFR) of this test</i>	C2
<i>Task number/name</i>	Writing – question 1

General Information about the writing component *

3	Number of tasks in the writing paper	2 (one compulsory, one from a choice of 3)
4	Integration of skills	Writing (with written input)
5	Total test time	105 minutes
6	Target performance level	C2
7	Channel	Handwritten
8	Purpose	General proficiency

Background to the Examination

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The suite of examinations in Portuguese was first administered in 1999. These examinations are recognised by the Ministries of Foreign Affairs and Education. Diploma Universitário de Português Língua Estrangeira (DUPLE) is a general Portuguese qualification, part of the Universidade de Lisboa main-suite examinations. The examination is set at level C2 of the CEFR. Users are able to use the language in a creative and flexible way with the ability to respond appropriately in both predictable and unpredictable contexts. Restrictions to language use may derive from very

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

contextualised vocabulary, grammar or pronunciation.

This level allows users to work in contexts in which Portuguese is the language of communication as well as in contexts in which it is only the language of work. This level also allows users to follow academic courses.

Candidature

DUPLE is taken by 90 candidates per year in over 50 examination centres in 28 countries. 600 of candidates sat for this examination between 1999 and 2005.

Structure of the Test

This examination consists of five components: Reading, Writing, Structural Competence, Listening and Speaking.

Each component carries 20% of the total marks. There are four possible grades in DUPLE: three pass grades (Muito Bom, Bom, Suficiente) and one fail grade (Insuficiente). Candidates must achieve at least 55% of the total marks.

Results are based on candidate's aggregate scores across the five components.

DUPLE Writing component

This component has a fixed format, with two parts.

Part 1

This part comprises a task in which candidates are required to write a text of approx.250-280 words, usually a (formal or informal) letter in response to request for action or to initiate action. The range of functions of this letter may include giving information, requesting information, making complaints, correction or suggestions requiring feedback, persuasion, argumentation, etc. Common letter-writing conventions, specially opening and closing greetings and paragraphing are required. It is not necessary to include postal addresses.

Part 2

The second part consists of a text on one topic (chosen by the candidate out of 3 given topics). This text is 250-280 words long and of a descriptive, narrative or argumentative type, on topics which candidates can relate to their personal experience.

Specific Information about the example task

Mark distribution

Candidates' texts are matched to band descriptors (0 to 5) describing performance on pragmatic (task appropriateness) and organizational competence (textual and grammatical).

Task Rating

The rating scale takes the form of band descriptors from 0-5. Band scores 1-5 are subdivided into 3 categories: appropriateness, grammatical accuracy and textual organization. Non-impeding errors whether in spelling, grammar or punctuation, will not necessarily affect a candidate's mark, whereas errors, which interfere with communication or cause a breakdown in communication will be treated more seriously.

Effective Level

DUPLE tasks are trialled using students learning Portuguese and who may also be preparing to take the examination in a near future. This pre-test population represents the profile of candidates taking this examination

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Sample task:

Está aberto o concurso para apresentação de projectos nas áreas das ciências, letras, artes e desporto. O projecto a apresentar deve ter como parceiro um país de língua portuguesa.

Escreva o resumo de um projecto mencionando o seguinte: a área em que se insere, objectivos, benefícios para os parceiros, razões por que acredita dever o seu projecto ser seleccionado.

O seu texto deve ter uma extensão de cerca de 250–280 palavras.

i) Task input/prompt		
9	Rubrics and instructions are in...	Portuguese
10	Language level of rubric	C2
11	Time for this task	Not specified (estimate: 45 minutes)
12	Control/guidance	Semi-controlled
13	Content	Yes
14	Discourse mode	Letter (project application)
15	Audience	Project assessor
16	Type of input	Textual
17	Topic	Education
18	Integration of skills	Writing (with written input)

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ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	250-280
20	Rhetorical function(s)	Description, exposition, argumentation
21	Register	Formal
22	Domain	Public
23	Grammar	Wide range of complex grammatical structures
24	Vocabulary	Wide range of advanced vocabulary
25	Cohesion	Advanced use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Wide range of non-specialised knowledge areas
30	Task purpose	Referential, conative

iii) Rating of Task		
31	Known criteria	No
32	Task rating method	Descriptive scale (band descriptors)
33	Assessment criteria	Grammatical accuracy; cohesion and coherence; lexical control; content; orthography; development of ideas, effect on target teacher
34	Number of raters	2

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iv) Feedback to candidates		
35	Quantitative feedback	Exam specific grade
36	Qualitative feedback	Upon request

Example answer

Ex.mos Senhores,

À sequência do anúncio que VV. Ex.as publicaram no Diário de Notícias do dia 25 de Julho p.p., pelo que diz respeito à abertura do concurso para apresentação de projectos nas áreas das ciências, letras, artes e desporto, que tenham como parceiro um país de língua portuguesa, venho por este meio apresentar aos Senhores um esboço do meu projeto, que bem se inseriria na área da literatura como na da arte.

O projecto visa, numa óptica "multicultural", à intensificação dos contactos entre as universidades europeias. Para tal, tratar-se-ia de seleccionar os alunos lusófonos das Faculdades lisboetas mais competitivos nessas disciplinas para lhes oferecerem a oportunidade de ganhar algum dinheiro trabalhando como acompanhantes de turmas de estudantes estrangeiros – nomeadamente europeus – que chegam a Lisboa em ocasião dos cursos de verão, pelas cidades portuguesas literariamente e artisticamente mais relevantes.

Uma vez acabado o trabalho, que poderá ser da duração de um, dois o três meses, os alunos lusófonos deverão apresentar um relatório, o que lhes vai servir para ter facilidades, a definir pela docência da mesma Faculdade, no momento de eles fizerem mais um exame universitário nas disciplinas para as quais desenvolveram o papel de guias.

Acho que o meu poderia ser um projecto interessante porque, além de oferecer uma ajuda material aos estudantes lusófonos, favoreceria não só a entabuação de relações humanas, mas também desenvolveria intercambios culturais de alto nível.

Na esperança que tenham interesse no meu projecto, fico aos dispôr de VV. Exas. Para fornecer qualquer pormenor e despeço-me por ora,

Com os mais cordiais cumprimentos

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Commentary

Task well organised. All topics covered. Grammatical accuracy still in need of improvement.

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Score allocated

Band 3

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