



REPUBLIC OF ESTONIA
EDUCATION AND YOUTH AUTHORITY

English Language Exams in 2020/2021

Kristel Kriisa

Pärnu, August 2021

Harno – Haridus- ja Noorteamet Education and Youth Board

- SA Innove
- SA Archimedes
- Hariduse Infotehnoloogia Sihtasutus (HITSA)
- Eesti Noorsootöö Keskus (ENTK)

www.harno.ee

Innove's website is not updated anymore
Emails are forwarded but with a delay

English exams 2020/2021

- Y9 exam
- Y12 exam
- C1 Advanced
- CB pilot tests



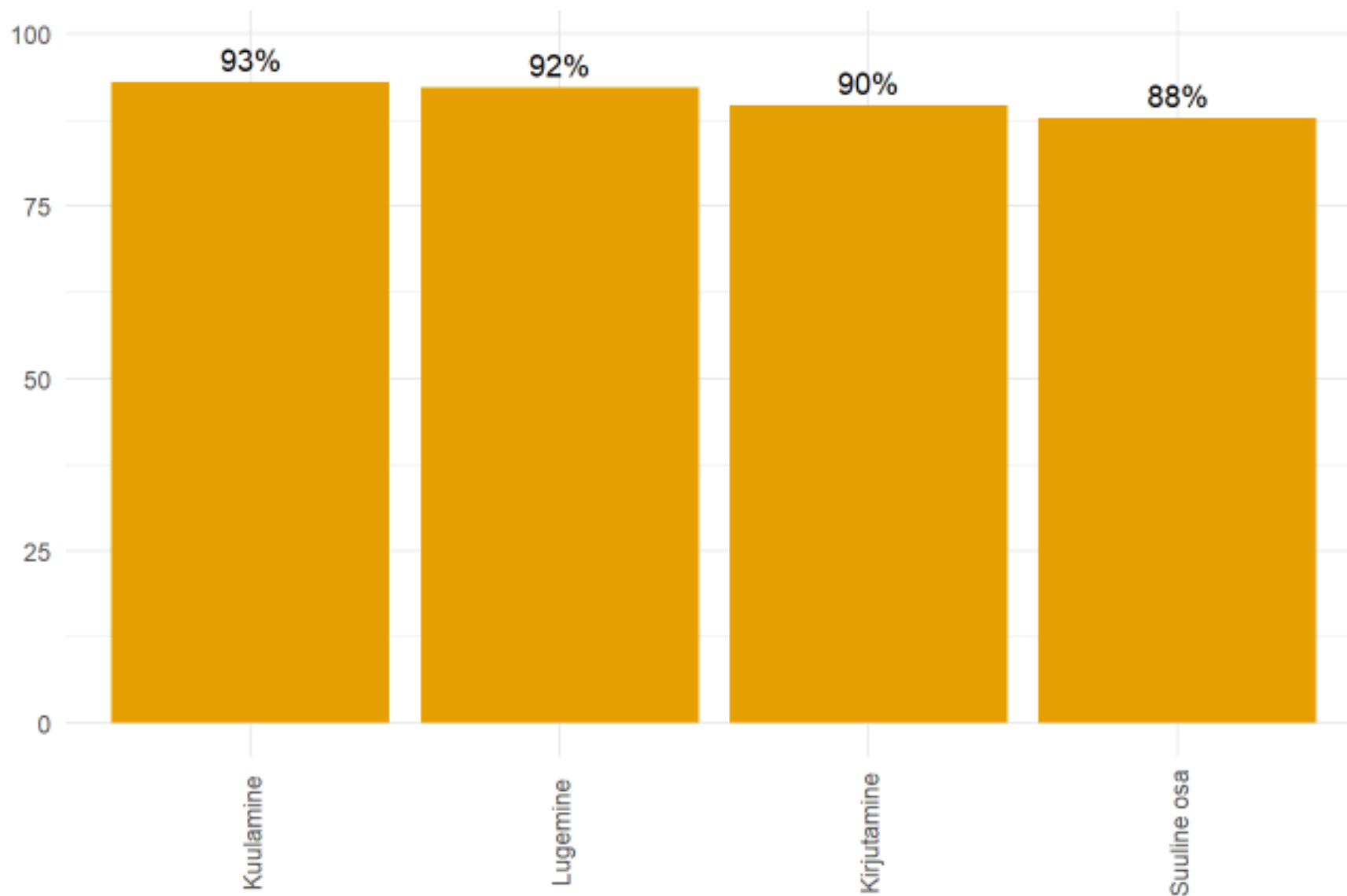
Y9 exam (B1)

| | <u>Tasks</u> | <u>Time</u> | <u>Points</u> |
|--------------------------------|--------------|-------------|---------------|
| <u>Listening comprehension</u> | 4 | 30 min | 25 |
| <u>Reading comprehension</u> | 4 | 60 min | 30 |
| <u>Writing paper</u> | 2 | 45 min | 25 |
| <u>Speaking test</u> | 2 | 15 min | 20 |
| <u>Total</u> | | 2h 30 min | 100 |

Y9 exam (B1)

| | Test takers | Mean score | Standard deviation |
|-------------|--------------------|------------|--------------------|
| 2014 | 3 666 | 88.2 | 10.7 |
| 2015 | 3 890 | 86.1 | 11.5 |
| 2016 | 4 382 | 87.9 | 9.6 |
| 2017 | 4 484 | 88.7 | 10.3 |
| 2018 | 4 701 | 90.7 | 8.3 |
| 2019 | 5 058 | 91.7 | 8.9 |
| 2020 | 5 874 (registered) | ? | ? |
| 2021 | 6 453 | 90.8 | 10.9 |

Y9 exam (B1)



Y9 – 2022

- 14 June 2022 (written paper)
- 14–16 June 2022 (speaking)
- Students need to inform the school by 1 February 2022

Y9 exam (B1)

- kaia.norberg@harno.ee
- 735 0684

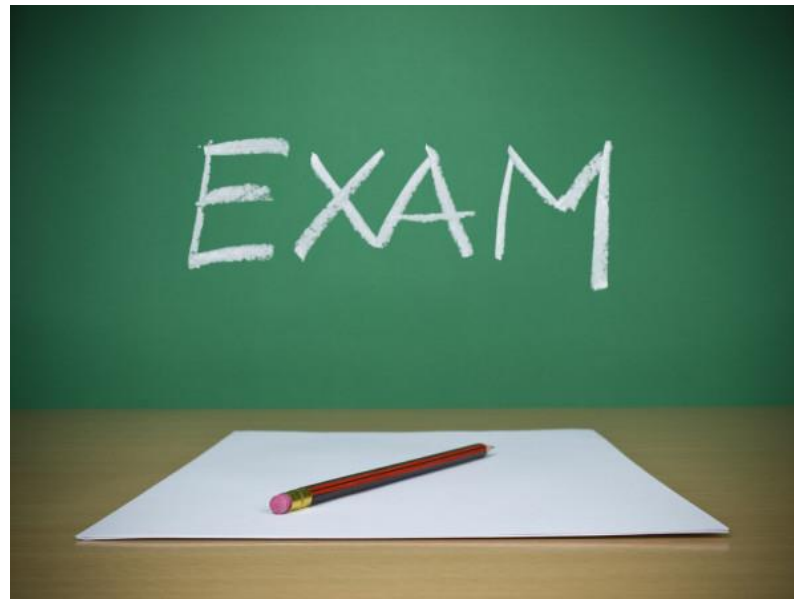
Y12 exam (B1/B2)

| | <u>Tasks</u> | Time | <u>Points</u> |
|---|---------------------|-------------|----------------------|
| <u>Writing</u> | 2 | 90 min | 25 |
| <u>Listening comprehension</u> | 5 | 40 min | 25 |
| <u>Reading comprehension</u> | 7 | 90 min | 30 |
| <u>Speaking</u> | 2 | 15 min | 20 |
| <u>Total</u> | | 3 h 55 min | 100 |

Y12 exam (B1/B2)

4 874 students registered in spring 2020

- 26 September 2020
 - 250 registered
 - 128 attended



Y12 exam (B1/B2)

- 3 sessions in spring 2021
 - 7 May – 3 071 students (1 360 absent)
 - 26 May – 40 students
 - 21 June – 3 students

Y12 exam (B1/B2)

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Test takers | 7 695 | 7 186 | 6 915 | 6 479 | 6 189 | 6 540 | 4 874 | 3 071 |
| Mean score | 67.5 | 66.7 | 63.8 | 70.0 | 74.7 | 71.8 | ? | 69.4 |
| Standard deviation | 21.0 | 22.0 | 20.9 | 21.5 | 20.2 | 21.7 | ? | 17.6 |
| Lowest score | 0 | 1 | 1 | 4 | 0 | 4 | ? | 0 |
| Highest score | 100 | 100 | 99 | 100 | 100 | 100 | ? | 99 |

Y12 exam (B1/B2)

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|-----------|-------|-------|-------|-------|-------|-------|------|-------|
| Writing | 59.6% | 62.9% | 58.0% | 65.1% | 66.1% | 70.7% | ? | 64.2% |
| Listening | 68.0% | 64.3% | 63.4% | 66.2% | 78.3% | 65.6% | ? | 65.8% |
| Reading | 65.3% | 62.6% | 60.1% | 71.6% | 76.0% | 72.3% | ? | 71.1% |
| Speaking | 79.5% | 80.1% | 76.9% | 78.5% | 78.9% | 79.8% | ? | 77.6% |

Y12 exam (B1/B2)

| CEFR level | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------------|------|------|------|------|------|------|------|------|
| Not achieved | 21% | 23% | 26% | 19% | 14% | 18% | ? | 14% |
| B1 | 32% | 32% | 35% | 29% | 24% | 25% | ? | 40% |
| B2 | 47% | 45% | 38% | 52% | 62% | 57% | ? | 46% |

Y12 exam (B1/B2)

- Number of appeals – 16
 - score not changed – 13
 - score lowered by 4–5 points (speaking test) – 3

WRITING PAPER

- 2 tasks
 - letter (120 words)
 - report (200 words)
- Team of assessors – 23
- Each paper marked twice
- Number of papers marked three times: 100 (3.3%)

Task 1 *(9 points)*

LETTER

You have just returned from a trip to Ireland, where you stayed in private accommodation. You think you left your memory stick at the house where you stayed. Write to your landlady, Mary Robinson, commenting on your stay and telling her about your problem. Suggest where she might look for your memory stick and what she should do with it if she finds it.

Use the **pen name** Mari/Mart Mets for yourself. **Do not** write any addresses. You should write around **120 words.**




Salutation & sign-off:

Dear Mrs/Ms Robinson
Yours sincerely

Dear Mary
All the best/Best regards

NOT

Dear Sir/Madam
Yours faithfully



Aspects

- commenting on the stay
- mentioning the problem
- where she might look for the memory stick
- what she should do with the memory stick

Marking scale

| | Task Completion | Vocabulary | Grammar |
|---|---|---|--|
| 3 | All four aspects of the task mentioned and at least three expanded. Clear organisation (information grouped into paragraphs logically). Correct format (minor slips allowed). | Appropriate, task-specific vocabulary with a few slips. Appropriate tone and register. Correct spelling. | Grammatically correct, with a few slips. Complex sentences and structures correctly used. Punctuation mostly well managed. |
| 2 | At least three aspects of the task mentioned but only two expanded. Organisation mostly logical. Mostly correct format (Salutation and sign-off inappropriate or one missing). Some irrelevant remarks. | Basic vocabulary well controlled but less common vocabulary faulty or lifted from the task. Tone and register mostly appropriate. Some spelling mistakes. | Basic grammar well controlled. Mistakes in complex sentences and structures. Several grammar and/or punctuation mistakes. |
| 1 | All aspects of the task mentioned but only one or none expanded OR fewer than three aspects mentioned. Organisation not logical. Faulty format (does not look like a letter; salutation and sign-off inappropriate or missing). Significant amount of irrelevant information. | Vocabulary limited. Frequent incorrect use. Inappropriate tone and register. Vocabulary and spelling mistakes make comprehension problematic. | Limited range of grammar. Frequent incorrect use. Grammar and punctuation mistakes make comprehension problematic. |
| 0 | The task has been misunderstood. Fewer than 60 words. | Vocabulary and spelling mistakes make comprehension impossible. | Grammar and punctuation mistakes make comprehension impossible. |
| | Ignores the task. Plagiarised work. | | |

Sample letter

Dear Ms Robinson

I am writing to thank you for your amazing accommodation where I got a chance to stay for a week. I enjoyed every minute of staying there and I would come back any time if possible.

When I got back and started unpacking I realised that I had left my memory stick at the house. Would it be possible for you to go to the house and look for it? That memory stick is very important to me and I would be very pleased if I get it back. You should look for it in the office where I used my computer. It might just be on the table or somewhere on the shelf.

If you manage to find it would it be possible if you send the memory stick to me via post? I would be very grateful. I can also pay for the sending fee.

I look forward to your fast reply and I hope the problem can be solved.

Yours sincerely
Mart Mets

Frequent spelling problems

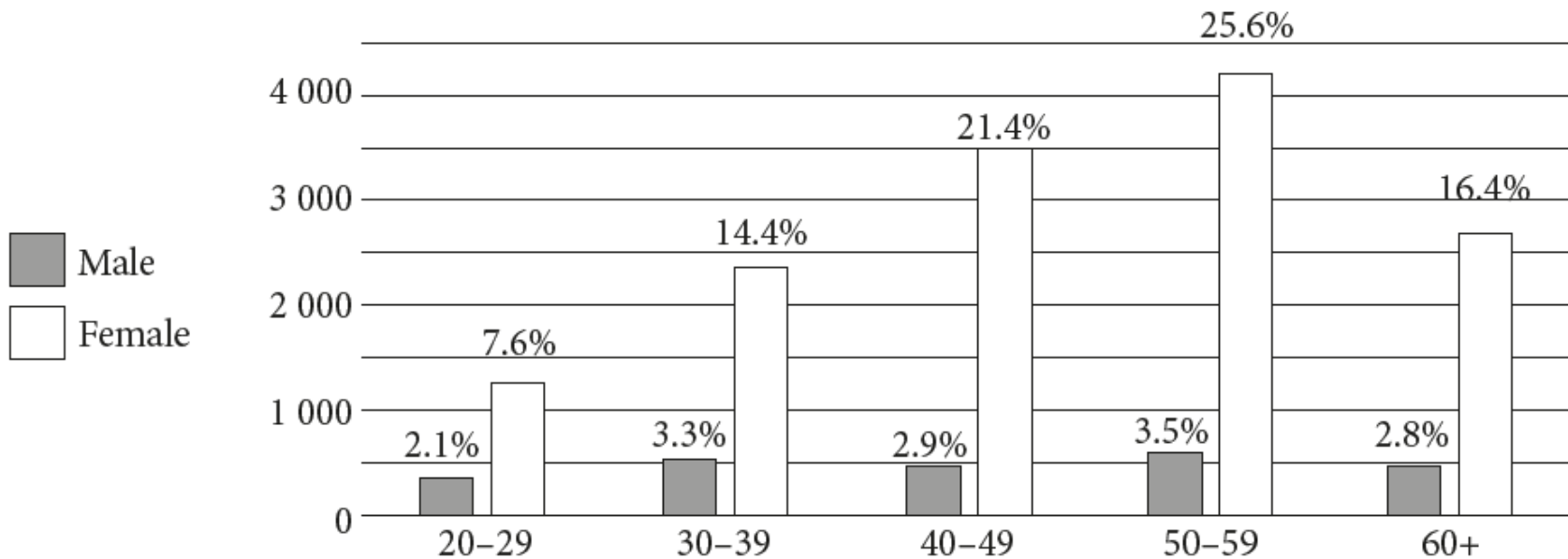
- accomodation
- privet accomondation
- exiting
- Yours facefully/fatefully/faitfully
- sincearly/sincerelly
- extreamly
- tommorow/tomorrow
- greatful/gratefull

Task 2 (16 points)

REPORT

The European Youth Forum is gathering information about schoolteachers in different European countries. They have asked you to report on the situation in Estonia. According to the Estonian Ministry of Education, there are 16 357 schoolteachers in Estonia. The chart below describes their age and gender distribution in the current academic year.

Age and gender distribution of teachers in Estonia in 2020/2021



www.haridussilm.ee

Write a report to Jane Smith, President of the Forum, using the information in the chart. Give a general overview of the situation in Estonia and speculate about the reasons for this distribution.

You should write around **200 words**. Use the pen name Mari/Mart Mets for yourself if necessary.

Marking scale

| | Task completion | Organisation | Vocabulary | Grammar |
|---|---|--|---|---|
| 4 | Purpose clear. Data discussed appropriately (general overview given). At least two possible reasons suggested. | Correct format. Clearly organised, systematic. Paragraphs have a clear focus. | Accurate and appropriate task-specific vocabulary. Appropriate tone and register. Correct spelling. | A variety of grammatical structures correctly used. Complex sentences and structures frequently used. Tenses appropriately used. Punctuation well managed. |
| 3 | Purpose generally clear. Data generally discussed well (overview given but not fully). At least one possible reason suggested. Some irrelevant remarks. | Mostly correct format. Organisation mostly logical. Some paragraphs lack focus. | Good general control of vocabulary. May be repetitive. Tone and register mostly appropriate. Some spelling mistakes. | Good general control of grammatical structures. May be repetitive. A mix of simple and complex structures. Some mistakes in complex structures. A few punctuation mistakes. |
| 2 | Purpose vague or missing. Data generally discussed well but no possible reasons suggested. OR Data discussed only partly but at least one possible reason suggested. Includes irrelevant discussion. | Organisation is evident but not always logical. Some organisational elements missing. Paragraphs lack focus. Begins or ends like a letter. | Basic vocabulary well controlled but more complex vocabulary used repetitively or lifted from the task. Tone and register inappropriate at times. Frequent spelling mistakes. | Basic grammar well controlled but used repetitively. Mistakes in complex sentences and structures. Several grammar and/or punctuation mistakes. |
| 1 | Purpose missing. Data not used in the discussion (no numbers) or misunderstood. Task partly misunderstood. Significant amount of irrelevant information. | No apparent organisation. Most organisational elements missing. No paragraphs. Formatted like a letter or an essay. | Vocabulary limited. Frequent incorrect use. Inappropriate tone and register. Vocabulary and spelling mistakes make comprehension problematic. | Limited range of grammar. Frequent incorrect use. Grammar and punctuation mistakes make comprehension problematic. |
| 0 | The task has been misunderstood. Fewer than 100 words. | No apparent organisation. | Vocabulary and spelling mistakes make comprehension impossible. | Grammar and punctuation mistakes make comprehension impossible. |
| | Ignores the task. Plagiarised work. | | | |

Sample reports

From: Mart Mets

To: Jane Smith (President of the Forum)

Date: 07.05.2021

Topic:

A report on the age and gender distribution of teachers in Estonia during the current academic year (2020/2021)

Overview

According to the Estonian Ministry of education, there are 16 354 schoolteachers in Estonia. The gender distribution is highly unbalanced - 85.4% of teachers are female and only 14.6% are male. The age distribution study has the following age ranges: 20-29, 30-39, 40-49, 50-59 and 60+.

Age distribution

It would seem that the position of a teacher ~~is~~ is favoured by people in their 40's and 50's - 24.3% of teachers are in the age range of 40-49 years old and the age range of 50-59 has 24.1% of teachers. ~~People above~~ Teachers above the age of 60 form 19.2% of teachers. Younger teachers, in the age ranges of 20-29 and 30-39, form 9.4% and 17.4% of the teachers ~~respectively~~ respectively.

The main reason for the higher population of teachers in the age range of 40-59 may be the fact, that people, who have been teaching for a longer time tend to keep their jobs. In younger age groups, such as 20-29, the amount of teachers may be small due to the ~~strong~~ strenuousness of the job, especially when you look at the low salary they receive.

Gender distribution

The gender distribution is as follows: 85.4% female and 14.6% male. This is usually caused by the subjects that are being taught at school: men usually teach P.E, woodwork, physics and/or mathematics. These subjects are only a fraction of the current subject that are being taught simultaneously and thus, are causing a landslide of a difference in the gender of teachers.

Conclusion

The uneven distribution in both age and gender may seem extreme, but given the circumstances are completely normal and in check.

Dear president of the European Youth Forum, Jane Smith.

The European Youth Forum have asked me to report on the situation about schoolteachers in Estonia. According to the Estonian Ministry of Education, there are 16 357 schoolteachers in Estonia in the current academic year.

Most Estonian schoolteachers are at the age of 50-59, which also have most male and female teachers. I think it is most common because they have learned how to teach and they ~~have~~ are smarter and know life more than younger people. There are more than 4000 female and 500 male teachers.

Least teachers are at the age of 20-29, because some just finished high school at that age or they are still ~~studying~~ studying at the collage. At this age there are most average a bit over 1000 female and less than 500 male teachers.

Most Estonian teachers are female, ~~but~~ I think it is because of experience which female have with kids, they know how to communicate with kids in different situations and also there are less male teachers because ~~most~~ men have other career opportunities and prefer something better and also want better money opportunity.

I hope this overview of Estonian schoolteachers were helpful to The European Youth Forum.

Mart Mets.

Frequent problems

- Numbers (25,5%, 25 percent)
- Mans and womans
- Some are still studing in the collage
- Men have other carrear oppurtunities
- When you look at the age range...
- The best sitsuatsion is among 20-29 years old teachers
- A majority of teachers are middleaeg or to older women
- estonias workplace enviornment
- Age does not play a big roll in a number of male teachers.
- Teachers income is kinda low
- What can be done is to advertise the ocupation of teacher to the youth, because estonia needs more teachers.



Y12 – 2022

- 3 May 2022 (written paper)
 - 4–6, 9 May 2022 (speaking)


 - 26 May 2022
 - 26–27 May 2022
-
- Students need to register by 20 January 2022

Interviewer and Assessor training

- For teachers certified before September 2019
- Certification – check <https://eis.ekk.edu.ee/eis/>
- Online solution
- Spring 2022
- Information in January (www.harno.ee)


C1 Advanced

<https://www.cambridgeenglish.org/exams-and-tests/advanced/exam-format/>


 Cambridge Assessment English

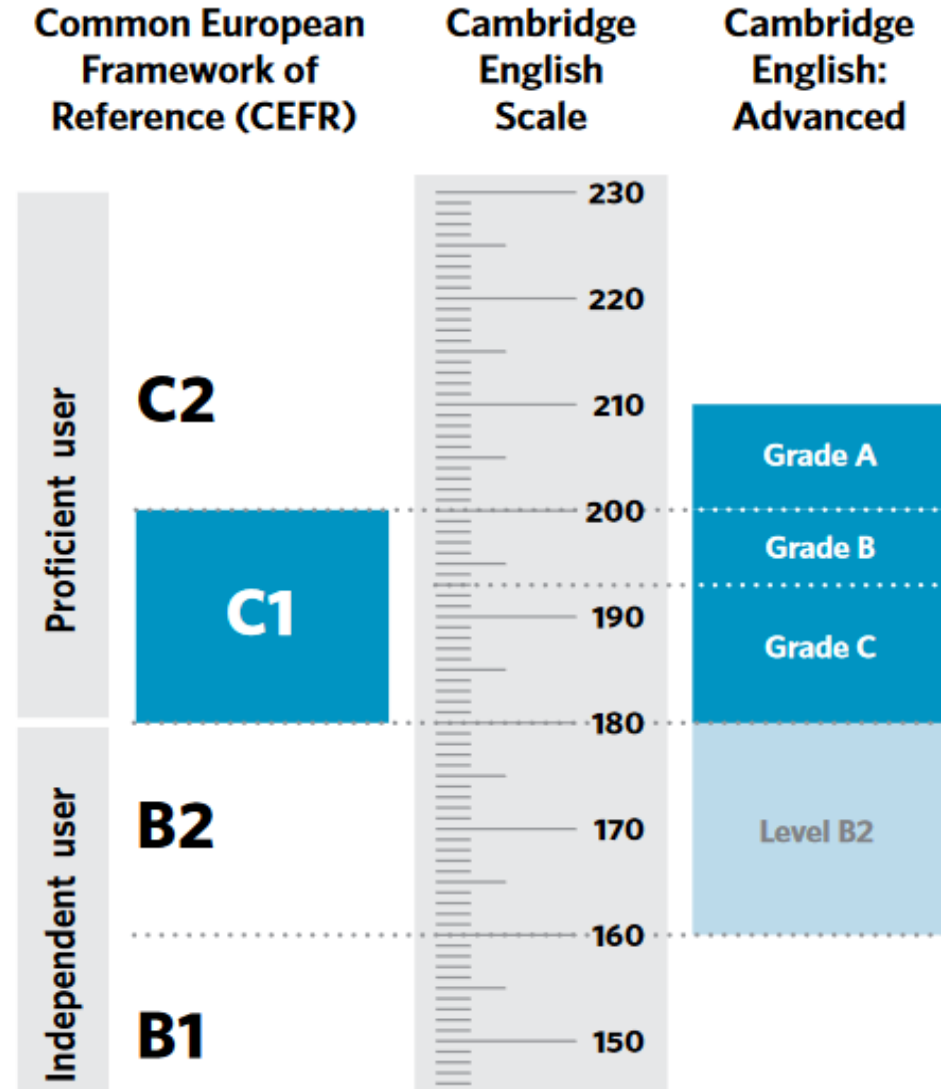

This is to certify that
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is a centre authorised by Cambridge Assessment English.

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Authorised Centre


Francesca Woodward
Chief Executive



Placement test: CEPT

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 **Cambridge Assessment**

ANNOUNCEMENT - system maintenance is scheduled for **Wednesday 04 November 2020 from 8am-4pm (UK time)** please click [here](#) for further details.

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Entry Code

OK

Or

LOGIN

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Password*

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Placement test: CEPT

- 2020/2021 – 5 955 students took the CEPT
 - Below A1 – 2
 - A1 – 17
 - A2 – 189
 - B1 – 507
 - B2 – 1 197
 - C1 or above – 4 043

C1 Advanced exam

Autumn session

- 2 430 candidates registered, 2 267 sat the exam (163 absent)

Spring session

- 1 963 candidates registered, 1 890 sat the exam (73 absent)

C1 Advanced exam 2020/2021

| Result | Autumn session | Spring session | In total |
|--------------|----------------|----------------|--------------|
| C2 | 426 | 359 | 785 (19%) |
| C1 | 1 503 | 1 249 | 2 752 (66%) |
| B2 | 317 | 267 | 584 (14%) |
| Not reported | 21 | 15 | 36 (1%) |
| | 2 267 | 1 890 | 4 157 |

C1 Advanced – results

Cambridge Assessment English

Reference No. 15BGB9615003
To be quoted on all Correspondence

Certificate in Advanced English

Statement of Results

Candidate name: **A N Example** Session: **November (CAE1) 2018**

Place of entry: **Cambridge**

| Result | Overall Score | CEFR Level |
|-----------------|---------------|------------|
| Pass at Grade C | 188 | C1 |

Results

| Grade | Score Range |
|-----------------|-------------|
| Pass at Grade A | 200 – 210 |
| Pass at Grade B | 193 – 199 |
| Pass at Grade C | 180 – 192 |
| Level B2 | 160 – 179 |

Other

X - the candidate was absent from part of the examination
Z - the candidate was absent from all parts of the examination
Pending - a result cannot be issued at present, but will follow in due course
Withheld - the candidate should contact their centre for information
Exempt - the candidate was not required to sit this part of the examination

THIS IS NOT A CERTIFICATE
Cambridge Assessment English reserves the right to amend the information given before the issue of certificates to successful candidates.

Cambridge Assessment English

Cambridge English Level 2 Certificate in ESOL International (Advanced)*

This is to certify that **A Student** has been awarded **Grade C** in the **Certificate in Advanced English** Council of Europe Level C1

Overall Score 189

| | |
|----------------|-----|
| Reading | 193 |
| Use of English | 188 |
| Writing | 183 |
| Listening | 189 |
| Speaking | 190 |

Date of Examination: **FEBRUARY UA (AM1) 2020**
Place of Entry: **CAMBRIDGE**
Reference Number: **183GB9615001**
Accreditation Number: **500/2598/3**

F. Woodward
Francesca Woodward
Chief Executive

*This level refers to the UK National Qualifications Framework

Regulated by **Ofqual**

Date of Issue: 15/02/2020
Certificate Number: 000084548

00995588

C1 Advanced 2021/2022

CAE Autumn Session: **27 November – 10 December 2021**

Written components: **27 November 2021**

Placement test (CEPT): 1–10 September 2021

CAE registration window ([EIS](#)): 14–24 September 2021

CAE Spring Session: **26 March – 8 April 2022**

Written components: **26 March 2022**

Placement test (CEPT): 1 – 21 December 2021

CAE registration window ([EIS](#)): 23 December 2021 – 20 January 2022

C1 Advanced

Candidate experience video



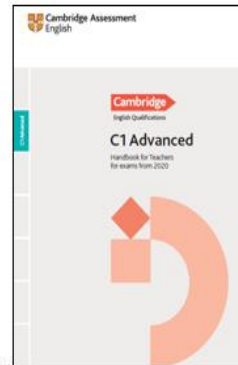
Speaking test videos with examiner comment and scores



Sample tests



Teacher handbook



Useful links and contact

<https://projektid.edu.ee/display/TH0/Cambridge+English+--+C1+Advanced>

Katriin Visamaa –
katriin.visamaa@harno.ee

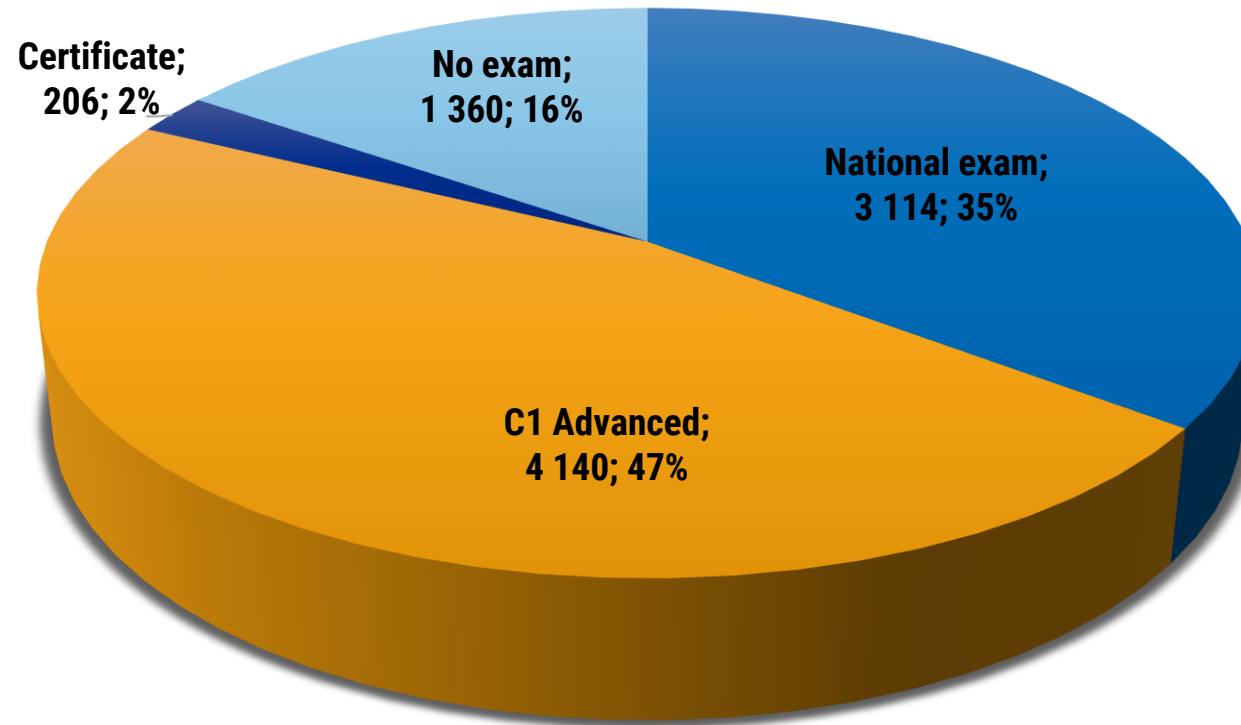
International certificates

| Certificate | |
|-----------------|------------|
| CAE | 16 |
| IELTS | 99 |
| FCE | 66 |
| TOEFL | 8 |
| CPE | 0 |
| Pearson | 17 |
| PET | 1 |
| In total | 206 |

| CEFR level | |
|------------|-----|
| B1 | 51 |
| B2 | 113 |
| C1 | 38 |
| C2 | 4 |

2021/2022: International certificates

- C2 Proficiency
 - C1 Advanced - **NB!** certificates received through Harno should not be sent to us again
 - B2 First for Schools
 - B1 Preliminary for Schools
 - IELTS
 - TOEFL
 - PTE General
-
- **20 January 2022** - student takes the certificate to his/her school; copies are made
 - **31 January 2022** - school authorities send the certificates to Harno tunnistused@harno.ee



■ RE ■ C1 Advanced ■ Certificate ■ No exam

2019 vs. 2021

| | No level | B1 | B2 | C1 | C2 |
|--------------|----------|-------|-------|------|------|
| 7 855 | 1 146 | 1 743 | 4 005 | 685 | 276 |
| | 14.6% | 22.2% | 51% | 8.7% | 3.5% |

| | No level | B1 | B2 | C1 | C2 |
|-------------------------------------|----------|-------|-------|-------|-------|
| 7 460 (+1360 absent) | 443 | 1 283 | 2 155 | 2 790 | 789 |
| | 5.9% | 17.2% | 28.9% | 37.4% | 10.6% |



PB tests vs. CB tests



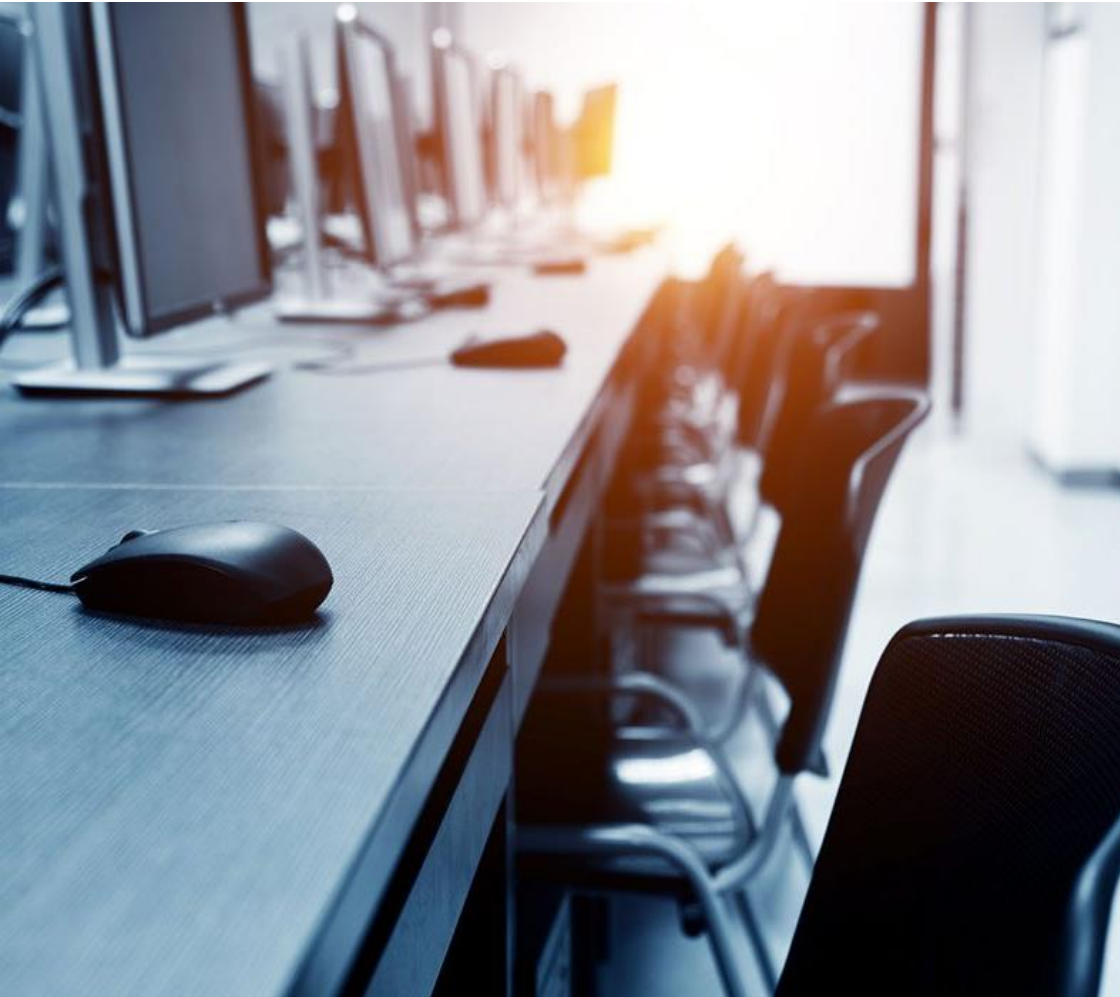
CB pilot tests

3 CB tests developed

- Y7 – A2 (4 skills)
- Y9 – B1 (3 skills)
- Y12 – B1/B2 (3 skills)



CB pilot tests 2020/2021



3 tests

- Sept – A2 (Y7)
- Oct – B1 (Y9)
- Nov – B1/B2 (Y12)

557 students

How to contact us

- **Tel 735 0500**
- **Email:** harno@harno.ee
- **Employees:** eesnimi.perenimi@harno.ee

- kristel.kriisa@harno.ee
- 53 021 628





REPUBLIC OF ESTONIA
EDUCATION AND YOUTH AUTHORITY

Thank you!

