

# PAPER 2

## WRITING

### GENERAL DESCRIPTION

<b>Paper format</b>	The paper contains two parts.
<b>Timing</b>	2 hours.
<b>No. of parts</b>	2.
<b>No. of questions</b>	Candidates are required to complete two tasks: a compulsory task in Part 1 and one task from a choice of four in Part 2.
<b>Task types</b>	From the following: newspaper and magazine articles, contributions to leaflets and brochures, notices, announcements, personal notes and messages, formal and informal letters, reports, proposals, reviews, instructions, directions, competition entries, information sheets, memos. Each task has a given purpose and a target reader.
<b>Answer format</b>	From March 2006, the questions are in a booklet with lined pages for answers. The blank pages at the back of the booklet can be used for writing notes or finishing answers, if necessary.
<b>Marks</b>	Each question on this paper carries equal marks.

### STRUCTURE AND TASKS

#### PART 1

<b>Task type and focus</b>	<p>QUESTION 1</p> <p>Task types will vary; Part 1 may require the candidate to produce one or more types of task:</p> <ul style="list-style-type: none"> <li>• an article</li> <li>• a letter</li> <li>• a report</li> <li>• a proposal</li> <li>• a note or a message</li> <li>• a memo</li> <li>• a contribution to a leaflet or brochure</li> <li>• a review</li> <li>• a competition entry</li> <li>• an information sheet</li> <li>• a notice and/or an announcement</li> <li>• instructions and/or directions.</li> </ul>
<b>Format</b>	Candidates are required to deal with input material of up to 400 words. This may include material taken from articles, leaflets, advertisements, formal and informal letters, diaries, data from surveys, etc.
<b>No. of tasks and length</b>	One compulsory task of about 250 words.

#### PART 2

<b>Task type and focus</b>	<p>QUESTIONS 2–4</p> <p>Writing one of the following:</p> <ul style="list-style-type: none"> <li>• an article</li> <li>• a letter</li> <li>• a report</li> <li>• a proposal</li> <li>• a note or a message</li> <li>• a memo</li> <li>• a contribution to a leaflet or brochure</li> <li>• a review</li> <li>• a competition entry</li> <li>• an information sheet</li> <li>• a notice and/or an announcement</li> <li>• instructions and/or directions.</li> </ul> <p>QUESTION 5</p> <p>Writing one of the following, based on experience in the world of work:</p> <ul style="list-style-type: none"> <li>• an article</li> <li>• a letter</li> <li>• a report</li> <li>• a proposal</li> <li>• a note or a message</li> <li>• a memo</li> <li>• a contribution to a leaflet or brochure</li> <li>• a review</li> <li>• a competition entry</li> <li>• an information sheet</li> <li>• a notice and/or an announcement</li> <li>• instructions and/or directions.</li> </ul>
<b>Format</b>	A situationally-based writing task specified in no more than 80 words.
<b>No. of tasks and length</b>	Four tasks from which candidates choose one. About 250 words.

# The two parts of the Writing paper



Each question on the Writing paper carries equal marks.

## Expected word length

Candidates are asked to write 250 words for each answer. The specific number of words used is not taken into account (except in band 0; see information on Assessment on page 22), as length is an integral part of task achievement. Significantly fewer words are likely to mean that the task has not been completed, whereas over-long pieces of writing may involve irrelevance or have a negative effect on the target reader. If this is the case, over-length or under-length answers will be penalised.

## Irrelevance

The examiner's first priority is to give credit for the candidates' efforts at communication, but candidates are penalised for content irrelevant to the task set.

## PART 1 – COMPULSORY TASK

*This part tests the candidate's ability to produce one or more specified task types in response to a range of input.*



Sample question and scripts: pages 20 and 24.

## Task type and focus

The task may consist of producing one or more types of writing from the list specified on page 16. The range of functions in the task may include evaluating, expressing opinions, hypothesising, justifying, persuading, prioritising, summarising, comparing and contrasting as well as advising, apologising, correcting, describing, explaining, recommending and suggesting. When the task type is a letter, the usual conventions of letter writing, specifically opening salutation, paragraphing and closing phrasing, are required but it is not necessary to include postal addresses. Candidates who do include addresses will not be penalised.

## Task format

Candidates need to base their answer on input material of up to 400 words. This input may be made up of a varied combination of texts, notes, and graphs or diagrams. The texts may include extracts from letters, articles, notes or memos, advertisements, emails, diaries or data from surveys or questionnaires. It is very important that candidates cover the function(s) specified in the rubric so that the target reader is fully informed. Candidates must read all the input material carefully, selecting that which is important. Candidates need to adopt an appropriate style, layout and register for the format (or text type) of each writing task: the overall aim of

the task being to have a positive effect on the target reader. Listing information in simple sentences is not enough; selecting the relevant information, organisation and cohesion, clear layout, balance, appropriate register, control and accuracy of language are all important features of task achievement. Evidence of range of language is also required, which means building on key words from the input rather than lifting whole segments. Part 1 tasks offer candidates the opportunity to expand on the information given and this enables them to demonstrate their range of language.

## PART 2

### Task format

The input for these four tasks is considerably less than for Part 1. Each writing task in Part 2 has a context, a purpose for writing and a target reader specified in no more than 80 words. Attention to every element in the rubric is essential for effective task achievement and candidates should also consider carefully whether the task is to be written in an informal, formal or neutral tone.

### PART 2 – QUESTIONS 2–4

*This part consists of four questions from which candidates must choose one. One of the four questions is based on business or work experience.*



Sample questions and scripts: pages 21 and 25–27.

## Task type and focus

The different task types are intended to provide frameworks for candidates so that they can put together and develop their ideas on a topic with a purpose for writing and a target reader in mind, for example:

**AN ARTICLE** is written for an English-language magazine or newsletter. The reader is assumed to have similar interests to the writer. The main purpose is to interest and engage the reader, so there should be some opinion or comment. Candidates may include some description or anecdote.

**A REPORT** is written for a superior (e.g. a boss or a teacher) or a peer group (e.g. club members, colleagues). Candidates will be expected to give some factual information and make some suggestions or recommendations of their own. A report should be clearly organised and may include headings.

**A PROPOSAL** is written for a superior (e.g. a boss or a teacher) or a peer group (e.g. club members, colleagues). Candidates will be expected to make a suggestion (or suggestions), supported by some factual information, in order to persuade the reader of a course of action. A proposal should be clearly organised and may include headings.

**A REVIEW** is written for an English-language magazine or newsletter. The reader is assumed to have similar interests to the writer. The main purpose is to express a personal opinion on something which the reader may be thinking of seeing or

buying, e.g. a film, a CD, etc. A review will normally include a recommendation to the reader.

A **COMPETITION ENTRY** is written for a judge or panel of judges. Candidates will be expected to nominate somebody for something or to propose themselves for selection for something (e.g. a grant to study). A competition entry will include some degree of persuasion and give reason(s) why the candidate's choice is best.

A **LEAFLET** is written for an audience who need instruction or help in some area. Candidates will be expected to produce clear factual information and/or advice on a topic. A leaflet should be clearly organised.

These indications of readership and purpose are not comprehensive, but are intended to provide some guidelines to the different task types. It must be stressed that specialised writing skills are not expected of candidates at this level.

## ■ PART 2 – QUESTION 5

*This consists of a contextualised writing task based on the world of work. The context is work-related and is accessible to candidates with experience of work. The task does not require specialised business knowledge. This option is included on the paper to give older candidates with some experience of work the opportunity to write something relevant to their experience and to demonstrate an appropriate range of language.*



Sample questions and scripts: pages 21 and 28.

# Preparation

## General

■ When preparing students for the examination, it is important to make sure they are familiar with the paper and the range of task types and topics. Students will need guidance on the particular features of each task type and the appropriate style and tone. An inappropriate style is not specifically penalised but may mean that the overall impression mark is adjusted.

■ Train your students to read the questions carefully, underlining the most important parts. They then need to plan an answer which addresses all the points required by the task. This will help them balance their answers so that a range of language can be demonstrated.

■ The time allowed for the Writing paper (2 hours) is designed to be sufficient for students to make brief plans and then write their two answers as clearly as possible. They should not worry if they make mistakes but they should make clear corrections so that the examiner can follow and mark what they have written.

■ Students should be warned that there is not enough time to write out a rough answer and then to write this out neatly, nor is there time to count words. Your students will need practice

in writing tasks at this level within the word limit so that they know when they have written enough in their own handwriting.

■ Students need to think carefully about who the target reader is for each task and try to write in an appropriate style and tone. Is the target reader, for example, somebody they know or a stranger or someone in a position of authority? Do they need to present difficult information politely (as in a complaint) or are they trying to persuade somebody to do something? The balance between the function(s) required by the task and the relationship with the target reader is critical.

■ When planning their writing, students will need help in balancing their answers so that one part does not dominate at the expense of another. It is important that students use effective paragraphing and they should be encouraged to develop each of the required points in a separate paragraph.

■ Linking ideas effectively is also something your students will need guidance with. Using a variety of linking words is important, as is ensuring that the flow of ideas in the writing is logical and easy for the reader to follow.

■ Students should be encouraged to use a range of complex language. If, in doing so, they make mistakes, the examiner will always give credit for the complex language attempted as long as the mistakes do not impede communication. Students will need to practise developing points as fully as possible in order to demonstrate a range of language and in using as wide a variety of vocabulary as possible by, for example, using synonyms.

■ Make your students aware of the importance of spelling and punctuation. Although spelling errors and faulty punctuation are not specifically penalised they can sometimes impede communication. If so, the overall impression mark may be adjusted. American usage and spelling are acceptable.

■ Each question on the Writing paper carries equal marks so your students should practise planning the time they spend on each question carefully.

## By part

### ■ PART 1

■ Train your students to read the opening paragraphs and instructions and to think carefully about what their role is and the purpose of the task. Who are they writing to and why? What are they trying to achieve in the task?

■ Part of the task in Part 1 is to select the appropriate information so students will need practice in reading the input, looking carefully at the task instructions and then deciding what information is relevant. They can then move on to planning their answer.

■ The opening paragraphs give a list of what is expected in the task, for example, describing what you enjoyed, explaining any problems that occurred and recommending improvements. Students must cover these functions in the

task so it is a good idea to get them to use these as informal headings for their plan so they can make sure they have something to say under each point. They should have practice deciding which material in the input is relevant to each part of the task.

■ Students are given the opportunity to expand on some of the points. They should be encouraged to use this opportunity to demonstrate a range of structure and vocabulary.

■ Students can use key words from the question but should not lift whole segments of the language. No credit is given for language which has been obviously lifted from the question. Students should therefore be given practice in using their own words when using information from the input.

## ■ PART 2

■ Part 2 will always have four different tasks. One of these will be the work question.

■ Students will have a much better chance of performing well in the task if they are familiar with the task type and the topic area of the task. It is important that students are given plenty of practice in the different task types so that they feel comfortable with them all. Students should avoid a task type if it is unsuited to their interests or experience.

■ It is worth giving students some practice in selecting which task to do. They should be encouraged to look at the task types and topic areas and to list which register, functions, grammatical structures and vocabulary are required by each task. They can then select the task where they have the most appropriate language tools to complete the task successfully.

■ Students need to be taught how to plan the task so that each point in the rubric is covered and their answers are balanced, i.e. there is not too much on one point and not enough on another.

■ Remind your students that they should not reproduce a task that they have done in class on the same topic as these rarely address the task set. It is essential that they address the points in the rubric and not just write 250 words on the topic.

■ Students should be made aware that they should not attempt the work question (Question 5) unless they have the appropriate experience of a work situation.

## Articles

A successful article interests and engages the reader, often with description, anecdote and opinion. A title is a good way of focusing the task. The use of direct or rhetorical questions also adds colour and students should be taught how to use them. Looking at examples from English-language magazines may help.

## Reports

Students need to be taught how to organise points clearly under headings, and to work on specified vocabulary areas such as transport, the environment, education, etc. They should also be able to make suggestions or recommendations.

## Proposals

Proposals are often structured in a similar way to reports and should be clearly organised under headings. Students should be taught how to make polite recommendations and suggestions and how to use a range of persuasive language.

## Reviews

Students need to be taught to give opinions and to support their opinions with an example. They should also be taught how to recommend something to someone and how to offer a negative recommendation.

## Competition entries

Competition entries need to catch the attention of the reader and to try to persuade the reader that the entry is the best. Students should be taught the language of persuasion and how to finish an entry with a strong final paragraph.

## Leaflets

A successful leaflet gets the relevant points across clearly and succinctly. It is important that the purpose of the leaflet is made clear and the information is clearly organised.

## The work question (Question 5)

This will ask students to draw on their own experiences to answer the points of the task. Students should make sure they have the necessary vocabulary and understanding of the workplace to answer the task set.

3

**Forest Manor Country Park**  
Special Offer  
**Barbecue, Disco** and use of **Swimming Pool**  
Group discounts – Phone for details  
(243757)

**The Venue Nightclub**  
**You provide the people, we provide the party!**  
Special discounts for group bookings  
Food available  
Just call 698246

**Sea Cruises around the Islands**  
Why not join us on our popular  
“Jazz and Snacks” party evenings?  
For more information call  
**Ron Bell’s Pleasure Boats**  
(Tel: 306405)

Results of Student Survey

What sort of end-of-term party do you want?

<b>Party:</b>	indoors	27%	outdoors	73%
<b>When:</b>	afternoon	3%	evening	97%
<b>Food:</b>	cold buffet	40%	hot meal	45%
<b>Music:</b>	yes	80%	no	20%
			no food	15%

Now write your **proposal** to the Principal as outlined on page 2 (approximately 250 words). You should use your own words as far as possible.

01502 W04

[Turn over

2

Part 1

- 1 You are a student in the senior class at Milton International College. It is a tradition at the college that the senior class organises an end-of-term activity, such as a party, and you have received a memo from the Principal asking you to write a proposal for this term's activity.
- Read the memo below, on which you have made some notes and, on page 3, the advertisements that the Principal has sent to you and the results of a student questionnaire. Then, **using the information appropriately**, write your proposal to the Principal, outlining the problem with last year's activity, suggesting a suitable activity for this year and requesting some more money for it.

**MEMO**

*As you know, I have only recently become Principal of Milton and I am still learning about the college. I have been told that there is always an end-of-term activity and I look forward to attending this.*

*Could you tell me what last year's party was like and whether the students would like to do the same again?*

*The attached advertisements were delivered to the school this morning – are they of any use? Let me know what you think.*

*Could you also tell me as soon as possible if the end-of-term activity can be done within the same budget as last year?*

*Thank you.*

*Anne Martini*  
(College Principal)

**Not Say why**

**Not enough - request more**

01502 W04

## PAPER 2: WRITING

## Part 2

4

## Part 2

Choose **one** of the following writing tasks. Your answer should follow exactly the instructions given. Write approximately 250 words.

- 2 You read the following announcement in a travel magazine.

**TOURISM – IS IT GOOD OR BAD FOR YOUR REGION?**

Do you think there should be more or less tourism in your region?  
What benefits does the tourist industry bring to your region?  
What would be the disadvantages of increased tourism?

Write and tell us your views.  
We will publish the most interesting articles.

Write your **article**.

- 3 You see this announcement in an international education magazine.

**BEST TEACHER COMPETITION**

*Everyone remembers their best teacher.*

We want you to nominate one of your teachers for our Best Teacher award. Send us your competition entry, telling us about the best teacher that you have ever had. Your entry should:

- describe what this teacher taught you
- explain how this teacher has influenced your life
- tell us why this teacher deserves to win the award.

Write your **competition entry**.

- 4 An international student magazine has asked its readers to send in a review of **two** different internet websites that are useful for students. Write a review for the magazine in which you compare **two** different websites, including the following points:

- what kind of information each website contains
- how easy each website is to use
- why these sites are useful for students.

Write your **review**.

- 5 A student from a business school in an English-speaking country has arranged to spend two months on a work experience programme in your department. Your manager has asked you to write a letter to the student, welcoming him to your company, explaining what he will be expected to do and how he will benefit from this experience.

Write your **letter**.

0159/2/W04



## Assessment

Candidates' answers are assessed with reference to two mark schemes: one based on the examiner's overall impression (the General Impression Mark Scheme), the other on the requirements of the particular task (the Task Specific Mark Scheme). The Task Specific Mark Scheme summarises the content, organisation and cohesion, range of structures and vocabulary, register and format, and target reader indicated in the task.

Examples of candidate responses, together with the Task Specific Mark Schemes, can be found on pages 24–28.

Candidates are penalised for dealing inadequately with the requirements of the Task Specific Mark Scheme. The accuracy of language, including spelling and punctuation, is assessed on the general impression scale for all tasks.

### ■ Marking

An impression mark is awarded to each piece of writing; all tasks carry the same maximum mark. A panel of experts is divided into small teams, each with a very experienced examiner as Team Leader. A Principal Examiner guides and monitors the marking process. Examiners discuss the Task Specific and General Impression Mark Schemes and refer to them regularly while they are working.

During marking, each examiner is appointed scripts chosen at random from the whole entry in order to ensure that there is no concentration of good or weak scripts or of one large centre of one country in the allocation of any one examiner. Each script is marked twice by different examiners, and where there is significant disagreement in the marks allocated, the script is marked a third time by a Team Leader.

The CAE General Impression Mark Scheme is interpreted at Council of Europe Level C1.

A summary of the General Impression Mark Scheme is given below. Trained examiners, who are co-ordinated prior to each examination session, work with a more detailed version, which is subject to updating.

### ■ Length

Writing approximately the correct number of words is an integral part of task achievement. Significantly fewer words are likely to mean that the task has not been completed, whereas over-long pieces of writing may involve irrelevance or have a negative effect on the target reader. If this is the case, over-length will be penalised.

### ■ Spelling and punctuation

These are important aspects of accuracy and are always taken into account. American spelling is acceptable, but there should be consistency.

### ■ Handwriting

If handwriting interferes with communication without preventing it, the candidate will be penalised. Totally illegible scripts receive Band 0.

### ■ Irrelevance

The examiners' first priority is to give credit for the candidates' efforts at communication, but candidates are penalised for content irrelevant to the task set.

### ■ Layout

Following the conventions of the various task types (writing letters, reports, instructions, etc.) is part of task achievement. Any acceptable modern layout for a formal letter may be used. Paragraphs should be clearly laid out either by indenting or by leaving a space between each paragraph.

## CAE

### General marking scale

**BAND 5** Very positive effect on target reader, minimal errors: resourceful, controlled and natural use of language, showing good range of vocabulary and structure. Task fully completed, with good use of cohesive devices, consistently appropriate register. No relevant omissions. N.B. Not necessarily a flawless performance.

**BAND 4** Sufficiently natural, errors only when more complex language attempted. Some evidence of range of vocabulary and structure. Good realisation of task, only minor omissions. Attention paid to organisation and cohesion; register usually appropriate. Positive effect on target reader achieved.

**BAND 3** Either (a) task reasonably achieved, accuracy of language satisfactory and adequate range of vocabulary and range of structures or (b) an ambitious attempt at the task, causing a number of non-impeding errors, but a good range of vocabulary and structure demonstrated. There may be minor omissions, but content clearly organised. Would achieve the required effect on the target reader.

**BAND 2** Some attempt at task but lack of expansion and/or notable omissions/irrelevancies. Noticeable lifting of language from the input, often inappropriately. Errors sometimes obscure communication and/or language is too elementary for this level. Content not clearly organised. Would have a negative effect on target reader.

**BAND 1** Serious lack of control and/or frequent basic errors. Narrow range of language. Inadequate attempt at task. Very negative effect on target reader.

**BAND 0** Either: a) fewer than 50 words per question  
b) totally illegible work  
c) total irrelevance (often a previously prepared answer to a different question).

## Cambridge ESOL Common Scale for Writing

The Cambridge ESOL Common Scale for Writing has been developed to allow users to:

- interpret levels of performance in the Cambridge tests from beginner to advanced
- identify typical performance qualities at particular levels
- locate performance in one examination against performance in another.

The Common Scale is designed to be useful to test candidates and other test users (e.g. admissions officers or employers). The description at each level of the Common Scale is not intended as a specification for the test content, but rather aims to provide a brief, general description of the nature of written language ability at a particular level in real-world contexts. In this way the wording offers an easily understandable description of performance which can be used, for example, in specifying requirements to language trainers, formulating job descriptions and specifying language requirements for new posts.

### LEVEL MASTERY

#### C2 CERTIFICATE OF PROFICIENCY IN ENGLISH:

##### Fully operational command of the written language

- Can write on a very wide range of topics.
- Is able to engage the reader by effectively exploiting stylistic devices such as sentence length, variety and appropriacy of vocabulary, word order, idiom and humour.
- Can write with only very rare inaccuracies of grammar or vocabulary.
- Is able to write at length organising ideas effectively.

### LEVEL EFFECTIVE OPERATIONAL PROFICIENCY

#### C1 CERTIFICATE IN ADVANCED ENGLISH:

##### Good operational command of the written language

- Can write on most topics.
- Is able to engage the reader by using stylistic devices such as sentence length, variety and appropriacy of vocabulary, word order, idiom and humour though not always appropriately.
- Can communicate effectively with only occasional inaccuracies of grammar and vocabulary.
- Is able to construct extended stretches of discourse using accurate and mainly appropriate complex language which is organisationally sound.

### LEVEL VANTAGE

#### B2 FIRST CERTIFICATE IN ENGLISH:

##### Generally effective command of the written language

- Can write on familiar topics.
- Shows some ability to use stylistic devices such as variety and appropriacy of vocabulary and idiom though not always appropriately.
- Can communicate clearly using extended stretches of discourse and some complex language despite some inaccuracies of grammar and vocabulary.
- Can organise extended writing which is generally coherent.

### LEVEL THRESHOLD

#### B1 PRELIMINARY ENGLISH TEST:

##### Limited but effective command of the written language

- Can write on most familiar and predictable topics.
- Can communicate clearly using longer stretches of discourse and simple language despite relatively frequent inaccuracies of grammar or vocabulary.
- Can organise writing to a limited extent.

### LEVEL WAYSTAGE

#### A2 KEY ENGLISH TEST:

##### Basic command of the written language

- Can write short basic messages on very familiar or highly predictable topics possibly using rehearsed or fixed expressions.
- May find it difficult to communicate the message because of frequent inaccuracies of grammar or vocabulary.



## PAPER 2: WRITING

### Question 1 (sample script)

#### Mark scheme and sample script with examiner comments

#### QUESTION 1: CANDIDATE A

##### ■ Content

The candidate's proposal must:

- outline problem with last year's activity
- suggest activity for this year
- request more financial help from Principal.

##### ■ Organisation and cohesion

Clear paragraphs with suitable linking. Headings may be beneficial.

N.B. Letter format acceptable with opening and closing formulae.

##### ■ Range

Language of description, recommendation and request. Vocabulary related to social activities.

##### ■ Register

Any, as long as consistent. Polite request.

##### ■ Target reader

Would be informed.

#### Candidate A

*This proposal is based on the results of student survey.*

*An end-of-term activity is a proud tradition at the college, but I regret to say that last year's activity seems to have met with failure. There was considerable dissatisfaction in a number of areas.*

*Firstly, it was held in the afternoon from 2 P.M. to 6 P.M., so just a few students could manage to attend the end-of-term activity. Secondly, the place where the activity was held seemed to be a problem. It was held in the Student Hall but according to the survey, 73% of the students prefer an outdoor party. Because it was an indoor party, the activities we could organise were limited so we just relied on a dancing party, but there wasn't a wide range of music available.*

*Another problem was food. Owe to the lack of the budget, we could only provide some continental snacks and soft drinks and the majority of the students might have been disappointed by it.*

*For a successful event, we should consider having an outdoor party in the evening which provides meals and music as more than 80% of the students would like them. I also recommend the college organise a wide variety of activities such as dancing, swimming and so on.*

*In terms of outdoor and evening party, The Venue Nightclub and Sea Cruises, the advertisements you attached, could be considered. However, the cruise doesn't offer group discounts which means it would be expensive and the Nightclub would limit various activities.*

*Most students want some food, especially hot meal, for the party so it might be an idea to book for the Forest Manor Country Park. In that case, we can organise various activities, for instance, a barbecue, a disco and even swimming. They even offer group discounts so it would be worth asking for further information, in my opinion.*

*As the major reason of the unsuccessful event last year is felt to be the lack of the budget, I was wondering if the college could possibly provide more budget this year. We need to hire a place for an outdoor party, build up some more CD collections and perhaps could serve complimentary refreshments for the students. I appreciate that all the suggestions above would be considerable expenditure but it would be worth it.*

#### Examiner comments

##### ■ Content

Good realisation of task. All points covered with some expansion.

##### ■ Organisation and cohesion

Clearly organised into paragraphs, with good internal cohesion.

##### ■ Accuracy

Sufficiently natural despite minor errors usually arising when more complex language is attempted (e.g. "Owe to the lack of the budget...").

##### ■ Range

Evidence of range of vocabulary and structure (e.g. "a proud tradition"; "met with failure").

##### ■ Register

Appropriate and consistent throughout.

##### ■ Target reader

Would be informed and would consider proposal.

Band 4.

# PAPER 2: WRITING

## Question 2 (sample script)

### Mark scheme and sample script with examiner comments

#### QUESTION 2: CANDIDATE B

##### ■ Content

The candidate's article must:

- state whether there should be more or less tourism in region
- describe benefits of existing tourist activity in region
- describe possible disadvantages of increased tourism.

##### ■ Organisation and cohesion

Clearly organised into paragraphs.

##### ■ Range

Language of description and opinion.  
Vocabulary related to tourism.

##### ■ Register

Any. May mix registers if appropriate to candidate's approach.

##### ■ Target reader

Would be informed.

#### Candidate B

*El Escorial, another place to visit.*

*Spain is a well-known touristic target with visitors from around the world. Not only are the beaches memorable and unforgettable but the islands as well.*

*However, there are other places in Spain which would be very attractive to tourists although far from the sea. I am referring El Escorial, one of the most relevant cities in the Spanish history.*

*El Escorial is located in the centre of the country. This city is famous for its monastery, a master piece of architecture, and from where several Spanish kings ruled most of the planet. The landscape is astonishing, the food is healthy and delicious, and people are genuinely good-natured.*

*The tourist offert is twofold. On the one hand, cultural tourism and, on the other hand, a wide range of sport activities is available.*

*The most important benefit to El Escorial from tourism is the creation of employment. Young people is forced to leave their town because they cannot find a job. But, if the levels of tourism are increased there will be more demand of services. The quality and quantity of amenities might be improved as well, which would affect to residents positively.*

*In contrast, some negative aspects can be pointed out. Firstly, hotels use to be built in places with stunning views, for this reason, the city's beauty could be damaged.*

*Secondly, groups of tourists can be noisy and sometimes annoying and the relaxing lifestyle of the city could be disturbed.*

*Finally, the levels of delinquence and crime can be increased, as tourists are a target for burglars.*

*Despite being aware of all these problems I still think that higher levels of tourism will very quickly compensate them both socially and economically.*

#### Examiner comments

##### ■ Content

Task has been reasonably achieved.

##### ■ Organisation and cohesion

Clearly organised though somewhat over-paragraphed.

##### ■ Accuracy

Accuracy of language is satisfactory. However, there are a number of non-impeding spelling errors (e.g. "genuinely", "offert").

A number of minor, non-impeding structural errors (e.g. "young people is...", "affect to...").

##### ■ Range

Adequate range of structures. Some evidence of good vocabulary.

##### ■ Register

Consistent and appropriate.

##### ■ Target reader

Would be informed.

Band 3.

## PAPER 2: WRITING

### Question 3 (sample script)

#### Mark scheme and sample script with examiner comments

#### QUESTION 3: CANDIDATE C

##### ■ Content

The candidate's competition entry must:

- describe what teacher taught him/her
- explain how teacher influenced him/her
- justify teacher's nomination for award.

##### ■ Organisation and cohesion

Clearly organised into paragraphs.

##### ■ Range

Language of description, evaluation and justification. Vocabulary related to teaching/learning.

##### ■ Register

Any. May mix registers if appropriate to candidate's approach.

##### ■ Target reader

Would be informed.

#### Candidate C

*The Best Teacher*

*What do a teacher need to be the best?*

*Well first of all he does not only have to know about the subject he is teaching but to know a little bit of every subject General Culture.*

*He also has to be patient, polite but at the same time strict when it comes to do the student not only memorize but learn.*

*The wisdom the best teacher needs has to be of great value because he is in charge of a great assignment to lead young people into the right way, fill with knowledge those minds that are starting to learn and to wake up to the world.*

*He needs to teach as well as chemistry, science, arts, literature, etc, he has to teach them moral but more important to be human.*

*That's a good teacher and that is the kind of teacher I have, his name is xxxxxx and he is my current philosophy teacher. He is a realistic day dreamer who is always looking for the truth and good values in the world. He is not only a philosopher teacher, he have a degree in Physics. You can talk with him for hours about pretty much any subject, he can become your best friend but he is your critic as well. With the phrase 'Not because I am your friend I am going to lie you' he can help understand your mistakes and grow.*

*He has taught me the importance of life, the importance of wanted to be curious all the time, to look for answers no matter how silly my question is, to see everything with an object point of view but also to be a dreamer as him, to be imaginative and creative.*

*The influence he has on me is of huge importance, he is the reason I want to do a Master on Philosophy. He is for me and for all the people he had taught the best teacher ever, so vote for him because he deserves it.*

#### Examiner comments

##### ■ Content

All points addressed but not developed. Some generalisation at the beginning, but linked to task.

##### ■ Organisation and cohesion

Some good attempts at organisation but over-paragraphed. Little evidence of internal cohesion.

##### ■ Accuracy

Some impeding errors (e.g. "He needs to teach as well as chemistry").

##### ■ Range

Attempt at range marred by errors.

##### ■ Register

Consistent and appropriate.

##### ■ Target reader

Would have a negative effect on target reader.

Band 2.

## PAPER 2: WRITING

### Question 4 (sample script)

#### Mark scheme and sample script with examiner comments

#### QUESTION 4: CANDIDATE D

##### ■ Content

The candidate's review must:

- specify and describe two websites
- assess the user-friendliness of the sites
- explain why these sites are useful for students.

##### ■ Organisation and cohesion

Clearly organised into paragraphs.

##### ■ Range

Language of description, evaluation and comparison/contrast. Vocabulary related to studying and websites.

##### ■ Register

Any, as long as consistent.

##### ■ Target reader

Would be informed.

#### Candidate D

Dear Editor

I am writing to you because I would like to send in my review of two useful websites.

During my stay in Cambridge I came across to two useful and well-built English Grammar websites; namely: flo-joe.co.uk and grammar aquarion.

Both of them are organised into lists of exercises, subjects of study and are easy to navigate. There is also a searching engine for students that are looking for something particular. All you have to do is follow the easy instructions, read carefully the indications and if sometimes the exercise seems difficult, there are some suggestions you can use.

As mentioned before there are mainly exercises that cover every part of English grammar, modal verbs, tenses, conditionals, passives and many more. For example if you have a weakness on uncountable nouns you can practice this kind of subject very thoroughly by choosing the grade of difficulty and progress while you are learning useful things. If you are preparing an exam there will be a previous exam paper at your disposition you can practise on. There is also a part, in which you can obtain general information about the English language and the British customs. As we say, every land you go, different traditions you find. You can practice reading comprehension, writing skills and grammar on your own focusing on a particular problem or generally improve your skills.

These websites are mostly useful because they help you to prepare your exams, they raise your awareness of the mistakes you make and they allow you to control your progress of course they are not a substitute to your teacher, but a complement. Now, you can switch on your computer and try.

These are my suggestions, I hope you will consider to publish them in the next issue.

Yours faithfully

#### Examiner comments

##### ■ Content

All points covered – an ambitious attempt at the task.

##### ■ Organisation and cohesion

Argument is organised but paragraphing is rather imbalanced.

##### ■ Accuracy

A number of non-impeding errors (e.g. "If you have a weakness on...").

##### ■ Range

Adequate range of vocabulary and structure.

##### ■ Register

Appropriate.

##### ■ Target reader

Would be informed.

Band 3.

## PAPER 2: WRITING

### Question 5 (sample script)

#### Mark scheme and sample script with examiner comments

#### QUESTION 5: CANDIDATE E

##### ■ Content

The candidate's letter must:

- welcome the student
- explain what student will have to do
- outline benefits of visit.

##### ■ Organisation and cohesion

Clearly organised into paragraphs.

Letter format with opening and closing formulae as appropriate.

##### ■ Range

Language of welcome, explanation and suggestion. Vocabulary related to the workplace.

##### ■ Register

Any, as long as consistent.

##### ■ Target reader

Would be informed.

#### Candidate E

Dear Mr Miller

We are delighted that you have decided to spend two months on a work experience programme in the xxx marketing department. We warmly welcome you to our company in general and to our department in particular.

You will be given the unique opportunity to work with a young team launching a new soft drink. Your work will be as interesting as demanding. You will have to analyse several surveys which have recently been conducted. Based on the results of your analysis you will have to think about possible target customers. Furthermore you will be asked to develop ideas on how exactly we could launch our soft drink. You will have to gather thoughts about how to run a successful campaign. As this project has not been made public yet, we expect you not to talk about this project to your friends or family. You will be expected to work hard and, sometimes, for long hours.

However, you will most certainly learn a lot. You will be given the unique chance to develop a marketing campaign. You will also get used to working with different marketing tools. Furthermore you will have to learn how to take advantage of a wide variety of computer programs, which will not only help you to analyse the surveys conducted but will also assist you in making out possible target customers. This two months work experience programme will help you to understand the use and impact of marketing tools. We are confident that this experience will go far beyond that what you have learnt at university.

We are looking forward to working with you.

Yours sincerely

#### Examiner comments

##### ■ Content

All points fully covered and suitably expanded.

##### ■ Organisation and cohesion

Very well organised. Natural, coherent flow of language.

##### ■ Accuracy

Controlled, natural, resourceful use of language. Almost a flawless performance.

##### ■ Range

Excellent range of relevant language.

##### ■ Register

Consistently appropriate with a welcoming tone.

##### ■ Target reader

Would be fully informed and look forward to the work experience.

Band 5.