

**General Description**

**Paper Format**

The paper contains two parts.

**Timing**

2 hours.

**Number of Tasks**

Candidates are required to complete two tasks; a compulsory one in Part 1 and one from a choice of four in Part 2.

**Task Types**

From the following: an article, a proposal, a report, a review, an essay, a letter.

**Answer Format**

Candidates write their answers in the question paper booklet. Answers should be written in pen and any corrections should be made carefully, so that the answer is easy to read.

Candidates may use paper for making notes which will be collected at the end of the examination. There are also blank pages in the question paper booklet on which to make notes.

**Marks**

Each question in this paper carries equal marks.

| PART | TASK TYPE AND FORMAT  | TASK FOCUS  | NUMBER OF TASKS AND LENGTH  |
|------|---|---|---|
| 1    | <p>Question 1<br/>Writing one of the following:</p> <ul style="list-style-type: none"> <li>• an article</li> <li>• an essay</li> <li>• a letter</li> <li>• a proposal</li> </ul> <p>A contextualised writing task giving candidates guidance to the context through instructions and a text or texts which may be supported by visual prompts. The textual input is approximately 100 words.</p>  | <p>Discursive – presenting and developing arguments, expressing and supporting opinions, evaluating ideas, etc.</p> | <p>One compulsory task<br/><br/>300–350 words</p>   |
| 2    | <p>Questions 2–4<br/>Writing one of the following:</p> <ul style="list-style-type: none"> <li>• an article</li> <li>• a letter</li> <li>• a proposal</li> <li>• a review</li> <li>• a report</li> </ul> <p>Question 5<br/>Writing one of the following on a set reading text:</p> <ul style="list-style-type: none"> <li>• an article</li> <li>• an essay</li> <li>• a letter</li> <li>• a review</li> <li>• a report</li> </ul> <p>Contextualised writing tasks each specified in no more than 70 words.</p> | <p>Describing, persuading, narrating, evaluating, making recommendations, giving information, summarising, etc.</p> | <p>Four questions from which candidates choose one. Question 5 includes a task on each of three set texts.<br/><br/>300–350 words</p> |

**Introduction**

The Writing paper requires candidates to complete the compulsory task in Part 1 and one from a range of questions in Part 2. All questions specify the role of the reader, the role of the writer and the purpose for writing within the framework of a range of task types. Candidates are expected to show that they are sensitive to the kind of writing required to fulfil each task.

When preparing candidates for this paper, it is important to familiarise them with the paper and the range of task types and topics. Candidates need to be sure to read the question carefully, so that they are clear about who they are writing to (i.e. the target reader), and what they hope to achieve through their writing (i.e. the purpose) before beginning to organise their own writing. Candidates must become aware of the need to adopt an appropriate style, register and layout for the format of each writing task; the overall aim of the task being to have a positive effect on the target reader. Tasks also require the use of a range of language functions. Candidates need to practise, for example, the language of persuasion, description, comparison and recommendation. They need to be familiar with the structures and vocabulary relevant to these functions.

Allowing time to check and correct their answers is an important skill for candidates to develop, so that the end product communicates the information coherently and accurately. Familiarity with the assessment criteria is another aspect to preparation as it focuses attention on what is expected. Candidates also need to be familiar with the format of the paper in terms of the required length of answers and time allowed.

**Part 1**

Part 1 is compulsory and candidates are asked to write an article, an essay, a letter or a proposal in response to instructions and a short text or texts, the instructions and short text(s) totalling approximately 100 words. The text(s) may come from a variety of sources, for example, extracts from newspapers, magazines, books, letters or advertisements, or could be quotations from speakers in a discussion. Visuals, such as a diagram, simple graph or picture, may be included with the text(s) to support or extend a topic. The task focus is on productive language, so the input will be well within the reading competence of candidates at this level.

All questions in this part have a discursive focus. For example, candidates may be required to defend or attack a particular argument or opinion, compare or contrast aspects of an argument, explain a problem and suggest a solution or make recommendations having evaluated an idea. There is always more than one point to address in a task and

candidates should have practice in identifying these points and ensuring that they have covered these points in their answer.

**Part 2**

Candidates must choose one from four questions, one of which offers three set-text options. Candidates should learn to identify tasks and topics which are best suited to their interests.

**Part 2 Question 5**

This consists of a choice of three tasks based on the set reading texts, as specified in the Examination Regulations issued every year. (The set books for 2002 and 2003 are listed on page 113.) This option is intended to encourage extended reading as a basis for the enrichment of language study, and a variety of texts is included in the list of prescribed titles. Each text normally remains on the list for two years.

Candidates need to recognise the importance of answering the question appropriately. This requires illustrated description and discussion, within the context of the task, as evidence of having read and appreciated a text, rather than merely a reproduction of the plot of the book. Candidates are, however, assessed on their language output, not on their literary analysis skills. Candidates who have prepared one of the set texts can usefully be given practice in discussing various elements, e.g. the motivation of the characters and their own opinion of the book supported by evidence from the text.

**TASK TYPES IN THE WRITING PAPER**

The following are brief definitions of the task types which candidates are expected to be able to produce for Paper 2.

**Article**

Candidates are asked to produce a piece of writing on a particular topic or theme in a style which would make it suitable for publication in a newspaper, magazine or newsletter. They are given a prompt which they then use to perform the task. The target audience is indicated, as this influences the appropriacy of the register and tone of the article, e.g. how lively or how academic it should be. An article will often include some description and narrative, as both serve to engage the reader. An article will usually be motivated by a central idea which provides a point or purpose to the writing or reading of the article.

**Essay**

Candidates are expected to use the prompt material to produce a composition on a relevant topic. The essay should be complete in itself, containing an introduction, body and conclusion, and be united by a central idea which provides a point and purpose to the writing and reading of the essay.

## Letter

At CPE level candidates will be writing formal or semi-formal letters. An example is a letter to a newspaper giving an opinion and making a point, stimulated by the input given and further developed with the candidate's own ideas. A letter may include narrative sections to illustrate a point and interest the reader, e.g. a letter of complaint about an event which has not lived up to the candidate's expectations.

## Report

Candidates are given an appropriate prompt, in response to which they then have to produce a report for a specified audience, which could be a superior, e.g. a boss at work, or a peer group, e.g. colleagues. A report involves the presentation and interpretation in well-organised prose of information in relation to a specified context; this is drawn from the prompt material and from the candidate's own ideas. Candidates are encouraged to use section headings as used in authentic reports.

## Proposal

A proposal has a similar format to the report. Whereas the report is an account of something which has happened, the focus of the proposal is on the future, with the main focus being on making recommendations for discussion. An example of a proposal would be a bid for funds for a project defined in the task, and would entail outlining the way the funds would be spent, the benefits which would accrue, and the way progress would be monitored and evaluated if the bid were to be successful. Proposals should be well structured with clear sections. Candidates are encouraged to use section headings as used in authentic proposals.

## Review

A review should be informative and interesting. It may be about a book, film or play, but it may also be about a restaurant, hotel, etc. The readership is clearly specified in the task outline so that candidates write in an appropriate register. In addition to providing some information on, for example, plot and characters, candidates should indicate some judgement on the subject of the review. The review may employ narrative, as well as descriptive and evaluative language, and a range of vocabulary relating, for example, to literature and the media such as cinema or TV.

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.

Each piece of writing is assigned to a band between 0 and 5, as described in the general mark scheme, and can be awarded one of three performance levels within that band. For example, in band 4, 4.1 represents weaker performance within band 4; 4.2 represents typical performance within band 4; 4.3 represents strong performance within band 4. Acceptable performance at CPE level on this paper is represented by a band of 3.

## ASSESSMENT

An impression mark is awarded to each piece of writing; all tasks carry the same maximum mark.

The general impression mark scheme is used in conjunction with a task specific mark scheme, which focuses on criteria specific to each particular task. This summarises the **content**, **organisation** and **cohesion**, **range** of structures and vocabulary, **register** and **format**, and **target reader** indicated in the task.

Note: this mark scheme should be interpreted at CPE level. It should be used in conjunction with a task specific mark scheme for each question.

|          |   |
|----------|---|
| <b>5</b> | <p>Outstanding realisation of the task set:</p> <ul style="list-style-type: none"> <li>• Sophisticated use of an extensive range of vocabulary, collocation and expression, entirely appropriate to the task set</li> <li>• Effective use of stylistic devices; register and format wholly appropriate</li> <li>• Impressive use of a wide range of structures</li> </ul> <p>Skilfully organised and coherent</p> <ul style="list-style-type: none"> <li>• Excellent development of topic</li> <li>• Minimal error</li> </ul> <p>Impresses the reader and has a very positive effect.</p> |
| <b>4</b> | <p>Good realisation of the task set:</p> <ul style="list-style-type: none"> <li>• Fluent and natural use of a wide range of vocabulary, collocation and expression, successfully meeting the requirements of the task set</li> <li>• Good use of stylistic devices; register and format appropriate</li> </ul> <p>Competent use of a wide range of structures</p> <ul style="list-style-type: none"> <li>• Well organised and coherent</li> <li>• Good development of topic</li> <li>• Minor and unobtrusive errors</li> </ul> <p>Has a positive effect on the reader.</p>                |
| <b>3</b> | <p>Satisfactory realisation of the task set:</p> <ul style="list-style-type: none"> <li>• Reasonably fluent and natural use of a range of vocabulary and expression, adequate to the task set</li> <li>• Evidence of stylistic devices; register and format generally appropriate</li> </ul> <p>Adequate range of structures</p> <ul style="list-style-type: none"> <li>• Clearly organised and generally coherent</li> <li>• Adequate coverage of topic</li> <li>• Some non-impeding errors</li> </ul> <p>Achieves the desired effect on the reader.</p>                                 |
| <b>2</b> | <p>Inadequate attempt at the task set:</p> <ul style="list-style-type: none"> <li>• Limited and/or inaccurate range of vocabulary and expression</li> <li>• Little evidence of stylistic devices; some attempt at register and format</li> </ul> <p>Inadequate range of structures</p> <ul style="list-style-type: none"> <li>• Some attempt at organisation, but lacks coherence</li> <li>• Inadequate development of topic</li> <li>• A number of errors, which sometimes impede communication</li> </ul> <p>Has a negative effect on the reader.</p>                                   |
| <b>1</b> | <p>Poor attempt at the task set:</p> <ul style="list-style-type: none"> <li>• Severely limited and inaccurate range of vocabulary and expression</li> <li>• No evidence of stylistic devices; little or no attempt at register and format</li> </ul> <p>Lack of structural range</p> <ul style="list-style-type: none"> <li>• Poorly organised, leading to incoherence</li> <li>• Little relevance to topic, and/or too short</li> <li>• Numerous errors, which distract and often impede communication</li> </ul> <p>Has a very negative effect on the reader.</p>                       |
| <b>0</b> | <p>Negligible or no attempt at the task set:</p> <ul style="list-style-type: none"> <li>• Totally incomprehensible due to serious error</li> <li>• Totally irrelevant</li> <li>• Insufficient language to assess (fewer than 20% of the required number of words)</li> <li>• Totally illegible</li> </ul>   |

## **Length**

Writing approximately the correct length of text 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 and usage is acceptable (see page 7 Varieties of English).

## **Paragraphing**

This is a function of organisation and format. The task specific mark scheme will give an indication to examiners of what is expected.

## **Handwriting**

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

## **Irrelevance**

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

## **Set Reading Texts**

In question 5, the examiners are looking for evidence that candidates have read and appreciated a set text and are able to provide evidence of this in the form of illustrated description and discussion. Judgement is based, as for the other tasks, on control of language in the given context rather than on content or interpretation, though candidates should not attempt these tasks without having read the texts thoroughly.

Examiners refer to the task specific and general mark schemes constantly while they are working.

During marking, each examiner is apportioned scripts chosen on a random basis from the whole entry, in order to ensure there is no concentration of good or weak scripts or of one large centre or of one country in the allocation of any one examiner. A rigorous process of co-ordination, checking and monitoring is carried out throughout the marking process.

## **MARKING**

The panel of examiners is divided into small teams, each with a very experienced examiner as team leader. A principal examiner guides and monitors the marking process, beginning with a meeting of the principal examiner for the paper and the team leaders. This is held immediately after the examination and establishes a common standard of assessment by the selection of sample scripts for all the questions in Paper 2. These are chosen to demonstrate the range of responses and different levels of competence, and a task specific mark scheme is finalised for each individual task on the paper. This meeting is followed by a standardisation session for all examiners.

Candidate \_\_\_\_\_

|        |                     |
|--------|---------------------|
| Centre | Candidate<br>Number |
|        |                     |

**UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE**  
**Examinations in English as a Foreign Language**  
**CERTIFICATE OF PROFICIENCY IN ENGLISH**

PAPER 2 Writing

**SAMPLE PAPER 1**

2 hours

Candidates answer on the question paper.  
 No additional materials are required.

**TIME** 2 hours

**INSTRUCTIONS TO CANDIDATES**

- Do not open this booklet until you are told to do so.
- Write your name, Centre number and candidate number in the spaces at the top of this page.
- Answer the Part 1 question and **one** question from Part 2.
- Write your answers in the spaces provided on the question paper.
- Write clearly in **pen**, not pencil. You may make alterations, but make sure your work is easy to read.

**INFORMATION FOR CANDIDATES**

Each question in this paper carries equal marks.

| FOR EXAMINER'S USE |  |
|--------------------|--|
| Part 1             |  |
| Part 2             |  |

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**This question paper consists of 3 printed pages, 4 lined pages and 3 blank pages.**

**[Turn over**

## Part 1

You **must** answer this question. Write your answer in **300-350** words in an appropriate style on pages 3 and 4.

- 1 You have read the extract below as part of a newspaper article on the loss of national and cultural identity. Readers were asked to send in their opinions. You decide to write a letter responding to the points raised and expressing your own views.

'We are losing our national and cultural identities. Because of recent advances in technology and the easy availability and speed of air travel, different countries are communicating more often and are therefore becoming more and more alike. The same shopping malls and fast food outlets can be found almost everywhere. So can the same types of office blocks, motorways, TV programmes and even lifestyles. How can we maintain the traditions that make each nation unique?'

Write your **letter**. Do not write any postal addresses.

## Part 2

Write an answer to **one** of the questions 2-5 in this part. Write your answer in **300-350** words in an appropriate style on pages 7 and 8. Put the question number in the box at the top of the page.

- 2 You are employed as a researcher by your local tourist office. Your manager has asked you to write a proposal on how to attract more visitors, both from your own country and abroad, to your town or area. Within your proposal you should include ideas on how to improve the amenities in your town or area, and increase income from tourism.  
Write your **proposal**.
- 3 You have recently seen a film version of a novel you have read. Write a review of the film for a media arts magazine and say what you think are the problems of making films based on books.  
Write your **review**.
- 4 A monthly travel magazine has invited readers to contribute an article to a special edition entitled *The Best Way to Travel*. Write an article describing a memorable and enjoyable journey you have made and giving reasons for the means of transport used.  
Write your **article**.
- 5 Based on your reading of **one** of these books, write on **one** of the following. Write **(a)**, **(b)** or **(c)** as well as the number **5** in the box.  
**(a)** Anne Tyler: *The Accidental Tourist*  
'There was no room in his life for anyone as unpredictable as Muriel.' Write an essay for your tutor discussing that statement, comparing the personalities and lifestyles of Macon Leary and Muriel Pritchett and illustrating the comparison with events from the novel.  
Write your **essay**.  
**(b)** John Wyndham: *The Day of the Triffids*  
Your local newspaper has invited readers to send in articles entitled 'It kept me awake...' on books they have read. Write an article about *The Day of the Triffids*, focusing on what makes the book frightening and how the suspense in the book is maintained.  
Write your **article**.  
**(c)** Graham Greene: *Our Man in Havana*  
A library is about to have an exhibition on fathers and daughters in literature and has asked its readers for some ideas. Write a letter to the library staff recommending *Our Man in Havana* as a possible book to appear in the exhibition. You should briefly describe the characters of Wormold and Milly and discuss their relationship and its importance to the novel.  
Write your **letter**. Do not write any postal addresses.

Candidate \_\_\_\_\_

|        |                     |
|--------|---------------------|
| Centre | Candidate<br>Number |
|        |                     |

**UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE**  
**Examinations in English as a Foreign Language**  
**CERTIFICATE OF PROFICIENCY IN ENGLISH**

PAPER 2 Writing

**SAMPLE PAPER 2**

2 hours

Candidates answer on the question paper.  
 No additional materials are required.

**TIME** 2 hours

**INSTRUCTIONS TO CANDIDATES**

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 Write your name, Centre number and candidate number in the spaces at the top of this page.  
 Answer the Part 1 question and **one** question from Part 2.  
 Write your answers in the spaces provided on the question paper.  
 Write clearly in **pen**, not pencil. You may make alterations, but make sure your work is easy to read.

**INFORMATION FOR CANDIDATES**

Each question in this paper carries equal marks.

| FOR EXAMINER'S USE |  |
|--------------------|--|
| Part 1             |  |
| Part 2             |  |

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This question paper consists of 3 printed pages, 4 lined pages and 3 blank pages.

[Turn over



## Part 1

You **must** answer this question. Write your answer in **300-350** words in an appropriate style on pages 3 and 4.

- 1 The following comments were made during a discussion by members of an international conservation society to which you belong. The discussion was about the possible extinction of some animal species. You have been asked to write an article for the society's magazine responding to the points raised and giving your opinion.

*We should stop interfering with nature. Extinction is a natural part of evolution – look what happened to the dinosaurs!*

*The disappearance of any species is tragic, and breeding programmes for endangered animals are vital.*

*Many animals are disappearing because we have destroyed their natural habitats.*

Write your **article**.

## Part 2

Write an answer to **one** of the questions **2-5** in this part. Write your answer in **300-350** words in an appropriate style on pages 7 and 8. Put the question number in the box at the top of the next page.

- 2 The school you attended plans to produce a school journal to record its achievements in recent years. Past pupils have been asked to submit contributions to a section called 'Significant Events at School'. You decide to write an article in which you describe a significant event from your schooldays and say what you learnt from it.  
Write your **article**.
- 3 A popular monthly magazine, which regularly reviews best-selling books has invited its readers to write a review for the magazine. Write a review of a best-seller and say what you consider to be the essential qualities that make a best-seller.  
Write your **review**.
- 4 The Tourist Board in your area has decided to produce a series of welcome letters which will be placed in hotels, libraries and supermarkets, and whose purpose will be to help tourists make the most of their holiday. You have been asked to write the letter for English-speaking visitors. You should describe local customs and traditions, mention places of particular interest and recommend local specialities in food and drink.  
Write your **letter**.
- 5 Based on your reading of **one** of these books, write on **one** of the following. Write **(a)**, **(b)** or **(c)** as well as the number 5 in the box on the following page.  
**(a)** Anne Tyler: *The Accidental Tourist*  
Your local reading group wants to study some books set in contemporary America. Write a report for the secretary of the reading group suggesting *The Accidental Tourist*. Your report should focus on the range of characters and their daily lives to justify your recommendation.  
Write your **report**.  
**(b)** John Wyndham: *The Day of the Triffids*  
A literary magazine is planning a series of articles entitled 'Different Communities in Fiction'. You have read *The Day of the Triffids* and decide to submit an article which considers the degree of success survivors, such as Florence Durrant and Michael Beadley, have in establishing communities after the disastrous events following the meteor shower.  
Write your **article**.  
**(c)** Graham Greene: *Our Man in Havana*  
'He's a fraudster – and a murderer – but somehow we still sympathise with him.' Write a review of *Our Man in Havana* for your local college magazine, focusing on Wormold's character and what motivates him.  
Write your **review**.

## QUESTION 1

**Content**

Major points: Letter should cover the points raised in the newspaper article, i.e. that national and cultural identity is being lost and that countries are becoming more and more alike. Candidates should address the question at the end of the input.

Further relevant points: Candidates could expand on the nature of national and cultural identity and whether it is, in fact, desirable to maintain one's own national and cultural identity. Additional ideas of the candidate's own on the topic.

**Range**

Language for expressing and supporting opinions and making recommendations. Candidates may also attack the argument in the article or defend it, depending on the point of view they hold.

**Appropriacy of Register and Format**

Formal letter, with appropriate register, bearing in mind the writer's role as the reader of a newspaper writing in to give his/her opinion(s).

**Organisation and Cohesion**

Formal letter format, with early reference to why the person is writing. Clear organisation of points and adequate paragraphing.

**Target Reader**

Would understand the writer's point of view.

## QUESTION 2

**Content**

Proposal should include:

- how to attract more visitors to your town or area
- how to improve the amenities
- how to increase income from tourism

**Range**

Language of describing, analysing, making recommendations and perhaps hypothesising.

**Appropriacy of Register and Format**

Proposal format, probably with clear section headings. Register appropriate to the business relationship between the employee/researcher and the manager who has commissioned the proposal.

**Organisation and Cohesion**

The proposal should be well structured with clear sections. Ideas should be presented in well-organised prose, with appropriate paragraphing and linking.

**Target Reader**

Would understand what the writer is proposing.

### QUESTION 3

#### **Content**

Review should inform the reader about the film and evaluate the film version of the novel. It should also discuss the problems of making films based on books.

#### **Range**

Language of narration, description and evaluation.  
Vocabulary connected with films and literature.

#### **Appropriacy of Register and Format**

Register should be appropriate for a review in a media arts magazine. It could range from formal to informal depending on the nature of the publication, but must be consistent throughout.

#### **Organisation and Cohesion**

Clear development with appropriate paragraphing and linking of content. There should be evidence of cohesion in moving from the specific review to the general question of the problems of making films based on books.

#### **Target Reader**

Would be informed about the film and be able to decide whether they would be interested in seeing it or not. Would also be informed about the problems of making films based on books.

### QUESTION 4

#### **Content**

Article should describe a memorable and enjoyable journey made by the candidate and give reasons for liking the means of transport used.

#### **Range**

Language of description and narration.

#### **Appropriacy of Register and Format**

Register appropriate for monthly travel magazine, probably neutral in tone. Article format – could have paragraph headings.

#### **Organisation and Cohesion**

Clear development of description and narration with appropriate paragraphing and linking.

#### **Target Reader**

Would be interested in following the description of the journey and realise why it was memorable and enjoyable.

### QUESTION 5(A)

#### **Content**

Clear reference to the book chosen. Discussion of the statement and comparison of the personalities and lifestyles of Macon Leary and Muriel Pritchett with close reference to events in the book.

#### **Range**

Language of narration, discussion and comparison.  
Vocabulary may reflect that used in the book.

#### **Appropriacy of Register and Format**

Composition appropriate for the target reader, the tutor.

#### **Organisation and Cohesion**

Clear presentation and development of ideas with appropriate paragraphing and linking.

#### **Target Reader**

Would understand the writer's viewpoint.

## QUESTION 5(B)

### **Content**

Clear reference to the book chosen. Brief summary of the theme of the book leading on to the emphasis on the frightening nature of the book and how suspense is maintained.

### **Range**

Language of description, narration and evaluation. Vocabulary may reflect that used in the book.

### **Appropriacy of Register and Format**

Article with register and format appropriate to a local newspaper. Register must be consistent throughout.

### **Organisation and Cohesion**

Clear development from the general introduction to the book to the main focus of its frightening nature and maintenance of suspense. Clear conclusion.

### **Target Reader**

Would be informed about the book, know what makes it frightening and why.

## QUESTION 5(C)

### **Content**

Clear reference to the book chosen. Recommendation of the novel with a clear focus on the characters of Wormold and Milly, their relationship and its importance in the novel.

### **Range**

Language of recommendation. Some language of description and narration relating to the characters in question and their relationship.

### **Appropriacy of Register and Format**

Formal letter.

### **Organisation and Cohesion**

Clear development of ideas with appropriate linking and paragraphing.

### **Target Reader**

Would know whether the novel would be suitable for the proposed exhibition.

## QUESTION 1

## CANDIDATE A

Dear Sirs,

I am writing with reference to the article on the loss of national and cultural identity, published in one of your latest issues. I would like to express my disagreement regarding your opinion. I hope you will not take amiss what I am going to say.

To begin with, you claimed that because of the modern amenities people all over the world become more and more alike. In other words, advances in technology and the opportunity of travelling easily and faster are responsible for the loss of national and cultural identities. I think it is dangerous to claim that it would be better if not everybody has the same facilities in order to maintain each nation unique. That would mean a vast majority of the population has to be deprived of progress to maintain its integer traditions.

Furthermore, I think that the cultural exchange and the fact that communication gets more and more easy have a positive effect on the maintenance of tradition. Because the reason why people are travelling so much is the fact that they want to learn about the different countries and their cultures. Therefore, each country is interested in maintaining its traditions, or even better, they are pushing their population to safeguard national identity. To sum up, thanks to advances in technology the countries get more worried about maintaining national traditions.

Moreover, you deplore that shopping malls, TV programmes and lifestyles can be found everywhere. According to that statement, certain countries should be deprived of these amenities so that they will not be influenced by another country's tradition. Don't you think that this course of action would lead to the isolation that some 55 years ago our ancestors tried to abolish? In my opinion, the fact of depriving somebody of something he wants will not help to maintain the country's tradition, but will inevitably lead to a dissatisfaction that could become very dangerous.

On the whole, I think that it is impossible to lead the mankind towards an ideal world where everything works as we wish, namely in a co-existence of many different traditions. It is dangerous to deprive men of things they know they could have; therefore, mankind should be given the opportunity to develop itself, no matter with or without different traditions.

I am looking forward to seeing my letter published in one of the next issues of your newspaper.

Yours faithfully,

## EXAMINER COMMENTS

**Content**

The candidate has referred to all the major points raised in the article, and has also introduced her own ideas about the subject which do not accord with the view expressed in the question. She has produced a very clear and coherent argument to refute the points made.

**Range**

The candidate has used a wide range of vocabulary, collocation and expression. Structures are varied and there is effective use of a rhetorical question.

**Accuracy**

There are some lapses – infelicitous use of vocabulary, e.g. *integer*, *ancestors*; errors in spelling, e.g. *saveguard*; some slightly awkward expressions, e.g. *to maintain each nation unique* and slips in the use of articles, e.g. *the mankind*.

**Appropriacy of Register and Format**

Appropriately written as a formal letter, with suitable tact, e.g. *I hope you will not take amiss...*

**Organisation and Cohesion**

The letter is skilfully organised – the reason for writing is stated right at the beginning; the argument is clear and easy to follow; paragraphing is good with appropriate use of linkers and there is an effective conclusion.

**Target Reader**

This is generally a very impressive realisation of the task set. The reader is left with a clear idea of a perceptive and well argued point of view.

For all these reasons this answer represents weaker performance within Band 5.

**Band 5**

Dear Sir/Madam

I have just read your newspaper article about the fact that we are all losing our national and cultural identities. It seems impossible to cease the process of becoming one world.

Whereas since ever we have tried to keep our traditions, it is now them which become less and less important. International companies force nowadays different cultures to adapt the American way of being and behaving. It is the business world, which makes us speak the same language throughout the whole planet. The fact that economy and technology play such an important part in our life makes us forget about our own culture and traditions. Food, for example, used to be extremely important, whereas nowadays we just do not have the time for such minor matters and therefore prefer to swallow a burger or 'hot dog' in a fast food outlet.

However, we could take more care of our own traditions by trying to cherish them. All it needs is to wake our own patriotism and to live our own lifestyle. Of course this is a difficult task, because we are likely to copy the good parts of all the other countries. But is it not our own way of dressing and behaving, as well as our sports and music that is what counts? It does not need much effort to switch on the television and copy another lifestyle. It is therefore our turn to try to maintain our traditions.

On the other hand it can be said that the government of each country also plays an important part in keeping the own culture and traditions. With an annual financial aid it could, for example, be achieved that the national day is an unforgettable day. Also could the own art be supported, which might result in free art galleries.

To sum up, there is nothing wrong with a good political relationship between all the countries, which results in less war, but unfortunately also in a single currency. However, it is utterly important, especially in times with multicultural countries, that we keep on our traditions.

Yours faithfully

## EXAMINER COMMENTS

### Content

The candidate has referred to the major points raised in the article and responded to the final question posed. He has not expanded in any way on the nature of cultural identity, nor questioned the desirability of maintaining it. He has, however, made some sensible suggestions about how traditions can be fostered.

### Range

There is an adequate range of structure and some attempt at stylistic devices. Vocabulary is generally varied and well used.

### Accuracy

Longer, more complex sentences cause problems at times, e.g. *But is it not... that is what counts?* There are some problems with word order, e.g. *International companies force nowadays different cultures to...* and there is the occasional vocabulary error, e.g. *the own culture*. None of the errors, however, impedes communication.

### Appropriacy of Register and Format

The answer is in the appropriate format of a formal letter, and the register is consistent.

### Organisation and Cohesion

The ideas are clearly presented and well organised in paragraphs with good use of linking devices, and there is an effective conclusion.

### Target Reader

This is a satisfactory realisation of the task; the treatment is adequate though unambitious. The reader is left with a clear idea of the writer's views.

### Band 3

## QUESTION 2

### CANDIDATE C

In order to promote tourism in our country, I think it would be a good idea to make special documental programmes about the interesting and beautiful places we've got to visit in our dear country. This would let us remember, (because we've been taught about it at school) the different natural and archeological places we can visit.

I guess these programmes, ought to be quite short but complete. I mean that they should show the landscapes, they should tell us something about history, people, language, traditions, money exchange, hotels in which you can stay; yes. It should offer something similar to what you can find in a tourism-guide, but instead of reading about it, you just sit and watch what our country can offer you. This way you can attract not only foreign tourists but you can also promote internal tourism in our country.

The main reason because most our people haven't even visited our main touristic places is because they can't afford doing so, but I'm sure they're looking forward to being able to do it someday.

As a tourist office, we can make short trips including accomodation, two-way tickets and tourist guides, but we've got to be considered with the fee as we know people can't afford to pay much.

It would be interesting that we promote tourism in schools. Maybe giving prizes to best students. Such prizes could consist in trips, journeys to different places in the country, so they can get to visit what they've studied for so long time at school.

We can also make contests about history among housewives, proffesionals, (for foreing people or people from our country) that would incentivate people to read about our own country. Of course the prizes would also be complete journeys to different parts of our country.

### EXAMINER COMMENTS

#### Content

The candidate has failed to address all the aspects of tourism mentioned in the question. She has concentrated on the idea of attracting more visitors, but with little obvious reference to tourists from abroad, and has not dealt adequately with either the improvement of amenities or the increase in income. This is an inadequate attempt at the task.

#### Range

Some range attempted.

#### Accuracy

There is poor control of anything other than very simple structure, e.g. *The main reason because most our people haven't even...*; poor expression, e.g. *As a tourist office...* and in some places the meaning is not entirely clear, e.g. paragraph 4.

#### Appropriacy of Register and Format

There is no attempt to present this piece of writing as a formal proposal, no indication of who the recipient is and no clear division into sections, with or without headings. The register is too informal – the writer merely presents personal opinions which do not seem to be very strongly held, e.g. *I guess*.

#### Organisation and Cohesion

Although there is some paragraphing, the suggestions are not well organised.

#### Target Reader

The reader would not be properly informed.

#### Band 2

## QUESTION 3

### CANDIDATE D

Well have u seen the movie Romeo & Juliet – it is a story of (2) people that are extremely in love to one another. Actually when I read the book, I was fascinated w/ how the (2) people fight, cherished their love for each other. and I almost imagine the place they live at, how they dress & find time to see each other.

But when I watched the movie Romeo & Juliet, I was somewhat disappointed bec. The Producer & Director tried or absolutely change the story. And the film maker tried to used & abuse, the characters by exaggeration of the story. I think mostly problems of making films based on books are

- The viewer expects the Director, producer & seap characters to do the same things that the viewers read on books (e.g. setting of house, clothes of characters even their hairstyle)
- bec. the Producer/Director tried to revised or changed the story, even deleted impt. scenes to make it more suitable in our generation
- Another problem is that too much publicity of the film, that sometimes we the viewers expects so much from the film.

and the last problem is that making a film that is based on books is we are just creating a name & money for our own shake, bec. our goal in making a film is for profit only. Not to show the real story & provide accurate info.

### EXAMINER COMMENTS

#### Content

This answer concerns a play, not a novel. The review contains little information about the film, and makes a poor attempt to evaluate it as a version of the play. There is an attempt to discuss the problems of making films based on books, but this has become little more than a list.

#### Range

Limited.

#### Accuracy

There is a general lack of control and spelling is weak. Poor expression impedes communication, especially in the final paragraph.

#### Appropriacy of Register and Format

The register is inconsistent and sometimes unsuitable – for example at the beginning – and there are several inappropriate examples of abbreviation, e.g. *bec* for *because*, *impt* for *important*.

#### Organisation and Cohesion

Poor.

#### Target Reader

The effect on the reader is very negative. Very poor handwriting made this extremely difficult to read and was taken into account in the mark awarded.

#### Band 1



In our days it seems a little unusual to think that traveling by train is the best way to travel; yet, many elements might make a trip by train far more enjoyable and unforgettable than the rushed, frenetic trips that we make by air or by car. I remember a wonderful trip by train that we took with my husband about 8 years ago. By that time, we were living in Mozambique, a Southern African country, and, as we had heard a lot about the famous 'Blue Train', we decided to jump in that adventure.

First, we had to go from Maputo (Mozambique's capital), to Nelspruit, a city just at the entrance of the famous Krüger Park. When we arrived at Nelspruit railway station, we couldn't believe our eyes; in the middle of a, let us say, wild region, there stood, elegant, spotless, imposing, a train that had been manufactured 102 years ago! Incredible, it looked so well taken care of, nobody would have imagined his age. The station itself was comfortable and quite English, even in its small details; we knew, afterwards, that it had been constructed through a joint work with the 'Boers' (first Dutch settlers).

We started on time, as the English tradition imposes, and we prepared ourselves for a trip that would take 7 days and 8 nights. Our booth was perfect, I still remember its Victorian decoration; the restaurant coach seemed an English club: everybody very well dressed, listening to music, smoking, etc.

We headed Southwards and we crossed five Provinces; in each capital city we got off to enjoy typical food and music. There was a guide who told endless stories of local flavour, although some of them seemed vivid legends to us. The final stop was at Cape Town station, we were lucky to spend two days there. Shopping at Cape Town is breathtaking! and the sea looked to me as blue as the train itself.

After feeling the sensations of that wonderful trip, I sometimes stop to think about the advantages of a train trip. There is, of course, the urge for time; this is undeniable, but on the other hand, a trip like this one we took, offers the passengers elements not to be found in other type of trips: I remember how deeply we could enjoy nature, we could even smell the daffodils when crossing the meadows! Could we smell daffodils from a plane? Yes, I think that for the purpose of enjoying nature and better relaxing the best way to travel is by train.

## EXAMINER COMMENTS

**Content**

The candidate has written a good description of a train journey which makes it clear why the trip was both memorable and enjoyable. The journey is set in context and there is a description of people and places. This is a good realisation of the task.

**Range**

The language is fluent and natural, a range of structures is used competently and the vocabulary is varied and generally appropriate.

**Accuracy**

There are some errors, but these are unobtrusive – awkward expression, e.g. *in our days*, *decided to jump in that adventure* and some slightly inaccurate use of vocabulary, e.g. *as the English tradition imposes*, *booth*.

**Appropriacy of Register and Format**

The register is appropriate – neutral in tone but making the writer's feelings clear.

**Organisation and Cohesion**

In the final paragraph, which is an effective conclusion, there is a comparison with other forms of transport which neatly echoes the introduction. The article is well organised with competent use of paragraphing.

**Target Reader**

This piece of writing has a positive effect on the reader.

**Band 4**

Have you ever thought about the end of the world? John Wyndham's 'The Day of the Triffids' shows us a civilisation on the brink of a collapse. Bill Masen, the main character, wakes up in a hospital, the day before his bandages – he was hurt by a triffid attack – are to come off. The first relationship between Bill and those man-made but totally alien creatures started with Bill's job. He used to cultivate their valuable oils. Because of the bandages, Masen missed the most spectacular and devastating meteor show seen in years.

A post-war London is witnessing the end of the civilisation as we know it. With an accurate style and a rich vocabulary, Wyndham takes us into a world where almost everyone is blind because of that incredible show. Only a few, according to the say 'in the kingdom of the blind, the one-eyed man is king', are members of the monarchy. But problems arise constantly. Intelligent plants, that can kill with a single slashing sting, are threatening human existence. Darkness, scarcity of food and a general panic are some of the main features of the new order.

A subtle description of the triffids, investigated by Bill and one of his already dead friends – whose recommendations he always keeps in mind – sets the following desperate scenes. Women, children, almost no one escapes to the poisoned sting. The author describes a sense of doom and claustrophobia that enables him not to use typical violent and bloody descriptions. The absence of clear and monotone sounds, such as the sound of a traffic jam, is only broken by some inconsolable voices.

Bill risks life and limb, acting as a member of the 'rescue services', and has more than a narrow escape during his task. However, some might think that the alien affair is kept in the background; they might state that the description of a new society is in the foreground. Suspense is maintained by a series of facts linked not only with the struggle against aliens, but also against oneself. In fact, this book highlights loneliness as another dimension of fear. For example, we will never know if Bill falls in love with Josella, only because of his loneliness. Sometimes being on our own can be even more frightening than the sting of a triffid.

## EXAMINER COMMENTS

**Content**

The candidate obviously has good knowledge of the text and makes detailed reference to events and characters.

**Range**

The language shows a fluent and natural use of a range of structures, and there is a wide range of vocabulary.

**Accuracy**

Although vocabulary is generally used very effectively, there are some examples of misuse, e.g. *according to the say* and *clear and monotone sounds*. There are some awkward expressions, e.g. *members of the monarchy*, *more than a narrow escape* and *one of his already dead friends*.

**Appropriacy of Register and Format**

Appropriate.

**Organisation and Cohesion**

The answer is well organised and paragraphed.

**Target Reader**

The reader would gain some information about the book, but a clear focus on the frightening aspect of events is lacking.

**Band 3**

Dear Sir or Madam,

I am writing to recommend 'Our Man in Havana' as a possible book to appear in your exhibition on fathers and daughters in literature.

It cannot be denied that daughters have a tendency to twist their fathers around their little fingers. I am convinced that most daughters are fully aware of this power they possess and do not hesitate to take an advantage of it now and then.

Wormold, in Graham Greene's 'Our Man in Havana', is an excellent example of a father who has an extreme weakness for his daughter; 'He became a coward when he watched her, he hated to oppose her in anything.'

According to his wife's wish, Wormold has brought up Milly in the catholic belief. The fact that he is unable to follow her into this world sometimes makes him feel like a stranger to his own child: Wormold himself expresses criticism against catholicism but under no circumstances would he want to cause Milly to start denying the existence of God. As a result, she always tend to get what she prayed for.

Being a vacuum-cleaner salesman however, does not equal earning a fortune. Since Milly has an expensive taste he finally decides to take the offer of becoming a secret agent, MI6's man in Havana. In order to keep his job; he has to send reports to London. The only hitch is that his reports are all made up. The consequences turn out to be fatal.

To cheat your country might seem to be a terrible thing to do but when considering his motive the picture slightly change. The fact that none of the incidents would have occurred if it was not for Milly adds a comic aspect to the book. In fact, Wormold is not working for the sake of his country but his daughter. The world has not left much for him to believe in but through the whole book he is loyal to her. What really matters in life are the people who are close to you; 'Would the world be in this mess it is if we were loyal to love and not to countries?'

Maybe not, but it seems to me that there is a need for a balance. Fathers may be weak for their daughters. However, 'Our Man in Havana' is an excellent example that things might turn out to be a mess if you are too loyal to someone. I consider this to be an interesting aspect and therefore recommend the book for your exhibition on fathers and daughters in literature. If you have any further questions do not hesitate to contact me.

Yours faithfully

## EXAMINER COMMENTS

### Content

The reason for writing is stated at the beginning. The two characters are described briefly and there is an interpretative discussion of their relationship and its effects on the development of the plot. The writer adds her own views on loyalty to those expressed by the characters. This is generally a very good realisation of the task.

### Range

There is a variety of structures and a very good range of expressions and examples of collocation.

### Accuracy

The language is virtually error-free. There is the odd slip, e.g. *the picture slightly change*, *she always tend to get*; a spelling error, *posess*; awkward word order, e.g. *brought up Milly* and collocation which is not quite right, e.g. *Milly has an expensive taste*.

### Appropriacy of Register and Format

The letter is written in an appropriate style.

### Organisation and Cohesion

The body of the letter is well paragraphed and there is a clear introduction and conclusion.

### Target Reader

The reader would be well informed about the appropriateness of the book for the exhibition.

### Band 5

QUESTION 1

**Content**

Major points:

- extinctions are a natural part of evolution
- extinctions are a disaster to be averted
- extinctions are caused by humans

**Range**

Language for presenting/summarising an argument.  
Language for supporting/attacking an argument.

**Appropriacy of Register and Format**

Register consistently appropriate to readers of a serious magazine.

**Organisation and Cohesion**

- clear summary of the points presented
- well-ordered evaluation of these points
- conclusion arrived at

**Target Reader**

Would have a clear idea of points raised in the discussion and of the writer's opinion.

QUESTION 2

**Content**

Article should describe an event from schooldays and say what was learnt from it.

**Range**

Language of narration, description and analysis.

**Appropriacy of Register and Format**

Register appropriate for article written for fellow pupils.

**Organisation and Cohesion**

Clear development of description and narrative.  
Adequate use of linking and paragraphing.

**Target Reader**

Would be interested by the narrative.

QUESTION 3

**Content**

Review should inform the reader about the specific best-seller chosen and the essential guidelines that make a best-seller.

**Range**

Language of narration, description and evaluation.

**Appropriacy of Register and Format**

Register should be appropriate for a review in a magazine.

**Organisation and Cohesion**

Clear development with appropriate paragraphing and linking of content. There should be evidence of cohesion in moving from the specific to the general.

**Target Reader**

Would be informed about the specific best-seller chosen and about best-sellers in general.

## QUESTION 4

### Content

Should include information on:

- customs
- places to visit
- food and drink

### Range

Language of description and recommendation.

### Appropriacy of Register and Format

Register appropriate for letter of welcome (with appropriate introduction and concluding conventions), possibly with use of headings.

### Organisation and Cohesion

Well-organised and paragraphed.  
Clear indication of purpose in writing.

### Target Reader

Would feel ensured of a welcome and have a clear idea of the area.

## QUESTION 5(A)

### Content

Clear reference to the book chosen with description and analysis of characters and their lives.

### Range

Language of description, analysis and narration.

### Appropriacy of Register and Format

Register and format appropriate to that of report for local reading group (informal/neutral register).

### Organisation and Cohesion

Clear organisation and development of ideas with adequate use of paragraphing. Possible use of headings.

### Target Reader

Would understand why the writer thinks the book should be studied.

## QUESTION 5(B)

### Content

Description/narration of at least one community.  
Evaluation of success of at least one community.

### Range

Language of description, narration and evaluation.

### Appropriacy of Register and Format

Consistent register suitable for readers of a magazine.

### Organisation and Cohesion

Well-organised article with appropriate paragraphing and linking.

### Target Reader

Would be informed about at least one community.

**Content**

Clear reference to the book chosen.  
Description of Wormold and discussion of his character.

**Range**

Language of describing, narrating, giving reasons, drawing conclusions.

**Appropriacy of Register and Format**

Register and format appropriate to that of a review for a college magazine.

**Organisation and Cohesion**

Clear organisation and development of ideas with adequate use of paragraphing.

**Target Reader**

Would understand the writer's viewpoint.

## QUESTION 1

## CANDIDATE A

## LIVE AND LET LIVE

Homo sapiens is the most dangerous animal species on our planet. It is a natural enemy of all other species on Earth, even some whose existence humans do not even know of yet.

It is true, as some of our society's members pointed out during our recent conference, that 'extinction is a natural part of evolution'. Nature managed pretty well long before the first clumsy humanoid decided to interfere with it. New, better developed species took the place of old primitive ones in the never-ending story of 'natural choice' in which only the stronger, faster or smarter can survive. Species which could not cope with changed conditions became extinct as a natural consequence of this process. Dinosaurs, for example, were unable to cope with a major change of climate and had become extinct long before the first conservation society was founded.

On the other hand every disappearance of a species is a tragic loss not only for nature but also for humans. These losses are usually caused by human activities, be it the destruction of rain forests or the using of pesticides or the pollution of air and water. It is not the natural extinction as a part of evolution that worries us, but this unnecessary and dangerous extinction which can throw nature off balance for a very long time. Nature is a complicated symbiosis of all species, and if one disappears and is not substituted by another, the process may stop working forever.

These are only a couple of the main reasons why it is essential to stop destroying the natural habitats of animals, and why breeding programmes for those already endangered are so vital. I realise I may be preaching to the converted since this magazine is mostly read by members of our society, but I feel the importance of its work cannot be stressed too much. If we do not take the opportunity to think about this now, it may prove to be too late for us to save the world as we know it for future generations.

## EXAMINER COMMENTS

**Content**

This is a very good realisation of the task. All the points from the input have been mentioned, and the candidate has given her own opinions about the problem under discussion. She has clearly identified her role as writer and has referred to the context of the article – *this magazine*.

**Range**

There is accurate use of a wide range of structure and vocabulary. The language is fluent and natural and there is some very good use of expression – *as a natural consequence of this process; I may be preaching to the converted; the importance of its work cannot be stressed too much*.

**Accuracy**

The article is virtually error-free. There is a spelling mistake (*developped*); an inappropriate collocation (*natural choice*); 'using' is used (*using of pesticides*) where 'use' would be more appropriate.

**Appropriacy of Register and Format**

The register is wholly appropriate and consistent throughout. The answer is in a suitable format.

**Organisation and Cohesion**

The answer is very well organised in paragraphs, and the argument within each is clearly expressed and easy to follow. There is a good introduction and an appropriate conclusion.

**Target Reader**

The article would have a very positive effect on the reader who would be clearly informed about the points raised in the discussion and would understand the writer's opinion.

**Band 5**

## SIGNIFICANT EVENTS AT SCHOOL– NEVER PRE-JUDGE

It is generally accepted that the school year are one of the most fascinating era of someone's life.

I graduated my school four years ago and my memories are unique. I learnt, a lot, not only through the courses but from the communication with a lot of people as well.

The event I would like to describe happened two years before I graduate. Before start narating I feel I must mention the special relation between pupils and teachers. Contrary to what someone would expect from a conventional school and an ordinary way of educating, both sides were friendly and willing to have chats. We could discuss anything and the teachers would always lend a sympathetic ear to someone who had a problem.

Well, to get to the point, it was an ordinary school day when a rumour spread all around the school like a wildfire. There had been a loss of some books from the secretaries office. These books were the ones in which the absences of the pupils are being noted. The headmaster considered that certain pupils were to blame. He accused them of stealing these because they were about to reach the limit of absences and in all probabilities they would fail to pass the courses.

Coinsidentally, some of these pupils had stayed up until late at school working in the laboratory of chemistry, on one of their tasks for the subject. They were the first suspects and the headmaster didn't bother to investigated any further.

The result was obvious. When the pupils learnt that these ones would be strictly punished and expelled from school, they reacted. Everyone denied getting in the classrooms unless everything was cleared up. No one could put the blame on someone without particular evidence. This behaviour was extravagant. But the point was that not only the pupils protested against this quick and unfair decision but our teachers as well.

The lessons were cancelled for that day. There had been a further research on the case and the other day the 'verdict' was announced.

The headmaster admitted that his decision was too quick to be right. The mistake was his as he had forgotten that the secretary would take the books at her house to check them. He apologized and announced that no one would be punished. The pupils should not be prejudged.

To be true I was one of them. In the begining I was scared but in the end I was justified. Our headmaster proved that he deserved his position.



**Content**

The candidate has described an event from his schooldays, but has made no attempt to identify what he learnt from it. This is not an article designed to be read by fellow pupils or anyone familiar with the school. It seems it was the headmaster, rather than the pupil, who learnt from the experience.

**Range**

The range of language used is limited.

**Accuracy**

There are errors of several kinds, and, although the event is explained well enough to be generally understood, some of the details are unclear because the inaccuracies impede communication – *Everyone denied getting into the classroom unless everything was cleared up*. There are spelling mistakes (*fachinating, begining*); mistakes in the use of verbs (*before I graduate, absences of the pupils are being noted*), and in agreement (*the school year are*) and some awkward phrasing (*ordinary way of educating, the limit of absences*). There is some good use of expression, however, – *lend a sympathetic ear, to get to the point* – although idioms are not always quite correct – *like a wildfire*.

**Appropriacy of Register and Format**

The register and format are appropriate. There is some attempt to engage the reader's interest and attention – *Well, to get to the point, To be true I was one of them* – but this is only partially successful because of the weaknesses in the language.

**Organisation and Cohesion**

The article is well organised and paragraphed with an appropriate, though brief, introduction and a conclusion.

**Target Reader**

The reader would understand what had happened, but the article includes no reference to the journal or to the reason for writing, and the inaccuracies in language create a negative effect.

**Band 2**

I must admit, when I first came across those freshly printed copies of 'Memoirs of a Geisha' with their covers in a stylish grey colour with only a tiny image of a Geisha's red lips on the front, I was quite amazed. 'Geisha? Aren't they those Japanese prostitutes who needed at least three hours to get dressed and to put on their make-up? Didn't they die out recently and who wants to know about them anyway?' I don't know why, maybe it was because I was always subconsciously jealous of them just looking perfect in my view, I bought the book, started reading it and disappeared completely. I locked myself in my room until I finished it.

The plot was about those poor Japanese girl Sayuri whose mother died when she was eight. Her father sold her and her sister Hatsumomo to an Okya, a house where Geisha live. So both had to leave the small village in which they grew up and which they had never left before to start their new lives in Kytta, a big town famous for its Geisha tradition. Worst of all they got seperated and little Sayuri was left completely alone to survive the harsh treatment of the people who lived in the Okya and the strict routine of her Geisha training.

The book, 'Memoirs of a Geisha' describes her whole life from that difficult beginning up to the point when she finally went to America to set up her own little tea house for Japanese businessmen working in the USA after being one of Kytta's most famous Geishas.

What I found extraordinary amazing about this book was that I still was not able to stop thinking about it after finishing it. Being completely absorbed reading it I missed Sayuri's company when I finally left my room after one week, yearning for some Sushi.

I am convinced that this book has got everything a best-seller calls for; it absorbs you, it makes you think, once you start you cannot finish and last but not least it gives you the opportunity to escape your boring reality. To be honest, I would find it more interesting to be one of Japan's most famous Geisha instead of writing book reviews, wouldn't you?

### Content

This is a good realisation of the task. The review explains the nature and content of the book, expresses the writer's personal response to it and outlines, though rather briefly, the qualities which, in her opinion, make it a best-seller.

### Range

The language is fluent and natural, and the range of vocabulary and expression is appropriate to the task.

### Accuracy

There are errors, but these are mostly minor and unobtrusive: incorrect use of a demonstrative adjective – *those*; spelling mistakes – *lifes*, *seperated*; an adjective used instead of an adverb – *extraordinary*; misuse of vocabulary – *you cannot finish*; and some poor phrasing – *her whole life*; *being completely absorbed by reading it*.

### Appropriacy of Register and Format

The register and format are appropriate. The writer has very effectively described her own impressions of the book and involved the reader in her enthusiasm by direct address – *wouldn't you?* She successfully establishes a relationship with her reader.

### Organisation and Cohesion

The review is particularly well organised.

### Target Reader

The review would have a positive effect on the reader, who would know what the book was about and would understand the writer's definition of 'best-seller'.

### Band 4

Dear Visitor,

Welcome to our beautiful village of Pr. Oldendorf, which is one of the few spas in this region.

We would like to inform you that in two weeks time we will celebrate our annual festival. Everyone is welcome to come and take part. There are going to be several stalls with local arts and crafts being displayed.

Also coming up is the traditional may dance around the pole on the first of may. All our local dance groups will be performing on the village green.

If you happen not to be here during these events, there is a weekly market around the church and a monthly animal show in the riding school. And if nothing of that attracts you, you can go to a spa concert. These are given once a week on tuesdays in or outside the 'House of hospitality', depending on the weather.

Our village has some places that might be of interest to you, such as the antique steam railway that goes once a week to a neighbourhood village.

The surrounding woods of Pr. Oldendorf provide very good paths for long or short walks.

Placed on a high point in the woods is a wooden tower that offers a beautiful view over Pr. Oldendorf and surrounding villages. Also situated in the woods is a stone medieval tower which is the remains of a fort. It can be entered and next to it is a very nice café. The 'House of hospitality' is at the edge of the woods and offers wonderful gardens with games and ponds. All these locations make very good stations for longer walks.

Should your interest be more in food and drink than anything else you cannot be dissapointed by our restaurants. There are several good restaurants including an italian, a greek and two german ones. The german food is to be recommended.

The most spectacular location of one our cafés is in an old plane that was taken out of service ten years ago. It is well situated and offers a nice view of our countryside.

In summer the best location is the Italian ice cream parlour on our main road. The best ice cream of north germany is made – not bought – there.

We – the town council – hope that this information was helpful to you and that you will enjoy your stay.

Yours sincerely,

Town Council

**Content**

The letter contains plenty of relevant information, though sufficient detail is not always supplied – *in two weeks time*.

**Range**

The language is reasonably fluent and natural; the range of vocabulary and expression is adequate to the task.

**Accuracy**

There are errors, though none of these impedes communication: failure to use capital letters – *may, tuesdays, greek, italian, german*; spelling mistakes – *dissappointed*; some inaccuracies in expression – *The most spectacular location of one of our cafés; The best ice-cream is made – not bought – there*; and wrongly used vocabulary – *very good stations for longer walks*.

**Appropriacy of Register and Format**

The format is appropriate, though the information could have been more clearly presented under headings. The register is suitable and consistent.

**Organisation and Cohesion**

The letter has an appropriate introduction and conclusion. The information is clearly presented, though in places becomes little more than a list which leads to some repetition – walks are referred to in more than one paragraph.

**Target Reader**

The reader would have a general idea about what the area offers.

**Band 3**

This is a story about an ordinary middle-aged man, Macon, and his accidental year.

Macon is a man who loves a routine life and does not like a change, although he often has to go to travel and try new things because he is a writer of a guidebook. He met his wife Sarah when they were teenagers and they got married without any doubt. They had a normal happy family life with their son Ethan until his death. After this sad accident, they began unharmonious and they decided to separate.

After the separation, he met Muriel, a young dog trainer of his dog Edward and through the training he began to know her. One day, he silently blowed up his deep dark feeling about his son's death to her and she heals it. From then on, they began to live together against Macon's brothers' and sister's will. However Macon began to feel comfortable with this uneducated but lively single mother Muriel and also feel satisfaction with taking care of her son Alexander who has weak health condition.

Nevertheless, when Macon met Sarah again, he felt naturally comfortable and they began to live together again. It looked like normal for him but in this time, something was strange. 'What do I want to?' 'What do I need?' For the first time he tried to hear his feeling and change something by his own will. He had used to be an accidental tourist in his life, but this time he became an intentional tourist for a woman who gave him a brave to change his colourless life to lively unpredictable life.

This novel shows us an emotional weakness of human being and tells us that everything around us has a meaning. You can feel that life is consisted of little accidents but you can make your life lively with one intention, your will. After reading this, I gave smile to Macon's future.

## EXAMINER COMMENTS

**Content**

The candidate has not answered the question. Some of the characters are described, but this happens quite incidentally while the reader is being given an outline of the plot.

**Range**

The language is severely limited and there is serious lack of control.

**Accuracy**

The report is full of inaccuracies in expression and communication is frequently impeded.

**Appropriacy of Register and Format**

The format is appropriate and the register is consistent.

**Organisation and Cohesion**

The answer is well paragraphed and organised.

**Target Reader**

The reader would have some limited idea about the plot of the novel, but the report has not provided the information that was asked for.

**Band 1**

'Different Communities in Fiction' is the topic of how people get organised to survive in an unreal, here disastrous, situation. As these people have all lived in the former so-called 'normal' world, their minds are already carrying prejudices and settled ideas. Such ideas can be various types of living together. The question is now, which of them is the most likely to help the victims to live.

In 'The Day of the Triffids' there are two contrary and therefore interesting examples. The first one is based on a religious principle, the second one on a scientific principle. The religious, or in this case even christian community, is dominated by the belief in God and so in a providential help. It's conservative, which means that the members try to live according to their conscience in helping needing people. This generous 'way of God' hides a lack of knowledge, which proves to become fatal in the book. In fact, in welcoming increasingly more people, a plague is carried into the community.

The second and scientific group is based on the 'ratio'. It means that the adepts try to make exclusive use of their brains. No feelings, beliefs or states of conscience have to interfere. From previous experiences these people have a fair amount of knowledge, which is to be used and developed in order to combat the triffids and daily threats to their existence. This community is turned towards the future. It's aware of past scientific achievements and is sure to be able to cope with any other demands. Here the individual being counts little; either you accept the principle or you leave.

These two opposite ways of thinking in the first and second community are not only real in the fiction world of 'The Day of the Triffids'. In our world of the 21st century different groupments exist, too. We have religious fanaticism arguing against pure scientific knowledge, which excludes the individuality.

In my opinion none of the two communities are likely to survive in longer terms. The only way would be to join, as the one completes the other. I cannot imagine how people would bear to live only for the future ... in passing on their genes.

## EXAMINER COMMENTS

**Content**

The article deals with some of the problems raised by the issues involved in the establishment of viable communities, but makes no direct reference to any of the characters or events in the novel.

**Range**

There is a reasonable range of vocabulary and an adequate range of structures.

**Accuracy**

There are few errors, though in places the expression is awkward and the meaning not immediately clear (*such ideas can be various types of living together; in helping needing people; none of the two communities are likely to survive in longer terms*).

**Appropriacy of Register and Format**

The format is appropriate and the register is consistent.

**Organisation and Cohesion**

The article is well organised and effectively paragraphed.

**Target Reader**

The reader might well be interested in the points raised, but would have no understanding of how these relate to the novel.

**Band 2**

The main character of 'Our Man in Havana' is Mr Wormold, a salesman who sells vacuum cleaners. Due to the fact that he has a sixteen-year old daughter, Milly, who spends more money than they can afford, Mr Wormold 'accepts' to be a spy. However, he is not really happy about this fact. The only thing he wants is to earn more money because he doesn't earn enough by selling vacuum cleaners. He does not even want the money for himself but for Milly, the apple of his eye. Fortunately he finds a clever way to earn without being a real spy: he invents his agents and the reports. All the reports he sends to the head office are a result of his imagination. Nothing is true, neither the reports nor the agents and for these lies he gets money. Consequently he could be called a fraudster.

Although he had invented his agents, people presumed to be agents of his were killed. They had to die because of him. However, he is not a murderer. He did not have the intention to do any harm to anybody. That's why he invented not only the reports but also his agents. Not only would we not call him a fraudster or murderer but we would even sympathise with him. He's a good man, he's not greedy or selfish. Everything he does is for his daughter. He also suffered when he heard that people had been killed although he didn't know them. But he felt that he was the one to blame. Of course, if he had known before that people would lose their lives because of him he wouldn't have accepted to be a spy even not an unreal one. Yet, what counts is his intention. He didn't want to do any harm that's why we still sympathise with him.

## EXAMINER COMMENTS

**Content**

The candidate has written a review that focuses on the points raised in the question. She discusses Wormold's character with reference to fraud and murder – though she omits the important episode of Carter's death. She explains why Wormold is a character with whom the reader can sympathise.

**Range**

The writer used an adequate range of vocabulary and structures; there is some fluent and natural expression (*the apple of his eye; what counts is his intention, more money than they can afford*).

**Accuracy**

The language is generally accurate, and the meaning always clear, although there are some errors – misuse of vocabulary (*accepts*), use of negatives (*he's not greedy nor selfish*).

**Appropriacy of Register and Format**

The format is appropriate and the register consistent.

**Organisation and Cohesion**

The answer is well organised, and the points are clearly and coherently made.

**Target Reader**

This answer is short and rather superficial in its analysis, but it does deal with the points called for by the question; it is a satisfactory attempt at the task.

**Band 3**