

# PAPER 2

# WRITING

## GENERAL DESCRIPTION

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<b>Paper format</b>	The paper contains two parts.
<b>Timing</b>	1 hour 30 minutes.
<b>No. of parts</b>	2.
<b>No. of questions</b>	Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of four in Part 2.
<b>Task types</b>	From the following: letters, articles, reports, compositions, stories. Each task has a given purpose and a target reader.
<b>Answer format</b>	The questions are in a booklet with lined pages for the 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.

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## STRUCTURE AND TASKS

### PART 1

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<b>Task type and focus</b>	QUESTION 1 Writing a transactional letter (formal/informal).
<b>Format</b>	Candidates are required to deal with input material of up to 250 words. This may include material taken from advertisements, extracts from letters, emails, postcards, diaries, short articles, etc.
<b>No. of tasks and length</b>	One compulsory task. 120–180 words.

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### PART 2

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<b>Task type and focus</b>	QUESTIONS 2–4 Writing one of the following: <ul style="list-style-type: none"><li>• an article</li><li>• a non-transactional letter</li><li>• a report</li><li>• a discursive composition</li><li>• a short story.</li></ul> QUESTION 5 Writing one of the following, based on reading one from a prescribed list of five books: <ul style="list-style-type: none"><li>• an article</li><li>• an informal letter</li><li>• a report</li><li>• a composition.</li></ul> Question 5 has two options.
<b>Format</b>	A situationally-based writing task specified in no more than 70 words.
<b>No. of tasks and length</b>	Four tasks from which candidates choose one. 120–180 words.

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## The two parts of the Writing paper



Each question on the Writing paper carries equal marks.

### ■ Expected word length

Candidates are asked to write 120–180 words for each answer. For answers that are below length, the examiner adjusts the maximum mark and the mark given proportionately. For answers that are over-length, the examiner draws a line at the approximate place where the correct length is reached and directs close assessment to what comes before this. However, credit is given for relevant material appearing later.

### ■ Irrelevance

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

### ■ PART 1 – COMPULSORY TASK

*This part tests the candidates' ability to write a transactional letter, in response to a request for action or to initiate action.*



Sample question and scripts: pages 19 and 22–23.

### ■ Task type and focus

The letter may be formal or informal. The range of functions in this letter may include requesting and giving information, explaining, apologising, as well as making complaints, corrections, or suggestions. 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 letter on input material of up to 250 words. This input is made up of varied combinations of text and notes, and may be supported by illustrations or diagrams. The texts may include advertisements, extracts from letters, emails, postcards, diaries or short articles. Widely used abbreviations, such as N.B., e.g., etc., may also appear as part of the input. It is very important that candidates cover all the essential points of the input in their answer so that the target reader is fully informed. Candidates should be aware that the overall aim of the task is to achieve a positive effect on the target reader. A list of questions or statements in simple sentences is not enough; organisation and cohesion, clear layout, appropriate register, control and accuracy of language are all-important features of task achievement. Some 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 often offer the candidates

the opportunity to add a piece of information, or make a suggestion or request of their own, and this enables them to demonstrate their range of language.

### ■ PART 2

#### ■ Task format

The input for these five tasks is considerably less than in Part 1. Each writing task in Part 2 has a context, a purpose for writing and a target reader specified in no more than 70 words. Widely used abbreviations, such as N.B., e.g., etc., may also appear, as in Part 1. 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 or neutral/formal tone.

### ■ PART 2 – QUESTIONS 2–4

*This part consists of four questions from which candidates must choose one. One of the four questions offers two options based on the list of set books.*



Sample questions and scripts: pages 19 and 24–26.

### ■ Task type and focus

The different task types are intended to provide frameworks for the 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:*

**A COMPOSITION** is usually written for a teacher, perhaps as a follow-up to a class activity, and would probably include some opinions and suggestions on the subject.

**AN ARTICLE** is usually 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 and anecdote.

**A REPORT** is usually written for a superior (a boss or a teacher) or a peer group (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 LETTER OF APPLICATION** is usually written to an individual or an organisation. The purpose is always clear (to get the job, the scholarship, etc.), and all information and expressions of interest are directed to that end.

**AN INFORMAL LETTER** is written for a known reader, e.g. a pen friend. The aim is to interest the reader, share an experience or explain feelings and personal opinions.

**A SHORT STORY** is usually written for an English language magazine or anthology. The writer might be writing for a fee or in the hope of winning a prize, but the immediate purpose is to engage the interest of the reader.

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 – QUESTIONS 5(A) AND (B)

*This consists of a choice of two tasks based on the list of set books, as specified in the Examination Regulations issued every year (also available through the Cambridge ESOL website: [www.CambridgeESOL.org/fce](http://www.CambridgeESOL.org/fce)).*



Sample questions and script: pages 19 and 27.

### ■ Task type and focus

The tasks require one of the types of writing given above, i.e. article, letter, composition or report.

This option is intended to encourage extended reading as a basis for the enrichment of language study, and a variety of simplified and original texts are included in the list of prescribed titles. Each book normally remains on the list for two to three years.

Candidates who base their answer on another book not on the list will receive Band 0. The questions are designed to be general enough to be applicable to any of the books. The target reader is defined as someone who has probably not read the books. This encourages adequate reference to the text which the candidate has read; a plot summary is not, however, a substitute for the task.

In Question 5, the examiners are looking for evidence that candidates have read and appreciated a set book and are able to provide evidence of this in the form of description and discussion. Assessment is based, as for the other Part 2 tasks, on control of language in the given context. It is obviously necessary to downgrade candidates who attempt the set book questions without preparation.

## Preparation

### General

■ Candidates write most effectively when they choose tasks and topics well suited to their interests and experiences. 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 so that they can identify those which are most accessible to them.

■ Train your students to read the questions carefully, underlining the most important parts. They then need to make a plan, referring closely to the question and looking for opportunities to develop their ideas and show their range of language.

■ The time allowed for the Writing paper (1 hour 30 minutes) is designed to be sufficient for candidates 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.

■ 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.

■ If candidates write simple sentences throughout, they cannot be given good marks for range of language. It is important to use more complex language at this level and, if in doing so they make mistakes, the examiner will always try to give credit for the complex language attempted as long as the mistakes do not impede communication.

■ Counting words wastes time in an examination and can lead to clumsy alterations to what a candidate has already written. 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.

■ Make sure your students have practice in answering the questions without the use of dictionaries. Dictionaries are not allowed in the FCE Writing paper.

■ 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.

■ Remind your students that they can use the blank pages at the back of the question booklet to make notes, and that these notes will not be marked. They can also use these pages to finish their answers, if necessary. However, they should make it clear that the writing is part of their answer and not just notes.

■ It is important to write clearly so that the answers are easy to read. However, it is not important if candidates write in upper or lower case, or if their writing is joined up or not.

### By part

#### ■ PART 1

■ Successful answers to Part 1 questions include all the content points and expand them where appropriate with relevant ideas and information. It is a good idea to explore the range of functions used in the notes to help your students recognise how some require factual information 'tell Sam where to meet ... say when ...' and some present opportunities for expansion 'explain why ... give opinion ...'. Brainstorm ideas for expansion and encourage students to review their writing, substituting frequently used words with a wider range.

- Understanding the scenario in the question helps students write letters in an appropriate tone. Sometimes Part 1 letters are formal, sometimes informal, and it is worth considering this when dealing with the various functions in the notes. Apologising to a friend 'I'm really sorry, you know how careless I am!' is different from a formal apology 'I must apologise for the noise which our group made and hope we did not disturb you too much'. In the examination, candidates are given credit for consistent use of register in their answers.
- Paragraphs make letters easier for the reader to follow. Organising the content points (usually five) gives a natural framework for the letter, but then students need to find appropriate ways to link these points. Register plays a part here, too. Your students may know formal linking words like 'furthermore' and 'moreover' but should also be able to use less formal ones like 'anyway' and 'as well as that'.
- Candidates can use key words from the question but should not 'lift' whole segments of language. No credit is given for language which has been obviously lifted from the question.
- Remind your students that the rubric always instructs the candidate to read the text and 'the notes you have made'. It also says 'write a letter using **all** your notes'. The notes are reproduced close to or around the text or underneath it on a notepad. Candidates must address each of these notes in their letter. Missing out a content point means the target reader is not fully informed and the task is not adequately achieved. This will result in candidates being penalised.

## ■ PART 2

- Part 2 will always have three different tasks, plus a choice of two tasks on the set books in Question 5.
- The tasks in Part 2 are a chance for your students to show their range of language. Encourage them to be ambitious and use a variety of grammatical structures and explore the use of new vocabulary and expressions.
- Since there is always a choice of task types in Part 2, students should avoid a particular task type if it is unsuited to their interests or experience.
- Remind your students that it is important that they understand what they have to write.
- Each word in the rubric is important to the task, so an answer may not be wholly relevant if the candidate is unsure about some aspect of the rubric. Students should therefore be advised to avoid a question if they are unsure of what is required.

## Articles

- A successful article interests and engages the reader, often with description and anecdote. A personal angle usually works well, and a catchy title will attract attention. The use of direct and indirect questions also adds colour, and students should be taught how to use these.

## Compositions

- Advise your students that they are free to agree or disagree with the statement in the task, or discuss both sides. They need to be taught to give opinions, and to agree and disagree in a formal or neutral register.

## Short stories

- It is important that students follow the instructions for this task carefully. However, within the task, there is ample scope for imagination. The use of interesting adjectives, adverbs and expressions should be encouraged. A firm grasp of the correct use of past tenses is essential.

## Letters

- Students should know the formulaic expressions to begin and end a formal letter, but should also develop their range of persuasive language.
- If students are required to produce an informal letter, they should use appropriately informal language throughout, and be prepared to express their opinions and give advice.

## Reports

- Students need to be taught report format, and to work on specific vocabulary areas such as transport, leisure, entertainment and so on. They should also be able to make suggestions and recommendations.

## Set book questions

- The set book question exists to encourage reading and develop the range of language.
- Don't miss the opportunity of integrating the reading of a set book with language development. You can also discuss the characters and plot twists and turns, the surprises, and the emotions experienced by the reader.

# PAPER 2: WRITING

## Parts 1 and 2

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### Part 2

Write an answer to **one** of the questions 2 - 5 in this part. Write your answer in **120 - 180** words in an appropriate style on the opposite page. Put the question number in the box at the top of page 5.

2 The school where you learn English has decided to buy some videos in English. You have been asked to write a report for the Principal, suggesting what kinds of videos the school should buy. In your report, you should also explain why students at the school will enjoy these videos.  
Write your **report**.

3 You have seen this advertisement in *The Traveller* magazine and have decided to apply.

**THE TRIP OF A LIFETIME**

WE ARE LOOKING FOR EIGHT PEOPLE FROM DIFFERENT COUNTRIES TO SPEND THREE MONTHS ON A SAILING TRIP AROUND THE WORLD, FREE OF CHARGE. NO SAILING EXPERIENCE IS NEEDED. TRAINING WILL BE GIVEN.

WRITE AND TELL US WHY YOU ARE THE PERSON WE ARE LOOKING FOR AND EXPLAIN HOW YOU WOULD BENEFIT FROM THIS EXPERIENCE.

**APPLY TO OCEAN WORLD NOW!**

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

4 You have had a class discussion on food and eating habits. Your teacher has now asked you to write a composition giving your opinion on the following statement.

*Young people are eating a less healthy diet nowadays than their grandparents did.*

Write your **composition**.

5 Answer **one** of the following two questions based on your reading of **one** of these set books. Write the letter **(a)** or **(b)** as well as the number **5** in the question box, and the **title** of the book next to the box. Your answer **must** be about one of the books below.

- Best Detective Stories* of Agatha Christie – Longman Fiction
- A Tale of Two Cities* – Charles Dickens
- Animal Farm* – George Orwell
- Wuthering Heights* – Emily Brontë
- More Tales from Shakespeare* – Charles and Mary Lamb

**Either (a)** Your college magazine is looking for articles on the qualities of good stories. Write an **article**, briefly describing the beginning of the book or one of the short stories you have read, and explaining why this beginning made you want to read the rest of the story.

**Or (b)** In your opinion, which character changes most in the book or one of the short stories you have read? Write a **composition**, explaining your views.

01022\_Mar01

2

### Part 1

You **must** answer this question.

1 You have decided to do the same summer job that you did last year. You want to persuade your English-speaking friend, Jan, to do the job as well.

Read the advertisement for the job and also read your notes. Then, using all your notes, write your letter persuading Jan to join you.

**HELP NEEDED THIS SUMMER**

Every summer we run an international Camp for 8 to 12-year-old children.

You will help with:

- outdoor activities
- entertainment
- sports competitions
- children's games

Free accommodation — Tents!

Free food — Only 5 hours' work a day!

Enough free time for us to ...

Beautiful place ... Explain why the work was fun last year!

Not wonderful, but ... Enough free time for us to ...

Write a **letter** of between **120** and **180** words in an appropriate style on the opposite page. Do not write any postal addresses.

01022\_Mar02

## 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 General Impression Mark Scheme summarises the content, organisation and cohesion, range of structures and vocabulary, register and format, and target reader indicated in the task. The Task Specific Mark Scheme focuses on criteria specific to each particular task.

Examples of candidate responses, together with the Task Specific Mark Schemes, can be found on pages 22–27.

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

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 begins the process of establishing a common standard of assessment by the selection and marking 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. Examiners discuss these task specific and general mark schemes and refer to them regularly 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 from one country in the allocation of any one examiner. A rigorous process of co-ordination and checking is carried out before, during and after the marking process.

The FCE General Impression Mark Scheme is interpreted at Council of Europe level B2.

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.

## FCE

### General marking scale

**BAND 5** For a band 5 to be awarded, the candidate's writing fully achieves the desired effect on the target reader. All the content points required in the task are included\* and expanded appropriately. Ideas are organised effectively, with the use of a variety of linking devices and a wide range of structure and vocabulary. The language is well developed, and any errors that do occur are minimal and perhaps due to ambitious attempts at more complex language. Register and format which is consistently appropriate to the purpose of the task and the audience is used.

**BAND 4** For a band 4 to be awarded, the candidate's writing achieves the desired effect on the target reader. All the content points required in the task are included\*. Ideas are clearly organised, with the use of suitable linking devices and a good range of structure and vocabulary. Generally, the language is accurate, and any errors that do occur are mainly due to attempts at more complex language. Register and format which is, on the whole, appropriate to the purpose of the task and the audience is used.

**BAND 3** For a band 3 to be awarded, the candidate's writing, on the whole, achieves the desired effect on the target reader. All the content points required in the task are included\*. Ideas are organised adequately, with the use of simple linking devices and an adequate range of structure and vocabulary. A number of errors may be present, but they do not impede communication. A reasonable, if not always successful, attempt is made at register and format which is appropriate to the purpose of the task and the audience.

**BAND 2** For a band 2 to be awarded, the candidate's writing does not clearly communicate the message to the target reader. Some content points required in the task are inadequately covered or omitted, and/or there is some irrelevant material. Ideas are inadequately organised, linking devices are rarely used, and the range of structure and vocabulary is limited. Errors distract the reader and may obscure communication at times. Attempts at appropriate register and format are unsuccessful or inconsistent.

**BAND 1** For a band 1 to be awarded, the candidate's writing has a very negative effect on the target reader. There is notable omission of content points and/or considerable irrelevance, possibly due to misinterpretation of the task. There is a lack of organisation or linking devices, and there is little evidence of language control. The range of structure and vocabulary is narrow and frequent errors obscure communication. There is little or no awareness of appropriate register and format.

**BAND 0** For a band 0 to be awarded, there is either too little language for assessment (fewer than 50 words) or the candidate's writing is totally irrelevant or totally illegible.

\* Candidates who do not address all the content points will be penalised for dealing inadequately with the requirements of the task.

Candidates who fully satisfy the Band 3 descriptor will demonstrate an adequate performance in writing at FCE level.

## 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.

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- LEVEL C2 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.

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- LEVEL C1 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.

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- LEVEL B2 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.

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- LEVEL B1 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.

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- LEVEL A2 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.
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## PAPER 2: WRITING

### Question 1 (sample script)

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

#### QUESTION 1: CANDIDATE A

##### ■ Content

Major points:

Letter must include all the points in the notes.

- Express appreciation of the place where the camp is held.
- Explain that/why the work is/was fun the previous year (could be implicit).
- Mention accommodation in tents.
- Comment on food.
- Explain that there was enough free time.

##### ■ Organisation and cohesion

- Letter format, with early reference to why the person is writing.
- Clear organisation of points.
- Suitable opening and closing formulae.

##### ■ Appropriacy of register & format

- Informal letter.

##### ■ Range

- Language appropriate for expressing appreciation, explaining, commenting and giving information.

##### ■ Target reader

- Would be informed.

#### Candidate A

09th March 2002

Dear John,

How are you? I hope everything is going well with you. Do you remember when you phoned me last time, you told me you needed a job for this summer. I've seen a advertisement in today's newspaper which is about an International summer camp and it's about for 8 to 12 year old children that I joined last year.

I know at the beginning of that you can think it's not convinient for you, but don't make your decision without hearing about it and what it' looks like. Let me tell you about this job.

First of all it's located in beautiful place in amongs trees, just think that wonderful nature, brillant wheather and sunshine. It's stunning place. I had a great time in that camp last summer. We had a lot of fun during working hours. Especially outdoor activities, entertainment, sports competitions and children's game are perfect, great and fascinating. We are staying in tents during summer. Have you ever tried it before? It's really different from our houses We have also enough free time for us to go swimming, fishing, walking on paths and doing nature sports. We are not working at wekends. I can say that foods are not wonderful but We can go to town or we can cook our foods in camp kitchen what we want.

At a result of that if you decide to do this job, please let me know as soon as possible. Because we have short time for applying this job.

I'm looking forward to hearing from you soon

My best wishes,

#### Examiner comments

##### ■ Content

All points included with some attempt at expansion.

##### ■ Accuracy

A number of errors, e.g. spelling, tenses and word order, but communication is not impeded.

##### ■ Range

An adequate range of structure and vocabulary.

##### ■ Organisation and cohesion

Adequate with some use of cohesive devices.

##### ■ Appropriacy of register & format

Appropriate friendly tone.

##### ■ Target reader

Would be informed.

##### ■ Marks awarded

Band 3.

## PAPER 2: WRITING

### Question 1 (sample script)

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

#### QUESTION 1: CANDIDATE B

##### ■ Content

Major points:

Letter must include all the points in the notes.

- Express appreciation of the place where the camp is held.
- Explain that/why the work is/was fun the previous year (could be implicit).
- Mention accommodation in tents.
- Comment on food.
- Explain that there was enough free time.

##### ■ Organisation and cohesion

- Letter format, with early reference to why the person is writing.
- Clear organisation of points.
- Suitable opening and closing formulae.

##### ■ Appropriacy of register & format

- Informal letter.

##### ■ Range

- Language appropriate for expressing appreciation, explaining, commenting and giving information.

##### ■ Target reader

- Would be informed.

#### Candidate B

Dear Jan,

I have already told you about the job I did last summer in the International Camp for children, do you remember? And this year they are looking for people for the same job so I have thought about you. Why don't we do it together?

You will work with children between 8 and 12 and will help with the organisation of games, sports competitions and outdoor activities. The camp is situated in a wood, close to a river. It is such a beautiful place! Everybody sleeps in tents, it is very exciting. And when the children are sleeping, we have the whole night free to go out and have fun with the staff.

It is a good balance between work and entertainment. We have only 5 hours' work a day so it gives us enough free time to visit the area and do some sport activities on our own.

As well as the accommodation, the food is free. It is not wonderful, but it is not the most important. The contact with children, the feeling of freedom, the sense of responsibility and the life in the nature make from this camp an unforgettable experience.

Let me know as soon as possible if you are interested in it, but don't hesitate too much, it is worth!

I am looking forward to hearing from you soon

Love,

#### Examiner comments

##### ■ Content

All points covered with some good expansion.

##### ■ Accuracy

Mostly good control of language. Slight awkwardness in places.

##### ■ Range

Good range of structure and vocabulary for the task.

##### ■ Organisation and cohesion

Good. Well-developed letter.

##### ■ Appropriacy of register & format

Appropriate.

##### ■ Target reader

Would be well informed.

##### ■ Marks awarded

Band 4.

## PAPER 2: WRITING

### Question 2 (sample script)

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

#### QUESTION 2: CANDIDATE C

##### ■ Content

- Report should give factual information about what kinds of videos the school should buy and should explain why students would enjoy those videos.

##### ■ Organisation and cohesion

- Report should be clearly organised.
- Sub-headings an advantage.
- Introduction and final conclusion.

##### ■ Appropriacy of register & format

- Register could range from neutral to formal, but must be consistent throughout.
- Formal layout not essential.

##### ■ Range

- Language appropriate to giving information and explaining.
- Vocabulary relating to final conclusion.

##### ■ Target reader

- Would be informed about what videos might be useful/interesting for students in the school.

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#### Candidate C

Dear, Principal

I am writing about videos which our school going to buy the near future.

I have some idea about videos. I think we should buy some historical films because if we buy historical films we will study a lot of history about all over the world also we will learn English. However, it will be quite difficult to understand because even if we watch such a kind of film in own language some times we can not understand clearly. Therefore it is better to buy several kinds of videos.

For example, comedy and drama films. It is also not very easy to understand but almost every students are interested in such a kind of films, so we can enjoy watching films and studying English. I think when we study something of course we have to be serious although we need some fun. If we can enjoy studying we will keep our concentrate on study something for long time. It is a good thing for every students.

Please think about my opinion.  
I look forward to hearing from you.

Your Sincerely

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#### Examiner comments

##### ■ Content

Adequate.

##### ■ Accuracy

A number of errors (some repeated), but they do not impede communication.

##### ■ Range

Limited.

##### ■ Organisation and cohesion

Adequate.

##### ■ Appropriacy of register & format

Letter format acceptable, as there is a report embedded in a semi-formal letter.

##### ■ Target reader

Would have a clear idea about which videos to buy and why.

##### ■ Marks awarded

Band 3.

**PAPER 2: WRITING**

## Question 3 (sample script)

**Mark scheme and sample script with examiner comments****QUESTION 3: CANDIDATE D****■ Content**

- Letter should explain why the writer is a suitable person for the trip and how the writer would benefit from the trip.

**■ Organisation and cohesion**

- Clear presentation and organisation in the letter.
- Suitable opening and closing formulae.

**■ Appropriacy of register & format**

- Formal letter.

**■ Range**

- Language appropriate for giving information, explanation and personal description.

**■ Target reader**

- Would have enough information to be able to assess the writer's suitability for the trip.

**Candidate D**

Dear Sir or Madoms,

I saw your advertisement in newspaper I am very interested in your advertisement as spend three months on a sailing trip around the world.

I'm 22 year old of ages. I had a job as tourist and have the qualification of First certificate.

I would like to have experience of meeting different countries people

It is good way to learn other langage.

I can talk other countries people in English.

If I accepted to join, It would be nice for my future.

Because I would like to go university in England next year.

Please Do not hesitate to contact with me if there is any information if you want to know.

I can attend an interview in the any time if It is convinient to you.

Yours, faithfully

**Examiner comments****■ Content**

Minimal information, e.g. no information about what kind of person the applicant is.

**■ Accuracy**

Poor. Frequent errors, some of which obscure meaning.

**■ Range**

Narrow – some repetition.

**■ Organisation and cohesion**

Poorly laid out, little cohesion.

**■ Appropriacy of register & format**

Adequate.

**■ Target reader**

Would have negative impression of the applicant.

**■ Marks awarded**

Band 1.

## PAPER 2: WRITING

### Question 4 (sample script)

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

#### QUESTION 4: CANDIDATE E

##### ■ Content

- Composition could agree or disagree with the proposition, or discuss both sides of the argument.

##### ■ Organisation and cohesion

- Clear development of viewpoint with appropriate paragraphing and linking of ideas.

##### ■ Appropriacy of register & format

- Neutral composition.

##### ■ Range

- Language of opinion and information.
- Vocabulary relevant to diet.

##### ■ Target reader

- Would be able to understand the writer's point of view.

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#### Candidate E

##### *Eating habits and its effects*

*It's very well-known that people, in general, are eating a more unhealthy diet nowadays than people from their grandparents generation did.*

*Although everybody realises that they are not eating properly, it seems to be difficult to change bad eating habits. Perhaps one of the points is that people, who grew up eating improperly, will, probably carry on eating the same kind of food. It is also used to blame the constant rush nowadays as the main reason for not having a healthy diet.*

*In spite of all articles, reports and medical advises claiming for the importance of having a healthy diet, most of the people simply ignore the effects that bad eating brings to life.*

*The basis of a healthy diet are the following: from 4 to 6 portions of fruits and vegetables per day, a moderate ingestion of carbohydrates, which are found in breads, cereals, pasta, biscuits and potatoes, proteins and vitamins from milk and its derivates as well as meat, being preferably recommended eating fish and chicken, which are said to be healthier than red meat.*

*People should accept the fact that we are what we eat and, therefore, select what to eat in order to insure a happier, more enjoyable and longer life.*

#### Examiner comments

##### ■ Content

Good – a full discussion of topic.

##### ■ Accuracy

Errors mostly due to ambition – good overall control.

##### ■ Range

Good range of vocabulary. Consistent use of complex sentences.

##### ■ Organisation and cohesion

Good and clear. Good range of linking devices.

##### ■ Appropriacy of register & format

Very appropriate, neutral composition style.

##### ■ Target reader

Would be well informed of writer's point of view.

##### ■ Marks awarded

Band 4.

## PAPER 2: WRITING

### Question 5b (sample script)

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

#### QUESTION 5B: CANDIDATE F

##### ■ Content

- Clear reference to one character from the book or short story and description of how that character changed in the course of the story.

##### ■ Organisation and cohesion

- Clear development of ideas, with appropriate linking and paragraphing.

##### ■ Appropriacy of register & format

- Neutral composition.

##### ■ Range

- Language of description, narration and opinion.

##### ■ Target reader

- Would be informed about which character changed most in the opinion of the candidate.

#### Candidate F

I have read Wuthering Heights. I have shocked by Heathcliff role. Heathcliff is an ophan boy, who has braught up by a rich man. In his childhood he grows with Cathy. Cathy is the daughter of the owner of Wuthering Heights (It is a castle).

She is spoilt, beuty and rich girl who falls in Love with Heathcliff. After Cathy's father died, Heathcliff has to work as a servant, and Cathy chances her heart by position, she marries with Linton, who is an aristocrate man. In my opinion this is the point of chance in Heathcliff. He has been humilled. Even though he loves Cathy more than anything else, he transforms his live in a revenge history against her. He makes everything for getting her love again, he becomes furious, cruel, sad and mad of love.

Consequently, How can change a person without love!! Heathcliff has been changed by social class differents that existed in the eighteenth century. This book is very good written, besides it is without sex, it is full of love and pasion.

#### Examiner comments

##### ■ Content

Adequate attempt to address task.

##### ■ Accuracy

Intrusive errors, some of which obscure communication.

##### ■ Range

Over-ambitious, leading to errors.

##### ■ Organisation and cohesion

Satisfactory.

##### ■ Appropriacy of register & format

Reasonable composition style.

##### ■ Target reader

Would be distracted by the number of errors.

##### ■ Marks awarded

Band 2.