

PAPER 2

WRITING

GENERAL DESCRIPTION

Paper format	The paper contains two parts.
Timing	2 hours.
No. of parts	2.
No. of questions	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	A range of tasks from the following text types: articles, essays, letters, proposals, reports, reviews. Each task has a given purpose and a target reader.
Answer format	Candidates write their answers in the question paper booklet. Answers should be written in pen. There are blank pages in the question paper booklet; these can be used for making notes or for completing the tasks if necessary.
Marks	Each question on this paper carries equal marks.

STRUCTURE AND TASKS

PART 1

Task type and focus QUESTION 1
Writing one of the following:

- an article
- an essay
- a letter
- a proposal.

The task focus is discursive.

Format Candidates are required to respond to input material of approximately 100 words. This may include extracts from newspapers, magazines, books, letters or advertisements, or could be based on quotations made by speakers during a discussion. The input text may be supported by visual material.

No. of tasks and length One compulsory task.
300–350 words

PART 2

Task type and focus Either:
QUESTIONS 2–4
Writing one of the following:

- an article
- a letter
- a proposal
- a report
- a review

Or:

QUESTION 5
Writing one of the following, based on reading one from a prescribed list of three books:

- an article
- an essay
- a letter
- a report
- a review.

Format Contextualised writing tasks, each specified in no more than 70 words.

No. of tasks and length Four tasks from which candidates choose one.
300–350 words.

The two parts of the Writing paper



Each question on the Writing paper carries equal marks.

■ Expected text length

Candidates are asked to write 300–350 words for each answer, and writing approximately the right number of words is an integral part of task achievement. If significantly fewer words are written, this is likely to mean that the task has not been successfully completed, whereas overlong pieces of writing may involve irrelevance, repetition of ideas, poor organisation or have a negative effect on the target reader. If this is the case, overlong or short answers will be penalised.

■ Irrelevance

The examiner will assess whether a candidate has addressed the requirements of a task. If a candidate does not fully address the requirements of the task, this will limit the Band score which can be awarded.

■ PART 1 – COMPULSORY TASK

This part of the paper tests the candidates' ability to produce a specified task type, which may be an article, an essay, a letter or a proposal, in response to instructions and one or more texts, which may be supported by visual prompts.



Sample question and scripts: pages 23 and 27–28.

■ Task type and focus

The questions in Part 1 always have a discursive focus. Discursive writing is a style used in academic writing and it requires the high level of language competence appropriate at CPE. Candidates may be asked, for example, to present and defend an argument, to express and then justify an opinion, to explain a problem and suggest a solution, or to evaluate ideas and make recommendations. The input which explains and defines the task will always present at least three points to be addressed, and candidates are required to cover these points in their answers and to add their own views and opinions. The input will always define the purpose for writing and will identify the target reader.

■ Task format

Candidates are required to base their answers on input material which will take the form of a short text or texts, or quotations. The texts will come from a variety of sources such as extracts from newspaper articles, magazines, books, letters or advertisements; the quotations will be from speakers heard, for example, on the radio or during a discussion. Visual material such as diagrams, simple graphs or pictures may be included to support or extend the topic. Since the task focus is on productive language, the input will

be well within the reading competence of candidates at this level.

■ PART 2

This part consists of four optional questions, one of which offers three options based on the set texts. Candidates must choose one question from this part of the paper.

■ Task format

The input for the questions in Part 2 is considerably shorter than in Part 1, and will not be more than 70 words in length. The rubric for each question will define the purpose for writing, identify the target reader and therefore indicate the appropriate format and register required in the answer.

■ PART 2 – QUESTIONS 2–4



Sample questions and scripts: pages 23 and 29–31.

■ Task types and focus

The different task types are intended to provide the candidates with a clear context, topic, purpose and target reader for their writing. For questions 2–4, the task types used are article, letter, report, review and proposal. The characteristics of each are detailed below.

AN ARTICLE is written on a particular theme in a style which makes it suitable for publication in an English-language newspaper, magazine or newsletter. The question identifies the topic for the article, and the type of publication mentioned gives the candidate guidance as to the appropriate register to be used – for example how academic or lively the article should be. The purpose of an article is to convey information; it may contain some description and/or narrative, and candidates should bear in mind the need to engage the interest of their readers.

A LETTER is written in response to the situation outlined in the question. Letters in the CPE Writing paper will require a response which is consistently appropriate for the specified target reader, and candidates can expect to be asked to write letters to, for example, the editor of a newspaper or magazine, to the director of an international company, or to a school or college principal. A letter to a newspaper or magazine may well include a narrative element which details personal experience; other letters may be more concerned with giving factual information.

A REPORT is written for a specified audience. This may be a superior, for example a boss at work, or members of a peer group, colleagues or fellow class members. The question identifies the subject of the report and specifies the areas to be covered. The content of a report is mainly factual and draws on the prompt material, but there will be scope for candidates to make use of their own ideas and experience.

A PROPOSAL has a similar audience and format to a report. Whereas the focus of a report is on something that has

already happened, a proposal is concerned with some future event or decision. A question of this type requires the candidate to put forward suggestions or make recommendations for discussion or for action. The objective or aim of the proposal will be specified in the question; the candidate's task will be to provide suggestions about how to achieve the desired outcome, and to do this in a suitably persuasive way. 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.

A REVIEW may be about a book, magazine, film, play or concert, but it may also be about, for example, a restaurant, hotel, or perhaps an exhibition. The target reader is specified in the question, so the candidate knows not only what register is appropriate, but also has an idea about the kind of information to include. A review does not merely require a general description of, for example, an event or publication, but it specifies the particular aspects to be considered. For example, 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.

■ PART 2 – QUESTIONS 5(A), 5(B) AND 5(C)

Question 5 consists of a choice of three tasks based on the set reading texts, as specified in the Examination Regulations issued every year (also available on the Cambridge ESOL website:

www.cambridgeesol.org/cpe).

This option is included to encourage the extended reading which develops candidates' linguistic competence, widens the range of language they encounter and enriches their language study. A variety of texts is included in order to appeal to different tastes. Each text remains on the list for two years.



Sample questions and scripts: pages 23 and 32–33.

■ Task types and focus

The task types used in question 5 are article, essay, letter, report and review. With the exception of the essay, reference has been made to these in the section on questions 2–4.

AN ESSAY is usually written for a teacher. It should be well organised, with an introduction, clear development and an appropriate conclusion. The question specifies what particular aspects of the book (development of character or significance of events) should form the content of the essay.

Candidates are not required to produce literary analysis for question 5.

Preparation

General

■ It is important that students are familiar with the format of the paper and the range of text types used so that in Part 2 they can make the best choice from the questions which are available.

■ Make sure students know how important it is to read the questions very carefully and to identify, before they begin to plan their answers, what they hope to achieve through writing (the purpose of the task), to whom they are writing (the target reader) and their role as writer.

■ Candidates need to read the question very carefully in order to perform the task set effectively. Students need practice in identifying what the task is and what needs to be addressed. The question identifies the context, the writer's role and the target reader, which helps the candidate to choose the appropriate register. It is also very important that students learn to distinguish between the various task types required by the questions. Even though a candidate may display an excellent command of the language, an answer will only achieve a high mark if all the above factors are taken into account.

■ Candidates should get into the habit of planning their answers thoroughly before they begin to write. This will encourage an organised and coherent approach and prevent irrelevant digression. Practice in writing to time will help prepare students to answer the question under examination conditions, produce the appropriate number of words required in the time set and avoid the possibility of running out of time.

■ The various task types which appear on the paper require the use of a range of language functions, for example the language of persuasion, description, recommendation, comparison. Students should be given guidance in identifying these, and practice in using them.

■ Remind your students that correct spelling and punctuation are important. If spelling errors or faulty punctuation impede communication, then this will be reflected in the mark awarded. American usage and spelling are acceptable (see page 4: Varieties of English).

■ Familiarity with the assessment criteria can be another useful part of preparation. The General Mark Scheme gives information about the linguistic aspects that examiners will consider, including range of vocabulary and expression, collocation, variety of structure, organisation and cohesion, register and format; the Task Specific Mark Schemes on pages 27–32 of this Handbook also show examples of what is required of specific tasks in terms of content and target reader.

By part

■ PART 1

■ There are always at least three content points to address in a Part 1 task, and students need to be given practice in identifying these. It is important that candidates spend some time reading the input carefully and identify the main points which need to be included. Careful reading of the question will establish important details. It is important for candidates to remember that, in Part 1, the object is not merely to restate the content points, but to develop them and integrate them into a piece of discursive writing of the appropriate task type. A successful answer may also refer to the writer's own ideas and opinions.

■ Students need to be reminded that the Part 1 task always has a discursive focus. Part of the task, therefore, is to put forward a well-argued and logical case, making sure that this is appropriate to the particular task type – letter, essay, article or proposal – and that the register is suitable for the scenario outlined in the question.

■ Candidates may, of course, use key words from the question, but must avoid 'lifting' whole segments of the input. No credit will be given for language or ideas that have not been appropriately expanded on or integrated into their writing.

■ Because of the discursive focus of this part of the paper, students need to be equipped to discuss a range of topics. Reading and discussing articles in English on a variety of issues will help them to develop their ideas and extend their vocabulary in order to cover the points raised in the questions.

■ PART 2

■ There is considerable choice on this part of the paper: advise your students to choose task types and topics that appeal to their interests and experience.

■ The questions in Part 2 are shorter, but just as much care is required in reading them. Candidates who do not read a question carefully enough may seize on a familiar topic and start the task before they have identified exactly what is required. It is always the case that there are at least two parts to these questions, and only candidates who produce a balanced answer dealing adequately with all parts of the question can expect to gain a mark in the higher bands.

■ Encourage your students to use a wide variety of grammatical structures and language functions and to explore the use of a range of vocabulary and expression.

Articles

■ Students should be reminded that a successful article interests and engages the reader, often with some description, narration and anecdote. In some cases, a personal angle will be appropriate and a catchy title will attract the reader's attention. However, remind students that there are many different types of article, and that they should check carefully

to see what kind of publication they are being asked to write for. An article in an academic publication will have a very different style and choice of language from one in a student magazine. It may be appropriate to use headings for the various sections in an article; whether this is done or not, the article needs to be well planned and paragraphed. Reading and discussing a range of articles from a variety of publications will be useful preparation here.

Letters

■ It is important that a letter begins and ends appropriately: it may be appropriate at the beginning to explain the reason for writing, and the letter should have a suitable conclusion. Students should be encouraged to read and discuss letters in newspapers and magazines as this may help make them aware of the style of writing required.

Reports

■ The purpose of the report must be identified so that the correct information can be selected; establishing the identity of the target reader will ensure that a suitable style and choice of language is used. It is also important for students to read the context carefully to identify their role as writer. A report should be well organised and clearly arranged in sections. Students should be given practice in achieving this, perhaps by using section headings and they should also be given practice in writing an effective conclusion. Students should also be encouraged to develop an awareness of the language commonly used in reports, for example the language of describing, comparing, analysing and making recommendations.

Proposals (not used for set text questions)

■ A proposal needs a very clear structure and should be organised in clear sections. As with a report, the purpose, the target reader and role of the writer must be identified. Students should be given practice in using section headings and in writing clear conclusions. Students should also be given opportunities to gain experience in using the language commonly used in proposals, for example the language of describing, analysing, justifying and persuading.

Reviews

■ In order to become familiar with what is required of a review, students should read and discuss a range of reviews such as can be found in various magazines and newspapers. The language appropriate to a review will include, for example, language for describing, narrating and evaluating and students should try to extend their vocabulary to include that related to literature and the media.

Essays (only used for set text questions)

■ Essays may be united by a central idea which provides a point and purpose to the writing, so they need careful planning. Students should be encouraged to practise organising the points they wish to make and the textual references that will support these points in order to write a

clearly structured essay with a suitable introduction, development and conclusion.

Set text questions

■ Set texts may give rise to useful and stimulating classroom work and discussion. Candidates who choose these questions will be expected to have a good knowledge of the text and to be able to deal with the themes and ideas of the chosen text. Credit will be given for task achievement and language competence; candidates are not expected to demonstrate skill in literary analysis. They are expected, however, to read the question carefully and to address the requirements of the task while clearly referring to specific events or characters from the set text. Useful preparation for these questions may be to consider themes which run through the book and then identify events or characters that exemplify these. Students should be made aware that merely reproducing, for instance, a summary of a novel's plot or outlining its principal message will not provide a successful answer, and that their statements and opinions must be clearly supported by evidence from the text.

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 **300-350** words in an appropriate style on pages **7** and **8**. Put the question number in the box at the top of page **7**.

2 A film magazine is running a series on international cinema. It has invited readers to send in reviews of films set in their own country. You decide to send in a review of such a film considering how effectively the film illustrates particular aspects of life and attitudes in your country.
Write your **review**.

3 You work for your town council. Your manager has asked you to write a report on a shopping centre which has recently opened in your area. Your report should include consideration of the design and atmosphere of the centre, transport provision and the influence that the centre appears to be having on people's shopping habits.
Write your **report**.

4 You have read an article in an English language newspaper which states that 'the wheel is our best invention'. The newspaper has invited readers to contribute their own articles suggesting one or two other inventions or discoveries which are as significant as the wheel. You decide to write an article, briefly describing at least one such invention or discovery, and explaining its significance to the development of civilisation.
Write your **article**.

5 Based on your reading of **one** of these books, write on **one** of the following:

(a) Chinua Achebe: *Things Fall Apart*

An international magazine has published a list called *The World's 100 Best Books*, and asked readers to comment on the titles included. *Things Fall Apart* was on the list. You decide to write a letter to the magazine explaining why you think themes such as justice, love and duty appeal to a worldwide audience. You should refer to specific episodes in the novel which support your views.

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

(b) Ann Patchett: *Bel Canto*

Your tutor has given you this quotation as the starting point for an essay on *Bel Canto*:
'During their imprisonment some of the hostages gain a freedom which they never had in their ordinary lives.'

Write an essay for your tutor in which you explain in what ways any **two** of the hostages are affected by their imprisonment and the extent to which the quotation applies to those two characters.

Write your **essay**.

(c) J.B. Priestley: *An Inspector Calls*
A literary magazine is planning a series of articles on the significance of the social settings of plays and novels. You decide to submit an article on *An Inspector Calls*. You should describe Mr Birling's views on society and examine to what extent Sheila and Eric are influenced by their family background in the way they respond to the evening's events.

Write your **article**.

03/012-Jun05

2

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 radio discussion by young people talking about different attitudes to work. Listeners to the discussion were invited to send in their views to the programme editor. You decide to write a letter responding to the points raised and giving your own opinions.

I want to earn lots of money – that's all I care about.

I want a job that leaves me with plenty of free time.

What matters most to me is job satisfaction. I only want to do a job that I really enjoy.

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

03/012-Jun05

Assessment

Candidates' answers are assessed with reference to two mark schemes: one based on the examiner's overall impression (the General Mark Scheme), the other on the requirements of the particular task (the Task Specific Mark Scheme). The General 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 24–33.

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 the Writing paper. These are chosen to demonstrate the range of responses and different levels of competence. Examiners discuss these Task Specific and General Mark Schemes during the meeting 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. A rigorous process of co-ordination and checking is carried out before, during and after the marking process.

The CPE General Mark Scheme is interpreted at Council of Europe Level C2. A summary of the General Mark Scheme is given on page 25. Trained examiners, who are co-ordinated prior to each examination session, work with a more detailed version, which is subject to updating.

■ Length

Writing approximately the correct 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 overlong pieces of writing may involve irrelevance or have a negative effect on the target reader. If this is the case, over-length responses 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 4 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 understood a set text and are able to provide evidence of this in the form of illustrated description and discussion. Assessment is based, as for the other tasks, on control of language in fulfilling the task set, and also requires explicit reference to the chosen text. Candidates should not attempt these tasks without having prepared the texts thoroughly.

CPE

General Mark Scheme

BAND 5 Outstanding realisation of the task set:

- Sophisticated use of an extensive range of vocabulary, collocation and expression, entirely appropriate to the task set
- Effective use of stylistic devices; register and format wholly appropriate
- Impressive use of a wide range of structures
- Skilfully organised and coherent
- Excellent development of topic
- Minimal error

Impresses the reader and has a very positive effect.

BAND 4 Good realisation of the task set:

- Fluent and natural use of a wide range of vocabulary, collocation and expression, successfully meeting the requirements of the task set
- Good use of stylistic devices; register and format appropriate
- Competent use of a wide range of structures
- Well organised and coherent
- Good development of topic
- Minor and unobtrusive errors

Has a positive effect on the reader.

BAND 3 Satisfactory realisation of the task set:

- Reasonably fluent and natural use of a range of vocabulary and expression, adequate to the task set
- Evidence of stylistic devices; register and format generally appropriate
- Adequate range of structures
- Clearly organised and generally coherent
- Adequate coverage of topic
- Some non-impeding errors

Achieves the desired effect on the reader.

BAND 2 Inadequate attempt at the task set:

- Limited and/or inaccurate range of vocabulary and expression
- Little evidence of stylistic devices; some attempt at register and format
- Inadequate range of structures
- Some attempt at organisation, but lacks coherence
- Inadequate development of topic
- A number of errors, which sometimes impede communication

Has a negative effect on the reader.

BAND 1 Poor attempt at the task set:

- Severely limited and inaccurate range of vocabulary and expression
- No evidence of stylistic devices; little or no attempt at register and format
- Lack of structural range
- Poorly organised, leading to incoherence
- Little relevance to topic, and/or too short
- Numerous errors, which distract and often impede communication

Has a very negative effect on the reader.

BAND 0 Negligible or no attempt at the task set:

- Totally incomprehensible due to serious error
- Totally irrelevant
- Insufficient language to assess (fewer than 20% of the required number of words)
- Totally illegible.

Cambridge ESOL Common Scale for Writing

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

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

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

LEVEL MASTERY

C2 CERTIFICATE OF PROFICIENCY IN ENGLISH:

Fully operational command of the written language

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

LEVEL EFFECTIVE OPERATIONAL PROFICIENCY

C1 CERTIFICATE IN ADVANCED ENGLISH:

Good operational command of the written language

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

LEVEL VANTAGE

B2 FIRST CERTIFICATE IN ENGLISH:

Generally effective command of the written language

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

LEVEL THRESHOLD

B1 PRELIMINARY ENGLISH TEST:

Limited but effective command of the written language

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

LEVEL WAYSTAGE

A2 KEY ENGLISH TEST:

Basic command of the written language

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

PAPER 2: WRITING

Question 1 (sample script)

Sample script with examiner comments

QUESTION 1: CANDIDATE A

■ Content

Letter must discuss attitudes to work with reference to:

- pay
- working hours/holidays
- job satisfaction.

■ Range

Language for:

- explaining
- presenting and developing an argument
- comparing and contrasting ideas.

■ Appropriacy of register and format

Register consistently appropriate for a letter to the editor of a radio programme.

■ Organisation and cohesion

Early reference to reason for writing. Clear organisation of ideas. Suitable conclusion.

Target reader

Would understand the writer's own views about work.

Candidate A

Dear Editor

I am writing in response to a discussion, I recently listened to on the radio, regarding different attitudes to work. I would like to share my ideas with you. Some people argue that wealth is what they mostly want to achieve through their career. They commit themselves entirely to work, with a view to becoming rich. It is an undeniable fact that the financial factor has a significant impact on peoples' lives. To a certain extent, our happiness is related to our financial situation. Owing to the needs in the modern world, we have come to believe that we need to strive for affluence in order to be able to fulfil these needs. Consequently, some individuals can consider only money as the main objective in their career.

However, as other people pointed out, it is essential that our job allows us plenty of free time so as to be able to enjoy our personal lives and our leisure activities. Our life would be dull and uninteresting if we could not satisfy other needs such as social interaction, which helps our self-development and considerably contributes to our level of happiness. In addition, if we have not enough free time when are we going to spend our money?

Moreover, there are some individuals who pursue a career according to their personal interests and they gain satisfaction from work, only when it is a pleasurable experience, apart from stress and strain. For the best part of our day we are at work. To succeed in our career, first of all, we must enjoy it. Besides, professional dissatisfaction can lead to problems in our personal life. For instance, if we work in a boring or stressful environment this can result in bringing these feelings to our relationships.

To sum up, it appears that our incentives for work vary. We should reconsider our attitude to work so that money is not our only aim. Only when one gains satisfaction at work and free time off work, can one lead a happy life.

I look forward to hearing others listeners' views on this subject.

Yours faithfully

Examiner comments

■ Content

Satisfactory, all points covered

■ Range

Adequate range

■ Appropriacy of register and format

Appropriate

■ Organisation and cohesion

Clearly organised and generally coherent

■ Accuracy

Non-impeding errors

■ Target reader

Would have the desired effect

Band 3.

PAPER 2: WRITING

Question 1 (sample script)

Sample script with examiner comments

QUESTION 1: CANDIDATE B

■ Content

Letter must discuss attitudes to work with reference to:

- pay
- working hours/holidays
- job satisfaction.

■ Range

Language for:

- explaining
- presenting and developing an argument
- comparing and contrasting ideas.

■ Appropriacy of register and format

Register consistently appropriate for a letter to the editor of a radio programme.

■ Organisation and cohesion

Early reference to reason for writing. Clear organisation of ideas. Suitable conclusion.

Target reader

Would understand the writer's own views about work.

Candidate B

Dear Jo,

I'm writing in response to yesterday's radio discussion on young people's different attitudes to work, which made me think of my own priorities in life and how they were unimaginable in the not too distant past.

Days are gone when you had to work purely to be able to survive and support your family in their basic needs. There was no question as to whether you liked the job or not, whether it was in line with your interests and allowed you to follow your other passions like sports, music, travelling.

Today's circumstances and demands of life and work are of another kind altogether so it clearly emerged from the discussion in your radio programme.

Nowadays more and more teenagers seem to be blinded by money which allows them to buy expensive designer clothes, luxury cars and other expensive state-of-the-art technology to gain a certain status among their friends. When listening to the first guy's answer I had to think of my young neighbour who spends most of his life working overtime in a dirty, unhealthy factory environment to show off his possessions in the few weekends he is not on duty. I feel terribly sorry for him because there should be more to life and work as well.

I'm more likely to agree with the other two views expressed, as the fact of being able to spend most of your day doing something you enjoy and highly value is the best you could ask for.

Should you not have been so lucky to find such a stimulating job you should at least make sure you have a good amount of spare time to recover from your dull and tiresome job routine.

Anyway, to bring this letter to an end let me pose one last fundamental question: is it too much to ask for a well-paid and stimulating part-time job? I hope not and that's why I'm still on the lookout! Thank you for always raising interesting issues and encouraging us to think!

Yours sincerely,

Examiner comments

■ Content

Excellent development of topic

■ Range

Sophisticated use of an extensive range, impressive use of collocation

■ Appropriacy of register and format

Wholly appropriate

■ Organisation and cohesion

Skilfully organised and coherent

■ Accuracy

Minimal error

■ Target reader

Impresses and has a very positive effect

Band 5.

PAPER 2: WRITING

Question 2 (sample script)

Sample script with examiner comments

QUESTION 2: CANDIDATE C

■ Content

Review must:

- identify and describe the film with reference to the writer's country
- assess the film's effectiveness in illustrating life and attitudes of that country.

■ Range

Language for:

- describing
- narrating
- explaining
- evaluating.

■ Appropriacy of register and format

Register consistently appropriate for a review.

■ Organisation and cohesion

Clear introduction.

Well-organised description/narration leading to evaluation.

Appropriate conclusion.

■ Target reader

Would know:

- what the film is about
- how well the film portrays some aspects of life and attitudes in the (writer's) country.

Candidate C

A film that should not be left unmentioned in your series on international cinema is the highly-acclaimed and prize-awarded German film 'Goodbye Lenin' which took German cinema by storm in 2003.

After its release, the film set off an avalanche of discussions in German and international media on life and attitudes in Germany, in particular in the formerly communist Eastern Germany.

'Goodbye Lenin' features a die-hard communist mother who witnesses her son's taking part in the famous anticommunist Monday demonstrations at the end of the 1990ies. She consequently suffers from a heart attack and is put into artificial coma. The world around her changes without her noticing: the fall of the Berlin Wall, the end of the communist era, the onset of capitalism in her beloved German Democratic Republic, DDR. The mother suddenly awakes from her coma, but must not be upset in any way due to her frail condition. Her son decided to make sure she rests completely unaware of the political and social changes.

He manages in a striking way: buying her old DDR brand-name products, having children in old uniforms sing ideological songs and even recording his own DDR news programme. His role plays brilliantly reflect life and attitudes in communist times. The high value of community and society versus individualism, selfishness and exploitation. The gloomy consumerable products available to everyone. The uniformity excellently presented in the fictitious news programmes. What is more important, the film and its effect convey a very honest and critical image of modern-day Germany, especially the relations between Western and Eastern Germans. What used to be joy after German reunification has now turned into hostility towards the 'new' German brothers and sisters from the East.

There definitely is a long way until a true reunification of Germany on all levels. Films like 'Goodbye Lenin' might help improving and facilitating mutual understanding.

Examiner comments

■ Content

Very good development of topic

■ Range

Very good use of a wide range

■ Appropriacy of register and format

Entirely appropriate

■ Organisation and cohesion

Very well organised and coherent

■ Accuracy

Minor errors

■ Target reader

Informs target reader about the film and has a positive effect

Band 4.

PAPER 2: WRITING

Question 3 (sample script)

Sample script with examiner comments

QUESTION 3: CANDIDATE D

■ Content

Report must give information about new shopping centre and refer to:

- design and atmosphere
- transport provision
- influence on people's shopping habits.

■ Range

Language for:

- describing
- explaining
- evaluating.

■ Appropriacy of register and format

Register consistently appropriate for a report written for one's manager.

■ Organisation and cohesion

Introduction.

Well-organised report, possibly with headings.

Appropriate conclusion.

■ Target reader

Would:

- have clear information about the shopping centre – design, atmosphere and transport
- have some ideas of the effect the centre seems to be having on shopping habits.

Candidate D

A new shopping centre, 'GREEN PALMS', has opened on May 15, 2005 at the south end of the high street. This is a new building block and has large parking facilities. The centre counts a total of fifty outlets including clothing, gifts, sport, free time and food shops.

The 'Green Palms' has two floors to accommodate outlets and a third floor where mainly three restaurants can be found, additionally to storage room for the outlets. The shopping centre is designed as a 'U' shape and looks open and airy, mainly due to the abundant use of glass and steel by the architect, James Smith. Also, a large sculpture of two steel palms in the middle of the car park within the 'U' shape provides an interesting and modern look as well as the reason for the name of the shopping centre.

'Green Palms' is conveniently located in the centre of the town and can be reached by foot as well as by car. A proposal for the addition of a new bus line to service the shopping centre from the main rail station is currently being vetted by the transport department of the council. Overall, the prime location and the abundant transport facilities available should ensure the centre financial success.

Moreover, the availability of this facility could attract customers from near towns and boost tourism and businesses. In fact, if travelling by car because able to park at 'Green Palms', customers from other towns could also be attracted to the close high street and other local shops.

However, on the downside the current customer base of small independent shops could switch their loyalty to the Green Palms and push for price competition. Ultimately financial strains on local shops could cause the present identity and feel of the town to change by forcing them to close.

In conclusion, some benefits could derive from the opening of the 'Green Palms', although potentially at the expenses of the character of the town and its social profile.

Examiner comments

■ Content

Very good development of topic

■ Range

Wide range

■ Appropriacy of register and format

Appropriate

■ Organisation and cohesion

Well organised and coherent

■ Accuracy

A few errors, some of which are obtrusive

■ Target reader

Generally positive effect

Band 3.

PAPER 2: WRITING

Question 4 (sample script)

Sample script with examiner comments

QUESTION 4: CANDIDATE E

■ Content

Article must:

- describe at least one invention or discovery
- explain its significance to the development of civilisation.

■ Range

Language for:

- describing
- explaining
- evaluating.

■ Appropriacy of register and format

Register consistently appropriate for an article in an English language newspaper.

■ Organisation and cohesion

Appropriate introduction.
Clearly organised ideas.
Suitable conclusion.

■ Target reader

Would:

- have a clear picture of the invention/discovery
- understand why the writer thinks it is/they are so significant.

Candidate E

I was greatly inspired by your very interesting and informative article about the wheel as our best invention. True, one does not realise how many things have stemmed from this single shapely object - we take them for granted. However, although the wheel may have been one of the first great inventions, but it was not the only one that has contributed to the development of our civilisation.

In my opinion the invention of paper has been equally significant. It does not matter that other great world civilisations, i.e. ancient China and Egypt were there first. It is the Western civilisation that has really used it fully and its current world position cannot be imagined without the invention of paper.

First of all, paper allowed people to record and preserve their thoughts. Human ideas were no longer elusive and temporary. They could be kept for others for a long time. This made it possible for science and culture to develop. Thanks to paper intra-cultural and international exchange of ideas could happen. Paper available to the highest strata of society stores the most important records: laws and orders, church liturgy, but also literature in many languages. People could develop a written form of the language they spoke. Every nation is proud of the earliest written records of their poets and writers' words. Paper made education possible to the scale earlier unimaginable.

Some may argue that print is an invention that added greatly to the invention of paper, but we should not forget which one was the first.

Thus, combined print and paper marked the beginning of civil society and democracy. Access to information - the Bible - and the fact that more and more people could learn to read and interpret a written word meant that everybody could judge for themselves and refused to obey orders of some higher authority that could simply be wrong. The development of printed documents is inextricably connected with modern capitalism and industrial society. Money first in the form of metal coins, soon took the shape of banknotes and other securities. We are not able to imagine the world without them now.

Paper is everywhere. It is something obvious and natural. It will not be replaced by any electronic devices. The vision of a workplace without paper, predicted some time ago, will never materialize. We may prefer to write an e-mail on our PC, but we will always enjoy a tactile pleasure of turning a page as we read.

Examiner comments

■ Content

Outstanding realisation of the task set

■ Range

Impressive use of a wide range

■ Appropriacy of register and format

Wholly appropriate

■ Organisation and cohesion

Skilfully organised and coherent

■ Accuracy

Minimal error

■ Target reader

Impresses the reader and has a very positive effect

Band 5.

PAPER 2: WRITING

Question 5(b) (sample script)

Sample script with examiner comments

QUESTION 5(B): CANDIDATE F

■ Content

Essay must:

- describe how imprisonment affects the lives of two of the hostages
- consider to what extent imprisonment gives them a sense of freedom.

Answer may be supported by reference to:

For all hostages

imprisonment

releases them from worry, concern for the future

exposes them to a great deal of music gives freedom to express feelings that normally remain hidden.

Gen

meets and falls in love with the girl from the jungle.

Mr Hosokawa

can form relationship with Roxane.

Roxane

her singing seems to put her in charge of the life in the house.

Ruben Iglesias

takes pleasure in 'ordinary' pursuits – cooking, gardening.

Father Aguedas

is able to help people, and is appreciated for what he does.

Fyodorov

is emboldened to express his feelings.

■ Range

Language for:

- describing
- narrating
- explaining
- comparing and contrasting.

■ Appropriacy of register and format

Register consistently appropriate for an essay for tutor.

■ Organisation and cohesion

Clearly organised ideas.

Suitable introduction and conclusion.

■ Target reader

Would know:

- something about two of the hostages
- to what extent they gained a sense of freedom.

Candidate F

Contrary to one's expectation some of the hostages in "Bel Canto" are able to experience a kind of freedom they had never experienced in their lives before. This is true for more than one character (even some of the kidnappers could be put into this category), but for now we will mainly focus on two of them: Mr. Osakawa and Ruben Iglesias. Both characters used to lead a similarly dull life which was about to change when the kidnappers took over Mr Osakawa's birthday party.

Mr Osakawa is a notorious Japanese businessman with not much private life not love. He was extremely ambitious when he was young and let work dominate his life. He had no time for his private life and his marriage was as good as arranged. Although he now has wife and children, he hardly spends any time with them and is not sure if he really loves his wife. He definitely respects and values her, he calls her dutiful and appreciates her support, but love?

Ruben Iglesias, the Vice President of the country where the kidnapping takes place, also lives for his work. Although he always took his work more seriously than his superior, he always stood in the shade of the latter and

Examiner comments

■ Content

Excellent development of topic

■ Range

Impressive use of a wide range

■ Appropriacy of register and format

Wholly appropriate

■ Organisation and cohesion

Skilfully organised and coherent

■ Accuracy

Minimal error

■ Target reader

Very positive effect

Band 5.

PAPER 2: WRITING

Question 5(b) (sample script, continued)

Sample script with examiner comments

QUESTION 5(B): CANDIDATE F (CONTINUED)

was only second choice. Like Mr. Osakawa, he has a great sense of responsibility but makes the same mistake of preferring his job over his family. He hardly ever has any thoughts for his family although he is very fond of his kids, Marco especially.

For Mr. Osakawa, the key to his new freedom is brought to him through opera in the person of Miss Coss. Mr. Osakawa always loved opera, but in the big mansion there is no more space to hide his passion. Hesitant at first, he adapts to the new circumstances and is happy to be able to listen to opera daily – and what a beautiful sight Miss Coss is! Having first fallen in love with her voice, Mr. Osakawa comes to understand his feelings for her; and when the diva confesses her love to him, his metamorphosis from caterpillar to butterfly is complete. He no longer hides his feelings but openly shows them.

Also Ruben Iglesias experiences love although be it of a different kind. He realizes in what a beautiful place he lives and enjoys doing household tasks. He also often thinks of his family, especially when he spends time with Ismael, and wants to rearrange his priorities once his imprisonment has ended. He longs to get out of the trap he built around himself and wishes to keep his new freedom.

Only because of their imprisonment have the two characters perceived their personal captivity. It's as if they had finally regained their senses after having listened to a "bel canto".