

General Description**Paper Format**

The paper contains two parts.

Number of Tasks

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

Task Types

From the following: letters, articles, reports, compositions, stories, written for a given purpose and target reader.

Answering

Candidates write their answers in the question booklet.

Timing

1 hour 30 minutes.

Marks

Each question in this paper carries equal marks.

Part	Task Type and Focus	Number of Tasks and Length	Task Format
1	Q.1 Writing a transactional letter (formal/informal)	1 compulsory task 120–180 words	Candidates are required to deal with input material of up to 250 words, which may include graphic and pictorial material. Texts may include advertisements, extracts from letters, postcards, diaries, short articles, etc.
2	Q.2–4 Writing one of the following: <ul style="list-style-type: none"> • an article • a non-transactional letter • a report • a discursive composition • a short story Q.5 Writing one of the following on a prescribed background reading text: <ul style="list-style-type: none"> • an article • an informal letter • a report • a composition 	4 tasks from which candidates choose 1 120–180 words	A situationally-based writing task specified in no more than 70 words.
	Q.5 has 2 options.		

PREPARING FOR PAPER 2

When preparing candidates for the examination, it is important to familiarise them with the paper and the range of task types and topics. Candidates can learn to identify tasks and topics which are best suited to their interests and experiences.

Part 1

Part 1 consists of one compulsory task in which candidates are required to write a transactional letter which may be formal or informal, in response to a request for action or to initiate action; the range of functions of this letter may include giving information, requesting information, making complaints, corrections, or suggestions requiring feedback. The usual conventions of letter writing, specifically opening salutation, paragraphing and closing phrasing are required but it is not necessary to include postal addresses.

The input on which the candidates must base their letter is made up of varied combinations of text and notes, sometimes supported by illustrations or diagrams. Widely used abbreviations, such as *NB*, *e.g.*, *etc.*, may also appear as part of the input. It is important that candidates cover **all** the essential points of the input in their answer. They 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, suggestion or request of their own in order to expand their demonstration of range.

Part 2

Candidates must choose one from four questions, one of which offers two set-text options. The input for these five tasks is considerably less than in Part 1 but a context, a purpose for writing and a target reader are indicated. Widely used abbreviations, such as *NB*, *e.g.*, *etc.*, may also appear, as in Part 1. Attention to every element in the rubric is essential for effective task achievement.

The different task types are intended to provide frameworks for the candidates so that they can put together their ideas on a topic with a purpose for writing and a 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** could be written for a magazine or newsletter for which the reader may be someone with a similar interest to the writer or, as in the case of a college magazine, be in the writer's peer group. 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** could be written for a superior (a boss or a teacher) or a peer group (club members, colleagues) and will certainly contain some facts with the possibility of adding suggestions or recommendations. It should be clearly organised and may include headings.

A **letter of application** could be 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** would always be written for a known reader, e.g. a pen friend, and would usually be intended to interest the reader, share an experience or explain feelings or personal opinions.

A **short story** would be written for a magazine or anthology for which the typical reader might be a fellow-student or an enthusiast for a certain type of fiction. The writer might be writing for a fee or in the hopes of winning a prize – the immediate purpose would be to engage the interest of the reader.

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

Part 2

Question 5

This consists of a choice of two tasks based on the set reading texts, as specified in the Examination Regulations issued every year. (The current set books are listed on page 53.) 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 texts. The target reader is defined as someone who may not have read the book, in order to encourage adequate reference to the text which the candidate has read; a plot summary is not, however, a substitute for the task. 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 text normally remains on the list for two years.

ASSESSMENT

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

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

Candidates are penalised for inadequately dealing 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.

The mark scheme below is interpreted at FCE level.

Band 5	<p>Full realisation of the task set.</p> <ul style="list-style-type: none">• All content points included with appropriate expansion.• Wide range of structure and vocabulary within the task set.• Minimal errors, perhaps due to ambition; well-developed control of language.• Ideas effectively organised, with a variety of linking devices.• Register and format consistently appropriate to purpose and audience. <p>Fully achieves the desired effect on the target reader.</p>
Band 4	<p>Good realisation of the task set.</p> <ul style="list-style-type: none">• All major content points included; possibly one or two minor omissions.• Good range of structure and vocabulary within the task set.• Generally accurate, errors occur mainly when attempting more complex language.• Ideas clearly organised, with suitable linking devices.• Register and format on the whole appropriate to purpose and audience. <p>Achieves the desired effect on the target reader.</p>
Band 3	<p>Reasonable achievement of the task set.</p> <ul style="list-style-type: none">• All major content points included; some minor omissions.• Adequate range of structure and vocabulary, which fulfils the requirements of the task.• A number of errors may be present, but they do not impede communication.• Ideas adequately organised, with simple linking devices.• Reasonable, if not always successful attempt at register and format appropriate to purpose and audience. <p>Achieves, on the whole, the desired effect on the target reader.</p>
Band 2	<p>Task set attempted but not adequately achieved.</p> <ul style="list-style-type: none">• Some major content points inadequately covered or omitted, and/or some irrelevant material.• Limited range of structure and vocabulary.• A number of errors, which distract the reader and may obscure communication at times.• Ideas inadequately organised; linking devices rarely used.• Unsuccessful/inconsistent attempts at appropriate register and format. <p>Message not clearly communicated to the target reader.</p>
Band 1	<p>Poor attempt at the task set.</p> <ul style="list-style-type: none">• Notable content omissions and/or considerable irrelevance, possibly due to misinterpretation of task set.• Narrow range of vocabulary and structure.• Frequent errors which obscure communication; little evidence of language control.• Lack of organisation, or linking devices.• Little or no awareness of appropriate register and format. <p>Very negative effect on the target reader.</p>
Band 0	<p>Achieves nothing: too little language for assessment (fewer than 50 words) or totally irrelevant or totally illegible.</p>

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.

Handwriting and Spelling

Poor handwriting, spelling errors or faulty punctuation are not specifically penalised, but the overall impression mark may be adjusted if it is felt that communication is impeded. American usage and spelling are acceptable.

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.

Background Reading Texts

In Question 5, the examiners are looking for evidence that candidates have read and appreciated a set text and are able to provide evidence of this in the form of illustrated description and discussion. Judgement is based, as for the other tasks, on control of language in the given context rather than on content or interpretation, though it is obviously necessary to downgrade candidates who attempt these topics without preparation.

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 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 of one country in the allocation of any one examiner. A rigorous process of co-ordination and checking is carried out before and throughout the marking process.

4**Part 2**

You must answer this question.

- 1** You recently entered a competition and have just received this letter from the organiser. Read the letter, on which you have made some notes. Then, using all the information in your notes, write a suitable reply.

Congratulations! You have won first prize in our competition – two weeks at Camp California in the U.S.A. All accommodation and travel costs are paid for, including transport to and from the airport. We now need some further information from you:

- When would you like to travel? _____
- Accommodation at Camp California is in tents or log cabins. Which would you prefer? _____ say which and why
- You will have the chance to do two activities while you are at the Camp. Please choose two from the list below and tell us how good you are at each one.

Basketball	Swimming	Golf	Painting	Climbing	Surfing
Singing	Sailing	Tennis	Photography		

tell them!

Is there anything you would like to ask us?

Yours sincerely,

Helen Ryan
Competition Organiser

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.

- 2** Your English class is going to make a short video about daily life at your school. Your teacher has asked you to write a report, suggesting which lessons and other activities should be filmed, and why.

Write your report.

- 3** You have recently had a class discussion about shopping. Now your English teacher has asked you to write a composition, giving your opinions on the following statement:

Shopping is not always enjoyable.

Write your composition.

- 4** Last month, you enjoyed helping at a pop concert and your pen friend, Kim, wants to hear about your experience. Write a letter to Kim, describing what you did to help and explaining what you particularly liked about the experience.

Write your letter. Do not write any postal addresses.

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

Best Detective Stories of Agatha Christie – Longman Fiction
The Old Man and the Sea – Ernest Hemingway
Cry Freedom – John Briley
Wuthering Heights – Emily Brontë
A Window on the Universe – Oxford Bookworms Collection

- Either** **(a)** ‘Sometimes the bad characters in a story are more interesting than the good ones.’ Is this true of the book you have read? Write a composition, explaining your views with reference to the book or one of the short stories you have read.
- Or** **(b)** This is such a marvellous book you will want to read it again. Write an article for your college magazine, saying whether you think this statement is true of the book or one of the short stories you have read.

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QUESTION 1

TASK-SPECIFIC MARK SCHEME

Content

Major points: Letter must include all the points in the notes, i.e. say why writer can only travel in July, say which accommodation writer prefers and why, say which activities writer has chosen. Refer to ability and/or experience in activities, (NB acceptable to write about one activity). Respond to the final question.

Minor points: Mention of two activities with ability and/or experience in them.

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 and Format

Formal letter.

Range

Language appropriate for asking for and giving information. Vocabulary relevant to the information given and asked for.

Target Reader

Would have enough information and details relating to the writer's stay.

CANDIDATE A

Competition Organiser
Helen Ryan

Thank you very much for the letter that telling me I won first prize in the competition. I am so glad and I am going to write some information that you need from me.

First of all, I would like to travel only July because It is due to my job. And about accommodation I would prefer log cabins to tents. I have never stayed log cabins so it would be good chance to me. In your letter, you mentioned that I have the chance to do two activities. I would choose Sailing and Photography. However, I am absolutely beginner at both activities. I am really exciting to try new activities at the Camp.

It would be greatful, therefore, if you could advise me what sort of clothes should I take or about money and there are anything that I need for the Camp.

I am looking forward to hearing from you.

Yours sincerely

EXAMINER COMMENTS

Content

All points covered.

Accuracy

There are some basic errors, but they do not impede communication, e.g. '*I am really exciting*', '*There are anything*'.

Range

Limited. Sometimes relies on lifting material from the input and does not always achieve accuracy in the lifting.

Organisation and Cohesion

Clearly paragraphed. Some attempt at linking.

Appropriacy of Register and Format

Generally appropriate.

Target Reader

Would be informed.

Band 3

Dear Ms Ryan

Thank you very much for the prize in your competition. I am very excited as I did not expect that I would win first prize. First of all, I would like to travel only in July because I am going back to my country and stay there for three weeks in August and also my college will start in September.

Secondly, I would prefer log cabins, because I guess it would be more comfortable for me. When I stayed in a tent before, I could not sleep at all as it was so cold inside the tent.

Thirdly, I would like to choose swimming and singing. Basically I am not good at sports. However, I used to learn to swim when I was small and still a good swimmer. And also singing is one of my favourite things in my life. I go to karaoke every week and it must be fun if I could sing karaoke with American people.

Finally, I would like to ask about clothes. I do not know about the weather in California, so what sort of clothes I should take? Is there any washing machine there?

Anyway, I am looking forward to your reply and go to America.

Yours sincerely

EXAMINER COMMENTS

Content

All content points covered and developed well.

Organisation and Cohesion

Good, clear organisation. Good use of linking words.

Accuracy

Mostly accurate, but some awkward expressions, e.g. '*I used to learn to swim when I was small...*'. Some errors when attempting complex language.

Appropriacy of Register and Format

Appropriate.

Range

Good.

Target Reader

Would be clearly informed.

Band 4

QUESTION 2

TASK-SPECIFIC MARK SCHEME

Content

Report should give factual information about which lessons and/or other activities should be filmed. It should also give clear reasons for the choice of these lessons and/or activities.

Range

Language appropriate to giving information and explaining. Vocabulary relating to school lessons and activities.

Organisation and Cohesion

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

Appropriacy of Register and Format

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

Target Reader

Would know which lessons and other activities writer thought should be filmed and why.

CANDIDATE C

Make a short video about daily life at our school it is a good idea because help us to give us a view of how good is our school.

I suggested we should filmed the lessons that are more difficult for the students, like maths, chemistry and physics these are the subjects that they think are difficult, with these we can show how is it. Therefore we should do it because show us how the students react and behave to the lesson.

I suggest we should filmed all the Social Activities, This is very important because nowadays the student doesn't like to be with his family and the rest of the classmates. With this activities we can solved a lot of problems.

One can be the relationship between the student and parent.

Second the student and the classmates. With all these we make a good video,

Although not only a viedo this can help us to improve our school.

EXAMINER COMMENTS

Content

Reasonable attempt at task.

Organisation and Cohesion

Deteriorates in the second half.

Accuracy

Basic errors which sometimes impede.

Appropriacy of Register and Format

Appropriate.

Range

Little evidence of range. Repetitive.

Target Reader

Would be confused.

Band 2

QUESTION 3

TASK-SPECIFIC MARK SCHEME

Content

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

Range

Language of opinion and explanation. Vocabulary relating to shopping.

Organisation and Cohesion

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

Appropriacy of Register and Format

Register should be consistent throughout.

Target Reader

Would be able to understand the writer's viewpoint.

CANDIDATE D

People like shopping. Or most of the people, because I have realised that for some people shopping is a struggle. Why is that?

Going shopping is something supposed to be very good because we are going to buy things that we like and sometimes we also need. So, we go to a 'Shopping Centre' ready to enjoy our 'shopping day' but once we are 'there' all we can find is a lot of people walking around and driving us crazy! Then, we start looking for the item that we need and can't find it, so many stuff and we don't spot anything we like. The colour is perfect but the size is too small; you like the design although you don't like the colour. And then, you finally find exactly what you were looking for but... it is too expensive! So, you end up your day going back home without buying anything and very stressed after searching for an item that you could not find (not the way you desire) in a middle of a crowd and realising that you're not as rich as you thought you were.

We all know that shopping can be very good but you need patience, time and, most of all, money! Otherwise can be very frustrating.

EXAMINER COMMENTS

Content

Full realisation of task.

Organisation and Cohesion

Very well organised and developed.

Accuracy

Handles complex sentences well. Minor errors.

Appropriacy of Register and Format

Consistently appropriate.

Range

Wide range of structure and vocabulary.

Target Reader

Would enjoy reading the composition.

Band 5

QUESTION 4

TASK-SPECIFIC MARK SCHEME

Content

Letter should describe to Kim what writer did to help at the concert and what they particularly liked about the experience.

Range

Language of description and narration, also of expressing likes. Past tenses.

Organisation and Cohesion

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

Appropriacy of Register and Format

Informal letter.

Target Reader

Would know what the writer did and what they particularly enjoyed.

CANDIDATE E

Dear Kim

Thank you very much for the beautiful card that I have received on the day of my birthday.

I know you are waiting to hear all the details of my wonderful experience at the pop concert last week.

As I have told you in my last letter, my job was working at the back stage. It was marvelous. Although I was running up and down screaming in front of each door of the celebrities how much time they have had left before they must appear on the stage it was worth every minute of my then so tired feet.

The nicest experience of the whole night was the opportunity to meet each and every celebrity before they have started with all the makeup and dressing up to go on stage.

Kim, I promise you those pop artists are normal people just like you and me. Some of them have wonderful personalities. They are just performing the best they can on stage, like everyone does in their job situations.

Please send me a prompt reply on your summer adventures.

Your friend

EXAMINER COMMENTS

Content

Good realisation of task.

Organisation and Cohesion

Clear organisation with good internal cohesion.

Accuracy

Good. Errors due to ambition.

Appropriacy of Register and Format

Fully appropriate.

Range

Wide range of structure and vocabulary.

Target Reader

Would be fully informed and entertained.

Band 4

QUESTION 5A

TASK-SPECIFIC MARK SCHEME

Content

Writer can agree or disagree with the proposition, and explain why with reference to the book or story read.

Range

Language of opinion, explanation and description.

Organisation and Cohesion

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

Appropriacy of Register and Format

Neutral composition.

Target Reader

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

CANDIDATE F

"The Old Man and the Sea". Everybody knows this story. But how many of you actually read it. For the ages of television and computers not many seems to be interested in reading.

Question is:

Is there a big difference between a book and a film. I answer yes, huge difference.

Although you saw the film and know the story you will not regret spending your free time with this very famous book.

I guess you will find it difficult even to put the book back for a while. The way that Ernest Hemingway describes fight between a man and the nature is unforgivable cut in the movie. The narratives are something you never get in the cinema.

The other thing is that we all went to far with civilization and its goods and we almost forgot about purest form of art.

EXAMINER COMMENTS

Content

Considerable irrelevance due to misinterpretation of task.

Organisation and Cohesion

Poor linking.

Accuracy

Adequate. Some non-impeding errors.

Appropriacy of Register and Format

Appropriate.

Range

Some attempt at range.

Target Reader

Would not understand the writer's point of view with regard to the question.

Band 1