Cambridge English

Assessing Writing Performance – Level C1

Writing assessment by examiners in the Cambridge English: Advanced (CAE) and Business Higher exams

Cambridge English writing scripts are marked by trained examiners in a secure online marking environment. The quality assurance of Writing Examiners (WEs) is managed by Team Leaders (TLs) who are, in turn, responsible to a Principal Examiner (PE). All of the examiners (PEs, TLs and WEs) must prove each year, through a certification process, that they are competent to assess. In addition, they are regularly monitored during live testing sessions.

The Writing Examiners award marks using a Writing Assessment Scale which was developed with explicit reference to the Common European Framework of Reference for Languages (CEFR). It covers all the levels of the Cambridge English exams and is divided into four subscales:

- **Content**
    This focuses on how well the candidate has fulfilled the task, in other words, if they have done what they were asked to do.
- **Communicative Achievement**
    This focuses on how appropriate the writing is for the task, and whether the candidate has used the appropriate register.
- **Organisation**
    This focuses on the way the candidate puts together the piece of writing, in other words, if it is logical and ordered.
- **Language**
    This focuses on vocabulary and grammar. It includes the range of language as well as how accurate it is.

Examiners use the C1-level Assessment Scales to decide which marks to give candidates taking the *Cambridge English: Advanced (CAE)* and *Business Higher* Writing tests.

How can I use the Assessment Scales?

Using the scales yourself while marking students' writing will help you to:

- analyse your students' strengths and weaknesses when they practise C1 writing tasks

- guide your students in how to enhance their performance

- form an impression of how ready your students are to take the Writing part of the exam.

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The Assessment Scales

The C1 Assessment Scales are divided into six bands from 0–5, with 0 being the lowest and 5 the highest. Descriptors for each criterion are provided for Bands 1, 3 and 5 and indicate what a candidate is expected to demonstrate at each band. The Band 2 descriptor indicates a performance which contains features of Bands 1 and 3, whilst Band 4 indicates features of Bands 3 and 5. The descriptors for Band 3 and above generally indicate performance of at least C1 level, whereas Bands 1 and 2 indicate that the performance does not meet C1 level, but is, in fact, still at B2 level.

C1	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
4	*Performance shares features of Bands 3 and 5.*			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
2	*Performance shares features of Bands 1 and 3.*			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below Band 1.*		

As you look through the scales, it may help to highlight words which make one band different from another.

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For example, under the Language subscale, the descriptor at Band 1 (B2 level) for grammar – *Uses a range of simple and **some complex** grammatical forms with a good degree of control* – is described in similar language to the Band 3 descriptor (C1 level), but with key differences: *Uses a range of **simple and complex** grammatical forms with **control and flexibility***. So in order to achieve a C1 level (i.e. Band 3) a range of **both** simple and complex grammatical forms is expected, with evidence of them being used with **flexibility**, as well as with a good degree of control. At Band 5, however, (i.e. which would merit a C2 level) a writer can extend their performance so that they use *a **wide** range of simple and complex grammatical forms with **full** control, flexibility **and sophistication***.

In terms of Lexis, the descriptor at Band 1 (B2 level) states *Uses a range of everyday vocabulary appropriately, with **occasional inappropriate use** of less common lexis,* whereas to achieve a C1 performance (Band 3) the writer must use *a range of vocabulary, **including** less common lexis, **appropriately*** (i.e. even the less common lexis must be used appropriately). At Band 5, however, (C2 level) the writer can use *a range of vocabulary, including less common lexis, **effectively and precisely***.

The number of errors can often be a good place to start, in terms of beginning to decide where to assign one's first band mark (i.e. in this case, Language). It can therefore help to ask yourself at the outset: In terms of the errors in this performance, are they only **occasional** and with **none of them impeding communication** (Band 3); or are they **more than** occasional, but still **not impeding communication** (Band 1); or are they **relatively few** and only occurring in **less common words and structures, or as slips** (Band 5)?

Don't worry if a lot of the terms used in the scales are new to you – in Appendix A (and also in the Handbooks for Teachers for each exam) you will find a Glossary of Terms for Writing, where the terminology used in the scales is explained, and examples are given. For example, under the Language subscale, there are examples of **simple** and **complex grammatical forms** and an explanation of what is meant by **grammatical control** and **range**. **Flexibility** is explained under the General terms section. The Language subscale also includes vocabulary, and the difference between **basic** and **everyday vocabulary** and **less common lexis** is explained. There is also a description of **appropriacy** of vocabulary. Under the Organisation subscale, there are examples of **linking words** and **cohesive devices**, and an explanation of the difference between them, as well as an explanation of what is meant by **organisational patterns** (expected in a candidate's writing at Band 3 and above).

It is well worth spending some time looking through the Glossary of Terms and becoming familiar with the terms used, as well as referring to them constantly when marking your students' work, as the Cambridge English Language Assessment examiners do.

How can I use the Assessment Scales with students?

You could do the following:

1. Refer to the scales as you mark students' written work in general, especially when they have attempted a *Cambridge English: Advanced* or *Business Higher* Writing task.
2. Note down examples of performance in terms of the listed criteria.
3. Give students feedback on their strengths and weaknesses.
4. Think about whether your students are ready for the exam and how they could improve.

As teachers are not trained in the use of these Assessment Scales as examiners are, it can be difficult to feel confident in using them in the right way. The following activity is designed to help you get started by practising using them to analyse some sample writing tasks.

The activity is based on some sample scripts from *Cambridge English: Advanced* and *Business Higher* Writing tasks:

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Sample script 1: Cambridge English: Advanced Part 1
Sample script 2: Cambridge English: Advanced Part 1
Sample script 3: Cambridge English: Advanced Part 2
Sample script 4: Cambridge English: Business Higher Part 1
Sample script 5: Cambridge English: Business Higher Part 2

The tasks for each of these scripts can be found in Appendix A, and further information on the task types and their focus can be found in the relevant Handbook for Teachers.

Activity

1   Make a copy of the blank assessment sheet on pages 5/6. You will see that statements from the Assessment Scales have been turned into questions.

2   Read the *Cambridge English: Advanced* Writing Part 1 task (see **Appendix B**).

3   Read Sample script 1 (see **Appendix C**)*.* Note down your comments and examples of good and not so good elements of the candidate's writing for each of the questions in the boxes on the assessment sheet. Make sure that while you are doing this you constantly refer to the C1 Assessment Scales and Glossary of Terms (see **Appendix A**).

4   Compare the notes you have made with the completed example on pages 7/8.

5   Repeat stages 1–4 for each of the other sample scripts, as appropriate.

6   When you feel familiar with using the Assessment Scales, continue to use the blank assessment sheet when assessing your own students' writing and use this to give them feedback on what aspects of the scales they need to work on to improve.

Remember:

- In a real C1-level exam the marks awarded reflect a candidate's performance across the whole exam and not just in one part of it.

- Being able to refer to the Assessment Scales will help you to analyse your students' strengths and weaknesses and to estimate whether they are ready for the Writing part of the exam. However, it won't necessarily give you an accurate prediction of the marks that your students will achieve in a real Writing paper, as the candidate may be affected by other factors such as nervousness.

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Blank assessment sheets to copy

Photocopy this page and the next one.

CAMBRIDGE ENGLISH: ADVANCED/BUSINESS HIGHER (LEVEL C1) WRITING CONTENT	
Name of student:	
Is all content relevant to the task? Good	**Not so good**
Is the target reader fully informed? Good	**Not so good**
Content Mark:	
COMMUNICATIVE ACHIEVEMENT	
Does the writer use the conventions of the task effectively to hold the reader's attention? Good	**Not so good**
Does the writer communicate straightforward and complex ideas? Good	**Not so good?**
Communicative Achievement Mark:	

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ORGANISATION	
Is the text well organised and coherent?	
Good	**Not so good**
Does the writer use a variety of cohesive devices and organisational patterns to generally good effect?	
Good	**Not so good**
Organisation Mark:	

LANGUAGE	
Does the writer use a range of vocabulary, including less common lexis, appropriately?	
Good	**Not so good**
Does the writer use a range of simple and complex grammatical forms with control and flexibility?	
Good	**Not so good?**
Are there only occasional errors which do not impede communication?	
No errors or only occasional errors (non-impeding)	**Frequent non-impeding errors**
	Impeding errors
Language Mark:	
Comments:	

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Completed examples for Sample scripts 1–5

CAMBRIDGE ENGLISH: ADVANCED (LEVEL C1) WRITING CONTENT

Name of student: Sample script 1 (Cambridge English: Advanced Part 1)

Is all content relevant to the task?	
Good	**Not so good**
• All content is relevant to the task. The essay discusses museums and sports centres and presents an argument for funding museums due to the educational benefits they offer.	

Is the target reader fully informed?	
Good	**Not so good**
• The target reader is fully informed.	

Content Mark: 5

COMMUNICATIVE ACHIEVEMENT

Does the writer use the conventions of the task effectively to hold the reader's attention?	
Good	**Not so good**
• The essay uses the conventions of the essay task effectively to present a viewpoint in a way which holds the reader's attention.	

Does the writer communicate straightforward and complex ideas?	
Good	**Not so good?**
• The tone is neutral and both personal opinions and straightforward ideas are supported with further information: *I would like to give my opinion; Museums are very educational so people will learn a lot; I think that when a sports centre would receive money they will not lower the admission; sports centres will not get more excessable*.	• The writer does not address complex ideas with the flexibility or sophistication required for a higher mark.

Communicative Achievement Mark: 3

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ORGANISATION

Is the text well organised and coherent?

Good	Not so good
• The text is well organised and follows a coherent structure. The topic is clearly explained and the two options are presented and compared.	

Does the writer use a variety of cohesive devices and organisational patterns to generally good effect?

Good	Not so good
• The writer uses appropriate cohesive devices, including relative clauses. Organisational patterns are used to generally good effect, for example, the third paragraph opens with a contrasting idea, but places sports centres at the start: *Sports centres, on the other hand*.	• Some linking is quite simplistic – starting sentences with *Also, …* for example.

Organisation Mark: 3

LANGUAGE

Does the writer use a range of vocabulary, including less common lexis, appropriately?

Good	Not so good
• There is accurate use of a range of everyday vocabulary.	• There is some inappropriate and/or repeated use of some lexis, e.g. *excessable, education*.

Does the writer use a range of simple and complex grammatical forms with control and flexibility?

Good	Not so good?
• There is a range of simple and some more complex grammatical forms, particularly in the way the sentences are constructed. Some compound structures are used to compare and contrast ideas and a hypothetical situation is introduced with a conditional: *If they receive money, they will be able to set up more exhibitions, which will atract more people with different interests and get more interesting art.*	• There is not a wide range of complex forms used with full control or flexibility.

Are there only occasional errors which do not impede communication?

No errors or only occasional errors (non-impeding)	Frequent non-impeding errors
	• There are a number of errors with spelling, missing verbs and wrong choice of vocabulary at times. However, these do not impede communication.
	Impeding errors
	• There are no impeding errors.

Language Mark: 2

Comments:
An adequate C1 performance which conveys all the information required and addresses the topic well, despite some limitations in language.

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CAMBRIDGE ENGLISH: ADVANCED (LEVEL C1) WRITING
CONTENT

Name of student: Sample script 2 (Cambridge English: Advanced Part 1)

Is all content relevant to the task?

Good	Not so good
• There is reference to the notes in the question: *does not want to obey some of the rules given to him; It is important for parents to show a good example,* so the question has been partially addressed.	• The text focuses on relationships between adults and younger people rather than the ways in which adults influence young people's behaviour. • There is no specific explanation of which way is best to influence young people's behaviour, which is asked for in the question, but advice is given on how to make the relationship between adults and younger people easier.

Is the target reader fully informed?

Good	Not so good
	• Target reader is on the whole informed due to some minor irrelevances and omissions.

Content Mark: 3

COMMUNICATIVE ACHIEVEMENT

Does the writer use the conventions of the task effectively to hold the reader's attention?

Good	Not so good
• The conventions of the essay task are used effectively. There is a clear development of the topic through the use of topic sentences at the beginning of the paragraphs: *But young people should also work on their behaviour,* and the style is consistently appropriate, using an objective tone throughout, which holds the reader's attention.	

Does the writer communicate straightforward and complex ideas?

Good	Not so good
• The writer communicates straightforward and some complex ideas within the essay.	• Complex ideas are not conveyed with sufficient flexibility for a higher mark.

Communicative Achievement Mark: 3

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ORGANISATION

Is the text well organised and coherent?

Good	Not so good
• The text is well organised and coherent using features of internal and external cohesion to generally good effect. • There is a logical sequence to the essay, incorporating an introduction and two main points contrasting what adults and young people should do: *When you are an adult you start forgetting; that is why it is important for adults; But young people should also work on;* and a final conclusion, which sums up the writer's view.	• Organisational patterns are not used with complete flexibility.

Does the writer use a variety of cohesive devices and organisational patterns to generally good effect?

Good	Not so good
• The essay includes cohesive devices and referencing to avoid too much repetition.	• There could be more variety of linking features.

Organisation Mark: 3

LANGUAGE

Does the writer use a range of vocabulary, including less common lexis appropriately?

Good	Not so good
• There is a range of vocabulary, including some less common lexis and phrases which are used appropriately: *relationships … are always complicated; experiences pressure from; makes them disciplined; a very valuable quality.*	

Does the writer use a range of simple and complex grammatical forms with control and flexibility?

Good	Not so good
• There is a range of simple and some complex grammatical forms used with control and flexibility: *Of course there should be some rules set, if there were no rules.*	• The range of complex forms would need to be wider for a higher mark.

Are there only occasional errors which do not impede communication?

No errors or only occasional errors (non-impeding)	Frequent non-impeding errors
• There are occasional errors to do with word order, but these do not impede: *not always they manage to do it.*	Impeding errors

Language Mark: 3

Comments:
This script shows a borderline C1 candidate, who just achieves the level in Communicative Achievement, Organisation and Language. However, the question is only partially addressed, which affects the Content mark.

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Name of student: Sample script 3 (Cambridge English: Advanced Part 2)

Is all content relevant to the task?

Good	Not so good
• All content is relevant to the task.	

Is the target reader fully informed?

Good	Not so good
• The report includes recommendations about what would be useful to learn in the English classes next year, as well as a suggestion about leisure time.	• The target reader is only partially informed, due to an omission. The report focuses on learning English and does not develop the work aspect. The job in the afternoon is mentioned but only in connection with the language skills which are necessary to have to become fully integrated: *The locals speak extremely fast and they have a thick accent.*

Content Mark: 4

COMMUNICATIVE ACHIEVEMENT

Does the writer use the conventions of the task effectively to hold the reader's attention?

Good	Not so good
• The report is written in an appropriate style, using the conventions of the report genre, such as headings, and the target reader's attention is held. Although an objective tone is used, personal anecdotes are included to support some of the statements.	

Does the writer communicate straightforward and complex ideas?

Good	Not so good
• There is language of evaluation and recommendation which is used effectively to communicate straightforward and some more complex ideas: *Although it was a good way to learn, sometimes it was not very helpful.*	• Complex ideas are not conveyed with sufficient flexibility for a higher mark.

Communicative Achievement Mark: 3

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ORGANISATION	
Is the text well organised and coherent?	
Good	**Not so good**
• The text is well organised and coherent. Organisational patterns are used to generally good effect, for example, the development of the positives and negatives of the course over two paragraphs.	• Organisational patterns are not used with complete flexibility.
Does the writer use a variety of cohesive devices and organisational patterns to generally good effect?	
Good	**Not so good**
• The writer uses a variety of both internal and external cohesive devices, including headings. The paragraphs are introduced with different phrases, which link the ideas through the text: *In this report; Firstly; Although; Also; So; All in all,* and which are effective in showing how the paragraph is likely to develop.	• There needs to be more sophistication of linking features for a higher mark.
Organisation Mark: 3	

LANGUAGE	
Does the writer use a range of vocabulary, including less common lexis appropriately?	
Good	**Not so good**
• There is a range of vocabulary which is used appropriately. Some less common lexis and collocations are successfully attempted: *new idioms; a thick accent; well-known expressions; a dry sense of humor*.	• The range of vocabulary is slightly limited due to the narrow focus of the response. • Attempts at less common lexis are not always successful: *cultural persons; a short time of period.*
Does the writer use a range of simple and complex grammatical forms with control and flexibility?	
Good	**Not so good**
• There is a range of simple and some more complex grammatical forms used with control.	• The range of complex forms would need to be wider for a higher mark.
Are there only occasional errors which do not impede communication?	
No errors or only occasional errors (non-impeding)	**Frequent non-impeding errors**
• There are a few errors, but these do not impede communication.	**Impeding errors**
Language Mark: 2	

Comments:
This script shows a borderline C1 candidate, who just achieves the level in Communicative Achievement and Organisation but is slightly below the level in Language. One part of the question is omitted, which affects the Content mark.

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Name of student: Sample script 4 (Cambridge English: Business Higher Part 1)

Is all content relevant to the task?

Good	Not so good
• All the content is relevant to the task.	

Is the target reader fully informed?

Good	Not so good
• The reader is on the whole informed.	• There are some minor omissions when presenting the data about bookings. Although data is given for customer bookings by telephone in 2005, there is no explicit detail given about these bookings in 2010, and the focus moves to the internet.

Content Mark: 4

COMMUNICATIVE ACHIEVEMENT

Does the writer use the conventions of the task effectively to hold the reader's attention?

Good	Not so good
• The conventions of the communicative task (report) are used reasonably effectively There is a clear introduction and the text is focused on the topic, using an appropriately objective tone *(it can be seen; people who were)* to present the data and hold the target reader's attention.	

Does the writer communicate straightforward and complex ideas?

Good	Not so good
• The writer conveys mainly straightforward and some complex ideas.	• More complex ideas would need to be conveyed for a higher mark.

Communicative Achievement Mark: 3

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ORGANISATION	
Is the text well organised and coherent?	
Good	**Not so good**
• The text is well organised overall with a clear structure, focusing on the separate aspects of the task in separate paragraphs. The text is generally coherent.	• Organisational patterns are not used with complete flexibility.
Does the writer use a variety of cohesive devices and organisational patterns to generally good effect?	
Good	**Not so good**
• A range of linking words and cohesive devices are used: *which means nearly half of them; So; However; while more than half*.	• Referencing within sentences is not always successful: *As it can be seen in the charts; People who were very satisfied … declined dramatically*. There could be more variety of linking features.
Organisation Mark: 2	

LANGUAGE	
Does the writer use a range of vocabulary, including less common lexis appropriately?	
Good	**Not so good**
• Everyday vocabulary is used appropriately (*declined dramatically; has increased a lot*).	• Some errors occur when more complex ideas require a greater range of lexis: *became satisfied or not satisfied; Both customers satisfactory and booking sources have a significant change during five years*.
Does the writer use a range of simple and complex grammatical forms with control and flexibility?	
Good	**Not so good**
• There is a range of simple and complex grammatical forms used with control at times: *People who … not satisfied*.	• The range of complex forms would need to be wider for a higher mark.
Are there only occasional errors which do not impede communication?	
No errors or only occasional errors (non-impeding)	**Frequent non-impeding errors**
	• There are some errors, however, these do not impede communication: *the percentage of not satisfied cut down 10%; more than half of them choosing Internet in 2010; And 20% travel agent booking decrease to 5%*).
	Impeding errors
Language Mark: 2	
Comments: This script shows a slightly below C1 candidate, who just achieves the level in Content and Communicative Achievement, but fails to reach C1 level in Organisation and Language.	

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Name of student: Sample script 5 (Cambridge English: Business Higher Part 2)

Is all content relevant to the task?

Good	Not so good
• All content is relevant to the task. The proposal deals with each aspect in turn and develops the points, for example, it not only identifies those staff in need of training, but provides a rationale supporting their selection.	

Is the target reader fully informed?

Good	Not so good
• The target reader is fully informed.	

Content Mark: 5

COMMUNICATIVE ACHIEVEMENT

Does the writer use the conventions of the task effectively to hold the reader's attention?

Good	Not so good
• The proposal uses the conventions of the proposal task to hold the target reader's attention through the use of headings and the brief introduction along with a consistently formal, slightly objective register: *can be very different; it's necessary for managers; Courses included … are listed below; will be devided; will be invited.*	

Does the writer communicate straightforward and complex ideas?

Good	Not so good
• The writer communicates both straightforward and some complex ideas using an appropriate format.	• Complex ideas are not conveyed with sufficient flexibility for a higher mark.

Communicative Achievement Mark: 2

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ORGANISATION	

Is the text well organised and coherent?

Good
- The text is generally well organised overall with each paragraph focusing on one aspect of the proposal, signalled by the headings.

Not so good
- Organisational patterns are not used with flexibility.

Does the writer use a variety of cohesive devices and organisational patterns to generally good effect?

Good
- There is a variety of cohesive devices used within sentences *(this; Besides; So they; In order to; and; After)* and some use of relative pronouns and referencing.

Not so good
- The linking between ideas is not always successful, for example, the last sentence under *'Participates'* and the first two sentences under *'Training courses'*.

Organisation Mark: 2

LANGUAGE	

Does the writer use a range of vocabulary, including less common lexis appropriately?

Good
- A range of everyday, topic-specific vocabulary is used appropriately, including some less common lexis: *company image; biggest obstacle; target market; strengths and weaknesses*.

Not so good

Does the writer use a range of simple and complex grammatical forms with control and flexibility?

Good
- Simple and complex grammatical forms, particularly the passive, are used with a good degree of control at times: *can be very different from our market; they should also be prepared for; will be invited*.

Not so good
- The range of complex forms would need to be wider for a higher mark.

Are there only occasional errors which do not impede communication?

No errors or only occasional errors (non-impeding)

Frequent non-impeding errors
- When more complex ideas require more complex language, some non-impeding but quite basic errors occur: *So arrange some culture courses is very useful; their language are totally different; all the staffs will be send*.

Impeding errors
- No impeding errors, but the frequency of errors distract the reader at times.

Language Mark: 1

Comments:
This script is below the level required for C1, particularly in terms of language use and accuracy. Despite this, the task is well addressed.

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Appendices

Appendix A. Cambridge English Writing mark scheme – Glossary of Terms

1. GENERAL

Generally	**Generally** is a qualifier meaning not in every way or instance. Thus, 'generally appropriately' refers to performance that is not as good as 'appropriately'.
Flexibility	**Flexible** and **flexibly** refer to the ability to adapt – whether language, organisational devices, or task conventions – rather than using the same form over and over, thus evidencing better control and a wider repertoire of the resource. Flexibility allows a candidate to better achieve communicative goals.

2. CONTENT

Relevant	**Relevant** means related or relatable to required content points and/or task requirements.
Target reader	The **target reader** is the hypothetical reader set up in the task, e.g. a magazine's readership, your English teacher.
Informed	The target reader is **informed** if content points and/or task requirements are addressed and appropriately developed. Some content points do not require much development (e.g. *state what is x*) while others require it (*describe, explain*).

3. COMMUNICATIVE ACHIEVEMENT

Conventions of the communicative task	**Conventions of the communicative task** include such things as genre, format, register and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly, and should use the right tone for the communicative purpose
Holding the target reader's attention	**Holding the target reader's attention** is used in the positive sense and refers to the quality of a text that allows a reader to derive meaning and not be distracted. It does not refer to texts that force a reader to read closely because they are difficult to follow or make sense of.
Communicative purpose	**Communicative purpose** refers to the communicative requirements as set out in the task, e.g. make a complaint, and suggest alternatives.
Straightforward and complex ideas	**Straightforward ideas** are those which relate to relatively limited subject matter, usually concrete in nature, and which require simpler rhetorical devices to communicate. **Complex ideas** are those which are of a more abstract nature, or which cover a wider subject area, requiring more rhetorical resources to bring together and express.

4. ORGANISATION

Linking words, cohesive devices, and organisational patterns	**Linking words** are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provides explicit linkage. They can range from basic high-frequency items (such as *and, but*) to basic and phrasal items (such as *because, first of all, finally*).

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Cohesive devices refers to more sophisticated linking words and phrases (e.g. *moreover, it may appear, as a result*), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. There are two women in the picture. The one on the right ...), ellipsis (e.g. The first car he owned was a convertible, the second a family car), or repetition.

Organisational patterns refers to less explicit ways of achieving connection at the between sentence level and beyond, e.g. arranging sentences in climactic order, the use of parallelism, using a rhetorical question to set up a new paragraph.

5. LANGUAGE

Vocabulary	**Basic vocabulary** refers to vocabulary used for survival purposes, for simple transactions, and the like.
	Everyday vocabulary refers to vocabulary that comes up in common situations of a non-technical nature in the relevant domain.
	Less common lexis refers to vocabulary items that appear less often in the relevant domain. These items often help to express ideas more succinctly and precisely.
Appropriacy of vocabulary	**Appropriacy of vocabulary:** the use of words and phrases that fit the context of the given task. For example, in *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.
Grammatical forms	**Simple grammatical forms:** words, phrases, basic tenses and simple clauses.
	Complex grammatical forms: longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.
Grammatical control	**Grammatical control**: the ability to consistently use grammar accurately and appropriately to convey intended meaning.
	Where language specifications are provided at lower levels (as in *Cambridge English: Key* and *Cambridge English: Preliminary*), candidates may have control of only the simplest exponents of the listed forms.
Range	**Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
Overuse	**Overuse** refers to those cases where candidates repeatedly use the same word because they do not have the resources to use another term or phrase the same idea in another way. Some words may unavoidably appear often as a result of being the topic of the task; that is not covered by the term overuse here.
Errors and slips	**Errors** are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or

grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.

Impede communication

Impede communication means getting in the way of meaning.

Meaning can still be determined indicates that some effort is required from the reader to determine meaning

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Appendix B. Sample Writing tasks

Sample task 1 – Cambridge English: Advanced (Part 1)

You **must** answer this question. Write your answer in **220 – 260** words in an appropriate style.

1   Your class has attended a panel discussion on facilities which should receive money from local authorities. You have made the notes below:

Which facilities should receive money from local authorities?

- museums

- sports centres

- public gardens

Some opinions expressed in the discussion:

"Museums aren't popular with everybody!"

"Sports centres mean healthier people."

"A town needs green spaces – parks are great for everybody."

Write an essay discussing **two** of the facilities in your notes. You should **explain which facility it is more important** for local authorities to give money to, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Cambridge English

You **must** answer this question. Write your answer in **220 – 260** words in an appropriate style.

1   Your class has listened to a radio discussion about how adults can be a good influence on younger people. You have made the notes below:

> ### Ways adults can influence how younger people behave:
>
> - giving rules
>
> - setting an example
>
> - offering advice

> ### Some opinions expressed in the discussion:
>
> "Sometimes it's fun to break the rules!"
>
> "If you admire somebody, you try to behave like them."
>
> "Young people don't always listen."

Write an essay discussing **two** of the ways in your notes that adults can influence younger people's behaviour. You should **explain which way you think is more effective, giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

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Write your answer in **220 – 260** words in an appropriate style.

You have just finished a three-week study and work programme in an English-speaking country. You studied English language in the mornings and worked for a local company in the afternoons. The programme organiser has asked you to write a report about your experience. In your report, you should evaluate the programme, explaining which part of the programme was more useful, and suggest changes you would recommend for next year's programme.

Write your **report**.

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Cambridge English

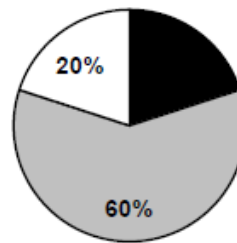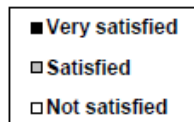Write **120 – 140** words.

Question 1

- The charts below show customer satisfaction levels with a hotel chain, Sapphire Hotels, in 2005 and 2010, as well as sources of bookings.
- Using the information from the charts, write a short **report** describing the differences in customer satisfaction levels and sources of bookings between 2005 and 2010.
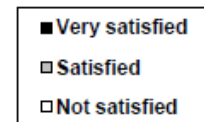
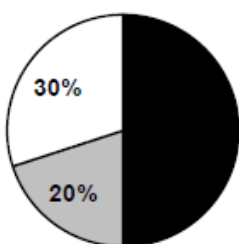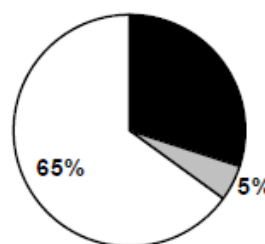### Overall customer satisfaction levels

2005

Legend:
- Very satisfied
- Satisfied
- Not satisfied

30%
20%

2010

20%
60%

Legend:
- Very satisfied
- Satisfied
- Not satisfied

Sources of bookings

2005

30%
20%

Legend:
- Telephone
- Travel agent
- Internet

2010

65%
5%

Legend:
- Telephone
- Travel agent
- Internet

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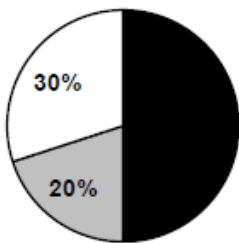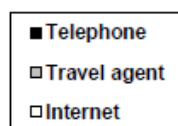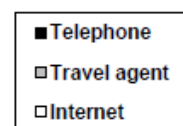
Cambridge English

<u>Sample task 5 – Cambridge English: Business Higher (Part 2)</u>

Write **200 – 250** words.

- The company you work for is planning to expand its operations into overseas markets. Your Managing Director has asked you to make a proposal concerning the implications this will have for staff training needs.

- Write a **proposal** to the Managing Director:
    - explaining which type of staff will require training
    - describing what the training will have to cover
    - recommending the form the training should take
    - suggesting ways of evaluating the effectiveness of the training.

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Cambridge English

Appendix C. Sample scripts

Sample script 1 – Cambridge English: Advanced (Part 1)

I have listened to a radio discussion programme
about facilities which should receive money from
local authorities. The three topics discussed were:
museums, sports centres and public gardens.
I would like to give my opinion on the first two topics.
I think museums are much more important then
sports centres. Museums are very educational
so people will learn a lot when they go to one.
If they receive money, they will be able
to set up more exhibitions, which will
atract more people with different intrests,
and get more interesting art. Also, the
money received might be used to get school
trips, for instance, to the museum, so the youth
will have a more interesting way to learn things
then only sitting in a boring classroom every day.

Sport centres, on the other hand, are far less important.
I must admit that it is important to sport but it is not
as important as learning. Also people could
sport outside or pay admission to join a sports
centre. I think that when a sports centre would
receive money they will not lower the admission,
so it's more excessable, but buy new equipment

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instead. This means that sports centres will not get more excessable at all and nothing will change.

My conclusion is that museums should receive money from local authorities over sports centres because the education you get from museums is far more important and not many more people would take up sports.

Cambridge English

Relationships between adults and young younger people are always complicated. Adults try to be a good influence on teenagers but not always they manage to do it.

When you are an adult you start forgetting your life when you were a teenager. Every young person experiences pressure from his parents, from his teachers and every young person does not want to obey some of the rules given to him by adults. That is why it is important for adults to listen carefully to young people. Of course there should be some rules set, if there were no rules our life would be a disaster, but they should not be too strict. Adults should consider that teenagers have so much fun today, their life is so easy that too many rules will depress them and make them feel stressed.

But young people should also work on their behaviour. It is important for parents to show a good example but it is even more important for young people to follow it. They also need to try to obey rules as much as possible because it makes them disciplined and that is a very valuable

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quality.

To sum up, I would say that none of these methods is the most efficient effective. I believe that id only if if both sides try to work on their behaviour, if they both come to an agreement that will be the easiest and the most effective way to solve to the problem.

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Cambridge English

Report About ~~the~~ My Experience

INTRODUCTION

In this report I am writing about my experience in a three-week study and work programme in England. This report is based on personal experience.

POSITIVE ASPECTS

Firstly, the programme was an excellent mean to proper my English skills. I could hear how native English-speaking people use their words and what are their manners. It was a lovely way to learn new idioms and how people use them in their everyday lives. In the mornings I would learn new words and ways of speak and use them in the afternoons when I was working.

DOWNSIDES

Although it was a good way to learn, sometimes it was not very helpful. The locals speak extremely fast and they have a thick accent, so sometimes it was hard to understand them. They have their own well-known expressions which they use quite often that are unknown for other cultured persons. Also, the British have a dry sort of humor which can be a shock to foreign people, who are just visiting for a short time of period.

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RECOMMENDATIONS

So for the next year I would recommend teaching them all kinds local expressions they can use so they do not have to ask for help. Also, I it suggest giving students some days off for sigthseing.

CONCLUSION

All in all, the experience was excellent. I ~~lota~~ learned a lot of ~~not~~ Every experience is very useful for the future.

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Introduction

This report aims to show the different changes in customer satisfaction levels and sources of bookings between 2005 and 2010.

Findings

As it can be seen in the charts, levels of customer satisfaction have changed a lot during five years. People who were very satisfied in 2005 declined dramatically in 2010, from 50% to 20% which means nearly half of them become satisfied or not satisfied. So customers satisfied about the hotel increased from 20% in 2005 to 60% in 2010. However, the percentage of not satisfied cut down 10% during five years.

Half of customers booked hotel with telephone in 2005 while more than half of them choosing Internet in 2010. And 20% travel agent booking decrease to 5%. The Internet booking has increased a lot, from 30% to 65%.

Conclusion

Both customers satisfactory and booking sources have a significant change during five years.

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To the managing director:

Training program for overseas markets

This is a proposal about staff training plans for expanding our company's operations into overseas markets.

Participates:

Managers and salesmens are recommended to participate in this training program. The overseas markets can be very different from our market, so it's necessary for managers to know more details about new market. Besides, salesmen are the reflection of company image, they should also be prepared for the new market.

Training courses:

The biggest obstacle of expanding into overseas markets is the cultural differences. So arrange some culture courses is very useful. Courses included in this training program are listed below:

Simple local language course, one month.

Local cultural introduction, three days.

Similar international firms introduction, one day.

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Training form:

The new markets are very far from our headquarter, so their language are totally different from our mother language. In order to make this course more useful, a language school will be hired to train staffs. All the staffs will be devided into different classes based on their target market, and they need to go ~~to~~ the language school, three times a week. The school will also provide the cultural introduction after the staffs finish their language courses. After all the courses in the language school, a professor ~~with course marketing researching~~ researching on oversea marking will be invited to company headquarter give all the staff a speach about the marketing job of overseas markets

Evaluating:

After all this training program, all the staffs will be send to their target market and do some marketing research about local market. They will find out competitors among local firms and analysis our strengths and weaknesses ~~a list there~~, winthin one month. A consultant company will evaluate their report and give them some advices before they make their plan come true.