

**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: newspaper and magazine articles, contributions to leaflets and brochures, notices, announcements, personal notes and messages, formal and informal letters, reports, proposals, reviews, instructions, directions, competition entries, information sheets, memos, written for a given purpose and target reader.

**Answering**

Candidates write their answers on separate answer paper.

**Timing**

2 hours.

**Marks**

Each question in the paper carries equal marks.

<b>Part</b>	<b>Task Type and Focus</b>	<b>Number of Tasks and Length</b>	<b>Task Format</b>
1	Applying information contained in the input, selecting & summarising input, comparing items of information; task types from the following: newspaper and magazine articles, contributions to leaflets and brochures, notices, announcements, personal notes and messages, formal and informal letters, reports, proposals, reviews, instructions, directions, competition entries, information sheets, memos.	One or more compulsory tasks.  Approx. 250 words in total.	A contextualised writing task giving candidates guidance to the content through instructions and one or more texts and/or visual prompts.
2	Task types as for Part 1.	Four questions from which candidates choose one. Approx. 250 words.	A contextualised writing task specified in no more than 80 words

**Part 1**

Part 1 is compulsory and requires candidates to process about 400 words of input material, and use the information appropriately to perform the task required. Candidates must read all the input material carefully, selecting that which is important. Input material may consist of varied combinations of text and notes, sometimes supported by illustrations or diagrams. The task is often divided into more than one section. Task types will vary in Part 1, and may include formal letters, informal letters, reports, articles, notes or any combination of these. (See page 18 for full list.)

**Part 2**

In Part 2, candidates have to choose one of four tasks. This part covers a range of task types, such as articles, reports and leaflets, and includes a work-orientated task as the last of the four questions.

Students must become aware of the need to adopt an appropriate style, layout and register for the format (or text type) of each writing task: the overall aim of the task being to have a positive effect on the target reader. Teachers need to spend time focusing on the key elements of the task type and draw attention to the differences and constraints involved. Notes, for example, need to be concise, while a report should not look like a discursive composition or a letter. Candidates should be told to avoid selecting a task in Part 2 if they are unfamiliar with the appropriate features of the particular format. Equally, candidates with no relevant business or work experience are not advised to choose the work question. During the preparation stage, students can learn to write in a variety of styles and registers and identify which tasks are best suited to their interests and experience.

Examiners are looking for an appropriate selection and expansion of the key points. Paragraphs should be well organised and points need to be appropriately linked. Therefore, answers need to be planned carefully and students may need help in this respect. They also need to practise checking their work for errors and inaccuracies. To get them into the habit, teachers can encourage students to give homework a final check, in class, before handing it in.

Answers which suffer from irrelevance, repetition, deviation, needless repetition of rubric, illegibility, misinterpretation or omission are likely to be penalised. In assessing written work, teachers should become familiar with the assessment criteria and try to apply them. Examiners will consider a number of factors, such as: content, organisation, cohesion, range and accuracy of structure and vocabulary, register and effect on target reader. Feedback on students' written work which relates to the assessment criteria will help them to learn what is being assessed and where their strengths and weaknesses lie.

Some students fail to do as well as they might otherwise due to their poor grammar. To help rectify this, teachers should encourage students to spend time looking carefully at their corrected written work. Serious, numerous and/or repetitive errors may need to be dealt with systematically. There are various ways in which this might be done. Some students may benefit from re-writing their work, in whole or in part, leaving gaps where grammatical errors occur. They can then go back to the gapped version later and try to fill the gaps. Further remedial action may be taken where errors persist. Model answers which incorporate typical student errors, such as spelling, unnecessary and omitted words can also help students to identify and correct common grammatical errors.

Well-written model answers can also provide students with good examples of natural language appropriate to the task. However, care should be taken. Students do not need to write 'perfect' answers; model answers which are beyond the level to which students might reasonably aspire might be de-motivating and therefore should be avoided.

To become more effective at written communication, students often need to improve the range and extent of their productive vocabulary. Word lists, recycling activities, vocabulary games and exercises, as well as extensive and intensive reading practice will serve to achieve this aim.

## 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 which need to be included to achieve band 3 or above.

Acceptable performance at CAE is represented by a band of 3. A piece of writing which fails to meet the criteria described in the task-specific mark scheme for that task cannot achieve more than band 2. The accuracy of language, including spelling and punctuation, is assessed on the general impression scale for all tasks.

### General Impression Mark Scheme

This mark scheme is interpreted at CAE level.

#### Band 5

Minimal errors: resourceful, controlled and natural use of language, showing good range of vocabulary and structure. Task fully completed, with good use of cohesive devices, consistently appropriate register. No relevant omissions.  
N.B. Not necessarily a flawless performance.  
Very positive effect on target reader.

#### Band 4

Sufficiently natural, errors only when more complex language attempted. Some evidence of range of vocabulary and structure. Good realisation of task, only minor omissions. Attention paid to organisation and cohesion; register usually appropriate. Positive effect on target reader achieved.

#### Band 3

Either (a) task reasonably achieved, accuracy of language satisfactory and adequate range of vocabulary and range of structures or (b) an ambitious attempt at the task, causing a number of non-impeding errors, but a good range of vocabulary and structure demonstrated. There may be minor omissions, but content clearly organised.  
Would achieve the required effect on target reader.

#### Band 2

Some attempt at task but lack of expansion and/or notable omissions/irrelevancies. Noticeable lifting of language from the input, often inappropriately. Errors sometimes obscure communication and/or language is too elementary for this level. Content not clearly organised.  
Would have a negative effect on target reader.

#### Band 1

Serious lack of control and/or frequent basic errors. Narrow range of language. Inadequate attempt at task. Very negative effect on target reader.

#### Band 0

(a) Fewer than 50 words per question.  
or (b) Totally illegible work.  
or (c) Total irrelevance (often a previously prepared answer to a different question).

### **Length**

The specific number of words used is not taken into account (except in band 0), as length is an integral part of task achievement. Significantly fewer words are likely to mean that the task has not been completed, whereas over-long pieces of writing may involve irrelevance or have a negative effect on the target reader. If this is the case, over-length will be penalised.

### **Handwriting**

Work which is difficult to read is penalised by a one or possibly two-band reduction depending on the degree of illegibility.

### **Spelling**

American spelling is acceptable, but there should be consistency. Poor spelling is penalised by a one-band reduction if it interferes with communication.

### **Irrelevance**

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

### **Layout**

Following the conventions of the various task types (writing letters, reports, instructions, etc.) is part of task achievement. Any acceptable modern layout for a formal letter may be used. Paragraphs should be clearly laid out either by indenting or by leaving a space between each paragraph.

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. Each script is marked twice by different examiners, and where there is significant disagreement in the marks allocated, the script is marked a third time.

## **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. A rigorous process of co-ordination and checking is carried out before and throughout the marking process.

3

To: The Student Welfare Committee From: E. G. Baton, Principal

REVIEW OF SPORTS FACILITIES

We didn't

As you know, the college has been forced to consider various cost-cutting measures recently.

*Not true - NB our survey*

In connection with this, my colleagues and I have been discussing the college sports facilities. In our view, these are very much under-used. We have estimated that a small number of students use the sports hall, and the sports field seems to be used only twice a month for football matches.

*What about practice?!*

*All day?*

Due to this apparent lack of student interest, I have decided on some immediate changes. I intend to make the sports hall available for hire to the public during the day. I would also like the committee to introduce a student membership charge - students will be required to pay for these facilities.

*Unfair*

Finally, the sports field has been put up for sale. At least one buyer is interested in the site for building development.

*Never!!*

I trust the committee will support my decision.

E.G. Baton

Principal.

Now write:

- a) an article for the college newsletter (approximately 150 words);
- b) an appropriate letter to the Principal (approximately 100 words). You do not need to include postal addresses.

You should use your own words as far as possible.

01502/597

[Turn over

2

Part 1

1 You are a member of the student welfare committee at your college. The committee has recently received a memo from the college Principal, announcing major cuts to the existing sports facilities. The committee is opposed to these reductions and has prepared the poster shown below.

You have offered to write an article for inclusion in the next college newsletter in order to ensure that students have as much information as possible, and to get their support. You have also been asked to reply briefly to the Principal's memo, informing him of the results of the survey and making him aware of the committee's opposition to the cuts.

Read the poster below and the Principal's memo on page 3, to which you have added your comments. Then, using the information carefully, write the article and letter as instructed on page 3.

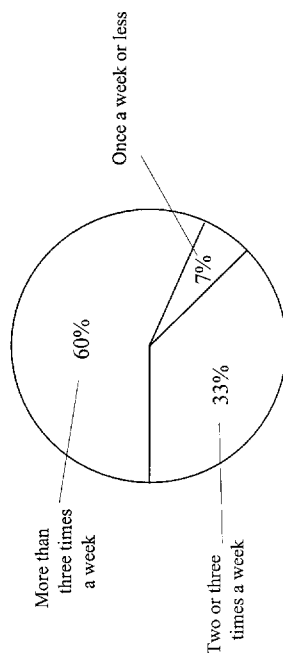
S - O - S  
Save our Sports!

This college is planning to

- sell off the sports field
- hire out the sports hall to the public

How do you feel about this?

Our survey shows that most students use these facilities frequently:





We must fight this decision together!

01502/597

## Part 2

Choose **one** of the following writing tasks. Your answer should follow exactly the instructions given. Write approximately 250 words.

- 2 You have seen the following announcement of a competition on your college noticeboard and have decided to enter.

 **TRAVEL TO AUSTRALIA FREE!** 

We are offering students the chance to win a **free place** at our school. Any students interested in taking up this opportunity should write, **in English**, to our school, stating **what** particularly appeals to them about Australia and **how** they think they will benefit from their studies here.

We will choose the best entry and offer the winner six weeks' free English study plus accommodation and return air fare.

Prestige School of English, P O Box 942, Perth, Western Australia.

Write your **competition entry**.

- 3 An English language magazine has just run a competition to find the reader with the most interesting hobby or pastime. You were asked to judge the competition, which attracted more than 500 entries. The editor of the magazine now wants you to write an article naming the prizewinner and the runner-up\*. Write about the hobby or pastime of each of the two people selected and give your reasons for choosing them as prizewinners.

Write the **article**.

\* runner-up: the person who comes second in a competition

- 4 This is an extract from a letter which you receive from the World Opinion Organisation.

We are carrying out an international survey on families around the world and the importance of family relationships. Please write us a report for our survey outlining the typical family situation **in your country** and suggesting how you think the situation might change in the future.

Write your **report**.

- 5 You have been asked to write an information leaflet for visitors to your company. You should give a brief history of the company, describe its main activities and plans for the future and mention any other points that you think are important.

Write the **text** for the leaflet.

The accuracy of language, including spelling and punctuation, is assessed on the general impression scale for all tasks. Criteria for assessing specific range of language and task achievement are outlined below.

**Part 1**

The testing focus of Part 1 is on content, effective organisation of the input, appropriacy of the piece(s) of writing to the intended audience, and on accuracy. Some use of key words from the input is acceptable, but candidates should have re-worded phrases appropriately. The range of vocabulary, functions and structures will be defined by the task.

QUESTION 1

**TASK-SPECIFIC MARK SCHEME  
BAND 3 DESCRIPTORS (SATISFACTORY)**

**Content (points covered)**

To obtain a band 3 or above, both tasks must be attempted and use made of the information in the poster and the memo across the two tasks. N.B. It is not necessary to include all the handwritten notes on the memo, even for a 5.

Article: must inform students of Principal’s intentions and encourage them to oppose these plans.

Letter: must state students’ /committee’s opposition to the Principal’s plans.

**Organisation and Cohesion**

Article: early mention of the issue. Clearly organised with suitable paragraphing. Better candidates will attempt to engage the reader’s attention.

Letter: formal letter layout with appropriate opening and closing formulae (addresses not needed). Suitable linking of ideas and clear paragraphing.

**Range**

Article: language of giving information, opinion and persuasion.

Letter: language of disagreement and opinion.

**Register**

Article: consistently informal or neutral, with rallying tone that will encourage students to take action.

Letter: formal with polite opposition.

**Target Reader**

Article: will be clearly informed and prepared to take action.

Letter: will understand the students’ position.

CANDIDATE A

**Save Our Sports**

Our College wants to sell off sports facilities.

The student welfare committee has recently been confronted by a memo from our Principle, in which he showed his intention to hire the sports hall to the public and to sell the football field.

Principal Baton backed his decision by saying the college had to save – a fact we had never heard of – and that the sports facilities are under-used. The committee has conducted a survey to prove that this is not the case. Over sixty percent of the students use the sports hall more than three times a week. And though there are only two football matches a month the field is used for training.

We need your help! Support the committee that we can use our sports facilities further on and don’t have to pay membership for our own sports centre. Show the Principal your enthusiasm and interest. I am sure that, if we stand together, we will get our sports back.

The Student Welfare  
Committee  
Christopher Halle

Einstein College  
E.G. Baton, Principle

12 June 1997

Dear Mr Baton,

I am writing to you to express the committee's concern about your plans for the sports facilities. You asserted a lack of student interest. So we conducted a survey which proved the contrary. Sixty percent of the students use the sports hall more than three times a week and the football ground is also used for training between the matches. Therefore the committee decided to oppose your intention, at least in this form. Students would not be able to practise if the hall were open for public all day and it is certainly not fair that they should pay besides the high school fees. The committee also had not heard that the college had to cut costs.

But I am sure we can talk about this matter and would be glad if we could arrange a meeting between you and the committee.

I look forward to hearing from you.

Yours sincerely,

Christopher Halle  
CHRISTOPHER HALLE  
(Student Welfare Committee)

## EXAMINER COMMENTS

### Content

Article: Fully completed.

Letter: Fully completed and particularly resourceful.

### Organisation and Cohesion

Article: A well thought out approach to organisation. Three logical paragraphs which define the context, set out the facts, and call for action.

Letter: Well organised. Links the committee's opposition and a positive suggestion for future discussion.

### Range

Article: Good evidence of range e.g. *conducted a survey; if we stand together.*

Letter: Good range e.g. *proved the contrary; decided to oppose; at least in this form.* Extremely diplomatic - *But I am sure we can talk about this matter...*

### Register

Article: Could perhaps have adopted a more rallying tone from the outset, though this comes through at the end of the article e.g. *We need your help! Support the committee...*

Letter: very controlled indignation e.g. *to express the committee's concern.* Good formal language throughout.

### Target Reader

Article: Would be informed.

Letter: Might be prepared to negotiate.

### Accuracy

Article: Not a flawless performance e.g. *we can use our sports facilities further on...*

Letter: Generally accurate but one or two slips e.g. *besides the high school fees.*

### Band 5



## Part 2

In Part 2, there is more latitude in the interpretation of the task. The task assessment focus is mainly on content, range and style/register, with attention paid to how successfully the candidate has produced the task type required.

### QUESTION 2

#### TASK-SPECIFIC MARK SCHEME BAND 3 DESCRIPTORS (SATISFACTORY)

##### Content (points covered)

For a band 3 or above, the competition entry must address both parts of the question:

- state what appeals to the candidate about Australia;
- explain how the candidate will benefit from studying there.

##### Organisation and Cohesion

The piece of writing should be clearly organised with suitable paragraphing. N.B. It is acceptable to open and close the competition entry in letter format to the school.

##### Range

Language of description, opinion and explanation.

##### Register

Must be consistent, but could range from fairly informal to fairly formal. Should have enthusiastic tone.

##### Target Reader

Would be informed and would consider shortlisting the entry for competition.

### CANDIDATE B

#### Australia, a different way of life

First of all Australia seems to be one of the ideal place to live on earth.

This country offers a huge varieties of wild and weird animals such as the Kangourou and the koala.

Who has never dreamt to study in a country with a warm and welcoming climate.

Farthermore the Australia has been choose to be the next olympic country. It shows, beyond the shadow of a doubt that Australia is a fair country

But, above all, what can lead to believe that studying in such a country is benefit is the kindness and the good spirit state of the people.

All this point make me want to study in Australia.

### EXAMINER COMMENTS

#### Content

At 112 words the task is inadequately covered. If each of the points made had been expanded and explored, the content might have been adequate for the task set.

#### Organisation and Cohesion

The candidate has written sentence paragraphs. These read more like the sub-headings of a longer article.

#### Range

Some range has been demonstrated by the candidate e.g. *beyond the shadow of a doubt*.

#### Register

The register is appropriate for an article.

#### Target Reader

Would not consider shortlisting the entry.

#### Accuracy

Frequent basic errors e.g. *one of the ideal place; a huge varieties; the Australia has been choose; All this point*.

#### Band 1

## QUESTION 3

### TASK-SPECIFIC MARK SCHEME BAND 3 DESCRIPTORS (SATISFACTORY)

#### Content (points covered)

For a band 3 or above, the article must:

- name the winner and runner-up;
- give details of the hobby or pastime of each;
- say why they have won (this may be implicit).

#### Organisation and Cohesion

Early reference to the competition. The article should be clearly organised with suitable paragraphing.

#### Range

Language of description, evaluation and opinion. Vocabulary relating to the hobbies chosen.

#### Register

Consistently neutral, formal or informal.

#### Target Reader

Would be informed.

## CANDIDATE C

If you are an usual reader of their magazine, maybe you'll remember our competition 'The most interesting hobby'; the entry forms were included in the last issue and now it is time to reveal the winners.

I've chosen two amazing collectors, but who are they? and what do they collect?

Let's start with the runner-up, Jane Hemsworth, from Bramley: she collects cigarette's packets! She is always looking for a new brand, a new strange size or shape of these little boxes which hasn't any interest for most of us. 'Have you ever realised how interesting the design of the letters are?' she asked me; nevertheless she is a Graphic Designer. But you don't know everything, she is a non-smoker!

And the 1st prize winner, Richard James, from Chelsea: he collects helmets!; every single one you are able to name is already in his collection: helmets for bicycles, motorbikes, for jokeys, the different ones used in the construction of buildings ... and WAR HELMETS! It was his grandfather who gave him his first pieces from the II World War and since then, Richard is specially interested in these sort of helmets.

More than 500 entries were registered in this competition; the selection was hard but, in the end, I decided that the two prizewinners mentioned above were the ones with the most amazing and amusing hobbies.

## EXAMINER COMMENTS

#### Content

The task has been completed, even though it is slightly underlength. The prize winners are named and their hobbies described in detail. The final sentence gives a clear, if brief, explanation as to why these two entries won the competition.

#### Organisation and Cohesion

Good opening and conclusion, which are linked well to the body of the article. The descriptions of the hobbies are appropriately paragraphed.

#### Range

Some good relevant vocabulary relating to magazines and competitions e.g. *in the last issue; to reveal the winners.*

#### Register

Consistently and appropriately informal. The tone is lively and addresses the reader directly.

#### Target Reader

Would be informed.

#### Accuracy

There are some non-impeding errors e.g. *cigarette's packets; nevertheless; jokeys; bicycles*. There are also several basic errors e.g. *....how interesting the design of the letters are; ....and since then, Richard is specially interested in....*

#### Band 3

**TASK-SPECIFIC MARK SCHEME**  
**BAND 3 DESCRIPTORS (SATISFACTORY)**

**Content (points covered)**

For a band 3 or above, the report must describe the current typical family situation in the candidate's own country (one aspect of this is sufficient) and mention how this might change in the future. N.B. Candidate's own view of what should happen is an acceptable interpretation.

**Organisation and Cohesion**

Clear organisation of main points. Appropriate introduction and conclusion. N.B. Acceptable to write as a newspaper report.

**Range**

Language of description, opinion and possibly comparison and contrast. Range of tenses. Vocabulary relating to relationships.

**Register**

Neutral to formal. Must be consistent throughout.

**Target Reader**

Would be clearly informed.

## CANDIDATE D

**The family in France**

Nowadays, in France, the average number of children is two per family, whereas elderly people used to have five or six sisters and brothers or even more when they were young, at least in my region: Brittany, where children were useful in farms as they were growing up.

More and more people divorce, and afterwards remain single, live with someone, or get married another time. If they have children, these live generally with their mother but it occurs more and more that they live with their father. That is probably due to this trend that there are less and less weddings. Young people prefer living with a mate without marrying him or her, or if they marry, they do it later than their parents who used to do it around the age of 20. That is why they usually have their first child later than their parents.

Grand-parents are still important in French families, but when they get older, they do not usually come and live in their children's place as before. They are healthy enough to live alone or they go to residences for old people. Children sometimes live in towns further from their parents' place than before, but their place is still the one where we like to stay at the week-ends or the holidays.

Unfortunately, I think that this trend of living further from their parents than before will get worse in the years to come, because of the unemployment rate. Indeed even if young people tend to live longer in their parents' house, they have to search a job not only in their town but sometimes in the whole country, and when they find one, they leave, even abroad sometimes, because it is so hard to get something!

I think that the average number of children will remain the same or will decrease, as people have their children older and perhaps do not want to give birth to future unemployed people.

Finally, I think that the number of divorces, and people who live together but unmarried, will increase.

**Content**

The task has been fully completed. It is informative, and deals well with both the current family situation, and how it might change in future.

**Organisation and Cohesion**

There is an absence of report features, such as headings, but the writing is appropriately paragraphed, with an introduction and conclusion. It is well-organised and on the whole coherent, though at times the sentences are long and a little difficult to follow e.g. *Indeed, even if young people ...because it is so hard to get something!*

**Range**

There is evidence of range. The language of comparison is good e.g. *whereas; more and more people*. A range of relevant topic vocabulary has also been used e.g. *....the*

*average number of children is two per family; due to this trend.*

**Register**

Consistently and appropriately neutral.

**Target Reader**

Would be well informed.

**Accuracy**

Occasionally awkward e.g. *That is probably due to this trend that there are less and less weddings*. A few non-impeding errors, e.g. *search a job*.

**Band 4**

## QUESTION 5

**TASK-SPECIFIC MARK SCHEME****BAND 3 DESCRIPTORS (SATISFACTORY)****Content (points covered)**

For a band 3 or above, the text for the leaflet must address the three points:

- brief history of the company;
- its main activities;
- its future plans.

**Organisation and Cohesion**

Clear organisation and layout, with headings/bullets/numbered points an advantage.

**Range**

Language of description and giving information. Vocabulary appropriate for the company chosen. Range of tenses.

**Register**

As appropriate to the context. Must be consistent throughout.

**Target Reader**

Would have a clear picture of the company.

**AN INFORMATION LEAFLET:****PICKY**

A WARM WELCOME TO PICKY, THE WORLDS BIGGEST PRODUCER OF TOOTH-PICKS.

THE COMPANY WAS FOUNDED IN 1637 BY A MAIN CALLED DAVID PICKY. DAVID PICKY WAS A SAILOR AND ON ONE OF HIS MANY TRAVELS HE SAW THAT THE NATIVES WERE PICKING THEIR TEETHE WITH SOME OLD BONE. PICKY GOT AN IDEA AND STARTED TO WORK ON IT AS SOON AS HE REACHED DOVER. HE STARTED UP HIS OWN FACTORY AND NOW WE ARE THE LARGEST EXPORTER OF TOOTH-PICKS.

OUR MAIN EXPORT IS THE ORDINARY TOOTHPICK MADE FROM WOOD. WE PRODUCE ABOUT 117 MILION PICKS PER DAY AND WE MAKE ABOUT 1 MILION PICKS FROM ONE TREE. THAN WE ALSO HAVE THE MOST LUXORIOUS OF THE PICKS AND THATS THE ONE WE NAMED 'THE QUEEN', WHICH IS MADE FROM SOLID GOLD. SINCE GOLD IS A SOFT METAL, WE HAVE TO SPRAY IT WITH A SPECIAL MIXTURE THAT MAKES IT HARD AND RESISTANT.

THE MIXTURE IS OF COURSE SECRET AND IT IS ONLY OUR WINDOW CLEANER WHO KNOWS THE INGREDIENTS.

HERE AT PICKY WE ALSO HAVE THE BIGGEST MOULD, NOWERE AT PRESENT IS THERE A BIGGER ONE. IN THE MOULD CAN WE MAKE UP TO 1000 PICKS AT A TIME, BY SQUEESING BITS AND PIECES OF WOOD. THE PROCESS IS VERY DELECAT, SO OUR WORKERS NEEDS TO WEAR SILK GLOVES. WHEN THE TOOTH-PICKS ARE PACKED IN TO BOXES THE WORKERS MUST MAKE SURE THAT ALL THE TOOTH-PICKS IN THE SAME BOX HAVE THE SAME COLOUR. IT WOULD HAVE A DEVESTATING EFFECT TO OUR REPURTATION IF ONE OF OUR BOXES CONTAINED A SLIGHTLY DARKER OR LIGHTER COLOURD PICK THAN THE OTHERS IN THE BOX.

WE HOPE YOU HAVE ENJOYED YOUR VISIT AT PICKY AND DO NOT FORGETT TO PICK UP YOUR OWN SAMPLE FROM THE RECEPTION.

## EXAMINER COMMENTS

**Content**

An attempt at the task has been made, but the text omits to mention future plans, so it cannot achieve more than band 2.

**Organisation and Cohesion**

The candidate has organised the writing e.g. there is a welcoming introductory sentence, appropriate paragraphing of the main content points, and a good conclusion to the leaflet.

**Range**

There is certainly evidence of range e.g. *was founded; mould; it would have a devastating effect*. The language is ambitious e.g. *Since gold is a soft metal, we have to spray it with a special mixture*.

**Register**

Friendly and welcoming tone.

**Target Reader**

Would be interested and partially informed.

**Accuracy**

Mostly spelling errors e.g. *milion; luxurious; colourd; repurtation*. Also mistakes in verb agreement e.g. *our workers needs*.

**Band 2**