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FIRST CERTIFICATE IN ENGLISH for Schools

D055/2

PAPER 2 Writing

Sample Paper

Time 1 hour 20 minutes

Candidates answer on the question paper.
No additional materials are required.

Candidate Name										
Centre Number						Candidate Number				

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, Centre number and candidate number in the spaces on this page.

Answer the Part 1 Question and one question from Part 2.

You **must** write your answers in the spaces provided on this question paper, within the grey lines.

Write clearly in **pen**, not pencil. You may make alterations, but make sure that your work is easy to read.

Do **not** write on the bar codes.

At the end of the test, hand in this question paper.

INFORMATION FOR CANDIDATES

Each question in this paper carries equal marks.

FOR EXAMINER'S USE		
Part 1		
Part 2		

Writing • Part 1

You **must** answer this question. Write your answer in **120 – 150** words in an appropriate style on the opposite page.

- 1** You are going to stay with your English-speaking friend, Alex, for the weekend. Read Alex's email and the notes you have made. Then write an email to Alex, using **all** your notes.

EMAIL

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From: Alex Green

Subject: Your visit

It's great that you can visit me this weekend. A new activity centre has just opened near my house. Shall we go? _____ Yes!

There's a climbing wall at the centre, or they can take us sailing on the river. The staff at the centre also take groups into the hills to go mountain biking. Which activity would you prefer to do? _____ Tell Alex

I think we'll be tired on Saturday evening so maybe we should just stay in and do something. So what do you think we should do? _____ Suggest...

I'm so excited about your visit. Can your parents bring you to my house on Friday evening rather than Saturday morning? _____ No, because...

See you
Alex

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Question 1

Please write within the grey lines

EMAIL

    

 **To:** Alex Green

 **Subject:** My visit

[Dotted lines for writing]

Turn over ▶

Writing • Part 2

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

- 2** You have seen this announcement in an international teen magazine.

Competition: The 21st-Century Teenager
What is the one thing a modern teenager should not be without?
Computer? MP3 player? Mobile phone? You decide!
The best article will be published in next month's magazine.

Write your **article**.

- 3** You have seen a story writing competition in an English-language magazine and you decide to enter.

Your story must begin with this sentence:

At last the weekend had arrived and Anna was both nervous and excited.

Write your **story**.

- 4** You have recently had a discussion in your English class about teenage fashions. Now your teacher has asked you to write an essay, answering the following question:

Do you think that you have to spend a lot of money on fashion to look good?

Write your **essay**.

- 5** Answer **one** of the following two questions based on **one** of the titles below. Write the letter **(a)** or **(b)** as well as the number 5 in the question box on the top of the opposite page.

- (a)** *Macbeth* by William Shakespeare

You have seen the following announcement in an international school magazine. You have decided to write an article, using a character from the story of *Macbeth*.

Articles wanted: **Tell Us About A Bad Character In A Story You Know.**

■ What does this person do? ■ Why does this person behave so badly?
 ■ Is there something you like about this person?

The writer of the best article will win £100 worth of books!

Write your **article** about a character in the story of *Macbeth*.

- (b)** *Touching the Void* by Joe Simpson

Your English class has had a discussion about what happens in *Touching the Void*. Now your teacher has given you this essay for homework:

Simon and Joe have to make some difficult decisions in the story of *Touching the Void*. Do you think they make the right choices? Why? / Why not?

Write your **essay**.

Assessment

Candidates' answers are assessed with reference to two mark schemes: one based on the examiner's overall impression (the General Impression Mark Scheme), the other on the requirements of the particular task (the Task Specific Mark Scheme). The General Impression Mark Scheme summarises the content, organisation and cohesion, range of structures and vocabulary, register and format, and target reader indicated in the task. The Task Specific Mark Scheme focuses on criteria specific to each particular task. Examples of candidate responses, together with the Task Specific Mark Schemes, can be found on pages 21–26.

Candidates are penalised for dealing inadequately with the requirements of the Task Specific Mark Scheme. The accuracy of language, including spelling and punctuation, is assessed on the general impression scale for all tasks.

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.

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

Marking

The panel of examiners is divided into small teams, each with a very experienced examiner as Team Leader. A Principal Examiner guides and monitors the marking process, beginning with a meeting of the Principal Examiner for the paper and the Team Leaders. This is held immediately after the examination and begins the process of establishing a common standard of assessment by the selection and marking of sample scripts for all the questions in Paper 2. These are chosen to demonstrate the range of responses and different levels of competence, and a Task Specific Mark Scheme is finalised for each individual task on the paper. Examiners discuss these Task Specific and General Impression Mark Schemes and refer to them regularly while they are working.

During marking, each examiner is apportioned scripts chosen on a random basis from the whole entry in order to ensure there is no concentration of good or weak scripts or of one large centre from one country in the allocation of any one examiner. A rigorous process of co-ordination and checking is carried out before, during and after the marking process.

The *Cambridge English: First for Schools* General Impression Mark Scheme is interpreted at Council of Europe Level B2.

A summary of the General Impression Mark Scheme is given opposite. Trained examiners, who are co-ordinated prior to each examination session, work with a more detailed version, which is subject to updating.

■ General Impression Mark Scheme

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

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

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

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

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

BAND 0 For a Band zero to be awarded, there is either too little language for assessment or the candidate's writing is totally irrelevant or totally illegible.

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

Candidates who fully satisfy the Band 3 descriptor will demonstrate an adequate performance in writing at *Cambridge English: First for Schools* level.

Cambridge ESOL Common Scale for Writing

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

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

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

LEVEL MASTERY

C2

CAMBRIDGE ENGLISH: PROFICIENCY

Fully operational command of the written language

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

LEVEL EFFECTIVE OPERATIONAL PROFICIENCY

C1

CAMBRIDGE ENGLISH: ADVANCED

Good operational command of the written language

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

LEVEL VANTAGE

B2

CAMBRIDGE ENGLISH: FIRST

Generally effective command of the written language

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

LEVEL THRESHOLD

B1

CAMBRIDGE ENGLISH: PRELIMINARY

Limited but effective command of the written language

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

LEVEL WAYSTAGE

A2

CAMBRIDGE ENGLISH: KEY

Basic command of the written language

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

QUESTION 1: CANDIDATE A

■ **Content**

The **email** should:

- give positive response to going to activity centre
- say which activity candidate wants to choose
- suggest something to do on Saturday evening
- give reason for not coming on Friday evening.

■ **Organisation and cohesion**

Clear organisation of ideas, with suitable paragraphing and linking as appropriate to the task.

■ **Appropriacy of register and format**

Informal email appropriate to the situation and target reader observing English grammatical and spelling conventions.

■ **Range**

Language of enthusiasm, giving information, suggesting and explaining.

■ **Target reader**

Would be informed.

Candidate A

To: Alex Green

Subject: My visit

Sorry that I haven't written before but my mother had been using the computer all the time for work and I had to wait that she finished her work.

First, I think that's a fantastic idea go to the new activity centre. We'll enjoy a lot and meet new places sounds perfect for me! As you asked me, I rather sailing on the river than climbing a wall because I want to connect with nature. If we have extra time we can do the other activitie whether you want.

At night, we can stay at home, as you said, and also we can buy chocolates and see a movie, that's great for me! But you can tell me other option when to go to your home.

At last, I'm afraid my parents can't take me to your home on Friday evening because it's my grandfather's birthday.

See you soon

Tatiana

Examiner comments

■ **Content**

All points covered.

■ **Organisation and cohesion**

Clearly organised.

■ **Appropriacy of register and format**

Appropriate to the task.

■ **Range**

Adequate range.

■ **Accuracy**

A number of non-impeding errors.

■ **Target reader**

Would be informed.

■ **Marks awarded**

Band 3.

PAPER 2: WRITING

Question 2 (sample script)

Mark scheme and sample script with examiner comments

QUESTION 2: CANDIDATE B

■ Content

The **article** should say what teenager cannot do without – any item is acceptable. The items in the task are only given as examples.

■ Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

■ Range

Language of description, explanation and opinion.

■ Appropriacy of register and format

Consistent register suitable to the situation and target reader.

■ Target reader

Would be informed.

Candidate B

The computer – a must have

Nowadays teenagers need to be in contact all the time and the best thing that covers that is a computer.

Internet offers a variety of web pages and systems that allow you to talk to many friends at the same moment. Actually there are many popular websites where you can upload videos, photos and say what you think of anything you want to.

Almost there are lots of web pages that you can use for finding information, playing or studying. The dream of doing the homework quickly and without any effort can come true if you surf the internet for a while.

Another reality is being made from the connection between computers. You can't be out of this if you mind having lots of friends and keeping in touch with them at any place.

Examiner comments

■ Content

Good development of task.

■ Organisation and cohesion

Clearly organised.

■ Appropriacy of register and format

Appropriate to the task.

■ Range

A good range of structures and vocabulary.

■ Accuracy

Generally accurate but some awkwardness of expression.

■ Target reader

Would be informed.

■ Marks awarded

Band 4.

Mark scheme and sample script with examiner comments

QUESTION 3: CANDIDATE C

■ **Content**

The **story** must continue from the prompt sentence.

■ **Organisation and cohesion**

Paragraphing could be minimal.
Storyline should be clear.

■ **Range**

Narrative tenses with vocabulary appropriate to the chosen topic of story.

■ **Appropriacy of register and format**

Consistent register appropriate to the story.

■ **Target reader**

Would be able to follow the storyline.

Candidate C

At last the weekend had arrived and Anna was both nervous and excited. She was on her way to the USA for the first time ever after winning a study trip to find out about American culture and represent her country.

She took off at eight and by the time the plane landed, Anna was absolutely exhausted. Luckily the family that was going to take care of her was waiting at the airport so she got to bed straightaway.

The next day the family took Anna to watch her favourite film. Although it was in English she understood almost everything because she had been studying English for ages. As they were leaving the cinema, guess what? Anna saw her favourite film star. She was thrilled! He smiled shyly at her – she was sure he did! – as she managed to take a picture of him to treasure forever.

Back home she told everyone about her adventure and showed the picture to the film stars many fans there. They were amazed and just couldn't believe Anna's luck!

Examiner comments

■ **Content**

Full realisation of task – story develops well from prompt line.

■ **Organisation and cohesion**

Clearly organised narrative with suitable use of cohesive devices.

■ **Appropriacy of register and format**

Fully appropriate to the task.

■ **Range**

A very good range of structures and vocabulary.

■ **Accuracy**

Very accurate.

■ **Target reader**

Fully achieves the desired effect.

■ **Marks awarded**

Band 5.

PAPER 2: WRITING

Question 4 (sample script)

Mark scheme and sample script with examiner comments

QUESTION 4: CANDIDATE D

■ Content

The **essay** should give reasons for and against spending a lot of money to look good.

■ Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

■ Range

Language of describing, explaining and giving opinion with vocabulary relating to money and fashion.

■ Appropriacy of register and format

Consistent register suitable to the situation and target reader.

■ Target reader

Would be informed.

Candidate D

Spending a lot of money is not the only way that make you look good. I think it is not nessecery to spend heap of money for fashion. You can also look good with your own style. Fashion is changeble. There always have new style of fashion come in. It is not mean that you have to alway spend money for new arrive fashion. You would rather look good in your own style.

In 2010 everyone has right to decide what they want to dress up. You don't have to alway update and get in fashions. Find your own style. Think what you really want. Do not let these fashions or fancy external stuffs influenced you.

Woman have naturally beautifulness from inside. We just need some colour to make up us. Make up and dress up suitibly. We can use the method of mix and match. We can matching our old clothes together to make up a new one.

spending too much money on fashion is worthless. You have right to have your own fashion!

Examiner comments

■ Content

An attempt at the task set but not adequately achieved.

■ Organisation and cohesion

Clearly paragraphed but linking devices rarely used.

■ Appropriacy of register and format

Appropriate to the task.

■ Range

Limited range of structures but some attempt at range of vocabulary appropriate to task set.

■ Accuracy

A number of basic errors, particularly verb forms, which distract.

■ Target reader

Reader may have some difficulty following argument due to the number of distracting errors.

■ Marks awarded

Band 2.

Mark scheme and sample script with examiner comments

QUESTION 5A: CANDIDATE E

■ Content

The **article** should describe Macbeth's behaviour, giving reasons for it and describing some positive aspects of his character.

■ Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

■ Appropriacy of register and format

Consistent register suitable to the situation and target reader.

■ Range

Language of describing, explaining and giving opinion.

Vocabulary relating to story and characters.

■ Target reader

Would be informed.

Candidate E

Macbeth

Macbeth is the famous play by Shakespeare and very exciting and dramatic. Someone like Macbeth who kills many people should be named bad but is this true?

Macbeth wants to become king and thinks he must kill the king to take his place. Furthermore his wife Lady Macbeth is very strong and wants him to murder the king and is angry when she thinks he is so weak to do it. Macbeth is influenced by her almost and listens to her plan to kill the king. Later he murders the king and two guards but feels mad afterwards. Perhaps he is ambitious but not bad inside, he cannot kill easily without regret.

However, Macbeth also pays men to kill Banquo and his son and he kills Macdoff's family. All this is to support his position and ambition to stay as king.

Is there something I like in Macbeth? At the beginning he was a good soldier who fought hardly for the king and for his country. People admire him but his ambition was too strong and his wife too.

Examiner comments

■ Content

Good development of task.

■ Organisation and cohesion

Well organised with clear paragraphs. Some good use of linking devices.

■ Appropriacy of register and format

Appropriate to the task.

■ Range

Good range of structures and vocabulary.

■ Accuracy

Generally accurate with some awkwardness of expression.

■ Target reader

Would be informed.

■ Marks awarded

Band 4.

PAPER 2: WRITING

Question 5b (sample script)

Mark scheme and sample script with examiner comments

QUESTION 5B: CANDIDATE F

■ **Content**

The **essay** should say whether Simon and Joe made the right choices and explain why/why not.

■ **Organisation and cohesion**

Clear organisation of ideas with suitable paragraphing and linking.

■ **Range**

Language of evaluating, explaining and giving opinion with vocabulary relating to task.

■ **Appropriacy of register and format**

Consistent register suitable to the situation and target reader.

■ **Target reader**

Would be informed.

Candidate F

Simon and Joe went climbing a mountain, that was too difficult. They had many decisions to make such as at night to continue or not in bad weather. They made good decisions to go on when they had no food so as to arrive quickly to base camp.

The big decision for Simon is to cut the rope or not. Joe hurt his knee and they climb down together. Joe falls with rope and is too heavy and pulls Simon away from the mountain. Simon cuts the rope and Joe falls down. It was a difficult decision because they are friends and Simon don't know if Joe is OK or not. If he did not cut the rope maybe together they were dead on the mountain. Simon can go down the mountain to the camp and recover. Even Joe can arrive there later but he is weak and a little crazy.

Now they can talk about the decision. It was good because both their lives were saved but in a difficult situation.

Examiner comments

■ **Content**

Reasonable realisation of the task.

■ **Organisation and cohesion**

Adequately organised with some use of simple linking devices.

■ **Appropriacy of register and format**

Appropriate to the task.

■ **Range**

Adequate range of structures and vocabulary.

■ **Accuracy**

A number of non-impeding errors.

■ **Target reader**

Would be informed.

■ **Marks awarded**

Band 3.
