

## Scoring the writing test

Each task is scored separately by two examiners. For each task you receive 25 marks.

**Task Achievement (10 marks)** - how good is the content of your writing? Would your writing achieve its purpose in real life? (e.g. would the hotel be booked, would the complaint be understood?) Have you followed all the instructions and included all the relevant information?

**Coherence and Cohesion (5 marks)** - Coherence: Does your writing make sense? You lose marks for writing nonsense! Cohesion: Have you written logically? Are there paragraphs, linking words: e.g. however, first, second, in addition. Your writing should be logical and structured.

**Range and Accuracy (5 marks)** - are you using grammar, vocabulary and other language appropriate for the level? And to what extent are you getting it right?

**Appropriacy (5 marks)** - is the text suitable for a particular situation; e.g. formality: I'm therefore returning the purchased goods. Or So I'm sending what I bought back.

	Task Achievement
<b>10</b>	Task achieved at a very high level <b>Intention:</b> Entirely clear <b>Instructions:</b> Completely followed <b>Effect:</b> A very positive effect on the target reader <b>Outcome:</b> Sure to achieve a successful outcome <b>Content:</b> All relevant details included Some original ideas or presentation
<b>9</b>	Task well achieved
<b>8</b>	Generally clear <b>Intention:</b> All important ones followed <b>Effect:</b> A positive effect on the target reader <b>Outcome:</b> Sure to achieve a successful outcome <b>Content:</b> Most relevant details included Some original ideas or presentation
<b>7</b>	Task achieved, some gaps
<b>6</b>	Clear in most areas <b>Intention:</b> All important ones followed <b>Effect:</b> A generally positive effect on the reader <b>Outcome:</b> Likely to achieve a successful outcome <b>Content:</b> Many relevant details included
<b>5</b>	Task not achieved, many gaps
<b>4</b>	Unclear in some areas <b>Intention:</b> Some key instructions not followed <b>Effect:</b> The reader may be confused <b>Outcome:</b> Unlikely to achieve a successful outcome <b>Content:</b> Some important details left out Some irrelevant information
<b>3</b>	Task entirely unachieved
<b>2</b>	Very unclear <b>Intention:</b> Most / all not followed <b>Effect:</b> Very negative <b>Outcome:</b> Will not achieve a successful outcome <b>Content:</b> Omission, irrelevance
<b>1</b>	Task unattempted / partially attempted
<b>0</b>	Not enough language to make an assessment

	Coherence and Cohesion	Range and Accuracy	Appropriacy
<b>5</b>	<b>Structure:</b> Clear <b>Purpose:</b> Clear <b>Information:</b> Well organised <b>Devices:</b> Cohesive <b>Reference:</b> Used to link naturally Skilled use	<b>Range:</b> Wide <b>Errors:</b> Almost none	<b>Style:</b> Appropriate to genre <b>Register:</b> Range of registers
<b>4</b>			
<b>3</b>	<b>Structure:</b> Adequate <b>Purpose:</b> Mostly clear. <b>Information:</b> Some confusion <b>Devices:</b> Cohesive <b>Reference:</b> Good Simple use	<b>Range:</b> Adequate <b>Errors:</b> Some but do not significantly impede meaning	<b>Style:</b> Usually appropriate to genre <b>Register:</b> Limited exponents but awareness of register is shown
<b>2</b>			
<b>1</b>	<b>Structure:</b> Muddled <b>Purpose:</b> Unclear. <b>Information:</b> Very confused <b>Devices:</b> Cohesive <b>Reference:</b> only basic cd's used / cd's used wrongly Simple / none	<b>Range:</b> Narrow <b>Errors:</b> A number of significant errors	<b>Style:</b> Inappropriate to genre <b>Register:</b> Minimal
<b>0</b>	Not enough language to make an assessment.	Not enough language to make an assessment	Not enough language to make an assessment.

## Sample Answers

### Task One:

122 words

*Dear Sir/Madam,*

*Re: The Heaton School of English*

*A friend of mine and I attended a 24 hour per week course for two weeks in July at the Heaton School of English. I am writing to you because I understand that this school is accredited by your organisation.*

*The standards of the school fell short of those expected from an accredited school and those which were advertised by the school.*

*The school promised qualified and experienced native English teachers. In reality several of these teachers had not taught before and lacked any knowledge of pedagogy. The classes were made up of a random selection of students: different ages, abilities and reasons for studying English.*

*We were promised in advance a course to prepare us for examinations but this was unavailable, so how the schools can boast of a high exam pass rate is inexplicable.*

*The school also undertook to provide modern functioning computers; in reality the computers were both dated and often non-operational.*

*In view of completely unsatisfactory course, in breach of both your stipulated standards and the advertising of the Heaton School, we are asking for a full refund of the course fee. We would like your advice and assistance in this matter.*

*Yours faithfully,  
Bridget Rousseau*

**Task Two:****Review (161 words)**

Hi Viktor,

I've just read your advertisement for people willing to spend six months on a desert island with thirteen other people in a reality show.

I would like to put my name forward. I am a single girl of nineteen and am taking a year off from my anthropology course at university, so I have the time available. I think I have the qualities both to be isolated from modern civilisation for six months and to bond with the other twelve people on the island.

In my shared house in Grenberg we don't have a TV. We are largely self-sufficient as we grow most of our own food. I don't own a mobile phone. My integration into that mini community is reinforced by the fact that I have very little contact with my family these days.

I therefore feel that transferring to the community on the Island would not be a difficult transition for me.

In my shared house I play a leading role in organising the household affairs. I would say my strengths are firstly my cooking skills; I can be incredibly versatile with very few resources. Secondly, I think I am an effective organiser when collective work needs to be undertaken. Both these skills would be extremely useful on the desert island.

To sum up, I am an extremely efficient self-resilient person who would positively enjoy taking part in this reality show.

I look forward to hearing from you.

Sarah Jenner

**A Story (170 words)****Grenberg Decongested?**

Last week in a rainy November morning I set off from my home to drive into town, along about a quarter of the ring road in the direction of the town hall. In all the journey is about 10km; it took a hour and a half.

From Monday however to make the same journey I will have to buy a EUR 10 sticker for my windscreen window. Entering the ring round and the centre of the town without a sticker will cost EUR 100 in a on-the-spot fine.

Congestion charging has been proposed for years, but when Arnie Fischer was re-elected major for a third term in April, he gave an explicit promise to promote the charge. As he pointed out yesterday in the Grenberg Times the charge 'will lessen congestion and raise money for public transport.' Fischer has allocated an extra EUR 1 million to upgrade the bus and tram network.

The campaign Grenberg Free Roads has mounted an on-going battle against road charging. Group spokesperson, Edgar Grice, told me yesterday, 'We are going challenge this law in the courts. Nobody is going to make me pay for using the public roads.' Perhaps Mr Grice will be among the first people to pay the EUR 100 fine.

An opinion poll last week showed an overwhelming backing of 86% in favour of the charge.

**An essay (147 words)**

*'Stereotypes help us understand the world.'*

*Stereotypes, as forms of generalisation and the abstraction of the key features of things, are necessary for understanding the world around us; however the blind use of stereotypes can lead to misunderstanding.*

*If, for example, you imagine every type of chair in the world you have an array of thousands. Yet to all these entities we apply the stereotype - or label - chair. If somebody asks us what a chair is we don't start by listing everything that is a chair. Instead, we utter some key features of a chair which in our view characterise all chairs; e.g. a surface for sitting above the ground.*

*What applies to chairs of course applies to everything else in the world that we think about: a family, a government, bad behaviour and so on. What then are the dangers in this mode of abstraction? I will mention two.*

*First, and perhaps the most importantly, is when we assemble stereotypes according to prejudicial thinking. In the past, and among some people today, concepts are constructed according to false stereotypes; e.g. labelling certain work as women's or men's work.*

*Second, is simply when we define our stereotypes too narrowly or widely to make them useful. An example of the former is defining a chair as having four legs. Why can't a chair have three or four? An example of the latter would be defining a chair as something that can be sat on. Well a tree trunk can be sat upon.*

*In conclusion, stereotypes are useful but should not be used lazily.*