

› Writing Sample Scripts & Examiner's Comments

B2 Level



Markschemes



**Sample
Scripts**



**Examiner's
Comments**

Marking the Writing tasks

In the Writing section, candidates are assessed against four assessment criteria. Each writing task is assessed separately. These criteria are Task Achievement, Accuracy and Range of Grammar, Accuracy and Range of Vocabulary and Organisation (Coherence).

Candidate performance is marked on each criterion. 0–8 marks are awarded by examiners on each criterion for each Task. Task 1 is then weighted to 40% of the total marks for Writing, and Task 2 is weighted to 60% of the total marks for Writing.

Criteria	Description
Task Achievement	A measure of how far the candidate has achieved/addressed the task and whether or not the candidate has done what was asked.
Accuracy and Range of Grammar	A measure of the range, appropriacy and accuracy of grammar.
Accuracy and Range of Vocabulary	A measure of the range, accuracy and appropriacy of vocabulary as well as spelling accuracy.
Organisation (Coherence)	A measure of how coherently ideas are linked together in the text and how accurate the punctuation is.

Spelling

American or British English spelling is accepted

Over and under length answers

Where an answer fails to reach the minimum word length, this will be taken into account when awarding marks for Task Fulfilment.

Where an answer obviously exceeds the maximum word length, a candidate is bound to have produced a text of lower quality (i.e. to have made more mistakes) due to time constraints. No explicit penalty is to be imposed on over-length responses.

Candidates do not receive any credit for off-topic answers.

The candidate will be able to:

- write coherently on topics of general interest linking ideas appropriately and effectively.
- write clear connected text describing real or imaginary people or events.
- present an argument giving points for and against, supporting and evaluating different views.
- write formal letters, reports, or articles to fulfil a range of functions for practical purposes.
- write letters describing significant personal events, people, or experiences.
- use correct punctuation in formal and informal writing to enhance meaning.
- correctly spell words used in work, study and daily life.
- control grammar to communicate effectively although errors may occur when complex structures are attempted.
- use words and expressions appropriate to topic and purpose of the writing.
- adjust register in familiar contexts to suit purpose and readership.
- use a range of linking words effectively to show clearly the relationship between ideas.
- paragraph appropriately.
- reproduce conventional features of common types of text.

Your university has a large canteen, serving a variety of hot meals. The canteen is now used only by staff. As part of a short course in English, you have to write a report on changing use of the canteen over time. You have been given the following information for the period 2001 to 2020: a chart showing who used the canteen when, plus a timeline showing developments that affected use of the canteen.

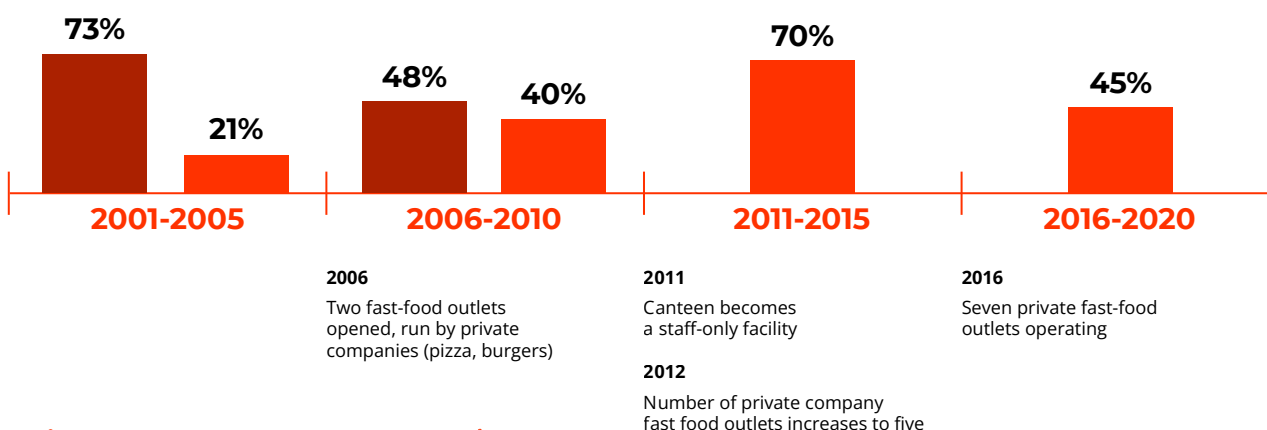
In your report, you should:

- > describe the main trends
- > give reason for these trends
- > predict how use of the canteen is likely to change in the next five-year period

Canteen Usage 2001-2020

Average percentage of students / staff using canteen daily

■ Students ■ Staff



Write between 150 and 200 words. ✍

Sample Script

In the past twenty years, we have seen a great change in the use of the canteen. Although, in the beginning, early 00's, it was mainly used by students, we can have observed (1) that it is about to "extinct". Not only we have seen (2) the canteen being "ghosted" from students over the past decade, but we have also come to a place where the staff is acting in a similar way. In the first few years of the canteen the percentage of students was the highest that the canteen could see and will ever see. After the appearance of fast-food companies, either small or big, the number of students has decreased in a way that caused the canteen becoming (3) a staff-only **facility**. According to the scheme, the numbers of people still joining the canteen decrease rapidely.

Should the fast-food companies continue growing, the canteen's existence will remain **vivid** only in our memories and **the consumption** of quality food will not be a choice.

Examiner's comments

Criteria	Mark	Examiner's comments
Task Fulfilment	4	The candidate generally writes coherently on the topic provided by linking ideas appropriately and effectively. The candidate writes a clear, connected text by presenting most of the relevant points. The candidate generally satisfies the demands of the task. However, it is felt that a more detailed analysis of the trends and the changes was needed, and the candidate should have described the graph by comparing and contrasting the data to a further extent.
Accuracy and Range of Grammar	4	The candidate generally controls grammar to communicate effectively although errors may occur when complex structures are attempted. The candidate generally employs some complex structures encountered at B2 level. The candidate generally uses punctuation marks accurately. (Examples of errors: 1) "... we can have observed ..." 2) "Not only we have seen ..." 3) "... that caused the canteen becoming ...") (Examples of complex structures: words in bold in the text)
Accuracy and Range of Vocabulary	4	The candidate generally uses words and expressions appropriate to the topic and purpose of writing. The candidate generally uses a range of linking words effectively to show the relationship between ideas. The candidate generally uses some complex lexical structures, and they adapt register effectively and appropriately according to purpose in most contexts. However, there are some misspelled words ("repidely", "existance"). (Examples of complex structures and vocabulary encountered at B2 level: words in red in the text)
Organisation and Coherence	4	Although the candidate generally links and organises ideas using linking words and cohesive devices, it is felt that the text should have been organised more effectively to reflect the structure of the ideas expressed.
Total Score	16	

Read the following statement and write about the topic.

The internet allows the individual to feel part of a global online community. Some people believe that this community can bring diverse people together and help solve global problems. Others disagree, fearing that it just leads to disagreements that drive people further apart.

Discuss both of these views and give your own opinion.

Write 250 words. ✍️

Sample Script

In our days **being part of a global community** has changed its meaning. Now that the Internet is everywhere, changing, **evolving** along with technology, you can be anywhere **with whoever you wish**. However, what is makes us (1) have second thoughts about this "sense" of **global community**, is the fear of it, **tearing us apart**.

To begin with, living in a global community like ours can always, and will always result **disagreements** (2), as not all people are the same. **Trying to achieve the opposite** is the way that will actually bring the opposite results. People will **come out of their comfort zone**, and all of a sudden, the impact is going to be great. This is something that the internet has actually **nourished**. It has given to people the ability know (3) when and where something happens and in addition to that the flexibility to choose among other informational sources to double-check the authenticity of the source. It might someone's Instagram profile, the beginning of all, the way to truth. Once, **verifying** that what said, or capted is the truth, then all the rest came naturally. Sharing experiences, point of views, even tips of every day life is what helps, in the end choose, **what we 'like', what we stand for and how we want to live** our lives.

On the other hand, what can kill us as a community and will bring out **disputes**, is the lack of information and the access to it. **It is understandable** that in modern world the information is widely ranged and offered, and sometimes it is just "fake-news". What will result the expression of negative attitudes is (4) if we consider the fake information as our source of life and the centre of our mentalities and what we stand for.

So, in **the light of these events**, everything is possible, however what we stand for in life cannot be affected by the Internet.



Examiner's comments

Criteria	Mark	Examiner's comments
Task Fulfilment	4	The candidate generally writes coherently on the topic provided by linking ideas appropriately and effectively. The candidate writes a clear, connected text by presenting most of the relevant points. The candidate generally satisfies the demands of the task.
Accuracy and Range of Grammar	4	The candidate generally controls grammar to communicate effectively although errors may occur when complex structures are attempted. The candidate generally employs some complex structures encountered at B2 level. The candidate generally uses punctuation marks accurately. (Examples of errors: 1) "... what is makes us ..." 2) "... will always result disagreements ..." 3) "It has given to people the ability know ..." 4) "What will result the expression of negative attitudes is ...") (Examples of complex structures: words in bold in the text)
Accuracy and Range of Vocabulary	4	The candidate generally uses words and expressions appropriate to the topic and purpose of writing. The candidate generally uses a range of linking words effectively to show the relationship between ideas. The candidate generally uses some complex structures, and they adapt register effectively and appropriately according to purpose in most contexts. However, there are some misspelled words ("othe", "capted", "vues"). (Examples of complex structures and vocabulary encountered at B2 level: words in red in the text)
Organisation and Coherence	5	The candidate generally organises the text effectively to reflect the structure of the ideas expressed. Although the candidate generally links and organises ideas using linking words and cohesive devices, some errors occur.
Total Score	17	



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