

READING AND USE OF ENGLISH | SAMPLE PAPER 2

Answer key

Q	Part 1
1	D
2	D
3	B
4	A
5	A
6	C
7	B
8	C

Q	Part 2
9	SUCH
10	AT
11	PUT
12	THAN
13	WITH/BY
14	LIKE
15	LEAST
16	DESPITE

Q	Part 3
17	PURSUIT
18	UNPREDICTABLE
19	ENTHUSIASTS
20	DISTINGUISH
21	COMPETITORS
22	INCREASINGLY
23	REPLACEMENTS
24	INNOVATIVE

Q	Part 4
25	YOU GIVE A CLEAR EXPLANATION OF/ABOUT
26	IS ALLEGED TO HAVE DAMAGED
27	MAKES NO/(VERY) LITTLE DIFFERENCE TO ME
28	HADN'T/HAD NOT BEEN FOR JOE'S
29	DO WHAT(EVER)/ EVERYTHING/ALL/ ANYTHING IT TAKES
30	WAS WITHDRAWN IN (THE) LIGHT OF

Q	Part 5
31	C
32	B
33	D
34	A
35	D
36	A

Q	Part 6
37	D
38	B
39	A
40	D

Q	Part 7
41	F
42	D
43	C
44	B
45	A
46	G

Q	Part 8
47	C
48	D
49	B
50	A
51	C
52	A
53	C
54	D
55	B
56	D

Candidate answer sheet

Candidate Answer Sheet 1

Instructions
Use a PENCIL (B or HB). Rub out any answer you wish to change using an eraser.

Part 1: Mark ONE letter for each question.
For example, if you think B is the right answer to the question, mark your answer sheet like this:

☐ A ☒ B ☐ C ☐ D

Part 2: Write your answer clearly in CAPITAL LETTERS.
For Parts 2 and 3 write one letter in each box. For example:

9 10 11 12 13 14 15 16
 S U C H A T P U T T H A N W I T H B Y L I K E L E A S T D E S P I T E

Do not write in this box

Candidate Name
In the box, write your name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Supervisor:
If the candidate is ABSENT or has WITHDRAWN attach here

Centre No.

Candidate No.

Examination Details

Part 1

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D

Part 2

Do not write below here

9	1	0	u
10	1	0	u
11	1	0	u
12	1	0	u
13	1	0	u
14	1	0	u
15	1	0	u
16	1	0	u

Continues over

LISTENING | SAMPLE PAPER 2

Answer key

Q	Part 1
1	C
2	B
3	C
4	A
5	C
6	A

Q	Part 2
7	CLIMATE CHANGE
8	OIL
9	RAW MATERIALS
10	(SMALL) STONES
11	BROWN
12	SINGLE(-)USE
13	SURF(-)BOARD
14	SEAWEED

Q	Part 3
15	B
16	C
17	D
18	A
19	C
20	A

Q	Part 4
21	F
22	H
23	D
24	B
25	G
26	E
27	F
28	A
29	C
30	D

WRITING | SAMPLE PAPER 2

Question 1: Candidate A

Adults can influence younger people in a good way, but also in a bad way. There are various possibilities how this can happen.

On the one hand, setting a good example is a quite useful way, because younger people will be able to see the adult's behaviours and ways of thinking. They will see and feel the adult's values and lives and may decide to become like them someday or at least to try to behave and think like adults.

On the other hand, offering advices seems to be the better way for me, how adults can influence younger people. Because, setting a good example to follow can be useful, but it also is pretty exhausting for adults and they may have some pressure as well. In addition, it's just an opportunity for younger people, because they'll decide rather they want to become like these adults or not.

In my opinion, younger people should try to learn how life works on their own. This will lead to more failures, but in my opinion, failing is normal and necessary. Of course this way of influencing is more exhausting for younger people, but I guess they'll figure out how to do things on their own.

Failures are crucial for learning and for success, therefore I think that adults just should offer advices and show them, that they believe in them. That's going to encourage younger people and they will try to learn and believe in themselves. That's why I think, that offering advices is the better way how adults can influence younger people.

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant and the target reader is fully informed. The candidate chooses two of the ways adults can influence how younger people behave from the input material (setting a good example and offering advice). These are discussed in turn and the reasons for choosing each one are explained with both positive and negative aspects highlighted (<i>younger people will be able to see the adult's behaviours and ways of thinking; but it also is pretty exhausting for adults</i>). The candidate states clearly which way they think is better (<i>offering advices seems to be the better way for me; therefore I think that adults just should offer advices and show them</i>), which fulfils the content criteria of the question.
Communicative Achievement	3	The essay is written using the conventions of the communicative task effectively. The essay has a neutral tone and uses appropriate phrases to introduce and connect ideas through the text (<i>On the one hand; On the other hand; In my opinion</i>). The essay topic is clearly communicated in the first paragraph and the main points are developed in separate paragraphs. The candidate justifies his opinions clearly and straightforward ideas are communicated to the reader, holding their attention. However, there are a couple of slips in register (<i>I guess they'll figure out; pretty exhausting</i>). The conclusion restates the candidate's own opinion about which way is better, after giving some examples to support their view.
Organisation	3	The text is well organised and coherent. The structure of the essay is logical and cohesive devices are used to connect the ideas within and across sentences (<i>decide to become like them; or at least to try; can be useful, but it also is; In addition</i>). Organisational patterns are used to generally good effect. In the latter part of the essay, failure is discussed (<i>in my opinion, failing is normal and necessary</i>) and then the effects of failure on young people are explored. The idea of failing is repeated in the final paragraph (<i>Failures are crucial</i>) to support the candidate's conclusion.
Language	2	There is a range of vocabulary used appropriately, but there is some awkwardness of expression at times, either due to word choice or word order (<i>there are various possibilities how this can happen; a quite useful way; advices; but it also is; they'll decide rather they want; adults just should</i>). Some grammatical forms are used with control, such as present tenses and modals but there are errors when more complex forms or expressions are attempted. However, the errors do not impede communication.

Question 1: Candidate B

Many people are complaining about the younger generation, because they don't behave the right way. But nobody thinks about this topic, in the right way. How should the younger generation know what is right and what is wrong? How should they know how to behave the right way?

The answer is that they need some help. Without help they can not get it and nothing would change.

Through many satirical television programmes children and teenager get a wrong impression of what is right or wrong. Most of the television programmes are not helpful for the improvement of the behaviour of young people. But adults should check what their children are like. They should offer them some advice.

Most teacher are looking after their pupils, but there are always some who don't. I think that teacher should be able to help their students and influence them.

Beneath teachers and parents there are also other parts of the family which should be there for the child. It is more important to a child, but even "older" people are doing it. You will always copy your parents, family and other important people in your life. So every person which is in your life, is an example for you whether it is a good example or not.

All in all I think that it is more effective and even more important to be a good example to follow.

If you offer some advise to somebody, they will be shy at first, afterwards they will be thankful for it. But they will always copy you, or behave like you in certain ways. It just happens and otherwise we wouldn't learn.

Examiner comments

Subscale	Mark	Commentary
Content	4	All the content is relevant and the target reader is on the whole informed. The essay discusses two of the ways in which adults can influence younger people's behaviour (setting a good example and offering advice). These are discussed and adults in different settings are used to exemplify certain points (<i>satirical television programmes; teacher; parents; other parts of the family; important people in your life</i>). Both positive and negative aspects are discussed but the second point (setting a good example), is not as clearly expressed as the first. An opinion is offered as to which way is best (<i>I think that it is more effective and even more important to be a good example to follow</i>) but this is not supported by clear positive reasons as to why the candidate thinks this (<i>But they will always copy you, or behave like you in certain ways. It just happens and otherwise we wouldn't learn</i>). Both choices are mentioned in the conclusion, and the first seems to be more positive and therefore contradicts the opinion of the candidate. As a result of this, the reader would not be fully informed as to which way the candidate thinks is more effective.
Communicative Achievement	2	The conventions of the communicative task are used to hold the reader's attention. The register is consistent and there is some good use of rhetorical questions (<i>How should the younger generation know ...?</i>) in the first paragraph which engages the reader with the topic. There are some appropriate phrases used to introduce ideas and language of opinion and explanation is used to communicate straightforward ideas (<i>The answer is; Through many; All in all</i>). There is some repetition of information and not many complex ideas are expressed or attempted.
Organisation	2	The text is generally well organised and coherent and is structured with an introduction, main body and a conclusion. The main points are developed through the text using a variety of cohesive devices, questions and answers, relative pronouns and conjunctions (<i>they; their children; they should offer them; but there are always some who don't; there are also; So</i>). There is some repetition of key ideas at the beginning (<i>the right way</i>) and substitution could be used here to improve the flow of the text.
Language	2	There is a range of everyday vocabulary which is used appropriately to express the main ideas. There are some errors in the use of some lexis (<i>behave the right way; Beneath</i>), but there is also some less common lexis used appropriately (<i>are complaining about; satirical television programmes; should be there for the child</i>). There is a range of simple and some complex grammatical forms used with a good degree of control and although there are errors, these do not impede communication.

WRITING | SAMPLE PAPER 2

Question 1: Candidate C

Many parents, struggle with bringing up their child into be responsible adults and are unsure how to influence them. There are of course, many ways of influencing young adults, and I want to present and discuss two of them: giving rules to obey and offering your children advice.

First of all, it has to be said that advice is easy to ignore, and that children especially in their adolescent years, don't even want advice, and will tell you so, too: 'I don't need your help', they will say to you or even shout at you. Kids often feel misunderstood they think their parents can't understand them, because they are 'too old'. If your son or daughter has a problem, it is important to make him or her feel that you do understand and only want their best and are, therefore, offering some advice, hoping it will help them. Then again, there are rules. Rules can be placed differently, they don't need to be a stone-hard barrier to your child's freedom. Adolescents will often bend rules or utterly break them all because they need this certain feeling of rebellion and freedom. Rules also help the maturing of the conscience. If a child doesn't need to follow rules, it's conscience will never mature and it will not know wrong from right. If, however you place rules, and punishments should they not be followed, your son or daughter will learn not to steal, to be home on time simply because he or she doesn't want to be punished. Don't overdo it, though. Placing too hard punishments could also lead to destruction of the conscience your child never being able to make it's own decisions.

I think that giving rules to obey is the best way of influencing young people. Wherever you go, you find certain rules. Not every rule is absolutely sensible, but while growing older, your child will learn by itself which rules should be followed and will follow them of free choice.

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant and the target reader is fully informed. The candidate chooses two of the ways adults can influence younger people (offering advice and giving them rules to obey). Negative aspects of both choices are described and this is balanced with a more positive aspect of each option (it's important to make children feel someone does understand; rules help with maturity). In the conclusion, the candidate offers their own opinion on which way is more effective (<i>giving rules to obey is the best way</i>) and explains why (<i>Not every rule is absolutely sensible, but while growing older, your child will learn by itself which rules should be followed</i>).
Communicative Achievement	4	Essay writing conventions are used effectively to communicate ideas clearly. The register is mostly consistent despite the candidate offering advice (<i>Don't overdo it, though</i>). Overall the language of explanation, opinion and justification is appropriate for this essay and holds the reader's attention. There is a mix of straightforward and complex ideas running through the paragraphs. The topic under discussion is introduced and the main points are clearly signposted throughout by using appropriate phrases (<i>I want to present and discuss two of them; First of all; Then again; If, however</i>) and the conclusion offers a summary of the candidate's opinion.
Organisation	4	The text is well organised and coherent and the candidate makes good use of a variety of cohesive devices to show connections between ideas across sentences and paragraphs, including referencing, punctuation, and conjunctions (<i>There are of course.; First of all, it has to be said that...; ..and are, therefore, offering some advice</i>). More complex organisational patterns are used to generally good effect, particularly when presenting positive and negative aspects of one topic (<i>If, however, you place rules, and punishments...your son or daughter will learn not to...Placing too hard punishments could also lead to destruction</i>).
Language	4	There is a range of vocabulary, including less common lexis which is used effectively (<i>struggle with bringing up; advice is easy to ignore; bend rules; feeling of rebellion; maturing of the conscience</i>). There is a range of simple and more complex grammatical forms which are used with control and flexibility (<i>will learn by itself which rules should be followed and will follow them of free choice</i>). There are occasional errors but these do not impede communication and are sometimes due to ambition or are slips.

Question 2: Candidate D

To: Municipal council
From: Matheus Rezende
Subject: Municipal Library

Introduction

I come through this letter to make an appeal for the not destruction of the Municipal Library's building.

Historical Interests

One of the reasons why the building should be preserved is because of its touching past. It was built with only imported material of best quality, and it was the second library in the country. It was also, for more than a hundred years, the biggest and more luxurious public building in the whole country. For its characteristic seventeenth century building and for its importance in the past, it is still studied and visited by historians.

Benefits for Community

The building is located right in the middle of the town, so it is accessible for the entire population, and it is also the biggest building in town, and it can surely support more books than any other building.

By destructing the building it would with absolutly no doubt be a huge loss of books and culture.

Improvements

There is no point arguing that the building is quite old-fashioned and could use some improvements. It could really use some painting and repairing on the wall and floor; however, the best would be making some technological improvements, such as elevators, computers and an electronic "finding books" system.

Conclusion

To sum up, there are plenty of reasons why the library should be preserved, it benefits the people, the history and the culture, and I would be pleased if you took my letter in consideration.

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant and the target reader is fully informed. The candidate addresses and develops each of the points from the input in an appropriate way (The building should be preserved due to its historical significance. It would benefit the local community because it is the largest building in the town and it is accessible for all people). The suggestions to modernise it include technological improvements and re-decorating. The target reader would be able to consider the information put forward and make a decision.
Communicative Achievement	2	Although the text mentions a letter, the conventions of a proposal are evident and language of suggestion and persuasion is used. The focus of this proposal tends to be on the past rather than on the future. There should be more emphasis on how this building could make a huge difference to the town and the community if it were preserved and modernised. The register and tone are appropriate and the use of headings is suitable in this context. The target reader's attention is held and straightforward ideas are communicated.
Organisation	3	The text is well organised and coherent. There is good use of sub-headings and each section is focused on a separate aspect of the question. Within the paragraphs, there is a variety of cohesive devices and more complex organisational patterns are used for emphasising important points (<i>For its characteristic seventeenth century building and for its importance in the past, it is still studied; By destructing the building it would with absolutly no doubt.; it benefits the people, the history and the culture</i>) to generally good effect.
Language	2	There is a range of vocabulary used appropriately (<i>imported material; entire population; huge loss; no point arguing</i>). Some less common lexis is attempted but is not always successful (<i>its touching past; more luxurious; destructing</i>). There is a range of simple and complex grammatical forms used with control. There are also some errors (<i>an appeal for the not destruction; use some painting and repairing on the wall</i>) but these do not impede communication.

WRITING | SAMPLE PAPER 2

Question 3: Candidate E

Report on the three-week study and work programme

Introduction

The purpose of this report is to evaluate the efficiency of the three week study and work programme. It is based on my personal experience, which I recieved while taking part in the aforementioned programme.

General Findings

The programme as a whole was very engaging and helpful. As it took place in the language environment, many aspects of the English-language, which will not be taught in the class room, could be learned through this programme.

Points worthy of praise

The programme has found many buisnesses, with which they cooperate, therefore I could choose between many companies in which to complete the work part of the programme. While working for a company I learned a substantial amount of phrases and other jargon specific to that field, which makes the programme very useful, should you manage to be employed by a company, which deals with a subject you are interested in.

Issues

No issues can be raised about the work part of the programme. However the English classes that take place in the morning offer no substantial benefit over classes taken in my home country, even if they are taught by a native speaker.

Suggestions

Firstly the organizer of the programme should increase the amount of time, that is spent working during the programme and reduce the amount of classes taken. Moreover the organizer should keep finding more companies with which to cooperate, to make the programme attractive to more people with different intrests.

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant and the target reader is fully informed. The candidate addresses the question and evaluates the usefulness of the programme, compares the benefits of the lessons and the work experience, and finally suggests what could be done to improve the programme. The report is written from a personal perspective, using the candidate's experience to inform the reader. The recommendation reflects this but also adds a more general suggestion (<i>the organizer should keep finding more companies with which to cooperate</i>).
Communicative Achievement	4	The text uses the conventions of report writing to communicate ideas effectively. There is good use of a title and sub-headings and each section is focused on one topic. There is a range of language of evaluation, comparison and suggestion which is used to fulfil all the communicative purposes of the task. The target reader's attention is held and both straightforward and more complex ideas are expressed using an appropriate tone and register.
Organisation	4	The text is a well-organised and coherent whole. Good use is made of appropriate organisational patterns for the genre in terms of layout, such as sub-headings and the order of information, with general points being mentioned before specific ones. A variety of cohesive devices, relative clauses and referencing are used to connect the ideas across and within sentences (<i>While working for a company I learned...; ..which makes the programme</i>). The structure of the report overall is clear and logical.
Language	3	There is a range of vocabulary which is used appropriately to describe the programme and how the candidate feels about it. Certain points are paraphrased rather than repeated, showing a flexible approach to language (<i>Points worthy of praise; a substantial amount; specific to that field; substantial benefit</i>). There is a range of simple and some complex grammatical forms used with control. The overall tone of the report is quite formal and this is in part achieved by the choice of expressions and the use of passives and modals. There are some errors, but these do not impede communication.

Question 4: Candidate F

A dream holiday

Have you ever thought of yourself sitting under a palmier tree with a long drink and with an endless tourquise-green water in front of you?

I've got this experience of my life last year when my husband and me decided to have a dream holiday and we chose Dominican Republic, more specific Punta Cana as our destination.

We have to choose from a lot of resorts, but finnaly we made up our mind for Palladium Resort which is an enormous, stunning complex of villas, all having their own terrace.

There are six restaurants with their specific and open-bars all over the place, but 'the piece of resistance' is the pool – big, clean, with chaise longs directly in the water and, of course, with its own bar. If you'll come at Palladium, it's a must.

I have the chance to try scuba-diving and I can tell you that it was the most thrilling moment of mine. Swimming along with lots of tiny creatures of the sea, seeing one sheep?? sinked and transformed into a refugee ?? for small fish, not to mention the corals, was a dream-life come true.

There are also lots of places to visit, like cacao and coffee farms in the mountains where you arrive in big, old trucks with their engines working accordingly. It's an experience that is worthwhile – full of flavours, colours and joy. Also, you can learn something about the history of the island. Small children are offering you flowers and they lead the way to the farms for a penny.

Only a weak point – there were few chaiselongues on the beach, but apart from that, I can tell you – is a dream holiday.

Examiner comments

Subscale	Mark	Commentary
Content	2	There are some minor irrelevancies in this review as the candidate mainly focuses on describing their own experiences whilst on holiday. There are descriptions of trips and the resort, and due to the positive angle taken, it is implicit that the candidate recommends these activities. At the end the candidate writes that there were not enough chaise longues on the beach but there is no explicit suggestion of how this could be improved. The target reader is on the whole informed about these two points. The first point about what type of people the resort would appeal to is completely omitted, possibly due to misinterpretation. The candidate describes what they were looking for in a holiday resort and why this one was suitable, but doesn't expand on this. The target reader is minimally informed about this point.
Communicative Achievement	3	The candidate uses the conventions of the communicative task effectively to hold the target reader's attention, although some of the points are not fully addressed. There is a positive tone throughout which is reflected in the choice of language used (<i>a stunning complex; the most thrilling moment; full of flavours...</i>) and the register is consistently neutral. There is language of description, opinion and evaluation used to effectively communicate straightforward ideas about the topic.
Organisation	2	The review is generally well organised and coherent. The text is connected with a variety of linking words and cohesive devices, including relative clauses and linking words used at sentence level to connect ideas (<i>and; but apart from that; not to mention; Also</i>).
Language	2	There is a range of vocabulary, including less common lexis, used appropriately, particularly when describing the resort (<i>endless tourquise-green water; dream holiday; stunning complex of villas</i>). There is a confusing vocabulary error (<i>one sheep (ship) sinked and transformed into a refugee for small fish</i>) but this may be linked to pronunciation and in the context of scuba diving, it is unlikely to impede. There is a range of simple and some complex grammatical forms used with a good degree of control. Although the review is written in both past and present tenses, errors very rarely impede communication.