

**A REPORT** may be written for a superior (e.g. a boss or college principal) or a peer group (e.g. club members or colleagues). The content of a report is to some extent factual and draws on the prompt material, but there will be scope for candidates to make use of their own ideas and experience. Candidates will be asked to do more than describe a situation; they may be asked to evaluate to what extent a particular aim has been achieved, or to suggest an alternative course of action.

You are on the Student Committee at the college where you study. A year ago, the college gave the Committee some money to start a student website. The aims of the website were to inform students about local events, to publicise college clubs, and to review products of interest to students.

The Principal has asked you for a report explaining whether the website has met its aims and saying why the website should continue to have financial support.

Write your **report**.

You are studying at an international college and you recently attended a careers day organised by the college to help students prepare for work. The event included information about how to identify suitable jobs, workshops on writing effective job applications, and advice on how to do well in interviews.

The College Principal has asked you to write a report evaluating to what extent the event was successful and making recommendations for next year's event.

Write your **report**.

**You have just completed six months in a new job. In preparation for a progress meeting, you have been asked to write a report to your manager.**

**Your report should explain what you feel you have achieved in the job so far, describe any problems you have had, and suggest any future training that would be suitable.**

**Write your report.**

You have just finished a three-week study and work programme in an English-speaking country. You studied English language in the mornings and worked for a local company in the afternoons. The programme organiser has asked you to write a report about your experience. In your report, you should evaluate the programme, explaining which part of the programme was more useful, and suggest changes you would recommend for next year's programme.

**Write your report.**

WRITING | SAMPLE PAPER 1

## Question 2: Candidate D

My job at the wolcraft company

This report is about my new job as a product designer at the wolcraft company and about my first six months of work experience.

The working conditions

When I first came here for an interview I got very impressed by the architecture of the main building. This still excites me every day when I go in to get to my room where I have been working from the first day on.

I really like the working atmosphere in here not just because my colleagues are very friendly and we do lots of projects in groups. When started working here six months ago my task was to design little products, for instance screwdrivers. But now I am allowed to work on bigger and more important projects which motivates me to put a lot of effort in my work. For me there is only one problem concerning my job at the wolcraft company. We have many workers coming here by car so it is really hard to get my car parked if I am not very early in the morning. For me there is no possibility to get here with public transport because in my home town there isn't even a small train station.

Future training

I have already had a training to improve my skills concerning the work with the new computer programme. I think the company should continue offering these training so we can keep up to date.

So all in all, I am very happy with my job here.

## Examiner comments

Subscale	Mark	Commentary
<b>Content</b>	<b>4</b>	There are some minor irrelevances, particularly at the beginning of the report about working conditions and what the building looks like but the target reader would be fully informed about how the candidate feels about this job. The candidate explains what they have achieved in their job ( <i>now I am allowed to work on bigger and more important projects</i> ). A problem is described, but it is not completely relevant to the actual job they are doing ( <i>it is really hard to get my car parked</i> ) and is probably not an issue that their manager can resolve. Suggestions are made for further training ( <i>the company should continue offering these training so we can keep up to date</i> ).
<b>Communicative Achievement</b>	<b>2</b>	The layout of the report uses the conventions of the task effectively. There is a title, an introductory overview of the report, sub-headings and a conclusion. The register slips occasionally ( <i>I got very impressed; this still excites me; I am very happy with my job here</i> ) and the second point about car parking is not relevant in a progress report to a manager. The report is polite, generally formal, and it communicates straightforward ideas which hold the reader's attention.
<b>Organisation</b>	<b>2</b>	The text is well organised and coherent. The structure is clear and logical, dealing with each point individually and using a variety of cohesive devices and linking words. There are examples of both external and internal cohesion in the use of headings and referencing within paragraphs to reduce repetition ( <i>When I first came here...this still; I really like...not just because; my colleagues...we do; my task was...now I am allowed</i> ).
<b>Language</b>	<b>2</b>	There is a range of suitable everyday vocabulary used appropriately ( <i>working atmosphere; colleagues; projects; task; motivates</i> ). There is a range of simple and some more complex grammatical forms ( <i>where I have been working</i> ) used with control. There are some errors ( <i>a training; these training</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 received 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 businesses, 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 interests.

### Examiner comments

Subscale	Mark	Commentary
<b>Content</b>	<b>5</b>	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> ).
<b>Communicative Achievement</b>	<b>4</b>	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.
<b>Organisation</b>	<b>4</b>	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.
<b>Language</b>	<b>3</b>	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.