

C1 Writing

Cambridge Masterclass

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Registered offices: Sherlock Close, Cambridge
CB3 0HP, United Kingdom

First published 2023

ISBN: 978-1-913825-81-2

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To infinity and beyond.

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Cambridge C1 Advanced Writing

Welcome to this book on the Cambridge C1 Advanced Writing paper. C1 Advanced is one of the exams in the series provided by Cambridge Assessment – part of the University of Cambridge. It is the fourth in the range of tests they provide in General English:

A2	Key (KET)
B1	Preliminary (PET)
B2	First (FCE)
C1	Advanced (CAE)
C2	Proficiency (CPE)

The references next to each test refer to the CEFR Level (Common European Framework of Reference), and show the language level of each test.

For CEFR C1 Writing, you will be able to:

- communicate complex ideas effectively on a range of topics
- write clearly using a variety of cohesive devices and organisational patterns
- explain your viewpoint and communicate complex ideas effectively
- recognise the reader of texts, and use a consistently suitable register
- use a good range of simple and more complex grammatical structures with flexibility and control
- use a good range of vocabulary, including less common lexis, correctly and with precision
- recognise the functional language needed, and select language to convey meaning effectively.

How does the test work?

You can take the C1 Advanced exam on a computer or on paper. The content is the same for both forms of the test. The C1 Advanced Writing paper gives you the opportunity to show your language skills. The topics of tasks are chosen so that they are relevant to the typical student taking this exam, so you should find that you have enough ideas to write about. Each question will guide you by identifying the context, the purpose for writing and the target

reader. It is important to remember that you aren't being tested on the subject content of the tasks. So, if the topic of the Part 1 question, for example, is voluntary work, you aren't expected to be an expert about this topic. The test format is:

Time allowed	1 hour and 30 minutes
Number of parts	2
Number of questions	Part 1: one compulsory question Part 2: one optional question from a choice of three
Task types	essay, letter, email, proposal, report, review
Length	each answer should be 220–260 words long

Task type 1: Essay

Part 1 (Question 1) of the Writing paper is always an essay written for your teacher; the format of the question is always the same and consists of three sections. Firstly, the topic and explanation are stated. The topic is based on an academic activity, such as taking part in a seminar or discussion. This is followed by three bullet points relating to the topic, and then three short comments related to the bullet points:

Your class has [...topic and explanation...]. You have made the notes below:

- Bullet 1
- Bullet 2
- Bullet 3

“Comment 1”

“Comment 2”

“Comment 3”

Write an essay discussing **two** of the points in your notes. You should **explain which** [points from question], **giving reasons** in support of your answer.

The emboldened words in the question provide a focus for your answer.

- You must cover **two** of the ideas in the bullet points (but you can say whether you agree or disagree with them) or, alternatively, you can discuss both sides.
- You must come to a decision to address the question prompted by the ‘which’ in the instructions.
- You must support your answer with **reasons**.

You can also add your own opinions. To complete the task you must include two points from the question, however, so make sure that you don't forget this if you also include your own ideas. The purpose of the essay is to allow you to show that you can select relevant information and can back this up with a supporting argument. Remember, you don't have to tell the truth! The examiners won't know, so if you don't have experience or an opinion you can make something up.

Your essay should be well-structured with clear and appropriate organisational features. Suitable introductions and conclusions should be included, and the structure of the essay and its paragraphing should guide the reader through the content, helping them understand the argument. Essays are written in a semi-formal register as you are writing for your teacher.

Task types 2 and 3: Letter/email

You may have the option of writing an email or letter in the C1 Advanced Writing paper. The two task types are very similar in that they require you to respond to a prompt or message given in the question. You don't need to worry too much about the layout – you won't be tested on whether the email has a 'To/From' line, for example. However, you should think about how to open your email or letter and what opening salutation and closing to use.

At C1, emails or letters are not limited to just giving information but will also require you to show some other functional language – for example, complaining or justifying a course of action. Your email or letter may be addressed to the person who has written to you, but could also be to an editor of a newspaper or the manager of a company, for example. It is important that you identify who you are writing to before you start your response. It is also important to decide on the register, and to write your email or letter in an appropriate way for the recipient.

There is one letter and one email task included in the examples in this book, with one being more formal and the other more informal (see pages 25 and 33).

Task type 4: Proposal

A proposal is written in response to a request for ideas from either a peer group, such as members of a club, or a superior, such as a college principal or work supervisor. They may also be written in response to a wider call for feedback on plans – for example, following an announcement of funding for a project and requests for ideas on how to use the money. It is often useful to include headings in proposals so that the different sections are clearly set out. Language should be persuasive but polite, and proposals are semi-formal in register.

Task type 5: Report

A report is usually written for a teacher or school principal, or a specific group such as the members of a club or society to which you belong. Reports are mostly factual and need to be based on the situation that is presented in the question.

Reports at this level go beyond those at B2 level, which are mostly descriptive. At C1, you need to show that you can evaluate the information and use this to, for example, suggest an alternative course of action or to say if an aim has been achieved.

Reports are typically semi-formal and often contain more impersonal language, such as passive forms. As with proposals, headings can help to show the different sections of your report.

Task type 6: Review

A review may be about a book, film, play, show or concert, but could also be about a product (for example, a kitchen gadget), or a service, such as a tour of a museum. You will be asked to give your opinion, but at this level you will also need to evaluate the subject of the report for a particular group of people or reason. The target reader will be described in the question, and you should make sure that you write your report with them in mind.

Reviews often include a range of different adjectives and, at C1, also include language of justifying opinions.

How to use this book

The main section of this book focuses on each task type individually, explaining its characteristics and providing guidance on how to plan a response to an example question.

For each task-type question, two responses from different students are provided. One response is very good and the other is less good, identifying areas that the student could improve on.

There are detailed comments on each response, and a breakdown of the marks that

C1 Advanced Writing
Text type 3: Letter

In Part 2 of the Writing paper you may have the option of writing a letter.

Remember:

- Your letter might be formal or informal depending on the context.
- You don't need to write addresses or a date.
- Identify the function needed from the input.
- The letter could be more formal or more informal.

Look at the following question.

Think about:

- how you will make your feelings clear in this formal letter
- how to make sure your letter is polite but clear
- what could have been so bad about the meal last week.

You have received this letter from an English-speaking friend:

Did you see that the college has said it's putting the prices up in the café next month – again? It's no time at all since the last rise. After that terrible meal we had last week too! I'm not surprised that there are so few people using the café these days.

You said you were going to write to the café manager to complain. I wonder if you have done that yet. If you haven't, I suggest you tell them what happened last week and see what the response is. Maybe they'd like some ideas from students!

Write your **letter** to the café manager.

Read the following sample answers and see how two students have answered this task.

Student Response A	Content
<p>Dear Mrs Dollan,</p> <p>I am contacting you after learning that the cost of meals and drinks in the café is set to rise again next month. I wonder if you are aware of the feeling of students about this.</p> <p>It is less than six months since the last increase and as you will remember, many students complained about this then. There was a suggestion that there would be a meeting with students but to my knowledge this did not take place. To find out that yet another increase is in the pipeline has made many students very angry. I am sure you know that there are fewer and fewer students using the café these days. I am sure that this is in part due to the prices. As you know many students are on a tight budget and it is now cheaper to leave the college and buy sandwiches and things from the supermarkets nearby.</p> <p>However, there have also been issues with the food. Last week I ordered two vegetarian pizzas for my friend and me, and I was surprised and shocked to find that mine had meat on it. Luckily, I noticed but when I took this back and complained, I was told it was what I had ordered. I was very unimpressed by this response. Had the server offered to replace the pizza, I would have thought no more of it.</p> <p>I am hoping that you would be willing to talk to a group of us students so that we can make some suggestions for the café.</p> <p>Yours faithfully, Carmen Pritchard</p>	<p>This is well-written letter, and the student has included all of the information you would expect based on the email from her friend. There is suitable expansion of the points, and the reader of the letter would be clear about why the student is writing to her. The task is very appropriately addressed.</p> <p>5 / 5</p>
<p>The student has used a polite way to raise the first issue of the prices. This is an appropriate tone, and is a good way to address the issue.</p>	Communicative achievement
<p>The use of this phrase 'as you will remember' is a polite way to indicate that the speaker feels the café manager hasn't considered this.</p>	<p>The student has communicated extremely well, and the letter has a polite but determined tone. The café manager would be clear about the points being raised and the student's feelings about the situation. The student uses language well to communicate their concerns in an appropriate tone (e.g. 'As you know...'), using more formal language that is fully appropriate.</p> <p>5 / 5</p>
<p>This is excellent collocation and shows good lexical knowledge.</p>	Organisation
<p>The use of the possessive pronoun here means that the student doesn't need to repeat the word 'pizza' and contributes to good internal organisation.</p>	<p>The letter is clearly organised and contains a suitable opening and close. The short opening paragraph states why the student is writing, and the two main paragraphs that follow each have a clear focus. The internal cohesion is strong with structures used to link ideas in a very natural manner (e.g. 'To find out that yet another increase...'). The letter ends with the final point from the friend's email and so is an effective close.</p> <p>5 / 5</p>
<p>The student has covered all of the points raised in their friend's email and ends with an appropriate suggestion to end the letter.</p>	Language
	<p>The student has written very accurately and all of the content is clearly understood. There are some complex sentences containing a number of clauses, which shows a good control of language. There are some excellent structures shown, too, such as the inverted conditional sentences (e.g. 'Had the server...'). The student has used appropriate vocabulary and phrases for the task (e.g. 'set to rise'; 'in the pipeline'; 'unimpressed by'; 'in part due to' and 'thought no more of it').</p> <p>5 / 5</p>
	Total marks: 20 / 20
	<p>This letter is very strong, and the student has shown that they fully understand how to write a more formal letter. The tone, register and organisation are entirely appropriate for the task and the message is communicated clearly with accurate language use.</p>

the response could get in the exam. You should read these responses and commentary before you write your own response to the question.

When you have written your response, look back at the comments and the mark scheme, and think about what you did well and also how you could have done better.

Student Response B	Content
<p>Dear Café Manager,</p> <p>Firstly I have to say. I love the food in the café but it is getting more and more expensive. My friend told me that the prices are again to go up. This will make the café too expensive for many students.</p> <p>In my opinion, it is better to keep the prices the same in the café. This will for sure bring more students to use the café. At the moment the café is very quiet for most of the day and only first thing in the morning there are many students there grabbing a quick coffee to keep them energised for the day of studying ahead. I think if nothing is done then it will be hard to keep the café at all as many students won't be able to pay the cost of the lunch.</p> <p>I must also tell you what happened last week. I was eating in the café at lunchtime and when I bit my snack I found a spider in it! I was so shocked and horrified. I went to the staff and she replaced it but without even one apology, I was very shocked.</p> <p>I think it is necessary that you improve the cleaning in the kitchen. You can't put up the cost until you get this good. Maybe the staff need more trainings to be competent in the kitchen.</p> <p>I hope you will respond to my letter of complaint and I hope to see a satisfactory outcome in due course.</p> <p>Yours faithfully</p> <p>Martin Laffre</p>	<p>The student has covered all of the points in the email from their friend, and so the task is fully addressed. The target reader, the café manager, would be aware of all of the points raised and would be in a position to respond.</p> <p>5 / 5</p>
<p>There are errors with word order here as the student tries to produce a longer sentence.</p>	Communicative achievement
<p>In a formal letter like this, it is better not to use exclamation marks. They are typically used in more informal writing.</p>	<p>The student communicates their ideas to the reader with a fairly appropriate level of register, but at times this is inconsistent with some less-formal features, such as the use of the exclamation mark. Generally, the student has used an appropriate tone and is polite in their communication with the target reader.</p> <p>3 / 5</p>
<p>The student has used the same word several times in this letter. They could have used a synonym to show their range of lexis.</p>	Organisation
<p>There are a number of ideas in this short paragraph, but they could have been linked more suitably.</p>	<p>The letter is organised into paragraphs and each paragraph has a clear function. There are some cohesive devices used to introduce ideas (e.g. 'In my opinion...'; 'at the moment...'). However, these aren't very ambitious and other linking devices are quite basic. For example, in Paragraph 3 three out of the four sentences use 'and' to link ideas in the sentences.</p> <p>2 / 5</p>
	Language
	<p>The errors that the student has made are generally quite basic. They have misspelt a word which is in the question ('prices') as well as other words which are below the level of C1 (e.g. 'necessary'). Additionally, there are some errors in phrasing such as '...until you get this good.' While these errors don't prevent the reader from understanding the contents of the letter, they are basic and, along with the lack of range of structures and vocabulary, they limit the mark that can be awarded for language.</p> <p>2 / 5</p>
	Total marks: 12 / 20
	<p>The letter completes the task, but overall the student does not have good control of language at the level. They have included suitable ideas, but the lack of higher-level language along with poor accuracy with more basic language limit the marks. The lack of organisation would be noticeable for the reader.</p>

Preparing for the exam

It is important that you plan your time in the exam. You will need to complete both tasks within the 90 minutes. It is sensible to divide your time equally between the two tasks: about 45 minutes each. You should make sure that you:

- **Read** all of the questions carefully to be certain you understand what they mean.
- **Plan** your writing.
- **Write** your response according to your plan.
- **Check** your writing for errors.

Read the questions

Read the Part 1 question carefully, and identify the two ideas that you want to focus on in your essay. Read all of the Part 2 questions. There will be three questions, and you will need to choose one. When making your choice, you will need to think about the task type, the topic and the language that you will need. For example, there may be a question with a letter to be written relating to a concert. If you know lots of high-level vocabulary relating to music and the arts, then this could be a good choice. Another question might be a proposal about how to use some funding for a project in the community. If you feel that organisation of your writing isn't your strength, then choosing such a question might help as you can define the paragraphs by each funding idea. It is good advice to spend time thinking about each question before you start writing. If you start one question and then realise that you don't feel confident about the ideas or language you need, you may need to change question.

Plan your writing

It is tempting to start writing as soon as you decide what question to answer, but spending some time planning is very sensible. Students plan their writing in different ways, but the following is an example of a plan for the review response for the question on page 57:

Intro: long-awaited show 'The Magician' | posters around town | stars on TV recently | Is it worth it?

Para 1: story well known | took a dislike | actor fantastic | character so arrogant | getting more and more angry | infuriating | happy ending not believable

Para 2: All is all?? | I recommend it | keep silly storyline in mind | lighting & special effects out of this world | made tricks seem real | you won't be disappointed in that

Concl: Grab your ticket now!

Here, the candidate has noted down some ideas and good vocabulary to use, and has decided what will go in each paragraph.

Write your response

Use your notes to assemble your ideas from your plan into a well-organised piece of writing with a suitable tone and good, accurate language. With good planning technique, this will be easier. Of course, you will also be thinking about the functions, grammar and vocabulary that you considered before you started to produce your plan. This is the best way to make sure that you show the examiner as much of your language ability as possible.

It is a useful skill to paraphrase language that you find in the task. So, if the task says 'Have you seen a show at the theatre recently where you disliked the main character?', you could answer by saying 'I saw a show where I disliked the main character...'. But it would be better to paraphrase and say something like 'I really couldn't stand the leading character in a musical I watched the other day...'.

What language do you need?

There are three things to consider when you have read the questions. There is some overlap between them, but it is still a good idea to think about all three.

1. What functions does the task need?

For example, do you need to make a suggestion, evaluate something or justify a decision?

2. What grammar can you use in the task?

This may be linked to the functions of the question. For example, if you are asked to give or justify a decision, you can use the infinitive to show purpose and cohesive devices like 'due to this' or 'as a result of...'. Sometimes the grammar you use will be your choice. If you know that you are confident when using complex conditional sentences, can you include one in your response? If you know that you don't feel confident about using relative clauses, how can you avoid trying to use one and show some other impressive language instead?

3. What vocabulary is related to the task topic and links in with the functions?

If you are giving recommendations in the task (for instance, maybe in a report), you should think about what phrases you can use to make sure that there is variety. For example, it is better not to start each idea with 'I think...'. You could use 'One perspective I have considered...' or 'It cannot be denied that...' as alternatives to make sure that you show the examiner a good range of different phrases.

Check your writing

You should always leave five minutes to read through each response you write. Check that you haven't left anything important out, but also check the language for errors.

For example:

- *Have you used the right tenses?*
- *Have you used linking devices?*
- *Are there any spelling errors?*

It's a good idea to make your own checklist while you prepare for the C1 Advanced Writing paper. It will help you to think about what to check for, and also to think about mistakes that you often make.

Here is a suggested checklist to use, but it's a good idea to add things that you know you sometimes make mistakes with.

What would you add to this checklist?



- Does your response cover all of the content points in the task?
- Is your response in the right style for the task type?
- Have you used the right register for the task?
- Have you used paragraphs to separate different ideas?
- Have you used linking devices correctly?
- Have you got a range of linking devices?
- Are all tenses correct?
- Have you used articles with nouns where needed?
- Are the prepositions correct?
- What about errors you've made in the past?

The assessment criteria

Each piece of writing is marked against four assessment criteria, each carrying a maximum of five marks.

Content

This criterion focuses on whether you have answered the question and whether the reader would have all the information they need. You must make sure that you identify what the question is asking you to do and plan your answer so that you stay on the topic. In Part 1 you must cover two ideas from the question, make a choice from them and give reasons for your choice. In Part 2 questions you must identify what you will need to write about from the question.

Max. 5 marks

Communicative achievement

This criterion focuses on how well you communicate with the reader. This includes whether your writing is suitable for the task you are writing and that it also involves register. Register means whether your writing is more formal (e.g. writing for someone you don't know) or less formal (e.g. writing for your classmates).

Max. 5 marks

Organisation

This criterion focuses on how your ideas are organised into paragraphs, if these are needed. It includes the use of discourse markers (e.g. 'and', 'but', 'so' at a basic level; and 'therefore', 'despite this' at a higher level). It also includes things like how pronouns are used to refer to nouns to avoid repetition. For example: 'He never liked school and hated going there...'. In this sentence 'there' means that the student doesn't repeat the word 'school'.

Max. 5 marks

Language

This criterion focuses on vocabulary and grammar. It isn't just about using vocabulary and grammar without making mistakes. It also considers whether your writing uses more difficult grammar and more unusual words and phrases. It is sometimes hard to focus on both, and, of course, it's great if you don't make any mistakes! However, if this means that your language is very simple, it may mean that you can't get to the top marks here.

Max. 5 marks

When all four criteria have been assessed your total mark is given out of 20.

Planning Guide

Write the question you are going to answer below, and underline or highlight the important words that will help you to focus your response.

What **functions** does the task need?

What **grammar** could you use?

What **vocabulary** could you use?

Bring your ideas together in a plan, and think about the organisation and register you need.

- How many paragraphs do you need? How will you link ideas?
- Who is your reader? What is your relationship to them?
- Do you need to use more formal or more informal language?

A large, empty rectangular box with a thin black border, intended for students to write their plan based on the prompts above.

In Part 1 of the Writing paper you will have to write an essay. **Remember:**

- Include two points or ideas from the question material.
- Make sure that you support your opinion with other points and reasons.
- Write a plan to organise your ideas into a well-thought-out argument.
- Bring your ideas together in a clear conclusion.

Look at the following question. **Think about:**

- how you imagine you would feel about doing voluntary work
- What areas volunteers might get involved in
- The pros and cons of each point made.

Your class has listened to a radio discussion about the value of young people doing voluntary work in the community. You have made the notes below:

Benefits of voluntary work:

- Meet different people
- Gain work experience
- Contribute to society

Some opinions expressed in the discussion:

“It might be a good thing if you don’t have lots of friends!”

“A good idea for young people to gain work experience but what about the cost?”

“I’m sure it must feel really satisfying to have done your bit and contributed to something which helps people.”

Write an essay discussing **two** of the benefits of voluntary work. You should **explain what the most significant benefit** of voluntary work is, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Read the following sample answers and see how two students have answered this task.

Student Response A

In recent times the idea of volunteering has become more and more popular. There are various benefits to volunteering, but also some downsides.

This is a straightforward introduction that clearly sets out what the essay is going to be about.

While I agree that it's a positive thing to have on your CV when you apply for jobs, it isn't always a straightforward thing. It may depend on what the voluntary work is, and how well organised it is of course. If there isn't a good structure to it, then it is possible that the volunteers will not gain as much as they wanted. In fact, they may be seen as a replacement for a member of staff in some situations. This should not happen.

This short sentence makes the student's point strongly and is very effective.

Doing volunteering in some place like a hospital, where you can help the sick with things like getting things from a shop and maybe reading to the old people would seem a very good idea though. This shows an employer that you have skills to get on with people and are compassionate. I think any employer would see this as a plus point.

The language used is generally very accurate and there is some good vocabulary used, like 'compassionate'.

However, the most important benefit of volunteering is that society benefits as a whole. The skill of helping others makes you into a good citizen who knows that it is important to look at the situation of others as well as your own. In these days when young people in particular are often told they are selfish, this must be seen to be the greatest benefit.

The student has covered two ideas from the question, but not very evenly. They wrote about the idea of getting work experience at great length and so may have run out of time, and words, for the second point. Nevertheless, this is a strong essay.

Content

The essay covers two of the bullet point areas indicated in the task: gaining work experience and the benefit to wider society. The student has drawn on the comments in the task but has also included their own ideas. They have fully addressed the task requirements.

5 / 5**Communicative achievement**

The tone and register of the essay are entirely appropriate, and the student has considered the target reader in their writing. The essay ends slightly suddenly with the answer to the final part of the task about what the more important point is. With a slightly stronger conclusion this would have achieved the full 5 marks.

4 / 5**Organisation**

The essay is well organised with a short but relevant introduction to lead into the main part of the essay. The student has used cohesive devices with flexibility to introduce ideas (e.g. 'while I agree...', 'In fact...') and has made use of referencing and elision to make the writing flow well.

4 / 5**Language**

The grammar used in the essay is very accurate. There are some complex sentences with a number of clauses. The student has used a conditional form, modal verbs and a relative clause with good control but could have shown a wider range of language. There is some good vocabulary used which is relevant to the task (e.g. 'downside', 'straightforward', 'a plus point', 'citizen').

4 / 5**Total marks: 17 / 20**

Overall, this is a strong essay that fully addresses the task and communicates with the target reader well. The student has expanded on some of the points in the task and has included their own opinion.

Student Response B

Thinking of doing voluntary work? Well...

...really you should! In my experiences, the best thing about volunteers is that they learn a lot of new skills and this is useful in your career in the future.

For some people the best thing is to work in the industry or job that you want to work. You can maybe contact a big company and see if they need an intern. This will mean that you work alongside the other people in the company and learn direct from them. This is very valuable and you may make some contacts to get a paid work there later.

At a minimum, you should learn from this experience what it is like to work in this company. Is it a good fit for you later? Maybe you will find from doing this that the job you think you wanted isn't so good. You won't waste a lot of time apply for this job in this case.

For some people, they maybe get some money to pay for their travel to the company and their lunch maybe. You shouldn't expect this though and you maybe have to work without money for a few months as an intern.

But all in all, it is the best way to discover your true job ambitions. I think the idea of doing voluntary work in a company and learn about work skills is very precious. Do it!

The student has approached this essay more like an article. The heading would be good for an article but not an essay. The tone throughout isn't appropriate for an essay.

The student has misinterpreted the focus of the essay, and, although they started well, the essay starts to move away from the focus of volunteering here.

There is some confusion with the use of tenses here.

The student uses the same word 'maybe' a number of times in this paragraph. Remember to try to vary the language you use to show a range.

Content

The student has started to write about doing voluntary work, but has slightly misinterpreted the focus of the task. They have focused on being an intern instead of doing voluntary work in a wider sense, and so have missed the opportunity to use the bullet points given to expand on the topic well. This has limited the development of the task.

3 / 5

Communicative achievement

The student has written the essay to sound more like an article, with a heading and matching closing comment. This doesn't communicate well and the tone and register they have used are not suitable for a semi-formal essay. They have also made their writing more informal by referring to 'you' a number of times (e.g. 'You can maybe contact...', 'you should learn from...'). Essays are usually less direct in their referencing.

2 / 5

Organisation

The essay is organised and has clear paragraphs. The last paragraph is also introduced by a suitable phrase to sum up ideas (e.g. 'But all in all...'). In some places in the essay the student has used more basic connecting devices and could have shown a range of different ways to make the essay flow well.

3 / 5

Language

The student has made some more basic errors in their writing (e.g. '...get a paid work...'). There is some lack of control of tenses as well. There are some instances where the phrasing doesn't read very naturally, but overall the meaning can always be understood. However, the language the student has used is fairly simple and doesn't quite reach the level required for C1.

2 / 5

Total marks: 10 / 20

The task has not been fully understood by the student and by producing an article style they have not written appropriately for the target reader – their teacher. Their writing moves slightly away from the focus of the task by concentrating on working for a company rather than volunteering in a wider sense. The student's range of language is not at the appropriate level for C1, despite the fact that all of the essay can be understood.

Now have a go at writing a response to this question yourself.

Your class has listened to a radio discussion about the value of young people doing voluntary work in the community. You have made the notes below:

Benefits of voluntary work:

- Meet different people
- Gain work experience
- Contribute to society

Some opinions expressed in the discussion:

“It might be a good thing if you don’t have lots of friends!”

“A good idea for young people to gain work experience but what about the cost?”

“I’m sure it must feel really satisfying to have done your bit and contributed to something which helps people.”

Write an essay discussing **two** of the benefits of voluntary work. You should **explain what the most significant benefit** of voluntary work is, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Highlight or underline the important words.

Outline plan:

Refer to the Planning Guide on page 14 for guidance on how to plan your response.

