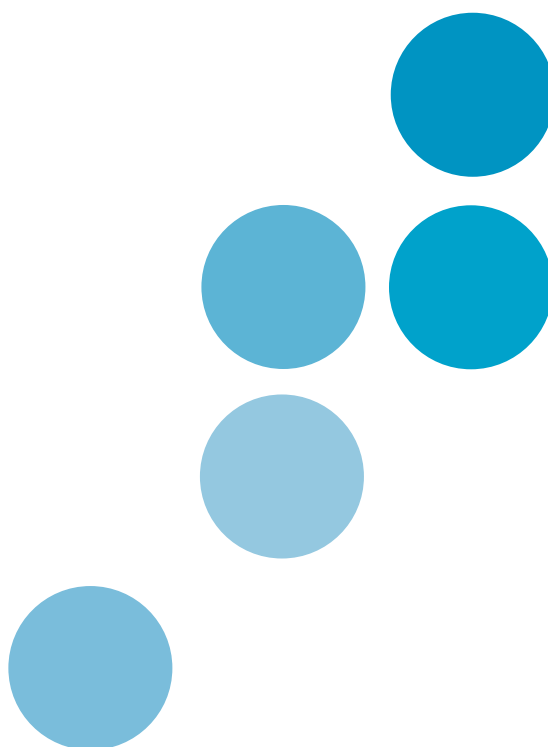# CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English
Advanced

Certificate in Advanced English (CAE)
CEFR Level C1

Specifications and Sample Papers
for examinations from January 2015

English for high achievers *in the*
academic and professional world

Exam content and overview

Paper/timing	Test content		Test focus
READING AND USE OF ENGLISH 1 hr 30 mins	**Part 1**	A modified cloze test containing eight gaps followed by eight multiple-choice questions.	Candidates are expected to be able to: demonstrate the ability to apply their knowledge and control of the language system by completing a number of tasks at text and sentence level; demonstrate a variety of reading skills including understanding of specific information, text organisation features, implication, tone and text structure.
	Part 2	A modified cloze test containing eight gaps.	
	Part 3	A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.	
	Part 4	Six separate questions, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word.	
	Part 5	A text followed by six 4-option multiple-choice questions.	
	Part 6	Four short texts, followed by four cross-text multiple-matching questions.	
	Part 7	A text from which six paragraphs have been removed and placed in jumbled order, together with an additional paragraph, after the text.	
	Part 8	A text or several short texts, preceded by 10 multiple-matching questions.	
WRITING 1 hr 30 mins	**Part 1**	One compulsory question.	Candidates are expected to write an essay in response to a proposition to discuss, and accompanying text.
	Part 2	Candidates choose one task from a choice of three questions.	Candidates are expected to be able to write nonspecialised text types such as a letter, a report, a review or a proposal.
LISTENING Approx. 40 mins	**Part 1**	Three short extracts or exchanges between interacting speakers. There are two multiple-choice questions for each extract.	Candidates are expected to be able to show understanding of feeling, attitude, detail, opinion, purpose, agreement, gist.
	Part 2	A monologue with a sentence-completion task which has eight items.	
	Part 3	A text involving interacting speakers, with six multiple-choice questions.	
	Part 4	Five short, themed monologues, with 10 multiple-matching questions.	
SPEAKING 15 mins (for pairs)	**Part 1**	A short conversation between the interlocutor and each candidate (spoken questions).	Candidates are expected to be able to respond to questions and to interact in conversational English.
	Part 2	An individual 'long turn' for each candidate, followed by a response from the second candidate (visual and written stimuli, with spoken instructions).	
	Part 3	A two-way conversation between the candidates (written stimuli, with spoken instructions).	
	Part 4	A discussion on topics related to Part 3 (spoken questions).	

Preface

This booklet contains specifications and sample papers for the revised *Cambridge English: Advanced (CAE)* examination, also known as *Certificate in Advanced English.* The revised version of the exam will be introduced for the first time in January 2015.

Further information on the examination will be issued in the form of:

- a comprehensive *Cambridge English: Advanced Handbook for Teachers* containing an additional set of sample papers
- an extensive programme of webinars, seminars and conference presentations.

If you need any further copies of this booklet, please email marketingresources@cambridgeenglish.org

Contents

Introduction

Cambridge English: Advanced (CAE) was originally introduced in 1991 and is a high-level qualification used for academic and professional purposes.

This booklet gives information on the outcome of the latest revision of *Cambridge English: Advanced (CAE)*. Changes will be introduced from January 2015.

The purpose of the revision project

The purpose of the project was to revise *Cambridge English: Advanced (CAE)* in order to ensure that it continues to meet the needs of candidates, teachers, centres and other users in terms of content and length.

The aims were to ensure the updated examination:

* is suitable for use for higher education study purposes
* is suitable for use for career enhancement purposes
* retains appropriate and specific testing focuses for each paper
* is thoroughly validated and reflects the most up-to-date methodological approach to communicative language testing
* is more user-friendly in terms of its length.

The outcome is as follows, and is the result of extensive research, consultation with users, and trialling of exam material.

The process of the project

The project has included the following main stages:

1. Data collection, e.g. market information including questionnaires sent to teachers and Centre Exams Managers; information on candidates collected on Candidate Information Sheets.
2. The development of examination specifications, including the development of the test construct, test content and the definition of the test focuses; the development, production, editing and trialling of draft task types and materials; and research into the validity and reliability of the material and assessment procedures.
3. The production of examination support materials, including public specifications, and training materials for writers of examination materials and examiners.

Throughout the project, we gathered feedback on our proposals for the examination by holding consultation meetings with stakeholders. During trialling, teachers and students were asked to complete questionnaires on trial materials.

Key changes – at a glance

These are the key changes to the *Cambridge English: Advanced (CAE)* examination that will be introduced in January 2015.
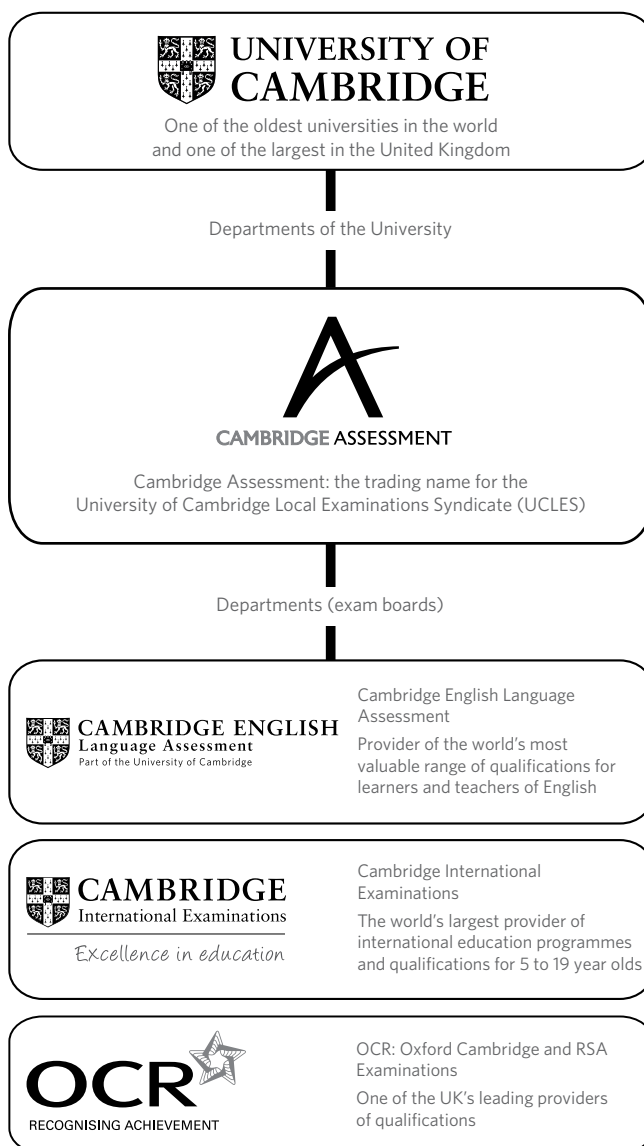
* *Cambridge English: Advanced (CAE)* will have four papers instead of five. Reading and Use of English have been combined into a single paper assessing language knowledge and reading skills, and many of the tasks in the current papers have been retained in modified formats in the new Reading and Use of English paper.
* The new *Cambridge English: Advanced (CAE)* exam will be shorter than the previous examination by approximately 45 minutes. However, careful exam design means that *Cambridge English: Advanced (CAE)* still assesses at exactly the same high level, and retains all of the language and skills coverage as the current

exam. In addition, new tasks and testing focuses have been introduced in the Reading and Use of English, Writing and Speaking papers.

About Cambridge English Language Assessment

Cambridge English: Advanced (CAE) is developed by Cambridge English Language Assessment, part of the University of Cambridge.

We are one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 160 countries around the world every year.

UNIVERSITY OF CAMBRIDGE
One of the oldest universities in the world and one of the largest in the United Kingdom

Departments of the University

CAMBRIDGE ASSESSMENT
Cambridge Assessment: the trading name for the University of Cambridge Local Examinations Syndicate (UCLES)

Departments (exam boards)

CAMBRIDGE ENGLISH Language Assessment Part of the University of Cambridge
Cambridge English Language Assessment
Provider of the world's most valuable range of qualifications for learners and teachers of English

CAMBRIDGE International Examinations Excellence in education
Cambridge International Examinations
The world's largest provider of international education programmes and qualifications for 5 to 19 year olds

OCR RECOGNISING ACHIEVEMENT
OCR: Oxford Cambridge and RSA Examinations
One of the UK's leading providers of qualifications

The world's most valuable range of English qualifications

Cambridge English Language Assessment offers the world's leading range of qualifications for learners and teachers of English. Globally, over 4 million people take our exams each year.

We offer assessments across the full spectrum of language ability. We provide examinations for general communication, for professional and academic purposes, and also specialist legal and financial English qualifications. All of our exams are aligned to the principles and approach of the Common European Framework of Reference for Languages (CEFR).
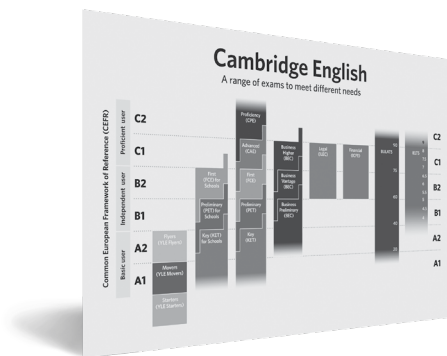
To find out more about Cambridge English exams and the CEFR, go to www.cambridgeenglish.org/cefr

In addition to our own programmes of world-leading research, we work closely with professional bodies, industry professionals and governments to ensure that our exams remain fair and relevant to candidates of all backgrounds and to a wide range of stakeholders.

Key features of Cambridge English exams

Cambridge English exams:

- are based on realistic tasks and situations so that preparing for their exam gives learners real-life language skills
- accurately and consistently test all four language skills – reading, writing, listening and speaking – as well as knowledge of language structure and its use
- encourage positive learning experiences, and seek to achieve a positive impact on teaching wherever possible
- are as fair as possible to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

Proven quality

Our commitment to providing exams of the highest possible quality is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge English exams. Of particular importance are the rigorous procedures which are used in the production and pretesting of question papers.

All our systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2008 standard for quality management and are designed around five essential principles:

> **Validity** – are our exams an authentic test of real-life English?
> **Reliability** – do our exams behave consistently and fairly?
> **Impact** – does our assessment have a positive effect on teaching and learning?

> **Practicality** – does our assessment meet learners' needs within available resources?
> **Quality** – how we plan, deliver and check that we provide excellence in all of these fields.

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from www.cambridgeenglish.org/principles

Cambridge English: Advanced (CAE) – an overview

Cambridge English: Advanced (CAE) is a high-level qualification that is officially recognised by universities, employers and governments around the world. Extensive updates in 1999 and 2008 allowed the exam to keep pace with changes in language teaching and testing while ensuring the exam remains reliable, relevant and user friendly for candidates. The exam has been comprehensively revised again for 2015.

Candidates can choose to take *Cambridge English: Advanced (CAE)* as either a paper-based or a computer-based exam.

Who is the exam for?

Cambridge English: Advanced (CAE) is typically taken by high achievers who want to:

- follow an academic course at university level
- communicate effectively at managerial and professional level
- participate with confidence in workplace meetings or academic tutorials and seminars
- carry out complex and challenging research
- stand out and differentiate themselves.

Who recognises the exam?*

- *Cambridge English: Advanced (CAE)* is accepted by more than 3,000 organisations, employers and governments around the world as being a reliable, accurate and fair test of English.
- It meets the UK Border Agency language requirements for Tier 1, 2, 4 and spouse or partner visa applications. See the UKBA website www.ukba.homeoffice.gov.uk for further details.
- The exam has been accredited by Ofqual, the statutory regulatory authority for external qualifications in England and its counterparts in Wales and Northern Ireland.
- The UK's Universities and Colleges Admissions Service (UCAS) awards candidates with grade 'A' in *Cambridge English: Advanced (CAE)* 70 UCAS Tariff points towards their application to UK universities and higher education institutions. www.cambridgeenglish.org/UCAS-points
- The Australian government's Department of Immigration and Citizenship (DIAC) has approved *Cambridge English: Advanced (CAE)* for student visa applications. Universities and TAFE (Technical and Further Education) institutions throughout Australia accept *Cambridge English: Advanced (CAE)*.

* All information accurate as of January 2013.

For more information about recognition, go to www.cambridgeenglish.org/recognition

What level is the exam?

Cambridge English: Advanced (CAE) is targeted at Level C1 – the second highest level on the CEFR scale. Level C1 is required in demanding academic and professional settings and achieving a certificate at this level proves that a candidate has reached a very advanced level of English.

What can candidates do at Level C1?

The Association of Language Testers in Europe (ALTE) has carried out research to determine what language learners can typically do at each CEFR level. It has described these abilities in a series of Can Do statements using examples taken from real-life situations.

Cambridge English Language Assessment, as one of the founding members of ALTE, uses this framework as a way of ensuring its exams reflect real-life language skills.

Examples of Can Do statements at Level C1

Typical abilities	Listening and Speaking	Reading and Writing
Overall general ability	CAN contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	CAN read quickly enough to cope with an academic course, and CAN take reasonably accurate notes in meetings or write a piece of work which shows an ability to communicate.
Social and Tourist	CAN pick up nuances of meaning/opinion. CAN keep up conversations of a casual nature for an extended period of time and discuss abstract/cultural topics with a good degree of fluency and range of expression.	CAN understand complex opinions/arguments as expressed in serious newspapers. CAN write most letters they are likely to be asked to do; such errors as occur will not prevent understanding of the message.
Work	CAN follow discussion and argument with only occasional need for clarification, employing good compensation strategies to overcome inadequacies. CAN deal with unpredictable questions.	CAN understand the general meaning of more complex articles without serious misunderstanding. CAN, given enough time, write a report that communicates the desired message.
Study	CAN follow up questions by probing for more detail. CAN make critical remarks/express disagreement without causing offence.	CAN scan texts for relevant information, and grasp main topic of text. CAN write a piece of work whose message can be followed throughout.

Exam content and processing

Cambridge English: Advanced (CAE) is a rigorous and thorough test of English at Level C1. It covers all four language skills – reading, writing, listening and speaking – and includes a fifth element focusing on the candidate's understanding of the structure of the language. Preparing for *Cambridge English: Advanced (CAE)* helps candidates develop the skills they need to use English to communicate effectively in a variety of practical contexts.

Factors affecting the design of the examination

Analysis of *Cambridge English: Advanced (CAE)* candidate information data and market survey questionnaires showed consistent agreement on administrative aspects of the examination and how the revised examination could best reflect candidates' needs and interests.

The updated examination has incorporated the insights provided by this information and aims to provide:

- coverage of candidates' needs and interests
- coverage of language abilities underlying these needs and interests in reading, control of language systems (grammar and vocabulary), writing, listening and speaking
- reliable assessment across a wide range of testing focuses
- positive educational impact
- ease of administration
- a more user-friendly experience for candidates.

A thorough test of all areas of language ability

There are four papers: Reading and Use of English, Writing, Listening and Speaking. The Reading and Use of English paper carries 40% of the marks, while Writing, Listening, and Speaking each carry 20% of the marks. Detailed information on each test and sample papers follow later in this booklet, but the overall focus of each test is as follows:

Reading and Use of English: 1 hour 30 minutes

Candidates need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines.

Writing: 1 hour 30 minutes

Candidates have to show that they can produce two different pieces of writing: a compulsory task in Part 1, and one from a choice of three in Part 2.

Listening: 40 minutes (approximately)

Candidates need to show they can understand the meaning of a range of spoken material, including lectures, radio broadcasts, speeches and talks.

Speaking: 15 minutes

Candidates take the Speaking test with another candidate or in a group of three, and are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

Each of these four test components provides a unique contribution to a profile of overall communicative language ability that defines what a candidate can do at this level.

International English

English is used in a wide range of international contexts. To reflect this, candidates' responses to tasks in Cambridge English exams are acceptable in all varieties and accents of English, provided they do not interfere with communication. Materials used feature a range of accents and texts from English-speaking countries, including the UK, North America and Australia. US and other versions of spelling are accepted if used consistently.

Marks and results

Cambridge English: Advanced (CAE) gives detailed, meaningful results. All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels B2 and C2 will also receive a **certificate**.

Statement of Results

The Statement of Results outlines:

- the candidate's result; this result is based on the total score gained by the candidate in all four papers

- a graphical display of the candidate's performance in each skill (shown against the scale Exceptional – Good – Borderline – Weak)
- a standardised score out of 100 which allows candidates to see exactly how they performed.

Certificates

We have made enhancements to the way we report the results of our exams because we believe it is important to recognise candidates' achievements.

The Common European Framework of Reference		Cambridge English: Advanced (CAE)	
C Proficient user	C2		
	C1	Grade A	
B Independent user	B2	Grade B / Grade C	Level of English needed for most academic purposes
	B1	Level B2	
A Basic user	A2		
	A1		

- **Cambridge English: Advanced (CAE) – Level C2**
  Grade A
  Exceptional candidates sometimes show ability beyond C1 level. If a candidate achieves a grade A in their exam, they will receive the *Certificate in Advanced English* stating that they demonstrated ability at Level C2.
- **Cambridge English: Advanced (CAE) – Level C1**
  Grade B or C
  If a candidate achieves grade B or C in their exam, they will be awarded the *Certificate in Advanced English* at Level C1.
- **Level B2 Certificate**
  If a candidate's performance is below Level C1, but falls within Level B2, they will receive a Cambridge English certificate stating that they demonstrated ability at B2 level.

Special circumstances

Cambridge English exams are designed to be fair to all test takers. This commitment to fairness covers:

- **Special arrangements**
  These are available for candidates with a permanent or long-term disability. Consult the Centre Exams Manager (CEM) in your area for more details as soon as you become aware of a candidate who may need special arrangements.
- **Special consideration**
  We will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.
- **Malpractice**
  We will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results are being investigated.

Exam support

Cambridge English

Official Cambridge English exam preparation materials

To support teachers and help learners prepare for their exams, Cambridge English Language Assessment and Cambridge University Press have developed a range of official support materials including coursebooks and practice tests. These official materials are available in both print and digital formats.

www.cambridgeenglish.org/prepare-and-practise

Support for teachers

Teaching support website

This website provides an invaluable, user-friendly, free resource for all teachers preparing for our exams. It includes:

> **General information** – handbook for teachers, sample papers, exam reports
> **Detailed information** – format, timing, number of questions, task types, mark scheme of each paper
> **Advice for teachers** – developing students' skills and preparing them for the exam
> **Downloadable lessons** – a lesson for every part of every paper
> **Teaching qualifications** – information on the complete range of Cambridge English Teaching Qualifications
> **Seminars and webinars** – a wide range of exam-specific seminars and live and recorded webinars for new and experienced teachers.

www.cambridgeenglish.org/teachingsupport

Cambridge English Teacher for professional development

Developed by Cambridge University Press and Cambridge English Language Assessment, Cambridge English Teacher provides opportunities for English teachers to engage in continuing professional development through online courses, share best practice and network with other ELT professionals worldwide. Includes the *How to teach Cambridge English: Advanced (CAE)* course.

For more information on how to become a Cambridge English Teacher, visit **www.cambridgeenglishteacher.org**

Support for candidates

How to prepare for Cambridge English: Advanced (CAE)

To help candidates feel really prepared for *Cambridge English: Advanced (CAE)*, there is a range of exam preparation resources and services on our website, including:

- official Cambridge English exam preparation materials including Online Speaking Practice
- tips and FAQs for each exam paper: Reading and Use of English, Writing, Listening, and Speaking
- sample papers
- Information for candidates leaflet/PDF.

www.cambridgeenglish.org/advanced

Facebook

Students can also join our active Facebook community to get tips on English language learning and take part in fun and topical quizzes.

www.facebook.com/CambridgeCAE

Further information

Contact your local authorised exam centre, or Cambridge English Language Assessment direct (using the contact details on the back cover of this booklet) for:

- copies of the regulations
- details of entry procedure
- exam dates
- current fees
- more information about *Cambridge English: Advanced (CAE)* and other Cambridge English exams.

Exam sessions

Cambridge English: Advanced (CAE) is available as a paper-based or computer-based test. Candidates must be entered through an authorised exam centre. Find your nearest centre at **www.cambridgeenglish.org/centres**

Reading and Use of English

General description

FORMAT	The paper contains eight parts. For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and separate items with a grammar and vocabulary focus. For Parts 5 to 8, the test contains a range of texts and accompanying reading comprehension tasks.
TIMING	1 hour 30 minutes
NO. OF PARTS	8
NO. OF QUESTIONS	56
TASK TYPES	Multiple-choice cloze, open cloze, word formation, key word transformation, multiple choice, cross-text multiple matching, gapped text, multiple matching.
WORD COUNT	3,000–3,500
MARKS	Parts 1–3 – each correct answer receives 1 mark; Part 4 – each correct answer receives up to 2 marks. For Parts 5–7, each correct answer receives 2 marks; for Part 8, each correct answer receives 1 mark.

Structure and tasks

PART 1

TASK TYPE	Multiple-choice cloze
FOCUS	The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.
FORMAT	A modified cloze containing eight gaps followed by eight 4-option multiple-choice items.
NO. OF QS	8

PART 2

TASK TYPE	Open cloze
FOCUS	The main focus is on awareness and control of grammar with some focus on vocabulary.
FORMAT	A modified cloze test containing eight gaps.
NO. OF QS	8

PART 3

TASK TYPE	Word formation
FOCUS	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.
FORMAT	A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.
NO. OF QS	8

Structure and tasks (cont.)

PART 4

TASK TYPE	Key word transformation
FOCUS	The focus is on grammar, vocabulary and collocation.
FORMAT	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word.
NO. OF QS	6

PART 5

TASK TYPE	Multiple choice
FOCUS	Detail, opinion, attitude, tone, purpose, main idea, implication, text organisation features (exemplification, comparison, reference).
FORMAT	A text followed by 4-option multiple-choice questions.
NO. OF QS	6

PART 6

TASK TYPE	Cross-text multiple matching
FOCUS	Understanding of opinion and attitude; comparing and contrasting of opinions and attitudes across texts.
FORMAT	Four short texts, followed by multiple matching questions. Candidates must read across texts to match a prompt to elements in the texts.
NO. OF QS	4

PART 7

TASK TYPE	Gapped text
FOCUS	Cohesion, coherence, text structure, global meaning.
FORMAT	A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed.
NO. OF QS	6

PART 8

TASK TYPE	Multiple matching
FOCUS	Detail, opinion, attitude, specific information.
FORMAT	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
NO. OF QS	10

READING AND USE OF ENGLISH

2

Part 1

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet.**

Example:

0 **A** straight   **B** common   **C** everyday   **D** conventional

| 0 | A | B | C | D ■ |

Studying black bears

After years studying North America's black bears in the **(0)** .... way, wildlife biologist Luke Robertson felt no closer to understanding the creatures. He realised that he had to **(1)** .... their trust. Abandoning scientific detachment, he took the daring step of forming relationships with the animals, bringing them food to gain their acceptance.

The **(2)** .... this has given him into their behaviour has allowed him to dispel certain myths about bears. **(3)** .... to popular belief, he contends that bears do not **(4)** .... as much for fruit as previously supposed. He also **(5)** .... claims that they are ferocious. He says that people should not be **(6)** .... by behaviour such as swatting paws on the ground, as this is a defensive, rather than an aggressive, act.

However, Robertson is no sentimentalist. After devoting years of his life to the bears, he is under no **(7)** .... about their feelings for him. It is clear that their interest in him does not **(8)** .... beyond the food he brings.

3

1	**A** catch	**B** win	**C** achieve	**D** receive
2	**A** perception	**B** awareness	**C** insight	**D** vision
3	**A** Opposite	**B** Opposed	**C** Contrary	**D** Contradictory
4	**A** care	**B** bother	**C** desire	**D** hope
5	**A** concludes	**B** disputes	**C** reasons	**D** argues
6	**A** misguided	**B** misled	**C** misdirected	**D** misinformed
7	**A** error	**B** doubt	**C** illusion	**D** impression
8	**A** expand	**B** spread	**C** widen	**D** extend

Turn over ▶

READING AND USE OF ENGLISH

4

Part 2

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: **0** | I | S |

The origin of language

The truth **(0)** .... nobody really knows how language first began. Did we all start talking at around the same time **(9)** .... of the manner in which our brains had begun to develop?

Although there is a lack of clear evidence, people have come up with various theories about the origins of language. One recent theory is that human beings have evolved in **(10)** .... a way that we are programmed for language from the moment of birth. In **(11)** .... words, language came about as a result of an evolutionary change in our brains at some stage.

Language **(12)** .... well be programmed into the brain but, **(13)** .... this, people still need stimulus from others around them. From studies, we know that **(14)** .... children are isolated from human contact and have not learnt to construct sentences before they are ten, it is doubtful they will ever do so. This research shows, if **(15)** .... else, that language is a social activity, not something invented **(16)** .... isolation.

5

Part 3

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in **the same line**. There is an example at the beginning **(0)**.

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: **0** | P | R | O | F | E | S | S | I | O | N | A | L |

Training sports champions

What are the abilities that a **(0)** .... sports person needs? To	PROFESSION
guarantee that opponents can be **(17)** .... , speed, stamina and	COME
agility are essential, not to mention outstanding natural talent. Both a	
rigorous and comprehensive **(18)** .... regime and a highly nutritious	FIT
diet are vital for top-level performance. It is carbohydrates, rather than	
proteins and fat, that provide athletes with the **(19)** .... they need to	ENDURE
compete. This means that pasta is more **(20)** .... than eggs or	BENEFIT
meat. Such a diet enables them to move very energetically when	
required. Failure to follow a sensible diet can result in the **(21)**	ABLE
to maintain stamina.	
Regular training to increase muscular **(22)** .... is also a vital part of a	STRONG
professional's regime, and this is **(23)** .... done by exercising with	TYPE
weights. Sports people are prone to injury but a quality training regime	
can ensure that the **(24)** .... of these can be minimised.	SEVERE

Turn over ▶

READING AND USE OF ENGLISH

6

Part 4

For questions **25 – 30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (**0**).

Example:

0 James would only speak to the head of department alone.

ON

James .... to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example: | **0** | INSISTED ON SPEAKING |

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

25 My brother now earns far less than he did when he was younger.

NEARLY

My brother .... much now as he did when he was younger.

26 They are demolishing the old bus station and replacing it with a new one.

PULLED

The old bus station is .... with a new one.

27 The number of students now at university has reached an all-time high, apparently.

THE

The number of students now at university is .... been, apparently.

7

28 I'm disappointed with the Fishers' new album when I compare it to their previous one.

COMPARISON

I think the Fishers' new album is .... their previous one.

29 Anna got the job even though she didn't have much experience in public relations.

SPITE

Anna got the job .... of experience in public relations.

30 'I must warn you how dangerous it is to cycle at night without any lights,' said the police officer to Max.

DANGERS

Max received a .... at night without any lights from the police officer.

Turn over ▶

READING AND USE OF ENGLISH

8

Part 5

You are going to read the introduction to a book about the history of colour. For questions **31 – 36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet.**

Introduction to a book about the history of colour

This book examines how the ever-changing role of colour in society has been reflected in manuscripts, stained glass, clothing, painting and popular culture. Colour is a natural phenomenon, of course, but it is also a complex cultural construct that resists generalization and, indeed, analysis itself. No doubt this is why serious works devoted to colour are rare, and rarer still are those that aim to study it in historical context. Many authors search for the universal or archetypal truths they imagine reside in colour, but for the historian, such truths do not exist. Colour is first and foremost a social phenomenon. There is no transcultural truth to colour perception, despite what many books based on poorly grasped neurobiology or – even worse – on pseudoesoteric pop psychology would have us believe. Such books unfortunately clutter the bibliography on the subject, and even do it harm.

The silence of historians on the subject of colour, or more particularly their difficulty in conceiving colour as a subject separate from other historical phenomena, is the result of three different sets of problems. The first concerns documentation and preservation. We see the colours transmitted to us by the past as time has altered them and not as they were originally. Moreover, we see them under light conditions that often are entirely different from those known by past societies. And finally, over the decades we have developed the habit of looking at objects from the past in black-and-white photographs and, despite the current diffusion of colour photography, our ways of thinking about and reacting to these objects seem to have remained more or less black and white.

The second set of problems concerns methodology. As soon as the historian seeks to study colour, he must grapple with a host of factors all at once: physics, chemistry, materials, and techniques of production, as well as iconography, ideology, and the symbolic meanings that colours convey. How to make sense of all of these elements? How can one establish an analytical model facilitating the study of images and coloured objects? No researcher, no method, has yet been able to resolve these problems, because among the numerous facts pertaining to colour, a researcher tends to select those facts that support his study and to conveniently forget those that contradict it. This is clearly a poor way to conduct research. And it is made worse by the temptation to apply to the objects and images of a given historical period information found in texts of that period. The proper method – at least in the first phase of analysis – is to proceed as do palaeontologists (who must study cave paintings without the aid of texts) by extrapolating from the images and the objects themselves a logic and a system based on various concrete factors such as the rate of occurrence of particular objects and motifs, their distribution and disposition. In short, one undertakes the internal structural analysis with which any study of an image or coloured object should begin.

The third set of problems is philosophical: it is wrong to project our own conceptions and definitions of colour onto the images, objects and monuments of past centuries. Our judgements and values are not those of previous societies (and no doubt they will change again in the future). For the writer-historian looking at the definitions and taxonomy of colour, the danger of anachronism is very real. For example, the spectrum with its natural order of colours was unknown before the seventeenth century, while the notion of primary and secondary colours did not become common until the nineteenth century. These are not eternal notions but stages in the ever-changing history of knowledge.

I have reflected on such issues at greater length in my previous work, so while the present book does address certain of them, for the most part it is devoted to other topics. Nor is it concerned only with the history of colour in images and artworks – in any case that area still has many gaps to be filled. Rather, the aim of this book is to examine all kinds of objects in order to consider the different facets of the history of colour and to show how far beyond the artistic sphere this history reaches. The history of painting is one thing; that of colour is another, much larger, question. Most studies devoted to the history of colour err in considering only the pictorial, artistic or scientific realms. But the lessons to be learned from colour and its real interest lie elsewhere.

9

31 What problem regarding colour does the writer explain in the first paragraph?

- **A** Our view of colour is strongly affected by changing fashion.
- **B** Analysis is complicated by the bewildering number of natural colours.
- **C** Colours can have different associations in different parts of the world.
- **D** Certain popular books have dismissed colour as insignificant.

32 What is the first reason the writer gives for the lack of academic work on the history of colour?

- **A** There are problems of reliability associated with the artefacts available.
- **B** Historians have seen colour as being outside their field of expertise.
- **C** Colour has been rather looked down upon as a fit subject for academic study.
- **D** Very little documentation exists for historians to use.

33 The writer suggests that the priority when conducting historical research on colour is to

- **A** ignore the interpretations of other modern day historians.
- **B** focus one's interest as far back as the prehistoric era.
- **C** find some way of organising the mass of available data.
- **D** relate pictures to information from other sources.

34 In the fourth paragraph, the writer says that the historian writing about colour should be careful

- **A** not to analyse in an old-fashioned way.
- **B** when making basic distinctions between key ideas.
- **C** not to make unwise predictions.
- **D** when using certain terms and concepts.

35 In the fifth paragraph, the writer says there needs to be further research done on

- **A** the history of colour in relation to objects in the world around us.
- **B** the concerns he has raised in an earlier publication.
- **C** the many ways in which artists have used colour over the years.
- **D** the relationship between artistic works and the history of colour.

36 An idea recurring in the text is that people who have studied colour have

- **A** failed to keep up with scientific developments.
- **B** not understood its global significance.
- **C** found it difficult to be fully objective.
- **D** been muddled about their basic aims.

Turn over ▶

READING AND USE OF ENGLISH

11

Which reviewer

has a different opinion from the others on the confidence with which de Botton discusses architecture?

[37]

shares reviewer B's opinion of the significance of de Botton's book?

[38]

expresses a different view from the others regarding the extent to which architects share de Botton's concerns?

[39]

takes a similar view to reviewer C on the originality of de Botton's work?

[40]

Turn over ▶

10

Part 6

You are going to read four reviews of a book about architecture. For questions **37 – 40**, choose from the reviews **A – D**. The reviews may be chosen more than once.

The Architecture of Happiness

Four reviewers comment on philosopher Alain De Botton's book called The Architecture of Happiness.

A

Alain de Botton is a brave and highly intelligent writer who writes about complex subjects with thoughtful and deceptive innocence, clarifying the arcane for the layman. Now he has turned to the subject of architecture. The essential theme of his book is how architecture influences mood and behaviour. It is not about the specifically architectural characteristics of space and design, but much more about the emotions that architecture inspires in the users of buildings. Yet architects do not normally talk nowadays very much about emotion and beauty. They talk about design and function. De Botton's message, then, is fairly simple but valuable precisely because it is simple, readable and convincing. He wants to encourage his readers, and society more generally, to pay more attention to the psychological consequences of design in architecture: architecture should be treated as something that affects all our lives, our happiness and well-being.

B

Alain de Botton raises important, if familiar, questions concerning the quest for beauty in architecture, or its rejection or denial. Yet one is left with the feeling that he needed the help and support of earlier authors on the subject to walk him across the daunting threshold of Architecture itself. And he is given to making extraordinary claims: 'Architecture is perplexing … in how inconsistent is its capacity to generate the happiness on which its claim to our attention is founded.' If architecture's capacity to generate happiness is inconsistent, this might be because happiness has rarely been its foundation. De Botton never once discusses the importance of such dull, yet determining, matters as finance or planning laws, much less inventions such as the lift or reinforced concrete. He appears to believe that architects are still masters of their art, when increasingly they are cogs in a global machine for building in which beauty, and how de Botton feels about it, is increasingly beside the point.

C

In *The Architecture of Happiness*, Alain de Botton has a great time making stylish and amusing judgements, with lavish and imaginative references, but anyone in search of privileged insights into the substance of building design should be warned that he is not looking at drain schedules or pipe runs. He worries away, as many architects do, at how inert material things can convey meaning and alter consciousness. Although he is a rigorous thinker, not all de Botton's revelations, such as the contradictions in Le Corbusier's theory and practice, are particularly fresh. And while this is an engaging and intelligent book, the fact is that great architecture is mostly concerned with the arrangement of space and light.

D

It is because architecture is an essentially public art that we need some shared sense of architectural value. Will the design of a new museum transform our hometown into an exciting cultural capital? Can the right sort of architecture even improve our character? Do we want our buildings merely to shelter us, or do we also want them to speak to us? Music mirrors the dynamics of our emotional lives. Might't architecture work the same way? De Botton thinks so, and in *The Architecture of Happiness* he makes the most of this theme on his jolly trip through the world of architecture. Focusing on happiness can be a lovely way to make sense of architectural beauty, but probably won't be of much help in resolving conflicts of taste. There is as much disagreement on what constitutes the best life as there is on what constitutes the best built environment to live it in.

READING AND USE OF ENGLISH

12

Part 7

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A – G** the one which fits each gap **(41 – 46)**. There is one extra paragraph which you do not need to use.

Mark your answers **on the separate answer sheet.**

Scottish Wildcat

On my living-room wall I have a painting of a wildcat by John Holmes of which I am extremely fond. It depicts a snarling, spitting animal, teeth bared and back arched: a taut coiled spring ready to unleash some unknown fury.

41

However, the physical differences are tangible. The wildcat is a much larger animal, weighing in some cases up to seven kilos, the same as a typical male fox. The coat pattern is superficially similar to a domestic tabby cat but it is all stripes and no spots. The tail is thicker and blunter, with three to five black rings. The animal has an altogether heavier look.

42

The Scottish wildcat was originally distinguished as a separate subspecies in 1912, but it is now generally recognised that there is little difference between the Scottish and other European populations. According to an excellent report on the wildcat printed in 1991, the animals originally occurred in a variety of habitats throughout Europe.

43

The future is by no means secure, though, and recent evidence suggests that the wildcat is particularly vulnerable to local eradication, especially in the remoter parts of northern and western Scotland. This is a cause for real concern, given that the animals in these areas have less contact with domestic cats and are therefore purer.

44

Part of the problem stems from the fact that the accepted physical description of the species originates from the selective nature of the examination process by the British Natural History Museum at the start of the century, and this has been used as the type-definition for the animal ever since. Animals that did not conform to that large blunt-tailed 'tabby' description were discarded as not being wildcats. In other words, an artificial collection of specimens was built up, exhibiting the features considered typical of the wildcat.

The current research aims to resolve this potential problem. It is attempting to find out whether there are any physical features which characterise the so-called wild-living cats.

45

But what of his lifestyle? Wildcat kittens are usually born in May/June in a secluded den, secreted in a gap amongst boulders. Another favourite location is in the roots of a tree.

46

Rabbits are a favourite prey, and some of the best areas to see wildcats are at rabbit warrens close to the forest and moorland edge. Mice, small birds and even insects also form a large part of the diet, and the animal may occasionally take young deer.

The wildcat is one of the Scottish Highlands' most exciting animals. Catch a glimpse of one and the memory will linger forever.

13

A The recruitment of men to the armed forces during the conflict in Europe from 1914 to 1918 meant there was very little persecution, since gamekeepers went off to fight. As the number of gamekeepers decreased, the wildcat began to increase its range, recolonising many of its former haunts. Extinction was narrowly averted.

B The wildcat waits for a while in rapt concentration, ears twitching and eyes watching, seeing everything and hearing everything, trying to detect the tell-tale movement of a vole or a mouse. But there is nothing, and in another leap he disappears into the gloom.

C The results, which are expected shortly, will be fascinating. But anyone who has seen a wildcat will be in little doubt that there is indeed a unique and distinctive animal living in the Scottish Highlands, whatever his background.

D They probably used deciduous and coniferous woodland for shelter, particularly in winter, and hunted over more open areas such as forest edge, open woodland, thickets and scrub, grassy areas and marsh. The wildcat was probably driven into more mountainous areas by a combination of deforestation and persecution.

E As the animals emerge, their curiosity is aroused by every movement and rustle in the vegetation. Later they will accompany their mother on hunting trips, learning quickly, and soon become adept hunters themselves.

F This is what makes many people think that the wildcat is a species in its own right. Research currently being undertaken by Scottish Natural Heritage is investigating whether the wildcat really is distinct from its home-living cousin, or whether it is nothing more than a wild-living form of the domestic cat.

G It is a typical image most folk have of the beast, but it is very much a false one, for the wildcat is little more than a bigger version of the domestic cat, and probably shows his anger as often.

Turn over ▶

READING AND USE OF ENGLISH

14

Part 8

You are going to read a magazine article in which five career consultants give advice about starting a career. For questions **47 – 56**, choose from the consultants (**A – E**). The consultants may be chosen more than once.

Mark your answers **on the separate answer sheet.**

Which consultant makes the following statements?

Keep your final objective in mind when you are planning to change jobs.	47
It takes time to become familiar with the characteristics of a company you have joined.	48
You should demonstrate determination to improve your job prospects.	49
Make sure your approach for information is positive in tone.	50
It is not certain that you will be given very much support in your job initially.	51
Stay optimistic in spite of setbacks.	52
Promotion isn't the only way to increase your expertise.	53
Ask for information about your shortcomings.	54
Some information you are given may not give a complete picture.	55
It will be some time before you start giving your employers their money's worth.	56

15

Starting out on your career

Are you a graduate trying to plan out the best career path for yourself? We've asked five careers consultants to give some tips on how to go about it.

Consultant A

A university degree is no guarantee of a job, and job hunting in itself requires a whole set of skills. If you find you are not getting past the first interview, ask yourself what is happening. Is it a failure to communicate or are there some skills you lack? Once you see patterns emerging it will help you decide whether the gaps you have identified can be filled relatively easily. If you cannot work out what the mismatch is, get back to the selection panel with more probing questions, and find out what you need to do to bring yourself up to the level of qualification that would make you more attractive to them; but be careful to make this sound like a genuine request rather than a challenge or complaint.

Consultant B

Do not be too dispirited if you are turned down for a job, but think about the reasons the employers give. They often say it is because others are 'better qualified', but they use the term loosely. Those who made the second interview might have been studying the same subject as you and be of similar ability level, but they had something which made them a closer match to the selector's ideal. That could be experience gained through projects or vacation work, or it might be that they were better at communicating what they could offer. Do not take the comments at face value: think back to the interviews that generated them and make a list of where you think the shortfall in your performance lies. With this sort of analytical approach you will eventually get your foot in the door.

Consultant C

Deciding how long you should stay in your first job is a tough call. Stay too long and future employers may question your drive and ambition. Of course, it depends where you are aiming. There can be advantages in moving sideways rather than up, if you want to gain

real depth of knowledge. If you are a graduate, spending five or six years in the same job is not too long provided that you take full advantage of the experience. However, do not use this as an excuse for apathy. Graduates sometimes fail to take ownership of their careers and take the initiative. It is up to you to make the most of what's available within a company, and to monitor your progress in case you need to move on. This applies particularly if you are still not sure where your career path lies.

Consultant D

It is helpful to think through what kind of experience you need to get your dream job and it is not a problem to move around to a certain extent. But in the early stages of your career you need a definite strategy for reaching your goal, so think about that carefully before deciding to move on from your first job. You must cultivate patience to master any role. There is no guarantee that you will get adequate training, and research has shown that if you do not receive proper help in a new role, it can take 18 months to master it.

Consultant E

A prospective employer does not want to see that you have changed jobs every six months with no thread running between them. You need to be able to demonstrate the quality of your experience to a future employer, and too many moves too quickly can be a bad thing. In any company it takes three to six months for a new employee to get up to speed with the structure and the culture of the company. From the company's perspective, they will not receive any return on the investment in your salary until you have been there for 18 months. This is when they begin to get most value from you – you are still fired up and enthusiastic. If you leave after six months it has not been a good investment – and may make other employers wary.

Answer key

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

Q	Part Two
9	because
10	such
11	other
12	could / may / might
13	despite
14	if / when / whenever
15	nothing / little
16	in

Q	Part Three
17	overcome
18	fitness
19	endurance
20	beneficial
21	inability
22	strength
23	typically
24	severity

Q	Part Four
25	does not/doesn't earn/ make	NEARLY so/as
26	being PULLED down	and (being) replaced/to be replaced to be PULLED down	and replaced
27	THE highest	(that/ which) it has ever/it's ever
28	disappointing/a disappointment	in COMPARISON with/to
29	in SPITE of	a/her lack
30	warning about/ regarding/concerning	the DANGERS of/when cycling

Q	Part Five
31	C
32	A
33	C
34	D
35	D
36	C

Q	Part Six
37	B
38	D
39	C
40	B

Q	Part Seven
41	G
42	D
43	A
44	F
45	C
46	E

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

Writing

General description

FORMAT	The paper contains two parts.
TIMING	1 hour 30 minutes
NO. OF PARTS	2
NO. OF QUESTIONS	Candidates are required to complete two tasks: a compulsory task in Part 1 and one task from a choice of three in Part 2.
TASK TYPES	A range from the following: essay; letter; proposal; report; review.
MARKS	Each question on this paper carries equal marks.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	Writing an essay with a discursive focus.
FORMAT	Candidates are required to write an essay based on two points given in the input text. They will be asked to explain which of the two points is more important and to give reasons for their opinion.
LENGTH	220–260 words

PART 2

TASK TYPE AND FOCUS	Writing one from a number of possible text types based on a contextualised writing task.
FORMAT	Candidates have a choice of task. The tasks provide candidates with a clear context, topic, purpose and target reader for their writing. The output text types are: • letter • proposal • report • review.
LENGTH	220–260 words

Task types in the Writing paper

The different task types are intended to provide frameworks for candidates so that they can put together and develop their ideas on a topic with a purpose for writing and a target reader in mind. These indications of readership and purpose are not comprehensive, but are intended to provide some guidance about the different task types.

AN ESSAY is usually written for an academic tutor and may be a follow-up to an activity, such as attending a panel discussion or watching a documentary. It should be well organised, with an introduction, clear development, and an appropriate conclusion. The main purpose of an essay in the *Cambridge English: Advanced (CAE)* Writing paper is to underline relevant salient issues on a topic, and to support an argument with subsidiary points and reasons.

A LETTER is written in response to the situation outlined in the question. Letters in the *Cambridge English: Advanced (CAE)* Writing paper will require a response which is consistently appropriate for the specified target reader, and candidates can expect to be asked to write letters to, for example, the editor of a newspaper or magazine, to the director of a company, to a school or college principal, or to a peer.

A PROPOSAL may be written for a peer group (such as club members or colleagues) or for a supervisor (a boss or college principal). Candidates will be expected to make one or more suggestions, supported by some factual information in order to persuade the reader of a course of action.

A REPORT is written for a specified audience. This may be a superior, (for example, a boss at work), or members of a peer group, (colleagues or fellow class members). The question identifies the subject of the report and specifies the areas to be covered. The content of a report is mainly factual and draws on the prompt material, but there will be scope for candidates to make use of their own ideas and experience.

A REVIEW may be about a book, magazine, film, play, or concert, but it may also be about, for example, a product, or perhaps an exhibition. The target reader is specified in the question, so the candidate knows not only what register is appropriate, but also has an idea about the kind of information to include. A review does not merely require a general description of, for example, an event or publication, but it specifies the particular aspects to be considered.

For all task types, questions are constructed to enable candidates to display their English language proficiency at CEFR C1 level; candidates should take special care to read every part of each question, and not to omit any required development of the topic.

The two parts of the Writing paper

PART 1

The Part 1 question will be an essay on a given topic. A set of notes on the topic will be provided, and will include three bullet points. Candidates will be asked to select two of the bullet points and to base their essay on those two points. They should not attempt to discuss more than two of the points, as this will lead to the essay being less developed than required. Candidates will also be asked to explain which of the two points is more important in a given respect, and to give reasons for their opinion.

Candidates will be given three short opinions related to the bullet points. They may, if they wish, use these to help develop their essay, but they should do so in their own words, as far as possible. See the following pages for a sample question and appropriate responses taken from global trialling sessions. Further examples, illustrating a range of candidate performances, will be included in the *Cambridge English: Advanced Handbook for Teachers*, available in 2014.

PART 2

There is little change to the Part 2 questions and the word range will remain at 220–260 words. The four question types will be familiar to candidates preparing for the current *Cambridge English: Advanced (CAE)* Writing test. Other question types (such as article, information sheet, contribution, competition entry, and set text questions) will no longer be included in the Writing test.

WRITING

Part 1

You **must** answer this question. Write your answer in **220 – 260** words in an appropriate style on the separate answer sheet.

1   You have listened to a radio discussion programme about facilities which should receive money from local authorities. You have made the notes below:

Which facilities should receive money from local authorities?

- museums
- sports centres
- public gardens

Some opinions expressed in the discussion:

"Museums aren't popular with everybody!"

"Sports centres mean healthier people."

"A town needs green spaces – parks are great for everybody."

Write an essay discussing **two** of the facilities in your notes. You should **explain which facility it is more important** for local authorities to give money to, and **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.

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **220 – 260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

2   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.**

3   You see the following announcement on a website, *Great Lives*:

Reviews wanted

Send us a review of a book or film that focuses on somebody who has made an important contribution to society.

Did you learn anything new about the person's life from the book or film? Did the book or film help you understand why this person made their important contribution?

Write your **review.**

4   You have received a letter from an English friend:

…

My new job is great, and next month I get to travel on business. Guess what – I'm actually coming to your town for a week!

I'll be free some evenings and one weekend. I want to make the most of this opportunity, so I'd like your advice please: where to go, what to do, and why?

Cheers,
Chris

Write your **letter** in reply. You do not need to include postal addresses.

Assessment of Writing

Examiners and marking

Writing Examiners (WEs) undergo a rigorous process of training and certification before they are invited to mark. Once accepted, they are supervised by Team Leaders (TLs) who are in turn led by a Principal Examiner (PE), who guides and monitors the marking process.

WEs mark candidate responses in a secure online marking environment. The software randomly allocates candidate responses to ensure that individual examiners do not receive a concentration of good or weak responses, or of any one language group. The software also allows for examiners' marking to be monitored for quality and consistency. During the marking period, the PE and TLs are able to view their team's progress and to offer support and advice, as required.

Assessment scales

Examiners mark tasks using assessment scales that were developed with explicit reference to the Common European Framework of Reference for Languages (CEFR). The scales, which are used across the spectrum of our General English, Academic and Professional English and Business English Writing tests, consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

- **Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.
- **Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- **Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- **Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

When marking the tasks, examiners take into account length of responses and varieties of English:

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not, for example, switch from using a British spelling of a word to an American spelling of the same word.

The subscale Content is common to all levels:

	Content
5	All content is relevant to the task.
	Target reader is fully informed.
3	Minor irrelevances and/or omissions may be present.
	Target reader is on the whole informed.
1	Irrelevances and misinterpretation of task may be present.
	Target reader is minimally informed.
0	Content is totally irrelevant.
	Target reader is not informed.

The remaining three subscales (Communicative Achievement, Organisation, and Language) have descriptors specific to each CEFR level:

CEFR level	Communicative Achievement	Organisation	Language
	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
C2	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
C1	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
B2	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
B1	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
A2	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.

Cambridge English: Advanced (CAE) Writing Examiners use the following assessment scale, extracted from the one on the previous page:

C1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
4	*Performance shares features of Bands 3 and 5.*			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
2	*Performance shares features of Bands 1 and 3.*			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below Band 1.*		

Writing assessment

Glossary of terms

1. GENERAL

Generally	**Generally** is a qualifier meaning not in every way or instance. Thus, 'generally appropriately' refers to performance that is not as good as 'appropriately'.
Flexibility	**Flexible** and **flexibly** refer to the ability to adapt – whether language, organisational devices, or task conventions – rather than using the same form over and over, thus evidencing better control and a wider repertoire of the resource. Flexibility allows a candidate to better achieve communicative goals.

2. CONTENT

Relevant	**Relevant** means related or relatable to required content points and/or task requirements.
Target reader	The **target reader** is the hypothetical reader set up in the task, e.g. a magazine's readership, your English teacher.
Informed	The target reader is **informed** if content points and/or task requirements are addressed and appropriately developed. Some content points do not require much development (e.g. 'state what is x') while others require it ('describe', 'explain').

3. COMMUNICATIVE ACHIEVEMENT

Conventions of the communicative task	**Conventions of the communicative task** include such things as genre, format, register and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly, and use the right tone for the communicative purpose.
Holding the target reader's attention	**Holding the target reader's attention** is used in the positive sense and refers to the quality of a text that allows a reader to derive meaning and not be distracted. It does not refer to texts that force a reader to read closely because they are difficult to follow or make sense of.
Communicative purpose	**Communicative purpose** refers to the communicative requirements as set out in the task, e.g. make a complaint, suggest alternatives.
Straightforward and complex ideas	**Straightforward ideas** are those which relate to relatively limited subject matter, usually concrete in nature, and which require simpler rhetorical devices to communicate. **Complex ideas** are those which are of a more abstract nature, or which cover a wider subject area, requiring more rhetorical resources to bring together and express.

4. ORGANISATION

Linking words, cohesive devices, and organisational patterns	**Linking words** are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provides explicit linkage. They can range from basic high-frequency items (such as 'and', 'but') to basic and phrasal items (such as 'because', 'first of all', 'finally'). **Cohesive devices** refers to more sophisticated linking words and phrases (e.g. 'moreover', 'it may appear', 'as a result'), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. There are two women in the picture. The one on the right ...), ellipsis (e.g. The first car he owned was a convertible, the second a family car) , or repetition. **Organisational patterns** refers to less-explicit ways of achieving connection at the between-sentence level and beyond, e.g. arranging sentences in climactic order, the use of parallelism, using a rhetorical question to set up a new paragraph.

5. LANGUAGE

Vocabulary	**Basic vocabulary** refers to vocabulary used for survival purposes, for simple transactions, and the like. **Everyday vocabulary** refers to vocabulary that comes up in common situations of a non-technical nature in the relevant domain. **Less common lexis** refers to vocabulary items that appear less often in the relevant domain. These items often help to express ideas more succinctly and precisely.
Appropriacy of vocabulary	**Appropriacy of vocabulary** means the use of words and phrases that fit the context of the given task. For example, in *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.
Grammatical forms	**Simple grammatical forms** are words, phrases, basic tenses and simple clauses. **Complex grammatical forms** are longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.
Grammatical control	**Grammatical control** refers to the ability to consistently use grammar accurately and appropriately to convey intended meaning.
Range	**Range** refers to the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
Errors and slips	**Errors** are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.
Impede communication	**Impede communication** means getting in the way of meaning. **Meaning can still be determined** indicates that some effort is required from the reader to determine meaning.

Question 1

Candidate A

Nowadays, many facilities could use money from local authorities. There are people who claim that cultural institutions should receive more money than other facilities. But which ones should receive more investment is open to debate.

On the one hand, museums should be the institutions that need to receive a lot of money because people have lost the interest in visiting and promoting them. In a world where true values are not respected as they should be, it is important to remember what really matters. Moreover, the young men should be aware of the importance of knowing basic things in different domains. For example, science and history museums provide people very interesting informations. Therefore, in order to have well-informed teenagers, the local authorities should give money to museums. With that money, it can be organised events like the day of open museums.

On the other hand, green spaces should also receive money from local authorities. Mainly because in big cities, where the air is very polluted trees can absorb many of the gases produced leading to a much healthier environment. Furthermore, there can be built spaces for kids to play and also running tracks for people who cannot afford to go to gym. It is important for people to keep doing exercises in open air and in my opinion, parks are the best place.

All in all, as far as I am concerned the most important facility that should receive investment from local authority are the museums.

Examiner comments

Subscale	Mark	Commentary
Content	**5**	All content is relevant to the task and the target reader is fully informed. The candidate discusses two of the proposed facilities (museums and parks), and chooses one of them (museums) to benefit from the extra funding. The candidate discusses the reasons why each one should receive the money: *science and history museums provide people very interesting informations; in order to have well-informed teenagers, the local authorities should give money to museums; trees can absorb many of the gases produced leading to a much healthier environment; running tracks for people who cannot afford to go to gym.* The final decision is made in the final paragraph.
Communicative Achievement	**3**	The conventions of essay writing are used well. There is a clear opening paragraph and a strong conclusion which leaves no room for doubt as to where the money should go: *… as far as I am concerned the most important facility that should receive investment from local authority are the museums.* The register is consistently formal and the essay has an objective tone, giving opinions and providing supporting statements with evidence. The clear paragraphing helps to hold the target reader's attention and communicate both straightforward and more complex ideas in a logical manner.
Organisation	**3**	The text is well organised and coherent, and uses a variety of cohesive devices to generally good effect. The ideas are clearly introduced: *nowadays; on the one hand; moreover; for example; therefore; on the other hand; furthermore; all in all.* There is a mix of long and short sentences, and some of the shorter ones could benefit from being combined. Organisational patterns are evident in the choice of language. For example, in the first paragraph it is stated that *many facilities could use money from local authorities.* This then narrows to become *cultural institutions should receive more money,* and then the final sentence uses substitution to set out the main idea: *But which ones should receive more investment is open to debate.*
Language	**2**	There is a range of relevant vocabulary, but this is not always used successfully to communicate full ideas. Take for example *In a world where true values are not respected as they should be, it is important to remember what really matters.* Although this has an appropriate tone and is accurate, it has little relevance to the text as a whole and adds no extra information. A range of simple and some more complex grammatical structures is used with control. However, there are a few word order and pronoun problems, such as *it can be organised events; there can be built.* There are also errors with plurals and articles, but these do not impede communication: *the most important facility … are the museums; afford to go to gym; exercises in open air.*

Question 1

Candidate B

Facilities in need of funds

Having listened to today's radio programme about facilities that need financial help, I realised that sports centers and public gardens have been neglected over the years by the local authorities.

There are few sports centers out there that meet the right characteristics that a good sports center must have. This is one of the many reasons that people avoid sport. We see lots of kids nowadays suffering from obesity and other health problems caused by the simple fact that they don't do sport.

Another reason for this is that people have nowhere to go out for a walk or to run in a nice place. Public gardens, parks for example are also lacking in numbers. The ones that are already there are not very nice and they don't look very good.

I think that by improving this two facilities the population can benefit from this. By creating more sports centers, there will be some more jobs offered, and some kids might even follow a sports career. By making more public gardens people can get out more often and spend some good quality time relaxing.

I think that local authorities should invest money in both facilities because, this is a good way to increase the populations health.

Examiner comments

Subscale	Mark	Commentary
Content	3	All content is relevant to the task and the target reader is on the whole informed. The candidate has not made a final selection between the two facilities. However, he makes a relevant choice (namely, to fund both facilities), and justifies this decision with evidence throughout the essay: *This is one of the many reasons that people avoid sport … Another reason for this is that people have nowhere …*
Communicative Achievement	4	The conventions of essay writing are evident and the target reader's attention is held throughout. The opening statement sets up the context of the essay, and the candidate chooses two of the facilities to discuss (parks and sports centres). The candidate links these two aspects throughout the essay, and this linking is effective in communicating more complex ideas which relate to both facilities. For example: *sports centers and public gardens have been neglected over the years; people avoid sport … Another reason for this is that people have nowhere to go out for a walk.* The arguments are backed up and supported with evidence either from personal experience or from the input text. A consistent register is used, and the overall tone is suitably persuasive and objective.
Organisation	4	The text is well organised and coherent. Fairly subtle organisational patterns and cohesive devices are used, rather than overt linking words: for example, relative clauses/pronouns, substitution and ellipsis. For example: *Having listened to … I realised that; We see lots of kids nowadays suffering from obesity … caused by; Another reason for this is; The ones that are.* Some sentences are quite short and could have been connected to make the text more fluid at times: *Public gardens, parks for example are also lacking in numbers. The ones …,* but the overall effect is good.
Language	3	There is a range of vocabulary and some less common lexis, which is collocated appropriately: *neglected over the years; suffering from obesity; the simple fact that; lacking in numbers; follow a sports career; quality time.* There is also a range of simple and more complex grammatical structures used with control. Although there is slight awkwardness in places and a few errors, these do not cause the reader difficulty: *that meet the right characteristics that a good sports center must have.*

Question 1

Candidate C

In regard of a recent discussion about the facilities, which are financially supported by local authorities, I would like to write a few of my personal thoughts. Whether we are talking about sports centres or public gardens, there is no doubt that they are both a good thing to have in the city and should both be supported somehow. The only question then is which one of these is more important, what are the pros and cons of each one?

Let me start with the sport centres as I think these are a bit more problematic. Obviously, in our times where lots of people spend days sitting in their office staring at a computer, some sort of physical training is very important. We have to balance that shift in our lifestyles. The problem I see with supporting the sports centres is the number of activities that you can do at these days. There is almost countless list of either individual or team sports that we can think of, and each centre is usually designed for a specific type or at least a group of sports similar in its nature. Therefore I think that it is too difficult to support them equally and we can't say which activity is better than the others either. Another reason for not financing sports as much as green parks is their commercial use. What I mean by that is that we usually pay for everything the centre offers us to do and therefore they are more able to last from their own money than gardens.

Regarding of the green spaces, the situation is much clearer I think. Every city needs gardens where people can sit and relax, but nobody is going to pay a tax for just walking around.

These factors lead me to my conclusion, that the public gardens are definitely a facility which should be financed from public money, whereas in the case of sports centres, the situation is questionable.

Examiner comments

Subscale	Mark	Commentary
Content	**5**	All content is relevant to the task and the target reader would be fully informed. The candidate discusses two of the options (sports centres and green spaces). Although the essay is slightly unbalanced, focusing mainly on sports centres, this is justified in the essay: *Let me start with the sport centres as I think these are a bit more problematic.* Likewise, the brief treatment of parks is explained, and what follows is enough to inform the reader fully: *Regarding of the green spaces, the situation is much clearer.*
Communicative Achievement	**4**	The conventions of the communicative task are used effectively, holding the target reader's attention with ease. The register and tone are consistent and the language choices are sufficiently formal and appropriate throughout, particularly the opening and closing paragraphs: *The only question then is which one of these is more important, what are the pros and cons of each one?; These factors lead me to my conclusion.* There is lots of personal opinion, rather than objective opinion based on a generally assumed view: *I would like to write a few of my personal thoughts; I think these are; The problem I see,* but straightforward and more complex ideas are nevertheless communicated. A more objective approach would have been more suited to this essay task, which is to discuss the idea in general terms rather than in the candidate's own experience.
Organisation	**4**	The essay is well organised and coherent, and the different ideas are clearly signposted throughout: *Let me start with; Therefore; Another reason; Regarding.* The target reader can easily follow the argument. The paragraphs are internally well constructed, and are linked together appropriately. In terms of organisational patterns, the overall effect is generally good, rather than good throughout, due to the imbalance of length between the second and third paragraphs.
Language	**4**	A range of vocabulary, including less common lexis, is used effectively, although not always precisely: *We have to balance that shift in our lifestyles.* A wide range of simple and complex grammatical forms is used with control and flexibility, particularly in terms of sentence construction: *Obviously, in our times where lots of people spend days sitting in their office staring at a computer, some sort of physical training is very important.* Although there are occasional errors, these are often slips and do not impede communication: *you can do at these days; There is almost countless list.*

Listening

General description

FORMAT	The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.
TIMING	Approximately 40 minutes
NO. OF PARTS	4
NO. OF QUESTIONS	30
TASK TYPES	Multiple choice, sentence completion, multiple matching.
TEXT TYPES	*Monologues*: lectures, talks, speeches, anecdotes, radio broadcasts, etc. *Interacting speakers*: interviews, radio broadcasts, discussions, conversations, etc.
ANSWER FORMAT	Candidates are advised to write their answers in the spaces provided on the question paper while listening. There will be 5 minutes at the end of the test to copy the answers onto a separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in capital letters in a box on the answer sheet.
RECORDING INFORMATION	The instructions for each task are given in the question paper, and are also heard on the recording. These instructions include the announcement of pauses of specified lengths, during which candidates can familiarise themselves with the task and, for some items, predict some of the things they are likely to hear. A variety of voices, styles of delivery and accents will be heard in each Listening test to reflect the various contexts presented in the recordings, as appropriate to the international contexts of the test takers.
MARKS	Each correct answer receives 1 mark.

Structure and tasks

PART 1

TASK TYPE	Multiple choice
FOCUS	The focus is on identifying speaker feeling, attitude, opinion, purpose, function, agreement between speakers, listener course of action, gist and detail.
FORMAT	Three short, unrelated extracts lasting approximately 1 minute each, consisting of exchanges between interacting speakers. There are two multiple-choice questions on each extract.
NO. OF QS	6

PART 2

TASK TYPE	Sentence completion
FOCUS	The focus is on identifying specific information and stated opinion.
FORMAT	A monologue lasting approximately 3 minutes. Candidates are required to complete the sentences with information heard on the recording.
NO. OF QS	8

PART 3

TASK TYPE	Multiple choice
FOCUS	The focus is on identifying attitude, opinion, gist, detail, speaker feeling, purpose, function and agreement between speakers.
FORMAT	An interview or a conversation between two or more speakers of approximately 4 minutes. There are six 4-option multiple-choice questions.
NO. OF QS	6

PART 4

TASK TYPE	Multiple matching
FOCUS	The focus is on identifying gist, attitude, main points, interpreting context, opinion, purpose and speaker feeling.
FORMAT	Five short, themed monologues of approximately 30 seconds each. There are two tasks. Each task contains five questions and requires selection of the correct options from a list of eight.
NO. OF QS	10

LISTENING

Part 1

You will hear three different extracts. For questions **1 – 6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two friends discussing the topic of marketing.

1 Which aspect of college publicity material do the friends disagree about?

A how useful the environmental rating system is

B how well the different courses are described

C how visually attractive the brochures are

2 In the woman's opinion, companies link themselves with charities in order to

A boost their profits.

B improve their image in society.

C distract attention away from other issues.

Extract Two

You hear two friends talking about ways of keeping fit.

3 What is the woman's criticism of exercising in gyms?

A Members get limited access to the facilities.

B The membership cost is too high for the services offered.

C It encourages exercise habits that lead to unhealthy lifestyles.

4 How does the man respond to his friend's criticism?

A He objects to her making sweeping generalisations about gyms.

B He questions the value of excessive gym attendance.

C He suspects she'd enjoy a different type of gym.

Extract Three

You hear a woman telling a friend about living in her capital city as a student.

5 What is she doing during the conversation?

A admitting to regrets about her choice of place to study

B complaining about challenges she's had to face

C expressing her admiration for people in the city

6 Why does the man give the example of trees?

A to support her main point

B to present a counter-argument to hers

C to express a reservation about her interpretation

LISTENING

Part 3

You will hear an interview in which two journalists called Jenny Langdon and Peter Sharples are talking about their work. For questions **15 – 20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

15 What does Jenny say about the story which made her name?

- **A** She'd been on the lookout for just such a lucky break.
- **B** She resented colleagues trying to take the credit for it.
- **C** She wasn't actually responsible for the finished article.
- **D** She asked for a more prestigious job on the strength of it.

16 What does Jenny suggest about the editor she worked for on her first national daily newspaper?

- **A** He respected her for standing up to him.
- **B** He tended to blame her for things unfairly.
- **C** He wasn't as unreasonable as everyone says.
- **D** He taught her the value of constructive criticism.

17 When Jenny got her own daily column on the newspaper, she felt

- **A** satisfied that the good work she'd done elsewhere had been recognised.
- **B** relieved that it was only likely to be a short-term appointment.
- **C** determined to prove exactly what she was capable of.
- **D** unsure of her ability to make a success of it.

18 Peter thinks he got a job on *Carp Magazine* thanks to

- **A** his academic achievements at college.
- **B** his practical knowledge of everyday journalism.
- **C** his familiarity with the interests of its main target audience.
- **D** his understanding of how best to present himself at interview.

19 Peter and Jenny agree that courses in journalism

- **A** need to be supplemented by first-hand experience.
- **B** are attractive because they lead to paid employment.
- **C** are of little value compared to working on a student newspaper.
- **D** provide an opportunity for writers to address contentious issues.

20 When asked about their novels, Peter and Jenny reveal

- **A** an ambition to gain recognition for their craft.
- **B** a desire to develop careers outside journalism.
- **C** a need to prove how versatile they are as writers.
- **D** a wish to keep their journalism fresh and appealing.

Part 2

You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions **7 – 14**, complete the sentences with a word or short phrase.

TRIP TO SOUTH AFRICA

As well as his research project, Josh planned to write a **(7)** .... for a website while he was in Africa.

Josh's group planned to check out a particular region after a **(8)** .... that had occurred there.

Josh was surprised to see **(9)** .... being grown in the first area they visited.

Josh describes the vehicle they travelled in as a **(10)** .... when they went in search of specimens.

Josh uses the word **(11)** .... to give us an idea of the shape of the leaves he found.

Josh was particularly impressed by one type of flower which was **(12)** .... in colour.

Josh uses the word **(13)** .... to convey his feelings about an area of vegetation he studied.

Josh really appreciated the view he got from the **(14)** .... of his accommodation.

LISTENING

Part 4

You will hear five short extracts in which people are talking about changing their jobs.

TASK ONE

For questions **21 – 25**, choose from the list (**A – H**) the reason each speaker gives for changing job.

TASK TWO

For questions **26 – 30**, choose from the list (**A – H**) what each speaker feels about their new job.

While you listen you must complete both tasks.

A unfriendly colleagues	
B poor holiday entitlement	Speaker 1 [ ] **21**
C lacking a sense of purpose	Speaker 2 [ ] **22**
D needing more of a challenge	
E the workload	Speaker 3 [ ] **23**
F disagreements with superiors	Speaker 4 [ ] **24**
G no prospect of advancement	Speaker 5 [ ] **25**
H the physical environment	

A encouraged by early results	
B hopeful about future success	Speaker 1 [ ] **26**
C delighted by a change in lifestyle	Speaker 2 [ ] **27**
D relieved the initial uncertainty is over	
E glad to be helping other people	Speaker 3 [ ] **28**
F grateful for an increase in salary	Speaker 4 [ ] **29**
G happy to feel in control	Speaker 5 [ ] **30**
H satisfied with the training received	

Script

This is the Cambridge Certificate in Advanced English Listening test.

SAMPLE TEST.

I'm going to give you the instructions for this test.

I'll introduce each part of the test and give you time to look at the questions.

At the start of each piece you'll hear this sound:

— ★★★ —

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper.

*You'll have **5 minutes** at the end of the test to copy your answers onto the separate answer sheet.*

There'll now be a pause. Please ask any questions now, because you must not speak during the test.

PAUSE 5 SECONDS

Now open your question paper and look at Part 1.

PAUSE 5 SECONDS

You'll hear three different extracts. For questions 1–6, choose the answer (A, B, or C) which fits best according to what you hear. There are two questions for each extract.

Extract one.

You hear two friends discussing the topic of marketing.

Now look at questions one and two.

PAUSE 15 SECONDS

— ★★★ —

F: Hi, Daniel – how are things? Have you applied for college yet?

M: Well, I can't decide which one to go for. Lots of colleges have sent me their glossy brochures … and I see they now go on about how environmentally friendly they are; in fact they've got a star rating system for this one …

F: Mmm … they're trying to attract as much interest as possible, though I'm not sure that would have much impact on my choice … ultimately the course has to be the right one, though I can see they need to compete …

M: Well, yes, but if I was torn between two courses the new rating could decide it. It's good they're thinking about these issues … and the marketing people are certainly shouting about it!

F: It's getting like the commercial sector – those companies who sponsor a charity for example, trying to persuade consumers that just by buying their products, they're doing their bit for charity and can ignore other causes. I don't know if it increases sales, but the cynic in me reckons many companies just want to appear softer in the public eye, so they make a lot of noise about their charitable credentials.

PAUSE 5 SECONDS

— ★★★ —

REPEAT EXTRACT 1

PAUSE 3 SECONDS

Extract two.

You hear two friends talking about ways of keeping fit.

Now look at questions three and four.

PAUSE 15 SECONDS

— ★★★ —

F: Are you still going to the gym, Frank?

M: Yes, but not as often as I should be.

F: That's the problem, isn't it? I've heard that the dropout rate among gym members is very high even in those really expensive, luxury health centres. Anyway, gyms aren't the answer. I'm sure the real key is to build exercise into your daily routine, by doing something simple like walking to the mall or taking the stairs rather than the elevator – or doing sport. And another thing, people tend to think that a sixty-minute workout entitles them to laze around for the rest of the day or eat a lot and then undo all the good they might've done, but people who exercise little and often don't fall into the same trap.

M: That's all very well, Mary, but what about the people who don't give up on the gym and who actually feel the benefit, and quite enjoy the comradeship? Each to his own, you know. If you'd just give it another shot, you might find it suited you too.

PAUSE 5 SECONDS

— ★★★ —

REPEAT EXTRACT 2

PAUSE 3 SECONDS

Extract three.

You hear a woman telling a friend about living in her capital city as a student.

Now look at questions five and six.

PAUSE 15 SECONDS

— ★★★ —

M: What did you study at university, Alicia?

F: Horticulture – plants and things. I was based at a regional one, but I also spent time studying in the capital.

M: Seems a strange place to go if you want to grow things – the middle of a huge city.

F: Mmm, that's what my fellow students said! I mean, I know it wasn't ideal. It's a harsh climate – winters are bitterly cold, and the summer's sweltering, with little rain. But folks in the city are just determined to grow stuff – on rooftops, balconies, wherever. They'll just garden anywhere they can. It was a reminder of the strong spirit of gardeners.

M: Come to think of it, I do remember noticing the way some of the trees were looked after there. Instead of bare bits of ground

around urban trees, they seem to take great pride in filling the earth around them with flowers.

F: And all that's done by the residents themselves. It's as if every tree is to be celebrated.

M: I wouldn't go that far. Not all parts of the city are like that.

PAUSE 5 SECONDS

— ⋆⋆⋆ —

REPEAT EXTRACT 3

PAUSE 3 SECONDS

That's the end of Part 1.

Now turn to Part 2.

PAUSE 5 SECONDS

You'll hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions 7–14, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2.

PAUSE 45 SECONDS

— ⋆⋆⋆ —

M: Hi everyone. My name's Josh Brady, and recently I was lucky enough to go on a botany trip to South Africa with my tutor and other students from my university, to gather data for the research project we'd been involved in all year. I didn't post my diary or blog on the university website, because I'd promised to submit a report on my return, which would appear there, and I was working on that from Day One.

We were going to explore a beautiful region of coastal countryside that had previously been affected, not by drought as is common on some parts of the African continent I've studied, but by fire. We wanted to see how the flora and other life forms there had recovered – in fact, some plants growing there are dependent on this kind of event to trigger their germination.

When we first saw the landscape however, we felt rather confused. Much of the area seemed to be cultivated fields, principally of red tea rather than the colourful flowers we'd been led to expect. Sensing our confusion, our tutor reassured us that we'd soon be off to a wilder area where we'd see a more striking range of specimens. We'd imagined this would involve being taken around in a kind of minibus, or even a van and trailer, but in fact what we boarded was what I can only describe as a safari truck and we headed out into the natural vegetation.

When we arrived and started walking through the vegetation, I found the shape of the leaves rather a surprise – coastal plants can often be tough, with leaves coming to a point like sharp knives, but these resembled needles more than anything else. That meant I was inadequately dressed for walking through them, in thin trousers. I was also totally unprepared for the amazing scent that the plants gave off. By the end of that trip, I'd lost count of how many species we'd come across – small delicate pink specimens, bright yellow heathers, one with deep orange blooms, the mental image of which will stay with me forever, and bright crimson wild specimens.

The local farmers are totally committed to protecting the flowers and plants that have colonised the area. Conservationists call it shrubland, in other words a vast area of vegetation that now has a rich array of plant species, but that sounds a bit negative for a place that to me seemed like a paradise.

One drawback was that, although the bedrooms in our hostel each had a balcony, the view was of the back yard, with a small garden beyond – which was hardly impressive. But by way of compensation the roof offered a spectacular vantage point over the surrounding scenery. We spent every evening watching the sun go down from there – a magical end to each fantastic day.

Anyway, the trip was the most amazing I've ever done … *[fade]*

PAUSE 10 SECONDS

Now you'll hear Part 2 again.

— ⋆⋆⋆ —

REPEAT PART 2

PAUSE 5 SECONDS

That's the end of Part 2.

Now turn to Part 3.

PAUSE 5 SECONDS

You'll hear an interview in which two journalists called Jenny Langdon and Peter Sharples are talking about their work. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3.

PAUSE 70 SECONDS

— ⋆⋆⋆ —

Int: Today we're looking at careers in journalism. My guests are Jenny Langdon and Peter Sharples, both regular columnists on major publications. Jenny, you made your name really young, didn't you?

F: Relatively, yes. I was a raw recruit on the local paper when a scandal broke concerning a celebrity living nearby. Out of the blue I found myself with a scoop on my hands. Basically, I found the guy, interviewed him, then hid him someplace where reporters on rival papers wouldn't find him. When the story broke next day, the editorial team had actually cobbled the front-page story together from my notes, but it was attributed to me by name. Before I knew what was happening, I'd been headhunted by a national daily. It was a turning point alright – but I can hardly claim it as a shrewd career move or anything!

Int: And the editor at that national daily was a notoriously bad-tempered individual …

F: Well, there's no denying he deserved that reputation! I mean, having landed a dream job, I was really thrown in at the deep end! My desk was right outside his office, so I was first in the firing line if anything went wrong – even stuff I'd had no hand in! But I knew better than to argue, and was thick-skinned enough not to take it personally. Anyway that's what the paper was like, always on the edge, and I really flourished in that environment.

LISTENING

Int: Eventually getting your own daily column …

F: … and that's where I really came into my own. I mean, I'd done stints on the sports desk, been celebrity correspondent – the works. Actually, I only got offered the column as a stop-gap when my predecessor left under a cloud. But I was desperate to hold on to it. And it came at just the right time – if it'd been earlier, I'd never have had the nerve or the experience to make it my own.

Int: Let's bring Peter in here. You started off on the celebrity magazine called *Carp*, didn't you?

M: I did. Ostensibly thanks to a speculative letter to the editor when I was still a student. Actually, I'd been doing stuff for a student newspaper all through university. Skills I learnt there stood me in good stead. When *Carp Magazine* called me for interview, my approach to college news convinced them I was in touch with reality – you know, budgets, deadlines, all that – that's what swung it in my favour – it wasn't just having my finger on the pulse as far as youth culture was concerned – important as that was at *Carp*.

Int: Can I ask you both whether you'd say courses in journalism are worth doing? Jenny?

F: Well, I wanted to write and a journalism course seemed a reasonable enough starting point. Journalism is at least paid up front – unlike some forms of writing, and there's no denying that was an incentive. So, yes, I did one. And, you know, if I hadn't, who knows if I'd have been able to handle the stuff thrown at me when I first arrived at the newspaper – it does give you that grounding. But I wouldn't say it taught me everything I needed. Fortunately a stint on the student newspaper filled in the gaps.

M: … as is so often the case. They're often criticised for taking too strong a line on issues, but they're invaluable because they give you that free rein, and you're generally writing from the heart rather than for the money. I'd say by all means do a course, theorise all you like in the classroom, but just bear in mind that it's no substitute for getting out there – for developing your own style.

Int: Now you've both recently published novels – is this a change of direction?

F: People keep asking that. I like to think that, much as I rate myself as a journalist and feel I have nothing left to prove, I'm still up for the next thing that comes along. I'll never be a prize-winning novelist, but having a go at it keeps me on my toes. It would be easy enough to get stale doing a column like mine, but that does remain my grand passion – I don't know about you Peter, but I'm hardly thinking of moving on.

M: Well, I expect there's people who'd say we should stand aside to give up-and-coming writers a chance. But, no, I'm not. I'd go along with the idea of diversification keeping you nimble though, and I'm not making great claims for my novel either. But I would take issue with the idea that journalism itself holds no further challenge. I wish I had your confidence Jenny – I'm always telling myself that I'm only as good as my last piece and there's no room for complacency.

Int: And there we must leave it. Thank you both … *[fade]*

PAUSE 10 SECONDS

Now you'll hear Part 3 again.

— ★★★ —

REPEAT PART 3

PAUSE 5 SECONDS

That's the end of Part 3.

Now turn to Part 4.

PAUSE 5 SECONDS

Part 4 consists of two tasks. You'll hear five short extracts in which people are talking about changing their jobs. Look at Task 1. For questions 21–25, choose from the list (A–H) the reason each speaker gives for changing job. Now look at Task 2. For questions 26–30, choose from the list (A–H) what each speaker feels about their new job. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4.

PAUSE 45 SECONDS

— ★★★ —

Speaker 1

PAUSE 2 SECONDS

After college I worked in a bank to make money. It's a great job if you like sitting at the same desk every day, surrounded by the same familiar faces. I got plenty of annual leave and the work itself was quite demanding, but one day I woke up and realised that it didn't amount to much, and was really pretty pointless. Handing in my notice was the next logical step. I set up as a freelance photographer – a job I'd always dreamed of. After the first six months or so of sheer panic, I feel much calmer; this will always be a risky job, but ultimately a far more rewarding one – not financially, mind you!

PAUSE 3 SECONDS

Speaker 2

PAUSE 2 SECONDS

The family car sales business was the obvious and safe career route for me, even though we didn't always see eye to eye. I'd no complaints about the money, but that didn't stop me looking at what other people were doing and thinking 'Now that's something I'd really like to get my teeth into'. And that's how I got into rally driving really. I went to rally school part-time, then got signed up by a rally team. That's when I left the motor business, not without a bit of soul-searching! I miss the family, but looking at myself now – travelling the world, maybe even having the chance to make millions, living on the edge – what's not to love?

PAUSE 3 SECONDS

Speaker 3

PAUSE 2 SECONDS

I've always worked in the music industry – but was never made to feel very welcome in the marketing department. I guess my face didn't fit although I was doing well enough. Then by chance

I heard a band playing in my local venue and thought they were great – I got them signed up and suddenly realised this was exactly the type of work that suited me and my abilities – searching for talent, giving kids a start in the business I loved. So, after a while I left the company to do just that – on a freelance basis. Pay's not bad – it's possible to negotiate good percentages – but that's not why I do it.

PAUSE 3 SECONDS

Speaker 4

PAUSE 2 SECONDS

I worked in a busy studio as a radio copywriter – it was challenging and fun, but frustrating because it wasn't leading anywhere career-wise. I was spotted by one of the radio executives – he liked my way with words and gave me the chance of a presenting slot on a general interest show. I jumped at it, but underestimated the skills involved – without training it's proving a steep learning curve! It would've been better to work as an intern for free for a while to learn the ropes, but it's all about seizing the moment – too good an opportunity to miss. Now I've got a foot in the door, I'm pretty optimistic about making a go of it.

PAUSE 3 SECONDS

Speaker 5

PAUSE 2 SECONDS

I had a responsible job that I'd worked hard for – most people would consider being an eye surgeon pretty rewarding, both financially and emotionally. I wasn't keen to leave, but the long shifts and the sheer volume of patients got me down. I wanted to use my knowledge and experience in other ways. I did some research on the effects of sunlight on children's eyes and eventually started up my own business. We manufacture a range of sunglasses designed to protect children's eyes against harmful rays. I'm my own boss, so I call the shots, which suits me down to the ground. I have to be strict with myself about taking holidays though!

PAUSE 10 SECONDS

Now you'll hear Part 4 again.

— ⋆⋆⋆ —

REPEAT PART 4

PAUSE 5 SECONDS

That's the end of Part 4.

There'll now be a pause of 5 minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's 1 minute left, so that you're sure to finish in time.

PAUSE 4 MINUTES

You have 1 more minute left.

PAUSE 1 MINUTE

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

LISTENING

Answer key

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

Q	Part Two
7	report
8	fire
9	(red) tea
10	safari truck
11	needle(s)
12	(deep) orange
13	paradise
14	roof

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

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

In Part 2, bracketed words/letters do not have to appear in the answer.

Speaking

General description

FORMAT	The Speaking test contains four parts.
TIMING	15 minutes
NO. OF PARTS	4
INTERACTION PATTERN	Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or providing cues for candidates. The other acts as assessor and does not join in the conversation.
TASK TYPES	Short exchanges with the interlocutor and with the other candidate; a 1-minute individual 'long turn'; a collaborative task involving the two candidates; a discussion.
MARKS	Candidates are assessed on their performance throughout.

Structure and tasks

PART 1

TASK TYPE AND FORMAT	A short conversation between the interlocutor and each candidate (spoken questions).
FOCUS	The focus is on general interactional and social language.
TIMING	2 minutes

PART 2

TASK TYPE AND FORMAT	An individual 'long turn' by each candidate, with a brief response from the second candidate. In turn, the candidates are given three pictures to talk about.
FOCUS	The focus is on organising a larger unit of discourse; comparing, describing, expressing opinions and speculating.
TIMING	A 1-minute 'long turn' for each candidate, plus a 30-second response from the second candidate. The total time for Part 2 is 4 minutes.

PART 3

TASK TYPE AND FORMAT	A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in discussion and decision-making tasks.
FOCUS	The focus is on sustaining an interaction, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.
TIMING	A 2-minute discussion followed by a 1-minute decision-making task. The total time for Part 3 is 4 minutes.

PART 4

TASK TYPE AND FORMAT	A discussion on topics related to the collaborative task (spoken questions).
FOCUS	The focus is on expressing and justifying opinions, agreeing and/or disagreeing and speculating.
TIMING	5 minutes

SPEAKING

Part 1
2 minutes (3 minutes for groups of three)

Good morning/afternoon/evening. My name is .... and this is my colleague ....

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

Select one or two questions and ask candidates in turn, as appropriate.

- **Where are you from?**
- **What do you do here/there?**
- **How long have you been studying English?**
- **What do you enjoy most about learning English?**

Select one or more questions from the following, as appropriate.

- **What free time activity do you most enjoy?** ...... **(Why?)**
- **What sort of work would you like to do in the future?** ...... **(Why?)**
- **Do you think you spend too much time working or studying?** ...... **(Why? / Why not?)**
- **Do you like using the internet to keep in touch with people?**
- **Have you celebrated anything recently?** ...... **(How?)**
- **If you could travel to one country in the world, where would you go?** ...... **(Why?)**
- **How important is it to you to spend time with your family?** ...... **(Why? / Why not?)**
- **Who do you think has had the greatest influence on your life?** ...... **(Why?)**

Part 2
4 minutes (6 minutes for groups of three)

1 **Doing things together**
2 **Student life**

Interlocutor	In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.
	(Candidate A), it's your turn first. Here are your pictures. They show **people doing things together.**
	*Place **Part 2** booklet, open at **Task 1**, in front of Candidate A.*
	I'd like you to compare **two** of the pictures, and say **why the people might be doing these things together, and how the people might be feeling.**
	All right?
Candidate A ⏱ *1 minute*	....
Interlocutor	Thank you.
	(Candidate B), **in which situation do you think the people benefit most from being together?** ...... **(Why?)**
Candidate B ⏱ *approximately 30 seconds*	....
Interlocutor	Thank you. (Can I have the booklet, please?) *Retrieve **Part 2** booklet.*
	Now, *(Candidate B)*, here are your pictures. They show **students doing different activities.**
	*Place **Part 2** booklet, open at **Task 2**, in front of Candidate B.*
	I'd like you to compare **two** of the pictures, and say **how students can benefit from doing these different activities, and how helpful the activities might be in preparing them for their future lives.**
	All right?
Candidate B ⏱ *1 minute*	....
Interlocutor	Thank you.
	(Candidate A), **which of these activities do you think is most useful?** ...... **(Why?)**
Candidate A ⏱ *approximately 30 seconds*	....
Interlocutor	Thank you. (Can I have the booklet, please?) *Retrieve **Part 2** booklet.*

SPEAKING

- **Why might the people be doing these things together?**
- **How might the people be feeling?**

`1`

- **How can students benefit from doing these different activities?**
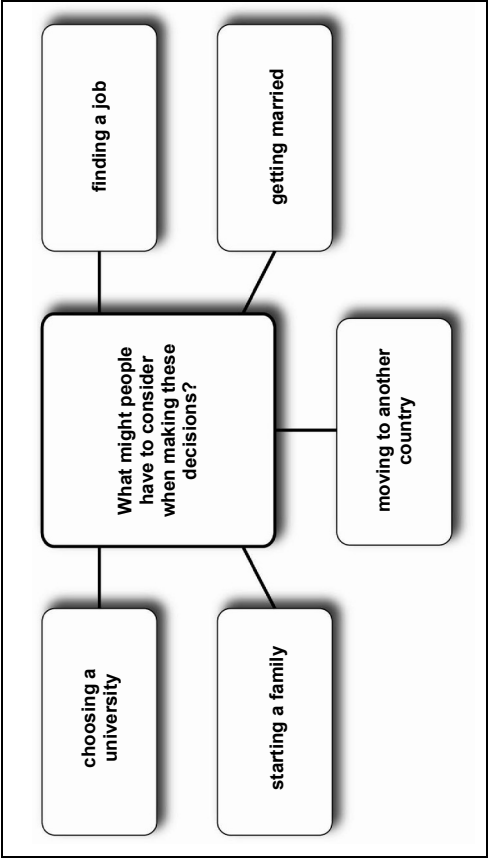- **How helpful might the activities be in preparing them for their future lives?**

`2`

SPEAKING

21

21 Making decisions

Part 3

Interlocutor

Now, I'd like you to talk about something together for about two minutes (*3 minutes for groups of three*).

Here are some things that people often have to make decisions about and a question for you to discuss. First you have some time to look at the task.

Place Part 3 booklet, open at Task 21, in front of the candidates. Allow 15 seconds.

Now, talk to each other about **what people might have to consider when making these decisions.**

Candidates
⏱ *2 minutes
(3 minutes for groups of three)*

....

Interlocutor

Thank you. Now you have about a minute (*2 minutes for groups of three*) to decide in which situation it is **most important to make the right decision.**

Candidates
⏱ *1 minute
(2 minutes for groups of three)*

....

Thank you. (Can I have the booklet, please?) *Retrieve Part 3 booklet.*

Part 4

Interlocutor

Use the following questions, in order, as appropriate:

Select any of the following prompts, as appropriate:
- **What do you think?**
- **Do you agree?**
- **How about you?**

- **Is it best for people to make decisions on their own or to ask others for advice?** ...... (Why? / Why not?)

- **Some people think it is best to plan their lives carefully; others prefer to make spontaneous decisions. What is your opinion?** ...... (Why? / Why not?)

- **Why do you think some people find it harder to make decisions than others?**

- **Do you think countries should work together to solve environmental problems?** ...... (Why? / Why not?)

- **How do you think young people can be helped to take on responsibilities?**

- **Do you think that people whose jobs involve making important decisions should be highly paid?** ...... (Why? / Why not?)

Thank you. That is the end of the test.

Task 21 diagram:

What might people have to consider when making these decisions?

- finding a job
- getting married
- moving to another country
- starting a family
- choosing a university

Assessment of Speaking

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge English Language Assessment for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners: the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

- Grammatical Resource
- Lexical Resource
- Discourse Management
- Pronunciation
- Interactive Communication.

The interlocutor awards a mark for Global Achievement using the Global Achievement scale.

Assessment for *Cambridge English: Advanced (CAE)* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for *Cambridge English: Advanced (CAE)* (shown on page 41) are extracted from the overall Speaking scales on page 42.

Cambridge English: Advanced (CAE) Speaking Examiners use a more detailed version of the following Assessment Scale, extracted from the overall Speaking scales on page 42.

C1	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
5	• Maintains control of a wide range of grammatical forms.	• Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	• Produces extended stretches of language with ease and with very little hesitation. • Contributions are relevant, coherent and varied. • Uses a wide range of cohesive devices and discourse markers.	• Is intelligible. • Phonological features are used effectively to convey and enhance meaning.	• Interacts with ease, linking contributions to those of other speakers. • Widens the scope of the interaction and negotiates towards an outcome.
4	*Performance shares features of Bands 3 and 5.*				
3	• Shows a good degree of control of a range of simple and some complex grammatical forms.	• Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organisation of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
2	*Performance shares features of Bands 1 and 3.*				
1	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.	• Uses appropriate vocabulary to give and exchange views, but only when talking about familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
0	*Performance below Band 1.*				

C1	Global Achievement
5	• Handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation. • Uses accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and easy to follow.
4	*Performance shares features of Bands 3 and 5.*
3	• Handles communication on a range of familiar and unfamiliar topics, with very little hesitation. • Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
2	*Performance shares features of Bands 1 and 3.*
1	• Handles communication on familiar topics, despite some hesitation. • Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
0	*Performance below Band 1.*

Overall Speaking scales

Level	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
	• Maintains control of a wide range of grammatical forms and uses them with flexibility.	• Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	• Produces extended stretches of language with flexibility and ease and very little hesitation. • Contributions are relevant, coherent, varied and detailed. • Makes full and effective use of a wide range of cohesive devices and discourse markers.	• Is intelligible. • Phonological features are used effectively to convey and enhance meaning.	• Interacts with ease by skilfully interweaving his/her contributions into the conversation. • Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
C2	• Maintains control of a wide range of grammatical forms.	• Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics.	• Produces extended stretches of language with ease and with very little hesitation. • Contributions are relevant, coherent and varied. • Uses a wide range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Interacts with ease, linking contributions to those of other speakers. • Widens the scope of the interaction and negotiates towards an outcome.
C1	• Shows a good degree of control of a range of simple and some complex grammatical forms.	• Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organisation of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
	Grammar and Vocabulary				
B2	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.		• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
B1	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.		• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
A2	• Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations.			• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
A1	• Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases.			• Has very limited control of phonological features and is often unintelligible.	• Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.

Speaking assessment

Glossary of terms

1. GENERAL

Conveying basic meaning	**Conveying basic meaning:** the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message.
Situations and topics	**Everyday situations:** situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to school or work, taking part in leisure activities. A *Cambridge English: Key (KET)* task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.
	Familiar topics: topics about which candidates can be expected to have some knowledge or personal experience. *Cambridge English: First (FCE)* tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.
	Unfamiliar topics: topics which candidates would not be expected to have much personal experience of. *Cambridge English: Advanced (CAE)* tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.
	Abstract topics: topics which include ideas rather than concrete situations or events. *Cambridge English: Proficiency (CPE)* tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.
Utterance	**Utterance:** people generally write in sentences and they speak in utterances. An utterance may be as short as a word or phrase, or a longer stretch of language.

2. GRAMMAR AND VOCABULARY

Appropriacy of vocabulary	**Appropriacy of vocabulary:** the use of words and phrases that fit the context of the given task. For example, in the utterance *I'm very sensible to noise,* the word *sensible* is inappropriate as the word should be *sensitive.* Another example would be *Today's big snow makes getting around the city difficult.* The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.
Flexibility	**Flexibility:** the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas.
Grammatical control	**Grammatical control:** the ability to consistently use grammar accurately and appropriately to convey intended meaning.
	Where language specifications are provided at lower levels (as in *Cambridge English: Key (KET)* and *Cambridge English: Preliminary (PET)*), candidates may have control of only the simplest exponents of the listed forms.
	Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning, the production of one part of a complex form incorrectly or the use of some complex forms correctly and some incorrectly.
	Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.

2. GRAMMAR AND VOCABULARY (cont.)

Grammatical forms	**Simple grammatical forms:** words, phrases, basic tenses and simple clauses.
	Complex grammatical forms: longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.
Range	**Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

3. DISCOURSE MANAGEMENT

Coherence and cohesion	**Coherence and cohesion** are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised.
	Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers.
	Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition (*and, in addition, moreover*); consequence (*so, therefore, as a result*); order of information (*first, second, next, finally*).
	At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. *and, but, or, then, finally*) but also with more sophisticated devices (e.g. *therefore, moreover, as a result, in addition, however, on the other hand*).
	Related vocabulary: the use of several items from the same lexical set, e.g. *train, station, platform, carriage;* or *study, learn, revise.*
	Grammatical devices: essentially the use of reference pronouns (e.g. *it, this, one*) and articles (e.g. *There are two women in the picture. The one on the right . . .*).
	Discourse markers: words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. *you know, you see, actually, basically, I mean, well, anyway, like.*
Extent/extended stretches of language	**Extent/extended stretches of language:** the amount of language produced by a candidate which should be appropriate to the task. Long turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.
Relevance	**Relevance:** a contribution that is related to the task and not about something completely different.
Repetition	**Repetition:** repeating the same idea instead of introducing new ideas to develop the topic.

4. PRONUNCIATION

Intelligible	**Intelligible:** a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.
Phonological features	**Phonological features** include the pronunciation of individual sounds, word and sentence stress, and intonation. **Individual sounds** are: • pronounced vowels, e.g. the /æ/ in cat or the /e/ in bed • diphthongs, when two vowels are rolled together to produce one sound, e.g. the /əʊ/ in host or the /eɪ/ in hate • consonants, e.g. the /k/ in cut or the /f/ in fish. **Stress:** the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. imPORtant. Word stress can also distinguish between words, e.g. proTEST vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. *WHY is that one important?* versus *Why is THAT one important?* **Intonation:** the way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.

5. INTERACTIVE COMMUNICATION

Development of the interaction	**Development of the interaction:** actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus, or to something the other candidate/ interlocutor has said, or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. *What about bringing a camera for the holiday?* or *Why's that?*).
Initiating and Responding	**Initiating:** starting a new turn by introducing a new idea or a new development of the current topic. **Responding:** replying or reacting to what the other candidate or the interlocutor has said.
Prompting and Supporting	**Prompting:** instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution. **Supporting:** instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.
Turn and Simple exchange	**Turn:** everything a person says before someone else speaks. **Simple exchange:** a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question-answer, suggestion-agreement.

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