Certificate in Advanced English

Examination Report

2011

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INTRODUCTION

This report is intended to accompany the 2011 CAE Past Paper Pack. It provides a general view of how candidates performed on tasks in each of the papers included in the pack, as well as offering guidance on the preparation of candidates for the exam.

- **Grading**

The five CAE papers total 200 marks, after weighting. Papers 1–5 are each weighted to 40 marks. It is important to note that candidates do not 'pass' or 'fail' in a particular paper or component, but rather in the examination as a whole. A candidate's overall CAE grade is based on the aggregate score gained by the candidate across all five papers.

The overall grades (A, B, C, D and E) are set using the following information:

- statistics on the candidature
- statistics on the overall candidate performance
- statistics on individual questions, for those parts of the examination for which this is appropriate (Papers 1, 3 and 4)
- the advice of the Principal Examiners, based on the performance of candidates, and on the recommendation of examiners where this is relevant (Papers 2 and 5)
- comparison with statistics from previous years' examination performance and candidature.

Results are reported as three passing grades (A, B and C) and two failing grades (D and E). Every candidate is provided with a Statement of Results, which includes a graphical display of the candidate's performance in each component, shown against the scale Exceptional – Good – Borderline – Weak.

In addition, the Statement of Results includes a standardised score out of 100 (which is converted from the aggregate mark of 200). This score allows candidates to see exactly how they performed. It has set values for each grade, allowing comparison across sessions of the examination:

Grade A = 80–100 marks
Grade B = 75–79 marks
Grade C = 60–74 marks
Grade D = 55–59 marks
Grade E = 54 marks or below.

This means that the minimum score a candidate needs to achieve a passing grade will always be 60.

- **Special Consideration**

Special Consideration can be given to candidates affected by adverse circumstances immediately before or during an examination. Examples of acceptable reasons for giving Special Consideration include illness and bereavement. All applications for Special Consideration must be made through the local Centre as soon as possible after the examination affected.

- **Irregular Conduct**

The cases of candidates who are suspected of copying, collusion or breaking the examination regulations in some other way will be considered by the Cambridge ESOL Malpractice Committee. Results may be withheld because further investigation is needed or because of infringement of the regulations.

- **Notification of Results**

Candidates' Statements of Results are issued through their local Centre approximately two months after the examination has been taken. Certificates are issued to candidates gaining a passing grade (A, B or C) about six weeks after the issue of Statements of Results. Requests for a check on results may be made through the local Centre, within one month of the issue of Statements of Results.

Cambridge ESOL produces the following documents which may be of use to teachers or institutions preparing candidates for CAE:

- *Regulations* (available online, for information on dates, etc.)

- *CAE Handbook* (for detailed information on the examination and sample materials)

- *Examination Report* (produced in conjunction with the release of certain Past Papers)

- *Past Paper Pack* (made available annually, including Question Papers 1–4, sample Speaking test materials, answer keys, CD and tapescript for Paper 4, and Paper 2 mark schemes and sample scripts).

Users of this Examination Report may find it useful to refer simultaneously to the relevant Past Paper Pack. This, together with further copies of this report, is available from the Centre through which candidates entered, or can be purchased using the order form online at **www.CambridgeESOL.org**

If you do not have access to the internet, you can obtain an order form from:

Cambridge ESOL Information
1 Hills Road
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Tel: +44 1223 553997   Email: ESOLHelpdesk@CambridgeESOL.org
                                   Website: www.CambridgeESOL.org

Feedback on this report is very welcome and should be sent to the Reports Co-ordinator, Cambridge ESOL, at the above address. Please use the feedback form at the end of this report.

PAPER 1 – READING

Part	Task Type and Focus	Format	Number of Questions
1	Multiple choice *Focus:* detail, opinion, tone, purpose, main idea, implication, attitude, text organisation features (exemplification, comparison, reference)	Three themed texts followed by two four-option multiple-choice questions on each text.	6
2	Gapped text *Focus:* text structure, cohesion and coherence	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.	6
3	Multiple choice *Focus:* as for Part 1	A text followed by four-option multiple-choice questions.	7
4	Multiple matching *Focus:* specific information, detail, opinion and attitude	A text or several short texts preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.	15

The CAE Reading paper is designed to test the following reading skills:

- ability to form an overall impression by skimming text
- ability to retrieve specific information by scanning text
- ability to interpret text for inference, attitude and style
- ability to demonstrate understanding of text as a whole
- ability to select relevant information required to perform a task
- ability to demonstrate understanding of how text structure operates
- ability to deduce meaning from context.

Authentic texts are used for the CAE Reading paper and are edited as little as possible for the purposes of test construction. The texts are of a number of types, including giving information, expressing an opinion/making a comment, description, advice/instructions and narrative. One or more of these text types may be combined to form a composite text. Sources of texts include newspapers (broadsheet and popular), magazines, journals, non-literary books, leaflets, brochures, etc. Texts selected do not assume specialist knowledge of a subject.

The format of the CAE Reading paper is based on four texts, totalling approximately 3,000 words. The paper consists of two multiple-choice tasks, one gapped-text task, and one multiple-matching task.

- **Marking**

Questions in Parts 1, 2 and 3 carry two marks each. Questions in Part 4 carry one mark each.

Candidates are required to transfer their answers onto an answer sheet, as instructed on the question paper. Candidates' responses are then computer-scanned.

Candidates are allowed 75 minutes for the processing of texts, completion of tasks and transfer of responses to the separate answer sheet. Centres are not required to return question papers together with the answer sheets; candidates must therefore ensure that they transfer all their answers to their answer sheet within the 75 minutes allowed for Paper 1.

- **Candidate Performance**

The CAE Reading paper is designed to test understanding of text at paragraph and whole-text level, not only at sentence level. The multiple-matching task, especially those questions testing understanding of opinion as well as of information, will often require candidates to read an extended section of text, or collate what has been read over a number of short sections of text. Similarly, the multiple-choice and gapped-text tasks require candidates to look beyond the immediate context for an answer. Each part of the paper is text-based; the texts are drawn from a range of mainly contemporary sources, written for different purposes, and presented in different formats.

In this version of the Reading paper, candidates coped very well with the tasks, with Part 2 proving slightly more challenging than the other three parts.

Part 1, Questions 1–6: Food

These three texts, each with two four-option multiple-choice questions focusing on detailed comprehension, were handled well by most candidates. Weaker candidates found certain questions more challenging than others. For example, in **Nudger's Neighborhood**, the answer to Question 1 is B – 'It was a gradual process'. This answer comes in the text in the first paragraph: 'as insidious as floodwater', 'First…', 'then…' and 'So it continued…'. Even if candidates found the word 'insidious' hard, support is given in the rest of the paragraph. A candidate at Advanced level should not only be expected to have a fairly wide vocabulary but also be experienced at working out the meaning of a word from the surrounding text if the word is unfamiliar. Weaker candidates thought the answer was D. The suggestion that new businesses appeared in the neighbourhood is clear in the text but there is no suggestion that they then disappeared.

Question 3, in **A dinner in Dieppe**, also proved challenging for some weaker candidates. The answer to Question 3 is B. The answer is contained in the second paragraph in the words 'making the choice, in effect, for me'. Some weaker candidates thought the answer was C. There is nothing in the text to say that the proprietor was particularly efficient at running a restaurant, although there is the suggestion that it is a good restaurant. Candidates should read the question carefully. In this case, it is asking why the writer is comparing the proprietor with a 'mother hen'. The 'clucking' and the 'sternly' both reinforce the comparison with a 'mother hen' – someone who is in complete control.

Part 2, Questions 7–12: Bear emotion

The gapped-paragraph task focuses on text structure and the ability to predict text development. Consequently, it is often necessary to consider large sections of the text, or even the overall organisation, in order to reconstitute a particular part. Candidates found this part of the paper the most challenging.

The answer to Question 7 is F. The death of one of the cubs mentioned in F has a forward link to the paragraph after the gap for Question 7. The link is 'before further appalling tragedy struck'. Weaker candidates thought the answer was E but there is no link forwards in E to the text after the gap for Question 7.

Some weaker candidates found Questions 11 and 12 challenging, putting A for 11 and G for 12, when in fact the answer to 11 is G and the answer to 12 is A. We know from the text before the gap for Question 12 that the writer is holding a microphone and the bear is reaching for it. It follows then that in option A the bear 'gently bit the end of the microphone cover' and this is supported in the text after the gap for Question 12 by 'She let go of it then…'.

It is vitally important that candidates read the whole of the text before attempting to answer the questions, so that they get a feeling for the entire passage, both its meaning and structure. It is also important that candidates pay close attention to the text, both before and after the gap.

Part 3, Questions 13–19: Deep water

This four-option multiple-choice task focused mainly on candidates' detailed comprehension, and was the least challenging of all the tasks on the paper. Some weaker candidates thought the answer to Question 16 was A, but in fact it is C. The text states that Pelizzari's technique is 'unique' as it emphasises 'security, relaxation and strong sensations', unlike other forms of free-diving which are likely to have 'daredevils driven to outdo each other'.

Candidates had no trouble answering Question 17. The answer is B and this can be found in the text in the fifth paragraph. The writer mentions that she wanted to join her friends under water but was prevented from doing so because she was worried that she would not have 'enough breath to resurface' and that her 'eardrums would pop under the pressure'.

Part 4, Questions 20–34: Buildings

Candidates coped well with this multiple-matching task. However, weaker candidates found Questions 22 and 30 particularly challenging. The answer to Question 22 is A, confirmed where a worker is quoted in the text as saying: 'It does what it says on the tin – it works as a marketplace… That's about as good as I can say'. Weaker candidates thought the answer was in C but there is nothing in the text in C that specifically states 'functional and effective but little more'. The question asks 'of which building is it said that' and therefore the candidate should look for a sentence they can underline in the text which paraphrases the question.

The answer to Question 30 is B, but some candidates thought the answer was A. The answer in B is contained in the phrases 'a catalogue hall for storing index cards' and 'computerisation had made them obsolete'. Weaker candidates who chose A were probably led to A by matching the word 'unnecessary' in the question and the phrase in the text '…have questioned whether… was really necessary…'. It is important not just to match words in the question with words in the text as this will usually lead to a wrong answer.

- **RECOMMENDATIONS FOR CANDIDATE PREPARATION**

When preparing for the CAE Reading paper, students should be encouraged to read for interest and to develop their own views on a wide range of topics. When reading, they should aim to identify the writer's purpose and to distinguish different types of writing, e.g. factual, descriptive, argumentative, etc. They also need practice in recognising main ideas, as this will help them anticipate the type of question that they may be asked.

- **DOs and DON'Ts for CAE PAPER 1 – READING**

DO	skim through each text and highlight any 'key' pieces of information.
DO	interact with the text and form an opinion on what you're reading.
DO	underline important words in the question and make sure that you have a clear understanding of their meaning.
DO	ensure that information is stated in the text, if the question refers to something that's 'said' or 'stated' or 'mentioned'.
DO	check that the answer you've chosen reflects all parts of the question.
DO	read around the part of the text that you think contains the answer, in order to be sure that you haven't missed anything important.
DO	leave difficult questions to the end of the task, and then come back to them.
DO	leave time to double-check your answers to challenging questions.
DO	read any subtitles because they'll help set the context for the text.
DON'T	be put off by vocabulary you don't know. Continue reading the text to see whether the meaning becomes clear.
DON'T	attempt any question without reading it at least twice.
DON'T	try to answer questions without close reference to the text.
DON'T	assume that matching individual words or phrases in a question with the same or similar words in the text means that you've located the answer to the question.
DON'T	spend too much time on any one part of the paper.

PAPER 2 – WRITING

Part	Task Type and Focus	Format	Number of Tasks and Length
1	QUESTION 1 Writing one of the following: an article, a report, a proposal, a letter *Focus:* evaluating, expressing opinions, hypothesising, persuading	Candidates are required to deal with input material of up to 150 words. This may include material taken from advertisements, extracts from letters, emails, postcards, diaries, short articles, etc.	One compulsory task 180–220 words
2	QUESTIONS 2–4 Writing one of the following: an article, a competition entry, a contribution to a longer piece, an essay, an information sheet, a letter, a proposal, a report, a review QUESTION 5 (Question 5 has two options) Writing one of the following, based on one of two prescribed reading texts: an article, an essay, a report, a review *Focus:* varies according to the task, including comparing, giving advice, giving opinions, justifying, persuading	A situationally-based writing task specified in no more than 80 words.	One task to be selected from a choice of five 220–260 words

CAE Paper 2 is designed to test a candidate's ability to write continuous English appropriate to a given task. The questions supply candidates with sufficient information, both about the content of a task and the target reader, to enable them to decide on an appropriate style and register. The questions also give precise guidelines as to the content of the particular task. Candidates are allowed 1 hour 30 minutes to produce a maximum total of 480 words across two questions.

Each paper has a compulsory Part 1 task and a choice from five questions in Part 2. Part 1 requires candidates to process up to 150 words of input material, using the information appropriately in order to carry out the task. Part 2 covers a range of task types and includes two set text options.

- **Marking**

All scripts are marked by experienced examiners, who are trained and standardised before they commence marking. Examiners award marks according to a General Mark Scheme, which has detailed Performance Bands from 0–5, where Band 3 describes a 'satisfactory' level. Within the

bands, examiners place the script more exactly at the bottom, middle or top of the band range, e.g. 3.1, 3.2 or 3.3. These scores are converted to provide a mark out of 20 for each piece of writing.

Examiners also use a Task-specific Mark Scheme for each question. This describes satisfactory Band 3 performance and covers content, organisation and cohesion, range, register and format, and effect on target reader. Examples of the mark schemes are included in the CAE Past Paper Pack.

Examiners work in small teams and are monitored and advised by Team Leaders, who in turn are monitored by a Principal Examiner.

- **Candidate Performance**

The majority of the candidates for this paper produced work that was satisfactory, with some better than satisfactory. In general, candidates were familiar with the different types of task in the exam, were well prepared and made good attempts to develop the tasks. However, many weaker candidates failed to develop their ideas sufficiently or lacked the range of language and structures necessary to gain more than a satisfactory mark.

Part 1, Question 1

Part 1 asked candidates to write a proposal to the Principal at their college concerning how to spend some grant money. Candidates had to give their opinions about the suggestions and explain their choice of one suggestion. The task involved processing the information given in the email from the Principal and the candidate's notes. It required candidates to use the language of opinion, explanation, justification and persuasion in their answers.

Most candidates found this an accessible question and were able to answer it well, addressing all three content points of the question and gaining a satisfactory mark. The majority also showed that they were aware of the task requirements for a proposal. There were many candidates who used sub-headings for different sections of their proposal, and this usually worked well. A number of candidates seemed to be confused by the note on the existing facilities in town; some candidates praised these whilst also suggesting building a new sports centre, and this sometimes appeared contradictory. The note 'music technology?' was interpreted in many different ways, both positive and negative. The majority of candidates were able to develop the first content point by presenting the options in a fairly balanced manner. The second content point, where candidates had to explain which option they would recommend, was addressed by most candidates, with the majority favouring the first option. The third point, where candidates had to give their reasons for their choice, was often addressed at the same time as the second content point using expressions such as 'I would recommend option 1 because…', or referred to by use of expressions such as 'as I wrote above…'.

Candidates with stronger language skills tended to develop the three content points in a balanced manner, expanding on the input of the question, for example by exploring the health and social benefits of each option. These candidates clearly expressed their preference for one option over the other, using a wide range of grammatical structures (such as conditional forms and complex sentences) in well-organised, cohesive text. They developed their points fully using their own words, and tended to re-express the wording of the question in their answers.

Those gaining a lower mark tended to rely on the input material and often 'lifted' from the wording of the question instead of using their own words. Some candidates suggested choosing both options on a smaller scale rather than making a clear choice between the two. However, only a small minority of candidates appeared to have fundamental difficulties with understanding the requirements of the task. Some candidates' writing tended to be limited to a narrow range of language structures and expressions, while the weakest candidates made basic grammatical and structural errors which impeded communication. Although weaker candidates may have used section headings in their

proposals, many did not display an ability to link their ideas together successfully, and this affected the fluency and cohesion of their writing.

Part 2

The choices in Part 2 provided candidates with a range of task types and topics. Candidates had to select from an essay on the best age to be given the rights and responsibilities of an adult, a letter of reference for a friend applying for a job, and an article about the popularity and characteristics of horror films. The choice also included two set text questions: an essay and a report based on the selected texts.

The most popular task was the article on horror films, which was chosen by 43% of the candidates. The essay on the best age to be given the rights and responsibilities of an adult was the second most popular task and was chosen by 38% of the candidates. The letter of reference for a friend applying for a job was chosen by 17% of candidates and the set text tasks were the least popular, being attempted by 2% of the candidates in total.

Question 2

This was a popular question, and it was generally well attempted by candidates. It seemed to appeal to candidates who found the topic relevant to their age group and experience, and therefore had clear and realistic points to make in their essays. Many made reference to their own experiences in their answers.

Stronger candidates produced answers that were well organised and which contained a number of well-developed and coherent arguments. They developed ideas about the responsibilities of adults, focusing on areas such as driving, parenthood, making informed decisions in elections, and references to the current socio-economic climate. Their essays were clearly paragraphed and linked, and used a consistently appropriate tone for an essay. They used the language of opinion, explanation and justification, and included a range of vocabulary related to the areas they had chosen as examples of rights and responsibilities. They also used a range of grammatical structures and a variety of verb tenses in their answers.

Weaker candidates tended not to expand their points sufficiently, which contributed to their answers being unimaginative and repetitive in terms of content. These candidates did not display an adequate range of structures or topic-related vocabulary, and made numerous basic errors with grammar. Some candidates repeated the input vocabulary 'rights and responsibilities' throughout their essays and did not attempt to use other expressions.

Question 3

This was a less popular question, possibly because many candidates had not practised writing references, as these have not appeared on recent papers. However, for those that had prepared for this genre, the task was generally well attempted and candidates seemed to understand what was required. Answers were produced in an appropriate format and in a tone suitable for a letter of reference, using the language of description, explanation and recommendation.

Stronger candidates made generally accurate use of expressions and vocabulary related to social activities and the post of Events Co-ordinator. They wrote clearly organised, well-balanced letters with well-developed paragraphs explaining their friend's experience and skills and their suitability for the job. They gave clear examples of how they thought their friend would improve social activities at the college, and their letters came across as persuasive and effective through their use of a wide range of expressions and grammatical structures.

Weaker candidates' letters tended to be less well organised and well balanced in their approach, often focusing more on the suitability of the applicant for the job, and paying less attention to explaining how they thought their friend would improve social activities at the college. Their answers often contained basic errors which impeded understanding, and they were sometimes written in an inappropriately informal tone for a letter of reference. However, most candidates wrote answers that broadly covered the language and style expected of this genre.

Question 4

This was the most popular question in Part 2. The majority of candidates who attempted this question were able to discuss the topic of horror films with enthusiasm and were clearly interested in writing about the topic. Most candidates understood the requirements of writing an article and attempted to write in an informative and engaging manner in a consistent and appropriate tone, using the language of explanation and description.

Stronger candidates produced articles which were well organised and interesting for the reader. In particular, they expanded on the reasons why people like horror movies, with many candidates addressing the notion of an inherent love of violence which is suppressed in everyday life. These more sophisticated approaches made use of a variety of grammatical structures and displayed a good command of a wide range of vocabulary related to horror films.

Weaker candidates' articles tended not to develop sufficiently the reasons why people enjoy watching horror films, and focused more on the ingredients of a good horror film. Some also widened their interpretation of the topic to include thrillers, which are not necessarily part of this genre of film. Their articles tended to be less engaging to the reader and contained a limited range of expression.

Question 5

There was little take-up of these questions. There were unfortunately a few candidates who attempted these questions despite being unfamiliar with the stories, and who consequently did not deal with them successfully. Answers to the essay question about the impossibility of George and Lennie's dream in *Of Mice and Men* were rather better in terms of quality of language and content than the report question on *Through a Glass, Darkly.* This question asked candidates to explain in report format why they thought the story was enjoyable as a detective story and a thriller.

Question 5a

Stronger candidates produced an organised essay on *Of Mice and Men* with a balanced approach to the plot summary and examination of the 'dream' aspect. Some also linked the dream appropriately to the concept of the American Dream. Their writing displayed a good range of grammatical structures and vocabulary related to the story. Weaker candidates tended to do less well due to language errors and lack of range of structures and expressions rather than to lack of knowledge of the story.

Question 5b

This question was not addressed well by the few candidates who attempted it. Candidates tended either to invent the plot or not to address the task at all. In one case, the fabricated storyline was set in a library rather than the library asking for the report from the candidate.

- **RECOMMENDATIONS FOR CANDIDATE PREPARATION**

When preparing for the CAE Writing paper, students should be given guidance and practice in writing a range of genres, e.g. reviews, articles, reports, etc. and in writing for different audiences. When writing, they should focus on their reason for writing, i.e. what they are trying to achieve: to persuade, to entertain, to inform, etc. They also need practice in extracting the salient points from input material and in organising their answer effectively. In other words, they need to focus on **what** they have to write (the content), **why** they are writing (the purpose) and **who** they are writing for (the target reader).

It may help students to have a full appreciation of the criteria they are being marked on, i.e. content, which means addressing all the points specified by the question; organisation and cohesion; range of vocabulary and structure; register and tone; and effect on the target reader. Providing regular feedback on students' work in terms of these five criteria may help them to bear the criteria in mind when they write their answers in the examination.

Students will benefit from guidance with regard to how they use their time in the examination room. They should be aware of the importance of allowing adequate time for reading the questions carefully and planning their answers. A practice paper answered under examination conditions will be of value here.

Too many candidates lose marks because they make basic language errors inappropriate for candidates at CAE level. Encourage students to recognise the language errors that they tend to make and try to develop their checking and correcting skills.

As candidates have to write their answers in a booklet, they need to be told that they must write to the word limit provided, rather than attempting to fill all the space, which is likely to lead to overlong and less well-planned work.

- **DOs and DON'Ts for CAE PAPER 2 – WRITING**

DO	try to avoid copying phrases from the input in Part 1. Use your own words as far as possible.
DO	read all the instructions for each question very carefully so that you understand exactly what you need to cover in your answer.
DO	develop all the parts of the task so that your answer is well-balanced.
DO	think carefully about who you are writing for and how it would be appropriate to address that person.
DO	try your best to vary the structures and vocabulary that you use in your writing.
DO	plan your answers carefully to make sure you have addressed all the necessary points.
DO	use linking devices in a way that is appropriate for a piece of writing at advanced level.
DO	choose the Part 2 question where you can best demonstrate a range of vocabulary and structure.
DO	allow yourself time to check your grammar, spelling and punctuation carefully.
DO	write approximately the number of words required by the exam – you probably won't be able to cover all the necessary points in fewer words, and writing too much is likely to result in irrelevance.
DON'T	try to write out an answer that you worked on when preparing for the exam, as it will not be an appropriate response to the particular task.
DON'T	attempt the set text question (Question 5) unless you are very familiar with one of the stories.

PAPER 3 – USE OF ENGLISH

Part	Task Type and Focus	Format	Number of Questions
1	Multiple-choice cloze *Focus:* lexical/lexico-grammatical	A modified cloze text containing 12 gaps and followed by four-option multiple-choice items.	12
2	Open cloze *Focus:* grammatical/lexico-grammatical	A modified cloze text containing 15 gaps.	15
3	Word formation *Focus:* lexical/lexico-grammatical	A text containing 10 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.	10
4	Gapped sentences *Focus:* lexical	Questions are made up of three discrete sentences. Each sentence contains one gap. The gapped word is common to the three sentences. Candidates must write one word which is appropriate in all three sentences.	5
5	Key word transformations *Focus:* lexical and grammatical	Eight 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'.	8

The Use of English paper is designed to test the ability to apply knowledge of the language system, including control of grammar, lexis, cohesion and coherence.

- **Marking**

Candidates record their answers on a separate answer sheet, which is processed by trained markers and then computer-scanned. For each part of the paper, candidates put their answers directly onto the answer sheet. They either mark a letter or write one or more words next to the appropriate question number. The inclusion of example answers on the question paper is designed to provide support to candidates.

Candidates are expected to complete all five parts of the paper in the allotted time of one hour. Any answers filled in on the question paper should be transferred to the answer sheet within the given time.

Marking of the answer sheets is carried out by a team of carefully selected and trained markers who refer to a mark scheme. Markers are monitored by an experienced examiner.

Questions in Parts 1–3 carry one mark each. Questions in Part 4 carry two marks, while Part 5 questions are marked on a scale of 0–1–2.

- **Candidate Performance**

Part 1, Questions 1–12: The miracle berry

This part of the paper proved the most challenging. Candidates had most difficulty with Questions 1, 3 and 12; overall, however, strong candidates performed well in this part of the paper, especially with Questions 7, 9 and 11.

In Question 1, many weaker candidates did not recognise the correct option B, 'bland', was the only option which collocates with 'taste' in the context of consumer complaints about low-calorie foods. Similarly, in Question 3, weaker candidates overlooked the correct option A, 'appropriately', to fit the gap and complete the sentence '...named the miracle fruit'; instead they chose option B, 'particularly', which does not collocate. In Question 12, many candidates did not recognise that the correct word needed to fit the gap was option D, 'properties'; this correctly collocates with the 'miraculous, sweetness-inducing' description of how freeze-drying the berries preserves the substance called miraculin.

Part 2, Questions 13–27: The Mona Lisa

Generally, candidates performed well in this part of the paper. They performed best on Questions 15, 16, 25 and 26, and found Questions 17 and 19 more challenging. In Question 17, the most challenging of all the questions, many candidates did not recognise that 'as' was required in the context, 'Some doubt exists *as* to the identity...', and incorrectly wrote 'according' which does not make sense. In Question 19, weaker candidates failed to supply the correct answer 'so' in the structure 'Mona Lisa's husband *so* disliked the painting that he...' and wrote 'had', 'who' or 'really'. The oversights in Questions 17 and 19 reinforce how important it is for candidates to read the text carefully, focusing on the meaning of the whole sentence, paragraph and text, rather than concentrating on the meaning of phrases in isolation.

Part 3, Questions 28–37: Innovation in racing car design

Candidates performed very well on this part of the paper. With the exception of Questions 32 and 33, the remaining questions were well answered. In Question 32, weaker candidates failed to recognise the prefix required before 'take' in order to supply 'overtake' in the context of racing car drivers pursuing and passing other drivers. In Question 33, although most candidates realised that they had to form a plural noun from 'emit', many weaker candidates wrote 'emitions', 'emitations' or 'emisions'. Accurate spelling is essential in this part of the paper. Some candidates lost marks, even though they had provided the appropriate word, because they had misspelled it e.g. in Question 29 where some candidates wrote 'resistence' instead of the correct form 'resistance'.

Part 4, Questions 38–42

Generally, candidates found this part of the paper straightforward; Questions 38 and 39 were the least challenging and 41 and 42 the most challenging. In Question 41, weaker candidates wrote 'arranged' or 'put' without establishing that neither of these words correctly fitted all three sentences and the only word which did fit all three contexts was 'fixed'. In Question 42, candidates recognised that an adjective was required, but once again weaker candidates settled for a word which fitted the first and second sentences, such as 'bad', 'cold', 'negative', 'poor' or 'weak' and overlooked the fact that none of these made sense in the third sentence; moreover, candidates who wrote 'bad' ignored the fact that the word was already part of the first sentence. The correct answer which fitted all three sentences was 'low'.

Part 5, Questions 43–50

Generally, candidates performed well in this part of the paper, with Questions 43, 45 and 46 posing the fewest problems and Question 50 being the most challenging. In Question 49, weaker candidates found it difficult to select the appropriate verb to use with 'comparisons' and used 'create', 'find' or 'notice' as opposed to offering one of the following correct forms: 'make comparisons', 'draw comparisons' or 'keep making comparisons'. A further common mistake involved using an incorrect preposition such as 'about' or 'with', and not the correct preposition 'between'. The correct answer to Question 50 relied on transforming the first part of the sentence with either 'having to be' or 'being / getting', followed by the phrasal verb for 'postpone'. Stronger candidates correctly supplied either 'put off' or 'put back', whereas weaker candidates offered incorrect answers such as 'on ice' or 'on hold' for the second part.

- **RECOMMENDATIONS FOR CANDIDATE PREPARATION**

Candidates at CAE level are expected to read extensively so as to be able to use a wide range of vocabulary in different contexts and to manipulate structure and form accurately. These skills are tested in different ways on the paper:

Vocabulary

- In Part 1, collocation is tested, as well as knowledge of phrasal/prepositional verbs and recognition of lexical appropriacy and shades of meaning.

- Part 3 is a word-building task. The candidate has to understand the surrounding context in order to produce the correct form of the word and also to recognise whether a negative affix or a plural form is required. Accurate spelling is essential.

- In Part 4, candidates have to provide the one word which fits appropriately into three unconnected gapped sentences. Accurate spelling is essential. Any activities which draw students' attention to the different meanings and collocations associated with particular lexical items will be useful.

- Part 5 is a key word transformation task. Candidates are required to manipulate vocabulary, structure and form, within a defined context. Any activities which increase awareness of collocations and expressions with parallel or synonymous meanings are useful.

To be successful in these parts, students need to build up their active vocabulary. Developing an efficient personal system of recording newly acquired vocabulary, and the context in which this vocabulary is used, will help the learning process. Students should also be encouraged to pay attention to correct spelling.

Structure and Form

- In the Part 2 open-cloze task, candidates should be encouraged to check that their answers are correct in the context of the whole sentence, paragraph and text. Providing an answer which is correct only in the context of the immediate phrase is often not sufficient.

- Part 5 is a key word transformation task. Candidates are required to manipulate structure and form, as well as vocabulary, within a defined context. Any activities which focus on different ways of expressing the same ideas using different structures and/or expressions would be useful.

Candidates should be reminded to study the example they are given at the start of Part 5 carefully. They must include the given key word, which should not be changed in any way, in their answer. Their answer should not be more than six words in length, and the key word counts as one of the six

words. Any contractions count as two words. Candidates are not required to write the whole sentence on their answer sheets – only the missing part of the sentence.

Candidates should also be reminded of the importance of copying correctly from the stimulus sentence any words which are required in the answer. It is also important to include words/ideas in the answer which are crucial for maintaining the same meaning as the stimulus sentence, for example, a time reference. It is equally important that ideas not contained in the stimulus sentence should not be introduced into the answer. The meaning of the transformed sentence must be as close as possible to the meaning of the stimulus sentence.

- **DOs and DON'Ts for CAE PAPER 3 – USE OF ENGLISH**

DO	think about a variety of ways in which you can develop your English outside the classroom.
DO	think about how you learn vocabulary best, and then develop strategies to help this process.
DO	read the whole surrounding context before deciding on an answer.
DO	consider the options carefully in Part 1 before choosing your answer.
DO	remember that in Part 3 at least one question will probably test the use of prefixes.
DO	make sure that in Part 4 the word you produce fits correctly into all three sentences.
DO	check your spelling, as incorrectly spelled words will lose you marks.
DO	make sure your handwriting is clear and easy to read and that you have used capital letters for all your answers.
DO	write only one letter in each box on the answer sheet.
DO	make sure you transfer your answers to the answer sheet as you finish each part of the test.
DON'T	change the given key word in your answers in Part 5.
DON'T	use more than six words in your answer in Part 5. Contractions count as two words.
DON'T	wait until the end to copy all your answers onto your answer sheet.

PAPER 4 – LISTENING

Part	Task Type and Focus	Format	Number of Questions
1	Multiple choice *Focus:* feeling, attitude, opinion, purpose, function, agreement, course of action, gist, detail, etc.	Three short extracts from exchanges between interacting speakers with two multiple-choice questions on each extract.	6
2	Sentence completion *Focus:* specific information, stated opinion	A monologue lasting approximately three minutes. Candidates are required to complete the sentences with information heard on the recording.	8
3	Multiple choice *Focus:* attitude and opinion	A conversation between two or more speakers of approximately four minutes. There are six multiple-choice questions, each with four options.	6
4	Multiple matching *Focus:* gist, attitude, main points, interpreting context	Five short themed monologues, of approximately 30 seconds each. Each multiple-matching task requires selection of the correct options from a list of eight.	10

- **Marking**

Candidates write their answers on a separate answer sheet, which is marked according to a detailed mark scheme and then scanned by computer. Each question carries one mark.

For security reasons, more than one version of the Paper 4 Listening test is made available at each session. As with all other CAE papers, rigorous checks are built into the question paper production process to ensure that all versions of the test are of comparable content and difficulty. In addition, for Paper 4, the marks are adjusted to ensure that there is no advantage or disadvantage to candidates taking one particular version.

- **Candidate Performance**

Test A

Part 1, Questions 1–6

There are three separate listening texts in Part 1, each with two questions. Candidates coped well with Extract One, as in Question 2 for example, which focused on the gist of the main speaker's reply to a caller's question about a sand-sculpture competition venue. Candidates picked up on various references to the advantages of the absence of tides on the beach to arrive at the answer C. Candidates also found Extract Two accessible, especially Question 3, which involved understanding the first speaker's overall purpose to get the answer B. Extract Three, however, was more

challenging, with only stronger candidates picking up on the force of phrases like: 'can be very demanding, I can assure you' and 'every bit as tiring for us' to get the answer B for Question 6.

Part 2, Questions 7–14

This sentence-completion task was based on a talk about a man called Bakul Misra and his work with elephants. Candidates had few problems with the task, which was generally well answered. Questions 10, 12 and 14 were very well answered, whilst Questions 8, 11 and 13 turned out to be more challenging for many candidates. Some candidates retrieved incorrect information from the text, for example giving the answer 'explorer' in Question 7 or 'memories' in Question 10. Other candidates had clearly located, but not understood, the key information, for example writing 'astronaut' in Question 8. Some candidates gave too much information, e.g. producing the answer 'conflict which is increasing' for Question 9, when the idea of 'growing' is already given in the sentence. Although this answer was marked as correct, the candidate has wasted time and space on the answer sheet in writing more than was needed. Sometimes, however, writing too much of what was heard meant that candidates lost the mark, for example where 'corridors free movement' was given as the answer to Question 12. Candidates should be reminded to read the sentences and make sure their answers fit the gap. Some weaker candidates had difficulties in the spelling of quite common words, for example writing 'mapps' in Question 13, and so lost the mark. Sometimes candidates attempted to paraphrase the information they had heard, but these attempts were not always successful, giving, for example, the answer 'flexible way to deal' in Question 10, where the meaning was lost. Candidates should be reminded that the words they need to write are heard on the recording, so they are not required to produce a paraphrase.

Part 3, Questions 15–20

This four-option multiple-choice task was based on an interview with a conductor. Questions largely focused on the opinions and feelings of the main speaker. The questions were generally well answered. Questions 16, 18 and 19 proved the most challenging for many, while candidates coped particularly well with Question 15 – picking up on the force of the speaker's phrase: 'a piece that I've done here so often'. Information from this type of text is often summarised in multiple-choice questions through the use of verbs and adjectives describing feelings and attitudes, for example in Question 19, or the use of abstract nouns to report ideas from the text, as in Question 18. In Question 18, the words 'emotional involvement' are not heard on the recording, but stronger candidates were able to match the meaning of the phrase to what Simone says about experiencing 'drama and passion with the characters', and to get the answer D. Encouraging candidates' awareness of, and sensitivity to, the use of words which summarise and report the ideas expressed in the text is an important aspect of preparation for this task.

Part 4, Questions 21–30

This was a multiple-matching task based on five short extracts in which people are talking about travel. Candidates coped well with the two tasks, particularly with Questions 28, 29 and 30, whilst Questions 22, 23, 25, 26 and 27 proved to be more challenging. In Question 21, candidates successfully picked up on references to 'helping the children prepare for the special projects' and 'books to be marked' to select the answer C. It is worth reminding students that this task focuses on gist listening skills. They may not understand every word and expression in the texts, but they have probably understood more than they realise of the speaker's general message, and will therefore often choose the correct answer even if they cannot be absolutely sure why. For example, in Question 30, there are a number of references to the speaker's family although neither the word 'family' nor 'roots' is mentioned. But when the speaker says, 'I'd like to visit India and establish some sort of connection', we know that she is referring to her family connections there, which gives the answer F. As with Part 3, awareness of and sensitivity to the type of language used in the questions will help candidates feel prepared for this task. A knowledge of how verbs and adjectives are used to express attitudes and opinions is useful, as are the kind of abstract nouns that summarise ideas from the text, as seen here in Task Two.

- **RECOMMENDATIONS FOR CANDIDATE PREPARATION**

Listening tests are designed to give an objective assessment of a candidate's listening skills. In preparing for the Listening test, it is important to focus on developing the candidates' listening skills in general, as well as on familiarising them with the format of the examination. Candidates should be exposed to a range of different listening texts, if possible from a range of real-life sources, as each Listening test comprises a range of listening texts on different topics in different contexts. The focus of preparation should not be only on detailed listening, however. Gist understanding of a text delivered at a natural speed is a valuable skill, and could form the basis of classroom discussion activities – which themselves can also provide an invaluable source of listening practice.

The ability of candidates to understand what they hear can improve dramatically if they are regularly exposed to audio or audio-visual materials: the more English they hear, delivered at natural speed in a variety of voices and contexts, the more practised they will become in extracting key information and gist meaning, even if they may not be able to decode every single word or phrase. These skills are essential to students at CAE level.

A daily learning programme which includes a 'hearing English' component from audio recordings may help prepare students for the Listening test. Candidates should be exposed to varieties of English, to speakers of different ages and backgrounds, and to the language of different contexts, e.g. announcements, lectures, less formal talks, informal discussions, interviews, etc.

Candidates should be encouraged to deal with texts in different ways, depending on the nature of the listening task. For example, they might listen to a text once for gist, producing a summary of the main ideas or attitudes expressed. They could then be asked to listen to the same text again, this time retrieving specific information.

Make candidates aware of how much they themselves bring to a listening task. Encourage them to make predictions about listening texts from their own experience and world knowledge. In terms of examination technique, encourage candidates to read and think about the information provided on the question paper, both in the task instructions and within the questions themselves. A context sentence in the instructions for each task provides information about the speaker, topic and context of the recording. Encourage students to use this information to help them tune in to the text quickly when they hear it.

Remind candidates that, they should use the pause before each recording to read through the task carefully, so they are prepared for what they hear. Encourage them to use the task on the question paper to guide them through the listening text and keep their place as they answer the questions. In Part 2, they can begin to make predictions about the type of information which they need to listen for in order to complete the gaps.

Remind candidates that, in Parts 1, 2 and 3, the questions generally follow the order of information in the recording – and therefore reflect the structure of the listening text. Raise candidates' awareness of how speakers provide signals that they are about to change topic, give an example, express a personal opinion, disagree with something, etc. Such signals help us to follow the thread of the speaker's argument, and also to locate the piece of text targeted by each of the questions. Help candidates to prepare for a listening task by identifying the focus of each question, so that they are ready to pay attention and retrieve the key information or ideas as they listen.

Remind candidates that in Part 2 sentence-completion tasks, they should write clearly when they copy their answers onto the answer sheet, using capital letters. In this part, answers will be actual words heard in the recording. Candidates who paraphrase the information may still get the mark, but only if their answers are fully meaningful in the context of the question prompts. Answers generally focus on concrete pieces of information or stated opinions and are designed to be short and to fit comfortably into the space on the answer sheet. Candidates should be discouraged from attempting long

answers. Correct spelling is expected at this level. Care is taken, however, not to focus on words that cause undue spelling difficulties as answers, and both US and British English spellings are accepted.

Encourage candidates to answer all the questions, even if they are not sure – there are no marks deducted for wrong answers, and candidates may have been able to predict or understand more than they realise.

- **DOs and DON'Ts for CAE PAPER 4 – LISTENING**

For all parts of the test:

DO	listen to, and read, the instructions. Make sure you understand what you have to do.
DO	think about the topic, the speaker(s) and the context. This will help you when you listen.
DO	use the pause before each listening to read the questions through and think about what you need to listen for.
DO	remember that your final answer is the one on the answer sheet. Copy carefully and check that you've followed the numbering correctly.
DON'T	leave a blank space on the answer sheet. If you're not sure of an answer, you can guess. You don't lose marks for wrong answers and you've probably understood more than you think.

For Part 2:

DO	remember that the information on the page follows the recording. It's there to help.
DO	check that your answer makes sense in the gap. Look at the information both before and after the gap when checking your answer.
DO	check that your answer is correctly spelled.
DO	copy only the missing words onto the answer sheet.
DO	try to use the actual words you hear on the recording.
DON'T	try to write a long answer. Answers will be single words, numbers or short phrases which fit comfortably into the box.
DON'T	write numbers out as words – it wastes time and you're more likely to make a mistake (i.e. write '21', not 'twenty-one').
DON'T	repeat information which is already printed on the page.

For Part 4:

DO	remember that there are two tasks and that the recording is heard twice.
DO	read through both tasks in the pause before you hear the recording for the first time.
DO	remember that there are two questions for each speaker, one in Task 1 and one in Task 2. You can choose in which order you answer the questions.
DON'T	panic in Part 4. If you're not sure of an answer, you can guess. You don't lose marks for wrong answers and you've probably understood more than you think.

PAPER 5 – SPEAKING

Part	Task Type and Format	Focus	Timing
1	A conversation between the interlocutor and each candidate (spoken questions).	General interactional and social language	3 minutes
2	An individual 'long turn' for each candidate with a shorter response from the second candidate. In turn, the candidates are given spoken instructions with written and visual stimuli. They select two out of three pictures to talk about.	Organising a larger unit of discourse, comparing, describing, expressing opinions, speculating	A 1-minute 'long turn' for each candidate, plus a 30-second response from the second candidate
3	A two-way conversation between the candidates. The candidates are given spoken instructions with written and visual stimuli, which are used in a decision-making task.	Sustaining an interaction, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.	3 minutes
4	A discussion on topics related to the collaborative task (spoken questions).	Expressing and justifying opinions, agreeing and/or disagreeing	About 4 minutes

- **Marking**

The CAE Speaking tests are conducted by trained examiners, who attend annual co-ordination sessions to ensure that standards are maintained.

The assessor awards marks to each candidate for performance throughout the test according to five analytical criteria: Grammatical Resource, Vocabulary Resource, Discourse Management, Pronunciation and Interactive Communication. The interlocutor provides a mark for global achievement for each candidate, which assesses the candidate's overall effectiveness in tackling the tasks. These scores are converted to a mark out of 40. Combining the analytical marks of the assessor and a global achievement mark from the interlocutor gives a balanced view of a candidate's performance.

- **Candidate Performance**

Most CAE candidates are well prepared and highly motivated, which has a positive effect on their performance. Additionally, the structure of the test gives candidates ample opportunity to demonstrate their capabilities. Candidates who fail to take up these opportunities will not do particularly well in the Speaking test. Performance in the Speaking test may also be affected if candidates fail to do what they are asked to do, or fail to raise the level of their performance above the purely descriptive or mundane, particularly in Parts 2 and 3.

Part 1

Most candidates did well in this part of the test. The strongest candidates were those who made an attempt to extend their answers to the questions without pausing for too long to think about what they were going to say. Candidates were asked questions on a range of topics, e.g. homes and families, technology, relationships.

Part 2

Stronger, well-prepared candidates took full advantage of their opportunity to talk for one minute in Part 2, and to respond to the question about their partner's pictures. However, weaker or less committed candidates sometimes failed to do what they were asked to do, or forgot what they had been asked to do and did not refer to the task which appears in written form on the visuals sheet, so omitted to focus on the more speculative elements of the tasks. These candidates, therefore, found it more difficult to sustain their 'long turn' for one minute, to express their ideas effectively and to take up the opportunity to show what they could do. In addition, some candidates simply made a very short one- or two-word comment about their partner's pictures, depriving themselves of an opportunity to expand on their own comments.

Part 3

This collaborative task gives both candidates the opportunity to negotiate and co-operate with each other, discussing the allotted task fully, openly and clearly. Candidates who perform well are those who do not merely agree with their partner but who express their own views and opinions, or develop their partner's comments. Well-prepared candidates are often able to generate more ideas, thus producing a more varied sample of language with a wider range of structures and vocabulary, and avoiding unproductive silences.

Stronger candidates made use of the visuals (without itemising each one for its own sake, or making repeated reference to them) by including them naturally in their discussion, evaluating them and giving valid reasons for accepting or rejecting them when appropriate.

Candidates who performed well were those who followed the instructions they were given and, if necessary, referred to the task which appears in written form on the visuals sheet, showing they could handle a range of structures and vocabulary, and taking the task seriously. Those who performed less well had not followed the instructions carefully enough, did not focus on what they had been asked to do, or simply ran out of things to say because they had made the decision required in the second part of the task too early, thus depriving themselves of the opportunity to discuss more than two or three of the visuals.

Part 4

By this stage of the Speaking test, candidates are usually relaxed and more confident and most were able to contribute to the discussion with some authority. The interlocutor may draw out a more reticent or apparently weaker candidate to redress any perceived imbalance in candidate contributions. Candidates, however, should not assume that they have underperformed if the interlocutor begins Part 4 by addressing the first question to them. Candidates rarely 'dried up' at this stage; some even appeared eager to continue the discussion, although the interlocutor was tactfully trying to draw the test to a close. Oral Examiners are provided with a range of questions, both to ensure test security, and to provide ample opportunities for candidates to show what they can do.

- **Comments on Released Test Materials**

Part 1

Most candidates seem to find the first section of Part 1 a relaxing start to the test and have few problems answering the questions about themselves.

Candidates who performed well in the second section of Part 1 were able to answer quickly and confidently when expressing their opinions. For example, when asked:

'How important do you think it is to have good relationships with members of your family?'
they did not merely reply:

'Oh, very important.'
but produced a more extended response, e.g.

'In my opinion, the people I feel closest to in my life are members of my family. Maybe because we're a very close family and we get on very well. And I know I can always rely on them for everything. So for me, it's one of the most important things in my life.'

Similarly, when asked:

'Would you be happy to live in the same place all your life?'
they did not merely reply:

'Not really.'
but produced a more extended response, e.g.

'To tell the truth, I think it would be rather boring but it would have its advantages. It's nice to have your friends and family close by when you need them. And travelling around from one place to another can be a very lonely experience.'

And when asked:

'Are you the kind of person who enjoys meeting new people?'
they did not merely reply:

'Yes, I do.'
but produced a more extended response, e.g.

'Yes, because I'm a very sociable sort of person. I find it easy to make new friends and I quite enjoy parties when I can meet people I've never met before and widen my circle of friends and acquaintances.'

Similarly, when asked:

'What qualities do you look for in a friend?'
they did not merely reply:

'Loyalty.'
but produced a more extended response, e.g.

'I think friends should always be loyal to one another. But, for me, it's also important to have common interests. It's fun to do things together and if you have completely different interests, then the friendship isn't so strong.'

Part 2: Clothes

In this task, candidates were each given a set of visuals to look at. The visuals showed people wearing different types of clothes. Candidate A was asked to compare two of the pictures, and say why the clothes were important in the situations, and how comfortable they might be to wear.

Candidates who did well did not merely describe the visuals, but compared them, speculating about the reasons for the importance of the clothes in the situations, and how comfortable they might be to wear. For example [when talking about the visual in the top left]: 'In this picture, the clothes are extremely important to the actors because they help to recreate the period of history the play is set in. Without these theatrical costumes, the characters wouldn't be so convincing. The costumes are probably quite uncomfortable to wear because they look as if they're made of heavy material and it

might be difficult to move around the stage in them.' In this picture, on the other hand [when talking about the picture on the right], the clothes are essential for protection from the – I think it's a whale – and the sea water. The jackets might also be a kind of life jacket in case of emergency. The waterproofs are probably slightly uncomfortable to wear but the people are much safer (and maybe warmer) with them than they would be without them.'

A simple description of the visuals with a single short comment was not enough, e.g. 'These actors are wearing costumes for a play they are in. The costumes look pretty uncomfortable to wear. But the people in this picture are wearing waterproof clothes to protect themselves. They probably don't really notice if they're uncomfortable or not.'

Candidate B was asked in which situation they thought having the right clothes was the most important. Most candidates gave a brief response (up to about 30 seconds), quickly selecting one of the situations and making a brief comment about why the clothes were more important in that situation than the others and giving reasons for their opinion.

Part 2: Reading

In this task, candidates were each given another set of visuals to look at. The visuals showed people reading different things. Candidate B was asked to compare two of the pictures, and say why the people might be reading the different things, and how important it was for the people to read them carefully.

Candidates who did well did not merely describe the visuals, but compared them, speculating about the reasons the people might have had for reading the different things and the importance of reading them carefully. For example [when talking about the visual on the left]: 'In this picture, the student is probably preparing work for a lesson he might be going to have. Perhaps he's actually doing his homework, or some research in the school library. It's really important to read the book carefully because he might be asked a question about what he's been reading and he will need to remember what he's read. It's quite different in this situation [when talking about the visual on the right] because the man's looking at a railway timetable. He might have missed his train and he needs to make sure that there's another one he can catch. But it's just as important to read the timetable carefully. If he doesn't study it carefully, he might find himself in trouble at work, or he might miss an important appointment.'

A simple description of the visuals with a single short comment was not enough, e.g. 'This boy is reading a school book and he might need to read it carefully to do his homework. This man's trying to find out what time the next train leaves. He needs to read the timetable carefully or he'll miss the train.'

Candidate A was asked in which situation they thought finding the information you need would be most difficult. Most candidates gave a brief response (up to about 30 seconds), quickly selecting one of the situations and making a brief comment about why finding the information you need might be most difficult in that situation, and giving reasons for their opinion.

Parts 3 and 4: Preparing for work

Part 3

Candidates were given some visuals showing things that students can do to help them prepare for their working lives. Their task was to talk to each other about how useful the experiences might be in preparing students for their working lives, then decide which two would have the greatest long-term benefit.

Candidates who did well did not simply describe the visuals, e.g. 'This is teaching a class of young people – this is working in an expensive hotel or restaurant.' Instead, they speculated as to the

usefulness of the experiences in preparing students for their working lives and what long-term benefits they might have, then invited their partner to speak, e.g. 'I think the student in this picture [when talking about the visual in the top left-hand corner] is doing something that might be extremely useful to him in later life. He's learning how to teach young people. If he decides to become a teacher himself, then this experience would be invaluable. If he decides to follow a different career path, then this will have taught him how to explain things clearly to people and deal with young people tactfully and sensitively. What do you think?'

Each experience was considered to be useful for different reasons. For example, working in an expensive hotel or restaurant would be challenging but useful because it would make you aware of the amount of effort needed to make sure that everything was as it should be. Although you might never work in that environment again, it would help you adopt a more sensitive attitude towards people who do more menial jobs, and you would treat them with some respect in later life. Going to a careers library or talking to a careers advisor might prove extremely useful in helping you decide on your chosen profession, so would have a great impact on the rest of your working life. Giving a presentation to a group of people would be of great help in any future job, especially if you had to be responsible for a group of people or address an audience. It would build up your confidence and make you more aware of what a successful presentation should be like. Looking after animals might not be so useful unless you choose to follow that career path. But it would make you aware of the needs of animals and the beauty of the natural world, which might have a great impact on your future interests outside work. Or it might encourage you to look for a job where you might be able to spend time outside in the open air. Learning to drive would probably be one of the most useful experiences for anyone nowadays. For many jobs, a driving licence is a 'must' and without it, you wouldn't be considered for the job. It would also be beneficial in the long term because it's something you don't forget how to do. Candidates who did less well did not fully speculate on the usefulness of the experiences, or tried to reach a decision too early about which one would have the greatest long-term benefit. The decision should be the conclusion of the discussion, not a decision to make at the beginning of the task, leaving the candidates with little else to talk about. Different experiences were chosen as having the greatest long-term benefit.

Part 4

Candidates who gave good performances were able to talk about the following:

- how important it was for people to start thinking about their future career early in life, e.g. 'I'm not sure whether this is a good thing or not. It's difficult to make a decision about what career path you want to follow because you probably don't know enough about it – and you might change your mind as you get older. So it's probably better not to make that kind of decision too early – unless you want to be a professional musician or an Olympic athlete, of course, or something that requires a lot of training from an early age.'

- why they thought some people found it difficult to choose the right career path, e.g. 'They might have several things they are interested in but not be able to make a final decision about which interest to pursue – or they might not be interested in anything particular and prefer to wait and see what comes along.'

- whose responsibility they thought it should be to prepare young people for their working lives – teachers or parents, e.g. 'I think both teachers and parents should do this. Relying on just parents or teachers is probably not a good idea. It's more useful to have different viewpoints and parents and teachers might be able help young people acquire completely different skills.'

- which they thought were more important – qualifications or experience, e.g. 'I think they both go hand in hand. If you don't have the right qualifications, then you can't get the experience you need. And experience is always useful but you also need the right qualifications to get the job you want.'

- whether they thought it was important to study subjects such as music and art at school, e.g. 'I think some people would never study them at all if they didn't study them at school – and they're interesting. In my opinion, knowing something about subjects like these helps you enjoy life more and appreciate your leisure time.'

Most candidates were asked at least four of the five questions.

- **RECOMMENDATIONS FOR CANDIDATE PREPARATION**

Candidates should be aware that Oral Examiners can only base their assessment on what they hear, and that candidates who fail to take up opportunities to show what they are capable of will underperform.

Candidates should not feel disadvantaged because they cannot remember or do not know the occasional word. Credit is given for paraphrasing and substituting vocabulary, especially if it is communicatively effective.

Candidates should be advised to avoid strategies which prevent them from producing an extended sample of language, e.g.

> Examiner: 'How important is it for people to start thinking about their future career early in life?'
> Candidate A: 'I think it's really important.'

They should also avoid merely repeating what they have already said, or echoing what their partner has said, particularly with short responses, e.g.

> Examiner (to Candidate B): 'What about you?'
> Candidate B: 'Yes, I agree.'

Repetition, followed by supporting comments, is, however, possible, e.g.

> Candidate B: 'Yes, I agree. It's important because if they don't, they might find they don't have the qualifications and experience they need to do their chosen job.'

Candidates should be encouraged to respond to the visual stimuli and express their own personal viewpoints.

Candidates should be trained to listen carefully to the instructions they are given and refer to the written questions on the candidate's visual sheet if they can't remember what they have to do. However, describing visuals is always only a part of a task and candidates should not neglect the more speculative elements of the task. Simply describing visuals will not give candidates the opportunity to show their linguistic capabilities.

Candidates should be aware that long silences and frequent pauses, particularly in Part 2, will reduce their opportunities to perform well. Even if candidates have few ideas, they should be prepared to comment on what the interlocutor has asked them or what their partner has said, where appropriate, and 'think aloud' rather than say nothing or very little.

Candidates should be encouraged to practise a variety of paired or group activities in class. Familiarity with the format of the Speaking test usually helps candidates give a more effective performance.

Candidates must be made aware that attempts to dominate the test, e.g. by not giving their partner an opportunity to speak in Part 3, will be penalised; this will not be regarded by Oral Examiners as advanced spoken proficiency. Candidates should respond appropriately to each other's utterances,

not cut across what their partner is saying, interrupt impolitely, or indulge in long monologues during the collaborative task.

Candidates who find themselves paired with reticent partners are advised to try to draw out their partners by trying to include them in the conversation and by creating opportunities for them to speak,

e.g.   'What's your opinion?' / 'Do you agree with me?' / 'Maybe you have a different point of view?'

Candidates should be made aware that over-rising intonation can sometimes sound rather aggressive and interrogating. Candidates would benefit from practising appropriate intonation patterns.

Candidates should also be advised to speak clearly and loudly enough for the Oral Examiners to hear them, especially when looking at the visual stimuli in Part 2, and during the collaborative task in Part 3. Examiners cannot assess candidates who they cannot hear.

Candidates are assessed on their own individual performance according to the established criteria and are not assessed in relation to each other. Candidates are never penalised because they have difficulty in understanding their partner. It is, however, important that candidates do not interrupt their partner to ask for clarification in Part 2, the 'long turn', where interruption would deprive their partner of the chance to speak for one minute.

Finally, candidates should not be afraid to ask for repetition if they have not heard what the interlocutor has said. However, candidates should not need to ask the interlocutor to repeat the tasks in Part 2 and Part 3 as the questions for the task are written above the pictures on the visuals sheet. Candidates should make every effort to follow the interlocutor's instructions as they are being given. Furthermore, candidates should be aware that they should not ask interlocutors to rephrase or simplify instructions in an attempt to explain their meaning.

- **DOs and DON'Ts for CAE PAPER 5 – SPEAKING**

DO	take a deep breath as you enter the examination room, and smile at the examiners as you sit down. This will help you to relax.
DO	take up every opportunity during the test to show what you can do.
DO	refer to the written questions on the visuals sheets in Part 2 and Part 3 if you forget what you have to talk about.
DO	listen carefully to the questions that do not appear on the visuals sheets and answer them appropriately without taking too much time to think of what you're going to say.
DO	speak clearly and loudly enough for both examiners to hear you in all parts of the test.
DO	try to use as wide a range of grammatical forms and vocabulary as possible throughout the test.
DO	expand on your answers in the second section of Part 1 and in Part 4.
DO	take advantage of the opportunity to speak on your own in the long turn in Part 2 by keeping talking until the examiner says 'Thank you'.
DO	allow your partner opportunities to speak in Part 3. If necessary, invite your partner to make a comment.
DO	remember that there are no right or wrong answers for the Tasks in Part 2 and Part 3 so you can express your opinions freely.
DON'T	begin your Part 2 long turn by saying: 'I'm going to choose this picture and this picture.' This wastes precious time and prevents you from changing your mind should you wish to do so. Just start to do the task and it will become obvious which pictures you are talking about, or point to the picture you are describing and say 'In this picture', etc.
DON'T	talk about all the pictures in Part 2. Talking about all the pictures instead of only two will not give you enough time to do the more speculative parts of the task properly.
DON'T	give just a one- or two-word answer to the question about your partner's pictures in Part 2.
DON'T	cut across what your partner is saying in Part 3. If you wish to interrupt, wait until he/she has finished their sentence, then do so politely.
DON'T	reach a decision too early about the second part of the task in Part 3. Do the first part of the task and evaluate all the visuals before making your final decision.
DON'T	ask the Oral Examiners to comment on how you have performed in the test. Examiners are not allowed to make any comments on candidate performance.
DON'T	worry if you find yourself being examined in a group of three at the end of an examining session. The examiner will make sure you have the same opportunities as the other two candidates to play a full part in the test.

FEEDBACK FORM

CAE Examination Report – 2011

We are interested in hearing your views on how useful this report has been.

We would be most grateful if you could briefly answer the following questions and return a photocopy of this page to the following address:

University of Cambridge
ESOL Examinations
Reports Co-ordinator
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

1.   Please describe your situation (e.g. EFL/ESOL teacher, Director of Studies, Examinations Officer, Centre Exams Manager):

2.   Have you prepared candidates for CAE?   YES/NO

3.   Do you plan to prepare candidates for CAE in the future?   YES/NO

4.   How have you used this report (e.g. to provide feedback to other teachers, for examination practice, etc.)?

5.   Which parts of this report did you find most useful?

6.   Which parts are not so useful?

7.   What extra information would you like to see included in this report?

8.   (Optional)   Your name ....………….……

                        Centre/School .....…………………………….............

Thank you.