Cambridge Certificate of Proficiency in English 1

TEACHER’S BOOK

Examination papers from the University of Cambridge Local Examinations Syndicate
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Introduction

The level of CPE

UCLES (University of Cambridge Local Examinations Syndicate) has developed a series of examinations with similar characteristics spanning five levels. Within the series of five levels, the Certificate of Proficiency in English (CPE) is at Cambridge Level 5.

<table>
<thead>
<tr>
<th>Cambridge Level 5</th>
<th>Certificate of Proficiency in English (CPE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge Level 4</td>
<td>Certificate in Advanced English (CAE)</td>
</tr>
<tr>
<td>Cambridge Level 3</td>
<td>First Certificate in English (FCE)</td>
</tr>
<tr>
<td>Cambridge Level 2</td>
<td>Preliminary English Test (PET)</td>
</tr>
<tr>
<td>Cambridge Level 1</td>
<td>Key English Test (KET)</td>
</tr>
</tbody>
</table>

CPE offers a high-level qualification for those wishing to use English for professional or study purposes. CPE is recognised by the majority of British universities for English language entrance requirements. It is suitable in content for candidates who have achieved a certain degree of maturity in their handling of abstract ideas and concepts. At this level the learner is approaching the linguistic competence of an educated native speaker.

The revision of CPE

Regular updating has allowed CPE to keep pace with changes in language teaching and testing. From December 2002, candidates will be taking the revised format of the examination.

CPE candidates

In 2000 there were approximately 50,000 candidates for CPE throughout the world. The candidates come from a wide range of backgrounds and take the examination for a number of different reasons. The following points summarise the characteristics of the current CPE candidature.

Nationality

CPE is taken by candidates in about 90 countries. The majority of these candidates enter for CPE in European or South American countries. Many candidates take CPE in the UK.
**Introduction**

**Age and gender**
Most CPE candidates are in their late teenage years or early 20s. Almost 75% of all candidates are 25 years of age or under. Only around 5% of the candidature is 31 years of age or over. Approximately 70% of the total candidate population is female.

**Employment**
Most candidates are students, although the proportion varies significantly from country to country.

**Preparation**
Around 85% of all candidates undertake preparatory courses before the exam. Many candidates have taken other Cambridge examinations before. The most popular is FCE followed by CAE.

**Reasons for taking CPE**
The most frequent reason for candidates wanting an English language qualification is for work in their own country. Other reasons include work in another country and further study.

**Further information**
CPE is held each year in June and December in more than 850 centres worldwide. Special arrangements are available for disabled candidates. These may include extra time, separate accommodation or equipment, Braille transcription, etc. Consult the UCLES Local Secretary in your area for more details.

Copies of the regulations and details of entry procedure, current fees and further information about this and other Cambridge examinations can be obtained from the Local Secretary for UCLES examinations in your area or from:

**EFL Information**
University of Cambridge Local Examinations Syndicate
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

Tel: +44 1223 553355
Fax: +44 1223 460278
e-mail: efl@ucles.org.uk
www.cambridge-efl.org.uk

In some areas, this information can also be obtained from the British Council.
CPE content and marking

The structure of CPE: an overview

The CPE examination consists of five papers:

<table>
<thead>
<tr>
<th>Paper</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Reading</td>
<td>1 hour 30 minutes</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Writing</td>
<td>2 hours</td>
</tr>
<tr>
<td>Paper 3</td>
<td>Use of English</td>
<td>1 hour 30 minutes</td>
</tr>
<tr>
<td>Paper 4</td>
<td>Listening</td>
<td>40 minutes (approximately)</td>
</tr>
<tr>
<td>Paper 5</td>
<td>Speaking</td>
<td>19 minutes</td>
</tr>
</tbody>
</table>

Material used throughout CPE is as far as possible authentic and free of bias, and reflects the international flavour of the examination. The subject matter should not advantage or disadvantage certain groups of candidates, nor should it offend in areas such as religion, politics or sex.

Paper 1  Reading

The CPE Reading paper consists of four parts and 40 questions. The time allowed to select answers and record them on the answer sheet is one hour and thirty minutes.

Texts

The length of CPE texts varies from 130 words to 1100 words, depending on the task. The total length of texts over all four parts is approximately 3000 words. The texts cover a range of recently published material and appear in authentic form, presentation and content.

Texts may be of the following types:

- informational
- opinion/comment
- discursive
- descriptive
- advice/instructional
- narrative
- imaginative/journalistic
- persuasive
- complaint
- combined, e.g. narrative/descriptive, information/opinion
CPE content and marking

Materials from fiction, non-fiction, journals, magazines, newspapers and promotional and informational material may be included.

Reading texts may contain some lexis unknown to candidates and understanding of these words may be tested if it can reasonably be expected that the meaning can be deduced from context (one of the skills tested in the paper).

Test focus

The tasks in the Reading paper test candidates’ ability to:

• understand lexical appropriacy
• understand the gist of a text and its overall function and message
• interpret the text for inference, attitude and style
• select the relevant information from the text required to perform a task
• infer underlying meaning
• demonstrate an understanding of how text structure operates

Paper 1 outline

<table>
<thead>
<tr>
<th>Part</th>
<th>Task type and focus</th>
<th>Number of questions</th>
<th>Task format</th>
</tr>
</thead>
</table>
| 1    | Four-option multiple-choice lexical cloze  
      | Idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision | 18 | Three modified cloze texts, from a range of sources. Each text contains six gaps and is followed by six four-option multiple-choice questions. |
| 2    | Four-option multiple choice  
      | Content/detail, opinion, attitude, tone, purpose, main idea, implication, text organisation features (exemplification, comparison, reference) | 8 | Four texts on one theme, from a range of sources. Two four-option multiple-choice questions per text. |
| 3    | Gapped text  
      | Cohesion, coherence, text structure, global meaning | 7 | One 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. |
| 4    | Four-option multiple choice  
      | Focus as for Part 2 | 7 | One text with seven four-option multiple-choice questions. |
CPE content and marking

Marks
Candidates record their answers in pencil on a separate answer sheet. One mark is given for each correct answer in Part 1; two marks are given for each correct answer in Parts 2–4. The total score is then weighted to 40 marks for the whole Reading paper.

Marking
The Reading paper answer sheet is directly scanned by computer.

Paper 2 Writing

The CPE Writing paper requires candidates to answer two questions. Candidates are asked to write between 300 and 350 words for each answer. The time allowed is two hours.

Test focus
All questions specify the role of the reader, the role of the writer and the purpose for writing. Candidates are expected to show that they are sensitive to the kind of writing required to fulfil a task.

Part 1 tests candidates’ ability to complete a task with a discursive focus. For example, candidates may be required to defend or attack a particular argument or opinion, compare or contrast an argument, explain a problem and suggest a solution or make recommendations having evaluated an idea.

In Part 2, candidates may be required to demonstrate a range of skills including narrating, analysing, hypothesising, describing, giving reasons, persuading and judging priorities.

Tasks
In both sections candidates are asked to complete non-specialist tasks with a range of formats. Presentation, register and style should be appropriate to the task and the effect on the target reader should always be borne in mind by the candidate.

In Part 1 candidates are asked to produce one piece of writing (300–350 words) in response to instructions and a short text. The language of the text is well within the level expected of CPE candidates and may come from a variety of sources, for example, extracts from newspapers, magazines, books, letters or advertisements. Visuals, such as a diagram, simple graph or picture, may be included with the text to support or extend a topic. In order to complete the tasks successfully, candidates need to use the text provided in an appropriate way by, as it states in the instructions, discussing the points raised and expressing their own opinions. They should avoid simply reproducing the text in their answers.

In Part 2, candidates have a choice of tasks within a variety of formats. Each task is contextualised by instructions of no more than 70 words. One of the optional tasks (question 5) is on background reading texts. There are three alternatives in question 5 and candidates may select one of these based on their reading of the set texts. The list of set texts is published by UCLES in the Examination Regulations. Each text normally remains on the list for two years.
CPE content and marking

Paper 2 outline

<table>
<thead>
<tr>
<th>Part</th>
<th>Task type and focus</th>
<th>Number of tasks and length</th>
<th>Task format</th>
</tr>
</thead>
</table>
| 1    | Candidates are expected to write within the following formats:  
• an article  
• an essay  
• a letter  
• a proposal  
Discursive – presenting and developing arguments, expressing and supporting opinions, evaluating ideas, etc. | One compulsory task  
300–350 words | A contextualised writing task giving candidates guidance to the context through instructions and one short text which may be supported by visual prompts. |
| 2    | Candidates are expected to write within the following formats for questions 2 to 4:  
• an article  
• a letter  
• a proposal  
• a review  
• a report  
Candidates are expected to write within the following formats for question 5:  
• an article  
• an essay  
• a letter  
• a review  
• a report  
Describing, persuading, narrating, evaluating, making recommendations, giving information, summarising, etc. | Four questions from which candidates choose one.  
One of the choices includes a question on each of the three set texts.  
300–350 words | A contextualised writing task specified in no more than 70 words. |

Assessment

An impression mark is awarded to each piece of writing using the general mark scheme. Examiners use band descriptors to assess language and task achievement. Each piece of writing is assigned to a band between 0 and 5 and can be awarded one of three performance levels within that band. For example, in Band 4, 4.1 represents weaker performance within Band 4; 4.2 represents typical performance within Band 4; 4.3 represents strong performance within Band 4. Acceptable
**CPE content and marking**

Performance at CPE level is represented by a band of 3. All tasks carry the same maximum mark.

The general impression mark scheme is used in conjunction with a task-specific mark scheme, which focuses on content, range of structures, vocabulary, organisation, register and format and the effect on the target reader of a specific task.

American spelling and usage is acceptable.

<table>
<thead>
<tr>
<th>Band 5</th>
<th>Outstanding realisation of the task set shown by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• use of an extensive range of vocabulary, structures and expression</td>
</tr>
<tr>
<td></td>
<td>• register and format wholly appropriate to the task set</td>
</tr>
<tr>
<td></td>
<td>• skilful organisation with excellent development of the topic</td>
</tr>
<tr>
<td></td>
<td>• minimal error</td>
</tr>
<tr>
<td></td>
<td>Overall: impresses the reader and has a very positive effect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band 4</th>
<th>Good realisation of the task set shown by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• use of a range of vocabulary, structures and expression</td>
</tr>
<tr>
<td></td>
<td>• register and format appropriate to the task set</td>
</tr>
<tr>
<td></td>
<td>• good organisation and development of the topic</td>
</tr>
<tr>
<td></td>
<td>• minor errors</td>
</tr>
<tr>
<td></td>
<td>Overall: has a positive effect on the reader</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band 3</th>
<th>Satisfactory realisation of the task set shown by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• use of an adequate range of vocabulary, structures and expression</td>
</tr>
<tr>
<td></td>
<td>• register and format generally appropriate to the task set</td>
</tr>
<tr>
<td></td>
<td>• generally clear organisation with adequate coverage of the topic</td>
</tr>
<tr>
<td></td>
<td>• some non-impeding errors</td>
</tr>
<tr>
<td></td>
<td>Overall: achieves the desired effect on the reader</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band 2</th>
<th>Inadequate attempt at the task set shown by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• limited range and/or inaccurate use of vocabulary, structures and expression</td>
</tr>
<tr>
<td></td>
<td>• some attempt at appropriate register and format for the task set</td>
</tr>
<tr>
<td></td>
<td>• some attempt at organisation, but lack of coherence – inadequate development of the topic</td>
</tr>
<tr>
<td></td>
<td>• a number of errors, which sometimes impede communication</td>
</tr>
<tr>
<td></td>
<td>Overall: has a negative effect on the reader</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band 1</th>
<th>Poor attempt at the task set shown by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• severely limited range and inaccurate use of vocabulary, structures and expression</td>
</tr>
<tr>
<td></td>
<td>• little or no attempt at register and format for the task set</td>
</tr>
<tr>
<td></td>
<td>• poor organisation, leading to incoherence – little relevance to the topic, and/or insufficient length</td>
</tr>
<tr>
<td></td>
<td>• numerous errors, which distract and often impede communication</td>
</tr>
<tr>
<td></td>
<td>Overall: has a very negative effect on the reader</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band 0</th>
<th>Negligible or no attempt at the task set:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• incomprehensible due to serious error</td>
</tr>
<tr>
<td></td>
<td>• totally irrelevant</td>
</tr>
<tr>
<td></td>
<td>• insufficient language to assess</td>
</tr>
<tr>
<td></td>
<td>• totally illegible</td>
</tr>
</tbody>
</table>
**Marking**

The panel of examiners is divided into small teams, each with a very experienced examiner as Team Leader. The Principal Examiner guides and monitors the marking process, which begins with a meeting of the Principal Examiner and the Team Leaders. This is held immediately after the examination and establishes a common standard of assessment by the selection of sample scripts for all five questions in Paper 2. These are chosen to demonstrate the range of responses and different levels of competence, and a task-specific mark scheme is finalised for each individual question on the paper. This summarises the content, organisation, range of structures and vocabulary, register and format which would be found in a satisfactory response to the question. The overall effect on the target reader is also specified. The accuracy of language, including spelling and punctuation, is assessed on the general impression scale for all tasks. Examiners refer to these mark schemes as they mark each script. A rigorous process of co-ordination and checking is carried out before and throughout the marking process.

**Paper 3 Use of English**

The CPE Use of English paper consists of five parts and 44 questions. The time allowed for completing all five parts and recording answers on the answer sheets is one hour and thirty minutes.

**Test focus**

This paper tests the ability of candidates to apply their knowledge of the language system. Parts 1 and 4 focus on both grammar and vocabulary; Parts 2 and 3 focus primarily on vocabulary and Part 5 focuses on an awareness of the use of language and summary writing skills.

**Paper 3 outline**

<table>
<thead>
<tr>
<th>Part</th>
<th>Task type and focus</th>
<th>Number of questions</th>
<th>Task format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Open cloze</td>
<td>15</td>
<td>A text containing fifteen gaps. Each gap corresponds to a word. Candidates must write the missing word.</td>
</tr>
<tr>
<td></td>
<td>Grammatical/lexico-grammatical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Word formation</td>
<td>10</td>
<td>A text containing ten gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be transformed to provide the missing word.</td>
</tr>
<tr>
<td></td>
<td>Lexical</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## CPE content and marking

<table>
<thead>
<tr>
<th></th>
<th>Gapped sentences</th>
<th>6</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Gapped sentences</td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Lexical (e.g. collocation, phrasal verbs, idioms, patterns in which lexical items occur)</td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>Key word transformations</td>
<td>8</td>
<td>Discrete items with a lead-in sentence and a gapped response to complete using a given word.</td>
</tr>
<tr>
<td></td>
<td>Lexical/lexico-grammatical</td>
<td>8</td>
<td>Discrete items with a lead-in sentence and a gapped response to complete using a given word.</td>
</tr>
<tr>
<td>5</td>
<td>Comprehension questions and summary writing task</td>
<td>4</td>
<td>Two texts with two questions on each text. The summary task requires selection of relevant information from both texts.</td>
</tr>
<tr>
<td></td>
<td>Question focus: awareness of use of language (recognising and understanding the force of lexical items, rhetorical and stylistic devices and referencing)</td>
<td>4</td>
<td>Two texts with two questions on each text. The summary task requires selection of relevant information from both texts.</td>
</tr>
<tr>
<td></td>
<td>Summary tests information selection, linking, sentence construction</td>
<td>4</td>
<td>Two texts with two questions on each text. The summary task requires selection of relevant information from both texts.</td>
</tr>
</tbody>
</table>

### Marks

One mark is given for each correct answer in questions 1–25.

Two marks are given for each correct answer in questions 26–31.

Up to two marks may be awarded for questions 32–39.

Two marks are given for each correct answer in questions 40–43.

Fourteen marks are available for question 44. Up to four marks may be awarded for content and ten for summary writing skills. The ten marks for summary writing skills are divided into five bands using the summary mark scheme.

### Summary assessment

An impression mark for summary skills is awarded using a mark scheme with criteria describing performance in terms of the relevance, coherence, organisation, rewording and linguistic accuracy of the answer. Each piece of writing is assigned to a band between 0 and 5, where 5 represents an outstanding realisation of the task and 0 a negligible attempt or no attempt at the task set.

### Marking

Candidates record their answers on separate answer sheets which are processed by trained markers. The mark scheme is adjusted at the beginning of the marking procedure to take account of actual candidate performance and then finalised. Part 5 is marked by a panel of trained examiners monitored by Team Leaders and a Principal Examiner.
Paper 4  Listening

The CPE Listening paper contains four parts with 28 questions and is approximately 40 minutes in length. The instructions which begin each section of the Listening paper are written and spoken. They give the general context for the text and explain the task. Candidates write their answers on the question paper while listening. Five minutes are allowed at the end of the test for them to transfer their answers to an answer sheet.

Texts

Different text types appropriate to the particular test focus are used in each part of the paper. They may be any of the following types:

Monologues:
- documentaries/features
- instructions
- commentaries
- lectures
- news broadcasts
- public announcements
- publicity/advertisements
- reports
- speeches
- stories/anecdotes
- talks

Interacting speakers:
- chat
- conversation
- discussion
- interview
- scripted drama
- transaction

Each text is heard twice. Recordings contain a variety of accents corresponding to standard variants of English native speaker accent. Background sounds may be included before speaking begins, to provide contextual information.

Test focus

The tasks in the Listening paper test candidates’ ability to:
- select the relevant information from the text required to perform a task
- understand the gist of a text and its overall function and message
- identify and distinguish fact and opinion
- infer underlying meaning
- identify participation and role of different speakers in the discourse
- recognise attitude
CPE content and marking

Paper 4 outline

<table>
<thead>
<tr>
<th>Part</th>
<th>Task type and focus</th>
<th>Number of questions</th>
<th>Task format</th>
</tr>
</thead>
</table>
| 1    | Three-option multiple choice  
   Gist, detail, main idea, function, purpose, topic, speaker, addressee, feeling, attitude, opinion | 8 | Four short extracts from monologues or texts involving interacting speakers with two questions per extract. |
| 2    | Sentence completion  
   Specific information, stated opinion | 9 | Candidates complete gaps in sentences with information from a monologue or prompted monologue. |
| 3    | Four-option multiple choice  
   Opinion, gist, detail, inference | 5 | A text involving interacting speakers (e.g. interview) with multiple-choice questions. |
| 4    | Three-way matching  
   Stated and non-stated opinion, agreement and disagreement | 6 | Candidates match statements on a text to either of two speakers or to both when they express agreement. |

Marks

One mark is given for each correct answer.

For security reasons, several versions of the Listening paper are used at each administration of the examination. All tests are constructed to equal levels of difficulty using statistical information obtained by pre-testing the tasks on students before the live examination. After tests have been taken, the performance of the candidates in each of the versions is compared and marks adjusted to compensate for any slight imbalance in levels of difficulty.

Marking

Candidates record their answers on separate answer sheets which are processed by trained markers. The mark scheme for each version of the Listening paper is adjusted at the beginning of the marking procedure to take account of actual candidate performance.
Paper 5 Speaking

The CPE Speaking Test is conducted by two Oral Examiners (an Interlocutor and an Assessor) with pairs of candidates. The Interlocutor is responsible for conducting the Speaking Test and is also required to give a mark for each candidate’s performance during the whole test. The Assessor is responsible for providing an analytical assessment of each candidate’s performance and, after being introduced by the Interlocutor, takes no further part in the interaction. The Speaking Test takes 19 minutes for each pair of candidates and is divided into three parts.

NB The CPE Speaking Test is designed for pairs of candidates. However, where a centre has an uneven number of candidates, the last three candidates will be examined together. Oral Examiner packs contain shared tasks which are particularly appropriate for these groups of three. This test takes 28 minutes. Part 1 takes 4 minutes, Part 2 focus question – 2 minutes, decision-making task – 4 minutes, Part 3 – 18 minutes.

Test focus

The tasks in the Speaking Test require candidates to interact in conversational English in a range of contexts. Candidates demonstrate their ability to do this through appropriate control of grammar and vocabulary, discourse management, pronunciation and interactive communication.

Tasks

The paired format gives the opportunity for a range of interaction types – candidates speak to the Interlocutor in Part 1, to each other in Part 2, and to each other and the Interlocutor in Part 3. The three parts of the test are designed so that candidates deal with progressively more complex ideas and tasks, moving from personal topics to decision-making and discursive activities.

The focus of Part 1 is general interactional and social language. The Interlocutor asks each candidate three different questions, which require candidates to give information about themselves and to express personal opinions.

In Part 2 both candidates are involved in the same decision-making activity based on visual prompts. The candidates are first asked a question relating to one or more of the pictures. This introductory question gives candidates the chance to familiarise themselves with the topic and visuals before going on to the decision-making task. Candidates should be able to express their own opinions, invite the opinions and ideas of their partner and negotiate a decision.

In Part 3, the candidates speak on their own for two minutes, answering a question presented on a card. This gives them the opportunity to develop a topic individually, and to show their ability to sustain and organise a more extended contribution. The follow-up discussion allows candidates to explore the topics of the long turns in greater depth.

At the end of the Speaking Test, candidates are thanked for attending, but are given no indication of their level of achievement.
**CPE content and marking**

**Paper 5 outline**

<table>
<thead>
<tr>
<th>Part</th>
<th>Task type and focus</th>
<th>Length of parts</th>
<th>Task format</th>
</tr>
</thead>
</table>
| 1    | Conversation between the Interlocutor and each candidate  
General interactional and social language | 3 minutes | The Interlocutor encourages the candidates to give information about themselves and to express personal opinions. |
| 2    | Two-way conversation between the candidates  
Speculating, evaluating, comparing, giving opinions, decision making, etc. | 4 minutes | The candidates are given visual and spoken prompts, which generate a discussion. |
| 3    | Long turn from each candidate followed by a discussion on topics related to the long turns  
Organising a larger unit of discourse, expressing and justifying opinions, developing topics | 2 minute long turn for each candidate  
8 minutes following the long turns | Each candidate in turn is given a written question to respond to.  
Candidates engage in a discussion to explore further the topics of the long turns. |

**Assessment**

Candidates are assessed on their own individual performance and not in relation to each other, according to the following analytical criteria: Grammatical Resource, Lexical Resource, Discourse Management, Pronunciation and Interactive Communication. These criteria are interpreted at CPE level. Assessment is based on performance in the whole test and is not related to particular parts of the test.

Both examiners assess the candidates. The Assessor applies detailed, analytical scales, and the Interlocutor applies the Global Achievement Scale, which is based on the analytical scales.

**Grammatical Resource**

This refers to the accurate application of grammar rules and the effective arrangement of words in utterances. At CPE level a wide range of structures should be used appropriately and competently.
Lexical Resource
This refers to the candidate’s ability to use a wide and appropriate range of vocabulary to meet task requirements. At CPE level the tasks require candidates to express precise meanings, attitudes and opinions and to be able to convey abstract ideas. Although candidates may lack specialised vocabulary when dealing with unfamiliar topics, it should not in general terms be necessary to resort to simplification.

Discourse Management
This refers to the ability to link utterances together to form coherent monologue and contributions to dialogue. The utterances should be relevant to the tasks and to preceding utterances in the discourse. The discourse produced should be at a level of complexity appropriate to CPE level and the utterances should be arranged logically to develop the themes or arguments required by the tasks. The extent of contributions should be appropriate, i.e. long or short as required at a particular point in the dynamic development of the discourse in order to achieve the task.

Pronunciation
This refers to the ability to produce easily comprehensible utterances. Articulation of individual sounds is not required to be native speaker-like but should be sufficiently clear for all words to be easily understood. An acceptable rhythm of connected speech should be achieved by the appropriate use of strong and weak syllables, the smooth linking of words and the effective highlighting of information-bearing words. Intonation, which includes the use of a sufficiently wide pitch range and the appropriate use of contours, should be used effectively to convey meaning.

Interactive Communication
This refers to the ability to take an active part in the development of the discourse, showing sensitivity to turn taking and without undue hesitation. It requires the ability to participate competently in the range of interactive situations in the test and to develop discussions on a range of topics by initiating and responding appropriately. It also refers to the deployment of strategies to maintain and repair interaction at an appropriate level throughout the test so that the tasks can be fulfilled.

Global Achievement Scale
This refers to the candidate’s overall performance throughout the test.

Throughout the Speaking Test candidates are assessed on their language skills and in order to be able to make a fair and accurate assessment of each candidate’s performance, the examiners must be given an adequate sample of language to assess. Candidates must, therefore, be prepared to provide full answers to the questions asked by either the Interlocutor or the other candidate, and to speak clearly and audibly. While it is the responsibility of the Interlocutor, where necessary, to manage or direct the interaction, thus ensuring that both candidates are given an equal opportunity to speak, it is the responsibility of the candidates to maintain the interaction as much as possible. Candidates who take equal turns in the interchange will utilise to best effect the amount of time available.
CPE content and marking

Marking

After initial training, Oral Examiners are required to attend co-ordination sessions to maintain standardisation of marking. These sessions involve watching and discussing sample Speaking Tests recorded on video, and then conducting mock tests with volunteer candidates. The sample tests on video are selected to demonstrate a range of task types and different levels of competence, and are pre-marked by a team of experienced Oral Examiners.

In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who may be responsible for approximately fifteen Oral Examiners. Team Leaders give advice and support and also monitor Oral Examiners on a regular basis during live tests. The Team Leaders are responsible to a Senior Team Leader within their country, who is the professional representative of UCLES for the oral examinations. Senior Team Leaders are appointed by UCLES and attend annual co-ordination and development sessions in the UK. Team Leaders are appointed by the Senior Team Leader in consultation with the local administration.
Grading and results

Grading takes place once all scripts have been returned to UCLES and marking is complete. This is approximately six weeks after the examination. There are two main stages: grading and awards.

Grading

The five CPE papers total 200 marks, after weighting. Each paper represents 20% of the total marks available.

The overall grade boundaries (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 items, for those parts of the examination for which this is appropriate (Papers 1, 3 and 4)
- the advice of the Chief Examiners, based on the performance of candidates, and on the recommendation of examiners where this is relevant (Paper 2 and Paper 3 Part 5)
- comparison with statistics from previous years’ examination performance and candidature

A candidate’s overall CPE grade is based on the total score gained by the candidate in all five papers. It is not necessary to achieve a satisfactory level in all five papers in order to pass the examination.

Awards

The Awarding Committee deals with all cases presented for special consideration, e.g. temporary disability, unsatisfactory examination conditions, suspected collusion, etc. The committee can decide to ask for scripts to be remarked, to check results, to change grades, to withhold results, etc. Results may be withheld because of infringement of regulations or because further investigation is needed. Centres are notified if a candidate’s results have been scrutinised by the Awarding Committee.

Results

Results are reported as three passing grades (A, B and C) and two failing grades (D and E). The minimum successful performance which a candidate typically requires in order to achieve a grade C corresponds to about 60% of the total marks. Candidates are given statements of results which, in addition to their grades, show a graphical profile of their performance on each paper. These are shown against the scale Exceptional — Good — Borderline — Weak and indicate the candidate’s relative performance in each paper. Certificates are issued to passing candidates after the issue of statements of results and there is no limit on the validity of the certificate.
I am writing this letter to you, in order to express my point of view and maybe some proposals for the matter that in the last days has come up. I am talking, of course, about your proposal of banning all cars from the town centre.

First of all, I believe that the council’s proposal will be deeply disapproved by the majority of the city. I mean, the committee of trade, basically, because in this way will lost great amount of exchange from people who go down town so as to do their shopping.

Furthermore, parents of children will have many objection as far as the banning of traffic is concerned. Then they will have to go their children to schools on feet, which is considered to be tiry and requiring a lot of time.

As a consequence, people should start using public transport which is expensive in our town. Moreover, the traffic in public transport will rise up and then can be noticed phenomenon of thefts which is unavoidable although the strict and guarding of places or buses by the police.

Hence, I would like to make some proposals for this matter. I think it is too demanding for the council to ban the traffic of all cars in town centre. It would be better if you banned the cars for some hours specifically at noun in order that the level of gases reduce. Also you can propose the decrease of ticket in public transport so as that more people will start using it and leaving their cars back.

I hope my recommendations will be examined by your committee, because as a citizen of this town I am looking for the better of our town, without taking any advantage of the situation.

Yours sincerely
Comments

Content
The candidate has made reference to the three main points raised in the question. However, the first part of the answer merely repeats these ideas with many inaccuracies in language without adding further comment. The suggestions made in the second part are brief and very poorly expressed.

Range
The range of vocabulary and expression is severely limited, and there is a lack of structural variety.

Accuracy
There are numerous errors, many of them basic, e.g. in verbs – will lost; in agreement – many objection; in linking – misuse of although; in vocabulary – amount of exchange, tiry; in expression – for the better of our town; and in spelling – dissaproved, sincerelly. In several places, the meaning is far from clear.

Appropriacy of register and format
The answer is set out as a formal letter, which could be an acceptable format for a proposal, but the conventional greeting is missing. The register is inconsistent – the writer changes from third to second person (the council; you).

Organisation and cohesion
The letter is adequately arranged in paragraphs, but the many errors, which impede communication, outweigh the value of this organisation.

Target reader
This is a poor attempt at the task. The local council would gain little help or information from this letter, which would have a very negative effect.

Band 1
Sample B (Test 2 Question 1)

Nowadays it is common knowledge that computers have entered not only our personal and professional lives, but they have also prevailed in certain fields of the public sector, including education. According to the latest studies, the invasion of computing in education and its impact can only be compared to the effect of the Industrial Revolution on both the economy and the culture of most European countries.

The use of computers in a classroom both by students and a teacher can turn out to be extremely useful, exciting and innovating, since it can broaden the minds of its users and promote close and necessary contact with other important resources ranging from other schools to the world’s most famous libraries, as well as many others. More specifically, in the years to come, teachers will most probably find computers indispensable in both covering their own needs and improving their teaching abilities and techniques. Some people may think that once computing invades education, teachers will no longer be needed. To my mind, though, this is hardly the case. On the contrary, teachers will be needed more than ever, so long as they are able to make the distinction between their role as tutors and the future role of computers as vast sources of information. For this to happen, however, teachers should realise that they themselves have to be motivated in order to use computers and not to be intimidated by them. Only then will they be capable of motivating their students as well.

On the other hand, the use of computers may lead to the classroom itself being considered unnecessary or even old-fashioned and out-dated, but if the teacher’s plain blackboard and piece of chalk are replaced by computers, the quality of the lessons will most definitely improve. They will be far more interesting and effective. The value of the classroom setting is linked to another consideration – whether computing in education should best be done alone or not.

Many people feel that one should individually try to learn how to operate a computer, since this way he will be able to decide the place, the time and the way to learn. Therefore he will have the flexibility and the freedom to set and follow his own pace. Others, however, believe that such a procedure should take place in the presence of others, so that all the potential students will be able to exchange their thoughts, their questions, their knowledge and last but not least their experience. To my mind, both ways of learning can be equally effective, depending on one’s needs and personal abilities.

In conclusion, it has become obvious that the future role of computers in education is still rather ambivalent since it can be viewed in either a positive or a negative way. In addition to that, the role of teachers, students as well as other educational factors will definitely need to be re-assessed. Were such re-assessment to take place, however, under certain conditions, computers could surely and easily open new doors in the 21st century, promoting technology, science, economy and most of all, living conditions.
Comments

Content
The candidate has dealt effectively with all the points raised in the question, and expanded these with thoughtful and relevant comments of her own.

Range
There is excellent and accurate use of a wide range of vocabulary and structure.

Accuracy
The essay is virtually error-free – there is a spelling mistake – *definitely*; odd use of *innovating* (for innovative) and an instance of awkward expression – *whether computing in education should best be done*.

Appropriacy of register and format
Essay format; register wholly appropriate to writer’s role as student.

Organisation and cohesion
The essay is skilfully organised and well paragraphed. The argument is coherent and easy to follow.

Target reader
This is an excellent realisation of the task. The reader is left with a very clear and positive understanding of the writer’s viewpoint.

Band 5