

Cambridge  
First Certificate  
in English  
6

TEACHER'S BOOK

*Examination papers from  
University of Cambridge  
ESOL Examinations:  
English for Speakers of  
Other Languages*



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# Introduction

## The Cambridge ESOL Main Suite: a five-level system

The University of Cambridge ESOL Examinations has developed a series of examinations with similar characteristics, spanning five levels. Within the series of five levels, the First Certificate in English (FCE) is at Cambridge/ALTE Level 3, Level B2 in the Council of Europe Framework and Level 1 in the UK National Qualifications Framework.

Examination	Cambridge/ALTE Level	Council of Europe Framework Level	UK National Qualifications Framework Level
CPE Certificate of Proficiency in English	Level 5	C2	3
CAE Certificate in Advanced English	Level 4	C1	2
FCE First Certificate in English	Level 3	B2	1
PET Preliminary English Test	Level 2	B1	Entry 3
KET Key English Test	Level 1	A2	Entry 2
YLE Cambridge Young Learners English	Breakthrough Level		

## The level of FCE

The First Certificate in English (FCE) offers an intermediate-level qualification for those wishing to use English for professional, social or study purposes. A brief description of FCE level is given below. The description is not a specification for the examination content, but refers to language activities in the real-world, non-examination context. Learners at this level are able to handle the main structures of the language with some confidence, demonstrate knowledge of a wide range of

## *Introduction*

vocabulary and use appropriate communicative strategies in a variety of social situations. Their understanding of spoken language and written texts should go beyond being able to pick out items of factual information, and they should be able to distinguish between main and subsidiary points and between the gist of a text and specific detail. They should be able to produce written texts of various types, showing the ability to develop an argument as well as describe or recount events.

## **FCE candidates**

In 2001, there were approximately 270,000 candidates for FCE throughout the world. Information is collected about the FCE candidates at each session, when candidates fill in a Candidate Information Sheet. 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 FCE candidature.

### *Nationality*

FCE is taken by candidates throughout the world in about 100 countries, although the total number of nationalities represented by the candidature is over 150. The majority of these candidates enter for FCE in European and South American countries. Many candidates also take the examination in the UK.

### *Age*

Most candidates (about 75%) are under 25, with the average age being about 21. In some countries the average age is lower (e.g. in Greece it is about 16 years old).

### *Gender*

About 65% of candidates are female.

### *Employment*

Most candidates are students, although there are considerable differences in the proportion of students in different countries.

### *Exam preparation*

A large proportion of candidates (about 85%) undertake a preparatory course before taking the examination; most of these courses last between 8 and 24 weeks.

### *Reasons for taking FCE*

The most frequent reason for candidates wanting the FCE qualification is for work in their own country. Other reasons include work in another country and further study.

## **Further information**

FCE is held each year in March, June and December in 1,900 centres worldwide. Special arrangements are available for disabled candidates. These may include extra time, separate accommodation or equipment, Braille transcription, etc. Consult the Cambridge ESOL 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 Cambridge ESOL examinations in your area or from:

University of Cambridge  
ESOL Examinations  
1 Hills Road  
Cambridge  
CB1 2EU  
United Kingdom

Telephone: +44 1223 553355  
Fax: +44 1223 460278  
e-mail: [ESOLHelpdesk@ucles.org.uk](mailto:ESOLHelpdesk@ucles.org.uk)  
[www.CambridgeESOL.org](http://www.CambridgeESOL.org)

In some areas this information can also be obtained from the British Council.

# *FCE content and marking*

## **The structure of FCE: an overview**

The FCE examination consists of five papers:

Paper 1	<b>Reading</b>	1 hour 15 minutes
Paper 2	<b>Writing</b>	1 hour 30 minutes
Paper 3	<b>Use of English</b>	1 hour 15 minutes
Paper 4	<b>Listening</b>	40 minutes (approximately)
Paper 5	<b>Speaking</b>	14 minutes

Material used throughout FCE 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 FCE Reading paper consists of four parts. Each part consists of a text and a corresponding comprehension task. Part 4 may contain two or more shorter related texts. There is a total of 35 questions. The time allowed to select answers and record them on the answer sheet is one hour fifteen minutes.

### *Texts*

The length of FCE texts varies from 350 words to 700 words, depending on the type of task. The total reading load for the paper is 1,900 to 2,300 words. The texts are intended to cover a range of recently published material and to appear authentic in form, presentation and content.

Texts may be of the following types:

- newspaper and magazine articles
- fiction
- informational material (brochures, guides, manuals)
- advertisements
- correspondence
- messages
- reports

Pictures and other diagrams are used where appropriate to illustrate the text; questions do not focus on visual elements. Some of the vocabulary may be simplified in the texts to keep it within the FCE level but such changes are kept to a minimum.

*Test focus*

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

- understand gist and main ideas
- understand detail
- follow text structure
- deduce meaning
- select specific information

*Tasks*

There are 35 questions on the Reading paper. Each text is accompanied by a set of questions as follows:

Part	Task	Number of Questions	Task Format
1	Multiple matching	6 or 7	Candidates must match headings or summary sentences to paragraphs of the text.
2	Multiple choice	7 or 8	Candidates must answer multiple-choice questions based on the text.
3	Gapped text	6 or 7	Candidates must select appropriate paragraphs or sentences that have been removed from the text and jumbled.
4	Multiple matching	13 to 15	Candidates must locate information in the text or texts.

Multiple-choice and gapped-text questions follow the text; multiple-matching questions precede the text.

The language level of the instructions and individual questions is within the range of FCE.

*Marks*

Candidates record their answers by shading the correct lozenges on a separate answer sheet.

Two marks are given for each correct answer in **Parts 1, 2 and 3** and one mark is given for each correct answer in **Part 4**. The total score is then weighted to 40 marks for the whole Reading paper.

*Marking*

The Reading paper is directly scanned by computer.

## **Paper 2 Writing**

The FCE Writing paper requires candidates to carry out two tasks: a compulsory task in **Part 1** and one from a choice of four questions in **Part 2**. Candidates are

## *FCE content and marking*

expected to write 120–180 words for each task, making a total overall word length of 240–360 words across the two tasks. The time allowed to complete the two tasks is one hour thirty minutes. There is an optional question on background reading texts in **Part 2**.

### *Test focus*

**Part 1** is a compulsory task in which candidates have to produce a transactional letter. Information is given about a specific situation through a combination of text and notes, sometimes supported by illustrations or diagrams. In **Part 2** there is a choice of four tasks from which candidates choose one. All of the questions specify why the piece is to be written and who the piece is to be written for.

**Parts 1** and **2** carry equal marks.

### *Tasks*

In **Part 1**, the language of the reading input and rubric is well within the level expected of FCE candidates. Candidates are required to write a transactional letter in an appropriate style. The purpose of the letter and the addressee are clearly explained in the rubric. In order to complete the task successfully, candidates need to use the input provided in an appropriate way, expanding on the points given by using a range of structures and vocabulary.

In **Part 2**, candidates are expected to write one of the following:

- an article
- an informal/non-transactional letter
- a discursive composition
- a short story
- a report
- a letter of application

There is an optional task (question 5) on background reading texts in **Part 2**. There are two 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 Cambridge ESOL in the Examination Regulations. Each text normally remains on the list for two years.

### *Assessment*

An impression mark is awarded to each task; examiners use band descriptors similar to the ones on page 7 to assess how well the task has been realised.

The **general impression mark scheme** is used in conjunction with a **task-specific mark scheme**, which focuses on criteria specific to each particular task. This summarises the content, organisation and cohesion, range of structures and vocabulary, register and format, and target reader indicated in the task.

American usage and spelling is acceptable; marks are not specifically deducted for spelling errors, although a number of errors which interfere with communication will affect the assessment.

GENERAL MARK SCHEME

<b>5</b>	<p>Full realisation of the task set.</p> <ul style="list-style-type: none"> <li>• All content points included with appropriate expansion.</li> <li>• Wide range of structure and vocabulary within the task set.</li> <li>• Minimal errors, perhaps due to ambition; well-developed control of language.</li> <li>• Ideas effectively organised, with a variety of linking devices.</li> <li>• Register and format consistently appropriate to purpose and audience.</li> </ul> <p>Fully achieves the desired effect on the target reader.</p>
<b>4</b>	<p>Good realisation of the task set.</p> <ul style="list-style-type: none"> <li>• All major content points included: possibly one or two minor omissions.</li> <li>• Good range of structure and vocabulary within the task set.</li> <li>• Generally accurate, errors occur mainly when attempting more complex language.</li> <li>• Ideas clearly organised, with suitable linking devices.</li> <li>• Register and format on the whole appropriate to purpose and audience.</li> </ul> <p>Achieves the desired effect on the target reader.</p>
<b>3</b>	<p>Reasonable achievement of the task set.</p> <ul style="list-style-type: none"> <li>• All major content points included; some minor omissions.</li> <li>• Adequate range of structure and vocabulary, which fulfils the requirements of the task.</li> <li>• A number of errors may be present, but they do not impede communication.</li> <li>• Ideas inadequately organised, with simple linking devices.</li> <li>• Reasonable, if not always successful, attempt at register and format appropriate to purpose and audience.</li> </ul> <p>Achieves, on the whole, the desired effect on the target reader.</p>
<b>2</b>	<p>Task set attempted but not adequately achieved.</p> <ul style="list-style-type: none"> <li>• Some major content points inadequately covered or omitted, and/or some irrelevant material.</li> <li>• Limited range of structure and vocabulary.</li> <li>• A number of errors, which distract the reader and may obscure communication at times.</li> <li>• Ideas inadequately organised; linking devices rarely used.</li> <li>• Unsuccessful/inconsistent attempts at appropriate register and format.</li> </ul> <p>Message not clearly communicated to the target reader.</p>
<b>1</b>	<p>Poor attempt at the task set.</p> <ul style="list-style-type: none"> <li>• Notable content omissions and/or considerable irrelevance, possibly due to misinterpretation of the task set.</li> <li>• Narrow range of vocabulary and structure.</li> <li>• Frequent errors which obscure communication; little evidence of language control.</li> <li>• Lack of organisation or linking devices.</li> <li>• Little or no awareness of appropriate register and format.</li> </ul> <p>Very negative effect on the target reader.</p>
<b>0</b>	<p>Achieves nothing: too little language for assessment (fewer than 50 words) or totally irrelevant or totally illegible.</p>

All these comments should be interpreted at FCE level, and referred to in conjunction with a task-specific mark scheme.

### *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. This begins with a meeting of the Principal Examiner and the Team Leaders. This is held immediately after the examination and begins the process of establishing a common standard of assessment by the selection of sample scripts for all five questions in Paper 2. Sample scripts 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. The accuracy of language, including spelling and punctuation, is assessed on the **general impression scale** for all tasks. Markers discuss these mark schemes and refer to them regularly while they are working. A rigorous process of co-ordination and checking is carried out before and throughout the marking process.

## **Paper 3 Use of English**

The FCE Use of English paper contains five parts. There is a total of 65 questions. The time allowed for completion of all five parts, including answer sheet completion, is one hour fifteen minutes.

### *Test focus*

This paper tests the ability of candidates to apply their knowledge of the language system. **Part 1** emphasises vocabulary; **Parts 2 and 3** focus on both grammar and vocabulary; **Part 4** emphasises grammar and **Part 5** focuses closely on grammar.

### *Tasks*

There are 65 questions in the Use of English paper. Each part of the paper contains a set of questions as follows:

#### *Part 1*

A cloze text of approximately 200 words, modified to place emphasis on lexical items, with 15 four-option multiple-choice items.

#### *Part 2*

An open cloze text of approximately 200 words, modified to place emphasis on structural words. The text contains 15 gaps to be completed by the candidate. There may be a small number of lexico-grammatical items.

### *Part 3*

A set of ten sentences, each accompanied by a 'key' word and a gapped reformulation of the initial sentence. Candidates are required to complete the gapped sentence, using the key word, so that it has a similar meaning to the prompt sentence.

### *Part 4*

A text of approximately 200 words which contains 15 lines (plus two example lines). Some lines of the text are correct, other lines contain an extra incorrect word, which candidates are required to identify. No line contains more than one error.

### *Part 5*

A text of approximately 150 words which contains 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 words.

### *Marks*

One mark is given for each correct answer in **Parts 1, 2, 4 and 5**. For **Part 3**, candidates are awarded a mark of 2, 1 or 0 for each question according to the accuracy of their response. Correct spelling is required in **Parts 2, 3, 4 and 5**. The total mark is subsequently weighted to 40.

### *Marking*

**Part 1** of the Use of English paper is directly scanned by computer. The other parts of the paper are marked under the supervision of a co-ordinating examiner. A mark scheme is drawn up in the light of pre-testing. This is adjusted at the beginning of the marking procedure to take account of actual candidate performance and then finalised. All scripts are double-marked. Question papers may be scrutinised during the marking if there is any doubt about candidate responses on the answer sheets.

## **Paper 4 Listening**

The Listening paper is divided into four parts and is approximately 40 minutes in length. Each part contains a recorded text or texts and corresponding comprehension tasks. There is a total of 30 questions in the Listening paper. Each text is heard twice.

Recordings contain a variety of accents corresponding to standard variants of English native-speaker accent, and to English non-native speaker accents that approximate to the norms of native-speaker accents. Background sounds may be included before speaking begins, to provide contextual information.

The instructions for each task are heard and read by the candidate. They give the general context for the input and explain the task.

## *FCE content and marking*

Candidates are advised to write their answers on the question paper while listening. Five minutes are allowed at the end of the test for candidates to transfer their answers onto an answer sheet.

You will need to pause your audio CD before Parts 2, 3 and 4, and at the end of the test. The length of the pauses is announced to you. The audio cassettes, however, contain all pauses between parts, and only need to be paused for five minutes at the end of the test.

### *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:

- answerphone/freephone messages
- commentaries
- documentaries/features
- instructions
- lectures
- news
- public announcements
- publicity/advertisements
- reports
- speeches
- stories/anecdotes
- talks

#### Interacting speakers:

- chats
- conversations
- discussions
- interviews
- quizzes
- radio plays
- transactions

**Part 1** consists of eight short, unrelated extracts of approximately 30 seconds which may be in the form of monologues or conversations. **Part 2** is a monologue or text involving interacting speakers and lasts approximately 3 minutes. **Part 3** consists of five short related pieces, each with a different speaker, of approximately 30 seconds each. **Part 4** is also a monologue or text involving interacting speakers and lasts approximately 3 minutes.

### *Test focus*

The tasks in the Listening paper test candidates' ability to understand:

#### *Parts 1 and 3*

gist, main points, function, location, roles and relationships, mood, attitude, intention, feeling or opinion.

#### *Parts 2 and 4*

gist, main points, detail or specific information, or deduce meaning.

### *Tasks*

Each listening text is accompanied by a set of questions as follows:

Part	Task	Number of questions
1	Multiple choice	8
2	Note taking, blank filling, sentence completion	10
3	Multiple matching	5
4	Selection from 2 or 3 possible answers	7

In Part 4, questions may have two alternatives or three, e.g. multiple choice, matching and true/false.

### *Marks*

One mark is given for each correct answer. The total is weighted to give a mark out of 40 for the paper. In Part 2 minor spelling errors are allowed, provided that the candidate's intention is clear. Occasionally candidates are asked to write a word which has been dictated letter-by-letter. This must be spelt correctly.

For security reasons, several versions of the Listening paper are used at each administration of the examination. Before grading, the performance of the candidates in each of the versions is compared and marks adjusted to compensate for any imbalance in levels of difficulty.

### *Marking*

**Part 1** and **Part 3** of the Listening paper are directly scanned by computer. The other parts of the paper are marked under the supervision of a co-ordinating examiner. A mark scheme for each version of the Listening paper is drawn up in the light of pre-testing. This is adjusted at the beginning of the marking procedure to take account of actual candidate performance, and then finalised. All scripts are double-marked. Question papers may be scrutinised during the marking if there is any doubt about candidates' responses on the answer sheets.

## **Paper 5 Speaking test**

The FCE Speaking test is conducted by two examiners (an interlocutor who will conduct the test and speak to the candidates, and an assessor who will just listen to the candidates) with pairs of candidates. The test takes fourteen minutes for each pair of candidates and is divided into four parts:

- Part 1** Interview
- Part 2** Individual long turn
- Part 3** Two-way collaborative task
- Part 4** Three-way discussion

A pair of colour photographs is provided for each candidate as the visual prompts for **Part 2**, together with a verbal rubric. The prompts for **Part 3** may be in the form of photographs, line drawings, diagrams, etc., together with a verbal rubric. **Parts 1** and **4** do not require visual prompts.

### *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 include different interaction patterns (examiner to candidate, candidate to candidate), different discourse types (short turn, long turn, etc.), and focus on different features, such as comparing and contrasting, exchanging information, stating and supporting an opinion, agreeing and disagreeing, expressing certainty and uncertainty, initiating and responding, collaborating, and turn-taking.

### *Tasks*

The purpose of **Part 1** ('interview': three minutes) is to test general interactional and social language.

In this part of the test, candidates respond to direct questions asked by the interlocutor. Candidates are expected to expand on their responses, talking about present circumstances, past experiences and future plans.

The purpose of **Part 2** ('individual long turn': one minute per candidate) is to elicit a sample of transactional language from each candidate.

In **Part 2** each candidate is given the opportunity to talk without interruption for one minute. Candidates demonstrate their ability to organise their language and ideas with an appropriate use of grammar and vocabulary. Each candidate gives information and expresses opinions through comparing and contrasting two colour photographs.

The purpose of **Part 3** ('collaborative task': approximately three minutes) is to elicit short transactional turns from each candidate by engaging both of them in the same problem-solving activity.

The tasks are designed to give candidates the opportunity to demonstrate their range of language; the metalanguage of the exchange is as much a part of the test as the utterances directly connected with the prompt. All **Part 3** tasks are shared; candidates are encouraged to talk together, without the interlocutor, and should be able to express and justify their own views, invite the opinions and ideas of their partner and negotiate a decision.

The purpose of **Part 4** ('three-way discussion': approximately four minutes) is to elicit a further sample of speech from the candidates by allowing them to participate in a wider discussion with the interlocutor of the issues raised in **Part 3**.

At the end of the Speaking test, candidates are thanked for attending but are given no indication of their level of achievement.

**NB** If there is an uneven number of candidates at a session, the last three candidates will be examined together.

## **Assessment**

Candidates are assessed on their own individual performance and not in relation to each other, according to the following four analytical criteria: grammar and vocabulary, discourse management, pronunciation and interactive communication. These criteria are interpreted at FCE level. Assessment is based on performance in the whole test and not in particular parts of the test.

Both examiners assess the candidates. The assessor applies detailed, analytical scales, and the interlocutor applies a global achievement scale, which is based on the analytical scales.

### *FCE typical minimum adequate performance*

Although there are some inaccuracies, grammar and vocabulary are sufficiently accurate in dealing with the tasks. Mostly coherent, with some extended discourse. Can generally be understood. Able to maintain the interaction and deal with the tasks without major prompting.

### *Analytical scales*

#### *Grammar and vocabulary*

This refers to the accurate and appropriate use of grammatical forms and vocabulary. It also includes the range of both grammatical forms and vocabulary. Performance is viewed in terms of the overall effectiveness of the language used.

#### *Discourse management*

This refers to the coherence, extent and relevance of each candidate's individual contribution. In this scale the candidate's ability to maintain a coherent flow of language is assessed, either within a single utterance or a string of utterances. Also assessed here is how relevant the contributions are to what has gone before.

#### *Pronunciation*

This refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements. This includes stress, rhythm and intonation as well as individual sounds. Examiners put themselves in the position of the non-EFL specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate.

#### *Interactive communication*

This refers to the candidate's ability to use language to achieve meaningful communication. This includes initiating and responding without undue hesitation, the ability to use interactive strategies to maintain or repair communication, and sensitivity to the norms of turn taking.

#### *Global achievement scale*

This refers to the candidate's overall performance throughout the test.

## *FCE content and marking*

Oral Examiners are trained in conducting the FCE Speaking test and applying the assessment criteria at initial training sessions. At these sessions, Oral Examiners conduct tests with volunteer candidates, and mark video sample tests, which are selected to demonstrate a range of levels of competence. After initial training, Oral Examiners attend annual co-ordination sessions to maintain standardisation of marking.

In the majority of countries in which the FCE examination is taken, Oral Examiners are assigned to teams which are led by Team Leaders. Team Leaders give advice and support and also monitor Oral Examiners on a regular basis during live tests. Senior Team Leaders, to whom Team Leaders are responsible, are appointed by Cambridge ESOL to manage the professional aspects of the Speaking tests. Senior Team Leaders attend annual conferences in the UK to co-ordinate the development of the Team Leader system world-wide.

### *Marks*

Marks for each scale are awarded out of five: the assessor's marks are weighted singly and the interlocutor's mark is double-weighted. Marks for the Speaking test are subsequently weighted to produce a final mark out of 40.

# *Grading and results*

Grading takes place once all scripts have been returned to Cambridge ESOL and marking is complete. This is approximately six weeks after the examination.

## **Grading**

The five FCE papers total 200 marks after weighting. Each paper is weighted to 40 marks.

A candidate's overall FCE 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.

The overall grade boundaries (A, B, C, D and E) are set according to 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)
- advice, based on the performance of candidates, and recommendations of examiners, where this is relevant (Papers 2 and 5)
- comparison with statistics from previous years' examination performance and candidature.

### *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 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.

## **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. Statements of Results are sent out to all candidates and include a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and show the candidate's relative performance in each paper.

## **Notification of results**

Statements of Results are issued through centres approximately two months after the examination has been taken.

Certificates are issued about six weeks after the issue of Statements of Results. Enquiries about results may be made through Local Secretaries, within a month of the issue of Statements of Results.

# Paper 2 sample answers and examiner's comments

The following pieces of writing have been selected from students' answers. The samples relate to tasks in Tests 1–4 of the Student's Book. Explanatory notes have been added to show how the bands have been arrived at. The comments should be read in conjunction with the task-specific mark schemes included in the Keys.

## Sample A (Test 1, Question 2 – Composition)

*In the past, young people used to wear their parents clothes, so that they would look like if they were older. The truth is, that nowadays, young people, always want to dress differently from their parents.*

*It seems that to them, that their parents' clothes are 'old-fashioned' and are worn only by the 'old people'. These suits of the young men's fathers, look as they say, like if they were going to a funeral and these dresses of the young women's mothers look like if they were made 'in the wild west'.*

*And if young people don't wear clothes like their parents', what kind of clothes do they wear and why? Nowadays, young people have a tendency to wear informal clothes, especially really large jeans and T-shirts. The clothes that young men wear don't differ a lot from the young women's. The only exception is, that young women tend to wear really tight trousers and blouses. In my opinion, they want to wear these clothes in order to make a revolution, as they are receiving a lot of pressure from their parents.*

*In conclusion, young people always want to dress differently from their parents and that's what they really do.*

### Comments

#### Content

Good realisation of the task.

#### Accuracy

Good – errors due to ambition – some repeated errors.

#### Range

Good range of vocabulary and structure.

#### Organisation and cohesion

Clear paragraphing; some linking.

#### Appropriacy of register and format

Consistently appropriate.

#### Target reader

Would be informed.

#### Band: 4

**Sample B (Test 1, Question 4 – Report)**

To: Mr George Luke, director of the company "Tours"

From:

Date: 2nd December 2002

Subject: One-day sightseeing tour in Paris

Introduction

As requested, this report is to assess what visitors can see in Paris.

General Information – Facilities

Paris is the capital of France and is situated in the north of the country. It can be easily reached by plane from many cities of Europe, such as Athens, London, Madrid and Berlin, as well as of New York in USA. The ways of transport in the city are plenty: underground railway (metro), train, bus or taxi.

Interesting Sights

The city of Paris offers very much to see. Some very interesting places that could be visited are the following: the Sacré Coeur Cathedral in the north of the town, the Notre-Dame, in the centre of Paris, as well as the Tour Eiffel, the well known, huge building. What else could be done is a walk at the avenue of Champs-Élysées and shopping at Galleries Lafayette.

Conclusion

My personal opinion is that Paris is the most beautiful town and I would strongly recommend to visit it.

**Comments**

**Content**

All content points adequately covered.

**Accuracy**

Generally accurate.

**Range**

Some evidence of range.

**Organisation and cohesion**

Clearly organised with good cohesion.

**Appropriacy of register and format**

Good report format.

**Target reader**

Would be informed.

**Band: 3**

**Sample C (Test 2, Question 1 – Letter)**

Dear Peter,

Thank you very much for your letter. It's been 6 months since our last meeting. A long time, isn't it?

Anyway, of course I have some ideas for Anna's birthday party. Your first suggestion about the Majestic Hotel sounds really good, but what about the price? I'm not sure whether it's too expensive or not.

I think we should order a birthday cake and her favourite food, Italian. That shouldn't be a problem to get.

Well, don't bother because of her present. Anna enjoys travelling, so I think it would be a good idea to give her a trip, which she can choose. Your thought about a watch isn't bad but Anna has got a new one recently.

Anyway, I've bad news for you because I'm very busy the day before the party. So, I can't help you with the preparations. I'm very sorry! I hope you'll find someone else giving you a hand. Maybe Brian.

My suggestion for a special party is that we should organise a Karaoke party. I remember how much she enjoyed the last visit in the Karaoke Bar. That will be a great surprise for Anna.

So, please let me know your decision.

Love,

**Comments**

**Content**

All points covered with good expansion.

**Accuracy**

Very accurate.

**Range**

Good range with natural tone.

**Organisation and cohesion**

Well organised and linked.

**Appropriacy of register and format**

Very appropriate and natural.

**Target reader**

A convincing letter which informs the target reader.

**Band: 5**

**Sample D (Test 2, Question 2 – Composition)**

I am a ecologist person and me and my family take care of environment and so we use public transport. Nowadays, there is a lot of pollution and we have a lot of enviroment problem like greenhouse effect ozone hole. The car is one of the enviroment problems.

Almost all people use car because is more convenient. Why? Because when we need move we don't have to wait the public transport, we don't have to change bus or train. But there are a lot of advantages to take public transport. First of all, it is four our future, less pollution!

Sometimes the public transport are quickly than car, during the travel you can read, sleep, speak with other people. If we take a special card is not so expansive and is less dangerous for the accident.

Disadvantages for the car: the fuel is expansive, a lot of traffic and a lot of danger in the street.

My slogan is less car, less pollution, better life.

Finally, I think in the future we will use more the public transport than the car.

**Comments**

**Content**

Good range of appropriate vocabulary.

**Accuracy**

Frequent errors, sometimes basic.

**Range**

Ambitious but unsuccessful.

**Organisation and cohesion**

Disjointed in parts.

**Appropriacy of register and format**

Suitably neutral register but poor linking.

**Target reader**

Would understand the message but be distracted by the number of errors.

**Band: 2**