

Marks and results

Reading and Use of English

One mark is given for each correct answer in Parts 1–3 and 7. Two marks are given for each correct answer for Parts 5–6. Up to two marks are awarded for Part 4. The total score is then weighted to 50 marks for the whole Reading and Use of English paper.

Writing assessment

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

Content focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.

Communicative Achievement focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.

Organisation focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.

Language focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5. The subscale Content is common to all levels:

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

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

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

CPE Writing Examiners use the following Assessment Scale, extracted from the one above:

C2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication, and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or as slips.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

When marking the tasks, examiners take into account length of responses. Scripts which are under- or over-length are not penalised *per se*. Responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These factors may affect candidates' marks on the relevant subscales.

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. Explanatory notes have been added to show how the bands have been arrived at. The comments on Part 1 questions and Part 2 questions 5a and 5b should be read in conjunction with the Briefing Documents included in the Keys.

Sample A (Test 1, Part 2, Question 4, Report)

This report is written in order to provide an overview of the public park located in the centre of the town. Another aim of this report is to suggest desirable improvements to the existing facilities and the general state of park and explain why visitors would be attracted.

General overview

The park in question was designed in 1980 in order to develop a recreational area for the neighbouring households as well as to provide local children with appropriate sports and leisure facilities. Since then, very little developments have been carried out. Currently, the park offers its visitors two playgrounds for pre-school/schoolchildren, one football pitch and two cafés, one of which is a well-known fast-food brand.

Proposed improvements

Although the general state of the park could be considered satisfactory, there is still room for improvement.

In terms of sports facilities, a dire need for winter sports is obvious. One of the options would be building an ice-rink for the winter time, when general public normally lose interest in sports such as football.

Alternately, an enclosed volleyball/basketball playground could be considered.

As for the food establishments, it is clear that the park definitely lacks catering for people with special diets. Not only does it not offer vegetarian menu, there is also no possibility for young mothers to feed their babies/toddlers properly.

I would recommend the local government pay closer attention to this issue and consider opening new cafés/restaurants with these customer groups in view.

Conclusion

In conclusion, I would like highlight the importance of improving the park's facilities. Not only does the park already provide local people with opportunities for healthy lifestyle, the new improvements suggested would also create an image of the town as a friendly, open place with a welcoming, relaxed atmosphere for different people all year round.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader would be informed as to the facilities the park offers and would know what improvements are being proposed. The final part of the question is dealt with, although not a great amount of detail is provided.
Communicative Achievement	3	The candidate uses the conventions of a report with a degree of flexibility thereby communicating complex ideas in an effective way, holding the target reader's attention with ease and fulfilling all communicative purposes. An appropriate formal register is used throughout the report (<i>another aim of this report is to suggest desirable improvements to the existing facilities and the general state of the park ...</i> , <i>Although the general state of the park could be considered satisfactory, there is still room for improvement, In conclusion I would like highlight the importance of improving the park's facilities</i>). The format is also appropriate with clear and helpful headings.
Organisation	2	The text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility. This ranges from simpler linking words and phrases (<i>there is also, as well as, although</i>) to more complex cohesive devices and organisational patterns (<i>in terms of, as for, the park in question, one of which, not only does it ... there is also, it is clear that ...</i>). However, there are instances of incorrectly used cohesive devices (<i>alternately</i>).
Language	3	A range of vocabulary, including less common lexis, is used effectively and precisely (<i>pay closer attention to this issue, highlight the importance of, room for improvement, catering for, provide an overview</i>) but some vocabulary is not used appropriately or accurately (<i>in view, dire need</i>). A wide range of simple and complex grammatical forms is used with control and some flexibility. There are some examples of grammatical error which do not impede (<i>This report is written ...</i> , <i>very little developments</i>) and may only be slips.



Sample B (Test 2, Part 1, Question 1, Essay)

<p>The expression of diametrically opposed opinions has always been a great tool in the arsenal of journalists, especially film critics. One can easily be swayed to vouch for either side, especially if there are questions of loyalty or fundamental ideological values involved. This can be seen in the very polarised stance expressed either in favour of the position that film in the 21st century as an art or entertainment form is in decline or in the hope that it has and will always keep its hold on audiences as one of the most immediate and powerful means of moulding public awareness of social and moral issues.</p> <p>Yet it might only be a question of differentiation of purposes, audience needs to create different styles of film for well-defined audiences (children, teenagers, lovers of great classics from the 20s or 50s say, advocates of social realism, fans of horror, and so on), with precise budgets and therefore well-aimed marketing strategies. Perhaps the film industry has finally come of age and can deliver well-groomed 'horses' for better known 'courses', as the saying goes. There is nobody who is forcing the wrong people to go and see either a blockbuster in a multiplex cinema with an audience of popcorn-eating spotty bored teenagers for whom going to see an action movie might well be an escape from dreariness and monotony of their everyday lives as they see it. Equally, there is no authority to make people pay for a low budget thought-provoking film in an art picturehouse if that does not appeal to them. There is always choice involved, and that is what any human art form has retained as one of its fundamental values. Besides, this does not preclude that, from time-to-time, major films with a big budget cannot manage to appeal to more layers of the target audience than just one. Similarly, not all low-budget movies are valuable in terms of artistry, still, originality or novelty of ideas they build on. Each film should be appreciated in its own context, and that way modern classics can be identified and treated equally.</p> <p>Film will – hopefully – always stay around and diversify in its use of new technologies or age-old techniques, its themes and genres (be they comedies, documentaries, historical dramas, or science fiction or whatever) and its use of professionals' skills and artistry. That way audiences will always be able to exercise their vote by choosing what to go and see next at the pictures, and extreme opinion on the decline or otherwise of the greatest art form we have can be held at bay.</p>	
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Subscale	Mark	Commentary
Content*	5	All content is relevant to the task. The target reader is fully informed. The essay does not merely work through the key points one by one, but skilfully incorporates them in an essay which is principally focused on eloquently expressing the writer's strong views on modern cinema, rather than simply restating the arguments in the two texts.
Communicative Achievement	5	The text demonstrates a complete command of the conventions of an essay. The opening paragraph clearly sets out the approach the writer is going to take, and the final paragraph is an effective and appropriate conclusion which does more than simply restate the writer's earlier views, and is a natural development of the arguments made earlier in the essay. Complex ideas about the cinema and the attitudes people have to it are communicated in an effective and often very convincing way, holding the target reader's attention with ease and fulfilling all communicative purposes.
Organisation	4	The essay is a very well-organised and coherent whole, and uses a good variety of cohesive devices and organisational patterns with a good degree of flexibility (<i>This can be seen in ..., Similarly, Besides, Equally, Yet it might only be a question of ...</i>).
Language	4	A wide range of vocabulary, including less common lexis, is used with fluency, precision and some sophistication (<i>diametrically opposed, a great tool in the arsenal of journalists, easily be swayed, has finally come of age, dreariness and monotony, diversify, held at bay</i>). There are occasional minor slips or examples of slight awkwardness (<i>it does not preclude that ..., exercise their vote, not all low-budget movies are valuable in terms of artistry, still, originality or novelty of ideas they build on.</i>).

* See Briefing Document, pages 132–133. Key points from each Part 1 question are listed in a Briefing Document for markers.

Sample C (Test 2, Part 2, Question 4, Review)

Talk-Talk is a piece of PC software designed to exchange messages between computer users. When registering, the users are issued with a number, which is their log-in and, at the same time, their contact number.

Talk-Talk is a tiny programme, capable of doing big things! Apart from being able to exchange pieces of textual information, the software allows its users to send text messages to each others' mobile numbers, do voice calls, record voice messages and even send files – including photos.

Since its introduction in the 1990s, the programme had only gained new fans and the company owning it has made a lot of profit through adverts. So what is the secret of Talk-Talk's success?

First and foremost – it allows users to contact each other instantly and with practically no costs (apart from the cost of electricity needed for running the PC). Secondly, Talk-Talk is absolutely free. Computer owners can just download the full version from the website, or simply copy the file from their friend's machine. The file itself does not weigh much which adds to the benefits of the user. Furthermore, the programme's interface is really straightforward and the information architecture is easy to follow. The icons and text can be reduced or enlarged in size and the colours of the interface are changeable, which greatly adds to Talk-Talk's appeal to users across all generations. Last, but not least, the programme allows users to engage in a range of social situations with its wide variety of features including picture sharing, text messaging and voice calling, just to name a few.

Talk-Talk clearly distinguishes itself from similar programmes with its broad functionality, easiness of use and efficiency of messaging. And all of this for free!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader would be fully informed as to what the technological innovation is, what it can do and the reasons for its popularity. The final point is dealt with in some detail with four different reasons clearly presented.
Communicative Achievement	3	The candidate uses the conventions of a review effectively and with some flexibility to communicate complex ideas, holding the target reader's attention with ease, fulfilling all communicative purposes. The review begins somewhat abruptly, but has an appropriate, though brief, concluding paragraph which would be effective in persuading the reader to purchase the product.
Organisation	3	The review is well-organised and coherent using a variety of cohesive devices and organisational patterns to good effect (<i>apart from being ... Since its introduction, First and foremost, So what is the secret of Talk-Talk's success?</i>). The review is clearly organised into five paragraphs, though in the fourth paragraph the points are dealt with somewhat mechanically (<i>Secondly, ... Furthermore, ... Last, but not least</i>).
Language	2	A range of vocabulary, including less common lexis essential when talking about technology, is used both effectively and precisely (<i>issued with a number, download the full version, engage in a range of social activities, the programme's interface, information architecture, clearly distinguishes itself from</i>). A range of simple and complex grammatical forms is used with full control and flexibility. Errors are present but are probably slips (<i>easiness of use, the programme had only gained new fans</i>).

Sample D (Test 3, Part 1, Question 1, Essay)

Home-made food vs convenience food	
<p>The speed of modern life makes people forget about simple things like sitting round the table with the family, chatting, sharing experiences of the day while enjoying delicious home-made meal. It's far too faster and more convenient to grab something from the shelf in the supermarket and just to put into the microwave oven to be ready in 5 minutes. It goes without saying that it saves time, energy and effort for a person under constant pressure of his work. It also gives you an opportunity to try the variety of dishes you'll never be able to cook at home. But an important question to consider is whether such food can be considered healthy enough and whether you are prepared to take the risk of feeding your children with such variety of food and treating indigestion later. Can anything be compared with the satisfaction a young mother has from a grateful child eating everything she has just cooked and asking for another helping. It's the essence of our maternal/paternal love showing care with simple things. Moreover, on a personal level, the process of cooking is creation of something new when people change the flavour with a new touch here or there that brings real satisfaction and increase your self-esteem. It adds to the attraction of the house if your guests are treated to home-made food prepared with care and affection. The food served, the whole atmosphere triggers a friendly conversation round the table.</p> <p>Besides, culinary traditions can be an idea to unite the nation. It's "borsch" that the Ukrainians traditionally are extremely proud of. And in any corner of the world a true Ukrainian will treat you to this national dish. And in turn he will be treated to a different dish which is served in these parts and thus a new friendship starts.</p> <p>So food is not a simple common thing that is a part of our everyday life, it's something more complex and deep that influences every sphere of people's being beginning from health and ending with inner psychological processes.</p> <p>It's a notion that can't be evaluated but only appreciated</p>	

Subscale	Mark	Commentary
Content*	5	All content is relevant to the task. The target reader would be fully informed as all four key points are included in the essay and there is also some development of each point.
Communicative Achievement	2	The conventions of the essay are used effectively to hold the target reader's attention and communicate straightforward and complex ideas with some ease, fulfilling all communicative purposes. The essay lacks an introduction and starts quite abruptly by addressing the first key point, although the conclusion is more effective (even if the paragraphing is not correct). The register is consistently appropriate for an essay.
Organisation	1	The text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect (<i>It goes without saying ...</i> , <i>Moreover</i> , <i>But an important question to consider is ...</i> , <i>and thus ...</i>). In a few cases cohesive devices are not used wholly appropriately or effectively (<i>Besides</i> , <i>So</i>) and some are over-used (<i>And</i>). Clear paragraphs are used, though the first one is over-long and the last two should be combined.
Language	2	The candidate uses a range of vocabulary, including less common lexis, appropriately and sometimes quite precisely and effectively (<i>inner psychological processes</i> , <i>treating indigestion</i> , <i>it's the essence of our maternal / paternal love</i> , <i>increase your self-esteem</i>). A range of simple and complex grammatical forms are used with control and flexibility. There are very occasional errors which do not impede communication (<i>It's far too faster</i> , <i>such variety of food</i> , <i>sharing experiences of the day while enjoying delicious home-made meal</i>).

* See Briefing Document, page 141. Key points from each Part 1 question are listed in a Briefing Document for markers.

Sample E (Test 4, Part 2, Question 2, Article)

It is an absolute truth that travel changes lives, and I would like to recount my own story about a change that took place in my life due to a great travel I did to Israel.	
Before embarking on this trip, my mind was always judgemental about the bellic actions taken by The Jews against the Arabs and the same thing the other way around.	
According to the severity of the war actions taken I used to side with one or the other, but now that I have seen, with my own eyes, the way in which Jews and Arabs share, though in a tense ambiance, the city of Tel-Aviv, I can state, with most certainty, that both the Palestinians, as well as the Jews, deserve to live in a peaceful manner because everybody is entitled to a happy life, to raise a family and to grow up as an accomplished human being.	
I remember watching two moms walking down the street pushing their baby carts, one beside the other, one of them was dressed as a Jewish woman and the other lady wore a Muslim attire. I saw them walking side by side on the streets of Tel-Aviv and I thought to myself 'Don't they both deserve or have the right to enjoy their city without the fear and the constant threat of an unexpected attack? Who is right? Who is wrong? They are both right and wrong.	
This experience on the streets of Tel-Aviv was so special to me, because it made me think of my good and tranquil childhood, compared to that of the Jewish and Muslim children in Israel.	
I also came to realize that most of the news programs are biased regarding their national interests and the way they want to influence people's opinions. But, not until one sees with one's own eyes what the situations really are, one comes to the conclusion that life is much more complex than one could ever think. But in order to see, one has to travel. Most definitely, travel changes lives.	

Subscale	Mark	Commentary
Content	4	All content is relevant to the task and the target reader is informed. The analysis of the significance of the changes in the writer's life as a result of their travel experience lacks detailed development, but the point is dealt with quite well.
Communicative Achievement	1	The writer uses the conventions of the article effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate. The introductory sentence and the concluding sentence are reasonably effective but not particularly engaging or original ways of starting and finishing an article.
Organisation	2	The text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect (<i>Before embarking, but now I have seen the way in which ..., This experience ... was special because ..., compared to that of, But in order to see, I also came to realise that ...</i>). There are instances where ambition in this area is not completely successful (<i>But, not until one sees ... One comes to the conclusion that ...</i>).
Language	1	The candidate uses a range of vocabulary, including less common lexis, appropriately (<i>biased, national interests, without the fear and the constant threat of an unexpected attack, entitled to a happy life</i>). However, there are some examples of inappropriate or inaccurate use of less common lexis (<i>in a tense ambiance, a great travel I did to Israel, the bellic actions, I can state with most certainty</i>) but there are no instances of communication being impeded.

Sample F (Test 4, Part 2, Question 2, Article)

Title: I was an Au pair from the Eastern Block

In today's intercultural world, one of the best assets people and nations can have is tolerance and a deep appreciation of cultural values different from their own. No wonder most training includes intercultural communication and cultural awareness courses. However, it is probably a truism that reading about or watching films about a country are only pale substitutes to actually going to visit a place and experiencing the differences yourself. And the longer you stay in a place different from what you are accustomed to, the more opportunities you have to really understand what makes people behave in a certain way, what they really like and dislike and how their community works.

For this deep experience and eventual understanding, there is no better opportunity than the year-abroad. It is an enduring tradition that has good reasons for its existence and popularity: it happens when people are in a transitional stage in their lives (usually after high school and before going to university or in between jobs), when people are relatively young and flexible in every way: physically mobile, socially unattached and adaptable, and financially not liable. However, the greatest aspect of the year abroad experience is that it can actually change your life dramatically by deciding on a course of action or career path which was not clear before.

This experience happened in my life at a time when I was (unconsciously) looking to find a value system, a community of people and – ultimately – a professional area where I wanted to make a difference for the rest of my life. I was 18, right after high school in a university town in Hungary, in 1987, wondering what to do next, when a family in England decided to invite me through a dear German friend, mediating between us, to stay with them as an au pair for a year, and help out with their four children. I cannot be grateful enough for the initial offer and then the extended hospitality and life-long friendship I have with my au pair family. Most importantly, they gave me a chance at a time when my personal life as well as international politics were at a cross-roads and in a flux of change, to define a new destination and a new purpose. While the Iron Curtain was coming down, with certain unimaginable events happening one after the other – Imre Nagy's funeral, East Germans leaving their country through Hungary unchallenged by authorities, and the cathartic destruction of the Berlin Wall – my life was also going through a drastic transformation. After my year abroad experience I came back, having firmly established my identity, values and goals in life.

I would recommend the year abroad work experience to every young person who feels they need to find some guidance and self-determination in life. Apart from getting to know a culture different from your own, it helps you getting to know yourself and having the knowledge base, experience and conviction to make the next decision in life.

Subscale	Mark	Commentary
Content	5	The introduction is quite long which gives the article a slight lack of balance, but all content is relevant to the task. The target reader would be fully informed as to the experience the writer had, what made it so special and the significance of the changes in their life as a result.
Communicative Achievement	4	The candidate demonstrates a good command of the conventions of an article, communicating complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes. The article has a suitable title and the introduction, although rather long, does succeed in engaging the target reader's interest in the topic under discussion. The recommendation at the end of the article is not strictly speaking a requirement of the task but does not significantly reduce the effectiveness of this piece of writing.
Organisation	4	The article is a well-organised, coherent whole that uses a good range of cohesive devices and organisational patterns with a very good degree of flexibility (<i>No wonder ...</i> , <i>However, it is probably a truism that ...</i> , <i>Most importantly, Apart from ...</i>).
Language	4	A wide range of vocabulary including less common lexis, is used effectively and precisely, and often with fluency and some style (<i>in a transitional stage, deciding on a course of action, cathartic destruction, at a cross-roads, value system</i>). There are only a few instances of some slightly awkward or unnatural use of lexis (<i>financially not liable, eventual understanding, having the knowledge base</i>). The use of grammar is sophisticated, fully controlled and almost completely natural, with only a few examples of slight awkwardness or minor slips (<i>it helps you getting to know yourself, after my year abroad experience, I cannot be grateful enough, the greatest aspect of the year abroad experience</i>).

Sample G (Test 4, Part 2, Question 2, Article)

A Lonely Traveller

Whenever you think of a trip, the first thought comes to your mind is 'Who with?' If your plans are for vacations, the family is first in your mind; or your partner though I was lucky enough to have no chance to choose. It was my chief's decision to send me to London to increase my fluency in English being sure this would solve some communication problems we had in international business. When I first knew about this unexpected trip I asked 'Who with?' She said 'alone'. It took me some seconds to realise it was something never realised before.

Afraid but excited I departed.

Never I had such an wonderful experience. I could plan just for myself; no other opinions considered all making decisions just of my own. If tired; I rested. If hungry I had a meal or snack, anything just for my own need. Great advantage of course the expenses just mine! I understood that depending on someone else's will or desire is the end of your own.

Being yourself is wonderful, almost imposible to describe.

This might be an experience you would never regret

You are an individual creature able to enjoy and reflect what really makes you happy and your spirit enhances just by that.

Subscale	Mark	Commentary
Content	4	All of the content is relevant to the task. The target reader would be informed as to why the travel experience was so special but the significance of resultant changes are not clearly assessed.
Communicative Achievement	0	The conventions of the article are not used with sufficient effectiveness to hold the reader's attention. A lack of logical paragraphing and the lack of grammatical accuracy in places prevent more complex ideas being successfully communicated.
Organisation	0	The text is not well organised and has no clear paragraphing. For example three paragraphs consist of single sentences and need to be part of longer paragraphs. There is very little evidence of cohesive devices being used at all, not even simple ones such as <i>but</i> , <i>in addition</i> , <i>finally</i> .
Language	0	There is a rather limited range of vocabulary (<i>It took me some seconds to realise it was something never realised before</i>) and when some range is attempted it is not always accurately used (<i>You are an individual creature ... , your spirit enhances just by that</i>). Grammatical forms are not used with much control or flexibility (<i>Never I had such a wonderful experience, anything just for my own need, Great advantage of course the expenses just mine</i>) and frequent errors can impede communication (<i>no other opinions considered all making decisions just of my own</i>).

Sample H (Test 4, Part 2, Question 5(a) (set text) Letter)

Dear Sir or Madam,

I am writing about an article that was published in your magazine's last week issue, which discussed the theme of marriage. Having recently read 'Shakespeare in Love', I now wish to express my opinion on the subject by portraying the relationships in the book.

Viola, the heroine of the story, is passionately in love with a playwright struggling with his writing. Yet, she is to marry Lord Wessex, an aristocrate who needs her in order to succeed.

The two relationships, namely between Viola and Will and between Viola and Wessex, are like night and day; or rather, like dream and reality. Indeed, the passionate love that Viola and Will share is doomed, as the two lovers do not belong in the same world. Viola is a rich lady, whereas Will, as said before, is but a poor author. Besides, Will already being married, a union is out of the question.

However, it does not mean their relationship does not succeed. It does in many different ways in fact, while Wessex, on the other hand, fails to give Viola what she needs. Indeed, Viola and Will share things that Wessex cannot even begin to understand: love, intimacy, complicity. Viola and Will complete each other: the door to inspiration opens before Will, thanks to his muse, while it is womanhood that is made available to Viola. Will flourishes as a playwright and Viola as a woman.

Viola's relationship with Wessex, by contrast, is everything but romantic. They barely know each other and there is no passion whatsoever involved. Wessex sees Viola as an object he needs to acquire. The only feeling he might have for the lady is lust. Indeed, we notice the lord's jealousy when he suspects Viola of having an affair with another man. However, he is not jealous because he loves her, but because losing her would mean losing his status, both as a lord and as a man.

To conclude, I believe that even though Viola and Will do not get their "happy ending", their relationship is the successful one.

Yours faithfully

Subscale	Mark	Commentary
Content*	4	All content is relevant to the task although the points are not developed in much detail or supported by references to the text. The target reader is on the whole informed.
Communicative Achievement	3	The conventions of the letter are used with sufficient flexibility to communicate some complex ideas, holding the target reader's attention with ease and fulfilling all communicative purposes. The format is correct with the response set out clearly as a letter, and with an appropriate introductory paragraph giving the reason for writing.
Organisation	1	The text is a well-organised and coherent and uses a variety of cohesive devices and organisational patterns to generally good effect (<i>indeed, whereas, as said before, in fact, on the other hand, but because, even though</i>). There are examples of linking words or phrases which have not been used correctly (<i>yet, by contrast</i> and the slightly awkward <i>To conclude</i>) and the word <i>indeed</i> is over-used as a way of linking ideas.
Language	3	A range of vocabulary including some less common lexis, is used appropriately (<i>doomed, out of the question, flourishes</i>). A range of simple and complex grammatical forms is used with control and some flexibility (<i>there is no passion whatsoever involved, both as a lord and as a man, cannot even begin to understand, is but a poor author</i>).

* See Briefing Document, page 152. Relevant references to the text for each set text question are listed in a Briefing Document for markers.

Listening

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 spelling errors are not allowed.

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.

Speaking

Assessment

Candidates are assessed on their own individual performance and not in relation to each other, according to the following five analytical criteria: grammatical resource, lexical resource, discourse management, pronunciation and interactive communication. These criteria are interpreted at level C2 of the CEFR. 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.

Analytical scales

Grammatical resource

This refers to the accurate application of grammar rules and the effective arrangement of words in utterances. At level C2 of the CEFR a wide range of grammatical forms should be used appropriately and competently. Performance is viewed in terms of the overall effectiveness of the language used.

Lexical resource

This refers to the candidate's ability to use a wide and appropriate range of vocabulary to meet task requirements. At level C2 of the CEFR, the tasks require candidates to express precise meanings, attitudes and opinions and to be able to convey abstract ideas. Performance is viewed in terms of the overall effectiveness of the language used.

Discourse management

This refers to the candidate's 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 level C2 of the CEFR 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 candidate's ability to produce easily comprehensible utterances to fulfil the task requirements. At level C2 of the CEFR, acceptable pronunciation 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, should be used effectively to convey meaning and articulation of individual sounds should be sufficiently clear for words to be understood. Examiners put themselves in the position of the non-EFL specialist and assess the overall impact of the communication and the degree of effort required to understand the candidate.

Interactive communication

This refers to the candidate's 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 scale refers to the candidate's overall effectiveness in dealing with the tasks in the three parts of the Cambridge English: Proficiency Speaking Test.

Marks

Marks for each scale are awarded out of five and are subsequently weighted to produce a final mark out of 40.