

Test 3 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

1 B 2 A 3 B 4 A 5 D 6 B

Part 2

7 D 8 B 9 A 10 F 11 G 12 C

Part 3

13 C 14 A 15 D 16 B 17 B 18 D 19 A

Part 4

20 C 21 E 22 D 23 C 24 D 25 E 26 B 27 A 28 B 29 D
30 A 31 B 32 C 33 D 34 A

53

Paper 2 Writing (1 hour 30 minutes)

Task-specific Mark Schemes

Part 1

Question 1

Content (points covered)

For Band 3 or above, the candidate's report must:

- make recommendations
- justify choices.

Organisation and cohesion

Clearly organised report, possibly with headings.

Range

Language of description, explanation, justification.

Appropriacy of register and format

Any, as long as appropriate and consistent.

Target reader

Would be informed.

Part 2

Question 2

Content (points covered)

For Band 3 or above, the candidate's article must:

- state whether there should be more or less tourism in region
- describe benefits of existing tourist activity in region
- describe possible disadvantages of increased tourism.

Test 3 Key

Organisation and cohesion

Clearly organised in paragraphs.

Range

Language of description and opinion. Vocabulary related to tourism.

Appropriacy of register and format

Any, as long as consistent.

Target reader

Would be informed and consider publishing the article.

Question 3

Content (points covered)

For Band 3 or above, the candidate's competition entry must:

- describe what teacher taught him/her
- explain how teacher influenced him/her
- justify teacher's nomination for award.

Organisation and cohesion

Clearly paragraphed.

Range

Language of description, evaluation and justification.

Vocabulary related to teaching/learning.

Appropriacy of register and format

Any. May mix registers if appropriate to approach taken by candidate.

Target reader

Would be informed.

Question 4

Content (points covered)

For Band 3 or above, the candidate's review must:

- specify and describe two websites
- assess the user-friendliness of the sites
- explain why these sites are useful for students.

Organisation and cohesion

Clear organisation with appropriate paragraphing. (NB letter format is acceptable.)

Range

Language of description, evaluation and comparison/contrast.

Vocabulary related to studying and websites.

Appropriacy of register and format

Any, as long as consistent.

Target reader

Would be informed.

Question 5 (a)

Content (points covered)

For Band 3 or above, the candidate's article must:

- recommend *Lucky Jim* as a good story for a film
- explain why the candidate thinks it would make a good film.

Organisation and cohesion

Clearly organised into paragraphs with appropriate linking devices.

Range

Language of description, opinion and explanation.

Vocabulary related to stories and films.

Appropriacy of register and format

Generally consistent but may mix registers if appropriate to approach taken by candidate.

Target reader

Would be informed and would be persuaded that *Lucky Jim* might make a successful film.

Question 5 (b)

Content (points covered)

For Band 3 or above, the candidate's essay must:

- outline the role of politics in *The Pelican Brief*
- comment on whether the candidate feels such events could happen in real life.

Organisation and cohesion

Clearly organised into paragraphs with appropriate linking devices.

Range

Language of narration, evaluation and opinion.

Vocabulary related to the plot of *The Pelican Brief* and to opinions of events in the story.

Appropriacy of register and format

Consistently formal to unmarked.

Target reader

Would be informed both about the role of politics in *The Pelican Brief* and about the candidate's opinion as to the realism of such events.

Paper 3 Use of English (1 hour)

Part 1

- 1 C 2 D 3 C 4 A 5 A 6 B 7 C 8 D 9 B 10 C 11 D
12 D

Part 2

- 13 as 14 every / any 15 for / by / from / through 16 who / that 17 over 18 to
19 yet / but / although / though NOT while 20 in 21 are 22 what 23 How
24 than 25 whether / either 26 your / an 27 which

Part 3

- 28 kingdom 29 unspoilt / unspoiled 30 enthusiasts 31 practical 32 colourful /
colorful 33 hazardous 34 undertake 35 unfortunately 36 sustainability
37 requirements

Part 4

- 38 operate 39 point 40 material 41 released 42 make

Part 5

43 account should | this / the door be (kept) 44 condition | (that) it is hard to 45 far as |
punctuality is concerned 46 for a great / good deal | of patience 47 was only | when / after
48 no support | from 49 (of things) to offer | in 50 prevent it | (from) becoming / being OR
prevent its | becoming / being

(63)

Paper 4 Listening (approximately 40 minutes)

Part 1

1 A 2 C 3 A 4 B 5 A 6 C

Part 2

7 envelope 8 fort 9 legal 10 transportation 11 computer vision 12 wax
13 laser 14 ink

Part 3

15 B 16 C 17 A 18 D 19 C 20 B

Part 4

21 B 22 F 23 D 24 H 25 C 26 G 27 A 28 H 29 E 30 D

Transcript

This is the Cambridge Certificate in Advanced English Listening Test. Test Three. I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions.

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

tone

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

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

[pause]

PART 1

Now open your question paper and look at Part One.

[pause]

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

Extract 1

You hear two colleagues, Eva and Colin, talking about a problem at work. Now look at questions one and two.

[pause]

tone

- Eva: So the thing is, you aren't getting on with our new boss then, Colin?
 Colin: She's just so different from her predecessor. I mean, *John* used to get us *all* involved in the decision-making process.
 Eva: No chance of that with Sandra, you think?
 Colin: No way! OK, I grant you, she's got some good ideas – she moved pretty fast to get us all to agree to individual job descriptions and a proper timetable, none of which we've had before and we should have had. And she's done her homework on the staff profile, our qualifications and past experience and so on . . .
 Eva: As you'd expect.
 Colin: Yes. But she doesn't seem aware of the atmosphere here – it's the way we've always done things. I just don't feel I can work with her.
 Eva: I'd say she's just finding her feet in a new job, and she'll soon get the hang of what we're all about. Let's focus on how much she's already achieved. I wouldn't let anybody tell you it's a trivial issue, though. If she doesn't settle in soon, and you still have issues with her, I think you should approach her direct.
 Colin: OK, thanks, Eva.

[pause]

tone

Now you'll hear the recording again.

[The recording is repeated.]

[pause]

Extract 2

You hear an interview with an expert who repairs antique vases. Now look at questions three and four.

[pause]

tone

- Interviewer: Show me how you do it. I see you've got trays and trays of pieces here.
 Expert: Yes, you have to find the bits that match, so I've put all these tiny pieces into colour groups – red here, blue over there. It's a bit like doing a jigsaw, really. But at least there are no stains to remove. All we have to be aware of is the enamel on the surface; that we have to lift all the dirt and grease off. If you don't, the pieces won't go back together again, it'll fall apart. If the cracks are going to show, they've got to be really clean, otherwise they'll look messy.
 Interviewer: You want the cracks to show? Some people would say that's terrible, for such a valuable vase.
 Expert: Well, yes, they probably would, but something that's broken so extensively as this, if you cover all the cracks up you're really making a fake. Being broken is something that's happened to it in its lifetime, which should be recorded, and as long as you can restore it so that aesthetically it still works, it shouldn't matter that the cracks show . . .

[pause]