

Acknowledgements

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1 Bavarian Gymnasien CAE 2004 results

The Bavarian Ministry for Education and Cultural Affairs instigated the introduction in Bavarian Gymnasien of an external examination which gave Gymnasiasten from all Bavarian schools the opportunity to take an internationally recognised language examination. The level chosen for these students was C1 of the Council of Europe's Common European Framework (Cambridge University Press 2001). At this level, the Certificate in Advanced English (CAE), which is set by University of Cambridge ESOL Examinations (Cambridge ESOL), was selected as the most suitable international examination in English for Gymnasiasten.

After the CAE had been selected, Cambridge ESOL agreed, as part of its support for the introductory session, to provide a report to the Ministry on the results of the first group of candidates to enter for the examination. This report compares the results of the Bavaria Gymnasium candidates with those of typical CAE candidates in the rest of the world, and also, for the benefit of teachers and others involved in the project, describes some of the important and interesting features of the performance of the Gymnasium candidates, in the CAE examination as a whole, and in individual skill areas.

In the March 2004 session of CAE, 436 Gymnasiasten from 89 different schools throughout Bavaria took the exam. Overall the project was considered by both teachers and pupils to have been extremely successful as can be seen clearly from the results. 85% of the pupils passed, and of these, nearly 12% achieved Grade A (80%) and another 20% achieved Grade B (75%). The success rate was high, but the exam still provided a challenge as the number of high grades clearly demonstrates. The results therefore suggest that the Certificate in Advanced English is at the correct level for strong 12th and 13th class Gymnasiasten and indicates a strong link between the Certificate in Advanced English syllabus and the school curriculum at this level. This is confirmed by the fact that the KMK's "Einheitliche Prüfungsanforderungen in der Abiturprüfung Englisch" set the required level for the school leaving examination in English at a level between B2 and C1.

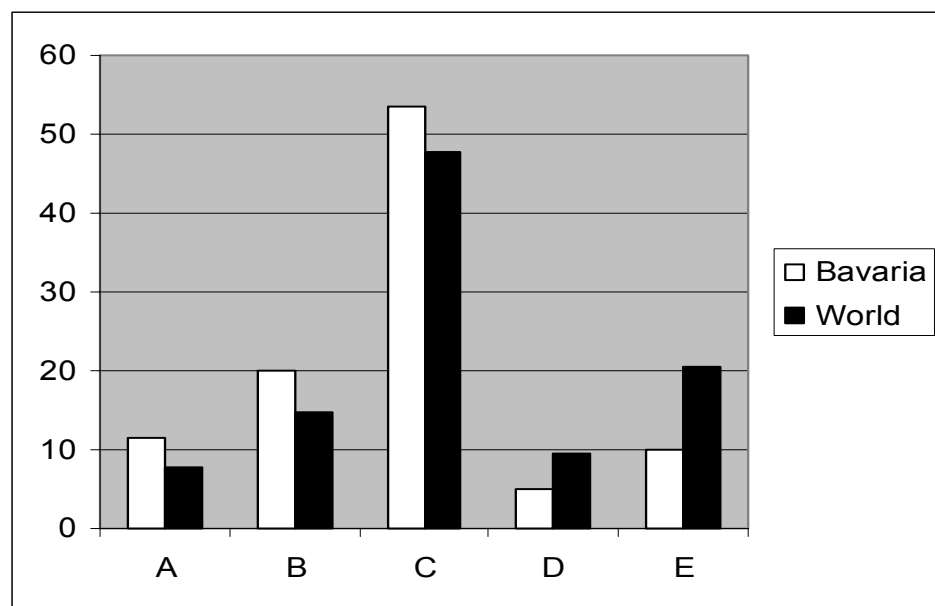
Cambridge ESOL has examination centres across Germany and the Speaking tests, which form an integral part of the CAE exam, are carried out by Cambridge ESOL's trained Oral Examiners. They are recruited, trained and monitored by Team Leaders, who, in their turn, are trained and monitored by the Senior Team Leader for the Speaking tests in Germany. For this introductory session, Gymnasium teachers were recruited to act as Oral Examiners, according to the minimum professional requirements set by Cambridge ESOL and training was provided through the existing Team Leader System for Cambridge ESOL Speaking Tests. Monitoring of the conduct of the Speaking Tests was carried out both directly and through audio recordings of the tests. Evaluations of these samples were carried out by Team Leaders in Germany and in the United Kingdom. Enthusiasm and commitment to the project were shown by all the new Oral Examiners and the Team Leaders involved.

2 Comparison of results with other candidates across the world

2.1 Overall comparison

The performance of the Gymnasiasten compared very favourably with candidates taking the same session of the exam in the rest of the world.

Overall, 85% of the Gymnasium candidates achieved the pass level, in comparison with 70% of the total candidature; 15% failed, compared to 30% in the rest of the world. The strength of the Bavarian candidature is shown by their achievement of higher pass grades: 20% of the Gymnasium candidates were awarded a B grade, compared to 15% in the rest of the world; an outstanding 12% were awarded an A grade, compared to 8% in the rest of the world.



2.2 Comparison of results by component

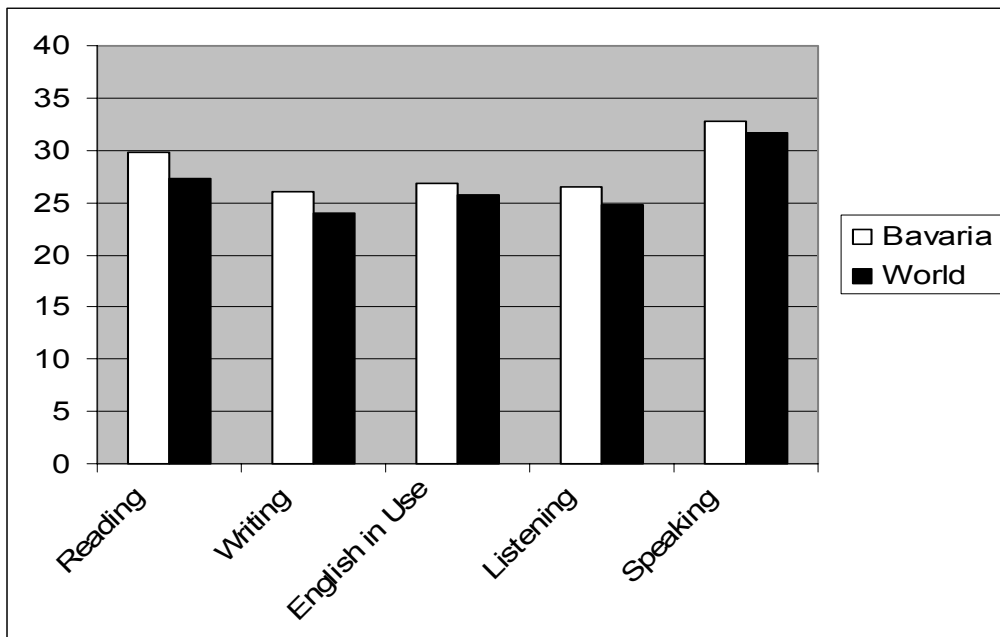
The analysis of the performance of Bavarian Gymnasium candidates was broken down into the five separate components of the exam:

- Paper 1 Reading
- Paper 2 Writing
- Paper 3 English in Use
- Paper 4 Listening
- Paper 5 Speaking

The overall average mark for the examination was 142 (70.9%) for the Bavaria candidature, in comparison with 134 (66.75%) for the total candidature.

Each component is scored out of a possible 40 marks. The performance by component is shown below:

		Bavaria	World
Paper 1	Reading	29.74	27.32
Paper 2	Writing	26.06	23.96
Paper 3	English in Use	26.78	25.74
Paper 4	Listening	26.51	24.86
Paper 5	Speaking	32.72	31.63



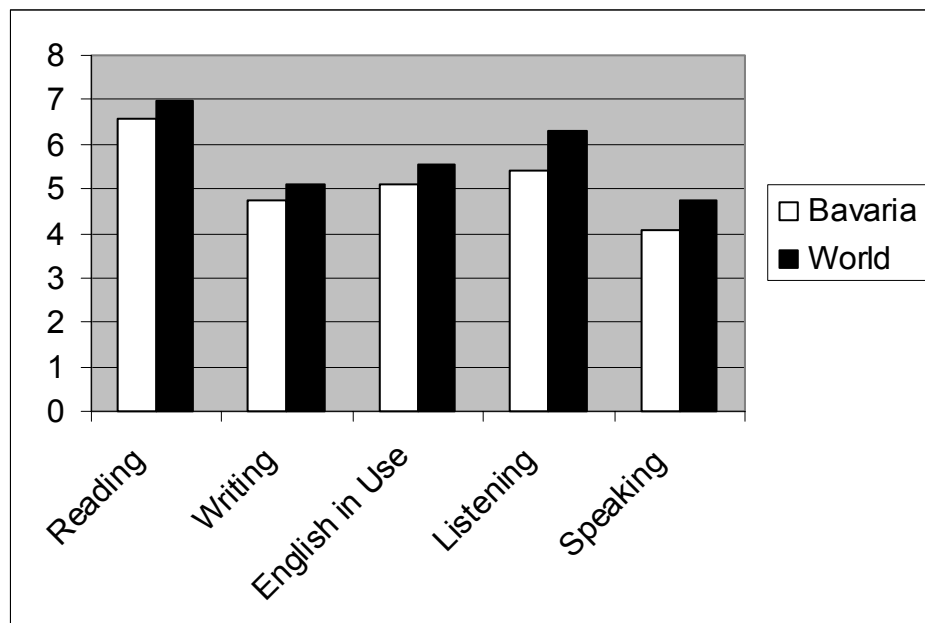
2.3 Comparison of standard deviation by component

The standard deviation is a measure of 'dispersion', showing how widely the candidate scores are spread.

The total standard deviation for the Bavarian candidature was 19.93, compared to 22.46 in the rest of the world. The fact that there is a smaller range of variation amongst the Bavarian scores than in the scores for the rest of the world suggests that the Bavarian candidates are more consistent or coherent as a group. This is not surprising, given that typically these candidates are the same language background and have been studying the same English syllabus at school.

The standard deviation by component is shown below:

		Bavaria	World
Paper 1	Reading	6.56	6.99
Paper 2	Writing	4.75	5.08
Paper 3	English in Use	5.11	5.53
Paper 4	Listening	5.41	6.28
Paper 5	Speaking	4.06	4.74



3 Report on candidates' Writing performance

Roy Webster, CAE Writing Principal Examiner (March 2004)

3.1 Background information

The CAE Writing paper consists of two parts; Part 1 is a compulsory question for all candidates and Part 2 offers 4 questions from which candidates must choose one. The paper is marked on-site by trained examiners. Each task is marked independently by two examiners, who use two mark schemes: a general mark scheme which is common to all tasks and a task-specific mark scheme tailored to each task. Each examiner can award a total of 5 marks for a task; the mark awarded is related to task achievement, range of language and structure, organisation and register. Marks are subsequently converted into bands ranging from A at the top to E at the bottom. See *Task performance* below.

3.2 Overall performance

The Bavarian candidates' performance in the Writing component of the exam was very strong. Their average mark (26.06 or 65.15%) is considerably higher than that achieved by the world-wide candidature (23.96 or 59.9%).

3.3 Task performance

Part 1

This is a compulsory question. The question involved using and developing information contained in two pieces of input, a memo from the College Principal and an advertisement from the Clifftop Hotel, in order to write a letter to present and former students inviting them to a reunion party at the hotel. The letter was to include an invitation to the reunion party, details about the accommodation and arrangements for the party and guests and an explanation of why a member of the teaching staff was leaving.

The majority of candidates engaged with the task well. There were some minor cases of confusion e.g. a few candidates thought that the dinner and disco started at 7.30 am and finished at 2.00 am the following morning, a long party indeed! However, some candidates, particularly weaker ones, did not cover all the content points which were required by the question, e.g., they did not explain why the teacher was leaving. For the most part this was not a problem with Bavarian candidates who were careful to address all the points. It is important to be aware that where there is a 'notable omission' in an answer, a maximum mark of 2 can be awarded.

There were some very good, resourceful answers to the question, particularly from Bavarian candidates. These letters showed great control, care and planning on the part of the candidate. Not only were the letters well organised with a wide range of vocabulary and structure but a great deal of attention had been paid to the register and tone of the letter, thus making a very positive impression on the Target Reader, in this case the present and former students.

Part 2

Question 2

This was a popular question across the whole candidature and often showed a great deal of enthusiasm and imagination by the candidates. Indeed it was the question done best by the Bavarian candidates

The task was to write an article for an international film magazine describing the essential ingredients of a good science fiction film and explaining why science fiction films are so popular.

Candidates clearly enjoyed answering the question. Some Bavarian candidates produced excellent articles which developed smoothly, catching the reader's attention and maintaining it from beginning to end and paying due attention to both parts of the question. Many candidates also grasped the opportunity to show a range of vocabulary and structure appropriate for an article on science fiction films.

Question 3

This was not a popular question among the general candidature or Bavarian students, though some interesting contributions were written about Munich, Audechs and other places. The task was to write a contribution to a guidebook called 'A World of Traditions'. On the whole candidates were careful to address all parts of the question: a description of a specific place in the candidate's country, an explanation of what visitors could learn there about traditional ways of life and a comment on why these ways of life are an important part of local or national culture.

Question 4

This question was the most popular among candidates from Bavaria. It was also generally better done by them than by the global candidature. The task was to write a reference about a friend who had applied for a job with an organisation that arranges visits to the candidate's country. The reference had to describe the friend's skills and experience relevant to the roles of teacher and tour guide and to explain the personal characteristics that make the friend especially suitable for the job.

Stronger candidates thought about the reference carefully. They covered all the points asked for, giving pertinent examples where possible and using vocabulary and structures appropriate for references. The overall effect of such a reference would have been to impress the Target Reader, who would certainly have considered employing the friend.

Question 5

This question was attempted by more candidates than usual but was not at all popular with the Bavarian candidates. Question 5 always focuses on work and does need experience of the world of work to be able to answer it well. Consequently it is best avoided by younger, less experienced students. For those Bavarian candidates who attempted it, it proved very demanding.

The question asked for a report on a training course that the candidate had recently been on, which had been designed to develop good team relationships. The report was to include details of the course, an assessment of its effectiveness in building team relationships and suggest improvements.

In the candidature as a whole there were some good answers to the question from candidates who understood what such a course would entail and who were able to use vocabulary relevant to the topic.

3.4 Language performance

The Bavarian candidates demonstrated above-average language ability. There were many marks of 4 and 5 awarded for language and even the Band 3 scripts displayed plenty of ambition, although the accuracy was flawed. As the general impression mark scheme shows, a distinguishing feature of Band 2 scripts, as opposed to Band 3, is the presence of impeding errors, where communication breaks down as a result of serious language errors.

As we have already said, most answers demonstrated good ambition. This is to be applauded. However, candidates should choose the language they use with care. A flawless performance is not required, even for a mark of 5, but frequency and type of errors do affect the mark, particularly where an error impedes communication and therefore has a negative effect on the target reader.

The following examples come from Bavarian scripts that received a mark of 4 and show a good range of vocabulary and structure within writing that is natural, cohesive and well organised, although with errors at times when more complex language is attempted.

She used to volunteer at her community youth centre, organizing city trips and country tours for children from low-income families

But what does it take to make a science fiction movie a hit? Is there a certain trick to guarantee for the success of a production?

We would like to seize this opportunity not only to celebrate "Bosmouth's birthday", but also to organise a reunion party for all our past students.

Scripts that received a mark of 3 were clearly organised. The language was reasonably accurate and often ambitious. Here students tended to use vocabulary and structures incorrectly at points, sometimes due to influence from German, though meaning for the reader was not impeded. It is clear that to get a higher mark a good range of language and structure has to be evident but students should select examples of such language carefully to make a positive impression on the reader. One tendency for some Bavarian students was to write very long sentences. These posed problems for the target reader if they were poorly constructed and controlled, and especially where vocabulary or word order were incorrect or where there were many crossings out.

The following are examples from Bavarian scripts that received a mark of 3.

Our popular sports teacher is pregnant and soon will give birth to a baby. Therefore she will be vacant for several months.

When it comes to solving problems she is a real talent in organising things.

The event will take part on the 25th of September which is the 15th anniversary of this school in the Clifton Hotel.

There is something else we wish to tell you, because Mrs Robinson is leaving us for a street project that wants to transform the anger of children from poor circumstances into ambition in sport.

To my mind, there are several ways of showing why science fiction films play such important role among young people.

A mark of 2 was awarded to candidates whose writing was not clearly organised, who had omitted a major content point or, as was mostly the case for Bavarian candidates, made errors that were impeding. The following are some examples from scripts that received a 2.

I would say that it has some very good science fiction films that should be preferred to some documentations, even from the educational view.

Perhaps you have already heard of her accident in the gym: she slept and broke her leg and last week she published her withdraw from teaching at the end of this year.

In spite of growing up in Munich, certainly a quite urban place amidst of all the smaller towns and villages, that surround the Bavarian capital, I can not help to appreciate them for their relaxed and rural atmosphere they offer.

In the end I have to inform you, that our beloved Mrs Robson is leaving our school because her sacrifice for her passion - the sports - made her ill.

We planed to open the reunion party with a general toast at 7.30 where we welcome all our guests. Followed by the diner and later the promised disco, we hope you will enjoy this day.

General suggestions for improved performance

- The question should be read carefully and all points answered, with development where possible.
- Candidates should think about the Target Reader and the impression they want to make on him or her.
- Answers should be planned carefully, thinking about the characteristics of the genre required e.g. account, formal/informal letter, reference, with the piece of writing organised clearly into paragraphs with a logical progression of points.
- To achieve high marks candidates need to show a wide range of vocabulary and structures, but should select carefully those that they are sure are correct. If errors impede communication, then lower marks are awarded.
- Candidates should be careful that their handwriting is legible. Neat handwriting does not necessarily mean that it is easy to read. It is acceptable to put a line through a mistake but the piece of writing should not be messy as this could make it difficult for the examiner to read especially when sentences are long.

3.5 Conclusion

The Bavarian candidature as a whole performed strongly on the Writing paper. Teachers should be particularly proud of their pupils' language ambition and fluency, together with their generally good control of language and organisational skills at this level. Writing ability does, however, improve with practice and it is possible for even the better Bavarian candidates to hone their writing skills further to achieve higher marks on this paper. (See General suggestions above.)

4 Report on candidates' Speaking performance

Jill Bugghey, CAE Speaking Chief Oral Examiner

4.1 Background information

The tasks of the CAE Speaking test are designed to elicit language of a suitably advanced level and range. They are open and speculative, ranging beyond pure description, and give candidates the chance to demonstrate their range of language. Candidates take the test in pairs, a format which allows for a variety of interaction patterns. The test is conducted by the interlocutor and witnessed by an assessor, who does not take part in the test.

The test is marked out of 40, with marks awarded by the assessor on a scale of 0-5 for four separate criteria: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication. The interlocutor provides a mark for Global Achievement for each candidate. Combining the analytical marks of the assessor and a global mark from the interlocutor gives a balanced view of candidate performance.

4.2 Overall performance

The Bavarian candidates performed strongly in this paper in relation to the candidature as a whole. Their overall average mark for this component of the exam was 32.72 (81.8%), compared with 31.63 (79.07%) in the rest of the world. This average mark reflects the strength of the Bavarian candidates in oral skills.

4.3 Task performance

In general, the candidates from Bavaria managed the test very well, and seemed confident and at ease with the test format. The majority of candidates were average or good CAE level (scoring between 3 and 5 marks out of a maximum 5, on the different criteria). The statistics bear this out, as Bavarian candidates scored slightly higher than Germany and the Rest of the World in all criteria.

Part 1

Topics discussed in Part 1 included studying English, memories of school, different types of holidays and future achievements. Generally, candidates interacted confidently with each other as well as the interlocutor, and used a range of vocabulary and tenses. There was no evidence of any long, prepared speeches; candidates were able to give fully developed answers to the questions and showed an ability to extend their ideas coherently when talking on a familiar subject.

Part 2

Candidates were able to take advantage of the opportunity to talk for one minute in Part Two. Some candidates failed to listen to the interlocutor's instruction (which always consists of two parts) and therefore did not do what they were asked to do or focus on the speculative elements of the task. For example, a set of pictures showed people asleep, and candidates were asked to say why the people were asleep and how they might feel when they woke up. A candidate who was given this task did not touch on the second part of the question at all. Comparing pictures is never the whole task and candidates should not neglect the more speculative element of the task. Simply describing pictures does not

give them the opportunity to show their linguistic capabilities. Candidates who do this may find it harder to sustain their long turn for the full minute or to express their ideas effectively.

Candidates should be aware that long silences and frequent pauses will reduce their opportunities to perform well. Even if candidates have few ideas, they should be prepared to comment on what the examiner has asked them or what their partner has said, where appropriate, and 'think aloud' rather than say nothing or very little. The candidates I listened to were good at this, in fact. However, they need to be aware that they can sound quite incoherent if they do not finish the sentences and should not be tempted to ramble with no evident awareness of sentence structure, as this will affect their Discourse Management score.

Candidates should also avoid identifying the pictures by their position on the task sheet (e.g. *'the best way of shopping is the upper left corner'*, *'I think it's on the bottom left'*, *'the left up picture'*). The use of correct prepositions can be very demanding; errors may make the description sound very odd. It is much more natural to identify a picture by the content, or even to point and say *'this picture...'* or *'that picture....'*

Part 3

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

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

Candidates who listened carefully, followed instructions and who showed they could handle a range of structures and vocabulary performed well. Those who performed less well had not listened to the instructions carefully and occasionally ran out of ideas, forgetting what they had been asked to do.

Part 4

Candidates were generally relaxed and more confident in Part 4 and most were able to contribute to the discussion with some authority. In this part of the test, the interlocutor sometimes has to draw out a more reticent or apparently less able candidate to redress any perceived imbalance in candidate contributions. Candidates, however, should not assume that they have under-performed if the interlocutor begins Part 4 by addressing the first question to them. Candidates rarely 'dried up' at this stage; some even appeared eager to continue the discussion, although the interlocutor was tactfully trying to draw the test to a close.

4.4 Grammar and Vocabulary

As might be expected, the range of candidates' performance on this scale was quite wide. However, there were some instances of recurring errors, many probably due to L1 interference, which are worth noting. These include:

- Tense errors generally, especially incorrect use of simple and continuous forms and wrong sequence of tenses in more complex phrases, e.g. *'The picture is showing people...'* (shows); *'It's good to visit places in the country where you are living'* (live); *'If our planet is destroyed, we have no place to live any more'* (will have).
- Collocation problems, e.g. *'less or more wealth'*, (more or less); *'Chinese children who are learning in a very common school'* (ordinary, normal); *'They are eventually good friends'* (possibly).
- Preposition errors, e.g. *'I start at the picture on the left'*.
- Word order, e.g. *'and they will be as well organised'*; *'I like to travel round the world, but it's not every time possible'*; *'They will probably most benefit from their sleep'*; *'A boy is in hospital... something with his arm is wrong'*.
- Articles, e.g. *'the over-population'*; *'the global warming'*.
- Modals, e.g. *'this book might be a good one ...maybe you like it'* (would like).
- Agreement, e.g. *'It's always nice to get some visit'*.
- Other problems occurred mainly with awkward phraseology, e.g. *'It's fun for them, but I don't think it's got much purpose'*.

Some examples of good vocabulary and structure were evident, e.g.

'I think she's fixing her security system'

'I went to the USA for the first time when I was twelve, but I wish I could have gone when I was older'

'The more the population grows, the less food you have'

'hundreds of thousands of people live in poverty'

'environmental destruction'

'to sign treaties'

'If everybody had their share of the cake then more people would be happier and live more peaceful together' (small error with the adverb, but an effective conditional sentence).

Candidates should not worry if they can't remember or don't know the occasional word. Credit is given for paraphrasing and substituting vocabulary, especially if it is communicatively effective.

4.5 Discourse Management

It is good if candidates are able to re-formulate the interlocutor's prompt questions with their own questions to each other in Part 1, and some of the candidates did this well.

For example, when told:

'Now I'd like you to ask **each other** something about different holidays you have had', one pair of candidates were able to ask:

A: 'Have you been overseas so far?'

B: 'And I've heard you've been to New Zealand. Is that right?'

A: 'Which country did you like best?'

A: 'And did you learn to speak the language?'

B: 'Will you go back to New Zealand one day?'

This also showed very good interactive ability, as it encouraged a very natural conversation to develop.

I was impressed by some candidates' ability to produce extended discourse, sustain connected speech appropriately and develop and organise their contributions well. Some

were also able to speculate and expand appropriately, e.g. 'Well, I think there are two types of effective learning situations because, as F has said already, in this picture the professor is able to give information to the students and explain what they didn't understand etc., but in the other situation it is in a different way very effective because it is a comfortable situation, so they are both equally effective in different ways'.

Weaker candidates, however, tended to leave their sentences unfinished with 'and' or 'but', rather than show when they had come to the end of what they wanted to say.

Linkers tended to be simple (*and, but, so*) and even when they did develop their utterances, it was often done with rather hesitant delivery, which gave an impression of disjointed communication. This is an area where most candidates could improve.

4.6 Pronunciation

Pronunciation was generally very clear, and on the whole the candidates were easy to understand with little strain. Some problems included:

- Over-pronunciation of 'r', e.g. *near, children, friend*
- Over-pronunciation of /z/, e.g. *houses, rooms*
- Mispronunciation of some individual sounds, e.g. *coast* (cost), *discuse* (discuss), *lek* (lake), *wery* (very), *flu:d* (flood)
- Wrong word stress, e.g. *comfortable* (with 4 syllables), *today, frustrating, professor* (all with stress on first syllable)

Some candidates tended to over-use rising intonation when making statements, particularly when describing something, and many candidates need to widen their range of pitch and intonation, and speed up their pace of delivery in general. Elision and word stress were generally good.

4.7 Interactive Communication

This area has already been mainly covered in the section on task achievement. In general, I felt the candidates interacted very well with each other and were generally very sensitive to turn-taking. They should remember to respond appropriately to each other's utterances, not cut across what their partner is saying, interrupt impolitely, or produce overlong utterances during a collaborative task.

Candidates should try to avoid merely repeating what they have already said, or echoing what their partner has said, particularly with short responses:

e.g. Candidate A: 'I think this idea of a fitness centre on board an aircraft is a good one, don't you?'

Candidate B: 'Yes, very good – I think it's a really good idea.'

Repetition, followed by supporting comments is, however, effective.

I heard some very good interaction from some candidates, who were able to finish each other's sentences and pick up on what the other one was saying extremely naturally, e.g.

A: The next one...

B: ...it's a funny picture...

A: ...yes, it's funny but I think it doesn't have a lot to do with speaking languages...

B:...it's more a picture for a magazine than a dictionary...

4.8 Conclusion

In conclusion, I would like to reiterate that the candidates I have listened to have generally performed well in the tests. They were clearly at ease with the format of the test, showing they had been well-prepared by their teachers. They were able to take advantage of the different parts of the test to demonstrate their ability, which was generally very good. This conclusion seems to bear out the statistics comparing the performance of the Bavarian candidates with the rest of the candidature in the world.

Appendix A CAE in the European context

The Common European Framework

The Certificate in Advanced English is at Level C1, the **Effective Operational Proficiency Level** in the Common European Framework.

The Council of Europe's **Common European Framework of reference for Language Learning and Teaching** provides a model of language ability in the European context, for use by all those involved in the field of language learning. The Framework document includes sections on the assessment of language ability in the context of the model and so provides the theoretical background which supports a communicative approach to language test design and development. This allows those designing and administering language tests to do so under the umbrella of a shared language testing system, to share a theoretical starting point and so produce tests that have a definite location and identity within the framework.

The framework is further supported by a supplementary document entitled the **Users' Guide for Examiners**. This guide uses the Framework as a point of departure to provide models of test design and development with the aim of establishing European and international standards of test production.

Cambridge ESOL has been closely involved with the development of the Framework document and in particular with the Users' Guide for Examiners. Many of the models described in the Guide draw very closely on the experience of those designing and producing tests on a large scale in Cambridge. The focus of the Guide is on the principles that lie behind good practice. Each test will have its own individual character in order to meet the specific needs of its users. What the Users' Guide provides is a model of suitable processes, based on clear principles, that allows valid tests to be produced, whatever the immediate context.

The Association of Language Testers in Europe (ALTE)

One example of the Common European Framework being used in practice is in the work of **ALTE** (the Association of Language Testers in Europe), of which Cambridge ESOL was a founder member. ALTE was formed in 1990, and its 28 members are all providers of language examinations and certificates from European countries. The three main objectives of ALTE are as follows:

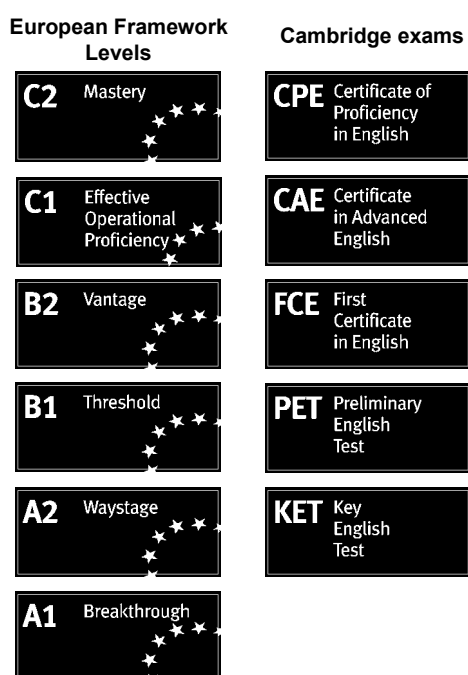
- to establish common levels of proficiency in order to promote the transnational recognition of certification in Europe;
- to establish common standards for all stages of the testing process: this is for test development, marking and grading, reporting of test results, test analysis and reporting of findings;
- to collaborate on joint projects and in the exchange of ideas and know-how.

The ALTE Code of Practice focuses on the responsibilities of both examination providers and examination users and covers four main areas:

- developing examinations
- interpreting examination results

- striving for fairness
- informing examination takers

The chart below gives an overview of the Cambridge ESOL Main Suite (Certificate of Proficiency in English (CPE), Certificate in Advanced English (CAE), First Certificate in English, (FCE), Preliminary English Test (PET) and the Key English Test (KET) and where they fit on the Common European Framework:



The ALTE Can-Do project

An important project of the ALTE members is the development of a series of competency-oriented Can-Do statements. These statements cover activities in three categories: work, social/tourist and study and are anchored to the Common European Framework levels. The statements provide a tool for those involved in teaching and testing language students, as well as a self-assessment tool for the learners themselves. Below are some examples of Can-Do statements at C1 level of the European Framework (CAE, the Certificate in Advanced English) and C2 level of the European Framework (CPE, the Certificate of Proficiency in English).

Bavarian Gymnasiasten with a pass in CAE should typically be able to do the activities described at C1 level and be working towards the language competences described at C2 level.

Can-Do statements at C1 (Certificate in Advanced English)

Listening/Speaking

CAN contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.

Reading

CAN read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence.

Writing

CAN prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate.

Can-Do statements at C2 (Certificate of Proficiency in English)

Listening/Speaking

CAN advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions.

Reading

CAN understand documents, correspondence and reports, including the finer points of complex texts.

Writing

CAN write letters on any subject and full notes of meetings or seminars with good expression and accuracy.

Impact of external examinations on teaching and learning

Impact is an integral part of the ALTE Code of Practice which covers the following four key concepts in language testing:

Validity	An examination must be valid in terms of the constructs represented and content covered
Reliability	An examination must be reliable in that the results produced should be accurate/consistent and as free as possible from errors of measurement
Practicality	An examination must be practical in terms of the demands it makes on the resources of the test developer and administrator
Impact	An examination must reflect the needs of its users

The results of the Bavaria pilot project would suggest that the Certificate in Advanced English reflects, at least to some extent, the current needs of its users (in this case 12th and 13th class Gymnasium teachers and pupils). The Certificate in Advanced English examination tasks, like all Cambridge ESOL examination tasks, are based on a coherent model of language learning which underpins a communicative approach to language teaching. The design of examination tasks therefore reflects current thinking in terms of classroom methodology. The use of such exams supports teachers in their work, by testing the type of language and the range of language skills which they are already

teaching. Furthermore, as a result of regular revision and updating, the examinations are also able to reflect the changing needs of their users, by responding to recent research and innovations in classroom practice. It is hoped that as a consequence of the initial successful project, further candidates in Bavaria will have the opportunity to benefit from the positive impact of the Cambridge ESOL examinations.

Appendix B Summary of support provided by Cambridge ESOL

Cambridge ESOL provided the following financial, professional and administrative support for the Bavaria CAE session in March 2004:

- Costs of monitoring the Oral Examiners
- Significant support from Senior Team Leader for Cambridge ESOL Speaking Tests, Germany
- Funding of expenses incurred at meetings
- Despatch of materials directly to the venues
- 20% discount on CAE examination fees
- Contribution to the funding of teacher seminars on preparing candidates for CAE.