

Test 3 Key

Paper 1 Reading (1 hour 30 minutes)

Part 1 (one mark for each correct answer)

1 D 2 A 3 B 4 B 5 D 6 A 7 C 8 A 9 D
10 A 11 B 12 A 13 D 14 A 15 C 16 B 17 D
18 C

Part 2 (two marks for each correct answer)

19 B 20 D 21 C 22 B 23 A 24 D 25 D 26 C

Part 3 (two marks for each correct answer)

27 E 28 A 29 H 30 C 31 G 32 D 33 B

Part 4 (two marks for each correct answer)

34 B 35 C 36 D 37 A 38 A 39 C 40 B

Paper 2 Writing (2 hours)

Task-specific mark schemes

Question 1: Great Achievers

Content

Proposal must:

- name and justify choice of person
- describe aspects of person's life to be included
- explain how exhibition can reflect person's achievements

Range

Language for justifying, describing and/or narrating, suggesting and explaining.

Appropriacy of register and format

Register consistently appropriate for proposal for college members.

NB may be directed at college Principal or fellow students.

Organisation and cohesion

Clear organisation of ideas, possibly with headings.

Appropriate introduction and conclusion.

Target reader

Would understand why the person has been suggested and how his/her achievements could best be reflected in the exhibition.

Question 2: Wedding Celebrations

Content

Article must describe a typical wedding and explain why such weddings are so memorable. NB: explanation may well be covered in the description.

Range

Language of description, explanation – may also include evaluation.

Appropriacy of register and format

Register consistently appropriate for article in magazine.

Organisation and cohesion

Clear organisation and development of ideas.

Target reader

Would understand how weddings are celebrated, and writer's view of their special and memorable quality.

Question 3: Film Review

Content

Review must identify and describe a particular film and explain reasons for its continuing popularity.

Range

Language of description/narration, evaluation and explanation.

Appropriacy of register and format

Register consistently appropriate for general interest magazine.

Organisation and cohesion

Clearly organised, moving from description/narration to evaluation/explanation.

Target reader

Would have a clear impression of the film and understand writer's reason for thinking it will remain successful.

Question 4: Town Library

Content

Letter should attempt to explain under-use of library and suggest ways to attract readers by improvements/innovations.

Range

Language for explaining/hypothesising and suggesting.

Appropriacy of register and format

Register consistently appropriate for a letter to newspaper.

Organisation and cohesion

Appropriate opening and closing sentences – clear organisation of ideas.

Target reader

Would understand writer's explanation and suggestions.

*Question 5(a): The Colour of Blood**Content*

Description of two episodes which build suspense and maintain interest:

- the events in the agricultural college
- the ride in the police car
- the hospital meeting with Jan Ley
- the meeting with trade unionists
- the final scene in the cathedral

Explanation of how suspense is conveyed in these episodes.

(Underlined points must be included. Bulleted points are suggested examples.)

Range

Language of description, narration, explanation and evaluation.

Appropriacy of register and format

Register consistently appropriate for review in student magazine.

Organisation and cohesion

Clearly organised ideas.

Appropriate introduction and conclusion.

Target reader

Would understand what happened during these episodes, how the suspense was built up and interest maintained.

*Question 5(b): The Go-Between**Content*

Analysis of cricket match and description of aspects of it illustrating social divide:

- possible reference to other episodes in the novel illustrating social divide

Assessment of how far quotation is true.

(Underlined points must be included. Bulleted point may be included.)

Range

Language of description, narration, assessment.

Appropriacy of register and format

Register consistently appropriate for essay for tutor.

Organisation and cohesion

Clear organisation of ideas.

Appropriate conclusion.

Target reader

Would have a clear idea of the social background to the story and would understand the writer's assessment of it.

*Question 5(c): Things Fall Apart**Content*

Description of how life is governed by beliefs and customs of the clan:

social organisation within the village determines:

- family life – wives in separate huts
- differentiated tasks / farming for men and women

customs include:

- the week of peace – to ensure good harvest
- Feast of the New Yam
- betrothal ceremonies
- funeral rites

beliefs include:

- abhorrence of the unnatural – twins abandoned
- Okonkwo's father cannot be buried
- Okonkwo's body cannot be touched

ideas of justice:

- account for Okonkwo's exile
- Ikemefuna's presence in the village and his death

(Underlined points must be included. Bulleted points are suggested examples.)

Range

Language of description, narration, explanation and recommendation.

Appropriacy of register and format

Register consistently appropriate for report for reading group – headings would be acceptable.

Organisation and cohesion

Clear organisation of ideas.

Appropriate opening and conclusion.

Target reader

Would have a clear idea of some of the customs and beliefs of the clan, understand how these govern the lives of the people of Umuofia and be able to decide whether this was a suitable book for the reading group.

Paper 3 Use of English (1 hour 30 minutes)

Part 1 (one mark for each correct answer)

- 1 put 2 what 3 become 4 make 5 there
6 although/though/while/whilst 7 up 8 those 9 on 10 as
11 one 12 view 13 irrespective/regardless 14 such 15 a

Part 2 (one mark for each correct answer)

- 16 characteristic 17 recognisable/recognizable 18 unceremoniously
19 independent 20 extraordinary 21 rigidity 22 zealous
23 conservative 24 surrounding 25 increasingly

Part 3 (two marks for each correct answer)

- 26 fail 27 short 28 turn 29 account 30 blocked 31 deal

Part 4 (one mark for each correct answer)

- 32 Selena know/realise/suspect (1) + how difficult/hard it will be to (1)
33 made an immediate/instant (1) + impression on/upon (1)

- 34 put me (1) + at (my) ease with (1)
 35 was no vegetation (1) + **whatsoever** (growing) in (1)
 36 no circumstances (1) + will/shall we ever do business (1)
 37 came to (1) + the conclusion (that) (1)
 38 was in no mood / wasn't / was not in the/a/any mood (1) + for going out / to go out (1)
 39 was taken **aback** (1) + by the news of the (1)
 NB: the mark scheme for Part 4 may be expanded with other appropriate answers.

Part 5 (questions 40–43 two marks for each correct answer)

- 40 Modern cars are (so) quiet that the writer/he is aware of the noise (of the tyres) AND the noise of tyre rumble is more noticeable.
 Both ideas required for the mark.
 41 Explanation of the idea of 'subjectively' e.g. individuals respond differently to car noise. Different from / contrasting with explanation of scientific measurement e.g. whereas scientists will produce one objective result/measurement. Clear explanation of both parts of this contrast required.
 42 Dismay (allow In dismay). No other additions other than a lead-in, e.g. The word is No alternatives.
 43 Rousing. No additions other than a lead-in, e.g. The word is No alternatives.
 44 Award up to four marks for content. The paragraph should include the following points:
 i (A majority of) drivers like noise evidence that car systems are working / in good order.
 ii (Most) drivers like engine noise AND/OR Car drivers like an engine noise which matches their expectations of the car.
 iii (Loud/fast) music can lead drivers to drive badly AND/OR Rousing rock music can make drivers aggressive.
 iv Loud music reduces the ability of drivers to think clearly.

Paper 4 Listening (40 minutes approximately)

Part 1 (one mark for each correct answer)

- 1 B 2 C 3 C 4 A 5 C 6 A 7 A 8 B

Part 2 (one mark for each correct answer)

- 9 artist(s) and writer(s) (in either order)
 10 conservationists / the conservationist 11 (the) water(-)plants
 12 energy/energies 13 m/March 14 agriculture/farming
 15 (very) uneven 16 w/Wildlife t/Trust
 17 p/Plan of a/Action (for the hare)

Part 3 (one mark for each correct answer)

- 18 D 19 C 20 C 21 C 22 B

Part 4 (one mark for each correct answer)

23 F 24 M 25 B 26 M 27 F 28 B

Transcript

Cambridge Certificate of Proficiency in English Listening Test. Test 3.

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 will 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 four different extracts. For questions 1 to 8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1

[pause]

tone

Presenter: First on the programme today, we'll discuss the consultation document the UK airport authorities have just brought out, as part of their forward planning for the next thirty years. Of course, thirty years from now, we might be exploring the option of shuttle flights to Mars, but that's by-the-by. This document is concerned with more mundane, in fact, strictly down-to-earth considerations – delays, cancellations, lost baggage, congestion, the potential development of the air-freight sector, the integration of airports with the surface transportation infrastructure – hardly fly-me-to-the-moon stuff! But above all, its headline target is to give the travelling public a better deal. I asked the transport minister, Helen Fraser, to comment.

Helen: We have to strike a balance. The government certainly won't be committing itself to providing massive resources. Even if we can see the number of passengers is going to double, we can't necessarily double the number of runways, and the public will have to accept that. People are very keen to fly, but nobody's too keen to have a runway near them. So we have to talk about it thoroughly, and this document's a useful step in the consultative process.

[pause]

tone

[The recording is repeated.]

[pause]

Extract 2

[pause]

tone