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... This exam is the logical step in your language learning journey between B1 Preliminary and C1 Advanced.

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As mentioned above, the FCE primarily assesses test takers in the CEFR B2 range; whereas, the CAE primarily assesses test takers in the CEFR C1 range. The FCE is an upper intermediate level English assessment, while the CAE is an advanced level English assessment. Basically, the CAE is the more difficult of the two tests.

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Here we explore the key differences between the IELTS Academic Exam and a Cambridge Qualification such as Cambridge Advanced (CAE) or Cambridge First (FCE). (Before we continue, please all note that there is also an IELTS General Exam, which is required for visa application purposes. We DO NOT teach the IELTS General at Richmond English School.)

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~~English Qualification: IELTS or Cambridge FCE / CAE exam?~~

An Overview Cambridge First (FCE) / Advanced (CAE) / Proficiency (CPE) The Cambridge exams can be taken at the main session times in March, June or December at centres all over the world, although there are now more opportunities to sit them at other times of the year. They can also be taken as paper or computer-based tests but you need to check with the exam centre if you wish to know which one they are offering.

~~IELTS, FCE, CAE or CPE Exam? | Severnvale Academy~~

Cambridge English (also known as ESOL) is a department of Cambridge University. Their English exams Proficiency (CPE), Advanced (CAE), First (FCE), Preliminary (PET) and Key (KET)

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are recognised around the world by thousands of employers, universities and government ministries as proof of ability to use English.

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~~Cambridge English exams – Information and practice tests ...~~

Key Word Transformation: Formal structures practice; Exam tips
Look out for two necessary changes in each sentence. At CAE level you will often be required to make more than one change in the transformed sentence such as using a set expression as well as a change from active to passive.

~~CAE Key Word Transformation – Flo Joe~~

Cambridge English: Key for Schools (KET for Schools) A2 Key for Schools: Cambridge English: Preliminary for Schools (PET for

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Schools) B1 Preliminary for Schools: Cambridge English: First for Schools (FCE for Schools) B2 First for Schools: Cambridge English: Advanced (CAE) C1 Advanced: Cambridge English: Proficiency (CPE) C2 Proficiency

~~How our exam names have changed | Cambridge English ...~~

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Word Transformation'. Watch our short, 5 minute video explaining this task. Please note that reference to the 'new' exam format relates to the update that took place in 2015.

~~FCE Key Word Transformation - Flo-Joe~~

CAE exam worksheets: CAE CAMBRIDGE- PAPER 4 for the revised exam - 2008 - Use of English- with answers Level: advanced Age: 14-17 Downloads: 381 WORDFORMATION+ key FCE/CAE level

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~~The C1 Advanced (CAE) exam can be taken as a standard test (paper-based / PB) or as a computer-based (CB) exam. The exam content is exactly the same, it is only the delivery mode (paper-based / computer-based) which is different. There are different dates and exam locations for the PB or CB exams. Paper-based; Computer-based~~

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(CAE). The story begins with the development and first sitting

And Certificate In Advanced English Exams

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English (FCE) and the Certificate in Advanced English (CAE). The story begins with the development and first sitting of the FCE (then called the Lower Certificate in English) in 1939. The book then traces subsequent developments, including the initiation of FCE under its current name in 1975, the introduction of CAE in 1991, as well as reviews, major revisions, and modifications, leading to the update of FCE and CAE for December 2008. On the way, the history attempts to balance theory and practice, fact and opinion, insider and outsider perspectives, recurring themes and key innovations. We see the scale of the FCE and CAE exams grow from an initial candidature of just 144, to make a significant contribution to Cambridge ESOL's current total of over two million candidates in 130 countries.

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This volume examines the nature of second language listening proficiency and how it can be assessed. The book highlights the need for test developers to provide a clear explication of the ability constructs which underpin the tests they offer in the public domain.

This is increasingly necessary if claims about the validity of test score interpretation and use are to be supported both logically and with empirical evidence. It operationalises a comprehensive test validation framework which adopts a socio-cognitive perspective.

The framework embraces six core components, examining and then analysing Cambridge ESOL listening tasks from the following perspectives: Test Taker; Cognitive Validity; Context Validity; Scoring Validity; Criterion-related Validity; and Consequential Validity.

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Test developers need to provide a clear explication of the language ability constructs that underpin the tests they offer in the public domain; such an explication is essential for supporting claims about the validity --- or usefulness --- of tests and test scores. This edited volume develops a theoretical framework for validating tests of second language speaking ability. The framework is then applied through an examination of the tasks in Cambridge ESOL speaking tests from a number of different validity perspectives that reflect the socio-cognitive nature of any assessment event. The chapter authors show how an understanding and analysis of the framework and its components can assist test developers to operationalise their tests more effectively, especially in relation to the key criteria that differentiate one proficiency level from another. The volume is a rich source of information on all aspects of examining speaking

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ability. As such, it will be of considerable interest to examination boards who wish to validate their own speaking tests in a systematic and coherent manner, as well as to academic researchers and graduate students in the field of language assessment more generally. This is a companion volume to the previously published titles Examining Writing and Examining Reading.

An account of how children learn L2s in formal contexts and how that knowledge impacts on the design, development, and evaluation of their language assessment products.

This volume explores the impact of language frameworks on learning, teaching and assessment, viewed from the perspective of policies, procedures and challenges. It brings together a selection of

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edited papers, based on presentations given at the 4th International Conference of the Association of Language Testers in Europe (ALTE) held in Kraków, Poland, in July 2011. The selected papers focus on the conference's core themes as follows: the effect of frameworks on teaching, learning and assessment; the value of frameworks for teachers, learners and language policymakers; the contribution of frameworks towards describing particular languages.

The Council of Europe released a preliminary version of the Manual for Relating Language Examinations to the Common European Framework of Reference for Languages (CEFR) in 2003. Over the next 5 years a wide range of institutions and individuals undertook case studies to pilot this draft version. Towards the close of the piloting phase, a two-day colloquium was held in Cambridge,

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UK enabling practitioners and academics to reflect on and share their experiences of applying the Manual procedures. Insights from this colloquium informed the Manual revision project during 2008/2009. This volume features selected case studies presented at the Cambridge Colloquium in December 2007. They include the linking of a single test to the CEFR, the CEFR-linking of suites of examinations at different levels and large scale national projects undertaken by examination boards and specialist research institutes. Some studies focus on part of an examination, while others involve all test components. Some apply one or two of the procedures - familiarisation, specification, standardisation, and empirical validation. As well as describing their studies and reporting their findings, contributors reflect and comment on their experience of using the draft Manual. A clear and comprehensive introductory

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chapter explains the development of the CEFR and the draft Manual for linking tests, and discusses its relevance for the future. The volume will be of interest to examination boards, language test developers and educational policy-makers, as well as academic lecturers, researchers and graduate students interested in the principles and practice of aligning tests to the CEFR.

"This volume describes 20 years of work at Cambridge English to develop multilingual assessment frameworks and presents useful guidance of good practice. It covers the development of the ALTE Framework and 'Can Do' project, work on the Common European Framework of Reference (CEFR) and the linking of the Cambridge English exam levels to it, Asset Languages - a major educational initiative for UK schools, and the European Survey on Language

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Competences, co-ordinated by Cambridge English for the European Commission. It proposes a model for the validity of assessment within a multilingual framework and, while illustrating the constraints which determined the approach taken to each project, makes clear recommendations on methodological good practice. It also explores and looks forward to the further extension of assessment frameworks to encompass a model for multilingual education. Key features of the volume include: - a clear and comprehensive explanation of several major multilingual projects - combination of theoretical insights and practical advice - discussion of the interpretation and use of the CEFR. Multilingual Frameworks is a rich source of information on key issues in the development and use of multilingual proficiency frameworks. As such, it will be a valuable reference work for academics, education

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Developing The First Certificate In English And Certificate In Advanced English Exams Studies In Language Testing V 28 policy-makers and examination board personnel. It is also a useful resource for postgraduate students of language assessment and for practitioners, and any stakeholders seeking to gain a clearer picture of the issues involved with cross-language assessment frameworks"--

"Validating Second Language Reading Examinations describes the development of an empirical framework for test validation and comparison of reading tests at different proficiency levels through a critical evaluation of alignment with the Common European Framework of Reference (CEFR). It focuses on contextual parameters, cognitive processing operations and test results and identifies parameters for the description of different levels of reading proficiency examinations. The volume explores procedures for linking tests to the CEFR and proposes both qualitative and

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quantitative methods that complement the procedures recommended in the Council of Europe's Relating Language Examinations to the Common European Framework of Reference for Languages (CEFR): A Manual, piloted in 2003 and revised 2009. Key features of the book include: - a detailed review of the literature on CEFR alignment, vertical scaling, test specifications and test comparability - a comprehensive and coherent approach to the validation of reading tests - an accessible and systematic description of procedures for collecting validity evidence based on a sound theoretical framework - a case study comparing different testing systems targeting the same CEFR level"--

This volume outlines the general principles of Learning Oriented Assessment (LOA), placing it in the context of European language

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learning policy. The authors pose three key questions central to LOA: 'What is learning?', 'What is to be learned?' and 'What is to be assessed?'. It focuses on the use of evidence, and how it can be collected and used to feed back into learning, overviews large-scale assessment as practised by Cambridge English and learning-oriented classroom assessment practices, and concludes with a look at implementing LOA in practice. With fresh insights into the role of assessment in supporting learning, this volume will be of considerable interest to assessment practitioners, teachers and academics, educational policy-makers and examination board personnel.

"The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds

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highlight the need for greater accountability in the assessment of teachers. The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not always sit easily with the development process, while transparency of assessment procedures is also increasingly demanded by the candidates themselves. This edited volume discusses key issues in assessing language teachers' professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre-service and in-service levels within the framework of the Cambridge English Teaching Qualifications. The volume provides: - discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment - examples of specific assessment procedures for both teaching knowledge and

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practical classroom skills - accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts. This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students"--

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