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## Certificate in Advanced English (CAE) Reading

### General information

#### Background to the Examination

The Certificate in Advanced English is a general English qualification which is part of the Cambridge ESOL Main-suite examinations. Set at level C1 of the CEF, CAE recognises the ability to communicate with confidence in English and deal with most aspects of daily life. CAE is designed for learners who are reaching a standard of English that is adequate for most purposes, including business and study in higher education.

#### Candidature

CAE is taken by more than 60,000 candidates per year in over 60 countries. Around 80% of CAE candidates are aged 25 or under with the average being about 23. In some countries, where CAE is more commonly taken by candidates in their late teens, the average is lower. Around 70% of candidates attend preparation classes.

#### Structure of the Test

CAE tests the skills of Reading, Writing, Listening and Speaking and also has an English in Use Paper. CAE is administered in five separate papers. Paper 1 Reading, Paper 2 Writing, Paper 3 English in Use, Paper 4 Listening and Paper 5 Speaking. Each of these five papers is equally weighted at 20%. There are five possible grades in CAE: Three pass grades (A, B and C) and two fail grades (D and E). Results are based on candidates' aggregate scores across the four skills.

#### CAE Reading Paper

The paper has a fixed format, with four parts. Each part contains a text of between 450 and 1200 words and aims to test a particular range of reading sub-skills through a given task type. The texts in the reading paper are drawn from a range of sources including informational texts, journalism, and non-fiction. The range of text and task types is intended to encourage a familiarity with different types of reading material as well as the use of different approaches to reading appropriate to the text type and reader purpose. Candidates are expected to be able to show understanding of gist, detail and text structure, and deduce meaning by having strategies for dealing with unfamiliar words and structures. Candidates at this level are expected to understand a wide range of demanding longer texts, and recognise implicit meaning. Other tasks on the paper include: reading for detail, gist and deducing meaning (multiple-choice questions) and understanding text structure (gapped paragraphs). The fourth part of the test is a longer text (up to 1200 words) with a multiple-matching task similar to that exemplified here.

## Part One

This task focuses on reading for detailed understanding and main ideas and tests the ability to locate particular information, including attitude and opinion, by skimming and scanning a text initially to locate information and then to process that information carefully to match it to a given prompt. The texts come from authentic sources, but may be slightly adapted to meet the needs of the task. The text may be in sections (as in this example) or a piece of continuous text in which the names of individuals or other reference points acting as options are mentioned (e.g. the books or films in a review article, etc.). They may include vocabulary which is unfamiliar to candidates, but this should not interfere with their ability to complete the task.

### Reading (CEFR C1)

Test to be analysed	Certificate of Advanced English (CAE)
Target language	English
Task	Reading component (Part 1) Q's 1 - 16
Rubrics	Target language
Items	Target language
Time to do total test	1 hr 15
Target levels	CEFR C1
	ALTE 4
Age-group sector	Late teenage and adult
Domain	Public domain
<b>Communicative activities</b>	
Overall reading comprehension	Can read texts of various kinds for both information and general interest.
Reading for information and argument	Can distinguish main from subsidiary points and the gist of a text from specific detail.
	Can locate specific information in longer text and the gist of a text from specific detail.
Text length	4 texts of approx. 200 words each

### Mark Distribution

Each of the items carries one mark, representing approximately 25% of the marks available across the four reading tasks.

### Effective Level

All CAE Reading tasks are pre-tested using volunteer candidates. Typically, pre-test candidates are students preparing to take the exam in the near future. A range of age and nationality groups is represented in the pre-test population which roughly corresponds to that of the live candidature.

Pre-tested materials are then subject to statistical analysis at task and item level using both classical item analysis (Microcat) to establish that items are discriminating, and Rasch analysis to determine the level of difficulty. Each task, therefore, consists of items of measured difficulty, which are selected from within a specified range to determine the mean difficulty of the task.

Tests are constructed from the tasks in the item bank. Each task, therefore, consists of items of measured (Rasch) difficulty, which are selected from within a specified range to determine the mean difficulty of the task.

## Calibration

Tests are constructed from the calibrated tasks in the item bank. The one-parameter Rasch model is used for calibrating the items. For most routine analysis, Cambridge ESOL uses the BIGSTEPS analysis program supplemented by in-house programmes for formatting data and handling the output. The logit scale produced by BIGSTEPS is re-scaled to produce a conventional ESOL scale, which is used for test construction purposes. This is known as the common scale for item-based tests. The complete scale for Cambridge ESOL examinations, from KET (A2) to CPE (C2) covers a range from about 20 to 110. The expected range of values for CAE on this scale is approximately 61-81, with a target mean of 71.

## Performance on This Task

Overall, candidates found this the least challenging task on the paper. There was, however, a range of difficulty over the 16 questions. Question 10 was the most difficult, with a significant number of weaker candidates opting for C rather than the key, A. When referring to his early days as a journalist, Geoffrey Lean describes how he was 'unwillingly "volunteered" to 'cover the field'. In other words, he felt 'an initial reluctance to become involved'. Candidates who opted for C may have wrongly interpreted a sentence in the second paragraph. Lee Durrell mentions that she was 'discouraged by the number of setbacks' she encountered during her research work in Madagascar. Although she may have felt some reluctance to continue because of certain difficulties, there is no indication of 'an initial reluctance to get involved' in the research. Question 7 also posed some difficulties for candidates. The key was A but quite a few candidates chose B. The question is about praise for a book's 'use of language and depth of feeling'. It is targeting a sentence towards the end of the second paragraph of A, in which Geoffrey Lean describes a certain book 'as eloquent and as impassioned a plea as exists'. The candidates who chose B may have been attracted to the end of the first paragraph and the reference to a book which 'explains superbly, through words and pictures, the fascinating world of animal communication'. Although there is some praise here for the book's language, there is no reference to 'depth of feeling'. Candidates need to ensure that the section they choose reflects all the elements of the question.

This CAE task was calibrated on a candidature of 45,382.

## Reading Items

### Instructions to candidate

The task, consisting of sixteen items, is presented in multiple matching format. The language of the text is at C1 level. Facility values, discrimination indices, etc. are provided in the statistical section. Rasch difficulty values are calculated for each item to ensure consistency and the stability of the level across different test versions. All statistical information is based on a sample candidature of at least 45,000.

### Part 1

Answer questions **1–16** by referring to the magazine article in which four naturalists explain their choice of most inspiring book about the environment. Indicate your answers **on the separate answer sheet**.

For questions <b>1–16</b> , answer by choosing from the four naturalists ( <b>A–D</b> ). Some of the choices may be required more than once.	
<b>Which naturalist</b>	
says that the book contained a wider range of material than other books he/she owned?	<b>1</b> .....
says that the human race is often blamed for its destructive relationship with wildlife?	<b>2</b> .....
says that the book can make the organisation of a particular animal group clear to an observer?	<b>3</b> .....
praises the author’s desire to make the work accessible to the non-specialist?	<b>4</b> .....
explains what motivated him/her to start drawing?	<b>5</b> .....
describes experiencing a change of mood when reading the book?	<b>6</b> .....
praises the book for both its use of language and depth of feeling?	<b>7</b> .....
describes the sensory experiences evoked by the book?	<b>8</b> .....
thinks the book encouraged greater optimism about a personal skill?	<b>9</b> .....
mentions an initial reluctance to become involved in investigating environmental issues?	<b>10</b> .....
attributes the skill of the illustrator to extensive observation?	<b>11</b> .....
has come into contact with many leading environmental figures through work?	<b>12</b> .....
attributes the immediate appeal of the book to its illustrations?	<b>13</b> .....
first read the book at a time when experiencing problems?	<b>14</b> .....
comments on the illustrator’s ability to show animal behaviour through deceptively simple pictures?	<b>15</b> .....
says that no other book has proved to be as good as the one nominated?	<b>16</b> .....

## Natural Books

We invited four leading naturalists to tell us about the wildlife classic that has influenced them most.

### A Geoffrey Lean

At least it wasn't hard to choose the author. As an environmental journalist, one advantage of longevity is that I have had the chance to meet some of the giants who pioneered thinking in the field. Of these, none stood, indeed, still stands, taller than a small, frail woman, Barbara Ward. I can't think of anyone else more at the heart of environmental issues in post-war Europe. She has synthesised her experience of various environmental movements into her own compelling philosophy. Unwillingly 'volunteered' to cover the field, I found, as a young journalist, that she, more than anyone, made it all make sense.

Picking the book was much harder. It could have been *Only One Earth* or *Progress for a Small Planet*. But despite its title (which sounded old-fashioned, even in 1976), *The Home of Man* is, to me, Barbara's most important book. Its focus is on the explosive growth of the world's cities, but its canvas is the great themes to which she devoted her life. It is as eloquent and as impassioned a plea as exists for what we would now call 'sustainable human development'. In the hundreds of books I have read since, I have yet to meet its equal.

### B Linda Bennett

When I open the pages of *Signals for Survival* by Niko Tinbergen, I can hear the long calls of herring gulls, recall the smell of the guano in the hot sun and visualise the general hullabaloo of the colony. This book explains superbly, through words and pictures, the fascinating world of animal communication.

Read *Signals for Survival* and then watch any gull colony, and the frenzy of activity changes from apparent chaos to a highly efficient social structure. You can see which birds are partners, where the boundaries are and, later on in the season, whole families can be recognised.

A distinguished behaviourist, Niko Tinbergen came from that rare breed of academics who wish to explain their findings to the layperson. His collaboration in this book with one of this century's most talented wildlife artists, Eric Ennion, was inspirational and has produced a book of interest to anyone with a love of wildlife. His spontaneous style of painting came from years of watching and understanding birds. With just a minimal amount of line and colour, he brings to life how one gull is an aggressor, how another shows appeasement. This is the art of a true field naturalist.

### C Lee Durrell

Most definitely *My Family and Other Animals* by Gerald Durrell is the book that has had the greatest influence on my life. Beyond the obvious reason that it ultimately led me to a wonderful husband, and an exciting career in conservation, this extraordinary book once and for all defined my devotion to the natural world.

I was doing research work into animal vocalisations in Madagascar when I first read the book. I had been there two years and was discouraged by the number of setbacks I was encountering but when, at the end of the day, I opened *My Family and Other Animals* to where I had left off the night before, the world became a brighter place. Animals, people, joy and beauty inextricably woven together – a microcosm of a world worth saving.

Many people say that our species is the worst because of the terrible things we have done to the others. But I like to think back to Gerald as a boy in *My Family and Other Animals*, looking at the world's inhabitants as a whole, a family whose members, be they good, bad or indifferent, are nevertheless so intertwined as to be inseparable. And that is a concept we all need to grasp.

### D Bruce Pearson

A copy of *The Shell Bird Book*, by James Fisher, found its way into my school library shortly after it was first published in 1966. I was drawn to it at once, especially to the 48 colour plates of birds by Eric Ennion, painted, as the jacket puts it, '... with particular skill and charm'. It was those Ennion images which captured my attention.

I already had copies of other bird books and had spent several holidays learning to identify birds. They encouraged me to begin sketching what I saw as an aid to identification. But in *The Shell Bird Book* there was so much more to feast on. As well as the glorious Ennion paintings, there were chapters on migrants and migration, a review of the history of birds in Britain, and, best of all, a chapter on birds in music, literature and art.

## Content analysis

### Reading component

The time allocated to the complete test paper (paper 1) is 75 minutes. No time allocation is specified for individual tasks/components within the test or sub-tests.

### Text Characteristics

(Analysis of example tasks and items has been carried out in conjunction with the [Dutch CEF Grid](#), the [CEFR](#), the [ALTE](#) can-do statements and the [DIALANG](#) performance descriptors.)

Test to be analysed	CAE (Paper 1 )
Task	Part 1 – questions 1 – 16
Skill	Reading
Rubric in L1/Target language	Target language
Target language	English
Item in L1/Target language	Target language
Time to do total task	Not specified (total test 75 minutes)
1. Text source	Magazines
2. Authenticity	Adapted from genuine articles
3. Discourse type	Descriptive/narrative/opinion
4. Discourse subtype	Impressionistic description
5. Domain	Personal
6. Topic	Free time, entertainment
7. Nature of content	Mostly concrete
8. Text length	4 x 200 words
9. Vocabulary	Rather extended
10. Grammar	Wide range of complex structures
Comprehensible by learner at CEF level	C1

## Item Characteristics

### Item 1

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to explicit details in the text.
	Understand main ideas and general meaning of texts.
	Relate concise summaries to complete texts or parts of texts.
Item level estimated	C1

### Item 2

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

### Item 3

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

### Item 4

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1



### Item 5

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

### Item 6

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

### Item 7

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

### Item 8

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

### Item 9

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

### Item 10

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

### Item 11

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

### Item 12

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

**Item 13**

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

**Item 14**

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

**Item 15**

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

**Item 16**

Item type	multiple matching
Operations involved in answering	Recognise and retrieve information relating to specific detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1



## Answer Key

### Part 1

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

## Statistical Report

### Statistical Report (Whole Task)

mean facility (p)	<b>0.76</b>
mean discrimination (Pb)	<b>0.31</b>

### Statistical Report (Individual Items)

	item 0	item 1	item 2	item 3	item 4	item 5	item 6	item 7
Facility (p)	e.g.	0.70	0.91	0.84	0.74	0.86	0.88	0.47
Discrimination (i.d.)	e.g.	0.33	0.26	0.31	0.40	0.28	0.31	0.30

	item 8	item 9	item 10	item 11	item 12	item 13	item 14	item 15	item 16
Facility (p)	0.57	0.61	0.52	0.74	0.80	0.77	0.92	0.92	0.89
Discrimination (i.d.)	0.33	0.31	0.17	0.33	0.38	0.34	0.31	0.28	0.26

Sample size	>45,000
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## Certificate in Advanced English (CAE) Listening

### General information

#### Background to the Examination

The Certificate in Advanced English is a General English qualification which is one of the Cambridge ESOL Main-suite examinations. Set at level C1 of the CEF, CAE recognises the ability to communicate with confidence in English and deal with most aspects of daily life. CAE is designed for learners who are reaching a standard of English that is adequate for most purposes, including business and study in higher education.

#### Candidature

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#### Structure of the Test

CAE tests the skills of Reading, Writing, Listening and Speaking and also has an English in Use Paper. CAE is administered in five separate papers. Paper 1 Reading, Paper 2 Writing, Paper 3 English in Use, Paper 4 Listening and Paper 5 Speaking. Each of these five papers is equally weighted at 20%. There are five possible grades in CAE: Three pass grades (A, B and C) and two fail grades (D and E). Results are based on candidates' aggregate scores across the four skills.

#### CAE Listening (Paper 4)

The paper comprises four recordings, each with a separate task. On any version of the paper there is a range of task and text types, reflecting the variety of real-world listening situations which candidates at this level need to be able to cope with. Candidates are expected to understand general meaning of spoken text as well as to extract specific details, understand opinions whether or not explicitly stated, and infer meanings which may not be made explicit in the recording.

Texts for parts 1, 3 and 4 are heard twice. The text for part 2 is heard once only.

## Part Three

This task focuses on listening for detailed understanding and main ideas and tests the ability to identify particular information, including the speaker's attitudes and opinions. Candidates are asked to complete sentences by selecting the correct option from four given alternatives. This multiple choice format requires reading as well as listening skills as correct answers are identified by associating meanings expressed in the recorded interview with similar meanings expressed in different form in the written multiple choice options. The sentences provide a kind of summary of the main ideas presented in the text and may focus on abstract ideas and feelings expressed by speakers as well as points of information.

### Listening (CEFR C1)

Test to be analysed	Certificate in Advanced English (CAE)
Target language	English
Task	Listening component (Paper 4, part 3)
Rubrics	Target language
Items	Target language
Time to do total test	approx. 45m
Target levels	C1 Effective Operational Proficiency
	ALTE 4
Age-group sector	Teenagers and adults
Domain	public domain
<b>Communicative activities</b>	
Overall listening comprehension	Can understand in detail speech on abstract and complex topics of specialist nature beyond his/her own field. Can follow most talks, lectures, debates with relative ease.
Listening for Information	Can identify finer points of detail including implicit attitudes and relationships between speakers.

### Mark Distribution

Each of the items carries one mark.

### Effective Level

All CAE Listening tasks are pre-tested using volunteer candidates. Typically, pre-test candidates are students preparing to take the exam in the near future. A range of age and nationality groups is represented in the pre-test population which roughly corresponds to that of the live candidature.



Pre-tested materials are then subject to statistical analysis at task and item level using both classical item analysis to establish that items are discriminating, and Rasch analysis to determine the level of difficulty. Each task, therefore, contains items within a given range of measured difficulty, and itself has an average level of difficulty. Tests are constructed from the tasks in the item bank. Each task, therefore, consists of items of measured (Rasch) difficulty, which are selected from within a specified range to determine the mean difficulty of the task.

## Calibration

Tests are constructed from the calibrated tasks in the item bank. The one-parameter Rasch model is used for calibrating the items. For most routine analysis, Cambridge ESOL uses the BIGSTEPS analysis program supplemented by in-house programmes for formatting data and handling the output. The logit scale produced by BIGSTEPS is re-scaled to produce a conventional ESOL scale, which is used for test construction purposes. This is known as the common scale for item-based tests. The complete scale for Cambridge ESOL examinations, from KET (A2) to CPE (C2) covers a range from about 20 to 110. The expected range of values for CAE this scale is approximately 61-81 with a target mean of 71.

## Performance on This Task

This was a four-option multiple-choice task based on a radio programme in which an architect is interviewed about her life and work. Questions focused on the opinions and feelings of the main speaker as well as on detailed information from the text. The questions were generally well answered with good discrimination between weaker and stronger candidates. Questions 19 and 22 turned out to be the most challenging, while candidates coped particularly well with Question 18. Information from this type of text is often summarised in multiple-choice questions through the use of adjectives describing feelings and attitudes, verbs of opinion and reporting verbs. Encouraging candidate awareness of and sensitivity to, the use of such words to paraphrase ideas in the text is an important aspect of preparation for this task.



## Listening Items

### Lucy Collett, Designer

#### Instructions (recorded)

You will hear an interview with an architect who designs small buildings. For questions 17-22, choose the correct answer A, B, C or D.

- 17 Lucy enjoyed building the tree-house because it
- A gave her children somewhere to play.
  - B presented an interesting design problem.
  - C demonstrated the type of work she does.
  - D allowed her to fulfil a childhood ambition.
- 18 What fascinated Lucy about the historical phone boxes
- A their international character
  - B their luxurious interiors
  - C their range of styles
  - D the quality of their construction
- 19 At college, Lucy designed small buildings so that they
- A could be assembled in a shorter time.
  - B would comply better with safety rules.
  - C would have a wider range of uses.
  - D could be built in a simpler style.
- 20 Lucy got the idea for a folding market stall
- A from her parents.
  - B from travelling salesmen.
  - C while she was at a trade fair.
  - D while she was on an overseas trip.
- 21 What did Lucy like best about her award-winning design?
- A the shape
  - B the display space
  - C the decoration
  - D the building material
- 22 The hotel phone booths which Lucy worked on were
- A developed with mobile phone users in mind.
  - B designed for countries with relatively few mobile phones.
  - C placed at the entrance to the hotel lobby.
  - D intended to be the largest feature of the lobby.



## Content analysis

### Listening component

The time allocated to the complete test paper (paper 4) is 45 minutes. (The paper consists of FOUR tasks.)

### Text Characteristics

(Analysis of example tasks and items has been carried out in conjunction with the [Dutch CEF Grid](#), the [CEFR](#), the [ALTE](#) can-do statements and the [DIALANG](#) performance descriptors.)

Test to be analysed	CAE (Paper 4)
Task	Part 3 – questions 17 – 22
Skill	Listening
Rubric in L1/Target language	Target language
Target language	English
Item in L1/Target language	Target language
Time to do total task	Not specified
1. Text source	Radio interview
2. Authenticity	Genuine/adapted
3. Discourse type	Mainly descriptive
4. Discourse subtype	Interview
5. Domain	Personal
6. Topic	Architecture
7. Nature of content	Mostly concrete
8. Text length	3 minutes
9. Vocabulary	Mostly frequently occurring
10. Grammar	Limited range of complex structures
11. Text speed	Normal speed for context –quite fast
12. Number of participants	Two
13. Accent	Standard English
14. Clarity of articulation	Clear
15. How often played	Twice
Comprehensible by learner at CEF level	C1

## Item Characteristics

### Item 17

14. Item Type	Multiple choice – 4 options
Operations involved in answering	Recognise and retrieve
	Information explicit in text
	Identify an opinion
Item level estimated	C1

### Item 18

Item Type	Multiple choice – 4 options
Operations involved in answering	Make inferences
	Information implicit in text
	Listening for gist
Item level estimated	C1

### Item 19

Item Type	Multiple choice – 4 options
Operations involved in answering	Recognise and retrieve.
	Information explicit in text
	Listening for a detail
Item level estimated	C1

### Item 20

Item Type	Multiple choice – 4 options
Operations involved in answering	Recognise and retrieve
	Information explicit in text
	Listening for a specific detail
Item level estimated	C1

### Item 21

Item Type	Multiple choice – 4 options
Operations involved in answering	Recognise and retrieve.
	Information explicit in text
	Interpreting speaker's opinion.
Item level estimated	C1

### Item 22

Item Type	Multiple choice – 4 options
Operations involved in answering	Recognise and retrieve.
	Information explicit in text
	Specific detail
Item level estimated	C1

## Answer Key

17 = B  
 18 = C  
 19 = A  
 20 = D  
 21 = C  
 22 = B

## Statistical Report

### Statistical Report (whole task)

mean facility (p)	<b>0.52</b>
mean discrimination	<b>0.28</b>

### Statistical Report (individual items)

	item 17	item 18	item 19	item 20	item 21	item 22
Facility (p)	0.46	0.80	0.31	0.52	0.67	0.33
Discrimination (i.d.)	0.39	0.27	0.27	0.26	0.30	0.22
Sample size	>10,000					