

**Curriculum comparison
of
STX Engelsk A
and
Cambridge English: Advanced**

**Cambridge English Language assessment
& Studieskolen
2014**

Cambridge English Language Assessment Curriculum Comparison

Country	Denmark
Level	Upper Secondary / High school
Examination	Certificate of Advanced English (CAE)
Date	January 2013

Introduction

The following comparison of the Upper Secondary Curriculum (STX English A) in Denmark and the language and skills tested in the Cambridge English Certificate of Advanced English examination shows that they reflect each other very closely. STX English A and CAE can be cross-referenced in some detail to the specifications of the Council of Europe Common European Framework of Reference for Languages (CEF C1 level) (Cambridge English Advanced, *Handbook for teachers*, Cambridge English Language Assessment, Part of University of Cambridge, p. 2).¹

According to the Danish Ministry of Education STX English A level aims at securing that the students obtain the ability to understand and use the English language, so that they are able to integrate and act within a globalised world (STX bekendtgørelsen (BEX nr. 776, den 26. 06. 2013) Engelsk A, STX, Bilag 18, § 1.2).²

The students of STX English A are to obtain knowledge about British, American and other English-speaking countries and cultures. The cultural aspects are, however, not taught nor tested with the framework of the Cambridge English Certificate of Advanced English.

¹ Henceforth Handbook.

² Henceforth BEX 18.

Cambridge English Language Assessment
Curriculum Comparison

1. English learning in Upper Secondary schools in Denmark

English learning	Public and private schools 3 years
Issues	Number of hours available
Other comments	STX English A and Certificate of Advanced English are easily combined, and some Upper Secondary Schools in Denmark are already offering the CAE exam as it supports the curriculum framework of the SXT English A exam.

Cambridge English Language Assessment
Curriculum Comparison

2. Examinations: Certificate in Advanced English (CAE)

Core Target European Framework Levels

CPE	C2	Mastery
CAE	C1	Effective proficiency
FCE	B2	Vantage
PET	B1	Threshold
KET	A2	Waystage

Level	Level C1 Common European Framework The content and level of CAE reflect the Vantage level specifications (Handbook, p. 3)								
Papers	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Reading & Use of English</td> <td style="width: 30%;">90 minutes, 40%</td> </tr> <tr> <td>Writing</td> <td>90 minutes, 20%</td> </tr> <tr> <td>Listening</td> <td>40 minutes, 20%</td> </tr> <tr> <td>Speaking</td> <td>15 minutes, 20%</td> </tr> </table>	Reading & Use of English	90 minutes, 40%	Writing	90 minutes, 20%	Listening	40 minutes, 20%	Speaking	15 minutes, 20%
Reading & Use of English	90 minutes, 40%								
Writing	90 minutes, 20%								
Listening	40 minutes, 20%								
Speaking	15 minutes, 20%								
Timing	3 hours and 55 minutes in total								
Available	Usually available two times per year – November and June								
Grading	Grade A receives a certificate stating Level C2. Grades B and C receive a certificate of level C1. If a candidate performs below Level C1, but the final results fall within Level B2 a Cambridge English certificate of Level B2 will be issued (Handbook, p. 4)								
Candidates	In 2014 119 candidates sat the exam in Denmark. They were between 18 and 60 years of age.								

3. Comparison of Aims

<p>Det er formålet med undervisningen, at eleverne i faget engelsk A opnår evne til at forstå og anvende det engelske sprog, således at de kan orientere sig og agere i en globaliseret verden. Det er formålet, at eleverne opnår viden om britiske, amerikanske og andre engelsksprogede landes samfundsforhold og kulturer, og at deres forståelse af egen kulturbaggrund dermed udvikles. Faget skaber grundlag for, at eleverne kan kommunikere på tværs af kulturelle grænser.</p> <p>Undervisningen i fagets forskellige discipliner bidrager til at udvikle elevernes sproglige, kulturelle og æstetiske viden og bevidsthed og dermed deres generelle studiekompetence (BEX 18, § 1,2).</p> <p>Ovennævnte kompetenceområder er indarbejdet i regelsættet for eksamenerne, og både den skriftlige og den mundtlige eksamen indeholder udvalgte elementer fra ovenstående.</p>	<p>At this level, candidates can use the structures of the language with ease and fluency. They are aware of the significance of register. This means that to some extent they are able to adapt their language use to a variety of social situations, and express opinions and take part in discussions and arguments in a culturally appropriate way. Candidates at this level can develop their own interests in reading both factual and fictional texts. They can also produce a variety of types of texts and utterances, such as letters of varying degrees of formality. They can use language in a creative and flexible way, with the ability to respond appropriately to unforeseen as well as predictable situations, producing, if required, extended and complex utterances. (Handbook, p. 3).</p> <p>CAE may be used as proof of the level of language necessary to work at a managerial or professional level or follow a course of academic study at university level (Handbook, p. 3).</p>
<p>Det er formålet, at eleverne opnår viden om britiske, amerikanske og andre engelsksprogede landes samfundsforhold og kulturer, og at deres forståelse af egen kulturbaggrund dermed udvikles. (BEX 18, § 1.2.)</p>	<p>Knowledge of the culture, history, ways of life etc. in English-speaking countries is not tested specifically in CAE.</p>
<p>Eleverne skal kunne:</p> <p>Perspektivere det givne materiale litteraturhistorisk, kulturelt, samfundsmæssigt og historisk</p> <p>Anvende en grundviden om historiske, kulturelle og samfundsmæssige forhold i Storbritannien og USA til analyse og perspektivering af aktuelle forhold. (BEX 18, § 2.1.)</p>	

Cambridge English Language Assessment
Curriculum Comparison

4. Comparison of Skills

STX English A Curriculum Upper Secondary	Cambridge English Certificate in Advanced English (CAE)³
Faglige mål	Aims
<p>Engelskundervisningens faglige mål og fagligt indhold er i BEX 18 (§ 2) beskrevet ud fra følgende kompetenceområder:</p> <ul style="list-style-type: none"> • forstå forholdsvis komplekst mundtligt og skriftligt engelsk om almene og faglige emner • beherske et varieret ordforråd, som gør det muligt ubesværet at deltage i en samtale og diskussion på engelsk • give en længere, velstruktureret mundtlig og skriftlig fremstilling på flydende, korrekt engelsk af komplekse sagsforhold med forståelse for kommunikationssituationen • gøre rede for indhold, synspunkter og stilforskelle i forskellige typer engelsksprogede tekster og mediestof, herunder film • analysere og fortolke forskellige nyere og ældre teksttyper samt mediestof, herunder film, med anvendelse af faglig terminologi • orientere sig i et større engelsksproget stof, herunder sortere i og vurdere forskellige informationskilder • analysere og beskrive engelsk sprog grammatisk og stilistisk med anvendelse af relevant faglig terminologi <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • perspektivere det givne materiale litteraturhistorisk, kulturelt, samfundsmæssigt og historisk • anvende en grundviden om historiske, kulturelle og samfundsmæssige forhold i Storbritannien og USA til analyse og perspektivering af aktuelle forhold </div>	<p>CAE Candidates</p> <ul style="list-style-type: none"> • 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. • Can pick up nuances of meaning / opinion. • Can keep up a conversation of a casual nature for an extended period of time and discuss abstract / cultural topics with a good degree of fluency and range of expression. • Can follow discussion and argument with only occasional need for clarification, employing good compensation strategies to overcome inadequacies. • Can deal with unpredictable questions • Can follow up questions by probing for more detail. • Can make critical remarks/express disagreement without causing offence. • Can read quickly enough to cope with an academic course, and can take reasonably accurate notes in meetings or with a piece of work which shows an ability to communicate. <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p>Cultural knowledge is not assessed in CAE</p> </div>

³ The content of CAE is divided into four areas of language skills – reading, writing, listening and speaking and includes a fifth element focusing on the candidate’s understanding of the structure of the language (Handbook, p. 3). However, this division of content areas are not used in this section of the paper, as the Danish Ministry of Education does not utilise this division within the STX English A curriculum framework.

Cambridge English Language Assessment
Curriculum Comparison

<p>anvende faglige opslagsværker og øvrige hjælpemidler</p>	<ul style="list-style-type: none">• Can understand complex opinions / arguments as expressed in serious newspapers.• Can write most letters they are likely to be asked to do; such errors as occur will not prevent understanding of the message.• Can understand the general meaning of more complex articles without serious misunderstandings.• Can, given enough time, write a report that communicates the desired meaning• Can scan texts for relevant information, and grasp main topic of text.• Can write a piece of work whose message can be followed throughout.
---	--

- demonstrere indsigt i fagets identitet og metoder.

Cambridge English Language Assessment
Curriculum Comparison

5. Comparison of Assessment Procedures

<u>Vejledning til eksamenerne i faget engelsk</u> <u>STX</u>	<u>Cambridge English</u> <u>Certificate in Advanced English (CAE)</u>
---	--

Grammatik	Reading and Use of English
<ul style="list-style-type: none"> • forstå forholdsvis komplekst mundtligt og skriftligt engelsk om almene og faglige emner • give en længere, velstruktureret mundtlig og skriftlig fremstilling på flydende, korrekt engelsk af komplekse sagsforhold med forståelse for kommunikationssituationen • analysere og beskrive engelsk sprog grammatisk og stilistisk med anvendelse af relevant faglig terminologi • anvende faglige opslagsværker og øvrige hjælpemidler • demonstrere indsigt i fagets identitet og metoder. (BEX 18, § 2.) 	<ul style="list-style-type: none"> • emphasis on vocabulary and grammar: • Vocabulary: • Collocations, words with multiple meanings, idioms, prefixes and suffixes, connotations, metaphors, adjective order • Grammar: • Conditionals, prepositions, phrasal verbs, wishes and regrets, modal and semi-modal verbs, relative clauses, reason, result and purpose, future forms, participle clauses, reported speech, -ing forms, past tenses and the present perfect, the active and passive voices, the infinitive, hypothesising, articles, emphasis, inversion, interpreting and comparing, connecting words and complex sentences and adverbial clauses. (Handbook, p. 8). <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p>No aids or digital media are allowed during CAE testing.</p> </div>
Læsefærdighed	
<ul style="list-style-type: none"> • forstå forholdsvis komplekst (...) skriftligt engelsk om almene og faglige emner • gøre rede for indhold, synspunkter og stilforskelle i forskellige typer engelsksprogede tekster og mediestof, herunder film • analysere og fortolke forskellige nyere og ældre teksttyper samt mediestof, herunder 	<ul style="list-style-type: none"> • emphasis on the understanding of long text, including detail, opinion, tone, purpose, main idea, implication, attitude, and also text organisation features such as exemplification, comparison and reference. • emphasis on understanding how texts are structured and the ability to follow text development.

Cambridge English Language Assessment Curriculum Comparison

<p>film, med anvendelse af faglig terminologi</p> <ul style="list-style-type: none"> orientere sig i et større engelsksproget stof, herunder sortere i og vurdere forskellige informationskilder <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ul style="list-style-type: none"> perspektivere det givne materiale litteraturhistorisk, kulturelt, samfundsmæssigt og historisk anvende en grundviden om historiske, kulturelle og samfundsmæssige forhold i Storbritannien og USA til analyse og perspektivering af aktuelle forhold </div> <ul style="list-style-type: none"> anvende faglige opslagsværker og øvrige hjælpemidler (BEX 18, § 2.1.) <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Kernestoffet er</p> <ul style="list-style-type: none"> uddrag af værker af Shakespeare væsentlige strømninger i britisk og amerikansk litteraturhistorie væsentlige sproglige, historiske, kulturelle og samfundsmæssige forhold i Storbritannien og USA historiske og aktuelle forhold i andre dele af den engelsktalende verden </div> <p>Litterære tekster, ikke-litterære tekster og mediestof, som indgår i kernestoffet, skal være ubearbejdede og på autentisk engelsk. (BEX 18, § 2.2.).</p>	<div style="border: 1px solid black; padding: 5px; margin: 5px 0; background-color: #f0f0f0;"> <p>Cultural knowledge is not assessed in CAE</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0; background-color: #f0f0f0;"> <p>Cultural knowledge is not assessed in CAE</p> </div> <ul style="list-style-type: none"> emphasis on locating specific information, detail, opinion and attitude in a text or a group of short texts. Emphasis on identifying opinions and attitudes expressed across texts. (Handbook, p. 8-9). <p>Texts may be drawn from a variety of sources, including fiction and non-fiction sources (including journalism). (Handbook, p. 8-9).</p>
---	---

Skriftlig fremstilling	Writing
<ul style="list-style-type: none"> give en længere, velstruktureret (...) skriftlig fremstilling på flydende, korrekt engelsk af komplekse sagsforhold med forståelse for kommunikationssituationen gøre rede for indhold, synspunkter og 	<ul style="list-style-type: none"> emphasis on ability to produce an essay in response to instructions and prompts. emphasis on ability to show sensitivity to style and tone required by a given task, and must be prepared to demonstrate

Cambridge English Language Assessment
Curriculum Comparison

<p>stilforskelle i forskellige typer engelsksprogede tekster og mediestof, herunder film</p> <ul style="list-style-type: none"> • analysere og fortolke forskellige nyere og ældre teksttyper samt mediestof, herunder film, med anvendelse af faglig terminologi • orientere sig i et større engelsksproget stof, herunder sortere i og vurdere forskellige informationskilder • anvende faglige opslagsværker og øvrige hjælpemidler (BEX 18, § 2.) <p>Det skriftlige resumé på engelsk, som er obligatorisk i studieretningsprojektet, er én af de skriftlige genrer, der trænes i faget. (BEX 18, § 3.2.)</p>	<p>appropriate use of two or more functions as specified in the task: describing, evaluating, hypothesising, persuading, expressing opinion, comparing, giving advice giving, justifying and judging priorities. (Handbook, p. 29-30).</p> <div data-bbox="810 633 1436 723" style="border: 1px solid black; background-color: #cccccc; padding: 5px;"> <p>No aids or digital media are allowed during CAE testing</p> </div> <p>Writing approximately the right number of words is an integral part of the task achievement (Handbook, p. 30)</p>
--	--

Lyttefærdighed	Listening
<ul style="list-style-type: none"> • forstå forholdsvis komplekst mundtligt (...) engelsk om almene og faglige emner • beherske et varieret ordforråd, som gør det muligt ubesværet at deltage i en samtale og diskussion på engelsk • give en længere, velstruktureret (...) fremstilling på flydende, korrekt engelsk af komplekse sagsforhold med forståelse for kommunikationssituationen • gøre rede for indhold, synspunkter og stilforskelle i forskellige typer engelsksprogede tekster og mediestof, herunder film • anvende faglige opslagsværker og øvrige hjælpemidler • integration af elektroniske medier i undervisningen giver eleverne mulighed for at opleve sproget i varierede, autentiske og aktuelle sammenhænge. (BEX 18, § 3.3.) 	<ul style="list-style-type: none"> • emphasis on ability to understand short dialogues and show understanding of gist, detail, function, agreement, course of action, as well as the speakers' purpose, feelings, attitudes and opinions. • emphasis on ability to follow the main points of a text and retrieve specific information and stated opinion. • emphasis on ability to listen to longer interviews and discussions and show understanding of the speakers' attitudes and opinions. Agreement, gist, feeling, purpose, function and detail may also be included. <div data-bbox="810 1693 1436 1783" style="border: 1px solid black; background-color: #cccccc; padding: 5px;"> <p>No aids or digital media are allowed during CAE testing.</p> </div> <ul style="list-style-type: none"> • Emphasis on ability to identify the gist of a number of short texts on a theme by identifying main points, gist attitude and opinion. • Understand a variety voices, styles of delivery and accents (Handbook, p. 55).

Cambridge English Language Assessment
Curriculum Comparison

Mundtlig sprogfærdighed	Speaking
<ul style="list-style-type: none"> • beherske et varieret ordforråd, som gør det muligt ubesværet at deltage i en samtale og diskussion på engelsk • give en længere, velstruktureret mundtlig (...) fremstilling på flydende, korrekt engelsk af komplekse sagsforhold med forståelse for kommunikationssituationen • gøre rede for indhold, synspunkter og stilforskelle i forskellige typer engelsksprogede tekster og mediestof, herunder film • analysere og fortolke forskellige nyere og ældre teksttyper samt mediestof, herunder film, med anvendelse af faglig terminologi (BEX 18, § 2.) 	<ul style="list-style-type: none"> • emphasis on ability to use general social and interactional language. • emphasis on ability to produce a larger unit of discourse, comparing, describing, expressing opinions and speculating. • emphasis on ability to sustain an interaction, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation. • emphasis on ability to engage in a discussion based on the known topics or issues. • emphasis on cohesion, accuracy of structure and vocabulary and range of language used. • emphasis on clarity of pronunciation. • emphasis on interactive communication skills, listening and responding to partner and ability to take initiative. (Handbook, p. 75-78 & 88-89). <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Content is assessed in terms of range and variety of language used, not in terms of subject matter covered. (Cf. Handbook, p. 86-87)</p> </div>

Cambridge English Language Assessment Curriculum Comparison

6. Conclusion

As shown in this comparison between STX English A and CAE, they closely match in scope and range and somewhat closely in curriculum framework.

Combining the usage of *Wider Contexts* (Basic book for STX English A - Gyldendal) and one of the many books for CAE such as *Objective Advanced* and *Complete CAE* (Cambridge University Press) the workload for the students are in no way augmented, as STX English A requires at least nine themes, and the themes and texts in *Objective Advanced* can easily be integrated in to the framework of STX English A.

The same goes for grammar and vocabulary, as *MyGrammarLab* (Pearson Education Limited) and *Cambridge Grammar for CAE and Proficiency* (Cambridge University Press) offer a wide range of grammatical topics that are also covered in STX English A.

The only challenge in integrating STX English A and CAE is the stipulation from the Danish Ministry of Education that the Danish students are to read Shakespeare and familiarise themselves with major trends in British and American literature.

Furthermore, no aids are allowed during the CAE examinations, whereas aids are allowed during the main part of the written examination in STX English A. Students, sitting STX English A written examination, have to make do without aides during the first part of the written examination, which lasts one hour. During the rest of the written examination, which lasts four hours, aids are allowed. Aids are also allowed during the one hour preparation for the oral examination.

Simon Mosekjær

Toftlund, August 2014