



CAMBRIDGE
English

Qualifications for higher education

A guide to setting your admissions
requirements



Using results from Cambridge English Qualifications for your admissions requirements

This guide is designed to help you find out:

- which Cambridge English Qualifications are most suitable for your admissions requirements at different levels
- what level of language ability a student who has passed one of our exams can be expected to have
- what each exam covers in terms of language ability
- what different scores on the Cambridge English Scale mean.

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About Cambridge English

We are Cambridge English. Part of the University of Cambridge, we help millions of people learn English and confidently prove their skills to the world. We provide the world's leading range of English language qualifications for higher education institutions.

Globally recognised by more than 25,000 leading universities, employers and governments, our in-depth exams and tests are a mark of excellence and give students the skills they need to succeed. Here's a selection of our recognising organisations:



Our qualifications are also accepted by immigration departments, government bodies and leading global businesses, including:

- Australian Department of Home Affairs (DOHA)
- Immigration New Zealand (INZ)
- Procter & Gamble
- Irish Naturalisation and Immigration Service (INIS)
- Board of Regents of the University System of Georgia
- Accenture
- KPMG
- Dell
- Ernst & Young

“Being comfortable with spoken and written English is essential for thriving at Yale, so we look for evidence of strong competency in our candidates for admission. Cambridge English certifications provide time-tested and globally-recognized options for both examinations and language skill-building”.

Keith Light
Director
Undergraduate International Admissions
Yale University



See a full list of organisations using our qualifications at
cambridgeenglish.org/recognition

Cambridge English Qualifications

for higher education

Cambridge English Qualifications are based on research into effective teaching and learning. They motivate people of all ages and abilities to learn English and develop practical skills for the real world.

Each exam focuses on a level of the Common European Framework of Reference (CEFR)*, helping learners to improve their speaking, writing, reading and listening skills step by step.

Foundation/ pre-sessional

B2 First

- Gives students the practical English skills they need for foundation programmes and technical and vocational courses.
- Targeted at Level B2 of the CEFR.

More about this exam on pages 11.

Undergraduate & postgraduate

C1 Advanced

- This is proof of high-level achievement in English and the ideal qualification to prepare students for university or professional life.
- Targeted at Level C1 of the CEFR.

More about this exam on pages 37.

Postgraduate

C2 Proficiency

- This is our highest level qualification and it shows that students have mastered English to an exceptional level.
- Targeted at Level C2 of the CEFR.

More about this exam on page 63.

“C1 Advanced students are of a higher caliber and more prepared to face the challenges and opportunities that exist when studying on a US campus.”

Shawn Greenfield
Interim Director
International Marketing and Recruitment,
University of Idaho



* Further information about the CEFR can be found on our website at: cambridgeenglish.org/cefr.

Why use our exams?

B2 First, C1 Advanced and C2 Proficiency are designed for use by further and higher education institutions for a variety of purposes.

FOR ADMISSION REQUIREMENTS

Be sure of a student's English language skills

Choose exams for your admissions requirements that are more than a snapshot of a student's level of English. Cambridge English Qualifications are in-depth exams, and preparing for them helps students to improve their English. They provide a reliable indicator of language ability, strengthening the students' ability to match expectations. Cambridge English Qualifications test all four language skills – reading, writing, listening and speaking – as well as covering use of grammar and vocabulary.

Rely on secure and trusted examss

Backed by over 100 years of research, our exams are trusted as secure English tests by governments worldwide. Our authorised exam centres follow a detailed code of practice. Where test day photos are available these can be viewed along with candidates results, on our free online Results Verification Service.

Specify one score across our exams

The Cambridge English Scale is used to report results across Cambridge English Qualifications. This makes it easy for you to set your entrance requirements and gives you precise information about each skill.

Diversify your international student population

Accept Cambridge English Qualifications as part of your admissions criteria and you will have access to hundreds of thousands of students from around the world.

Accepted for student visa applications

Cambridge English Qualifications are accepted for student visa applications in many countries, including Australia and Ireland. Choosing our qualifications for your admissions requirements often means that students need only take one English language exam.

FOR EXIT-LEVEL MEASUREMENT

Validate students' language learning

Offer students an independent assessment of their language skills and give them a qualification that is internationally accepted. Our exams can also open doors to additional study opportunities.

Improve your students' employability

Make sure your students leave with a valuable qualification that is trusted by some of the world's top employers. Preparing for the exams helps them to develop the English language skills they need for the workplace.



Cambridge Digital
English Qualifications

Cambridge English Qualifications Digital

An enhanced exam experience with on-demand test dates and faster results. The same quality, secure exam, but with digital benefits.

cambridgeenglish.org/qualifications-digital

Exam security and quality

We understand that exam quality, integrity and security are critical to educational institutions. Our robust and comprehensive approach covers all areas – from exam development, delivery and results processing, through to post-exam review and evaluation.

All the development and production processes of the exam, as well as the post-exam marking and administration, are managed and controlled centrally in Cambridge. This means you can trust the results as a valid and accurate reflection of a candidate's ability.

Security, integrity and fraud protection measures

- Our test delivery system delivers heavily encrypted assessments directly to exam centres for digital versions of the exams, and printed papers are handled under secure conditions at all times.
- All our authorised exam centres follow a detailed code of practice which ensures the highest standards of security throughout the testing process, from registration to the recording of results.
- Photographs of all candidates are taken on the day of the exam. These can be viewed by institutions through our online Results Verification Service.
- Our post-test processes are designed to ensure absolute security in marking and rigorous checks of results before they are released.
- Sophisticated results analysis is carried out after each exam session prior to release of results to identify unusual patterns of scores or responses.

Quality management

Our systems and processes for designing, developing and delivering our exams and services are certified to ISO 9001:2015, an international standard for implementing and maintaining a quality management system.

For more on our rigorous approach to quality management, you can download the publication Principles of Good Practice from cambridgeenglish.org/english-research-group/quality-and-accountability.

How are the exam results reported?

The Cambridge English Scale

The Cambridge English Scale is a range of scores used to report results for Cambridge English Qualifications.

Results for most Cambridge English Qualifications, including B2 First, C1 Advanced and C2 Proficiency, are reported on the Cambridge English Scale.

The Scale covers a wide range of language ability and is designed to complement the CEFR.

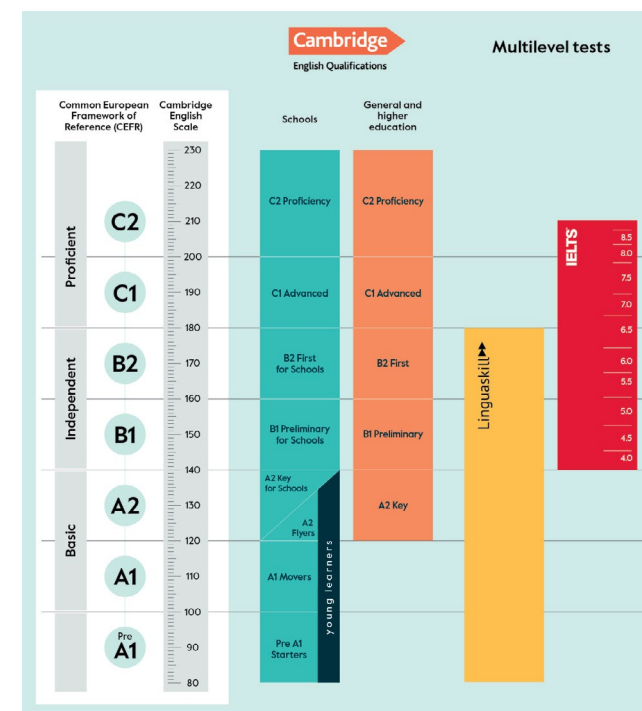
Candidates receive a score for each skill (reading, writing, listening and speaking) plus Use of English. They also get an overall score on the scale for the exam.

Because the results for all our exams are reported using the same scale, it makes it easy to:

- **understand** candidates' results
- **compare** our qualifications
- **describe** the level of language skills needed for **your admissions requirements**.

The Cambridge English Scale was introduced in 2015 and has been built on result-reporting methodologies which we have developed over many decades of research, using data from millions of test takers.

It is fully aligned with the CEFR, but where the CEFR is a broad reference scale of language proficiency, the Cambridge English Scale brings the comparability so often needed for practical results-reporting purposes such as stating requirements for admissions for higher education or employment.



Results for Cambridge English Qualifications are reported on the Cambridge English Scale. The scale complements the CEFR and gives greater insight into candidate achievement. Candidates receive an overall score from the scale as well as a score for each skill (reading, writing, listening and speaking).

Each exam is targeted at a level of the CEFR. Results are also reported at the level above and the level below. IELTS is mapped to, but does not report on the Cambridge English Scale.

For more information visit: cambridgeenglish.org/cambridgeenglishscale

Scores on the Cambridge English Scale replace the **standardised score** and **candidate profile** reported in pre-2015 results, but candidates continue to receive a CEFR level and grade..

What do exam results look like?

The Statement of Results

All candidates receive a **Statement of Results**. This is the document you should use when checking candidate results.

The Statement of Results shows the candidate's:

- overall score on the Cambridge English Scale
- scores on the Cambridge English Scale for each of the four skills (reading, writing, listening and speaking) and Use of English.

Candidates also receive a CEFR level and grade based on their overall score.

You can view a candidate's Statement of Results – on our secure online Results Verification Service, which is freely accessible to all accepting institutions. For more details, see page 15.

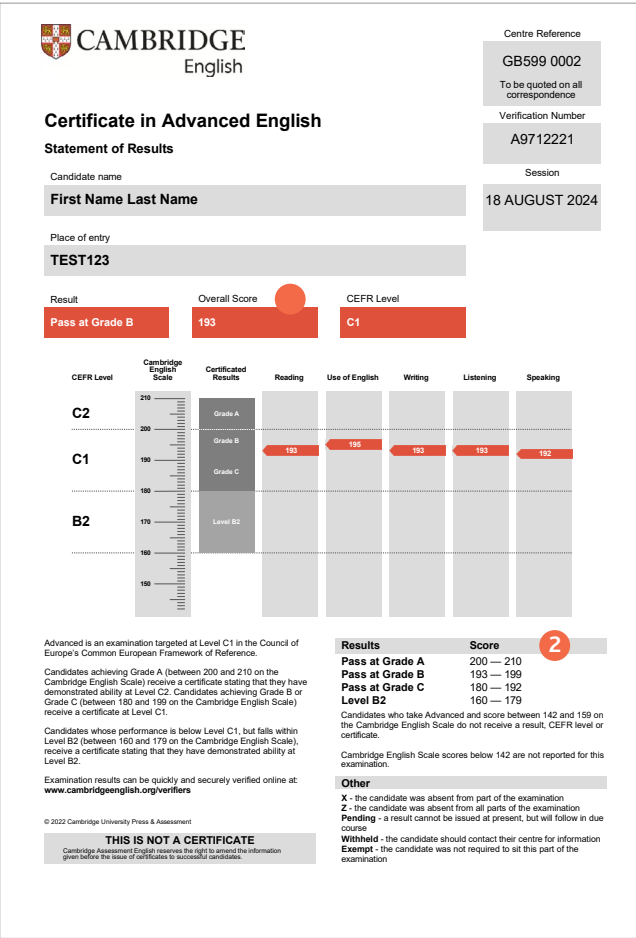
1 Overall score

This is the overall Cambridge English Scale score for the whole exam. It is the average of the five individual scores a candidate receives for the four skills and Use of English.

The overall score is the most important piece of information for recognising institutions when setting requirements to ensure that you ask for the exact level of English you need.

2 Individual scores

Candidates receive a Cambridge English Scale score for each of the four skills (reading, writing, listening and speaking) and Use of English. With these individual scores it is easy for you to specify the level of English you need in a particular skill.



Certificate

Successful candidates also receive a certificate showing their overall score, five individual scores, grade and CEFR level.

Setting your requirements

Setting your English language requirements is simple using the Cambridge English Scale.

1 What level of English do you need?

It is important to consider both the level of English needed for your courses and which exam is most suited to your needs. This will depend on the level of study and the subject(s) being studied.

Each of our exams is targeted at a different level of the CEFR, which means they assess a candidate on a wide range of skills and knowledge at that level. The context of questions is also appropriate to the level being assessed, with higher levels having a greater academic focus.

As a guide, we recommend the following qualifications for the different levels of study:

Foundation/ pre-sessional

B2 First

Targeted at CEFR Level B2.

Reports on the Cambridge English Scale between 122 and 190.

Undergraduate & postgraduate

C1 Advanced

Targeted at CEFR Level C1.

Reports on the Cambridge English Scale between 142 and 210.

Postgraduate

C2 Proficiency

Targeted at CEFR Level C2.

Reports on the Cambridge English Scale between 162 and 230

2 What Cambridge English Scale score?

The Cambridge English Scale makes it easy to:

- specify the overall score you need
- specify minimum scores for the individual skills.

You can use the table on the right to ensure that the Cambridge English Scale score you ask for is at the same level as your CEFR requirements.

Alternatively, please visit cambridgeenglish.org/scale-institutions and use our interactive score converter. You can input your existing CEFR, IELTS or pre-2015 Cambridge English requirement and convert it to a Cambridge English Scale score.

CEFR	Cambridge English Scale Score
C2	200+
C1	180
B2	160
B1	140

Example requirement for an undergraduate course:

C1 Advanced

Overall Cambridge English Scale score of 180. No less than 175 in each skill.

If you have any questions or need help setting your requirements, please do not hesitate to get in touch at recognition@cambridgeenglish.org

* Minimum Cambridge English Scale score needed to achieve each CEFR level.

Comparing Cambridge English Scale scores to IELTS

If your institution already uses IELTS scores for admissions purposes, specifying scores on the Cambridge English Scale is easy.

You can use the table on the right to ensure that the Cambridge English Scale score you ask for is at the same level as your IELTS requirements.

As the producer of IELTS, we can provide a reliable comparison between IELTS results and B2 First, C1 Advanced and C2 Proficiency scores, reported on the Cambridge English Scale.

For more information about how we make these comparisons, please visit cambridgeenglish.org/scale-institutions.

* Minimum Cambridge English Scale score needed to achieve each IELTS band score.

IELTS band score	Cambridge English Scale Score
9.0	209+
8.5	205
8.0	200
7.5	191
7.0	185
6.5	176
6.0	169
5.5	162
5.0	154
4.5	147
4.0	142

Verifying results

You can check a candidate's results quickly and securely online with our free **Results Verification Service**.

Register in minutes

- 1 Go to cambridgeenglish.org/verifiers
- 2 Click 'Register'
- 3 Provide and submit some basic details
- 4 We will acknowledge your email and then send you a message approving your account
- 5 Follow the link in the email to set up your password
- 6 You will now be able to log in at cambridgeenglish.org/verifiers

Results Verification Service

☒ Create a new account
I want to create a new Results Verification Service account for my organisation.

☐ Join an existing account
Add me as a user of my organisation's Results Verification Service account.

☐ I am a student
I have taken a Cambridge English exam and want to view or share my results.

• Apply here to create a Results Verification Service for your organisation.

• We aim to respond to you within five UK working days.

• If you have any questions, please contact us.

Your Details

First name*

Job title*

Email address*

Your email address at your organisation/institution.
The domain of your email address (e.g. @institute.com) should be the institution/organisation you are registering.

Organisation Details

Institution/Organisation name*

Institution/Organisation website*

https://

Verification Service

yours@example.com

your password

Don't remember your password?

LOG IN >

Where a candidate has shared their result with your organisation their details will appear on the 'shared results' page of your account. To access their full results, including their component scores, select 'view'. You will be able to see their test day photo for B2 First, C1 Advanced or C2 Proficiency exams and can download their Statement of Results.

Exams taken before 2015

In January 2015, B2 First and C1 Advanced were updated as part of our continuous programme of review and improvement. The updated exams assess at exactly the same levels as the previous versions, but there are some differences:

The previous versions of the exams had five papers. In the updated versions there are four papers – Reading and Use of English papers have been combined into one paper.

There are new tasks in the updated versions which have given the exam more emphasis on academic English, such as a compulsory essay in the Writing paper.

Also, the results for these exams and C2 Proficiency were reported differently prior to the introduction of the Cambridge English Scale.

Differences in the Statement of Results

Candidates applying with results for exams taken before January 2015 will have a Statement of Results that contains three pieces of information:

- 1 Their overall standardised score based on their total score in all five papers. The standardised score is expressed as a number out of 100 (e.g. 80/100). This should not be confused with a Cambridge English Scale score.
- 2 A grade.
- 3 A candidate profile, showing their performance in each of the five papers against the scale:
 - Exceptional
 - Good
 - Borderline
 - Weak

Statement of Results

Reference No.
13BG9615003

Candidate Name
AN EXAMPLE

To be quoted on all correspondence

Place of Entry
CAMBRIDGE

Session
November
(CAE1) 2013

Qualification
CERTIFICATE IN ADVANCED ENGLISH

Score
60/100

Result
PASS AT GRADE C

Candidate Profile

Exceptional

Good

Borderline

Weak

Writing

Reading

Use of English

Listening

Speaking

The Certificate in Advanced English (CAE) is a general proficiency examination at Level C1 in the Council of Europe's Common European Framework of Reference. It is at Level 2 in the UK National Qualifications Framework (NQF).

CEFR Level	NQF Level	Examination	Results	Score
C2	3	Certificate of Proficiency in English (CPE)	Grade A	80 to 100
C1	2	Certificate in Advanced English (CAE)	Grade B	75 to 79
B2	1	First Certificate in English (FCE)	Grade C	60 to 74
B1	Entry 3	Preliminary English Test (PET)	Level B2	45 to 59
A2	Entry 2	Key English Test (KET)	Below Level B2	0 to 44
A1	Entry 1		Other	

Interpretation of results

Grade C covers the range of ability from a borderline pass to good achievement at the level. Grade B indicates the range of good achievement up to Grade A, which demonstrates an ability at Council of Europe Level C2. Level B2 covers the range of ability between weak and borderline.

The total number of marks available in the examination is 200. Marks out of 200 are converted to a standardised score out of 100.

THIS IS NOT A CERTIFICATE

Cambridge English Language Assessment reserves the right to amend the information given before the issue of certificates to successful candidates.

CAMBRIDGE ENGLISH

Language Assessment

Part of the University of Cambridge

21/11/2013

Pre-2015 Statement of Results for C1 Advanced

Although the candidate profile and standardised scores were replaced by scores on the Cambridge English Scale in January 2015, the reporting of grades and of CEFR levels candidates receive has not changed.

You can use the score converter at cambridgeenglish.org/scale-institutions to compare results reported before January 2015 with Cambridge English Scale scores.

If you have any questions or need help setting your requirements, please do not hesitate to contact us at recognition@cambridgeenglish.org.

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Cambridge English Qualifications A guide to setting your admissions requirements

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B2 First – an overview

CEFR LEVEL B2

B2 First is focused on a level of English suitable for everyday study and work environments. It proves that a student has the language ability to:

- study at an upper-intermediate level, such as foundation, pathway, or pre-sessional programmes
- start working in an English-speaking environment
- live independently in an English-speaking country.

You can expect a student with B2 First to be able to:





- understand the main ideas of complex pieces of writing
- keep up a conversation on a fairly wide range of topics, expressing opinions and presenting arguments
- produce clear, detailed writing, expressing opinions and explaining the advantages and disadvantages of different points of view.

KEY FACTS

Global availability	The exam can be taken at exam centres around the world. To find an exam centre, visit cambridgeenglish.org/centresearch .
Exam dates	Exams can be taken throughout the year, with exam sessions for digital tests available up to 365 days a year.
Format of exam	B2 First can be taken as either a digital or paper-based exam.
Results format	Results are given on the Cambridge English Scale. The exam reports on the scale between 122 and 190. For more information about the scale, visit cambridgeenglish.org/cambridgeenglishscale .
Results issued	5–10 working days for the digital version. 4–6 weeks from exam date for paper-based version.
Expiry of results	B2 First is an in-depth exam, rather than a 'snapshot' test, so results do not expire. Universities and colleges can choose how long to accept results.
Recognition	The exam is accepted by thousands of universities, government bodies and employers around the world. A full list can be seen at cambridgeenglish.org/recognition .

What's in the exam?

B2 First is made up of four papers to test different aspects of candidates' English skills.

Paper	Content	Shows students can ...
 Reading and use of English (1 hour 15 minutes)	7 parts/ 52 questions	understand the main ideas in different types of text, such as fiction, newspapers and magazines. Candidates must also demonstrate how well they can control grammar and vocabulary.
 Writing (1 hour 20 minutes)	2 parts	produce two different pieces of writing, including a compulsory essay.
 Listening (about 40 minutes)	4 parts/ 30 questions	follow and understand a range of spoken materials, such as news programmes, presentations and everyday conversations.
 Speaking (14 minutes per pair of candidates)	4 parts	communicate effectively in face-to-face situations.

The overall score is calculated by averaging the scores achieved in Reading, Writing, Listening, Speaking and Use of English. The weighting of each of the four skills and Use of English is equal.



Format

Candidates can choose to take the paper-based or a digital version of the exam.

The Speaking test is face to face and taken with two examiners and at least one other candidate. The paired format means candidates experience a more authentic exercise in communication, which gives a more reliable measure of their ability to use English.



Availability

With Cambridge English Qualifications Digital, exam sessions are available up to 365 days a year, offering flexibility and fast results for candidates.

B2 First: Paper 1

READING AND USE OF ENGLISH – EXAM STRUCTURE AND TASKS

The Reading and Use of English paper uses a variety of different tasks, requiring candidates to demonstrate practical reading skills. The paper also tests the students' vocabulary and ability to use grammar to manipulate language.

Students successful in this part of the exam can be expected to have reading skills appropriate for studying on foundation or pathway courses, such as understanding the main idea and gist, while also being able to pick out specific detail and information.

How is the paper marked?

The Reading and Use of English paper contains a series of items which are marked as either correct or incorrect.

Cambridge English uses Rasch (1960/1980) analysis to ensure that a consistent standard is applied in the grading of objectively marked components, accounting for differences in difficulty between them. This is achieved by calibrating the difficulty of all the items in a given test onto the same scale. This calibration allows us to determine the raw marks for each test paper that represent a predetermined level of ability – the standard needed to achieve a particular grade or level.

Although one paper, marks for Reading and marks for Use of English are aggregated separately in order to produce two separate scores on the Cambridge English Scale. Parts 1, 5, 6 and 7 are Reading tasks and Parts 2, 3 and 4 are Use of English tasks.

Reading and Use of English at a glance	
FORMAT	<p>The paper contains seven parts.</p> <p>For Parts 1 to 3, the test contains texts with accompanying grammar and/or vocabulary tasks.</p> <p>Part 4 consists of separate items with a grammar and vocabulary focus.</p> <p>For Parts 5 to 7, the test contains a range of texts and accompanying reading comprehension tasks.</p>
TIMING	1 hour 15 minutes
NO. OF PARTS	7
NO. OF QUESTIONS	52
MARKS	<p>For Parts 1 to 3, each correct answer receives 1 mark.</p> <p>For Part 4, each correct answer receives up to 2 marks.</p> <p>For Parts 5 to 6, each correct answer receives 2 marks.</p> <p>For Part 7, each correct answer receives 1 mark.</p>

Reading and Use of English tasks

1 hour 15 mins

The paper contains seven parts. The Reading section consists of Parts 5, 6, and 7 of the paper. The Use of English section consists of Parts 1, 2, 3 and 4.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	8	8	Multiple choice cloze	The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.	A modified cloze test containing eight gaps. There are 4-option multiple-choice items for each gap.
2	8	8	Open cloze	The main focus is on awareness and control of grammar with some focus on vocabulary.	A modified cloze test containing eight gaps.
3	8	8	Word formation	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.	A text containing eight gaps. Each gap corresponds to a word. The stem of the missing word is given beside the text and must be changed to form the missing word.
4	6	12	Key word transformation	Grammar, vocabulary, collocation.	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key' word.
5	6	12	Multiple choice	Detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication, text organisation features (exemplification, reference).	A text followed by six 4-option multiple-choice questions.
6	6	12	Gapped text	Cohesion, coherence, text structure.	A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed.
7	10	10	Multiple matching	Detail, opinion, specific information, implication.	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
TOTAL	52	70			

B2 First: Paper 1 sample tasks

READING AND USE OF ENGLISH PART 3

Questions 17–24

For each question, use the word in CAPITALS on the right to form a word that fits in the gap.

An incredible vegetable

Garlic, a member of the Liliaceae family which also includes onions, is commonly used in cooking all around the world. China is currently the largest

17

of garlic, which is particularly associated with the dishes of northern Africa and southern Europe. It is native to central Asia and has long had a history as a health-giving food, used both to prevent and cure 18.

In Ancient Egypt, workers building the pyramids were given garlic to keep them strong, while Olympic athletes in Greece ate it to increase their resistance to infection.

The forefather of antibiotic medicine, Louis Pasteur, claimed garlic was as

19

as penicillin in treating infections. Modern-day

20

have proved that garlic can indeed kill bacteria and even some viruses, so it can be very useful for people who have coughs and colds. In

21

, some doctors believe that garlic can reduce blood

Keyword List

17. PRODUCT

18. ILL

19. EFFECT

20. SCIENCE

21. ADD

22. PRESS

23. ADVANTAGE

24. SPICE

Part 10 of 8

Part 20 of 8

Part 31718192021222324

Part 40 of 6

Part 50 of 6

Part 60 of 6

Part 70 of 10

Answer Key

Q	Part 3
17	producer
18	illness(es)
19	effective
20	scientists
21	addition
22	pressure
23	disadvantage
24	spicy

READING AND USE OF ENGLISH PART 6

Questions 37–42

Read the newspaper article below about a former ballet dancer talking about the physical demands of the job. Six sentences have been removed from the text below. For each question, choose the correct answer. There is one extra sentence which you do not need to use.

Good preparation leads to success in ballet dancing

A former classical ballet dancer explains what ballet training actually involves.

What we ballet dancers do is instinctive, but instinct learnt through a decade of training. A dancer's life is hard to understand, and easy to misinterpret. Many a poet and novelist has tried to do so, but even they have chosen to interpret all the hard work and physical discipline as obsessive. And so the idea persists that dancers spend every waking hour in pain, bodies at breaking point, their smiles a pretence.

As a former dancer in the Royal Ballet Company here in Britain, I would beg to question this.

37 With expert teaching and daily practice, its various demands are easily within the capacity of the healthy human body. Contrary to popular belief, there is no need to break bones or tear muscles to achieve ballet positions. It is simply a question of sufficient conditioning of the muscular system.

Over the course of my dancing life I worked my way through at least 10,000 ballet classes. I took my first at a school of dance at the age of seven and my last 36 years later at the Royal Opera House in London. In the years between, ballet class was the first thing I did every day. It starts at an early age, this daily ritual, because it has to. 38 But for a ballet dancer in particular, this lengthy period has to come before the effects of adolescence set in, while maximum flexibility can still be achieved.

Those first classes I took were remarkably similar to the last. In fact, taking into account the occasional new idea, ballet classes have changed little since 1620, when the details of ballet technique were first written down, and are easily recognised in any country. Starting with the left hand on the barre, the routine unravels over some 75 minutes. 39 Even the leading dancers have to do it.

These classes serve two distinct purposes: they are the way we warm our bodies and the mechanism by which we improve basic technique. In class after class, we prove the old saying that 'practice makes perfect'. 40 And it is also this daily repetition which enables us to strengthen the muscles required in jumping, spinning or lifting our legs to angles impossible to the average person.

The human body is designed to adapt to the demands we make of it, provided we make them carefully and over time. This level of physical fluency doesn't hurt, it feels good.

41 In the same way, all those years of classes add up to a fit-for-purpose dancing machine.

42 But they should not be misled: there is a difference between hard work and hardship. Dancers have an everyday familiarity with the first. Hardship it isn't.

Through endless tries at the usual exercises and frequent failures, ballet dancers develop the neural pathways in the brain necessary to control accurate, fast and smooth movement.

The ballet shoe offers some support, but the real strength is in the muscles, built up through training.

As technology takes away activity from the lives of many, perhaps the ballet dancer's physicality is over more difficult for most people to imagine.

Ballet technique is certainly extreme but it is not, in itself, dangerous.

The principle is identical in the gym – pushing yourself to the limit, but not beyond, will eventually bring the desired result.

No one avoids this: it is ballet's great democratiser: the well established members of the company working alongside the newest recruits.

It takes at least a decade of high-quality, regular practice to become an expert in any physical discipline.

Reset

Part 10 of 8

Part 20 of 8

Part 30 of 8

Part 40 of 6

Part 50 of 6

Part 6373839404142

Part 70 of 10

Answer Key

Q	Part 6
37	D
38	G
39	F
40	A
41	E
42	C



Sample test

The above image shows an example screenshot from the B2 First Digital exam. To access the complete digital sample test, please scan the QR code



Sample test

The above image shows an example screenshot from the B2 First Digital exam. To access the complete digital sample test, please scan the QR code



B2 First: Paper 2

WRITING – EXAM STRUCTURE AND TASKS

The Writing paper requires the candidate to produce two different pieces of writing, including a compulsory essay.

Students successful in this part of the exam can be expected to have writing skills appropriate for studying programmes at foundation or pathway level, such as writing in a genre-appropriate way, expressing ideas and opinions, making comparisons and drawing conclusions.

Writing at a glance	
FORMAT	The paper contains two parts.
TIMING	1 hour 20 minutes
NO. OF PARTS	2
NO. OF QUESTIONS	Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of three in Part 2.
ANSWER FORMAT	The questions are in a booklet. The answers are written in a separate booklet with lined pages.
MARKS	Each question on this paper carries equal marks.

Writing tasks

1 hour 20 mins

The test contains two parts. Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of three in Part 2.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	1	20	Writing an essay (one compulsory task) 140–190 words	Focus on agreeing or disagreeing with a statement, giving information, giving opinion, giving reasons, comparing and contrasting ideas and opinions, drawing a conclusion.	Candidates are required to deal with input of up to 120 words. There is an opening rubric to set the scene, and then an essay question with two given prompts, plus a prompt requiring candidates to write about their own additional idea.
2	1	20	Writing (choose one task from a choice of three) 140–190 words	Writing one of the following: an article, email, letter, review or report.	A situationally based writing task specified in no more than 70 words.
Total	2	40			

B2 First: How Writing is assessed

ASSESSMENT SCALES

Tasks are marked using assessment scales that were developed with explicit reference to the Common European Framework of Reference (CEFR). The scales consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

- **Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.
- **Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- **Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- **Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

When being marked, the length of responses and varieties of English are taken into account:

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not, for example, switch from using a British spelling of a word to an American spelling of the same word.

- Candidates should also aim to use a range of tenses, expressions and vocabulary, even if these contain some minor mistakes. It's important for candidates to show the full range of their language ability and to be ambitious in their use of language.
- Non-impeding errors, which do not affect communication, will not necessarily be penalised. These include spelling, grammar or punctuation errors. However, errors which interfere with or cause a breakdown in communication will be treated more severely.

The subscale Content is common to all levels:

	Content
5	<ul style="list-style-type: none">• All content is relevant to the task.• Target reader is fully informed.
3	<ul style="list-style-type: none">• Minor irrelevances and/or omissions may be present.• Target reader is on the whole informed.
1	<ul style="list-style-type: none">• Irrelevances and misinterpretation of task may be present.• Target reader is minimally informed.
0	<ul style="list-style-type: none">• Content is totally irrelevant.• Target reader is not informed.

The remaining three subscales (Communicative Achievement, Organisation, and Language) have descriptors specific to each CEFR level. The following assessment scale is used for marking candidate responses.

B2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.		

B2 First: Paper 2 sample task

WRITING PART 1 - COMPULSORY ESSAY

2

Part 1

You **must** answer this question. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet.

1

In your English class you have been talking about the fashion industry. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.

Some people say the fashion industry has a bad effect on people's lives.
Do you agree?

Notes

Write about:

1. whether people's appearance is important

2. the price of clothes

3. (your own idea)



Sample test

This is an example from the B2 First paper-based exam. To access the sample tests, including a complete digital test, please scan the QR code, or go to camengli.sh/3YMtIM6



B2 First Writing: Sample answers and comments

QUESTION 1 - CANDIDATE A

In today's world, the fashion industry has a strong importance in people's lives. The fashion industry say to the society what to wear and creates new types of clothes all the time.

Some people claim that the fashion industry has a bad effect on people's lives, they say that the fashion industry creates clothes that the society has to wear. Furthermore, the clothes' price is extremely high and people, who can't afford it, should not be in the society.

In the other hand, the fashion industry guide the people to be in a good appearance, because, nowadays, the appearance of the person is more important than the person itself.

In my opinion, the fashion industry doesn't has a bad influence on people's lives. It's something which was created to help people what to wear.

Comments		
Subscale	Mark	Commentary
Content	5	All content is relevant and the target reader is fully informed. The essay discusses the role of the fashion industry and expresses some negative aspects (<i>nowadays, the appearance of the person is more important than the person itself</i>) and also cost (<i>the clothes' price is extremely high</i>). The candidate also expresses their own idea, suggesting that the fashion industry has a lot of influence on people (<i>say to the society what to wear</i>). The candidate concludes the essay with an opinion, which sums up the main points made.
Communicative Achievement	2	Some of the conventions of essay writing are used appropriately. The register and tone are consistently formal and there are some expressions which are appropriate for an essay (<i>In today's world; Some people claim; Furthermore; In my opinion</i>). There is also an introduction and a conclusion. Although straightforward ideas are communicated, the target reader's attention is not always held. For example, the final paragraph attempts to sum up the main points, but the ideas are not clearly expressed.
Organisation	2	The text is generally well organised and coherent. There is a clear structure to the text with an introduction, main body and conclusion. Paragraphs are used for the development of ideas. The text is connected using linking words and a limited number of cohesive devices, some of which are misused. More use of pronouns would limit the repetition of key phrases.
Language	2	There is a range of everyday, topic-specific vocabulary, which is used appropriately (<i>creates new types of clothes; Some people claim; extremely high; is more important than</i>). Simple grammatical forms are used with a good degree of control, although the use of verbs in the third person is not consistent. There are attempts to express ideas using a range of grammatical forms, passives and modals for example, but these are less successful (<i>people, who can't afford it, should not be in the society; the fashion industry guide the people to be in a good appearance; It's something which was created to help people what to wear</i>). Errors are noticeable but meaning can still be determined.

QUESTION 1 - CANDIDATE B

Fashion industry is very a discussed subject nowadays: they create and design new clothes everyday in order to satisfy some people needs.

There are many people who claim that the fashion industry is important and good for society. According to them, this industry design beautiful clothes and thanks to that every person can wear shirts, trousers or any acessory which is on today's fashion.

On the other hand, the fashion industry in some people opinion, controls the market of clothes and because of that they can't wear what they want to. In addition, the industry can increase the price of clothes, forcing people who don't want to be "old-fashioned" to buy and pay a large amount of money to keep "beautiful"

In my opinion, we can't let the fashion industry decide what we must or musn't wear. We shouldn't judge people for its appearance, because that is not important. We must wear whatever we like, want and feel comfortable with.

Comments		
Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader is fully informed. The candidate discusses the importance of appearance in terms of fashion (<i>this industry design beautiful clothes and thanks to that ...</i>) and concludes that <i>We shouldn't judge people for its appearance</i> . The negative aspect of the price of clothes is mentioned and an opinion given on how this affects people's choice (forcing people ... to buy and pay a large amount of money to keep "beautiful"). A third aspect states how choice for consumers is limited due to the fashion industry's control over design and the market (<i>the fashion industry in some people opinion, controls the market of clothes</i>).
Communicative Achievement	3	The conventions of essay writing are used appropriately. There is an introduction, topic paragraph and a conclusion. The register is appropriate for the task, using generally neutral language to discuss both positive and negative aspects of the question. Straightforward ideas are communicated, using some appropriate language (<i>in order to; According to them; the industry can increase</i>) to introduce the ideas, and to hold the target reader's attention.
Organisation	4	The essay is well organised and coherent. There is a clear overall structure and the ideas are linked across sentences and paragraphs using referencing, substitution and paraphrasing to avoid repetition. There are a variety of appropriate linking words and cohesive devices (<i>many people who; According to them; this industry; thanks to that; On the other hand; In addition; In my opinion</i>).
Language	3	A range of everyday, topic-specific vocabulary is used appropriately (<i>to satisfy some people needs; good for society; controls the market; forcing people</i>) but some errors do occur with less common lexis and expressions (<i>on today's fashion</i>). A range of simple and some complex grammatical forms is used with a good degree of control (<i>can increase the price of clothes, forcing people who don't want to be</i>). There are some repeated errors with prepositions and third person verbs, but these do not impede communication.

QUESTION 1 - CANDIDATE C

The society we live today is characterised by technology in constant development, fast speed processes, information travelling and getting to people at a blink of an eye and a complex web of social networking. In this context, the fashion industry is becoming increasingly important and having a more and more paramount role in our lives.

On one hand, the fashion industry is undeniably a source of profit and income. It hires millions of people all over the world and generates millions of dollars every year. Furthermore, such profitable business is also believed to be able to spread and make known the culture of a people, encouraging and enhancing a better understanding of each other.

Nevertheless, for those who are neither impressed nor motivated by numbers and figures, the fashion industry is seen as one which segregates people, isolating those who not fit their laws and commands. It is stated that people place too much importance on appearance and the material, world, sadly true, and the fashion industry just spurs on such situation. Moreover, not only are the costs of fashion item unrealistically high, it is thought to be a money better spent on more pressing issues, such as poverty and hunger.

I do believe that the fashion industry, as it is today, has a harmful effect, because it values a minority of people in detriment to the majority. However, it has such a wide reach that, it put into a good use, it can save lives.

Comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant to the task and the target reader is fully informed.</p> <p>The candidate presents a balanced argument, discussing their own idea first that the fashion industry is important as it provides jobs and income for a huge number of people.</p> <p>The essay then discusses the negative aspect of the fashion industry in relation to appearance (<i>the fashion industry is seen as one which segregates people; people place too much importance on appearance</i>).</p> <p>Finally, the high cost of fashion is mentioned in relation to the price of clothes and it is suggested that money could be better spent on social issues rather than on fashion.</p>
Communicative Achievement	5	<p>The conventions of essay writing are used effectively to hold the target reader's attention. The register and tone are consistently appropriate and there is a range of suitable expressions which introduce both positive and negative aspects of the question, which are balanced throughout the essay.</p> <p>Straightforward and more complex ideas are communicated, making links between the importance of fashion in consumers' lives and how the fashion industry affects people, communities and wider society (<i>the fashion industry is undeniably a source of profit and income. It hires millions of people all over the world; it values a minority of people in detriment to the majority</i>).</p>
Organisation	5	<p>The essay is well organised and coherent. There is a clear overall structure and the ideas are linked effectively across paragraphs and sentences through the use of paraphrasing, substitution, ellipsis and referencing (<i>In this context; It hires; such profitable business is also believed; Nevertheless, for those who; sadly true; such situation; not only are</i>).</p> <p>Organisational patterns are used to generally good effect, for example links are made between fashion and industry, fashion and finance and fashion and society throughout the text, making clear connections between the separate aspects.</p>
Language	5	<p>There is a range of vocabulary, including less common lexis which is used appropriately in most cases (<i>is characterised by; at a blink of an eye; paramount role; undeniably; the culture of a people; enhancing; neither impressed nor motivated; segregates; isolating; in detriment to</i>).</p> <p>A range of simple and complex grammatical forms is used with control and flexibility to express more complex ideas.</p> <p>Although there are some errors, these mainly occur when more ambitious language is attempted and do not impede communication.</p>

B2 First: Paper 3

LISTENING – EXAM STRUCTURE AND TASKS

Candidates listen to recordings of monologues or interacting speakers and answer questions that test their comprehension of what they have heard.

Students successful in this section demonstrate that they have listening skills appropriate for studying on foundation or pathway courses. They can be expected to be able to identify specific information from what is said and understand speakers' tone and opinions.

A variety of voices, styles of delivery and accents will be heard in each Listening paper to reflect the various international contexts presented in the recordings.

How is the paper marked?

The Listening paper contains a series of items which are marked as either correct or incorrect.

Cambridge English uses Rasch (1960/1980) analysis to ensure that a consistent standard is applied in the grading of objectively marked components, accounting for differences in difficulty between them. This is achieved by calibrating the difficulty of all the items in a given test onto the same scale. This calibration allows us to determine the raw marks for each test paper that represent a predetermined level of ability – the standard needed to achieve a particular grade or level.

Listening at a glance

FORMAT	The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.
TIMING	Approximately 40 minutes
NO. OF PARTS	4
NO. OF QUESTIONS	30
ANSWER FORMAT	Candidates are advised to write their answers in the spaces provided on the question paper while listening. Five minutes will be allowed at the end of the test to copy the answers onto a separate answer sheet.
MARKS	Each correct answer receives 1 mark.

Listening tasks

approximately 40 mins (including 2 minutes to check answers in the digital test, and 5 minutes to transfer your answers in the paper-based test)

Part	Number of questions	Number of marks	Task types	Focus	Format
1	8	8	Multiple choice	The focus is on genre, identifying speaker feeling, attitude, topic, opinion, purpose, agreement between speakers, gist and detail.	A series of short unrelated extracts, of approximately 30 seconds each, from monologues or exchanges between interacting speakers. There is one multiple-choice question per text, each with three options.
2	10	10	Sentence completion	The focus is on detail, identifying specific information and stated opinion.	A monologue lasting 3–4 minutes. Candidates are required to complete the sentences with information heard on the recording.
3	5	5	Multiple matching	The focus is on identifying speaker feeling, attitude, detail, gist and opinion.	Five short related monologues of approximately 30 seconds each. There are five questions which require the selection of the correct option from a list of eight.
4	7	7	Multiple choice	The focus is on identifying opinion, attitude, detail, gist, main idea and specific information.	An interview or exchange between two speakers and lasting 3–4 minutes. There are seven 3-option multiple-choice questions.
TOTAL	30	30			

B2 First: Paper 3 sample task

LISTENING PART 2

Questions 9–18

You will hear a woman called Angela Thomas, who works for a wildlife organisation, talking about the spectacled bear. For each question, write the correct answer in the gap. Write a word or short phrase.

Spectacled Bears

Angela says that it was the of the spectacled bear that first interested her.

Angela mentions that the bear's markings can be found on its as well as its eyes and cheeks.

Angela is pleased by evidence that spectacled bears have been seen in areas of Argentina.

Angela says the bears usually live in though they can also be found in other places.

Spectacled bears behave differently from other types of bear during , which Angela finds surprising.

Angela is upset that are the biggest danger to spectacled bears.

Angela says that spectacled bears usually eat and tree bark.

Bears climb trees and make a , which fascinated Angela.

When bears eat meat, they much prefer although they do eat other creatures.

One man has produced an amusing about the time he spent studying the bears.

Part 1 0 of 8

Part 2 **9** 10 11 12 13 14 15 16 17 18

Part 3 0 of 5

Answer Key

Q	Part 2
9	(great) name
10	chest
11	northern
12	forests
13	(the) winter
14	(the/some) human(s)
15	berries
16	(a) platform
17	(small/little) mice
18	(funny) diary



Sample test

This is an example from the B2 First paper-based exam. To access the sample tests, including a complete digital test, please scan the QR code, or go to camengli.sh/3YMtIM6



B2 First: Paper 4

SPEAKING – EXAM STRUCTURE AND TASKS

The Speaking test contains four parts. There are always two examiners. Candidates are usually assessed in pairs, however if there is an uneven number of candidates, candidates can be assessed in groups of three. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or providing cues for the candidates. The other acts as assessor and does not join in the conversation.

Speaking at a glance	
FORMAT	The paper contains four parts. Each part of the test focuses on a different type of interaction: between the interlocutor and each candidate, between the two candidates, and among all three.
TIMING	14 minutes
TASK TYPES	Short exchanges with the interlocutor; a 1-minute individual 'long turn'; a collaborative task involving the two candidates; a discussion.
MARKS	Candidates are assessed on their performance throughout. During the test, one examiner, the interlocutor, conducts the test and gives a global assessment of each candidate's performance. The other, the assessor, focuses solely on assessing each candidate's ability.

Speaking tasks

14 minutes (for pairs) 20 minutes (for groups of three)

Part	Timing	Task type and interaction	Focus
1	2 minutes	A conversation between the interlocutor and each candidate (spoken questions).	The focus is on general interactional and social language.
2	A 1-minute 'long turn' for each candidate, plus a 30-second response from the second candidate. The total time for Part 2 is 4 minutes.	An individual 'long turn' for each candidate with a response from the second candidate. In turn, the candidates are given a pair of photographs to talk about.	The focus is on organising a larger unit of discourse; comparing, describing and expressing opinions.
3	A 2-minute discussion followed by a 1-minute decision-making task. The total time for Part 3 is 4 minutes.	A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in discussion and decision-making tasks.	The focus is on sustaining an interaction; exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.
4	4 minutes	A discussion on topics related to the collaborative task (spoken questions).	The focus is on expressing and justifying opinions, agreeing and/or disagreeing and speculating.

B2 First: How Speaking is assessed

EXAMINERS AND MARKING

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge Assessment English for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

ASSESSMENT SCALES

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners: the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication

The interlocutor awards a mark for global achievement using the global achievement scale.

B2	Global achievement
5	Handles communication on a range of familiar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
4	Performance shares features of Bands 3 and 5.
3	Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
2	Performance shares features of Bands 1 and 3.
1	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
0	Performance below Band 1.

Assessment for B2 First is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for B2 First are extracted from the overall Speaking scales.

B2 First Speaking Examiners use a more detailed version of the following assessment scales:

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	Performance shares features of Bands 3 and 5.			
3	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	Performance shares features of Bands 1 and 3.			
1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	Performance below Band 1.			

B2 First: Paper 4 Sample task

SPEAKING PART 3 AND 4 - COLLABORATIVE TASK AND DISCUSSION

21 Holiday resort

Part 34 minutes (5 minutes for groups of three)

Part 44 minutes (6 minutes for groups of three)

Part 3

Interlocutor Now, I'd like you to talk about something together for about two minutes. (3 minutes for groups of three).

I'd like you to imagine that a town wants more tourists to visit. Here are some ideas they're thinking about and a question for you to discuss. First you have some time to look at the task.

Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow 15 seconds.

Now, talk to each other about why these ideas would attract more tourists to the town.

Candidates
⌚ 2 minutes
(3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute to decide which idea would be best for the town.

Candidates
⌚ 1 minute
(for pairs and groups of three)

Interlocutor Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

21

building a large nightclub

building holiday flats

putting up security cameras

providing parks

having more shops

Why would these ideas attract more tourists to the town?

Part 4

Interlocutor Use the following questions, in order, as appropriate:

- Do you think you have to spend a lot of money to have a good holiday? (Why? / Why not?)
- Some people say we travel too much these days and shouldn't go on so many holidays. What do you think?
- Do you think people have enough time for holidays these days? (Why? / Why not?)
- Why do you think people like to go away on holiday?
- What do you think is the biggest advantage of living in a place where there are a lot of tourists?
- What can people do to have a good holiday in (candidate's country)? (Why?)

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Sample test

This is an example from the B2 First paper-based exam. To access the sample tests, including a complete digital test, please scan the QR code, or go to camengli.sh/3YMtIM6

Sample performance – Speaking

Filmed Speaking tests

The examiner comments below accompany a filmed Speaking test. The candidates' names are Natalia and Enzo. You can find the video of the test in our Speaking playlist on our YouTube channel: youtube.com/cambridgeenglishtv

GRAMMAR AND VOCABULARY

Natalia _____

Natalia shows a good degree of control of simple forms:

- I went to a restaurant... I had a little birthday party with some people, with my friends and my family (part 1)
- I believe that these friends are in (on) a vacation trip (part 2).

She attempts some complex grammatical forms, sometimes with success, but errors do occur at times:

- They are having some [a] good talk (part 2)
- There has been a long time that I don't go to the beach (part 2)
- Some don't have can afford some sports classes (part 3)
- It would be expensive, but it would be very useful (part 3)
- Sports are really important for people's health (part 4).

She uses a range of appropriate vocabulary:

stepfather, incredible (part 1)
commenting, chilling, bonfire (part 2)
judging, insecurities (part 4)

Enzo _____

Enzo shows a good degree of control of simple grammatical forms:

- I don't really go out on field trips, so I would probably choose to... (part 2).

He also attempts some complex grammatical forms, sometimes correctly but at others with limited success:

- I really think I would enjoy to try to go on field trips with my friends... (part 2)
- It definitely would be an experience I've never had before (part 2)
- So, when they have it for free, they'll probably going to increase, er, I wouldn't say increase the number of times they play games, but it would probably make people more interested in playing it 'cos (because) it would be for free and they wouldn't have to put their money on it (part 3)
- It's going to be a lot expensive to build more of them (part 3).

Enzo uses a range of appropriate vocabulary to give and exchange views on familiar topics:

- some type of soccer, feeding ducks (part 2)
- closer relations, competitions, return of money (part 3).

DISCOURSE MANAGEMENT

Natalia _____

Natalia generally produces extended stretches of language despite some hesitation. Her response to part 2 is rather short at only 36 seconds rather than a full minute. At a few points her contributions tend to rather fade away ('and stuff...')

Her contributions are relevant but sometimes limited. There is very little repetition:

- I went to a restaurant called, I forgot the name...but it's a very good restaurant, and I had a little birthday party... (part 1)

She uses a range of cohesive devices (well, as you said, before, but)

Enzo

Enzo produces extended stretches of language throughout, despite some hesitation. His contributions are relevant and there is little repetition:

- I can't really relate one picture to the other, (part 2)

There is evidence of a range of cohesive devices and occasional discourse markers: definitely, lately, for that reason, given the fact that.

PRONUNCIATION

Natalia

Natalia is intelligible throughout the test. Her intonation is generally appropriate:

- ...with a bonfire in the middle of them. (↘) (part 2)
- You said it would be expensive, and it really **would** be (part 3).

Sentence and word stress is generally accurately placed:

- I'm **scared** of the **sea** (part 2)
- I think the **same** as **you** (part 4)

Individual sounds are generally articulated clearly, but there are some errors:

- contry [country] (part 3)
- cen-trez [centres], owerweigh [overweight], some weigh [weight], partipating [participating] (part 4)

Enzo

Enzo is intelligible throughout the test and intonation is often appropriate, occasionally using intonation to enhance meaning:

I **really** ↗do (part 1).

Sentence and word stress is generally accurately placed:

- They seem to be a **family** (part 2)
- Every **year**, every **month** (part 3).

Sounds are generally accurate:

- entert**ain**ment, insecurities (part 4).

But there are also some unclear sounds:

- feeding (part 2)
- encourage... attached... oblivious... expensive solution... government... (part 3).

INTERACTIVE COMMUNICATION

Natalia

Natalia initiates and responds appropriately in all parts of the test.

Natalia maintains and develops all the interaction with the interlocutor. With her partner, in parts 3 and 4, her development of the conversation mostly consists of answering his questions, brief agreement, and simple questions. She links some of her contributions to those of her partner in part 3.

Enzo

Enzo initiates and responds appropriately. In part 3 he initiates the discussion by asking his partner a question, and does not develop his partner's point, but chooses to move on to another point instead.

He generally maintains and develops the interaction. He justifies reasons for his own opinions in part 3 but does little to negotiate towards an outcome with his partner.

GLOBAL ACHIEVEMENT

Natalia

Natalia is generally coherent and handles communication on familiar topics throughout the test, despite some hesitation. She organises extended discourse appropriately but some inaccuracies occur, particularly when attempting more complex language.

Enzo

Enzo handles communication on familiar topics, despite some hesitation. He organises extended discourse throughout with little repetition and he maintains and develops the interaction appropriately in parts 3 and 4.

SCORES

Natalia

Grammar and Vocabulary: 3.5

Discourse Management: 3.5

Pronunciation: 4

Interactive Communication: 4

Global Achievement: 4

Enzo

Grammar and Vocabulary: 4

Discourse Management: 4

Pronunciation: 4.5

Interactive Communication: 4

Global Achievement: 4



What can students with B2 First do?

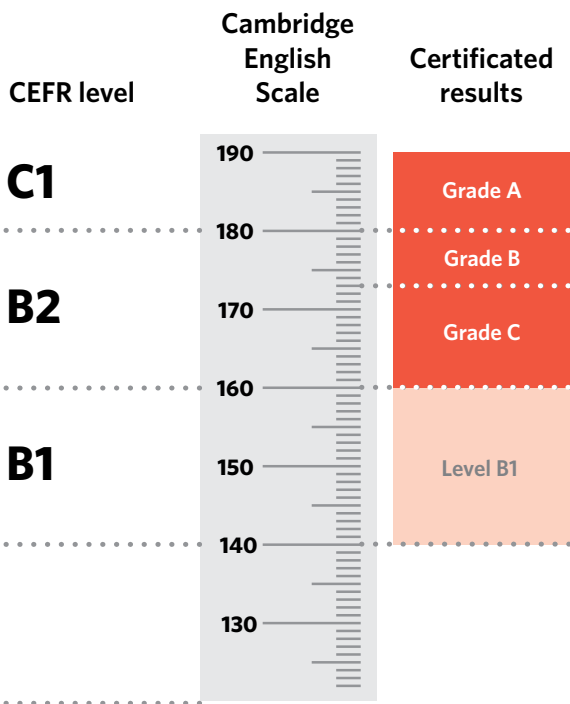
B2 First is primarily targeted at CEFR Level B2: 160–179 on the Cambridge English Scale.

It also assesses language ability above and below this level.

Candidates sometimes show ability beyond Level B2. If a candidate achieves a grade A (180–190 on the scale) in their exam, they will receive the First Certificate in English stating that they demonstrated ability at Level C1.

If a candidate's performance is below Level B2, but falls within Level B1 (140–159), they will receive a Cambridge English certificate stating that they demonstrated ability at Level B1.

Scores between 122 and 139 (CEFR Level A2) are also reported for B2 First, although candidates with scores in this range will not receive a certificate.




Can Do statements

On the following pages you can find out more about what language skills you can expect a student to have at the different levels covered by the exam.


The Association of Language Testers in Europe (ALTE) has researched what language learners can typically do at each CEFR level. They have described each level of ability using Can Do statements, with examples taken from everyday life. Cambridge English, as one of the founding members of ALTE, uses this framework to ensure its exams reflect real-life language skills.

CEFR Level B1 (CAMBRIDGE ENGLISH SCALE 140–159)


CAN DO STATEMENTS FOR LEVEL B1 INCLUDE:

**Reading**


- CAN understand routine information and articles.
- CAN understand most information of a factual nature in their study area.

**Writing**

- CAN take basic notes in lectures.
- CAN write letters or make notes on familiar or predictable matters.

**Listening**


- CAN understand straightforward instructions or public announcements.
- CAN understand instructions on classes and assignments given by a lecturer or teacher.

**Speaking**


- CAN express simple opinions on abstract/cultural matters in a limited way.
- CAN take part in a seminar or tutorial using simple language.

CEFR Level B2 (CAMBRIDGE ENGLISH SCALE 160–179)


CAN DO STATEMENTS FOR LEVEL B2 INCLUDE:

 **Reading**


- CAN scan texts for relevant information and grasp main points of text.
- CAN follow central ideas in abstracts.
- CAN read all information related to practical arrangements for study which teachers or lecturers are likely to write.

 **Writing**

- CAN make simple notes that are of reasonable use for essay or revision purposes, capturing the most important points.
- CAN present arguments, using a limited range of expression (vocabulary, grammatical structures).

 **Listening**


- CAN follow a talk on a familiar topic.
- CAN check that all instructions are understood.

 **Speaking**


- CAN ask for clarification and further information, and is likely to understand the answer.
- CAN give a clear presentation on a familiar topic.
- CAN answer predictable or factual questions.
- CAN present her/his own opinion, and justify opinions.
- CAN keep up a conversation on a fairly wide range of topics.

CEFR Level C1 (CAMBRIDGE ENGLISH SCALE 180–190 IN B2 FIRST)


CAN DO STATEMENTS FOR LEVEL C1 INCLUDE:

 **Reading**


- CAN read quickly enough to cope with an academic course.
- CAN scan texts for relevant information, and grasp main topic of text.
- CAN assess the relevance of most textbooks and articles within own subject area of study.

 **Writing**

- CAN write an essay which shows ability to communicate, giving few difficulties for the reader.
- CAN make useful notes from written sources, capturing abstract concepts and relationships between ideas.
- CAN select the most salient and relevant ideas and represent them clearly and briefly.

 **Listening**

- CAN follow much of what is said in a lecture, presentation or demonstration.
- CAN make decisions about what to note down and what to omit as the lecture proceeds.
- CAN follow the development of a discussion during a seminar.

 **Speaking**

- CAN ask detailed questions.
- CAN make critical remarks/express disagreement without causing offence.
- CAN follow the development of a discussion during a seminar.
- CAN reformulate questions if misunderstood.

C1 Advanced – an overview

CEFR LEVEL C1

C1 Advanced is focused on the level of English required for demanding college, university and professional work environments. It proves that a student has the language ability to:

- follow an academic course at university level
- communicate effectively at managerial and professional level.

You can expect a student with C1 Advanced to be able to:





- 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
- read quickly enough to cope with an academic course and take reasonably accurate notes in meetings, or write a piece of work which shows an ability to communicate
- make critical remarks/express disagreement without causing offence
- scan texts for relevant information, and grasp the main topic of a text
- write a piece of work, the message of which can be followed throughout.

KEY FACTS

Global availability	The exam can be taken at hundreds of exam centres around the world. To find an exam centre, visit cambridgeenglish.org/centresearch .
Exam dates	Exams can be taken throughout the year, with exam sessions for digital tests available up to 365 days a year.
Format of exam	C1 Advanced can be taken as either a digital or paper-based exam.
Results format	Results for C1 Advanced are given on the Cambridge English Scale. The exam reports on the scale between 142 and 210. For more information about the scale, visit cambridgeenglish.org/cambridgeenglishscale .
Results issued	5-10 working days for the digital version. 4-6 weeks from exam date for paper-based version.
Expiry of results	C1 Advanced is an in-depth exam, rather than a 'snapshot' test, so results do not expire. Universities and colleges can choose how long to accept results.
Recognition	The exam is accepted by thousands of universities, government bodies and employers around the world. A full list can be seen at cambridgeenglish.org/recognition .

What's in the exam?

C1 Advanced is made up of four papers to test different aspects of candidates' English skills.

Paper	Content	Shows students can ...
 Reading and use of English (1 hour 30 minutes)	8 parts/ 56 questions	deal confidently with various texts and grasp the main topic of a text. This paper also requires candidates to demonstrate their control of grammar and vocabulary.
 Writing (1 hour 30 minutes)	2 parts	produce two different pieces of writing, including a compulsory essay.
 Listening (about 40 minutes)	4 parts/ 30 questions	follow and understand a range of spoken materials, such as news programmes, presentations and everyday conversations.
 Speaking (15 minutes per pair of candidates)	4 parts	communicate effectively in face-to-face situations such as seminars or everyday conversations.

The overall score is calculated by averaging the scores achieved in Reading, Writing, Listening, Speaking and Use of English. The weighting of each of the four skills and Use of English is equal.



Format

Candidates can choose to take the paper-based or a digital version of the exam.

The Speaking test is face to face and taken with two examiners and at least one other candidate. The paired format means candidates experience a more authentic exercise in communication, which gives a more reliable measure of their ability to use English.



Availability

With Cambridge English Qualifications Digital, exam sessions are available up to 365 days a year, offering flexibility and fast results for candidates.

C1 Advanced: Paper 1

READING AND USE OF ENGLISH – EXAM STRUCTURE AND TASKS

The Reading and Use of English paper uses a variety of different tasks, requiring candidates to demonstrate reading skills.

Students successful in this part of the exam have reading skills appropriate for university-level study, such as reading textbooks and articles. They can be expected to understand texts in detail and be able to compare and contrast opinions and attitudes across multiple texts.

The paper also tests the students' vocabulary and ability to use grammar to manipulate language at this level.

How is the paper marked?

The Reading and Use of English paper contains a series of items which are marked as either correct or incorrect.

Cambridge English uses Rasch (1960/1980) analysis to ensure a consistent standard is applied in the grading of objectively marked components, accounting for differences in difficulty between them. This is achieved by calibrating the difficulty of all the items in a given test onto the same scale. This calibration allows us to determine the raw marks for each test paper that represent a predetermined level of ability – the standard needed to achieve a particular grade or level.

Although one paper, marks for Reading and marks for Use of English are aggregated separately in order to produce two separate scores on the Cambridge English Scale. Parts 1, 5, 6, 7 and 8 are Reading tasks, and Parts 2, 3 and 4 are Use of English tasks.

Reading and Use of English at a glance

FORMAT	The paper contains eight parts. For Parts 1 to 4 , the test contains texts with accompanying grammar and/or vocabulary tasks, plus separate items with a grammar and/or vocabulary focus. For Parts 5 to 8 , the test contains a range of texts and accompanying reading comprehension tasks.
TIMING	1 hour 30 minutes
NO. OF PARTS	8
NO. OF QUESTIONS	56
MARKS	For Parts 1 to 3 , each correct answer receives 1 mark. For Part 4 , each correct answer receives up to 2 marks. For Parts 5 to 7 , each correct answer receives 2 marks. For Part 8 , each correct answer receives 1 mark.

Reading and Use of English tasks

1 hour 30 mins

The paper contains eight parts. The Reading section consists of Parts 5, 6, 7 and 8 of the paper. The Use of English section consists of Parts 1, 2, 3 and 4.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	8	8	Multiple-choice cloze	Vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.	A modified cloze containing eight gaps followed by eight 4-option multiple-choice items.
2	8	8	Open cloze	Awareness and control of grammar with some focus on vocabulary.	A modified cloze test containing eight gaps.
3	8	8	Word formation	Vocabulary, in particular the use of affixation, internal changes and compounding in word formation.	A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.
4	6	12	Key word transformation	Grammar, vocabulary, collocation.	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word.
5	6	12	Multiple choice	Detail, opinion, attitude, tone, purpose, main idea, implication and text organisation features (exemplification, comparison, reference).	A text followed by six 4-option multiple-choice questions.
6	4	8	Cross-text multiple matching	Understanding of opinion and attitude; comparing and contrasting of opinions and attitudes across texts.	Four short texts, followed by multiple-matching questions. Candidates must read across texts to match a prompt to elements in the texts.
7	6	12	Gapped text	Cohesion, coherence, text structure, global meaning.	A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed.
8	10	10	Multiple matching	Detail, opinion, attitude, specific information.	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
Total	56	78			

C1 Advanced: Paper 1 sample tasks

READING AND USE OF ENGLISH PART 4 - KEY WORD TRANSFORMATION

Part 4

For questions 25 – 30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

Example:

0 James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example: 0

Write **only** the missing words **IN CAPITAL LETTERS** on the **separate answer sheet**.

25 As long as you explain the process clearly at the conference, your boss will be pleased.

GIVE

If the process at the conference, your boss will be pleased.

26 They say that a visitor to the national art gallery damaged an 18th-century painting.

ALLEGED

A visitor to the national art gallery an 18th-century painting.

27 I really don't mind whether Jill chooses to come on holiday with us or not.

DIFFERENCE

It really whether Jill chooses to come on holiday with us or not.

28 Without the help that Joe gave me, I don't think I'd have finished the course.

BEEN

If it help, I don't think I'd have finished the course.

29 We can assure our customers that we will take every possible measure to maintain the quality of the products on our shelves.

TAKES

We can assure our customers that we will to maintain the quality of the products on our shelves.

30 Following some complaints by local residents, the government withdrew its proposal to build a new runway at the airport.

LIGHT

The government's proposal to build a new runway at the airport some complaints by local residents.

Answer Key

Q	Part 4
25	You give a clear explanation of/about
26	Is alleged to have damaged
27	Makes no/(very) little difference to me
28	Hadn't/had not been for joe's
29	Do what(ever)/everything/all/anything it takes
30	Was withdrawn in (the) light of

READING AND USE OF ENGLISH PART 6

Questions 37–40

Read the article below containing four reviews of a book about architecture. For each question, choose the correct answer. Each answer may be chosen more than once.

The Architecture of Happiness

Four reviewers comment on philosopher Alain de Botton's book

A

Alain de Botton is a brave and highly intelligent writer who writes about complex subjects, clarifying the arcane for the layman. Now, with typical self-assurance, he has turned to the subject of architecture. The essential theme of his book is how architecture influences mood and behaviour. It is not about the specifically architectural characteristics of space and design, but much more about the emotions that architecture inspires in the users of buildings. Yet architects do not normally talk nowadays very much about emotion and beauty. They talk about design and function. De Botton's message, then, is fairly simple but worthwhile precisely because it is simple, readable and timely. His commendable aim is to encourage architects, and society more generally, to pay more attention to the psychological consequences of design in architecture: architecture should be treated as something that affects all our lives, our happiness and well-being.

B

Alain de Botton raises important, previously unasked, questions concerning the quest for beauty in architecture, or its rejection or denial. Yet one is left with the feeling that he needed the help and support of earlier authors on the subject to walk him across the daunting threshold of architecture itself. And he is given to making extraordinary claims: 'Architecture is perplexing ... in how inconsistent is its capacity to generate the happiness on which its claim to our attention is founded'. If architecture's capacity to generate happiness is inconsistent, this might be because happiness has rarely been something architects think about. De Botton never once discusses the importance of such dull, yet determining, matters as finance or planning laws, much less inventions such as the lift or reinforced concrete. He appears to believe that architects are still masters of their art, when increasingly they are cogs in a global machine for building in which beauty, and how de Botton feels about it, are increasingly beside the point.

C

In *The Architecture of Happiness*, Alain de Botton has a great time making bold and amusing judgements about architecture, with lavish and imaginative references, but anyone in search of privileged insights into the substance of building design should be warned that he is not looking at drain schedules or pipe runs. He worries away, as many architects do, at how inert material things can convey meaning and alter consciousness. Although he is a rigorous thinker, most of de Botton's revelations, such as the contradictions in Le Corbusier's theory and practice, are not particularly new. However, this is an engaging and intelligent book on architecture and something everyone, professionals within the field in particular, should read.

D

Do we want our buildings merely to shelter us, or do we also want them to speak to us? Can the right sort of architecture even improve our character? Music mirrors the dynamics of our emotional lives. Mightn't architecture work the same way? De Botton thinks so, and in *The Architecture of Happiness* he makes the most of this theme on his jolly trip through the world of architecture. De Botton certainly writes with conviction and, while focusing on happiness can be a lovely way to make sense of architectural beauty, it probably won't be of much help in resolving conflicts of taste.

Which reviewer

37 has a different opinion from the others on the confidence with which de Botton discusses architecture?

☐ Reviewer A

☐ Reviewer B

☐ Reviewer C

☐ Reviewer D

38 shares reviewer A's opinion whether architects should take note of de Botton's ideas?

☐ Reviewer A

☐ Reviewer B

☐ Reviewer C

☐ Reviewer D

39 expresses a similar view to reviewer B regarding the extent to which architects share de Botton's concerns?

☐ Reviewer A

☐ Reviewer B

☐ Reviewer C

☐ Reviewer D

40 has a different view to reviewer C on the originality of some of de Botton's ideas?

☐ Reviewer A

☐ Reviewer B

Part 1 0 of 8

Part 2 0 of 8

Part 3 0 of 8

Part 4 0 of 6

Part 5 0 of 6

Part 6 37 38 39 40

Part 7 0 of 6

Part 8 0 of 10

Answer Key

Q	Part 6
37	B
38	C
39	A
40	B



Sample test

To access sample tests, including digital tests, please scan the QR code, or go to camengli.sh/3E4PIPh



Sample test

To access sample tests, including digital tests, please scan the QR code, or go to camengli.sh/3E4PIPh



C1 Advanced: Paper 2

WRITING – EXAM STRUCTURE AND TASKS

The Writing paper requires the candidate to be able to produce two different pieces of writing, including a compulsory academic-style essay.

Students successful in this part of the exam can be expected to write essays at a level appropriate for academic university study and make useful notes. They can demonstrate awareness of the style and tone required by a task, and use writing to effectively express and justify opinions, evaluate, hypothesise and persuade.

Writing at a glance	
FORMAT	The paper contains two parts and two pieces of writing must be produced.
TIMING	1 hour 30 minutes
NO. OF QUESTIONS	Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of three in Part 2.
MARKS	Each question on this paper carries equal marks.

Writing tasks

1 hour 30 mins

The paper contains two parts. Candidates are required to complete two tasks: a compulsory one in Part 1, and one from a choice of three in Part 2.

Part	Number of questions	Task types	Format
1	1	Writing an essay with a discursive focus.	Candidates are required to write an essay, between 220 and 260 words, based on two points given in the input text. They will be asked to explain which of the two points is more important and to give reasons for their opinion. There is a word limit of between 220–260 words
2	1	Writing one from a number of possible text types based on a contextualised writing task.	Candidates have a choice of task. The tasks provide candidates with a clear context, topic, purpose and target reader for their writing. The output text types are: <ul style="list-style-type: none">• letter/email• proposal• report• review. There is a word limit of between 220–260 words

C1 Advanced: How Writing is assessed

ASSESSMENT SCALES

Tasks are marked using assessment scales that were developed with explicit reference to the Common European Framework of Reference (CEFR). The scales consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

- Content focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.
- Communicative Achievement focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- Organisation focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- Language focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

When being marked, the length of responses and varieties of English are taken into account:

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not, for example, switch from using a British spelling of a word to an American spelling of the same word.

The subscale **Content** is common to all levels:

	Content
5	<ul style="list-style-type: none">• All content is relevant to the task.• Target reader is fully informed.
3	<ul style="list-style-type: none">• Minor irrelevances and/or omissions may be present.• Target reader is on the whole informed.
1	<ul style="list-style-type: none">• Irrelevances and misinterpretation of task may be present.• Target reader is minimally informed.
0	<ul style="list-style-type: none">• Content is totally irrelevant.• Target reader is not informed.

The remaining three subscales (Communicative Achievement, Organisation, and Language) have descriptors specific to each CEFR level. The following assessment scale is used for marking candidate responses:

C1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.		

C1 Advanced: Paper 2 sample task

WRITING PART 1 - COMPULSORY TASK

Question 1

You **must** answer this question. Write **220–260 words** in an appropriate style.

Your class has listened to a radio discussion programme about facilities which should receive money from local authorities. You have made the notes below:

Which facilities should receive money from local authorities?

- museums

- sports centres

- public gardens

Some opinions expressed in the discussion:

"Museums aren't popular with everybody!"

"Sports centres mean healthier people."

"A town needs green spaces – parks are great for everybody."

Write an essay for your tutor discussing **two** of the facilities in your notes. You should **explain which facility it is more important** for your local authorities to give money to, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Words: 0

←

→

Sample test

The screenshot above is an example from the C1 Advanced digital exam. To access the sample tests, including a complete digital test, please scan the QR code, or go to camengli.sh/3E4PIPh

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Cambridge English Qualifications A guide to setting your admissions requirements

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C1 Advanced Writing: Sample answers and comments

QUESTION 1 - CANDIDATE A

Nowadays, many facilities could use money from local authorities. There are people who claim that cultural institutions should receive more money than other facilities. But which ones should receive more investment is open to debate.

On the one hand, museums should be the institutions that need to receive a lot of money because people have lost the interest in visiting and promoting them. In a world where true values are not respected as they should be, it is important to remember what really matters. Moreover, the young men should be aware of the importance of knowing basic things in different domains. For example, science and history museums provide people very interesting informations. Therefore, in order to have well-informed teenagers, the local authorities should give money to museums. With that money, it can be organised events like the day of open museums.

On the other hand, green spaces should also receive money from local authorities. Mainly because in big cities, where the air is very polluted trees can absorb many of the gases produced leading to a much healthier environment. Furthermore, there can be built spaces for kids to play and also running tracks for people who cannot afford to go to gym. It is important for people to keep doing exercises in open air and in my opinion, parks are the best place.

All in all, as far as I am concerned the most important facility that should receive investment from local authority are the museums.

Comments		
Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader is fully informed. The candidate discusses two of the proposed facilities (museums and parks), and chooses one of them (museums) to benefit from the extra funding. The candidate discusses the reasons why each one should receive the money: <i>science and history museums provide people very interesting informations; in order to have well-informed teenagers, the local authorities should give money to museums; trees can absorb many of the gases produced leading to a much healthier environment; running tracks for people who cannot afford to go to gym</i> . The final decision is made in the final paragraph.
Communicative Achievement	3	The conventions of essay writing are used well. There is a clear opening paragraph and a strong conclusion which leaves no room for doubt as to where the money should go: <i>... as far as I am concerned the most important facility that should receive investment from local authority are the museums</i> . The register is consistently formal and the essay has an objective tone, giving opinions and providing supporting statements with evidence. The clear paragraphing helps to hold the target reader's attention and communicate both straightforward and more complex ideas in a logical manner.
Organisation	3	The text is well organised and coherent, and uses a variety of cohesive devices to generally good effect. The ideas are clearly introduced: <i>Nowadays; On the one hand; Moreover; For example; Therefore; On the other hand; Furthermore; All in all</i> . There is a mix of long and short sentences, and some of the shorter ones could benefit from being combined. Organisational patterns are evident in the choice of language. For example, in the first paragraph it is stated that many facilities could use money from local authorities. This then narrows to become cultural institutions should receive more money, and then the final sentence uses substitution to set out the main idea: <i>But which ones should receive more investment is open to debate</i> .
Language	2	There is a range of relevant vocabulary, but this is not always used successfully to communicate full ideas. Take for example <i>In a world where true values are not respected as they should be, it is important to remember what really matters</i> . Although this has an appropriate tone and is accurate, it has little relevance to the text as a whole and adds no extra information. A range of simple and some more complex grammatical structures is used with control. However, there are a few word order and pronoun problems, such as <i>it can be organised events; there can be built</i> . There are also errors with plurals and articles, but these do not impede communication: <i>the most important facility ... are the museums; afford to go to gym; exercises in open air</i> .

QUESTION 1 - CANDIDATE B

Facilities in need of funds

Having listened to today's radio programme about facilities that need financial help, I realised that sports centers and public gardens have been neglected over the years by the local authorities.

There are few sports centers out there that meet the right characteristics that a good sports center must have. This is one of the many reasons that people avoid sport. We see lots of kids nowadays suffering from obesity and other health problems caused by the simple fact that they don't do sport.

Another reason for this is that people have nowhere to go out for a walk or to run in a nice place. Public gardens, parks for example are also lacking in numbers. The ones that are already there are not very nice and they don't look very good.

I think that by improving this two facilities the population can benefit from this. By creating more sports centers, there will be some more jobs offered, and some kids might even follow a sports career. By making more public gardens people can get out more often and spend some good quality time relaxing.

I think that local authorities should invest money in both facilities because, this is a good way to increase the populations health.

Comments		
Subscale	Mark	Commentary
Content	3	All content is relevant to the task and the target reader is on the whole informed. The candidate has not made a final selection between the two facilities. However, he makes a relevant choice (namely, to fund both facilities), and justifies this decision with evidence throughout the essay: <i>This is one of the many reasons that people avoid sport ... Another reason for this is that people have nowhere ...</i>
Communicative Achievement	4	The conventions of essay writing are evident and the target reader's attention is held throughout. The opening statement sets up the context of the essay, and the candidate chooses two of the facilities to discuss (parks and sports centres). The candidate links these two aspects throughout the essay, and this linking is effective in communicating more complex ideas which relate to both facilities. For example: <i>sports centers and public gardens have been neglected over the years; people avoid sport ... Another reason for this is that people have nowhere to go out for a walk</i> . The arguments are backed up and supported with evidence either from personal experience or from the input text. A consistent register is used, and the overall tone is suitably persuasive and objective.
Organisation	4	The text is well organised and coherent. Fairly subtle organisational patterns and cohesive devices are used, rather than overt linking words: for example, relative clauses/pronouns, substitution and ellipsis. For example: <i>Having listened to ... I realised that; We see lots of kids nowadays suffering from obesity ... caused by; Another reason for this is; The ones that are</i> . Some sentences are quite short and could have been connected to make the text more fluid at times: <i>Public gardens, parks for example are also lacking in numbers. The ones ...</i> , but the overall effect is good.
Language	3	There is a range of vocabulary and some less common lexis, which is collocated appropriately: <i>neglected over the years; suffering from obesity; the simple fact that; lacking in numbers; follow a sports career; quality time</i> . There is also a range of simple and more complex grammatical structures used with control. Although there is slight awkwardness in places and a few errors, these do not cause the reader difficulty: <i>that meet the right characteristics that a good sports center must have</i> .

QUESTION 1 - CANDIDATE C

In regard of a recent discussion about the facilities, which are financially supported by local authorities, I would like to write a few of my personal thoughts. Whether we are talking about sports centres or public gardens, there is no doubt that they are both a good thing to have in the city and should both be supported somehow. The only question then is which one of these is more important, what are the pros and cons of each one?

Let me start with the sport centres as I think these are a bit more problematic. Obviously, in our times where lots of people spend days sitting in their office staring at a computer, some sort of physical training is very important. We have to balance that shift in our lifestyles. The problem I see with supporting the sports centres is the number of activities that you can do at these days. There is almost countless list of either individual or team sports that we can think of, and each centre is usually designed for a specific type or at least a group of sports similar in its nature. Therefore I think that it is too difficult to support them equally and we can't say which activity is better than the others either. Another reason for not financing sports as much as green parks is their commercial use. What I mean by that is that we usually pay for everything the centre offers us to do and therefore they are more able to last from their own money than gardens.

Regarding of the green spaces, the situation is much clearer I think. Every city needs gardens where people can sit and relax, but nobody is going to pay a tax for just walking around.

These factors lead me to my conclusion, that the public gardens are definitely a facility which should be financed from public money, whereas in the case of sports centres, the situation is questionable.

Comments		
Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader would be fully informed. The candidate discusses two of the options (sports centres and green spaces). Although the essay is slightly unbalanced, focusing mainly on sports centres, this is justified in the essay: <i>Let me start with the sport centres as I think these are a bit more problematic.</i> Likewise, the brief treatment of parks is explained, and what follows is enough to inform the reader fully: <i>Regarding of the green spaces, the situation is much clearer.</i>
Communicative Achievement	4	The conventions of the communicative task are used effectively, holding the target reader's attention with ease. The register and tone are consistent and the language choices are sufficiently formal and appropriate throughout, particularly the opening and closing paragraphs: <i>The only question then is which one of these is more important, what are the pros and cons of each one?; These factors lead me to my conclusion.</i> There is lots of personal opinion, rather than objective opinion based on a generally assumed view: <i>I would like to write a few of my personal thoughts; I think these are; The problem I see,</i> but straightforward and more complex ideas are nevertheless communicated. A more objective approach would have been more suited to this essay task, which is to discuss the idea in general terms rather than in the candidate's own experience.
Organisation	4	The essay is well organised and coherent, and the different ideas are clearly signposted throughout: <i>Let me start with; Therefore; Another reason; Regarding.</i> The target reader can easily follow the argument. The paragraphs are internally well constructed, and are linked together appropriately. In terms of organisational patterns, the overall effect is generally good, rather than good throughout, due to the imbalance of length between the second and third paragraphs.
Language	4	A range of vocabulary, including less common lexis, is used effectively, although not always precisely: <i>We have to balance that shift in our lifestyles.</i> A wide range of simple and complex grammatical forms is used with control and flexibility, particularly in terms of sentence construction: <i>Obviously, in our times where lots of people spend days sitting in their office staring at a computer, some sort of physical training is very important.</i> Although there are occasional errors, these are often slips and do not impede communication: <i>you can do at these days; There is almost countless list.</i>

C1 Advanced: Paper 3

LISTENING – EXAM STRUCTURE AND TASKS

Candidates listen to recordings of monologues or interacting speakers and answer questions testing their comprehension of what they have heard.

Students successful in this section have demonstrated the required level of listening skills to follow lectures and participate in tutorials at university level. They will be able to understand both the gist and specific detail of what is said and identify a speaker's tone, opinions and attitudes.

A variety of voices, styles of delivery and accents will be heard in each Listening paper to reflect the various international contexts presented in the recordings.

How is the paper marked?

The Listening paper contains a series of items which are marked as either correct or incorrect.

Cambridge English uses Rasch (1960/1980) analysis to ensure that a consistent standard is applied in the grading of objectively marked components, accounting for differences in difficulty between them. This is achieved by calibrating the difficulty of all the items in a given test onto the same scale. This calibration allows us to determine the raw marks for each test paper that represent a predetermined level of ability – the standard needed to achieve a particular grade or level.

Listening at a glance

FORMAT	The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.
TIMING	Approximately 40 minutes
NO. OF PARTS	4
NO. OF QUESTIONS	30
ANSWER FORMAT	Candidates are advised to write their answers in the spaces provided on the question paper while listening. Five minutes will be allowed at the end of the test to copy the answers onto a separate answer sheet.
MARKS	Each correct answer receives 1 mark.

Listening tasks

approximately 40 mins (including 2 minutes to check answers in the digital test, and 5 minutes to transfer your answers in the paper-based test)

The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	6	6	Multiple choice	Feeling, attitude, opinion, purpose, function, agreement, course of action, gist, detail, etc..	Three short extracts from exchanges between interacting speakers with two multiple-choice questions on each extract.
2	8	8	Sentence completion	Specific information, stated opinion.	A monologue lasting approximately 3 minutes. Candidates are required to complete the sentences with information heard on the recording.
3	6	6	Multiple choice	Attitude, opinion, agreement, gist, feeling, speaker purpose, function, detail.	A conversation between two or more speakers of approximately 4 minutes. There are six multiple-choice questions, each with four options.
4	10	10	Multiple matching	Gist, attitude and opinion, main points, speaker purpose, feeling, interpreting context.	Five short themed monologues, of approximately 30 seconds each. Each multiple-matching task requires selection of the correct options from a list of eight.
TOTAL	30	30			

C1 Advanced: Paper 3 sample task

LISTENING PART 2

Questions 7–14

You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For each question, write the correct answer in the gap. Write a word or short phrase.

TRIP TO SOUTH AFRICA

As well as his research project, Josh planned to write a for a website while he was in Africa.

Josh's group planned to check out a particular region after a that had occurred there.

Josh was surprised to see being grown in the first area they visited.

Josh describes the vehicle they travelled in as a when they went in search of specimens.

Josh uses the word to give us an idea of the shape of the leaves he found.

Josh was particularly impressed by one type of flower which was in colour.

Josh uses the word to convey his feelings about an area of vegetation he studied.

Josh really appreciated the view he got from the of his accommodation.

Part 10 of 6

Part 27 8 9 10 11 12 13 14

Part 30 of 6

Answer Key

Q	Part 2
7	Report
8	Fire
9	(Red) Tea
10	Safari Truck
11	Needle(S)
12	(Deep) Orange
13	Paradise
14	Roof



Sample test

Download a complete sample test (including audio for the Listening paper) at camengli.sh/3E4PIPh



C1 Advanced: Paper 4

SPEAKING – EXAM STRUCTURE AND TASKS

The candidate takes the test with two examiners and one other candidate, providing a test of the candidate's ability to interact with others verbally.

Students successful in this part of the exam have practical speaking skills appropriate for seminars, tutorials and collaborative group work in a university environment. They will be able to demonstrate the ability to discuss, agree (or disagree) and negotiate.

Speaking at a glance	
FORMAT	The paper contains four parts. Each part of the test focuses on a different type of interaction: between the interlocutor and each candidate, between the two candidates, and among all three.
TIMING	15 minutes
TASK TYPES	Short exchanges with the interlocutor; a 1-minute individual 'long turn', a collaborative task involving the two candidates, and a discussion.
MARKS	Candidates are assessed on their performance throughout. During the test, one examiner, the interlocutor, conducts the test and gives a global assessment of each candidate's performance. The other, the assessor, focuses solely on assessing each candidate's ability.

Speaking tasks

15 minutes (pairs) / 23 minutes (groups of three)

Part	Timing	Task type and interaction	Focus
1	2 minutes (3 minutes for groups of three).	A short conversation between the interlocutor and each candidate (spoken questions).	The focus is on general interactional and social language.
2	A 1-minute 'long turn' for each candidate, plus a 30-second response from the second candidate. The total time for Part 2 is 4 minutes (or 6 minutes for groups of three).	An individual 'long turn' for each candidate with a response from the second candidate. In turn, the candidates are given 3 photographs and asked to talk about any 2 of them.	The focus is on organising a larger unit of discourse; comparing, describing, expressing opinions and speculating.
3	4 minutes (or 6 minutes for groups of three).	A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in a discussion and a decision-making task. The conversation is divided into a discussion phase (2 minutes) and a decision phase (1 minute). Candidates are given approximately 15 seconds to initially read the task before starting to speak.	The focus is on sustaining an interaction, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.
4	5 minutes (8 minutes for groups of three).	A discussion on topics related to the collaborative task (spoken questions).	The focus is on expressing and justifying opinions, agreeing and/or disagreeing and speculating.

C1 Advanced: How Speaking is assessed

EXAMINERS AND MARKING

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge Assessment English for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

ASSESSMENT SCALES

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners: the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication

The interlocutor awards a mark for global achievement using the global achievement scale.

C1	Global achievement
5	Handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and easy to follow.
4	Performance shares features of Bands 3 and 5.
3	Handles communication on a range of familiar and unfamiliar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
2	Performance shares features of Bands 1 and 3.
1	Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
0	Performance below Band 1.

Assessment for C1 Advanced is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for C1 Advanced are extracted from the overall Speaking scales.

C1 Advanced Speaking Examiners use a more detailed version of the following assessment scales:

C1	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
5	Maintains control of a wide range of grammatical forms.	Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.	Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
4	Performance shares features of Bands 3 and 5.				
3	Shows a good degree of control of a range of simple and some complex grammatical forms.	Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
2	Performance shares features of Bands 1 and 3.				
1	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.	Uses appropriate vocabulary to give and exchange views, but only when talking about familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
0	Performance below Band 1.				

C1 Advanced: Paper 4 Sample task

SPEAKING PART 3 AND 4 - COLLABORATIVE TASK AND DISCUSSION

21 Ways of communicating

Part 3 4 minutes (6 minutes for groups of three)
Part 4 5 minutes (8 minutes for groups of three)

Part 3

Interlocutor Now, I'd like you to talk about something together for about two minutes (3 minutes for groups of three).

Here are some different ways in which people communicate and a question for you to discuss. First you have some time to look at the task.

Place Part 3 booklet, open at Task 21, in front of the candidates. Allow 15 seconds.

Now, talk to each other about the advantages and disadvantages of communicating in these different ways.

Candidates

⌚ 2 minutes
(3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute (2 minutes for groups of three) to decide which two ways of communicating are the least effective.

Candidates

⌚ 1 minute
(2 minutes for groups of three)

Interlocutor Thank you. (Can I have the booklet, please?) Retrieve Part 3 booklet.

Part 4

Interlocutor Use the following questions, in order, as appropriate:

- Do you think it's important to have good communication skills to do a job well? (Why? / Why not?)
- Some people say that because of modern technology we are losing our communication skills. What's your opinion? (Why? / Why not?)
- Do you think people can be taught good communication skills or is it something we are born with? (Why? / Why not?)
- How important do you think it is for families to find time to communicate with each other? (Why? / Why not?)
- Do you think that all children should be taught at least one foreign language at school? (Why? / Why not?)
- Do you think that it's likely that one day there will be an international 'world language' that everyone speaks? (Why? / Why not?)

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- How about you?

21

having a face-to-face meeting


giving a lecture

writing a letter

having a video conference


chatting online

What are the advantages and disadvantages of communicating in these different ways?



Sample test

Download a complete sample test (including audio for the Listening paper) at camengli.sh/3E4PIPh



Sample performance – Speaking



Filmed Speaking tests

The examiner comments below accompany a filmed Speaking test. The candidates' names are Pedro and Isabela. You can find the video of the test in our Speaking playlist on our YouTube channel: youtube.com/cambridgeenglishtv

GRAMMAR AND VOCABULARY

Pedro

Pedro maintains control of a range of grammatical forms:

- They have each other for company (part 2)
- He seems to be painting a stair that requires a lot of preparation, precision and patience (part 2)
- People with financial issues should get help from the government itself (part 3)
- You need to have a better understanding of yourself. You need to put yourself into the situation of the people you're helping because... (part 4)

despite some occasional basic errors:

- I guess getting all the experience, you know, all the [the whole / throughout the] journey (part 1)
- He didn't chose (part 2)
- You don't know nothing (part 4).

Isabela

Isabela maintains control of a range of grammatical forms throughout the test, despite some occasional mistakes:

- I've been studying English since I was little (part 1)
- The guy painting the stairs has to paint the stairs in an amount of time defined by other people (part 2)
- People who are understanding [who understand] technology might need help from family members or friends to... understand what they need to do, so they might need help on the technical side (part 3)
- ... it also might not be true because you know helping people that you

know it's might be easier (part 4)

LEXICAL RESOURCE

Pedro

Pedro uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics, although he occasionally misuses a word:

- Worth it in the end (part 1)
- Swamp... facial expressions... ink and stuff... child's play (part 2)
- A professional in the area... workmates... treat an issue (part 3)
- Anti-social... bother anyone... pretty self-confident... cycle of life (part 4)

Isabela

Isabela uses an occasionally wide range of appropriate vocabulary (particularly in part 4) to give and exchange views on familiar and unfamiliar topics.

- Robbed... extroverted... depends on (part 1)
- Have fun... stuff... swamp... time limit... kid (part 2)
- Family member... HR... quit... annoying (part 3)
- Issues... empathetic... burden... prone to... care home... asset (part 4)

DISCOURSE MANAGEMENT

Pedro

Pedro produces extended stretches of language throughout the test with ease and with very little hesitation:

- I guess to look good-looking for other people and also because of my physical health, you know, for [to] keep the medical requirements in check (part 1)

- Yeah, I think they could also use some professional help, you know, because there are professionals in technology that can help them with this stuff (part 2)
- His long response to Isabela in part 2 and throughout part 4.

His responses are always relevant, coherent and often varied. He uses a wide range of cohesive devices and discourse markers:

- I guess... you know... (part 1)
- So, yeah, I think the people that are camping here on the swamp are having the most fun out of it. (part 2)
- I think people with financial issues should... I don't know, find something to do to earn more money, like find another job or talk to friends to see if they can lend some money (part 3)
- Yeah... if... in fact... (part 4).

Isabela

Isabela produces extended stretches of language with ease and no hesitation, although she does have difficulty completing the task in part 2:

- I prefer to go by car because it's easier and faster and, you know, there's a lot of traffic. But if you take public transportation there's a risk of getting, you know, robbed (part 1)
- ... these people right here are camping and I think they're there for to have fun, you know, a vacation of sorts (part 2)
- If you need help with a subject that you don't understand... you will get help from your teacher or your friends (part 3)
- People who think they're a burden or don't want to annoy people or think they are irritating people by asking for help in some subjects, they are more prone to not asking for help (part 4)

Her contributions are consistently relevant, although there is some repetition.

Her contributions are coherent although not always varied and she uses a range of cohesive devices and discourse markers, although it is sometimes disjointed due to her frequent use of "you know":

- Like... I mean... so yeah... you know (part 1)
- So... because... when (part 2)
- If... or... but... (part 3).

- If you don't understand your own issues and how to solve them, it's going to be very difficult to give advice to other people (part 4).
- We should consider the fact that some people do not have the money to take care of elderly people that are sick or have mental disorders that might need medical attention (part 4)

DISCOURSE MANAGEMENT

Pedro

Pedro is easily intelligible throughout the test. His intonation is appropriate and used, along with sentence stress to enhance meaning. Despite a slight accent, his individual sounds are articulated clearly and easy to understand.

His word stress is consistently well-placed throughout the test:

- Perhaps... university... video games... (part 1)
- Company... business... compare... finger painting... child's play (part 2)
- Financial issues... professional... technology... environment... workmates (part 3)
- Understanding... situation... necessarily... knowledge... previous (part 4)

Isabela

Isabela is intelligible throughout. Her intonation is natural and she uses it, combined with sentence stress, to enhance meaning. Isabela's individual sounds are articulated clearly and are easy to understand.

Her word stress is accurately placed throughout the test.

- Brazilians... extroverted... situation... transportation (part 1)
- Vacation... comparison... practically (part 2)
- Understanding... technology... understand... technical... financial... environment (part 3)
- Advice... empathetic... important... quality... (part 4)

INTERACTIVE COMMUNICATION

Pedro

Pedro interacts with both Isabela and the interlocutor with ease, linking his contributions to the other speaker, although sometimes his changes of topic are quite abrupt. He widens the scope of the interaction

and negotiates towards an outcome.

Pedro develops the interaction throughout the test and widens the scope on many occasions:

- His answers in part 1 explain his point of view.
- His response to Isabela in part 2 is extended and developed.
- His contributions in parts 3 and 4 are all extended, developing both his own and Isabela's ideas and widening the scope.

Isabela

Isabela interacts with ease throughout the test, linking her contributions to those of the interlocutor and her partner:

- In part 1 she gives a lengthy explanation about why she prefers to travel by car.
- Yeah, I agree... People who are understanding technology might need help, uh, from family members or friends to, you know, get what they have to do, understand what they need to do. So, they might need help in the technical side instead of the financial side. (part 3)
- In part 4 where she gives a lengthy explanation, of why she agrees with Pedro about why people don't look to others for support.

She is able to develop interaction, widen the scope and negotiate towards an outcome. This is evident in both part 3 and part 4 where she consistently provides long developments of both her own and Pedro's ideas.

GLOBAL ACHIEVEMENT

Pedro

Pedro handles communication on the wide range of topics presented to him and initiated by Isabela, including unfamiliar and abstract ones with virtually no hesitation. He uses mostly accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and easy to follow.

Isabela

Isabela handles communication on the wide range of topics presented to her and initiated by Pedro, including unfamiliar and abstract ones with no hesitation. She uses accurate and appropriate linguistic resources with only rare mistakes that do not affect understanding to express complex ideas and concepts and

produce extended discourse that is always coherent and easy to follow, despite an intrusive but natural use of "you know".

SCORES

Pedro

Grammatical Resource: 4.5

Lexical Resource: 5

Discourse Management: 5

Pronunciation: 5

Interactive Communication: 5

Global Achievement: 5

Isabela

Grammatical Resource: 4

Lexical Resource: 4.5

Discourse Management: 4.5

Pronunciation: 5

Interactive Communication: 5

Global Achievement: 5

What can students with C1 Advanced do?

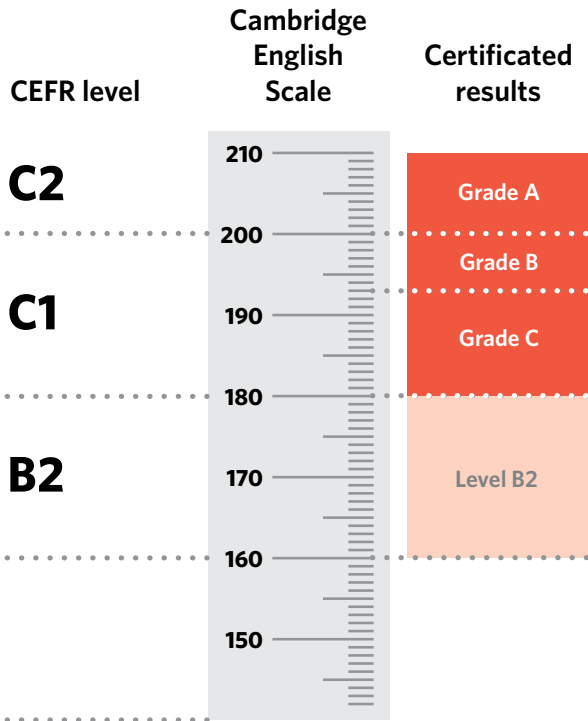
C1 Advanced is primarily targeted at CEFR Level C1: 180–199 on the Cambridge English Scale.

It also assesses language ability above and below this level.

Candidates sometimes show ability beyond Level C1. If a candidate achieves a grade A (200–210 on the scale) in their exam, they will receive the Certificate in Advanced English stating that they demonstrated ability at Level C2.

If a candidate's performance is below Level C1, but falls within Level B2 (160–179), they will receive a Cambridge English certificate stating that they demonstrated ability at Level B2.

Scores between 142 and 159 are also reported for C1 Advanced, although candidates will not receive a certificate.



Can Do statements

On the following pages you can find out more about what language skills you can expect a student to have at the different levels covered by the exam.

The Association of Language Testers in Europe (ALTE) has researched what language learners can typically do at each CEFR level. They have described each level of ability using Can Do statements, with examples taken from everyday life. Cambridge English, as one of the founding members of ALTE, uses this framework to ensure its exams reflect real-life language skills.

CEFR Level B2 (CAMBRIDGE ENGLISH SCALE 160–179)

CAN DO STATEMENTS FOR LEVEL B2 INCLUDE:

Reading

- CAN scan texts for relevant information and grasp main points of text.
- CAN follow central ideas in abstracts.
- CAN read all information related to practical arrangements for study which teachers or lecturers are likely to write.

Writing

- CAN make simple notes that are of reasonable use for essay or revision purposes, capturing the most important points.
- CAN present arguments, using a limited range of expression (vocabulary, grammatical structures).

Listening


- CAN follow a talk on a familiar topic.
- CAN check that all instructions are understood.

Speaking


- CAN ask for clarification and further information, and is likely to understand the answer.
- CAN give a clear presentation on a familiar topic.
- CAN answer predictable or factual questions.
- CAN present her/his own opinion, and justify opinions.
- CAN keep up a conversation on a fairly wide range of topics.

CEFR Level C1 (CAMBRIDGE ENGLISH SCALE 180–199)


CAN DO STATEMENTS FOR LEVEL C1 INCLUDE:

 **Reading**


- CAN read quickly enough to cope with an academic course.
- CAN scan texts for relevant information, and grasp main topic of text.
- CAN assess the relevance of most textbooks and articles within own subject area of study.

 **Writing**

- CAN write an essay which shows ability to communicate, giving few difficulties for the reader.
- CAN make useful notes from written sources, capturing abstract concepts and relationships between ideas.
- CAN select the most salient and relevant ideas and represent them clearly and briefly.

 **Listening**


- CAN follow much of what is said in a lecture, presentation or demonstration.
- CAN make decisions about what to note down and what to omit as the lecture proceeds.
- CAN follow the development of a discussion during a seminar.

 **Speaking**


- CAN ask detailed questions.
- CAN make critical remarks/express disagreement without causing offence.
- CAN follow the development of a discussion during a seminar.
- CAN reformulate questions if misunderstood.

CEFR Level C2 (CAMBRIDGE ENGLISH SCALE 200–210)


CAN DO STATEMENTS FOR LEVEL C2 INCLUDE:

 **Reading**


- CAN read quickly enough to cope with an academic course.
- CAN understand abstract concepts and argumentation.
- CAN scan texts for relevant information, and grasp main topic of text.

 **Writing**

- CAN make accurate and complete notes during the course of a seminar or tutorial.
- CAN paraphrase or summarise effectively.
- CAN write an essay that shows an ability to communicate with few difficulties for the reader. The essay shows a good organisational structure, which enables the message to be followed without much effort.
- IS UNLIKELY to make more than occasional errors of grammar, vocabulary or punctuation.

 **Listening**

- CAN follow a lecture, presentation or demonstration with good understanding.
- CAN follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion.
- CAN make appropriate inferences when links or implications are not made explicit.

 **Speaking**

- CAN give coherent explanations of a theoretical nature.
- CAN answer unpredictable questions of a factual nature.
- CAN take an active part in most kinds of seminars or tutorials.

C2 Proficiency – an overview

CEFR LEVEL C2

C2 Proficiency is the highest level exam in the Cambridge English range. It proves that a student has the language ability to:

- study demanding subjects at the highest levels, including postgraduate and PhD programmes
- negotiate and persuade effectively at senior management level in international business settings.

You can expect a student with C2 Proficiency to be able to:





- understand documents, correspondence and reports, including the finer points of complex texts
- make accurate and complete notes during the course of a lecture, seminar or tutorial
- advise on or talk about sensitive issues
- understand colloquial asides and cultural reference.

KEY FACTS

Global availability	2,800 test centres in more than 130 countries worldwide offer Cambridge English exams. To find an exam centre, visit cambridgeenglish.org/centresearch .
Exam dates	Exams can be taken throughout the year, with exam sessions for digital tests available up to 365 days a year.
Format of exam	C2 Proficiency can be taken as either a digital or paper-based exam.
Results format	Results for C2 Proficiency are given on the Cambridge English Scale. The exam reports on the scale between 162 and 230. For more information about the scale, visit cambridgeenglish.org/cambridgeenglishscale .
Results issued	5-10 working days for the digital version. 4-6 weeks from exam date for paper-based version.
Expiry of results	C2 Proficiency is an in-depth exam, rather than a 'snapshot' test, so results do not expire. Universities and colleges can choose how long to accept results.
Recognition	The exam is accepted by thousands of universities, government bodies and employers around the world. A full list can be seen at cambridgeenglish.org/recognition .

What's in the exam?

C2 Proficiency is made up of four papers to test different aspects of candidates' English skills.

Paper	Content	Shows students can ...
 Reading and use of English (1 hour 30 minutes)	7 parts/ 53 questions	understand various documents, including the finer points of complex texts. Students are also expected to show their control of grammar and use of vocabulary.
 Writing (1 hour 30 minutes)	2 parts	write on any subject with good expression and accuracy. The paper includes a compulsory essay.
 Listening (about 40 minutes)	4 parts/ 30 questions	understand a range of spoken materials, such as lectures, speeches and interviews.
 Speaking (16 minutes per pair of candidates)	3 parts	express themselves confidently and effectively in a range of situations.

The overall score is calculated by averaging the scores achieved in Reading, Writing, Listening, Speaking and Use of English. The weighting of each of the four skills and Use of English is equal.



Format

Candidates can choose to take the paper-based or a digital version of the exam.

The Speaking test is face to face and taken with two examiners and at least one other candidate. The paired format means candidates experience a more authentic exercise in communication, which gives a more reliable measure of their ability to use English.



Availability

With Cambridge English Qualifications Digital, exam sessions are available up to 365 days a year, offering flexibility and fast results for candidates.

C2 Proficiency: Paper 1

READING AND USE OF ENGLISH – EXAM STRUCTURE AND TASKS

The Reading and Use of English paper uses a variety of different tasks requiring candidates to demonstrate practical reading skills.

Students successful in this part of the exam have a level of reading skill appropriate for studying demanding subjects at university level. They have demonstrated the ability not only to identify detail in a text quickly and reliably, but also to understand its structure, cohesion and coherence.

The paper also tests students' vocabulary and ability to use grammar to manipulate language with precision.

How is the paper marked?

The Reading and Use of English paper contains a series of items which are marked as either correct or incorrect.

Cambridge English uses Rasch (1960/1980) analysis to ensure that a consistent standard is applied in the grading of objectively marked components, accounting for differences in difficulty between them. This is achieved by calibrating the difficulty of all the items in a given test onto the same scale. This calibration allows us to determine the raw marks for each test paper that represent a predetermined level of ability – the standard needed to achieve a particular grade or level.

Although one paper, marks for Reading and marks for Use of English are aggregated separately in order to produce two separate scores on the Cambridge English Scale. Parts 1, 5, 6 and 7 are Reading tasks, and Parts 2, 3 and 4 are Use of English tasks.

Reading and Use of English at a glance	
FORMAT	The paper contains seven parts. For Parts 1 to 4 , the test contains texts with accompanying grammar and/or vocabulary tasks, plus separate items with a grammar and/or vocabulary focus. For Parts 5 to 7 , the test contains a range of texts and accompanying reading comprehension tasks.
TIMING	1 hour 30 minutes
NO. OF PARTS	7
NO. OF QUESTIONS	53
MARKS	For Parts 1 to 3 , each correct answer receives 1 mark. For Part 4 , each correct answer receives up to 2 marks. For Parts 5 to 6 , each correct answer receives 2 marks. For Part 7 , each correct answer receives 1 mark.

Reading and Use of English tasks

1 hour 30 mins

The paper contains seven parts. The Reading section consists of Parts 5, 6 and 7 of the paper. The Use of English section consists of Parts 1, 2, 3 and 4.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	8	8	Multiple-choice cloze	The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.	A single text with eight gaps. Candidates must choose one word or phrase from a set of four to fill each gap.
2	8	8	Open cloze	The main focus is on awareness and control of grammar with some focus on vocabulary.	A modified cloze test consisting of a text with eight gaps. Candidates think of the word which best fits each gap.
3	8	8	Word formation	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.	A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.
4	6	12	Key word transformation	The focus is on grammar, vocabulary and collocation.	Six discrete items with a lead-in sentence and a gapped response to complete in 3–8 words including a given 'key' word.
5	6	12	Multiple choice	The focus is on the understanding of detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication and text organisation features (exemplification, reference).	A text followed by six 4-option multiple-choice questions.
6	7	14	Gapped text	The focus is on the understanding of cohesion, coherence, text structure and global meaning.	A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the sentences have been removed.
7	10	10	Multiple matching	Understanding of detail, opinion, attitude and specific information.	A text, or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
Total	53	72			

C2 Proficiency: Paper 1 sample tasks

READING AND USE OF ENGLISH PART 1 - MULTIPLE-CHOICE CLOZE

Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

There is an example at the beginning (0).

0 A dispute B argument C dissent D challenge

0	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Soap operas

It is surely beyond (0) that soap opera is the most consistently popular type of television programme in the world. It has succeeded in (1) the imagination of millions since it first (2) as a genre back in the 1930s. The word 'soap' alludes to the role originally played by detergent manufacturers, who promoted their products during commercial breaks. Soap operas have been (3) as mindless entertainment, with viewers only (4) to these programmes in order to escape from reality.

Soaps are often set in friendly, tightly-knit neighbourhoods, evoking nostalgic feelings in some viewers, since such communities may no longer exist in many areas. The subject matter of soaps also (5) great appeal for viewers since the stories (6) focus on domestic problems they may have experienced themselves.

There has been a significant shift in attitudes with many soaps now (7) moral and social issues. The characters and situations (8) are complex and ambiguous, providing much food for thought and no easy answers.

- 1

A commanding

B capturing

C carrying

D conquering
- 2

A originated

B emerged

C established

D inaugurated
- 3

A disregarded

B deplored

C disapproved

D dismissed
- 4

A resorting

B applying

C resigning

D adopting
- 5

A catches

B holds

C bears

D brings
- 6

A permanently

B uniformly

C perpetually

D invariably
- 7

A enquiring

B addressing

C commenting

D interpreting
- 8

A symbolised

B illustrated

C depicted

D represented

Answer Key

Q	Part 4
1	B
2	B
3	D
4	A
5	B
6	D
7	B
8	C

READING AND USE OF ENGLISH PART 7 - MULTIPLE MATCHING

Part 7

You are going to read an article about whether the internet is changing our lives and the way we think. For questions 44 – 53, choose from the people (A – D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person gives each of these opinions about the internet?

Reservations about the benefits of universal access to it are unfounded.

44

It excels in its ability to disseminate facts.

45

Its power to sidetrack us can be both positive and negative.

46

It assists learning by exposing people to a wider range of ideas than was previously possible.

47

Much of the material on it is not original.

48

It enables us to follow up on ideas that suddenly occur to us.

49

It is only with time and practice that we can make best use of the internet.

50

The quality of material on it is questionable.

51

It still requires people to process the written word.

52

It has reduced the need to memorise information.

53

Is the internet changing our lives?

A Sarah
The internet often tells us what we think we know, spreading misinformation and nonsense while it's at it. It can substitute surface for depth, imitation for authenticity, and its passion for recycling would surpass the most committed environmentalist. In 10 years, I've seen thinking habits change dramatically: if information is not immediately available via a Google search, people are often completely at a loss. And of course a Google search merely provides the most popular answer, not necessarily the most accurate. Nevertheless, there is no question, to my mind, that the access to raw information provided by the internet is unparalleled. We've all read that the internet sounds the death knell of reading, but people read online constantly – we just call it surfing now. What's being read is changing, often for the worse; but it is also true that the internet increasingly provides a treasure trove of rare documents and images, and as long as we have free access to it, then the internet can certainly be a force for education and wisdom.

B Geoff
Sometimes I think my ability to concentrate is being nibbled away by the internet. In those quaint days before the internet, once you made it to your desk there wasn't much to do. Now you sit down and there's a universe of possibilities – many of them obscurely relevant to the work you should be getting on with – to tempt you. To think that I can be sitting here, trying to write something about the Swedish film director Ingmar Bergman and, a moment later, on the merest whim, while I'm in Swedish mode, can be watching a clip from a Swedish documentary about the jazz musician Don Cherry – that is a miracle (albeit one with a very potent side-effect, namely that it's unlikely I'll ever have the patience to sit through an entire Bergman film again). Then there's another thing. From the age of 16, I got into the habit of compiling detailed indexes in the backs of books of poetry and drama. So if there was a quote I needed for an assignment, I would spend hours going through my books, seeking it out. Now I just google key words.

C Colin
It's curious that some of the most vociferous critics of the internet – those who predict that it will produce generations of couch potatoes – are the very sorts of people who are benefiting most from this wonderful, liberating, organic extension of the human mind. They are academics, scientists, scholars and writers, who fear that the extraordinary technology they use every day is a danger to the unsophisticated. They underestimate the capacity of the human mind to capture and capitalise on new ways of storing and transmitting information. When I was at school I learned by heart great swathes of science textbooks. What a waste of my neurons, all clogged up with knowledge and rules that I can now obtain with the click of a mouse. At its best, the internet is no threat to our minds. It is another liberating extension of them, as significant as books, the abacus or the pocket calculator.

D Ian
The evidence that the internet has a deleterious effect on the brain is zero. In fact, by looking at the way human beings gain knowledge in general, you would probably argue the opposite. The opportunity to have multiple sources of information or opinion at your fingertips, and to dip into these rather than trawl laboriously through a whole book, is highly conducive to the acquisition of knowledge. It is being argued by some that the information coming into the brain from the internet is the wrong kind of information. It's too short, it doesn't have enough depth, so there is a qualitative loss. It's an interesting point, but the only way you could argue it is to say that people are misusing the internet. It's a bit like saying to someone who's never seen a car before and has no idea what it is: "Why don't you take it for a drive and you'll find out?" If you seek information on the internet like that, there's a good chance you'll have a crash. But that's because your experience has yet to grasp what a car is.

Answer Key

Q	Part 4
44	C
45	A
46	B
47	D
48	A
49	B
50	D
51	A
52	A
53	C



Sample test

Download a complete sample test (including audio for the Listening paper) at camengli.sh/47JFkmT



Sample test

Download a complete sample test (including audio for the Listening paper) at camengli.sh/47JFkmT



C2 Proficiency: Paper 2

WRITING – EXAM STRUCTURE AND TASKS

The Writing paper requires the candidate to produce two different pieces of writing, including a compulsory academic-style essay.

Students successful in this part of the exam can write at a level appropriate to graduate or postgraduate study. They can be expected to write essays for a specific audience using the correct tone and style. They can put forward a written argument coherently, with good organisational structure, and synthesise and integrate information and opinions from different sources into a single coherent argument.

Writing at a glance	
FORMAT	The paper contains two parts
TIMING	1 hour 30 minutes
NO. OF PARTS	2
NO. OF QUESTIONS	Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of five in Part 2.
MARKS	Each question on this paper carries equal marks.

Writing tasks

1 hour 30 mins

The writing test contains two parts. Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of three in Part 2.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	1	20	Writing a compulsory essay 240–280 words	The task focus is discursive.	Candidates are required to write an essay summarising and evaluating the key ideas contained in two texts of approximately 100 words each.
2	1	20	Writing (choose one task from a choice of three) 280–320 words	The focus is on writing one of the following: an article, an informal letter, a formal letter, a report or a review.	Contextualised writing tasks, each specified in no more than 70 words.
Total	2	40			

C2 Proficiency: How Writing is assessed

ASSESSMENT SCALES

Tasks are marked using assessment scales that were developed with explicit reference to the Common European Framework of Reference (CEFR). The scales consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

- **Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.
- **Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- **Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- **Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

When being marked, the length of responses and varieties of English are taken into account:

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not, for example, switch from using a British spelling of a word to an American spelling of the same word.

- Candidates should also aim to use a range of tenses, expressions and vocabulary, even if these contain some minor mistakes. It's important for candidates to show the full range of their language ability and to be ambitious in their use of language.
- Non-impeding errors, which do not affect communication, will not necessarily be penalised. These include spelling, grammar or punctuation errors. However, errors which interfere with or cause a breakdown in communication will be treated more severely.

The subscale **Content** is common to all levels:

	Content
5	<ul style="list-style-type: none">• All content is relevant to the task.• Target reader is fully informed.
3	<ul style="list-style-type: none">• Minor irrelevances and/or omissions may be present.• Target reader is on the whole informed.
1	<ul style="list-style-type: none">• Irrelevances and misinterpretation of task may be present.• Target reader is minimally informed.
0	<ul style="list-style-type: none">• Content is totally irrelevant.• Target reader is not informed.

The remaining three subscales (Communicative Achievement, Organisation, and Language) have descriptors specific to each CEFR level. The following assessment scale, is used for marking candidate responses:

C2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.		

C2 Proficiency: Paper 2 sample task

WRITING PART 1 - COMPULSORY TASK

Question 1

You **must** answer this question. Write an essay summarising and evaluating the key points from both texts in **240–280 words**. Use your own words throughout as far as possible, and include your own ideas in your answers.

Text 1:

Shifting sands: behavioural change
Nowadays, in some cultures there may often be confusion between generations about what is acceptable behaviour in certain situations. Older people sometimes complain, for example, about the real or imagined rudeness of others, such as in the use of electronic devices in public places. However, the younger generation do not regard electronic communication as intrusive, but rather as fundamental to their way of life. Only increased mutual understanding is likely to resolve potential conflict or confusion in any society. In this case, as in all others, it pays to be aware of other people's points of view.

Text 2:

Follow my leader?
Should we always aim to do what society expects of us? No, what society needs is individuality. Worrying about what other people think inhibits enthusiasm and creativity. Nothing new is ever achieved by conforming to expected social norms. This is not only true for society's innovators: everybody needs a strong sense of their own worth as an individual. This is essential for psychological well-being and the ability to function effectively in one's personal and professional life. Paying too much attention to society's conventions can be counter-productive in these and other ways.

Write your **essay**.

Part 1

Part 2 0 of 3

C2 Proficiency Writing: Sample answers and comments

QUESTION 1 - CANDIDATE A

Behavioural Change

Our modern life often poses us a question – what is acceptable in terms of behaviour considering the fast pace at which modern society changes. Besides, the shift towards the cult of individuality has been obvious for the past years.

Nowadays, we are all aware of the fact that society is made up of different generations each of which has their own preferences and habits deeply ingrained in their consciousness. In this connection the generation gap is considered to be a perennial problem. It is a well-known fact younger generations are more technologically advanced than the previous ones, moreover the young are quicker on the uptake and more resilient to ever changing demands of our life. Despite that, I am inclined to believe that only by being tolerant to each other and accepting the right of each generation to adhere to their own set of beliefs and ideas we will be able to peacefully co-exist in society.

At last society has recognised the need for each member to be an individual. Throughout the history of humanity members of society have had to fit the mould and conform to the set of principles and beliefs accepted. For example, even 50 years ago woman's only domain was household chores. Nowadays, we are relieved to see that women are equal members of society fulfilling their potential and rising thru the ranks. Some of them even manage to achieve dizzy heights.

In conclusion, our society is moving forward by leaps and bounds, patterns of behaviour and social norms are changing as well. So, only by coming to terms with the above-mentioned we, all members of it, won't be deemed as misfits and relish our existence in the society.

Comments		
Subscale	Mark	Commentary
Content	4	All content is relevant to the task, although the final key point is not addressed. Nevertheless, the target reader would be informed.
Communicative Achievement	3	Uses the conventions of the essay with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease and fulfilling all communicative purposes as set out in the task. The register is occasionally uneven (<i>rising thru the ranks, dizzy heights</i>).
Organisation	3	The text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility (<i>In this connection, the above-mentioned, moreover, For example, Throughout the history of humanity</i>) though <i>Despite that</i> does not seem to be employed correctly.
Language	2	A wide range of vocabulary, including less common lexis, is used effectively, and sometimes with style (<i>deeply ingrained in their consciousness, perennial problem, quicker on the uptake, adhere to their own set of beliefs, fit the mould, fulfilling their potential, by leaps and bounds, social norms, coming to terms</i>). Uses a range of simple and complex grammatical forms with control and flexibility. Grammatical and lexical errors are present but do not impede communication.

QUESTION 1 - CANDIDATE B

The term 'society' describes a group of people having something in common – a birdwatchers' society shares a pastime, society in a more general rather more sociological sense shares a set of values. So, by definition, a certain degree of conformity is needed: If no-one adhered to such values (or nobody shared the pastime) there would be no society. However, conforming to social norms, meant to uphold the values, requires these to be meaningful and the meaning of norms will change just like the people making up a society will change. After all, the norms are just a reflection of the people living according to them. Consequently, adherence for adherence's sake is wrong and this is where individuality comes into play. Norms have to be critically reviewed, lest they become stifling. So indeed, conformity does not bring about progress. Yet individuality has to take into account others' individuality as well, that is to say, one's own ends where that of others begins. While this limits the degree of individuality of any single person within a society, it allows society to exist as such in the face of individuality. Just as individuality – being, being treated as and seeing oneself as an individual – is vital for a person's health, so it is for society, which should be made up of healthy individuals. Older individuals might disagree with younger ones about which values bear which weight or indeed about which values they share at all. This might be due to values having changed between the time when the older ones were raised and 'imprinted' with values and the time when that was the case for younger ones. But it might also be that the actual values (norms) haven't changed that much but are rather expressed differently. Most of the time, norms drift rather than leapfrog towards new meaning. Still, the perception is a disagreement. The rise of electronic equipment in public places illustrates this. Whereas older people might consider it unacceptable, it is normal for younger ones. Yet at the heart of the matter is not the issue whether such devices are used or not but how – sensitively and with respect for others, or not. And I think that most people would agree that sometimes they do not want to be disturbed – and that is the value that is still shared. In everyday life, such disagreement can only be resolved by communicating. Communication is a two-way process and, as such, requires understanding, awareness and respect for other people's views.

Comments		
Subscale	Mark	Commentary
Content	5	Target reader is fully informed. All content is relevant to the task.
Communicative Achievement	4	Uses the conventions of the essay to communicate complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.
Organisation	4	Text is a well-organised, coherent whole, using a wide variety of cohesive devices and organisational patterns with flexibility (<i>The term 'society' describes ..., So, by definition, However, Consequently, Yet, Whereas, Yet at the heart of the matter is not ...</i>). Clear paragraphing would have enhanced coherence further.
Language	5	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style (<i>in a ... sociological sense, individuality comes into play, critically reviewed, stifling, leapfrog towards</i>). Use of grammar is sophisticated, fully controlled and natural (<i>Just as ... so it is for, But it might also be that ...</i>). Any inaccuracies occur only as slips (<i>being, being</i>).

QUESTION 1 - CANDIDATE C

How should we behave in society? Should we follow social norms or should we use our own individual judgement to decide what is the appropriate way to conduct ourselves?

Some people find it very important to obey the rules of etiquette, to do what others consider proper. There are people – often the older generation – who get very upset when others do not follow social conventions, when they, for example, speak loudly on mobile phones in public places or lick their fingers or queue jump.

However, it should be noted that the things that irritate people will vary from one society to the next; the rules of queue behaviour, for instance, are very different in London, Moscow and Istanbul, and how it is acceptable to use a mobile phone differs considerably from one society to the next. Similarly, it is important to remember that social conventions change over time. It was once considered improper to eat on the street but now no-one pays the slightest attention to someone walking along munching a sandwich or an apple. The key to avoiding conflict, it seems, is imaginative empathy.

In general, it is counter-productive to worry too much about what the socially acceptable way to behave might be in any given situation. It can stop you thinking about what is the moral way to behave as you may become more focused on what is ‘proper’ rather than on what is right. You can also start suppressing your own important individuality and originality as you become unhealthily anxious about what others might be thinking.

The rules that do not – and should not – change are those regarding behaviour that has an effect on others. Dropping litter, for example, or pushing someone out of the way should always be condemned as inappropriate behaviour

Comments		
Subscale	Mark	Commentary
Content	5	Target reader is fully informed. All content is relevant to the task.
Communicative Achievement	5	Demonstrates complete command of the conventions of the essay. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes. Effective use of opening question to engage the reader's attention.
Organisation	5	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility (<i>Some people ... , However, Similarly, The key ... , In general</i>). Paragraph divisions clearly support the internal organisation of the argument, which integrates evaluation of key points and writer's own views subtly and fluently. Opening question clearly addressed and returned to in the conclusion.
Language	5	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style (<i>social norms, conduct ourselves, obey the rules of etiquette, imaginative empathy, unhealthily anxious, inappropriate behaviour</i>). Use of grammar is sophisticated, fully controlled and completely natural.

C2 Proficiency: Paper 3

LISTENING – EXAM STRUCTURE AND TASKS

Candidates listen to recordings of monologues or interacting speakers and answer questions testing their comprehension of what they have heard.

Students successful in this section have listening skills appropriate for participating in academic life. They will be able to follow lectures with good understanding of both the gist and specific detail of what is said, and be aware of speakers' attitudes and feelings, both explicit and implicit.

A variety of voices, styles of delivery and accents will be heard in each Listening paper to reflect the various international contexts presented in the recordings.

How is the paper marked?

The Listening paper contains a series of items which are marked as either correct or incorrect.

Cambridge English uses Rasch (1960/1980) analysis to ensure that a consistent standard is applied in the grading of objectively marked components, accounting for differences in difficulty between them. This is achieved by calibrating the difficulty of all the items in a given test onto the same scale. This calibration allows us to determine the raw marks for each test paper that represent a predetermined level of ability – the standard needed to achieve a particular grade or level.

Listening at a glance

FORMAT	The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.
TIMING	Approximately 40 minutes
NO. OF PARTS	4
NO. OF QUESTIONS	30
ANSWER FORMAT	Candidates are advised to write their answers in the spaces provided on the question paper while listening. Five minutes will be allowed at the end of the test to copy the answers onto a separate answer sheet.
MARKS	Each correct answer receives 1 mark.

Listening tasks

approximately 40 mins (including 2 minutes to check your answers in the digital test, and 5 minutes to transfer your answers in the paper-based test)

The listening test contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.

Part	Number of questions	Number of marks	Task types	Focus	format
1	6	6	Three-option multiple choice	The focus is on gist, detail, function, purpose, topic, speaker, feeling, attitude, opinion, etc.	Three short unrelated texts lasting approximately 1 minute each, consisting of either monologues or exchanges between interacting speakers. There are two multiple-choice questions per text, each with three options.
2	9	9	Sentence completion	The focus is on detail and stated opinion.	A monologue lasting 3–4 minutes.
3	5	5	Four-option multiple choice	The focus is on opinion, gist, detail, inference and agreement.	A text involving interacting speakers lasting 3–4 minutes.
4	10	10	Multiple matching	The focus is on gist, attitude, main points and interpreting context.	Five short themed monologues, of approximately 35 seconds each. There are two multiple-matching tasks. Each multiple-matching task requires selection of the five correct options from a list of eight.
Total	30	30			

C2 Proficiency: Paper 3 sample task

LISTENING PART 1 - MULTIPLE CHOICE

Questions 1–6

You will hear blank. For each question, choose the correct answer.

You hear a consultant in communication talking about business meetings.

1

What is the consultant doing when he mentions mobile phones at meetings?

☐ criticising the overuse of technology

☐ explaining how they can boost a person's image

☐ warning against making them visible

2

What advice does he give about talking at meetings?

☐ Comment on all points made.

☐ Avoid answering questions impulsively.

☐ Offer strong closing contributions.

Reset

Part 1

1 2 3 4 5 6


Part 2 0 of 9

Part 3 0 of 5

Part 4 0 of 10


Answer Key

Q	Part 2
1	C
2	B
3	B
4	B
5	C
6	B



Sample test

This example shows screenshots from the C2 Proficiency Digital exam. To access a complete sample test (including audio for the Listening paper), please scan the QR code, or go to camengli.sh/47JFkmT



C2 Proficiency: Paper 4

SPEAKING – EXAM STRUCTURE AND TASKS

The candidate takes the test with two examiners and one other candidate, providing an authentic test of the candidate's ability to interact with others verbally.

Students successful in this part of the exam can take part in tutorials, seminars and collaborative group work in an academic environment at a level approaching that of a native speaker. They can be expected to give explanations of an abstract and conceptual nature coherently and be able to manage a discussion, rebut counter-arguments and negotiate.

Speaking at a glance

FORMAT	The paper contains three parts. Each part of the test focuses on a different type of interaction: between the interlocutor and each candidate, between the two candidates, and among all three.
TIMING	16 minutes
TASK TYPES	Short exchanges with the interlocutor: a 2-minute individual 'long turn', a collaborative task involving both candidates, and a follow-up discussion.
MARKS	<p>Candidates are assessed on their performance throughout.</p> <p>During the test, one examiner, the interlocutor, conducts the test and gives a global assessment of each candidate's performance. The other, the assessor, focuses solely on assessing each candidate's ability.</p>

Speaking tasks

16 minutes (pairs) / 24 minutes (groups of three)

The Speaking test contains three parts. There are always two examiners. Candidates are usually assessed in pairs, however if there is an uneven number of candidates, candidates can be assessed in groups of three. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or setting up the tasks for candidates. The other acts as assessor and does not join in the conversation. The tasks consist of short exchanges with the examiner; a collaborative task involving both candidates; a 2-minute long turn and follow-up discussion. Candidates are assessed on their performance throughout the test.

Part	Timing	Task type and interaction	Focus
1	2 minutes	A conversation between the interlocutor and each candidate (spoken questions).	General interactional and social language.
2	4 minutes	A two-way conversation between the candidates. The candidates are given instructions with written and visual stimuli, which are used in a decision-making task.	The focus is on sustaining an interaction; exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.
3	10 minutes (2-minute long turn for each candidate and approximately 6 minutes following the long turns).	An individual long turn for each candidate followed by a discussion on topics related to the long turns. Each candidate in turn is given a written question to respond to. The interlocutor leads a discussion to explore further the topics of the long turns.	Organising a larger unit of discourse, expressing and justifying opinions, developing topics.

C2 Proficiency: How Speaking is assessed

EXAMINERS AND MARKING

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge English for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

ASSESSMENT SCALES

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners: the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

- Grammatical Resource
- Lexical Resource
- Discourse Management
- Pronunciation
- Interactive Communication

The interlocutor awards a mark for global achievement using the global achievement scale.

C2	Global achievement
5	Handles communication on all topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources with flexibility to express complex ideas and concepts and produce extended and coherent discourse.
4	Performance shares features of Bands 3 and 5.
3	Handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended and coherent discourse.
2	Performance shares features of Bands 1 and 3.
1	Handles communication on a range of familiar and unfamiliar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
0	Performance below Band 1.

Assessment for C2 Proficiency is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for C2 Proficiency are extracted from the overall Speaking scales.

C2 Proficiency Speaking Examiners use a more detailed version of the following assessment scales:

C2	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
5	Maintains control of a wide range of grammatical forms and uses them with flexibility.	Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.	Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
4	Performance shares features of Bands 3 and 5.				
3	Maintains control of a wide range of grammatical forms.	Uses a range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
2	Performance shares features of Bands 1 and 3.				
1	Shows a good degree of control of a range of simple and some complex grammatical forms.	Uses a limited range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
0	Performance below Band 1.				

C2 Proficiency: Paper 4 sample task

SPEAKING PART 1 - AN INTERVIEW

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor


Good morning / afternoon / evening. My name is and this is my colleague And your names are ? Could I have your mark sheets, please?
Thank you.
First of all, we'd like to know something about you.
Where are you from (Candidate A)? And you (Candidate B)?
[address Candidate B] Are you working or studying at the moment?
[address Candidate A] And you?
Select a further question for each candidate:

- What do you enjoy best about the place where you're living now?
- How difficult would it be for you to move away from the area you're living in now?
- What for you is the most interesting aspect of learning English?
- How much time do you spend travelling every day?
- Do you think it's easy for people to find a good job nowadays?
- In the future, do you see yourself living in your own country or somewhere abroad?

Candidates

Interlocutor Thank you.

Sample performance – Speaking



Filmed Speaking tests

The examiner comments below accompany a filmed Speaking test. The candidates' names are Laura and Alejandro. You can find the video of the test in our Speaking playlist on our YouTube channel: [youtube.com/cambridgeenglishtv](https://www.youtube.com/c/cambridgeenglishtv)

GRAMMATICAL RESOURCE

Laura

Laura shows a control of a range of grammatical forms:

- I would say that we have lots of green areas where you can see lots of families or just people walking their dogs (part 1)
- It's a great opportunity to know another culture you are not keen on or familiar with and you know other things that are in the world (part 2)
- I truly think that professional sportsmen and women that are training for something special need a little bit of support from the trainers (part 3)

However, she does not maintain control across all grammar and vocabulary. There are inaccuracies and some awkward expressions:

- That kind of places that are just don't usual here; a good opportunity to go tourist there... and make more awareness about... (part 2)
- The people that don't seek for recognition is just happy with what they have; a key point on their train; not get in famous to do something bad; people seek for recognition (part 3)
- it is world wide known (part 4)

Alejandro

Alejandro maintains control of some grammar and vocabulary:

- Because when you are jaded from school or from work, I think that is very good to visit these places that have great facilities to relax (part 2)
- I think for them it's quite important because if not it would be a great breakdown for them

that could destroy their emotions (part 2)

- it represents what you don't have to do when you're in nature because throwing litter into the floor is not very good ... (part 2)

However, Alejandro often makes basic errors and has difficulty with complex forms:

- I have getting good results, and that can prove my well organisation (part 1)
- ...have developed myself a very big (part 1)
- There is a place very crowded (part 2)
- It would aware people what not to do when you're in this kind of spaces (part 2)
- That as well helps (part 3)
- It would be well if they got paid a lot more.

LEXICAL RESOURCE


Laura

Laura uses a range of appropriate vocabulary to handle abstract and unfamiliar topics:

- Outskirts ... area ... (part 1)
- once in a blue moon ... opportunity ... socialise ... representative ... (part 2)
- key point ... self-esteem ... trick question ... discover a vaccine ... earn recognition (part 3)


but with some inaccuracies and inappropriate expressions:

- extrovert ... make awareness ... forgive ... hustle and bustle places ... literacy ... ensure people (part 2)
- unnerving situation ... high voices ... infamous (part 3).



Sample test

To access a complete sample test for C2 Proficiency, please scan the QR code, or go to camengli.sh/47JFkmT



Alejandro

He shows some evidence of a range of vocabulary and expressions. To give and exchange views on both familiar and unfamiliar topics:

- Disconnect ... jaded ... facilities ... struggle ... destroy their emotions ... (part 2)
- Incredibly high ... pitch ... struggle ... Loads of ... mastering ... carry on ... (part 2)

but sometimes uses vocabulary inaccurately:

- Aware people ... Breakdown ... masterise ... it's very grateful for them to see ... shores ... niggling ... a television and that kind of things (part 2)

He sometimes resorts to approximation: 'and that kind of stuff', which can indicate a lack of range.

DISCOURSE MANAGEMENT

Laura

She produces extended stretches of language with very little hesitation, producing utterances linked by relative clauses, cohesive devices and discourse markers, although she tends to lose coherence in longer turns (e.g. in part 3).

Her contributions are relevant and, despite some repetition, are mostly coherent, although she struggles to maintain coherence in more extended turns in parts 3 and 4, in particular:

- I think that people seek for recognition in order to get famous or if they are a little bit more sociable with people and like to be like the centrist part of the central group ... (part 4)

Laura uses a range of cohesive devices, including pronouns and relative clauses:

- Sportsmen and women that are going to play in a special championship or something related to that (part 3)
- Like ... or ... and ... (part 1)
- Also ... it seems like ... well ... then ... for example ... (part 3)
- In order to ... if ... something like that ... or ... but ... however ... (part 4)

Alejandro

Throughout the test, Alejandro produces extended language with very little hesitation, although there is some repetition of words while searching for the right thing to say, especially when developing longer turns.

His contributions are relevant, with generally good organisation of some quite abstract ideas:

- ...this type of tourism can damage the animals maybe or the background of the nature and it may be dangerous for the animals to. Yeah, to see people or they can attack them (part 2)
- I think that it's always good to learn other cultures because they are different from yours and it's very valuable to know how their people interact with them and that kind of stuff (part 2)

Alejandro uses a range of cohesive devices and some discourse markers. He also makes use of pronouns and forward and backward referencing.

- As well ... this is my last year ... well, I think that ... because ... and (part 1)
- This type of tourism ... or ... you know ... obviously ... because ... where ... when ... for example ... thanks to ... so ... if (part 2)
- In terms of ... (part 4)

However, there is some awkward linking, and some phrases lack clarity:

- Well, I think that I'm very good at it because I have getting good results and that can prove my well organisation and I think that I've done it very well throughout these years. (part 1)
- ...an exotic experience to do in a life, and I think that it's very truly that represents the life in that area and ... (part 2)
- For example in football there are many players that that their wages are incredibly high and that's thanks to all the sponsors that are with them, the companies that are behind for this, for the show that they perform in, in the, in the, in the beach (part 2)
- the people that usually like getting their respect of the people recognised (part 3)
- the other people that keeps to them in their job' (part 3)

PRONUNCIATION

Laura

Laura is almost always intelligible, although it is occasionally hard to follow a word or two when she speaks fast, as she does occasionally, running words into each other, thus giving her an uneven speed of delivery, sentence stress and intonation and making longer stretches harder to follow.

Intonation is generally appropriate, but with little variation and often uneven, produced in short bursts that can be hard to follow:

- To move into the hustle and bustle of places ... and socialise with people that you don't know (part 2)
- Other things that are in the world (part 2)

Word stress is almost always accurately placed, but with little variation in sentence stress:

- Opportunity, awareness, socialise familiar representative educated (part 2)

with occasional lapses:

- Photograph (part 1) ... Extrovert ... safari (part 2) ... Unnerving (part 3)

Individual sounds are almost always articulated clearly, despite occasional lapses:

- "d" for "th": dat, dey're "b" for "v": sabbanah, bisiting, some intrusive "e": Efrica, especial; some long "ee" sounds

but these instances are rare.

Alejandro

Alejandro is intelligible and intonation and sentence stress are generally appropriate, but not used to enhance meaning.

Word stress is almost always accurate:

- Exotic ... experience ... represents ... disconnect ... damage ... dangerous ... impressive ... environment ... nowadays ... struggle ... superiors ... (part 2)
- Medical ... vaccine ... method ... respect (part 3)
- Insecure ... ability ... enterprise ... illnesses (part 4)

With a few inaccurate patterns:

- Tourism ... recognise ... techniques (part 2)
- Appreciate ... introverted (part 4)

Despite a notable, though not pronounced, Spanish accent, Alejandro's individual

sounds are almost always articulated clearly, with only occasional lapses:

- Bery/very ... haf/have ... posstive/positive ... jung/young ... very portant' (important)

Pronunciation very occasionally interferes with meaning:

- Beach'/pitch ... jure'/your ... masterise (master)

INTERACTIVE COMMUNICATION

Laura

Laura does link contributions to those of her partner, though she rarely attempts to widen the interaction, tending to develop her own turns and rarely developing what Alejandro says. She does also overlap Alejandro's turns quite naturally:

- Yeah, to move into the hustle and bustle places and meet new people and socialise with persons that you don't know exactly (part 2)
- Yeah, but I would like to add that maybe the people that don't seek for recognition is just happy with what they have and they don't need something else to say "OK" ... (part 3).
- They're affecting their real environment that they forgive them (part 2)

Her responses are mostly short and coherence isn't always maintained when they're a little longer:

- Yeah, I agree with you and also it seems like to be there for me your typical ones that you go with your family ... (part 2)

Alejandro

Alejandro interacts with his partner with ease, picking up on what she says:

- I come from Madrid as well (part 1)
- Yeah, I agree with you, it's an exotic experience to do in life (part 2)

And sometimes developing it:

- Yeah, I agree with you about up to one point because and this type of tourism can damage the animals maybe or or or the background of the of the nature and it may be be dangerous for the animals to (part 2)
- Well, yes, I sent our certainly do because for example in football there are many players that that their wages are

- incredibly high and that's thanks to all the sponsors that are with them (part 3)
- Yeah, I completely agree with Laura because as she pointed out you can be famous for something that good that you have done (part 3)
 - He adds to and develops his partner's ideas to an extent, but doesn't really negotiate an outcome, tending just to agree with what Laura says.

GLOBAL ACHIEVEMENT

Laura
Laura handles communication on a range of topics, including unfamiliar and abstract ones, with very little hesitation. She produces extended discourse which is mainly coherent, but sometimes lacks control and accuracy, especially in longer turns.

Alejandro
Alejandro handles communication on a range of topics, including unfamiliar and abstract ones, with very little hesitation. He produces

SCORES	
Laura	
Grammatical Resource:	2.5
Lexical Resource:	2.5
Discourse Management:	3
Pronunciation:	2.5
Interactive Communication:	3
Global Achievement:	3
Alejandro	
Grammatical Resource:	2.5
Lexical Resource:	2.5
Discourse Management:	2.5
Pronunciation:	2.5
Interactive Communication:	2.5
Global Achievement:	3

What can students with **C2 Proficiency** do?

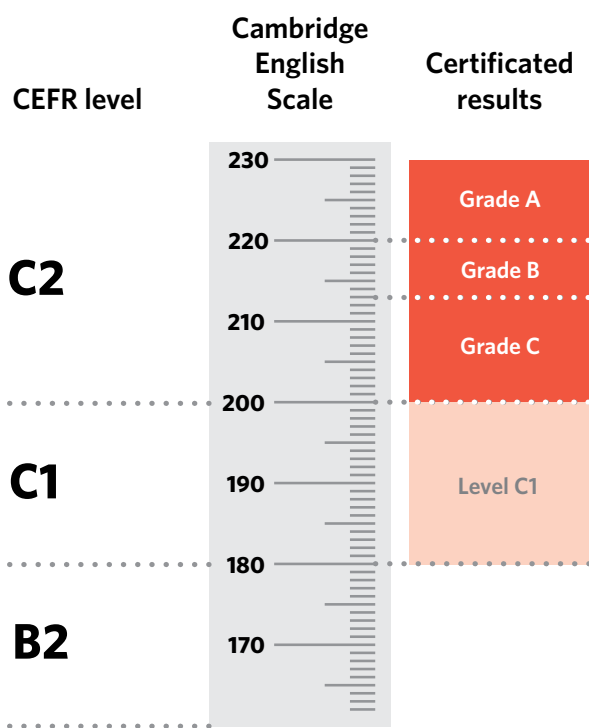
C2 Proficiency is primarily targeted at CEFR Level C2: 200+ on the Cambridge English Scale.

It also assesses language ability at the level below.

If a candidate achieves grade A, B or C in their exam, they will be awarded the Certificate of Proficiency in English at Level C2.

If a candidate's performance is below Level C2, but falls within Level C1 (180–199), they will receive a Cambridge English certificate stating that they demonstrated ability at Level C1.

Scores between 162 and 179 are also reported for C2 Proficiency, although candidates will not receive a certificate.




Can Do statements

On the following pages you can find out more about what language skills you can expect a student to have at the different levels covered by the exam.


The Association of Language Testers in Europe (ALTE) has researched what language learners can typically do at each CEFR level. They have described each level of ability using Can Do statements, with examples taken from everyday life. Cambridge English, as one of the founding members of ALTE, uses this framework to ensure its exams reflect real-life language skills.

CEFR Level C1 (CAMBRIDGE ENGLISH SCALE 180–199)


CAN DO STATEMENTS FOR LEVEL C1 INCLUDE:

 **Reading**


- CAN read quickly enough to cope with an academic course.
- CAN scan texts for relevant information, and grasp main topic of text.
- CAN assess the relevance of most textbooks and articles within own subject area of study.

 **Writing**

- CAN write an essay which shows ability to communicate, giving few difficulties for the reader.
- CAN make useful notes from written sources, capturing abstract concepts and relationships between ideas.
- CAN select the most salient and relevant ideas and represent them clearly and briefly.

 **Listening**


- CAN follow much of what is said in a lecture, presentation or demonstration.
- CAN make decisions about what to note down and what to omit as the lecture proceeds.
- CAN follow the development of a discussion during a seminar.

 **Speaking**


- CAN ask detailed questions.
- CAN make critical remarks/express disagreement without causing offence.
- CAN follow the development of a discussion during a seminar.
- CAN reformulate questions if misunderstood.

CEFR Level C2 (CAMBRIDGE ENGLISH SCALE 200–210)


CAN DO STATEMENTS FOR LEVEL C2 INCLUDE:

 **Reading**


- CAN read quickly enough to cope with an academic course.
- CAN understand abstract concepts and argumentation.
- CAN scan texts for relevant information, and grasp main topic of text.

 **Writing**

- CAN make accurate and complete notes during the course of a seminar or tutorial.
- CAN paraphrase or summarise effectively.
- CAN write an essay that shows an ability to communicate with few difficulties for the reader. The essay shows a good organisational structure, which enables the message to be followed without much effort.
- IS UNLIKELY to make more than occasional errors of grammar, vocabulary or punctuation.

 **Listening**

- CAN follow a lecture, presentation or demonstration with good understanding.
- CAN follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion.
- CAN make appropriate inferences when links or implications are not made explicit.

 **Speaking**

- CAN give coherent explanations of a theoretical nature.
- CAN answer unpredictable questions of a factual nature.
- CAN take an active part in most kinds of seminars or tutorials.

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