

Cambridge English

Understanding results guide

www.cambridgeenglish.org



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Using results from Cambridge English exams for your admissions requirements

This guide is designed to help you find out:

- which Cambridge English exams are **most suitable for your admission 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

Cambridge English Language Assessment is part of the University of Cambridge.

We develop and produce the most valuable range of qualifications for learners and teachers of English in the world.

Over 4 million people take Cambridge English exams each year in more than 130 countries.

Around the world over 15,000 universities, businesses, institutions, governments and organisations accept our certificates, including some of the world's leading universities and colleges. Here's a selection:



UK



US



US



Australia



Australia



Australia



Canada



Hong Kong



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



"The University of Idaho stands behind the strict standards and integrity that Cambridge English administers in their exams, and understands that Cambridge English: Advanced (CAE) 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

Cambridge English exams for higher education

Cambridge English offers a range of level-based English language exams.

Our exams are aligned to the Common European Framework of Reference for Languages, or CEFR* – the international standard for describing language ability, and each is targeted at a different level.

We recommend the following exams for successful study in English:

CEFR
C2

Postgraduate

Cambridge English: Proficiency

- Our highest level exam, indicating a level of English ability approaching that of a sophisticated native speaker.
- Targeted at **Level C2** of the CEFR.

See more about this exam on page 64

CEFR
C1

Undergraduate & postgraduate

Cambridge English: Advanced

- Gives students the English skills needed for academic success.
- Targeted at **Level C1** of the CEFR.

See more about this exam on page 38

CEFR
B2

Foundation/pre-sessional

Cambridge English: First

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

See more about this exam on page 12

* Further information about the Common European Framework of Reference for Languages (CEFR) can be found on our website at: www.cambridgeenglish.org/cefr

Why use our exams?

Cambridge English: First, Advanced and Proficiency are designed for use by further and higher education institutions for a variety of purposes.

For admissions 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. Our exams are in-depth assessments, and preparing for them helps students to improve their English. They provide a reliable indicator of language ability, reducing the risk that students' English does not match expectations. Cambridge English exams test all four language skills – Reading, Writing, Listening and Speaking – as well as covering use of grammar and vocabulary.

Rely on secure and trusted exams

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. Test-day photographs are taken of all candidates. These can be viewed, along with candidate results, on our free online Results Verification Service website.

Specify one score across our exams

From 2015, the Cambridge English Scale will be used for reporting results across Cambridge English exams. It will make it easy for you to set your entrance requirements and give you more precise information about each skill.

Attract more high-quality applicants to your institution

Accept Cambridge English exams as part of your admissions criteria and you will be able to select from hundreds of thousands of students from around the world.

Accepted for visa applications

Cambridge English exams are accepted for student visa applications in countries including Australia, the UK and Ireland. Choosing our exams for your admissions requirements often means that students need only take one English language test.

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 further 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.

Placing your students in an appropriate English class

The *Cambridge English Placement Test* is a fast, accurate and cost-effective way to help you:

- find out what level of English your students already have
- decide which language class is the most appropriate for them
- make informed decisions about which Cambridge English exam they should aim for.



The *Cambridge English Placement Test* is on demand, adaptive and takes just 30 minutes. Find out more at www.cambridgeenglish.org/placement

How are the exam results reported?

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

From January 2015, results for *Cambridge English: First, Advanced and Proficiency* will be reported on the Cambridge English Scale.

The Cambridge English Scale covers a wide range of language ability and is aligned to the six levels of the Common European Framework of Reference for Languages - 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.

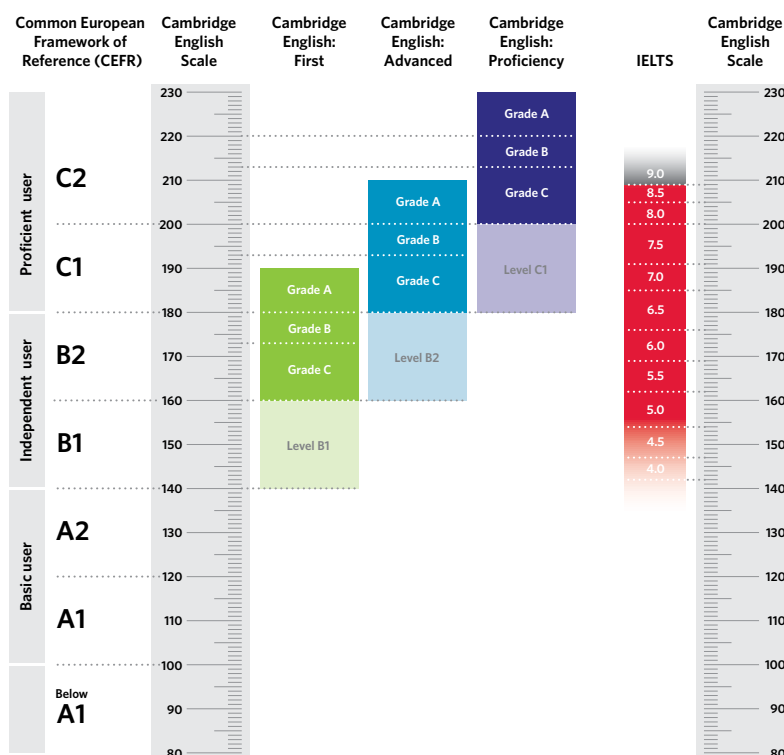
Because the results for all our exams are reported using the same scale, it makes it easier to:

- **understand** candidates' results
- **compare** Cambridge English exams
- **describe** the level of language skills needed for **your admissions requirements**.

The Cambridge English Scale 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.

Scores on the Cambridge English Scale will replace the **standardised score** and **candidate profile**, reported in pre-2015 results, but candidates will continue to receive a CEFR level and grade. To see more about how exam results were reported before January 2015, go to page 11.



For more information about the Cambridge English Scale visit www.cambridgeenglish.org/scale-institutions

What do the 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 gives you 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.

You can view a candidate's Statement of Results – along with a test-day photo – on our secure online Results Verification Service website, which is freely accessible to all accepting institutions.


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.



CAMBRIDGE ENGLISH
Language Assessment
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Reference No.
15BGB9615003
To be quoted on all Correspondence

Certificate in Advanced English

Statement of Results

Candidate name
An Example

Place of entry
Cambridge

Session
November (CAE1) 2015

Result	Overall Score	CEFR Level
Pass at Grade B	195 1	C1

CEFR Level	Cambridge English Scale	Certificated Results	Reading	Use of English	Writing	Listening	Speaking
C2	210	Grade A	203		195 2		
C1	190	Grade B		186		194	196
B2	170	Grade C					
	150	Level B2					

The Certificate in Advanced English (CAE) is an examination targeted at Level C1 in the Council of Europe's Common European Framework of Reference.

Candidates achieving Grade A (between 200 and 210 on the Cambridge English Scale) receive the Certificate in Advanced English stating that they have demonstrated ability at Level C2. Candidates achieving Grade B or Grade C (between 180 and 199 on the Cambridge English Scale) receive the Certificate in Advanced English at Level C1.

Candidates whose performance is below Level C1, but falls within Level B2 (between 160 and 179 on the Cambridge English Scale), receive a Cambridge English certificate stating that they have demonstrated ability at Level B2.

Cambridge English examination results can be quickly and securely verified online at: www.cambridgeenglish.org/verifiers

Results	Score
Pass at Grade A	200 – 210
Pass at Grade B	193 – 199
Pass at Grade C	180 – 192
Level B2	160 – 179

Candidates taking the Certificate in Advanced English scoring between 142 and 159 on the Cambridge English Scale do not receive a result, CEFR level or certificate.

Cambridge English Scale scores below 142 are not reported for the Certificate in Advanced English.

Other

X - the candidate was absent from part of the examination

Z - the candidate was absent from all parts of the examination


Pending - a result cannot be issued at present, but will follow in due course

Withheld - the candidate should contact their centre for information

Exempt - the candidate was not required to sit this part of the examination

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.



Certificate

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

Verifying results

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

Step 1 - Register to use the Results Verification Service

Go to www.cambridgeenglish.org/verifiers and create your free account - it only takes 2 minutes.

Step 2 - Ask the student for their details

Make sure that you have the candidate's **ID number** and **Secret number**. These are listed on their Confirmation of Entry.

If you don't have a candidate's details at the moment, you can practise with this example:

Candidate ID: NGG004291
Secret number: 5362

Step 3 - Log in to the Results Verification Service

To start verifying results, log in to www.cambridgeenglish.org/verifiers using your email address and the password you created earlier.

Step 4 - Verify the result

You can now see information about where and when the candidate took the test and what score they achieved.

You will also see the photo taken on the day of the test and be able to download a PDF of the student's Statement of Results and print if required.

Setting your requirements

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

1 What level of English do you need and in which exam(s)?

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. You can find the details about what each of our exams covers later in this document.

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

Foundation/pre-sessional
Cambridge English: First

- Targeted at CEFR Level B2
- Reports on the Cambridge English Scale between 122 and 190

Undergraduate & postgraduate
Cambridge English: Advanced

- Targeted at CEFR Level C1
- Reports on the Cambridge English Scale between 142 and 210

Postgraduate
Cambridge English: 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 to 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 www.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 scores
C2	200+
C1	180-199
B2	160-179
B1	140-159

Example requirement for an undergraduate course:

Cambridge English: Advanced
Overall Cambridge English Scale score of 180. No less than 175 in each skill and Use of English.



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

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 opposite 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 *Cambridge English: First, Advanced and Proficiency* scores, reported on the Cambridge English Scale.

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

IELTS band score	Cambridge English Scale scores
9.0	209+
8.5	205-208
8.0	200-204
7.5	191-199
7.0	185-190
6.5	176-184
6.0	169-175
5.5	162-168
5.0	154-161
4.5	147-153
4.0	142-146

* *IELTS* is jointly owned by British Council, IDP: *IELTS* Australia and Cambridge English Language Assessment

How to officially accept Cambridge English exams

You can start officially accepting our exams in just three simple steps:

Step 1

Go to www.cambridgeenglish.org/institutions-accept and fill in the form. You can use it to ask for further information too.

Step 2

Amend your website, course literature and offer letter to state which Cambridge English exams and which scores are accepted by your institution – and for which courses.

Step 3

Sign up for our free, secure online **Results Verification Service** to instantly verify applicants' exam results and view their test-day photo. To register, go to www.cambridgeenglish.org/verifiers

Find out more

To find out more about how you can use our exams to benefit your institution, email our Recognition team at recognition@cambridgeenglish.org – we will be delighted to provide more information or organise a meeting.

Already accept our exams?

Make sure you let us know so we can keep you up to date on developments and include you in our Global Online Recognition Database so candidates know they can apply to your institution.

Exams taken before 2015

In January 2015, *Cambridge English: First* and *Cambridge English: 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 *Cambridge English: 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 which 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

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 www.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

Session
November
(CAE1) 2013

<small>Reference No. 13BGB9615003</small>	<small>Candidate Name AN EXAMPLE</small>
<small>To be quoted on all correspondence</small>	<small>Place of Entry CAMBRIDGE</small>

Qualification CERTIFICATE IN ADVANCED ENGLISH	Score 60/100	Result PASS AT GRADE C
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Candidate Profile

Exceptional	Writing
Good	Reading
Borderline	Use of English Listening Speaking
Weak	

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.

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CAMBRIDGE ENGLISH
Language Assessment
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21/11/2013

Pre-2015 Statement of Results for Cambridge English: Advanced

Cambridge English: First – an overview

CEFR level: B2

Cambridge English: 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 a *Cambridge English: First* qualification 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	2,800 test centres in more than 130 countries worldwide offer Cambridge English exams. To find an exam centre visit: www.cambridgeenglish.org/centresearch
Exam dates	Exam dates available at least once a month. For a list of dates visit: www.cambridgeenglish.org/first-dates
Format of exam	Available as both a computer-based and a paper-based exam.
Accepted for student visa applications	Accepted by: <ul style="list-style-type: none"> • UK Home Office • Irish Naturalisation and Immigration Service (INIS).
Results format	Results are given on the Cambridge English Scale. The exam reports on the scale between 122 and 190.
Results issued	Two weeks from exam date for computer-based version. Four weeks from exam date for paper-based version.
Expiry of results	<i>Cambridge English: First</i> 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 www.cambridgeenglish.org/recognition

What does the exam cover?

The exam has four papers which test the full range of candidates' English skills, using tasks reflecting situations found in everyday life or study:

Paper	Content	Marks %
 Reading and Use of English (1 hour 15 minutes)	7 parts/52 questions	40%
 Writing (1 hour 20 minutes)	2 parts	20%
 Listening (about 40 minutes)	4 parts/30 questions	20%
 Speaking (14 minutes per pair of candidates)	4 parts	20%



Face-to-face Speaking test

Candidates take their test with two examiners and one other candidate. This gives them the opportunity to show they can:

- use their spoken language skills effectively in a range of contexts
- exchange information, express and justify their opinions, and agree or disagree with one another.

The paired format provides a more **interactive exercise in communication** and can be relied on as an accurate measure of a student's ability to use English for the kinds of interaction required for study, such as seminars and group work.



Sample test

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/first-sample-papers (27Mb)

Paper 1: Reading and Use of English – exam structure and tasks

General description

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 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.

Reading and Use of English: at a glance

FORMAT	The paper contains seven parts. For Parts 1 to 3 , the test contains texts with accompanying grammar and/or vocabulary tasks. Part 4 consists of separate items with a grammar and vocabulary focus. For Parts 5 to 7 , the test contains a range of texts and accompanying reading comprehension tasks.
TIMING	1 hour 15 minutes
NO. OF PARTS	7
NO. OF QUESTIONS	52
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.

Structure and tasks

PART 1

TASK TYPE	Multiple-choice cloze
FOCUS	Candidates are tested on their understanding and use of contextualised vocabulary, including idioms, phrasal verbs and collocations, within a short reading passage.
FORMAT	A modified cloze test containing eight gaps. There are 4-option multiple-choice items for each gap.

PART 2

TASK TYPE	Open cloze
FOCUS	This section focuses on candidates' awareness and control of grammar and language structure, with some focus on vocabulary.
FORMAT	A modified cloze test containing eight gaps.

PART 3

TASK TYPE	Word formation
FOCUS	Candidates are tested on their vocabulary, in particular how prefixes and suffixes, internal changes and compounds are used for word formation.
FORMAT	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.

PART 4

TASK TYPE	Key word transformation
FOCUS	This requires candidates to show they can use both lexis and grammar to express information in different ways, displaying flexibility in use of language.

FORMAT	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.
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PART 5

TASK TYPE	Multiple choice
FOCUS	Candidates must show detailed understanding of a text, including identifying opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication etc.

FORMAT	A text followed by six multiple-choice questions.
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PART 6

TASK TYPE	Gapped text
FOCUS	Candidates must be able to demonstrate their understanding of the development of ideas, opinions and events in the text as a whole.

FORMAT	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.
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PART 7

TASK TYPE	Multiple matching
FOCUS	This section tests candidates' ability to understand detail, opinion and specific information and identify them in a text.

FORMAT	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
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Sample tasks – Reading and Use of English

Part 3 – Word formation task

Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 C O M M O N L Y

An incredible vegetable

Garlic, a member of the Liliaceae family which also includes onions, is (0) 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 (22)

The only (23) to this truly amazing food is that the strong and rather (24) smell of garlic is not the most pleasant!

COMMON

PRODUCT

ILL

EFFECT

SCIENCE

ADD

PRESS

ADVANTAGE

SPICE

Answer key

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



Sample papers

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/first-sample-papers (27Mb)

Part 6 - Gapped text

Part 6

You are going to read a newspaper article in which a former ballet dancer talks about the physical demands of the job. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

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.

- A** 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.
- B** The ballet shoe offers some support, but the real strength is in the muscles, built up through training.
- C** As technology takes away activity from the lives of many, perhaps the ballet dancer's physicality is ever more difficult for most people to imagine.
- D** Ballet technique is certainly extreme but it is not, in itself, dangerous.

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 1820, 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 unrolls 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. **41** In the same way, all those years of classes add up to a fit-for-purpose dancing machine. This level of physical fluency doesn't hurt; it feels good.

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.

- E** The principle is identical in the gym – pushing yourself to the limit, but not beyond, will eventually bring the desired result.
- F** No one avoids this: it is ballet's great democratiser, the well established members of the company working alongside the newest recruits.
- G** It takes at least a decade of high-quality, regular practice to become an expert in any physical discipline.

Answer key

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



Sample papers

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/first-sample-papers (27Mb)

Paper 2: Writing – exam structure and tasks

General description

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.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	Writing an essay. Candidates must produce a piece of writing agreeing or disagreeing with a statement, while providing information, expressing opinions, giving reasons, comparing and contrasting ideas and drawing a conclusion.
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FORMAT	Candidates are required to write 140-190 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.
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PART 2

TASK TYPE AND FOCUS	Candidates have to demonstrate they can use appropriate writing skills to complete an article, informal email or letter, a formal email or letter, a report, or a review.
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FORMAT	A situationally based writing task, specified in no more than 70 words. Candidates are required to write between 140 and 190 words.
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How Writing is assessed

Examiners and marking

Writing examiners undergo a rigorous process of training and certification before they are allowed to mark. Once accepted, they are supervised by Team Leaders who are in turn led by a Principal Examiner, who guides and monitors the marking process.

Writing examiners mark candidate responses in a secure online marking environment. The software randomly allocates candidate responses to ensure that individual examiners do not receive a concentration of good or weak responses, or of any one language group.

The software also allows for examiners' marking to be monitored for quality and consistency. During the marking period, the Principal Examiner and Team Leaders are able to view their team's progress and to offer support and advice, as required.

Assessment scales

Examiners mark tasks using assessment scales developed with explicit reference to the CEFR.

The assessment scales, which are used across the spectrum of the Cambridge English General and Business English Writing tests, consist of four subscales:

- **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:

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	<i>Performance shares features of Bands 3 and 5.</i>			
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	<i>Performance shares features of Bands 1 and 3.</i>			
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.	<i>Performance below Band 1.</i>		

When marking the tasks, examiners take into account length of responses and varieties of English:

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.

Sample task - Writing

Part 1 - Compulsory essay

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 papers

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/first-sample-papers (27Mb)

Sample performance – Writing

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.

Example of a candidate who scored 156 (CEFR Level B1)

Examiner commentary

Content

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 (*nowadays, the appearance of the person is more important than the person itself*) and also cost (*The clothes' price is extremely high*).

The candidate also expresses their own idea, suggesting that the fashion industry has a lot of influence on people (*say to the society what to wear*).

The candidate concludes the essay with an opinion, which sums up the main points made.

Communicative Achievement

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 (*In today's world; Some people claim; Furthermore; In my opinion*). 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

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

There is a range of everyday, topic-specific vocabulary, which is used appropriately (*creates new types of clothes; Some people claim; extremely high; is more important than*).

Simple grammatical forms are used with a good degree of control, although the use of verbs in the 3rd 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 (*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*).

Errors are noticeable but meaning can still be determined.

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 accessory 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.

Example of a candidate who scored 170 (CEFR Level B2)

Examiner commentary

Content

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 (*this industry design beautiful clothes and thanks to that ...*) and that we shouldn't judge people for its appearance.

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 (*the fashion industry in some people opinion, controls the market of clothes*).

Communicative Achievement

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 (*in order to; According to them; the industry can increase*) to introduce the ideas, and to hold the target reader's attention.

Organisation

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 (*many people who; According to them, this industry; thanks to that; On the other hand; In addition; In my opinion*).

Language

A range of everyday, topic-specific vocabulary is used appropriately (*to satisfy some people needs; good for society; controls the market; forcing people*) but some errors do occur with less common lexis and expressions (*on today's fashion*).

A range of simple and some complex grammatical forms is used with a good degree of control (*can increase the price of clothes, forcing people who don't want to be*).

There are some repeated errors with prepositions and 3rd person verbs, but these do not impede communication.

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, if put into a good use, it can save lives.

Example of a candidate who scored 190 (CEFR Level C1)

Examiner commentary

Content

All content is relevant to the task and the target reader is fully informed.

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.

The essay then discusses the negative aspect of the fashion industry in relation to appearance (*the fashion industry is seen as one which segregates people; people place too much importance on appearance*).

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.

Communicative Achievement

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.

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 the wider society (*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*).

Organisation

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 (*In this context; It hires; such profitable business is also believed; Nevertheless, for those who; sadly true; such situation; not only are*).

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.

Language

There is a range of vocabulary, including less common lexis, which is used appropriately in most cases (*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*).

A range of simple and complex grammatical forms is used with control and flexibility to express more complex ideas.

Although there are some errors, these mainly occur when more ambitious language is attempted and do not impede communication.

Paper 3: Listening – exam structure and tasks

General description

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 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.

Structure and tasks

PART 1

TASK TYPE	Multiple choice
FOCUS	The candidate has to show they understand both the gist and detail of what they have heard and can identify the speaker's feeling, attitude, topic, opinion, purpose, etc.
FORMAT	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.

PART 2

TASK TYPE	Sentence completion
FOCUS	The candidate must show they can listen and understand detail, identifying specific information, and provide short written answers.
FORMAT	Listening to a monologue lasting 3–4 minutes.

PART 3

TASK TYPE	Multiple matching
FOCUS	Candidates must answer questions that show they have understood gist, general details and attitudes.
FORMAT	Listening to five short, related monologues of approximately 30 seconds each.

PART 4

TASK TYPE	Multiple choice
FOCUS	The candidate's answers should show that they are able to identify opinions and attitudes along with gist and specific information.
FORMAT	Candidates listen to an interview or exchange between two speakers lasting 3–4 minutes. There are seven 3-option multiple-choice questions.

Sample task - Listening

Part 2 - Sentence completion

The audio for this sample test can be downloaded from www.cambridgeenglish.org/first-sample-papers (27Mb)

Part 2

You will hear a woman called Angela Thomas, who works for a wildlife organisation, talking about the spectacled bear.

For questions 9 – 18, complete the sentences with a word or short phrase.

Spectacled Bears



Angela says that it was the (9) of the spectacled bear that first interested her.

Angela mentions that the bear's markings can be found on its (10) as well as its eyes and cheeks.

Angela is pleased by evidence that spectacled bears have been seen in (11) areas of Argentina.

Angela says the bears usually live in (12) , though they can also be found in other places.

Spectacled bears behave differently from other types of bear during (13) , which Angela finds surprising.

Angela is upset that (14) are the biggest danger to spectacled bears.

Angela says that spectacled bears usually eat (15) and tree bark.

Bears climb trees and make a (16) , which fascinated Angela.

When bears eat meat, they much prefer (17) although they do eat other creatures.

One man has produced an amusing (18) about the time he spent studying the bears.

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 papers

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/first-sample-papers (27Mb)

Paper 4: Speaking – exam structure and tasks

General description

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 that can be applied to studying contexts on foundation or pathway courses. They can be expected to be able to ask questions, make comparisons, express and justify opinions, and agree or disagree.

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.

Structure and tasks

PART 1

TASK TYPE AND FORMAT Responding to questions from the interlocutor.

FOCUS The candidate has to demonstrate the ability to use general social and interactive language skills to talk about personal subjects such as their work, leisure time and future plans.

PART 2

TASK TYPE AND FORMAT The candidates are given a pair of photographs to compare and answer a question on. Each must take a 'long turn' talking about the photographs and must respond to the other candidate's long turn.

FOCUS The candidate has the opportunity to talk without interruption for 1 minute and is expected to be able to compare and describe the photographs and to express an opinion on them.

PART 3

TASK TYPE AND FORMAT A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in discussion and collaborative decision-making tasks.

FOCUS Candidates are required to be able to sustain interaction, exchange ideas, express and justify opinions, and agree or disagree with each other and come to a resolution through negotiation.

PART 4

TASK TYPE AND FORMAT A discussion on topics related to the collaborative task (spoken questions).

FOCUS The candidate must show they can discuss issues in further depth, expressing and justifying their opinions, agreeing and/or disagreeing and speculating.

How Speaking is assessed

Examiners and marking

The quality assurance of Speaking examiners is managed by Team Leaders. They ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine.

Team Leaders are in turn responsible to a Professional Support Leader who is the professional representative of Cambridge English Language Assessment 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

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	<i>Performance shares features of Bands 3 and 5.</i>			
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	<i>Performance shares features of Bands 1 and 3.</i>			
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	<i>Performance below Band 1.</i>			

The interlocutor awards a mark for Global Achievement using the Global Achievement scale. Assessment for *Cambridge English: First* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales:

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	<i>Performance shares features of Bands 3 and 5.</i>
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	<i>Performance shares features of Bands 1 and 3.</i>
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	<i>Performance below Band 1.</i>

Sample task - Speaking

Parts 3 and 4 - Collaborative task and discussion

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.

Part 4

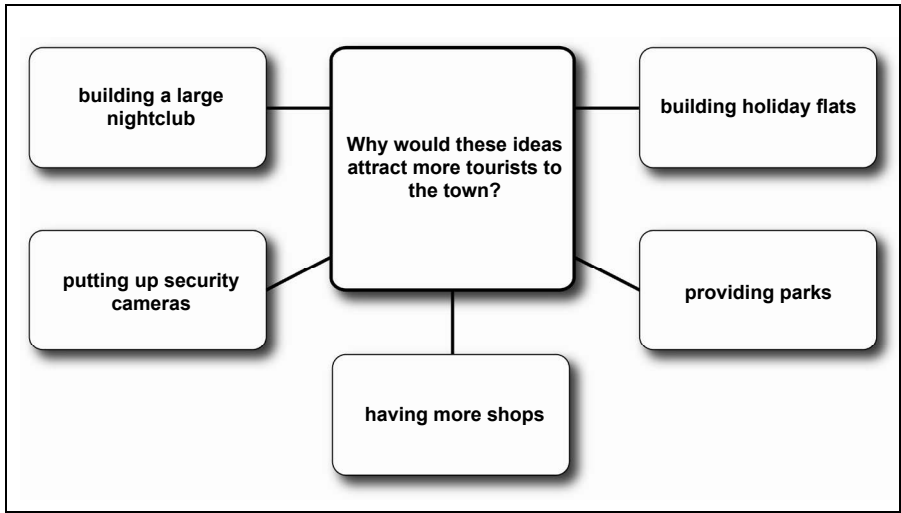
Interlocutor Use the following questions, in order, as appropriate:

- 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 papers

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Sample performance – Speaking



Filmed Speaking tests

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

	Florine	Maria
Cambridge English Scale score	190	162
CEFR level	C1	B2

Florine

Grammar and Vocabulary

Control and range of grammar

Florine shows a good degree of control of a range of simple and some complex grammatical forms:

I think it must be a tourist because there's a map in the photo **Part 2: 2.50**

I don't think it will attract a lot of tourists because of one club **Part 3: 8.36**

Yes, maybe the parks are a better idea to provide because they're really nice to have a walk in **Part 3: 9.12**

There are also occasional lapses in control:

I actually have seen it last night **Part 1: 0.54**

There isn't a lot time for holidays **Part 4: 12.01**

Range and appropriacy of vocabulary

Florine uses a range of appropriate vocabulary to express her views on a wide range of familiar topics:

Actually happened, Love relationship, main characters **Part 1: 1.00–07**

Soccer player, hurt **Part 2: 2.40–2.43**

In pain **Part 2: 3.14**

Get injuries **Part 2: 3.19**

Serve the people **Part 2: 3.37**

Shopaholics **Part 3: 7.37**

Putting up security cameras **Part 3: 7.58**

A combination of several things **Part 3: 8.42**

Fancy hotel **Part 4: 10.18**

Discourse Management

Extent

Florine produces extended stretches of language with very little hesitation. She speaks for a full minute when describing her picture in Part 2; however, her response to the question after her partner has described her picture is a little short, lasting only about 15 seconds, half the time available. Otherwise however, her contributions are of an appropriate length:

I watch kind of different things; I watch the regular news and also just lazy entertainment programmes and also I watch a lot of movies **Part 1: 0.34**

Occasionally there is a little hesitation e.g.

... because I think you can also have a good time ... **Part 4: 10.02**

but generally this does not interfere with her extended contributions.

Relevance, coherence and cohesion

Florine's contributions are relevant and ideas are clearly organised, using a range of cohesive devices and discourse markers:

In the first picture ... in the second photo... it's really important to help people in these situations because ... **Part 2: 2.39**

... because you have to have space for the tourists to live in, so if there's no space there probably won't be a lot of tourists **Part 3: 9.40**

If you're in school like I am you've got a lot of long breaks, especially the summer break ... but I think when you're done with school and you have to start your professional life, then there ... **Part 4: 11.45**

Pronunciation

Intelligibility

Florine is always intelligible.

Intonation

Her intonation is generally appropriate, e.g.

Actually quite a lot. My mum doesn't always like it **Part 2: 1.28**

I actually don't really think that there are a lot of advantages **Part 4: 12.49**

Stress

Sentence and word stress is accurately placed:

I really like the movie Titanic **Part 1: 0.51**

I think it's her own garden **Part 2: 5.32**

Individual sounds

Individual sounds are articulated clearly, with occasional exceptions, such as the final /s/ in:

Characters **Part 1**

Officers **Part 2**

Interactive Communication

Initiating and responding

Florine initiates and responds appropriately, linking contributions to what her partner has said. She initiates the discussion in Part 3 and shows that she has listened to Maria's before adding her ideas:

Well I think all the ideas on the booklet are quite good actually ... **Part 3: 6.38**

Yes I think we can have a lot of fun in parks **Part 3: 7.13**

Yes definitely, but ... **Part 3: 8.34**

Development

Florine maintains and develops the interaction. She frequently invites Maria's responses:

What do you think about that? **Part 3: 6.55**

Why do you think that? **Part 3: 7.04 & 9.04**

She also negotiates towards an outcome:

So what do you think is the best idea? **Part 3: 8.53**

Global Achievement

Florine handles communication on the topics in the test with very little hesitation. She produces extended discourse which is coherent and uses mostly accurate and appropriate linguistic resources to express her ideas.

Maria

Grammar and Vocabulary

Control and range of grammar

Maria shows a good degree of control of a range of simple grammatical forms:

I'm going with my best friends to the cinema to see a comedy film **Part 1: 1.15**

The girl is planting a nice plant **Part 2: 5.01**

Or maybe the tourists like to spend more time in parks than go shopping **Part 3: 7.40**

There are also some lapses in control:

To listen music **Part 1: 1.56**

A woman ... maybe his house **Part 2: 4.28**

I can see in a beautiful park **Part 2: 4.37**

Both are enjoying a lot this homes **Part 2: 5.08**

With the cameras are good idea **Part 3: 8.06**

The world is increasing, so the people likes to travel **Part 4: 11.11**

Some people works not a lot so maybe can take more holidays **Part 4: 12.10**

So crowd **Part 4: 13.00**

Range and appropriacy of vocabulary

Maria uses a range of appropriate vocabulary to express her views on a range of familiar topics:

Providing parks **Part 3: 7.02**

An island **Part 4: 10.36**

A campsite **Part 4: 10.40**

Occasionally she uses vocabulary which is not appropriate for what she means:

The world is increasing **Part 4: 11.11**

Discourse Management

Extent

When she is describing her own picture in Part 2, she produces extended language despite some hesitation, but her talk is about 10 seconds shorter than the minute, which is the length required.

I can see in the first picture (pause) a woman doing gardening (pause) in maybe his house (pause) **Part 2: 4.24**

In Part 3, some of her contributions are quite short, e.g.

Well I agree with you, but maybe providing parks is much better **Part 3: 6.58**

I think building holiday flats maybe **Part 3: 8.58**

She could extend what she says more, e.g. by offering reasons for her suggestions, rather than waiting for her partner to ask her why. This is what happened in the two examples above, which then elicited the following support:

Because to spend time in parks are good with the family **Part 3: 7.07**

Because all the tourists like to have flats to stay **Part 3: 9.05**

The consequence of her frequent hesitation and shorter responses is that the amount of language she produces throughout the test is far less than it could be.

Relevance, coherence and cohesion

Maria's contributions are relevant and there is very little repetition; she uses a range of cohesive devices:

It depends what problem I have, because sometimes when you are in different places, you are shy so you don't ask to help **Part 2: 3.47**

I can see in the first picture a woman doing gardening ... in the second one I can see ... I think both are enjoying **Part 2: 4.24**

Pronunciation

Intelligibility

Maria is intelligible.

Intonation

Her intonation is generally appropriate.

Stress

Word stress is generally accurately placed; she places stress on almost all words in her speech, rather than on content words, so there are very few weak sounds.

Not often but some Sundays I switch on the radio to listen music **Part 1: 1.54**

Well in Argentina if you like to do some nature activities you can go to ... **Part 4: 14.07**

Individual sounds

Although Maria does not use weak sounds or schwa, individual sounds are generally articulated clearly, with a few exceptions:

Island /s/ pronounced **Part 4: 10.38**

It's /is/ **Part 4: 12.32**

Spend /espend/ **Part 4: 12.34**

Sports /esports/ **Part 4: 14.21**

Interactive Communication

Initiating and responding

Maria initiates and responds appropriately, listening to Florine's ideas and responding with her own:

Well, I agree with you, but maybe providing parks is much better **Part 3: 6.57**

Yes, or maybe the tourists like to spend **Part 3: 7.39**

Although she responds to Florine's contributions and adds her own ideas, she could extend her answers more. She also does not invite Florine's responses enough. The only times she does this are below:

Spend more time in parks than go shopping, no? **Part 3: 7.45**

It depends the age of the tourists, no? **Part 3: 8.29**

Maria's addition to Florine's response to the question about the advantage of living in a place where there are a lot of tourists is appropriate.

She begins 'No', but actually she means that she agrees:

No, because maybe the city or the town is going to be so crowd, so you can't do a lot of activities because all the places are full **Part 4: 12.54**

Development

Maria maintains and develops the interaction with very little support:

Yes, with the cameras are good idea because the people are more safe than without cameras **Part 3: 8.05**

Yes, so if you like, providing parks is a good idea **Part 3: 9.27**

Global Achievement

Maria handles communication on the topics in the test, but with some hesitation. She produces some extended discourse which is mostly coherent, though there are a few instances which lack coherence. There are also some inaccuracies and inappropriate usage.

What can students with Cambridge English: First do?

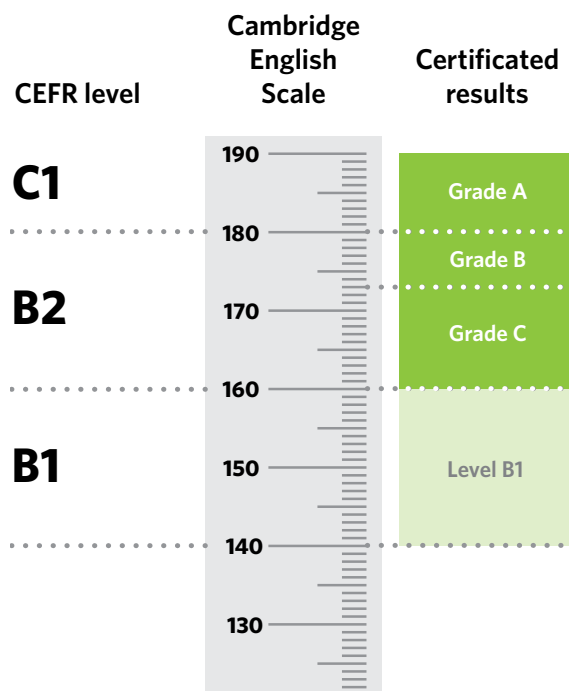
Cambridge English: First is primarily targeted at CEFR Level B2: 160–179 on the Cambridge English Scale.

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 *Cambridge English: 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 carried out research to determine what language learners can typically do at each CEFR level. It has described these abilities in a series of Can Do statements.

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 will be of reasonable use for essay or revision purposes.
- CAN present arguments, using a limited range of expression (vocabulary, grammatical structures).

Listening



- CAN distinguish main themes from irrelevancies and asides.
- CAN check that all instructions are understood.




Speaking



- CAN ask questions, for example for reasons, clarification etc.
- 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 distinguish main themes from irrelevancies and asides.

CEFR Level C1 (Cambridge English Scale 180–190 in Cambridge English: First)

Can Do statements for Level C1 include:

Reading		Writing	
<ul style="list-style-type: none"> CAN handle most textbooks, articles etc., within own area of expertise. 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. 		<ul style="list-style-type: none"> 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. CAN write an essay with only occasional difficulties for the reader, whose message can be followed throughout. 	
Listening		Speaking	
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> CAN ask detailed questions. CAN rebut criticisms without causing offence. CAN follow the development of a discussion during a seminar. CAN reformulate questions if misunderstood. 	

Cambridge English: Advanced – an overview

CEFR level: C1

Cambridge English: 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 *Cambridge English: 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	2,800 test centres in more than 130 countries worldwide offer Cambridge English exams. To find an exam centre visit: www.cambridgeenglish.org/centresearch
Exam dates	More than 30 exam dates a year, with opportunities to take the exam at least twice a month. For a list of dates visit: www.cambridgeenglish.org/advanced-dates
Format of exam	Available as both a computer-based and a paper-based exam.
Accepted for student visa applications	Accepted by: <ul style="list-style-type: none"> • Australian Department of Immigration and Border Protection (DIBP) • UK Home Office • Irish Naturalisation and Immigration Service (INIS).
Results format	Results for <i>Cambridge English: Advanced</i> are given on the Cambridge English Scale. The exam reports on the scale between 142 and 210.
Results issued	Two weeks from exam date for computer-based version. Four weeks from exam date for paper-based version.
Expiry of results	<i>Cambridge English: Advanced</i> 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 www.cambridgeenglish.org/recognition

What does the exam cover?

The exam has four papers which test the full range of candidates' English skills, using tasks reflecting situations found in everyday life or study:

Paper	Content	Marks %
 Reading and Use of English (1 hour 30 minutes)	8 parts/56 questions	40%
 Writing (1 hour 30 minutes)	2 parts	20%
 Listening (about 40 minutes)	4 parts/30 questions	20%
 Speaking (15 minutes per pair of candidates)	4 parts	20%



Face-to-face Speaking test

Candidates take their test with two examiners and one other candidate. This gives them the opportunity to show they can:

- use their spoken language skills effectively in a range of contexts
- exchange information, express and justify their opinions, and agree or disagree with one another.

The paired format provides a more **interactive exercise in communication** and can be relied on as an accurate measure of a student's ability to use English for the kinds of interaction required for study, such as seminars and group work.



Sample test

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/advanced-sample-papers (33Mb)

Paper 1: Reading and Use of English – exam structure and tasks

General description

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 test 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.

Structure and tasks

PART 1

TASK TYPE	Multiple-choice cloze
FOCUS	Candidates are tested on their understanding and use of contextualised vocabulary, including idioms, collocations, fixed phrases, complementation, phrasal verbs, and their semantic precision within a short reading passage.

FORMAT	A modified cloze test containing eight gaps. There are 4-option multiple-choice items for each gap.
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PART 2

TASK TYPE	Open cloze
FOCUS	This section focuses on candidates' awareness and control of grammar, with some focus on vocabulary.

FORMAT	A modified cloze test containing eight gaps.
--------	--

PART 3

TASK TYPE	Word formation
FOCUS	Candidates are tested on their vocabulary, in particular how prefixes and suffixes, internal changes and compounds are used for word formation.

FORMAT	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.
--------	---

PART 4

TASK TYPE	Key word transformation
FOCUS	This requires candidates to show they can use both lexis and grammar to express information in different ways, displaying flexibility in use of language.

FORMAT	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.
--------	---

PART 5

TASK TYPE	Multiple choice
FOCUS	Candidates must show detailed understanding of a text, including identifying opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication etc.

FORMAT	A text followed by six 4-option multiple-choice questions.
--------	--

PART 6

TASK TYPE	Cross-text multiple matching
FOCUS	Candidates must be able to demonstrate understanding of opinion and attitude, comparing and contrasting of opinions and attitudes across texts.

FORMAT	Four short texts, followed by multiple-matching questions where the candidate must accurately identify agreement or disagreement between the writers.
--------	---

PART 7

TASK TYPE	Gapped text
FOCUS	This section tests candidates' ability to comprehend the cohesion, coherence, structure and global meaning within a text.

FORMAT	A text where paragraphs have been removed and jumbled. Candidates must decide from where in the text the paragraphs have been removed.
--------	--

PART 8

TASK TYPE	Multiple matching
FOCUS	This section tests candidates' ability to identify detail, opinion, attitude or specific information in a text or group of texts.

FORMAT	One or two sets of questions, followed by a single page containing one long text or a number of shorter texts. Candidates must match the questions to the relevant information in the text.
--------	---

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



Sample papers

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/advanced-sample-papers (33Mb)

Part 6 - Cross-text multiple matching

Part 6

You are going to read four extracts from articles in which academics discuss the contribution the arts (music, painting, literature, etc.) make to society. For questions 37 – 40, choose from the academics A – D. The academics may be chosen more than once.

Mark your answers on the separate answer sheet.

The Contribution of the Arts to Society

A Lana Esslett

The arts matter because they link society to its past, a people to its inherited store of ideas, images and words; yet the arts challenge those links in order to find ways of exploring new paths and ventures. I remain sceptical of claims that humanity's love of the arts somehow reflects some inherent inclination, fundamental to the human race. However, exposure to and study of the arts does strengthen the individual and fosters independence in the face of the pressures of the mass, the characterless, the undifferentiated. And just as the sciences support the technology sector, the arts stimulate the growth of a creative sector in the economy. Yet, true as this is, it seems to me to miss the point. The value of the arts is not to be defined as if they were just another economic lever to be pulled. The arts can fail every measurable objective set by economists, yet retain their intrinsic value to humanity.

B Seth North

Without a doubt, the arts are at the very centre of society and innate in every human being. My personal, though admittedly controversial, belief is that the benefits to both individuals and society of studying science and technology, in preference to arts subjects, are vastly overrated. It must be said, however, that despite the claims frequently made for the civilising power of the arts, to my mind the obvious question arises: Why are people who are undeniably intolerant and selfish still capable of enjoying poetry or appreciating good music? For me, a more convincing argument in favour of the arts concerns their economic value. Needless to say, discovering how much the arts contribute to society in this way involves gathering a vast amount of data and then evaluating how much this affects the economy as a whole, which is by no means straightforward.

C Heather Charlton

It goes without saying that end-products of artistic endeavour can be seen as commodities which can be traded and exported, and so add to the wealth of individuals and societies. While this is undeniably a substantial argument in favour of the arts, we should not lose sight of those equally fundamental contributions they make which cannot be easily translated into measurable social and economic value. Anthropologists have never found a society without the arts in one form or another. They have concluded, and I have no reason not to concur, that humanity has a natural aesthetic sense which is biologically determined. It is by the exercise of this sense that we create works of art which symbolise social meanings and over time pass on values which help to give the community its sense of identity, and which contribute enormously to its self-respect.

D Mike Konecki

Studies have long linked involvement in the arts to increased complexity of thinking and greater self-esteem. Nobody today, and rightly so in my view, would challenge the huge importance of maths and science as core disciplines. Nevertheless, sole emphasis on these in preference to the arts fails to promote the integrated left/right-brain thinking in students that the future increasingly demands, and on which a healthy economy now undoubtedly relies. More significantly, I believe that in an age of dull uniformity, the arts enable each person to express his or her uniqueness. Yet while these benefits are enormous, we participate in the arts because of an instinctive human need for inspiration, delight, joy. The arts are an enlightening and humanising force, encouraging us to come together with people whose beliefs and lives may be different from our own. They encourage us to listen and to celebrate what connects us, instead of retreating behind what drives us apart.

Which academic

has a different view from North regarding the effect of the arts on behaviour towards others?

37	
----	--

has a different view from Konecki on the value of studying the arts compared to other academic subjects?

38	
----	--

expresses a different opinion to the others on whether the human species has a genetic predisposition towards the arts?

39	
----	--

expresses a similar view to Esslett on how the arts relate to demands to conform?

40	
----	--

Answer key

Q	PART 6
37	D
38	B
39	A
40	D



Sample papers

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/advanced-sample-papers (33Mb)

Paper 2: Writing – exam structure and tasks

General description

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 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.
MARKS	Each question on this paper carries equal marks.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	Writing an essay with a discursive focus. Candidates are required to demonstrate that they can identify salient issues on a topic, and support an argument with subsidiary points and reasons. Their essay should be well organised, with an introduction, clear development and an appropriate conclusion.
----------------------------	--

FORMAT	This question is compulsory. Candidates are required to write up to 220–260 words based on two bullet points given in the input text.
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PART 2

TASK TYPE AND FOCUS	Candidates must complete an email or letter, a report, or a review, demonstrating that they can put together and develop their ideas on a topic, with a specific purpose and target reader in mind. Candidates will be expected to show awareness of the style and tone required by the task, and that they can describe, evaluate, hypothesise, persuade and compare as appropriate to the task.
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FORMAT	A situationally based writing task, specified in no more than 70 words. Candidates are required to write between 220 and 260 words.
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How Writing is assessed

Examiners and marking

Writing examiners undergo a rigorous process of training and certification before they are allowed to mark. Once accepted, they are supervised by Team Leaders who are in turn led by a Principal Examiner, who guides and monitors the marking process.

Writing examiners mark candidate responses in a secure online marking environment. The software randomly allocates candidate responses to ensure that individual examiners do not receive a concentration of good or weak responses, or of any one language group.

The software also allows for examiners' marking to be monitored for quality and consistency. During the marking period, the Principal Examiner and Team Leaders are able to view their team's progress and to offer support and advice, as required.

Assessment scales

Examiners mark tasks using assessment scales developed with explicit reference to the CEFR.

The assessment scales, which are used across the spectrum of the Cambridge English General and Business English Writing tests, consist of four subscales:

- **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 cohesive.
- **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:

CI	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	<i>Performance shares features of Bands 3 and 5.</i>			
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	<i>Performance shares features of Bands 1 and 3.</i>			
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.	<i>Performance below Band 1.</i>		

When marking the tasks, examiners take into account length of responses and varieties of English:

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.

Sample task - Writing

Part 1 - Compulsory essay

Part 1

You **must** answer this question. Write your answer in **220 – 260** words in an appropriate style on the separate answer sheet.

- 1 Your class has listened to a radio discussion about how adults can be a good influence on younger people. You have made the notes below:

Ways adults can influence how younger people behave:

- giving rules
- setting an example
- offering advice

Some opinions expressed in the discussion:

“Sometimes it’s fun to break the rules!”

“If you admire somebody, you try to behave like them.”

“Young people don’t always listen.”

Write an essay discussing **two** of the ways in your notes that adults can influence younger people’s behaviour. You should **explain which way you think is more effective, giving reasons** to support your opinion.

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.



Sample papers

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/advanced-sample-papers (33Mb)

Sample performance – Writing

Candidate A

Many people are complaining about the younger generation, because they don't behave the right way. But nobody thinks about this topic, in the right way. How should the younger generation know what is right and what is wrong? How should they know how to behave the right way?

The answer is that they need some help. Without help they can not get it and nothing would change.

Through many satirical television programmes children and teenager get a wrong impression of what is right or wrong. Most of the television programmes are not helpful for the improvement of the behaviour of young people. But adults should check what their children are like. They should offer them some advice.

Most teacher are looking after their pupils, but there are always some who don't. I think that teacher should be able to help their students and influence them.

Beneath teachers and parents there are also other parts of the family which should be there for the child. It is more important to a child, but even "older" people are doing it. You will always copy your parents, family and other important people in your life. So every person which is in your life, is an example for you whether it is a good example or not.

All in all I think that it is more effective and even more important to be a good example to follow.

If you offer some advise to somebody, they will be shy at first, afterwards they will be thankful for it. But they will always copy you, or behave like you in certain ways. It just happens and otherwise we wouldn't learn.

Example of a candidate who scored 173 (CEFR Level B2)

Examiner commentary

Content

All content is relevant and the target reader is on the whole informed.

The essay discusses two of the ways in which adults can influence younger people's behaviour (setting a good example and offering advice). These are discussed and adults in different settings are used to exemplify certain points (*satirical television programmes; teacher; parents; other parts of the family; important people in your life*). Both positive and negative aspects are discussed but the second point (setting a good example) is not as clearly expressed as the first.

An opinion is offered as to which way is best (*I think that it is more effective and even more important to be a good example to follow*) but this is not supported by clear positive reasons as to why the candidate thinks this (*But they will always copy you, or behave like you in certain ways. It just happens and otherwise we wouldn't learn*).

Both choices are mentioned in the conclusion, and the first seems to be more positive and therefore contradicts the opinion of the candidate. As a result of this, the reader would not be fully informed as to which way the candidate thinks is more effective.

Communicative Achievement

The conventions of the communicative task are used to hold the reader's attention. The register is consistent and there is some good use of rhetorical questions (*How should the younger generation know ...?*) in the first paragraph which engages the reader with the topic.

There are some appropriate phrases used to introduce ideas, and language of opinion and explanation is used to communicate straightforward ideas (*The answer is; Through many; All in all*). There is some repetition of information and not many complex ideas are expressed or attempted.

Organisation

The text is generally well organised and coherent and is structured with an introduction, main body and a conclusion. The main points are developed through the text using a variety of cohesive devices, questions and answers, relative pronouns and conjunctions (*they; their children; They should offer them; but there are always some who don't; there are also; So*).

There is some repetition of key ideas at the beginning (*the right way*) and substitution could be used here to improve the flow of the text.

Language

There is a range of everyday vocabulary which is used appropriately to express the main ideas. There are some errors in the use of some lexis (*behave the right way; Beneath*), but there is also some less common lexis used appropriately (*are complaining about; satirical television programmes; should be there for the child*).

There is a range of simple and some complex grammatical forms used with a good degree of control, and although there are errors, these do not impede communication.

Candidate B

Adults can influence younger people in a good way, but also in a bad way. There are various possibilities how this can happen.

On the one hand, setting a good example is a quite useful way, because younger people will be able to see the adult's behaviours and ways of thinking. They will see and feel the adult's values and lives and may decide to become like them someday or at least to try to behave and think like adults.

On the other hand, offering advices seems to be the better way for me, how adults can influence younger people. Because, setting a good example to follow can be useful, but it also is pretty exhausting for adults and they may have some pressure as well. In addition, it's just an opportunity for younger people, because they'll decide rather they want to become like these adults or not.

In my opinion, younger people should try to learn how life works on their own. This will lead to more failures, but in my opinion, failing is normal and necessary. Of course this way of influencing is more exhausting for younger people, but I guess they'll figure out how to do things on their own.

Failures are crucial for learning and for success, therefore I think that adults just should offer advices and show them, that they believe in them. That's going to encourage younger people and they will try to learn and believe in themselves. That's why I think, that offering advices is the better way how adults can influence younger people.

Example of a candidate who scored 183 (CEFR Level C1)

Examiner commentary

Content

All content is relevant and the target reader is on the whole informed.

The candidate chooses two of the ways adults can influence how younger people behave from the input material (setting a good example and offering advice). These are discussed in turn and the reasons for choosing each one are explained with both positive and negative aspects highlighted (*younger people will be able to see the adult's behaviours and ways of thinking; but it also is pretty exhausting for adults*).

The candidate states clearly which way they think is better, (*offering advices seems to be the better way for me; therefore I think that adults just should offer advices and show them*), which fulfils the Content criteria of the question.

Communicative Achievement

The essay is written using the conventions of the communicative task effectively. The essay has a neutral tone and uses appropriate phrases to introduce and connect ideas through the text (*On the one hand; On the other hand; In my opinion*).

The essay topic is clearly communicated in the first paragraph and the main points are developed in separate paragraphs. The candidate justifies his opinions clearly and straightforward ideas are communicated to the reader, holding their attention. However there are a couple of slips in register (*I guess they'll figure out; pretty exhausting*).

The conclusion restates the candidate's own opinion about which way is better, after giving some examples to support their view.

Organisation

The text is well organised and coherent. The structure of the essay is logical and cohesive devices are used to connect the ideas within and across sentences (*decide to become like them; or at least to try; can be useful, but it also is; In addition*).

Organisational patterns are used to generally good effect. In the latter part of the essay, failure is discussed (*in my opinion, failing is normal and necessary*) and then the effects of failure on young people are explored. The idea of failing is repeated in the final paragraph (*Failures are crucial*) to support the candidate's conclusion.

Language

There is a range of vocabulary used appropriately, but there is some awkwardness of expression at times, either due to word choice or word order (*There are various possibilities how this can happen; a quite useful way; advices; but it also is; they'll decide rather they want; adults just should*).

Some grammatical forms are used with control, such as present tenses and modals but there are errors when more complex forms or expressions are attempted. However, the errors do not impede communication.

Candidate C

Many parents, struggle with bringing up their child into be responsible adults and are unsure how to influence them. There are of course, many ways of influencing young adults, and I want to present and discuss two of them: giving rules to obey and offering your children advice.

First of all, it has to be said that advice is easy to ignore, and that children especially in their adolescent years, don't even want advice, and will tell you so, too: 'I don't need your help', they will say to you or even shout at you. Kids often feel misunderstood they think their parents can't understand them, because they are 'too old'. If your son or daughter has a problem, it is important to make him or her feel that you do understand and only want their best and are, therefore, offering some advice, hoping it will help them. Then again, there are rules. Rules can be placed differently, they don't need to be a stone-hard barrier to your child's freedom. Adolescents will often bend rules or utterly break them all because they need this certain feeling of rebellion and freedom. Rules also help the maturing of the conscience. If a child doesn't need to follow rules, it's conscience will never mature and it will not know wrong from right. If, however you place rules, and punishments should they not be followed, your son or daughter will learn not to steal, to be home on time simply because he or she doesn't want to be punished. Don't overdo it, though. Placing too hard punishments could also lead to destruction of the conscience your child never being able to make it's own decisions.

I think that giving rules to obey is the best way of influencing young people. Wherever you go, you find certain rules. Not every rule is absolutely sensible, but while growing older, your child will learn by itself which rules should be followed and will follow them of free choice.

Example of a candidate who scored 196 (CEFR Level C1)

Examiner commentary

Content

All content is relevant and the target reader is fully informed.

The candidate chooses two of the ways adults can influence younger people (offering advice and giving them rules to obey). Negative aspects of both choices are described and this is balanced with a more positive aspect of each option (*it is important to make him or her feel that you do understand; Rules also help the maturing*).

In the conclusion, the candidate offers their own opinion on which way is more effective (*giving rules to obey is the best way*) and explains why (*Not every rule is absolutely sensible, but while growing older, your child will learn by itself which rules should be followed*).

Communicative Achievement

Essay-writing conventions are used effectively to communicate ideas clearly. The register is mostly consistent despite the candidate offering advice (*Don't overdo it, though*). Overall the language of explanation, opinion and justification is appropriate for this essay and holds the reader's attention.

There is a mix of straightforward and complex ideas running through the paragraphs. The topic under discussion is introduced and the main points are clearly signposted throughout by using appropriate phrases (*I want to present and discuss two of them; First of all; Then again; If, however*) and the conclusion offers a summary of the candidate's opinion.

Organisation

The text is well organised and coherent and the candidate makes good use of a variety of cohesive devices to show connections between ideas across sentences and paragraphs, including referencing, punctuation and conjunctions (*There are of course; First of all, it has to be said that; and are, therefore, offering some advice*).

More complex organisational patterns are used to generally good effect, particularly when presenting positive and negative aspects of one topic (*If, however, you place rules, and punishments ... your son or daughter will learn not to ... Placing too hard punishments could also lead to destruction*).

Language

There is a range of vocabulary, including less common lexis, which is used effectively (*struggle with bringing up; advice is easy to ignore; bend rules; feeling of rebellion; maturing of the conscience*).

There is a range of simple and more complex grammatical forms which are used with control and flexibility (*will learn by itself which rules should be followed and will follow them of free choice*). There are occasional errors but these do not impede communication and are sometimes due to ambition or are slips.

Paper 3: Listening – exam structure and tasks

General description

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 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.

Structure and tasks

PART 1

TASK TYPE	Multiple choice
FOCUS	Candidates must show they understand both the gist and detail of what they have heard and can identify the speaker's feeling, attitude, topic, opinion, purpose, etc.
FORMAT	Listening to three short, unrelated extracts, of approximately 30 seconds each, from interacting speakers before answering multiple-choice questions.

PART 2

TASK TYPE	Sentence completion.
FOCUS	Candidates are required to demonstrate they have understood detail and can identify specific information within the recording.
FORMAT	Listening to a monologue lasting approximately 3 minutes while completing the tasks.

PART 3

TASK TYPE	Multiple choice
FOCUS	Candidates must show they have understood gist, general details and attitudes.
FORMAT	Listening to a conversation between two or more speakers approximately 4 minutes long and answer multiple-choice questions.

PART 4

TASK TYPE	Multiple matching
FOCUS	Candidates must demonstrate that they understand gist, attitude and feelings.
FORMAT	Candidates listen to five short monologues and select the correct option.

Sample task - Listening

Part 2 - Sentence completion

The audio for this sample test can be downloaded from www.cambridgeenglish.org/advanced-sample-papers (33Mb)

Part 2

You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions 7 – 14, complete the sentences with a word or short phrase.

TRIP TO SOUTH AFRICA

As well as his research project, Josh planned to write a (7)
 for a website while he was in Africa.

Josh's group planned to check out a particular region after a (8)
 that had occurred there.

Josh was surprised to see (9)
 being grown in the first area they visited.

Josh describes the vehicle they travelled in as a (10)
 when they went in search of specimens.

Josh uses the word (11)
 to give us an idea of the shape of the leaves he found.

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

Josh uses the word (13)
 to convey his feelings about an area of vegetation he studied.

Josh really appreciated the view he got from the (14)
 of his accommodation.

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 papers

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/advanced-sample-papers (33Mb)

Paper 4: Speaking – exam structure and tasks

General description

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.

Structure and tasks

PART 1

TASK TYPE AND FORMAT	Responding to questions from the interlocutor.
FOCUS	The candidate has to demonstrate the ability to use general social and interactive language skills to talk about personal subjects such as their work, leisure time, daily life and future plans.

PART 2

TASK TYPE AND FORMAT	The candidates are given a set of photographs to compare and answer a question on. Each must take a ‘long turn’ talking about the photographs and must respond to the other candidate’s long turn.
FOCUS	The candidate has the opportunity to talk without interruption for 1 minute and is expected to be able to compare and describe the photographs, express opinions and speculate.

PART 3

TASK TYPE AND FORMAT	A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in discussion and collaborative decision-making tasks.
FOCUS	Candidates are required to be able to sustain interaction, exchange ideas, express and justify opinions, and agree or disagree with each other and come to a decision through negotiation.

PART 4

TASK TYPE AND FORMAT	A discussion on topics related to the collaborative task (spoken questions).
FOCUS	The candidate must show they can discuss issues in further depth, expressing and justifying their opinions, agreeing and/or disagreeing and speculating.

How Speaking is assessed

Examiners and marking

The quality assurance of Speaking examiners is managed by Team Leaders. They ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine.

Team Leaders are in turn responsible to a Professional Support Leader who is the professional representative of Cambridge English Language Assessment 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

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	<i>Performance shares features of Bands 3 and 5.</i>				
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	<i>Performance shares features of Bands 1 and 3.</i>				
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	<i>Performance below Band 1.</i>				

The interlocutor awards a mark for Global Achievement using the Global Achievement scale. Assessment for *Cambridge English: Advanced* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales:

CI	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	<i>Performance shares features of Bands 3 and 5</i>
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	<i>Performance shares features of Bands 1 and 3</i>
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	<i>Performance below Band 1.</i>

Sample task - Speaking

Parts 3 and 4 - Collaborative task and discussion

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

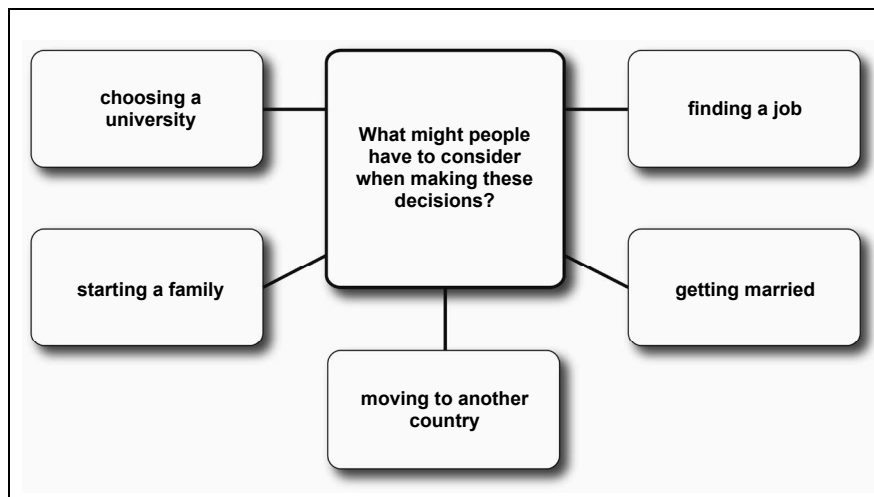
Interlocutor Use the following questions, in order, as appropriate:

- 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?)

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.



Sample papers

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/advanced-sample-papers (33Mb)

Sample performance - Speaking



Filmed Speaking tests

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

	Raphael	Maude
Cambridge English Scale score	180	191
CEFR level	C1	C1

Raphael

Grammatical Resource

Control and range of grammar

Raphael shows a good degree of control of a range of simple and some complex grammatical forms:

To keep in touch with people. I think it's better to see them face to face **Part 1: 02.05**

They are doing it together because they might be sisters ... they look so similar **Part 2: 03.15**

You have to think about if you're ready already to build a family **Part 3: 08.49**

I think it's always important to consider other opinions, because they have a different view on the topic **Part 4: 11.00**

There are occasional examples of a lesser degree of control, but these do not affect meaning:

And I think they enjoy to play together music **Part 2: 03.26**

I think it's better to first getting married before you start a family **Part 3: 10.32**

When we don't reach it at the end we may be depressed **Part 4: 12.28**

I think it's important that they are teached in school **Part 4: 13.38**

Lexical Resource

Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics:

I have two years to go **Part 1: 00.45**

Keep in touch ... see them face to face **Part 1: 02.05**

Baking a cake ... similar ... guys ... work in a team **Part 2**

Study the subject ... university **Part 3: 08.16**

Different view ... topic ... scared about ... early age ... **Part 4**

Discourse Management

Extent

Raphael produces extended stretches of language with very little hesitation.

Relevance

His contributions are relevant but there is some repetition. His long turn in Part 2, and his contributions in Parts 3 (in the discussion of the topic of building a family) and 4 are relevant to the discussion about choices and decisions. However, his talk in Part 2 could have been more logically ordered and focused on the questions above the pictures. He also tended to use 'just' too often.

Cohesion

He uses a limited range of cohesive devices (conjunctions, determiners, pronouns, related lexis, etc.) and a range of discourse markers:

I don't think it will be a nice cake, but ... **Part 2: 03.37**

I agree, but I think it's also important that we don't plan everything ... **Part 4: 12.18**

I think you can also start at an early age with giving them a little task to do **Part 4: 14.13**

Pronunciation

Intelligibility

Is intelligible.

Intonation

Is usually appropriate.

Stress

Sentence stress is usually accurately placed:

To keep in touch with people, I think it's better to see them face-to-face **Part 1: 02.05**

They are doing it together because they might be sisters because they look so similar **Part 2: 03.15**

You have to think about if you're ready already to build a family **Part 3: 08.49**

... they have a different view on the topic **Part 4: 11.00**

Word stress is usually accurate:

<i>These three little girls</i>	Part 2: 03.05
<i>Music group ... preparing for something</i>	Part 2: 03.51
<i>Study the subject</i>	Part 3: 08.07
<i>University</i>	Part 3: 08.16
<i>Depressed</i>	Part 4: 12.29

Individual sounds

Are mostly articulated clearly, but there is some L1 interference with the sounds 'th' and 'd' and 'g'. This does not affect intelligibility:

<i>I think they enjoy to play together music (I tink dey enjoy to play togedder music)</i>	Part 2: 03.26
<i>Both guys could also be preparing for something (somefink)</i>	Part 2: 03.52
<i>They have to be prepared to work in a team (Dey have to be prepared ...)</i>	Part 2: 06.32

Interactive Communication

Initiating and responding

Raphael initiates and responds appropriately, taking some opportunities to link his contributions to those of his partner:

<i>on the topic of choosing where to study</i>	Part 3: 08.07
<i>on the topic of marrying/forming a family</i>	Part 3: 08.48
<i>on the topic of planning</i>	Part 4: 12.18

Development

However, he could contribute more to the development of the discussion in Part 3. He does better in this respect in the second (decision) part of the task (9.55, 10.15 and 10.30).

Global Achievement

Raphael can handle communication on a range of familiar and unfamiliar topics with very little hesitation. He makes an effort throughout to respond to and build on his partner's ideas, but he could produce more extended discourse at times during the test. He is generally coherent and accurate when expressing his ideas, though some inaccuracies and inappropriate usage occur.

Maude

Grammatical Resource

Shows a good degree of control of a range of simple and some complex grammatical forms:

<i>I think I've been studying English for about six years now</i>	Part 1: 00.57
---	----------------------

<i>Well, I think every kind of situation depends on the kind of relationship you have with the person</i>	Part 2: 04.12
---	----------------------

<i>It will be very useful for her to be able to ...</i>	Part 2: 06.00
---	----------------------

<i>And when you start a family, you need to talk about children</i>	Part 3: 08.42
---	----------------------

<i>In my opinion, planning studies and holidays is very important ... so if you book a holiday or something like that, you need to think about it before</i>	Part 4: 12.11
--	----------------------

<i>... so that they can talk and give their ideas and develop this kind of skill</i>	Part 4: 14.40
--	----------------------

Although, on occasion, there are inaccuracies when she tries to use more complex forms:

<i>... She gain knowledge ... she get prepared</i>	Part 2: 05.24-05.28
--	----------------------------

<i>It will helps her develop a kind of ease</i>	Part 2: 05.55
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Lexical Resource

Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics:

<i>Foreign friends</i>	Part 1: 01.12
------------------------	----------------------

<i>Relationship ... share ideas ... entertainment field</i>	Part 2
---	---------------

<i>Criteria ... where to settle ... Restrictions</i>	Part 3
--	---------------

<i>Book a holiday ... Not very used to ... play a role ... Encourage</i>	Part 4
--	---------------

<i>Push parents</i>	Part 4: 12.50
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With some evidence of a wider range:

<i>Where to settle</i>	Part 3: 08.53
------------------------	----------------------

<i>Don't really get to make your own decisions</i>	Part 4: 12.53
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Discourse Management

Extent

Maude produces extended stretches of language, mostly with ease and very little hesitation. Initially in Part 1, she requires some prompting (from the examiner) to extend. Occasionally there is some hesitation when she is searching for language to express her ideas in Part 2.

Relevance

Her contributions are relevant and varied, with very little repetition:

<i>In her long turn in where she discusses her topic in fairly abstract terms.</i>	Part 2: 05.03-06.05
--	----------------------------

<i>She makes detailed and pertinent points during her contributions.</i>	Parts 3 & 4
--	------------------------

Cohesion

She uses a range of cohesive devices (conjunctions, determiners, pronouns, related lexis, etc.) and a range of discourse markers:

Well ... let me see ... a kind of **Part 2**

Like in ... like if ... **Part 3**

Well, in some ways, yes **Part 4: 11.15**

Pronunciation**Intelligibility**

Is almost always intelligible, though in a few places she pauses before the end of her sentences and then ends them very quietly, which could sound as if the end is missing:

I think I should ... **Part 1: 01.55**

The advice that other people give them are not very ... **Part 4: 11.28**

Intonation

Is usually appropriate:

Let me see **Part 2: 05.08**

In some ways, yes **Part 4: 11.16**

Stress

Sentence stress is accurately placed:

I really enjoy being able to talk with them **Part 1: 01.16**

When you're cooking, you learn things **Part 2: 04.25**

It will be very useful for her to be able to talk to people ... **Part 2: 06.00**

And when you start a family, you need to talk about children ... **Part 3: 08.42**

Word stress is generally accurate:

foreign friends (she self-corrects) **Part 1: 01.12**

knowledge ... entertainment ... field **Part 2**

settle ... restrictions ... studies ... **Part 4**

Though there are a few lapses:

Foreigners **Part 1: 01.08**

Develop **Part 2: 05.47**

Individual sounds

Are articulated clearly.

Interactive Communication**Initiating and responding**

Maude initiates and responds appropriately, taking many opportunities to link her contributions to those of her partner:

on the topic of choosing where to study **Part 3: 08.17**

on the topic of marrying/forming a family **Part 3: 08.48**

on the topic of planning **Part 4: 11.40**

Development

She maintains and develops the interaction throughout but particularly in Part 3. At times she could negotiate more with her partner in order to develop the interaction more effectively, but she does offer contributions to the discussion throughout.

Global Achievement

Maude can handle communication on a range of familiar and unfamiliar topics with very little hesitation. She can organise and produce extended discourse and makes an effort throughout to respond to and build on her partner's ideas. She is generally coherent and accurate when expressing her ideas, though at times she lets her sentences tail off; nevertheless, this has only a minor effect on her coherence.

What can students with Cambridge English: Advanced do?

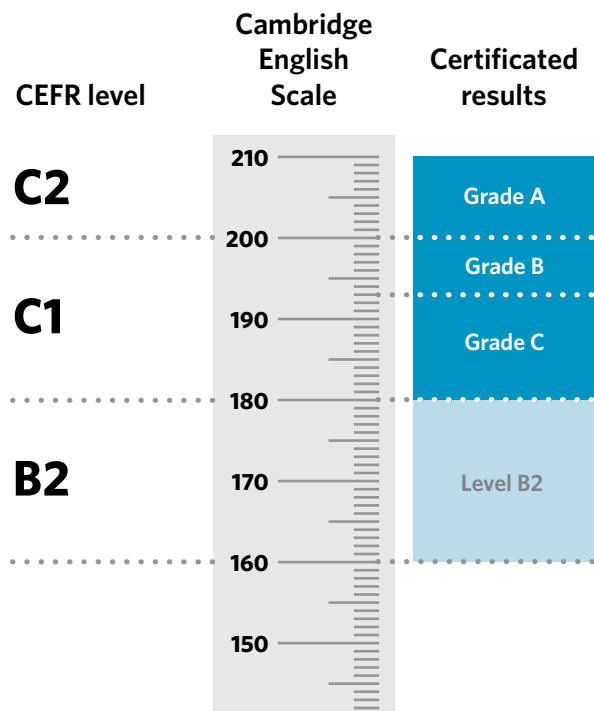
Cambridge English: Advanced is primarily targeted at CEFR Level C1: 180–199 on the Cambridge English Scale.

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 *Cambridge English: 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 carried out research to determine what language learners can typically do at each CEFR level. It has described these abilities in a series of Can Do statements.

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 will be of reasonable use for essay or revision purposes.
- CAN present arguments, using a limited range of expression (vocabulary, grammatical structures).

Listening


- CAN distinguish main themes from irrelevancies and asides.
- CAN check that all instructions are understood.

Speaking

- CAN ask questions, for example for reasons, clarification etc.
- 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 distinguish main themes from irrelevancies and asides.

CEFR Level C1 (Cambridge English Scale 180–199)


Can Do statements for Level C1 include:

Reading	
----------------	---

- CAN handle most textbooks, articles etc., within own area of expertise.

- 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	
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- 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.

- CAN write an essay with only occasional difficulties for the reader, the message of which can be followed throughout.

Listening	
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- 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	
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- CAN ask detailed questions.

- CAN rebut criticisms 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 in Cambridge English: Advanced)

Can Do statements for Level C2 include:

Reading

- CAN read quickly enough to cope with the demands of 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.

Cambridge English: Proficiency - an overview

CEFR level: C2

Cambridge English: 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 *Cambridge English: 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: www.cambridgeenglish.org/centresearch
Exam dates	Frequent exam dates. For a list of dates visit: www.cambridgeenglish.org/proficiency-dates
Format of exam	Available as both a computer-based and a paper-based exam.
Accepted for student visa applications	Accepted by: <ul style="list-style-type: none"> • UK Home Office • Irish Naturalisation and Immigration Service (INIS).
Results format	Results for <i>Cambridge English: Proficiency</i> are given on the Cambridge English Scale. The exam reports on the scale between 162 and 230. For more information about the scale visit: www.cambridgeenglish.org/cambridgeenglishscale
Results issued	Two weeks from exam date for computer-based version. Four weeks from exam date for paper-based version.
Expiry of results	<i>Cambridge English: Proficiency</i> 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 www.cambridgeenglish.org/recognition

What does the exam cover?

The exam has four papers which test the full range of candidates' English skills, using tasks reflecting situations found in everyday life or study:

Paper	Content	Marks %
 Reading and Use of English (1 hour 30 minutes)	7 parts/53 questions	40%
 Writing (1 hour 30 minutes)	2 parts	20%
 Listening (about 40 minutes)	4 parts/30 questions	20%
 Speaking (16 minutes per pair of candidates)	3 parts	20%



Face-to-face Speaking test

Candidates take their test with two examiners and one other candidate. This gives them the opportunity to show they can:

- use their spoken language skills effectively in a range of contexts
- exchange information, express and justify their opinions, and agree or disagree with one another.

The paired format provides a more **interactive exercise in communication** and can be relied on as an accurate measure of a student's ability to use English for the kinds of interaction required for study, such as seminars and group work.



Sample test

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/proficiency-sample-papers (133Mb)

Paper 1: Reading and Use of English – exam structure and tasks

General description

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 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.

Structure and tasks

PART 1

TASK TYPE Multiple-choice cloze

FOCUS Candidates are tested on their understanding and use of contextualised vocabulary, including idioms, collocations, fixed phrases, complementation, phrasal verbs and semantic precision, within a short reading passage.

FORMAT A modified cloze test containing eight gaps.

PART 2

TASK TYPE Open cloze

FOCUS This section focuses on candidates' awareness and control of grammar and structure of the language with some focus on vocabulary.

FORMAT A modified cloze test containing eight gaps.

PART 3

TASK TYPE Word formation

FOCUS Candidates are tested on their vocabulary, in particular how prefixes and suffixes, internal changes and compounds are used for word formation.

FORMAT 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.

PART 4

TASK TYPE Key word transformation

FOCUS This requires candidates to show they can manipulate language to express information in different ways, displaying flexibility in use of language.

FORMAT Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in three to eight words, one of which is a given 'key' word.

PART 5

TASK TYPE Multiple choice

FOCUS Candidates must show detailed understanding of a text, including identifying opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication etc.

FORMAT A text followed by six 4-option multiple-choice questions.

PART 6

TASK TYPE Gapped text

FOCUS Candidates must demonstrate their understanding of cohesion and coherence, text structure and global meaning.

FORMAT Paragraphs from a text are removed and jumbled. Candidates must determine where the paragraphs belong in the text.

PART 7

TASK TYPE Multiple matching

FOCUS This section tests candidates' ability to understand detail, opinion, attitude and specific information.

FORMAT A text, or several short texts followed by multiple-matching questions. Candidates must match the question with relevant information in the text.

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	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
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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 1
1	B
2	B
3	D
4	A
5	B
6	D
7	B
8	C



Sample papers

Download a complete sample test (including audio for the Listening paper) at www.cambridgeenglish.org/proficiency-sample-papers (133Mb)

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 7
44	C
45	A
46	B
47	D
48	A
49	B
50	D
51	A
52	A
53	C



Sample papers

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/proficiency-sample-papers (133Mb)

Paper 2: Writing – exam structure and tasks

General description

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.

Structure and tasks

PART 1

TASK TYPE AND FOCUS Writing an essay with a discursive focus similar in style to that used in academic writing.

Candidates are required to demonstrate that they can identify salient issues on a topic, and support an argument with subsidiary points and reasons. Their essay should show that they can summarise information from different sources and reconstruct arguments and accounts in a coherent presentation.

FORMAT This question is compulsory. Candidates are required to write an essay of up to 240–280 words, based on two 100-word input texts.

PART 2

TASK TYPE AND FOCUS Candidates have to complete tasks such as an email or letter, a report, or a review, demonstrating that they can develop their ideas on a topic, with a specific purpose and target reader in mind, using the appropriate tone and register.

FORMAT Choice of five contextualised writing tasks. Candidates have to write 280–320 words.

How Writing is assessed

Examiners and marking

Writing examiners undergo a rigorous process of training and certification before they are allowed to mark. Once accepted, they are supervised by Team Leaders who are in turn led by a Principal Examiner, who guides and monitors the marking process.

Writing examiners mark candidate responses in a secure online marking environment. The software randomly allocates candidate responses to ensure that individual examiners do not receive a concentration of good or weak responses, or of any one language group.

The software also allows for examiners' marking to be monitored for quality and consistency. During the marking period, the Principal Examiner and Team Leaders are able to view their team's progress and to offer support and advice, as required.

Assessment scales

Examiners mark tasks using assessment scales developed with explicit reference to the CEFR.

The scales, which are used across the spectrum of the Cambridge English General and Business English Writing tests, consist of four subscales:

- **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.

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	<i>Performance shares features of Bands 3 and 5.</i>			
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	<i>Performance shares features of Bands 1 and 3.</i>			
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.	<i>Performance below Band 1.</i>		

When marking the tasks, examiners take into account length of responses and varieties of English:

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.

Sample task - Writing

Part 1 - Compulsory essay

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible and include your own ideas in your answer.

Write your answer in **240 - 280** words on the separate answer sheet.

Does memory have a future?

A good memory is invaluable. The inability to make use of memory and past experience can be a severe limitation on how well we perform both mentally and physically. Nowadays, we rely on computers, mobiles and other electronic devices to store our most important information, which can be recalled at the touch of a button. However, some people are concerned that this reliance on electronic equipment may affect the development of our internal memory system in the future. It remains to be seen whether these concerns turn out to be valid.

The role of memory

We like to think of our memory as our record of the past, but all too often memories are influenced by imagination. It is risky, therefore, to regard memory as a source of knowledge, because we will never be able to verify the accuracy of a memory fully. Although memory is an unreliable source of knowledge about the past, its importance in self-identity is unquestionable. When a person suffers memory loss as a result of accident or illness, one of the most distressing consequences is likely to be a loss of self. Indeed, it can be argued that a person's true identity resides in his or her collection of memories.



Sample papers

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/proficiency-sample-papers (133Mb)

Sample performance – Writing

Candidate A

Memory has always been of the utmost importance for human beings. However elusive, it is sometimes regarded as a part of our identity. That is the reason why it is controversial whether it would be ever possible to replace it with any kind of modern device or if it irreplaceable.

Over the centuries, people struggled to make our memories more lasting. However without any equivalent, memory was invaluable. Currently we possess a wide range of various devices to collect and save our memories, data and other information. Poor memory no longer is such an obstacle in our life. However, the artificial memory could be the threat for the real one.

I am convinced that efficiency of our ability to remember strongly depends on a constant training.

On the other hand, it is irrefutable fact that our memory is not an ideal source of information. Not only is it rather elusive, but it also could be inaccurate. Moreover imagination has a tremendous impact on our testimony of the past. Regardless of these imperfections, memory is believed to be an integral part of an identity and ourselves. Vociferous critics of this thesis claim that it our identity does not consists only of recollections of the past.

However, in my opinion, our memories do have an impact on both our identity and even personality.

In conclusion, doubtlessly memory is of the utmost importance for contemporary people. In spite of the existence of modern devices and all of weaknesses of memory, we should it and train it. Not only is it crucial for daily duties, but it also can collect beautiful memories.

Example of a candidate who scored 200 (CEFR Level C2)

Examiner commentary

Content

All content is relevant.

The target reader is fully informed.

Communicative Achievement

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, and fulfilling all communicative purposes.

Organisation

The text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility (*That is the reason why, However, On the other hand, Moreover, Regardless of these, In conclusion, In spite of*).

Language

Uses a range of vocabulary, including less common lexis, appropriately, and sometimes effectively and precisely (*elusive, irrefutable, imperfections, integral part, Vociferous critics*).

Uses a range of simple and complex grammatical forms with control and flexibility.

Candidate B

Although a person's internal memory may be unreliable under a lot of circumstances, for instance, when called upon in a court of justice to recall the witnessing of a crime, it remains according to some commentators on the subject, an essential means for everyday mental and physical functioning and maintaining a durable self-identity.

However, as that may be true in some isolated cases, like in the court room stand,

I believe the enormous cultural importance that is attached to our internal memory system within modern, western society has to do with a somewhat reductionist view of the human mind as a neurologically localised (within the brain), spiritualised and, above all individualised (as a 'self'). This means we tend to remain ignorant of how cognitive processes, like remembering are almost always materially aided and socially, that is, narratively distributed.

Thus, for example, we forget cell phones may be considered part of our bodies, like the blind person is actually (experiencing she is) sensing the pavement with the tip of her walking stick.

Likewise, we neglect the social situational aspects of an interrogation or court room setting, in which the process of recall may be of a much more collaborative and interactional than we isolated Westerners are inclined to believe.

So, in conclusion, while there may be fears about nascent loss of memory capacities

In the near future due to the rapid development of technological 'extensions of man, possibly resulting in a corrosion of personal identity, a slight change of perspective could curb this dystopia toward a vision of the world where humans are no longer bound by their skins and skulls, but may welcome new mnemonic enhancements as part of their newly acquired socially and materially, distributed selves.

Example of a candidate who scored 216 (CEFR Level C2)

Examiner commentary

Content

All content is relevant to the task.

The target reader is informed, despite the first content point not being evaluated.

Communicative Achievement

Demonstrates a command of the conventions of the communicative task and communicates complex ideas in an effective way (for example, the entire second paragraph and the second half of the third paragraph), holding the reader's attention with ease and fulfilling all communicative purposes.

Organisation

Text is a very well-organised, coherent whole, using a wide range of cohesive devices and organisational patterns with flexibility (*Although; However; This means; Thus, for example; Likewise; So, in conclusion; while; due to*).

Language

Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style (*commentators, durable, isolated cases, reductionist, neurologically localised, cognitive processes, tip, collaborative and interactional, nascent loss, corrosion, change of perspective, bound by, enhancements*).

Use of grammar is sophisticated, fully controlled and completely natural (for example, the final sentence of the essay).

Candidate C

Memory is a fundamental aspect of human existence, a core of our personality, the gist of identity. It makes us what we really are. Only when we lose it, begin we to appreciate it fully, as many ageing or disabled persons could attest. A mere injury or disease can strike at the roots of our being and change our internal landscape, so to speak, making it us virtually incapable of functioning in our previous social or professional roles.

Is such a memory loss, however, truly detrimental to those who suffer it? If less extensive, it's consequences could be far less damaging. What is more, most of us experience memory problems on a daily basis, for example, when we forget someone's name or face. What is more, by its very nature memory is selective and easily distorted by confabulation, making it an unsteady basis or a bad starting point in our quest for truth. The concept of witness, so crucial to the law and justice, is a good example of this problem. How could we judge other people when we cannot really know their deeds? How to determine if a given person has really committed a crime or caused a traffic accident? Here the ingenious devices come to aid – this is not where possibly unbiased evidence can be found. Behind the eye of the camera, an electronic matrix stores the 'real' image of what happened. This is, supposedly, the truth about particular incidents lies. Electronic data storage seems to be a solution for our memory problems. However, here new problems arise. Not only are these contraptions prone to error but they seem to impair our own memory. Suffice to say, I do not remember as many telephone numbers as I did in the past before the invasion of mobile phones. The people no longer pore over encyclopaedia's or visit libraries to find out what evades their memory. They learn it quickly instantly – by browsing the internet but I'm the next minute they seem to forget what they have discovered or recalled.

To conclude, the electronic memory seems useful but its real role has to be conformed in the future.

Example of a candidate who scored 230 (CEFR Level C2)

Examiner commentary

Content

All content is relevant to the task.

The target reader is fully informed.

Communicative Achievement

Demonstrates a complete command of the conventions of the communicative task.

Communicates complex ideas in an effective and convincing way (for example, the second paragraph starting from *Is such a memory loss, however, up to caused a traffic accident*), holding the reader's attention with ease, fulfilling all communicative purposes.

Organisation

Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility (*Is such a, however, What is more, this is not where, However, here new problems arise, Suffice to say, To conclude*).

Language

Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication, and style (*attest, strike at the roots of our being, internal landscape, truly detrimental, by its very nature, selective, confabulation, quest for truth, unbiased, contraptions, prone to error, impair, pore over*).

Use of grammar is sophisticated, fully controlled and completely natural.

Any inaccuracies occur only as slips (*the gist of identity, Only when we lose it, begin we to appreciate it fully*).

Paper 3: Listening – exam structure and tasks

General description

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 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.

Structure and tasks

PART 1

TASK TYPE	Multiple choice
FOCUS	Candidates must show they understand both the gist and detail of what they have heard and can identify the speaker's feeling, attitude, opinion, purpose, etc.
FORMAT	Listening to three short, unrelated extracts, of approximately 30 seconds each, from interacting speakers before answering multiple-choice questions.

PART 2

TASK TYPE	Sentence completion
FOCUS	Candidates are required to demonstrate they have understood detail and can identify specific information.
FORMAT	Listening to a monologue lasting approximately 3 minutes.

PART 3

TASK TYPE	Multiple choice
FOCUS	The task requires candidates to show they have understood gist, details, inferences and attitudes.
FORMAT	Listening to a 3-4-minute conversation between two or more speakers and answering multiple-choice questions.

PART 4

TASK TYPE	Multiple matching
FOCUS	Candidates demonstrate that they understand and can interpret gist, attitude and feelings – both explicit and implicit.
FORMAT	Candidates listen to five short monologues, before selecting the correct option.

Sample task – Listening

Part 1 – Multiple choice

The audio for this sample test can be downloaded from www.cambridgeenglish.org/proficiency-sample-papers (133Mb)

Part 1

You will hear three different extracts.

For questions 1 – 6, choose the answer (A, B or C) which fits best according to what you hear.

There are two questions for each extract.

Extract One

You hear a consultant in communication talking about business meetings.

- 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
- What advice does he give about talking at meetings?
 - Comment on all points made.
 - Avoid answering questions impulsively.
 - Offer strong closing contributions.

Extract Two

You hear an ecologist, Todd Howell, talking about his new educational organisation 'Green Adventure'.

- Todd believes that the public's concern about climate change
 - is increasing rapidly.
 - is becoming too simplistic.
 - is being undermined by commercial interests.
- When talking about introducing ecology to schoolchildren, Todd reveals
 - his amusement at their naïve answers.
 - his delight in their straightforward reactions.
 - his concern about the content of the curriculum.

Extract Three

You hear a photographer talking about the art of photography.

- What approach is she advocating?
 - gaining inspiration from paintings
 - ensuring photographs have a clearly-defined subject
 - selecting seemingly trivial subjects
- Why does she mention globalisation?
 - to lament the decline in strong local images available to photographers
 - to suggest that it enhances the fascination with certain photographic images
 - to remind photographers of the need to work to the highest standards

Answer key

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



Sample papers

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/proficiency-sample-papers (133Mb)

Paper 4: Speaking – exam structure and tasks

General description

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	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.

Structure and tasks

PART 1

TASK TYPE AND FORMAT	Responding to questions from the interlocutor.
FOCUS	The candidate has to demonstrate the ability to use general social and interactive language skills to provide information about themselves.

PART 2

TASK TYPE AND FORMAT	A collaborative task. Candidates are given photographs to discuss. They are then asked to work towards a negotiated completion of a decision-making task.
FOCUS	When completing the task they are expected to give opinions, elicit and negotiate and show they can manage a discussion.

PART 3

TASK TYPE AND FORMAT	A 2-minute long turn for each candidate plus a follow-up discussion.
FOCUS	Candidates have the opportunity to talk without interruption for 2 minutes and are expected to be able to organise their thoughts and ideas coherently using appropriate language. They must also show that they can sustain interaction, justify opinions and agree or disagree.

How Speaking is assessed

Examiners and marking

The quality assurance of Speaking examiners is managed by Team Leaders. They ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine.

Team Leaders are in turn responsible to a Professional Support Leader who is the professional representative of Cambridge English Language Assessment 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.

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	<i>Performance shares features of Bands 3 and 5.</i>				
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	<i>Performance shares features of Bands 1 and 3.</i>				
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	<i>Performance below Band 1.</i>				

The interlocutor awards a mark for Global Achievement using the Global Achievement scale. Assessment for *Cambridge English: Proficiency* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales.

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	<i>Performance shares features of Bands 3 and 5.</i>
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	<i>Performance shares features of Bands 1 and 3.</i>
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	<i>Performance below Band 1.</i>

Sample task - Speaking

Part 1 - An interview

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

Interlocutor	<p>Good morning / afternoon / evening. My name is and this is my colleague And your names are ? Could I have your mark sheets, please?</p> <p>Thank you.</p> <p>First of all, we'd like to know something about you.</p> <p>Where are you from (<i>Candidate A</i>)? And you (<i>Candidate B</i>)?</p> <p>[<i>address Candidate B</i>] Are you working or studying at the moment?</p> <p>[<i>address Candidate A</i>] And you?</p> <p><i>Select a further question for each candidate:</i></p> <ul style="list-style-type: none"> • 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 papers

Download a **complete sample test** (including audio for the Listening paper) at www.cambridgeenglish.org/proficiency-sample-papers (133Mb)

Sample performance – Speaking



Filmed Speaking tests

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

	Derk	Annick
Cambridge English Scale score	200	213
CEFR level	C2	C2

Derk

Grammatical Resource

Control and range

Derk maintains control of a wide range of grammatical forms:

I want to improve the health of human beings

Part 1

You can use metal again, you can recycle it

Part 2

... what you want to do for the community or for your country

Part 3

I think for most people it's just laziness

Part 3

Although there are some lapses in control:

What you want to earn for money

Part 3

They didn't make such good plans to see if the credibility ... was right

Part 3

Most people don't like it to read from a screen ...

Part 3

Lexical Resource

Range and appropriacy

Uses a range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics:

The roaring of the chimpanzees, the splashing of the water, a third world country, a developing country, recycle (metal)

Part 2

The sound of flipping a page, many issues, snack bars, fast food brands

Part 3

All the animals are so bored by always the same thing ...

Part 3

With occasional lapses:

the old scenery/the early days

Part 3

reservates (for 'reserves')

Part 3

Discourse Management

Extent

Derk produces extended stretches of language with ease and very little hesitation.

In Part 3 he produces his most extended contributions while in Part 2 he tends to produce shorter utterances, though these are appropriate to the discussion.

However, some of his contributions could be more extended, for example in some of his comments on the photographs in Part 2.

Relevance

His contributions are mostly relevant and coherent, and mostly varied to suit the tasks:

I think for most people it's just laziness not to make long-term plans. They don't want to think about it and that's the reason they don't think about it ...'

Part 3

His development of the idea that life in the past was better:

There are so many issues they are complaining about (now) and ... everybody is thinking about problems that are not real problems, in my view, and I think in the earlier days they didn't have the time to worry about those problems ...'

Part 3

Cohesion

He uses a range of cohesive devices and discourse markers:

Definitely (several times)

Part 2

I think ... because (several times)

Parts 2 & 3

In my view

Part 3

Pronunciation

Intelligibility

Is intelligible.

Intonation		<i>I'll be doing my bank internship</i>	Part 1
Is appropriate, and occasionally used to enhance meaning:		<i>They probably won't connect it to pollution ...</i>	Part 2
<i>You can use metal again, you can <u>recycle</u> it</i>	Part 2	<i>... the animals don't have their natural habitat any more</i>	Part 2
<i>Because you are able to know what you want to <u>become</u></i>	Part 3	And uses them with flexibility, usually consistently:	
<i>I think for most people it's just <u>laziness</u></i>	Part 3	<i>Old used cars that are being compressed</i>	Part 2
<i>Worrying about things that are not <u>real</u> problems</i>	Part 3	<i>When it comes to population, we can definitely see ...</i>	Part 3
		<i>Diseases they had back then ...</i>	Part 3

Stress	
Sentence stress is accurately placed, with good links:	
<i>Their eyes get <u>tired</u></i>	Part 3
<i>All the animals are so <u>bored</u> by always the same thing in a zoo</i>	Part 3

Individual sounds	
Are generally clearly articulated.	

Interactive Communication	
Initiating and responding	
Derk interacts with ease, linking his contributions to Annick's:	
<i>when they are negotiating towards a choice of campaign poster</i>	Part 2
<i>when he extends Annick's preference for paper- over electronic books</i>	Part 3
<i>when he asks Annick: 'How will you enjoy yourself if everything is done by something else?'</i>	Part 3

Development	
Derk widens the scope of the interaction and negotiates towards an outcome in Part 2, when they are negotiating towards a choice of campaign poster.	

Global Achievement	
Derk seems to gather confidence as the interview progresses. He proves himself able to handle communication on a wide range of familiar, unfamiliar and abstract topics with little hesitation. He is mostly accurate and can express complex ideas. However, there are occasional inaccuracies/some incoherence.	

Annick
Grammatical Resource

Control and range	
Maintains control of a wide range of grammatical forms:	

Lexical Resource

Range and appropriacy	
Uses a range of appropriate vocabulary with flexibility, to give and exchange views on unfamiliar and abstract topics:	
<i>Gap year, bank internship</i>	Part 1
<i>Jungle, chimpanzee, gorillas, apes, deforestation, filtered water, spring, habitat</i>	Part 2
<i>Planning a family, financially stable</i>	Part 3

With some evidence of a wide range:	
<i>All the ice shelves are going to melt</i>	Part 3
<i>An actual newspaper in your hand</i>	Part 3
Though there are a few lapses:	
<i>The living standard is going to get a bit down</i>	Part 3
<i>The price of water is going to raise</i>	Part 3
<i>The nature and the sceneries are going to suffer</i>	Part 3

Discourse Management

Extent	
Produces extended stretches of language with ease, a degree of flexibility and very little hesitation. Her contributions throughout the test are succinct or extended as the occasion demands:	
<i>'this would be one of the better pictures for the campaign because you can see there's been some deforestation/loss of species because the animals don't have their normal habitat any more'</i>	Part 2

Relevance	
Contributions are relevant, coherent, varied and detailed:	
<i>Her contribution to the discussion about the environment/poster choice</i>	Part 2
<i>Her response to the question about the importance of preserving old buildings</i>	Part 3
<i>Her imaginative contribution to the question about how food may change in future</i>	Part 3

Cohesion

Uses a wide range of cohesive devices (including related lexis) and discourse markers:

When it comes to (several examples) **Part 2**

Pretty much ... (several examples) **Part 2**

Pronunciation
Intelligibility

Annick is intelligible throughout, with some effective use of phonological features to convey and enhance meaning, particularly stress.

Intonation

Is appropriate throughout:

I'll be doing my bank internship, which takes eighteen months **Part 1**

... then just go to the airport, pick one flight wherever it takes us ... **Part 3**

You can't always be spontaneous **Part 3**

They could develop in different ways **Part 3**

Stress

A typical calendar picture **Part 2**

I also don't think it's that suitable **Part 2**

Pretty much every beach looks kind of similar nowadays **Part 2**

... rare ... rarer (self-correction with correct stress) **Part 3**

If I think of England, I always think automatically of red-brick buildings ...

Part 3

Individual sounds

Are consistently clearly articulated.

Interactive Communication
Initiating and responding

Annick interacts with ease, skilfully linking contributions to Derk's. Throughout the test, she tries to provide Derk with openings to respond to. In Part 3, she responds to and extends Derk's point about people worrying too much about small things.

Development

Annick widens the scope of the interaction and develops it fully towards a negotiated outcome:

where she guides the discussion (on the poster campaign picture) towards a final choice **Part 2**

where she responds imaginatively to the question regarding preferences for the past or future **Part 3**

Global Achievement

Annick handles communication on a wide range of unfamiliar and abstract topics. She is mainly accurate in her use of appropriate linguistic resources to express her ideas and to extend her discourse, which she does well in Part 3. There are occasional inaccuracies, but these do not impede the communication of her message.

What can students with Cambridge English: Proficiency do?

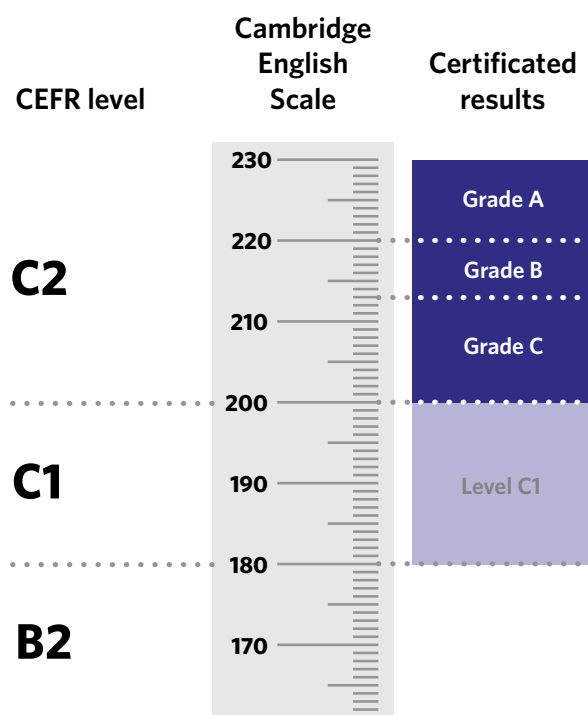
Cambridge English: Proficiency is primarily targeted at CEFR Level C2: 200+ on the Cambridge English Scale.

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 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 *Cambridge English: 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 carried out research to determine what language learners can typically do at each CEFR level. It has described these abilities in a series of Can Do statements.

CEFR Level C1 (Cambridge English Scale 180–199)

Can Do statements for Level C1 include:

Reading

- CAN handle most textbooks, articles etc., within own area of expertise.
- 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.
- CAN write an essay with only occasional difficulties for the reader, whose message can be followed throughout.

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 rebut criticisms 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+)

Can Do statements for Level C2 include:

Reading

- CAN read quickly enough to cope with the demands of 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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