



CAMBRIDGE
English

Cambridge

English Qualifications

B1 Preliminary **B2 First** **C1 Advanced** **C2 Proficiency**

Handbook for teachers
for exams

Where your world grows

The accurate English test with fast results



Results in 3-5
working days

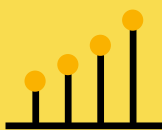


Accepted by Spanish and
Portuguese Universities

It's online,
on demand
and powered by AI



Premium
Security



From B1 to C2
on the CEFR

What is Linguaskill used for?

Graduation

Employability

Erasmus

Admissions

Scholarship



Scan for more
information



CAMBRIDGE
English

Contents

4 About the exam:

B1 Preliminary, B2 First, C1 Advanced, C2 Proficiency

5 Assessment criteria for Writing

B1 Preliminary, B2 First, C1 Advanced, C2 Proficiency

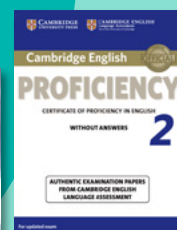
10 Assessment criteria for Speaking

B1 Preliminary, B2 First, C1 Advanced, C2 Proficiency

Scan for more information on the
Exam Preparation Journey



Discover our range of Official Cambridge Exam Preparation materials



Learn more



About the exam

All our exams cover all four language skills – reading, writing, listening and speaking – and includes a fifth element focusing on the candidate's understanding of the structure of the language.

A thorough test of all areas of language ability

There are four papers: detailed information on each test paper is provided later in this handbook, but the overall focus of each test is as follows:

- **Reading and Use of English:** Candidates need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines.
- **Writing:** Candidates have to show that they can produce two different pieces of writing: a compulsory essay in Part 1, and one from a choice of three tasks in Part 2.
- **Listening:** Candidates need to show they can understand the meaning of a range of spoken material, including lectures, radio broadcasts, speeches and talks.
- **Speaking:** Candidates take the Speaking test with another candidate or in a group of three, and are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

Each of the four test components contributes to a profile which defines the candidate's overall communicative language ability at this level.

Scan QRs for more information:

All candidates receive a **Statement of Results**.

Candidates whose performance ranges between CEFR **Levels A2 and B2** (Cambridge English Scale scores of 140–170) also receive a **certificate**.

Grade A: Cambridge English Scale scores of 160–170
Candidates sometimes show ability beyond Level B1. If a candidate achieves a Grade A in their exam, they will receive the Preliminary English Test certificate stating that they demonstrated ability at Level B2.

Grades B and C: Cambridge English Scale scores of 140–159
If a candidate achieves a Grade B or Grade C in their exam, they will receive the Preliminary English Test certificate at Level B1.

CEFR Level A2: Cambridge English Scale scores of 120–139
If a candidate's performance is below Level B1, but falls within Level A2, they will receive a Cambridge English certificate stating that they demonstrated ability at Level A2.

Candidates whose performance ranges between CEFR **Levels B2 and C2** (Cambridge English Scale scores of 160–210) also receive a **certificate**.

Grade A: Cambridge English Scale scores of 200–210
Candidates sometimes show ability beyond Level C1. If a candidate achieves a Grade A in their exam, they will receive the Certificate in Advanced English stating that they demonstrated ability at Level C2.

Grade B or C: Cambridge English Scale scores of 180–199
If a candidate achieves Grade B or C in their exam, they will be awarded the Certificate in Advanced English at Level C1.

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

Marks and results

	OVERALL LENGTH	NUMBER OF TASKS/ PARTS	NUMBER OF ITEMS
B1 Preliminary/B1 Preliminary for Schools			
Reading	45 mins	6	32
Writing	45 mins	2	–
Listening	approx 30 mins	4	25
Speaking	12–17 mins	4	–
TOTAL	approx 2 hrs 12 mins		

	OVERALL LENGTH	NUMBER OF TASKS/ PARTS	NUMBER OF ITEMS
B2 First/B2 First for Schools			
Reading and Use of English	1 hour 15 mins	7	52
Writing	1 hour 20 mins	2	2
Listening	approx 40 mins	4	30
Speaking	14 or 20 mins	4	–
TOTAL	approx 3 hours 29 mins		

	OVERALL LENGTH	NUMBER OF TASKS/ PARTS	NUMBER OF ITEMS
C1 Advanced			
Reading and Use of English	1 hour 30 mins	8	56
Writing	1 hour 30 mins	2	2
Listening	approx 40 mins	4	30
Speaking	15 mins	4	–
TOTAL	approx 3 hours 55 mins		

	OVERALL LENGTH	NUMBER OF TASKS/ PARTS	NUMBER OF ITEMS
C2 Proficiency			
Reading and Use of English	1 hour 30 mins	7	53
Writing	1 hour 30 mins	2	2
Listening	approx 40 mins	4	30
Speaking	16 mins	3	–
TOTAL	approx 3 hours 56 mins		

How Writing is assessed

B1 Preliminary – B2 First – C1 Advanced – C2 Proficiency

Assessment

Assessment scales

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

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

Responses are marked on each subscale from 0 to 5.

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

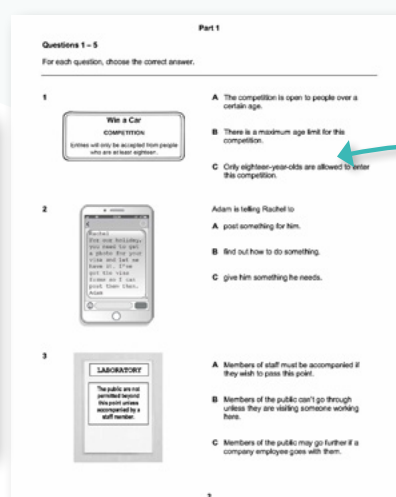
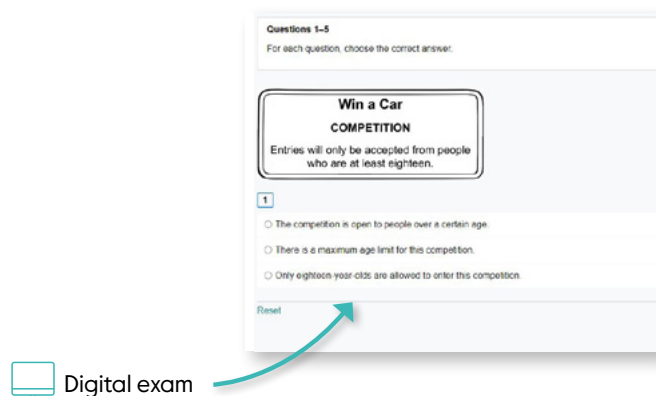
- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect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

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

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

	CONTENT
5	• All content is relevant to the task. • Target reader is fully informed.
3	• Minor irrelevances and/or omissions may be present. • Target reader is on the whole informed.
1	• Irrelevances and misinterpretation of task may be present. • Target reader is minimally informed.
0	• Content is totally irrelevant. • Target reader is not informed.

Digital vs paper-based: Same task, different formats



Paper-based exam

How Writing is assessed

B1 Preliminary – B2 First

B1*	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 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.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task 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.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.		

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

Assessment for B1 Preliminary and B2 First is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for B1, B2, C1 and C2 are extracted from the overall Speaking scales on page 13

*these criteria also apply to B1 and B2 for Schools

How Writing is assessed

C1 Advanced – C2 Proficiency

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

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

Assessment for C1 Advanced and C2 Proficiency is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for B1, B2, C1 and C2 are extracted from the overall Speaking scales on page 13

How Writing is assessed

B1 Preliminary – B2 First – C1 Advanced – C2 Proficiency

The remaining three subscales (Communicative Achievement, Organisation, and Language) have descriptors specific to each CEFR level:

CEFR LEVEL	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
	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.
C2	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.
C1	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.
B2*	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.
B1*	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.
A2	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.

*these criteria also apply to B1 and B2 for Schools

Test & Train[®]

Why is Test & Train better?

6 sets of tasks
per level

1

2

Test & Train targets a
precise exam level

A focus on Exam
Practice training,
not just full tests

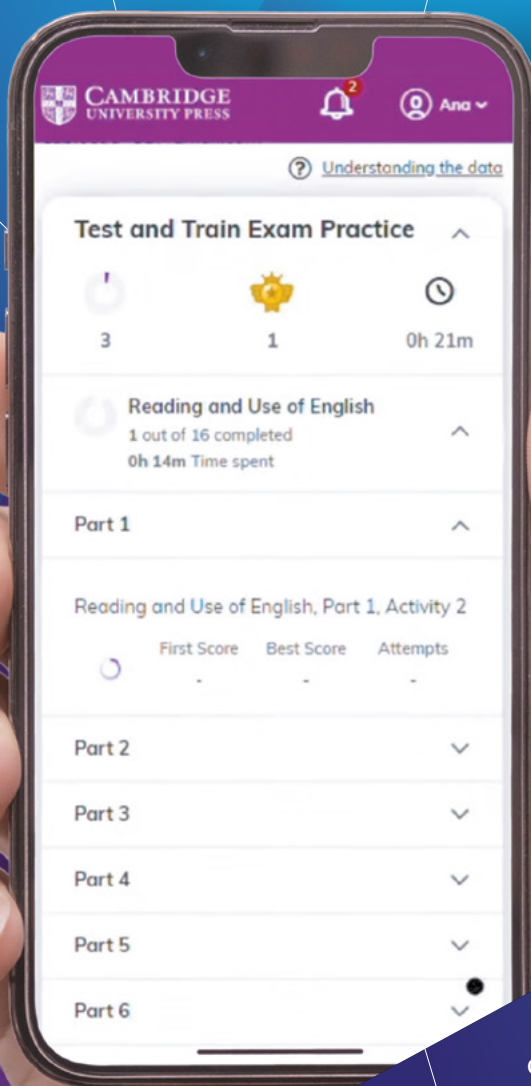
3

4

Data view
- Shows first score,
best score, number
of attempts

Training happens
on every Exam
Practice task:
- Multiple hints to
guide learners.
- Feedback on
why an answer is
correct or incorrect
- Set up for
independent study

5



cambridgestore.org/test-train

All original and
official content

6

7

Mobile-first - built to be
used across any device

SELF-STUDY

Prepare your official exam
on any device!

LEVELS

A2

Key
for Schools

B1

Preliminary
for Schools

B2

First
for Schools

B2

First

C1

Advanced

How Speaking is assessed

B1 Preliminary – B2 First – C1 Advanced – C2 Proficiency

Assessment

Examiners and marking

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

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

Assessment scales

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

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

*these criteria also apply to B1 and B2 for Schools

B1*	GLOBAL ACHIEVEMENT
5	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.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	Conveys basic meaning in very familiar everyday situations. Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses.
0	<i>Performance below Band 1.</i>

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>

C1	GLOBAL ACHIEVEMENT
5	Handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and easy to follow.
4	<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>

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>

How Speaking is assessed

B1 Preliminary – B2 First

B1*	GRAMMAR AND VOCABULARY	DISCOURSE MANAGEMENT	PRONUNCIATION	INTERACTIVE COMMUNICATION
5	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 familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some 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.
4	Performance shares features of Bands 3 and 5.			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be 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.
2	Performance shares features of Bands 1 and 3.			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	Performance below Band 1.			

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

Assessment for B1 Preliminary and B2 First is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for B1, B2, C1 and C2 are extracted from the overall Speaking scales on page 13

*these criteria also apply to B1 and B2 for Schools

How Speaking is assessed

C1 Advanced – C2 Proficiency

C1	GRAMMATICAL RESOURCE	LEXICAL RESOURCE	DISCOURSE MANAGEMENT	PRONUNCIATION	INTERACTIVE COMMUNICATION
5	Maintains control of a wide range of grammatical forms.	Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.	Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
4	Performance shares features of Bands 3 and 5.				
3	Shows a good degree of control of a range of simple and some complex grammatical forms.	Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
2	Performance shares features of Bands 1 and 3.				
1	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.	Uses appropriate vocabulary to give and exchange views, but only when talking about familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
0	Performance below Band 1.				
C2	GRAMMATICAL RESOURCE	LEXICAL RESOURCE	DISCOURSE MANAGEMENT	PRONUNCIATION	INTERACTIVE COMMUNICATION
5	Maintains control of a wide range of grammatical forms and uses them with flexibility.	Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.	Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
4	Performance shares features of Bands 3 and 5.				
3	Maintains control of a wide range of grammatical forms.	Uses a range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
2	Performance shares features of Bands 1 and 3.				
1	Shows a good degree of control of a range of simple and some complex grammatical forms.	Uses a limited range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
0	Performance below Band 1.				

Assessment for C1 Advanced and C2 Proficiency is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for B1, B2, C1 and C2 are extracted from the overall Speaking scales on page 13

Overall Speaking scales

CEFR LEVEL	GRAMMATICAL RESOURCE	LEXICAL RESOURCE	DISCOURSE MANAGEMENT	PRONUNCIATION	INTERACTIVE COMMUNICATION
	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.
C2	Maintains control of a wide range of grammatical forms.	Uses a wide range of appropriate vocabulary 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.
C1	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.
	GRAMMAR AND VOCABULARY				
B2	- Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. - Uses 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.
B1	- Shows a good degree of control of simple grammatical forms. - Uses a range of appropriate vocabulary when talking about familiar topics.		- Produces responses which are extended beyond short phrases, despite hesitation. - Contributions are mostly relevant, but there may be 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.
A2	- Shows sufficient control of simple grammatical forms. - Uses appropriate vocabulary to talk about everyday situations.			Is mostly intelligible, despite limited control of phonological features.	- Maintains simple exchanges, despite some difficulty. - Requires prompting and support.
A1	- Shows only limited control of a few grammatical forms. - Uses a vocabulary of isolated words and phrases.			Has very limited control of phonological features and is often unintelligible.	- Has considerable difficulty maintaining simple exchanges. - Requires additional prompting and support.

Real
exams,

perfect
practice.



[cambridgestore.org/
digital-practice-test](https://cambridgestore.org/digital-practice-test)

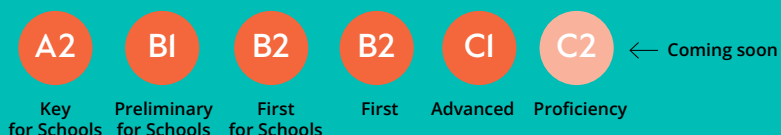
Help your students prepare on the computer
for their Cambridge English Qualifications
Digital certification with real exams.

Authentic Digital Practice Tests

Cambridge
English Qualifications

Digital

LEVELS





CAMBRIDGE

Pass your
Cambridge Exam

and **celebrate** in
Cambridge!



**Win
a trip!**



CONTEST RULES



Cambridge

English Qualifications

www.travelwithcambridge.org

Where your world grows



Where your world grows

Find out more at
cambridge.org/english

We believe that English can unlock a lifetime of experiences and, together with teachers and our partners, we help people to learn and confidently prove their skills to the world.

Where your world grows



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

This document was initially designed for print and as such does not reach accessibility standard WCAG 2.1 in a number of ways including missing text alternatives and missing document structure.

© 2024 Cambridge University Press & Assessment
All details are correct at the time of going to print.