

C1 Advanced – an overview

CEFR LEVEL C1

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

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

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

- contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions
- read quickly enough to cope with an academic course and take reasonably accurate notes in meetings, or write a piece of work which shows an ability to communicate
- make critical remarks/express disagreement without causing offence
- scan texts for relevant information, and grasp the main topic of a text
- write a piece of work, the message of which can be followed throughout.

KEY FACTS

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

What's in the exam?

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

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

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



Format

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

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



Availability

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

C1 Advanced: Paper 1

READING AND USE OF ENGLISH – EXAM STRUCTURE AND TASKS

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

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

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

How is the paper marked?

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

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

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

Reading and Use of English at a glance

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

Reading and Use of English tasks

1 hour 30 mins

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

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

C1 Advanced: Paper 1 sample tasks

READING AND USE OF ENGLISH PART 4 - KEY WORD TRANSFORMATION

Part 4

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

Example:

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

ON

James to the head of department alone.

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

Example: 0

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

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

GIVE

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

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

ALLEGED

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

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

DIFFERENCE

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

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

BEEN

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

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

TAKES

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

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

LIGHT

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

Answer Key

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



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



READING AND USE OF ENGLISH PART 6

Questions 37–40
Read the article below containing four reviews of a book about architecture. For each question, choose the correct answer. Each answer may be chosen more than once.

The Architecture of Happiness

Four reviewers comment on philosopher Alain de Botton's book:

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

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

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

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

Which reviewer

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

☐ Reviewer A
☐ Reviewer B
☐ Reviewer C
☐ Reviewer D

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

☐ Reviewer A
☐ Reviewer B
☐ Reviewer C
☐ Reviewer D

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

☐ Reviewer A
☐ Reviewer B
☐ Reviewer C
☐ Reviewer D

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

☐ Reviewer A
☐ Reviewer B

Answer Key

Q	Part 6
37	B
38	C
39	A
40	B



Sample test

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



C1 Advanced: Paper 2

WRITING – EXAM STRUCTURE AND TASKS

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

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

Writing at a glance

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

Writing tasks

1 hour 30 mins

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

Part	Number of questions	Task types	Format
1	1	Writing an essay with a discursive focus.	Candidates are required to write an essay, between 220 and 260 words, based on two points given in the input text. They will be asked to explain which of the two points is more important and to give reasons for their opinion. There is a word limit of between 220–260 words
2	1	Writing one from a number of possible text types based on a contextualised writing task.	Candidates have a choice of task. The tasks provide candidates with a clear context, topic, purpose and target reader for their writing. The output text types are: • letter/email • proposal • report • review. There is a word limit of between 220–260 words

C1 Advanced: How Writing is assessed

ASSESSMENT SCALES

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

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

Responses are marked on each subscale from 0 to 5.

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

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

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

	Content
5	• 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.

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

C1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
4	<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>		

C1 Advanced: Paper 2 sample task

WRITING PART 1 - COMPULSORY TASK

Question 1

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

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

Which facilities should receive money from local authorities?

- museums
- sports centres
- public gardens

Some opinions expressed in the discussion:

"Museums aren't popular with everybody!"

"Sports centres mean healthier people."

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

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

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

Words: 0



Sample test

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



C1 Advanced Writing: Sample answers and comments

QUESTION 1 - CANDIDATE A

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

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

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

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

Comments

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

QUESTION 1 – CANDIDATE B

Facilities in need of funds

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

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

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

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

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

Comments

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

QUESTION 1 – CANDIDATE C

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

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

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

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

Comments

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

C1 Advanced: Paper 3

LISTENING – EXAM STRUCTURE AND TASKS

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

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

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

How is the paper marked?

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

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

Listening at a glance

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

Listening tasks

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

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

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

C1 Advanced: Paper 3 sample task

LISTENING PART 2

Questions 7–14

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

TRIP TO SOUTH AFRICA

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

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

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

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

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

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

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

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

Part 1 0 of 6 Part 2 **7** 8 9 10 11 12 13 14 Part 3 0 of 6

Answer Key

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



Sample test

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



C1 Advanced: Paper 4

SPEAKING – EXAM STRUCTURE AND TASKS

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

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

Speaking at a glance

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

Speaking tasks

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

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

C1 Advanced: How Speaking is assessed

EXAMINERS AND MARKING

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

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

ASSESSMENT SCALES

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

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

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

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

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

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

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

C1 Advanced: Paper 4 Sample task

SPEAKING PART 3 AND 4 - COLLABORATIVE TASK AND DISCUSSION

21 Ways of communicating

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

Part 3

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

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

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

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

Candidates

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

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

Part 4

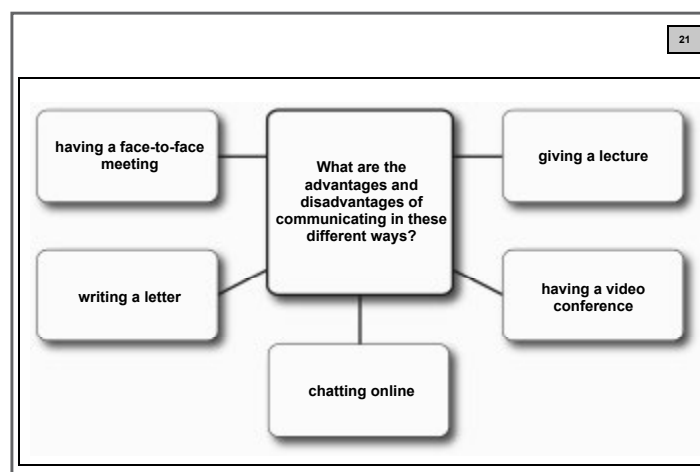
Interlocutor Use the following questions, in order, as appropriate:

- 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 test

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



Sample performance – Speaking



Filmed Speaking tests

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

GRAMMAR AND VOCABULARY

Pedro

Pedro maintains control of a range of grammatical forms:

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

despite some occasional basic errors:

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

Isabela

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

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

know it's might be easier (part 4)

LEXICAL RESOURCE

Pedro

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

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

Isabela

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

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

DISCOURSE MANAGEMENT

Pedro

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

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

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

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

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

Isabela

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

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

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

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

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

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

DISCOURSE MANAGEMENT

Pedro

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

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

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

Isabela

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

Her word stress is accurately placed throughout the test.

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

INTERACTIVE COMMUNICATION

Pedro

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

and negotiates towards an outcome.

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

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

Isabela

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

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

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

GLOBAL ACHIEVEMENT

Pedro

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

Isabela

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

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

SCORES

Pedro

Grammatical Resource: 4.5

Lexical Resource: 5

Discourse Management: 5

Pronunciation: 5

Interactive Communication: 5

Global Achievement: 5

Isabela

Grammatical Resource: 4

Lexical Resource: 4.5

Discourse Management: 4.5

Pronunciation: 5

Interactive Communication: 5

Global Achievement: 5

What can students with **C1 Advanced** do?

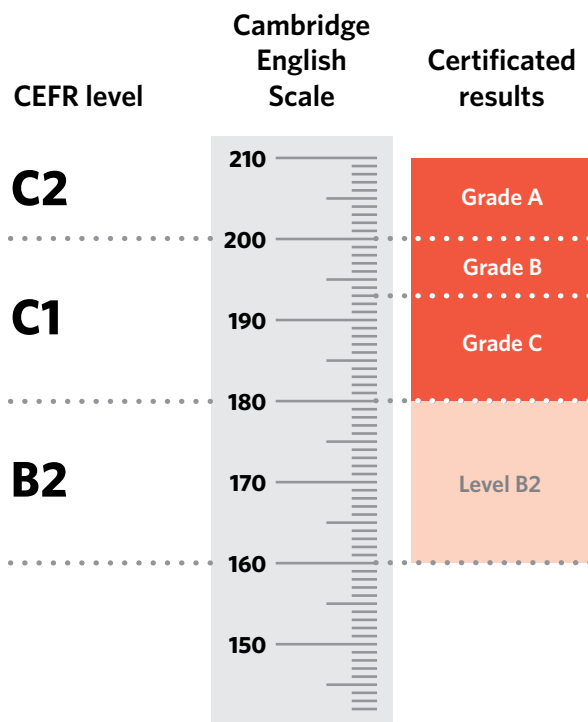
C1 Advanced is primarily targeted at CEFR Level C1: 180–199 on the Cambridge English Scale.

It also assesses language ability above and below this level.

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

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

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



Can Do statements

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

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

CEFR Level B2 (CAMBRIDGE ENGLISH SCALE 160–179)

CAN DO STATEMENTS FOR LEVEL B2 INCLUDE:



Reading

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



Writing

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



Listening

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



Speaking

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

CEFR Level C1 (CAMBRIDGE ENGLISH SCALE 180–199)

CAN DO STATEMENTS FOR LEVEL C1 INCLUDE:



Reading

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



Writing

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



Listening

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



Speaking

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

CEFR Level C2 (CAMBRIDGE ENGLISH SCALE 200–210)

CAN DO STATEMENTS FOR LEVEL C2 INCLUDE:



Reading

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



Writing

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



Listening

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



Speaking

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