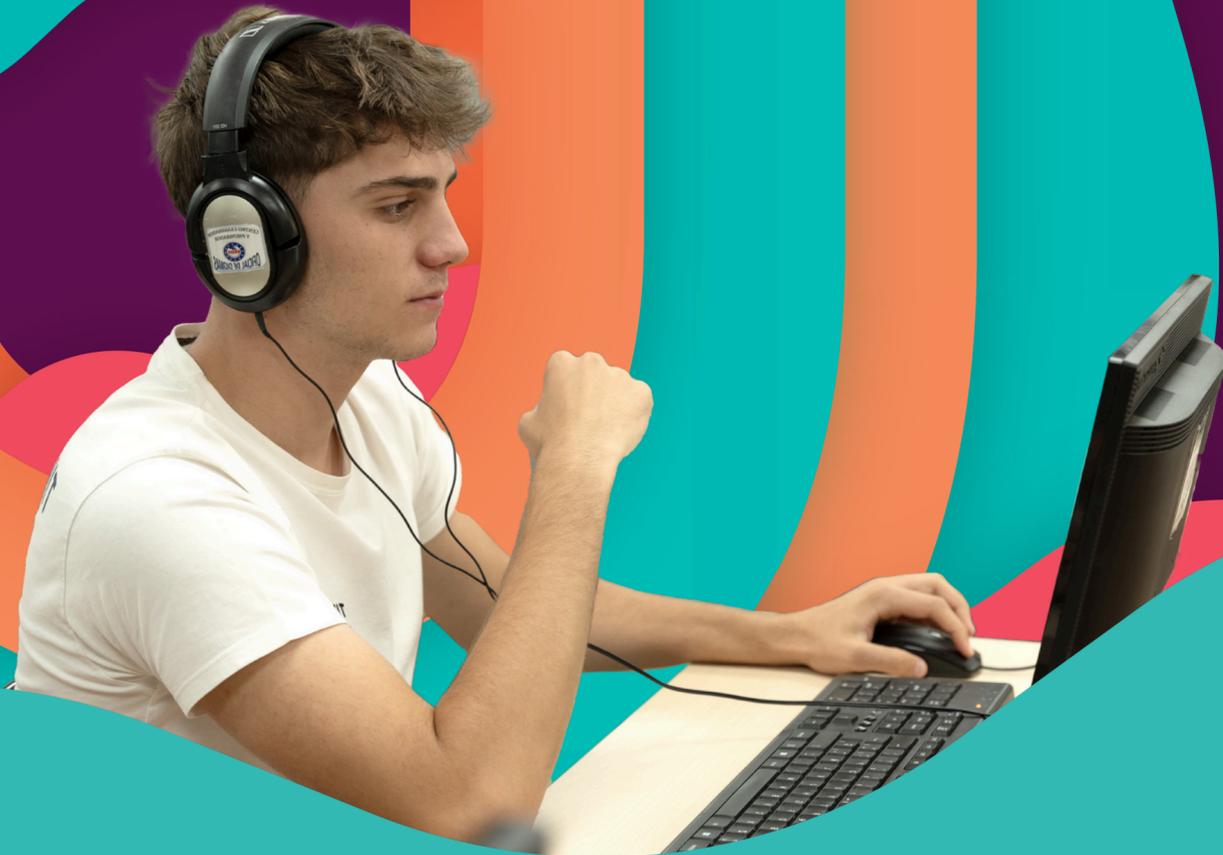


Information for candidates

Cambridge  **C2 Proficiency**
English Qualifications





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You can now get a Cambridge English Qualification in a faster, flexible way.

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English Qualifications

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You can print this document if you wish, but it is better to read it on screen. Click the links in the document to access other useful online resources such as videos and practice tests, and to find the information you need.

You can navigate the document by using the buttons on each spread:

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How to use this guide



Cambridge C2 Proficiency

English Qualifications

This guide is designed to help you on each step of your learning journey. There's information and advice for how to prepare before the exam, what to expect in the exam and what will happen after the exam.

Preparing for the exam

Taking the exam

After the exam

This guide also includes lots of helpful boxes with **key information and advice**, **study tips** and **questions** which people often ask about the exam:



It's important that you understand what you need to do in each part of the exam and follow all the instructions carefully.



Practice tests are useful but they are only one part of your preparation. You also need to practise your general language and communication skills!



Where can I find practice tests?

You can find **official exam preparation materials** online and in bookshops, including coursebooks and practice test books. There are also **free paper-based and digital sample tests** on our website.

You can find a **tutorial** for the digital test on our website.

Read these tips carefully – they will help you to feel well prepared for the exam and to avoid common mistakes or problems.

And ... **good luck with your exam!**

About the exam

C2 Proficiency is a qualification for learners who have achieved an extremely high level of skill in the English language.

Gaining a certificate for this exam shows that you can:

- study demanding subjects at the highest levels, including postgraduate and PhD programmes
- actively engage in academic life by participating confidently in tutorials and seminars
- lead on complex and challenging research projects
- negotiate and persuade effectively at senior management level in international business settings.

The exam:

- tests your knowledge and ability in English at Level C2 of the Common European Framework of Reference for Languages (CEFR)
- is recognised and accepted around the world by a wide range of educational institutions for study purposes
- is based on extensive research to make sure that each paper is the right length and the right level, so your exam result will reflect your abilities fairly and accurately
- can be taken as a digital or paper-based exam.

The exam has four papers. Each one is equally important.

1. Reading and Use of English

This paper tests your reading skills, such as reading for detail or understanding how a text is organised, and your knowledge and use of a range of vocabulary and grammar.

2. Writing

This paper tests the content, communicative achievement, organisation and language of your written English.

**Your scores for
(Paper 1 (Reading) + Paper 1 (Use of English)
+ Paper 2 + Paper 3 + Paper 4) ÷ 5
= your exam result!**

3. Listening

This paper tests real-life listening skills, such as listening for general meaning, information, opinion or detail.

4. Speaking

This tests your ability to interact with other speakers, how you organise your ideas, your pronunciation and your use of grammar and vocabulary.



Do I need to pass all four papers?

No, it's possible to pass the exam if you do well in some papers but not in every paper. For example, if you do very well in Reading and Use of English, Writing and Listening, but you don't do very well in Speaking, it's still possible to pass the exam.

What's the difference between taking the exam on paper or digitally?

The content of the exams is the same, the scoring is the same and the final certificate is the same. Cambridge English offers two versions of the exam (digital and paper-based) just so you have more choice and flexibility in how you take it.

Preparing for the exam

A successful and enjoyable journey begins with good preparation. For C2 Proficiency, this means you should:

- practise your English in all four skills: reading, writing, listening and speaking
- improve your grammar and vocabulary for communication at C2 level
- understand how the exam is organised and assessed
- understand what will happen on exam day.

Keep reading to find out more about how you can prepare for each paper in the C2 Proficiency exam.

? **Is there a wordlist for this exam?**
 No. Exams that are at CEFR Level B2 or above, like C2 Proficiency, do not have particular language specifications or vocabulary lists.

How is the digital exam different from the paper-based exam?
 On the Cambridge website, you'll find **more information about the digital exam** and a **guide to common questions and answers about this exam format.**

★ **Follow time limits** when you do practice tests. This will help you prepare for the real exam, when you will have limited time to complete the tasks. (And remember, if you have extra time at the end of the Writing and the Reading and Use of English tests, you can go back to a task and look at it again.)

Self-study is very important when preparing for an exam, because sometimes you don't have a teacher or a book to help you. Try these ways to make your learning journey more personal:

- Write interesting and useful vocabulary in a notebook. Include the meaning, the pronunciation, an example sentence and a translation in your first language.
- Think about your learning goals: why are you studying for this exam? If you pass the exam, what will this qualification help you do in future?
- Don't be afraid to use English outside class with other English speakers in everyday situations. For example, you could tell a family member, classmate or friend about your day or post a comment in English in response to something on social media.

Paper 1: Reading and Use of English

1 hour 30 minutes 7 parts	Part 1	One text with eight gaps. You must complete each gap with the best word or phrase from a set of four options.
	Part 2	One text with eight gaps. You must complete each gap with a single word (the correct answer is never a phrase or a contraction). There are no multiple-choice options.
	Part 3	One text with eight gaps. For each gap you are given a word. You must change the form of this word to fit the gap, using the correct form of the word with regard to meaning and grammatical form.
	Part 4	No text. You must rewrite six sentences in a different way, using the key word which you are given.
	Part 5	One long text with six multiple-choice questions.
	Part 6	One long text with gaps where seven paragraphs have been removed. You must put these paragraphs back into the text in the correct place.
	Part 7	One page of text (a single text or several short texts) with 10 multiple matching questions.

i The Reading and Use of English paper tests your reading comprehension at word, phrase, sentence, paragraph and whole-text level. Each part tests different aspects of reading, including the use of vocabulary in context (such as idioms and collocations), the use of particular grammatical and lexical structures, understanding detail, opinion and attitude, text organisation and structure, global meaning and main ideas, and cohesion and coherence.

Extra help online

You can find a C2 Proficiency **sample test** on our website. This helps learners who are preparing for this exam to practise different parts of the Reading and Use of English paper.

We also have reading **practice activities for learners at CEFR Levels C1-C2 available.**

★ Regular and effective use of an **advanced monolingual English dictionary** is essential – not only to clarify the meaning of new words but also to extend your knowledge of the way certain words work when used together (such as collocations, fixed phrases and other patterns like dependent prepositions). However, you won't be allowed to use a dictionary during the exam, so don't forget to practise alternative techniques for coping with unfamiliar vocabulary, such as the use of contextual clues to deduce meaning.



Some common questions about Paper 1: Reading and Use of English



Are words like 'doesn't' and 'isn't' counted as one or two words?

Two words. To count the number of words, the full form should be taken into account, e.g. didn't = did not = two words.



What kinds of texts are included in the Reading tasks?

The texts come from a range of different sources and are written for different purposes. They are mainly contemporary and include non-specialist material from fiction and non-fiction books and journalism (a wide range of newspapers, magazines and journals). Some are simply of general interest; others will have an academic angle or work-related flavour. To prepare for this paper, you should read widely and regularly.



Will I lose marks for incorrect answers?

No. A correct answer gets 1 or 2 marks, an incorrect answer gets 0 marks and no answer gets 0 marks. So if you're not sure about an answer, it is best to guess something! Remember, though, your spelling must be accurate in all parts of the test. (American spelling is OK – but don't mix American and British. It's important to be consistent and use only one variety.)



Will I get one or two scores for the Reading and Use of English paper?

Two. Your Reading score is based on Parts 1, 5, 6, 7 and 8, and your Use of English score is based on Parts 2, 3 and 4. Your Statement of Results will show both scores, plus three more: one score for Writing, one for Listening and one for Speaking. Each of these five scores is equally important when calculating your overall score.



Do ...

Read all **instructions, questions, texts, titles and sources** very carefully before attempting to answer.

In Part 1, check the words **around the gap** carefully. The missing word(s) may form part of an idiom, fixed phrase or collocation. Understanding the context is very important

before giving an answer.

In Parts 1 and 2, check that the completed sentence makes sense in the passage as a whole. The context of the **whole text** is very important!

In Part 2, read the **complete sentence** which contains the gap. The missing word(s) are more likely to have a grammatical focus than a lexical one.

In Part 3, think about all the changes a word may require: suffix, prefix, internal or more than one change; become singular, plural or negative; change of word class.

In Part 6, keep an overall idea of the development of the text. You will need to check that the extracts chosen for each gap also fit the progression of the argument or narrative as a whole.

Check your spelling! In Parts 2, 3 and 4, all spelling must be correct.

Don't ...

Don't leave any questions **unanswered** – you don't lose marks for incorrect answers.

Don't write **more than one answer** for any question, even if you think there are two possible answers.

In Parts 1, 5 and 7, don't assume that if the **same word appears in the text** as well as in an option, this means you have located the answer. You should read the questions carefully and check each option against the text before rejecting it.

In Part 4, don't **change** the word given.

In Part 4, don't write out the **full sentence**.

In Part 4, don't write **more than** eight words (including the given word).

Don't try to answer any questions without referring **carefully** to the text.

If you're taking the test on paper ...

Do ...

For the paper-based test, allow enough time to transfer your answers to the answer sheet – and don't wait until the end. It's best to copy your answers for each part to your answer sheet as you finish that part.

Don't ...

If doing the paper-based test, don't use a pen on the answer sheet. Use a pencil. Answers written in pen cannot be read by the marking machine i.e. 0 points! Rub out any answers you want to change using an eraser.



Paper 2: Writing

1 hour 30 minutes 8 parts	Part 1	Writing 220–260 words. There is only one question. You must write an essay based on two points given in the question. You must explain which of the two points is more important and give reasons for your opinion.
	Part 2	Writing 280–320 words. There are three questions and you must choose only one. You could write an article, an informal letter, a formal letter, a report or a review.



There are four assessment criteria for the tasks in the Writing paper:

Content (How well have you completed the task? Have you done what you were asked to do?)

Communicative Achievement (Is the writing appropriate for the task? For example, is the style right for a magazine article? Have you used the right register, for example formal or informal?)

Organisation (How is the piece of writing put together? Is the text logical and organised, using a range of cohesive devices?)

Language (Do you use a wide range of sophisticated grammar and vocabulary with fluency and accuracy?)

For both exam tasks, you receive marks from 0 to 5 for each of the four criteria. These scores are combined to calculate your final mark for the Writing paper.

Extra help online

Our website has **writing practice activities for very advanced learners**, plus a **sample test**, both of which can help learners preparing for the C2 Proficiency exam.

Try the exam tasks on **Write & Improve** and get fast, free automated feedback on your writing.



You can learn a lot from reading other people's written work! Try the following:

1. Find a sample answer in a **coursebook or book of practice tests**.
2. Look at how the writer answers the different parts of the question.
3. Choose one of the assessment criteria which you find more difficult and look at what the writer does well. Take some notes and compare this to your own writing.

For example, for Organisation, you could look at how the writer organises their ideas into paragraphs. Then think about how they develop these ideas, and how they link ideas in each paragraph and between the paragraphs.

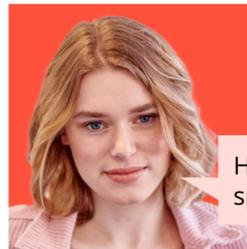


Some common questions about Paper 2: Writing



What if I write too much, or if I don't write enough?

The instructions indicate how much you should write. If you write a **much** shorter answer, this could mean the task has not been successfully completed. For example, if the conclusion is missing because you ran out of time, this could affect the organisation and coherence, and could therefore be penalised. And if you write too much, this could indicate irrelevance, repetition or poor organisation. You won't necessarily lose marks for writing slightly more or less than the length indicated in the question – just take care to answer the task completely and clearly.



How long should I spend on each part?

Both parts are worth the same number of marks and you can decide how much time to spend on each part. Just make sure you spend some time **planning** before you start writing each answer and **checking** your work after you have finished.



What happens if I need more paper?

In the digital exam you type all your answers onto the screen, so you only need extra paper to make notes. For the paper-based exam, you can raise your hand to indicate that you need more paper. And remember at the end of the exam to submit **all** the paper you used – this includes any notes which you made to plan or prepare your answer. Do not take any paper with you when you leave the exam room.



How are the C1 Advanced and C2 Proficiency writing tasks different? They seem quite similar ...

C2 Proficiency writing questions are designed to generate language that requires you to use more abstract functions such as hypothesising, interpreting and evaluating, and to move away from simply fact-based responses. This raises the level of language you are expected to demonstrate – not only in terms of structure, but also range of vocabulary and appropriateness of style and register.



Do ...

Allow time to **plan** your writing. Read every part of the question carefully and organise your ideas. Identify the key points in each text in Part 1 and deal with all parts of the question in Part 2.

Remember that Question 1 is **compulsory**.

Choose which Part 2 question to answer on the basis of what **interests you** the most, but also bear in mind the **task type**.

Use as wide a range of structures and vocabulary as you can, but think carefully about when to use idioms.

Check your work after typing or writing. Look for spelling errors and the use of punctuation – capital letters, apostrophes, commas, etc. Check structures too, such as subject–verb agreement, tenses, word order, singular and plural nouns.

Think carefully about what the task requires you to do. Identify which **task type** and what **information** you are being asked to give, who the **target reader** is, what your **role** is as a writer and your **purpose** in writing.

Use a **range of vocabulary and grammar**, as well as a style and tone which are suitable for the task and the reader.

Don't ...

Don't write out a **rough version** and then try to type or write a good copy – you will not have time.

Don't write a text type that is **different** from the type required by the question. For example, if you write an essay when the question has asked for an article, the register will not be totally appropriate for an article. This will have a negative effect on the target reader and will be penalised.

Don't waste time counting your words. In the digital test, **your words will be counted as you type**.

If you're taking the test on paper ...

Do ...

Use **paragraphs**. Indent when you start a new paragraph.

If doing the paper-based test, write **clearly so** your answers are easy to read. However, it's not important if you write in **CAPITALS** or if your writing is 'joined up' (cursive) or not. The important thing is that your handwriting is clear.

Don't ...

Don't waste time counting all the words you've written. Instead, calculate how many words on **average** you write on a line and multiply this average by the number of lines to estimate how much you have written.

If doing the paper-based test, don't use a pencil. For this paper, you must write in **pen**.



Paper 3: Listening

About 40 minutes 4 parts	Part 1	Listen to three unrelated short extracts (about 1 minute each) taken from monologues or from interactions between two or more people. For each recording, answer two multiple-choice questions.
	Part 2	Listen to one person speaking for about 3–4 minutes and complete nine sentences with information that you hear. The answers are always short – usually just single words or noun phrases. Listen to a
	Part 3	conversation between two or more speakers for about 3–4 minutes and answer five multiple-choice questions about the speakers' opinions and attitudes. Listen to five short monologues of
	Part 4	about 35 seconds each. You must complete two multiple-choice tasks simultaneously, by matching one item from Task 1 and one item from Task 2 to each recording.

i In the exam, you will hear each recording **twice**. The instructions for each task are followed by a pause for you to study the task for that section. Use this time to study the questions printed on the page to help you **predict** what you will hear and what kind of information you will be required to identify and understand.

In the exam, if you can't hear the recording, raise your hand immediately so somebody can quickly help to fix the problem.

Extra help online

Try the **sample Listening test** and the **listening practice activities for learners at CEFR Levels C1–C2** on our website.

Listen to podcasts. With such a high level of English, you can certainly find podcasts that you will be able to understand on topics that interest you. Listening for pleasure is a great way to develop your listening skills, as well as your vocabulary.

★ This paper tests different real-life skills, including understanding opinion, attitude, general meaning, detail, main idea, speaker's purpose, inferring meaning, agreement and opinion. To practise, find an interesting video or audio clip online and share it with another English speaker, such as a friend or colleague. Choose something which you know you will disagree about! After listening, discuss it together. Use examples from the clip to support your opinions.

To improve your listening skills, it's important to listen to a wide variety of texts and to hear a range of accents. You can find lots of interesting video and audio material online, like talks, audiobooks, etc. These often come with subtitles or transcripts so you can read and listen at the same time. The most important thing is to listen in English as much as possible and to enjoy it!



Some common questions about Paper 3: Listening



How many times will I hear each recording?

You will hear each recording **twice**.



Where do I write my answers if doing the paper-based test?

In the digital test, you type your answers onto the screen and they are saved automatically. For the paper-based test, you must write all your answers on a **separate answer sheet**. While you're listening, you can write on the question paper, but you must transfer your answers to the answer sheet. You will have 5 extra minutes at the end of the test to do this.



How important is spelling?

At advanced levels, accurate spelling is very important. In the Listening paper of the C2 Proficiency exam, you must not make any spelling mistakes.



What if I can't hear the recording?

In the digital test, you use headphones and can change the volume at any time during the test. For the paper-based test, if you can't hear, raise your hand immediately so that someone can resolve the problem.



Do ...

Use the time **before** each recording to prepare, read the question and think about the topic and the context.

Listen to **all** the instructions in the test – and read them too. It's really important to understand what type of text you will hear, what it is about and what you have to do in each part.

Think about the topic, the **development of ideas** and the **context** as you read the questions. This will help you listen.

In Part 2, write the **actual words** that you hear – and make sure you spell them correctly. You do not get more marks for using your own words.

In Part 2, look at the information both **before and after the gap** to check that your answer fits both logically and grammatically.

Pay attention to the role of **stress** and **intonation** in supporting a speaker's intended meaning.

Read through both tasks in multiple matching in the pause **before** you hear the recording for the first time (Part 4).

Don't ...

Don't panic about a difficult question. Move on to the next question and come back to the difficult one later.

In Part 2, don't complicate an answer by **changing or adding** extra information.

If you're taking the test on paper ...

Do ...

For the paper-based test, copy your answers **carefully** onto the answer sheet and check that you have followed the numbering correctly.

Don't ...

Don't leave a blank space on the screen or answer sheet. If you're not sure about an answer, **guess!**

For the paper-based test, **don't use a pen on the answer sheet. Use a pencil.** Answers written in pen cannot be read by the marking machine i.e. 0 points! Rub out any answers you want to change using an eraser.





Paper 4: Speaking

Candidates are tested together in pairs or groups of three. If there are three candidates together, the test lasts longer so each candidate gets enough time to speak.

About 16 minutes 3 parts	Part 1 (2 mins)	Each candidate has a brief general conversation (about 2 minutes) with the examiner.
	Part 2 (4 mins)	You and the other candidate(s) speak together about some pictures. There will be between one and seven pictures, which provide the basis for your discussion. First, the interlocutor will ask you a brief introductory question about two of the pictures (or different aspects of the same picture, if there is only one). Then you complete a decision-making task together based on the same set of pictures.
	Part 3 (10 mins)	The candidates and the interlocutor all speak together. First, each candidate speaks for 2 minutes in response to a specific question from the interlocutor and comments after their partner has spoken. Then the interlocutor asks some further questions, leading to a discussion on a general theme related to the topics already covered in Part 3.

i Don't try to prepare and memorise general answers for the Speaking or Writing tests. They almost certainly won't answer the questions which you are asked.

Extra help online

Watch an example of a **real Speaking test** and read the **examiner's** comments.

Our website has **speaking practice activities for advanced learners**.

★ If you don't know about a topic in the Speaking paper, do not speak about something else! You need to show your language skills, not your knowledge about a specific subject.

It might help you to practise some strategies in advance, such as:

- how to explain that you don't know a lot about a topic
- how to connect this topic logically to something you are more familiar with, so that you still answer the examiner's question
- describing what a friend, family member or colleague might say about the topic instead.

Like all language skills, your speaking will improve if you practise more. Speak to different people, in different situations and about different topics. You should also become familiar with the assessment criteria for this paper: Grammatical Resource, Lexical Resource, Discourse Management, Pronunciation and Interactive Communication.



Some common questions about Paper 4: Speaking



Can I do the Speaking test with another student from my class?

Ask your exam centre because different exam centres have different rules. But there's no evidence that candidates perform better or worse in the Speaking test if they know their partner. Some people might feel more relaxed and confident, but other candidates may find this situation difficult or unnatural.



Can I choose who my Speaking examiners will be?

No. The exam centre decides which candidates will be assessed by which examiners. Examiners are specially recruited and trained to assess impartially and to the same standard, so it doesn't matter which examiner you have. Also, examiners are never allowed to assess their own students or anybody they know socially. And remember: there are always two examiners, both of whom make an assessment.



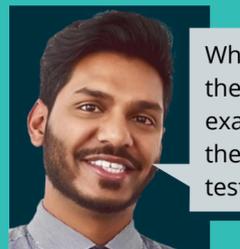
What if my partner for the Speaking test is better than me at speaking skills, or won't let me speak?

Examiners are specially trained for situations where one candidate is stronger or weaker, or if one person talks too much or not enough. Don't worry – they will make sure you get a fair opportunity to show your speaking skills in the test.



How can I improve the range of language I use when I speak?

Look back at the transcripts of recordings you've heard for useful language. (These can be found in the answer key of some editions of coursebooks and exam practice tests.) Record useful chunks of language that you think you can use again. Transcripts of spoken English are especially rich with colloquial expressions which can improve your own spoken performance.



Why are there two examiners for the Speaking test?

The two examiners are doing different jobs. One person is an **interlocutor**, which means they speak to you and manage the test. The other person is an **assessor**, who only listens and does not participate in the test. Together, the interlocutor and the assessor decide how well you performed.

The **interlocutor** gives you a general mark for how well you did in the whole test, and the **assessor** specifically considers five criteria: Grammatical Resource, Lexical Resource, Discourse Management, Pronunciation and Interactive Communication.



Do ...

- Show that you can **communicate effectively**.
- Speculate on the content of the visual materials, **even if you are not sure what they show**.
- Listen carefully to the **instructions and questions**, and focus on the task set.
- Make sure you know **what you have to do** in each part of the test, and the **timings** involved.
- Raise the level** of the conversation and discussion above the everyday and purely descriptive.
- Listen actively** to your partner, develop their ideas and opinions, and work with them.
- Show interest in and respect for your partner's ideas and views.
- Make use of the **prompts** in Part 2 if you want to.
- Respond as fully as possible** and extend your ideas and opinions, giving reasons where possible.
- Try to **remember your partner's name** and use it when referring to them.

Don't ...

- Don't talk at the same time as your partner or **interrupt** them when they are speaking.
- Don't leave **long or frequent pauses** when you are speaking.
- Don't waste your opportunities to show the examiners **what you can do**.
- Don't let your partner always lead the discussion. You **must also initiate** sometimes.
- Don't **monopolise** the discussion. You must be sensitive to turn-taking in Part 2.



Taking the exam

Even after lots of preparation, many people still feel nervous on exam day. That's why it's really important to feel ready and to know what to expect. Watch the **What to expect on exam day** video.



Before exam day, you should:

Register for the exam. If you are preparing for the exam as part of a course at a school, your school will register you. If you are studying independently, you can **look online to find a centre that offers the exam** and register directly with them. They will give you advice about preparation and tell you how much your exam will cost.

Check the date, time and address of your exam. Your centre will send you this information.

Sign up for our free online results service. The fastest way to get your results is to register with our **Results Service for Candidates**. When you register for the exam, you'll be given your Candidate ID Number and your Secret Number. You'll need these details to register to receive your results online.

Check that you know where the exam is happening and how to get there, because you must arrive **before** the exam starts.



You should register with our free **Results Service for Candidates** a few weeks before your exam.



Can I choose to take different exam papers on different days?

No, the Speaking test is the only paper which usually happens on a different day. All the other papers must be taken together on the same day.

Do I need to bring anything with me on exam day?

Yes, you should bring:

1. Identification (for example, your passport or national ID card). It must be the original document with your photo and it must be valid on the day of your exam.
2. Pens (black or dark blue).
3. Pencils (B or HB) and an eraser.
4. A clear plastic bottle of water.

Your exam centre will have extra pens and pencils if you need them.

You **cannot** bring your mobile phone or other electronic items inside the exam room. Your exam centre can tell you if you should leave these at home or if they can keep them somewhere safe during the exam.



Top tips for exam day

In the Reading and Use of English and Writing papers, **you can do the tasks in any order**, so you might want to start with the questions which you find easier. Just make sure that you type or write your answers in the correct order on the screen or answer sheet!

It's important to have enough energy when you're taking an exam! Before exam day, check with your exam centre if it's possible to buy food and drink there. **If not, you might want to bring something to eat.** You can't bring food to your desk, but you can eat it during breaks.

Check you know what **you can and can't do in the exam room**. For example, you can't bring food to your desk with you but you can bring a clear plastic bottle of water. All of this information is in the **Summary Regulations**, which you can read **online** before exam day. Your exam centre will also provide a copy of these rules.

There will be a clock or timer in the exam room (or on your screen if you're taking the digital test). Remember to **use the time well**. **Try not to panic** by looking at the clock every few minutes!

Follow all instructions carefully. In the digital exam, the instructions will be on your screen. In the paper-based exam, they will be on the exam paper. If you have any questions, if you need help or if you want to leave the room, raise your hand to ask the invigilator (the person who helps manage the exams).

Your exam centre will **take your photo**. They might also make a note of your **passport or ID number**. These steps are very important if you want to use your exam result in future for immigration or higher education. If you are taking C2 Proficiency in Asia, Australasia or Africa your centre **must** upload a photo taken on test day or you will not receive a result.

Finally ... try to **sleep well the night before**.



During the exam, you must not talk to other people or try to see what they are writing or typing.

In the digital test, the timer will tell you how much time you have left, and the test will finish when your time is up. At the end of the paper-based exam, the invigilator will tell you to **stop writing** and you must **stop immediately**. Then you must give them all your papers, including the question papers, answer sheets and any notes which you took, and wait in your seat. The invigilator will tell you when you can leave the room.



After the exam

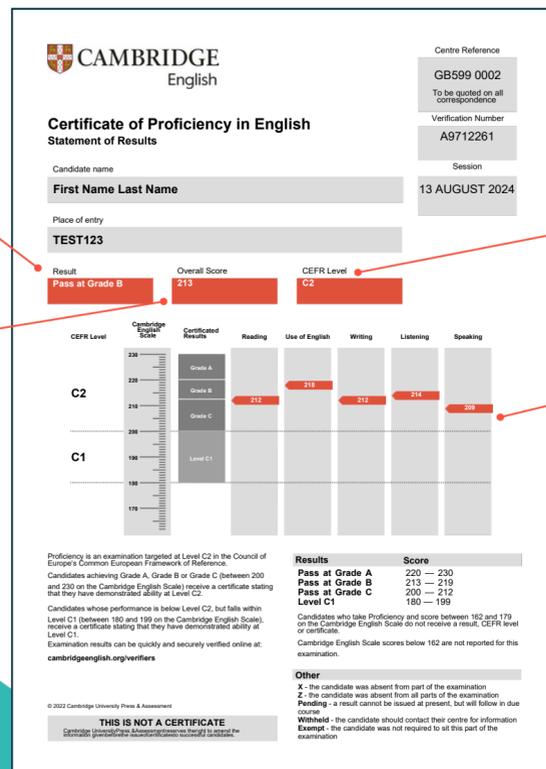
Well done! You prepared, you took the exam and now you're just waiting for your results. So what happens now?

Getting your results and certificate

All candidates receive a **Statement of Results**. You can access this **online**. If you are successful in the exam, you will also receive a **certificate**. This is sent to your exam centre.

	Digital exam	Paper-based exam
Statement of Results	1–2 weeks after the exam	4–6 weeks after the exam
Certificate	3–4 weeks after the exam	7–9 weeks after the exam

Your Statement of Results will look like this:



your grade for the whole exam

your score on the Cambridge English Scale for the whole exam (this is called the 'overall score')

the CEFR level (C2) of the whole exam

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



What does my 'overall score' mean?

Your overall score uses the Cambridge English Scale to show how well you did in the exam.

If you score ...	You will receive ...	Your certificate will show ...
200–230 (grade A, B or C)	a certificate for C2 Proficiency	... that you demonstrated ability at CEFR Level C2.
180–199	a certificate from Cambridge English	... that you demonstrated ability at CEFR Level C1.
179 or below	You will not receive a certificate, but your Cambridge English score will be shown on your Statement of results.	

What happens if I don't pass one of the papers?

You can't fail a paper. Your 'overall score' is based on the whole exam, so it's possible to pass the exam even if you don't do very well in one paper. Your Statement of Results will show your overall score and your scores for the different parts of the exam.

How can I receive my results online?

You'll need your Candidate ID Number and Secret Number to register with the **Results Service for Candidates**. You can find these numbers on the Confirmation of Entry document from your exam centre.

How can a university, college or employer check my exam results?

They can use the online **Results Verification Service**. You will need to give them your Candidate ID Number and Secret Number. If you've lost these numbers, the centre where you took your exam can provide them.



If you do not want to prepare for another exam but you want to continue developing and improving your English, there are many things you could do. For example:

- continue to read and listen to things in English which interest you, for example novels, television shows, blogs or podcasts
- consider transitioning from consumer to producer and creating your own blog, podcast or website in English
- join a club or project which involves reading (like a book club) or writing (like a Facebook group where members submit their own short stories).

Next steps in your learning journey

With your C2 Proficiency qualification, you could:

- **Begin a course of higher education.** Cambridge English Qualifications are **officially accepted by thousands of colleges and universities globally**.
- **Travel, study or work abroad.** Cambridge English Qualifications are so well known all around the world, they can give you opportunities in other countries.
- **Consider training to be a teacher** or broadening your teaching knowledge with a globally recognised qualification such as **CELTA** or **TKT (Teaching Knowledge Test)**.



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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

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