



TEST SPECIFICATIONS

ENGLISH UNIVERSITY

B2·C1



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1 Background Information

1.1 Dual-Level Examinations

In order to assess language skills reliably over two CEFR levels, the test development team defined two cut-off scores, instead of the one cut-off score typical for single-level examinations. For the examination *telc B2·C1 University*, this means that we can determine accurately whether the candidate's test results are sufficient for a B2 level assessment and, if so, whether they are also sufficient for a C1 level assessment.

telc's aims when developing this test were to

- provide successful candidates with a valid certificate either at level B2 or at level C1,
- achieve this objective within a manageable time frame for the actual examination; i. e., with as few test items as possible,
- give all candidates a profile of their abilities as well as certifying the overall level achieved.

In order to fulfil the second aim, the subtests Listening, Reading and Language Elements are counted together for the final result of the test. Thus 70 items can be taken into account when determining whether a test taker has reached level B2 or C1 for the receptive skills. Each subtest seen by itself would not provide the necessary amount of information about the test taker's ability. Therefore, if the results for Listening, Reading and Language Elements were to be reported separately, these subtests would have to include many more items. Considerations of time versus cost as well as practicability led to the decision to combine the three subtests. The productive skills Writing and Speaking are, however, assessed independently.

This means that *telc English B2·C1 University* has three parts which are evaluated separately:

- Listening/Reading/Language Elements
- Writing
- Speaking

The level achieved for each of these parts can be either "C1", "B2" or "below B2". The methods used for this evaluation are explained below.

The B2·C1 test cannot measure a candidate's ability below the CEFR level B2, so a result of this nature is referred to as being "below B2".






Listening/Reading/Language Elements

In these parts candidates are awarded one point for each item. The result is graded as follows:

- 50–70 points: C1
- 32–49 points: B2
- 0–31 points: below B2

2 Test Specifications

2.1 The Structure of the Examination

	Subtest	Aim	Type of Test	Time
Written Examination	 Listening			
	Part 1	Understanding everyday conversations	4 true/false and 2 multiple-choice items	40 min.
	Part 2	Understanding a lecture	8 multiple-choice items	
	Part 3	Understanding different opinions about a topic	5 matching items	
	Part 4	Understanding a discussion	6 true/false items	
	 Reading			
	Part 1	Understanding questions and answers from an Internet forum	6 matching items	50 min.
	Part 2	Understanding a lengthy, informative text	11 multiple-choice items	
	Part 3	Understanding a formal text	4 multiple-choice and 4 true/false items	
	 Language Elements			
Part 1	Selecting appropriate phrases in a conversation	10 matching items	20 min.	
Part 2	Selecting appropriate phrases in a semi-formal letter or email	10 multiple-choice items		
	Break			20 min.
Oral Examination	 Writing			
		Writing an argumentative text	1 writing task out of a choice of two	60 min.
	 Speaking			
	Part 1	Small talk	Task sheet with topic and picture	20 min.
	Part 2A	Presentation		
Part 2B	Answering follow-up questions	Oral presentation which should be prepared at home		
Part 3	Discussion	Questions from the examiner and the other candidate		
		Task sheet with sample statements on one controversial topic		

2.3 Listening

Listening, Part 1

In the first part of this subtest, the candidates will demonstrate their ability to use their knowledge of various linguistic registers to grasp the essence of a conversation and to pick out important details of the conversation. The situation is usually a short exchange between two people who know each other. They may have different status (e.g. student and member of university staff) or equal status (e.g. two students).

Structure	Instructions Audio texts Items
Objective	To assess the candidate's ability to understand the gist of conversations and certain specific details and identify the register
Intended operations	Listening to identify the relationship between the speakers, listening for gist and listening for detail
Type of task	Four true/false items and two multiple-choice items with three options, listed in alphabetical order
Number of items	Six (items 1–6)
Channel	Text: spoken Instructions and items: written
Type of text	Dialogue: conversations in everyday situations, both in personal and student-related contexts. One conversation is formal, one informal.
Nature of information	The conversations can take place between two people meeting in person or talking to each other on the telephone: friends, fellow students, teacher/student, etc.
Speakers	Number of speakers: two per conversation
Test items	<ul style="list-style-type: none"> ▪ The candidate will hear two recorded conversations. ▪ Each conversation is played once. ▪ For each conversation there are two true/false statements and one multiple-choice question. The task is to decide whether the statements for each conversation are true or false according to what is said and also to choose the correct answer from three options. Only one option is correct.
Topics	The topics are taken from a university or academic context or are related to the everyday life of students.
Level	The vocabulary and grammar in the texts may range between levels B2 and C1. The language of the items is at level B2.
Weighting	One point per item (0 for incorrect response)

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ENGLISH B2·C1 UNIVERSITY

telc English B2·C1 University is a standardised dual-level examination intended for young adults. It measures language competence across two levels of the *Common European Framework of Reference for Languages (CEFR)* using a task-based, communicative approach.

The *telc English B2·C1 University Test Specifications* are designed for teachers, examiners, and other ELT professionals who wish to gain a deeper understanding of how the examination was constructed, how the individual tasks work and how the candidates' performances are assessed.

For additional information regarding the *telc English B2·C1 University* examination (including sample tasks), please refer to the *telc English B2·C1 University mock examination*.