International Certificate in English Language
(8939-01)

September 2017 Version 1.0

Qualification Handbook

Qualification at a glance

Sector subject area	Languages, Literature and Culture of the British Isles
City & Guilds qualification number	8939-01
Age group	16+
Entry requirements	Centres must ensure that any pre-requisites stated in the **Centre and learner requirements** section on p9 are met
Assessment	To gain this qualification, candidates must complete five on-screen assessments in - Speaking - Listening - Reading - Writing - Grammar & Vocabulary
Grading	This qualification is graded Pass (B1) or Pass (B2). For more information, please see **Grading** on p16
Approvals	This qualification requires full centre and qualification approval. Please see the **Centre and learner requirements** section on p9
Support materials	Sample assessments Guidance for delivery Candidate exam guide
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.

Formal titles and levels	Size (GLH)	Size (TQT)	City & Guilds qualification number
International Certificate in English Language CEFR B1	300	400	8939-01
International Certificate in English Language CEFR B2	600	800	

Contents

1   Introduction

About this qualification

The purpose of the **City & Guilds International Certificate in English Language** is to provide a reliable and easy to deliver English language test. This will enable organisations to ascertain the English language ability of their learners and/or employees to make decisions about recruitment, workforce development for the purpose of education or employment progression. The qualifications will allow candidates to demonstrate their abilities to communicate in English and are intended for

- Non-native speakers of English worldwide
- young people or adults attending an English course
- people needing English for their everyday or working life
- learners who require externally recognised certification of their levels in English
- those who require a series of graded examinations to provide steps up in the ladder of proficiency

The qualification recognises that native and second language speakers do not display uniform, flat language and communication skills profiles which correspond exactly with levelled learning and assessment frameworks. For this reason, the tests measure five language components, each of which is assessed separately

- Speaking
- Listening
- Reading
- Writing
- Grammar & Vocabulary*.

*Note that no individual grade is provided for the Grammar & Vocabulary test. Please see **Awarding individual component grades** on p16.*

The test is structured so that all candidates can demonstrate their English language skills up to the highest level at which they are operating.

The qualification also recognises that language speakers who operate at higher levels do not just use those language skills specified by assessment frameworks at the corresponding level but also fluently use those skills specified for the levels above.

Candidates must achieve a certain standard across all components in order to achieve a B1 (Entry 3) or B2 (Level 1) qualification. Please see **Grading** on p16.

The qualification is not intended for those under the age of 16 or as the basis for high stakes decisions such as immigration or citizenship requirements.

Qualification structure

For the **International Certificate in English Language B1** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
101	Speaking in the English language: Achiever	75
102	Listening in the English language: Achiever	75
103	Reading in the English language: Achiever	75
104	Writing in the English language: Achiever	75

For the **International Certificate in English Language B2** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
101	Speaking in the English language: Achiever	75
102	Listening in the English language: Achiever	75
103	Reading in the English language: Achiever	75
104	Writing in the English language: Achiever	75
201	Speaking in the English language: Communicator	75
202	Listening in the English language: Communicator	75
203	Reading in the English language: Communicator	75
204	Writing in the English language: Communicator	75

Assessment requirements

To achieve the **International Certificate in English Language B1** or **B2** candidates must successfully complete the mandatory assessment component. The mandatory assessment component is made up of the results of the four individually graded tests:

- Speaking
- Listening
- Reading
- Writing

The results will then be combined and an overall grade will automatically be issued.

Component number	Assessment title
Mandatory	
001	Assessment Component

*Note that no individual grade is provided for the Grammar & Vocabulary test. Please see **Awarding overall qualification grades** on p17.*

2   Alignment of the CEFR to the International Certificate in English Language

Alignment of the CEFR and the International Certificate in English Language

The International Certificate in English Language has been aligned to levels of the Common European Framework of Reference for Languages (CEFR).

The tests were developed using the CEFR (Council of Europe 2001) as a source document to inform the assessment tasks, specifications and assessment criteria. The procedures described in the Draft Manual (2003) for relating tests to the framework were used. In addition, procedures are in place to ensure that alignment to the levels is ongoing and CEFR methodology is imbedded into the City & Guilds quality process as well as the assessment materials developed in conjunction with the British Council.

Alignment of grades

The four levels provided for within the International Certificate in English Language are linked to those of the Common European Framework of Reference for Languages developed by the Council of Europe. The comparative levels are displayed in the table below.

City & Guilds Levels	Common European Framework*
A1 Preliminary	**A1 Breakthrough**
A2 Access	**A2 Waystage**
B1 Achiever	**B1 Threshold**
B2 Communicator	**B2 Vantage**

*See: *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Cambridge University Press 2001 ISBN 0521 005310.

Note that component test may also return an 'A0' grade where the candidate has not reached the requisite level to gain an A1 grade. For more on this, please see **Grading** on p16.

3 Centre and learner requirements

Approval

There is no fast track approval for this qualification.
Existing centres who wish to offer this qualification must use the standard Qualification Approval Process.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the City & Guilds website for further information on the approval process: **www.cityandguilds.com**

Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements

* be technically competent in English Language teaching
* be able to deliver across the breadth and depth of the content of the qualification being taught
* have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
* demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessments.

For the specific resources required to provide assessments, please see p15.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any pre-requisites stated in the *About this qualification* section on p5 are met when registering on this qualification.

Age restrictions

This qualification is approved for learners aged 16+.

4   Delivering the International Certificate in English Language

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Test preparation materials Guidance for delivery Candidate exam guide	Available on the qualification pages on the City & Guilds Website: **www.cityandguilds.com**

5   Assessment

Summary of assessment methods and conditions

All five tests taken as part of this qualification are delivered on-screen and are scheduled through the City & Guilds Walled Garden. Only one booking is required in order to enter a candidate for all five tests.

These tests must be sat under invigilated examination conditions, as defined in the City & Guilds examination rules.

Candidates are required to take all five tests in order to receive an overall grade and be eligible for certification.

The table below provides a brief description of the assessment method, content and timeframe for the delivery of individual component results.

Component subject	Assessment method	Description and conditions
Speaking, Writing	On-screen tests	These tests contain a series of **levelled tasks**, are **externally set** and **marked by an external examiner**. Results are available within five working days from the point the test is submitted.

Component subject	Assessment method	Description and conditions
Listening, Reading, Grammar & Vocabulary	On-screen tests	These tests contain a series of **levelled items**, are **externally set** and **computer-marked**. Results are available within five working days once the tests have been fully completed.

*Note that no individual grade is provided for the Grammar & Vocabulary test. Please see **Awarding individual component grades** on p16.*

Use of dictionaries

The use of dictionaries of any kind is not permitted during the assessment of this qualification. This is because as an English language proficiency test candidates are being tested on their understanding of the English language; in particular vocabulary, grammar and text purpose rather than the use of language as a communication tool. Therefore to demonstrate understanding of the language we cannot permit candidates to use dictionaries. Through the delivery of teaching and the use of preparation materials candidates will have a clear understanding as to what level of vocabulary is necessary in order to meet the standard requirement needed to pass the test.

How tests are marked

For the graded components, grades are determined by either computer-based or examiner marking. The Grammar & Vocabulary test is also computer-marked, though no grade is provided for this. See: *Awarding individual component grades* on p16.

Examiners are approved by the British Council and undergo rigorous and frequent training. Their work is sampled by lead examiners to ensure that grades are awarded strictly in accordance with CEFR levels and City & Guilds best practice.

Test specifications

The way language skills are covered by each test is laid out in the tables below. All tests contain a range of levelled items or tasks covering CEFR grades A1-B2 with candidate performance across all items/ tasks being used to calculate the individual component grade.

For more on how individual component grades are calculated, please see *Grading* on p16.

Note that, while each component test has been numbered 1-5, candidates may take the tests in any order.

Test 1: Speaking

This is a computer-based, examiner-marked test consisting of four tasks with five marks available for each. Learners' verbal responses are recorded online.

Test: 1	Duration: 12 minutes			20 marks
CEFR level	Component	Number of tasks	Description of tasks	%
A1	Speaking	1	Verbally respond to questions in written and spoken form	25
A2		1	Verbally respond to questions in written and spoken form	25
B1		1	Verbally respond to questions in written and spoken form	25
B2		1	Verbally respond to questions in written and spoken form	25
	Total	4		100

Test 2: Listening

This is a computer-based, computer-marked test consisting of 25 short recordings with a multiple choice question for each. There is one mark for each answer. The breakdown of questions is dependent on the difficulty of each item, as established at the pre-testing stage.

Test: 2	Duration: 55 minutes			25 marks
CEFR level	Component	Number of questions	Description of questions	%
A1	**Listening**	5	Listen to a monologue to identify specific information	20
A2		5-7	Listen to monologues and dialogues to identify propositions	20-28
B1		5-7	Listen to monologues and dialogues to identify propositions	20-28
B2		5-7	Listen to a dialogue to identify a speaker's attitude, opinion or intention	20-28
	Total	**25**		**100**

Test 3: Reading

This is a computer-based, computer-marked test consisting of four parts containing a total of 25 questions. There is one mark for each answer.

Test: 3	Duration: 35 minutes			25 marks
CEFR level	Component	Number of questions	Description of questions	%
A1	**Reading**	5	Gap-fill questions	20
A2		6	Re-order sentences	24
B1		7	Gap-fill questions	28
B2		7	Match headings to the appropriate paragraphs	28
	Total	**25**		**100**

Test 4: Writing

This is a computer-based, examiner-marked test consisting of four individual parts with five marks available for each.

Test: 4	Duration: 50 minutes			20 marks
CEFR level	Component	Number of tasks	Description of tasks	%
A1	**Writing**	1	Complete a form	25
A2		1	Reply to a question on a form	25
B1		1	Interactive writing, responding to questions	25
B2		1	Write formal and informal e-mail correspondence	25
	Total	**4**		**100**

Test 5: Grammar & Vocabulary

This computer-based test consists of 50 computer-marked questions, with one mark available for each. The breakdown of questions is dependent on the difficulty of each item, as established at the pre-testing stage.

Learners will not receive a grade for this test; however their scores in this test are used to inform borderline decisions on results of the other four components. For more on this, please see **Awarding individual component grades** on p16.

Test: 5	Duration: 25 minutes			50 marks
CEFR level	Component	Number of questions	Description of questions	%
A1	**Grammar**	5	Sentence completion	10
A2		5-7	Sentence completion	10-14
B1		5-7	Sentence completion	10-14
B2		5-7	Sentence completion	10-14
A1	**Vocabulary**	5	Match words with similar meaning	10
A2		5	Sentence completion	10
B1		10	Sentence completion/ match words to definitions	20
B2		5	Match common words	10
	Total	**50**		**100**

Physical resources required to deliver the tests

All tests are completed on-screen and each computer/ laptop used must meet the following hardware and software requirements.

Computers and Devices	Minimum requirements		Not Supported
	Operating System	Hardware	
Windows	Windows 7+	1GB RAM free, 1Ghz processor, 1GB hard drive space free. Dependencies included in the .exe installer, but not in the .msi installer: *Microsoft Visual C++ Redistributable Packages 2015* **https://www.microsoft.com/en-us/download/details.aspx?id=52685** *.NET Framework 4.5.2* **https://www.microsoft.com/en-au/download/details.aspx?id=42642**	Windows RT Windows tablets Windows touch screens Dual monitors
iOS	iOS 10.3+	iPad Pro+ iPad Air+ iPad 5th generation+ iPad mini 2+	iPad mini is not recommended due to screen size – but it is still supported
Android	Android 5.0+	*Device manufactured during 2015 or later with minimum 1GB RAM free, 1Ghz processor, 1GB hard drive space free. Android System WebView / Chromium 56+ **https://play.google.com/store/apps/details?id=com.google.android.webview&hl=en**	Kindle Fire (Fire OS) *The Android market has *many* device manufacturers, hardware configurations and OS customisations – it is not "standardised" like iOS. As such not all Android devices meeting the minimum hardware and OS requirements are guaranteed to be fully supported.

Equipment	Minimum requirements
Screen	Display must measure 24.6 cm (9.5 inches) diagonally and support resolution of at least 1024 x 768 at 32,000 colours.
Headphones, earphones, ear-buds	Headphones, earphones or ear-buds are recommended for speaking and listening tests
Microphone	Microphone is required for speaking test
Keyboard	Physical keyboard (wired or wireless) is **required** for laptops and desktop computers. Physical keyboard (wired or wireless) is **optional** for tablets (iOS and Android). Note: An external keyboard is **not** necessary for successful interaction with online items when students are responding to tests on iOS and Android tablets (although external keyboards for tablets can still be used and are recommended for long form writing tasks)
Pointing device	Mouse, trackpad, touchpad or touch screen (iOS and Android) or other pointing device with which the student is familiar.

Where multiple candidates are completing tests at the same time and in the same location, centres must ensure that candidates can listen to recordings and respond orally to required tasks without being hindered by background noise or the proximity of other candidates.

As individual candidates receive a random allocation from a bank of test versions, recordings cannot be played to more than one candidate at a time.

6 Grading

Awarding individual component grades

The City & Guilds International Certificate in English Language is closely aligned to the levels of the Common European Framework of Reference produced by the Council of Europe, details of which are available at **www.coe.int/lang**

The tests are stringently assessed against the criteria as detailed in the syllabi. There is a five-point scale for each of the four graded tests. The grades A0 and A1are not included as they will indicate a fail. The table below shows the typical grade boundaries for each component.

Grades	Speaking	Listening	Reading	Writing	Grammar & Vocabulary*
A0					
A1					
A2	29-48%	17-36%	29-48%	29-48%	N/A
B1	49-78%	37-56%	49-72%	49-76%	
B2	79-100%	57-100%	73-100%	77-100%	

Note that no individual grade is provided for the Grammar & Vocabulary test, as this is used to underpin the four component tests and determine the final grade for each of them.

As can be seen from the illustrative figures in the table above, the grade boundaries are different for each graded component. These have been set by a panel of experts (up to 15 people) who estimate independently the positioning of the boundaries within each test version.

Grammar & Vocabulary

As referred to above, the Grammar & Vocabulary test is used to underpin the remaining four component tests and determine the final grade for each. Candidates who perform well in the Grammar & Vocabulary test will see their scaled scores[1] in the other four component tests adjusted upward by 5% – potentially lifting their original grade for these component skills.

For example, a candidate receiving 48% (12 marks) in the Reading test would – as per the table above – receive an A2 grade. If, however, they should achieve 66% or above in their Grammar & Vocabulary test an additional 5% is added to the scaled score of their Reading test. This, (when rounded to the nearest whole number) will increase their overall percentage received for Reading to 50%, meaning their grade for this test rises to B1.

---

[1] 'Scaled scores' are used to benchmark tests which each have different numbers of marks. For example, a candidate receiving 17 out of 25 marks for Listening and 12 out of 20 marks for Writing would have scaled scores of 34 out of 50 and 30 out of 50 for each respective test.

Awarding overall qualification grades

This qualification is certificated at B1 and B2 only. Overall qualification grades are determined by a candidate's performance in each of the four graded components:

City & Guilds Levels	Common European Framework*
A1 Preliminary	**A1 Breakthrough**
A2 Access	**A2 Waystage**
B1 Achiever	**B1 Threshold**
B2 Communicator	**B2 Vantage**

All four graded components carry equal weighting when calculating the overall qualification grade.

Achieving a B2 (Communicator) qualification:

To gain the B2 qualification a learner must achieve
- B2 grades in a minimum of three graded component areas and no lower than a B1 grade in the fourth.

Component 1	Component 2	Component 3	Component 4	Outcome:
B2	B2	B2	B1	**B2**

A learner who receives more than one grade at B1 or any grade at A2 or lower will not achieve this B2 (Level 1) qualification.

Achieving a B1 (Achiever) qualification:

To gain this B1 qualification a candidate must achieve
- B1 or higher in a minimum of three graded component areas and no lower than an A2 grade in the fourth.

Component 1	Component 2	Component 3	Component 4	Outcome:
B1	B1	B1	A2	**B1**

Note that grades received above B1 do **not** offset lower grades elsewhere. A learner who receives more than one grade at A2, or any grade at A1 or lower, will not achieve this qualification even if they should receive B2 for all other components.

Grade descriptors

To achieve an overall B1 grade, a candidate will be able to

- understand the main points of clear standard input on familiar matters regularly encountered in social roles, work, school, leisure, education and training
- convey information, feelings and opinions on familiar topics, using appropriate formality
- deal with most situations likely to arise whilst travelling in an area where the language is spoken
- produce simple connected text on topics, which are familiar, or of personal interest
- describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

To achieve an overall B2 grade, a candidate will be able to

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/ her field of specialisation
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

7 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

Regulations for the conduct of examinations

The regulations required to run International Certificate in English Language examinations are available in the following document *Regulations for the conduct of examinations Vo.5 October 2015*

This document contains the additional rules, regulations and other information required to run examinations. The requirements listed are designed to ensure the highest standards of integrity, quality and fairness of examinations for City & Guilds, approved centres and learners. It is essential that all City & Guilds centres are aware of these requirements and adhere to them fully. For further details please visit the City & Guilds website at **www.cityandguilds.com.**

Enquiries about results (Appeal process)

The services available for enquiries about results include a review of marking of test results. Requests must be submitted within the specified period after the publication of results for individual assessments.

For further details of enquiries about results services, please visit the City & Guilds website at **www.cityandguilds.com.**

Re-sits and shelf-life of test results

Candidates who have failed a test or wish to re-take it in an attempt to improve their grade, can re-sit this test. This will require candidates to re-sit **all components** of the test as a complete test package.

Factors affecting individual learners

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/ or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list)
- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*. Alternatively please complete the form, JCQ/M1. Copies of this form can be found on the JCQ website: **http://www.jcq.org.uk**

Access arrangements and special consideration

We have taken note of the provisions of equalities legislation in developing and administering this specification.

We can make arrangements so that candidates with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made before the tests take place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Special consideration
We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the tests.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*.

Your key questions answered

Do I need an installation ID to make bookings?

Yes, for existing customers the existing installation ID used for SecureAssess will be registered in the Janison Insight platform and linked to the new qualification number so customers can continue to use the same ID number and follow the same process.

How far in advance test bookings can be made?

The tests can be booked as far in advance as you want. This creates a "test event" in the Janison Insights platform, which is open for 14 days. Centre Administrators or invigilators then must create a 'test session', the session remains open and should be closed when all candidates in that session have completed their tests.

Once a test event is created in Janison Insights, all of the keycode data etc. is automatically generated.

How will punctuation be marked across levels?

Each writing task has a different level of difficulty and punctuation is considered in each of them – Roughly A1 = little or no use of accurate punctuation; A2 = punctuation used but mistakes noticeable; B1 = punctuation mostly accurate; B2 = minor errors in punctuation, does not impede understanding.

What is the format of multiple choice test for listening, vocabulary & grammar and reading tests?

Multiple choice questions (MCQs) for grammar have three options.
-MCQs for listening contain four options
-Vocabulary uses matching words to dropdown pick lists of ten options (five target words, five distractors).
-Reading A1 task is a cloze task using a drop down list of three options (target + two distractors); A2 is a re-ordering task requiring candidates to drag 6 jumbled sentences into order to make a coherent text; B1 task is a banked cloze of 7 gaps, with a bank of 10 words (7 correct answers and 3 distractors). B2 task is matching correct heading from a drop down list of 8 headings (7 target headings + 1 distractor) to 7 paragraphs using a drop down list.

How does the speaking test work? What is acceptable level of noise? What is the recommended number of candidates at any given slot? How are tasks structured?

The speaking test consists of four tasks of increasing difficulty: A1 task = three 30 second responses to simple questions; A2 task = three 45 second responses based around a picture prompt and related questions; B1 three 45 second responses based around two related pictures and related questions; B2 task = a 2 minute response in answer to three related questions on a topic supported by an image. One minute's preparation time is given to the candidate.

The number of candidates possible in a session depends on the size of the room. We recommend candidates should sit 1.2M apart when doing the speaking test, though this depends on the nature of the room and particularly the quality of the headphones. With good headphones in a carpeted room, candidates can sit surprisingly close without disturbing each other. One critical point is that candidates should all be doing the speaking test at the same time.

Can candidates choose to move along the tests in their own time (up to 12m) or do tasks expire within define minutes?

Essentially in the speaking test, no. Candidates have the option to stop recording a response at any time (e.g. weaker candidates may choose not to speak for the full two minutes on the final task) by activating a stop button, which saves their response up to that point.

Otherwise, candidates cannot control how they move through the test. Questions are automated and the candidate is moved on to the next question after their response is saved. The test is set to forward-only delivery and so candidates cannot go back.

What if candidates do not understand the questions (on speaking test), can they press a button for the computer to repeat?

No. Prompts and instructions are spoken and also written on screen.

What happens if the computer crashes?

Candidate answers are saved every 30 seconds, with the exception of the Speaking which is saved at the end of the candidates recording. If the computer crashes, they will be able to continue from the point the test was last saved, therefore will lose no more than 30 seconds of work (or one response for Speaking). We recommend having a spare, unassigned workstation in every sitting. If a PC crashes and cannot be restarted, the candidate can just move to the spare PC, enter their keycodes and resume where they left off.

What if there is a fire alarm and candidates must exit the classroom for 10m +?

The invigilator is able to pause the test before vacating the room and then the candidates' time will stop ticking down. They can recommence when it is safe to do so.

What is the time period in which centres are given for uploading answers once tests are sat?

There is no time limit. The responses remain on the hard drive of the PC on which they were taken until they are uploaded or deleted.

A delay for the upload of results would not be a problem. The only issue is that it will impact on how quickly we can turnaround results. We offer a up to 5 days turnaround from the point that the responses are uploaded, so centres must be clear with their students that results will be available not from when they seat their tests but from when results are fully uploaded by centres.

City & Guilds quality assurance guidelines applies*.

8   Units

Unit structure

The eights units across these qualifications have been structured according to the individual component skill at each of the two CEFR levels certificated.

Unit titles denote the City & Guilds equivalent to the CEFR levels, 'Achiever' B1 and 'Communicator' at B2. Descriptions of the distinctions between these two levels can be found below.

B1 (Entry 3) 'Achiever' units

At Level B1 the learner can maintain interaction and get across what he/ she wants to, in a range of contexts, for example: generally follow the main points of extended discussion around him/ her, provided speech is clearly articulated in standard dialect; express the main point he/ she wants to make comprehensibly; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

The learner can also cope flexibly with problems in everyday life, for example cope with less routine situations on public transport; deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics.

At this level, a learner can
- understand the main points of clear standard input on familiar matters regularly encountered in social roles, work, school, leisure, education and training
- convey information, feelings and opinions on familiar topics, using appropriate formality
- deal with most situations likely to arise whilst travelling in an area where the language is spoken
- produce simple connected text on topics, which are familiar, or of personal interest
- describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

B2 (Level 1) 'Communicator' units

At Level B2 the learner can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; develop an argument giving reasons in support of or against a particular point of view; take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

At this level a learner can hold his/her own in social discourse, eg understand in detail what is said to him/her in the standard spoken language even in a noisy environment; initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party; correct mistakes if they

have led to misunderstandings; make a note of "favourite mistakes" and consciously monitor speech for it/them; generally correct slips and errors if he/she becomes conscious of them.

At this level, a learner can
- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Unit 101   Speaking in the English language: Achiever

Level:	(B1)
GLH:	75

Scope of content

All of the content within this unit has been deemed appropriate to CEFR B1.

In this unit, a 'range' has been provided to guide understanding of the requirements.

Unit content

At this level, the learner will be able to

- exploit a wide range of simple language to deal with most situations likely to arise whilst travelling
- enter unprepared into conversation on familiar topics, express personal opinions and information on topics that are familiar, of personal interest or pertinent to everyday life
- narrate, describe, explain and express opinions in extended speech related to familiar contexts
- explain why something is a problem
- express thoughts on more abstract, cultural topics such as films, books, music
- be reasonably fluent, sustain a straightforward description of one of a variety of subjects within his/ her field of interest, presenting a series of shorter, discrete simple elements as a linear sequence of points
- have **sufficient range and control** of grammatical forms and lexis to get by
- have a **reasonably accurate** repertoire of frequently used 'routines', patterns and words associated with more predictable situations
- use **intelligible pronunciation**
- keep going comprehensibly; pausing for grammatical and lexical planning and repair.

Range:

Sufficient range and control means there is some hesitation, repetition and difficulty with formulation.

Reasonably accurate means that major errors still occur when expressing more complex thoughts.

Intelligible pronunciation means that occasional mispronunciations may occur because of accent.

Further guidance

Comprehensive lists of genres, functions, topics, discourse markers and grammar required for the B1 'Achiever' units can be found in **Appendix 2**.

Unit 102   Listening in the English language: Achiever

Level:	(B1)
GLH:	75

Scope of content

All of the content within this unit has been deemed appropriate to CEFR B1.

In this unit, a list of phonological features have been provided to guide understanding of the requirements.

Unit content

At this level, the learner will be able to

- understand straightforward factual information about common every-day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent
- understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, including short narratives
- follow short conversations both formal and informal in a range of familiar situations understanding gist, context and opinions
- understand simple technical information, such as operating instructions for everyday equipment
- follow detailed directions
- understand straightforward narratives, sequences, explanations
- identify the function of short utterances
- generally follow the main points, speakers, purposes and attitudes in an extended discussion around him/ her
- extract and reproduce key information from announcements and media broadcasts on a range of familiar topics.

Phonological features

The learner will be able to

- recognise stress and intonation in order to follow discourse
- recognise feelings, moods, attitudes, important points and opinions expressed through stress and intonation.

Further guidance

Comprehensive lists of genres, functions, topics, discourse markers and grammar required for the B1 'Achiever' units can be found in **Appendix 2**.

Unit 103   Reading in the English language: Achiever

Level:	(B1)
GLH:	75

Scope of content

All of the content within this unit has been deemed appropriate to CEFR B1.

Learning outcomes

At this level, the learner will be able to

- read straightforward factual texts on subjects related to his/ her field and interests with a satisfactory level of comprehension
- read for detail, locating and understanding details in narratives, explanations, descriptions, instructions, biographies, articles and discursive texts on familiar topics
- read for gist and understand the main ideas in straightforward texts of more than one paragraph
- locate and understand specific information in formal and informal real-life texts which may include graphics
- understand the purpose of different texts
- understand information or purpose which may not be expressed overtly
- understand a line of argument and conclusions clearly signalled in discursive text
- understand feelings and opinions expressed in informal texts
- understand words relating to most topics pertinent to his/ her everyday life such as family, hobbies, interests, work, travel and current events
- understand longer texts which may contain some complex structures
- understand the features which signal different levels of formality
- understand features which indicate the purpose of a text
- understand and be able to use the organisational, lexical and grammatical features of a text to locate information
- recognise the common structure of paragraphing to build up meaning in a text
- understand how meaning is built up over discourse using markers to indicate addition, sequence and contrast.

Further guidance

Comprehensive lists of genres, functions, topics, discourse markers and grammar required for the B1 'Achiever' units can be found in **Appendix 2**.

Unit 104   Writing in the English language: Achiever

Level:	(B1)
GLH:	75

Scope of content

All of the content within this unit has been deemed appropriate to CEFR B1.

Learning outcomes

At this level, the learner will be able to

- write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence
- describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans
- convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision
- write personal letters and notes asking or conveying simple information of immediate relevance, getting across the point he/ she feels is important
- write short simple texts for practical purposes: instructions; forms
- express opinions simply, giving supporting reasons
- generally use correct punctuation in formal and informal texts
- spell correctly the majority of common words and key words relating to work, study and leisure interests
- use spelling, punctuation and layout accurately enough to be followed most of the time
- use basic grammatical structures correctly, including conjunctions, connectives and discourse markers. Errors occur but it is clear what he/ she is trying to say
- use vocabulary related to topics which are familiar or of personal interest adequately to meet straightforward needs
- communicate information and ideas with some adaptation to the intended reader, eg formal-informal letter, social media,
- link a short linear sequence of ideas using discourse markers and conjunctions
- demonstrate some awareness of conventions of an informal and formal letter
- produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.

Further guidance

Comprehensive lists of genres, functions, topics, discourse markers and grammar required for the B1 'Achiever' units can be found in **Appendix 2**.

Unit 201 — Speaking in the English language: Communicator

Level:	(B2)
GLH:	75

Scope of content

All of the content within this unit has been deemed appropriate to CEFR B2.

In this unit, a 'range' has been provided to guide understanding of the requirements.

Learning outcomes

At this level, the learner will be able to

- give clear, systematically developed descriptions and presentations with appropriate highlighting of significant points, and relevant supporting detail
- give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples
- have sufficient range and control of grammatical forms and lexis to express ideas without much conspicuous hesitation, using some complex forms to do so. No mistakes lead to misunderstanding
- have clear, effective pronunciation and intonation
- have stretches of language with **fairly even tempo**
- use a **limited number of cohesive devices** to link utterances into clear, coherent discourse.

Range:

A **fairly even tempo** can be hesitant when searching for patterns and expressions, with fairly long pauses possible.
A **limited number of cohesive devices** means there may be some 'jumpiness' in long turns.

Further guidance

Comprehensive lists of genres, functions, topics, discourse markers and grammar appropriate to the B2 level can be found in **Appendix 3**.

Unit 202   Listening in the English language: Communicator

Level:	(B2)
GLH:	75

Scope of content

All of the content within this unit has been deemed appropriate to CEFR B2.

In this unit, phonological features have been provided to guide understanding of the requirements.

Learning outcomes

At this level, the learner will be able to

- understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/ or idiomatic usage influences the ability to understand
- understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect including technical discussions in his/ her field of specialisation
- follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers
- follow the essentials of lectures, talks and reports and other forms of academic/ professional presentation which are propositionally and linguistically complex
- understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed
- follow short discussions and conversations both formal and informal in a range of familiar situations understanding gist, context, purpose, function, attitude, feelings, opinions and relationships
- follow a conversation and predict the likely outcome
- identify the function of short utterances which may contain idiomatic expressions *(see Grammar and Functions sections)*
- follow the essentials of lectures, talks and reports and other forms of academic/ professional presentation which are complex
- follow clearly structured extended speech and more complex argument when familiar with the topic

- understand ideas, arguments and descriptions expressed through complex sentence forms
- understand some lower frequency vocabulary and expressions relating to everyday life and current events
- recognise degrees of formality used by speakers in different types of utterances in everyday and less familiar situations.

Phonological features

The learner will be able to
- recognise how intonation, pitch and/ or stress can affect meaning
- recognise feelings, moods, attitudes, important points and opinions expressed through stress, pitch and intonation.

Further guidance

Comprehensive lists of genres, functions, topics, discourse markers and grammar required for the B2 'Communicator' units can be found in **Appendix 3**.

Unit 203   Reading in the English language: Communicator

Level:	(B2)
GLH:	75

Scope of content

All of the content within this unit has been deemed appropriate to CEFR B2.

Learning outcomes

At this level, the learner will be able to

- read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary
- read with a broad reading vocabulary, but may experience some difficulty with low frequency idioms
- scan quickly through long and complex texts, locating relevant details
- obtain information, ideas and opinions from highly specialised sources within his/ her field
- understand specialised articles outside his/ her field using a dictionary occasionally to confirm his/ her interpretation of terminology
- understand texts in different styles and purposes with a large degree of independence
- understand the main ideas in complex texts on both familiar and abstract topics
- understand the way meaning is built up in a range of texts
- understand feelings, opinions, warnings and conditions in both formal and informal text
- understand lengthy texts in his/ her field containing complex instructions or explanations
- understand articles and reports concerned with contemporary issues in which the writers adopt particular viewpoints
- locate and understand information, ideas and opinions from longer more specialised sources in familiar contexts
- understand the features of register in texts including those conveying feelings, opinions, warnings and conditions

- recognise how purpose is achieved in a range of texts including those containing images, graphical and tabular data
- understand a broad range of discourse markers including those expressing addition, cause and effect, contrast, sequence and time.

Further guidance

Comprehensive lists of genres, functions, topics, discourse markers and grammar required for the B2 'Communicator' units can be found in **Appendix 3**.

Unit 204   Writing in the English language: Communicator

Level:	(B2)
GLH:	75

Scope of content

All of the content within this unit has been deemed appropriate to CEFR B2.

Learning outcomes

At this level, the learner will be able to

- write clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
- synthesise and evaluate information and arguments from a number of sources
- express news and views effectively in writing and relate to those of others
- produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions accurately but may show signs of mother tongue influence
- write to develop an argument systematically with appropriate highlighting of significant points and relevant supporting detail
- evaluate different ideas or solutions to a problem
- write coherently on topics of general interest linking ideas appropriately and effectively
- write clear connected text describing real or imaginary people or events
- write formal letters, reports or articles to fulfil a range of functions for practical purposes.

Further guidance

Comprehensive lists of genres, functions, topics, discourse markers and grammar required for the B2 'Communicator' units can be found in **Appendix 3**.

Appendix 1   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:
- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

For international centres, please refer to the International Centre Guide, 4th Edition, available at - **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/quality-assurance-documents**.

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/ or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on
- **Walled Garden**: how to register and certificate candidates on line
- **events**: dates and information on the latest Centre events
- **online assessment**: how to register for e-assessments.

For international centres, please refer to the International Centre Guide, 4th Edition, available at - **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/quality-assurance-documents**.

Appendix 2   Further guidance for B1 units

Genres at B1

Reading Genres:
Advertising material (in printed media, on billboards and posters, online advertising)
Broadcast and recorded spoken text
Business letters/ e-mail
Contracts
Dictionaries
Instruction manuals (how to use products)
Instructional materials (handouts, textbooks)
Job advertisements
Journal articles
Magazines
Menus
Messages and short memos
Newspapers
Novels
Personal letters/ e-mail
PowerPoint presentations
Recipes
Reports and memorandums
Reviews in printed media (TV dramas, plays, movies)
Textbooks and readers for language learning
Tickets and timetables
Travel guides and brochures
Warranties and guarantees

Listening Genres:
Advertising material (on broadcast media, recorded announcements)
Debates and discussions (both live and on broadcast media)
Entertainment (TV dramas, plays, movies)
Interpersonal dialogues and conversations
Interviews (both live and on broadcast media)
Listening materials for language learning
News broadcasts
Public announcements and instructions
Public speeches, lectures, presentations
Radio phone-in
Recorded tourist information
Reviews on TV and radio (restaurants, books, movies)
Routine commands (instructions by police, customs officials, airline personnel)
Short features and documentaries on TV and radio
Sports commentaries (football, cricket, boxing)
Telephone — pre-recorded information services
Telephone — voicemail and answering machine messages
Telephone conversations

Functions at B1

Advice
Arranging to meet people
Asking for and giving directions
Asking for and stating prices
Asking for and telling the time
Checking understanding
Contrasting opinions (on the one hand)
Critiquing and reviewing/ talking about films and books
Describing feelings, emotions, attitudes
Describing habit and routine
Describing past experiences and storytelling
Describing people
Describing places
Describing things
Expressing agreement/ disagreement
Expressing opinions
Giving personal information
Greetings
Initiating and closing conversation
Invitations
Managing interaction (interrupting, changing topic, resuming)
Obligations and necessity
Offers
Requests
Suggestions
Summarising exponents (briefly, all in all)

Topics at B1

Architecture*
Arts (art, dance, film, literature, music)*
Biographies
Business, finance, industry*
Culture and customs
Daily life
Descriptions of buildings
Descriptions of people (appearance, personality)
Descriptions of places (towns, cities, locations)
Dreams and future plans
Education — college life
Education — school life
Education — social topic*
Education — training and learning
Environmental issues
Food and drink
Health & injuries - personal health
Health & medicine - social topic*
History and archaeology
Humanitarian and volunteer activities
Leisure and entertainment
Media*
Personal finances
Pets
Plants, animals, nature
Politics and government*
Public safety — accidents and natural disasters*
Public safety — crime*
Relationships and family
Science and technology
Shopping and obtaining services
Social trends
Sports
Transportation and asking for directions
Travel and tourism
Weather
Work and job related

These topics are only suitable at this level in certain contexts.

Discourse markers at B1

Connecting words (and, but, because)
Connecting words expressing cause and effect, contrast
Linkers: sequential – past time
Markers to structure informal spoken discourse

Grammar at B1

Present perfect with *since/ for*; *ever/ never*; *yet/ already*, *just*
Used to for regular actions in the past
Past continuous
Future reference
Future simple verb forms, NP + *will*
Zero and 1st conditional
Range of verbs + *ing* form
To + infinite to express purpose
Common phrasal verbs and position of object pronouns, such as *I looked it up*
Simple reported/ embedded statements and questions
Question tags using all verbs appropriate at this level
Contracted forms appropriate to this level

Appendix 3   Further guidance for B2 units

Genres at B2

Reading Genres:
Advertising material (in printed media, on billboards and posters, online advertising)
Broadcast and recorded spoken text
Business letters/ e-mail
Contracts
Instruction manuals (how to use products)
Instructional materials (handouts, textbooks)
Job advertisements
Journal articles
Magazines
Menus
Messages and short memos
Newspapers
Novels
Personal letters/ e-mail
PowerPoint presentations
Recipes
Reports and memorandums
Reviews in printed media (TV dramas, plays, movies)
Textbooks and readers for language learning
Tickets and timetables
Travel guides and brochures
Warranties and guarantees

Listening Genres:
Advertising material (on broadcast media, recorded announcements)
Debates and discussions (both live and on broadcast media)
Entertainment (TV dramas, plays, movies)
Interpersonal dialogues and conversations
Interviews (both live and on broadcast media)
Listening materials for language learning
News broadcasts
Public announcements and instructions
Public speeches, lectures, presentations
Radio phone-in
Recorded tourist information
Reviews on TV and radio (restaurants, books, movies)
Routine commands (instructions by police, customs officials, airline personnel)
Short features and documentaries on TV and radio
Sports commentaries (football, cricket, boxing)
Telephone — pre-recorded information services
Telephone — voicemail and answering machine messages
Telephone conversations

Functions at B2

Advice
Arranging to meet people
Asking for and giving directions
Asking for and stating prices
Asking for and telling the time
Checking understanding
Contrasting opinions (on the one hand....)
Critiquing and reviewing/ talking about films and books
Describing feelings, emotions, attitudes
Describing habit and routine
Describing hopes and plans
Describing past experiences and storytelling
Describing people
Describing places
Describing things
Developing an argument
Encouraging and inviting another speaker to continue, come in
Expressing abstract ideas
Expressing agreement/ disagreement
Expressing certainty, probability, doubt
Expressing opinions
Expressing reaction, eg indifference
Generalising and qualifying
Giving personal information
Giving precise information
Greetings
Initiating and closing conversation
Interacting informally, reacting, expressing interest, sympathy, surprise
Invitations
Managing interaction (interrupting, changing topic, resuming)
Obligations and necessity
Offers
Requests
Speculating and hypothesising
Suggestions
Summarising exponents (briefly, all in all...)
Synthesising, evaluating, glossing information
Taking the initiative in interaction

Topics at B2

Architecture
Arts (art, dance, film, literature, music)
Biographies
Business, finance, industry
Culture and customs
Daily life*
Dreams and future plans
Education — college life
Education — school life
Education — social topic
Education — training and learning
Environmental issues
Health & injuries - personal health*
Health & medicine - social topic
History and archaeology
Humanitarian and volunteer activities
Leisure and entertainment
Media
Personal finances
Plants, animals, nature
Politics and government
Public safety — accidents and natural disasters
Public safety — crime
Relationships and family*
Science and technology
Shopping and obtaining services
Social trends
Sports
Transportation and asking for directions*
Travel and tourism
Work and job related

These topics are only suitable at this level in certain contexts.

Discourse markers at B2

Connecting words (and, but, because)
Connecting words expressing cause and effect, contrast
Discourse markers to structure formal speech
Linkers: although, in spite of, despite
Linkers: sequential – past time
Markers to structure informal spoken discourse

Grammar at B2

Present perfect continuous
Past perfect
Simple passive
Use of 2nd and 3rd conditional
Verbs + (object) + gerund or infinitive such as *would like someone to do something + suggest doing something*
Causative use of *have* and *get*
Reported speech with a range of tenses
Wider range of phrasal verbs such as *give up*, *hold out*
Reported requests and instructions
Question tags using tenses appropriate to this level
Contracted forms appropriate to this level

Useful contacts

International learners	**E: intcg@cityandguilds.com**
General qualification information	
Centres	**E: centresupport@cityandguilds.com**
Exam entries, Certificates, Registrations/ enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	
Single subject qualifications	**E: singlesubjects@cityandguilds.com**
Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	
International awards	**E: intops@cityandguilds.com**
Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	
Walled Garden	**E: walledgarden@cityandguilds.com**
Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/ menu option, Problems	

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**