

International ESOL (English for Speakers of Other Languages) (8984)

Qualification handbook



www.cityandguilds.com
April 2014
Version 27.1

About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes ILM (the Institute of Leadership & Management) providing management qualifications, learning materials and membership services and NPTC which offers land-based qualifications and membership services. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement *Access to assessment and qualifications* is available on the City & Guilds website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute 2009 and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a locked PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification
- the *Standard Copying Conditions* on the City & Guilds website.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 3387.

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.

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2400

www.cityandguilds.com

centresupport@cityandguilds.com

learnersupport@cityandguilds.com

International ESOL (English for Speakers of Other Languages) (8984)

Qualification handbook



www.cityandguilds.com
April 2014
Version 27.1

This page is intentionally blank

Contents

1	International English for Speakers of Other Languages (International ESOL)	6
1.1	The International ESOL qualification handbook	6
1.2	International English Qualifications suite	7
1.3	Introduction to International ESOL	9
1.4	Qualification titles and QAN Numbers	11
1.5	CEFR and Alignment of International ESOL to the CEFR	12
1.6	Descriptions of competence at each level	13
1.7	Format and features of International ESOL suite of examinations	15
1.8	Support materials	27
2	Centre approval process and requirements	29
2.1	Centre approval process	29
2.2	Resource requirements	30
3	Regulations for the conduct of the examinations	31
4	Syllabi	40
4.1	Introduction	40
4.2	Preliminary level - A1	41
4.3	Access level - A2	44
4.4	Achiever level – B1	49
4.5	Communicator level – B2	56
4.6	Expert level – C1	64
4.7	Mastery level – C2	71
4.8	Grammar for all levels	79
5	Overview of assessment for International ESOL	90
5.1	Assessment of the International ESOL examination paper	90
5.2	Assessment criteria by level	93
6	Access to assessment	97

1. International English for Speakers of Other Languages

1.1 The International ESOL qualification handbook

The International ESOL qualification handbook for centres from City & Guilds provides a comprehensive introduction to the City & Guilds series of examinations in International ESOL (English for Speakers of Other Languages).

The aim of this guide is to provide information and advice for all existing and potential centres offering the City & Guilds International ESOL examinations. This guide also serves as a reference point for teachers who prepare their candidates for the City & Guilds International ESOL examinations.

This handbook lists all the most important criteria that a centre needs to adhere to when administering the International ESOL examination.

A separate qualification handbook has been produced for the International Spoken ESOL Qualification.

To find out more about our International English Qualifications (IEQs) visit:

www.cityandguildsenglish.com

1.2 International English Qualifications suite

International ESOL (English for Speakers of Other Languages) (8984)

This range of examinations offers a communicative approach to the testing of listening, reading and writing at six levels:

- Preliminary (equivalent to A1 Breakthrough on the Common European Framework)
- Access (equivalent to A2 Waystage on the Common European Framework)
- Achiever (equivalent to B1 Threshold on the Common European Framework)
- Communicator (equivalent to B2 Vantage on the Common European Framework)
- Expert (equivalent to C1 EOP on the Common European Framework)
- Mastery (equivalent to C2 Mastery on the Common European Framework).

International Spoken ESOL (Spoken English for Speakers of Other Languages) (8985)

This range of examinations complements the International ESOL series. It is a separately administered spoken examination and is available at the same levels as the International ESOL range. A separate qualification handbook is available for International Spoken ESOL.

International ESOL (English for Speakers of Other Languages) – Listening (8961-71)

This examination offers a communicative approach to the testing of listening at Preliminary level (equivalent to A1 Breakthrough on the Common European Framework)

City & Guilds Certificate in International Speaking and Listening ESOL Diploma (9993)

This qualification can be achieved upon successfully passing the International ESOL – Listening (8961-71) and International Spoken ESOL (8985-071) qualifications.

City & Guilds Certificate in International Speaking and Listening ESOL Diploma (9992)

This qualification can be achieved upon successfully passing the International ESOL (8984) and International Spoken ESOL (8985) qualifications.

Young ESOL (English for Speakers of Other Languages – Young Learners) (8962 and 8969)

Young ESOL and Young Spoken ESOL are for candidates aged 8-13. The examinations are at the lower levels only.

Spoken English Tests for Business (8981)

The Spoken English Test (SET) for Business is a qualification specifically developed for candidates who need to use spoken English in the workplace. This qualification is ideal for those who work in business in an English speaking country or in a multinational organisation which uses English for internal communications.

English for Business Communication (8959)

English for Business Communication focuses on the candidate's ability to perform in real business situations through the medium of English. This qualification evaluates understanding and writing of business communications in English. Level 1 requires learners to understand and write simple letters, memos, faxes and emails. Level 2 involves the understanding of more complex business communications, writing letters and memos and drafting faxes and emails and other business-related documents. At level 3, learners need to understand a wider range of business communications, write letters, faxes and memos in response to a wide range of situations and prepare notices, speeches, adverts, articles, and other business documents.

English for Office Skills (8960)

The English for Office Skills qualification tests accuracy in the use and transcription of English and the ability to perform office-related tasks to spoken or written instructions. These tests are suitable for those who need to carry out tasks in English where accuracy in writing and following instructions is important. Both levels involve the demonstration of accurate spelling and punctuation, writing down a spoken message, reading comprehension, knowledge of vocabulary and proofreading documents.

1.3 Introduction to International ESOL

The City & Guilds International ESOL examinations offer a comprehensive test of Listening, Reading and Writing skills in English which can either be taken as a stand-alone examination or a complement to the International Spoken ESOL examinations.

These examinations are accredited by the Office of the Qualifications and Examinations Regulator (Ofqual) on the National Qualifications Framework of England, Wales and Northern Ireland (NQF) and have been mapped to levels of the Common European Framework of Reference for Languages (CEFR).

Who are the City & Guilds International ESOL qualifications intended for?

- Non-native speakers of English worldwide
- young people or adults attending an English course either in the UK or overseas
- students learning English as part of their school or college curriculum
- people needing English for their everyday or working life
- learners who require externally recognised certification of their levels in English
- those who are attending courses over a period and require a series of graded examinations which provide steps up in the ladder of proficiency
- learners attending short courses in English.

Why take City & Guilds International ESOL examinations?

• Flexible Examination Dates

Centres or City & Guilds regional offices are in control of scheduling the date and time of the examinations and can hold examinations whenever it is suitable for them.

• Integrity of total external assessment

All exams are externally set and are assessed by a closed group of markers at City & Guilds, regularly standardised through training to ensure consistency and objectivity of assessment that is benchmarked against the CEFR.

• Flexibility of exam structure

Learners may decide to take International ESOL and International Spoken ESOL separately if they wish to, depending on the skills focussed on during preparation.

• Feedback reports

Unsuccessful candidates automatically receive a short feedback report designed to prepare them to retake an examination.

- **International recognition**

Our International English Qualifications (IEQs) are quality English language exams recognised by employers, educational institutions and professional bodies worldwide for both academic progression and employment.

- **Relevance**

The tasks are sufficiently universal to suit all language learning styles and preparation methods. Exam content authentically replicates real-life English in use

Levels and duration of the exam

The levels chart below shows the six levels of the International ESOL examinations and the duration of each examination. All examinations test listening, reading and writing skills.

Examination	Duration for listening	Duration for Reading and Writing
A1 Preliminary	about 20 minutes	1 hour 40 minutes
A2 Access	about 20 minutes	1 hour 40 minutes
B1 Achiever	about 30 minutes	2 hours 10 minutes
B2 Communicator	about 30 minutes	2 hours 10 minutes
C1 Expert	about 30 minutes	2 hours 40 minutes
C2 Mastery	about 30 minutes	2 hours 40 minutes

1.4 Qualification titles and QAN Numbers

The table below outlines the level names, full titles and Qualification Accreditation Numbers (QAN) that are assigned by Ofqual and appear in the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>) for all levels of the International ESOL qualifications.

City & Guilds level	Title	QAN Number
Preliminary (A1)	City & Guilds Entry Level 1 Certificate in ESOL International (reading, writing, and listening) (Preliminary A1)	500/1763/9
Access (A2)	City & Guilds Entry Level 2 Certificate in ESOL International (reading, writing and listening) (Access A 2)	500/1769/X
Achiever (B1)	City & Guilds Entry Level 3 Certificate in ESOL International (reading, writing and listening) (Achiever B1)	500/1764/0
Communicator (B2)	City & Guilds Level 1 Certificate in ESOL International (reading, writing and listening) (Communicator B2)	500/1765/2
Expert (C1)	City & Guilds Level 2 Certificate in ESOL International (reading, writing and listening) (Expert C1)	500/1766/4
Mastery (C2)	City & Guilds Level 3 Certificate in ESOL International (reading, writing and listening) (Mastery C2)	500/1767/6

The name of each examination and appropriate CEFR Level appear below the title on each certificate.

1.5 CEFR and alignment of International ESOL to the CEFR

The six levels of the International ESOL Examination are linked to those of the Common European Framework of Reference for Languages¹ developed by the Council of Europe. The comparative levels chart below shows how the levels relate to each other.

City & Guilds Levels	Common European Framework	Equivalent UK national levels
A1 Preliminary	A1 Breakthrough	Entry 1
A2 Access	A2 Waystage	Entry 2
B1 Achiever	B1 Threshold	Entry 3
B2 Communicator	B2 Vantage	Level 1
C1 Expert	C1 Effective Operational Proficiency	Level 2
C2 Mastery	C2 Mastery	Level 3

¹See 'Common European Framework of Reference for Languages: Learning, teaching, assessment' Cambridge University Press 2001 ISBN 0521 005310

Alignment of International ESOL to the CEFR

Given the increasing importance and high profile of the body of work around the Common European Framework of Reference for Languages (CEFR), the decision was made early on in the development process of the International ESOL suite of examinations to align the levels of these examinations with the levels of the CEFR.

The examinations 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 examinations 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.

City & Guilds worked in partnership with a team of expert consultants and organisations, including the Centre for Language Assessment Research (CLARe) based at Roehampton University, London and led by Professor Barry O'Sullivan. This work ensures that there is the necessary expertise to interpret and apply the principles described in the Manual and provides an impartial perspective on the skills tested and the levels of proficiency.

A panel of thirty testing experts is directly involved in the test development process and an additional forty language testers and other colleagues make sure that the City & Guilds tests provide valid, reliable measurement of candidates' language proficiency. External testing experts are also closely involved in the research and development process of the City & Guilds tests to ensure that our testing system should meet the challenges that present day research in language testing offers.

1.6 Descriptions of competence at each level

City & Guilds qualification level	Descriptor
Preliminary	<ul style="list-style-type: none">• Can understand and use familiar everyday expressions and very basic phrases satisfying practical needs in connection with education, training and social roles.• Can introduce him/herself and others.• Can ask and answer questions about personal details such as possessions, address and people known.• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.• Can read and understand short texts on familiar topics and obtain information from common signs and symbols.• Can write short simple phrases and sentences in documents such as forms, lists and messages.
Access	<ul style="list-style-type: none">• Can understand sentences and frequently-used expressions related to areas of most immediate relevance such as basic personal and family information, shopping, local geography, employment, education, training and social roles.• Can communicate in simple and routine tasks requiring a direct exchange of information, feelings and opinions on familiar and routine matters.• Can engage in conversation to establish shared understanding about familiar topics.• Can read, understand and obtain information from short documents, familiar sources, signs and symbols.• Can write to communicate with some awareness of the intended audience.
Achiever	<ul style="list-style-type: none">• Can understand the main points of clear standard communication on matters regularly encountered in social roles, work, school, leisure, education and training.• Can convey information, feelings and opinions on familiar topics, using appropriate formality.• Can engage in discussion in a familiar situation making relevant points and responding to reach a shared understanding.• Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.• Can produce a simple connected text on topics which are familiar or of personal interest, adapting to the intended audience.• Can describe experiences and events, dreams, hopes and ambitions and briefly give explanations for opinions and plans.

Communicator

- Can understand the main ideas of complex communication on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- Can communicate with a degree of fluency and spontaneity that makes interaction quite possible without strain for either party.
- Can adapt to take account of the listener(s), the context and the medium.
- Can engage in discussion in familiar and unfamiliar situations making clear and relevant contributions.
- Can obtain information from different sources.
- Can communicate clearly and in detail on a wide range of subjects and explain a viewpoint giving the advantages and disadvantages of various options, varying length, format and style appropriate to purpose and audience.

Expert

- Can understand a wide range of demanding longer texts, both written and spoken, and recognise implicit meaning.
- Can use the language fluently and spontaneously without much obvious searching for expressions.
- Can respond to extended information and narratives, follow detailed explanations and complex instructions, adapting response to audience, medium and context.
- Can engage in discussion in a variety of situations making clear and effective contributions.
- Can use language flexibly and understand a range of texts of varying complexity and length for social, academic and professional purposes.
- Can produce clear well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
- Can communicate ideas and opinions effectively, using length, format and style appropriate to purpose, content and audience.

Mastery

- Can understand with ease virtually everything heard or read.
- Can summarise information from different spoken or written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

The above six descriptions are adapted from the global description of the Common European Framework of Reference for Languages. Text from these is reproduced by kind permission of the Council of Europe.

1.7 Format and features of International ESOL suite of examinations

Preliminary Level – (A1) – (examination duration: listening: about 20 minutes; reading and writing: 1 hour 40 minutes)

Skill and Focus	Task	Format	Marks
Listening 1: recognise simple key information in short statements	Listen twice to match seven short statements to letters, words, graphics and symbols	Four-option multiple choice for each utterance	7
Listening 2: identify functions in short utterances typical of spoken English	Listen twice to choose the best reply to seven short utterances	Four-option multiple choice for each utterance	7
Listening 3: identify a specific aspect of a conversation	Listen twice to five short conversations with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, functions, attitudes, feeling and opinions	Four-option multiple choice question for each dialogue	5
Listening 4: extract key information from a dialogue	Listen twice to a conversation with two speakers to identify specific information	A form with six headings and multiple choice options to tick with the correct information for each heading	6

Skill and Focus	Task	Format	Marks
Reading 1: understand the structure of a short simple text	Gapped text with 5 deletions (4 + example) and 2 distractors (7 items)	Identify 4 correct answers	4
Reading 2: understanding of organisational and lexical features of the text	Five short texts with one gap per text	Identify 5 correct answers, 5 multiple choice items with 3 distractors	5
Reading 3: awareness of purpose of different text and ability to locate specific information	Four short texts, eg notice, letter, appointment card, with a linked theme, but with a different purpose	Five multiple matching questions to identify information from the texts	5
Reading 4: identify meaning in short texts	Table to complete with 7 items (6+example)	Match each statement to the appropriate text.	6
Writing 1: complete a form with personal details	A short form with five pieces of information required, eg full name, address, etc	Complete the form	5
Writing 2: Identify correct punctuation	5 multiple-choice items with 3 options	Select sentence with correct punctuation	5
Writing 3: simple sentences to communicate ideas or basic information	Instructions to write on a given topic, eg about themselves, daily life, people, where they live, what they do	Write four sentences	12
Writing 4: short simple text for an intended audience	Instructions to write a letter, card, postcard or message about two given topics	20 – 30 words	12

Access Level – (A2) – (examination duration: listening: about 20 minutes; reading and writing: 1 hour 40 minutes)

Skill and Focus	Task	Format	Marks
Listening 1: recognise simple key information in short statements	Listen twice to match seven short statements to pictures, numbers, spellings, maps, plans, etc. Each item contains two pieces of information	Four-option multiple choice for each utterance	7
Listening 2: identify functions in short utterances typical of spoken English	Listen twice to choose the best reply to seven short utterances, one being formal	Four-option multiple choice for each utterance	7
Listening 3: identify a specific aspect of a conversation	Listen twice to 5 short conversations with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, functions, attitudes, feeling and opinions	Four-option multiple choice question for each dialogue	5
Listening 4: extract key information from a monologue to complete a task	Listen twice to a message, announcement, etc to identify specific information	A note or message pad with six headings and space to write the correct information for each heading	6
Reading 1: understand coherence and cohesion of short texts	Five short texts, eg, list, label, address, notice, each with a gap	One four-option multiple choice for each text to complete each one correctly	5
Reading 2: understand the structure of a short simple text	A short text with five clauses removed	Gapped text followed by a choice of eight options to complete the text correctly	5

Skill and Focus	Task	Format	Marks
Reading 3: understand the purpose of text and to locate specific information	Four short texts, eg notice, letter, appointment card, with a linked theme, but with a different purpose	Five multiple matching questions to identify information from the texts	5
Reading 4: understand specific information through detailed reading	A continuous text: narrative, descriptive, explanatory, expository	Five four-option multiple choice questions on the text	5
Writing 1: complete a form with personal details and follow instructions	A form with eight pieces of information required, eg marital status, occupation, hobbies etc with two instructions, eg use block capitals, tick the box, etc	Complete the form using correct spelling	10
Writing 2: re-write sentences correcting errors	Re-write five sentences correcting errors	Description or narrative of five short sentences with errors: 2 punctuation, 2 spelling, 1 word order	5
Writing 3: respond informally to a given text	Instruction to write a response to a given letter, message, email, greetings card, postcard, etc. The text includes three questions, suggestions, or requests, etc	20-40 words	12
Writing 4: write a neutral or formal text for an intended audience	Instruction to write for a particular reader in a specified way, eg letter, message, note, etc. Three items of content to be included	20-40 words	12

Achiever Level – (B1) – (examination duration: listening: about 30 minutes; reading and writing: 2 hours 10 minutes)

Skill and Focus	Task	Format	Marks
Listening 1: understand context, meaning and function of a range of utterances	Listen twice to six short sentences: statement, explanation, description, instruction or question	Four-option multiple choice for each utterance to choose the appropriate response	6
Listening 2: identify a specific aspect of a conversation	Listen twice to three short conversations with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feeling and opinions	Two four-option multiple choice questions for each conversation	6
Listening 3: extract key information from a monologue to complete a task	Listen twice to a radio broadcast, talk, narrative, presentation, etc to identify specific information	A note or message pad with six headings and space to write the correct information for each heading	6
Listening 4: follow a discussion between two speakers	Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect	Six four-option multiple choice questions	6
Reading 1: understand the coherence and cohesion of a variety of authentic texts	Five short texts each with one gap testing layout, lexis, cohesive devices, coherence	Five, four-option multiple choice for each text to complete each one correctly	5
Reading 2: understand how meaning is built up in a text	One text with six sentences removed, eg topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward and back reference, transition to new idea	Choice of eight sentences to choose from to complete the six gaps	6

Skill and Focus	Task	Format	Marks
Reading 3: understand the purpose of text and to locate specific information	Four short texts, eg email, article, advert, etc with a linked theme, but with a different purpose	Nine multiple matching questions to identify information from the texts	9
Reading 4: understand specific information through detailed reading	A continuous text: narrative, descriptive, expository, biographical, instructive	Ten open-ended 'wh' questions requiring short answers	10
Writing 1: proof reading a text to identify and correct errors	A text: description of events, short report, newspaper article, etc. The text has eight errors: punctuation, spelling and grammar	Identify and write correction in margin of line with error	8
Writing 2: respond appropriately to a given text to produce a formal response for an intended public audience	Instruction to write a response to a letter, poster, diary, timetable, leaflet, etc for a specified reader and with four content points to be included	70-100 words	12
Writing 3: produce an informal letter to a friend	Instruction to write a letter on a given topic of personal interest with two functions to be included, eg invite friend to stay, describe what you will do	100-120 words	12

Communicator Level – (B2) – (examination duration: listening: about 30 minutes; reading and writing: 2 hours 10 minutes)

Skill and Focus	Task	Format	Marks
Listening 1: understand context, meaning and function in short conversations on concrete and abstract topics	Listen twice to eight unfinished conversations between two speakers, one being a formal conversation	One four-option multiple choice for each conversation to choose the appropriate completion or continuation of the conversation	8
Listening 2: identify a specific aspect of a conversation	Listen twice to three conversations each with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feeling and opinions	Two four-option multiple choice questions for each conversation	6
Listening 3: extract key information from a monologue to complete a task	Listen twice to a radio broadcast, narrative, presentation, etc to identify specific information	A note or message pad with eight headings and space to write the correct information for each heading	8
Listening 4: follow a discussion between two speakers	Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect	Eight four-option multiple choice questions	8
Reading 1: understand in detail information, ideas and opinions	One long text: news story, article, review or proposal	Six four-option multiple choice questions	6
Reading 2: understand how meaning is built up in a text	One text with six sentences removed, eg topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward and back reference, transition to new idea	Choice of eight sentences to choose from to complete the six gaps	6

Skill and Focus	Task	Format	Marks
Reading 3: understand the purpose of text and to locate specific information and awareness of writers' stance and attitude	Four texts, eg email, article, advert, brochure, etc with a linked theme, but with a different purpose	Nine multiple matching questions to identify information from the texts	9
Reading 4: understand specific information through detailed reading	A continuous text: narrative, descriptive, explanatory, expository, biographical, instructive	Nine open-ended 'wh' questions requiring short answers	9
Writing 1: respond appropriately to a given text to produce a formal response for an intended public audience	Instruction to respond formally using a written, graphic or visual input with four content points to be addressed and the intended reader specified	100-150 words	12
Writing 2: produce a personal letter, a narrative or descriptive composition	Instruction to write an informal piece of writing for a specified reader on a general subject not requiring specialist knowledge	150-200 words	12

Expert Level – (C1) – (examination duration: listening: about 30 minutes; reading and writing: 2 hours 40 minutes)

Skill and Focus	Task	Format	Marks
Listening 1: understand context, meaning and function in short conversations on concrete and abstract topics	Listen twice to eight unfinished conversations between two speakers. Idiomatic expressions, colloquialisms, register shifts and use of stress and intonation to indicate attitude included	One four-option multiple choice for each conversation to choose the appropriate completion or continuation of the conversation	8
Listening 2: identify a specific aspect of a conversation	Listen twice to three conversations each with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feeling and opinions	Two four-option multiple choice questions for each conversation	6
Listening 3: extract key information from a monologue to complete a task	Listen twice to a lecture, radio broadcast, narrative, presentation, etc to identify specific information. Listening text contains dense, factual information	A note, message pad or form with eight headings and space to write the correct information for each heading	8
Listening 4: follow a discussion between two speakers	Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect	Eight four-option multiple choice questions	8
Reading 1: understand literary texts, use of emotive language and texts dense with complex structures	One text including metaphors, similes and idiomatic language, literary narrative or academic ideas, arguments and opinions	Choice of ten sentences to choose five which are correct statements about the text	5

Skill and Focus	Task	Format	Marks
Reading 2: understand how meaning is built up in discourse	One text with six sentences removed, eg topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward and back reference, transition to new idea	Choice of eight sentences to choose from to complete the six gaps	6
Reading 3: understand the purpose of different authentic texts and identify specific information	Four texts, eg email, article, advert, brochure, etc with a linked theme, but with a different purpose	Nine multiple matching questions to identify information from the texts	9
Reading 4: understand text discourse, purpose and gist and to locate specific information	A continuous text: narrative, descriptive, explanatory, expository, biographical, instructive	- One three-option multiple choice question to choose the best summary of the text	2
		- One three-option multiple choice question to choose how the ideas in the text are structured	2
		- Six four-option multiple choice questions to understand specific information	6
Writing 1: respond appropriately to a given input to produce a formal response for an intended public audience	Instruction to write a letter, report, argument or article using a written, graphic or visual input and the intended reader specified expressing stance, opinion, justification, argumentation	150-200 words	12
Writing 2: produce a personal letter, a narrative or descriptive composition	Instruction to write an informal piece of writing for a specified reader. Instructions elicit functions: persuasion, argument, hypothesis; expressing mood, opinion, justifying, evaluating etc.	250-300 words	12

Mastery Level – (C2) – (examination duration: listening: about 30 minutes; reading and writing: 2 hours 40 minutes)

Skill and Focus	Task	Format	Marks
Listening 1: understand context, meaning and function in single utterances	Listen twice to eight short sentences including statements, explanations, descriptions, instructions or questions, each with a different function and context. Two items with Idiomatic expressions, colloquialisms, register shifts and use of stress and intonation to indicate attitude included. One formal item included	One four-option multiple choice for each item to choose the appropriate response	8
Listening 2: identify a specific aspect of a conversation	Listen twice to three conversations each with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feeling and opinions	Two four-option multiple choice questions for each conversation	6
Listening 3: extract key information from a monologue to complete a task	Listen twice to a lecture, radio broadcast, narrative, presentation, etc to identify specific information. Listening text contains dense, factual information	A note, message pad or form with eight headings and space to write the correct information for each heading	8
Listening 4: follow a discussion between two speakers	Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect	Eight four-option multiple choice questions	8

Skill and Focus	Task	Format	Marks
Reading 1: understand literary texts, use of emotive language and texts dense with complex structures	One text including metaphors, similes and idiomatic language, literary narrative or academic ideas, arguments and opinions	Choice of ten sentences to choose five which are correct statements about the text	5
Reading 2: understand how meaning is built up in discourse	One text with six sentences removed, eg topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward and back reference, transition to new idea	Choice of eight sentences to choose from to complete the six gaps	6
Reading 3: understand the purpose of different authentic texts and identify specific information	Four texts, eg email, article, advert, brochure, etc with a linked theme, but with a different purpose	Nine multiple matching questions to identify information from the texts	9
Reading 4: understand text to locate specific information	A continuous text: narrative, descriptive, explanatory, expository, biographical, instructive	Ten 'wh' questions on text to be answered in a few words	10
Writing 1: respond appropriately to a given input to produce a formal response for an intended public audience	Instruction to write a letter, report, argument or article using a written, graphic or visual input and the intended reader specified expressing stance, opinion, justification, argument	200-250 words	12
Writing 2: produce a personal letter, a narrative or descriptive composition	Instruction to write an informal piece of writing for a specified reader. Instructions elicit functions: persuasion, argument, hypothesis; expressing mood, opinion, justifying, evaluating etc.	250-300 words	12

1.8 Support materials

City & Guilds International ESOL examinations are supported with books, courses, online material, and smartphone and tablet apps. All support materials have been designed specifically for teachers and candidates by subject experts from around the world.

Textbooks	The official City & Guilds textbook are available at all 6 levels of the CEFR. They include dedicated sections for Listening, Reading and Writing, and provide test practice, sample exams, examiner's tips and support books for teacher and students
Practice Papers	A full suite of sample papers is available at all 6 levels of the CEFR. The papers are identical in format to the live exams. Listening practice is also included in the form of mp3 downloads.
Handbooks	The City & Guilds International ESOL handbook provide a comprehensive introduction to City & Guilds' International ESOL examinations. It includes a detailed guide to administering International ESOL examinations and a full list of grammar and lexical items for all 6 levels of the CEFR. Also included are detailed sections for the language functions required at each level, and a summary of CEFR 'can-do' actions.
'Succeed in City & Guilds' books	Developed by Global ELT, these books compromise of practice tests for City & Guilds International ESOL exams. Support books for students and teachers are also available.
Recommended Booklist	A list of established books by publishers Oxford, MacMillan, and Longman, for the preparation of CEFR-aligned English exams.
iBook	Interactive content and activities featuring exclusive interactive mock exams, instant grading, the option for 3rd party assessment and full audio and video samples.
Online Exam Preparation Course	Available at all 6 levels of the CEFR, the Online Exam Preparation Course features 8 learning units focussing on language skills. It includes 3 practice exams, guidance and advice, audio scripts and a unique Virtual Classroom allowing teachers to interact with students. The course also incorporates speech recognition software for pronunciation feedback, and provides users with instant feedback on progress as they progress at their own pace.
Placement Test	Designed to test grammar and vocabulary over a series of 25 multiples choice questions, the City & Guilds Placement Test provides instant feedback on which International ESOL level a candidate may wish to study.
Sample Writing Tasks	Available via PDF download at all 6 levels of the CEFR, these sample writing tasks provide real-life learner samples alongside assessor feedback and graded results.
Classroom Activities	Games, quizzes, and grammar activities available via PDF download for listening reading and writing.

Examination Reports	Produced yearly by City & Guilds' Chief Examiner, this report provides statistics on pass/fail rates for each of the 6 levels of the CEFR. It includes analysis on areas of good performance, and areas for development. General observations and recommendations and tips are also highlighted.
Workshop for teachers	A workshop-based course providing support for the teaching of Writing, Reading and Listening skills as well as detailed support for the teaching of speaking skills, including focus on accuracy, pronunciation and fluency. The course also includes lesson ideas and activities for use in the classroom, supporting videos and a downloadable PDF support booklet
Tips for students	Useful exam tips for students with advice on preparing for exams and guidance for enhancing performance and suggestions on use of time-management during the exam.
Study Skills	Available via PDF download, these short guides provide advice on coping with exam stress, improving memory and provide guidance on effective strategies for taking tests.
Blogs and Newsletters	A monthly Blog post covering latest ELT topics and articles and an International ESOL newsletter written specifically for English teachers.
Exam help booklets	The booklets focus on specific skills, giving candidates and teachers support in preparing candidates effectively for the exam. The booklets contain detailed description of the exam tasks, tips for students, examples of completed tasks.

Further information on the support materials available for International ESOL can be found on the www.cityandguildsenglish.com website or by writing to info@cityandguildsenglish.com.

2. Centre approval process and requirements

2.1 Centre approval process

Centre and qualification approval must be obtained by all centres who wish to offer any City & Guilds qualifications. Details of how to obtain Centre approval can be found in:

“Supporting Customer excellence centre manual” for centres in the UK

“Centre Guide – Delivering International Qualifications” for centres operating outside of the UK

Both manuals referred to ‘*Centre Guide*’ for the purpose of this section.

The Centre Guide is a publication that provides a step-by-step guide on how to apply to become a City & Guilds centre, including examples of how you can demonstrate to us that you are able to meet our approval criteria. The Centre Guide includes copies of the relevant forms with detailed guidance on how to complete them and where to send them. For IESOL qualification approval, contact your local office to request the IESOL specific qualification application form.

Approval will be valid for a period of two years, subject to on-going compliance with City & Guilds approval criteria. Qualification approval runs concurrently with centre approval and have a common expiry date.

City & Guilds reserves the right to suspend or withdraw centre and/or qualification approval at any time if the centre has not complied with the approval criteria, or with any of the City & Guilds regulations, requirements, policies, and procedures. Reasons may also include actions by the centre that adversely affects the reputation of any part of the City & Guilds Group or their brand; reasons of debt and malpractice. Details of withdrawal and suspension of approval can also be found in the Centre Guide.

2.2 Resource requirements

All centres offering the City & Guilds International ESOL qualifications will have to meet the full requirements as detailed in this qualification handbook.

Initial assessment and Induction for new candidates
Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification
Student Administration
Full-time receptionist with the equipment to record candidate details and take a photo of all candidates and scan necessary documents.
Broadband Internet
Minimum speed of 2MB, required to meet with the technical requirements of City & Guilds online systems.
Secure storage facility
This can be a safe, or other lockable metal cabinet, for holding printed examinations and speaking test audio material.
Secure Premises
Security on-site, with lockable building and alarm.
Classrooms appropriate for teaching English
Spacious, comfortable environment with desks, chairs and whiteboard.
Resource centre
Designated area with access to course books and relevant learning material appropriate to the level, length and type of courses offered.
Technology Area
Designated area with computers providing candidates with access to online learning material which is well maintained and with adequate technical support.
Study Area
Any area for quiet study and self-access work for students.
Preparation Courses
International ESOL Preparation courses available for candidates, delivered by qualified teachers and which focus on learning English.
English Language teacher
It is recommended that the centre has at least one English teacher or someone with in-depth knowledge about the IEQ exams who is able to offer information and assistance to candidates.
English language speaking staff
Staff involved in the administration of the qualification must have adequate level of spoken and written English, appropriate to their role
Health & Safety Compliant
Centre complies with local Health & Safety legislation
Camera
Centre has a device camera that can be used to take photos of candidates before the examination
CD player
Audio facilities capable of playing CDs with good quality sound
Digital voice recorder
Digital recorder is used to record the spoken examination

3 Regulations for the conduct of examinations

This section contains the additional rules, regulations and other information you need 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, both UK and International, are aware of these requirements and adhere to them fully.

Please note that this is not an exhaustive list and only some key highlights that have been extracted from the regulations to provide a guide when administering the International ESOL examinations. International Centres must familiarise themselves with the entire contents of the City & Guilds *Regulations for the conduct of examinations* when administering IESOL examinations. UK centres should use the JCQ Instructions for conducting examinations, alongside this handbook.

The full documents can be accessed via the following City & Guilds websites:

www.cityandguilds.com
www.cityandguildsenglish.com

The documents explain all the necessary requirements which must be adhered to before, during, and after each examination, including how examinations must be invigilated.

The paragraphs marked with an asterisk and in italic are not part of the regulations but give explanation as to how the regulations need to be interpreted for IESOL and ISESOL examinations.

General regulations

Any member of staff at a centre or registered invigilator who wishes to sit an examination should contact **policy@cityandguilds.com**, before making an entry for the examination to request permission. Failure to inform City & Guilds in writing and obtain permission may make the examination void.

In some circumstances, City & Guilds will provide external invigilators. This will be done at the discretion of City & Guilds.

City & Guilds uses regular unannounced visits to check that the regulations outlined in the document are followed. All centres must be open to inspection at any time by City & Guilds Quality Inspectors, Exam Auditors and External Verifiers. Failure to follow the regulations set out in this document will be treated as potential malpractice, which may affect candidates' results and the centre's approval status.

Nothing in City & Guilds regulations, or in the particular instructions which City & Guilds may issue, shall in any way affect the responsibility of the centre for health, safety and safe working under current legislation and local government by-laws. Any particular local requirements must be followed by the centre.

City & Guild Invigilator training

The City & Guilds invigilator training is available to all invigilators and compulsory for IESOL and SESOL invigilators to complete successfully on an annual basis

Centre staff and contractors

Centres must check all credentials and official ID documentation of all staff and contractors working for them.

Preparing for the examination

Keeping question papers and other examination material secure

1.1 Checking question papers

- On receipt check the question paper packets and examination materials carefully, but do not open the packs. Notify City & Guilds immediately if there are any problems, eg
 - it appears that the parcel or one of the packets has been opened during transit and therefore there may have been a breach of security
 - there are any differences between the material received and the despatch/delivery note
 - the material has been significantly damaged in transit
 - the material appears not to meet your requirements.
- All materials should be checked immediately they are received and must be put into secure storage. Check the question paper packets against the timetable and arrange them in timetable order to reduce the possibility of opening a packet at the wrong time.
- If question papers cannot be checked immediately they are received, they must be locked away in secure storage until an authorised member of staff is available to make the necessary checks (it is for the centre to set out the appropriate terms of authorisation for members of staff).

1.2 Keep all question papers in a place of security and available only to authorised persons. This will require a safe or a similar non-portable, lockable, metal cabinet. The safe must sit within a room which is secure from non-authorised entry and locked when not attended by authorised persons. The centre must be able to satisfy a representative of City & Guilds of the security of the arrangements.

1.4 Question papers must remain in the secure storage facilities approved by City & Guilds until one hour before the examination. You must not open the packets of question papers and other examination materials until the time appointed for the examination concerned, unless City & Guilds advises otherwise.

1.5 On occasions when centres may open confidential material before the examination (such as instructions for IESOL examinations), they must take strict precautions to keep it secure after it has been opened. Centres **must not** remove the material from the centre and, when it is not being used, must keep it in secure storage. Centres **must** make sure that a system for recording when material is taken from or returned to the secure storage is used throughout.

1.6 If confidential material is recorded on CDs, tapes or other media, you must make arrangements before the examination for that material to be tested if City & Guilds requires it. If any of the material is faulty, City & Guilds must be informed immediately.

**For IESOL examinations the CD containing the recordings for the listening part of the examination must be checked an hour before the examination starts.*

1.7 Ensure that appropriate software, computers, word processors, printers, typewriters, CD players, digital voice recorders, tapes and tape recorders and/or other equipment as appropriate are provided for examinations. Spare equipment should be available whenever possible.

**For IESOL examinations a CD player must be made available for the listening part of the examination.*

**For IESOL examinations digital voice recorders must be available.*

1.9 Inform all candidates of the date, time and place of the examination and the conditions under which it will be held. The 'Warning to candidates' poster should be made available to candidates before every examination.

Preparing for the examination

Timetable variations

- 2.1 Every effort should be made to start the examination at the specified time. The starting time may be varied, if there are local problems, by up to thirty minutes without prior permission from City & Guilds. However, if this is done, to avoid any possible breach of security, candidates arriving late or departing early must be regulated as if the specified starting time had been in place.
- 2.2 For IESOL and ISESOL examinations, where local problems mean the examination cannot take place on the day it has been scheduled for, it may be possible to re-schedule the examination for another day. In such instances, the centre must contact their local City & Guilds office for permission to re-schedule the examination.

Preparing for the examination

Resources for examinations

- 4.1 Printed English language dictionaries and bilingual dictionaries are allowed only for some examinations. For more detailed guidance, please always refer to the qualification-specific documentation. Electronic dictionaries are **not** allowed in any examinations. For more information on bilingual dictionaries please refer to the City & Guilds document, Access to assessment and qualifications.
**For IESOL examinations, candidates are allowed to use a monolingual English-English dictionary.*
- 4.2 If candidates have any unauthorised material in an examination (whether or not they intend to use it), this may constitute malpractice. In such circumstances, you should refer to the City & Guilds **Managing cases of suspected malpractice by centres and candidates**.
- 4.3 Candidates may **not** refer to books or notes during the examinations except where the qualification-specific documentation specifically allows it.
- 4.4 Candidates may **not** bring scrap paper into the examination room, however the invigilator may hand out scrap paper if required.
- 4.7 Centres must have facilities to take a photo of each candidate prior to the start of each examination on the day of the examination for all IESOL and ISESOL examinations. Centres will notify candidates about these procedures. City & Guilds reserves the right not to issue results for candidates where a test day photo is required and not taken.
- 4.8 The uploaded photo on the City & Guilds e-cert system is only used for verification purposes and will only be accessed by authorised parties. The photo will not appear on the certificate.

Preparing for the examination

Accommodation

- 5.1 All candidates must sit for the examination at the centre's registered address. A centre can apply to use another location for an examination, but this will not be granted except in exceptional circumstances. Centres will need to prove that all requirements for accommodation will be met.
- 5.2 In these circumstances, centres must apply to their City & Guilds local office at least six weeks before the examination, with the address of the accommodation they want to use, the qualification and unit numbers for the examinations, the dates it is to be used and the maximum number of candidates likely to be involved.
- 5.3 All locations used for examinations must be registered as assessment sites, in line with City & Guilds' requirements. City & Guilds still treats that accommodation as being 'at the centre'

for the purposes of the examination and so any malpractice could affect the centre's approval.

- 5.5 The examination room must be in a suitably quiet location, which will remain undisturbed for the whole examination, and have adequate space, heating, lighting and ventilation.
- 5.6 The examination venue must have adequate secure storage space for the candidates' personal belongings which the candidates cannot access during the examination.
- 5.8 All posters, display material etc which may be relevant to the examination should be removed or completely covered.
- 5.9 A reliable clock must be visible to every candidate in the examination room. The clock must be big enough for all candidates to read clearly.
- 5.10 The invigilator should make sure that the following information is clearly visible to all candidates:
date; start and finish time; full title of the centre; centre number; other relevant details (eg question paper number, examination title, etc)
- 5.11 Seating arrangements must be made which will prevent candidates from seeing each other's work, intentionally or otherwise. It is required that:
- the minimum distance in all directions from centre to centre of candidates' chairs is 1.25 metres
 - all candidates should face in the same direction, unless they are working at drawing boards, easels or computer workstations for on-screen tests. In such cases the arrangement should be in an inward facing pattern or in another suitable pattern to ensure that the minimum distance requirement is satisfied
 - each candidate should be seated at a separate desk, table or workstation.
- 5.13 More than one examination may be held in the same room as long as this does not cause disturbance to any candidate.
**More than one level of IESOL exam may not be held in the same room.*
- 5.14 Centres must ensure that a notice reading 'Quiet examination in progress' is displayed outside the examination room.
- 5.15 Centres must display the following posters outside the examination room:
'Warning to candidates' and 'No Mobile phones'

Preparing for the examination

Invigilation arrangements

- 6.1 All City & Guilds examinations must be supervised by an invigilator. In some cases, City & Guilds will provide external invigilators. Otherwise, it is the responsibility of the centre to appoint invigilators and brief them on the requirements for the conduct of examinations. Invigilators should be suitably qualified and experienced adults whose integrity can be relied upon. They act for the centre, under the guidance of the centre co-ordinator/local examinations secretary, and the centre is responsible for their payment and actions. City & Guilds does not accept responsibility for the payment of fees or expenses to invigilators.
- Where invigilators have a conflict of interest - for example they have taught the candidates for the qualification being examined, or they are a relative of a candidate - they must **not** be the sole invigilator **at any time** during that examination.
- 6.2 Ensure that invigilators are familiar with the content of this document and that invigilation is operated in accordance with it and any local or national invigilation arrangements. Invigilators must give all their attention to conducting the examination properly; be able to observe each candidate in the examination room at all times and be familiar with the specific

instructions relating to the qualifications being examined. Invigilators must not carry out any other task (for example marking) in the examination room.

- 6.3 For IESOL exams there must be a minimum of one invigilator in each examination room for every 15 candidates.
- 6.4 When there is only one invigilator he/she must be able to summon assistance easily, without leaving the examination room, in case of emergency, eg a sick candidate. The number of invigilators present must never fall below the number specified.
- 6.5 Centres must prepare a seating plan, indicating the direction of each desk and the name of each candidate, and keep signed records of the seating and invigilation arrangements for each examination session for six months after receipt of results.

Centres should ensure that invigilators have been briefed on the seating plan in advance.

The seating and invigilation records may be required by City & Guilds. Centres should ensure that the Invigilation Certificate is completed for all candidates, whether present or absent, and returned with candidates' scripts or recordings.

At the beginning of the examination

Identifying candidates

- 7.1 It is important that all invigilators are able to establish the identity of all candidates sitting examinations. The head of centre **must** make sure that appropriate arrangements are in place so that all invigilators can carry out adequate checks on the identity of all candidates.
- 7.2 For all qualifications, centres must check the identity of candidates when they are registered. At the time of the exam, the candidate must show they are the same person that registered for the examination. Centres could check photographic ID as a way of doing this. Examples of ID that can be used include a passport, National ID card or photographic driving licence.
- 7.3 For IESOL and ISESOL, the invigilator must be able to identify the candidates using a nationally recognised form of photographic ID (e.g. passport or National ID card or photographic driving licence) provided by the candidate. It must be valid (ie not expired) and match the photographic ID provided at the candidate registration stage. The number of the photographic ID document and the ID photo of the candidate taken on the day of the exam will be recorded in City & Guilds e-certification system.

Candidates testing outside of their country of origin must use their passport as identification and to provide evidence of recent travel.

For all IESOL and ISESOL examinations, the candidate's signature must be recorded on the day of the exam and verified to match the signature on the ID provided.

At the beginning of the examination

The people present

- 8.1 Only candidates and persons whose presence is required by the examination, and are authorised by the centre co-ordinator/local examinations secretary, should be allowed in the examination room during, immediately before or after the examination.
- 8.2 The centre co-ordinator/local examinations secretary may allow heads of department, assessors and tutors to enter the examination room to check that candidates have all the materials they should have and the correct examination paper. If allowed into the exam room to carry out such checks, they should not communicate in any way with the candidates or comment on the examination paper in the presence of the candidates. If there is a query about the examination paper then the centre co-ordinator/local examination secretary should contact City & Guilds immediately.

At the beginning of the examination

Question papers, stationery, materials and other equipment

- 9.1 The examination papers must be collected from their secure store on the day of the examination by an invigilator or other responsible person. The sealed envelopes containing the papers must not be opened until immediately before the examination. They must be opened in front of the candidates.

**The envelope containing the IESOL examinations need to be opened in front of the candidates immediately before the examination.*

**The envelope containing the IESOL examinations may be opened up to an hour before the examination by the interlocutors to give them time to prepare for the examination.*

- 9.3 The invigilator must take all reasonable steps to make sure that the following conditions are met:
- examination stationery, including additional answer sheets, for the particular examination must be issued to candidates
 - candidates may take into the examination room only those instruments or materials which are clearly allowed in the instructions on a question paper, the stationery list or the qualification handbook
 - food and drink may be allowed in the examination room, however, this is on the condition that any food brought into the examination room by the candidate is free from packaging and all labels are removed from drink containers
 - mobile telephones, iPods, tablets (eg iPads), mp3 or mp4 players, wrist watches which have a storage device or other means of electronic communication/storage device or a digital facility are not allowed in any examination. Candidates must be warned of this rule in advance and reminded at the start of each examination. If mobile telephones have been brought into the room, they must be switched off and placed beyond the reach of candidates

NB If a candidate sits an examination in another candidate's name (whether or not this is intentional), this may constitute malpractice.

At the beginning of the examination

Starting the examination

- 10.1 The examination papers must be collected from their secure storage facility on the day of the examination by the examination secretary, an invigilator or other responsible person. The sealed envelopes containing the papers must not be opened until immediately before the examination and must be opened in front of the candidates.
- 10.2 Candidates must be in the examination room at least ten minutes before the start of the examination to fill in examination documentation. They should not be allowed into the room until the invigilator is satisfied that the room is ready for them and can indicate where each should sit. This is particularly important where a centre is using City & Guilds pre-printed stationery containing candidate, centre and component information and where candidates are taking on-screen assessments.
- 10.3 Before candidates are allowed to start work in the examination, the invigilator **must always** inform candidates of the rules which apply during the examination .
- 10.4 The centre may provide the invigilator with a translation of the rules which apply during the examination into other languages (including sign language) if there is a need for this and if the necessary expertise is available.
- 10.5 The invigilator **must**:
- make sure that candidates are seated according to the agreed seating plan,
 - tell the candidates that they must now follow the regulations of the examination,
 - open the packets of question papers and give the papers to the candidates,

- check that candidates have the correct paper and all the material they need for the examination,
 - tell the candidates about any erratum notices,
 - tell candidates about emergency procedures,
 - announce clearly to the candidates when they may begin to write their answers,
 - specify the time allowed for the paper(s),
 - remind candidates they are not allowed to communicate in any way with, ask for help from, or give help to another candidate while they are in the examination room .
- 10.6 An examination is treated as in progress from the time the candidates enter the room until all the scripts have been collected. Candidates must be under examination conditions from the time that they enter the room in which they will be taking their examination(s).

During the examination

Candidates who arrive late or leave early

- 11.1 Late entry to/early departure from the examination room
- In examinations which last for two hours or longer, no candidate may enter the examination room one hour after the timetabled start of the examination, and no candidate should leave the examination room during that first hour. This rule must be kept, even if the actual start time differs from the timetabled start.
 - Candidates may not be admitted after the start of an examination where listening, dictation or speed tests are involved.
 - Candidates who have finished their work and have been allowed to leave the examination room early must hand in their work and the examination paper before they leave the examination room. Those candidates must not be allowed back into the room.
- 11.3 If a candidate needs to leave the examination room temporarily during the examination because he/she is unwell or needs to go to the toilet, then he/she must be accompanied by an invigilator who must ensure that he/she does not speak to anyone else, consult any notes, make a phone call or otherwise breach the security of the examination while he/she is out of the room.
- The candidate's photographic ID document must be checked upon return to the examination room. This must be the same ID document as the one provided at the start of the examination.
- NB The number of invigilators present in the examination room must not fall below the number specified in 6.3.
- 11.4 Any disturbance in the conduct of the examination should be notified to the centre's local City & Guilds office or **policy@cityandguilds.com**, immediately after the examination and a copy of the letter should be enclosed with the scripts. Unless this is done, no consideration can be given in the marking of the candidates.

During the examination

Completing the invigilation certificate (IC)

- 12.1 The invigilator **must**:
- record which candidates are present during the examination on the IC, in line with City & Guilds' instructions, clearly indicating those candidates who are absent
 - not add the names of candidates who are not listed on the IC. The examination secretary must make formal entries to City & Guilds before the exam, for any candidates taking the exam.

During the examination

Supervising the candidates

13.1 The invigilator **must**:

- only answer questions from candidates about the instructions on the front of the examination paper,
- supervise the candidates throughout the whole examination and give complete attention to this at all times,
- be vigilant, look out for cheating and malpractice or candidates who are feeling ill. Any irregularities **must** be recorded,
- move around the examination room quietly and at frequent intervals.

13.2 The invigilator **must not**:

- direct candidates to particular questions on the question paper,
- make any comment where a candidate believes that there is an error or omission on the question paper. The invigilator **must** however, refer to the matter immediately to the examination secretary,
- give any information to candidates about possible mistakes in the question paper, unless there is an erratum notice or permission has been given by City & Guilds,
- comment on the content of the question paper,
- read a word or words printed on the question paper to a candidate, other than the instructions on the front cover,
- offer any advice or comment on the work of a candidate.

During the examination

Malpractice and irregularities

- 14.1 Centres must report any cases of potential malpractice to City & Guilds, as soon as possible. This also includes cases involving tutors, invigilators, interlocutors or other administrative staff.
- 14.2 In cases of potential malpractice and irregularity, the invigilator/centre co-ordinator/ local examinations secretary is empowered to expel a candidate from the examination room, when their continuing presence would hinder other candidates.
- 14.3 Any potential malpractice or irregularity must be reported in writing to the centre's local City & Guilds office. A decision will be taken as to whether to disqualify candidates for this, and any other City & Guilds examination they may have taken. City & Guilds has the final decision whether or not to disqualify a candidate. For more information please refer to *Managing cases of suspected malpractice in examinations and assessment*.
- 14.4 If any of the regulations for the conduct of examinations are broken by a candidate, invigilator or other person required for the conduct of the examination, City & Guilds may declare the examination or assessment void, it may also affect the centre's approval status.
- 14.5 In case of any irregularities the invigilator(s) need to complete the Invigilators Irregularity report and send it back to City & Guilds. The report can be found in Appendix 4 of this regulation.

At the end of the examination

Finishing the examination

- 16.1 Before the end of the examination the invigilator should alert the candidates to the time remaining. It is suggested that this warning should be given between 15 and five minutes before the end. A five minute warning is given on-screen for online examinations.

- 16.2 When the allotted time has ended, the invigilator must tell the candidates to stop writing or working, collect the papers and make sure that the relevant paperwork has been completed (see section 12).
- Before candidates leave the room, the invigilator should check that all candidate work is clearly identified, any extra sheets used are securely attached to the answer book with string or a treasury tag. For examinations where single sheet stationery is used, each candidate's worked papers should be arranged in numerical order of questions and firmly stapled at the top left-hand corner. Multiple-choice answer sheets should not be stapled or tagged.
- 16.4 No one may remove any question paper from the examination room until the end of the examination.

At the end of the examination

Collecting scripts

- 17.1 The invigilator must collect all used and unused examination question papers and scripts before candidates leave the room to ensure that no candidate accidentally takes their script or other examination material with them.
- 17.2 The invigilator must check that the names on the scripts match exactly the names on the IC. Failure to do this could cause a delay in the release of results.
- 17.3 Scrap paper used by candidates during examinations should be collected and destroyed.
- 17.4 The invigilator must give the question papers, scripts and IC to the person responsible for despatching them to City & Guilds.

After the examination

Sending examination materials

- 18.1 Scripts are confidential between the candidates and City & Guilds. No-one may read them or photocopy them before they are sent to City & Guilds. Under no circumstances may examination papers be retained or photocopied by centres or candidates unless otherwise specified.
- 18.2 Scripts and completed Invigilation Certificate should be despatched to the specified address on the day of the examination. If it is not possible to despatch straight away, then they must be kept locked up under the same conditions as unused examination papers. They **must** then be despatched within one working day of the examination.
- 18.3 Centres should use a recognised courier service to return scripts.
- 18.4 Every care is taken to ensure safe custody of all examination material, but City & Guilds will not be held responsible for any loss or damage during transit.
- 18.5 For ISESOL examinations, any digital audio files created for the purposes of sending CDs, mp3s and any other recordings to City & Guilds may be kept by the centre until City & Guilds has issued the certificates for the examination. They must be kept in a secure, password-protected folder which only the Examination Secretary has access to. They must not be copied, other than for the purposes of sending the recording to City & Guilds.

After the recordings have been submitted to City & Guilds for marking, centres must not access the recording, unless explicitly asked to do so by City & Guilds. Once the certificates have been issued, the audio files **must** be deleted. Keeping copies of recordings after the release of results will be viewed as potential centre malpractice.

After the examination

Unused stationery

- 19.1 All used and unused multiple-choice question paper booklets, pre-printed multiple-choice answer sheets and CDs must be returned to City & Guilds after the examination. Centres must not make any copies, either written photocopied, electronic or other.

Syllabi

4.1 Introduction

The Syllabi show the standards which a learner must achieve to gain a pass in each of the six levels of the examination. For each level, Preliminary to Mastery, the standards are shown for Listening, Reading and Writing. The standards must be read in conjunction with the sections showing the grammar tested at each level and the functions and topics used and tested at each level. These follow the set of standards for each level.

4.2 Preliminary level – A1

Listening

The candidate will be able to:

- follow carefully and slowly articulated speech which contains long pauses and repetition to allow the listener to process the information
- follow short conversations in everyday situations on topics concerning self, family and immediate surroundings, and understand gist, context and the relationship between speakers
- understand very simple questions, statements, accounts, narratives and single-step instructions spoken carefully and slowly
- follow short, simple directions and explanations
- identify the function of short utterances (see Grammar and Functions sections which follow)
- extract key information from conversations to complete a simple task.

Phonological features

- listen for phonological detail to distinguish between similar words.

Range

- understand key grammatical forms used in very common everyday familiar contexts
- recognise familiar words and very basic phrases concerning self, family and immediate concrete surroundings.

Understanding gist

- understand the main ideas of short explanations and conversations
- identify speakers, context and topic of short conversations.

Understanding detail

- extract key words, numbers and spellings from short statements and explanations.

Reading

The candidate will be able to:

- understand very short simple narratives and descriptions, single-step instructions, simple directions, and simple explanations a single phrase at a time with time to re-read for confirmation and/or clarification
- recognise the purposes of short texts where the purpose and intended audience is clear
- locate specific information in short texts
- understand viewpoints if made clearly and simply.

Range

- understand very familiar names, words and phrases in simple common texts found in everyday life
- understand isolated words, short simple phrases and understand grammatical structures that link clauses and help identify time reference
- understand the meanings conveyed by capital letters and full stops in very simple sentences.

Register

- understand simple social courtesies.

Text structure

- understand the organisational, lexical and grammatical features of short simple texts
- recognise different purposes of simple texts through layout conventions, common signs and symbols.

Writing

The candidate will be able to:

- write to communicate simple information to a sympathetic reader
- fill in a form with personal details
- identify basic punctuation errors
- compose simple sentences to communicate ideas or basic information about a topic connected to personal information or knowledge
- write a short letter, card, postcard and message using simple phrases and sentences to communicate ideas and basic information about themselves, where they live and what they do
- write very simple descriptions, accounts and routines, single-step instructions and directions in familiar contexts
- express likes, dislikes and preferences in relation to familiar topics.
- use punctuation and capital letters correctly to show beginnings and ends of sentences, proper nouns, personal pronoun 'I'
- spell correctly personal key words and familiar words
- check what is written for basic errors
- construct simple phrases and sentences using only basic grammatical structures
- use a basic range of vocabulary to deal with simple and familiar topics and tasks
- write simple sentences on familiar topics
- write a short sequence of simple sentences to form a basic message.

Topics - Preliminary Level – A1

PERSONAL IDENTIFICATION

- name
- address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language

HOUSE AND HOME, ENVIRONMENT

- accommodation, rooms
- furniture, furnishing
- services
- amenities
- region
- flora and fauna

DAILY LIFE

- at home
- at work

FREE TIME, ENTERTAINMENT

- leisure
- hobbies and interests
- TV, radio computer etc
- cinema, theatre
- intellectual pursuits
- sports
- press
- internet
- music
- holidays

TRAVEL

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents
- signs and notices

LANGUAGE

- foreign language ability
- understanding, expression
- spelling and alphabet

RELATIONS WITH OTHER PEOPLE

- relationships
- correspondence
- behaviour
- friends

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

PLACES

- asking the way and giving directions
- location

WEATHER

- obtain information from weather forecast
- climate and weather

MEASURES AND SHAPES

- digits and cardinal numbers up to 31
- telephone numbers, process
- height, length, weight, capacity, temperature
- dates, times, days
- shape

EDUCATION

- schooling
- subjects

Functions - Preliminary Level – A1

(see topics list for contexts)

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area, etc)
- asking and answering questions for confirmation, information, identification
- describing familiar people, places and things
- correcting information
- explaining daily routines.

Expressing thoughts and feelings

- expressing agreement or disagreement
- stating knowledge or ignorance of something or someone
- stating and asking about ability or inability to do something
- seeking, granting or denying permission
- expressing wishes
- expressing a preference
- expressing likes and dislikes
- offering and accepting an apology.

Making things happen

- responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving single-step instructions
- counting and using numbers.

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- introducing oneself, family and close friends
- opening, closing a conversation
- indicating lack of understanding
- asking someone to clarify something
- asking for and giving the spelling and meaning of words
- asking for and telling people the time, day, date
- taking leave.

4.3 Access level – A2

Listening

The candidate will be able to:

- understand speech which is clearly and slowly articulated
- follow short conversations both formal and informal connected with education, work and social life understanding gist, context, feelings, opinions and relationships
- understand simple questions, statements, narratives, directions, explanations and instructions
- identify the function of short utterances (see Grammar and Functions sections)
- extract and reproduce key information from simple spoken messages and announcements.

Phonological features

- recognise stress and intonation in simple and compound sentences

Range

- understand key grammatical forms used in common everyday contexts and situations
- understand high frequency vocabulary and basic phrases relating to areas of immediate personal relevance in straightforward familiar formal and informal exchanges.

Understanding gist

- understand the main ideas in short, clear, simple messages, presentations and announcements, explanations, narratives and instructions
- identify topic, purpose, context, speakers, relationships and opinions from conversations.

Understanding detail

- extract key words, phrases, numbers and spellings from announcements and messages.

Reading

The candidate will be able to:

- understand short simple narratives and descriptions, straightforward instructions, directions and explanations on familiar and work related topics
- recognise the different purposes of text when purpose and intended audience is clear
- locate specific predictable information in everyday short texts on familiar matters
- understand a simple line of argument simply expressed
- understand the main ideas and gist of simple personal letters
- understand routine letters on familiar topics
- understand everyday signs and notices found in public places.

Range

- recognise high frequency words and words with common spelling patterns in everyday texts
- understand punctuation and capitalisation used in simple and compound sentences.

Text structure

- understand the organisational, lexical and grammatical features of short simple texts
- understand a very limited range of cohesive devices
- identify the different purposes of short straightforward texts through layout conventions, common signs, symbols.

Writing

The candidate will be able to:

- compose simple texts using the appropriate format with some awareness of the intended audience
- fill in a form with personal details recording information using conventions such as deleting, ticking, and with some awareness of the intended audience
- copy a text correcting basic grammar, punctuation and spelling errors
- follow instructions to write a letter, message or note
- write informally about family, living conditions, schooling and job, plans and arrangements, likes and dislikes and past activities
- write short descriptions or tell a simple story using simple and compound sentences
- write a short sequence of simple explanations, instructions or directions
- express simple opinions clearly
- spell correctly the majority of words used for personal detail and familiar common words
- write with reasonable accuracy short words appropriate to the level
- check what is written for errors
- use punctuation and capital letters correctly to show questions, commas in lists and proper nouns
- construct simple and compound sentences using basic structures
- use a limited range of vocabulary to deal with simple and familiar topics and tasks
- link a short sequence of simple sentences using basic linking word.

Topics - Access Level – A2

PERSONAL IDENTIFICATION

- name
- address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language

HOUSE AND HOME, ENVIRONMENT

- accommodation, rooms
- furniture, furnishing
- services
- amenities
- region
- flora and fauna

DAILY LIFE

- at home
- at work

FREE TIME, ENTERTAINMENT

- leisure
- hobbies and interests
- TV, radio, computer etc
- cinema, theatre
- intellectual pursuits
- sports
- press
- internet
- music
- holidays

TRAVEL

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents
- signs and notices

RELATIONS WITH OTHER PEOPLE

- relationship
- correspondence
- behaviour
- invitations
- friends

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

PLACES

- asking the way and giving directions
- location

LANGUAGE

- foreign language ability
- understanding, expression
- spelling and alphabet

WEATHER

- obtain information from weather forecast
- climate and weather

MEASURES AND SHAPES

- digits and cardinal numbers up to 100 and multiples of 100
- telephone numbers, process
- height, length, weight, capacity, temperature
- dates, times, days
- shape

EDUCATION

- schooling
- subjects

Functions - Access Level – A2

(See topics list for contexts)

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area, etc)
- asking and answering questions for confirmation, information, identification
- describing people, places and things
- correcting information
- explaining daily routines
- describing past events
- comparing things, people.

Expressing thoughts and feelings

- expressing agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating and asking about ability or inability to do something
- stating and asking about certainty or uncertainty of something
- seeking, granting or denying permission
- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating a preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing gratitude
- offering and accepting an apology
- expressing approval or appreciation
- expressing regret.

Making things happen

- responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions
- giving advice
- warning others to be careful or to stop doing something
- offering and requesting assistance
- suggesting a course of action.

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- introducing oneself, family and close friends
- opening, closing a conversation
- congratulating someone
- indicating lack of understanding
- asking someone to clarify or explain something
- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- summing up
- taking leave
- observing telephone conventions.

4.4 Achiever level – B1

Listening

The candidate will be able to:

- understand clearly articulated standard speech delivered relatively slowly
- follow short conversations both formal and informal in a range of familiar situations understanding gist, context, feelings, opinions and relationships
- understand straightforward narratives, sequences, instructions, directions and explanations
- identify the function of short utterances (see Grammar and Functions sections)
- follow the main points, speakers, purposes and attitudes in an extended discussion
- extract and reproduce key information from announcements and media broadcasts on a range of familiar topics.

Phonological features

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

Range

- understand key grammatical forms used in familiar and less familiar contexts and situations
- understand high frequency vocabulary and expressions relating to familiar and less familiar topics.

Understanding gist

- understand the main ideas in straightforward announcements, conversations and discussions on familiar and less familiar topics.

Understanding detail

- extract key information from announcements, conversations and discussions on familiar and less familiar topics.

Reading

The candidate will be able to:

- locate and understand details in narratives, explanations, descriptions, instructions, biographies, articles and discursive texts on familiar topics
- 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.

Range

- understand words relating to work, leisure and study
- understand longer texts which may contain some complex structures.

Register

- understand the features which signal different levels of formality
- understand features which indicate the purpose of a text.

Text structure

- recognise the purpose of texts through layout conventions, common signs and symbols
- use organisational features of texts to locate information
- understand the organisational, lexical and grammatical features of a text
- 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.

Writing

The candidate will be able to:

- write straightforward connected texts on a range of familiar topics
- write short simple formal letters to ask for and convey simple information
- write short simple texts for practical purposes: instructions
- write short informal letters on topics of personal interest and knowledge
- write brief narratives and descriptions on straightforward topics
- express opinions simply, giving supporting reasons
- proofread written work correcting errors
- 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 basic grammatical structures correctly, including conjunctions, connectives and discourse markers. Errors do not impede a sympathetic reader's understanding
- use vocabulary adequately to meet straightforward needs
- communicate information and ideas with some adaptation to the intended reader
- link a short linear sequence of ideas using discourse markers and conjunctions
- demonstrate some awareness of conventions of an informal and formal letter.

Topics - Achiever Level – B1

PERSONAL IDENTIFICATION

- name
- address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language
- character, disposition

HOUSE AND HOME, ENVIRONMENT

- accommodation, rooms
- furniture, bedclothes
- services
- amenities
- region
- flora and fauna
- types of accommodation
- cost

DAILY LIFE

- at home
- at work
- income
- prospects

FREE TIME, ENTERTAINMENT

- leisure
- hobbies and interests
- TV, radio, computer etc
- cinema, theatre
- intellectual pursuits
- sports
- press
- internet
- music
- holidays
- exhibitions, museums
- artistic pursuits

PLACES

- asking the way and giving directions
- location

MEASURES AND SHAPES

- all digits and cardinal numbers
- telephone numbers, process
- height, length, weight, capacity, temperature
- dates, times, days
- shape

TRAVEL

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents
- signs and notices
- entering and leaving a country

RELATIONS WITH OTHER PEOPLE

- relationships
- correspondence
- behaviour
- invitations
- club membership
- government and politics
- crime and justice
- social affairs
- friends

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

LANGUAGE

- foreign language ability
- understanding, expression
- spelling and alphabet

WEATHER

- obtain information from weather forecast
- climate and weather

EDUCATION

- schooling
- subjects
- qualifications

Functions - Achiever Level – B1

(see topics list for contexts)

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area etc)
- asking and answering questions for confirmation, information, identification
- describing people, places, things
- correcting information
- explaining daily routines
- narrating and describing past, present and future events
- comparing things, people
- reporting facts, actions.

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear or worry
- giving reassurance
- expressing regret, sympathy
- offering and accepting an apology
- granting forgiveness
- expressing approval or appreciation
- expressing regret
- expressing indifference
- expressing and asking about approval or disapproval
- expressing moral obligation.

Making things happen

- responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions
- giving and asking for advice
- responding to or rejecting advice, with reasons
- warning others to be careful or to stop doing something
- offering and requesting assistance
- insisting politely
- persuading someone to do something
- suggesting a course of action
- asking for, responding to or rejecting suggestions with reason/alternative
- encouraging someone to do something
- making and agreeing plans and arrangements
- reaching a compromise
- prohibiting someone from doing something
- making a complaint.

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to introductions
- opening, closing a conversation
- congratulating someone
- praising someone
- paying a compliment
- asking someone's opinion
- indicating lack of understanding
- giving and asking for clarification or explanation of something
- confirming one's own or another's understanding
- asking someone to repeat a word, phrase or sentence
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- exemplifying or emphasising a point
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions.

4.5 Communicator level – B2

Listening

The candidate will be able to:

- understand standard spoken English delivered at normal speed
- follow short 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
- understand narratives, sequences, instructions, descriptions and explanations
- identify the function of short utterances which may contain idiomatic expressions (see Grammar and Functions sections)
- follow a discussion to identify gist, detail, purposes and key ideas and distinguish between fact and opinion
- extract and reproduce key information from announcements, media broadcasts, presentations and lectures including abstract and concrete topics encountered in personal, social, academic and vocational life
- follow clearly structured extended speech and more complex argument when familiar with the topic.

Phonological features

- recognise how intonation, pitch and/or stress can affect meaning
- recognise feelings, moods, attitudes, important points and opinions expressed through stress, pitch and intonation.

Range

- understand ideas, arguments and descriptions expressed through complex sentence forms
- understand some lower frequency vocabulary and expressions relating to everyday life and current events.

Register

- recognise degrees of formality used by speakers in different types of utterances in everyday and less familiar situations.

Understanding gist

- understand the main ideas in longer but clearly structured announcements, conversations and discussions on familiar and unfamiliar concrete and abstract topics.

Understanding detail

- extract the more salient points of detail from longer but clearly structured texts on familiar and unfamiliar topics and on both concrete and abstract topics.

Reading

The candidate will be able to:

- 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
- locate specific information from different parts of a text or different texts
- understand feelings, opinions, warnings and conditions in both formal and informal text
- understand lengthy texts 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.

Range

- understand a broad range of vocabulary but may experience some difficulty with low frequency idioms
- understand texts which contain a broad range of grammatical structures.

Register

- understand the features of register in texts including those conveying emotion or dispute.

Text structure

- 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.

Writing

The candidate will be able to:

- write coherently on topics of general interest linking ideas appropriately and effectively
- write clear connected text describing real or imaginary people or events
- present an argument giving points for and against, supporting and evaluating different views
- write formal letters, reports or articles to fulfil a range of functions for practical purposes
- write letters descriptions of personally significant events, people or experiences.
- use correct punctuation in formal and informal writing to enhance meaning
- correctly spell words used in work, study and daily life
- control grammar to communicate effectively although errors may occur when complex structures are attempted
- use words and expressions appropriate to topic and purpose of the writing
- adjust register in familiar contexts to suit purpose and readership
- use a range of linking words effectively to show clearly the relationship between ideas
- paragraph appropriately
- reproduce conventional features of common types of text.

Topics - Communicator Level – B2

PERSONAL IDENTIFICATION

- personal details
- occupation
- family
- likes and dislikes
- physical appearance
- first language
- character

HOUSE AND HOME & LOCAL ENVIRONMENT

- types of accommodation
- interior design
- local & regional services/amenities
- regional geographical features
- local flora and fauna

DAILY LIFE

- at home
- at work
- income
- prospects

FREE TIME, ENTERTAINMENT

- leisure, hobbies & interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits
- sports
- press
- music
- photography
- the written word (reading, letter-writing, diaries etc)
- exhibitions, museums

TRAVEL

- public & private transport
- traffic & traffic control
- 'green' travel
- holidays
- accommodation
- entering and leaving a country

RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- eating habits
- sourcing food locally
- fast food
- organic food
- year-round availability
- diets

SERVICES

- communications
- financial services
- emergency services
- leisure facilities
- care for the elderly
- IT in the community

PLACES & LOCATION

- satellite navigation systems
- World Heritage sites
- locations for motorways & airports
- protecting open spaces

LANGUAGE

- foreign language ability
- accents & dialects
- preserving minority languages
- bilingualism

WEATHER

- climate and weather
- weather forecasting
- climate change
- extreme weather

MEASURES AND SHAPES

- statistics
- processes

EDUCATION

- schooling
- subjects
- qualifications and examinations

THE ENVIRONMENT

- recycling
- pollution
- global warming

BELIEFS

- the paranormal & supernatural
- superstitions
- unexplained phenomena e.g. UFOs, coincidences etc.

ARTS

- modern art, theatre
- classical art, theatre

SCIENCE & TECHNOLOGY

- scientific development
- space exploration
- power of the computer
- important inventions

SOCIETY

- individual rights
- family life
- parental responsibilities
- social responsibilities
- equal opportunities

Functions - Communicator Level – B2

(See Topics list for contexts)

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area etc)
- asking and answering questions for confirmation, information, identification
- describing people, places, things
- correcting information
- explaining routines
- narrating and describing past, present and future events
- comparing things, people
- reporting facts, actions
- stating facts, actions
- giving descriptions and specifications.

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement
- denying something
- expressing agreement reluctantly or with reservations
- conceding a point or argument, demurring
- expressing views and feelings with reasons
- asserting and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability/possibility
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- reminding someone to do something
- expressing doubt, incredulity, bewilderment
- hypothesising
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes, hopes, expectations
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear, worry, anxiety
- giving reassurance
- expressing regret, sympathy, condolence
- expressing fellow-feeling, empathy

- expressing and asking about pain, anguish, suffering
- expressing relief
- expressing indifference
- expressing fatigue, resignation
- offering and accepting an apology
- granting forgiveness
- expressing and asking about approval, appreciation or disapproval
- expressing moral obligation
- expressing regret
- accepting, attaching or denying blame for something.

Making things happen

- responding to a request
- requesting something, or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions or orders
- giving and asking for advice
- responding to or rejecting advice, with reasons
- warning others to be careful or to stop doing something
- offering and requesting assistance
- insisting politely
- persuading someone to do something
- suggesting a course of action
- asking for, responding to, agreeing to or rejecting suggestions with reason/alternative
- making and agreeing plans and arrangements
- encouraging someone to do something
- reaching a compromise
- prohibiting someone from doing something
- making a complaint
- refusing to do something, expressing defiance
- pleading with someone to do something.

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to formal and informal introductions
- opening, closing a formal or informal conversation
- congratulating someone
- praising someone
- paying someone a compliment
- asking someone's opinion
- making someone feel welcome
- indicating lack of understanding
- giving and asking for clarification, explanation or definition of something
- confirming one's own or another's understanding
- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- objecting, protesting
- exemplifying or emphasising a point
- classifying, generalising, defining something
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions.

4.6 Expert level – C1

Listening

The candidate will be able to:

- follow extended speech delivered at natural speed even when it is not clearly structured and when the meaning may be implicit rather than explicit
- follow short conversations both formal and informal in a range of situations, understanding gist, context, purpose, function, attitude, feelings, opinions and relationships
- understand complex narratives, sequences and explanations
- recognise the function of short utterances which may contain idiomatic English (see Grammar and Functions sections)
- follow a discussion to identify gist, detail, purposes and key ideas and distinguish between fact and opinion
- extract and reproduce key information from announcements, media broadcasts, presentations and lectures on abstract and concrete topics of general interest
- follow a complex argument.

Phonological features

- consistently recognise how intonation, pitch and/or stress affect meaning
- consistently recognise feelings, moods, attitudes, important points and opinions expressed through stress, pitch and intonation.

Range

- understand ideas, arguments and descriptions expressed through a wide range of complex grammatical structures
- understand a broad range of vocabulary including idiomatic and colloquial expressions.

Register

- consistently recognise degrees of formality in different types of utterances used by speakers in a wide range of situations.

Understanding gist

- understand the main ideas of extended discourse even when the content is not clearly structured.

Understanding detail

- extract most points of detail even from extended discourse on both concrete and abstract topics even when the content is not clearly structured.

Reading

The candidate will be able to:

- understand long complex texts, appreciating distinctions in style and purpose
- understand texts from authentic sources, identifying context, content and style
- understand the main ideas of complex text on a wide range of texts on a wide range of professional, academic and social topics
- gather specific information from different parts of a text or from different texts
- understand descriptions and narratives in which language is used to create different sophisticated effects
- understand lengthy texts containing complex instructions or explanations including technical or specialist texts such as instruction manuals and articles
- understand texts concerned with contemporary issues in which the writers adopt particular viewpoints, identifying finer points of attitude and implied, as well as stated, opinions.

Range

- understand a broad range of vocabulary including idiomatic expressions
- understand a very broad range of grammatical structures including those used to convey subtle distinctions in meaning.

Register

- understand the role of register even in emotional or allusive contexts.

Text structure

- recognise how textual features are used to achieve purposes in a wide range of texts including those containing images, graphical and tabular data
- understand the different ways in which meaning is built up in a range of texts of varying complexity
- understand a range of logical markers and sequence markers.

Writing

The candidate will be able to:

- write well-structured, detailed texts on complex subjects clearly communicating ideas, impressions, feelings and opinions
- write complex narratives and descriptions varying style appropriately
- write a well-structured, detailed argument emphasising important points, expanding and supporting relevant ideas
- write formal letters, reports or articles to fulfil a wide range of functions including those requiring a tactful approach
- use all punctuation marks accurately and effectively
- spell correctly words used in work, study and daily life including commonly used technical words
- consistently control grammar to communicate effectively with few errors even when complex structures are employed
- use a wide range of vocabulary suitable for purpose
- generally use idiomatic expressions appropriately and naturally
- use a wide range of complex structures
- adapt register effectively and appropriately according to purpose in most contexts
- link and organise ideas using a range of linking words and cohesive devices
- organise text effectively to reflect the structure of the ideas expressed.

Topics - Expert Level – C1

PERSONAL IDENTIFICATION

- personal details
- occupation
- family
- likes and dislikes
- physical appearance
- first language
- character
- image

HOUSE AND HOME & LOCAL ENVIRONMENT

- types of accommodation
- interior design
- local & regional services/amenities
- regional geographical features
- national flora and fauna
- region-specific phenomena

DAILY LIFE

- at home
- at work
- income
- prospects
- stress
- money management

FREE TIME, ENTERTAINMENT

- leisure, hobbies and interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits
- sports
- press
- music
- photography
- the written word (reading, letter-writing, diaries etc)
- exhibitions, museums
- leisure/work ratio

TRAVEL

- public & private transport
- traffic & traffic control
- 'green' travel
- holidays
- accommodation
- entering and leaving a country
- common currency eg. the euro
- migration

RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions
- anti-social behaviour

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices
- ethical shopping
- retail therapy

FOOD AND DRINK

- eating habits
- sourcing food locally
- fast food
- organic food
- year round availability
- diets
- food fashions

SERVICES

- communications
- financial services
- emergency services
- leisure facilities
- care for the elderly
- IT in the community
- diplomatic services
- employment agencies

PLACES & LOCATION

- satellite navigation systems
- World Heritage sites
- locating motorways and airports
- protecting open spaces
- how geography affects people
- alternative places to live eg. underwater, on Mars

LANGUAGE

- foreign language ability
- accents and dialects
- preserving minority languages
- bilingualism
- universal languages eg. Esperanto
- body language

WEATHER

- climate and weather
- weather forecasting
- climate change
- extreme weather
- weather and mood

MEASURES AND SHAPES

- statistics
- processes
- importance of maths in everyday life

EDUCATION

- schooling
- subjects
- qualifications and examinations
- education systems
- teaching and learning

THE ENVIRONMENT

- recycling
- pollution
- global warming
- endangered species
- future of the planet

BELIEFS

- the paranormal & supernatural
- superstitions
- unexplained phenomena eg. UFOs, coincidences etc.

ARTS

- modern art, theatre, architecture
- classical art, theatre, architecture
- literature
- popular culture

SCIENCE & TECHNOLOGY

- scientific development
- space exploration
- power of the computer
- important inventions
- genetic modification
- ethics
- animal testing

SOCIETY

- individual rights
- family life
- parental responsibilities
- social responsibilities
- equal opportunities
- human rights
- citizenship
- the global village

Functions - Expert Level – C1

(See Topics list for contexts)

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area etc)
- asking and answering questions for confirmation, information, identification
- describing people, places, things
- correcting information
- explaining routines
- narrating and describing past, present and future events
- comparing things, people
- reporting facts, actions
- stating facts, actions
- giving descriptions and specifications.

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement
- denying something
- expressing agreement reluctantly or with reservations
- conceding, demurring
- expressing views and feelings with reasons
- asserting and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- reminding someone to do something
- expressing doubt, incredulity, bewilderment
- hypothesising
- speculating
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes, hopes, expectations
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it

- expressing and asking about fear, anxiety
- giving reassurance
- expressing regret, sympathy, condolence
- expressing fellow-feeling, empathy
- expressing and asking about pain, anguish, suffering
- expressing relief
- expressing indifference
- expressing fatigue, resignation
- offering and accepting an apology
- granting forgiveness
- expressing and asking about approval, appreciation or disapproval
- expressing moral obligation
- expressing regret
- accepting, attaching or denying blame for something.

Making things happen

- responding to a request
- requesting something, or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions or orders
- giving and asking for advice
- responding to or rejecting advice, with reasons
- warning others to be careful or to stop doing something
- offering and requesting assistance
- insisting politely
- persuading someone to do something
- suggesting a course of action
- asking for, responding to, agreeing to or rejecting suggestions with reason/alternative
- making and agreeing plans and arrangements
- encouraging someone to do something
- reaching a compromise
- prohibiting someone from doing something
- making a complaint
- refusing to do something, expressing defiance
- pleading with someone to do something.

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to formal and informal introductions
- opening, closing a formal or informal conversation
- congratulating someone
- praising someone
- paying someone a compliment
- asking someone's opinion

- making someone feel welcome
- giving and responding to constructive criticism
- indicating lack of understanding
- giving and asking for clarification, explanation or definition of something
- confirming one's own or another's understanding
- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- objecting, protesting
- exemplifying or emphasising a point
- classifying, generalising, defining something
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions.

4.7 Mastery level – C2

Listening

The candidate will be able to:

- understand virtually everything spoken even when delivery is fast
- follow short conversations both formal and informal in a comprehensive range of situations, understanding gist, context, purpose, function and recognising subtly expressed attitudes, feelings and opinions
- understand sophisticated narratives, sequences, explanations and subtle arguments
- recognise the function of short utterances which may contain idiomatic/colloquial English (see Grammar and Functions sections)
- follow a discussion which may be academic or professional to identify gist, detail, purposes and key ideas and distinguish between fact and opinion
- extract and reproduce key information from announcements, media broadcasts, presentations and lectures on abstract and concrete topics of general, academic and professional interest
- follow a complex argument even when it is not clearly structured.

Phonological features

- consistently recognise how subtle changes of intonation, pitch and/or stress affect meaning
- consistently recognise subtle expressions of feelings, moods, attitudes, important points and opinions expressed through stress, pitch and intonation.

Range

- understand ideas, arguments and descriptions regardless of their structure and considerable complexity
- understand a very wide range of vocabulary including terms used in academic and professional discourse.

Register

- consistently recognise degrees of subtle distinction used by speakers in different types of utterances.

Understanding gist

- consistently understand the main ideas of complex extended discourse even when the topic is unfamiliar.

Understanding detail

- consistently extract most points of detail from extended discourse even when the topic is unfamiliar.

Reading

The candidate will be able to:

- understand with ease virtually all types of authentic written texts of different purposes and style and those dense in complex structures
- understand the main ideas of all forms of written language, including lengthy abstract, structurally or linguistically complex texts or highly idiomatic, literary and non-literary writing on a wide range of professional, academic and social topics
- gather specific information from different parts of a text or from different texts
- understand descriptions and narratives in which language is used to create different sophisticated and subtle effects
- understand lengthy texts containing complex instructions or explanations on specialist subjects
- understand texts concerned with contemporary issues in which the writers adopt particular viewpoints, identifying finer points of attitude and implied opinions, and follow complex lines of reasoning.

Range

- understand a wide range of texts, hardly ever being impeded by any lexical features
- understands almost all grammatical structures and features.

Register

- understand subtleties in the use of register across a wide range of situations even those involving tact and diplomacy.

Text structure

- recognise how textual features are used to achieve purposes in texts including those containing images, graphical and tabular data
- understand the different ways in which meaning is built up in abstract, structurally or linguistically complex texts
- understand a full range of discourse markers adapted to context and register.

Writing

The candidate will be able to:

- write well-structured texts on complex or abstract subjects
- write clear, smoothly flowing, complex formal letters, reports or articles in styles fully appropriate to purpose and target readership
- describe or narrate in an assured natural manner consistently maintaining the style appropriate to purpose
- develop cogent and smoothly flowing arguments
- use all punctuation marks accurately and effectively
- spell correctly words used in more specialised contexts such as business, academic and international affairs
- maintain consistent control of complex grammatical structures
- use a very wide range of vocabulary demonstrating ability to distinguish between finer shades of meaning
- use idioms appropriately and naturally
- use a full range of structures to achieve different styles and purposes
- consistently use appropriate register in a wide range of contexts including those requiring sensitive and tactful responses
- use a range of linguistic devices to create coherent and cohesive writing
- structure texts logically using linguistic markers to enable the reader to understand significant points.

Topics - Mastery Level – C2

PERSONAL IDENTIFICATION

- personal details
- occupation
- family
- likes and dislikes
- physical appearance
- first language
- character
- image
- personal learning style

HOUSE AND HOME & LOCAL ENVIRONMENT

- types of accommodation
- interior design
- local & regional services/amenities
- regional geographical features
- national flora and fauna
- region-specific phenomena
- demographics

DAILY LIFE

- at home
- at work
- income
- prospects
- stress
- money management
- life plans

FREE TIME, ENTERTAINMENT

- leisure, hobbies and interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits
- sports
- press
- music
- photography
- the written word (reading, letter-writing, diaries etc)
- exhibitions, museums
- leisure/work ratio
- the social importance of leisure

TRAVEL

- public & private transport
- traffic & traffic control
- 'green' travel
- holidays
- accommodation
- entering and leaving a country
- common currency eg. the euro
- migration
- travel restrictions & border controls

RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions
- anti-social behaviour
- tolerance & respect

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices
- ethical shopping
- retail therapy
- consumerism

FOOD AND DRINK

- eating habits
- sourcing food locally
- fast food
- organic food
- year round availability
- diets
- food fashions
- genetically modified food
- cookery

SERVICES

- communications
- financial services
- emergency services
- leisure facilities
- care for the elderly
- IT in the community
- diplomatic services
- employment agencies
- government

PLACES & LOCATION

- satellite navigation systems
- World Heritage sites
- locating motorways and airports
- protecting open spaces
- how geography affects people
- alternative places to live eg. underwater, on Mars
- living in hostile environments

LANGUAGE

- foreign language ability
- accents and dialects
- preserving minority languages
- bilingualism
- universal languages eg. Esperanto
- body language
- language and culture

WEATHER

- climate and weather
- weather forecast
- climate change
- extreme weather
- weather and mood
- effect of weather on lifestyle

MEASURES AND SHAPES

- statistics
- processes
- importance of maths in everyday life
- design

EDUCATION

- schooling
- subjects
- qualifications and examinations
- education systems
- teaching and learning
- knowledge versus skills
- a basic human right

THE ENVIRONMENT

- recycling
- pollution
- global warming
- endangered species
- future of the planet
- individual's/society's responsibilities

BELIEFS

- the paranormal & supernatural
- superstitions
- unexplained phenomena eg. UFOs, coincidences etc.

ARTS

- modern art, theatre, architecture
- classical art, theatre, architecture
- literature
- popular culture
- youth culture

SCIENCE & TECHNOLOGY

- scientific development
- space exploration
- power of the computer
- important inventions
- genetic modification
- ethics
- animal testing
- the limits of human endeavour

SOCIETY

- individual rights
- family life
- parental responsibilities
- social responsibilities
- equal opportunities
- human rights
- citizenship
- the global village
- world events
- world economy

Functions - Mastery Level – C2

(See Topics list for contexts)

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area etc)
- asking and answering questions for confirmation, information, identification
- describing people, places, things
- correcting information
- explaining routines
- narrating and describing past, present and future events
- comparing things, people
- reporting facts, actions
- stating facts, actions
- giving descriptions and specifications.

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement
- denying something
- expressing agreement reluctantly or with reservations
- conceding, demurring
- expressing views and feelings with reasons
- asserting and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- reminding someone to do something
- expressing doubt, incredulity, bewilderment
- hypothesising
- speculating
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes, hopes, expectations
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear, anxiety
- giving reassurance
- expressing regret, sympathy, condolence

- expressing fellow-feeling, empathy
- expressing and asking about pain, anguish, suffering
- expressing relief
- expressing indifference
- expressing fatigue, resignation
- offering and accepting an apology
- granting forgiveness
- expressing and asking about approval, appreciation or disapproval
- expressing moral obligation
- expressing regret
- accepting, attaching or denying blame for something.

Making things happen

- responding to a request
- requesting something, or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions or orders
- giving and asking for advice
- responding to or rejecting advice, with reasons
- warning others to be careful or to stop doing something
- offering and requesting assistance
- insisting politely
- persuading someone to do something
- suggesting a course of action
- asking for, responding to, agreeing to or rejecting suggestions with reason/alternative
- making and agreeing plans and arrangements
- encouraging someone to do something
- reaching a compromise
- negotiating a result
- prohibiting someone from doing something
- making a complaint
- refusing to do something, expressing defiance
- pleading with someone to do something.

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to formal and informal introductions
- opening, closing a formal or informal conversation
- congratulating someone
- praising someone
- paying someone a compliment
- asking someone's opinion
- making someone feel welcome
- giving and responding to constructive criticism
- indicating lack of understanding
- giving and asking for clarification, explanation or definition of something

- confirming one's own or another's understanding
- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- objecting, protesting
- exemplifying or emphasising a point
- classifying, generalising, defining something
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions.

4.8 Grammar

Grammar – Preliminary (A1), Access (A2) and Achiever (B1) levels

Candidates may be exposed to the grammar required for the level above, but will not be tested on it.

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Simple sentences	<ul style="list-style-type: none"> word order in simple statements: subject-verb-object/adverb/adjective/prepositional phrase word order in instructions word order in questions <i>There is/are</i> + noun 	<ul style="list-style-type: none"> <i>There was/were</i> 	<ul style="list-style-type: none"> <i>There has/have been</i> <i>There will be/there is going to be</i>
Compound sentences		<ul style="list-style-type: none"> use of conjunctions <i>and/but/or</i> word order subject-verb-(object) (+ <i>and/but/or</i>) + subject-verb-(object) 	
Complex sentences		<ul style="list-style-type: none"> clauses of: time with <i>when, before, after</i> reason <i>because</i>, result <i>so</i> noun clause with <i>that</i> 	<ul style="list-style-type: none"> word order in complex sentences complex sentences with on subordinate clause defining relative clauses with <i>who, which, that</i> clause as subject/object

Verb forms

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Verb forms	<p>Present reference:</p> <ul style="list-style-type: none"> • simple present tense of <i>be/have/do</i> and common regular verbs • present continuous of common verbs • <i>Have got</i> <p>Other:</p> <ul style="list-style-type: none"> • Yes/no questions • Question words: <i>who/what/where/when/how much/how many/how old</i> • Auxiliary 'do' for questions and negatives (positive questions only) • Short answers such as <i>yes he does, no I haven't</i> • imperatives and negative imperatives • contracted forms appropriate to this level • <i>let's</i> + infinitive for suggestion 	<p>Present reference:</p> <ul style="list-style-type: none"> • simple present with no time focus • present continuous to express continuity <p>Past reference:</p> <ul style="list-style-type: none"> • past tense of regular and common irregular verbs with time markers <p>Future reference:</p> <ul style="list-style-type: none"> • NP + <i>be going to</i>, present continuous and time markers <p>Other:</p> <ul style="list-style-type: none"> • limited range of common verbs _-ing form, such as <i>like, go</i> • verb + to + infinitive such as <i>want, hope</i> • very common phrasal verbs such as <i>get up, switch on</i> • questions such as <i>what time, how often, why, which</i> • simple question tags using all the verb forms at this level • contracted forms appropriate to this level 	<p>Present/Past reference:</p> <ul style="list-style-type: none"> • Present perfect with <i>since/for/ever/never, yet/already, just</i> <p>Past reference:</p> <ul style="list-style-type: none"> • <i>used to</i> for regular actions in the past • past continuous <p>Future reference:</p> <ul style="list-style-type: none"> • Future simple verb forms, NP + <i>will</i> <p>Other:</p> <ul style="list-style-type: none"> • Zero and 1st conditional • Range of verbs + -ing forms • <i>to</i> + infinitive to express purpose • common phrasal verbs and position of object pronouns, such as <i>I looked it up</i> • simple reported/embedded statements and questions • question tags using all verbs • appropriate at the level • contracted forms appropriate to this level

Modals, nouns, pronouns, possessives, prepositions

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Modals	Present reference: <ul style="list-style-type: none"> <i>can, can't</i> (ability/inability, permission) and <i>would like</i> (request) 	Modals and forms with similar meaning: <ul style="list-style-type: none"> <i>must</i> (obligation) <i>mustn't</i> (prohibition) <i>have to, had got to</i> (need) <i>can, could</i> (requests) <i>couldn't</i> (impossibility) <i>may</i> (permission) single modal adverbs: <i>possibly, probably, perhaps</i> 	Modals and forms with similar meaning: <ul style="list-style-type: none"> <i>should</i> (obligation, advice) <i>might, may, will, probably</i> (possibility and probability in the future) <i>would/should</i> (advice) <i>need to</i> (obligation) <i>needn't</i> (lack of obligation) <i>will definitely</i> (certainly in the future) <i>may I</i> (asking for permission) <i>I'd rather</i> (stating preference)
Nouns	<ul style="list-style-type: none"> regular and common irregular plural forms very common uncountable nouns cardinal numbers 1-31 	<ul style="list-style-type: none"> countable and uncountable nouns simple nouns phrases cardinal numbers up to 100+ multiples of 100 	<ul style="list-style-type: none"> noun phrases with pre- and post-modification such as <i>fair-haired people with sensitive skin</i> all cardinal numbers
Pronouns	<ul style="list-style-type: none"> personal - subject 	<ul style="list-style-type: none"> object, reflexive 	
Possessives	<ul style="list-style-type: none"> possessive adjectives such as <i>my, your, his, her, its, our, their</i> use of 's, s' 	<ul style="list-style-type: none"> possessive pronouns such as <i>mine, yours, whose</i> 	<ul style="list-style-type: none"> As Access
Prepositions and prepositional phrases	<ul style="list-style-type: none"> common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i> prepositional phrases of place, time and movement, such as <i>at home, on the left, on Monday, at six o'clock</i> 	<ul style="list-style-type: none"> prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i> prepositional phrases of place and time, such as <i>after dinner, before tea</i> 	<ul style="list-style-type: none"> wide range of prepositions, such as <i>beyond, above, beneath, below</i> prepositional phrases such as <i>in her twenties, of average height, in the top right hand corner</i>

Articles, determiners, adjectives, adverbs, intensifiers

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Articles	<ul style="list-style-type: none"> Definite, indefinite 	<ul style="list-style-type: none"> definite article zero article with uncountable nouns definite article with superlatives 	<ul style="list-style-type: none"> definite article with post-modification, such as the <i>present you gave me</i> use of indefinite article in definitions, such as <i>an architect is a person who designs buildings</i>
Determiners	<ul style="list-style-type: none"> <i>any, some, a lot of</i> 	<ul style="list-style-type: none"> <i>all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no</i> 	<ul style="list-style-type: none"> a range of determiners, eg <i>all the, most, both</i>
Adjectives	<ul style="list-style-type: none"> common adjectives in front of a noun demonstrative adjectives <i>this, that, these, those</i> ordinal numbers 1-31 	<ul style="list-style-type: none"> order of adjectives comparative, superlative, regular and common irregular forms use of <i>than</i> ordinal numbers up to 100 + multiples of 100 	<ul style="list-style-type: none"> adjectives ending <i>-ed</i> + <i>-ing</i> such as <i>tired</i> and <i>tiring</i> comparative structures, such as <i>as... ..as, is the same as, not so.....as..., looks like/is like</i> all ordinal numbers
Adverbs	<ul style="list-style-type: none"> simple adverbs of place, manner and time, such as <i>here, slowly, now</i> 	<ul style="list-style-type: none"> simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner position of adverbs and word order of adverbial phrases 	<ul style="list-style-type: none"> more complex adverbial phrases of time, place, frequency, manner, such as <i>as soon as possible</i>
Intensifiers	<ul style="list-style-type: none"> <i>very, really</i> 	<ul style="list-style-type: none"> <i>quite, so, a bit</i> 	<ul style="list-style-type: none"> a range of intensifiers such as <i>too, enough</i>

Punctuation and spelling

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Punctuation	<ul style="list-style-type: none"> use of capital letters and full stops 	<ul style="list-style-type: none"> use of question marks, exclamation marks, use of comma in lists 	<ul style="list-style-type: none"> use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks
Spelling	<ul style="list-style-type: none"> the correct spelling of personal keywords and familiar words 	<ul style="list-style-type: none"> the correct spelling of most personal details and familiar common words 	<ul style="list-style-type: none"> the correct spelling of common words and key words relating to own work, leisure and study interests

Discourse

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Discourse	<ul style="list-style-type: none"> sentence connectives: <i>then, next</i> 	<ul style="list-style-type: none"> adverbs to indicate sequence (<i>first, finally</i>) use of substitution (<i>I think so, I hope so</i>) markers to structure spoken discourse (<i>Right, well, OK</i>) 	<ul style="list-style-type: none"> markers to indicate addition (<i>also</i>), sequence (<i>in the first place</i>), contrast (<i>on the other hand</i>) markers to structure spoken discourse, (<i>anyway, by the way</i>) use of ellipsis in informal situations (<i>got to go</i>) use of vague language (<i>I think, you know</i>)

Grammar – Communicator (B2), Expert (C1), Mastery (C2) levels

Candidates may be exposed to the grammar required for the level above, but will not be tested on it.

	Communicator as Achiever and in addition	Expert as Communicator and in addition	Mastery as Expert and in addition
Simple, compound and complex sentences with subordinate clauses	<ul style="list-style-type: none"> word order in sentences with more than one subordinate clause <i>there had been</i> use of common conjunctions expressing contrast, purpose, consequence, condition, concession non-defining relative clauses defining relative clauses with <i>where</i>, <i>whose</i>, <i>when</i> defining relative clauses without relative pronouns participial clauses describing action with <i>-ing</i> 	<ul style="list-style-type: none"> word order in complex sentences, including order selected for emphasis <i>there could be/would be/should be</i> <i>could have/would have/should have</i> wider range of conjunctions including <i>on condition that</i>, <i>provided that</i> comparative clauses more complex participial clauses describing action with <i>-ed</i> 	<ul style="list-style-type: none"> full range of conjunctions

Verb forms

	Communicator as Achiever and in addition	Expert as Communicator and in addition	Mastery as Expert and in addition
Verb forms	<p>Present/Past reference:</p> <ul style="list-style-type: none"> present perfect continuous <p>Past reference:</p> <ul style="list-style-type: none"> past perfect <p>Other:</p> <ul style="list-style-type: none"> simple passive use of 2nd and 3rd conditional verbs + (object) _ gerund or infinitive such as <i>would like someone to do something</i>, + <i>suggest doing something</i> causative use of <i>have</i> and <i>get</i> reported speech with a range of tenses wider range of phrasal verbs such as <i>give up</i>, <i>hold out</i> reported requests and instructions question tags using tenses appropriate to this level 	<ul style="list-style-type: none"> all verb forms active and passive <p>Other:</p> <ul style="list-style-type: none"> <i>would</i> expressing habit in the past mixed conditionals reported speech with full range of tenses and introductory verbs extended phrasal verbs such as <i>get round to</i>, <i>carry on with</i> question tags using all tenses imperative + question tag contracted forms appropriate to this level 	<ul style="list-style-type: none"> as Expert

Modals, nouns, prepositions

	Communicator as Achiever and in addition	Expert as Communicator and in addition	Mastery as Expert and in addition
Modals	<ul style="list-style-type: none"> • <i>ought to</i> (obligation) • negative of <i>need</i> and <i>have to</i> to express absence of obligation • <i>must/can't</i> (deduction) 	<ul style="list-style-type: none"> • <i>should have/might have/may have/could have/must have</i> and negative forms of these • <i>can't have, needn't have</i> 	<ul style="list-style-type: none"> • as Expert
Nouns	<ul style="list-style-type: none"> • wider range of noun phrases with pre- and post-modification • word order of determiners, eg <i>all my books</i> 	<ul style="list-style-type: none"> • extended range of complex noun phrases 	<ul style="list-style-type: none"> • as Expert
Prepositions and prepositional phrases	<ul style="list-style-type: none"> • wider range of prepositions including <i>despite, in spite of</i> • collocations of verbs/nouns + prepositions such as <i>point at, have an interest in</i> • preposition + <i>-ing</i> form such as <i>after leaving</i> 	<ul style="list-style-type: none"> • preposition + having + past participle such as <i>having eaten</i> 	<ul style="list-style-type: none"> • as Expert

Articles, determiners, adjectives, adverbs, intensifiers

	Communicator as Achiever and in addition	Expert as Communicator and in addition	Mastery as Expert and in addition
Articles	<ul style="list-style-type: none"> definite, indefinite and zero article with both countable and uncountable nouns in a range of uses 	<ul style="list-style-type: none"> as Communicator 	<ul style="list-style-type: none"> as Expert
Adjectives	<ul style="list-style-type: none"> comparisons with <i>fewer</i> and <i>less</i> collocation of adjective + preposition such as <i>responsible for</i> 	<ul style="list-style-type: none"> as Communicator 	<ul style="list-style-type: none"> as Expert
Adverbs	<ul style="list-style-type: none"> adverbial phrases of degree, extent, probability comparative and superlative of adverbs 	<ul style="list-style-type: none"> as Communicator 	<ul style="list-style-type: none"> as Expert
Intensifiers	<ul style="list-style-type: none"> wide range such as <i>extremely</i>, <i>much</i> <i>too</i> 	<ul style="list-style-type: none"> collocation of intensifiers with absolute and relative adjectives such as <i>absolutely gorgeous</i>, <i>very pretty</i> 	<ul style="list-style-type: none"> as Expert

Punctuation and spelling

	Communicator as Achiever and in addition	Expert as Communicator and in addition	Mastery as Expert and in addition
Punctuation	<ul style="list-style-type: none"> multiple uses of commas use of apostrophes for possession and omission use of other punctuation to enhance meaning 	<ul style="list-style-type: none"> accurate use of all punctuation 	<ul style="list-style-type: none"> as Expert
Spelling	<ul style="list-style-type: none"> the correct spelling of words used in work, studies and daily life 	<ul style="list-style-type: none"> the correct spelling of words used in work, studies and daily life including familiar technical words 	<ul style="list-style-type: none"> the correct spelling of words used in more specialized contexts (such as business, academia, international affairs)

Discourse

	Communicator as Achiever and in addition	Expert as Communicator and in addition	Mastery as Expert and in addition
Discourse	<ul style="list-style-type: none"> a range of discourse markers expressing addition, cause and effect, contrast (<i>however</i>), sequence and time (<i>at a later date</i>) markers to structure spoken discourse (<i>as I was saying</i>) use of ellipsis in informal speech and writing (<i>sounds good</i>) 	<ul style="list-style-type: none"> a range of logical markers (<i>in this respect, accordingly</i>) sequence markers (<i>subsequently</i>) a wider range of discourse markers to structure formal and informal speech (<i>can we now turn to</i>) 	<ul style="list-style-type: none"> a full range of discourse markers adapted to context and register

5 Overview of Assessment for International ESOL

5.1 Assessment of the International ESOL examination paper

All Examiners are approved by City & Guilds and undergo rigorous and frequent training and moderation, to ensure that grades are awarded strictly in accordance with CEFR levels and City & Guilds examination requirements.

The City & Guilds International ESOL suite of examinations is closely allied to the levels of the Common European Framework of Reference produced by the Council of Europe, details of which are available on www.coe.int/lang

International ESOL examinations are stringently assessed against the criteria as detailed in the syllabi. The grades awarded will be either **First Class Pass**, **Pass** or **Fail**.

A **First Class Pass** is awarded when the candidate achieves First Class Passes in the Listening, Reading and Writing sections.

A **Pass** is awarded when the candidate achieves at least two Passes and a Narrow Fail in the Listening, Reading and Writing sections.

A **Fail** is given when the candidate achieves one or more Fail grades.

Listening and Reading

- Marks are awarded for the Listening and Reading Sections; the breakdown of these is shown for each level, together with the minimum requirements for First Class and Pass.
- The Listening and Reading questions are marked against paper-specific marking schemes.

Writing

- Marks are awarded for the closed writing tasks; the breakdown of these is shown for each level, together with the minimum requirements for First Class and Pass.
- The free-writing sections are marked against criteria aligned to the descriptors of the CEFR. These criteria are Task Fulfilment, Grammar, Vocabulary and Structure.
- **Task fulfilment**
a measure of how far the candidate has achieved/addressed the task. Has the candidate done what was asked (eg - "Write four sentences" – are there four sentences?)
- **Grammar**
a measure of the range, appropriacy and accuracy of grammar.
- **Vocabulary**
a measure of the range, accuracy and appropriacy of vocabulary. This criterion also includes spelling accuracy.
- **Structure**
a measure of coherence and cohesion. How the text is put together? Is there an attempt to link the ideas and to organise them in a coherent manner? This criterion also includes the accurate use of punctuation.

A mark is awarded on a scale from 0 to 3 for each criterion, depending on the candidate's performance. These marks are then added together to obtain an overall mark for that specific task.

A description of the tasks which the criteria assesses is provided at each level in the Syllabi section of the Handbook.

Example of free-writing task specific mark scheme – as used by City & Guilds marking examiners:

Free-writing task-specific mark scheme – example				
	Task Fulfilment	Grammar	Vocabulary	Structure
3 First Class Pass	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level
2 Pass	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level
1 Narrow Fail	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level
0 Clear Fail	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level

Feedback reports

Unsuccessful candidates will automatically receive a short feedback report, consisting of performance codes, designed to prepare them to retake an examination.

PERFORMANCE CODES		
HI	Writing – Grammar - standard not met	HI
HJ	Writing – Task Fulfilment – standard not met	HJ
HK	Writing – Vocabulary – standard not met	HK
HL	Writing – Structure – standard not met	HL
GA	Section grade for Listening: First Class Pass	GA
GB	Section grade for Listening: Pass	GB
GC	Section grade for Listening: Narrow Fail	GC
GD	Section grade for Listening: Fail	GD
GE	Section grade for Reading: First Class Pass	GE
GF	Section grade for Reading: Pass	GF
GG	Section grade for Reading: Narrow Fail	GG
GH	Section grade for Reading: Fail	GH
GI	Section grade for Writing: First Class Pass	GI
GJ	Section grade for Writing: Pass	GJ
GK	Section grade for Writing: Narrow Fail	GK
GL	Section grade for Writing: Fail	GL

5.2 Assessment criteria by level

Preliminary (A1) – Listening, Reading and Writing

Level A1	Marks for Listening					Marks for Reading				
	Part 1	Part 2	Part 3	Part 4	Total	Part 1	Part 2	Part 3	Part 4	Total
	7	7	5	6	25	4	5	5	6	20
First Class Pass					18-25	First Class Pass				16-20
Pass					13-17	Pass				11-15
Narrow Fail					12	Narrow Fail				10
Fail					0-11	Fail				0-9

Marks for Writing				
Part 1	Part 2	Part 3	Part 4	Total
5	5	12	12	34
First Class Pass				28-34
Pass				17-27
Narrow Fail				15-16
Fail				0-14

Access (A2) – Listening, Reading and Writing

Level A2	Marks for Listening					Marks for Reading				
	Part 1	Part 2	Part 3	Part 4	Total	Part 1	Part 2	Part 3	Part 4	Total
	7	7	5	6	25	5	5	5	5	20
First Class Pass					19-25	First Class Pass				14-20
Pass					13-18	Pass				10-13
Narrow Fail					12	Narrow Fail				9
Fail					0-11	Fail				0-8

Marks for Writing				
Part 1	Part 2	Part 3	Part 4	Total
10	5	12	12	39
First Class Pass				32-39
Pass				21-31
Narrow Fail				19-20
Fail				0-18

Achiever (B1) – Listening, Reading and Writing

Level B1	Marks for Listening					Marks for Reading				
	Part 1	Part 2	Part 3	Part 4	Total	Part 1	Part 2	Part 3	Part 4	Total
	6	6	6	6	24	5	6	9	10	30
First Class Pass					19-24	First Class Pass				24-30
Pass					12-18	Pass				15-23
Narrow Fail					10-11	Narrow Fail				13-14
Fail					0-9	Fail				0-12

Marks for Writing				
Part 1	Part 2	Part 3		Total
8	12	12		32
First Class Pass				26-32
Pass				16-25
Narrow Fail				14-15
Fail				0-13

Communicator (B2) – Listening, Reading and Writing

Level B2	Marks for Listening					Marks for Reading				
	Part 1	Part 2	Part 3	Part 4	Total	Part 1	Part 2	Part 3	Part 4	Total
	8	6	8	8	30	6	6	9	9	30
First Class Pass					23-30	First Class Pass				23-30
Pass					15-22	Pass				15-22
Narrow Fail					13-14	Narrow Fail				13-14
Fail					0-12	Fail				0-12

Marks for Writing				
Part 1	Part 2			Total
12	12			24
First Class Pass				20-24
Pass				12-19
Narrow Fail				11
Fail				0-10

Expert (C1) – Listening, Reading and Writing

Level C1	Marks for Listening				Total	Marks for Reading				Total
	Part 1	Part 2	Part 3	Part 4		Part 1	Part 2	Part 3	Part 4	
	8	6	8	8		5	6	9	10	
First Class Pass					23-30	First Class Pass				23-30
Pass					15-22	Pass				15-22
Narrow Fail					13-14	Narrow Fail				13-14
Fail					0-12	Fail				0-12

Marks for Writing			
Part 1	Part 2		Total
12	12		24
First Class Pass			20-24
Pass			12-19
Narrow Fail			11
Fail			0-10

Mastery (C2) – Listening, Reading and Writing

Level C2	Marks for Listening				Total	Marks for Reading				Total
	Part 1	Part 2	Part 3	Part 4		Part 1	Part 2	Part 3	Part 4	
	8	6	8	8		5	6	9	10	
First Class Pass					23-30	First Class Pass				23-30
Pass					15-22	Pass				15-22
Narrow Fail					13-14	Narrow Fail				13-14
Fail					0-12	Fail				0-12

Marks for Writing				C2
Part 1	Part 2			Total
12	12			24
First Class Pass				20-24
Pass				12-19
Narrow Fail				11
Fail				0-10

Overall Examination Result

Using the 3 grades awarded for each of the 3 sections of the paper, the overall result is awarded as follows:

First Class	3 First Class grades
Pass	3 Pass grades or 2 First Class + 1 Pass grades or 1 First Class + 2 Pass grades or 2 First Class + 1 Narrow Fail or 1 First Class + 1 Pass + 1 Narrow Fail grades or 2 Passes + Narrow Fail grades
Fail	1 or more Fail grades or 3 Narrow Fails grades or 1 Pass + 2 Narrow Fail grades or 1 First Class + 2 Narrow Fail grades

6 Access Arrangements

Access arrangements allow candidates with learning difficulties, disabilities or temporary injuries to show what they know and can do without changing the demands of the assessment. Examples include: a reader to read the questions and a scribe to write the answers.

Access arrangements are agreed before an assessment. For some arrangements, including readers and scribes, centres must apply to City & Guilds for permission before the examination. For information on arrangements not listed here, please contact City & Guilds.

The International English for Speakers of Other Languages (International ESOL) examination assesses the candidate's ability to listen, read, and write in English. As a result some access arrangements cannot be permitted. Examples are given in the table below.

Access Arrangement	Definition	Listening	Reading	Writing
Extra Time		Yes	Yes	Yes
Reader	Someone who reads the questions to the candidate	Yes	No	Yes
Scribe	Someone who writes down the candidate's dictated answers	Yes	Yes	No
Braille or Modified question papers	A range of formats are available, including large print	Yes	Yes	Yes
Practical Assistant	Someone who helps with practical tasks not related to the test	Yes	Yes	Yes
Supervised rest breaks	The candidate must remain under exam conditions	Yes	Yes	Yes
Sign Language Interpreter	To sign the questions	Signing for the recording is not permitted	No	Yes
Transcript	Where the candidate's handwriting is illegible	Yes	Yes	Yes
Live speaker	A transcript of the recording can be requested	Yes	N/A	N/A
Word processor	Computer or similar device to record answers	Yes	Yes	Yes

Exemptions

Exemptions can only be considered as a last resort. For more information please contact City & Guilds.

More information can be found at the following website:

<http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Document-Library/Policies-and-Procedures/Access-to-Assessment-and-Qualifications>

This page is intentionally blank

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)20 7294 2468
F +44 (0)20 7294 2400
www.cityandguilds.com

City & Guilds is a registered charity
established to promote education
and training