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

Qualification handbook

www.cityandguilds.com
April 2014
Version 11.1

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 2005 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)20 7294 2800
F +44 (0)20 7294 2400
www.cityandguilds.com
enquiry@cityandguilds.com

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

Qualification handbook

www.cityandguilds.com
April 2014
Version 11.11

This page is intentionally blank

Contents

1	**International English Qualifications (IEQs)**	**6**
1.1	The International Spoken ESOL qualification handbook	6
1.2	International English Qualifications suite	7
1.3	Introduction to International Spoken ESOL	9
1.4	Qualification titles and QAN Numbers	11
1.5	CEFR and Alignment of International Spoken ESOL to the CEFR	12
1.6	Description of competence at each level	13
1.7	Format and features of International Spoken ESOL	15
1.8	The four parts of International Spoken ESOL	16
1.9	Key responsibilities of the Interlocutor	19
1.10	Support materials	21
2	**Centre approval process and requirements**	**23**
2.1	Centre approval process	23
2.2	Resource requirements	24
3	**Regulations for the conduct of the examinations**	**25**
4	**Syllabus**	**34**
4.1	Introduction	34
4.2	Preliminary level - A1	35
4.3	Access level - A2	38
4.4	Achiever level – B1	42
4.5	Communicator level – B2	47
4.6	Expert level – C1	53
4.7	Mastery level – C2	59
4.8	Grammar for all levels	65
5	**Overview of assessment for International Spoken ESOL**	**75**
5.1	Assessment of the International Spoken ESOL examination	75
5.2	International Spoken ESOL CEFR descriptors	77
6	**Access to assessment**	**80**

1 International Spoken English for Speakers of Other Languages Qualifications (International Spoken ESOL)

1.1 The International Spoken ESOL qualification handbook

The International Spoken ESOL qualification handbook for centres from City & Guilds provides a comprehensive introduction to the City & Guilds series of examinations in International Spoken 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.

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

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

A Guide for Interlocutors is also available and is aimed at preparing interlocutors for all aspects of administering the Spoken ESOL tests, this publication is also a valuable aid to teachers preparing candidates for exams.

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 Spoken ESOL

Who are the qualifications intended for?

The City & Guilds International Spoken ESOL examinations offer a comprehensive test of spoken English which can either be a stand-alone examination or a complement to the International ESOL (reading, writing and listening) examination. The tasks in the examination are designed to test the use of English in real-life situations. The Spoken ESOL series of graded examinations provides 'steps up the ladder' of proficiency and can motivate students who are attending courses over a long period to continue their studies. They are suitable for learners attending short courses in English.

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

Examination		Duration of test
Preliminary	A1	5 minutes
Access	A2	7 minutes
Achiever	B1	9 minutes
Communicator	B2	10 minutes
Expert	C1	12 minutes
Mastery	C2	15 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.

International Spoken ESOL Examination	**Title on certificate**	**QAN number**
Preliminary (A1)	City & Guilds Entry Level 1 Certificate in ESOL International (Spoken) (Preliminary A1)	500/1770/6
Access (A2)	City & Guilds Entry Level 2 Certificate in ESOL International (Spoken) (Access A2)	500/1773/1
Achiever (B1)	City & Guilds Entry Level 3 Certificate in ESOL International (Spoken) (Achiever B1)	500/1772/X
Communicator (B2)	City & Guilds Level 1 Certificate in ESOL International (Spoken) (Communicator B2)	500/1775/5
Expert (C1)	City & Guilds Level 2 Certificate in ESOL International (Spoken) (Expert C1)	500/1768/8
Mastery (C2)	City & Guilds Level 3 Certificate in ESOL International (Spoken) (Mastery C2)	500/1771/8

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

1.5 CEFR and alignment of International Spoken ESOL to the CEFR

The six levels of the International Spoken ESOL Examination are linked to those of the Common European Framework of Reference for Languages[1] 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

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

1.6 Descriptions of competence at each level

City & Guilds qualification level	Descriptor
Preliminary	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 and 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	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	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.

1.7 Format and features of International Spoken ESOL

Skill & Focus	Task
Speaking Part 1: to communicate personal information Preliminary and Access: to give personal information Achiever and Communicator: also to express opinions and ideas Expert: to communicate opinions and ideas on a variety of topics and at Mastery to give personal opinions on contemporary topics and issues	• Give and spell name • Give nationality • Answer five questions
Speaking Part 2: to communicate appropriately in social situations All levels: to communicate in real-life situations using a range of functional language to elicit or respond as appropriate Expert and Mastery: to also show the ability to use a wide range of language functions	• Two or three situations are presented by the interlocutor at each level and candidates are required to respond to and initiate interactions.
Speaking Part 3: to exchange information and opinions Preliminary and Access: to exchange information to complete a simple task Achiever and Communicator: to co-operate to reach agreement/decision Expert and Mastery: to engage in discussion and to justify, challenge and persuade when expressing and eliciting opinion	• Exchange information to identify similarities and differences in pictures of familiar situations at Preliminary and Access levels • Hold a short discussion to make a plan, arrange or decide something using visual prompts at Achiever and written text as the prompt at the three higher levels
Speaking Part 4: to present a topic Preliminary and Access: to demonstrate the ability to use sentences and produce a piece of connected spoken English Achiever and Communicator: to narrate, describe communicate ideas and express opinions Expert and Mastery: to speak in depth on one topic from a wide range of abstract and complex subjects	• After 30 seconds pf preparation time talk about a topic provided by the interlocutor and answer follow-up questions • Preliminary and Access – 1 minute • Achiever and Communicator – 2-3 minutes • Expert and Mastery – 3 minutes • Answer follow-up questions

1.8 The four parts of International Spoken ESOL

Part 1 – communicating personal information

The aim of this part is to settle the candidate and to elicit personal and everyday information. The interlocutor first asks the candidate's name, asks for the spelling of their family name and then asks for the candidate's nationality. It is not necessary for any information to be written down.

The interlocutor then selects further questions from the list provided.

From **Access** to **Mastery** levels, the questions are given under five topic headings. The questions allow the candidate to respond by giving personal information, ideas and opinions on a range of topics and should produce a natural interaction in the time allowed.

Questions range from very simple, eg *How old are you?* **(Preliminary)** to complex, eg *Which aspects of your education so far have been the most beneficial for you?* **(Mastery)**. The interlocutor may expand the questioning, particularly at the higher levels, to help the candidate produce sufficient language.

Part 2 – communicating appropriately in social situations

The aim of this part is to test the candidate's use of functional language in a range of real-life situations. The interlocutor and candidate enact at least two situations. The Interlocutor may need to assume a different persona, but the candidate is never required to do so.

At the lower levels the dialogue will usually involve four exchanges (up to two short turns each). At the higher levels the given situations will require the candidate to enter into exchanges of greater length and complexity. The interlocutor reads aloud the exact words given for the chosen situation which signals the start of the dialogue.

The interlocutor first chooses one from four given situations, to which the candidate responds.

At **Preliminary** level a typical situation might be:

Interlocutor: We are in a café. I'm a waiter. You're a customer. I start.

'Good morning. What would you like to drink?'

At **Achiever** level a typical situation might be:

Interlocutor: I'm your friend. You look tired. I start.

'Why don't you take a holiday?'

At **Mastery** level a typical situation might be:

Interlocutor: We're both in a meeting. I'm the chairperson. I start.

'Well, I'm quite concerned. John Phillips hasn't arrived yet. I wonder what's happened to him and if we should start. What do you think?'

The interlocutor then chooses one from four given situations which require the candidate to initiate the interaction.

At **Preliminary** level a typical situation might be:
Interlocutor: You want to find a post office. Ask me. You start.

At **Achiever** level a typical situation might be:
Interlocutor: I'm waiting for you outside the cinema. You're very late. You start.

At **Mastery** level a typical situation might be:
Interlocutor: I'm your neighbour. Complain about the large tree in my garden and say what you want me to do. You start.

At **Preliminary** and **Access** levels the interlocutor guides the interaction and supports the candidate. At the higher levels, especially **Expert** and **Mastery,** the interlocutor allows the candidate to guide and maintain the interaction. At the higher levels the candidate's contribution is expected to demonstrate an awareness of the tone and register appropriate to the situations. For example, when making a complaint it is necessary to consider how direct the language should be and which tone of voice should be used. Further guidance for interlocutors can be found in the *City & Guilds Qualifications Guide for Interlocutors*.

Part 3 – exchanging information and opinions

The aim of this part is to test the candidate's ability to use English to give and receive information in order to perform a communicative task. The task topics do not require the candidate to have specialist knowledge but at **Expert** and **Mastery** levels candidates are required to have an awareness of and opinions about social and contemporary issues. The interlocutor and candidate exchange information to perform a task.

It is the language used in the interaction that is most important, not the ability to complete the task in the given time. However, the interaction should move towards achievement of the task set.

- At **Preliminary** and **Access** levels the candidate needs to give and ask for information to find the differences between two pictures.
- At **Achiever** an attempt at agreement after a discussion based on visual prompts is expected.
- At **Communicator** level a plan or arrangement is attempted after a discussion based on one or two written texts.
- At **Expert** and **Mastery** levels the task takes the form of a discussion or negotiation based on written prompts. The candidate is asked to rank or prioritise, analyse, eliminate or hypothesise. Candidates at these levels will be required to expand and exemplify, justify, challenge and ask the interlocutor for clarification.

A typical discursive task at **Mastery** level is:

Interlocutor: Here is a list of some of the factors which might be important for job satisfaction. Let's discuss the different factors and decide the most and least important ones for us. Let's also consider which jobs involve the different factors.

social status	variety	lack of pressure	being praised
exercising power	freedom	meeting people	anything else?

Part 4 – presenting a topic

The aim of this part is to test a candidate's ability to speak at greater length with minimal participation by the interlocutor. This part of the test gives candidates the opportunity to demonstrate their range and fluency in English. The interlocutor chooses one of three given topics and asks the candidate to talk about it. The candidate is given pencil and paper to make notes during the 30 seconds of preparation time. The Interlocutor ensures that the chosen topic is not one which has already been touched on in the previous three parts of the test.

A typical topic at **Preliminary** level is:

What do you do on Sundays?

A typical topic at **Achiever** level is:

Your most exciting experience.

A typical topic at **Mastery** level is:

How does the design of towns and cities affect our lives?

The candidate will be asked to answer follow-up questions to their presentation or may be interrupted with questions from the interlocutor.

1.9 Key responsibilities of the Interlocutors

The Interlocutor is responsible for conducting City & Guilds International Spoken ESOL examinations. They elicit the spoken performance of the candidate by asking questions or setting up speaking tasks using the scripted Interlocutor Framework.

The Interlocutor must be:

- fluent in spoken English
- suitably qualified and experienced in the Teaching of English as a Foreign Language
- fully familiar with the 6 levels of the Common European Framework (CEFR)
- able to adjust their language to reflect the 6 levels of the CEFR
- highly skilled at eliciting

The Interlocutor may be a native-speaker or non-native speaker of English. They must have an excellent command of English, and be able to use the language to high degrees of skill in order to elicit language at an appropriate level from the candidate. A wide range of spoken skills are tested: long turns, short turns, interactional and transactional language.

All recorded live exams must be sent directly to City & Guilds where they are marked centrally by examiners who do not know the candidates. **Interlocutors do not examine or assess the candidate's performance.**

To ensure all candidates have an equal chance of giving their best performance, the examinations must be conducted fairly and consistently and in accordance with the rules and regulations laid down by City & Guilds.

The Interlocutor must:

- be fully familiar with the contents of:
    - The Guide for Interlocutors
    - The International Spoken SESOL Handbook
    - The Regulations for the Conduct of Examinations
- manage the interaction in the test and facilitate the candidate's performance
- be able to attend City & Guilds training prior to posting
- help set up the examination room
- be completely familiar with the scripted Interlocutor Framework for each level of the International Spoken ESOL exams and deliver it as accurately as possible
- read each exam paper thoroughly before using it in a live exam
- adjust own use of English and speed of delivery as is appropriate for the level of the exam
- keep to the prescribed timings for all parts of the exam
- ensure that all candidates are treated fairly and given an equal opportunity to speak
- take a 15 minute break after running 12 consecutive exams at Preliminary and Access levels, and after 8 consecutive exams at Achiever level and above

- take a 10 minute level-change break between groups of candidates who are entered at different levels
- conduct the exam in accordance with City & Guilds Regulations for the Conduct of Examinations
- ensure the security of examination material at all times
- record spoken examinations in digital format
- ensure the examinations are recorded live with the candidate in the same room
- ensure that all the administration connected with the live exam recordings is accurately carried out.
- ensure all necessary procedures are in place to prevent malpractice during the examination
- ensure that all examination scripts are collected immediately after the examination and handed to the person responsible for despatching them
- undertake to offer the services set out above within the specified times and in accordance with City & Guilds' procedures.

During each examination, an Invigilator will must be available for all aspects of the examination outside the Exam Room.

The **Invigilator** is responsible for:

- checking the identity of each candidate prior to the exam
- ensuring that candidates wait in a designated area prior to their exam taking place
- showing candidates into the Exam Room at the appropriate time
- ensuring that candidates who have completed their exam do not mix with those who are still waiting to go into the Exam Room
- ensuring that timings are adhered to as accurately as possible, if necessary by pointing out to the Interlocutor between candidates that each exam is taking too long or not long enough
- ensuring that candidates do not bring unauthorised material into the exam room
- ensuring that people moving around in the vicinity of the Exam Room remain quiet.

After the examinations have been conducted the sound files have to be uploaded to the online system City & Guilds uses. The upload will be the responsibility of the examinations secretary.

1.10 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 Spoken Exams	Available via video recordings at all 6 levels of the CEFR, these sample spoken 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" f*or 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 ISESOL 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 ISESOL 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 ISESOL 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.

4 Syllabus

4.1 Introduction

The syllabus shows the standards which a learner must achieve to gain a pass in each of the six levels of the examination. 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 each set of standards.

4 Syllabus

4.2 Preliminary level – A1

Speaking

The candidate will be able to:

- interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech
- initiate and respond to simple statements about personal details, in areas of immediate need or on very familiar topics
- communicate in a very limited range of social situations using a basic range of functional language
- exchange information to perform a task
- describe and explain familiar topics and simple routines
- give single-step instructions and directions in familiar contexts
- ask and answer simple questions
- produce simple phrases to express likes, dislikes and preferences in relation to familiar topics
- contribute points to a discussion, provided the other speakers are co-operative.

Pronunciation

- pronounce with sufficient clarity a limited repertoire of words and phrases so they can be understood by a sympathetic listener.

Accuracy

- display a limited control of very basic grammatical structures.

Range

- produce simple phrases and sentences to give basic information about and descriptions of familiar people and places, feelings and opinions.

Register

- cope appropriately, with support from the other person, in a limited range of familiar social situations.

Fluency

- manage the conventions of turn taking in very simple interactions
- use a very limited range of connectors to link utterances.

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

Speaking

The candidate will be able to:

- speak with reasonable ease in structured situations and short conversations on familiar topics, although from time to time will be asked to repeat or clarify
- communicate personal information to give simple descriptions of family, other people, living or working conditions, habits and daily routines, education background and/or job
- communicate in a limited number of social situations using a range of functional language
- exchange information to perform a task
- give simple directions, instructions and explanations
- ask and answer questions
- give a short description or tell a simple story using simple and compound sentences
- express simple feelings and opinions and establish a shared understanding.

Pronunciation

- pronounce the sounds of English sufficiently clearly to be generally understood.

Accuracy

- display some control of basic grammatical structures.

Range

- display an adequate range of vocabulary to communicate on familiar topics and perform simple tasks.

Register

- adjust language to suit context in straightforward situations.

Fluency

- manage the conventions of turn taking in short social exchanges, using simple techniques to start, maintain, and end a conversation
- use a limited number of common discourse markers.

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

Speaking
The candidate will be able to:

- interact competently if not always accurately in everyday situation
- communicate personal information, opinions and ideas and respond to those of others
- communicate in a variety of social situations using an appropriate range of functional language
- exchange information, feelings and opinions to perform a task
- narrate, describe, explain and express opinions in extended speech related to familiar contexts
- contribute points to a simple discussion.

Pronunciation

- pronounce the sounds of English sufficiently well to be generally understood and show a fair control of stress and intonation patterns.

Accuracy

- display a good control of basic grammatical structures without impeding errors when dealing with familiar topics.

Range

- display an adequate range of vocabulary and expression to deal with familiar situations and topics
- narrate using past tenses.

Register

- adopt a degree of formality appropriate to familiar circumstances
- use appropriate phrases in familiar situations such as greeting and leave-taking.

Fluency

- initiate and follow the norms of turn-taking, prompt and manage the discourse with a degree of independence
- connect descriptions, narratives and descriptions in simple ways
- speak without undue hesitation unless searching for information, vocabulary or when reformulating

.

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

Speaking syllabus

The candidate will be able to:

- speak with a degree of fluency and spontaneity making sustained interaction possible without undue strain
- communicate personal information, opinions, feelings and ideas
- communicate in a variety of social situations using a range of functional language
- exchange information to perform a task
- narrate, describe, explain and express opinions in extended speech
- give straightforward descriptions, narratives, directions, instructions on topics encountered in personal, social, academic or vocational life
- contribute points to an argument on a familiar topic integrating sub-themes and coming to a conclusion.

Pronunciation

- pronounce clearly the sounds of English in connected speech
- produce stretches of language with few noticeable long pauses, but with some hesitation when searching for patterns and expressions.

Accuracy

- display a relatively high degree of grammatical control without impeding errors.

Range

- use sufficient range of language to give detailed descriptions and arguments and be able to highlight personal events and emotions
- produce complex sentences although there is still some searching for vocabulary and expressions.

Register

- adopt a degree of formality appropriate to the circumstances
- cope linguistically with more stressful kinds of interaction such as complaints or disputes.

Fluency

- manage the conventions of turn taking using appropriate phrases for making and dealing with interruptions and requesting information
- link utterances using some cohesive devices although there may be some 'jerkiness' in extended speech.

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

Speaking syllabus

The candidate will be able to:

- interact fluently and spontaneously on all subjects except the most abstract with some degree of searching for expressions or use of avoidance strategies
- communicate personal information, opinions, feelings and ideas on all topics except the most complex
- communicate in almost all social situations, including those requiring tact and diplomacy, using a wide range of language functions
- engage in discussion to express and elicit opinion, persuade someone to a point of view, try to reach agreement or perform a specific task
- explain, describe, narrate, account for and report on complex subjects integrating sub-themes
- speak clearly on complex themes, developing particular points and rounding off appropriately.

Pronunciation

- pronounce clearly the sounds of English in connected speech and use stress and intonation to covey finer shades of meaning precisely.

Accuracy

- maintain a consistently high degree of grammatical accuracy with few errors, generally correcting those that do occur.

Range

- use complex sentences, idiomatic expressions and colloquialisms and qualify opinions and statements without much conspicuous searching for words.

Register

- cope linguistically in sensitive or stressful situations even in unfamiliar contexts.

Fluency

- display controlled use of discourse organisation, connectors and cohesive devices and be able to backtrack or reformulate when encountering difficulty
- confidently manage the conventions of turn taking using appropriate phrases for making and dealing with interruptions and requesting clarification.

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

Speaking syllabus

The candidate will be able to:

- display a comprehensive and reliable mastery of the language with no sign of having to restrict what is said
- communicate personal information, feelings, ideas and opinions on a very wide range of topics including contemporary issues
- communicate in all situations using a very wide range of language functions
- engage in discussion to express and elicit opinion, defend and justify opinions when challenged, persuade someone to a point of view, try to reach agreement or perform a specific task
- provide sophisticated explanations, descriptions, narratives, account for or report on a complex subject, convey subtleties of meaning, integrate sub-themes and come to an appropriate conclusion.

Pronunciation

- articulate correctly and use stress and intonation patterns naturally to highlight, emphasise, and modify meaning.

Accuracy

- maintain consistent grammatical control of complex language.

Range

- display a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning, conveying subtleties by using a wide range of modification devices.

Register

- adjust register appropriately across a range of situations unhampered by linguistic limitations.

Fluency

- produce clearly flowing, well-structured speech with an effective logical management of the discourse, highlighting significant points
- produce coherent and cohesive discourse using a variety of organisational patterns, a wide range of connectors and other cohesive devices and backtracking and reformulating seamlessly
- interact skilfully and confidently with fully natural turn taking, referencing and allusion making.

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	• word order in simple statements: subject-verb-object/adverb/adjective/prepositional phrase • word order in instructions • word order in questions • *There is/are* + noun	• *There was/were*	• *There has/have been* • *There will be/there is going to be*
Compound sentences		• use of conjunctions *and/but/or* • word order subject-verb-(object) (+*and/but/or*) + subject-verb-(object)	
Complex sentences		• clauses of: time with *when, before, after* reason *because,* result *so* • noun clause with *that*	• word order in complex sentences • complex sentences with on subordinate clause • defining relative clauses with *who, which, that* • clause as subject/object

Verb forms

	Preliminary	**Access** as Preliminary and **in addition**	**Achiever** as Access and **in addition**
Verb forms	**Present reference:** • simple present tense of *be/have/do* and common regular verbs • present continuous of common verbs • *Have got* **Other:** • Yes/no questions • Question words: *who/what/where/when/how much/how many/how old* • Auxiliary *'do'* for questions and negatives (positive questions only) • Short answers such as *yes he does, no I haven't* • imperatives and negative imperatives • contracted forms appropriate to this level • *let's* + infinitive for suggestion	**Present reference:** • simple present with no time focus • present continuous to express continuity **Past reference:** • past tense of regular and common irregular verbs with time markers **Future reference:** • NP + *be going to*¸ present continuous and time markers **Other:** • limited range of common verbs _ *-ing* form, such as *like, go* • verb + to + infinitive such as *want, hope* • very common phrasal verbs such as *get up, switch on* • questions such as *what time, how often, why, which* • simple question tags using all the verb forms at this level • contracted forms appropriate to this level	**Present/Past reference:** • Present perfect with since/for/ever/never, *yet/already, just* **Past reference:** • *used to* for regular actions in the past • past continuous **Future reference:** • Future simple verb forms, NP + *will* **Other:** • Zero and 1st conditional • Range of verbs + *-ing* forms • *to* + infinitive to express purpose • common phrasal verbs and position of object pronouns, such as *I looked it up* • simple reported/embedded statements and questions • question tags using all verbs • appropriate at 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:** • *can, can't* (ability/inability, permission) and would *like* (request)	**Modals and forms with similar meaning:** • *must* (obligation) • *mustn't* (prohibition) • *have to, had got to* (need) • *can, could* (requests) • *couldn't* (impossibility) • *may* (permission) • single modal adverbs: *possibly, probably, perhaps*	**Modals and forms with similar meaning:** • *should* (obligation, advice) • *might, may, will, probably* (possibility and probability in the future) • *would/should* (advice) • *need to*(obligation) • *needn't* (lack of obligation) • *will definitely* (certainly in the future) • *may I* (asking for permission) • *I'd rather* (stating preference)
Nouns	• regular and common irregular plural forms • very common uncountable nouns • cardinal numbers 1-31	• countable and uncountable nouns • simple nouns phrases • cardinal numbers up to 100+ multiples of 100	• noun phrases with pre- and post-modification such as *fair-haired people with sensitive skin* • all cardinal numbers
Pronouns	• personal - subject	• object, reflexive	
Possessives	• possessive adjectives such as *my, your, his, her, its, our, their* • use of *'s, s'*	• possessive pronouns such as *mine, yours, whose*	• As Access
Prepositions and prepositional phrases	• common prepositions such as *at, in, on, under, next to, between, near, to, from* • prepositional phrases of place, time and movement, such as *at home, on the left, on Monday, at six o'clock*	• prepositions of place, time and movement, such as *before, after, towards, up, down, along, across, in front of, behind, opposite* • prepositional phrases of place and time, such as *after dinner, before tea*	• wide range of prepositions, such as *beyond, above, beneath, below* • prepositional phrases such as *in her twenties, of average height, in the top right hand corner*

Articles, determiners, adjectives, adverbs, intensifiers

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

Punctuation and spelling

	Preliminary	**Access** as Preliminary and **in addition**	**Achiever** as Access and **in addition**
Punctuation	• use of capital letters and full stops	• use of question marks, exclamation marks, use of comma in lists	• use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks
Spelling	• the correct spelling of personal keywords and familiar words	• the correct spelling of most personal details and familiar common words	• 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	• sentence connectives: *then, next*	• adverbs to indicate sequence (*first, finally*) • use of substitution (*I think so, I hope so*) • markers to structure spoken discourse (*Right, well, OK*)	• markers to indicate addition (*also*), sequence (*in the first place*), contrast (*on the other hand*) • markers to structure spoken discourse, (*anyway, by the way*) • use of ellipsis in informal situations (*got to go*) • use of vague language (*I think, you know*)

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	• word order in sentences with more than one subordinate clause • *there had been* • use of common conjunctions expressing contrast, purpose, consequence, condition, concession • non-defining relative clauses • defining relative clauses with *where, whose, when* • defining relative clauses without relative pronouns • participial clauses describing action with *–ing*	• word order in complex sentences, including order selected for emphasis • *there could be/would be/should be* • *could have/would have/should have* • wider range of conjunctions including *on condition that, provided that* • comparative clauses • more complex participial clauses describing action with *-ed*	• 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	**Present/Past reference:** • present perfect continuous **Past reference:** • past perfect **Other:** • simple passive • use of 2nd and 3rd conditional • verbs + (object) _ gerund or infinitive such as *would like someone to do something, + suggest doing something* • causative use of *have* and *get* • reported speech with a range of tenses • wider range of phrasal verbs such as *give up, hold out* • reported requests and instructions • question tags using tenses appropriate to this level	• all verb forms active and passive **Other:** • *would* expressing habit in the past • mixed conditionals • reported speech with full range of tenses and introductory verbs • extended phrasal verbs such as *get round to, carry on with* • question tags using all tenses • imperative + question tag • contracted forms appropriate to this level	• as Expert

Modals, nouns, prepositions

	Communicator as Achiever and **in addition**	**Expert** as Communicator and **in addition**	**Mastery** **as Expert and** in addition
Modals	• *ought to* (obligation) • negative of *need* and *have to* to express absence of obligation • *must/can't* (deduction)	• *should have/might have/may have/could have/must have* and negative forms of these • *can't have, needn't have*	• as Expert
Nouns	• wider range of noun phrases with pre- and post-modification • word order of determiners, eg *all my books*	• extended range of complex noun phrases	• as Expert
Prepositions and prepositional phrases	• wider range of prepositions including *despite, in spite of* • collocations of verbs/nouns + prepositions such as *point at, have an interest in* • preposition + *-ing* form such as *after leaving*	• preposition + having + past participle such as *having eaten*	• 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	• definite, indefinite and zero article with both countable and uncountable nouns in a range of uses	• as Communicator	• as Expert
Adjectives	• comparisons with *fewer* and *less* • collocation of adjective + preposition such as *responsible for*	• as Communicator	• as Expert
Adverbs	• adverbial phrases of degree, extent, probability • comparative and superlative of adverbs	• as Communicator	• as Expert
Intensifiers	• wide range such as *extremely, much too*	• collocation of intensifiers with absolute and relative adjectives such as *absolutely gorgeous, very pretty*	• as Expert

Punctuation and spelling

	Communicator as Achiever and **in addition**	**Expert** as Communicator and **in addition**	**Mastery** as Expert and **in addition**
Punctuation	• multiple uses of commas • use of apostrophes for possession and omission • use of other punctuation to enhance meaning	• accurate use of all punctuation	• as Expert
Spelling	• the correct spelling of words used in work, studies and daily life	• the correct spelling of words used in work, studies and daily life including familiar technical words	• 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	• a range of discourse markers expressing addition, cause and effect, contrast (*however*), sequence and time (*at a later date*) • markers to structure spoken discourse (*as I was saying*) • use of ellipsis in informal speech and writing (*sounds good*)	• a range of logical markers (*in this respect, accordingly*) • sequence markers (*subsequently*) • a wider range of discourse markers to structure formal and informal speech (*can we now turn to*)	• a full range of discourse markers adapted to context and register

5 Overview of assessment for International Spoken ESOL

5.1 Assessment of the International Spoken ESOL examination

The focus of the four parts of spoken ESOL is the same at each level. The differences between the six levels are found in:

- the length of the test
- the linguistic difficulty and complexity
- the range of topics and functions
- the nature of the tasks.

Spoken ESOL examinations are assessed against the criteria as detailed in the syllabus. The grades awarded will be either First Class Pass, Pass or Fail.

Two scales will be used to mark the Spoken ESOL tests at all levels. They are:

1) A global communication scale

2) An ARPF scale which covers:

- accuracy
- range
- pronunciation
- fluency

Each part of the test is given equal importance. Each part is given a global communication grade, while overall performance is assessed and confirmed using the ARPF scale.
The speaking skills expected at each level are found in the syllabus.

For each Part of the exam, candidates are awarded a mark from 0 to 3 for Global Communication, so that the maximum number of marks they can get for Global Communication across the four parts of the test is 12.
In addition, candidates are awarded a mark from 0 to 3 for each of the analytical assessment criteria, so that the maximum number of marks they can get on the analytical assessment scale is again 12.
The final mark of the candidate for the ISESOL test is the average of the global communication mark and the analytical marks.

Global communication scale: The main aim of this scale is to provide an assessment tool for evaluating task fulfilment, i.e. whether the candidate has managed to perform the tasks adequately for the level.

Analytical scales: The following criteria are used to assess how well the candidate performs the required tasks i.e. the quality of the language produced at each level.

- Accuracy: the ability to demonstrate control of grammar and lexis
- Range: the ability to vary structure, lexis and register as appropriate to the task
- Pronunciation: the ability to produce the sounds of English in order to be understood with appropriate stress and intonation
- Fluency and interaction: the ability to connect utterances, maintain the flow and engage in effective communicative exchanges.

Overall Result Determination

The maximum available marks for the ISESOL exam are 12, regardless of the level. There are three possible overall grades: First Class Pass, Pass and Fail. The table below shows what the requirements for each grade are.

Grade	***Total marks: 12***
First Class Pass	*10 -12*
Pass	***6-9***
Narrow Fail	*5*
Fail	*0-4*

Feedback reports

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

The assessment of the candidate is not carried out by the Interlocutor. The test is recorded and the Marking Examiners listen to the recording and mark the candidate based on a set of criteria and descriptors of performance for each level.

5.2 International Spoken ESOL CEFR descriptors

PRELIMINARY – A1

CEFR descriptors A1

Overall oral production	**Can produce simple mainly isolated phrases about people and places.**
Accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.
Range	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.
Phonology	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.
Fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words and to repair communication.
Interaction	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependant on repetition at a slower rate of speech, rephrasing and repair.
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

ACCESS – A2

CEFR descriptors A2

Overall oral production	**Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.**
Accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes.
Range	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.
Phonology	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
Fluency	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.
Interaction	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.
Coherence	Can link groups of words with simple connectors like 'and', 'but' and 'because'.

ACHIEVER – B1

CEFR descriptors B1

Overall oral production	**Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.**
Accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
Range	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.
Phonology	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
Fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
Interaction	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.
Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

COMMUNICATOR – B2

CEFR descriptors B2

Overall oral production	**Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.**
	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
Accuracy	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.
Range	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.
Phonology	Has acquired a clear, natural, pronunciation and intonation.
Fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.
Interaction	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.
Coherence	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

EXPERT – C1

CEFR descriptors C1

Overall oral production	**Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.**
Accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.
Range	Has a good command of broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.
Phonology	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
Fluency	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
Interaction	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.
Coherence	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

MASTERY – C2

CEFR descriptors C2

Overall oral production	**Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.**
Accuracy	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (eg in forward planning, in monitoring others' reactions).
Range	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.
Phonology	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
Fluency	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.
Interaction	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn-taking, referencing, allusion making, etc.
Coherence	Can create coherent and cohesive discourse making full and appropriate use of variety of organisational patterns and a wide range of connectors and other cohesive devices.

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

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