



AIMQUALIFICATIONS

Handbook

for centre staff



AIM Qualifications

Suite of ESOL International Qualifications

Version 6 - December 2019



“

I would like to convey my thanks to you all at AIM for the support and guidance you have provided during our first year as a training centre. I am aware we have asked a lot of questions and sent a lot of emails and you have dealt with every query swiftly and efficiently combined with a lot of patience.

It has been a roller coaster of a year setting up everything from scratch but it has been made easier by having access to you all.

Carol Harmston, AIM Centre

”



Document Version History

Version Number	Date	Description
4	15/11/2018	Update to TQT value (Pages 7-8)
5	01/05/2019	Extension to the qualifications review dates from 31/08/19 to 31/12/19 and to the certification end dates from 31/08/2022 to 31/12/2022
6	13/12/2019	Added changes to the operational start dates, review dates, certification end dates and the overall pass statement
7	20/12/2019	Rebranding of document to AIM Group

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Introduction

Welcome to the AIM Qualification Specification. We want to make your experience of working with AIM Qualifications as pleasant as possible.

AIM Qualifications is an Ofqual approved National Awarding Organisation. Our qualifications are candidate focused, flexible and promote both progression and employability. We aim to provide outstanding customer service and have invested in our systems to bring you cutting edge services. Our values and ethos support our belief in rewarding learning and promoting progression, with success as the focus of what we know makes a difference.

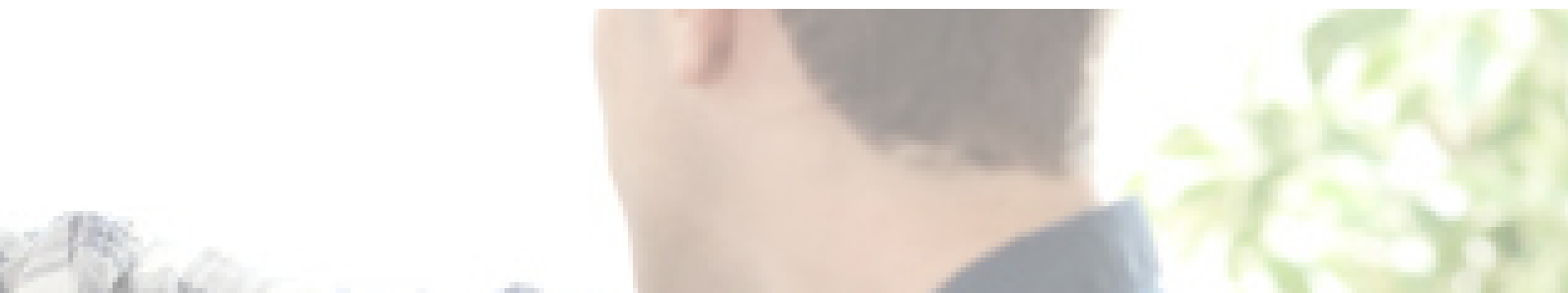
AIM Qualifications has partnered with Anglia Examinations to develop this suite of ESOL International Qualifications. Anglia Examinations was established at Chichester College in 1994 and offers a comprehensive and structured programme of assessing English language competence, from beginner through to near-native speaker level. This step-by-step approach to testing encourages and motivates students to make clear and effective progress.

This Qualification Specification contains everything you need to know about this qualification suite and should be used by everyone involved with planning, delivery and assessment.

This is a live document and as such will be updated when required. Centres will be informed via email when changes are made, and it is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing candidates. It may also be copied by candidates for their own use.

This Qualification Specification is mapped to the Ofqual General Conditions of Recognition with references cited for each section as appropriate and the whole document is mapped to Ofqual General Conditions of Recognition C2.5 and E3.2.



Section One

Qualification Overview

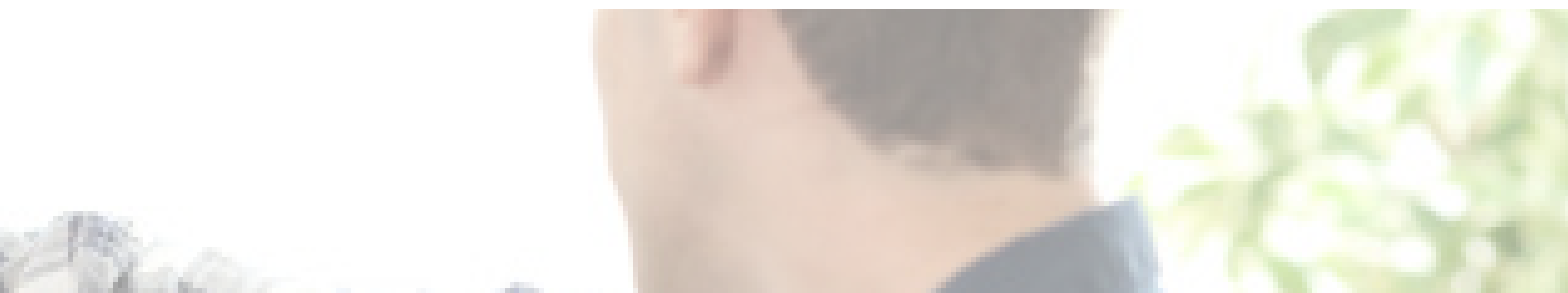


About this Qualification

The AIM's Suite of ESOL International Qualifications provide teachers and students within the international community with a progressive, high quality, fair, inclusive and user-friendly range of English language qualifications which will impact positively on their learning and on their professional and personal development.

Qualification Details

Qualification	
AIM Qualifications Entry Level Certificate in ESOL International (Entry 3) (B1) (Anglia Intermediate)	
Assessment	Successful completion of externally set summative assessments
Grading	Pass/Merit/Distinction
Progression Opportunities	Candidates may progress to Level 1 in this suite of qualifications They may also progress onto vocational or academic qualifications taken in English
Operational Start Date	01-Nov-2014
Review Date	31-Dec-2024
Sector	12.1 Languages, Literature and Culture of the British Isles
Qualification Number	601/4946/2
Learning Aim Reference	60149462
Guided Learning Hours (GLH)	200
Total Qualification Time (TQT)	608
Minimum Learner Age	Pre 16; 16-18; 19+



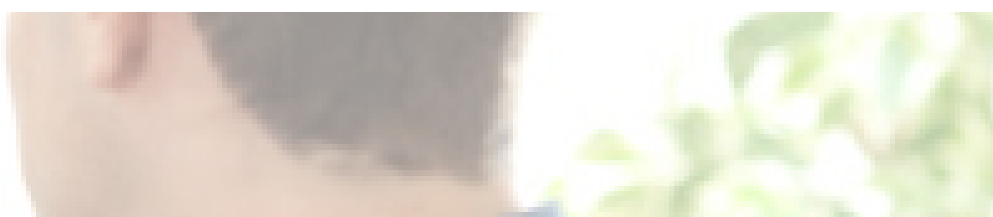
Qualification Details

Qualification	
AIM Qualifications Level 1 Certificate in ESOL International (B2) (Anglia Advanced)	
Assessment	Successful completion of externally set summative assessments
Grading	Pass/Merit/Distinction
Progression Opportunities	Candidates may progress to Level 2 in this suite of qualifications They may also progress onto vocational or academic qualifications taken in English
Operational Start Date	01-Nov-2014
Review Date	31-Dec-2024
Sector	12.1 Languages, Literature and Culture of the British Isles
Qualification Number	601/4947/4
Learning Aim Reference	60149474
Guided Learning Hours (GLH)	200
Total Qualification Time (TQT)	808
Minimum Learner Age	Pre 16; 16-18; 19+



Qualification Details

Qualification	
AIM Qualifications Level 2 Certificate in ESOL International (C1) (Anglia Proficiency)	
Assessment	Successful completion of externally set summative assessments
Grading	Pass/Merit/Distinction
Progression Opportunities	Candidates may progress to Level 3 in this suite of qualifications. They may also progress onto vocational or academic qualifications taken in English
Operational Start Date	01-Nov-2014
Review Date	31-Dec-2024
Sector	12.1 Languages, Literature and Culture of the British Isles
Qualification Number	601/4949/8
Learning Aim Reference	60149498
Guided Learning Hours (GLH)	200
Total Qualification Time (TQT)	983
Minimum Learner Age	Pre 16; 16-18; 19+



Qualification Details

Qualification	
AIM Qualifications Level 3 Certificate in ESOL International (Anglia Mastery)	
Assessment	Successful completion of externally set summative assessments
Grading	Pass/Merit/Distinction
Progression Opportunities	Candidates may progress onto vocational or academic qualifications taken in English
Operational Start Date	01-Nov-2014
Review Date	31-Dec-2024
Sector	12.1 Languages, Literature and Culture of the British Isles
Qualification Number	601/4948/6
Learning Aim Reference	60149486
Guided Learning Hours (GLH)	200
Total Qualification Time (TQT)	1467
Minimum Learner Age	Pre 16; 16-18; 19+

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Entry Guidance

There are no restrictions on candidate entry to these qualifications. However, it is recommended that candidates undertake comprehensive initial diagnostic assessments to ensure that they are following a learning programme appropriate to their level.

The End of the Accreditation Period

We review qualifications that are near the end of their accreditation period, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments.

We will post information relating to changes or extensions to qualifications on our website, and centres approved to offer the qualification will be kept updated.

Certificate End Date

The final date that certificates can be issued for these qualifications is three years from the review date.

AIM Qualifications Entry Level Certificate in ESOL International (Entry 3) (B1) (Anglia Intermediate)	31-Dec-2027
AIM Qualifications Level 1 Certificate in ESOL International (B2) (Anglia Advanced)	31-Dec-2027
AIM Qualifications Level 2 Certificate in ESOL International (C1) (Anglia Proficiency)	31-Dec-2027
AIM Qualifications Level 3 Certificate in ESOL International (Anglia Mastery)	31-Dec-2027

Common European Framework of Reference

AIM's ESOL International Qualifications map to the Common European Framework of Reference for Languages (CEFR) and the English National Qualification Framework (NQF) as shown in the table below. More detailed mapping against these standards is also provided (see Appendix 1).

AIM Qualifications ESOL International	Regulated Qualification Framework	British General Qualifications	Common European Framework
Level 3	Level 3	GCE A Level, Grades A - E	C1/C2
Level 2	Level 2	GCSE, Grades A* - C	C1
Level 1	Level 1	GCSE, Grades D - G	B2
Entry 3	Entry Level 3	-	B1

Section Two

Qualification Structure



Qualification Structure

AIM's ESOL International qualifications are available at four levels:

- Entry 3
- Level 1
- Level 2
- Level 3

Each level comprises two mandatory units covering three skills:

- Reading and Writing
- Listening

There is an additional optional unit covering the fourth skill:

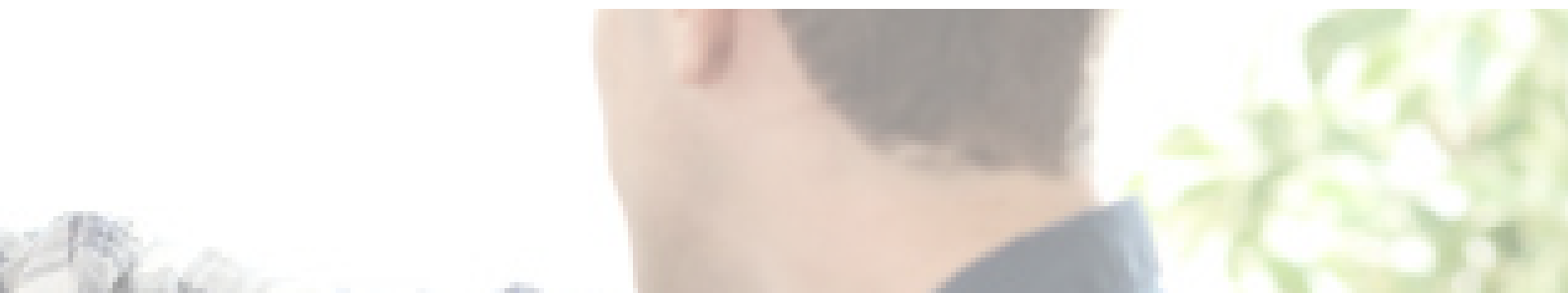
- Speaking

The mandatory units must be taken together and cannot be taken and awarded separately.

The speaking unit is optional and may be taken either at the same or a different level to the mandatory units according to the skill profile of the candidate. However, the speaking unit cannot be taken independently of the mandatory units.

While the speaking unit is optional to the qualification, candidates should note that in many situations' universities, institutes of higher education, national governments, border agencies and employers will require all four skills. In these situations, speaking will therefore, in effect, be compulsory.

The certificate of achievement for the final qualification will recognise the three mandatory skills. A separate unit certificate will be awarded for the speaking component at the relevant level.



Weightings and Mark Distribution

The weighting allocated to the separate skills always follows the same formula:

- Listening, Reading and Writing skills

These three mandatory skills are given equal weighting of 33.3% which is applied to the overall grade awarded.

- Speaking skill

The speaking skill is an optional unit and is awarded separately to provide additional information about the language skill profile of the candidate.



Grading

Overall achievement at each level is graded according to the weighting described above corresponding to the candidates' performance. Grade boundaries may be moved and adjusted according to how individual assessment papers perform to ensure consistency and comparability of standards. However, the grade boundaries would normally be as follows:

AIM Qualifications ESOL International Level	Did not achieve	Pass	Merit	Distinction
Entry 3	<50%	50-64%	65-79%	80%+
Level 1	<50%	50-64%	65-79%	80%+
Level 2	<50%	50-64%	65-79%	80%+

At Level 3, the grading approach is different due to the extensive evidence presented by the candidate and the higher pass threshold. As such a candidate can achieve a pass at either C1 or C2 on the CEFR as follows:

AIM Qualifications ESOL International Level	Did not achieve	Pass at C1	Pass at C2	Merit at C2	Distinction at C2
Level 3	<55%	55-64%	65-74%	75-89%	90%+

In order to achieve an overall pass in Anglia Exams at the accredited levels (B1 – C2), candidates are expected to achieve a minimum standard of 40% in each of the mandatory skills (reading, writing and listening). No change has been made to the grade boundaries.

Re-Tests

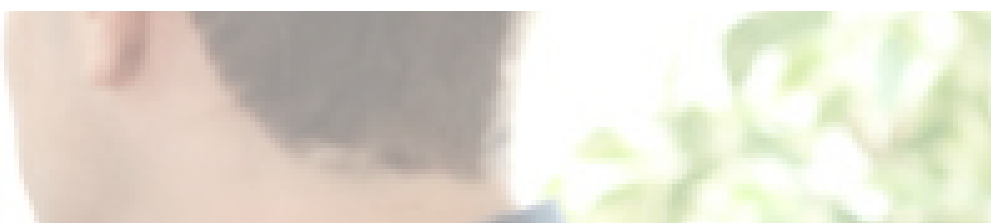
Where a candidate does not achieve, re-tests are permissible. The candidate may be entered into the next available series under the following conditions:

- If a candidate achieves either a pass or higher on the aggregated score of Reading, Writing and Listening, but does not achieve on the Speaking assessment, they can retake the Speaking within 12 months of the original test.
- If a candidate does not achieve a pass or higher on the aggregated score of Reading, Writing and Listening, but does achieve on the Speaking assessment, they can retake at any time.
- Reading, Writing and Listening skills cannot be individually banked.



Section Three

Subject Specification



Overview

At this level the candidate can understand the main points of clear standard input on familiar matters regularly encountered in work, school and leisure. They can deal with most situations likely to arise whilst travelling in an area where English is spoken. They can produce simple connected text on topics which are familiar or of personal interest. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Entry 3 is assessed through three examinations:

- One Reading and Writing examination of 1 hour 40 minutes
- One Listening examination of 20 minutes
- One Speaking examination of approximately 15 minutes carried out in pairs.



Reading and Writing

Candidates are assessed through a 1 hour 40 minute examination that is divided into eight sections:

- **Four Reading sections (R1 – R4) (50 marks)**

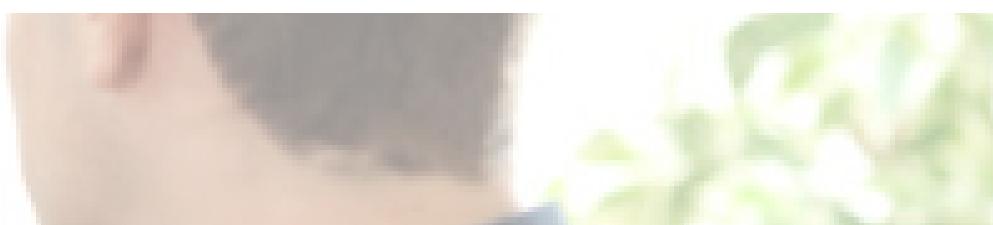
These sections will ensure that the candidate can understand texts that consist mainly of high frequency everyday or job-related language. They can understand the description of events, feelings and wishes. Candidates will read straightforward factual texts of appropriate interest to demonstrate a satisfactory level of comprehension (R1).

- **Four Writing sections (W1 – W4) (50 marks)**

These sections assess the candidate's ability to write simple connected text on topics which are familiar or of personal interest and texts describing experiences and impressions.

The examination always follows the same standard format which is detailed below.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.



Section W1 (20 marks)

A composition (150-200 words) that shows the candidate can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (WP1)

A composition (150-200 words) that shows the candidate can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (WP1)

There is a choice of four titles including a mixture of descriptive, narrative and imaginative tasks; for example:

Descriptive: the candidate can write straightforward, detailed descriptions on a range of familiar subjects within their field of interest. For example: (WP.1)

1. Describe a popular festival in your country.
2. Give a description of your town, city or village.

Narrative: the candidate can write accounts of experiences, describing feelings and reactions in simple connected text and narrate a story. (WP.2 and WP.4)

3. Write a story beginning with the words "I woke up feeling nervous..."
4. "There was a knock at the door..." Continue the story.

Imaginative: the candidate can write a description of an imaginary event or hypothetical situation. (WP.3)

5. What would you do the day after you won £1billion?
6. Imagine you are very old. What is it like?



Section W2 (15 marks)

The candidate must write one from a choice of two emails (50-70 words) to show they can write correspondence that conveys simple information of immediate relevance, getting across the points important to the task set. (W11)

The options allow the candidate to either express feelings or convey information.

A scenario is given, for example:

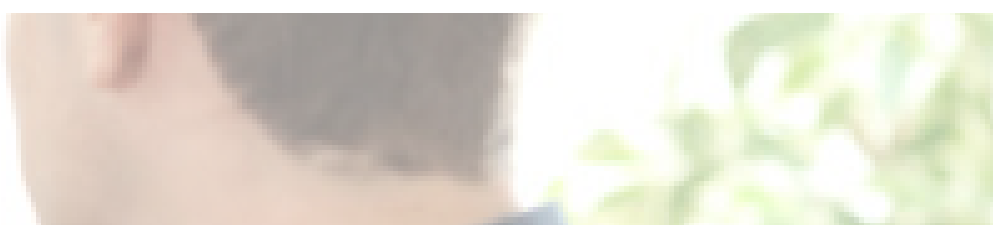
Your friend has sent you some money for your birthday present. Write an email thanking him or her and continue on one of the following topics:

Either express feelings: the candidate can write emails describing experiences, feelings and events. (W1.1)

1. Tell him/her why you were happy with the money and what you did with it.

Or convey information: the candidate can write emails conveying information of immediate relevance to friends, service people, teachers and others that feature in their everyday life, getting across comprehensibly the points they feel are important. (W1.2)

2. Invite him/her to come somewhere special with you to spend your money.



Section R1 (13 marks)

Candidates will be required to read a text of 290–310 words. The text will be drawn from different genres eg newspaper articles will be set out as they would be in a newspaper and information about the natural world will be set out as it would be in an encyclopaedia.

Example topics:

- A record breaking attempt to row across an ocean
- Unusual features of a rare animal

The questions on the text will assess the candidate's ability to:

- Find and understand relevant information (R.2)
- Recognise significant points (R.3)
- Identify unfamiliar words from the context and extrapolate meaning (R.5 and R.6)

Section R2 (7 marks)

Candidates are required to read 5 short passages on a common theme such as personal anecdotes, reviews, descriptions of places and extracts from letters, and to match 7 statements to the texts.

Section R3 (20 marks)

Candidates are tested on their receptive use of English skills through the completion of ten four-option multiple choice questions.

Typical grammatical structures tested come from the Entry 3 structure list found on page 27. This list includes language normally acquired at this level. The structures tested may include others earlier acquired.

Section W3 (10 marks)

Candidates are tested on their productive use of English skills through carrying out five sentence transformations.

They must rewrite sentences so that they mean the same as the original. The sentence stem and a prompt in brackets are provided.

The questions will assess the candidate's ability to express:

- Reported speech
- Passive voice
- The difference between 'too' and 'enough'
- The difference between 'so' and 'such'
- Any aspect of comparatives and superlatives



Section R4 (10 marks)

Candidates are tested on their receptive use of English skills through the completion of ten word transformations.

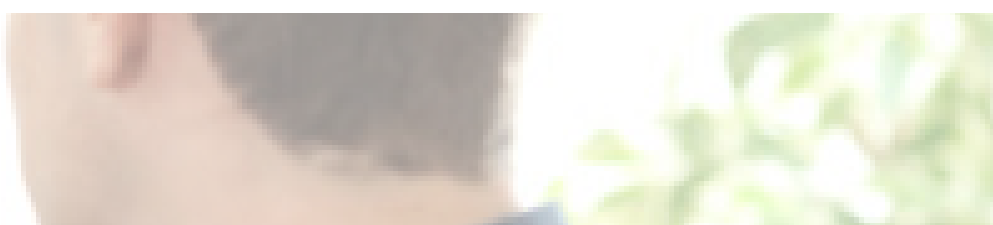
They must read a sentence and make the necessary change to a given root word and place it in the gap provided so that it fits the context. The following range of words is tested:

- Adjective – adverb (eg careful – carefully, fortunate – fortunately, tidy – tidily)
- Verb – participle adjective (eg bore – bored / boring, interest – interested / interesting excite – excited / exciting)
- Positive – negative with prefixes (happy – unhappy, patient – impatient, healthy – unhealthy)
Proper noun countries to their adjectives for language and / or people (eg China – Chinese, Germany – German, France – French)
- Jobs or people formed from nouns or the base form of a verb (eg reception – receptionist, rob – robber, run – runner, visit – visitor)
- Words very commonly used with suffixes, either noun to adjective (eg danger – dangerous, use – useful), or verb to noun (inform – information, celebrate – celebration)

The candidate is not asked to make multiple transformations at this level (eg tidy – untidily, health – unhealthy).

Section W4 (5 marks)

Candidates are tested on their productive use of English skills through the completion of five sentence transformations using phrasal verbs. The phrasal verbs are given at the end of each sentence. Each sentence contains two verbs. The candidate must identify the verb to replace and then rewrite the sentence, putting the phrasal verb in the correct place and the correct form ie in the right tense and person. There is a list of phrasal verbs used in this section on page 27.



Listening

Candidates are assessed through a 20 minute examination that is divided into 3 sections that ensure they can understand the main points of clear standard speech on familiar matters regularly encountered in work, school and leisure. They can understand the main point of recorded monologue or dialogue situations when the delivery is relatively slow and clear.

The examination always follows the same standard format which is detailed below.

Candidates will hear each extract twice in succession. No further repetitions are permitted.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section L1 (10 marks)

Candidates listen to extracts from five conversations and answer five four-option multiple choice questions to assess their ability to catch the main point of a discussion, simple technical information and detailed directions. There are distracters in the conversation and the answer is not always stated explicitly. (L.1, L.3 and L.4)

Example topics:

- Understand an explanation of how to get to a specific location
- Identify relevant information from instructions, eg which switch will turn on the machine?



Section L2 (20 marks)

The candidate listens to a factual lecture or talk and must fill ten gaps. Each gap consists of two words. This is to assess the candidate's ability to follow short talks on familiar topics delivered in clearly articulated standard speech and to identify words from the context. (L.2 and L.8)

Example topics:

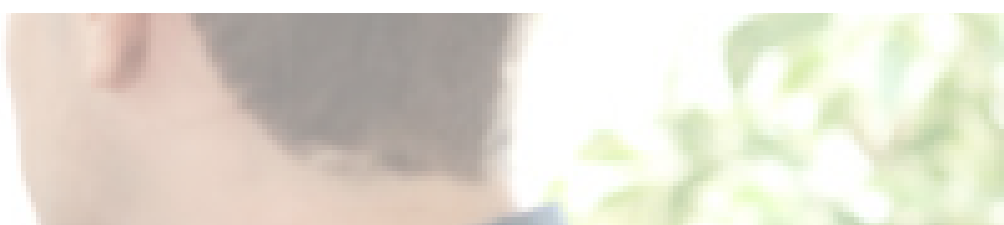
- The history of writing
- Living at high altitude

Section L3 (20 marks)

The candidate listens to a simulated radio extract on a given topic. They must identify whether statements are true, false or unstated, in order to assess their ability to understand the main points of recorded material and deduce sentence meaning. The questions are given in an order which follows the chronology of the extract. (L.5 and L.9)

Example topics:

- The life of Rosa Parks
- The discovery of Victoria Falls



Speaking

Candidates are assessed through examination that lasts approximately 15 minutes comprising three sections that ensure they can deal with most situations likely to arise while travelling in an area where English is spoken. They can enter into both prepared and unprepared conversation on topics that are familiar, of personal interest or pertinent to everyday life (eg family, hobbies, work, travel and current events). They can connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions. They can briefly give reasons and explanations for opinions and plans.

Candidates may be awarded up to 50 marks for the Speaking component. The marks are awarded for the candidate's performance as a whole over the three sections.

The examination always follows the same standard format which is detailed below. The examination is usually carried out in pairs with another candidate at the same level. Section 2 requires preparation by the candidate prior to the examination.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section S1 2 (4 minutes)

The candidates talk about themselves and the examiner prompts them to ask each other questions. They must be prepared to discuss their dreams, hopes and ambitions for the future. (SI.2, SI.3, SI.7, SI.1 and SI.21)

Example questions:

- What job would you like to do in the future?
- Tell me something about the area you live in

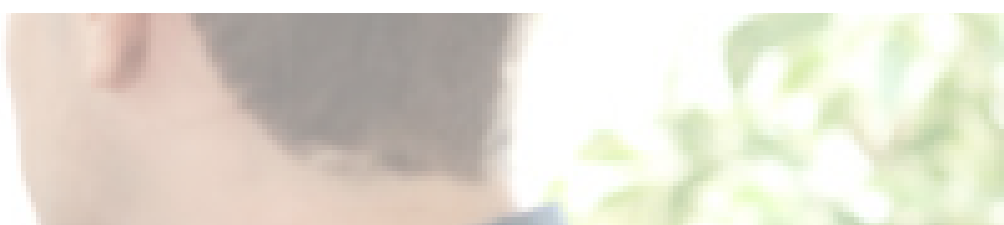


Section S2 4 (6 minutes)

The candidates are given a selection of questions and possible responses to prepare. Two example questions and associated responses might be:

- Where would you most like to spend a weekend with friends?
 - o Shopping
 - o Rock climbing
 - o Playing on the computer
 - o Swimming in the sea
 - o Horse riding
 - o Doing nothing much
- What job would you most like to do when you grow up?
 - o Be a teacher
 - o Travel the world
 - o Be a full time parent
 - o Work in business
 - o Be a professional sportsperson
 - o Be a celebrity

The questions and associated responses are available in the examination and the candidates are asked to select which question they would like to talk about. They must then select one of the given responses and argue their case both in an initial uninterrupted flow and then being prepared to answer questions. (SI.10, SI.11, SI.12, SP.4, SP.6, SP.7)



Section S3 (5 minutes)

Candidates are provided with a scenario that requires them to make arrangements for a specific purpose.

Example scenario:

You and your partner have the job of organising a picnic for 10 people. The picnic is a surprise for your friend's birthday.

Think about what you are going to eat and drink, where it will take place and how you are going to carry everything there, etc.

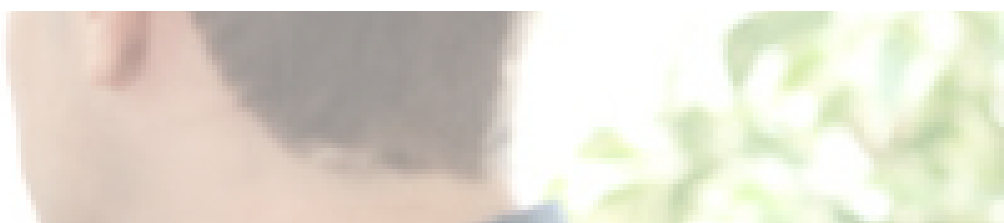
Candidates must work in pairs to give their opinion, find solutions and give reasons why they have come to the decisions made. They must be prepared to invite and listen to other ideas. (SI.13, SI.14, SI.15)



Vocabulary and Structures Lists

List of Words for Section R4

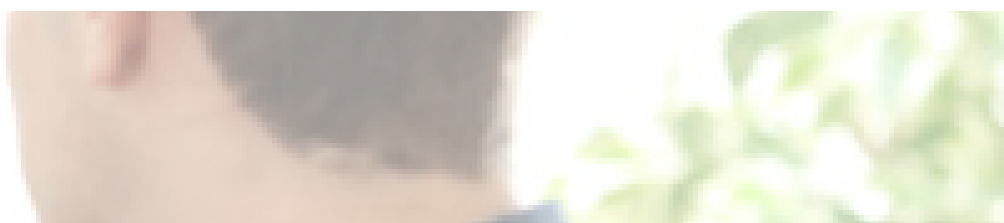
VERB	NOUN	ADJECTIVE	OPPOSITE	ADVERB
	anger	angry		angrily
begin	beginning			
bore		bored/boring		
build	building/ builder			
		careful		carefully
celebrate	celebration			
cook	cooker	cooked		
	danger	dangerous		dangerously
		easy		easily
excite	excitement	excited/exciting		
		fortunate	unfortunate	fortunately
	happiness	happy	unhappy	happily
	health	healthy	unhealthy	healthily
	hunger	hungry		hungrily
inform	information			
interest	interest	interested/interested		
invent	invention/ inventor			
invite	invitation			
	kindness	kind	unkind	kindly
like			dislike	
		loud		loudly
	luck	lucky	unlucky	luckily
mean	meaning			
	noise	noisy		noisily
		perfect	imperfect	perfectly
please		pleased		



VERB	NOUN	ADJECTIVE	OPPOSITE	ADVERB
	possibility	possible	impossible	possibly
	pride	proud		proudly
		quick		quickly
	reception	receptionist		
rob	robbery/ robber			
run	runner			
		slow		slowly
	stripe	striped/ stripy		
tidy		tidy	untidy	tidily
use		useful		
		usual		usually
	happiness	happy	unhappy	happily
	health	healthy	unhealthy	healthily
	hunger	hungry		hungrily
inform	information			
interest	interest	interested/interested		
invent	invention/ inventor			
invite	invitation			
	kindness	kind	unkind	kindly
like			dislike	
		loud		loudly
	luck	lucky	unlucky	luckily
mean	meaning			
	noise	noisy		noisily
		perfect	imperfect	perfectly
please		pleased		



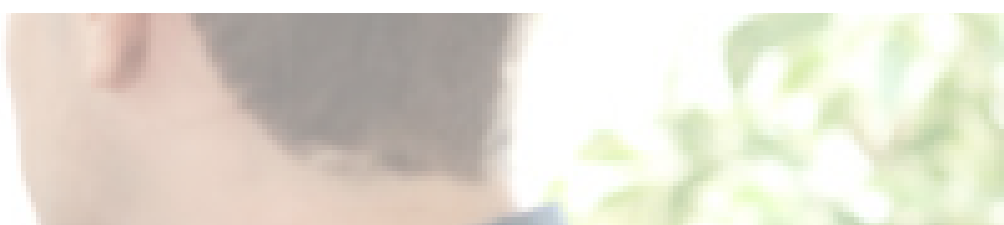
VERB	NOUN	ADJECTIVE	OPPOSITE	ADVERB
visit	visitor			
worry		worried		
	Argentina	Argentinean		
	Britain	British		
	China	Chinese		
	Cyprus	Cypriot		
	Egypt	Egyptian		
	France	French		
	Germany	German		
	Greece	Greek		
	Italy	Italian		
	Japan	Japanese		
	Russia	Russian		
	Spain	Spanish		
	Turkey	Turkish		
interest	interest	interested/interested		
invent	invention/ inventor			
invite	invitation			
	kindness	kind	unkind	kindly
like			dislike	
		loud		loudly
	luck	lucky	unlucky	luckily
mean	meaning			
	noise	noisy		noisily
		perfect	imperfect	perfectly
please		pleased		



Grammar and Structures	What are they used for?	Some examples
1. VERBS		
Reported speech	Repeating messages	<p>“What is the height of the Empire State Building?”</p> <p>He wanted to know what the height of the Empire State Building was.</p> <p>“Did you phone your parents?” said Jane.</p> <p>Jane asked us if we had phoned our parents.</p>
The third conditional – if / past perfect tense + would have / non-finite verb	<p>Expressing regret</p> <p>Musing</p> <p>Describing a past that never was</p> <p>Talking through the consequences of our actions</p>	<p>They would have gone to the concert, if they had tickets.</p> <p>If he had known, he would have finished earlier.</p>
Past Perfect		<p>After leaving work, he went to the gym.</p> <p>It’s no use talking to him.</p> <p>Is it worth doing?</p>
To have something done	Expressing the fact that the speaker commissioned an activity	John had his house painted .



Grammar and Structures	What are they used for?	Some examples
2. CONJUNCTIONS		
<p>Conjunctions of reason and purpose, cause and result, concession</p> <p>As connectives – and, but, nevertheless, or, however</p>	<p>Talking about why people do things, the purpose of something, its cause, expressing surprise</p> <p>Expressing connections in a sentence, text or argument</p>	<p>She goes to the gym in order to keep fit.</p> <p>There is a lack of water as a result of the hot weather.</p> <p>Despite / in spite of his wealth, he wasn't happy.</p>
3. VARIATION IN WORD ORDER		
Changes in word order in specific situations	Expressing information accurately	To the north is...



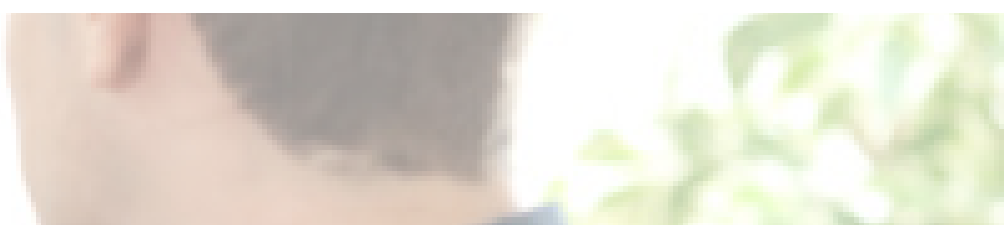
List of 16 phrasal verbs

- Put out (a light or fire)
- Give up (smoking)
- Put up with (tolerate)
- Let someone down (break a promise)
- Set out / set off (start a journey)
- Come across (find by accident)
- Go off (explode)
- Go off (rot)
- Look into (investigate)
- Look forward to (anticipate with pleasure)
- Take after (resemble eg father to son)
- Make something up (pretend)
- Make off (escape)
- Get on with (be friends)
- Get over (recover)
- Turn up (arrive)



These verbs may also be tested:

- Keen on
- Fond of
- Interested in
- Proud of
- Good at
- Get up (get out of bed)
- Get on (eg a bus)
- Get off (eg a bus)
- Get to (travel to somewhere)
- Put on (get dressed)
- Take off (get undressed)
- Pick up (a heavy bag)
- Put down (a heavy bag)
- Stand up
- Sit down
- Lie down
- Look at (this photograph)
- Look for (try to find)
- Look like (smell like, sound like, etc)
- Turn off/switch off (eg a light)
- Turn on/switch on (eg a light)
- Go on/carry on (continue)
- Put up/go up (price)
- Put down/go down (price)
- Put off (delay)
- Take off (airplane)
- Look after
- Look something up
- Go away (on holiday)
- Go out (a light or fire, or go to cinema)



Level 1

Subject Specification

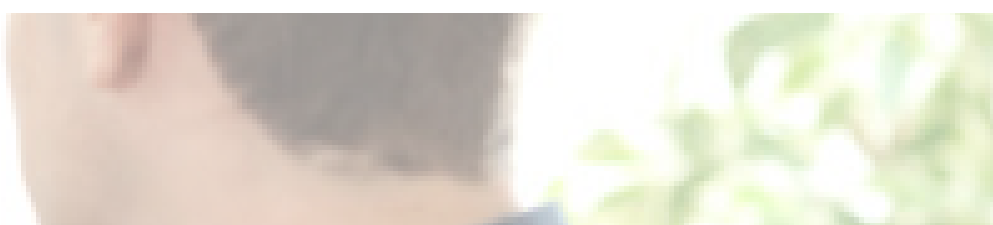


Overview

At this level the candidate can understand the main ideas of complex text on both concrete and abstract topics. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They can produce clear, detailed text on a wide range of subjects and explain a view point on a topical issue giving the advantages and disadvantages of various options.

Level 1 is assessed through three examinations:

- One Reading and Writing examination of 2 hours 30 minutes
- One Listening examination of 30 minutes
- One Speaking examination of approximately 20 minutes carried out in pairs



Reading and Writing

Candidates are assessed through a 2 hours 30 minute long examination that is divided into eight sections:

- **Five Reading Sections (50 mark)**

These sections will ensure the candidate can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.

- **Three Writing Sections (50 marks)**

These sections will assess the candidate's ability to write simple clear, detailed text on a wide range of subjects related to their interests. They can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. They can also write letters highlighting the personal significance of events and experiences.

The examination always follows the same standard format which is detailed below.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section W1 (25 marks)

Candidates are required to write a composition of 200–250 words that show they can write clear, detailed text on a given topic. They may be asked to synthesize and evaluate information to build an argument. (WP1)

There is a choice of four titles including:

- **2 Descriptive options** that test the candidate's ability to write clear, detailed descriptions on a specified subject. (WP.1)
- **2 Discursive options** that test the candidate's ability to write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (WP.3)



These are examples of the type of question that will be asked:

1. **Discursive:** Who.....? or What.....? or Which.....?

- Which famous person would you most like to meet?
- What would you like to achieve by the age of thirty?
- Who is the most important person in the world today?

2. **Descriptive:** Describe....

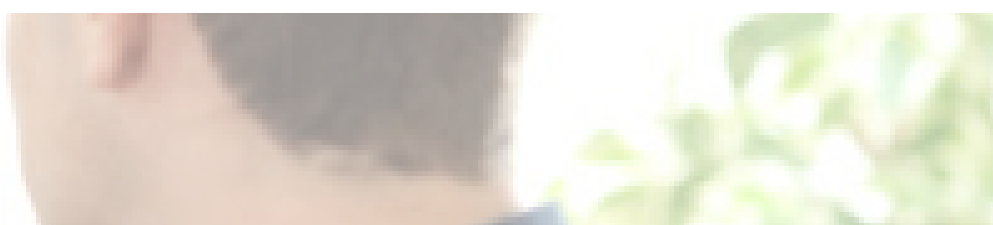
- Describe what the world will be like when you are old.
- Describe the building you most admire.
- Describe your country in the spring.

3 **Descriptive:** Give an account of....

- A brave rescue.
- A lucky escape.
- A dangerous adventure.

4. **Discursive:** '.....' Discuss.

- 'We have come too far away from nature'. Discuss.
- 'The world would be a better place without cars'. Discuss.
- 'What is the most important invention ever?' Discuss.



Section W2 (15 marks)

The candidate must write two pieces of correspondence to show that they can express news and views effectively in writing, and relate to those of others. (WI1)

- **Task 1** a formal letter (80-100 words) to communicate an enquiry or explain a problem (WI.2)
- **Task 2** an informal email (50 words) conveying degrees of emotion or highlighting the personal significance of events and experiences (WI.1)

It is important for the candidate to show an ability to differentiate between the types of writing required for the different tasks.

From a common scenario, each of the tasks will test a different function from the following list:

- asking for information
- asking for advice
- giving information
- thanking
- congratulating
- complaining
- inviting
- refusing / accepting an invitation
- apologising



For example:

Scenario: You have seen an advertisement for a holiday flat for rent.

Task 1

Write a letter of 80 - 100 words to the owner. In your letter you should:

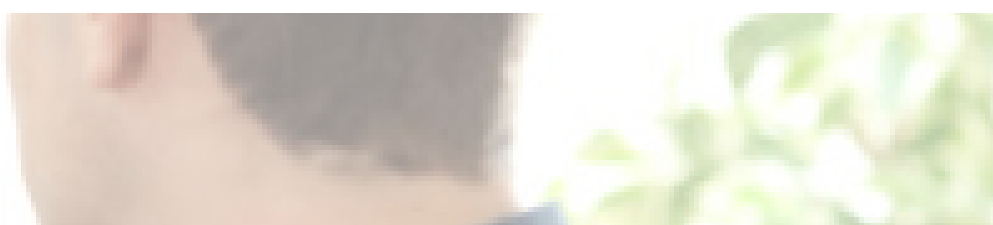
- ask for more information
- explain when you would like to go there

Include the addresses in the letter but do not include them in the number of words.

Task 2

Write an email of about 50 words to a friend. In your email you should:

- tell your friend about the holiday flat
- suggest you go together



Section R1 (13 marks)

Candidates will be required to read a text of 340–360 words. The text will be drawn from different genres eg news articles, journals, reports or an extract from a work of fiction.

Example topics:

- A sporting challenge
- The history of tattoos
- An extract from the Jungle Book

The questions on the text will assess the candidate's ability to:

- Read with a large degree of independence, with a broad active reading vocabulary (R.1)
- Scan quickly through long and complex texts, locating relevant details (R.2)
- Understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints (R.4)
- Use a variety of strategies to achieve comprehension, including reading for main points; checking comprehension by using contextual clues (R.6)

Section R2 (7 marks)

Candidates are required to read six news articles on a common theme and seven related items. They must match which item relates to which article in order to assess their ability to quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics. One of these articles will NOT be chosen as an answer. (R.3)

Example topics:

- Space travel
- Crime
- Sport achievements



Section R3 (10 marks)

Candidates are tested on their receptive use of English skills through the completion of ten four-option multiple choice questions.

Typical grammatical structures tested come from the Level 1 structure list found on page 34. This list includes language normally acquired at this level. The structures tested may include others earlier acquired.

Section W3 (10 marks)

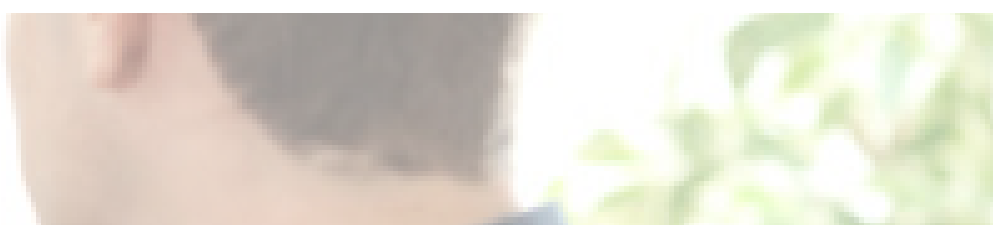
Candidates are tested on their productive use of English skills through carrying out five sentence transformations.

They must re-write sentences so that they mean the same as the original. A sentence stem is provided.

Five questions will assess the candidate's ability to express:

- inversion after negative adverbs
- reported speech
- conditionals
- past modals
- phrasal verbs

Other structures from previous levels may also be tested.



Section R4 (10 marks)

Candidates are tested on their receptive use of English skills through the completion of ten close gap fill sentences in order to assess their ability to check comprehension by using contextual clues at the level of the sentence.

Section R5 (10 marks)

Candidates are tested on their receptive use of English through the completion of ten word transformations. Any transformation can be used, including suffixes, and no specific word list is provided at this level. Multiple transformation may be asked for; eg understand – **misunderstanding**.



Listening

Candidates are assessed through a 30 minute examination that is divided into three sections that ensures they can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. They can understand most news and current affairs programmes.

The examination always follows the same standard format which is detailed below.

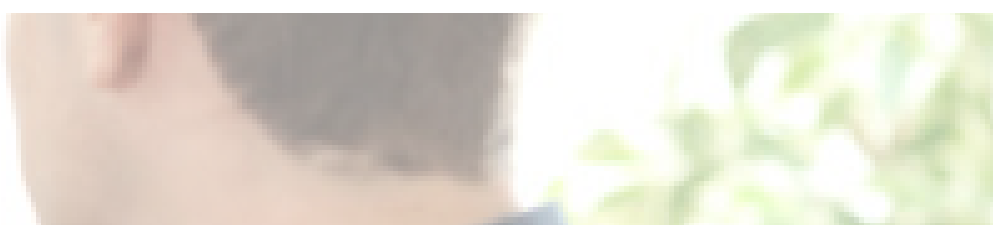
Candidates will hear each extract twice in succession. No further repetitions are permitted.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section L1 (14 marks)

Candidates listen to a dialogue between two native speakers and are required to complete some notes containing fourteen gaps. Candidates will listen for numbers, dates, spelling (names), places, colours, nouns, ideas and address to assess their ability to:

- understand the main ideas of propositionally and linguistically complex speech on topics delivered in a standard dialect (L1)
- catch with some effort discussion between native speakers (L.1)
- use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues (L.6)
- can understand a discussion and can take notes on points which strike them as important, even though they tend to concentrate on the words themselves (L.7)



Section L2 (20 marks)

The candidates listen to a simulated radio news extract. They must identify whether statements are true, false or unstated, in order to assess their ability to:

- follow the essentials of news reports which may be propositionally and linguistically complex (L.2)
- understand radio documentaries and other recorded or broadcast audio material delivered in standard dialect (L.4)

Example topics:

- A political crisis
- A health scare
- Weather report

Section L3 (20 marks)

Candidates are required to listen to four monologues. There are two three-option questions for each one in order to assess their ability to:

- catch with some effort discussion between native speakers (L.1)
- use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues (L.6)

Example topics:

- Talking about a recent travelling experience
- Explanation for missing a meeting
- Discussing future plans



Speaking

Candidates are assessed through an examination that lasts approximately 20 minutes comprising three sections that ensure that they can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They can take an active part in discussion in familiar contexts, accounting for and sustaining their views. They can present clear, detailed descriptions on a wide range of specified subjects. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Candidates may be awarded up to 50 marks for the Speaking component. The marks are awarded for the candidate's performance as a whole over the three sections.

The examination always follows the same standard format which is detailed below. The examination is usually carried out in pairs with another candidate at the same level. Task 2 requires preparation by the candidate prior to the examination.

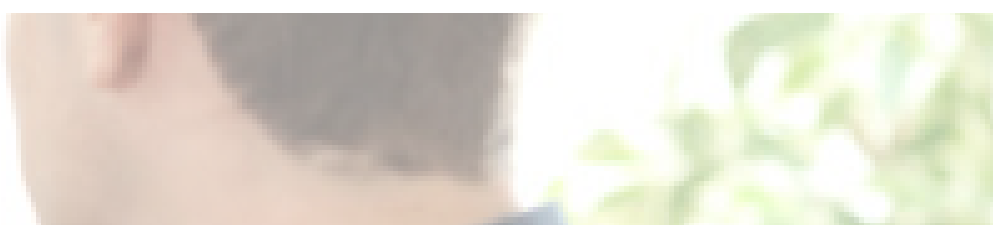
The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section S1 (2-4 minutes)

Each candidate is asked to introduce him or herself. The candidates are prompted to ask each other questions about their lives, and in particular their interests, skills and talents, hopes and so on. (S1, S12)

Example questions:

- What is your biggest strength? Why?
- What has been the biggest achievement in your life to date?



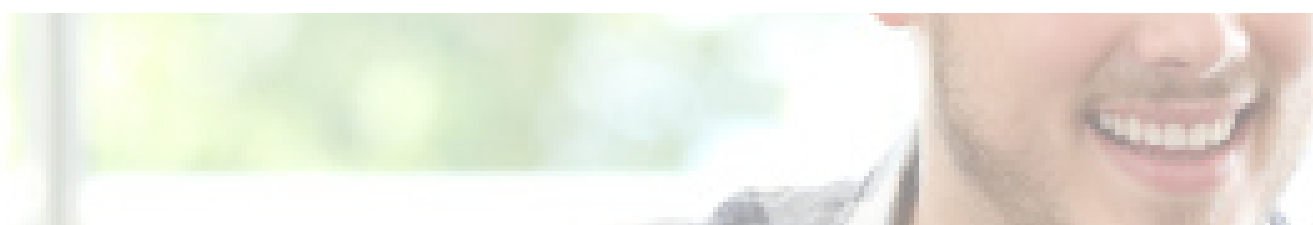
Section S2 (8-10 minutes)

Each candidate gives a short presentation of 2-3 minutes on a topic they have selected from a pre-released list. Then candidates respond to one another's presentations, guided by the examiner, for about 3 minutes each. This assesses the candidates' ability to:

- Participate actively in routine and non-routine formal discussion (SI.8)
- Follow the discussion on matters related to their field, understand in detail the points given prominence by the speaker (SI.9)
- Contribute, account for and sustain their opinion, evaluate alternative proposals and make and respond to hypotheses (SI.10)
- Develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples (SP.2)
- Construct a chain of reasoned argument (SP.3)
- Explain a viewpoint on a topical issue giving the advantages and disadvantages of various options (SP.4)

Example pre-released topic list:

1. The Olympics should not be held in different countries every time. It should always be held in Greece. Do you agree?
2. It is too late to save the planet. Do you agree?
3. One day computers will be able to think for themselves and even have feelings. Do you agree?
4. In 20 years' time, Chinese will be more important than English. Do you agree?
5. Religion is best kept just as a private matter. Do you agree?



Vocabulary and Structures Lists

Grammar and Structures	What are they used for?	Some examples
1. INVERSION		
The inversion of subject and verb after certain negative adverbial introductions, eg never, rarely, hardly ever, not only, little, seldom	Creating emphasis, varying style and idiom	Never have I seen such a terrible film. Little did he know he would one day be Prime Minister. Not only was it raining, it was also cold.
2. VERBS FOLLOWED BY THE PAST TENSE		
I wish, It's about time, It's high time	Expressing hypothesis, regret, decision making and the need for decision making	I wish I had £1million. It's high time we did some work. It's about time he bought a new car
3. DEDUCTION		
Using modal verbs followed by the non-finite and perfect non-finite verb	Expressing hypotheses and deductions in varying degrees of certainty	Jane will be in bed at this time of night. They should have heard the telephone. They must have gone out . He can't have finished his homework. If he had, he would have put it on my desk by now. John might be sitting in the theatre already.
4. THE INFINITIVE		
After certain verbs After certain adjectives After question words The perfect infinitive		I hope to hear from you shortly. We can't afford to give you a pay rise. I want you to do something for me. It's very difficult to explain . Tell me where to go / how to get there / what to say . I'd love to have met him. He doesn't seem to have done it.

Level 2

Subject Specification

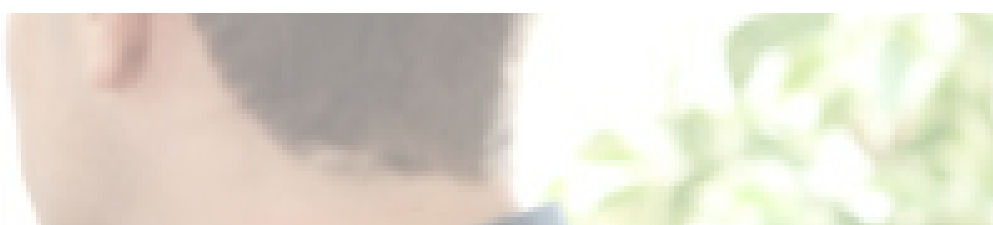


Overview

At this level the candidate can understand a wide range of demanding, longer texts, and recognise implicit meaning. They can express themselves fluently and spontaneously without much obvious searching for expressions. They can use English flexibly and effectively for social, academic and professional purposes. They can produce clear, well structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

The Level 2 is assessed through three examinations:

- One Reading and Writing examination of 2 hours and 30 minutes
- One Listening examination of 30 minutes
- One Speaking examination of approximately 20 minutes carried out in pairs



Reading and Writing

Candidates are assessed through a 2 hour 30 minute examination that is divided into nine sections:

- **Six Reading Sections** (50 marks)

These sections will ensure candidates can understand long and complex factual texts, appreciating distinctions of style. They can understand specialised texts even when they do not relate to their own interests.

- **Three Writing Sections** (50 marks)

These sections assess the candidate's ability to express themselves in clear, well structured text, expressing points of view at some length. They can write about a wide range of subjects, complex where necessary, in a letter, an essay or a report, underlining what they consider to be the salient issues. They can select style appropriate to the reader in mind.

The examination always follows the same standard format which is detailed below.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for details.



Section W1 (25 marks)

Candidates are required to produce a text to a specified word count. They must choose one of the following routes:

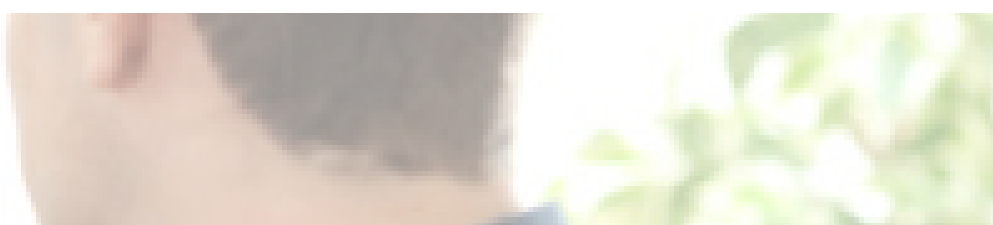
- General English
- Academic English

Candidates must then answer one of the four options from the route they have chosen.

Academic English Essay 300-350 words

There will be four titles to choose from. The essay titles cover a range of topics, at least one of which will be science-based for candidates more interested in the sciences than humanities or social sciences. They assess the candidate's ability to:

- Write clear, well-structured texts on complex subjects, underlining the relevant salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion (WP1)
- Write clear, well-structured expositions of complex subjects, underlining the relevant salient issues (WP.2)
- Expand and support points of view at some length with subsidiary points, reasons and relevant examples (WP.3)



Academic English essays are formal pieces of writing. In addition to evidence of a good range of vocabulary, good control of tenses and sentence structure, and evidence of enough language to address the title convincingly, markers are looking for a well-structured piece of writing. The essay must have an introduction, which would typically present the question and outline the arguments the writer will use, a main section or body in which the writer will present the detailed ideas with evidence, and a conclusion with a final decision or summing up in which the writer makes his or her position on the title clear. The precise organisation of the essay will clearly depend on the specific title chosen.

Example titles:

- 1: To what extent do you agree with the statement that 'The subject of a university degree is irrelevant. It is better to study any degree than go directly into the workplace'?
- 2: Dangerous sports are becoming increasingly popular. Why do you think this is so, and is this a cause for concern?
- 3: Outline the arguments both for and against the use of CCTV cameras in towns and cities.
- 4: Health and safety concerns are preventing students from carrying out scientific experiments in schools. Many children now watch these experiments on the Internet instead. Outline the advantages and disadvantages of this.

General English Composition 250–300 words

There will be four titles to choose from. The titles cover a range of topics including imaginative, narrative or a detailed description. They assess the candidate's ability to:

- Write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind (WP1)
- Write clear, well-structured expositions of complex subjects, underlining the relevant salient issues (WP.2)
- Expand and support points of view at some length with subsidiary points, reasons and relevant examples (WP.3)



The titles will always follow these conventions:

1 What are the advantages and disadvantages of.....

- What are the advantages and disadvantages of living in the computer age?
- What are the advantages and disadvantages of living in a big city?

2 Describe in detail.....

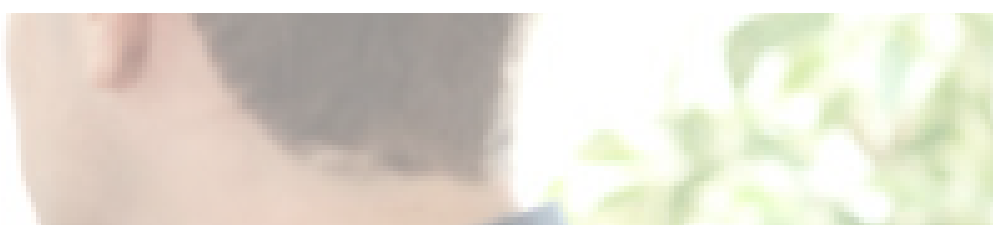
- Describe in detail your idea of a perfect city.
- Describe in detail a tourist resort you are familiar with.

3 Write an account of....

- Write an account of a day which started very badly but ended in great happiness.
- Write an account of a very strange incident which cannot easily be explained.

4 '.....' Discuss.

- Mankind should not use animals for their own benefit. Discuss.
- Politics is a pointless activity. Discuss.



Section W2 (15 marks)

The candidate must write two pieces of correspondence on a related theme to show that they can express themselves with clarity and precision, relating to the addressee flexibly and effectively. (WI1)

- **Task 1** a letter (110-130 words) to fulfil a specific function, for example communicate an enquiry or explain a problem (WI.2)
- **Task 2** an email (70 words) using clear and precise expression, relating to the addressee flexibly and effectively, introducing emotional, allusive and joking usage where appropriate (WI.1)

Each of the tasks will test a different function from the following list, which is not exhaustive:

- Asking for information
- Asking for advice
- Giving information
- Thanking
- Congratulating
- Complaining
- Inviting
- Refusing / accepting an invitation
- Apologising

For example:

Scenario: You recently moved to a new area, which you like very much. However, you have noticed that many cars regularly drive through the area very fast.

Task 1

Write a letter of 110 - 130 words to your local council. In your letter you should:

- complain about the dangerous driving you have seen
- suggest a solution to the problem

Include the addresses in the letter, but do not include them in the number of words

Task 2

Write an email of about 70 words to a friend. In your email you should:

- tell your friend how you feel about the traffic in your new neighbourhood
- ask him/ her for support through a visit or other means



Section R1 (10 marks)

Candidates will be required to read a text of 550–580 words. The text will be drawn from news items, articles and professional reports. The topic will be complex enough to generate questions which can only be answered by a thorough reading of the text.

Example topics:

- The rise in popularity of genealogy
- Research into sleep deprivation
- Trends set by celebrity chefs

The style of questioning follows this convention:

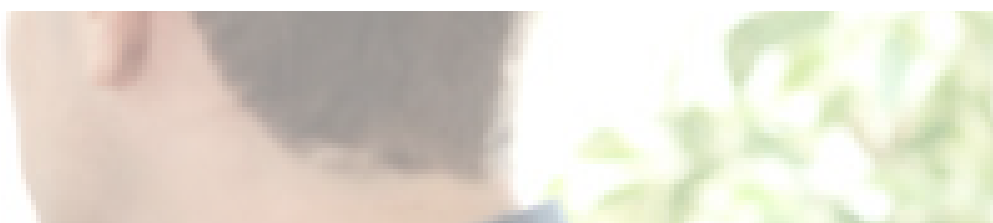
- Questions 1 – 5: true / false / doesn't say.
- Questions 6 – 8: three-part multiple-choice.
- Questions 9 – 10: two-part vocabulary questions.

The questions on the text will assess the candidate's ability to:

- Understand in detail lengthy, complex texts, whether or not they relate to their own area of speciality, provided they can reread difficult sections (R1)
- Scan quickly through long and complex texts locating relevant details (R.2)
- Identify the content and relevance of news items, articles and reports on professional topics, deciding whether closer study is worthwhile (R.3)
- Understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes as well as stated opinions (R.4)

Section R2 (10 marks)

The candidate is required to write a target summary of 50–75 words of relevant parts of the reading text from Section R1 to assess their ability to understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail and condensing salient points. (R.4)



Section R3 (10 marks)

Candidates are required to read a passage of 680–720 words from which five sentences have been removed. They must select the appropriate sentence from a list to fit into the relevant space in the text to assess their ability to use contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next, as well as scan quickly through long and complex texts locating relevant details. There is one example and there are two distracters. (R.2, R.6)

The text will have a clear chronology or narrative thread.

Example topics:

- The history of Hollywood
- The trend for keeping exotic pets
- The quest for adrenalin in dangerous sports

Section W3 (10 marks)

Candidates are tested on their productive use of English skills through the completion of ten sentence transformations. Negative inversion will be tested, plus a selection of the more complex aspects of grammar, for example, the third conditional. There is no specific structures list at this level.

Section R4 (10 marks)

Candidates are tested on their receptive use of English skills through the completion of five word transformations. More complex transformations will be tested, for example:

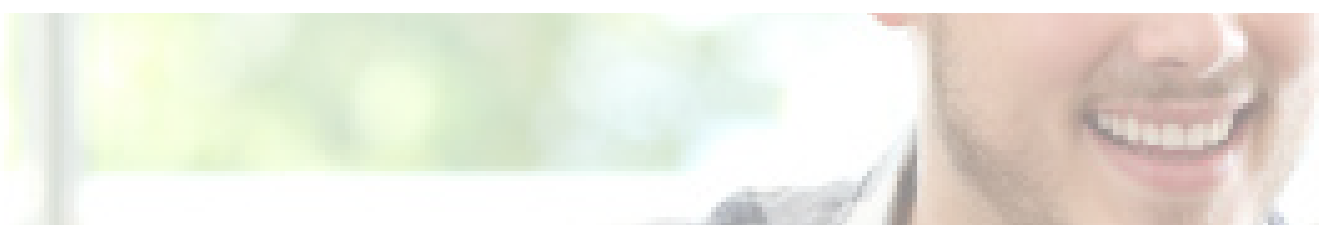
- conclude to inconclusive
- modern to modernisation
- condition to unconditional

Section R5 (10 marks)

The candidate will be required to fill ten gaps within a text. The text will be clear, ie factual or encyclopaedic in order to assess their ability to use context, grammatical and lexical cues to anticipate missing information. (R.6)

Example topics:

- Local traditions
- Unusual natural phenomena



Listening

Candidates are assessed through a 30 minute examination that is divided into three sections that ensure they can understand extended speech even when it is not clearly structured and relationships are only implied and not signalled explicitly.

The examination always follows the same standard format that is detailed below.

Candidates will hear each extract twice in succession. No further repetitions are permitted.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section L1 (24 marks)

Candidates listen to an extract of a public announcement or a speaker delivering commercial information and are required to answer twelve questions.

- Questions 1-4 are three-option multiple-choice questions
- Questions 5-8 are gapped sentences which the candidate must complete from their understanding of extract
- Questions 9-12 are notes to be completed in a table

The questions assess the candidate's ability to extract specific information from public announcements and understand detailed specifications for unfamiliar products and services. (L.3, L.4)

Section L2 (20 marks)

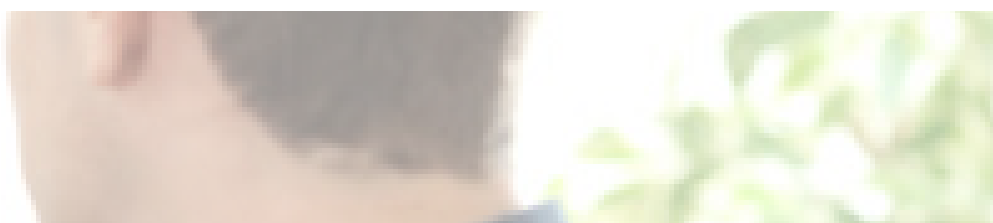
Candidates listen to four short monologues in which the speakers express particular attitudes and moods, both implicit and explicit, often in non-standard usage. Candidates answer two four-option questions for each monologue. (L.5, L.7)

Section L3 (10 marks)

The candidate listens to a dialogue in the style of an interview and must answer five three-part multiple choice questions to assess their ability to recognise a wide range of idiomatic expressions and colloquialisms and register shifts; understand and follow complex interactions between third parties in a discussion and debate, even on abstract, complex unfamiliar topics; and follow most lectures, discussions and debates with relative ease. (L2, L.1)

Example topics:

- The career of a rock star
- An architect discussing her latest project



Speaking

Candidates are assessed through an examination that lasts approximately 20 minutes comprising three sections that ensure they can express themselves fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social and professional purposes. They can formulate ideas and opinions with precision and relate their contribution to those of other speakers. They can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Candidates may be awarded up to 50 marks for the Speaking component. The marks are awarded for the candidate's performance as a whole over the three sections.

The examination always follows the same standard format that is detailed below. The examination is usually carried out in pairs with another candidate at the same level. Task 2 requires preparation by the candidate prior to the examination. Topic vocabulary can also be prepared for Task 3.

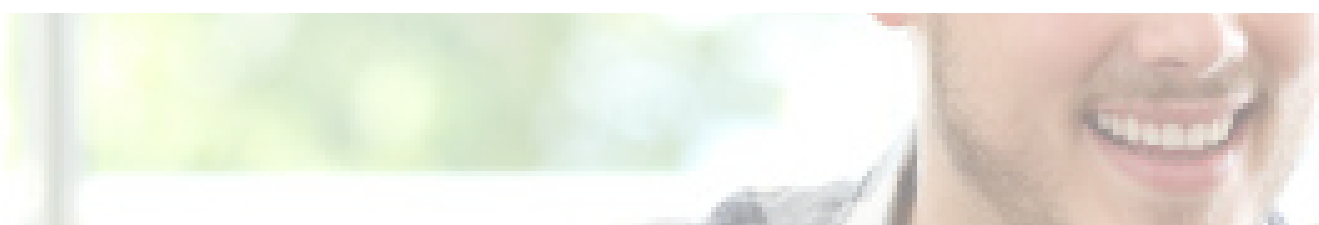
The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section S1 (up to 4 minutes)

The candidates participate in a warm up exchange where they are asked general questions to introduce themselves and talk about why they are taking the examination. The examiner will explore any particular academic, vocational or professional ambitions they may have. The format of this section is similar to an interview situation for a job or place in higher education. (SI.1, SI.2, SI.11)

Example questions:

- Why do you want to do this qualification?
- Where do you want to be in three years' time? In five years' time?
- When studying, what are your greatest strengths and weaknesses?



Section S2 (up to 8 minutes)

The candidate is required to prepare two texts prior to the examination and choose one which they would like to talk about in detail. In the examination the candidate begins by developing an argument based on the issues raised by the text uninterrupted, after which the examiner will prompt and challenge them so that they have the opportunity to argue their position convincingly, responding to questions and comments. (SI.3, SI.4, SP.3, SP1, SP.6)

Example text:

COMPUTER GAMES AND THE INTERNET

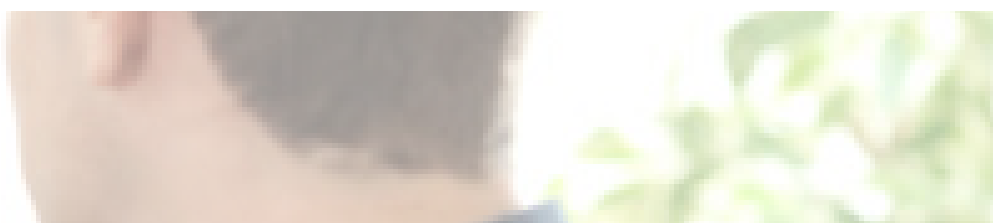
Video games will be forced to carry cigarette-style health warnings under proposals to protect children from unsuitable digital material.

The report, commissioned by the Prime Minister in response to a growing moral panic about video games, will conclude that they can harm the development of children's beliefs and value systems and desensitise them to violence. It will also recommend that retailers who sell video games to anyone under the age rating on the box should face a hefty fine or up to five years in prison...

The report, written by Tanya Byron, a clinical psychologist, is also expected to address the dangers of children's use of the internet. Dr Byron wants a single statutory classification system. Ratings would have to be displayed prominently on all packaging materials, like health warnings on cigarettes, as well as on shop display cases. "We have to make child digital safety a priority. If you are under 18, you should not be able to buy an '18' game and if you are under 12, you should not be able to buy a '12' game," she said. She also wants all games consoles to contain blocking mechanisms that would enable parents to prevent children playing unsuitable games on them.

Example questions that might be asked:

- How many hours a week do you spend playing video games or playing games online?
- Is it something only boys do?
- What are the dangers of video games or playing games online?
- Do violent games really desensitise the players to violence?
- Would a classification and censorship system such as this work?
- Are there any benefits, educational or otherwise, of video games and online games?



Section S3 (up to 8 minutes)

Three possible topics for discussion are published in advance of the exam. Only two of these topics are available in the examination. The candidate is asked which of the two topics they would prefer to discuss and the examiner picks at random from a selection of statements related to the chosen topic and asks the candidate to speak about it.

The object of this section is to allow the candidate to spontaneously outline an issue or problem clearly, speculate without preparation about causes or consequences, and weigh advantages and disadvantages of different approaches. (SI1, SI.7)

Example topic: Tourism (the candidates and centre will have advance notice that this topic is available).

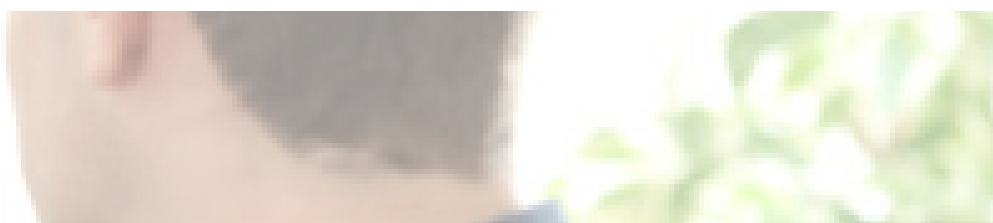
Example statements (these are not seen by candidates before the exam):

1. Tourism will have to be severely reduced to save the planet.
2. Tourism is the single most important way we will all learn to understand each other.
3. Is there any difference between 'tourism' and 'travel'?
4. Tourism is not good for a country because most of the jobs it creates are poorly paid.
5. The popularity of tourism proves that this is something all human beings love doing.



Level 3

Subject Specification



Overview

At this level the candidate can understand with ease virtually everything heard or read. They can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. They can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Level 3 is assessed through three examinations:

- One Reading and Writing examination of 2 hour 30 minutes
- One Listening examination of 1 hour 45 minutes (one element of the Listening paper will contribute the Writing mark (W1) at Level 3)
- One Speaking examination of approximately 20 minutes carried out in pairs



Reading and Writing

Candidates are assessed through a 2 hour 30 minute examination that is divided into seven sections:

- **4 Reading Sections (50 marks)**

These sections will ensure candidate can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as specialised articles and literary works.

- **3 Writing Sections (45 marks)**

The candidate can write clear, smoothly flowing text in an appropriate style. They can write complex correspondence and essays which present a case with an effective logical structure which helps the recipient to notice and remember significant points.

The examination always follows the same standard format which is detailed below.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for details.

Section R1 (10 marks)

Candidates are required to read two passages or extracts from two distinctive styles of text with complex vocabulary such as literary works and academic research articles with five questions on each.

Passage One: approximately 160–170 words in length with five four-option multiple choice questions in the form of word substitution.

Example topic:

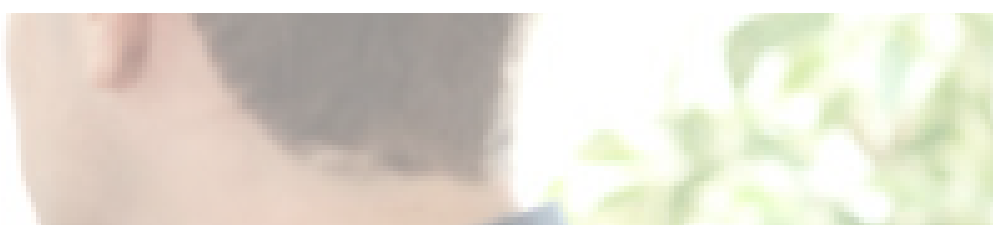
- The origins of storytelling

Passage Two: approximately 300 words with five four-option multiple choice comprehension questions.

Example topic:

- An extract from the novel *As I Walked Out One Midsummer Morning* by Laurie Lee

These questions assess the candidate's ability to understand abstract structurally complex or highly colloquial literary and non-literary writings. They must also appreciate subtle distinctions in style. (R1, R2, R.2)



Section R2 (10 marks)

Candidates are required to match headlines with short news stories. There are fifteen headlines and ten news stories. This assesses their ability to scan quickly through a large amount of textual information locating relevant content from news items, articles and reports on wide range of topics. (R.2, R.3)

Example topics:

- Product recall
- Business news
- Environmental issues
- Personal finances

Section R3 (10 marks)

Candidates are tested on their receptive use of English skills through the completion of ten gapped sentences testing their use of collocation, colloquialism and idiom. One word is missing from each sentence and there are no options provided for the candidate. The word must be identified or inferred from the context. (R1, R.6)

Section W2 (10 marks)

Candidates are tested on their productive use of English skills through carrying out ten sentence transformations. They must transform the meaning from one sentence into another staying as close to the original sense as possible using the word or phrase given.

These sentence transformations also provide the beginning of the sentence for the candidate to use.

This section tests a wide range of grammar, usage and vocabulary, including idiom. There is no set syllabus for this as it tests the depth of knowledge a candidate has obtained from using the language, through reading, listening and speaking it in a variety of contexts.



Section W3 (10 marks)

The candidate must write two emails to show that they can express themselves with clarity and precision, relating to the addressee flexibly and effectively, including emotional, allusive and joking usage. (WI1, WI.1)

- **Task 1:** a formal email (80-100 words)
- **Task 2:** an informal email (80-100 words)

Both writing tasks require the candidate to use the same function eg complaining or apologising. Candidates must show their ability to differentiate between the tone and language needed for each. They must also show their ability to fine-tune their language to manipulate an outcome.

For example:

- **Task 1:** You recently held your birthday party in a reception room at The South Gate Hotel. You were not, however, satisfied with the service you received and would like some of your money back. Write your email to the manager.
- **Task 2:** A new family has moved in next door to you. While you are on first name terms, you do not know them well. Over the past few weeks they have had several parties, and you have decided to complain, although you do not wish to alienate them. Write your email.

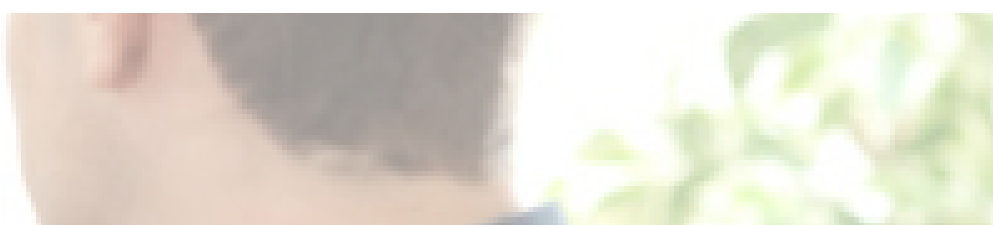
Section R4 (20 marks)

Part 1 (10 marks): Candidates are required to read an extended text of 600–640 words and answer ten vocabulary questions where they must replace ten phrases or words from the passage with phrases or words of their own so that the article still reads correctly both grammatically and in the sense of what is said. The words to be replaced are all underlined in the text so that they may be found easily. This tests their ability to identify finer points of detail in the vocabulary including attitudes and implied as well as stated opinions. (R.4, R.6)

Part 2 (10 marks): Candidates must then take notes on the text used in Part 1 in order to write a summary of one hundred words answering a question on targeted sections of the text. The notes are not assessed, only the summary. This is to assess their ability to understand in detail a wide range of lengthy complex texts likely to be encountered in social, professional and academic life. (R.4, R.7)

Example topics:

- Political blogging
- Ethical issues around cloning



Section W4 (25 marks)

Candidates are required to produce one extended composition of 300-350 words. Only one title is given, so there is no choice of topic. The candidate is assessed on their ability to:

- Write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points (WP1)
- Either present a case or give critical appreciation of proposals or literary works (WP.2)
- Provide an appropriate and effective logical structure which helps the reader to find significant points (WP.3)

Example title:

Inventions, designs and symbols, literary and artistic works, such as novels, music and films are all examples of intellectual property. Intellectual property law, in which owners have exclusive rights to their 'creations' are wrong in principle and unworkable in practice. Discuss.



Listening

Candidates are assessed through a 45 minute examination that is divided into five sections that ensure they can understand with no difficulty any kind of spoken language even when delivered at a fast native speed. There is also one section which assesses writing skills (W1).

The examination always follows the same standard format which is detailed below. For the listening sections, candidates will hear sections L1 and L4 twice. Sections L2 and L3 will be heard once only. No further repetitions are permitted.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section L1 (16 marks)

The candidate hears an extended interview and is required to answer eight four-option multiple-choice questions that assess their ability to easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. (L1, L.1)

Example topics:

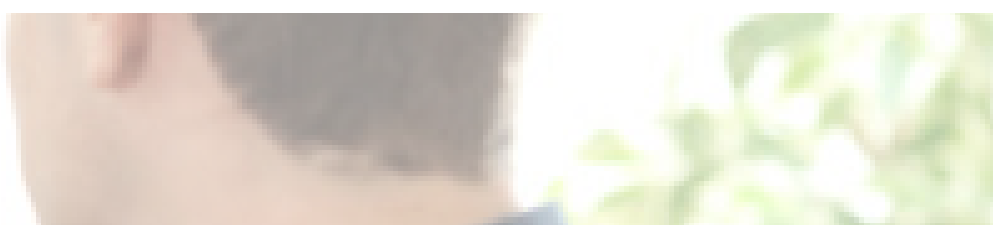
- Horse whispering
- Celebrity career
- Great mountaineering endeavour

Section L2 (10 marks)

Candidates are required to listen to an extract from a conversation and answer five three-option multiple choice questions to assess their ability to infer attitude, mood, intentions, implications and allusions as well as the actual words. (L1, L.7, L.8)

Example topics:

- Discussing a recent holiday
- Witnessing an accident



Section L3 (8 marks)

Candidates are required to listen to two short monologue extracts. They must respond to two three-part multiple choice questions for each extract that assess their ability to understand and infer meaning from partial elements and oblique reference. (L1, L.5, L.7)

Example topics:

- Careers
- Pastimes
- Specific incidents

Section L4 (16 marks)

The candidate listens to a radio advertisement for a concert, sports occasion or similar activity. He or she takes notes while listening. The notes themselves are not marked as part of the examination but he / she writes a letter as instructed using them. The listening marks are allocated from evidence of their ability to accurately pick out relevant details and specific information from the overall content in the letter for writing exercise W1. (L.1, L.3, L.4, L.8)

The scripts will be written with two elements included, only one of which will be relevant to the question. The candidate must filter what is required and not include the irrelevant facts.

Marks will be deducted for irrelevant answers.

Section W1 (5 marks)

As the candidates are required to write a letter based on what they have heard in Section L4, they will also be awarded a mark out of five for their ability to express themselves with clarity and precision, relating to the addressee flexibly and effectively, including emotional, allusive and joking usage. (W1, W1.1, W1.2)



Speaking

Candidates are assessed through an examination that lasts approximately 20 minutes comprising three sections that ensure they can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. They can express themselves fluently and convey finer shades of meaning precisely. If they do have a problem they can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. They can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Candidates may be awarded up to 50 marks for the Speaking component. The marks are awarded for the candidate's performance as a whole over the three sections.

The examination always follows the same standard format which is detailed below. The examination is usually carried out in pairs with another candidate at the same level. Task 2 requires preparation by the candidate prior to the examination.

Section S1 (up to 4 minutes)

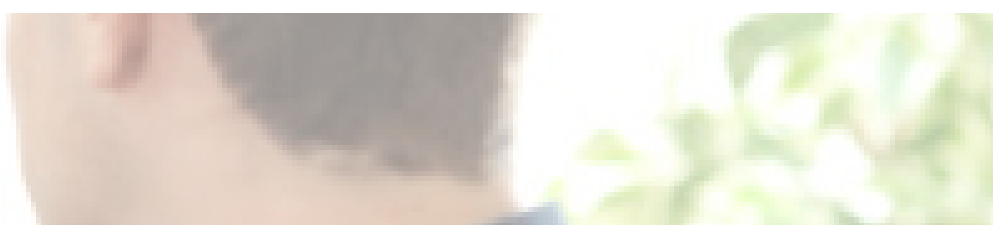
The candidates participate in a warm up exchange where they are asked general questions to introduce themselves and talk about why they are taking the examination. The examiner will explore any particular academic, vocational or professional ambitions they may have. The candidates must be prepared to understand and exchange complex information and advice on a wide range of matters related to their academic or professional interests. The format of this section is similar to an interview situation for a job or place in higher education. (SI1, SI2, SI3, SI.1, SI.2, SI.10, SI.11)

Example questions:

- Where do you think this qualification will take you?
- Where do you want to be in three years' time? What will you need to do to get there?
- Why do you think you in particular would be suitable for your chosen profession?

Section S2 (up to 8 minutes)

The candidate is required to prepare two texts prior to the examination. The texts are approximately 340-350 words in length. The two texts are also available in the examination and the candidate is asked which they would like to talk about. The candidate begins by commenting on the article using clear, smoothly flowing well-structured speech, with a logical structure presenting the complex topic confidently and articulately. After this the examiner challenges the candidate to provide articulate and persuasive arguments for their case. (SI1, SI2, SI3, SI.4 SP1, SP.2)



Example article:

LOVE CHEATS, NEPOTISM AND CORRUPTION: ROYAL SCANDAL IN THE ANTHILLS OF SOCIETY

Ants may be held up as ideals of social co-operation but they can be as sneaky as human beings and their colonies are rife with corruption – with those from the royal line the worst offenders.

DNA fingerprinting techniques have shown that nepotism rules when it comes to determining which larvae grow up to be queens. It had been thought that this was purely a matter of luck and nurture, but researchers have found that a larvae's chances of becoming queen depend largely on its father. A handful of breeding males pass on a genetic advantage that give their offspring a much better chance of growing up into a queen instead of being condemned to a life of drudgery as a worker. William Hughes, of the University of Leeds, who led the research, said: "The core principle of social societies is that they should be egalitarian. We've found that this isn't always the case and that some males are cheating."

The mechanism by which male ants are able to pass an unfair advantage to their offspring remains unclear, but researchers believe they must limit themselves intentionally.

If too many larvae grew into queens it could upset the balance of the colony, reducing its survival prospects. Moreover, the imbalance would probably be noticed by the "commoner" workers who might kill the surplus.

Dr Hughes and Professor Jacobus Boomsma, of the University of Copenhagen, said the royal gene discovery, published in the journal *Proceedings of the National Academy of Sciences*, debunks the notion of unadulterated egalitarian co-operation within ant colonies. "When studying social insects like ants and bees, it's often the co-operative aspect of their society that first stands out," he said. "However, when you look more deeply, you can see there is conflict and cheating – and obviously human society is also a prime example of this. It was thought that ants were an exception, but our genetic analysis has shown that their society is also rife with corruption – and its royal corruption at that."

Example questions by the examiner (these are not given to the candidates as preparation material):

- Can/should we make any deductions about human society by looking at animal 'society'?
- How much of what we do is nature (DNA, genes) and how much is nurture, do you think?
- Is hierarchy in society inevitable? Is a completely egalitarian society possible to achieve?
- Is conflict and cheating in society inevitable? Or is it possible to prevent them?
- Can everything about human society be explained by 'evolution'? If not, what else could explain it?
- Is a worker's life always 'drudgery'? Is a Royal life a desirable one?



Section S3 (up to 8 minutes)

Each candidate is asked to choose one of four previously unseen statements. The candidates are invited in turn to give their opinions about it. This section assesses the candidate's ability to outline their point of view about an issue or problem clearly, speculate about causes or consequences and weigh advantages and disadvantages of different approaches. They must be able to discuss the topic unhampered by any linguistic limitations and interact authoritatively with complete fluency. (SI1, SI2, SI3, SI.2, SI.4, SI.7, SI.11)

Example topics:

STATEMENT 1

People should have the right to choose when, where and how they die.

STATEMENT 2

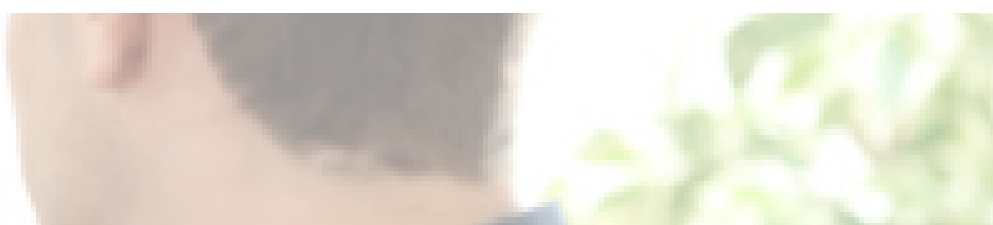
Life is sacred. Suicide, for whatever reason, is always wrong.

STATEMENT 3

Looking after one's own young is a basic human instinct. Mothers should never leave their babies before they are about three years old. If they do, the baby suffers from mother deprivation and the mother suffers from baby deprivation.

STATEMENT 4

There are many ways of bringing up babies that needn't include the mother as the primary carer. Babies need not suffer from this; indeed they often benefit from it.



Assessment and Quality Assurance

Section 3



Centre Staff Requirements

As an Awarding Organisation, we require that:

- Tutors should have relevant teaching experience and/or a qualification in teaching English recognised in accordance with national education requirements
- Tutors assessing the speaking unit must undergo AIM Qualifications training and meet the necessary criteria in order to assess a candidates' spoken level of English.

How the Qualification is Assessed

Achievement of these qualifications is through completion of examinations linked to each of the four skills that meet the required standard. These are:

Reading, Writing and Listening

- Externally set by AIM Qualifications
- Externally marked by AIM Qualifications

Speaking

- Externally set by AIM Qualifications
- Externally assessed by Approved Centre Assessors
- Externally verified and sampled by AIM Qualifications

A range of sample assessment materials are available on our website.

For more detailed guidance on working with AIM Qualifications, please refer to the **Being an AIM ESOL Centre** document available on our website.

Managing ESOL International Assessments: Reading, Writing and Listening

The examination papers used for ESOL International are controlled external assessments which must be kept confidential at all times to remove the potential for plagiarism or any other assessment malpractice.

Examination papers (along with the Assessment Cover Sheet for Invigilators) will normally be received by centres no less than 1 working day and no more than 10 working days before the examination window.

Centres must return completed papers and Assessment Cover Sheets within 5 working days to AIM Qualifications by registered post, keeping tracking details.

In order to maintain confidentiality:

- Papers and other examination materials (such as the listening CD) must be kept in the sealed package in which they are received and store them securely in lockable storage
- Access to papers and other examination materials should be restricted to designated personnel in the centre
- Papers and other examination materials must be issued to candidates only at the time of the assessment and must be collected at the end of the assessment
- Completed assessment papers must be kept in a secure lockable location on site as above (in a sealed package in a secure locked cupboard)
- Papers and other examination materials must not be removed from the centre and must be kept secure and locked away when not in use
- Live assessment material must not be used as practice material for any qualifications
- Centres must inform AIM Qualifications immediately of any threat to the confidentiality of assessment papers

Centres must invigilate externally set and marked assessments in accordance with the AIM Qualifications Invigilation Instructions (see Appendix 4).



Centres must ensure that ESOL International examinations are completed under exam conditions:

1. Examinations must run at the specified/published time
2. A clock and appropriate signage must be visible to candidates (examination in progress, information to candidates, warning to candidates, use of mobile phones)
3. Seating must be laid out according with a minimum of 1.25m in all directions between candidate's chairs. A seating plan must be completed and retained
4. Examinations must be invigilated
5. The Invigilator must not carry out any other task, must observe all candidates and must be familiar with the AIM Qualifications instructions
6. The Invigilator must inform the Head of Centre if they are suspicious about the activity of any candidate, who in turn must inform AIM Qualifications within 5 working days

A member of the AIM Qualifications Quality Team may attend the examination to spot check that all specified conditions are being adhered to.

Section 4: Operational Guidance contains full details of the timescales and administrative procedures that must be adhered to in order to ensure that confidentiality and timeliness of the award is maintained.

Managing ESOL International Assessments: Speaking

All Speaking Test Assessors must undergo training to ensure they understand how to carry out the role. Centres must supply a signed declaration (see Appendix 2) confirming that this training has taken place and that there are no known conflicts of interest between the Speaking Test Assessor and any of the candidates before any speaking assessments take place.

Examination papers (along with the Assessment Cover Sheet for Invigilators) will normally be received by centres no less than 1 working day and no more than 10 working days before the examination window.

All candidates taking the examination must be evidenced with an audio recording. Candidates will be examined by an Approved Speaking Test Assessor who marks their responses against the mark scheme on the assessment form. Candidates must complete assessments in English and the Assessor must record a provisional grade judgement on the assessment form.

The centre must return all completed mark schemes, records of provisional grade judgements, audio recordings and assessment forms within 5 working days to AIM Qualifications by registered post, keeping tracking details.

In order to maintain confidentiality:

- Papers must be kept in the sealed package in which they are received and store them securely
- Access to papers should be restricted to designated personnel in the centre
- Papers must be issued to candidates only at the time of the assessment and must be collected at the end of the assessment
- Completed assessment papers must be kept in a secure location on site as above (in a sealed package in a secure locked cupboard)
- Papers must not be removed from the centre and must be kept secure when not in use
- Live assessment material must not be used as practice material for any qualifications
- Centres must inform AIM Qualifications immediately of any threat to the confidentiality of assessment papers

Assessments completed by Speaking Test Assessors will be subject to a process of moderation by AIM Qualifications to ensure consistency and appropriateness of assessment. If any issues are identified with a Speaking Test Assessor, AIM Qualifications will enforce training and ultimately they may not be allowed to continue assessing on these qualifications.



Invigilation

Centres are responsible for appointing Invigilators according to the Exam Invigilator person specification in Appendix 3. Centres must ensure that there are no conflicts of interest between the Invigilator and candidates by checking in advance of the examination (eg a relative of a candidate, a teacher who has prepared candidates for the examination being taken or there is a personal interest in the outcome of the assessment).

There must be at least one Invigilator present per thirty candidates. Where there are less than thirty candidates and a sole Invigilator, assistance must be available for the Invigilator without them having to leave the room or disturb the candidates.

All candidates in the room must be able to be seen by an Invigilator at all times.

Invigilators must follow the instructions in Appendix 4 and have a copy of these instructions to hand at all times during the examination.

Invigilators must confirm and be satisfied with the identity of all candidates sitting the examination. By signing the Assessment Cover Sheet, the Invigilator/Head of Centre takes responsibility for confirmation of candidate attendance at the examination and that there are no conflicts of interest between themselves and candidates. Examination scripts and Assessment Cover Sheets must be packed by the Invigilator and sealed securely.

Should a conflict of interest be identified at the start of or during the invigilation of an examination, the procedures below must be followed:

Where there is a known potential conflict of interest, the Invigilator/Assessor must complete and submit a Conflict of Interest Declaration form (available on the AIM Group website) declaring the potential conflicts of interest prior to invigilating an examination or assessing a speaking test.

AIM Qualifications will consider all declarations and inform the examination centre of one of the following possible outcomes:

1. The Invigilator is accepted to manage the examination / Assessor approved to assess
2. Further information is required to demonstrate suitability
3. Further appropriate steps agreed to have the invigilation or assessment subject to scrutiny by another person
4. The Invigilator/ Assessor has a conflict of interest and the application has been rejected.

If an applicant is dissatisfied with the decision, they can appeal to AIM Qualifications within two weeks of receiving the outcome.

Should a conflict of interest between staff and candidate be identified at the start of or during the examination/assessment, you must:

1. Replace the Invigilator/Assessor with another suitable member of staff
2. If this is not possible, you must move the candidate to another assessment/examination room
3. If this is not possible, you must add an additional member of staff to Invigilate/Assess those candidates
4. If this is not possible and there are no other opportunities for the candidate to be examined/assessed, the examination/assessment may take place. Immediately following the examination/assessment, you must complete and submit by email to AIM Qualifications the Conflict of Interest: Change in Circumstance Form (available on the AIM Qualifications website) explaining this. Any examinations that have taken place where a Conflict of Interest: Change in Circumstance Form has been submitted will be moderated to ensure that no unfair advantage has been given to those candidates.



Reasonable Adjustments for ESOL International

If reasonable adjustments are required for any candidates, you must get approval from AIM Qualifications before the date of the examination:

1. The Tutor should complete and submit a **Request for Reasonable Adjustments form** for each candidate with supporting evidence to AIM Qualifications at least 14 working days before the planned examination date.
2. AIM Qualifications will confirm receipt of the form within 2 working days
3. AIM Qualifications will consider your application and give you a decision within 10 working days of receipt. AIM Qualifications will inform you if we will be unable to reach a decision in this timescale.

Types of evidence acceptable:

- Educational Psychologist's report – must be current/ valid within two years of the date of the exams
- Specialist teachers assessment report - must be current/ valid within two years of the date of the exams
- Medical letter – must be specific **AND** recommend, in detail, the support being requested. For a long term physical/medical condition, which is not going to change, ie hearing/ visual impairment – a letter from a doctor/optician or hospital report is acceptable in most cases. A condition which is not permanent, but will not go away, will require a new letter confirming the diagnosis each academic year.

Reading

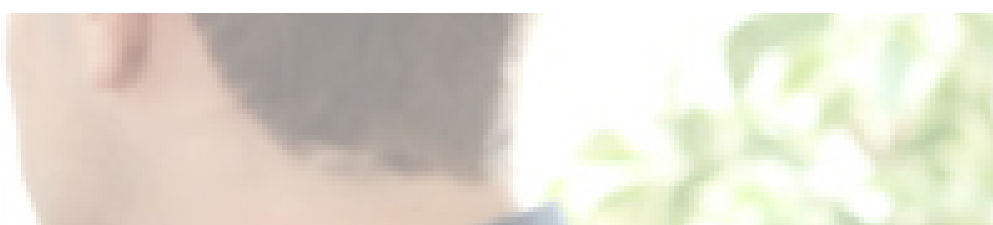
As a reasonable adjustment, candidates who are classed as disabled under the terms of the Disability Discrimination Act (DDA), and who use assistive technology as their normal way of reading, can demonstrate that they are able to independently meet the requirements of the Reading criteria through use of screen reader software.

A human reader cannot be used to demonstrate the requirements of the criteria as this does not meet the requirement for independence. As a last resort, an exemption from the Reading requirements can be requested for disabled candidates who cannot use assistive technology.

Writing

As a reasonable adjustment, candidates who are disabled under the terms of the Disability Discrimination Act (DDA) and who use assistive technology as their normal way of producing written texts can demonstrate that they are able to independently meet the requirements of the Writing criteria through use of a computer and appropriate software.

A human scribe cannot be used to demonstrate the requirements of the criteria as this does not meet the requirement for independence. As a last resort, an exemption from the Writing requirements can be requested for candidates with disabilities who cannot use assistive technology.



Speaking

The needs of individual candidates will vary but, as guidance, the term should be interpreted as meaning communication, discussion and presentation that:

- Can include use of sign language provided this is made accessible to all participants in the discussion. (BSL is permitted as an alternative to English for the assessment of speaking where BSL is the candidate's normal way of communicating in the contexts described by the standards). No other languages are permitted as alternatives to English
- Can include access to augmentative speech equipment and such software as constitutes the candidate's normal way of working
- Does not depend solely on the use of written language or require the individual/s with whom the candidate is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

Further details can be found in our **Reasonable Adjustments and Special Considerations** policy.



Special Considerations

Special Consideration is consideration to be given to a candidate who has temporarily experienced:

- an illness or injury, or
 - some other event outside of their control which has had or is reasonably likely to have had an effect on their ability to take an assessment or on their level of attainment in an assessment. Special consideration is not appropriate for a minor illness or a minor disturbance.
1. The Head of Centre should complete and submit a Request for Special Considerations form for each candidate requesting special consideration with supporting evidence to AIM Qualifications no later than 14 working days after the examination date
 2. AIM Qualifications will confirm receipt of the form within 2 working days
 3. AIM Qualifications will consider your application and give you a decision within 10 working days of receipt. AIM Qualifications will inform you if we will be unable to reach a decision in this timescale.

Further details can be found in our **Reasonable Adjustments and Special Considerations** policy.

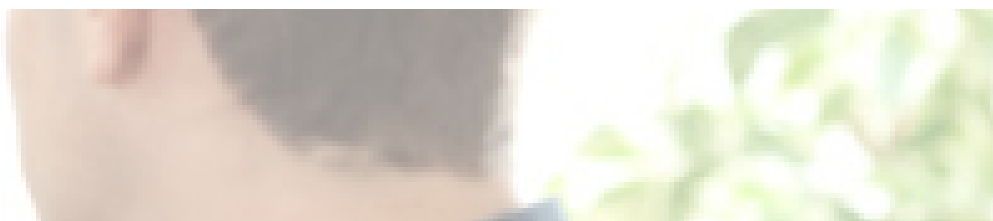
Malpractice/Maladministration

Confidentiality of assessment papers, mark schemes and candidate work must be maintained at all times. You must ensure that the instructions set out in this document are followed and inform AIM Qualifications of any potential breach of confidentiality. Further details on Malpractice can be found in the AIM Qualifications Malpractice Policy (see www.aim-group.org.uk).



Section 4

Operational Guidance



Offering the Qualification

Centres wishing to offer this qualification must be an AIM Qualifications recognised centre. New centres can access details of the **Centre Recognition Application** process either by visiting www.anglia.org or contacting the AIM Qualifications ESOL International representative local to your location.

We can advise centres on the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, including approval, registration of candidates, verification and certification will be completed through AIM Qualifications and all centres will have an allocated Customer Support Officer to support them. Full details can be found in **Being an AIM Qualifications ESOL Centre**.

Fees and Charges

Details of fees and charges are available from the AIM Qualifications ESOL International representative local to your location.

Registration and Certification

Once centres have approval to offer the qualification(s), they can register candidates via the AIM Qualifications Online Portal. Centre staff will need to set up accounts in order to use the Portal to carry out administration of the centre. An allocated Customer Support Officer will guide centres through this process.

The centre registers candidates onto the ESOL Qualification 30 working days (6 weeks) before the published date of the exam. Centres must inform AIM Qualifications within 14 working days of receipt of any changes that need to be made to the details on the Assessment Cover Sheet. We reserve the right to charge for replacement certificates issued as a result of inaccurate information provided by centres.

1. Centre informs AIM Qualifications of the date of the examination
2. Centre downloads Assessment Cover Sheet and checks candidate details are correct
3. Examination papers and other examination materials will be dispatched for each examination series in sealed packages/boxes or via the AIM Qualifications Online Portal if there is a prior agreement



Centres will normally receive papers no less than 1 working day and no more than 10 working days before the examination window. Examination packages should be checked on receipt for the following:

- Examination paper packets and other examination materials match up to the requirements
- Damage to any package contents
- Any apparent breach of security eg tampering with sealed packages.

Centres must keep the papers in the sealed package in which they are received and store them securely. Access to papers will be restricted to designated personnel in the centre and papers must be issued to candidates only at the time of the examination. Where satellite sites have delegated responsibility, they must store and distribute papers according to the satellite agreement(s).

Completed papers (and audio recordings) must be collected at the end of the examination session, checked to ensure they match up with the Assessment Cover Sheet and collated by candidate number. Fully completed Assessment Cover Sheets must be enclosed in the package containing candidate examination papers. Each centre should also keep a copy. Completed assessment papers must be kept in a secure location on site as above in a sealed package and sent to AIM Qualifications by registered post within 5 working days of the examination.

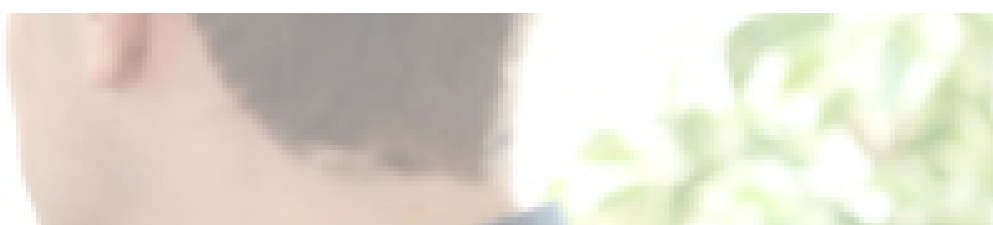
The results are issued to the centre approximately 20-40 working days (4-8 weeks) after the date of examination depending on the size of the cohort. The results are provisional and may change due to routine administrative checks or as the result of an enquiry.

All enquiries must be made within 28 working days of the issuing of the results and it is therefore vital for centres to pass on the results list to candidates straight away.

Certificates are issued to the centre within 30 working days (6 weeks) from issue of results.

Centres must:

- confirm arrival of the certificates by sending an email to the Customer Support Officer at AIM Qualifications
- check the certificates against the Assessment Cover Sheet
- confirm accuracy of candidate names
- despatch certificates to candidates.

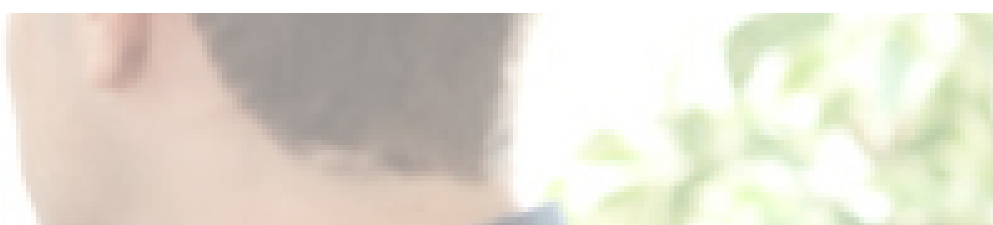


Section 5

Appendices



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APPENDIX 1

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)



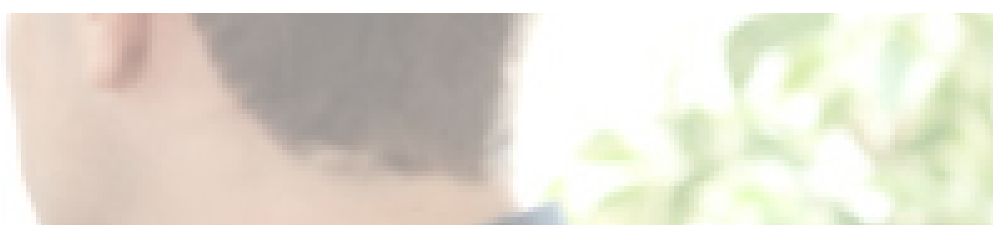
The coverage of this qualification in relation to the CEFR is listed below and clearly identified within the unit content. The precise CEFR standard to which the mapping relates can be found within the CEFR level descriptors which are provided in full on the following pages.

B1
Reading and Writing
WP1, WP.1, WP.2, WP.3, WP.4, WI1, WI.1, WI.2, R1, R.1, R.2, R.3, R.4, R.5, R.6
Listening
L.1, L.2, L.3, L.4, L.5, L.8, L.9
Speaking
SI.1, SI.2, SI.3, SI.7, SI.10, SI.11, SI.12, SI.13, SI.14, SI.15, SI.21, SP.4, SP.6, SP.7

B2
Reading and Writing
WP1, WP.1, WP.3, WI1, WI.1, WI.2, R1, R.2, R.3, R.4, R.6
Listening
L1, L.1, L.2, L.4, L.6, L.7
Speaking
SI1, SI2, SI.5, SI.6, SI.7, SI.8,SI.9, SI.10, SP.2, SP.3, SP.4

C1
Reading and Writing
WP1, WP.1, WP.2, WP.3, WI1, WI.1, WI.2, R1, R.2, R.3, R.4, R.6
Listening
L2, L.1, L.3, L.4, L.5, L.7
Speaking
SI1, SI.1, SI.2, SI.3, SI.4, SI.7, SI.11, SP.3, SP1, SP.6

C2
Reading
R1, R2, R.2, R.3, R.4, R.6, R.7
Listening and Writing
L1, L.1, L.3, L.4 L.5, L.7, L.8, WI1, WI.1, WI.2, WP1, WP.2, WP.3
Speaking
SI1, SI2, SI3, SI.1, SI.2, SI.4, SI.7, SI.10, SI.11, SP1, SP.2



B1 Speaking

Overall Spoken Interaction B1

SI1 Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (eg family, hobbies, work, travel and current events).

Relevant Subscales for Spoken Interaction

- Understanding a native-speaker interlocutors

SI.1 Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.

- Conversation

SI.2 Can enter unprepared into conversations on familiar topics.

SI.3 Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.

SI.4 Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.

SI.5 Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

- Informal discussion

SI.6 Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.

SI.7 Can give or seek personal views and opinions in discussing topics of interest.

SI.8 Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (eg an outing).

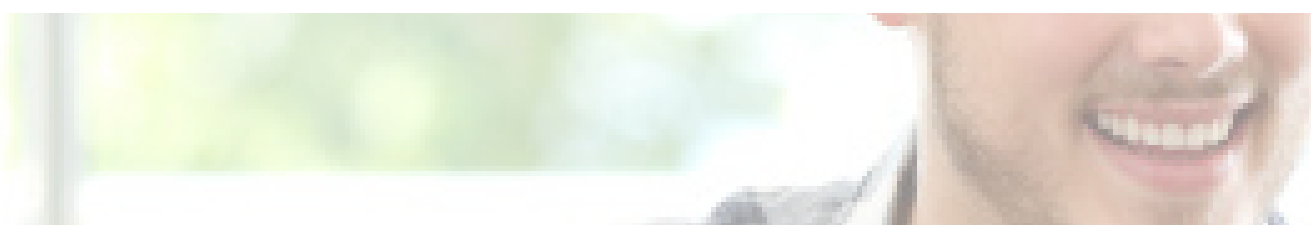
SI.9 Can express belief, opinion, agreement and disagreement politely.

- Formal discussion and meetings

SI.10 Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.

SI.11 Can put over a point of view clearly, but has difficulty engaging in debate.

SI.12 Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.



B1 Speaking

- Goal-oriented cooperation

SI.13 Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.

SI.14 Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.

SI.15 Can invite others to give their views on how to proceed.

- Transactions to obtain goods and services

SI.16 Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.

SI.17 Can cope with less routine situations in shops, post offices, banks, eg returning an unsatisfactory purchase. Can make a complaint.

SI.18 Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, eg asking passenger where to get off for an unfamiliar destination.

- Information exchange

SI.19 Can find out and pass on straightforward factual information.

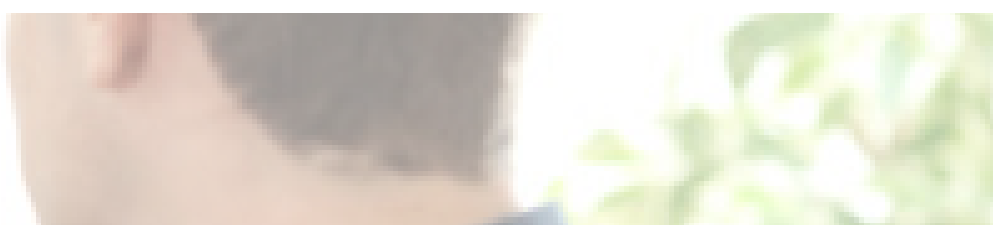
SI.20 Can ask for and follow detailed directions.

SI.21 Can obtain more detailed information.

- Interviewing and being interviewed

SI.22 Can take some initiatives in an interview/consultation (eg to bring up a new subject) but is very dependent on interviewer in the interaction.

SI.23 Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.



Overall Spoken Production B1

SP1 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.

Relevant Subscales for Spoken Production

• Sustained monologue: Describing experience

SP.1 Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.

SP.2 Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

SP.3 Can give detailed accounts of experiences, describing feelings and reactions.

• Public announcements

SP.5 Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.

• Informal discussion

SI.6 Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.

SI.7 Can give or seek personal views and opinions in discussing topics of interest.

SI.8 Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (eg an outing).

SI.9 Can express belief, opinion, agreement and disagreement politely.

• Addressing audiences

SP.6 Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

SP.7 Can take follow up questions, but may have to ask for repetition if the speech was rapid.



B1 Listening

Overall Listening Comprehension B1

L1 Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.

Relevant Subscales for Listening Comprehension

• Understanding conversation between native speakers

L.1 Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.

• Listening as a member of an audience

L.2 Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.

• Listening to announcements and instructions

L.3 Can understand simple technical information, such as operating instructions for everyday equipment.

L.4 Can follow detailed directions.

• Listening to audio media and recordings

L.5 Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.

• Watching TV and film

L.6 Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.

L.7 Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.

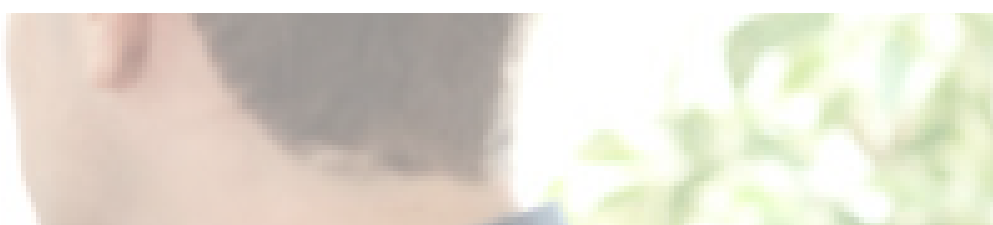
• Identifying cues and inferring

L.8 Can identify unfamiliar words from the context on topics related to his/her field and interests.

L.9 Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.

• Notetaking

L.10 Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.



B1 Reading

Overall Reading Comprehension B1

R1 Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

Relevant Subscales for Reading Comprehension

- Reading correspondence

R.1 Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.

- Reading for orientation

R.2 Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.

- Reading for information and argument

R.3 Can recognise significant points in straightforward newspaper articles on familiar subjects.

- Reading instructions

R.4 Can understand clearly written, straightforward instructions for a piece of equipment.

- Identifying cues and inferring

R.5 Can identify unfamiliar words from the context on topics related to his/her field and interests.

R.6 Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.

- Notetaking

R.7 Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.



B1 Writing

Overall Written Interaction B1

WI1 Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.

Relevant Subscales for Written Interaction

- Correspondence

WI.1 Can write personal letters describing experiences, feelings and events in some detail.

- Notes, messages and forms

WI.2 Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.

Overall Written Production B1

WP1 Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.

Relevant Subscales for Written Production

- Creative writing

WP.1 Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.

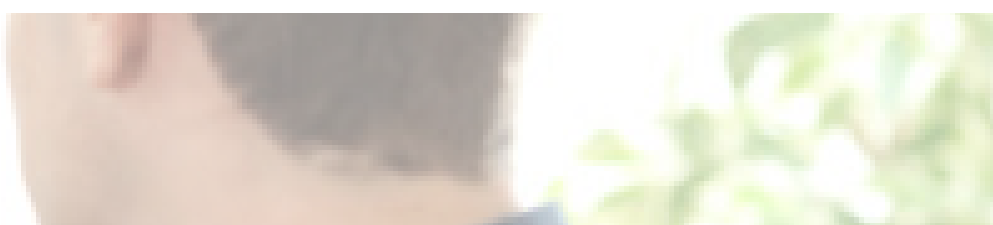
WP.2 Can write accounts of experiences, describing feelings and reactions in simple connected text.

WP.3 Can write a description of an event, a recent trip – real or imagined.

WP.4 Can narrate a story.

- Reports and essays

WP.5 Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.



B2 Speaking

Overall Spoken Interaction B2

SI1 Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party.

SI2 Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.

Relevant Subscales for Spoken Interaction

- Understanding a native-speaker interlocutor

SI.1 Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.

- Conversation

SI.2 Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.

SI.3 Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.

SI.4 Can convey degrees of emotion and highlight the personal significance of events and experiences.

- Informal discussion

SI.5 Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

SI.6 Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

SI.7 Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.



- Formal discussion and meetings

SI.8 Can participate actively in routine and non-routine formal discussion.

SI.9 Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.

SI.10 Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.

- Goal-oriented cooperation

SI.11 Can understand detailed instructions reliably.

SI.12 Can help along the progress of the work by inviting others to join in, say what they think, etc.

SI.13 Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.

- Transactions to obtain goods and services

SI.14 Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.

- Information exchange

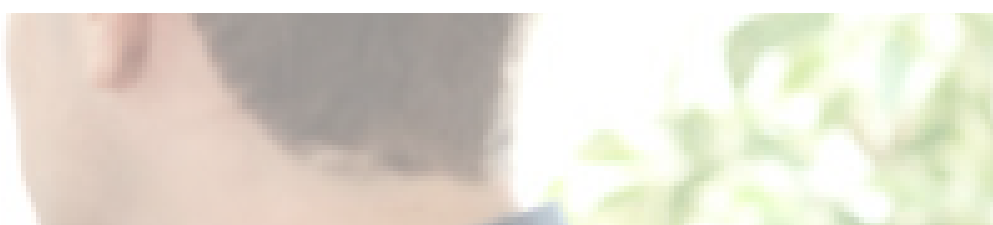
SI.15 Can pass on detailed information reliably.

SI.16 Can give a clear, detailed description of how to carry out a procedure.

SI.17 Can synthesise and report information and arguments from a number of sources.

- Interviewing and being interviewed

SI.19 Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.



Overall Spoken Production B2

SP1 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.

Relevant Subscales for Spoken Production

- Sustained monologue: Describing experience

SP.1 Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.

- Sustained monologue: Putting a case (eg in debate) (same as B2)

SP.2 Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.

SP.3 Can construct a chain of reasoned argument:

SP.4 Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

- Public announcements

SP.5 Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.

- Addressing audiences

SP.6 Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.

SP.7 Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.



B2 Listening

Overall Listening Comprehension B2

L1 Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.

L2 Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.

Relevant Subscales for Listening Comprehension

- Understanding conversation between native speakers

L.1 Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

- Listening as a member of an audience

L.2 Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.

- Listening to announcements and instructions

L.3 Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

- Listening to audio media and recordings

L.4 Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.

- Watching TV and film

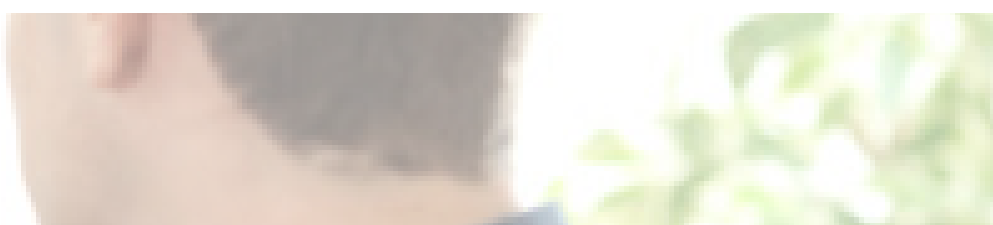
L.5 Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.

- Identifying cues and inferring

L.6 Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

- Notetaking

L.7 Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.



B2 Reading

Overall Reading Comprehension B2

R1 Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.

Relevant Subscales for Reading Comprehension

- Reading correspondence

R.1 Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.

- Reading for orientation

R.2 Can scan quickly through long and complex texts, locating relevant details.

R.3 Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

- Reading for information and argument

R.4 Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

- Reading instructions

R.5 Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.

- Identifying cues and inferring

R.6 Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

- Notetaking

R.7 Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.



B2 Writing

Overall Written Interaction B2

WI1 Can express news and views effectively in writing, and relate to those of others.

Relevant Subscales for Written Interaction

- Correspondence

WI.1 Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.

- Notes, messages and forms (same as B1)

WI.2 Can take messages communicating enquiries, explaining problems.

Overall Written Production B2

WP1 Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.

Relevant Subscales for Written Production

- Creative writing

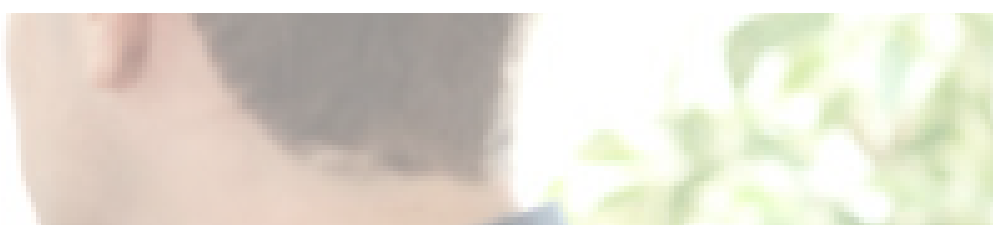
WP.1 Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.

WP.2 Can write a review of a film, book or play.

- Reports and essays

WP.3 Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.

WP.4 Can synthesise information and arguments from a number of sources.



C1 Speaking

Overall Spoken Interaction C1

SI1 Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.

Relevant Subscales for Spoken Interaction

- Understanding a native-speaker interlocutor

SI.1 Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.

- Conversation

SI.1 Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

- Informal discussion

SI.2 Can easily follow and contribute to complex interactions between third parties and in group discussion, even on abstract, complex unfamiliar topics.

- Formal discussion and meetings

SI.3 Can easily keep up with the debate, even on abstract, complex unfamiliar topics.

SI.4 Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.

- Goal-oriented cooperation (same as B2)

SI.5 Can understand detailed instructions reliably.

SI.6 Can help along the progress of the work by inviting others to join in, say what they think, etc.

SI.7 Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.

- Transactions to obtain goods and services (same as B2)

SI.8 Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.

SI.9 Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.



- Information exchange (same as B2)

SI.10 Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.

- Interviewing and being interviewed

SI.11 Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.

Overall Spoken Production C1

SP1 Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.

Relevant Subscales for Spoken Production

- Sustained monologue: Describing experience

SP.1 Can give clear, detailed descriptions of complex subjects.

SP.2 Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

- Sustained monologue: Putting a case (eg in debate) (same as B2)

SP.3 Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.

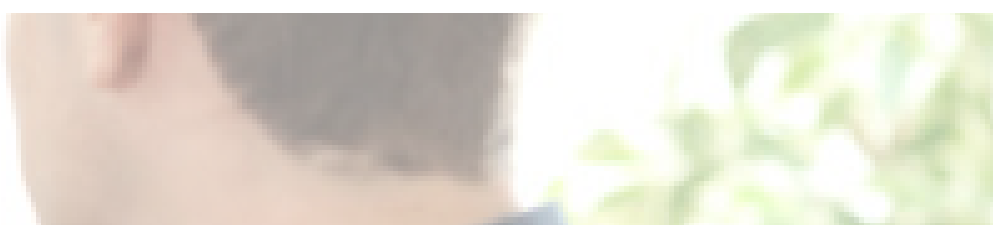
- Public announcements

SP.4 Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.

- Addressing audiences

SP.5 Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.

SP.6 Can handle interjections well, responding spontaneously and almost effortlessly.



C1 Listening

Overall Listening Comprehension C1

L1 Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.

L2 Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.

L3 Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.

Relevant Subscales for Listening Comprehension

• Understanding conversation between native speakers

L.1 Can understand and follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.

• Listening as a member of an audience

L.2 Can follow most lectures, discussions and debates with relative ease.

• Listening to announcements and instructions

L.3 Can extract specific information from poor quality, audibly distorted public announcements, eg in a station, sports stadium, etc.

L.4 Can understand complex technical information, such as operating instructions, specifications for unfamiliar products and services.

• Listening to audio media and recordings

L.5 Can understand a wide range of recorded and broadcast material, including non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.

• Watching TV and film

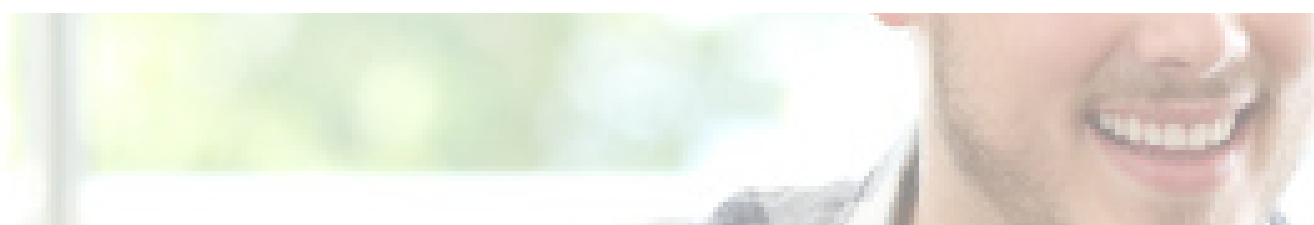
L.6 Can follow films employing a considerable degree of slang and idiomatic usage.

• Identifying cues and inferring

L.7 Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what comes next.

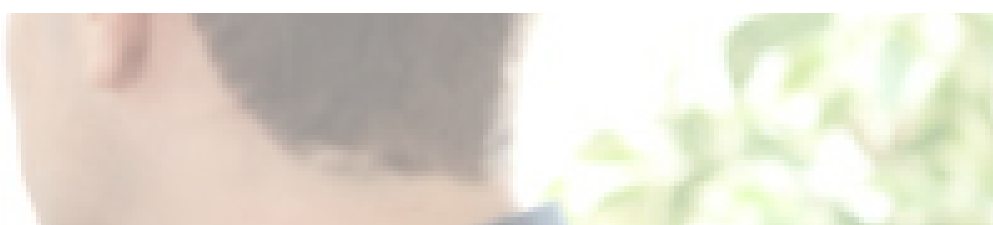
• Notetaking

L.8 Can take detailed notes during a lecture on topics in his/her field of interest.



C1 Reading

Overall Reading Comprehension C1
R1 Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
Relevant Subscales for Reading Comprehension
<ul style="list-style-type: none">• Reading correspondence R.1 Can understand any correspondence given the occasional use of the dictionary
<ul style="list-style-type: none">• Reading for orientation (same as B2) R.2 Can scan quickly through long and complex texts locating relevant details.
R.3 Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
<ul style="list-style-type: none">• Reading for information and argument R.4 Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes as well as stated opinions.
<ul style="list-style-type: none">• Reading instructions R.5 Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her area of speciality, provided he/she can reread difficult sections.
<ul style="list-style-type: none">• Identifying cues and inferring R.6 Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
<ul style="list-style-type: none">• Notetaking R.7 Can take detailed notes during a lecture on topics in his/her field of interest.



C1 Writing

Overall Written Interaction C1

WI1 Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.

Relevant Subscales for Written Interaction

- Correspondence

WI.1 Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively, including emotional, allusive and joking usage

- Notes, messages and forms (same as B1)

WI.2 Can take messages communicating enquiries, explaining problems.

Overall Written Production C1

WP1 Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

Relevant Subscales for Written Production

- Creative writing

WP.1 Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.

- Reports and essays

WP.2 Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.

WP.3 Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.



C2 Speaking

Overall Spoken Interaction C2

SI1 Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.

SI2 Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices.

SI3 Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.

Relevant Subscales for Spoken Interaction

• Understanding a native-speaker interlocutor

SI.1 Can understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent or dialect.

• Conversation

SI.2 Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.

• Informal discussion (same as C1)

SI.3 Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.

• Formal discussion and meetings

SI.4 Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers.

• Goal-oriented cooperation (same as B2)

SI.5 Can understand detailed instructions reliably.

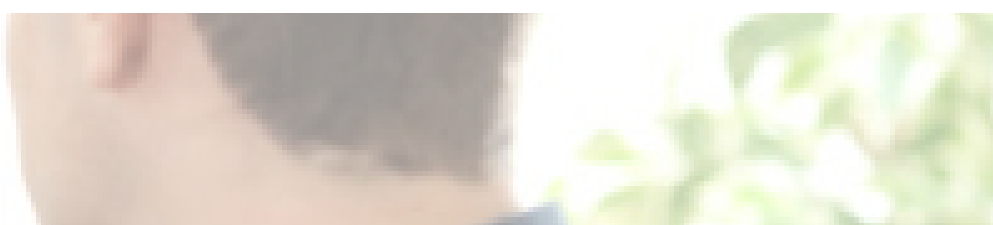
SI.6 Can help along the progress of the work by inviting others to join in, say what they think, etc.

SI.7 Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.

• Transactions to obtain goods and services (same as B2)

SI.8 Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.

SI.9 Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.



- Information exchange

SI.10 Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.

- Interviewing and being interviewed

SI. 11 Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with complete fluency as interviewer or interviewee, at no disadvantage to a native speaker.

Overall Spoken Production C2

SP1 Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.

Relevant Subscales for Spoken Production

- Sustained monologue: Describing experience

SP.1 Can give clear, smoothly flowing, elaborate and often memorable descriptions.

- Sustained monologue: Putting a case

No descriptor available.

- Public announcements

No descriptor available.

- Addressing audiences

SP.2 Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.

Can handle difficult and even hostile questioning.



C2 Listening

Overall Listening Comprehension C2

L1 Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.

Relevant Subscales for Listening Comprehension

- Understanding conversation between native speakers (same as C1)

L.1 Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.

- Listening as a member of an audience

L.2 Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.

- Listening to announcements and instructions (same as C1)

L.3 Can extract specific information from poor quality, audibly distorted public announcements, eg in a station, sports stadium etc.

L.4 Can understand complex technical information, such as operating instructions, specifications for familiar products and services.

- Listening to audio media and recordings (same as C1)

L.5 Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.

- Watching TV and film (same as C1)

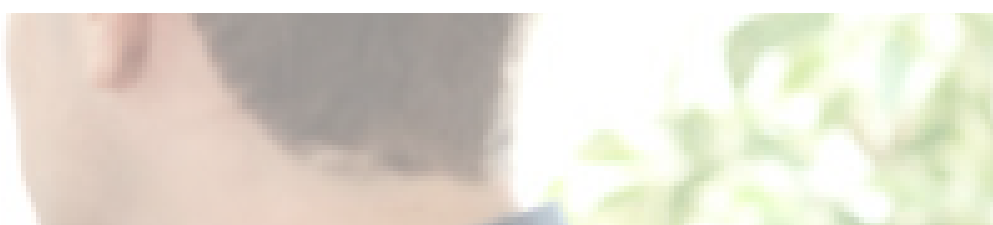
L.6 Can follow films employing a considerable degree of slang and idiomatic usage.

- Identifying cues and inferring

L.7 Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

- Notetaking

L.8 Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.



C2 Reading

Overall Reading Comprehension C2

R1 Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.

R2 Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.

Relevant Subscales for Reading Comprehension

- Reading correspondence (same as C1)

R.1 Can understand any correspondence given the occasional use of a dictionary.

- Reading for orientation (same as B2)

R.2 Can scan quickly through long and complex texts, locating relevant details.

R.3 Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

- Reading for information and argument (same as C1)

R.4 Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.

- Reading instructions (same as C1)

R.5 Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.

- Identifying cues and inferring (same as C1)

R.6 Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

- Notetaking

R.7 Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.



C2 Writing

Overall Written Interaction C2 (same as C1)

WI1 Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively

Relevant Subscales for Written Interaction

- Correspondence (same as C1)

WI.1 Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.

- Notes, messages and forms (same as B1)

WI.2 Can take messages communicating enquiries, explaining problems.

Overall Written Production C2

WP1 Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.

Relevant Subscales for Written Production

- Creative writing

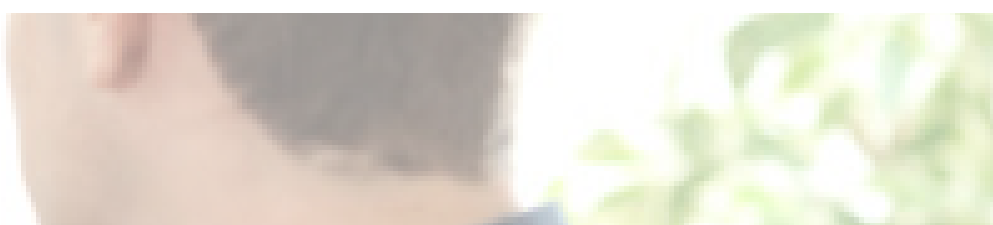
WP.1 Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.

- Reports and essays

WP.2 Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works.

WP.3 Can provide an appropriate and effective logical structure which helps the reader to find significant points.

STANDARDS TAKEN FROM: COUNCIL OF EUROPE (2001): COMMON EUROPEAN REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT. CAMBRIDGE: CAMBRIDGE UNIVERSITY PRESS.



APPENDIX 2

SPEAKER ASSESSOR TRAINING DECLARATION



Speaking Test Assessor Training Declaration

Centre:		Head of Centre:	
Speaking Test Assessor			
First Name:		Surname:	
Speaking Test Assessors do not have to be native English speakers but they must meet at least three of the criteria below. Tick the three that apply:			
1	Be a native or near native speaker		
2	Have a degree level qualification which was taught in English, or a teaching qualification which was taught in English		
3	Have five years' experience of teaching English		
4	Be an official oral examiner for another Awarding Organisation/Exam Board		
5	Be able to demonstrate a thorough knowledge of AIM's ESOL qualifications (eg from having prepared candidates)		
Please detail how the above criteria are met. Outline any experience/qualifications which are relevant to the role of Speaking Test Assessor.			
Date of Training:		Location of Training:	
Contact Details:			
Address:			
Email:			
Telephone:			
Speaking Test Assessor Declaration:	By signing this document I confirm that there are no known conflicts of interest between myself and any of the candidates I will be assessing.		
Signature of Speaking Test Assessor:		Date:	
Head of Centre Declaration:	By signing this document I confirm that the above Speaking Test Assessor has been inducted and trained, has the appropriate skills and experience to carry out the role of Speaking Test Assessor for ESOL Qualifications and I have seen evidence that they meet at least three of the above criteria. I confirm that there are no conflicts of interest between the Speaking Test Assessor and any candidates.		
Signature of Head of Centre:		Date:	

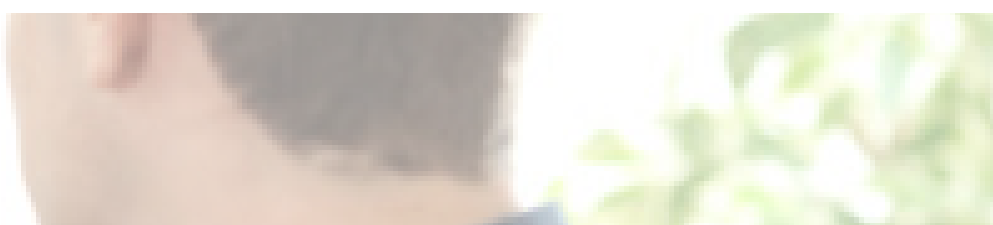
APPENDIX 3

INVIGILATOR PERSON SPECIFICATION



EXAM INVIGILATOR PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Evidence of basic literacy and numeracy skills 	<ul style="list-style-type: none"> An English language qualification
Knowledge & Experience	<ul style="list-style-type: none"> A basic understanding of examinations A good understanding of the examination process, regulations and protocol 	<ul style="list-style-type: none"> Previous invigilation experience Previous experience of working in a busy school environment
Skills	<ul style="list-style-type: none"> Able to understand basic written English in order to read the instructions on the front of the examination paper Respectful of confidentiality and paper security Able to operate the audio technology used during the listening examinations Mindful of candidates' needs Able to deal with difficult or urgent situations "Firm but fair" – able to control a large group of candidates and ensure that all rules and regulations are adhered to Good oral and written communication skills The ability to work as part of a team 	
Attributes	<ul style="list-style-type: none"> Punctual and reliable Flexible Ability to work under pressure Conscientious Responsible 	



APPENDIX 4

INVIGILATOR INSTRUCTIONS



Invigilator Instructions

All invigilators must arrive at the examination room no later than 30 minutes before the published start time.

You may not be the sole/chief invigilator if you are a relative of a candidate, or a teacher who has prepared the candidates for the examination – please read full details about conflicts of interest in Section 3. There must be at least one invigilator present per 30 candidates. Where there are less than 30 candidates and a sole invigilator, assistance must be available for the invigilator without them having to leave the room or disturb the candidates.

All invigilators will be informed by AIM Qualifications prior to the examination of any special arrangements for individual candidates (eg extra time for dyslexia).

Before the examination

The invigilator must check the suitability of the room:

- The room must be arranged so that candidates face in the same direction. Desks should be 1.25m apart so that the invigilator can walk between them.
- All candidates in the room must be able to be seen by an invigilator at all times.
- Writing surfaces should be as flat and smooth as possible, since holes and cracks in the surface make it difficult for candidates to write clearly.
- The temperature should be appropriate for the season and at the right temperature before the candidate arrives.
- Lighting must be adequate for reading and completing the examination scripts.
- The room should be located in a quiet area away from external noise.
- The room should have a clock and a board on which to record the start and finish times of the examination. These should be positioned so that all candidates can see them without having to turn around.
- Listening equipment must be in good working order and the CD audible to every candidate.
- Any display material that may be of assistance to candidates must be removed prior to candidates entering the room.
- The invigilator must have available a whiteboard marker, extra pens for candidates, extra 'rough' paper and a method to attach extra paper to examination scripts (eg staples).
- Where there is a sole invigilator, there must be a mobile phone available so that the invigilator can contact the centre for assistance (for example if a candidate needs to leave the room).

Invigilators must confirm and be satisfied with the identity of all candidates sitting the examination. Do they match the information on the assessment cover sheet? By signing the assessment cover sheet the invigilator takes responsibility for confirmation of candidate attendance at the examination. Candidates should be asked to display their ID on the desk in front of them.

If the candidate's identity cannot be confirmed he or she will be removed from the examination immediately.

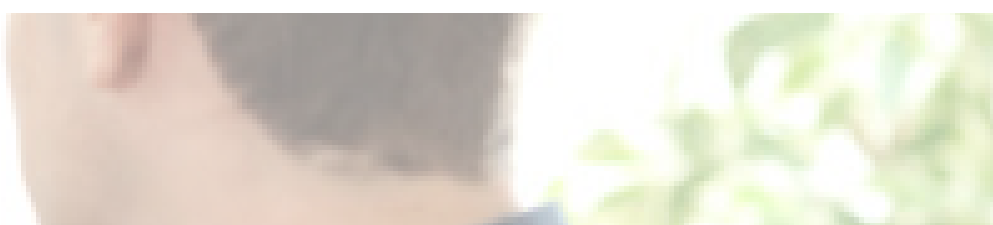
- Invigilators must remove any unauthorised items and place them out of reach of the candidates (eg at the back of the examination room):
 - Before candidates commence work they must be reminded of exam regulations
 - Candidates should be informed that they are subject to the examination regulations of AIM Qualifications.
 - Check that candidates do not have any unauthorised items – warn them that failure to hand these items in could result in disqualification. [eg mobile phone, notes, listening device (iPod) etc.].
 - Check that candidates have the correct materials (examination papers, pens etc) to complete the exam.
 - The invigilator must draw the candidate's attention to instructions printed on the front of the exam paper.
 - Clearly inform candidates when they are to begin and finish the examination, reinforcing this via the visual information set out on the whiteboard.
 - Remind candidates of regulations for leaving the exam room during the exam.
 - Tell them that a verbal warning 10 minutes before the end of the examination will also be given, preparing them for the finish.



The following is a suggested script for invigilators:

“You are now subject to the examination regulations of AIM Qualifications. Only material listed on the front of the examination paper is permitted in the exam room. No other material is permitted. If you are found to have any other material, even if you did not intend to use it, then you are in breach of the examination regulations and will be reported to AIM Qualifications. Normal practice in these circumstances is to disqualify you from the examination. Check now that you are not in possession of any unauthorised materials, such as notes, books, dictionaries, calculators, mobile telephones or any other communicative device. Please ensure that all mobile phones are switched off. Please hand in now any unauthorised items you may have. Check that you have the right examination paper on the desk in front of you. Check your personal details on the front of the paper. Place your identity card on your desk so invigilators can check it during the examination without disturbing you. All answers must be written in pen only. You may not communicate in any way with another candidate. Should you require any assistance, raise your hand and an invigilator will come and help you. No explanation can be given as to the meaning of the question. You will be told when you have 10 minutes of the examination left. During this last 10 minutes you must remain in the room. The examination lasts for hours (including the listening), and will finish at..... I shall now start the audio CD for the listening part of the examination. Good Luck.”

- Candidates should be aware that the listening section of the examination comes first, followed immediately by the reading and writing section. There is no break in between. The duration of the examination includes the listening, as stated on the front of the examination paper.



During the examination

Once the listening section of the examination is over, the listening scripts should be collected by the invigilator. They should not remain on the desk for the duration of the examination. Candidates must then be told to commence the reading and writing paper.

Candidates must be supervised at all times throughout the examination – from when they enter the room until all examination papers have been collected.

Candidates are not permitted to talk during the examination.

Any candidate arriving late will not be admitted to the exam room until the listening section of the examination has been completed. Latecomers must be ready to enter the room/hall within the first half-hour of the examination commencing. Late arrivals will not have extra time or be given access to the listening section. Latecomers who arrive after the first half-hour will not be admitted to take the examination.

The invigilator must complete the Assessment Cover Sheet.

Ensure that if a student leaves the room temporarily they are supervised by a member of staff (preferably of the same sex).

Candidates can leave the room once they have finished their paper. They are not permitted to leave in the last ten minutes as this may distract the other candidates who are trying to finish their paper.

After the examination

Collect all scripts and batch the listening papers and written papers into two separate piles. Return them immediately to the designated address.

Ensure that the Assessment Cover Sheet has been signed and return it with the papers.



Invigilator Checklist

1	Check suitability of room eg table layout, heating and lighting	
2	Ask candidates to leave their belongings at the back of the room	
3	Make sure there is a working clock in the room	
4	Make sure you have a mobile phone. (Ring the centre if a student needs the toilet – a member of the centre will come to escort them)	
5	Check that candidates have the correct paper	
6	Check that candidates do not have any prohibited materials (eg, mobile phone, books, notes etc.)	
7	Ask candidates to display their student card (or any form of ID) on their table in front of them	
8	Make sure you read the suggested script provided in the invigilator instructions	
9	Write the examination start and finish times on a display board (the length of time for the examination will be stated on the written paper. Please note that this length of time INCLUDES the listening section of the examination)	
10	When the exam is underway (after the listening section is finished and candidates have started the written section), check students off on the Assessment Cover Sheet. Check their names on their student cards and make any spelling corrections to the Assessment Cover Sheet. Complete the Assessment Cover Sheet	

Contact AIM Qualifications

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